

APPENDICES

Appendix 1. Translation

Qur'an	English	Indonesia
وَمِنْ آيَاتِهِ خَلْقُ السَّمُوتِ وَالْأَرْضِ وَاخْتِلَافُ الْسِّنَتِ كُمْ وَالْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَلَمِينَ ٢٢	22. And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge.	22. Di antara tanda-tanda (kebesaran)-Nya ialah penciptaan langit dan bumi, perbedaan bahasa dan warna kulitmu. Sesungguhnya pada yang demikian itu benar-benar terdapat tanda-tanda (kebesaran Allah) bagi orang-orang yang berilmu.

Appendix 2. Research Instruments

INSTRUMENT: Observation, Interview and Perception students RQ 1 Guidline

RQ 1: How is the Implementation of English curriculum at SDN Kuripan 2?

for English Teacher: Annisa Alkautsar, S.Pd.

Observation:

Observation Checklist SDN Kuripan 2

A. Curriculum Implementation (Related to RQ 1)

No.	Indicators	Observation Focus	Yes/No	Notes
1	Teacher follows the English curriculum during the lesson.	Curriculum alignment.	☒	
2	Teaching reflects curriculum competencies.	Objectives in practice.	☒	
3	Teacher uses curriculum-based activities.	Relevance of learning tasks.	☒	
4	Teacher faces challenges during implementation.	Implementation difficulties.	☒	
5	Teacher adapts or adjusts curriculum-based activities.	Flexibility and adaptation.	☒	

Interview Question for English Teacher: Annisa Alkautsar, S.Pd. RQ 1

A. Curriculum Implementation (Related to RQ 1)

- How do you generally implement the English language curriculum in your classroom at SDN Kuripan 2?

Her answer: I Implement the English curriculum by following the Merdeka Curriculum principles. Focused on student centered learning, basic literacy and joytul activities like ice breaking or game. I Introduce simple vocabulary related to the material in every chapter. We learn about expressions and basic communication through dialog practice, games and songs or picture.

2. Do you follow a specific syllabus or lesson plan provided by the school?

Her answer: Yes, I follow the syllabus and general lesson plan but the lesson Plan is designed by me as a subject teacher. I adapt and adjust it based on student needs, learning pace, and classroom conditions to ensure learning remains effective and relevant.

3. How do you ensure that your teaching activities align with the curriculum objectives for young learners?

Her answer: I match my activities with curriculum objectives by picking exercise that enhance the development of vocabulary, basic sentences, tenses and simple communication skills. I also use learning outcomes as a guide to ensure each lesson meets the required competencies for elementary students.

4. What kinds of activities or approaches do you usually apply to meet curriculum expectations?

Her answer: I use activities such as Total Physical Response (TPR), Interactive games, storytelling, choral repetition, and simple pair work. These activities keep students Interested and reinforce the Merdeka curriculum's emphasis on meaningful and active learning.

5. What challenges do you encounter in implementing the English curriculum for young learners?

Her answer: Some challenges include limited teaching materials, varying student proficiency level, large class sizes, a majority of students being too unruly to maintain a conducive atmosphere, and limited exposure to English outside of class. Lack of time allocation and classroom management during active learning activities can also be challenges.

6. In your opinion, which aspects of the curriculum implementation still need improvement?

Her answer: Improvements could be Enhancing school facilities and extending English learning time would also help boost curriculum implementation.

Students (Young learners) Perception: RQ 1 they are:

-Arganta Dirga Irfansah: *"Menurut saya belajar bersama Ms. Icha sangatlah mudah dipahami karena metode pelajaran yang sangat menyenangkan dan tidak membosankan dan juga membawa energi positif yang menyenangkan"*-

"In my opinion, learning with Ms. Icha is easy to understand because her teaching methods are enjoyable, engaging, and full of positive energy."

-Ben Alfariq Ramadhan: *"Menurut saya pembelajaran dari Ibu Nisa sangat menyenangkan karena saya lebih mudah memahami bahasa Inggris dengan lebih mudah dibanding kelas sebelum nya, terima kasih ini tanggapan atau"*

pemahaman dari saya.” – “In my opinion, learning with Ms. Nisa is very enjoyable because I find it easier to understand English compared to my previous classes. Thank you for the experience.”

-Atiqah Anindya: *”Saya merasa sangat senang ketika belajar bersama Miss Icha karena saya lebih mudah memahami pelajaran saat diajar Miss Icha. Karena Miss Icha sangat baik terhadap kami”*- “I feel very happy studying with Ms. Icha because she makes the lessons easier to understand, and she is very kind to us.”

-Tedy Kinara Puteri: *”Saya merasa sangat senang, ketika belajar dengan Miss Ica karena Miss Ica ketika mengajar selalu membawa energi positif dan Ms. Ica selalu baik dan ramah kepada kita.”* – “I really enjoy learning with Ms. Ica because she always brings positive energy to the class and is kind and friendly to us.”

INSTRUMENT: Observation, Interview and Perception students RQ 2 Guideline

RQ 2: What English learning materials are provided and used in the teaching process at SDN Kuripan 2?

for English Teacher: Annisa Alkautsar, S.Pd.

Observation:

B. English Learning Materials (Related to RQ 2)				
No.	Indicators	Observation Focus	Yes/No	Notes
1	Materials match the lesson objectives.	Content alignment.	☒	
2	Teacher uses school-provided materials or textbooks.	Primary materials.	☒	
3	Teacher uses additional/supporting materials.	Flashcards, pictures, songs, videos.	☒	
4	Materials are appropriate for students' age and level.	Age suitability.	☒	
5	Materials support student participation.	Engagement with materials.	☒	

Interview Question for English Teacher: Annisa Alkautsar, S.Pd. RQ 2:

B. Learning Materials (Related to RQ 2)

1. What English learning materials do you currently use in your teaching (e.g., textbooks, worksheets, visual aids)?

Her answer: Textbooks, worksheet, songs and pictures.

2. Are these materials provided by the school or developed by you personally?

Her answer: Some materials such as LKS are provided by school, while the worksheet, songs and idea for teaching are developed by me personally to support students need and make the lesson more engaging.

3. Do you also use additional materials such as flashcards, videos, or online resources?

Her answer: I select materials based on the principles of the independent curriculum, focusing on students developmental stages, interests, and basic English language skills. I choose simple, Visual, and contextual material such as pictures, songs, short stories, short dialog and interactive worksheets that are appropriate for their age and beginner language level. Each phase or grade level has different abilities and interest in learning English. I also ensure the materials support important competencies such as vocabulary development and simple sentence structure. I focus more on developing a diverse vocabulary for third grade and building simple sentences for fourth-sixth grade.

4. How do you select materials that are suitable for your students' age and language level?

Her answer: Barely, i rarely use additional materials such as flashcards, video or online resources due to limit acces and classroom facilities. However, i occasionally prepare simple visual aids or digital content when necessary to support students' understanding.

5. In your opinion, are the materials interesting and effective for young learners?

Her answer: Yes, the materials are interesting and effective because they use colorful visual, games, storytelling and activities that encourage active participation. These components support young leaners' motivation and facilitate their comprehension and

retention of new language or expressions. This coincides with the *Merdeka* curriculum's emphasis on pleasant and purposeful learning.

6. What improvements or additional materials do you think could help optimize English learning at your school?

Her answer: We could improve English learning by adding more interactive digital resources, graded readers, and providing access to audio materials would further enhance listening skills.

Students (Young learners) Perception: RQ 2 they are:

-Arganta Dirga Irfansah: *"Menurut saya metode pembelajaran bersama Miss sangatlah menyenangkan dan seru karena menggunakan games"*- "In my opinion, learning with Miss is very fun and engaging because she uses games in her teaching."

-Ben Alfariq Ramadhan: *"Menurut saya teknik dari Ibu Nisa sangat tepat karena menggunakan teknik yaitu dengan cara bermain quiz atau bermain game, teknik yang digunakan Ibu Nisa membuat semua siswa paham dengan cara pembelajaran dan lebih menyenangkan"*- "In my opinion, Ms. Nisa's teaching techniques are very effective because she uses quizzes and games. The techniques she uses help all students understand the lessons better and make the learning process more enjoyable."

-Atiqah Anindya: *"Miss Icha ketika mengajar kita sering menggunakan metode games dan sering ceramah"* –“When teaching us, Ms. Icha often uses games and also explains the material through short lectures.”

-Teduh Kinara Puteri: *"Ms. Ica ketika mengajar kita sering menggunakan metode games dan sering ceramah"* –“When teaching us, Ms. Ica often uses games and also explains the material through lectures.”

INSTRUMENT: Observation, Interview and Perception students RQ 3 Guidline

RQ 3: What Techniques and Methods can be optimized in teaching English for Young Learners?

for English Teacher: Annisa Alkautsar, S.Pd.

Observation:

C. Teaching Techniques & Methods (Related to RQ 3)

No.	Indicators	Observation Focus	Yes/No	Notes
1	Teacher uses techniques suitable for young learners.	Songs, games, storytelling, TPR, etc.	☒	
2	Teacher varies the teaching techniques during the lesson.	Variation and creativity.	☒	
3	Teacher adjusts techniques based on students' responses.	Adaptability.	☒	
4	Students actively participate during technique-based activities.	Engagement.	☒	
5	Techniques show potential for improvement or optimization.	Reflection and effectiveness.	☒	

Interview Question for English Teacher: Annisa Alkautsar, S.Pd. RQ 3:

C. Techniques and Methods (Related to RQ 3)

1. What teaching techniques and methods do you commonly use when teaching English to young learners?

Her answer: I typically employ strategies like as TPR (Total Physical Response), narrative, direct method, games and songs. These strategies are ideal for the *Merdeka* curriculum because they poster active, student-centered leaning and assist strengthen basic language skills in a pleasant and relevant way.

2. Do you often use songs, games, storytelling, or TPR (Total Physical Response)? Could you give an example?

Her answer: Yes, I often use all of these. For example, I use TPR when teaching action verbs like “Clap, sit down, please be quiet, touch your friend, ect”. I also use simple English song such as “*Senin senin senin Monday monday monday senin Monday three times tidak aku lupa*” to help students learn about days, especially for third-grade. For story telling, i read short picture stories to Introduce new vocabulary in context.

3. How do you adjust your techniques when students have different learning levels or responses?

Her answer: I change tactics by providing easier activities for lower-level students, such matching photos or “repeat after me” for learn about pronunciation, while giving more hard tasks like constructing short phrases or make a short story to higher level students. I also slow down instructions, give extra repetition when needed.

4. Which techniques do you find most effective for young learners? Why?

Her answer: TPR, games, and story telling are the most effective because they match young learners’ natural way of learning through movement and imagination.

5. What difficulties do you face when applying these techniques in the classroom?

Her answer: Some difficulties include large class sizes, limited time, and varying student abilities. Sometimes students become too excited during games or movement activities, making classroom management challenging. Additionally, not all students have the same exposure to English, so some need more time to understand instruction.

6. From your experience, which techniques or methods could be optimized to improve English learning for young learners at SDN Kuripan 2?

Her answer: Techniques such as TPR, Direct instruction, story telling, role play activities, and phonic-based instruction could be further optimized. Increasing the use of visual aids and digital media would also support the *Merdeka* curriculum's emphasis on differentiated and joyful learning. More structured phonics lessons and consistent vocab reinforcement would significantly help students foundational English skills.

Students (Young learners) **Perception:** RQ 3 they are:

-Arganta Dirga Irfansah: *"Kerja sama bersama Miss saat mengajar membuat kami semangat belajar dan nyaman dalam belajar."* - "Learning together with Ms. makes us feel motivated and comfortable during the lessons."

-Ben Alfariq Ramadhan: *"Ibu Nisa walaupun menghadapi kesulitan disaat pembelajaran berlangsung, dia tetap mengajar kami dengan sepenuh hatinya sebagai kerja sama dari kita, kita selalu focus dalam pembelajaran Ibu Nisa."* - "Even when facing difficulties during the learning process, Ms. Nisa continues to teach us

wholeheartedly as part of our cooperation. We always stay focused during Ms. Nisa's lessons."

-Atiqah Anindya: *"Walaupun Miss Icha kadang sulit mengatasi beberapa dari kami, Miss Icha tetap berusaha untuk menjelaskan materi sepenuh hati dan mengajar kami dengan baik."*-"Even though Ms. Icha sometimes finds it difficult to handle some of us, she still tries to explain the material wholeheartedly and teaches us well."

-Teduh Kinara Puteri: *"Meskipun Miss Icha kadang merasa kesulitan menghadapi sebagian dari kami, beliau tetap berusaha menyampaikan materi dengan penuh kesabaran dan mengajar kami dengan baik."*-"Although Ms. Icha sometimes finds it challenging to handle some of us, she still strives to deliver the material with great patience and teaches us well."

INSTRUMENT: Observation, Interview and Perception students Additional or Reflection Question Guideline

Additional / Reflection Questions

Interview Question for English Teacher: Annisa Alkautsar, S.Pd.:

1. What do you consider the strengths of the English teaching program at SDN Kuripan 2?

Answer: Students' strong motivation and excitement for learning is one of its advantages. Additionally, the school offers a friendly atmosphere, and English Classes are made to be engaging and fun with easy games, songs and basic communication exercises. These components help establish a positive learning climate for young learners.

2. What are the main obstacles in teaching English to young learners at this school?

Answer: Major challenges include the difficulty of managing classroom and disciplining overly active and mobile students, who disrupt the concentration of others, and varying level student readiness. Some students have little exposure to English outside classroom, primarily through online games. Making it difficult to follow the lessons.

3. What suggestions do you have for improving English learning and teaching strategies for young learners?

Answer: I suggest increasing the availability of visual aids, flashcard and simple digital resources to support learning.

Appendix 3. Research Letter



Nomor : B- 1707 /Un.14/III.1/PP.00.9/11/2025

28 November 2025

Sifat : Penting

Lampiran : 1 (Satu) Berkas

Hal : Mohon Izin Riset

Yth. Kepala Sekolah SDN 2 Kuripan
 di- Tempat

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 :

Nama : M. Fattahillah Ajrun Azhiima
 NIM : 210101030866
 Program Studi : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan
 Alamat : Jl. Griya 3, Blok D, No. 1, Kel. Gunung Manggis, Kec. Landasan Ulin,
 Kota Banjarbaru, Kalimantan Selatan, 70724
 No HP : 085348287995

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

Wassalamu'alaikum Wr.Wb

Banjarmasin, 28 November 2025

Wakil Dekan Bidang Akademik dan Kelembagaan,

Prof. Dr. Ahmad Muradi, M.Ag
 NIP 197808082005011006

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan

Appendix 4. Title Change Letter



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

Nomor : B-500/Un.14/III.1.f/PP.00.9/12/2025
Lamp : -
Hal : **Perubahan Judul Skripsi**

Kepada Yth.
Sdr (i) M. Fattahillah Ajrun Azhiima
NIM. 210101030866
Mahasiswa Jurusan TBI
di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**OPTIMIZING THE IMPLEMENTATION OF ENGLISH LANGUAGE
CURRICULUM FOR YOUNG LEARNERS IN PGMI**

Berubah menjadi:

**OPTIMIZING THE IMPLEMENTATION OF ENGLISH LANGUAGE
CURRICULUM FOR YOUNG LEARNERS IN SDN KURIPAN 2**

Menunjuk :

1. Dra. Andi Irlina, M.Hum sebagai Dosen Pembimbing Skripsi.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.

Banjarmasin, 24 Desember 2025
Ketua Prodi
Tadris Bahasa Inggris


Afifah Linda Sari

Appendix 5. Certificate of Proposal Seminar



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: B-400/Un.14/III.1.f/PP.00.9/06/2024

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : M. Fattahillah Ajrun Azhiima
N I M : 210101030866
Jurusan/Prodi : Tadris Bahasa Inggris
Alamat : Jl. Pangeran Antasari, Perumahan Cahaya Muhibbin Kec.
Barabai Kab. Hulu Sungai Tengah Prov. Kalimantan
Selatan Indonesia.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**“OPTIMIZING THE IMPLEMENTATION OF ENGLISH LANGUAGE
CURRICULUM FOR YOUNG LEARNERS IN PGMI”**

Pada Hari/Tanggal : Kamis, 06 Juni 2024
Tempat : Ruang 1.24 Gedung K

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 24 Juni 2024

Ketua,



Afifah Linda Sari

Appendix 6. Certificate of Komprehensif



SERTIFIKAT

KETERANGAN UJIAN KOMPREHENSIF

NO : B-3081/Un.14/III.b/PP.00.9/11/2025

Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin, Menerangkan bahwa :

M. FATTAHILLAH AJRUN AZHIIMA

NIM 210101030866

Program Studi TBI

*Yang bersangkutan benar telah mengikuti Ujian Komprehensif Batch IV Tahun 2025. Berdasarkan hasil rekapitulasi nilai ujian komprehensif, yang namanya tersebut di atas dinyatakan **LULUS** dengan nilai akhir **78,15**. Demikian sertifikat ini dibuat untuk dipergunakan sebagaimana mestinya*

Banjarmasin,
30 November 2025

Prof. Dr. Ahmad Murodi, M. Ag.
WAKIL DEKAN BIDANG
AKADEMIK DAN KELEMBAGAAN
NIP 1978 0808 2005 0110 06

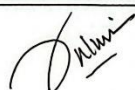


Appendix 7. Thesis Consultation Notes

Consultation Schedules and Notes

CONSULTATION NOTES

NAME OF ADVISOR: Dra. Andi Irlina M.Hum

No	DAY/DATE	NOTES	SIGNATURE
1	Monday, 4 November 2025	Initial consultation regarding research title and research focus. The advisor suggested refining the title and strengthening the background of the study related to English curriculum implementation for young learners.	
2	Thursday, 7 November 2025	Consultation on Chapter I. The advisor provided revisions on the background of the study and suggested clarifying the research gap and objectives.	
3	Tuesday, 12 November 2025	Discussion on Chapter II. The advisor suggested adding relevant theories, definitions, and references related to Teaching English to Young Learners and curriculum implementation.	
4	Monday, 18 November 2025	Consultation on Chapter III. The advisor provided revisions on research methodology, including research design, participants, data sources, and data collection techniques.	
5	Friday, 22 November 2025	Consultation after field observation. The advisor suggested organizing observation and interview data and preparing Chapter IV (Findings and Discussion).	
6	Tuesday, 26 November 2025	Discussion on Chapter IV (Findings). The advisor suggested revising the findings to align with the research questions and adding analytical explanations.	

7	Friday, 29 November 2025	Consultation on Chapter IV (Discussion). The advisor suggested connecting findings with relevant theories and previous studies and focusing on students' involvement.	
8	Monday, 2 December 2025	Consultation on Chapter V. The advisor suggested revising the conclusion and suggestions to reflect the overall findings and discussion of the study.	

Appendix 8. Lesson Plans Documentation

MODUL AJAR BAHASA INGGRIS

KELAS VI

INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama penyusun	Annisa Alkautsar, S.Pd.
Instansi	SDN-SN Kuripan 2 Banjarmasin
Tahun penyusunan	2025
Jenjang Sekolah	Sekolah Dasar
Mata pelajaran	Bahasa Inggris
Fase/Kelas Semester	C/VI/I (Ganjil)
Unit	I. I Studied Last Night, but My Sister Didn't
Alokasi waktu	2 JP (2 x 35 menit)
B. KOMPETENSI AWAL	
Peserta didik mampu mengenal dan menyebutkan kalimat simple past tense	
C. PROFIL PELAJAR PANCASILA	
1. Beriman dan bertakwa kepada Tuhan Yang Maha Esa 2. Mandiri 3. Kreatif 4. Bernalar kritis	
D. ELEMEN	
Menyimak-Berbicara	
E. SARANA DAN PRASARANA	
1. Bahan Ajar 2. Buku Pelajaran	
F. TARGET PESERTA DIDIK	
1. Peserta didik reguler tidak ada mengalami kesulitan dalam mencerna dan memahami materi 2. Peserta didik dengan pencapaian tinggi : mencerna dan memahami dengan cepat, mampu mencapai ketrampilan berpikir tingkat tinggi (HOTS)	
G. PROFIL LULUSAN	
1. Penalaran Kritis : Mengevaluasi informasi, membuat koneksi dan membangun argumen 2. Kemandirian : Dapat menyebutkan apa pengertian simple past tense dan bisa membuat contoh kalimatnya.	
H. MODEL PEMBELAJARAN	
Direct Instruction	
I. METODE PEMBELAJARAN	
Ceramah, tanya jawab, diskusi, penugasan	
KOMPONEN INTI	
A. TUJUAN KEGIATAN PEMBELAJARAN	
1. Fase : C 2. Capaian pembelajaran : Peserta didik mampu memahami kata-kata yang sering digunakan sehari-hari, memahami kata-kata baru dengan bantuan gambar/ilustrasi, dan kalimat dalam konteks yang dipahami peserta didik. 3. Tujuan pembelajaran : - Peserta didik mampu menjelaskan pengertian dan fungsi simple past tense - Peserta didik mampu mengucapkan aktivitas di masa lalu\	

c) Peserta didik mampu mengidentifikasi aktivitas di masa lampau.	
4. Indikator pembelajaran :	
a) Melalui media pembelajaran, peserta didik mampu mengidentifikasi dan menyebutkan kata kerja bentuk lampau (past activity).	
b) Melalui media pembelajaran peserta didik mampu mengucapkan aktivitas di masa lalu dalam bahasa Inggris dengan tepat dan benar.	
c) Melalui media pembelajaran, peserta didik mampu mengidentifikasi aktivitas di masa lampau.	
B. PEMAHAMAN BERMAKNA	
Memahami dan memiliki keterampilan menggunakan kalimat dengan pola tertentu dalam bahasa Inggris untuk berinteraksi pada lingkup situasi dan kelas yang makin luas, namun masih dapat diprediksi atau bersifat rutin.	
C. PERTANYAAN PEMANTIK	
What did you do yesterday?	
D. LANGKAH PEMBELAJARAN	
Alokasi waktu	Deskripsi Kegiatan Pembelajaran
Kegiatan pembuka (10 menit)	1. Guru memasuki kelas dan membuka pelajaran dengan mengucapkan salam "Good morning/afternoon class". 2. Guru meminta salah satu peserta didik untuk memimpin do'a bersama sebelum memulai pembelajaran. 3. Guru menanyakan kabar dan mengecek kehadiran peserta didik. 4. Guru mengecek kemampuan peserta didik dengan mengajukan pertanyaan yang berkaitan dengan pembelajaran (Apersepsi) a) What did you do yesterday? 5. Peserta didik menjawab pertanyaan pemantik yang diberikan oleh guru dan menjelaskan apa saja yang dilakukan nya. 6. Guru mengkomunikasikan tujuan pembelajaran dan rencana kegiatan pembelajaran yang akan dilakukan. "Today, we will learn about past activities"
Kegiatan Inti (45 menit)	7. Guru memberikan materi pada buku halaman 5 dan soal pra pembelajaran yang dibaca oleh peserta didik untuk mengetahui wawasan awalnya mengenai topik yang dibahas. 8. Guru menjelaskan perubahan kata verb 1 ke verb 2 dan memberikan contohcontohnya. 9. Guru bertanya kepada peserta didik apa saja kegiatan mereka kemarin atau minggu lalu dan meminta mengubah kata kerja nya ke dalam bahasa Inggris verb 2 1) "What did you do yesterday?" 2) "Change the verb to verb 2!" example : watching television to watched television. 10. Peserta didik menjawab pertanyaan dari

	guru. 11. Guru memberikan contoh pengucapan kata dan kalimat pada gambar-gambar kegiatan pada halaman 6 (look and say) beserta terjemahan nya. 12. Guru meminta peserta didik mengamati percakapan pada halaman 7. 13. Guru memberikan contoh pengucapan kata dan kalimat pada percakapan halaman 7 beserta terjemahan nya. 14. Guru meminta 2 peserta didik berpasangan untuk menirukan percakapan pada halaman 7. 15. Peserta didik berpasangan dengan teman sebangkunya melakukan percakapan seperti yang dicontohkan 2 temannya di depan kelas. 14. Guru meminta peserta didik melengkapi tabel pada halaman 8 tentang perubahan V1 ke V2
Kegiatan Penutup (15 menit)	1. Guru memberikan soal evaluasi kepada setiap siswa untuk mengetahui tingkat pemahaman siswa. 2. Setiap siswa mengerjakan evaluasi yang telah diberikan oleh guru. 3. Guru bertanya jawab mengenai materi yang telah dipelajari hari ini dan memberi penguatan materi yang telah diajarkan. 4. Siswa bersama guru menyimpulkan materi pembelajaran yang telah dilaksanakan dan diingatkan agar membaca pelajaran selanjutnya. 5. Guru meminta siswa melakukan refleksi pembelajaran dengan memberikan kesan mengenai kegiatan yang telah dilakukan. 6. Kegiatan pembelajaran ditutup dengan doa yang dipimpin oleh perwakilan siswa
E. ASSESMENT	
Guru menilai ketercapaian tujuan pembelajaran menggunakan Asesmen formatif. Membuat kalimat sederhana tentang kegiatan di masa lampau.	
F. REFLEKSI PENDIDIK	
1. Peserta didik dan guru membuat kesimpulan hasil pembelajaran. 2. Peserta didik bertanya jawab mengenai proses belajar hari ini dan mendengarkan penjelasan guru terkait tugas yang harus disiapkan untuk pertemuan yang akan datang.	
J. BAHAN AJAR	
Buku LKS	
K. LAMPIRAN	
1. Bahan ajar	

2. LKPD 3. Asesmen

Mengetahui,
Kepala sekolah

Banjarmasin, 3 Oktober 2021
Guru mata pelajaran,

Muhammad Ahmad Syamsuri,
NIP : 1967040419930310

Annisa Alkautsar, S. Pd.

Appendix 9. Students' Worksheet Documentation

Group :

Class :

Subject :

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3. She read a book at the library

2. He played football last Sunday

1. He ate dinner an hour ago

5. She drew a picture at the table

6. Alfin saw the stars through a telescope

4. The boy wrote in his notebook

Appendix 10. Photos Taken During the Classroom Observation



CURRICULUM VITAE

1. Full Name : M. Fattahillah Ajrun Azhiima
2. SRN : 210101030866
3. Place and Date of Birth : Barabai, 01 April 2002
4. Nationality : Indonesia
5. Address : Jl. Pangeran Antasari, Perumahan Cahaya Muhibbin Kec. Barabai Kab. Hulu Sungai Tengah RT 015 RW 003 Kel. Barabai Timur
6. Phone Number : 6285348287995
7. Email : ajrunazhiima@gmail.com
8. Organization/Work experience :
 - a. English Student Association
 - b. Ikatan Mahasiswa Bahasa dan Sastra Inggris se-indonesia Kalsel
 - c. Organisasi Pelajar Pondok Modern Ponpes Modern Darul Istiqamah Barabai
 - d. Pergerakan Mahasiswa Islam Indonesia Barabai
 - e. PMII Rayon Tarbiyah & Keguruan (UIN)
 - f. DPD KNPI HST
9. Academic Achievement :-
 - a. -
 - b. -
10. Non-Academic Achievement :
 - a. Active member/Committee member, English Students Association
 - b. Organization staff, Ikatan Mahasiswa Bahasa dan Sastra Inggris
 - c. Member, PMII Rayon Tarbiyah & Keguruan
 - d. Member/Committee, DPD KNPI HST
11. List of Scientific Works :-
 - a. -
 - b. -

Banjarmasin, 27 December 2025


M. Fattahillah Ajrun Azhiima

