

APPENDICES

Appendix 1 : Translations of Qur'an

Holy Qur'an Surah Az-Zumar 39:9

أَمَّنْ هُوَ قَانِتٌ آنَاءَ اللَّيْلِ سَاجِدًا وَقَائِمًا يَحْذَرُ الْآخِرَةَ وَيَرْجُوا رَحْمَةَ رَبِّهِ قُلْ هَلْ

يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُوا الْأَلْبَابِ ﴿٩﴾

"Is one who is devoutly obedient during periods of the night, prostrating and standing in prayer, fearing the Hereafter and hoping for the mercy of his Lord, [like one who does not]? Say, 'Are those who know equal to those who do not know?' Only those who have understanding will take heed (9)"

“Apakah orang yang dengan khusyuk beribadah di malam hari, bersujud dan berdiri dalam shalat, takut akan hari akhirat, dan mengharapkan rahmat Tuhannya, [sama dengan orang yang tidak demikian]? Katakanlah, ‘Apakah orang-orang yang berilmu sama dengan orang-orang yang tidak berilmu?’ Hanya orang-orang yang berakal yang akan mengambil pelajaran (9)”

Appendix 2 : Research Instruments

Interview Guideline for RQ : 1

No.	Interview Question	Participant's Response
1.	General Experience A. How has your experience been in implementing the Merdeka Curriculum in teaching English?	In the Merdeka Curriculum, learning is mostly conducted in groups because individual learning is considered less effective. Therefore, collaboration is strongly emphasized. However, based on my observation and personal experience, this approach is still not very helpful, as the students who stand out are mainly those who are more capable, intelligent, and already understand the material well.
	B. What differences do you notice compared to the previous curriculum??	In my personal opinion, the difference is quite clearly felt, where with the previous curriculum students really studied, understood, and even opened dictionaries, whereas now they do everything through their phones, and if the phones are collected, 'Ma'am... I can't, ma'am, why is it so hard, why is the text so long, ma'am' they will definitely say things like that.
2.	Challenges in Teaching A. What challenges do you usually face when implementing this curriculum?	The biggest challenge in implementing the Merdeka Curriculum is regarding the readiness of students to accept this Merdeka Curriculum
	B. Could you describe one situation where you found it particularly difficult?	When asking students to do tasks that they do not want to think about, sometimes when I give a question or text on the blackboard or on paper, they immediately use their phones without reading and understanding it first. When asked, they do not even know at all the meaning of the text.

3.	Students A. How do your students respond to this curriculum?	Some of them are able to adapt to this curriculum. However, others still have not fully adapted to this Merdeka Curriculum, so they each are still adjusting to which part of the Merdeka Curriculum requires them to be active in learning independently.
	B. Do some students struggle with independent learning? Can you give an example?	Certainly, students experience struggle in independent learning. Usually, students are given the opportunity by teachers to use electronic media and mobile phones to support the learning process, and the difficulties experienced occur when they are not allowed to use such digitalization. For example, when they translate or interpret texts manually.
4.	Workload & Support A. How does this curriculum affect your workload?	This curriculum considerably affects the workload compared to the previous curriculum because there are many aspects that teachers need to improve for their students in achieving learning objectives, yet there are few examples in terms of applying this curriculum to their students.
	B. Do you feel you have enough support or training?	Insufficiently, here for training, we also conduct it every semester with 2 training sessions, namely internal training at the school for teachers and also for teacher groups which is held once a month. Personally, I find it difficult because I feel that the training is not enough and the workload is increasing.

Interview Guideline for RQ : 2

No.	Interview Question	Participant's Response
1.	Teaching Strategies A. How do you adapt your teaching methods to deal with these challenges?	I create learning materials according to their wishes but still following the curriculum guidelines; in this way, it is quite helpful for students with different abilities.
	B. What strategies do you usually use in the classroom?	The strategy that can be most used in the classroom to help students learn independently is through peer teaching because sometimes when something is explained, some do not listen or pay attention, so the teacher says, "for those who do not understand or understand less, please ask a friend who understands, because I have already explained it but it was not paid attention to".
2.	Helping Students A. How do you help students who have difficulties?	I help by giving assignments or reading texts that are shorter according to what we know about their abilities, which are also different. Usually, some find it very difficult to remember, understand, and memorize, so I give them lighter texts but 'of course they will also get different grades.'
	B. How do you motivate them to participate?	By giving them text that is familiar or stories they like, they become enthusiastic; for example, I give them the story of Cinderella, 'they like it because they definitely already know it.'
3.	Adjustment & Reflection A. Have you changed your teaching style because of this curriculum?	Yes, because it has to adjust to the current learning curriculum, which of course has changes, so it cannot just be explained, but it also has to align with the curriculum, sometimes using group work or even done in a real way, which is practiced and directly applied in the field.

	B. What has helped you the most in handling these challenges?	What helps me the most is my own teaching experience and also adjustments to the students' abilities, I try to understand the students' conditions in the class and then adjust the teaching methods to be more effective. In addition, I am also helped by the training provided, although adjustments are still needed in practice.
--	--	--

Appendix 3 : Research Permission Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon: (0511) 3265426; (0511) 6783136
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- 466 /Un.14/III.1/PP.00.9/02/2026
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

27 Februari 2026

Yth. Kepala SMAN 2 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 :

Nama : Neliyana
NIM : 220101030458
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Pramuka-Melati Indah, Komplek Grand Limau, Blok.D
Kec.Banjarmasin Timur, Kal-Sel 70238 BANJARMASIN TIMUR
No HP : 082256928446

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

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

Banjarmasin, 27 Februari 2026

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. Ahmad Salabi, S.Ag., M.Pd.
NIP 197212112008011009

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan

Appendix 4 : Research Completion Letter

	PEMERINTAH PROVINSI KALIMANTAN SELATAN DINAS PENDIDIKAN DAN KEBUDAYAAN SMA NEGERI 2 BANJARMASIN Jalan Mulawarman No. 21 Tik. Dalam, Kec. Banjarmasin Tengah, Kota Banjarmasin 70115, Telepon (0511) 3353108, Laman sman2banjarmasin.sch.id, Pos-el bjm.sman2.mlw@gmail.com	
Terakreditasi A (Unggul)		
<u>SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN</u> Nomor : 400.3.8/686/SMAN 2 BJM/2026		
Yang bertanda tangan di bawah ini:		
nama	: MUHDI HARTO, S.Pd., M.Pd.	
NIP	: 198601272011011004	
pangkat/golongan	: Penata TK.I (III/d)	
jabatan	: Kepala Sekolah	
menerangkan bahwa :		
N a m a	: NELIYANA	
N I M	: 220101030458	
Jurusan / Program Studi	: Pendidikan Bahasa Inggris	
Program Studi	: Pendidikan Bahasa Inggris	
Telah melaksanakan penelitian di SMA Negeri 2 Banjarmasin dari tanggal 02 Maret 2026 sampai dengan 02 Mei 2026 dengan judul penelitian sebagai berikut :		
"EXPLORING AN ENGLISH TEACHER'S PESPECTIVE ON THE NEGATIVE IMPACTS OF THE INDEPENDENT CURRICULUM IN TEACHING ENGLISH"		
Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.		
Banjarmasin, 21 Mei 2026 Kepala Sekolah,		
		
MUHDI HARTO, S.Pd., M.Pd Penata TK.I NIP 198601272011011004		
Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN).		

Appendix 5 : Documentation

Picture of Interview



Picture Teaching Module and Learning Outcomes

MODUL AJAR

Satuan Pendidikan: SMAN 2 Banjarmasin

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: XI / Ganjil

Materi Pokok: Narrative Text – Legend

Keterampilan: Menyimak (Listening) & Berbicara (Speaking)

Pendekatan: Diferensiasi

Alokasi Waktu: 2 × 45 menit × 2 pertemuan

I. Tujuan Pembelajaran

Setelah mengikuti pembelajaran ini, peserta didik diharapkan mampu:

1. Mengidentifikasi unsur-unsur narrative text (legend) dari cerita yang didengar.
 2. Menyampaikan kembali isi cerita secara lisan dengan bahasa yang runtut dan pelafalan yang jelas.
 3. Mengembangkan kemampuan berbicara melalui retelling dan role-play.
 4. Menghargai nilai moral dari cerita legenda yang disimak.
-

II. Materi Pembelajaran

1. Definisi Narrative Text (Legend)

Teks naratif legenda adalah cerita rakyat yang menjelaskan asal-usul suatu tempat, peristiwa, atau tokoh terkenal, bersifat turun-temurun, dan sering mengandung pesan moral.

2. Struktur Teks

- **Orientation:** Pengenalan tokoh, waktu, dan tempat.
- **Complication:** Masalah atau konflik yang terjadi.
- **Resolution:** Penyelesaian masalah.
- **Re-orientation** (opsional): Penutup atau pesan moral.

3. Ciri Kebahasaan

- Past tense
- Action verbs
- Time conjunctions (once upon a time, then, after that)
- Direct and indirect speech

4. Contoh Cerita Legend

- *Malin Kundang*
 - *Sangkuriang*
 - *The Legend of Toba Lake*
-

A. CAPAIAN PEMBELAJARAN (CP) NOMOR : 32 TAHUN 2024

Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam berbagai jenis teks dengan berbagai macam topik kontekstual untuk berkomunikasi sesuai dengan situasi, tujuan, dan target pemirsa/pembacanya. Peserta didik memproduksi teks lisan, tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam untuk berdiskusi dan menyampaikan keinginan/perasaan/pendapat. Peserta didik memahami teks lisan, tulisan, dan visual untuk mempelajari sesuatu/mendapatkan informasi dan untuk hiburan. Pemahaman mereka terhadap teks semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang.

Capaian Pembelajaran setiap elemen mata pelajaran Bahasa Inggris adalah sebagai berikut.

Elemen	Capaian Pembelajaran
Menyimak-Berbicara (Listening-Speaking)	Peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Peserta didik menggunakan dan merespons pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan, dan diskusi. Peserta didik memahami dan mengidentifikasi ide utama dan detail relevan dari teks lisan dalam diskusi atau presentasi mengenai berbagai macam topik. Peserta didik menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku, dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan mereka. Peserta didik memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Peserta didik menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen nonverbal (gestur, kecepatan bicara dan/atau nada suara) untuk dapat memperkuat/mendukung pesan/informasi/pendapat yang ingin disampaikan. <i>(Students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open ended questions and use strategies to initiate, sustain and conclude conversations and discussion. They understand and identify the main ideas and relevant details in oral texts of discussions or presentations on a wide range of topics. They use English to express opinions on social issues and to discuss youth-related interests, behaviors and values across cultural contexts. They give and justify opinions, make comparisons and evaluate perspectives. They employ self-correction and self-repair strategies, and use nonverbal elements (gestures, speed and/or pitch) to strengthen/support the message/information/opinion being conveyed.)</i>

Membaca-Memirsa (Reading-Viewing)	Peserta didik membaca dan merespons berbagai jenis teks secara mandiri. Peserta didik membaca untuk mempelajari sesuatu dan membaca untuk hiburan. Peserta didik mencari, membuat sintesis dan mengevaluasi detil spesifik dan inti dari berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Peserta didik menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai jenis teks. Peserta didik mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks. <i>(Students independently read and respond to a wide range of texts. They read to learn and read for pleasure. They locate, synthesize and evaluate specific details and gist from a range of text genres. These texts might be in the form of print or digital texts, including visual, multimodal or interactive texts. They demonstrate an understanding of the main ideas, issues or plot development in a range of texts. They identify the author's purpose and make inference to comprehend implicit information in the text.)</i>
Menulis-Mempresentasikan (Writing-Presenting)	Peserta didik menulis berbagai jenis teks fiksi dan faktual (nonfiksi) secara mandiri, menunjukkan pemahaman mereka terhadap tujuan dan target pembaca/pemirsa. Peserta didik merencanakan, menuliskan, mengulas, dan merevisi teks dengan menunjukkan strategi koreksi diri dalam kaidah menulis. Peserta didik menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Peserta didik menyajikan informasi menggunakan berbagai moda presentasi dalam bentuk cetak dan digital untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbedabeda. <i>(Students independently write an extensive range of fictional and factual (nonfiction) text types, showing an awareness of purpose and audience. They plan, write, review and revise texts with some evidence of self-correction strategies in writing conventions. They express complex ideas and use a wide range of vocabulary and verb tenses in their writing. They present information using different modes of presentation in print and digital forms to suit different audiences and to achieve different purposes.)</i>

V. Penilaian

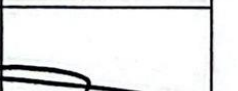
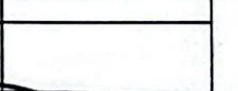
A. Teknik Penilaian

- Listening: Lembar kerja *story map* dan jawaban pertanyaan.
- Speaking: Penilaian retelling atau role-play.

B. Rubrik Speaking

Aspek	Skor 4	Skor 3	Skor 2	Skor 1
Kesesuaian Isi	Lengkap & runtut	Hampir lengkap	Kurang lengkap	Tidak runtut
Pengucapan	Sangat jelas	Cukup jelas	Banyak kesalahan	Tidak jelas
Kelancaran	Lancar & alami	Lancar dengan sedikit jeda	Banyak jeda	Tersendat-sendat
Kepercayaan diri	Sangat percaya diri	Cukup percaya diri	Kurang percaya diri	Tidak percaya diri

Appendix 6 : Consultation Letter

No	Date	Suggestion/Comment	Signature
1	29/09/2025	consultation about research topic	
2	06/05/2025	Consultation on proposal title revision	
3	15/05/2025	Consultation on issues, location, and participation	
4	26/01/2026	Consultation chapter II (theory) and research problem	
5	26/02/2026	Consultation about research instrument, and interview guide	
6	23/04/2026	Consultation chapter <u>III</u> , <u>IV</u> , <u>V</u>	
7	19/05/2026	Consultation on research problem, findings, discussion and number page number	
8	09/06/2026	Acc	

CURRICULUM VITAE

1. Full Name : Neliyana
2. SRN : 220101030458
3. Place and Date of Birth : Batu Kajang, 09 Mei 2003
4. Address : Pramuka, Melati Indah II, Rt. 10
5. Phone Number : 082256928446
6. Email : neliyananeli09@gmail.com
7. Organization : a. BES (Badan Eksekutif Santri) 2019-2020
b. Wakil Bagian Kebersihan BES 2020-2021
c. Anggota Padus IKBA 2022
d. Anggota Sanggar Tari Al-Madaniyah 2019
e. Anggota Pramuka Kopassus 2018-2019
8. Academic Achievement : a. Pelatihan Microsoft Word 2018-2020
b. Pelatihan Microsoft Exel 2020-2021
9. Non-Academic Achievement : a. Kepanitiaan Tabligh Akbar 2020
b. Panitia Terbaik PORSENI 2021

Banjarmasin, 15 June 2026



Writer