

APPENDICES

Appendix 1: Transliteration

Al-Qur'an (Verse)	Translation	
	English	Indonesian
Ar-Rum (30: 22)	And among His signs (greatness) are the creation of the heavens and the earth, the differences in your languages and the color of your skin. Indeed, in this there are truly signs for those who know.	<i>Dan di antara tanda-tanda (kebesaran)-Nya ialah penciptaan langit dan bumi, perbedaan bahasamu dan warna kulitmu. Sungguh, pada demikian itu benar-benar terdapat tanda-tanda bagi orang-orang yang mengetahui.</i>
Asy-Syarah (94: 5-6)	So indeed with difficulty there is ease, indeed with difficulty there is ease.	<i>Maka sesungguhnya bersama kesulitan ada kemudahan, sesungguhnya bersama kesulitan ada kemudahan.</i>
Al-Hasyr (59: 18)	O you who believe! Fear Allah and let everyone pay attention to what he has done for tomorrow (the afterlife), and fear Allah. Indeed, Allah is very careful about what you do.	<i>Wahai orang-orang yang beriman! Bertakwalah kepada Allah dan hendaklah setiap orang memerhatikan apa yang telah diperbuatnya untuk hari esok (akhirat), dan bertakwalah kepada Allah. Sungguh Allah Mahateliti terhadap apa yang kamu kerjakan.</i>

Appendix 2: Teaching Module of *Merdeka Belajar* Review Instrument Result

Teaching Module of Merdeka Belajar Review Instrument

No.	Component of Teaching Module		Suitable	Partly Suitable	Unsuitable
1.	General Information	Identity of module author, institution of origin, and year of formation of the teaching module, school level, class, time allocation	✓		
		Initial Competence	✓		
		Pancasila Student Profile	✓		
		Facility and Infrastructure	✓		
		Target Students	✓		
		Learning Model	✓		
2.	Core Component	Learning Objective	✓		
		Meaningful Understanding	✓		
		Trigger Question	✓		
		Learning Activity	✓		
		Assessment	✓		
		Remedial and Enrichment			✓
		Reflections of students and educators		✓	
3.	Attachment	Student Worksheet	✓		
		Remedial and Enrichment			✓
		Teacher and student reading materials	✓		

		Glossary	✓		
		Bibliography	✓		

Appendix 3: First Meeting Observation Results

Teaching Module of Merdeka Belajar Implementation in the Senior High School at SMK Muhammadiyah 3 Banjarmasin (Meeting 1)

Observation Aspects	Suitable	Partly Suitable	Unsuitable
Initial Competence		✓	
Pancasila Student Profile		✓	
Learning Objective	✓		
Meaningful Understanding	✓		
Trigger Questions	✓		
Facility and Infrastructure	✓		
Learning Model	✓		
Learning Approach	✓		
Learning Strategy	✓		
Learning Method	✓		
Learning Technique	✓		
Learning Activities			
- Preliminary Activities		✓	
- Main Activities	✓		
- Post Activities	✓		
Assessments			
- Formative Assessment	✓		

- Summative Assessment	✓		
Student Worksheet	✓		
Reading materials for educators and students	✓		
Enrichment and remedial			✓
Reflections of students and educators			✓

Appendix 4: Second Meeting Observation Results

Teaching Module of Merdeka Belajar Implementation in the Senior High School at SMK Muhammadiyah 3 Banjarmasin (Meeting 2)

Observation Aspects	Suitable	Partly Suitable	Unsuitable
Initial Competence		✓	
Pancasila Student Profile		✓	
Learning Objective	✓		
Meaningful Understanding	✓		
Trigger Questions	✓		
Facility and Infrastructure	✓		
Learning Model	✓		
Learning Approach	✓		
Learning Strategy	✓		
Learning Method	✓		
Learning Technique	✓		
Learning Activities			
- Preliminary Activities		✓	
- Main Activities	✓		
- Post Activities	✓		
Assessments			
- Formative Assessment	✓		

- Summative Assessment	✓		
Student Worksheet	✓		
Reading materials for educators and students	✓		
Enrichment and remedial			✓
Reflections of students and educators			✓

Appendix 5: First Interview Result

Interview with the English teacher at SMK Muhammadiyah 3 Banjarmasin

No.	Question	Answer
1.	How long have you been an English teacher? Please explain your answer.	<i>I have been to be an English teacher for maybe two until three years to become the English teacher. Bapak sekitar tiga tahun untuk coba jadi guru Bahasa Inggris.</i>
2.	Do you know about the Merdeka Belajar program? In your opinion, what is the Merdeka Belajar program?	<i>Merdeka belajar itu kalau dibedakan dengan kurikulum yang lainnya, dia lebih simple, lebih praktis dibandingkan dengan yang lain. Perbedaannya disitu kita bisa bebas dalam mengeksplora atau mencoba mencari sendiri tentang materi yang ada itu dikondisikan dengan realita yang ada di sekolah ataupun kemampuan basic-nya siswa tersebut. Kemudian, Merdeka Belajar juga harus disinkronkan dengan vocational masing-masing atau jurusan masing-masing siswa.</i>

3.	In the Merdeka Belajar program, there is a policy namely a simplification of lesson plans, what do you think about this policy?	<i>Bapak pikir untuk lesson plan-nya, guru bebas menentukan dari subject yang ada itu mau seperti apa. Bentuknya lebih ringkas, simple, dan mudah.</i>
4.	Does this lesson plan simplification policy have an impact on English teachers? Please explain your answer.	<i>Impact-nya, siswa itu bisa mengembangkan sendiri ketika kita sodorkan materi tersebut. Jadi, mereka akan mencoba meng-eksplere tentang materi itu sendiri. Karena itulah guru bisa mengarahkan siswa kemana pembelajaran Bahasa Inggrisnya.</i>
5.	In your opinion, is it easier to design an English lesson plan with the previous policy or Merdeka Belajar program?	<i>Bapak pikir, itu Merdeka Belajar kurikulum. Lebih terarah sesuai dengan kompetensi.</i>
6.	Are there any difficulties in designing an English lesson plan based on the Merdeka Belajar program?	<i>Bapak pikir tidak begitu sulit.</i>

7.	How do you prepare an English lesson plan based on the Merdeka Belajar?	<i>Dalam satu modul, sekitar 1 minggu persiapan itu.</i>
8.	What are your tips for designing an English lesson plan well based on the Merdeka Belajar?	<i>Tipsnya, kita harus berkolaborasi. Collaborated about the material, with in vocational-nya, sesuai dengan jurusan kompetensi masing-masing. Jadi, kita menyusun sesuai dengan materi pada kompetensi yang ada di jurusan tersebut.</i>
9.	In your opinion, can this simplification of lesson plans affect the quality of learning English in class? Please explain your answer.	<i>Bapak pikir seperti itu bisa. Efeknya, siswa itu bisa nantinya mengkomunikasikan dalam konteks Bahasa Inggris dan kompetensi mereka masing-masing.</i>
10.	In your opinion, is it easier to implement an English lesson plan with the previous policy or the Merdeka Belajar program?	<i>Before the Merdeka Belajar, it is too difficult.</i>
11.	Are there any difficulties in implementing the English lesson plan based on Merdeka Belajar into learning?	<i>Yes, there is a problem. Kalau di SMK, we should to know the habitually and then the basic competence of the students from the</i>

		<p><i>competency-nya dari jurusan masing-masing. Jadi kita harus mengulas kembali sejauh mana kompetensi yang sudah didapatkan. Jadi kita menggali terus, mencoba dimulai dari easy, to intermediate, and difficult dalam basic pembelajarannya.</i></p>
12.	<p>How do you prepare the implementation of the English lesson plan based on the Merdeka Belajar in the classroom?</p>	<p><i>Persiapannya memang perlu waktu yang cukup relevan dalam membuat konsep tersebut karena kita memang harus memulai atau mencari/searching dari kompetensi atau pengetahuan knowledge dari siswa tersebut dulu baru kita coba masuk ke Kurikulum Merdeka.</i></p>
13.	<p>What are your tips for implementing English lesson plans well based on the Merdeka Belajar into learning?</p>	<p><i>Tipsnya, kita mencoba memberikan pembelajaran-pembelajaran tersebut yang lebih dari mudah dulu menuju ke yang menengah lalu akhirnya ke sulit. Sulitnya itu dibagian pada presented about the competences</i></p>

		<i>sesuai pada majornya masing-masing.</i>
14.	<p>Is there socialization/training regarding the lesson plans simplification policy by the local agency/government?</p> <p>Please explain your answer.</p>	<i>Iya, ada.</i>
15.	<p>How does the socialization/training regarding the lesson plans simplification policy by the local agency/government affect the readiness of teachers at SMK Muhammadiyah 3 Banjarmasin in preparing and implementing lesson plans based on Merdeka Belajar?</p>	<i>Kemarin kita dikasih pelatihan dari pusat langsung/ Kementrian Pendidikan (kemendikbud) mengenai tata cara dalam implementasi daripada program Merdeka Belajar ini sekitar 2 minggu.</i>

Appendix 6: Second Interview Result

Interview with the English teacher at SMK Muhammadiyah 3 Banjarmasin

No.	Question	Answer
1.	In previous lessons, what kind of learning approach did you use for the first and second meetings?	<i>Karena ini dalam Kurikulum Merdeka, bapak lebih fokus pada pembelajaran student-centered. Makanya kegiatan yang lebih mengaktifkan atau melibatkan siswa itu lebih diperbanyak.</i>
2.	What kind of strategy did you use in the learning?	<i>Strateginya adalah dengan memberikan tugas-tugas, soal-soal, baik itu individu dan kelompok.</i>
3.	It is written in the teaching module that the learning used Problem-Based Learning as the learning method. Can you explain it?	<i>Jadi Problem Based Learning ini kan metode yang digunakan untuk membuat siswa-siswa lebih aktif dengan diberikan permasalahan. Makanya selama pembelajaran, bapak memberikan contoh, latihan, dan tugas berupa situasi masalah-masalah yang harus diselesaikan oleh siswa. Tapi itu harus berhubungan dengan materi yang dipelajari.</i>

4.	What kind of learning technique did you use in the learning?	<i>Kalau untuk teknik itu adalah role-play karena untuk menerapkan materi ke dalam kehidupan sehari-hari itu akan lebih mudah jika diaplikasikan ke dalam percakapan.</i>
5.	In the teaching module, it was written that the teacher explains the learning method namely Problem-Based Learning. Can you explain why did not you explain the learning method during learning?	<i>Iya walaupun di modul ajar tertulis begitu, sebenarnya bapak tidak pernah menerapkannya di dalam pembelajaran. Yang penting guru bisa mengarahkan siswanya untuk menerapkan metode pembelajaran. Kecuali kalau siswanya kurang mengerti baru guru bisa menjelaskan.</i>
6.	In the teaching module, the enrichment and remedial were not written. If there were enrichment and remedial, can you explain how did you implement it in the learning?	<i>Sebenarnya, pengayaan dan remedial itu kan tidak wajib ditulis ke dalam modul ajar. Tapi dalam pembelajaran, biasanya nilai siswa baik yang kurang ataupun yang sudah tinggi itu bisa bertambah dengan poin-poin tambahan, makanya keaktifan dan tingkah laku siswa itu sangat penting. Beda lagi kalau ketika ulangan, pengayaan dan</i>

		<p><i>remedialnya adalah dengan mengerjakan soal-soal tambahan untuk menambahkan nilai siswa.</i></p>
7.	<p>Can you explain why did not you implement the students' reflection checklist in the teaching module into learning and please explain how do you usually implement reflection for students and educators?</p>	<p><i>Itu memang tidak bapak gunakan karena keterbatasan waktu. Kalau untuk refleksi siswa, seandainya waktunya cukup maka akan menggunakan sesuai yang ada di modul ajar. Tapi memang seringkali tidak sempat terpakai jadi biasanya langsung saja bapak tanyakan dimana kesulitannya supaya bisa diatasi bersama-sama. Refleksi guru ini bapak pikir tidak perlu ditulis karena memang biasanya setiap selesai melaksanakan pembelajaran guru perlu intropeksi diri. Mungkin bisa dengan mengamati apa kurangnya selama pembelajaran.</i></p>

Appendix 7: Documentation of Teaching Module

I. INFORMASI UMUM

1. Nama Penyusun/Institusi/Tahun	MOCH. RACHMAN, S.Pd / 2022
2. Jenjang Sekolah	SMA/ SMK
3. Fase/Kelas	F/ 11
4. Domain/Topik	Menerapkan fungsi sosial struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran, tawaran, pendapat dan pikiran.
5. Kata Kunci	Should, Can, I think, I suppose, in my opinion
6. Pengetahuan/Keterampilan Prasyarat	Berbicara, Menulis-Mempresentasikan
7. Alokasi waktu (menit)	45 menit x 4JP (90 menit)
8. Jumlah pertemuan	2 pertemuan
9. Capaian Pembelajaran	Pada akhir Fase F, peserta didik dapat menggunakan teks lisan, tulisan dan visual seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik dalam Bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya.
10. Model Pembelajaran	Tatap Muka
11. Metode Pembelajaran	Problem Based Learning
12. Sarana Prasarana	- Komputer/ Laptop - Internet - LCD Proyektor/ Papan Tulis
13. Target Peserta Didik	Peserta didik reguler
14. Karakteristik Peserta Didik	- Mandiri: Dapat memahami materi pembelajaran dengan membaca mandiri. - Kreatif: Membuat teks dengan ide yang meliputi penggunaan unsur kebahasaan tindakan memberi dan meminta informasi terkait saran, tawaran, dan pendapat dan pikiran. - Berfikir kritis: Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.

2. KOMPONEN INTI

A. Tujuan Pembelajaran

- F1. Mengidentifikasi fungsi sosial dari teks saran dan tawaran, pendapat dan pikiran.
- F2. Menyebutkan struktur teks yang terbagi menjadi *expressing to suggest, to offer, to ask, to give information about opinions and thoughts*.
- F3. Membedakan unsur kebahasaan yang mengungkapkan *suggestions and offers, opinions and thoughts*.
- F4. Menyusun teks interaksi transaksional lisan dan tulis dalam tindakan memberi dan meminta informasi terkait saran dan tawaran, pendapat dan pikiran.

B. Pemahaman Bermakna

Informasi yang hendak kita dapat atau berikan kepada seseorang dapat dilakukan dalam berbagai bentuk tindakan. Yaitu ketika memberi dan meminta saran dan tawaran. Serta dalam memberi dan meminta informasi juga perlu adanya kegiatan memberi dan meminta pendapat dan pikiran terhadap isu suatu hal yang tentunya melibatkan penerapan fungsi sosial dan unsur kebahasaan sesuai konteks.

C. Pertanyaan Pemantik

- Apa yang sering diucapkan ketika memberi atau menawarkan sesuatu?
- Apa yang sering diucapkan ketika memberi atau meminta saran?
- Apa yang dilakukan ketika meminta dan memberi informasi terkait pendapat dan pikiran?
- Apa saja struktur bahasa yang dapat digunakan untuk meminta dan memberi pendapat dan pikiran?

D. Kegiatan Pembelajaran**Pertemuan ke-1****Pre-activities**

1. Teacher greets students and calls one by one to take students' attendance list.
2. Teacher explains learning objectives to be achieved.
3. Teacher gives explanation in short about Problem Based Learning.
4. Teacher gives brainstorming.

Main-activities

1. Students are asked to read aloud a text containing asking and giving information about suggestions and offers.
2. Students are asked to identify social function of asking and giving information about suggestions and offers.
3. Students are asked to categorize generic structure used in the text for which expressing suggestions and offers.
4. Students are asked to differentiate of the use in asking and giving information about suggestions and offers.
5. Students are asked to construct an interactive text containing asking and giving information about suggestions and offers.

Post-activities

1. Students are given tasks and evaluation.
2. Teacher and students pray to close the course together.

Pertemuan ke-2

Pre-activities

1. Teacher greets students and calls one by one to take students' attendance list.
2. Teacher explains learning objectives to be achieved.
3. Teacher gives explanation in short about Problem Based Learning.
4. Teacher gives brainstorming.

Main-activities

1. Students are asked to read aloud a text containing asking and giving information about opinions and thoughts.
2. Students are asked to identify social function of asking and giving information about opinions and thoughts.
3. Students are asked to categorize generic structure used in the text for which expressing opinions and thoughts.
4. Students are asked to differentiate of the use in asking and giving information about opinions and thoughts.
5. Students are asked to construct an interactive text containing asking and giving information about opinions and thoughts.

Post-activities

1. Students are given tasks and evaluation.
2. Teacher and students pray to close the course together.

Oral Poster Presentation Rubric			
	Excellent	Proficient	Needs Improvement
Content			
Structure & Organization			
Time & Pacing			
Posture			
Eye Contact			
Clear & Audible Voice			
Visual Aid			
Comments			

E. Asesmen

1. Formatif
 - Mengerjakan Exercises
 - Menceritakan secara jujur apa yang dipahami dan tidak dipahami tentang materi serta rencana untuk mengatasi kesulitan yang dialami.
2. Sumatif
 - Mengerjakan soal di akhir pembelajaran

LAMPIRAN

A. Related Material

MEETING 1

Pre-Activity

This is an overview of some materials to give you a little understanding about asking and giving suggestions and offers. Please try to practice this conversation with your pairs!

Conversation 1

Jane : Hi John.
 John : Hi, Jane. What are you doing?
 Jane : Nothing much. Would you like to go to movies?
 John : I would love to, but not right now.
 Jane : How about in the afternoon?
 John : Great! What movie do you want to watch?



Jane : Let's watch "Ring".
 John : I would rather not. I am not much into horror movies. How about Peanuts?
 Jane : Ok. Let's go. When do you want to go?
 John : 4 o'clock show.
 Jane : It sounds good. Okay, see you then!
 John : Okay, see you!

From the conversation above, what kind of interactional transaction done between those people? Write your answer below

.....

Conversation 2

Practice this conversation with your pair!

Jane : Hello, Jane.

Siti : Hi, Siti.

Jane : You look tired. What is going on to you?

Siti : I am working on my project paper. It is due tomorrow. I don't think I will be able to finish it.

Jane : Would you like any help?

Siti : Yes, please. I would really appreciate it.

Jane : Tell me what I can do for you and I will start right away.

Siti : Thank you! You are an angel.

From the conversation above, what kind of interpersonal transaction is going on in the conversation? Write your answer below

.....

After practicing two interpersonal transactions above, you have known and understood which conversation talks about suggestion and which another talks about offers.

SUGGESTING AND OFFERING**LET'S SEE HOW SUGGESTIONS ARE MEANT TO BE FOR!**

Suggest means to give a suggestion that is to introduce or propose an idea or a plan for someone's consideration

Social function: to facilitate interpersonal communication between different people

Suggestions are abstract and can be in form of solutions, advice, plan, and idea. It can be accepted or refused

Expression/Gambits

When making suggestions, we often use the following expressions

Let's

Why don't we

We could

What about

How about

I suggest that

You might want to change

I think

I don't think

Let's take a look at the sentence structure to suggest something!

Sentence structure to suggest something			
Subject	Verb	That	Object
I We	Suggest (menyarankan) Recommend	that	he cleans his room. she reads "The Hunger Games".
I	Propose (Mengusulkan)	that	a report should be sent in.
I	put forward (mengajukan)	that	we work together on this.
We	Advise (nasihat)	that	he works hard.
I	Advocate (Mendukung)	that	we support them in every way possible

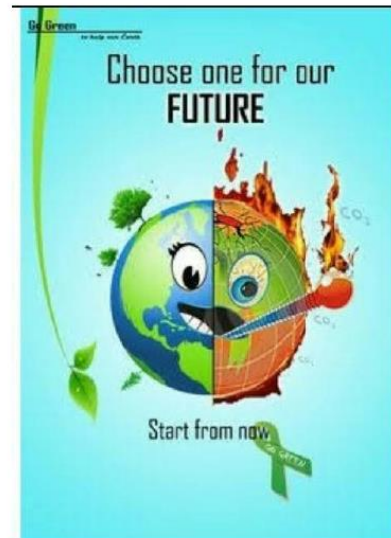
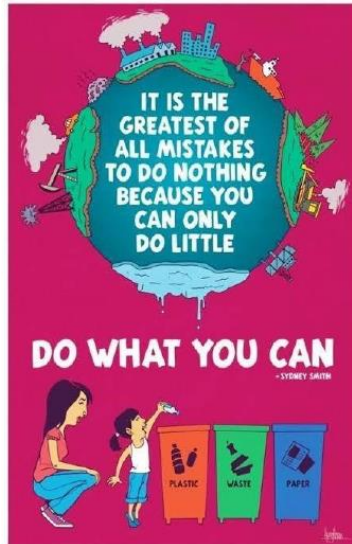
Let's take a look at responding suggestion!

Responding to Suggestion		
Making Suggestions	Accepting Suggestions	Declining Suggestions
Let's go to movies.	Yes, let's go.	No, thank you. I do not feel like going.
Why don't you do your homework before going out?	Ok, I will.	Sorry, I think I will go out first and then do my homework.
How about going to Sam's place first and then to the supermarket?	Yes, let's go. It is a good idea.	No, let's just go to the supermarket.
I think you should go and meet her.	Ok, if you say so.	Sorry, I can't. I have previous engagement.

MATERIALS UNDERSTANDING

This is the example of suggestion poster about saving world to be clean and healthy.

Answer this question based on your understanding of the poster beside. **What is suggested to us according to the poster?**



LET'S SEE HOW OFFERS ARE MEANT TO BE FOR!

Offer means to give something physical or abstract to someone, which can be taken as a gift or a trade.

Social function: to facilitate interpersonal communication between different people

Suggestions can be given in terms of food, money, solutions, friendship or a bargain. It can be taken or refused.

Expression/Gambits

When making offers, we often use the following expressions

May I?

Can I?

Shall I?"

Would you?

How about I.....?

Responding to Offers

Making Offers	Accepting Offers	Declining Offers
Can I help you?	Yes, please. I really appreciate it.	It's okay, I can do it myself.
Shall I bring you some tea?	Thank you, it is very kind of you.	No, thank you.
Would you like another helping of cake?	Yes, please. That would be lovely.	No, thanks. I don't want another helping.

How about I help you with this?	Yes, please, that would be very kind of you.	Don't worry, I will do it myself.
Can I take you home?	Thank you, I appreciate your help.	That's alright, I will manage on my own.

Sentence structure to offer something

Modal Verb	Subject	Object
Would	you	care for another cup of tea?
Shall	we	take you there?
Could	I	offer you something?
Will	you	have tea with me?

MEETING 2

Pre-Activity

Asking for and giving opinion and its responses are very common expression. Do you know what is meant to be an opinion?

Let's take a look a conversation between 2 friends below. Read aloud so you are able to train how to read a text by good intonation and clear pronunciation.

<http://olahwarta.blogspot.com>

Bima : Do you like watching 'Indonesian Idol'?

Sadewa : Right. I never miss this reality show. I think it is the best reality show and it has fascinated many fans around the nation.

Bima : I think so. No one can deny that Indonesian Idol is the one of the many talents search show. I believe it becomes one of the most popular shows in the history of Indonesian television. What's your view?



Sadewa : I suppose this reality show has not fully succeeded in reaching its main goal. If you take an objective look at a number of the winners, you'll see that some of them are not yet able to survive in the Indonesian music industry.

Bima : I know what you mean. Some of them are not able to fill the most basic requirement which is to sing properly. Well, what do you think about it?

Sadewa : Are they?

Bima : Actually, I don't know much about music industry so I'd rather not to say anything about it.

Sadewa : Well, neither do I.

An opinion is the way you feel or think about something. Our opinions about something or someone are based on our perspective. Whenever we give or express our opinion, it is important to give reasoning or an example to support our opinion.

From the dialogue above, we are able to get attention at how to ask and give information related to opinions and thoughts. These are some expressions used above. Look at table below!

Asking for someone's opinion	Giving your opinion	Saying you have no opinion	Avoiding giving an opinion
What's your view?	I think it is the best reality show that has fascinated many fans around the nation	I really don't have opinion about it	Actually, I don't know much about music industry so I'd rather not say anything about it
What's your opinion?	I believe it becomes one of the most popular shows in the history of Indonesian television	I don't know what to say	Do you think so?
Do you have any opinion on Indonesian Idol?	I suppose this reality show has not fully succeeded in reaching its main objective	No opinion	That's your opinion, is it?
What do you think of Indonesian Idol?	In my opinion , some of the winners are no able to fill the most basic requirement which is to sing properly	I really couldn't say anything about it	Are they?

Let's look at the sentence structure to express opinions

Sentence structure to offer something		
Subject	Verb	Object
I	agree	with what you are saying.
We	believe	this is not the right way to handle things.
I	reckon	this could be right considering the reasons you have provided.
I	agree	that I didn't look at it from this perspective.
I	doubt	that this is possible.
We	assume	you are biased on this issue.
I	don't agree	with you.
I	think	you are mistaken.
I	think	so too.

Expressions (Personal Point of View)



Personally, I think

By this I mean ..

I think

As I understand

In my experience

I strongly believe that ..

As far as I am concerned

I reckon

I'd like to point out that

In my opinion

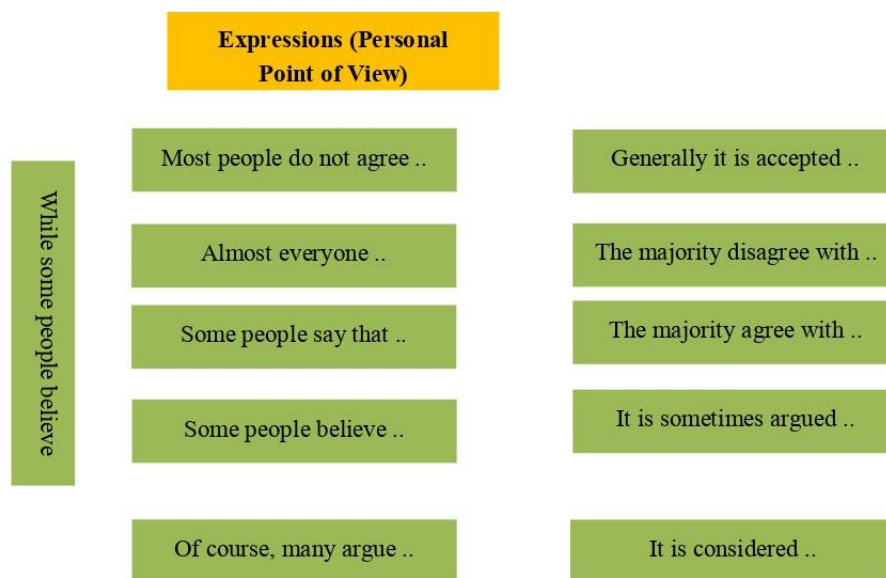
From my point of view

As I see it

I am compelled to say

In my humble opinion

What I mean is



Agreeing with an opinion
I agree with what you are saying but have you ever ...
I couldn't agree more.
I agree with this opinion.
This is absolutely right.
Of course.
I agree, I never thought of that.
Neither do I.
That's a good point.
I think so too.

Disagreeing with an opinion
By this I mean ...
I do not believe that.
I am afraid I have to disagree with you.
I don't agree with you.
I am not sure I agree with you.
I'm sorry, I don't agree with you.
I disagree with you.
I think you are wrong.
That's not the same thing at all.
It is not justified to say so.
I'm not convinced that ..
I can't say I agree with this, and here's why ..

B. Exercises



MEETING 1

Let's practice

- Hello Nura, Is there anything do for you?
 - I
 - We
 - Can I
 - would I
- Nadia: I need to sleep earlier since my eyes will be more minus to see at night. Fara : Oh no. So

- just go to your bed?
- What about
 - Why don't you
 - Shall I
 - Let's
3. Nayra: what I am thinking about now is what I will do when my mother comes here seeing his vase is broken!
- Vena: Please, not to overthink to move on. Let me think , saying that your cat has just been chased by the dog? And the cat is the suspect.
- I suggest that
 - How about you
 - How about
 - I suggest
4. to run over 20 minutes. It will make you feel better.
- You need
 - I advise
 - You could
 - I think
5. Verly : I have done my cleaning just now. But I have still got anger from my dad. Renata ask him the reason?
- I propose
 - Shall us
 - I'll do
 - Why don't you
6. like me to pick your cat up from pet shop?
- Let's
 - I think
 - Would you
 - How about

7. Jeni : Today, in the evening. My crush will go here to ask me for dating. What will I wear to meet him?
Sonia : that you are more beautiful to wear pinky girl outfit.
- I don't think
 - I think
 - How about
 - Let's
8. Aura : I am so hungry
Celine get you something to eat?
- Can I
 - Why don't
 - How about
 - What about
9. Kayla: I am studying at school right now. I must call my mom. But I don't think I can do it.
Fera : like any help?
- Can I
 - Would you
 - How about
 - Will you
10. Do the washing. If you like.
- Can I
 - I'll do
 - Would you
 - Let's

Formative Assessment Exercise
Oral Practical Assignment

Choose one of the following activities for your project!



(Cooking Cookies)

(Cooking



(Cleaning Jobs at Home)



(Weekdays Activities)

1. With a partner. Construct interpersonal transaction using the pictures containing asking and giving information related to suggestions and offers based on each of the pictures; picture 1 (what shape cookies will be made), picture 2 (dividing cleaning job at home), and picture 3 (activities done in weekdays). Present your work to be spoken and expressed in front of class with your pair.
2. Work in your pair to exchange experience during COVID 19, give suggestions what activities good to be done at home. Draw a poster to be presented in class with your information got in the form of dialogue with your pair.

I can do this

Complete these statements

1. The most interesting thing I learned in this chapter was
2. The part I enjoyed most was
3. I would like to find more about
4. The hardest part in this chapter was
5. I need to work harder at

Read the statements below and tick (✓) the option that is most applicable to you.

	Definitely	Yes	Maybe	No	Not at all
The interpersonal transactions were easy to understand					
I can tell the difference between offer and suggestion					
I could write a dialogue between two people					
My plan to overcome the difficulties of this chapter					



MEETING 2

Let's Practice

A. Fill in the blanks using the opinion given in the box below

Totally agree, opinion, am concerned, strongly believe, believe that, strongly

1. I with you using masker doesn't need to be obeyed by people who are healthy.
2. I feel about this issue.
3. Most people drinking ice while sweating at the same time causes hypothermia.
4. As far as I, I will not support vaccinating in my school.
5. I the cost of cooking oil must be as same as before now.
6. It is all right if you don't agree with me but I have every right to my

B. What to do Formative Assessment

1. Take a look some issues below! Give your idea and write down here!

1st Issue

Crimes in Cities

Crime is a serious problem in big cities and it is getting worse every year. This is what police departments around the country said in their reports last week. The streets are more dangerous. You may not even be safe in your own house.

I think so too. I believe the government.....

I agree. I think it is not easy to overcome the problem but.....

I don't think so. I believe it is only in some big cities because.....

I can't say agree with that. I think police.....

2nd Issue**The Use of Mobile Phones by Students**

In the last few years, there has been an explosion in the use of new communication technologies, including mobile phones; it is estimated that over 70% of young people aged 10 to 14 now own mobile phones. Considerable debate has taken place in the press recently as to whether pupils should be allowed to take their mobile phones to school.

By this I mean

To my mind

In my humble opinion

I strongly believe that

I can do this**Complete these statements**

1. The most interesting thing I learned in this chapter was
2. The part I enjoyed most was
3. I would like to find more about
4. The hardest part in this chapter was
5. I need to work harder at

Read the statements below and tick (✓) the option that is most applicable to you.

	Definitely	Yes	Maybe	No	Not at all
The conversation was easy to understand.					
I know how to express opinions.					
I could write a dialogue between two people					
My plan to overcome the difficulties of this chapter					

C. Glosarium

Offer	: Tawaran
Suggest	: Saran
Recommend	: Merekomendasikan
Propose	: Mengusulkan
Put forward	: Mengajukan
Advise	: Menasehati
Advocate	: Mengajukan
Opinion	: Pendapat
Agree	: Setuju
Don't agree	: Tidak setuju
Believe	: Percaya
Reckon	: Menganggap
Doubt	: Ragu
Assume	: Menganggap
Think	: Berfikir
Don't think	: Tidak berfikir

D. Daftar Pustaka

Mahrugh Bashir. (2017). *BAHASA INGGRIS SMA/MA/MAK XI* (2nd ed.). Kementerian Pendidikan dan Kebudayaan.

Sudarwati & Eudia Grace. (2014). *PATHWAY TO ENGLISH 2*. Penerbit Erlangga.

<https://m.apdut.com/coretan/post/poster-suggestion>

Appendix 8: Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH 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- 339 /Un.14/III.1/PP.00.9/05/2023 29 Mei 2023
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth.Kepala SMK Muhammadiyah 3 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 : MELISA KHAIRAINI
NIM : 190101030249
Program Studi : TADRIS BAHASA INGGRIS
Fakultas : Tarbiyah dan Keguruan
Alamat : JL. MANUNGGAL 2 GG. IX KOST MENTAYA
No HP : 085822035469

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 :
Dekan Fakultas Tarbiyah dan Keguruan



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

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E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

SURAT RISET

Nomor : B- 339 /Un.14/III.1/PP.00.9/05/2023

Yang bertanda tangan tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : MELISA KHAIRAINI
NIM : 190101030249
Semester : VIII (Delapan)
Alamat : JL. MANUNGGAL 2 GG. IX KOST MENTAYA
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan Judul :

AN ANALYSIS OF THE ENGLISH LESSON PLAN AND ITS IMPLEMENTATION BASED ON THE MERDEKA BELAJAR CURRICULUM

Tempat Penelitian : SMK Muhammadiyah 3 Banjarmasin
Lamanya Riset : 2 (Dua) Bulan
Dari Tanggal : 1 Juli 2023
Sampai Tanggal : 1 September 2023

Demikian surat Riset diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Banjarmasin, 29 Mei 2023

Wakil Dekan Bidang Akademik dan Kelembagaan,



(Handwritten Signature)
Dr. Ahmad Muradi, M.Ag
NIP 197808082005011006

Mahasiswa yang bersangkutan,

MELISA KHAIRAINI
190101030249



SURAT KETERANGAN

Nomor: 422.6.5/044-SMKM.3/Disdikbud/IX/2023

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Kejuruan Muhammadiyah 3 (SMKM 3) Banjarmasin, menerangkan dengan sebenarnya bahwa:

N a m a : MELISA KHAIRAINI
NIM : 190101030249
Fakultas : Tarbiyah dan Keguruan
Program Studi : Tadris Bahasa Inggris

yang bersangkutan telah selesai melaksanakan riset tentang "AN ANASLYSIS OF THE ENGLISH LESSON PLAN AND ITS IMPLEMENTATION BASED ON THE MERDEKA BELAJAR CURRICULUM", untuk penyusunan laporan Tugas Akhir.

Demikian surat keterangan ini diberikan, agar dapat dipergunakan sebagaimana mestinya.



Banjarmasin, 07 September 2023
Kepala Sekolah

Dr. MUNGIN, S.Pd, MA
NUKS: 19023L0081560241071808

Appendix 9: Certificate of Seminar Proposal



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 PENGHARGAAN

Nomor: B-1183/Un.14/III.1.f/PP.00.9/12/2022

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin dengan ini menyampaikan penghargaan dan terima kasih kepada:

Nama : Dra. Andi Irlina, M. Hum.

NIP/NUP : 196901122003122004

Pekerjaan/Jabatan : Dosen

Sebagai : Pembimbing Skripsi

telah berpartisipasi aktif dalam pelaksanaan Seminar Desain Operasional Skripsi yang berjudul:

**“AN ANALYSIS OF THE ENGLISH LESSON PLAN AND ITS IMPLEMENTATION
 BASED ON THE MERDEKA BELAJAR CURRICULUM”**

Hari/Tanggal : Senin/05 Desember 2022

Oleh/NIM : Melisa Khairaini/190101030249

Atas kerjasamanya diucapkan terima kasih.

Banjarmasin, 13 Desember 2022

Ketua,


 Afifah Linda Sari




Appendix 10: Thesis Consultations Notes



CONSULTATION NOTES

NAME OF ADVISOR: Dra. ANDI IRLINA, M. Hum.

DATE	NOTES	SIGNATURE
Tuesday, March 28 th , 2023	<ul style="list-style-type: none"> • Add the theory of the implementation of the Merdeka Curriculum. • Add reasons for selecting research participants. • Do not use the word "will". • Customize the research instruments to the theories. 	
Tuesday, April 11 th , 2023	<ul style="list-style-type: none"> • Do the research. 	
Thursday, November 2 nd , 2023	<ul style="list-style-type: none"> • Change the research title from "An Analysis of the English Lesson Plan and Its Implementation based on the Merdeka Belajar Curriculum" to "An Analysis of the English Teaching Module and Its Implementation in the Merdeka Curriculum." • Delete the theory of the previous lesson plan and focus more on the theory of the teaching module. 	

	<ul style="list-style-type: none"> • Add the theory of the teaching module in detail. 	
Thursday, February 23 rd , 2024	<ul style="list-style-type: none"> • Delete the raw data table in Chapter 4. • Add explanations for the results of the research data analysis. • Combine the results of observation data with the results of interviews. • Connect the findings with theory in the discussion session. 	
Tuesday, April 23 rd , 2024	<ul style="list-style-type: none"> • Fix the writing of research questions and objectives of the study. • Explain what, when, and how to collect data in Chapter 3. • There is no need to include research dates in chapter 4. • Explain the procedures for implementing the teaching module in the findings. • Match the discussion title with the research questions. 	
Tuesday, April 30 th , 2024	<ul style="list-style-type: none"> • Ask for a signature letter of approval. 	

CURRICULUM VITAE

I. Personal Detail

Full Name : Melisa Khairaini
SRN : 190101030249
Place and Date of Birth : Kotabaru, April 7th, 2001
Gender : Female
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Parents : A. Fadillah and Puspita Amalia
Siblings : Maulidah Rizkyananda and Hafizd Akbar
Fadillah
Phone Number : +6285753696912
Email Address : melisakhairaini7@gmail.com

II. Formal Education Background

2005 – 2007 : TK Putra Mandala
2007 – 2013 : SDN Mandala
2013 – 2016 : SMPN 1 Kelumpang Hilir
2016 – 2018 : SMAN 1 Simpang Empat
2018 – 2019 : SMAN 1 Kelumpang Hilir
2019 – 2024 : English Education Department of Antasari
State Islamic University Banjarmasin

Banjarmasin, May 19th, 2024
The Writer,

A handwritten signature in black ink, appearing to read 'Melisa Khairaini', with a stylized flourish at the end.

Melisa Khairaini