

APPENDICES

Appendix I. Translation of Al-Qur'an

No.	Name of The Surah and Hadith	Indonesian	English
1.	<p style="text-align: center;">Al-Baqarah verse: 31</p> <p style="text-align: center;">وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ</p>	<p>“Dia mengajarkan Adam semua nama-nama (benda), kemudian menampilkan semuanya di hadapan malaikat, lalu mengatakan, 'Sebutkanlah kepada-Ku nama-nama semua benda itu jika kamu memang benar orang-orang yang benar,'”</p>	<p>He taught Adam the names of all things, then He presented them to the angels and said, “Tell me the names of these, if what you say is true?”</p>
2.	<p style="text-align: center;">Hadith of Abu Hurairah</p> <p style="text-align: center;">قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ مَا مِنْ مَوْلُودٍ إِلَّا يُولَدُ عَلَى الْفِطْرَةِ فَأَبَوَاهُ يُهَوِّدَانِهِ وَيُنَصِّرَانِهِ وَيُمَجِّسَانِهِ ..</p>	<p>“Rasulullah SAW bersabda bahwasanya: Tidak ada seorang bayipun yang dilahirkan kecuali dilahirkan pada fitrahnya.”</p>	<p>"The Prophet SAW said that: No baby is born unless it is born according to its nature."</p>

Appendix II. Research Instruments

AN ANALYSIS OF INDEPENDENT CURRICULUM IMPLEMENTATION IN ENGLISH SUBJECT (BENEFITS AND CHALLENGES)

Interview Protocol

The Interview Protocol for the teacher based on Teaching Module (Deddy Taufiq, 2022) and (Yuhasina et al., 2020)

No	Stages	Interview Question	Participant's Response
1	Pre	1. How does the interaction in this preparation stage happen? (Possible) probes: a. what teaching materials and tools/media did you use before starting the lesson? b. is there any special preparation before you prepare teaching materials? c. if it is in the form of technological media, What is (are) the digital platform(s) that you use? d. what are the barriers and benefits of using technological media in class? 2. How do you introduce the diagnostic assessment (emoticons) to students? (Possible) probes: a. Do you think using diagnostic assessment can increase students' interest in learning? (why) If not, tell the reason(s)?	
2	While	1. How did interactions occur during the implementation phase? Probes (possible): a. At this point, what is your first step in developing learning? b. How do you prepare students to learn? 2. How do you check their understanding? (Possible) probes: a. How do you check if a student is on the right path in learning?	

		<p>b. How do you know that students are handling them study properly?</p> <p>3. How do you maintain communication with student? Possible (probes):</p> <p>a. How do you encourage full student participation?</p> <p>b. What is your perspective when students work in group?</p> <p>4. How do you help students who are studying difficulty ? (Possible) probes:</p> <p>a. For example, lack of confidence when going forward to explain the results of the discussion, lack of knowledge, etc</p> <p>b. If a student has a problem, how would you handle the situation?</p>	
3	Post	<p>1. How does the interaction in this presentation stage happen? (Possible) probes:</p> <p>a. What is your first step in establishing sharing and discussion in this stage?</p> <p>a. In what way does the discussion happen?</p> <p>2. What is the condition of students during the learning process?</p> <p>a. Are there any challenges when asking students to come forward and read the results of the discussion?</p> <p>b. How is the interaction between students during learning?</p> <p>3. How to assess your students in the final stage of learning? (Possible) probes:</p> <p>a. Did you review students who had low scores?</p> <p>b. Did you explain the material that many students answered incorrectly?</p> <p>c. Do you provide feedback to students after learning?</p>	

		<p>4. How do you prepare the report stage? (Possible) probes:</p> <ol style="list-style-type: none"> How do you prepare the students for the project presentation? How do you stimulate them to do their best? How do you grade the students' project work? Is there any scoring rubric for the presentation? Is it an individual or group score? 	
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Interview Protocol to the students'

No	Interview Question	Participant's respons
1.	Students' problem in learning English	
	<p>Do you have any problems in studying English? (Possible) probes:</p> <ol style="list-style-type: none"> If any, what is it (are they)? What makes you difficult in studying English? How do you overcome those? Have you ever been bored listening to the teacher's explanation? (Why) Do you think learning in class is interactive? (Why) How are the learning facilities in your class? Does the teacher control the learning activities in class too much (the teacher always explains the material and the students are passive)? 	
2.	Students' views on the benefits that students get in learning English	
	<p>1. Does learning English in your class help you to understand well? Possible(probes)</p> <ol style="list-style-type: none"> if yes, tell the reason? how does the teacher teach you is there any method he uses? if no, tell the reason? how do you think the teacher should teach to make it more enjoyable? 	
3.	Students' views on the product tasks	
	<p>1. Does the PjBL(product tasks) method help you understand the lesson more? Possible (probes)</p>	

	<p>a. What are the benefits that you get when learning to use the PjBL method(product tasks)?</p> <p>b. Is there any difficulty in implementing that method, if yes, tell the reason(s)</p> <p>c. How do you deal with those difficulties?</p> <p>d. Have you ever create a product related to English subject?</p> <p>e. Have you ever done mutual cooperation in your school? (What is that?)</p> <p>f. Does the product task method encourage you to think critically/deeply? (why)</p> <p>g. Does the way of learning taught by your teacher encourage you to have more faith in God Almighty? (why)</p> <p>h. Does the way of learning in your class encourage you to be more independent in learning? (why)</p>	
4.	Students' views on the use of technological media in class	
	<p>1. Does your teacher use technological media when explaining material in class? Possible (probes)</p> <p>a. What is the type of media?</p> <p>b. Do you like to use it, if yes, tell the reason?</p> <p>c. Are there any challenges for you when using technological media?</p>	

Interview Protocol to the teacher

No.	Teacher's way to teach English	
1.	<p>1. How do you teach English to your students? Possible (probes)</p> <p>a. What are the best way(s) for teaching English?</p> <p>b. What is the method to teach your students?</p> <p>c. Does the method provided by the curriculum system make it easier to transfer knowledge to students, why?</p> <p>d. Are there any challenges when teaching classes using the new system, why?</p> <p>e. How do you overcome the challenges?</p>	
2.	Teacher perspective(s) towards the students problems and challenges in learning English	
	<p>1. What are the students' challenges and problems in learning English Possible (probes)</p> <p>a. If yes, please give the example</p> <p>b.How do you overcome students' problems and challenges?</p>	
3.	The teacher's perspective on the implementation of an independent curriculum for	

	students	
	1. Do you think students already have good quality after implementing an independent curriculum Possible (probes) a. If yes, what are the positive impacts seen from students b. If not, tell the reason c. how to solve it d. Have you ever make an innovation in your class?	
4.	The teacher's view on the application of the PjBL method	
	In the independent curriculum using PjBL as a learning method, how do you apply it? Possible (probes) a. Does the PjBL method help your sturdents understand the lesson more? b. Is there any benefit from implementing that method? c. Is there any challenge from implementing the method? If yes tell the reason(s) d. Do you have a solution to handle the challenges?	
5	The contribution of the headmaster	
	What is the contribution of the headschool in implementing the independent curriculum a. did he hold workshops for parents before implementing the independent curriculum b. Has the school principal attended driving school training? c. is there a specific strategy that the principal does in implementing it	
6.	Implementing P5	
	How is the implementation of P5 in your school a. What are the extracurricular activities? b. what are the benefits that students and teacher get in implementing extracurriculars? c. are there any challenges in implementing it?	
7.	Assessment	
	1. How is the assessment in the independent curriculum a. Do you use a comprehensive assessment? b. are there any challenges when using that assessment? c. Is there any impact from both teacher and students when implementing it? 2. How to apply the exam to the independent curriculum system a. Are there any challenges when applying the test method? b. what are the positive impacts for students and teacher of implementing the test method?	

Observation Guideline

Field notes on the steps of learning English in the Independent Curriculum system which were developed from the implementation steps by Dedy Taufiq (2022) in the English Language Teaching Module at SMP IT Al-Madani

Semi-structure in-class observation			
Teacher :			
Class :			
No	Stages of Instruction	Teacher Activities	Notes and Reflection
1.	Preparation	<ul style="list-style-type: none"> ▪ Do the greetings and pray ▪ Check student ▪ The teacher asks questions related to the non-cognitive diagnostic aspects <p>For examples: d.</p> <ul style="list-style-type: none"> - What are you feeling right now? (students are shown/given positive or negative emoji images in the questionnaire/questionnaire) - Are you happy or not? <ul style="list-style-type: none"> ▪ provide an overview of the benefits by studying the material that will be studied in everyday life (trigger question) ▪ convey learning objectives ▪ Teacher does formative assessment 	
2.	While	<ul style="list-style-type: none"> ▪ Students are given the opportunity to ask questions related to the material ▪ The teacher instructs students 	

		to interact and work together in doing assignments as a form of Pancasila Student Profile Strengthening	
3.	Post	<ul style="list-style-type: none"> ▪ Students are asked to convey the results of the discussion in front of the class ▪ The teacher provides opportunities for students to respond to the work of their friends ▪ The teacher gives feedback ▪ The teacher asks students to convey the points they get ▪ The teacher asks again if there are still things that are not understood ▪ Other emerged activities 	

Appendix III. Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth. Kepala SMP Islam Terpadu Insan Madani Banjarmasin
Kota Banjarmasin

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

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Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb



Wakil Dekan Bidang Akademik dan Kelembagaan,

Ahmad Muradi

Tembusan :
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Telah selesai melakukan penelitian dalam rangka penyusunan skripsi di SMP Islam Terpadu Insan Madani dimulai dari tanggal 09 Mei sampai 06 November 2023

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 22 November 2023

Kepala Sekolah,



Manliya Astuti, S.Pd

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Appendix IV. Photographs

Interview Students and Teacher



Observation in Class



Appendix V. Table Observable Behaviour and Activities in the Classroom

a. 1st Observation in Class 7A (13 May 2023)

Classroom Activities	Nodes
<p>The opening greeting accompanied by a joint prayer is done by the teacher at the beginning of the class to create a positive atmosphere in learning. Teacher ask questions like "How's your day?" to show attention to the students and strengthen the relationship between teacher and students.</p>	<p>Class Preparation</p>
<p>There is no cognitive-diagnostic assessment done in this class because the diagnostic evaluation was done last week, and the material currently taught is a continuation of last week's material. Therefore, the teacher already has an understanding of the student's basic knowledge based on the evaluation results last week.</p> <p>Non-cognitive assessment is done before starting the main activity. When checking the presence of pupils and seeing that some students did not wear the prescribed school uniform, the teacher took an empathic approach. The teacher gently asked, "Where is your uniform?" and then listened to the student's reasoning with understanding. Some of the reasons students may have been exposed are: "Forgot to wear.", "Got to wash.", "Lost at home.", and other personal reasons.</p> <p>After hearing some of the reasons, the teacher will respond and inform the students if any of them are not wearing an official uniform again and will be taken to the Counselling and Guidance room.</p> <p>Next, chit-chat at the beginning of learning to relax the atmosphere and build a better relationship between teacher and student. The teacher talks about topics that are relevant to the student or about minor events that happen on a daily basis. It can help create positive chemistry in class.</p> <p>In addition, teacher also maintain a balance between chit-chat and lesson material so that learning time remains efficient. With this approach, it is expected that students will be more engaged in learning and feel more comfortable interacting with teacher.</p>	<p>Diagnostic Assessment</p>

<p>The students always answer every question from the teacher with enthusiasm. The practice of formative assessment occurs not only at the beginning of learning, but continues throughout the learning process. In class, teacher regularly test students' understanding in various ways, such as asking them to mention verbs, making sentences, clarifying material understanding, and so on. Most students responded with enthusiasm either through oral responses or by nodding their heads as a sign of their understanding. Those who have not understood will answer verbally with "no" or nonverbal with shook their head.</p> <p>In this observation, the teacher carried out a formative assessment, one of which was by asking students to name a verb and then write it on a white board. Next, after all the words are available from each student. The teacher asks several students who want to make sentences from existing verbs using the simple present tense formula. "Please give me one example of sentence by using these words?"</p> <p>"Who knows the nominal sentence?"</p> <p>"Please give me the example of nominal sentence?"</p>	<p>Formative Assessment</p>
<p>a. Stimulation</p> <p>Teacher asking students if they still remember last week's lesson with enthusiasm is a positive step.</p> <p>"Students.. Do you still remember our material last week?"</p> <p>When the student initially shook his head for forgetting, the teacher did not give up, but instead gave help by giving some clues.</p> <p>"Last week, we learned about 'is,' 'am,' 'are,' and it is related to the simple present tense. Did you know it?"</p> <p>This is a good way to help students revive their memories of previous material.</p> <p>When some students respond with</p> <p>"It is to be, isn't it?" teacher give positive and supportive feedback, creating a safe space for students to participate and ask. By surrounding students and actively interacting with them, teacher create a supportive atmosphere and allow students to feel more comfortable in speaking and participating rather than just sitting in a chair or just staying in one place.</p> <p>b. Identifying Problem</p> <p>The teacher started the class by telling the students to stand up and mention one verb, and after that, they were allowed to sit down.</p> <p>"Students, each of you must mention one verb, and then you may</p>	<p>Core Activities</p> <p>a. Stimulation</p> <p>b. Identifying Problem</p> <p>c. Prove</p> <p>d. Drawing Conclusions</p> <p>e. Availability of Competence</p>

take your seat."

Furthermore, the teacher increased the difficulty by asking the student to identify and to use them in sentences in the form of simple present tense. "Please provide me with an example sentence using these words."

Teacher also ask questions that encourage students to think critically and understand language concepts more deeply.

"Could you please give me an example of a nominal sentence?"

"What do we need to add to the verb 'wash' if it ends with '-sh' to make it the third verb singular?"

"Give me an example with different subject!"

"Which one is right? clothes or cloths?"

Then the teacher gave the question to the student that was written on the board and the student would write the answer to the board.

And there are many more questions throughout the learning that teacher ask to enhance the critical thinking of students.

During the teaching, the teacher remains active in interaction with the student. They not only lead actively by writing on board, but always encourage students to think and participate actively. The teacher didn't let his students just shut up and hearing his explanations. This teaching approach is two-way or student-centred, where the student is fully involved in the learning process, and the teacher acts only as a facilitator.

c. Prove

After all the questions are written by the teacher on the whiteboard, the teacher then asks each student to move forward and write down their answers. After the students have written their answer. The teacher gave the other students an opportunity first to give their opinion on the answers of the friend who wrote the answer on the board. Whether their answers are the same or there are differences After that, the teacher gives feedback to each student's answer, indicating whether the answer is correct or still requires improvement.

"If the negative sentence uses 'don't', then next if we want to make the interrogative sentence then we start with 'do' not 'does' so just follow from the negative sentence without using the 'not', got it

<p>students?"</p> <p>After receiving input from the teacher and making the necessary improvements, students were asked to re-examine their answers honestly.</p> <p>"Students, please check your answer. If your answer matches what is written on the dashboard, it means your answer is correct. Please do it honestly."</p> <p>d. Drawing Conclusions</p> <p>At the end of the lesson, after the student has gathered his worksheet in front of the class, the teacher asks the student,</p> <p>"What have we learned today?"</p> <p>"If using "do" what subject do we use?"</p> <p>All students actively participate in the class as the teacher actively moves around the classroom and not just stays in one place. The teacher also has a good understanding of each student. The teacher routinely calls every student by their name to advance to the front of the class. In addition, if students experience confusion during learning, the teacher immediately approaches and asks directly about the problem they are facing. According to researchers' observations, the learning methods applied by teacher are already effective, and all students seem to be able to understand the subject matter well.</p> <p>e. Availability of Competence</p> <p>At the end of the lesson, students have mastered the use of auxiliary verbs and are able to apply them well, as evidenced by their ability to answer the teacher's oral and written questions. They listened disciplined to the teacher's explanation and answered every question asked by the teacher with full attention from the beginning to the end of learning.</p>	
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b. 2nd Observation in Class 7B (13 May 2023)

Classroom Activities	Nodes
<p>The teacher started the class by saying good morning in accordance with Islamic values and giving friendly advice to the students. Next, the teacher starts an ice breaking session to help the students prepare themselves well for learning. Teacher introduced a game called "Think the Verb that Your Mind Finds." Initially, all the students</p>	<p>Class Preparation</p>

<p>stood up and were asked to think about one verb that came up in their minds. When they found the verb, they were allowed to sit down. The role of the teacher in the game is merely as the writer of the vocabulary that they get on the board and correct if there are errors in the spelling. The goal of this game is to expand the student's vocabulary, and the words they choose will be used in the material to be studied on that day.</p>	
<p>Diagnostic cognitive assessment is not required at that time because the diagnostic evaluation was carried out the previous week, and the topic being taught currently is a continuation of the material that was evaluated that week. Therefore, teachers already have an understanding of students' basic understanding based on the results of the evaluation carried out last week.</p> <p>The non-cognitive diagnostic assessment is not asked directly by the teacher but only takes the form of a game. This is represented by games because games can make students happier before starting learning. Therefore, through games it is a sign that the teacher has paid attention to the mental condition of the students before entering the lesson</p>	<p>Diagnostic Assessment</p>
<p>Teacher perform assessments throughout the learning process, which is part of the formative assessment. These assessments cover various aspects, such as when teacher ask students to identify vocabulary they are familiar with or when students actively respond to teacher questions. The teacher also evaluate student responses not only based on what they write, but also involving body expressions and movements they show.</p>	<p>Formative Assessment</p>
<p>a. Stimulation</p> <p>The teacher gives a summary of the material from the previous week, because the material to be taught today is related to what was learned last week.</p> <p>"We studied the nominal sentence last week, do you remember what it was?"</p> <p>"The sentence of 'you are my students' is that a nominal sentence?"</p> <p>"The sentence of 'she teaches an English' is that a nominal sentence?"</p> <p>"If we want to make a negative sentence, then we need the word 'do not' here, does anyone know what the name of the 'do not' for that sentence is?"</p> <p>And a few more stimulating questions for students, so that students</p>	<p>Core Activities</p> <ol style="list-style-type: none"> a. Stimulation b. Identifying Problem c. Prove d. Drawing Conclusions e. Availability of Competence

wonder what they're going to learn on that day.

b. Identifying Problem

After giving examples of auxiliary to students, teacher always involve students in answering examples as part of the process of formative assessment. When giving such examples, the teacher just acts as a facilitator who write answers on the board and helps students if there is any confusion. However, students have full control in answering examples of questions given. After the teacher ensures that some of the students have understood the material well, the teacher gives some questions to be done by the student. In addition, the teacher sends a message to the students that if there is something still not understood, they can ask directly to the teacher or classmate who has mastered the subject.

"If there is still something confusing, you can ask your classmate or me but not to asking for the answer"

c. Prove

The teacher writes all the questions on the board and then tells each student to move forward and write down their best answer.

Once the students have written their answer. The teacher first let the other students say what they thought about the friend's answers that were written on the board. Whether they give the same answers or answers that are different. After that, the teacher reviews each student's answer and tells them whether their answer is right or needs more work.

"Pupils, if we write a person's name, we have to write the first letter in capitals"

After getting feedback from the teacher and making the necessary changes, the students were asked to look over their answers again and be honest.

"Pupils, please check your work. Your answer is right if it fits what's written on the dashboard. Please do it honestly."

d. Drawing Conclusions

A series of steps have been passed and it's time for the teacher to conclude "what have we learned today"

All students are actively involved in the class because the teacher always moves actively around the classroom without just sitting in

<p>one place. The teacher has an in-depth understanding of each individual student. Regularly, the teacher calls each student by name to participate in front of the class. In addition, when there is a student who is confused during the learning process, the teacher immediately approaches and asks in person about the problem that is facing. Based on the observations of the researcher, it appears that the learning methods applied by the teacher have proven effective, and all students seem to be able to understand the subject matter well.</p> <p>e. Availability of Competence</p> <p>At the end of the study, students have mastered the use of help vocabulary and are able to apply it effectively, they show a high level of discipline by actively listening to the teacher's explanations and giving attentive answers throughout the learning process, from beginning to end.</p>	
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c. 3rd Observation in Class 7C (16 May 2023)

Classroom Activities	Nodes
<p>The teacher gave an opening greeting and asked about the students. When the teacher looked, it was seen that there was an empty bench with no inhabitants. With care, the teacher asked the other students about his whereabouts. The students gave information that the student was sick. Then the teacher invited all the students to pray together for the healing of their friends.</p>	Class Preparation
<p>At this stage, teacher perform non-cognitive diagnostic assessments by asking students about their learning readiness, including asking about their feeling. It turns out that there was a student who was not ready to study because the student was still chewing gum, and the teacher gently asked the student to throw the gum away.</p>	Diagnostic Assessment
<p>Formative assessments are carried out regularly by the teacher in the learning process until the end. Different from the evaluation done at the end of the study. In class practice, the teacher asks the student,</p> <p>"Please translate this into English '<i>teman-teman saya tidak ada disini!</i>'"</p> <p>"Do you remember if the word ends in s, what does that mean?"</p>	Formative Assessment
<p>a. Stimulation</p> <p>On that day, the test was conducted, so the teacher did not give</p>	Core Activities

<p>much stimulation in advance because the students already knew the test material to be tested. The teacher only performed one stimulation by asking the student to translate the sentence "My friends are not here."</p> <p>After the student's response, the teacher gives a little feedback as an example of preparation for the test to be done. The aim is to give the student a brief overview of the type of test he will be going through on that day.</p> <p>b. Identifying Problem</p> <p>The teacher notes on the board that there will be eight questions in the exam. Students are asked to complete the exam thoroughly and correctly. The exam is given after the teacher ensures that the whole student has understood the material well through some previous daily exercises.</p> <p>c. Prove</p> <p>After all students have finished answering the given questions, the teacher then invites some students to move forward and write down their answers on the board. The teacher asked, "Who would like to write down the answers?"</p> <p>Then the teacher asked the other students to examine the answer on the board, whether they agreed or disagreed with the answer.</p> <p>d. Drawing Coclusions</p> <p>The teacher and students did not draw conclusions on that day because the focus was on the execution of the test. The drawing of conclusions against the material had been done in the previous week, and the learning time on the subject had expired, so it was not possible to draw further conclusions.</p> <p>e. Availability of Competence</p> <p>Learning on that day went well, where the students passed the test well. The fact that most of the answers written by some students on the board are already correct indicates that they have understood the material taught well.</p>	<p>a. Stimulation b. Identifying Problem c. Prove d. Drawing Conclusions e. Availability of Competence</p>
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d. 4th Observation in Class 7C (23 May 2023)

Classroom Activities	Nodes
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<p>On that day, the teacher entered the classroom without giving greetings and prayers because those aspects had been included in previous lessons on that day. The teacher's visit to the classroom on that day was intended specifically to explain the test material that will be held. The teacher's half-hour delay was due to an event at the school, so teacher entered the classroom only 30 minutes before the end of class.</p>	<p>Class Preparation</p>
<p>Teacher did not perform either cognitive or non-cognitive diagnostic assessments on that day because the focus of learning was only on the explanation of repeat material points, without the presence of additional material learning activities.</p>	<p>Diagnostic Assessment</p>
<p>Teacher perform formative assessments by observing the student's response, either through active involvement such as giving verbal answers or showing non-verbal responses such as head movements, as well as yes or no expressions. Although only a small number of students responded to the teacher's explanation, some of the students sitting in the back seemed to be speaking without giving an active response.</p>	<p>Formative Assessment</p>
<p>a. Stimulation Students do not get stimulation because on that day the teacher only explains the points to be tested in the exam, without any additional learning activity or experience.</p> <p>b. Identifying Problem Students on that day are not asked to solve problems, but are only asked to listen and write a good explanation of the test material to be tested. Teacher only give explanations without the involvement or feedback from students.</p> <p>c. Prove There was no demonstration from the students because on that day they were only asked to listen and were not asked to do a task or matter, so there was no material presented by the students.</p> <p>d. Drawing Conclusion At the end of the lesson, the teacher makes a summary with the students to identify the points to be tested. The teacher asks the students, "Well, pupils, what points to test later?" Teacher collaborates with them to refine the material that has been taught.</p>	<p>Core Activities</p> <p>a. Stimulation b. Identifying Problem c. Prove d. Drawing Conclusions e. Availability of Competence</p>

<p>e. Availability of Competence</p> <p>Learning went smoothly, even though there were a few students eating and drinking behind the classroom. The researcher concluded that this happened because the teacher was just sitting on the bench without walking around, so the students felt free to eat and drink as they wanted.</p>	
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e. 5th Observation in Class 7C (27 May 2023)

Classroom Activities	Nodes
<p>The teacher enthusiastically opened the class, greeted each student with a warm smile, and said hello as an expression of familiarity. The next step, the teacher starts with prayer, showing commitment to a positive and supportive learning atmosphere. In order to ensure the student's readiness to begin learning, the teacher kindly asked, "Are you all ready to study today?" with a special focus on the readiness of the book, "Is the book ready?" These questions create space for students to make sure that they have all the necessary equipment to follow learning well.</p>	Class Preparation
<p>Learning today brings an interesting difference, using video media.</p> <p>This conclusion came after looking at the results of a diagnostic assessment that showed that students preferred visual learning. In an effort to improve the quality of learning, diagnostic tests are no longer being carried out today. This is because the student's response has been accommodated by introducing a new strategy of using video media, in accordance with their learning preferences. This approach reflects the adaptive response of teacher to students' learning needs and tendencies.</p>	Diagnostic Assessment
<p>This assessment is carried out during video playback. The video is not played continuously, but is stopped occasionally by the teacher to provide additional explanations and present questions to students. "What is the english word for <i>setengah</i>"? "What time is it approaching 7:50?"</p> <p>And many more questions that mentioned by teacher. This approach reflects the use of formative assessment, in which teacher can directly monitor student understanding, provide clarification, and stimulate active participation in discussions. The interactive process between video playback and teacher explanation adds an evaluative</p>	Formative Assessment

<p>dimension to learning, ensuring better understanding and a more direct response to the learning material.</p>	
<p>a. Stimulation</p> <p>Today's lesson is a continuation of what was taught the previous week. Teacher started the session by giving stimulus through last week's student evaluation information that showed that some students have not yet reached the desired competence.</p> <p>In order to give an example, the teacher asked the student, Teacher: "Pupils, what does 13 a clock mean?"</p> <p>Student: "At 1 o'clock in the afternoon." The teacher then gave feedback,</p> <p>T: "Yes, correct but why did anyone write 'thirteen a clock' last week? You should have written "1 o'clock in the afternoon."</p> <p>Thus, today's learning objectives are directed at overcoming deficiencies in students' competency achievements that have not been met, especially in terms of understanding the use of clock formats in the context of time. This approach reflects the teacher's efforts to guide students towards better achievement of competences through adaptive and sustainable learning.</p> <p>b. Identifying Problem</p> <p>The teacher gave three questions as the learning material after ensuring that all students understand the material well through the formative assessment orally.</p> <p>c. Prove</p> <p>After the students have completed their worksheet, the teacher asks them to gather the results of their work to the classroom.</p> <p>However, since the time has run out, the students do not demonstrate their answers in front of the class. For solution the teacher then takes the worksheets, and the results will be examined together in the next week.</p> <p>d. Drawing Conclusions</p> <p>Teacher do not directly communicate conclusions at the end of the lesson, because the information of conclusion is already covered in the played YouTube video. Moreover, the learning time has run</p>	<p>Core Activities</p> <p>a. Stimulation b. Identifying Problem c. Prove d. Drawing Conclusions e. Availability of Competence</p>

<p>out, and the teacher stops learning in accordance with the principle of time efficiency and responsibility for the student's learning time.</p> <p>The importance of respecting student time is recognized, and the decision not to extend the learning time reflects the principle of not sacrificing the student's right to time. This approach demonstrates the awareness of the significance of efficiency and effectiveness in providing the learning material, as well as the appreciation of the right of the student to make the best use of their time.</p> <p>e. Availability of Competence</p> <p>From the observations carried out by the researcher, it can be concluded that the students have mastered the learning material well. It's proven by their ability to answer some of the questions asked by the teacher well, and if there are errors, the number is only small. Besides, the level of discipline of students is also seen in their attitude of listening to the teacher's explanations with attention from the beginning to the end of learning. No turmoil or chatting with classmates, showing a good level of engagement and focus during the learning process.</p>	
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f. 6th Observation in Class 7B (27 July 2023)

Classroom Activities	Nodes
<p>Teacher started their lessons by delivering Islamic greetings and ensuring that the classroom environment is ready. At the time, it was apparent that the classroom was dirty with a lot of plastic garbage and scratched paper. The teacher asked the students to clean and throw the trash to the place provided.</p> <p>In addition, the teacher gives special attention to students who are not ready to study, giving them instructions, for example, by instructing them to sit upright. When looking at books other than English on the student's desk, the teacher asked the student to keep their second books.</p> <p>"Please sit upright!" "Please keep your books other than English in your bag"</p> <p>The teacher not only ensures the physical condition of the classroom is clean and organized, but also creates a comfortable atmosphere by speaking to the students, for example, by asking students who has</p>	<p>Class Preparation</p>

<p>broke the fast. All these actions are done so that students can start lessons with focus and without any minor distractions that may be disturbing.</p>	
<p>The teacher did non-cognitive diagnostic assessment the students to find out their condition by asking</p> <p>"Are you breaking the fast?" "Are you all fasting"</p> <p>The teacher then stated the students' names one-by-one while asking about their condition</p>	<p>Diagnostic Assessment</p>
<p>The teacher asks for some material related to last week to review students' memories whether they still remember or not</p> <p>"Fadli still you remember what have we learned?" "Rahim did you remember what is the meaning of getting somebody's attention?" "Rafi..What is the meaning of 'somebody'?" "Could you give me some examples of getting somebody's attention?"</p>	<p>Formative Assessment</p>
<p>a. Stimulation At the beginning of learning, the teacher gives the students a stimulus to recall the material they have learned and involves them in formative assessment. This step is taken after the teacher distributes the student's work sheet which is the task of the previous week. As an introductory sentence, the teacher asked one of the students, "Rafi, please make a sentence getting somebody's attention." The teacher also made a further question by asking, "What is the meaning of 'someone'?" "Please give me an example of good news!"</p> <p>Several other students were also invited to participate with similar questions, but were expected to give different answers to enrich their interaction and understanding.</p> <p>b. Identifying Problem After conducting a series of brief surveys with questions to the students, the teacher invites them to read the documents that have been shared, in the form of a conversation. Students were instructed</p>	<p>Core Activities</p> <ol style="list-style-type: none"> a. Stimulation b. Identifying Problem c. Prove d. Drawing Conclusions e. Availability of Competence

to identify certain sentences in paragraphs, such as

"find sentences related to asking attention,"

"give examples of good news," and

"'Adi was punished' what type of sentence does it belong to?"

The teacher then involves the student with a lot of questions and answers during the session.

Next, the teacher gives group tasks to the students, where each group consists of two people.

This type of task is more focused on reading activities as part of the Reflection of the Independent Curriculum to improve student literacy. The task can include more in-depth reading activities about the conversation given, with students being asked to undertake deeper analysis and understanding. It became an important step in supporting efforts to improve students' literacy and understanding of the text they read.

c. Prove

The students showed their answers by writing them on a board. After all the answers are written, the teacher invites the other students to share their views. Then the teacher gives a comprehensive response, not only limited to answers but also gives an in-depth explanation.

d. Drawing Conclusions

Teacher don't make conclusions at the end of learning because they have given detailed explanations at each stage. The researcher concluded that since the teacher has explained in depth, no student asks questions at the conclusion of learning. Given the limited time, the teacher decided to immediately end the learning session.

e. Availability of Competence

Achievement of student competence in today's learning has been achieved, with students able to answer questions well. They also show discipline by following lessons without disturbance and obeying class rules. Although there are some students who get a score below 70, teacher still appreciate it because the Independent Curriculum places more emphasis on the process than the outcome. Most importantly, students have tried to listen to the explanation and complete the task well.

g. 7th Observation in Class 7C (29 July 2023)

Classroom Activities	Nodes
<p>After the students united their hearts in joint prayer, they stood up, continuing the moment together with a greeting. As a caring teacher, the teacher greeted them with a friendly smile, opening the dialogue door with a warm question,</p> <p>"How has your day been, dear students?"</p> <p>An expression of care that invites each student to share experiences and feel heard.</p>	<p>Class Preparation</p>
<p>Teacher have begun learning by detailing the questions as an attempt to build students' awareness of the material to be studied and at the same time prepare them mentally for the learning process. When asked about their mental condition, the majority of students responded well, expressing that everyone was in good condition. Nevertheless, there was one student who honestly stated that he was sleepy. It shows a variation in the student's condition, and as a teacher, the teacher will pay close attention to the well-being of the student in order to support their learning success.</p>	<p>Diagnostic Assessment</p>
<p>The teacher has conducted the formative assessment from the beginning by asking the students, namely,</p> <p>"Do you still remember what you learned last week?" and "Can you explain the meaning of the word 'compliment'?" Why in 'thank you so much' we use much not many?"</p> <p>This attempt demonstrates the teacher's awareness of the students' understanding of the learning material and gives an idea of how far they have absorbed the information they have been taught.</p>	<p>Formative Assessment</p>
<p>a. Stimulation</p> <p>Teacher started learning with an interactive and participatory approach through a brainstorming session. Energically, the teacher asked the whole student to stand. In a friendly tone, he said, "Students, if you can give an example of complimentary sentences to my phone, then you are entitled to sit."</p> <p>This approach creates excitement and motivation, encouraging each student to participate actively, because they realize that their involvement will determine when they can sit back. This way it</p>	<p>Core Activities</p> <ol style="list-style-type: none"> a. Stimulation b. Identifying Problem c. Prove d. Drawing Conclusions e. Availability of Competence

creates a dynamic atmosphere and supports collaboration in the learning process.

b. Identifying Problem

After explaining the material, the teacher proceeded by asking in-depth questions to stimulate critical thinking of the students. One of the questions was,

"Why in the phrase 'Thank you so much' we use the word'much' and not'many'?"

These questions are designed to encourage students to consider the use of words in appropriate contexts, trigger their critical thinking and stimulate productive classroom discussions. Teacher strive to provide intellectual challenges to students, strengthen their understanding of matter, and involve them in deep reflection.

The teacher continued learning with the exciting "Find Out Your Soulmate" game. Each student was given a piece of paper, half of which contained an Indonesian sentence and half contained a translation of the sentence in English. The student's job is to find their "soul mate" who has a suitable translation.

If a student gets an English sentence, for example, they should find a classmate who has a sentence that translates the sentence into Indonesian, and vice versa.

c. Prove

In the "Find Out Your Soulmate" activity, each student has the opportunity to demonstrate the words or sentences they can with their translations. With enthusiasm, they share with classmates, while the teacher as an active listener gives constructive feedback related to translation or pronunciation.

d. Drawing Conclusions

At the end of the lesson, teacher and students conduct a material summary with the question,

"What have we learned today?"

This question is designed to invite students to reflect on their understanding of the material that has been taught. In addition, teacher reward the students who find the fastest match in the previous game, giving reward as a form of appreciation for their

<p>active participation and involvement in learning that day. This strategy not only increases student motivation but also stimulates a positive competitive spirit in the learning process.</p> <p>e. Availability of Competence</p> <p>Students showed good participation in learning, demonstrated by the high excitement radiated on their faces. This is due to the game-based learning approach applied by teacher. This method not only gives pleasure in the learning process, but also shows flexibility in learning, such as through the application of Total Physical Response (TPR). This approach does not limit learning to just one place, but involves the entire physical student in the learning process. With this combination of strategies, the learning atmosphere becomes more dynamic and stimulates student involvement in a comprehensive way.</p>	
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h. 8th Observation in Class 7B (2 August 2023)

Classroom Activities	Nodes
<p>The teacher starts the lesson with a brainstorming, then builds an interactive atmosphere through a brainstorming session. Asking the student to stand, the teacher then asked the question, "Please give me the example of good news!" In this format, students are invited to participate actively by giving examples of good news. Those who can answer correctly are allowed to sit, creating a pleasant engagement while motivating students to think critically and contribute to the learning process.</p>	Class Preparation
<p>The teacher does not do to carry out non-cognitive diagnostic assessment because the class is orderly and the students look happy when the teacher enters the classroom. However, initially, the teacher only carried out cognitive diagnostic assessment to assess students' understanding of the material that had been taught the previous week.</p>	Diagnostic Assessment
<p>A teacher performed a formative assessment using a brainstorming approach, in which he asked each student individually about the material they had studied in the previous week.</p> <p>When the teacher notes the material on the board, he also develops students' critical thinking skills by asking questions like "What does 'put down' mean?" "What does 'start button' mean?" "What does 'have you got that' mean?"</p>	Formative Assessment

<p>a. Stimulation</p> <p>Today's lesson is in the form of understanding sentences or more on vocabulary. When the teacher writes down the sentences to be memorized, the teacher also asks the students what the sentence fragment mean.</p> <p>"How to use" means, "What does 'put down' mean?" "What does 'start button' mean?" "What does 'have you got that' mean?"</p> <p>and several other questions to stimulate students' curiosity about the material taught today</p> <p>b. Identifying Problem</p> <p>The teacher starts by giving examples of correct pronunciation first, before students are asked to repeat it correctly. This approach encourages students to better identify and understand the teacher's correct pronunciation. In addition, teacher also involve students in understanding the meaning of words with easy translation methods, such as helping them associate "possible" with "impossible," and explaining that "impossible" is the opposite because of the additional prefix "-im."</p> <p>When discussing certain phrases, such as "put down", teacher use body movements, such as dropping a pen, to provide visual clues that help students guess the meaning. This approach combines visual and kinesthetic elements, so students can more easily understand the meaning of the word or phrase.</p> <p>c. Prove</p> <p>At this stage, the teacher provides an explanation of the material without giving direct assignments to students. This is because the lesson time limit is only sufficient for 1 hour and assignments will be given the following day. Therefore, students only act as listeners who respond to the teacher's questions without providing results or answers directly. This approach allows students to focus more on understanding the material without the time pressure to complete assignments immediately after exposure to the material.</p> <p>d. Drawing Conclusions</p> <p>At the end of the learning session, the teacher was unable to draw conclusions because the time limit had expired. Although efforts were made to provide explanations of the material and stimulate</p>	<p>Core Activities</p> <p>a. Stimulation b. Identifying Problem c. Prove d. Drawing Conclusions e. Availability of Competence</p>
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<p>students' understanding, time constraints forced the teacher to end the lesson without a formal conclusion.</p> <p>e.Availability of Competence</p> <p>From the researcher's observations, it can be concluded that the learning process is currently running smoothly, which is indicated by the students' positive responses to each of the teacher's questions. The active participation of all students in the class is strong evidence, and this can also be attributed to the teacher's activeness in interacting with students. Teacher are actively involved in going around the classroom and regularly calling on students, this action is recognized as an effective step to increase students' self-confidence. Overall, a responsive and participatory learning atmosphere reflects the successful implementation of the teaching strategies applied by the teacher.</p>	
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i. 9th Observation in Class 7B (8 August 2023)

Classroom Activities	Nodes
<p>Before starting the session, the teacher instructs the students to clean the classroom that was previously ruined by the garbage. The help of the students, the class becomes more organized and comfortable.</p>	<p>Class Preparation</p>
<p>Next, as a step to connect with students and pay attention to non-cognitive aspects, teacher ask questions about their personal condition. The teacher asked the students, "Have you had your lunch?" Positive responses from all students indicate that their non-cognitive needs, such as nutritional adequacy, have been met.</p> <p>After verifying the non-cognitive condition of the student, the teacher officially starts learning, directing the student's attention to the material to be taught. Students were asked to prepare their writing tools as a preparation for further learning.</p>	<p>Diagnostic Assessment</p>
<p>During the video, the teacher not only played the video continuously, but occasionally stopped the video to check students' understanding.</p> <p>"Noval please give me one example of asking for attention?" "Rizky predama, if somebody say 'attention please' what is your response?" Husain please give me one example of asking for attention?"</p>	<p>Formative Assessment</p>

<p>and many more students are asked by the teacher as a formative assessment of the assessment</p> <p>Thus, teacher can ensure that students not only watch video passively, but also really understand the material presented. This approach enhances interactiveness in learning and helps teacher adapt teaching methods according to the student's level of understanding.</p>	
<p>a. Stimulation</p> <p>The teacher asked the students about what they had learned the week before. The purpose is to stimulate the student's memory, because last week's lesson is almost the same as the lesson to be given. However, learning this time is presented with a different approach, that is, through the use of video media.</p> <p>b. Identifying Problem</p> <p>Students are assigned to watch videos containing learning material. However, their task is not only to watch, but also to write the important things presented in the video. During the learning process, teacher periodically pause the video to provide more in-depth explanations and add additional information. In addition, the teacher also asks questions to the students, encouraging them to listen carefully and actively participate in learning.</p> <p>“What is the meaning ‘I didn’t study last night?’” ”Please give me one example of asking for attention?”</p> <p>This approach aims to ensure students' understanding of the material and involve them actively in the learning process.</p> <p>c. Prove</p> <p>At this stage, no assignment is given to the student because there is the addition of new material that is not yet possible to give the assignment. The teacher decided to focus on understanding the new material and provide the necessary explanations without giving the student an additional burden of task. This is intended to ensure that the student can understand and absorb the newly introduced material before being given additional responsibility. This approach, the teacher gives the student space to fully process new information before proceeding to the next step.</p> <p>d. Drawing Conclusions</p> <p>The teacher closes the class by asking the student,</p>	<p>Core Activities</p> <p>a. Stimulation</p> <p>b. Identifying Problem</p> <p>c. Prove</p> <p>d. Drawing Conclusions</p> <p>e. Availability of Competence</p>

"Students, what have we learned today?"

The purpose of this question is to dig into the student's understanding of the material that has been taught during the learning session. Thus, the teacher can evaluate the extent to which the student has understood the concepts presented and provide further clarification if necessary.

e.Availability of Competence

In the research perspective, the students have demonstrated the ability to understand and follow learning positively, proven by a good response to any question asked by the teacher. These students are able to answer questions well and remain in order throughout the learning process

Appendix VI. Consultation Schedules and Notes

CONSULTATION NOTES

NAME OF ADVISOR: Dr. Hj. Raida Asfihana, M. Pd.

No	Day/Date	Notes	Signature
1	Tuesday, 21 February 2023 (Offline)	Checking the content and grammar mistakes	
2	Wednesday, 31 May 2023 (Offline)	Consult the result of interview and re-checking the content	
3	Saturday, 10 June 2023 (Whatsapp)	Consulting the result of interview and making the table	
4	Thursday, 22 June 2023 (Whatsapp)	Consulting about content (P5 just brief description because it's not related to ELT)	
5	Thursday, 7 September 2023 (Offline)	The lecturer helped to map the data into theme	
6	Thursday, 19 October 2023 (Offline)	The lecture re-explained how to map the data into theme	
7	Tuesday, 24 October 2023 (Whatsapp)	The content of findings	
8	Monday, 6 November 2023 (Whatsapp)	Consulting the content of findings and discussion	
9	Tuesday, 7 November 2023 (Whatsapp)	Consulting the observation data	
10	Thursday, 9 November 2023 (Whatsapp)	Consulting the content of observation (how to write the observation data in findings)	
11	Friday, 17 November 2023 (Whatsapp)	Consulting how to write findings	
12	Saturday, 18 November 2023 (Offline)	Checking the findings and discussion	
13	Wednesday, 22 November 2023 (Offline)	Checking the findings and discussion	
14	Wednesday, 29 November 2023 (Whatsapp)	The findings in chapter 4 must be related to the theory that appear in chapter 2 The findings are not always "in line with" it could be "contrast"	
15	Friday, 1 December 2023 (Whatsapp)	Consulting the discussion part	
16	Monday, 11 December 2023 (Offline)	Checking the all of content (draft of skripsi) <i>finish</i> .	

CURRICULUM VITAE

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 - a. Tahfidz Teacher in SDI Madinaturrاملah (2019-2021)
 - b. Tahfidz Teacher in MAN 3 Banjarmasin (2019)
 - c. English Student Association (Intellectual and Talent Development) (2020-2021)
 - d. LIDS Educia (2020-2021)
 - e. Musyrifah Ma'had Al-Jami'ah UIN Antasari Banjarmasin (2021-2022)
 - f. Private English Teacher (2023-2024)
9. Academic Achievement :
 - a. The Forth Winner of Exemplary Student UIN Antasari Banjarmasin (University Level)
 - b. The First Winner of Exemplary Student UIN Antasari Banjarmasin (Faculty Level)
 - c. The First Winner of English Speech Held by ESA Antasari
 - d. The Second Winner of Three Languages Speech held by HMJ Matematika
 - e. The Best Presentation on International Cultural Festival held by ESA Antasari
 - f. The Member of UPB Unggulan UIN Antasari Banjarmasin
 - g. Baznas Scholarship Recipient
10. List of Scientific Works :
 - a. Published article on International Student Conference-BEAM "Implementation of Business Ethics on Floating Market Traders Lok Baintan, South Kalimantan"
 - b. Published article on International Journal of Education Technology and Science, "Investigating Pre-Service Teacher' Ability to Implement Digital Literacy Skills in Real English Instructional Settings"
 - c. An Analysis of Independent Curriculum Implementation in English Subject (Benefits and Challenges)

Banjarmasin, 14th December 2023


 Oktaviani