

**PRE-SERVICE ENGLISH TEACHERS' STRATEGIES IN DESIGNING TEACHING  
MODULES IN *MERDEKA BELAJAR* CURRICULUM**

*(A Study at MAN Rejang Lebong and SMAN 1 Rejang Lebong)*

**THESIS**

**This thesis is submitted to fulfill the requirement for „sarjana“ degree in English *Tadris*  
Study Program**



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*Assalamualaikum Wr.Wb.*

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Demikian permohonan ini kami ajukan, terima kasih.

*Wassalamualaikum Wr.Wb.*

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## **PREFACE**

All praises to Allah that writer had finally finished writing her thesis entitled **“Pre-service Teachers’ Strategies in Designing Teaching Modules in Merdeka Belajar Curriculum”**.

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

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

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Finally, the researcher needs suggestion for being perfect in the future because this thesis is not perfect yet event in the grammar, structure of writing, discussion or anything else that is not suitable with hoped. Hopefully the result of this research can give beneficial contribution to the development of education in other school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Ameen.

*Wassalamu'alaikum Warrahmatullahi Wabarakatuh*

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## ABSTRACT

Oktipia Silmi 2023 : **Pre-service Teacher Strategies in Designing Teaching Modules in Merdeka Belajar Curriculum.**

Advisor : Dr. Paidi Gusmuliana, M.Pd.

Co-advisor : Meli Fauziah, M.Pd

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This study aims to analyze the teaching module designed by pre-service teacher referring to *Merdeka Belajar* Curriculum. The research was conducted at MAN Rejang Lebong and SMAN 1 Rejang Lebong using a qualitative descriptive design. Interview guidance and data analysis were utilized as data collection instruments. The subjects of this research are pre-service teacher at MAN Rejang Lebong and SMAN 1 Rejang Lebong. In the study, researcher discussed that there are several strategies for designing teaching modules and there is a link between strategies for designing teaching modules and success in teaching. These strategies are making an outline learning objectives, developing the introduction, plan the specific learning activities (the main body of the lesson), plan to check for understanding, develop a conclusion and a preview, create a realistic timeline. In the study, researcher discussed that there are several strategies for designing teaching modules and there is a link between strategies for designing teaching modules and success in teaching. Thus, using strategies in designing teaching modules in *Merdeka Belajar* curriculum can create teaching modules efficient, effective, and student-oriented. Also by make this research, it can help teacher designing teaching module in *Merdeka Belajar* curriculum.

***Keywords :* Pre-service Teacher, Strategies, Teaching Modules, Merdeka Belajar.**

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# CHAPTER I

## INTRODUCTION

In this introductory chapter, background of the research is presented as the beginning of this research. Then this chapter describes the focus of the research including background of the research and identification of the problem. It also has set out the research problem, the associated research questions that the study seeks the answer, and research objectives. Finally, it provides definition of key terms, significances of the research and thesis organization.

### **A. Background of the Research**

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habit. The function of education is to develop abilities, skills, shape character as well as a civilization. In the educational process, a learning plan is needed by every teachers so that teaching and learning activities become more effective.

Teachers are required to set up a learning environment in which students can learn effectively, and this involves planning materials, strategies and timing.<sup>1</sup> This means that to create an environment where students can learn effectively, a teacher is required to be able to manage a class by mastering the strategy, what material will be taught and how to design it, as well as the right time allocation. This can be designed in a learning device in the form of teaching modules.

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<sup>1</sup> Brittin, R. V. (2005), "Preservice and Experienced Teachers' Lesson Plans for Beginning Instrumentalists", *Journal of Research in Music Education* 53(1), p.26

Planning a module is a complex process. The relationship between the quality of a module and an effective teaching-learning process is widely acknowledged by researchers and educators.<sup>2</sup> Teaching modules connects requirements of the curriculum and textbooks with what is presented in the classroom.

Curriculum is one of the essential parts of the education world. It comprises a learning design that will be given to the students to carry out the learning process well. In Law (No). 20 of 2003 Article 1 states that the curriculum is a set of plans and regulations regarding the content, learning materials and methods used as guidelines in implementing the teaching and learning process. Therefore, it can be concluded that the curriculum contains a learning plan, it guides the teacher to teach students according to their needs. Nadiem Anwar Makarim, introduced a program called '*Merdeka Belajar*,' where one of the policies is about teaching modules simplification. Teaching modules is needed by every teacher before carrying out the learning process, including pre-service teacher. Teaching modules are known as lesson plans in K-13.

Pre-service teacher is an individual who is entering a college or university teaching program and is currently completing the full qualifications to become a teacher. This means that a student at a university will take part in a practical field experience program. This activity can also be called a training because it is specifically designed to prepare pre-service teachers who have mastered teaching skills. Accordingly, planning is one of the crucial skills that pre-

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<sup>2</sup> Cigdem Sahin-Taskin, Vol.8, No.12. Exploring Pre-service Teachers' Perceptions of Lesson Planning in Primary Education. Retrieved on March 13<sup>th</sup> 2023



service teachers should gain during their training. Teacher training programs can help them to understand the importance of planning, as well as to plan their lessons effectively.

Preparing a module helps pre-service teachers to organize their activities, construct their goals, and get feedback from their supervisors. Planning is one of the crucial skills that pre-service teachers should gain during their training<sup>3</sup>. To make a learning plan a pre-service teacher requires a specific strategy.

Strategy is purpose to person internal ability to think, solve the problem, and take decision.<sup>4</sup> This means that in the process of designing teaching modules, a teacher must be able to think about how to create an effective learning environment based on an analysis of existing problems, in terms of what the conditions of the students are and what techniques must be done so that students are interested in learning. This is also the goal of the "*Merdeka Belajar*" curriculum.

Indeed, the policy related to teaching modules in the *Merdeka Belajar* program makes it easy for teachers to develop modules that have been deemed too rigid and look congested. As the name implies, *Merdeka Belajar* is freedom of thought. A teacher needs freedom so that the impact can be felt for the school and students' quality. Therefore, the Ministry of Education and Culture simplifies it by trimming some components without losing the essence of the module so that the teacher does not spend a lot of time compiling it. The three elements in teaching module are considered more effective and efficient

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<sup>3</sup> Kagan, D. M. & Tippins, D. J. (1992), "*The Evolution of Functional Lesson Plans Among Twelve Elementary and Secondary Student Teachers*". *The Elementary School Journal* **94**, p.477.

<sup>4</sup> Iskandarwassid, dadang S., *Strategy pembelajaran bahasa*. (2013: Remaja Risdakarya, Bandung) pg.3

because teachers can have a lot of time to prepare and evaluate the learning process.

There are some previous research that discuss about teaching modules in *Merdeka Belajar* Curriculum. First, a study conducted by Amalia Yulita “An Analysis of English Teacher’s Lesson Plan Referring to *Merdeka Belajar* Program at SMPN 30 Palembang.” This study discussed how English Teacher create lesson plan referring to *Merdeka belajar* Curriculum. Second, Stiliana Milkova “Strategies for Effective Lesson Planing.” This study discussed strategies in designing lesson plan by professional teacher. Third, Hasan Bahrin and Syafiqayah Adhimi “*Merdeka Belajar* Curriculum Through Creative Modules.” This study discussed about the relationship between curriculum and teaching module. Next, Bryan R “Analysis of Strategies for Teaching Standard-Based Lesson Plan Alignment to Pre-Service Teacher,” This study discussed about the strategies in designing lesson but not in *Merdeka Belajar* Curriculum.

In the study, researcher discussed that there are several strategies for designing teaching modules and there is a link between strategies for designng teaching modules and success in teaching. Thus, teachers need to understand the principle of simplifying module in *Merdeka Belajar*, which is efficient, effective, and student-oriented. This research carried out based on the strategy adopted by pre-service English teachers when designing modules in *Merdeka Belajar* curriculum.

In this study, researcher analyzed the phenomenon that there is a strategy in designing teaching modules in the *Merdeka Belajar*. In 2022, there were 2

high schools in Rejang Lebong that have implemented *Merdeka Belajar* curriculum, namely SMAN 1 Rejang Lebong and MAN Rejang Lebong, but only in class 10. Therefore, based on the author's pre-observations in both areas, the author knows that the two schools are managed by different ministries. SMA is managed by the Ministry of Education and Culture, while MA is managed by the Ministry of Religion.

In general, we can see that MA studies more religious subject than SMA. Whether in preparing teaching modules, MA focuses more on religious subjects or similar subjects such as reciting Al-Qur'an before carrying out teaching and learning activities . The researcher knew that there are several strategies in designing teaching modules in the *Merdeka Belajar* curriculum and these strategies have little difference from the previous curriculum.

The strategy that they use in designing module is that a pre-service teacher must first analyze the interrelationships of Graduate Competence Standard, Core Competencies and Basic Competencies, Analysis of Learning Materials, Learning Objectives and Learning Materials, Scaffolding Syntax Integration of Learning Models, Assessment of Learning Outcomes (Grid review), Instrument , Question Writing, Review the Preparation of modules. If in the *Merdeka Belajar* curriculum there were steps before designing a teaching module, namely a pre-service teacher must understand the Learning Outcomes, Learning Objectives, and Learning Objectives Flow, so that the new teacher can design a module in *Merdeka Belajar* Curriculum. In designing teaching modules in *Merdeka Belajar* curriculum the government changed the benchmarks as Core Competencies and Basic Competencies into Learning

Objectives Flow. Several aspects of preparing teaching modules in the *Merdeka Belajar* curriculum were considered more effective.

In 2022, SMAN 1 Rejang Lebong and MAN Rejang Lebong will conduct a trial implementation of the *Merdeka Belajar* Curriculum. At that time, pre-service teachers started teaching practice activities at school so that the civil service teachers gave pre-service teachers the opportunity to design teaching modules by being given several sites on how to make modules and examples of teaching modules on the internet as sample material and given CP, TP , ATP from the school. Therefore, researchers want to know how pre-service teachers handle this. Whether there is a strategy they apply or not.

From the phenomenon above, this reasearch is very important to be done because to know pre-service English teachers at SMAN 1 Rejang Lebong and MAN Rejang Lebong already has a good teaching modules for *Merdeka Belajar* or not and how a pre-service teacher strategy in designing teaching modules. At last, based on descriptive above, the reseacher is interested in conducting research under the title "*Pre-service Teachers' Strategies in Designing Teachiing Modules in Merdeka Belajar Curriculum*".

## **B. Identification of the Problem**

Based on the background of the problem described above the research focused on the strategies of pre-service teacher in designing a module to create a good learning environment using the "*Merdeka Belajar*" curriculum.

### **C. Research Questions**

The focus of this research is study about pre-service English teacher strategy in designing teaching module based on *Merdeka Belajar* curriculum. Therefore, to analyze this matter carefully, the researcher postulates the following questions:

1. What strategies are used by the pre-service English teachers at SMAN 1 Rejang Lebong and MAN Rejang Lebong in designing teaching modules?
2. How do the pre-service English teachers at SMAN 1 Rejang Lebong and MAN Rejang Lebong design teaching modules in *Merdeka Belajar* curriculum?

### **D. Research Objectives**

Based on the research questions above, the objectives of this research are :

1. To know the strategies used by pre-service English teacher at SMAN 1 Rejang Lebong and MAN Rejang Lebong in designing teaching modules in *Merdeka Belajar* curriculum.
2. To know the way of pre-service English teachers at SMAN 1 Rejang Lebong and MAN Rejang Lebong in designing *Merdeka Belajar* teaching modules.

### **E. Definition of Key Terms**

To avoid misunderstanding of some concepts from this study, the researcher gave lexical, theoretical, and contextual, description of the key concepts.

## 1. Pre-service Teacher

A pre-service teacher is an individual who has entered a college or university teaching program and is currently completing full qualifications to become a teacher. Since the teaching practice of pre-service teacher is done on microteaching, then pedagogical component will be describe in this study consist of content knowledge and pedagogical knowledge.<sup>5</sup>

In this research, a pre service teacher has several things that must be done while undergoing a training exercise program to become a teacher including making a learning plan before carrying out learning activities in class with students.

## 2. Strategy

Strategy is purpose to person internal ability to think, solve problem, and take decision.<sup>6</sup> In this research, , the strategy in designing teaching modules is necessary because in the learning process every teacher must be successful in managing a good learning environment. In order to create an effective learning environment, an efficient learning design is needed. Therefore a teacher needs a strategy in designing a module.

## 3. Teaching module

‘Teaching modules’ are documents where ‘the pedagogical knowledge and decisions of the teacher’ are embodied and ‘fully developed by teachers for their day-to-day teaching practice.’<sup>7</sup> The term teaching module in the

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<sup>5</sup> Jurnal Pendidikan Matematika, Vol.13, No.2, Juli 2019, hal.203. Retrieved on April 10<sup>th</sup> 2023.

<sup>6</sup> Iskandarwassid, dadang S., *Strategy pembelajaran bahasa*. (2013: Remaja Risdakarya, Bandung) pg.3

<sup>7</sup> Wei, B., & Panjang, F. (2021). *Mengajar kimia dalam konteks: apa yang kita ketahui dari RPP guru*. Jurnal Pendidikan Sains Internasional, 43(8), 1208–1227.

*Merdeka Belajar* curriculum same as the lesson plan in K-13, but the difference is that it is equipped with various learning materials, student activity sheets, Pancasila profiles and assessments to check whether the learning objectives are achieved by students. Planning is often viewed as a key aspect of teaching a successful lesson. During the planning phase, the teacher makes decisions about goals, activities, resources, timing, grouping, and other aspects of the lesson.<sup>8</sup> It means that teaching modules is something a teacher needs to manage a class well based on pedagogical knowledge and decisions. Designing module begins by determining the goals to be achieved by a teacher towards students. Planning is often viewed as a key aspect of teaching a successful lesson.

#### 4. *Merdeka Belajar* Curriculum

Curriculum is an attempt to convey principles and important features of a plan in such a form so that it can be implemented by teachers in schools.<sup>9</sup> Along with the times, changes occurred in an education system in Indonesia. Researcher can see these developments from policies and renewal of applicable educational standards such as curriculum changes. Previously, Indonesia implemented K-13 as the national curriculum. The 2013 curriculum will be perfected again with a new breakthrough launched by the Ministry of Research, Technology and Higher Education. The breakthrough is in the form of a *Merdeka Belajar* curriculum. On *Merdeka Belajar* Curriculum, learning focuses on essential knowledge and skill development

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<sup>8</sup> Jack C.R., Willy A.R. (2001). *Methodology in language teaching : an anthology of current practice*. Cambridge University Press, pg. (24).

<sup>9</sup> Husni Mubarok,dkk. (2018). *Pengembangan Kurikulum*. UIN Walisongo Semarang, pg.1

according to their phase.<sup>10</sup> It means that deeper learning, meaningful, unhurried and fun so that students' knowledge can develop properly.

## **F. Significances of the Research**

The result of the study is expected to be used theoretically and practically :

### **1. Theoretical**

The findings of this research can be used to influence the theory and method of pre-service teachers' strategies in designing teaching modules in the Merdeka Belajar curriculum.

### **2. Practical**

#### **a. Researcher**

The result of this research is expected to enrich the reference for other researchers who are interested in the research about pre-service teacher strategies in designing teaching modules in *Merdeka Belajar* curriculum.

#### **b. Education Students at IAIN Curup**

This researcher hopes that the results can provide valuable benefits for education (Tarbiyah) students to implement appropriate strategies for pre-service teacher in designing teaching modules in *Merdeka Belajar* curriculum.

#### **c. Reader**

The result of this research hopefully give reder more knowledge about pre-service teacher strategies in designing teaching modules in *Merdeka Belajar* curriculum.

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<sup>10</sup> Dewa, A.M, dkk. (2022). *ANALISIS KURIKULUM MERDEKA DAN PLATFORM MERDEKA BELAJAR UNTUK MEWUJUDKAN PENDIDIKAN YANG BERKUALITAS*. Jurnal Penjaminan Mutu, Vol.8, No.2, pg.242



## **G. Thesis Organization**

In this introductory chapter, background of the research is presented as the beginning of this research. Then, this chapter describes the focus of the research, including identification of the problem. It also has set out the research problem, the associated research question that the study seek the answer, and research objectives. Chapter II discussed the theoretical basis of teacher's strategies in designing teaching modules based on "*Merdeka Belajar*" Curriculum and an overview of the related findings. Chapter III methodology of the research includes kind of research, subject of the research, technique of collecting data, instrument of the research, technique of data analysis and triangulation of the research. Chapter IV explained about the findings and discussion of the research. Lastly, Chapter V contained conclusions and suggestions from research on pre-service teacher's strategies in designing teaching modules in *Merdeka Belajar* curriculum.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses several theories which related to this study. It covers two parts namely review of related theory and review of related finding. In the first part, the study is formed by six main theories that are used in this study. They are pre-service teacher, teacher strategy, teaching modules, *Merdeka Belajar* curriculum, teacher's strategies in designing teaching modules, teaching modules in *Merdeka Belajar* curriculum. While in the second part, the study is constructed by some others studies concerning teacher's strategies in designing teaching modules.

#### **A. Review of Related Theories**

##### **a. Pre-service Teacher**

###### **1. Definition**

Pre-service teachers are prospective teachers who are currently undergoing formal education at colleges or universities and are practicing in the field as part of their educational program.<sup>11</sup> In order to strengthen the identity of prospective educators and to form readiness as prospective educators, students of the Bachelor of Education Program are given an apprenticeship program at school called Field Experience Practice. In other words, pre service teacher is an individual who has no teaching experience and is studying to become a teacher through a formal education program at a college or university.<sup>12</sup>

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<sup>11</sup> Don, K., & Paul, E. 2014. *Introduction to Teaching: Becoming a Professional*. Pg.17

<sup>12</sup> Douglas, F. & Nancy, F. 2012. *The Handbook for Teaching in Your School*. Pg.240

## 2. Characteristics

Some of the characteristics of pre-service teachers, or prospective teachers, which can be seen based on experience and literature include:

- a. Attract attention – Pre-service teacher must be able to attract students' attention so they can understand the material being taught.<sup>13</sup>
- b. Communicative – Pre-service teacher must have the ability to communicate well in order to facilitate students in understanding the material.<sup>14</sup>
- c. Caring – Pre-service teacher students must care about the needs and abilities of students.<sup>15</sup>
- d. Able to adapt – Pre-service teacher must be able to adapt to the environment and conditions of the school they encounter.<sup>16</sup>
- e. Creative – Pre-service teacher must be able to develop creativity to present interesting and useful learning for students.<sup>17</sup>

## 3. Status

Status is a position. The position of pre-service teacher are:

- 1) Pre-service teacher is an integral part of the curriculum that must be followed by all undergraduate students of the Faculty of Tarbiyah and must graduate.
- 2) Pre-service teacher is a specially programmed and concentrated course.

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<sup>13</sup> Prawitasari,& Trapsilation, *Introduction to Education for Higher Education*. Pg.135-136.

<sup>14</sup> Yuliati et al, *Learning and the Factors That Influence It*. Pg. 190

<sup>15</sup> Slameto, *Learning and the Factors That Influence It*. Pg. 67-68

<sup>16</sup> Ibid. Pg. 146-147

<sup>17</sup> Ghufroon et al, *Development of Human Resources Based on Local Wisdom*. Pg.152-153

3) Pre-service teacher with a weight of 4 credits is one of the requirements for tarbiyah faculty graduates to obtain Deed IV as the legality of teaching authority in their field.<sup>18</sup>

#### **4. The Scope**

In the educational process, pre-service has a predetermined scope. The scope of pre-service activities includes:

##### **1. Orientation/debriefing**

Orientation/debriefing is a process of conveying aspects that need to be carried out by a pre-service person during field practice.

##### **2. Learning observation**

It is important to carry out observations as a means to improve the extent of the learning planning that will be carried out in class.

##### **3. Learning practice**

Learning practices are carried out to train pre-service teachers' abilities and skills before carrying out practice at school.

##### **4. School practice**

School practice trained pre-service teachers to have the ability to demonstrate performance in real situations in teaching and learning activities and other teaching tasks.

##### **5. Preparation of PPL final report**

##### **6. PPL Examination<sup>19</sup>**

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<sup>18</sup> Buku Pedoman Praktik Pengalaman Lapangan (PPL), (2022), Fakultas Tarbiyah IAIN Curup. Pg.7

<sup>19</sup> Ibid, pg. 24-27

## 5. The Place and Time

Pre-service teachers are implemented in formal educational institutions which include TK/SD/SMP/MTs and SMA/MA/SMK. Schools are selected and determined based on considerations of suitability and cooperation between the university and the school where the practice takes place.<sup>20</sup> Pre-service teacher implementation time is three months (12 weeks).<sup>21</sup>

### b. Teacher Strategy

Strategy can be interpreted as plans and steps planned by an organization to achieve its long-term goals, taking into account the internal and external environment and the resources it has.<sup>22</sup> The point is that before designing something, someone needs steps so that they can achieve maximum goals, these steps are made using a critical mindset by considering the surrounding conditions and the adequacy of the surrounding resources. Typically, strategy is utilised to succeed in reaching an objective. It implies that using a strategy to achieve a goal is crucial. Someone needs a plan if they want to accomplish something.

According to Hamruni, strategy in education as a plan, technique, or collection of actions intended to accomplish a specific educational objective. It implies that a teacher must have a strategy when design a module. So that the teacher can accomplish the goal of education. A strategy is a plan of action for

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<sup>20</sup> Ibid, pg. 12

<sup>21</sup> Ibid, pg. 12

<sup>22</sup> Jhonson, G.,& Scholes, K. 2017. *Exploring Corporate Strategy: Text and Cases*. Pearson. Pg.13-14

reaching a goal. Strategy is used by all teachers, because with strategy the teachers can design plans well and effectively.

### **c. Teaching Modules**

The *Merdeka Belajar* curriculum teaching module is a substitute for lesson plans which have a varied format and include learning objectives, subject matter to be delivered, planned learning activities, evidence of learning and how the assessment will be carried out.<sup>23</sup> Teaching modules are used by a teacher before carrying out teaching and learning activities. Having a module before teaching is a must for a teacher because without a module, learning activities will not run in a structured manner. To see if the teaching modules is effective or not, teacher can see the results of learning whether students can receive learning well or not.

Teaching modules are learning tools or learning designs that are based on a curriculum that is applied with the aim of achieving predetermined competency standards.<sup>24</sup>

The teaching module criteria that have been explained previously need to be used as a reference when compiling teaching modules. After establishing the principles of the criteria above, teachers must create teaching modules according to the components determined based on needs. However, globally the teaching module has the following components:

- a) General information component;

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<sup>23</sup> Ibid., pg.410

<sup>24</sup> Nurdyansyah, N. (2018). Pengembangan Bahan Ajar Modul Ilmu Pengetahuan Alam Bagi Siswa Kelas IV Sekolah Dasar. Universitas Muhammadiyah Sidoarjo

b) Core components;

c) Attachments.<sup>25</sup>

#### **d. *Merdeka Belajar* Curriculum**

The curriculum in Indonesia has undergone many changes from the first curriculum. Along with the development of the times, the government also issued various kinds of programs according to the needs that occur at this time in the field of education. In 2019 the current Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, Nadiem Anwar Makarim, introduced a program called '*Merdeka Belajar*,' where one of the policies is about teaching modules simplification. This policy was made not without reason. Against this background, the research results of the Program for International Student Assessment in 2019 showed that the assessment results for Indonesian students only occupied the sixth position from the bottom. *Merdeka Belajar* Curriculum has an impact on the development of the country's young generations, which is the hope of the nation. therefore all the changes that occur lead to a better goal.

This policy contains four topics of discussion, namely regarding the abolition of national exams, the implementation of national standardized school examinations whose implementation is left to schools, simplification of the format of teaching modules, and regarding the zoning system for new student admissions . This policy brings big goals that the Ministry of Education and Culture wants to achieve with this independent learning policy, namely the

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<sup>25</sup> Tarbawi, Vol.5. no.02 Agustus 2022 pg.134

formation of a culture of educational institutions that are autonomous, not bureaucratic, and the growing innovation of learning systems.

In addition, the concept of independent learning offers restructuring the national education system. This rearrangement of education system was carried out in order to welcome changes in the nation as a result of the times. In a way, returning education to its essence where education is a process of humanizing humans. In the concept of independent learning, the teacher is not used as a source of truth by students, but teachers and students collaborate to move and seek truth, because teachers and students are both subjects of education itself.

Learning so far tends to view students as the same individuals so that they receive the same treatment and standard of intelligence. Even though each of these individuals has a learning style and type of intelligence that is not the same. So that in this curriculum there is a goal based on this aspect, namely teachers facilitating their interest in skills according to their respective abilities such as developing the potential and strengths of students in certain fields.

*Merdeka Belajar* Curriculum is also one of the official instructions from the Indonesian Ministry of Education and Culture. Through this concept, the government encourages students and teachers to be more creative, active and dare to find solutions in the learning process. In the government's view, independent learning is not only about freedom, but also responsibility in achieving learning goals.

*Merdeka Belajar* curriculum has four principles which have been transformed into new policy directions, namely :



1. USBN has been changed to an assessment exam, this is to assess student competency through written tests or can use other assessments that are more comprehensive in nature such as assignments,
2. National Examination has been changed to a minimum competency assessment and character survey, this activity aims to encourage teachers and schools to upgrade the quality of learning and student selection tests to the next level cannot be used as a basic reference.
3. RPP, different from the previous curriculum where the RPP follows the general format. The independent curriculum provides flexibility for teachers to freely choose, create, use and develop lesson plan formats. Things that need to be considered are the 3 core components in making a lesson plan, namely learning objectives, learning activities, and assessment. RPP is now known as a teaching module.
4. Zoning Regulations for Admission of New Students (PPDB).

The zoning system has been implemented in the New Student Admission (PPDB) regulations which is more flexible in nature. The previous draft regulations divided the PPDB system. The zoning is divided into three, namely 80% zoning path, 15% achievement path, 5% transfer path. Meanwhile, the latest draft regulations are divided into four, namely 50% zoning lanes, lanes affirmation 15%, transfer path 5%, achievement path 0 – 30%.<sup>26</sup>

In Rejang Lebong there are already several schools that implement the *Merdeka Belajar* curriculum, both from elementary and high school levels. The

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<sup>26</sup> Ibid. pg.131

schools that implements this curriculum are SMAN 1 Rejang Lebong and MAN Rejang Lebong. One of the concrete manifestations of this quality improvement is the issuance of a policy on simplifying teaching modules as a part of learning tools. This simplification is intended so that teachers are not focused on administrative matters at school, but also focus on optimizing the quality of learning that will be given to the students.

#### **e. Teacher's Strategies in Designing Teaching Modules**

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

A module in *Merdeka Belajar* curriculum is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Teachers who have a strong professional pedagogical competence also have students who show greater academic achievement. Yes, there is a very powerful link between teachers instructional knowledge and how well the students will do in the school setting. Having good abilities and skills in preparing a module is related to success in teaching and learning activities.<sup>27</sup> The teacher plans materials, scaffolding/modeling, and opportunities for practice. During instruction, teachers alter their plans depending on the student responses they receive. Strategies are needed in design teaching modules so that learning will be more clearly and systematically organized.

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<sup>27</sup> Amalia Yulita, 2021, *AN ANALYSIS OF ENGLISH TEACHER'S LESSON PLAN REFERRING TO MERDEKA BELAJAR PROGRAM AT SMPN 30 PALEMBANG*, pg.4

Developing an effective teaching modules requires the right strategy. Thus pre-service teachers can integrate learning objectives, strategies to improve mastery of concepts, clear evaluations, and varied teaching in each teaching modules.<sup>28</sup> Before teacher plan the lesson, teacher will first need to identify the learning objectives for the class meeting. Then, teacher can design appropriate learning activities and develop strategies to obtain feedback on student learning.<sup>29</sup> A successful teaching modules addresses and integrates these three key components:

1. Objectives for student learning
2. Teaching/learning activities
3. Strategies to check student understanding

Specifying concrete objectives for student learning will help teacher determine the kinds of teaching and learning activities teacher will use in class, while those activities will define how teacher will check whether the learning objectives have been accomplished or not. There are steps to develop teaching modules in the independent curriculum. Below there are 10 steps, including:

1. Conduct analysis on students, teachers and educational units regarding conditions and his needs. At this stage the teacher can identify problems appears in learning, teachers can analyze students' conditions and needs in learning so that the teaching modules are designed to be accurate with the problem is in learning.

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<sup>28</sup> Robert J. Marzano, *The Essentials for Standards-Driven Classrooms*.

<sup>29</sup> Stiliana Milkova, (2012), *Strategies for Effective Lesson Planing*, Center for Research on learning and Teaching

2. Carry out diagnostic assessments on students regarding internal conditions and needs learning. At this stage the teacher identifies students' readiness before learning. Teachers carry out this assessment specifically to identify competencies, students' strengths and weaknesses.
3. Identify and determine the Pancasila student profile entity that will be achieved. At this stage the teacher can identify student needs and refer to them with character education. The Pancasila student profile can actually be achieved with projects, therefore teachers must be able to design time allocations and dimensions of the Pancasila student profile program.
4. Develop teaching modules sourced from the Learning Objectives Flow, Flow spread based on Learning Outcomes. The essence of this stage is developing material is the same as developing material in a plan implementation of learning (RPP). In the teaching module there are points that must be designed by the teacher, namely:

*a) Outline learning objectives*

The first step is to determine what teacher want students to learn and be able to do at the end of class. To help teacher specify teachers objectives for student learning, analyze the following statements:

1. The topic of the lesson.
2. Learning that will be learned by students.
3. Learning that students can understand and do at the end of class.
4. Students can take the points from this particular lesson.

*b) Develop the introduction*

Now that teachers have teacher's learning objectives in order of their importance, design the specific activities' the teacher will use to get students to understand and apply what they have learned. Because teacher will have a diverse body of students with different academic and personal experiences. Develop a creative introduction to the topic to stimulate interest and encourage thinking. Teachers should consider the following statements when planning the introduction: (a) General knowledge on the basis of what students have about the topic, and (b) Introduce the topic.

*c) Plan the specific learning activities (the main body of the lesson)*

Prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles. As teacher plan teachers examples and activities, estimate how much time teacher will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. These statements would help teacher design the learning activities teacher will use:

- a. Explain the topic.
- b. Illustrate the topic in a different way.
- c. Engage students in the topic.

- d. Prepare relevant real-life examples, analogies, or situations that can help students understand the topic.
- e. Students understand the topic better.

*d) Plan to check for understanding*

In designing a module, a pre-service teacher must also check the ability of students to be evaluated. Teacher can apply a plan to check student understanding through several exercises.

*e) Develop a conclusion and a preview*

Go over the material covered in class by summarizing the main points of the lesson. Teacher can do this in a number of ways: teacher can state the main points. Besides concluding, at the end of each student's learning can be given a task as homework.

*f) Create a realistic timeline*

Here are some strategies for creating a realistic timeline:

1. Estimate how much time each of the activities will take, then plan some extra time for each
2. When teacher prepare teaching modules, next to each activity indicate how much time teacher expect it will take
3. Plan a few minutes at the end of class to answer any remaining questions and to sum up key points
4. Plan an extra activity or discussion question in case teacher have time left

5. Be flexible – be ready to adjust teachers module to students’ needs and focus on what seems to be more productive rather than sticking to teachers original plan.
5. Design types, techniques and assessment instruments. At this stage the teacher can determine the instruments that can be used for assessments that refer to three national assessment instruments, namely minimum competency assessment, survey character, and learning environment survey.
6. Teaching modules are arranged based on planned components
7. Teachers can determine several components that are essentially in accordance with learning needs. Some existing components can be used accordingly with students' needs in learning.
8. Essential components can be elaborated in learning activities
9. After the previous stages have been implemented, the module is ready to be used.
10. Module evaluation.

**f. Teaching Modules in *Merdeka Belajar* Curriculum**

Teaching modules is a teaching and learning plan that is designed in detail to achieve planned and consistent learning objectives.<sup>30</sup> A module is the instructor’s road map of what students need to learn and how it will be done effectively during the class time.<sup>31</sup> Before teacher plan teachers lesson, teacher will first need to identify the learning objectives for the class

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<sup>30</sup> Joyce,B.,&Weil, M.2017.*Models of Teaching*.Pearson.pg.57

<sup>31</sup> Stiliana Milkova, 2012, *Strategies For Effective Lesson Planing*. Center for Research on learning and Teaching.

meeting. Then, teacher can design appropriate learning activities and develop strategies to obtain feedback on student learning. The teaching modules that is prepared must contain learning goals and objectives which include cognitive, affective, and psychomotor aspects which will later be outlined in the teaching and learning process.<sup>32</sup> In *Merdeka Belajar* curriculum, the benchmark for designing teaching modules is not based on Core Competencies and Basic Competencies but rather Learning Outcomes, Learning Objectives and Learning Goal Flow.

### 1. Learning Outcomes

Learning outcomes are carried out by students after following the learning process carried out by students after following the learning process. The learning outcomes include knowledge, skills, and attitudes that are expected to be applied in real life.<sup>33</sup>

### 2. Learning Objectives

The purpose of learning is to provide a planned and systematic learning experience so that students are able to develop their potential optimally by covering cognitive, affective and psychomotor aspects.<sup>34</sup>

### 3. Learning Goal Flow

If learning outcomes are competencies that students are expected to achieve at the end of the phase, then the Learning Objectives Flow is a

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<sup>32</sup> Dwi Fajar Saputri,dkk. 2019. *Workshop on Creating Lesson Plans and Making Learning Media for Teachers at 34 Elementary Schools in Pontianak City*. Jurnal Ilmiah Pengabdian Pada Masyarakat. Vol.01,No.01,pg. 25

<sup>33</sup> Wina Sanjaya. 2010, “*Kurikulum dan Pembelajaran*”, pg. 32-33

<sup>34</sup> Ibid, pg. 3-4



series of learning objectives that are arranged systematically and logically in the learning phase.

- a. The flow becomes a guide for teachers and students to achieve learning outcomes at the end of a phase.
- b. Learning objectives are arranged chronologically based on the sequence of learning from time to time.
- c. Teachers can arrange their own learning flow, which consists of a series of learning objectives.
- d. The government will provide several sets of ready-to-use learning paths and make guidelines for the preparation of teaching tools.

A successful teaching modules addresses and integrates these three key components. Including, objectives for student learning, teaching/learning activities, strategies to check student understanding.

The teaching modules is developed from the syllabus to direct students' learning activities to achieve basic competencies. It contains some components. Theaching modules consists of thirteen components<sup>35</sup>. That is :

1. School identity, namely the name of the educational unit;
2. Subject identity or theme/sub-theme;
3. Class/semester;
4. Subject matter;
5. Time allocation is determined according to the need for achievement and learning load taking into account the number of study hours available in the syllabus and Basic Competencies must be achieved;

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<sup>35</sup> Ministry of Education and Culture No. 22 of 2016 Chapter 3 about Lesson Planning

6. Learning objectives formulated based on Basic Competencies, with use observable operational verbs and measured, which includes attitudes, knowledge, and skills;
7. Learning material, contains facts, concepts, principles, and procedures relevant, and written in the form of points in accordance with formulation of competency achievement indicators;
8. Learning methods, used by educators to realize learning atmosphere and learning process for students achieve Basic Competencies that is adjusted to the characteristics of students and Basic Competencies to be achieved;
9. Learning media, in the form of learning process aids for deliver the subject matter;
10. Learning resources, can be in the form of books, print and electronic media, the natural surroundings, or other relevant learning resources;
11. Learning steps are carried out through stages introduction, core, and closing; And
12. Assessment of learning outcomes.

Creating a module as a series of learning processes in the classroom has several advantages for teachers, among others, as follows:

- a. Teaching plans at each level of basic competency are automatically recorded and can be archived for future teacher needs.
- b. Teaching modules as an archive that will be the provision of the teacher concerned and can be used with the improvement in the next school

year and also can be a physical evidence of the implementation of regular learning well and periodically.

- c. For the principal with teaching modules, the quality of teachers while teaching will be controlled and recorded in the quality report of the teacher module in addition to the practical control of the principal.
- d. With the teaching modules, the size of the quality of learning in the classroom associated with student academic achievement results can be clearly defined.
- e. For subject teachers module can help teachers to manage time, teachers have time planning a topic of learning about how a topic is delivered well and interesting.<sup>36</sup>

However, In the Circular Letter of the Indonesian Ministry of Education and Culture No.14 of 2019 states that from thirteen components of a module, there are only three main points needed to conduct a module, and the rest are just complementary. The first is learning objectives, the second is learning steps, and the third is assessment. This simplification of the teaching modules is intended for teachers to ease the burden on teacher administration. The teaching modules, which previously consisted of dozens of components, is now simplified into three core components that can be made only on one page.

The design of teaching modules in *Merdeka Belajar* Curriculum simplifies the preparation of teaching modules on just one sheet, which has

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<sup>36</sup> Arifin, "Lesson Plan Berbasis Kerangka Kerja ELPSA Untuk Membangun Pemahaman Konsep Penjumlahan Dan Pengurangan Bilangan Bulat Pada Siswa Arifin Widyaiswara Madya LPMP NTB Email : Arifin\_efo@yahoo.com Pendahuluan Sekolah Menengah Pertama ( SMP ) Merupakan Tempat P," Jurnal Kependidikan 14, no. 1 (2015): 193

raised a lot of questions and great curiosity by teachers in preparing the teaching modules. Where we all know that the teaching module that has been prepared and used by all teachers is a draft teaching module that is made and outlined on several pages to contain detailed teaching modules. By directing it to a new policy on the *Merdeka Belajar* Curriculum which only requires one page of teaching modules but already contains three important points that must be included in the module, should teachers replace all teaching modules that have been used so far with the appropriate new teaching modules format the “*Merdeka Belajar*” Curriculum.

The Ministry of Education and Culture answered a number of questions that arose from the changes to the module draft, that the existing module could still be used and could be adjusted or modified according to the principles of efficiency, effectiveness and student orientation. Regarding the standards asked by the Minister, he answered that there are no specific standards, teachers are free to make, choose, develop and use teaching modules in accordance with the principles of efficiency, effectiveness and student orientation. Teaching modules is a unit subject learning design that will be implemented by the teacher in classroom learning.<sup>37</sup>The Minister also explained the meaning of the three principles used in drafting the module , namely efficient means that the teaching modules is written correctly and does not take up a lot of time and effort; Effective means writing teaching modules is done to achieve learning objectives; and Student-oriented means that the writing of teaching modules is done by

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<sup>37</sup> Ibid

taking into account the readiness, interests and learning needs of students in class.

A module must take into account the level of complexity of teaching materials and be able to facilitate students in building their own understanding. In addition, a module must show the relationship between goals and expected student learning outcomes. The point is that students are required to be more active in order to create a critical mindset facilitated by their respective subject teachers, especially English, therefore teachers must be able to develop appropriate teaching modules using strategies. A good teaching module should show the student's learning process from beginning to end. This is done by determining concrete learning objectives and outcomes, then designing learning activities, and finally carrying out an evaluation of student learning outcomes.<sup>38</sup>The opinions of these experts are realized by the Indonesian government through the curriculum "*Merdeka Belajar*" program.

## **B. Review of Related Findings**

Several related studies have been done by other researchers in the area of teachers' teaching module. Most of them examined either the teacher's strategy in designing teaching modules or the teacher's difficulties in designing teaching modules. However, as long as the researcher examined the studies of teachers module , there are five studies related to researcher study about teacher module.

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<sup>38</sup> Wiggins, G. (1989). A true test: *Toward more authentic and equitable assessment*. Phi Delta Kappan, 70(9), 703-731.

First, *Strategies for Effective Lesson Planing, Learning and Teaching Research Center*.<sup>39</sup> In this study, the researcher discussed strategies in designing teaching modules, but in this study only used professional teachers instead of discussing pre-service teachers.

Second, *Analysis of Strategies for Teaching Standard-Based Lesson Plan Alignment to Pre-service Teacher*.<sup>40</sup> The result of the research shows that strategies used by teacher educators to teach standards-based module alignment, but not based on the *Merdeka Belajar* curriculum.

Third, *Merdeka Belajar Curriculum Through Creative Lesson Plan*.<sup>41</sup> The result oh this research shows that strategies in designing lesson plan and how to aplay them. Nevertheless, they focused on investigating the relationship between the curriculum and teaching modules, where the object is also a professional teacher, not a pre-service teacher.

Fourth, *Training on Making Lesson Plans and Learning Media for Teachers of Public Elementary School 34 Pontianak Kota*.<sup>42</sup> The result of this study show that how does a teacher make a good teaching modules and what are the supporting learning media. however, the researcher focuses on teachers in elementary schools and is not an English subject.

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<sup>39</sup> Stiliana Milkova, (2012). *Strategies for Effective Lesson Planing, Learning and Teaching Research Center*.

<sup>40</sup> Bryan R. Drost and others, (2015), *Analysis of Strategies for Teaching Standard-Based Leasson Plan Alignment to Pre-service Teacher*.

<sup>41</sup> Hasan Bahrun and Syafiqiyah Adhimi, (2018), *Merdeka Belajar Curriculum Through Creative Lesson Plan*.

<sup>42</sup> DF Saputri and others, (2019), *Training on Making Lesson Plans and Learning Media for Teachers of Public Elementary School 34 Pontianak Kota*.

Lastly, An Analysis of English Teacher's Lesson Plan Referring to *Merdeka Belajar* Program at SMPN 30 Palembang.<sup>43</sup> In this study, the researcher discussed the teacher's strategy in designing lesson plans and what difficulties teachers faced when designing lesson plans. Even so the researcher in this research the object is a teacher not a pre-service teacher. The difference between this study and the research of *Pre-service Teachers' Strategies in Designing Teaching Modules in Merdeka Belajar Curriculum* at SMAN 1 Rejang Lebong and MAN Rejang Lebong is that apart from the object, the location of the research is also different.

Unlike the previous study, this present study tries to investigate a new matter which has not been researched before. This study examines the pre-service teacher strategies in designing teaching modules in *Merdeka Belajar* curriculum. So the module is not like a general discussion that uses the previous curriculum but uses the newest curriculum called *Merdeka Belajar* curriculum. Here the teaching module undergoes several changes which will be discussed in the next chapter.

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<sup>43</sup> Amalia Yulita (2021), *An Analysis of English Teacher's Lesson Plan Referring to Merdeka Belajar Program at SMPN 30 Palembang*.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter described the method used to conduct the research. It consist of kind of the research, subject of the research, technique of collecting data, instrument of the research, and data analysis technique, and triangulation.

#### **A. Kind of the Research**

In this research, teaching strategy presented in qualitative descriptive way. This research emphasized to describe English pre-service teacher strategies in designing teaching modules in *Merdeka Belajar* curriculum. It means that the data which collected in this research is about situation and condition of the research field as the important aspect of the research. The descriptive event use one variable and it does not compare with one or more variable, and it focused on the factual data. Descriptive research means a research focused in describing any situation or condition in population, systematically, factually, and accurately<sup>44</sup>

In this research, the researcher would found out what pre-service teachers' strategies in designing teaching modules in *Merdeka Belajar* curriculum at SMAN 1 Rejang Lebong and MAN Rejang Lebong. The result of this research would be presented descriptively.

#### **B. Subject of the Research**

The subject of this research were English pre-service teachers at SMAN 1 Rejang Lebong and MAN Rejang Lebong. Pre-service teacher is chosen

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<sup>44</sup> Nurul zuriah. 2007. *Metodologi penelitian sosial dan pendidikan : teori aplikasi*. Jakarta: bumi aksara.p.47



based on purposive sampling. Purpose sampling is a technique or selecting the subjects by some considerations or purpose.<sup>45</sup> Researcher set specific criteria as population requirements (English teachers) that can be sampled if the pre-service teacher is a student who carry out practical field experience activities at State Islamic Institute of Curup, Tarbiyah Faculty, English Education Study Program. The researcher determined the subject criteria, namely pre-service teachers who carry out teaching practices at SMAN 1 Rejang Lebong and MAN Rejang Lebong despite the fact that both schools have implemented the independent learning curriculum.

### **C. Data Collecting Technique**

The data are the power of the research, so they are needed in a research. There are no researches without collecting for the data. The collected data must be valid and give true information. To collect the data in this research, the researcher use two techniques for collecting data, as follows:

#### **1. Interview**

Interview is used for collecting formation, Interviews conducted with informants as data sources with the purpose of obtaining and exploring as much information as possible about the focus of research. In other words, a rather more active (moderate) involvement is by trying.<sup>46</sup>

In addition, the interview is organized to make the data clear for strategies in designing teaching modules in *Merdeka Belajar* curriculum.

Type of interview is Personal interview method requires a person known as

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<sup>45</sup> Sugiono, *Metode Penelitian Pendidikan*, (Bandung:Alfabeta,2010), P 124.

<sup>46</sup>Nurul Zuriah. 2007. *Metodologi penelitian sosial dan pendidikan : Teori Aplikasi*. Jakarta: Bumi Aksara.P.47

the interviewer asking questions generally in a face-to-face contact to the other person or persons. (At times the interviewee may also ask certain questions and the interviewer responds to these, but usually the interviewer initiates the interview and collects the information.) This sort of interview may be in the form of direct personal investigation or it may be indirect oral investigation. In the case of direct personal investigation the interviewer has to collect the information personally from the sources concerned.<sup>47</sup>

## **2. Document Analysis**

Document analysis used to collect all the document of the English pre-service teachers in designing teaching modules at SMAN 1 Rejang Lebong and MAN Rejang Lebong include teaching modules and learning support tools.

## **D. Instrument of the Research**

To get more data about this research, the researcher used some instruments, such as:

### **1. Interview Guidance**

The research must have interview guidance to indicate what questions are to asked, in what order and how much additional prompting or probing is permitted.<sup>48</sup> Interview guideline is the list of questions which are used by the researcher to interview the participants. As the interview explains before, the researcher does the interview if it is needed to complete the data. Thus, the question is used for interview the pre-service teachers' strategies in designing teaching modules in *Merdeka Belajar* curriculum. The

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<sup>47</sup> Kothari.2004.*research and methodology*. New delhi: new age international, pg.97

<sup>48</sup> *Ibid.*

interview question is open interview, so the respondents give free answers that have relation with interview guidance.

In designing teaching modules, a pre-service teacher must pay attention to the steps, namely, describing learning objectives, developing introductions, planning understanding checks, developing conclusions and previews. Steps for Preparing a Module Below are six steps to guide teacher when the teacher create teachers first teaching modules, including describing learning objectives, developing introductions, planning understanding checks, developing conclusions and previews.<sup>49</sup> Each step is accompanied by a set of questions meant to prompt reflection and aid teacher in designing teachers teaching and learning activities.

**Table 3.1**  
**Interview Strategies in Designing Teaching Modules<sup>50</sup>**

No	Strategy	Indicators	Questions
1.	Making an Outline Learning Objectives	<ul style="list-style-type: none"> <li>a. The topic of the lesson.</li> <li>b. Learning that will be learned by students.</li> <li>c. Learning that students can understand and do at the end of class.</li> <li>d. Students can take the points from this particular lesson.</li> </ul>	<ul style="list-style-type: none"> <li>1. Do you think about the following things before preparing a module in <i>Merdeka Belajar</i> curriculum? <ul style="list-style-type: none"> <li>a. What is the topic of the lesson?</li> <li>b. What does the pre-service teacher want students to learn?</li> <li>c. What does the pre-service teacher want students to understand and be able to do at the end of class?</li> </ul> </li> </ul>

<sup>49</sup> Stiliana Milkova, (2012), *Strategies for Effective Lesson Planing*, Center for Research on learning and Teaching. pg.37

<sup>50</sup> Pusat Informasi, Kolaborasi. Kemendikbud.go.id

			d. What does the pre-service teacher want students to take away from the particular lesson? Why?
2.	Develop the Introduction	<p>a. General knowledge on the basis of what students have about the topic.</p> <p>b. Introduce the topic.</p>	<p>1. When developing introductions in the <i>Merdeka Belajar</i> curriculum, how will pre-service teacher check whether students know anything about the topic or have any preconceived notions about it?</p> <p>2. Does the teaching modules that you create contain a point that before starting the lesson students must learn religion first? Please explain!</p> <p>3. Did you include the point in preparing the teaching modules in the introduction section that the teacher must introduce the topic in general first? Is there any learning media in this case? Please explain!</p>
3.	Plan the specific learning activities (the main body of the lesson)	<p>a. Explain the topic.</p> <p>b. Illustrate the topic in a different way.</p> <p>c. Engage students in the topic.</p> <p>d. Prepare relevant real-life examples, analogies, or situations that can help students</p>	<p>1. Did you include the following points in preparing your teaching modules in the <i>Merdeka Belajar</i> curriculum? can you explain in detail?</p> <p>a. What will you do to explain the</p>

		<p>understand the topic.</p> <p>e. Students understand the topic better.</p>	<p>topic?</p> <p>b. What will you do to illustrate the topic in a different way?</p> <p>c. How can pre-service teacher engage students in the topic?</p> <p>d. What are some relevant real-life examples, analogies, or situations that can help students understand the topic?</p> <p>e. What will students need to do to help them understand the topic better?</p> <p>2. Does the teacher need learning media to carry out the activities above? If yes, do you include learning media in the teaching modules? Please explain what kinds of media you implement.</p>
4.	Plan to check for understanding	a. Teacher must check the ability of students to be evaluated.	1. In designing teaching modules in the <i>Merdeka Belajar</i> curriculum, does pre-service teacher check the ability of students to be evaluated by implementing a plan to check students understanding through several exercises? Why?

5.	Develop a conclusion and a preview	<ul style="list-style-type: none"> <li>a. Review the material discussed in class by summarizing the main points of the lesson.</li> <li>b. Students are given assignments to develop their learning at home</li> </ul>	<ul style="list-style-type: none"> <li>1. When preparing a module in the <i>Merdeka Belajar</i> curriculum, do you include a point to summarize the lesson with students at the end of the lesson? what are the benefits of that?</li> <li>2. Does the pre-service teacher end the lesson by reviewing the next lesson? How do the pre-service teacher review it?</li> <li>3. When preparing a module, do you make a point, namely giving homework assignments? How do you usually give homework to students?</li> </ul>
6.	Create a realistic timeline	<ul style="list-style-type: none"> <li>a. Estimate how much time each of the activities will take, then plan some extra time for each</li> <li>b. When you prepare your teaching modules, next to each activity indicate how much time you expect it will take</li> <li>c. Plan a few minutes at the end of class to answer any remaining questions and to sum up key points</li> <li>d. Plan an extra activity or discussion question in case you have time left</li> </ul>	<ul style="list-style-type: none"> <li>1. Do you make time allocations in teaching modules in the <i>Merdeka Belajar</i> curriculum? How do you estimate how much time each of the activities will take when designing teaching modules? Why?</li> <li>2. Does pre-service teacher plan an extra activity or discussion question in case you have time left? Why?</li> <li>3. What do you think about the pre- service teacher should be flexible such as</li> </ul>

		e. Be flexible – be ready to adjust your teaching modules to students’ needs and focus on what seems to be more productive rather than sticking to your original plan	adapting teaching modules to student needs and focusing on what seems more productive than sticking to the original plan?
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## 2. Document Analysis

This study used a qualitative approach with analytical methods document. Document analysis is a systematic procedure for reviewing or evaluate documents—both print and electronic (computer-based and material sent via the Internet).<sup>51</sup> It means systematic procedure for reviewing or assessing documents in print as well as electronics. This method is suitable for analyzing content curriculum in the form of electronic and printed documents. The document analysis triangulated with analysis of the interview, aims to describe what strategies used by English pre-service teacher in designing teaching modules in *Merdeka Belajar* curriculum. To answer research questions number one, about the strategies used by pre-service English teacher, the researcher analyzed teaching modules and learning media that supports lesson plan. Then the researcher analyze the documents based on the learning device model in the *Merdeka Belajar* curriculum known as the teaching modules in the following table:

**Table 3.2**  
**Checklist of Document Analysis<sup>52</sup>**

No	Part of Teaching	Indicator	Sub-Indicator	Note
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<sup>51</sup> Bowen.2009. Investment In Learning. The individual and Social Value of American Higher Education, Pg.27

<sup>52</sup> Mila Widi Lestari, 2023. *Modul Ajar Bahasa Inggris Recount Text*. Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi.

	<b>Module</b>			
1.	General Information	Module identity	<ol style="list-style-type: none"> <li>1. Composer</li> <li>2. Drafting year</li> <li>3. School Level</li> <li>4. Subjects</li> <li>5. Class</li> <li>6. Chapter</li> <li>7. Learning Materials</li> <li>8. Time Allocation</li> <li>9. Phases</li> <li>10. Content Domain</li> <li>11. Learning Methods</li> </ol>	(Optional)
		Learning objectives	<ol style="list-style-type: none"> <li>1. Reminding teaching tools that guide educators in carrying out learning</li> <li>2. Facilitate, expedite and improve the quality of learning</li> <li>3. Become a reference for teachers in carrying out learning activities</li> <li>4. Becomes a framework that describes the procedures and organization of learning according to learning achievement</li> </ol>	(Optional)
		Pancasila student profile	<ol style="list-style-type: none"> <li>1. Have faith, fear God Almighty, and have noble character.</li> <li>2. Global diversity.</li> <li>3. Mutual cooperation.</li> <li>4. Independent.</li> <li>5. Critical reasoning.</li> <li>6. Creative</li> </ol>	
		Advice and infrastru	<ol style="list-style-type: none"> <li>1. Learning Resources</li> <li>2. Media</li> </ol>	



		re		
		Target learners	<ol style="list-style-type: none"> <li>1. Regular/typical students: general, no difficulties in digesting and understanding the material taught.</li> <li>2. Students with high achievement: digest and understand quickly, are able to achieve higher-order thinking skills (HOTS), and have leadership skills.</li> </ol>	(Optional)
		Number of students	Depending on how many students are in the class. Usually, this is a minimum of 15 and a maximum of 35 students.	(Optional)
		Learning model	Face to Face Learning/ Distance learning	(Optional)
2.	Core Components	Learning Activities	<ol style="list-style-type: none"> <li>1. The opening activity where the teacher invites students to prepare for learning begins with praying and then checking the attendance list and doing ice breaking so that students are excited to take part in teaching and learning activities.</li> <li>2. Core activities where the teacher</li> </ol>	

			explains the material in detail and invites students to think critically and carry out several activities so that students become active in class. 3. The closing activity where the teacher ends learning in class begins by inviting students to draw conclusions from the material being taught then the teacher gives assignments for students to do at their respective homes.	
		Chapter summary	Contains the material taught as well as questions and discussion.	
3.	Material Attachment	Attachment	The material attachment contains a summary of the topic or material being taught.	(Optional)

### E. Data Analysis Technique

Data analysis techniques are divided into three main steps, namely data reduction, data presentation, and conclusion/verification. Data reduction involves simplification and selection of relevant data for further analysis. Presentation of data involves organizing reduced data so that it is easy to understand, either through tables, graphs or narratives. Meanwhile, drawing

conclusions/verification involves the process of interpreting the results of the analysis to conclude findings and draw valid conclusions.<sup>53</sup> In this research the data were analyzed by following several steps:

### 1. Data Reduction

Data reduction is one of the steps in data analysis techniques used to simplify and structure data obtained in a study.<sup>54</sup> The main purpose of reduction is the first to organize data and check it for completeness, second is to start the researcher on the process of analyzing and interpreting the data.<sup>55</sup> In this step, the researcher use the data from documentation to manage the type of teaching modules and what strategies the pre-service teacher uses to design it in the *Merdeka Belajar* curriculum.

### 2. Data presentation

Presentation of data is one of the activities in making research reports that have been carried out so that they can be understood and analyzed according to the desired goals. The data presented must be simple, clear so that it is easy to read.<sup>56</sup>

### 3. Conclusion/verification

Conclusion drawing and data verification are the final stages in qualitative data analysis techniques which are carried out by looking at the results of data reduction still referring to the analysis objectives to be achieved. This stage aims to find the meaning of the data collected by

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<sup>53</sup> Miles & Hubberman, (1994). *Qualitative Data Analysis : An Expanded Sourcebook*. Pg. 239-244

<sup>54</sup> Ibid.

<sup>55</sup> Muhammad Bashir, *Reliability and Validity of Qualitative and Operational Research Paradigm*, (Pakistan),p.241

<sup>56</sup> Creswell, J. W.(2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publication.

looking for relationships, similarities, or differences to draw conclusions as answers to existing problems.

#### **F. Triangulation**

The data used in each research must be valid and the validity of the data must be checked. But this research is not done by using credibility. To support the credibility of a researcher must prioritize clarity, thoroughness, and consistency in qualitative research. As well as the need for good documentation, consideration of the social context, as well as triangulation in data collection, namely, field observations, interviews with informants, and analyzing data.<sup>57</sup> Credibility or true value involves how well researcher find findings in research based on research design, participants and context. In this study, credibility obtained from doing two important things, namely interview a pre-service teacher and analysis a document.

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<sup>57</sup> Morse, (2015). Critical Issues in Qualitative Research Methods.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents the research findings of pre-service teachers' strategies in designing teaching modules in *Merdeka Belajar* curriculum, this chapter is divided into two sections, finding and discussion. This study presents two major objectives, which are strategies in designing teaching modules and the implementation of strategies in designing teaching modules in learning process in *Merdeka Belajar* curriculum.

#### **A. FINDINGS**

This research presents findings from interviews and documents. This research had been done on October in 2023. In collecting the data, the researcher used two instruments. They were interview guidance for an interview with the pre-service teacher and a document of teaching modules in *Merdeka Belajar* curriculum. Finally, the result become the answer to the research questions stated in this research.

#### **1. Strategies in Designing Teaching Modules by Pre-service Teacher at MAN 1 Rejang Lebong and SMAN 1 Rejang Lebong**

Researcher conducted interviews regarding pre-service teachers' strategies in designing teaching modules in the *Merdeka Belajar* curriculum and these interviews have been recorded.

##### **1) Making an Outline Learning Objectives**

The researcher analyzed about making an outline learning objectives. Before designing a teaching modules, pre-service teacher at

MAN Rejang Lebong thinks about what topic that she teach, as she had said,

“before designing a teaching module, I will think about what topic I will teach. Because in my opinion, designing a module must be in accordance with the material and topics that have been determined.”

Designing a teaching modules must be in accordance with the material and topics that have been stated. Thinking about what she wants students to understand at the end of the lesson is very important in designing teaching modules, because this will encourage her to design the teaching modules in what direction it will go, as she had said,

“In my opinion, thinking about what I want students to learn at the end of the lesson is important. because from there I will design which direction my module will be designed.”

The things she wants students to take away from the lesson are of course appropriate to the topic. Therefore she must design a teaching modules according to the topic and structured so that students can take the lessons taught well.

Then, in designing teaching modules in *merdeka belajar* curriculum, pre-service teacher at SMAN 1 Rejang Lebong thinks about what topic will be taught, because he wants the students in the class to understand the material he provides well, as he had said,

“Yes, of course, before designing a lesson plan, I think about the learning topic first so that the module I make is more detailed.”

In designing teaching modules, he thinks about what he wants students to get in the learning process. He wants students to understand

the material taught at the end of the lesson. He did this to become his motivation in designing teaching modules effectively, as he had said,

“I want students to understand and be able to conclude the material taught. This is a reference and motivation so that the module is designed effectively.”

## **2) Develop the Introduction**

The researcher analyzed about develop the introduction. pre-service teacher at MAN Rejang Lebong said,

“In designing teaching modules, I introduce topics through brainstorming. Apart from measuring student knowledge, this can also increase student focus and enthusiasm.”

Based on that statement, in designing the introduction she made a brainstorming point to make students think while playing related to the topic. With this, she sees whether the student knows about the topic to be taught.

At MAN Rejang Lebong, before he starts teaching, she invites students to pray or read Al-Qur'an, but only in the first hour, as she had said,

“In my teaching module, there are religious activities first, before starting the lesson I usually invite students to pray first and then recite the Koran. But only if I teach the first hour.”

According to pre-service teacher at SMAN 1 Rejang Lebong, In designing introductions, usually at the beginning before going into the material he provokes their thinking by giving clues for them to guess. if they can guess then it can be said that they know what material will be taught, as he had said,

“In designing introductions, usually at the beginning of the lesson I provoke students' thinking by giving some kind of clue for them to guess. I included this point in my teaching module.”

At SMAN 1 Rejang Lebong there are no religious lessons such as reading Al-Qur'an first before starting learning. Students only greet the teacher and pray according to their beliefs because at SMAN 1 Rejang Lebong the students do not only embrace Islam, as he had said,

“At SMAN 1 Rejang Lebong itself there is no religious learning before discussing the material, at the beginning of learning you only say greetings and pray to each student according to the student's religion. Because in the class, there are also students who are not Muslim.”

### **3) Plan the specific learning activities (the main body of the lesson)**

The researcher analyzed about plan the specific learning activities. According to pre-service teacher at MAN Rejang lebong, in designing teaching modules, she included explains the topic, as she had said,

“I include points in the teaching module, namely what I do to explain the topic so that when in class I know what I will teach.”

She illustrates the topic in different ways like analyzing the surrounding environment. This is so that students don't get bored studying in class, as she had said,

“Yes, I make a point of illustrating the topic in different ways, such as analyzing the surrounding environment, so that students don't get bored while studying.”

Before preparing a module, of course she thinks about what relevant things will be conveyed and what things in real life can be used as examples related to the topic. If a teaching module is structured and appropriate to the topic, students will understand what is being explained



better. In carrying out learning activities, he uses the learning media listed in the teaching module. The media she uses are infocus, books and others. The learning media is included in the teaching module, as she had said,

“Before compiling a teaching module, of course I think about what relevant things will be conveyed and what things in real life can be used as examples related to the topic. and media are very necessary for teachers in teaching. I mention media in my teaching module.”

Involving students in learning is one of the things included in the pre-service teacher teaching module at MAN Rejang Lebong, as she had said,

“Yes, of course I make a point that students must be involved but not directly, for example I make points like (students make personal experiences and present them in front of the class).”

According to pre-service teacher at SMAN 1 Rejang Lebong, before he explains the material specifically, he conveys the material in general first. He included every activity in the class into the main body of the lesson, as he had said,

“When designing a module, I include the topics that will be taught so that learning is clear and structured.”

When conveying material or illustrations in class, he usually doesn't use books monotonously, as he had said,

“Usually, when conveying a topic, I don't only use books, but also use several electronic tools such as infocus or media designed like worksheets.”

So he usually takes students out to illustrate material through the natural environment. Media is very important in the learning process. If

you only read books, students will feel bored, so they need other media such as Infocus or something similar. He included this media in teaching modules.

Connecting students with a topic is an effective way for students to focus and be more interested, as he had said,

“connecting or involving students with the topic is an effective way for students to be more focused and interested in the topic. and I included this in my teaching module.”

#### **4) Plan to check for understanding**

The researcher analyzed about plan to check student understanding. According to pre-service teacher at MAN Rejang lebong, in designing teaching modules, evaluation is very important. She evaluated it in the form of giving assignments and then discussing them together which are included in the module, as she had sai,

“In designing teaching modules there must be an evaluation point, because how will we know students' abilities if there is no evaluation. I carry out evaluations in the form of assignments and then I will discuss the results with the students.”

According to pre-service teacher ar SMAN 1 Rejang Lebong, in designing teaching modules it is necessary to include the point of checking students' abilities and the way to do this is by providing several daily exercises or tests. He included this in the teaching module as he had said,

“In designing teaching modules, it is necessary to include checking points for student abilities. and the way I do this is by giving daily exercises or tests.”

## **5) Develop a conclusion and a preview**

The researcher analyzed about develop a conclusion and a preview. According to pre-service teacher at MAN Rejang Lebong, In teaching modules, she includes a point summarizing the learning at the end of the meeting so that this is useful for students to get the gist of the topic explanation. She ended the lesson by reviewing the next lesson but only briefly. This is also included in the teaching module, as she had said,

“I include points summarizing learning with students at the end of the lesson in my teaching module, this is so that students can review the learning that I provide and improve student memory and I end the lesson by providing an overview of the next material so that students can study at home”.

Pre-service teacher at MAN Rejang Lebong gave assignments at the end of the lesson to students to do at home. According to her, this is very useful for improving students' memory of the material that has been taught. And she included this point in teaching module, as she had said,

“I include the point of giving homework to students. Usually in the form of questions in the book that have not been done in class.”

According to pre-service teacher at SMAN 1 Rejang Lebong, When he designs a teaching module, he includes a point summarizing the learning in Indonesian at the end of the meeting and this is also required by the English teacher at the school. The benefit is that it can train students' vocabulary. When ending the lesson, he discussed the next material briefly. This is included in the teaching module so that it is structured, as he had said,

“In designing the teaching module, I included points summarizing learning in Indonesian at the end of the lesson to increase students' vocabulary and memory of the material. then I touched on a little of the material that will be taught at the next meeting.”

For the class itself, it is not required or at the end of the lesson he always give assignments at home for the children. If there's been a lot of practice in class then he won't give you homework. but if you don't have much practice then he gives you homework. He included this in the teaching module, when at meetings he gave homework, as he had said,

“I do not require that every meeting have homework. for example, if I have practiced a lot in class, then I don't give work at home. If at a meeting I give homework, then I include this in the teaching module that I design.”

#### **6) Create a realistic timeline**

The researcher analyzed about create a realistic timeline. According to pre-service teacher at MAN Rejang Lebong, before design a or teaching module, she estimated the time for each material first, as she had said,

“Before I design a teaching module, I first estimate the time for each material. This greatly influences the effectiveness of learning,”

Whether or not there is a lot of material will affect the study hours and time spent. This really affects the effectiveness of teaching because each introduction, delivery of material and closing must be divided into time as best as possible. Time allocation is of course included in the teaching module.

Pre-service teacher at MAN Rejang Lebong does additional activities at the end of the lesson if there is time left. A teacher must be

flexible in implementing learning. Sometimes students may not understand the material in the meeting that has been included so that in the next meeting, even though they should have included new material, she re-explains the previous material but only for a few moments so that it doesn't disturb too much time for the next material, as she had said,

“I do additional activities at the end of the lesson if there is time left, usually in the form of a question and answer discussion forum. and in my opinion a teacher must be flexible with time if there are students who may not understand the material.”

According to pre-service teacher at SMAN 1 Rejang Lebong, in designing a teaching module, he makes a time allocation for lesson hours and this is stated in the teaching module. To estimate the time for each activity, he only estimates like in the introduction, only a few minutes so as not to waste time, but he doesn't include things like that in the teaching module. What is included is how many hours of study in one material or one lesson, as he has said,

“I make time allocations and estimate how much time will be spent. What I include in the teaching module is how many hours of study in the material or how many hours in one meeting.”

Then, if he has more time, he will use it to give students the opportunity to ask questions if there is material they don't understand and if there isn't, he will invite students to play games related to the lesson, as he had said,

“If I have more time, I use it to give students the opportunity to ask questions if there is material they don't understand. and I think learning should be flexible to suit students' needs,”

Based on the two interview tables above, the researcher found that the strategies used by the two pre-service teachers, namely at MAN Rejang Lebong and SMAN 1 Rejang Lebong, were in accordance with the strategies presented by the researcher using theory. There is a slight difference between how to design teaching modules for the two pre-service groups, especially in the religious field. Because MAN is a school with an Islamic background so it applies religious learning at the beginning of learning but SMAN 1 Rejang Lebong does not because it has a public school background where students have more than one religion.

## 2. The Way Pre-service English Teacher in Designing Teaching Modules

Researcher conducted document analysis regarding the way pre-service teachers' in designing teaching modules in the *Merdeka Belajar* curriculum. Data source was taken from an analysis document of pre-service English teachers in teaching English classes which is usually used in every hour of English lessons. The results of the data analysis obtained are:

### a. Pre-Service Teacher 1

The first pre-service teacher at MAN Rejang Lebong.

**Table 4.5**  
**Checklist of Document Analysis**

No	Part of Teaching Module	Indicator	Sub-Indicator	Checklist of Documents	Note
1.	General Information	Module identity	1. Composer	√	RN
			2. Drafting year	√	2022

			3. School Level	√	MAN 1 Rejang Lebong
			4. Subjects	√	English
			5. Class	√	X (Ten)
			6. Chapter	-	-
			7. Learning Materials	√	Recount Text
			8. Time Allocation	√	1 Meeting x 2 Lesson Hours x 45 : 90 Minutes
			9. Phases	√	Fase E
			10. Content Domain	√	1. Listeni ng And Talkin g 2. Readin g and Viewin g 3. Writin g and Present ation
			11. Learning Methods	√	Discov ery learnin g

	Learning objectives	1. Reminding teaching tools that guide educators in carrying out learning	√	-
		2. Facilitate, expedite and improve the quality of learning	√	-
		3. Become a reference for teachers in carrying out learning activities	√	-
		4. Becomes a framework that describes the procedures and organization of learning according to learning achievement	√	-
	Pancasila student profile	1. Have faith, fear God Almighty, and have noble character.	√	-
		2. Global diversity.	-	-
		3. Mutual cooperation.	-	-
		4. Independent.	√	-
		5. Critical reasoning.	-	-
		6. Creative	√	-
	Advice and infrastructure	1. Learning Resources	√	1. Books 2. Several relevant platforms
		2. Media	√	1. Media LCD



					project or, 2. Laptop, 3. Power Point 4. Broadcast Material (Photo, PPT/video) 5. Picture 6. Video about Past Experience, historical recount, Biografi Recount
		Target learners	1. Regular/typical students: general, no difficulties in digesting and understanding the material taught.	-	-
			2. Students with high achievement: digest and understand quickly, are able to achieve higher-order thinking skills (HOTS), and have leadership skills.	-	-

		Number of students	Depending on how many students are in the class. Usually, this is a minimum of 15 and a maximum of 35 students.	-	-
		Learning model	Face to Face Learning/ Distance learning	-	-
2.	Core Components	Learning Activities	1. The opening activity where the teacher invites students to prepare for learning begins with praying and then checking the attendance list and doing ice breaking so that students are excited to take part in teaching and learning activities.	√	-
			2. Core activities where the teacher explains the material in detail and invites students to think critically and carry out several activities so that students become active in class.	√	-

			3. The closing activity where the teacher ends learning in class begins by inviting students to draw conclusions from the material being taught then the teacher gives assignments for students to do at their respective homes.	√	-
		Chapter summary	Contains the material taught as well as questions and discussion.	√	-
3.	Material Attachment	Attachment	The material attachment contains a summary of the topic or material being taught.	√	Attached to the teaching module.

### b. Pre-Service Teacher 2

The second pre-service teacher at SMAN 1 Rejang Lebong.

**Table 4.6**  
**Checklist of Document Analysis**

No	Part of Teaching Module	Indicator	Sub-Indicator	Checklist of Documents	Note
1.	General Information	Module Identity	1. Composer	√	AD
			2. Drafting year	√	2022
			3. School Level	√	SMAN 1 Rejang Lebong

			4. Subjects	√	English
			5. Class	√	X (Ten)
			6. Chapter	-	-
			7. Learning Materials	√	Recount Text
			8. Time Allocation	√	1 Meeting x 2 Lesson Hours x 45 : 90 Minutes
			9. Phases	√	Fase E
			10. Content Domain	√	Write and tell stories about past events
			11. Learning Methods	√	1. Inductive approach 2. Questions and answers, discussions, and working on questions
		Learning objectives	1. Reminding teaching tools that guide educators in carrying out learning	√	-
			2. Facilitate, expedite and improve the quality of learning	√	-
			3. Become a reference for teachers in carrying out learning activities	√	-
			4. Becomes a framework that describes the procedures and organization of learning according to learning achievement	√	-

Pancasila student profile	1. Have faith, fear God Almighty, and have noble character.	√	-
	2. Global diversity.	√	-
	3. Mutual cooperation.	-	-
	4. Independent.	√	-
	5. Critical reasoning.	-	-
	6. Creative	√	-
Advice and infrastructure	1. Learning Resources	√	1. E-Learning 2. E-Book 3. Buku 4. paket/LKS 5. Video Youtube.
	2. Media	√	Power Point, Laptop, LCD Projector, Cell Phone, Whiteboard, Markers, Color Markers/ Color Pens/ Highlighters. Regular (Regular students who actively discuss in learning activities and reason critically and are able to write and narrate events in the past (Recount Text) independently and never give up.

		Target learners	1. Regular/typical students: general, no difficulties in digesting and understanding the material taught.	√	
			2. Students with high achievement: digest and understand quickly, are able to achieve higher-order thinking skills (HOTS), and have leadership skills.	-	-
		Number of students	Depending on how many students are in the class. Usually, this is a minimum of 15 and a maximum of 35 students.	-	-
		Learning model	Face to Face Learning/ Distance learning	√	Face to Face
2.	Core Components	Learning Activities	4. The opening activity where the teacher invites students to prepare for learning begins with praying and then checking the attendance list and doing ice breaking so that students are excited to take part in teaching and learning activities.	√	-

			5. Core activities where the teacher explains the material in detail and invites students to think critically and carry out several activities so that students become active in class.	√	-
			6. The closing activity where the teacher ends learning in class begins by inviting students to draw conclusions from the material being taught then the teacher gives assignments for students to do at their respective homes.	√	-
		Chapter summary	Contains the material taught as well as questions and discussion.	√	-
3.	Material Attachment	Attachment	The material attachment contains a summary of the topic or material being taught.	√	Attached to the teaching module.

Based on the table of document analysis above, the researcher discovered the fact that the teaching module had several differences with the lesson plan in curriculum 13. There were several different points such as the Pancasila profile which did not exist in the previous curriculum. In the teaching module the author also found that every meeting and every material to be

presented was made in one module. so the teacher must make all the learning tools for each material at the beginning of the semester.

Based on the results of document analysis, researchers found differences in the way pre-service teachers designed their open modules. The first difference is in the different components of the Pancasila profile.

Secondly, the difference in target learners, in the pre-service teacher teaching module at MAN Rejang Lebong there is no student classification, while in the pre-service teaching module at SMAN 1 Rejang Lebong there are Regular students.

Third, in the pre-service teacher teaching module at MAN Rejang Lebong there is no written learning model. Meanwhile, in the pre-service teacher teaching module at SMAN 1 Rejang Lebong, the learning model is written, namely face-to-face.

The final difference is that in the pre-service teacher teaching module at MAN Rejang Lebong there is a point about reading the Al-Qur'an in the introduction. Meanwhile, in the pre-service teacher teaching module at SMAN 1 Rejang Lebong there is no such point.

## **B. DISCUSSION**

### **a. Pre-service Teachers' Strategies in Designing Teaching Module**

In designing teaching modules, researchers analyze that there are strategies in designing them, they are:

#### **1. Making an Outline Learning Objectives**



The most important thing before designing a teaching modules is to think about the outline of the material. From the research results, pre-service teachers at MAN Rejang Lebong and SMAN 1 Rejang Lebong have similarities in outlining learning objectives.

The first thing they do before designing a teaching modules is to think about what topic will be taught, what the teacher wants students to learn, what the teacher wants students to understand and take into the learning process until the end of the lesson. Of course, from thinking about these things, a picture of what activities and materials will be implemented in class will be designed.

## **2. Develop the Introduction**

From the research results, researchers found that there were differences between the teaching modules of pre-service teachers at MAN Rejang Lebong and SMAN 1 Rejang Lebong. The first step is to check whether students know or not about the topic. Pre-service teachers at MAN Rejang Lebong carry out brainstorming, namely playing using clues related to the material. While the pre-service teacher at SMAN 1 Rejang Lebong asked random questions about the material.

Secondly, in terms of religion, MAN Rejang Lebong is a special Islamic school so that pre-service teachers start learning by reciting the Koran and praying according to the Islamic religion. Meanwhile, the pre-service teacher at SMAN 1 Rejang Lebong only invited students to pray according to their beliefs.

But even though they have differences in introductions, they have something in common, namely that they both present the material briefly first in the introduction section before discussing the material in more detail. They include these things in develop the introduction.

### **3. Plan the specific learning activities (the main body of the lesson)**

Based on the research results, the two pre-service teachers at MAN Rejang Lebong and SMAN 1 Rejang Lebong in terms of preparing specific learning plans have similarities, namely preparing what they will do to convey the topic in class. They also illustrate the topic in a way that doesn't make the student bored by just reading a book, even though their own way is appropriate to the material. In addition, they also involve students in the topic. This aims to make students more enthusiastic, active and focused in participating in learning. in this case they have differences in engaging students in the topic. The pre-service teacher at MAN Rejang Lebong assigned students to create a descriptive text about their experience and then present it. While the pre-service teacher at SMAN 1 Rejang Lebong assigned students to describe their friends.

Pre-service teachers usually use analogies to illustrate the material. This is aimed at increasing students' interest in the material and increasing students' focus. According to the two pre-service teachers, focus is something important so that students can understand the topic well. Pre-service teachers also use media that is adapted to the material such as infocus, worksheets, books, or other media. They included these things in the teaching modules they designed.

#### **4. Plan to check for understanding**

Checking students' understanding is one of the strategies carried out by pre-service teachers both at MAN Rejang Lebong and at SMAN 1 Rejang Lebong. In checking understanding, the two pre-service teachers did the same thing, namely including points in the teaching module, giving daily exams or tests to students which they would then evaluate together.

#### **5. Develop a conclusion and a preview**

Based on the research results, in the strategy of making conclusions and previews, the two pre-service teachers at MAN Rejang Lebong and SMAN 1 Rejang Lebong both invited students to summarize the material at the end of the lesson. In this case, there are differences in the way of summarizing it between the two pre-service teachers. Pre-service teachers at MAN Rejang Lebong invite students to summarize with the aim of improving memory. Meanwhile, the pre-service teacher at SMAN 1 Rejang Lebong invites students to summarize with the aim of recalling the material and increasing vocabulary so that the summary must be in Indonesian.

Before ending the lesson, the two teachers touched a little about the material that would be presented at the next meeting. This aims to enable students to study at home and prepare for the next lesson. And before ending the lesson, sometimes the two pre-service teachers give students assignments for homework if there is still little practice in the material presented. They include these things in the teaching module.

## **6. Create a realistic timeline**

In designing teaching modules, time allocation is required. From the research results, the two pre-service teachers did the same thing, namely estimating the time needed for each class activity. The time allocation for delivering material at each meeting is of course included in the teaching module. but they do not include the time required for each activity in class, such as how many minutes the introduction takes, how many minutes it takes to deliver the material, and how many minutes the closing takes. If they have excess time, such as if the material has been finished but the lesson time is not over, they will invite students to play. The games are played according to the material. But this is also not included in their teaching module because according to them, this is only optional.

### **b. The Way Pre-service English Teacher in Designing Teaching Modules**

In designing teaching modules, researchers analyze the way pre-service in designing teaching modules in the *Merdeka Belajar* curriculum. There are slight differences in the methods used by the two pre-service teachers, namely in terms of the Pancasila profile, target learners, learning models, and in religious learning in the introduction. However, the components contained in the pre-service teacher teaching module at MAN Rejang Lebong and at SMAN 1 Rejang Lebong are in accordance with the components specified in the *Merdeka Belajar* curriculum.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion based on the result of the research. The conclusion below is the answer of the research questions, while the suggestion is intended to give information to the readers who are interest in doing further research in this area.

#### A. CONCLUSION

After doing this research, the researcher got some conclusion :

1. Teaching modules itself is a form of implementation of the learning process.

Pre-service teachers at MAN Rejang Lebong and SMAN 1 Rejang Lebong have a strategy for designing teaching modules in the *Merdeka Belajar* curriculum. These strategies are making an outline learning objectives, developing the introduction, plan the specific learning activities (the main body of the lesson), plan to check for understanding, develop a conclusion and a preview, create a realistic timeline. Before designing a teaching module, it is very important for a teacher to analyze ATP first because teaching modules are made based on ATP.

2. The teacher designs teaching modules by analyzing the material and thinking about the right way to deliver the material so that students can receive learning well. The two pre-service teachers at MAN Rejang Lebong and SMAN 1 Rejang Lebong have different ways of explaining the material but the strategies they use in designing teaching modules are the same.

## **B. SUGGESTION**

After done the research which find out the impact of digital text on student's reading skill, the researcher makes a few suggestions for those who will probably to be involved in this research field.

### **1. The Teacher**

In designing teaching modules or teaching modules, pre-service teachers should allocate time for each class activity, such as an introduction for 15 minutes, presentation of material for 1 hour 40 minutes and a closing for 5 minutes. This is so that the teaching modules created are more structured and their implementation in class becomes more effective

### **2. The school**

From the result of this research, the research suggests to the school to provide as many as medias for students to help the teacher to deliver the material well.

### **3. The further researcher**

For further researcher, the researcher suggests to conduct a research related to this research by using other theory and other method.

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## MODUL AJAR BAHASA INGGRIS

Nama Penyusun	Rizki Nurul Aini
Institutesi	MAN I Rejang Lebong
Tahun Pembuatan	2022
Mapel	Bahasa Inggris
Jenjang	MA
Kelas	X ( Sepuluh)
Alokasi Waktu	1 Pertemuan x 2 JP x 45 : 90 Menit
Materi	RECOUNT TEXT
Tahapan	Fase E
Domain Konten	<ol style="list-style-type: none"> <li>1. Menyimak Dan Berbicara</li> <li>2. Membaca dan Memirsa</li> <li>3. Menulis dan Presentasi</li> </ol>
Tahapan Pembelajaran	<p><b>A. MENYIMAK dan BERBICARA</b>            10. A.7. Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk recount secara kritis, kreatif dan santun terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan tingkat kelancaran dan ketepatan yang optimal.</p> <p><b>B. MEMBACA dan MEMIRSA</b>            Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan tingkat kelancaran dan ketepatan yang optimal.</p> <p><b>C. MENULIS dan MEMPRESENTASIKAN</b>            Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk recount terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.</p>
Konten Utama	✓ Membuat teks <i>recount</i> lisan dan tulis, dalam bentuk past experience, biografi dan historical terkait tokoh terkenal, dengan memerhatikan fungsi sosial, struktur teks, dan

	<p>unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>✓ <b>Menyajikan teks <i>recount</i></b> lisan dan tulis, dalam bentuk past experience, biografi, historical terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>
<b>Pertanyaan Inti</b>	<ol style="list-style-type: none"> <li>1. What makes good ?</li> <li>2. What makes good?</li> <li>What makes good ?</li> </ol>
<b>Persyaratan pengetahuan / keterampilan</b>	<ol style="list-style-type: none"> <li>1. Siswa mampu membaca dan merespon berbagai macam teks secara mandiri.</li> <li>2. Siswa mampu menunjukkan keterampilan merespon teks yang makin kompleks.</li> <li>3. Siswa mampu menulis melalui aktivitas yang dipandu dan menyampaikan ide kompleks dan menggunakan berbagai kosakata dan kata kerja dalam tulisannya.</li> </ol>
<b>Target profil pelajar pancasila</b>	<p>Siswa yang beriman, bertakwa kepada Tuhan YME, mandiri dan berpikir kritis dan kreatif.</p>
<b>Model pembelajaran</b>	<ul style="list-style-type: none"> <li>▪ Model : <i>Discovery learning</i></li> </ul>
<b>Assesmen</b>	<p>Individu, Kelompok</p>
<b>Materi ajar, alat dan bahan</b>	<ul style="list-style-type: none"> <li>❖ <b>RECOUNT TEXT</b> <ul style="list-style-type: none"> <li>➢ <b>Past Experience</b></li> <li>➢ <u>Social Functions Of Personal Recount</u></li> <li>➢ <u>Structure Of Personal Recounts</u></li> <li>➢ <u>Language Features Of Personal</u></li> <li>➢ <b>Historical Recount</b></li> <li>➢ <u>Social Functions Of Personal Recount</u></li> <li>➢ <u>Structure Of Personal Recounts</u></li> <li>➢ <u>Language Features Of Personal</u></li> <li>➢ <b>Biografi Recount</b></li> <li>➢ <u>Social Functions Of Personal Recount</u></li> <li>➢ <u>Structure Of Personal Recounts</u></li> <li>➢ <u>Language Features Of Personal</u></li> </ul> </li> <li>❖ <b>Media :</b> <ul style="list-style-type: none"> <li>➢ Media LCD projector,</li> <li>➢ Laptop,</li> <li>➢ Power Point</li> <li>➢ Bahan Tayang (foto, PPT/video)</li> <li>➢ Gambar</li> </ul> </li> </ul>

	<p>➤ Video tentang Past Experience, historical recount, Biografi Recount,</p> <p>❖ <b>Sumber :</b></p> <ul style="list-style-type: none"> <li>✓ Sudarwati, T. Eudia Grace. 2017. Pathway to English untuk SMA/MA Kelas X Kurikulum 2013 yang disempurnakan, Kelompok Peminatan. Jakarta: Penerbit Erlangga.</li> <li>✓ Jannah, Hirfatul. 2018. UKBM (Unit Kegiatan Belajar Mandiri) Bahasa dan Sastra Inggris kelas X Semester 1. Pasuruan: SMAN 1 Grati.</li> <li>✓ Biografi BJ Habibie di YouTube: <a href="https://www.youtube.com/watch?v=xUR8hQ4-udU">https://www.youtube.com/watch?v=xUR8hQ4-udU</a></li> <li>✓ Buku dan sumber lain yang relevan Buku bahasa Inggris Pathway to English <a href="https://youtu.be/Jar7zUU_Kls">https://youtu.be/Jar7zUU_Kls</a></li> <li>✓ <a href="http://englishadmin.com/2018/02/6-contoh-recount-text-peristiwa-sejarah-dan-arti.html">http://englishadmin.com/2018/02/6-contoh-recount-text-peristiwa-sejarah-dan-arti.html</a></li> </ul>
<p><b>Langkah-langkah Pembelajaran</b></p>	<p style="text-align: center;"><b>PERTEMUAN PERTAMA</b></p> <p><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b></p> <p><b>Orientasi</b> (<i>Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (PPK) serta membiasakan membaca dan memaknai (Literasi).</i>)</p> <ul style="list-style-type: none"> <li>• Melakukan persiapan dengan salam pembuka dan berdoa serta mengaji untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan mengecek dan kofirmasi.</li> <li>• Memberi brainstorming kepada siswa dalam bentuk</li> </ul>

game yang berkaitan dengan Text.

### **Apersepsi**

- Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya,
  - *Membuat teks interaksi transaksional (hubungan setara antara dua benda/tindakan)*
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

### **Motivasi**

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Apabila *materi/tema/projek* ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang:
  - *Fungsi sosial, struktur teks dan unsur kebahasaan teks recount terkait ( Past Experience)*
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan.

### **Pemberian Acuan**

- Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari
- Menyampaikan garis besar cakupan materi
- Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan

**Kegiatan Inti (65 menit)**

	<p>I. Mengamati</p> <p>II. Guru meminta siswa mengamati Text Tentang past experience</p> <p>III. Melalui text siswa mengamati tentang teks past experience terkait fungsi sosial, struktur teks, dan language feature</p> <p><b>1. Menanya</b></p> <p>Siswa menanyakan terkait fungsi sosial, language feature didalam recount text yang masih belum dimengerti.</p> <p><b>2. Mengeksplorasi</b></p> <p>1) Guru memberikan satu teks recount untuk dianalisis oleh siswa terkait fungsi sosial, struktur teks, dan language feature.</p> <p>2) Secara individu siswa menganalisis teks Recount yang diberikan guru untuk menentukan fungsi sosial, struktur teks, dan language feature.</p> <p><b>5. Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>❖ Guru meminta siswa mengumpulkan informasi tentang pengalaman pribadi.</li> <li>❖ Siswa membuat informasi tentang pengalaman pribadi.</li> </ul> <p>( Collaboration)</p> <p><b>6. Mengomunikasikan</b></p> <p>1. Secara individu siswa mempresentasikan hasil analisis recount text terkait fungsi sosial, struktur teks, dan language feature yang telah dikerjakan.</p> <p>2. Siswa menuliskan permasalahan yang dihadapi selama mempelajari materi teks recount text.</p> <p>(Penumbuhan karakter bebas mengemukakan pendapat, kritis)</p>
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	<p><b>7. Penutup ( 10 menit)</b></p> <ol style="list-style-type: none"> <li>1.Menyimpulkan hasil pembelajaran bersama sama</li> <li>2.Memberikan tugas individu mengerjakan soal berdasarkan recount text yang diberikan oleh guru.</li> <li>3.Menyampaikan rencana kegiatan pertemuan berikutnya</li> </ol>
<p><b>Lampiran Materi</b></p>	<ul style="list-style-type: none"> <li>• <b>RECOUNT TEXT PAST EXPERIENCE</b></li> </ul> <p>Recount text adalah text yang menceritakan kembali cerita di masa lampau baik kejadian yang menyenangkan maupun yang tidak menyenangkan.  Misalnya kejadian yang menyenangkan adalah liburan, pergi ke kebun binatang bersama teman-teman atau keluarga.  Contoh kejadian yang tidak menyenangkan misalnya pada waktu kecil kamu pernah terjatuh dari sepeda. Kejadian yang terjadi di masa lampau itu termasuk dalam recount text (menceritakan kembali).</p> <ul style="list-style-type: none"> <li>• <b>TYPE DALAM RECOUNT TEXT</b></li> <li>✓ <b>Personal recount.</b>  Menyajikan pengalaman pribadi penulis, seperti :Vocation in bali, trip to the zoo,watching movie in theater.</li> <li>✓ <b>Factual recount.</b>  Menyajikan laporan peristiwa yang benar-benar terjadi, misalnya seperti : kebakaran,kebanjiran,tsunami dll.</li> <li>✓ <b>Biographical recount</b>  Menyajikan kisah hidup seseorang atau yang biasa di sebut dengan biodata seseorang/biografi, misalnya seperti biografi Ir.soekarno hatta, Ir.Bung karno dll.</li> <li>✓ <b>Imajinative recount</b>  Menyajikan cerita-cerita imajinativeberdasarkan kejadian yang terjadi, misalnya : mimpi dll.</li> </ul> <p><b>PURPOSE RECOUNT</b></p> <p>Why is the text written ?  The text is written for.....  What is the purpose.....  What is the social fuction.....</p>

What is the writer's intention....

Kata kunci pertanyaan di atas menanyakan tentang tujuan.

### TUJUAN

- ✓ To Share unique or unusual Experience :  
Menceritakan pengalaman unik
- ✓ To retell something unforgettable : Menceritakan masa lampau
- ✓ To give information about an incident :  
Menceritakan kejadian-kejadian tertentu
- ✓ To make the readers learn something.

### GENETIC STRUCTURE

- ✓ Orientation  
Pengenalan informasi tentang siapa, dimana, dan kapan peristiwa itu terjadi.  
Contoh : last month, saripudi and his friends spent their holiday in jeju island.
- ✓ Events  
Rangkaian peristiwa yang ada dalam cerita.  
Contoh :
  - ❖ Saripudin and his friend had lunch together
  - ❖ Then, saripudin and jono played toy ship on the lake.
  - ❖ After that jono and juki painted a picture.
  - ❖ Junedy and jumadi played canoe.
- ✓ Orientation  
Biasanya berisi kesan dari peristiwa yang dialami, contoh ; They were very happy.

### LANGUAGE FEATURES

- ✓ Past tense  
I went to bali last week  
I spent my holiday in bandung  
We were very happy
- ✓ Adverb of time  
Last week  
2 years ago



	<p>5 month ago</p> <p>✓ Action verb(kata kerja)</p> <p>Played</p> <p>Worked</p> <p>Bought</p> <p>✓ Conjunction</p> <p>After</p> <p>Then</p> <p>Next</p>
<p><b>Langkah- Langkah Pembelajaran</b></p>	<p style="text-align: center;"><b>PERTEMUAN KEDUA</b></p> <p><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b></p> <p><b>Orientasi</b> (<i>Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (PPK) serta membiasakan membaca dan memaknai (Literasi).</i>)</p> <ul style="list-style-type: none"> <li>• Melakukan persiapan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan mengecek dan konfirmasi.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, <ul style="list-style-type: none"> <li>➤ <i>Membuat teks interaksi transaksional (hubungan setara antara dua benda/tindakan)</i></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Mengingat kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>• Apabila <i>materi/tema/ projek</i> ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: <ul style="list-style-type: none"> <li>➤ <i>Fungsi sosial, struktur teks dan unsur kebahasaan teks recount terkait ( Past Experience)</i></li> </ul> </li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>• Mengajukan pertanyaan.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari</li> <li>• Menyampaikan garis besar cakupan materi</li> <li>• Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan</li> </ul> <p><b>Kegiatan Inti (65 menit)</b></p> <p>IV. Mengamati</p> <p>V. Guru meminta siswa mengamati Text Tentang past experience</p> <p>VI. Melalui text siswa mengamati tentang teks past experience terkait fungsi sosial, struktur teks, dan language feature</p> <p><b>3. Menanya</b></p> <p>Siswa menanyakan terkait fungsi sosial, language feature didalam recount text yang masih belum dimengerti.</p>
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	<p style="text-align: center;"><b>4. Mengeksplorasi</b></p> <p>3) Guru memberikan satu teks recount untuk dianalisis oleh siswa terkait fungsi sosial, struktur teks, dan language feature.</p> <p>4) Secara individu siswa menganalisis teks Recount yang diberikan guru untuk menentukan fungsi sosial, struktur teks, dan language feature.</p> <p><b>5. Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>❖ Guru meminta siswa mengumpulkan informasi tentang pengalaman pribadi.</li> <li>❖ Siswa membuat informasi tentang pengalaman pribadi.</li> </ul> <p>( Collaboration)</p> <p><b>6.Mengomunikasikan</b></p> <p>1.Secara individu siswa mempresentasikan hasil analisis recount text terkait fungsi sosial, struktur teks, dan language feature yang telah dikerjakan.</p> <p>2.Siswa menuliskan permasalahan yang dihadapi selama mempelajari materi teks recount text. (Penumbuhan karakter bebas mengemukakan pendapat, kritis)</p> <p><b>7. Penutup ( 10 menit)</b></p> <p>1.Menyimpulkan hasil pembelajaran bersama sama</p> <p>2.Memberikan tugas individu mengerjakan soal berdasarkan recount text yang diberikan oleh guru.</p> <p>3.Menyampaikan rencana kegiatan pertemuan berikutnya</p>
<p><b>Lampiran Materi</b></p>	<p><b>PAST EXPERIENT</b></p> <p><b>Simple Past Tense</b></p> <p>Simple past tense adalah suatu bentuk kata kerja sederhana untuk menunjukkan bahwa suatu kejadian terjadi di masa lampau. Berikut</p>

ini adalah kegunaan simple past tense :

1. Membicarakan aksi yang terjadi di masa lampau dengan durasi waktu tertentu.

**Contoh :**

Vina went to the raguna zoo three months ago

Vina pergi ke kebun binatang raguna tiga bulan lalu.

2. Membicarakan kebiasaan di masa lampau

**Contoh :**

When I was a senior high school student, I always get up 4 am to study.

Ketika saya masih siswa SMA, saya selalu bangun jam 4 pagi untuk belajar.

3. Untuk menu nunjukkan bahwa suatu aksi langsung diikuti aksi yang telah slesai

**Contoh**

I had already finished my breakfast when he picked me

Aku sudah sarapanku saat dia menjemputku

Adver yang digunakan pada kalimat past yaitu keterangan waktu lampau seperti :

1. Ago (yang lalu)
2. Last week (minggu lalu)
3. Last year (tahun lalu)
4. Last month (tahun lalu)
5. Yesterday (kemarin)

**Rumus :**

Sama seperti bentuk present (sekarang), simple past(lampau) juga memiliki 2 bentuk yaitu bentuk verbal dan nominal.

**Rumus Verbal**

(+) S+V2+O

(-) S+did+not+V1

(?) did+S+V1

**Contoh :**

I went to Germany last year

I did not to Germany last year

Did you go to Germany last year ? Yes, I did/ No,I did no.

### Rumus Nominal

(+) S + to be 2(Was/Were)

(-) S + to be 2(Was/Were)

(?) To be 2(Was/Were)

### Contoh :

He Was a teacher

He was not a teacher

Was he a teacher ? yes, he was / no, he was not.

### EXAMPLE

#### Going to Cermin Beach

A few months ago, I went to Cermin beach with my family. It is located in Serdang Bedagai district about 53 km from Medan city, North Sumatera. The trip there took about 1,5 hours. We left from Medan at 07.30 using a car and we arrived about 09.00 o'clock. Orientation (Pembukaan)

As arrived there, my parents rented a hut to take a rest. I and my brother immediately ran towards the beach. It looked sunny day with the blue sky and I felt a gentle breeze. The waves there were suitable for swimming, but unfortunately I couldn't swim. I just played with white sand and built a sand castle. I didn't forget to take a selfie with the background of beautiful beach.

At noon, I began to feel hungry. I approached the rented hut. Apparently, my mother had prepared food for us. I felt happy to be able to vacation with family and enjoyed the beauty of nature created by God. Event (Isi)

Not felt, the day had begun in the evening. We hurried to go home. Before went to home, I bought some souvenirs there. Finally, we arrived at 6:00 PM because the trip was jammed. Re-

	orientation (Kesimpulan)
Langkah- Langkah Pembelajaran	<p style="text-align: center;"><b><u>PERTEMUAN KETIGA</u></b></p> <p><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b></p> <p><b>Orientasi</b> (<i>Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (PPK) serta membiasakan membaca dan memaknai (Literasi).</i>)</p> <ul style="list-style-type: none"> <li>• Melakukan persiapan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan mengecek dan kofirmasi.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, <ul style="list-style-type: none"> <li>➤ <i>Membuat teks interaksi transaksional (hubungan setara antara dua benda/tindakan)</i></li> </ul> </li> <li>• Mengingatn kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> </ul>

	<ul style="list-style-type: none"> <li>• Apabila <i>materi/tema/ projek</i> ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: <ul style="list-style-type: none"> <li>➤ <i>Fungsi sosial, struktur teks dan unsur kebahasaan teks recount terkait ( Past Experience)</i></li> </ul> </li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>• Mengajukan pertanyaan.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari</li> <li>• Menyampaikan garis besar cakupan materi</li> <li>• Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan</li> </ul> <p><b>Kegiatan Inti (65 menit)</b></p> <p>VII. Mengamati</p> <p>VIII. Guru meminta siswa mengamati Text Tentang past experience</p> <p>IX. Melalui text siswa mengamati tentang teks past experience terkait fungsi sosial, struktur teks, dan language feature</p> <p><b>5. Menanya</b></p> <p>Siswa menanyakan terkait fungsi sosial, language feature didalam recount text yang masih belum dimengerti.</p> <p><b>6. Mengeksplorasi</b></p> <p>5) Guru memberikan satu teks recount untuk dianalisis oleh siswa terkait fungsi sosial, struktur teks, dan language feature.</p> <p>6) Secara individu siswa menganalisis teks Recount yang diberikan guru untuk menentukan fungsi sosial, struktur teks, dan language feature.</p>
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	<p><b>5. Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>❖ Guru meminta siswa mengumpulkan informasi tentang pengalaman pribadi.</li> <li>❖ Siswa membuat informasi tentang pengalaman pribadi.</li> </ul> <p>( Collaboration)</p> <p><b>6.Mengomunikasikan</b></p> <p>1.Secara individu siswa mempresentasikan hasil analisis recount text terkait fungsi sosial, struktur teks, dan language feature yang telah dikerjakan.</p> <p>2.Siswa menuliskan permasalahan yang dihadapi selama mempelajari materi teks recount text.</p> <p>(Penumbuhan karakter bebas mengemukakan pendapat, kritis)</p> <p><b>7. Penutup ( 10 menit)</b></p> <p>1.Menyimpulkan hasil pembelajaran bersama sama</p> <p>2.Memberikan tugas individu mengerjakan soal berdasarkan recount text yang diberikan oleh guru.</p> <p>3.Menyampaikan rencana kegiatan pertemuan berikutnya</p>
<b>Lampiran Materi</b>	Evaluasi dari pertemuan pertama dan kedua kemudian memberikan tugas mandiri kepada siswa siswi tentang past experience.
<b>Materi</b>	<b><u>Recoun Text</u></b> <b><u>Historical Event</u></b>
	<p style="text-align: center;"><b>PERTEMUAN PERTAMA</b></p> <p><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b></p> <p><b>Orientasi</b> (<i>Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang</i></p>



dianut (**PPK**) serta membiasakan membaca dan memaknai (**Literasi**).

- Melakukan persiapan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan mengecek dan konfirmasi.

#### **Apersepsi**

- Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya,
  - *Membuat teks interaksi transaksional (hubungan setara antara dua benda/tindakan)*
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

#### **Motivasi**

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Apabila *materi/tema/projek* ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang:
  - *Fungsi sosial, struktur teks dan unsur kebahasaan teks recount terkait ( Historical Recount)*
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan.

### **Pemberian Acuan**

- Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari
- Menyampaikan garis besar cakupan materi
- Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan

### **Kegiatan Inti (65 menit)**

- X. Mengamati
- XI. Guru meminta siswa mengamati Text Tentang past experience
- XII. Melalui text siswa mengamati tentang teks past experience terkait fungsi sosial, struktur teks, dan language feature

### **7. Menanya**

Siswa menanyakan terkait fungsi sosial, language feature didalam recount text yang masih belum dimengerti.

### **8. Mengeksplorasi**

- 7) Guru memberikan satu teks recount untuk dianalisis oleh siswa terkait fungsi sosial, struktur teks, dan language feature.
- 8) Secara individu siswa menganalisis teks Recount yang diberikan guru untuk menentukan fungsi sosial, struktur teks, dan language feature.

### **5. Mengasosiasi**

- ❖ Guru meminta siswa mengumpulkan informasi tentang pengalaman pribadi.
- ❖ Siswa membuat informasi tentang pengalaman pribadi.

( Collaboration)

### **6. Mengomunikasikan**

- 1. Secara individu siswa mempresentasikan hasil analisis recount text terkait fungsi sosial, struktur teks, dan

	<p>language feature yang telah dikerjakan.  2.Siswa menuliskan permasalahan yang dihadapi selama mempelajari materi teks recount text.  (Penumbuhan karakter bebas mengemukakan pendapat, kritis)</p> <p><b>7. Penutup ( 10 menit)</b></p> <p>1.Menyimpulkan hasil pembelajaran bersama sama  2.Memberikan tugas individu mengerjakan soal berdasarkan recount text yang diberikan oleh guru.  3.Menyampaikan rencana kegiatan pertemuan berikutnya</p>
<p><b>Lampiran Materi</b></p>	<p><b>Structure of Historical Recount</b></p> <ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. A Series of Events</li> <li>3. Re-Orientation</li> </ol> <p><b>LanguageFeatures of Historical Recounts</b></p> <p><b>1. Simple Past Tense</b></p> <p>Simple past tense adalah suatu bentuk kata kerja sederhana untuk menunjukkan bahwa suatu kejadian terjadi di masa lampau. Berikut ini adalah kegunaan simple past tense.;</p> <ol style="list-style-type: none"> <li>a. Membicarakan aksi yang terjadi di masa lampau dengan durasi waktu tertentu.  <b>Example :</b> <p style="text-align: center;"><b>Vina <u>went</u> to the raguna zoo three months ago</b></p> <li>b. Membicarakan Kebiasaan di masa lampau  <b>Example :</b>  When I <b>was</b> a senior high school, I always get up at am to study</li> <li>c. Untuk Menunjukkan bahwa suatu aksi langsung diikuti aksi yang telah selesai  <b>Example :</b>  I had already <b>finished</b> my breakfast when he picked</li> </li></ol>

	<p>me</p> <p><b>Keterangan Waktu :</b></p> <ul style="list-style-type: none"> <li>• Ago</li> <li>• Last Week</li> <li>• Last year</li> <li>• Last mont</li> <li>• Yesterday</li> </ul> <p><b>Rumus :</b></p> <p>(+) S + V2 + O  (-) S + did + Not + V1  (?) did + S +V1</p> <p><b>2. Past Continous Tense</b></p> <p>Past continous tense merupakan tenses yang di gunakan untuk menyatakan peristiwa yang sedang terjadi di masa lampau.</p> <p><b>Rumus :</b></p> <p>(+) S + To be 2(was/were) + V1-ing  (-) S + To be 2(was/were) + Not + V1-ing  (?) To be 2(was/were) + S + V1-ing</p> <p><b>3. Past Perfect Tense</b></p> <p>Past perfect tense merupakan tenses yang di gunakan untuk menunjukkan peristiwa yang terjadi di masa lampau sebelum suatu kejadian terjadi.</p> <p><b>Rumus :</b></p> <p>(+) S + had + V3  (-) S + had + Not + V3  (?) Had + S + V3</p>
	<p style="text-align: center;"><b>PERTEMUAN KEDUA</b></p> <p style="text-align: center;"><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b>  <b>Orientasi</b> (<i>Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang</i></p>

dianut (**PPK**) serta membiasakan membaca dan memaknai (**Literasi**).

- Melakukan persiapan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan mengecek dan konfirmasi

#### **Apersepsi**

- Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya,
  - *Membuat teks interaksi transaksional (hubungan setara antara dua benda/tindakan)*
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

#### **Motivasi**

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Apabila *materi/tema/projek* ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang:
  - *Fungsi sosial, struktur teks dan unsur kebahasaan teks recount terkait (biografi tokoh terkenal)*
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan.

#### **Pemberian Acuan**

- Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari
- Menyampaikan garis besar cakupan materi
- Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan

Membagi peserta didik menjadi 9 Kelompok (dengan setiap anggota kelompok berjumlah 4 orang).

#### **Kegiatan Inti**

##### **Stimulation (stimulasi/ pemberian rangsangan)**

#### **Observation**

Peserta didik diberikan sebuah tayangan video terkait peristiwa bersejarah melalui YouTube



[https://youtu.be/Jar7zUU\\_Kls](https://youtu.be/Jar7zUU_Kls)

### **Problem Statement**

#### **Question**

Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan video.

#### **Data Collection**

##### **Experiment**

- Peserta didik bekerja secara berkelompok **menganalisis** dua buah teks historical recount terkait peristiwa bersejarah terkait fungsi sosial, struktur teks, dan unsur kebahasaan (LKPD 1),

Peserta didik secara berkelompok **menemukan** perbedaan dua buah teks historical recount yang sudah dianalisis di atas berdasarkan fungsi sosial, struktur teks, dan unsur kebahasaan dengan cara mencari perbedaan dan persamaan dari masing masing teks (LKPD2).

#### **Data processing**

##### ➤ **Assosiation**

Guru menyiapkan breakout room untuk:

- Didalam kelompok diskusi siswa **menentukan** susunan paragraph yang benar dari jumbled paragraph untuk membentuk sebuah **H i s t o r i c a l r e c o u n t t e x t**.
- Didalam kelompok diskusi siswa

	<p><b>membuat</b> Historical Recount Text.</p> <p><b>Verification</b></p> <p>➤ <b>Communication</b></p> <ul style="list-style-type: none"> <li>• Sesudah waktu kerja kelompok selesai Peserta didik kembali ke Tempat duduk masing-masing dan mempresentasikan hasil kelompok.</li> </ul> <p><b>Generalizatio(menarik kesimpulan)</b></p> <p><b>Communication/Networking</b></p> <ul style="list-style-type: none"> <li>• Peserta didik diminta untuk menampilkan hasil diskusi kelompok tentang teks analistis sebagai rasa tanggung jawab dari tugas yang telah dikerjakan bersama kelompok masing-masing.</li> <li>• Guru mendorong kelompok untuk saling memberikan penghargaan atau saran kepada kelompok lain</li> </ul> <p>Guru dan peserta didik membuat kesimpulan terhadap materi yang telah dipelajari</p> <p><b>Kegiatan Penutup</b></p> <p>Guru :</p> <ul style="list-style-type: none"> <li>• Memfasilitasi dalam menemukan kesimpulan sementara berdasarkan hasil temuan tentang konsep pertidaksamaan rasional dan irasional, melalui revid indikator yang hendak dicapai.</li> <li>• Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya.</li> </ul> <p>Memberi salam.</p>
<b>Materi</b>	<b>Biography Recount</b>
	<p><b>PERTEMUAN PERTAMA</b></p> <p><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b></p>

**Orientasi** (*Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (PPK) serta membiasakan membaca dan memaknai (Literasi).*

- Melakukan persiapan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan mengecek dan konfirmasi.

**Apersepsi**

- Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya,
  - *Membuat teks interaksi transaksional (hubungan setara antara dua benda/tindakan)*
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

**Motivasi**

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Apabila *materi/tema/ projek* ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang:
  - *Fungsi sosial, struktur teks dan unsur kebahasaan teks recount terkait ( Biografi)*
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung



- Mengajukan pertanyaan.

### **Pemberian Acuan**

- Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari
- Menyampaikan garis besar cakupan materi
- Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan

### **Kegiatan Inti (65 menit)**

XIII. Mengamati

XIV. Guru meminta siswa mengamati Text Tentang past experience

XV. Melalui text siswa mengamati tentang teks past experience terkait fungsi sosial, struktur teks, dan language feature

### **9. Menanya**

Siswa menanyakan terkait fungsi sosial, language feature didalam recount text yang masih belum dimengerti.

### **10. Mengeksplorasi**

9) Guru memberikan satu teks recount untuk dianalisis oleh siswa terkait fungsi sosial, struktur teks, dan language feature.

10) Secara individu siswa menganalisis teks Recount yang diberikan guru untuk menentukan fungsi sosial, struktur teks, dan language feature.

### **5. Mengasosiasi**

- ❖ Guru meminta siswa mengumpulkan informasi tentang pengalaman pribadi.
- ❖ Siswa membuat informasi tentang pengalaman pribadi.

( Collaboration)

### **6. Mengomunikasikan**

1. Secara individu siswa mempresentasikan hasil analisis

	<p>recount text terkait fungsi sosial, struktur teks, dan language feature yang telah dikerjakan.</p> <p>2.Siswa menuliskan permasalahan yang dihadapi selama mempelajari materi teks recount text. (Penumbuhan karakter bebas mengemukakan pendapat, kritis)</p> <p><b>7. Penutup ( 10 menit)</b></p> <p>1.Menyimpulkan hasil pembelajaran bersama sama 2.Memberikan tugas individu mengerjakan soal berdasarkan recount text yang diberikan oleh guru. 3.Menyampaikan rencana kegiatan pertemuan berikutnya</p>
<p><b>Lampiran Materi</b></p>	<p><b>Structure Of Biography Recount</b></p> <ol style="list-style-type: none"> <li>1. Orientation (Intoductory Paragraph)</li> <li>2. A series of Events (Suporting Paragraph)</li> <li>3. Reorientation (Concluding Paragrap)</li> </ol> <p><b>Characteristics of Biographies :</b></p> <ol style="list-style-type: none"> <li>1. Tentang Kehidupan orang yang nyata.</li> <li>2. Informasinya berdasarkan fakta.</li> <li>3. Insiden,dialog, dan orang-orang akurat yang dapat dipercaya</li> <li>4. Kisah hidup seseorang di ceritakan sehubungan dengan orang lain dan peristiwa waktu dimana mereka tinggal.</li> <li>5. Mereka mengembangkan pemahaman tentang tempat, waktu,peristiwa dan orang lain.</li> </ol> <p><b>Language Feature Of Biographical Recount</b></p> <p><i>Linguistic features of biography text :</i></p> <p><b>Use simple past tense</b> Example : He <u>was</u> born on August 17, in Jakarta, Indonesia.</p> <p><b>Use time sequence</b> Example : His parents were divorced <u>when</u> he was three years old.</p>

**Focus on specific participant**

Example : Abraham Lincoln was born in 1809 in Kentucky (USA). He worked on the farm of his father.

**Use action verb**

Example : He did different types of jobs before he settled as a highly successful lawyer.

**Example of the biography text :**

*source : <http://englishwithsmiles.blogspot.com/2017/05/biography-text.html>*

**Abraham Lincoln**

Abraham Lincoln was born in 1809 in Kentucky (USA). He worked on the farm of his father. He attended school for less than a year, but taught himself to read and write. He did different types of jobs before he settled as a highly successful lawyer. He was gradually drawn to politics.

The country was having problems regarding the practice of slavery. The white men owned large farms in the southern states, Blacks were brought from Africa to work on these farms, They were kept as slaves. The people of northern states were against this practice of slavery and wanted to abolish it, The Constitution of America is based on the equality of man. Therefore, there was no place for slavery in that country,

At this difficult time, Abraham Lincoln was elected President of the USA in 1860. He wanted to solve the problem of slavery. The southern states were against the abolition of slavery. This brought the unity of the country in danger. The southern states were prepared even to form a new country. Abraham Lincoln wanted all the states to remain united.

He faced many problems. He wanted to preserve the unity of the country at any cost. Finally a civil war broke out between the northern and southern states. He fought the war bravely and declared, 'A Nation cannot exist half free and half slave.' He won

	<p>the war and kept the country united.</p> <p>Lincoln was elected president for a second term. He was not against anybody and wanted everybody to live in peace. He made sincere efforts to heal the people's wounds caused by the war. In 1862, Lincoln declared that from then onwards all slaves would be free. This made him very popular among the people. Lincoln was assassinated in 1865.</p>
	<p style="text-align: center;"><b>PERTEMUAN KEDUA</b></p> <p><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b></p> <p><b>Orientasi</b> (<i>Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (PPK) serta membiasakan membaca dan memaknai (Literasi).</i>)</p> <ul style="list-style-type: none"> <li>• Melakukan persiapan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan mengecek dan konfirmasi.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, <ul style="list-style-type: none"> <li>➤ <i>Membuat teks interaksi transaksional (hubungan</i></li> </ul> </li> </ul>

*setara antara dua benda/tindakan)*

- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

#### **Motivasi**

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Apabila *materi/tema/ projek* ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang:
  - *Fungsi sosial, struktur teks dan unsur kebahasaan teks recount terkait ( Biography)*
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan.

#### **Pemberian Acuan**

- Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari
- Menyampaikan garis besar cakupan materi
- Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan

#### **Kegiatan Inti (65 menit)**

- XVI. Mengamati
- XVII. Guru meminta siswa mengamati Text Tentang past experience
- XVIII. Melalui text siswa mengamati tentang teks past experience terkait fungsi sosial, struktur teks, dan language feature

#### **11. Menanya**

Siswa menanyakan terkait fungsi sosial, language feature didalam recount text yang masih belum dimengerti.

## **12. Mengeksplorasi**

- 11) Guru memberikan satu teks recount untuk dianalisis oleh siswa terkait fungsi sosial, struktur teks, dan language feature.
- 12) Secara individu siswa menganalisis teks Recount yang diberikan guru untuk menentukan fungsi sosial, struktur teks, dan language feature.

## **5. Mengasosiasi**

- ❖ Guru meminta siswa mengumpulkan informasi tentang pengalaman pribadi.
- ❖ Siswa membuat informasi tentang pengalaman pribadi.


( Collaboration)

## **6. Mengomunikasikan**

1. Secara individu siswa mempresentasikan hasil analisis recount text terkait fungsi sosial, struktur teks, dan language feature yang telah dikerjakan.
2. Siswa menuliskan permasalahan yang dihadapi selama mempelajari materi teks recount text.  
(Penumbuhan karakter bebas mengemukakan pendapat, kritis)

## **7. Penutup ( 10 menit)**

1. Menyimpulkan hasil pembelajaran bersama sama
2. Memberikan tugas individu mengerjakan soal berdasarkan recount text yang diberikan oleh guru.
3. Menyampaikan rencana kegiatan pertemuan berikutnya

<p><b>Lampiran Materi</b></p>	<p><b>Menganalisis Teks Recount</b></p>  <p><b>B. J. Habibie</b></p> <p>Bacharuddin Jusuf Habibie known as BJ. Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998–1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewoman from Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie's father died.</p> <p>Following his father's death, Habibie continued his studies in Jakarta and then in 1955 moved to Germany. In 1960, Habibie received a degree in engineering in Germany, giving him the title Diplom- Ingenieur. He remained in Germany as a research assistant under Hans Ebner at the Lehrstuhl und Institut für Leichtbau, RWTH Aachen to conduct research for his doctoral degree.</p> <p>In 1962, Habibie returned to Indonesia for three months on sick leave. During this time, he was reacquainted with Hasri Ainun, the daughter of R. Mohamad Besari. The two married on 12 May 1962, returning to Germany shortly afterwards. Habibie and his wife settled in Aachen for a short period before moving to Oberforstbach. In May 1963 they had their first son, Ilham Akbar Habibie, and later another son, Thareq Kemal Habibie.</p> <p>When Habibie's minimum wage salary forced him into part-time work, he found employment with the Automotive Marke Talbot, where he became an advisor. Habibie worked on two projects which received funding from Deutsche Bundesbahn. Due to his work with Makosh, the head of train constructions offered his position to Habibie upon his retirement three years later, but Habibie refused.</p> <p>Habibie did accept a position with Messerschmitt-Bölkow-Blohm in Hamburg. There, he developed theories on thermodynamics, construction, and aerodynamics known as the Habibie Factor, Habibie Theorem, and Habibie Method, respectively. He worked for Messerschmit on the development of the Airbus A-300B aircraft. In 1974, he was promoted to vice president of the company. In 1974, Suharto requested Habibie to return to Indonesia as part of Suharto's drive to develop the country. Habibie initially served as a special assistant to Ibnu Sutowo, the CEO of the state oil company Pertamina. Two years later, in 1976, Habibie was made Chief Executive Officer of the new state-owned enterprise Industri Pesawat Terbang Nusantara (IPTN). In 1978, he was appointed as Minister of Research and Technology. Habibie was elected vice</p>
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	<p>president in March 1998. On 21 May 1998, Suharto publicly announced his resignation and Habibie was immediately sworn in as president. Habibie's government stabilized the economy in the face of the Asian financial crisis and the chaos of the last few months of Suharto's presidency.</p> <p>Since relinquishing the presidency, Habibie has spent more time in Germany than in Indonesia. However, he has also been active as a presidential adviser during Susilo Bambang Yudoyono's presidency. In September 2006, he released a book called <i>Detik-Detik Yang Menentukan: Jalan Panjang Indonesia Menuju Demokrasi</i> (Decisive Moments: Indonesia's Long Road Towards Democracy). The book recalled the events of May 1998.</p> <p>(Adapted from:  <a href="http://en.wikipedia.org/wiki/B._J._Habibie">http://en.wikipedia.org/wiki/B._J._Habibie</a>)</p>
<p><b>Materi</b></p>	<p><b><u>Narrative Text</u></b>  <b>World Fairy Tales</b></p>
	<p style="text-align: center;"><b>PERTEMUAN PERTAMA</b></p> <p><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b></p> <p><b>Orientasi</b> (<i>Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (PPK) serta membiasakan membaca dan memaknai (Literasi).</i>)</p> <ul style="list-style-type: none"> <li>• Melakukan persiapan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan mengecek dan konfirmasi.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, <ul style="list-style-type: none"> <li>➤ <i>Membuat teks interaksi transaksional (hubungan setara antara dua benda/tindakan)</i></li> </ul> </li> </ul>



- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

### **Motivasi**

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Apabila *materi/tema/projek* ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang:
  - *Fungsi sosial, struktur teks dan language feature dalam narrative text.*
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan.

### **Pemberian Acuan**

- Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari
- Menyampaikan garis besar cakupan materi
- Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan

### **Kegiatan Inti (65 menit)**

- XIX. Mengamati
- XX. Guru meminta siswa mengamati narrative text.
- XXI. Melalui text siswa mengamati tentang narrative text terkait fungsi sosial, struktur teks, dan language feature.

### **13. Menanya**

Siswa menanyakan terkait fungsi sosial, language feature didalam narrative text yang masih belum dimengerti.

	<p style="text-align: center;"><b>14. Mengeksplorasi</b></p> <p>13) Guru memberikan satu teks narrative untuk dianalisis oleh siswa terkait fungsi sosial, struktur teks, dan language feature.</p> <p>14) Secara individu siswa menganalisis teks narrative yang diberikan guru untuk menentukan fungsi sosial, struktur teks, dan language feature.</p> <p style="text-align: center;"><b>5. Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>❖ Guru meminta siswa mengumpulkan informasi tentang narrative text.</li> <li>❖ Siswa membuat informasi tentang narrative text.</li> </ul> <p>( Collaboration)</p> <p style="text-align: center;"><b>6.Mengomunikasikan</b></p> <p>1.Secara individu siswa mempresentasikan hasil analisis narrative text terkait fungsi sosial, struktur teks, dan language feature yang telah dikerjakan.</p> <p>2.Siswa menuliskan permasalahan yang dihadapi selama mempelajari materi teks narrative text. (Penumbuhan karakter bebas mengemukakan pendapat, kritis)</p> <p style="text-align: center;"><b>7. Penutup ( 10 menit)</b></p> <p>1.Menyimpulkan hasil pembelajaran bersama sama</p> <p>2.Memberikan tugas individu mengerjakan soal berdasarkan narrative text yang diberikan oleh guru.</p> <p>3.Menyampaikan rencana kegiatan pertemuan berikutnya</p>
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Rejang Lebong, September  
2022  
Guru Pamong

Curup,  
September 2022  
Guru Mata Pelajaran

Mengetahui,  
Kepala MAN RL

Hilda Septi Viana  
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Rizki Nurul Aini  
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## MODULAJAR BAHASA INGGRIS KELAS X

INFORMASI UMUM	
1. Nama Penyusun/Institusi/Tahun	Angga Dwio Mainata/ IAIN Curup/ 2021 – 2022
2. Jenjang Sekolah	SMA / MA / SMK / SEDERAJAT
3. Fase/Kelas	E / X (Sepuluh)
4. Domain/Topik	Menulis dan menceritakan kejadian di masa lalu
5. Kata Kunci	<i>Recount Text</i>
6. Pengetahuan/Keterampilan Prasyarat	<i>Writing</i>
7. Alokasi waktu (menit)	2 X 45 Menit (90 Menit)
8. Jumlah Pertemuan (JP)	2 JP
9. Model Pembelajaran	Tatap muka
10. Metode Pembelajaran	1) Inductive approach 2) Tanya jawab, diskusi, dan mengerjakan soal
11. Sarana Prasarana	1) <b>Media:</b> Power Point, Laptop, LCD Proyektor, Handphone, Papan Tulis, Spidol, Spidol Warna/ Pen Warna/ Stabilo. 2) <b>Sumber belajar:</b> <i>E-Learning, E-Book</i> , Buku paket/LKS, Video Youtube.
12. 14. Target Peserta Didik	Reguler
13. 15. Karakteristik Peserta Didik	Siswa regular yang aktif berdiskusi dalam kegiatan pembelajaran dan bernalar kritis serta mampu menulis dan menceritakan kejadian di masa lalu ( <i>Recount Text</i> ) dengan mandiri dan tidak pantang menyerah.

14. Profil Pancasila	<ol style="list-style-type: none"><li>1. Beriman dan bertakwa kepada tuhan YME dan berakhlak mulia.</li><li>2. Berkebhinekaan/menghargai agama dan suku bangsa.</li><li>3. Mandiri.</li><li>4. Kreatif.</li></ol>
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## KOMPETENSI INTI

### A. Tujuan Pembelajaran

Setelah melakukan pembelajaran, diharapkan peserta didik mampu:

- E1. Menjelaskan definisi, tujuan, struktur teks, ciri-ciri unsur kebahasaan dari teks recount
- E2. Membedakan dan menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks recount lisan dan tulis
- E3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah
- E4. Menyusun teks recount, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks

### B. Pemahaman Bermakna

*Recount text* merupakan salah satu jenis teks dalam belajar bahasa Inggris yang memiliki fungsi untuk menceritakan kembali kejadian atau pengalaman yang terjadi dimasa lalu. Teks ini bertujuan untuk memberikan informasi dan/atau menghibur pembaca yang membaca tulisan *recount text*.

### C. Pertanyaan Pemantik

- 1. Apakah kalian (peserta didik) pernah mengalami peristiwa menyenangkan atau menyedihkan di masa lalu? Mengapa?
- 2. Bagaimana peristiwa menyenangkan atau menyedihkan itu terjadi? Jelaskan!

### D. Persiapan Pembelajaran

- a. Guru menyusun LKPD

## KEGIATAN PEMBELAJARAN

### PERTEMUAN PERTAMA

#### A. Tujuan Pembelajaran

- Menjelaskan definisi, tujuan, struktur teks, ciri-ciri unsur kebahasaan dari teks recount
- Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks recount lisan dan tulis
- Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks recount lisan dan tulis

#### B. Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan Pembelajaran
Kegiatan Pendahuluan	<ul style="list-style-type: none"><li>➤ Guru memberi salam dan mengajak berdoa sebelum pembelajaran dimulai.</li><li>➤ Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan.</li><li>➤ Guru mengecek kehadiran peserta didik.</li><li>➤ Guru memberi apersepsi tentang materi yang akan dipelajari.</li><li>➤ Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini.</li><li>➤ Guru menyampaikan garis besar cakupan materi yang dipelajari.</li><li>➤ Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.</li><li>➤ Guru memberikan clue untuk mengetahui apakah siswa mengetahui tentang materi atau tidak.</li></ul>
Kegiatan Inti	<ul style="list-style-type: none"><li>➤ Guru membagi atau membuat kelompok untuk peserta didik.</li><li>➤ Peserta didik diberi motivasi atau rangsangan (stimulus) tentang materi yang akan dipelajari dengan cara mengamati video yang berhubungan dengan materi. Berikut link Youtube tentang <i>Recount Text</i>: <a href="https://youtu.be/aNy0a_OM3JQ">https://youtu.be/aNy0a_OM3JQ</a></li><li>➤ Peserta didik secara berkelompok menjelaskan definisi, tujuan, struktur teks, ciri-ciri unsur kebahasaan dari sebuah teks recount.</li><li>➤ Peserta didik secara berkelompok menganalisis fungsi sosial,</li></ul>

	<p>struktur teks, dan unsur kebahasaan teks recount dalam grup.</p> <ul style="list-style-type: none"> <li>➤ Setelah melakukan diskusi kelompok, guru mengarahkan peserta didik untuk mempresentasikan hasil diskusinya didepan kelas, dan peserta didik secara individu menulis hasil diskusi yang disampaikan temannya.</li> <li>➤ Peserta didik diberikan sebuah LKPD dan peserta didik mencari dan mengumpulkan informasi tentang fungsi sosial, struktur teks, dan unsur kebahasaan terkait teks recount. Hingga pada akhirnya peserta didik menemukan informasi terkait text recount.</li> <li>➤ Peserta didik bersama dengan guru melakukan diskusi kelas untuk menganalisis hasil jawaban dan menyamakan persepsi tentang materi yang dipelajari.</li> </ul>
Kegiatan Penutup	<ul style="list-style-type: none"> <li>➤ Guru memberikan feedback tentang materi recount teks.</li> <li>➤ Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.</li> <li>➤ Guru dan peserta didik berdo'a bersama untuk mengakhiri pembelajaran.</li> </ul>

## PERTEMUAN KEDUA

### A. Tujuan Pembelajaran

- Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah
- Menyusun teks recount, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks

## *B. Kegiatan Pembelajaran*

<b>Tahap Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>
Kegiatan Pendahuluan	<ul style="list-style-type: none"><li>➤ Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai.</li><li>➤ Guru memberi motivasi kepada peserta didik dan menanyakan</li></ul>



	<p>kondisi kesehatan.</p> <ul style="list-style-type: none"> <li>➤ Guru mengecek kehadiran peserta didik.</li> <li>➤ Guru memberi apersepsi tentang materi yang akan dipelajari.</li> <li>➤ menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini.</li> <li>➤ Guru menyampaikan garis besar cakupan materi yang dipelajari.</li> <li>➤ Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.</li> </ul>
Kegiatan Inti	<ul style="list-style-type: none"> <li>➤ Guru bersama peserta didik mengingat kembali terkait materi yang sudah disampaikan.</li> <li>➤ Guru menyampaikan lanjutan materi pada pertemuan pertama.</li> <li>➤ Peserta didik aktif menanggapi secara lisan terkait <i>recount text</i>.</li> <li>➤ Guru memberi tugas untuk mengerjakan LKPD dan membuat <i>recount text</i> sesuai pengalaman yang peserta didik alami.</li> <li>➤ Peserta didik mengumpulkan hasil pekerjaan kepada guru.</li> </ul>
Kegiatan Penutup	<ul style="list-style-type: none"> <li>➤ Guru memfasilitasi kepada peserta didik untuk menyampaikan kelebihan dan kekurangan/kesusahan dalam materi <i>recount text</i>.</li> <li>➤ Guru dan peserta didik berdo'a bersama untuk mengakhiri pembelajaran.</li> </ul>

## Assesmen

### 1) Teknik Penilaian

- a. Pengetahuan : Lembar Kerja Peserta Didik
- b. Keterampilan : Membuat *recount text*
- c. Sikap : Observasi/pengamatan terhadap kerja kelompok

### 2) Instrumen Penilaian

- a. Pengetahuan : Isian singkat dan uraian
- b. Keterampilan : Rubrik penilaian menulis
- c. Sikap : Lembar observasi

## LAMPIRAN

### A. MATERI

## “RECOUNT TEKS”

### 1. Definition and Social Function

Recount text is a text that telling the reader about one story, action or activity in the past. The social function of Recount Text is to retell events for the purpose of informing or entertaining the reader.

Its text that serves retell events or experiences that occurred in the past. That is mean, the events that are notified in the Recount Text occur before you write the text. For example, events that took places last year, last month, or even yesterday. Well, the events that are retold in Recount Text can be experiences such as holidays, competitions, or birthdays.

“Jadi Recount Text ini bercerita mengenai pengalaman atau kejadian yang dialami seseorang dimasa lalu. Kejadian tersebut diceritakan secara berurutan atau secara kronologis. Sedangkan fungsi dari Recount text untuk menceritakan kembali peristiwa yang bertujuan untuk menginformasikan atau menghibur pembaca”.

### 2. Generic Structure

Recount Text consists of 3 parts, that are Orientation, Series of Events, and Reorientation.



### 1) Orientation

This section is the opening part of the text or introduction that contains the background of an incident, such as who was involved, or when and where there the incident occurred.

“Orientation ini menceritakan siapa saja yang terlibat dalam cerita, apa yang terjadi, dimana tempatnya peristiwa terjadi, dan kapan terjadi peristiwanya.”

### 2) Series of Events

This section is part of the content of the text that contains a series of sequential events experienced by the author.

“Event ini menceritakan tentang apa yang terjadi (lagi) dan menceritakan urutan ceritanya.”

For example, if the Recount Text tells about the experience of the race, then the Series of Event section contains a series of events that were experienced sequentially, starting from the beginning of the preparation of the race until the end of the race.

### 3) Reorientation

This section is the closing of the text which contains conclusions, messages, impressions, or feelings of the author on the events experienced. “Reorientation ini berisipenutup cerita/akhir cerita.”

For example, the author tells about his experience in the competition and it turns out that he won 1<sup>st</sup> place in the competition, then the author can tell how happy he was when he found out that he had won 1<sup>st</sup> place.

For example!



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### 3. Language Feature

#### ➤ Using Simple Past Tense

Why must Simple Past Tense? *Kenapa harus Simple Past Tense?* Because the events being told are events that happened in the past, so we have to use a tense that serves to express events that happened in the past, that is Simple Past Tense.

“Recount Text ini menceritakan kejadian dimasa lampau sehingga recount text harus menggunakan tense yang berfungsi untuk mengungkapkan kejadian di masa lampau yakni Simple Past Tense”.

Pola kalimat Simple Past Tense:

- 1 **Subject + Verb 2**  
Contoh: *I ran.*
- 2 **Subject + be + Complement**  
Contoh: *It was hard.*

<i>I</i> <i>He</i> <i>She</i> <i>It</i> Singular subject	was	<b>Noun</b> (Kata benda)
<i>You</i> <i>They</i> <i>We</i> Plural subject	were	<b>Adjective</b> (Kata sifat)
		<b>Adverb</b> (Kata keterangan)

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- *Using Adverb of Time and Adverb of Sequence*

**Adverb of Time**

(Keterangan Waktu)

Gunakan *adverb of time* untuk menunjukkan masa lalu.

Contoh:

- \* Yesterday
- ☆ Last week
- \* Last month
- ☆ An hour ago
- \* A year ago

**Adverb of Sequence**

(Keterangan Urutan)

Gunakan *adverb of sequence* untuk menunjukkan urutan terjadinya kejadian.

Contoh:

- ♥ First
- ♥ Then
- ♥ After that
- ♥ At last
- ♥ Finally

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- *Conjunctions and chronological connectors*

Conjunctions are words that link other words, phrases, or clauses together.

There are:for, and, nor, but, or, yet,after, although, as, as if, as long as, as much as, as soon as, as though, because, before, by the time, even if, even though, if, in order that,in case, in the event that, lest, now that, once, only, only if, provided that, since, so, supposing, that, than, though, till, unless, until, when, whenever, where, whereas, wherever, whether or not, while, both/and, either/or, neither/nor, not only/but, whether/or.

#### 4. *Types Recount Text*

Here are the types of recount text that you need to know.

##### 1. *Personal Recount*

This type of text is used to retell an event experienced by one person. This paper will tell in detail what was done and what events were experienced.

##### 2. *Factual Recount*

This type of recount text also tells about events or events in the past. The events narrated were experienced by other people. Even so, it is certain that this event actually happened.

##### 3. *Imaginative Recount*

This type of text tells of an event in the past that didn't actually happen or was just an imagination. This type of text is also written in a coherent way, but there is no emphasis on who the actors or characters are in the story.

#### 5. *Examples of Recount Text*

##### *Example 1*

A week ago, my boyfriend and I went to the beach. We headed from home at 2 PM and finally got there at 4 PM. It took so long but I enjoyed the ride. We were so hungry when we got to the beach. We decided to buy some foods before strolling around the beach.

At half-past 4, we started to walk around the beach. I was so happy to be there with my boyfriend. He hold my hand and we talked about many things. He told me about his family and school. I told him about my cat and we talked about anything until the sun was going to set.

It was very beautiful. We enjoyed the sunset and he gave me his jacket to protect me. At 6 PM, we went back home. On the way we stopped for dinner. We ate burger and ice cream. We finished our trip by 9 PM and he went back home safely.

### *Example 2*

Coronavirus has ruined my friend's life. He lost his mother because of this virus. His mother was 52 years old when she infected by the virus. It was like a rolling coaster, he said. It was like a dream for him because he lost his mother immediately.

His mother went back from Singapore last month. She was doing well, but 2 weeks later she felt sick. She got fever and cough. My friend and her father brought her to the hospital. The laboratory test said that his mom is infected by coronavirus. She went to the isolation room and she died there, alone.

It was really difficult for my friend. Not only because of his mother, but also his father. This pandemic made him lost his job. Now, my friend quit school and decided to get a job.

Two days ago, he told me that he got a job. He started to work as a content writer. He said that it's a remote job during this pandemic. He told me to be careful and I told him that he was doing great. Hope everything gonna be alright for all of us!

### *Example 3*

Being a princess is never an easy task. That also applied for Princess Adelle. Her day was never easy. Her schedules had always been prepared beforehand by the royal assistant. She barely had any free day. Sometimes, even on national holidays, she got a schedule. That day was not very different.

It was the first day of 2017 and Princess Adelle was very tired because she was up all night, attending The New Year's Eve event in the Royal Palace. Although she could barely sleep, she tried to wake up early. She woke up at 6 a.m. She should be ready before 8 a.m., so she washed herself and put on the dress that had been prepared for her by her assistant. After



that, she had breakfast with the member of the royal family. At 9 a.m., she went to a charity event for the orphans held by several social institutions of the country. The event finished right before the time for lunch, so Princess Adelle enjoyed her lunch with the company of social workers and the orphan children. After lunch, she continued her schedule to attend the inauguration of a new public school near the palace. She gave her speech there mentioning that she was very happy to be invited to the event. She hoped that the new school would be able to help the students to be successful in the future.

She arrived back at the palace at 3 p.m. and attended her riding class with her instructor. Horse riding was able to make her happy again and she could refresh her mind after a long day activities outside the palace. She finished her riding class at 6 p.m. and prepared herself for dinner with the member of the royal family. She was very relieved that the family dinner finished early. She finally went back to her room at 8 p.m. She threw herself in bed immediately because she felt really tired and wanted to take a rest so badly.

One day felt so long for Princess Adelle and it was only one sample of her schedules for a day. Sometimes, the schedules were even tighter than this. Princess Adelle knew that it was one of her duty as a princess. She enjoyed it, because she could meet different kinds of people from her activities.

**B. LEMBAR KERJA PESERTA DIDIK (LKPD)**

- **Task 1: Make a group of four. Then discuss the following problems about:**  
**(You can search from your books or internet)**
  1. The social function of Recount text
  2. The structure of the text (mention 3 points)
  3. The language feature of the text (there are 3 points)
  
- *Task 2: Look at the picture to answer the question follow it orally.*
  1. How long is your school holiday?
  2. What did you do during school holiday?
  3. Do you have an unforgettable experience during school holiday?

## Liburan... !!



4. Have you ever told it to your friend?
5. What do you say to start telling your experience?
6. Do you tell the events step by step?
7. How do you feel about it?

• *Task 3: Read the following Personal Recount Text*

1. Analyze to find out what the function and structure and language features of recount text! (Write them in appropriate column)
2. Analyze the past verb and underline them!
3. Analyze the adverb of place and time and underline them!

For making different, please underline with different color!

*Look at the example below!*

### Thief

There days ago, I went to the traditional market to buy some fruits and vegetables. In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to closer and see. A few minutes later, police came and took him.

I asked to the fruits seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky. Someone saw him and shouted loudly and suddenly some people roughed him up hardly. It was a pity event and I hoped it would never happen again.

Title	Thief
Orientation	<b>There days ago</b> , I <b>went to the traditional market</b> to buy some fruits and vegetables. <b>In that market</b> , I <b>saw</b> an accident, there <b>was</b> a thief beaten by a lot of people. It <b>was</b> so terrible. I <b>didn't</b> want to closer and see. <b>A few</b>

	minutes later, police came and took him.
Events	I asked to the fruits seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky. Someone saw him and shouted loudly and suddenly some people roughed him up hardly.
Re-orientation	It was a pity event and I hoped it would never happen again.

1. Social Function: To retell past events based on someone's experience
2. Use simple past tense (Yellow)
3. Use adverb of place (Green)
4. Use adverb of time (Blue)

#### *Theatre Ticket*

Last week I went to the theatre. It was the only theatre at my town. I had 1 (one) free ticket to watch a movie. I had no idea about the movie I would like to watch and I didnot know the schedule of that theatre. So that, I just wanted to come and see if there was any good movie.

I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre.I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day. Unfortunately, I missed it. The ticket was already expired 2 days before. I went home and I was very disappointed about that.

Title	
Orientation	
Events	
Re-orientation	

- **Task 4: Watch the following video, then give your feedback or opinion regarding the content of the video! ( Link Youtube: <https://youtu.be/h5VDsxHH0e8>)**
  1. Have your ever visited tourism places in Yogyakarta?



3		....	....	....	....	....	....	....
Dst		....	....	....	....	....	....	....

Keterangan:

- BS : Bekerja Keras
- JJ : Jujur
- TJ : Tanggung Jawab
- DS : Disiplin

Catatan:

1) Aspek perilaku dinilai dengan kriteria:

- 100 = Sangat baik
- 75 = Baik
- 50 = Cukup
- 25 = Kurang

2) Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =  $100 \times 4 = 400$

3) Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai =  $300 : 4 = 75$

4) Kode nilai / predikat :

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

5) Format diatas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai.

*2. Penilaian Pengetahuan*

**Tabel Penilaian Aspek Pengetahuan**

No	Aspek yang Dinilai	Kriteria	Skor	Skor
			1-5	1-4
1	Tujuan Komunikatif	Sangat memahami	5	4
		Memahami	4	3
		Cukup memahami	3	2
		Kurang memahami	2	1
		Hampir tidak		

		Tidak memahami	memahami	1	-
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	-
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	-
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	-

### 3. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Simulasi	Fungsi sosial tidak tercapai, struktur, dan unsur kebahasaan tidak	Fungsi sosial kurang, struktur, dan unsur kebahasaan kurang tepat	Fungsi sosial tercapai, struktur, dan unsur kebahasaan tepat

	tepat		
Presentasi / Hasil Diskusi	Tidak lancar, topik kurang jelas, tidak mencatat hasil diskusi	Lancar, topik jelas, menunjukkan catatan hasil diskusi tetapi kurang lengkap	Sangat lancar, topik jelas, menunjukkan catatan hasil diskusi yang lengkap

Keterangan:

**MAHIR** mendapat skor 3

**MEMUASKAN** mendapat skor 2

**TERBATAS** mendapat skor 1

#### 4. RUBRIK PENILAIAN WRITING

- Teknik Penilaian : Tulis
- Bentuk Instrument : Membuat recount tet secara individu
- Kisi-kisi

No	Aspek Penilain Writing	Skor	Keterangan/RubrikKriteria
1	Structure	4	Tidak ada kesalahan struktur teks
		3	Ada kesalahan struktur namun bisa dipahami
		1	Banyak kesalahan struktur dan sulit dipahami
2	Vocabulary	3	Penggunaan kosa kata dengan tepat
		2	Penggunaan kosa kata yang kurang tepat namun masih bisa dipahami
		1	Penggunaan kosakata yang salah dan sulit dipahami percakapannya
3	Conjunction	3	Penggunaan conjanction dengan tepat

		2	Penggunaan conjunction kurang tepat
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			namun masih dapat dipahami
		1	Penggunaan conjunction tidak nyambung dengan kalimat sebelumnya atau sesudahnya

## **GLOSARIUM**

<b>Recount</b>	<b>:</b>	<b>Mengingat</b>
<b>Function</b>	<b>:</b>	<b>Fungsi</b>
<b>Purpose</b>	<b>:</b>	<b>Tujuan</b>
<b>Entertaining</b>	<b>:</b>	<b>Menghibur</b>
<b>Experience</b>	<b>:</b>	<b>Pengalaman</b>
<b>Event</b>	<b>:</b>	<b>Peristiwa</b>
<b>Orientation</b>	<b>:</b>	<b>Orientasi</b>
<b>Series</b>	<b>:</b>	<b>Seri</b>
<b>Reorientation</b>	<b>:</b>	<b>Reorientasi</b>
<b>Contain</b>	<b>:</b>	<b>Berisi</b>
<b>Background</b>	<b>:</b>	<b>Latar belakang</b>
<b>Incident</b>	<b>:</b>	<b>Kejadian</b>
<b>Occurred</b>	<b>:</b>	<b>Muncul</b>
<b>Sequentially</b>	<b>:</b>	<b>secara berurutan</b>
<b>Turn out</b>	<b>:</b>	<b>Keluarkan</b>
<b>Conjunction</b>	<b>:</b>	<b>Konjungsi</b>
<b>Chronological connector</b>	<b>:</b>	<b>Konektor kronologis</b>

## TRANSCRIPT OF INTERVIEW OF PRE-SERVICE TEACHER

### (Strategies in Designing Lesson Plan)

**Name** : Rizki Nurul Aini

**Practical School** : MAN Rejang Lebong

**Period** : 2022

Strategy	Indicators	Questions	Indonesian Translate	Respons
Making an Outline Learning Objectives	<ol style="list-style-type: none"> <li>1. The topic of the lesson.</li> <li>2. Learning that will be learned by students.</li> <li>3. Learning that students can understand and do at the end of class.</li> <li>4. students can take the points from this particular lesson.</li> </ol>	<p>Do you think about the following things before preparing a lesson plan in the <i>Merdeka Belajar</i> curriculum?</p> <ol style="list-style-type: none"> <li>1. What is the topic of the lesson?</li> <li>2. What does the pre-service teacher want students to learn?</li> </ol>	<p>Apakah sebelum menyusun lesson plan, kamu memikirkan hal-hal ini terlebih dahulu dalam kurikulum Merdeka belajar?</p> <ol style="list-style-type: none"> <li>1. Apa topik pelajarannya?</li> <li>2. Apa yang guru</li> </ol>	<p>1. “iya, karenakan namanya kita mengajar ya, jadi sebelum merancang rencana pelajaran atau modul pengajaran, saya akan memikirkan topik apa yang akan saya ajarkan. Karena menurutnya, merancang modul harus sesuai dengan materi dan topik yang telah ditentukan. Jadi karena dia mengajar</p>

		<p>3. What does the pre-service teacher want students to understand and be able to do at the end of class?</p> <p>4. What does the pre-service teacher want students to take away from the particular lesson?</p> <p>Why?</p>	<p>prajabatan ingin siswa pelajari?</p> <p>3. Apa yang guru prajabatan ingin siswa pahami dan dapat lakukan di akhir kelas?</p> <p>4. Apa yang guru pra-jabatan ingin siswa ambil dari pelajaran tertentu?</p> <p>Mengapa?</p>	<p>di kelas 10 dimana topiknya adalah teks, itu berarti saya harus memikirkan hal-hal apa saja yang berhubungan dengan topik tersebut.”</p> <p>2. “iya, kan siswa itu selalu mengikuti perintah dan arahan guru ya. Jadi sesuai dengan materinya, saya ingin siswa memahami dan belajar tentang teks, baik itu teks deskripsi, teks prosedur. Kalo untuk spesifiknya saya ingin siswa memahami struktur, cara membuat teks, dan kebahasaan teks.”</p> <p>3. “iya, kalau menurut saya itu</p>
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				<p>memikirkan apa yang saya ingin siswa pahami di akhir pelajaran itu penting. Karena dari situ saya akan mendisain modul saya akan dibawa kearah mana. Apakah saya ingin siswa itu memahami bagaimanan prosedur teks atau teks deskripsi dan lain sebagainya.”</p> <p>4. “iya, dalam mendisain lesson plan tentu saja saya memikirkan apa yang akan siswa ambil dari pelajaran tertentu yang pastinya adalah materi yang saya ajarkan”</p>
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<p>Develop the Introduction</p>	<p>1. General knowledge on the basis of what students have about the topic.</p> <p>2. Introduce the topic.</p>	<p>1. When developing introductions in the <i>Merdeka Belajar</i> curriculum, how will pre-service teacher check whether students know anything about the topic or have any preconceived notions about it?</p> <p>2. Does the lesson plan you create contain a point that before starting the lesson students must learn religion first? Please explain!</p>	<p>1. Ketika mengembangkan pengenalan dalam kurikulum Merdeka Belajar, bagaimana guru pra-jabatan memeriksa apakah siswa tahu apa-apa tentang topik tersebut atau memiliki praduga tentang hal itu?</p> <p>2. Apakah dalam lesson plan yang kamu buat terdapat point bahwa</p>	<p>1. “baik disini dalam mendisain modul ajar itu saya menambahkan point yaitu brainstorming ya, nah gunanya untuk saya mengetahui apakah siswa itu tahu tentang topi yang akan disampaikan. Selain itu cara ini juga dapat meningkatkan semangat dan fokus siswa”</p> <p>2. “iya dalam modul saya measukkan point bahwa terdapat kegiatan religi terlebih dahulu, sebelum memulai pelajaran biasanya saya mengajak siswa untuk berdoa terlebih dahulu dan setelah itu mengaji. Tetapi</p>
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		<p>3. Did you include the point in preparing the lesson plan in the introduction section that the teacher must introduce the topic in general first? Is there any learning media in this case? Please explain!</p>	<p>sebelum memulai pelajaran siswa harus belajar religi terlebih dahulu? Tolong jelaskan!</p> <p>3. Apakah dalam menyusun lesson plan di bagian perkenalan kamu memasukkan point bahwa guru harus memperkenalkan topic secara umum terlebih dahulu? apakah terdapat media</p>	<p>hanya jika saya mengajar di jam pertama saja”</p> <p>3. “iya di dalam lesson plan atau modul ajar saya membuat point itu, sebelum saya membahas materi secara rinci, saya memperkenalkan topic terlebih dahulu. oleh karena itu modul harus terstruktur supaya pembelajaran menjadi efektif. media yang saya gunakan itu seperti infocus, kopelan-kopelan. Dan hal ini tentu saya tulis dalam modul ajar saya”</p>
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			pembelajaran dalam hal tersebut? Tolong jelaskan!	
Plan the specific learning activities (the main body of the lesson)	<ol style="list-style-type: none"> <li>1. Explain the topic.</li> <li>2. Illustrate the topic in a different way.</li> <li>3. Engage students in the topic.</li> <li>4. Prepare relevant real-life examples, analogies, or situations that can help students understand the topic.</li> <li>5. Students understand the</li> </ol>	<ol style="list-style-type: none"> <li>1. Did you include the following points in preparing your lesson plan in the <i>Merdeka Belajar</i> curriculum? can you explain in detail? <ol style="list-style-type: none"> <li>a. What will you do to explain the topic?</li> <li>b. What will you do to illustrate the topic in a different way?</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Apakah dalam menyusun lesson plan, kamu memasukkan point point berikut dalam kurikulum Merdeka Belajar? bisakah kamu jelaskan secara rinci? <ol style="list-style-type: none"> <li>a. Apa yang akan kamu dilakukan untuk</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. “iya saya memasukkan point di dalam modul yaitu apa yang saya lakukan untuk menjelaskan topik supaya saat di dalam kelas saya tau apa yang akan saya lakukan”</li> <li>2. “ iya saya membuat point tersebut, disini point tersebut manfaatnya yaitu supasa siswa itu tidak bosan ketika belajar dan dapat menganalisis lingkungan sekitar”</li> <li>3. “iya tentu saja saya membuat point</li> </ol>



	<p>topic better.</p>	<p>c. How can pre-service teacher engage students in the topic?</p> <p>d. What are some relevant real-life examples, analogies, or situations that can help students understand the topic?</p> <p>e. What will students need to do to help them understand the topic better?</p> <p>2. Does the teacher need</p>	<p>menjelaskan topik tersebut?</p> <p>b. Apa yang akan kamu lakukan untuk mengilustrasikan topik dengan cara yang berbeda?</p> <p>c. Bagaimana guru prajabatan dapat melibatkan siswa dalam topik tersebut?</p> <p>d. Apa saja contoh,</p>	<p>bahwa harus melibatkan siswa tetapi tidak secara langsung, misalnya saya membuat point seperti (siswa membuat tentang pengalaman pribadi dan di presentasikan di depan kelas)”</p> <p>4. “iya analogi atau situasi lingkungan yang saya gunakan yaitu seperti tadi, saya menyuruh siswa untuk mengumpulkan informasi pribadi dan mempresentasikannya. Terkadang saya menggunakan alam atau lingkungan sekitar kelas untuk di deskripsikan”</p>
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		<p>learning media to carry out the activities above? If yes, do you include learning media in the lesson plan? Please explain what kinds of media you implement.</p>	<p>analogi, atau situasi kehidupan nyata yang relevan yang dapat membantu siswa memahami topik tersebut?</p> <p>e. Apa yang akan siswa perlu lakukan untuk membantu mereka memahami topik dengan lebih</p>	<p>5. “iya tentu saja yang siswa butuhkan untuk memahami topik dengan baik yaitu kefokuskan. Lingkungan yang nyaman akan membuat siswa fokus dan dapat menerima pelajaran dengan baik”</p> <p>6. “iya guru memerlukan media pembelajaran, nah saya sendiri menggunakan infocus atau proyektor, buku dan lain-lain. Hal ini tentu saya cantumkan di modul saya”</p>
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			<p>baik?</p> <p>2. Apakah dalam melakukan kegiatan, guru memerlukan media pembelajaran? jika iya, apakah kamu memasukkan media-media pembelajaran di dalam lesson plan? Tolong jelaskan jenis media apa yang kamu terapkan.</p>	
Plan to check for understanding	1. Teacher must check the ability of students to be	1. In designing lesson plan in the <i>Merdeka Belajar</i>	1. Dalam merancang rencana pembelajaran	1. "iya, karena bagaimana kita akan mengetahui kemampuan siswa jika

	evaluated.	curriculum, does pre-sevice teacher check the ability of students to be evaluated by implementing a plan to check students understanding through several exercises? Why?	di kurikulum Merdeka Belajar, apakah guru pra-sevice memeriksa kemampuan siswa untuk dievaluasi dengan menerapkan rencana untuk memeriksa pemahaman siswa melalui beberapa latihan? Mengapa?	tidak ada evaluasi. Evaluasi saya lakukan dalam bentuk tugas yang kemudian hasilnya akan saya diskusikan bersama dengan siswa. Hal ini sayaa cantumkan di dalam modul”
Develop a conclusion and a preview	1. Review the material discussed in class by summarizing the main points of the lesson.	1. When preparing a lesson plan in the <i>Merdeka Belajar</i> curriculum, do you include a point to summarize the	1. Ketika menyusun lesson plan dalam kurikulum <i>Merdeka Belajar</i> , apakah kamu	1. “iya saya memasukkan point tersebut supaya siswa dapat mengulas kembali pelajaran yang sudah saya berikan. Jadi di akhir

	<p>2. Students are given assignments to develop their learning at home</p>	<p>lesson with students at the end of the lesson? what are the benefits of that?</p> <p>2. Does the pre-service teacher end the lesson by reviewing the next lesson? How do the pre-service teacher review it?</p> <p>3. When preparing a lesson plan, do you make a point, namely giving homework assignments? How do you usually give homework to students?</p>	<p>memasukkan point meringkas pelajaran bersama siswa diakhir pelajaran? apa manfaatnya?</p> <p>2. Apakah guru prajabatan mengakhiri pelajaran dengan meninjau pelajaran berikutnya? Bagaimana guru prajabatan meninjaunya?</p> <p>3. Apakah ketika menyusun lesson plan</p>	<p>pembelajaran kita itu meringkas bersama agara meningkatkan daya ingat siswa juga”</p> <p>2. “ iya saya biasanya mengakhiri pembelajaran dengan meninjau pembelajaran dengan cara saya lakukan dengan cara memberi gambaran materi selanjutnya supaya siswa juga dapat belajar dirumah dan mempunyai perkiraan seperti (oh saya akan belajar tentang ini di pertemuan berikutnya)”</p> <p>3. “iya, dalam menyusun modul saya memasukkan point yaitu memberi</p>
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			<p>anda membuat poin yaitu memberi tugas pekerjaan dirumah?Bagaimana Anda biasanya memberikan pekerjaan rumah kepada siswa?</p>	<p>pekerjaan dirumah kepada siswa. Biasanya berupa seperti soal-soal di dalam buku yang belum sempat di kerjakkkan di kelas”</p>
<p>Create a realistic timeline</p>	<p>1. Estimate how much time each of the activities will take, then plan some extra time for each</p> <p>2. When you prepare your lesson plan, next to each activity indicate how</p>	<p>1. Do you make time allocations in lesson plan in the <i>Merdeka Belajar</i> curriculum? How do you estimate how much time each of the activities will take when designing lesson</p>	<p>1. Apakah Anda membuat alokasi waktu dalam rencana pelajaran di urikulum Merdeka Belajar? Bagaimana Anda memperkirakan berapa banyak waktu</p>	<p>1. “Iya, sebelum saya merancang rencana pelajaran atau modul pengajaran, dia terlebih dahulu memperkirakan waktu untuk setiap materi. Ada atau tidaknya materi akan mempengaruhi jam belajar dan waktu yang dihabiskan. Hal ini</p>

	<p>much time you expect it will take</p> <p>3. Plan a few minutes at the end of class to answer any remaining questions and to sum up key points</p> <p>4. Plan an extra activity or discussion question in case you have time left</p> <p>5. Be flexible – be ready to adjust your lesson plan to students’ needs and focus on what seems to be more productive</p>	<p>plan? Why?</p> <p>2. Does pre-service teacher plan an extra activity or discussion question in case you have time left? Why?</p> <p>3. What do you think about the pre- service teacher should be flexible such as adapting lesson plans to student needs and focusing on what seems more productive than sticking to the original plan?</p>	<p>yang dibutuhkan setiap kegiatan saat merancang rencana pelajaran? Mengapa?</p> <p>2. Apakah guru prajabatan merencanakan kegiatan tambahan atau pertanyaan diskusi jika Anda punya waktu tersisa? Mengapa?</p> <p>3. Apa pendapat Anda tentang guru prajabatan harus fleksibel</p>	<p>sangat mempengaruhi efektivitas pengajaran karena setiap pendahuluan, penyampaian materi dan penutup harus dibagi waktu sebaik mungkin. Alokasi waktu tentu saja saya termasuk dalam modul pengajaran”</p> <p>2. “Iya saya melakukan kegiatan tambahan di akhir pembelajaran jika ada waktu yang tersisa. Biasanya berbentuk forum diskusi tanya jawab. hal ini tidak dicantumkan dalam modul ajar karena hanya opsional saja”</p>
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	<p>rather than sticking to your original plan</p>		<p>seperti menyesuaikan rencana pelajaran dengan kebutuhan siswa dan berfokus pada apa yang tampaknya lebih produktif daripada tetap berpegang pada rencana awal?</p>	<p>3. “iya, menurut saya seorang guru harus fleksibel dalam melaksanakan pembelajaran. Terkadang siswa mungkin tidak memahami materi dalam rapat yang telah dicantumkan sehingga pada pertemuan berikutnya, meskipun seharusnya sudah memasukkan materi baru, beliau menjelaskan kembali materi sebelumnya namun hanya beberapa saat saja agar tidak terlalu mengganggu waktu untuk materi berikutnya.”</p>
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**TRANSCRIPT OF INTERVIEW OF PRE-SERVICE TEACHER**  
**(Strategies in Designing Lesson Plan)**

**Name** : Angga Dwio Mainata  
**Practical School** : SMAN 1 Rejang Lebong  
**Period** : 2022

<b>Strategy</b>	<b>Indicators</b>	<b>Questions</b>	<b>Indonesian Translate</b>	<b>Respons</b>
Making an Outline Learning Objectives	1. The topic of the lesson. 2. Learning that will be learned by students. 3. Learning that students can understand and do at the end of class. 4. students can take the	Do you think about the following things before preparing a lesson plan in the <i>Merdeka Belajar</i> curriculum? a. What is the topic of the lesson? b. What does the pre-	Apakah sebelum menyusun lesson plan, kamu memikirkan hal-hal ini terlebih dahulu dalam kurikulum Merdeka belajar? a. Apa topik pelajarannya?	1. “iya, tentu saja sebelum mendisain modul ajar saya memikirkan topik pembelajaran. Karena saya ingin siswa itu memahami materi yang saya berikan dengan baik. Hal ini akan terjadi jika ia memikirkan topik

	<p>points from this particular lesson.</p>	<p>service teacher want students to learn?</p> <p>c. What does the pre-service teacher want students to understand and be able to do at the end of class?</p> <p>d. What does the pre-service teacher want students to take away from the particular lesson?</p> <p>Why?</p>	<p>b. Apa yang guru prajabatan ingin siswa pelajari?</p> <p>c. Apa yang guru prajabatan ingin siswa pahami dan dapat lakukan di akhir kelas?</p> <p>d. Apa yang guru prajabatan ingin siswa ambil dari pelajaran tertentu?</p> <p>Mengapa?</p>	<p>tersebut dengan matang sebelum menyusun rencana pelajaran agar lebih detail.”</p> <p>2. “Iya tentu yang guru inginkan adalah siswa memahami dan dapat menyimpulkan tentang topik yang diajarkan. Hal tersebut merupakan acuan dan sebuah prestasi yang harus diwujudkan. Oleh karena itu, sebelum merencanakan rencana pembelajaran atau modul pengajaran, hal ini menjadi motivasi agar modul tersebut</p>
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				<p>dirancang secara efektif.”</p> <p>3. “tentu saja guru ingin siswa itu memahami materi. Materi yang disampaikan adalah apa yang guru ingin siswa pahami. Oleh karena itu, dalam merancang modul pengajaran, saya memikirkan apa yang akan dilakukan di kelas agar siswa dapat memahami materi dengan baik. Saya memikirkan hal ini sebelum merancang rencana pelajaran atau modul pengajaran”</p> <p>4. “iya saya ingin siswa mengambil</p>
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				inti dari materi dan dapat menerapkannya dalam kehidupan. Saya memikirkan hal ini sebelum merancang rencana pelajaran atau modul pengajaran.”
Develop the Introduction	<p>1. General knowledge on the basis of what students have about the topic.</p> <p>2. Introduce the topic.</p>	<p>1. When developing introductions in the <i>Merdeka Belajar</i> curriculum, how will pre-service teacher check whether students know anything about the topic or have any preconceived notions about it?</p>	<p>1. Ketika mengembangkan perkenalan dalam kurikulum Merdeka Belajar, bagaimana guru pra-jabatan memeriksa apakah siswa tahu apa-apa tentang topik tersebut atau memiliki praduga tentang hal itu?</p>	<p>1. “Dalam merancang perkenalan, biasanya di awal sebelum masuk ke materi saya itu memancing pemikiran mereka dengan memberikan semacam petunjuk untuk mereka. Jika mereka bisa menebak, maka bisa dikatakan mereka tahu materi apa yang akan diajarkan. Ini saya masukkan</p>

		<p>2. Does the lesson plan you create contain a point that before starting the lesson students must learn religion first? Please explain!</p> <p>3. Did you include the point in preparing the lesson plan in the introduction section that the teacher must introduce the topic in general first? Is there any learning media in this case? Please explain!</p>	<p>2. Apakah dalam lesson plan yang kamu buat terdapat point bahwa sebelum memulai pelajaran siswa harus belajar religi terlebih dahulu? Tolong jelaskan!</p> <p>3. Apakah dalam menyusun lesson plan di bagian perkenalan kamu memasukkan point bahwa guru harus memperkenalkan topic secara umum terlebih</p>	<p>dalam modul pengajaran.”</p> <p>2. “untuk di SMAN 1 Rejang Lebong sendiri tidak ya, kalo masuk di jam pertama itu hanya mengucapkan salam dan berdoanya itu masing-masing sesuai dengan agama siswa. Karena di kelas itu ada juga siswa yang non-muslim.”</p> <p>3. “iya benar, jadi di dalam modul ajar itu terdapat point menjelaskan materi secara umum terlebih dahulu baru secara spesifik agar pembelajaran</p>
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			dahulu? apakah terdapat media pembelajaran dalam hal tersebut? Tolong jelaskan!	terstruktur. Nah untuk medianya tergantung dengan materinya.”
Plan the specific learning activities (the main body of the lesson)	<ol style="list-style-type: none"> <li>1. Explain the topic.</li> <li>2. Illustrate the topic in a different way.</li> <li>3. Engage students in the topic.</li> <li>4. Prepare relevant real-life examples, analogies, or situations that can help students understand the topic.</li> </ol>	<ol style="list-style-type: none"> <li>1. Did you include the following points in preparing your lesson plan in the <i>Merdeka Belajar</i> curriculum? can you explain in detail? <ol style="list-style-type: none"> <li>a. What will you do to explain the topic?</li> <li>b. What will you do to illustrate the topic in a</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Apakah dalam menyusun lesson plan, kamu memasukkan point point berikut dalam kurikulum Merdeka Belajar? bisakah kamu jelaskan secara rinci? <ol style="list-style-type: none"> <li>a. Apa yang akan kamu dilakukan untuk menjelaskan topik</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. “Saat merancang modul, saya mencantumkan topik-topik yang akan diajarkan agar kegiatan pembelajaran yang akan dilakukan jelas dan terstruktur hal ini saya cantumkan dalam modul ajar”</li> <li>2. “baik, biasanya saya dalam menyampaikan topik itu tidak hanya menggunakan buku, tetapi</li> </ol>

	<p>5. Students understand the topic better.</p>	<p>different way?</p> <p>c. How can pre-service teacher engage students in the topic?</p> <p>d. What are some relevant real-life examples, analogies, or situations that can help students understand the topic?</p> <p>e. What will students need to do to help them understand the topic better?</p>	<p>tersebut?</p> <p>b. Apa yang akan kamu lakukan untuk mengilustrasikan topik dengan cara yang berbeda?</p> <p>c. Bagaimana guru prajabatan dapat melibatkan siswa dalam topik tersebut?</p> <p>d. Apa saja contoh, analogi, atau situasi kehidupan nyata</p>	<p>juga menggunakan metode yang berbeda-beda seperti menggunakan beberapa media, baik media elektronik seperti Infocus maupun media yang dirancang sendiri seperti lembar kerja dan lain-lain. Poin ini ditulis dalam modul pengajaran”</p> <p>3. Iya, menghubungkan atau menghubungkan siswa dengan suatu topik adalah cara yang efektif bagi siswa untuk lebih fokus dan tertarik pada topik tersebut seperti dengan cara saya</p>
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		<p>2. Does the teacher need learning media to carry out the activities above? If yes, do you include learning media in the lesson plan? Please explain what kinds of media you implement.</p>	<p>yang relevan yang dapat membantu siswa memahami topik tersebut?</p> <p>e. Apa yang akan siswa perlu lakukan untuk membantu mereka memahami topik dengan lebih baik?</p> <p>2. Apakah dalam melakukan kegiatan, guru memerlukan media pembelajaran? jika iya, apakah kamu memasukkan</p>	<p>mengajak siswa untuk menanalisis latar belakang temannya dan saya suruh untuk deskripsikan atau cara lain yang menurut saya efektif. Hal ini tertuang dalam RPP atau modul pengajaran.</p> <p>4. “Sebelum menyusun lesson plan atau modul, tentu saya memikirkan hal-hal relevan apa saja yang akan disampaikan dan hal-hal apa saja dalam kehidupan nyata yang bisa dijadikan contoh terkait topik tersebut. Hal ini</p>
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			<p>media-media pembelajaran di dalam lesson plan? Tolong jelaskan jenis media apa yang kamu terapkan.</p>	<p>terkadang saya cantumkan dalam RPP atau modul pengajaran.”</p> <p>5. “nah menurut saya sendiri itu kefokusannya sangat diperlukan oleh siswa dalam menerima materi. Sehingga saya biasanya mengadakan beberapa game yang berkaitan dengan materi. Hal tersebut saya lakukan bertujuan untuk membuat suasana pembelajaran jadi lebih menarik”</p> <p>6. “iya media-media sangat diperlukan untuk guru dalam mengajar. Karena untuk</p>
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				<p>menyampaikan materi, siswa itu terlalu bosan jika guru menyampainkannya dalam bentuk ceramah yang dibaca di buku atau ditulis dipapan tulis. Jadi media lain yang menurut saya lebih menarik yang biasa saya gunakan itu infokus dengan menampilkan beberapa gambar atau video yang tentu saja saya buat dalam modul ajar media-media yang digunakan”</p>
Plan to check for understanding	1. Teacher must check the ability of students to be	1. In designing lesson plan in the <i>Merdeka Belajar</i>	1. Dalam merancang rencana pembelajaran di	1. “Ya, dalam merancang modul pengajaran perlu dimasukkan

	evaluated.	curriculum, does pre-service teacher check the ability of students to be evaluated by implementing a plan to check students understanding through several exercises? Why?	kurikulum Merdeka Belajar, apakah guru pre-service memeriksa kemampuan siswa untuk dievaluasi dengan menerapkan rencana untuk memeriksa pemahaman siswa melalui beberapa latihan? Mengapa?	point pengecekan kemampuan siswa dan cara yang saya lakukan adalah dengan memberikan beberapa latihan atau ulangan harian. Dan saya cantumkan hal ini dalam modul ajar”
Develop a conclusion and a preview	<p>1. Review the material discussed in class by summarizing the main points of the lesson.</p> <p>2. Students are given</p>	<p>1. When preparing a lesson plan in the <i>Merdeka Belajar</i> curriculum, do you include a point to summarize the lesson with students at the</p>	<p>1. Ketika menyusun lesson plan dalam kurikulum <i>Merdeka Belajar</i>, apakah kamu memasukkan point meringkas pelajaran</p>	<p>1. “Dalam saya merancang rencana pelajaran atau modul pengajaran, saya memasukkan poin yang merangkum pembelajaran dalam bahasa Indonesia di akhir</p>

	<p>assignments to develop their learning at home</p>	<p>end of the lesson? what are the benefits of that?</p> <p>2. Does the pre-service teacher end the lesson by reviewing the next lesson? How do the pre-service teacher review it?</p> <p>3. When preparing a lesson plan, do you make a point, namely giving homework assignments? How do you usually give homework to students?</p>	<p>bersama siswa diakhir pelajaran? apa manfaatnya?</p> <p>2. Apakah guru prajabatan mengakhiri pelajaran dengan meninjau pelajaran berikutnya? Bagaimana guru prajabatan meninjaunya?</p> <p>3. Apakah ketika menyusun lesson plan anda membuat poin yaitu memberi tugas pekerjaan dirumah? Bagaimana Anda</p>	<p>pertemuan. Dan memang guru pamong saya mewajibkan saya untuk meringkas pembelajaran agar dapat meningkatkan kosa kata mereka dan juga daya ingat mereka terhadap materi”</p> <p>2. “Iya, biasanya saya seinggung sedikit masalah materi di minggu berikutnya tidak saya bahas terlalu banyak supaya mereka dapat mempersiapkan diri mereka belajar dirumah dan saya cantumkan hal ni dalam modul ajar”</p>
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			<p>biasanya memberikan pekerjaan rumah kepada siswa?</p>	<p>3. “ nah jadi untuk di kelas saya sendiri saya tidak mewajibkan setiap pertemuan itu ada pekerjaan rumah. Misalnya kalo di kelas sudah banyak latihan yang dikerjakan, maka saya tidak memberikan pekerjaan rumah kepada siswa. Jika di pertemuan saya memberikan pekerjaan rumah maka saya cantumkan dalam modul ajar yang saya buat.”</p>
<p>Create a realistic timeline</p>	<p>1. Estimate how much time each of the activities will</p>	<p>1. Do you make time allocations in lesson plan in</p>	<p>1. Apakah Anda membuat alokasi waktu dalam</p>	<p>1. “Iya, dalam merancang rencana pelajaran atau modul pengajaran,</p>

	<p>take, then plan some extra time for each</p> <p>2. When you prepare your lesson plan, next to each activity indicate how much time you expect it will take</p> <p>3. Plan a few minutes at the end of class to answer any remaining questions and to sum up key points</p> <p>4. Plan an extra activity or discussion question in case you have time left</p>	<p>the <i>Merdeka Belajar</i> curriculum? How do you estimate how much time each of the activities will take when designing lesson plan? Why?</p> <p>2. Does pre-service teacher plan an extra activity or discussion question in case you have time left? Why?</p> <p>3. What do you think about the pre- service teacher should be flexible such as adapting lesson plans to</p>	<p>rencana pelajaran di kurikulum Merdeka Belajar? Bagaimana Anda memperkirakan berapa banyak waktu yang dibutuhkan setiap kegiatan saat merancang rencana pelajaran? Mengapa?</p> <p>2. Apakah guru prajabatan merencanakan kegiatan tambahan atau pertanyaan diskusi jika Anda punya waktu tersisa? Mengapa?</p> <p>3. Apa pendapat Anda</p>	<p>saya membuat alokasi waktu untuk jam pelajaran dan ini dinyatakan dalam modul pengajaran. Untuk memperkirakan waktu untuk setiap kegiatan, saya hanya memperkirakan seperti di pendahuluan, hanya beberapa menit agar tidak membuang waktu, tetapi dia tidak memasukkan hal-hal seperti itu dalam modul pengajaran. Yang saya masukkan adalah berapa jam pelajaran dalam materi tersebut</p>
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	<p>5. Be flexible – be ready to adjust your lesson plan to students’ needs and focus on what seems to be more productive rather than sticking to your original plan</p>	<p>student needs and focusing on what seems more productive than sticking to the original plan?</p>	<p>tentang guru pra-jabatan harus fleksibel seperti menyesuaikan rencana pelajaran dengan kebutuhan siswa dan berfokus pada apa yang tampaknya lebih produktif daripada tetap berpegang pada rencana awal?</p>	<p>atau berapa jam dalam satu pertemuan”</p> <p>2. Ya, jika saya memiliki waktu lebih, saya akan menggunakannya untuk memberikan kesempatan kepada siswa untuk bertanya jika ada materi yang tidak mereka pahami dan jika tidak ada, ia akan mengajak siswa untuk bermain game yang berkaitan dengan pelajaran. Saya tidak secara khusus memasukkan ini dalam modul pengajaran karena itu hanya opsional.”</p>
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				<p>3. “Iya, menurut saya perencanaan pembelajaran harus fleksibel agar siswa tidak bosan dan tentunya harus sesuai dengan kebutuhan siswa. Jangan hanya fokus pada rencana awal. Jadi artinya itu misalnya jika modul menyatakan bahwa pelajaran menggunakan buku dan infocus tetapi siswa merasa hal ini membuat mereka bosan, maka saya akan mengajak siswa untuk belajar di perpustakaan. Tentu saja hal ini tidak tertuang dalam modul</p>
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				pengajaran.”
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