

APPENDICES

Appendix I. Translation of Al-Qur'an

No	Name Of Surah	Indonesia	English
1	<p>Al- Mujadillah</p> <p>Verse 11</p> <p>يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجْلِسِ فَافْسَحُوا يُفْسِحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ</p>	<p>Wahai orang-orang yang beriman!</p> <p>Apabila dikatakan kepadamu, "Berilah kelapangan di dalam majelis-majelis," maka lapangkanlah, niscaya Allah akan memberi kelapangan untukmu. Dan apabila dikatakan, "Berdirilah kamu," maka berdirilah, niscaya Allah akan mengangkat (derajat) orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu beberapa derajat. Dan Allah Maha Mengetahui terhadap apa yang kamu kerjakan.</p>	<p>O you who have believed! When you are told, "Make room in assemblies," then make room; Allah will make room for you. And when you are told, "Arise," then arise; Allah will raise those of you who have believed and those who have been granted knowledge in degrees. And Allah is All-Aware of what you do.</p>

Appendix II. Interview Guideline

A. Informant Identity

1. Name :
2. Address :

B. Questions

1. What challenges do you face when designing learning objectives that align with the Independent Curriculum?
2. Can you describe the difficulties in understanding the learning objectives in the Independent Curriculum?
3. What aspects of the Independent Curriculum are the most challenging for you to integrate into lesson planning?
4. Have you encountered any obstacles while creating a lesson plan?

Appendix III. Lesson Plan

1. Lesson Plan 1

LESSON PLAN FOR JUNIOR HIGH SCHOOL	
Teacher	x
Subject	English
Academic Year	2023/2024
Level	Junior High School
Grade	VIII
Learning Hours	1 meeting (15 minutes)
Phase	D
Learning outcomes	<p>By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.</p> <p>By the end of Phase D, students their ideas and <u>experience</u> through simple, organized paragraphs, <u>demonstrating</u> a <u>developing</u> use of specific vocabulary and simple sentence structures. Using models, they plan, create and present <u>informativ</u>, <u>imaginative</u> and persuasive texts in simple and compound sentences to structures arguments, <u>and</u> to explain or justify a position. They include basic information and detail and also vary their sentence construction in their <u>writing</u>. Students <u>express</u> ideas <u>isn</u> the present, future, and past tense. They use time markers, adverbs of frequency and common <u>conjunctions</u> to link ideas. Their attempt to spell new words are based on <u>known english</u> letter-sound relationships and they use punctuation and capitalization with consistency.</p>
Learning Domain	Reading, Viewing and Writing
Learning Objectives	<ol style="list-style-type: none"> 1. Students are able to explain the meaning and the formula of there is and there are 2. Students are able to predict the difference between there is and there are 3. Students are able to create sentences there is and there are correctly

Essential Questions	<ol style="list-style-type: none"> 1. What is the definition of there is and there are ? 2. What is different between there is and there are? 3. How to write there is and there are in a sentence?
Equipment	<ol style="list-style-type: none"> 1. Laptop/mobile phone 2. Internet Connection 3. LCD 4. Hard copy
Media/Technology	<ol style="list-style-type: none"> 1. Student worksheet 2. Powerpoint 3. Book/paper
Method of Learning	<ol style="list-style-type: none"> 1. Project based learning 2. Discussion 3. Q n A
Students' Setting	<ol style="list-style-type: none"> 1. Individual (make example sentences there is and there are) 2. Group work (answer the questions on the worksheet)
Pancasila Students' Profile	<ol style="list-style-type: none"> 1. Independent 2. Critical Thinking 3. Creative 4. Collaboration
Teacher' reflection	<ol style="list-style-type: none"> 1. Is learning going well? 2. Do students participate in learning? 3. Do students have difficulty understanding certain parts of the material?
Students' reflection	<ol style="list-style-type: none"> 1. Is the information useful in your daily life? 2. Did you find activities related to the content of the materials? 3. How do you increase understanding in learning?

Meeting 1			
Reading, Viewing and Writing			
Opening Activity (1 minute)			
1. Greeting			
2. before study			
3. student attendance			
4. ng topics related to the material			
Main Activity (12 Minutes)			
Procedures	Materials	Time	Mode
1. Students see the powerpoint and listen to the teacher's explanation in class	Describe the material There is <u>is</u> used to indicate the existence of only one object (singular noun) and uncountable nouns. Meanwhile, there are indicates the presence of more than one object (plural noun).	4 minutes	Offline
2. Students make sentences	1. Positive Sentence (2 Sentence). <u>Example</u> : There is one dog in that house. There are two beds in my room. 2. Negative Sentence (2 sentence) <u>Example</u> : There is not an apple on the table There are not any knives in the kitchen. 3. Interrogative Sentence (2 Sentence). <u>Example</u> : Is there any water in the bottle? Are there any desks in the room? https://englishcoo.com/contoh-kalimat-there-is-dan-there-are/	3 minutes	Offline
	Positive Sentence Formula (+) There is + singular noun (+) There is + uncountable noun (+) There are + plural nouns Negative Sentence Formula (-) There is + not + singular noun (-) There is + not + any + uncountable noun (-) There are + not + any + plural noun Interrogative Sentence Formulas (?) Is + there + singular noun? (?) Is + there + any + uncountable noun? (?) Are + there + any + plural noun? https://www.zenius.net/blog/penggunaan-preposition-of-place		

3. Students work together to find the correct answer on the worksheet	<p style="text-align: center;">There is / There are Plus</p>	5 minutes	Offline
	<p>https://www.liveworksheets.com/gm725626rt</p> <p>Fill in the blanks according to the correct answer in groups.</p>		

Closing Activity (2 Minutes)			
Summary of lesson	Let's sum up	1 minute	offline
	<p>Meaning of there is ... and there are ...</p> <p>The difference between there is and there are ...</p> <p>Give an example of there is ... and there are ...</p>		
<u>Assesment</u>	<p>Fill in the blanks and choose the correct answer</p> <p>1. ... two bedrooms in my house (there is/there are)</p> <p>2. ... a new carpet on the floor? (is there/are there)</p> <p>3. ... three chairs in your house? (is there/are there)</p> <p>4. ... your mobile phone (there is/there are)</p> <p>https://edform.com/worksheets/there-is-there-are-K8SP87/there-is-there-are-K8SP87</p>	1 minute	offline
Learning Hours (Activities do at home)	<p>1. Make a summary of the material "there is and there are"</p> <p>2. Make examples of positive, negative, and interrogative sentences about "there is and there are" individually (at least 3 of each part).</p>		
Remedial Activity	<p>1. Reread material about there is and there are</p> <p>2. Try ask the teacher or your friends to get more understanding material about the <u>there</u> is and there are</p> <p>3. Let's check</p>		
Enrichment Activity	Please, Read a material about there is and there are and find out the difference		


2. Lesson Plan 2


LESSON PLAN FOR JUNIOR HIGH SCHOOL	
Teacher	x
Subject	English
Academic Year	2024/2025
Level	Junior High School
Grade	VIII
Material	Descriptive Text
Learning Hours	2 meeting (2x15 minutes)
Phase	D
Learning outcomes	By the end of Phase D, Students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inferences to comprehend implicit information in the text.
Learning Domain	Reading and Viewing
Learning Objectives	<ol style="list-style-type: none"> 1. Students are able to explain the meaning, and the purpose of the descriptive text. 2. Students are able to read and identify a descriptive text. 3. Students are able to describe the characteristic of <u>Bekantan</u>.
Essential Questions	<ol style="list-style-type: none"> 1. Have you ever go to the zoo? 2. Have you ever seen <u>Bekantan</u> before? 3. How do you describe a <u>Bekantan</u>? 4. What is descriptive text?
Equipment	<ol style="list-style-type: none"> 1. Laptop/mobile phone 2. LCD 3. Internet Connection 4. Whiteboard and Markers
Media/Technology	<ol style="list-style-type: none"> 1. Power Point 2. Pictures 3. Text paper 4. Kahoot

Method of Learning	<ol style="list-style-type: none"> 1. Inquiry-Based Learning 2. Lecturing 3. Discussion
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Students' Setting	<ol style="list-style-type: none"> 1. Individual (Answering the given questions & Write a descriptive text about their favorite animals) 2. Work In Pair (Students discussed and describe about <u>Bekantan</u>) 3. Grouping (Answering the Quizzes)
Pancasila Students' Profile	<ol style="list-style-type: none"> 1. Independent 2. Critical Thinking 3. Creative
Teacher' reflection	<ol style="list-style-type: none"> 1. Does the teaching and learning process run as planned? 2. Do the students participate in class activities? 3. Do students have any difficulties in understanding some parts of the materials?
Students' reflection	<ol style="list-style-type: none"> 1. What is the most interesting activity have you experienced in today's lesson? 2. What area do you feel you still need to practice or improve on? 3. What can you do to try to improve for the next lesson? 4. What information will you be able to use in the future? 5. Is there anything you would like to learn more?

Meeting 1			
Reading and Viewing			
Opening Activity (1 minute)			
<ol style="list-style-type: none"> 1. Preparing the physical and psychological aspects of students 2. Checking Attendance and Providing motivation. 3. Discussing topics related to the material to be presented 			
Main Activity (11 Minutes)			
Procedures	Materials	Time	Mode
1. Students view the picture and answer the given questions	Look at the following picture and answer the questions	2 Minutes	Offline










			
	<ol style="list-style-type: none"> 1. Have you ever seen this animal? 2. What is the name of this animal? 3. How do you describe this animal? 		

<ol style="list-style-type: none"> 2. Students view the picture and read the given text. Work in pair and explain their findings 	 <p>The Bekantan, or proboscis monkey (<i>Nasalis larvatus</i>), is a unique primate that lives only in the mangrove forests of Borneo and Sumatra. One of its most striking features is its long, pointed nose, which can grow up to 7 inches in males. This unusual characteristic not only adds to its appeal but also helps attract mates and demonstrate dominance.</p> <p>With its eye-catching reddish-brown fur and lighter underside, the Bekantan blends well into its tropical surroundings. These social animals typically live in groups of 10 to 30 individuals, usually led by a dominant male. They communicate through various sounds, including honks, grunts, and barks, which help strengthen their social connections and coordinate their movements.</p>	5 minute	Offline
<ol style="list-style-type: none"> 3. Students understand what descriptive text is and the purpose of descriptive text, as well as how to write a descriptive text 	<ul style="list-style-type: none"> • Descriptive text means a presentation or description with words in clear and detail. • The purpose of a descriptive text is to describe or explain a certain thing, object, or situation in great detail so that the reader can understand, feel and enjoy something that is talked about in the text, such as activities, emotions and others. • To write a description text, we must first determine the theme, after that we write in detail the theme so that the reader can understand and feel what is happening in the story. 	5 minute	Offline

<ol style="list-style-type: none"> 4. Students individually write a descriptive text about their favorite animal 	Write your own description of your favorite animals and present it in front of the class	5 Minute	Offline
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<ol style="list-style-type: none"> 5. Students answer the online quizzes in groups 	Open the Kahoot website/app that has been shared and play it with your group.	5 Minute	offline
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Closing Activity (3 Minutes)			
Summary of lesson	Let's conclude <ol style="list-style-type: none"> 1. What have we learned today 2. What is descriptive text 3. What is the purpose of descriptive text 	2 minute	offline

Closing Activity (3 Minutes)									
Summary of lesson	Let's conclude 1. What have we learned today 2. What is descriptive text 3. What is the purpose of descriptive text	2 minute	offline						
Assessment	<p>Read the following statements and use the following icons to express your understanding.</p> <table><tr><td></td><td>If you really understand and can explain it</td></tr><tr><td></td><td>If you don't understand and you can't say nothing</td></tr><tr><td></td><td>If you are still confused but you want to say something</td></tr></table> <p>1. I know what descriptive text is about 2. I know the purpose of the descriptive text 3. I know how to write descriptive texts 4. I can write descriptive text</p>		If you really understand and can explain it		If you don't understand and you can't say nothing		If you are still confused but you want to say something	1 minute	offline
	If you really understand and can explain it								
	If you don't understand and you can't say nothing								
	If you are still confused but you want to say something								



Learning Hours (Activities do at home)	Write a short story in the form of descriptive text at home with a theme based on your experience.		
Remedial Activity	<p>1. Re-read the story of the proboscis monkey 2. Try asking your teacher or friends to get more understanding of descriptive texts 3. Let's check</p> <p>Complete the following sentence with your own words. Add your reason.</p> <p>1. Proboscis monkeys have a prominent characteristic, namely having a nose 2. Proboscis monkeys usually led by in their group 3. Proboscis monkeys communicate through</p>		
Enrichment Activity	Please, research another animal native to Indonesia in youtube, google and other online media and describe it with your own words.		

3. Lesson Plan 3

LESSON PLAN FOR JUNIOR HIGH SCHOOL	
Teacher	X
Subject	English
Academic Year	2024/2025
Level	Senior High School
Grade	XII
Material	Narrative text
Learning Hours	1 meeting (15 minutes)
Phase	E
Learning outcomes	By the end of Phase E, Students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inferences to comprehend implicit information in the text.
Learning Domain	Reading
Learning Objectives	1. Students are able to understand narrative text, its types and characteristics. 2. Students are able to read and recognize narrative texts. 3. Students are able to differentiate types of text from narrative texts.
Essential Questions	1. Have you ever read short story, novel, and fairy tales? 2. What is your favourite stories? 3. What is make stories interesting for you?
Equipment	1. Laptop 2. Printed materials 3. Power Point
Media/Technology	1. Power Point 2. Printed materials
Method of Learning	1. Lecturing the materials 2. Discussion
Students' Setting	1. Pair work (Students doing pair work, read the given text and exchange information about the material)
Pancasila Students' Profile	1. Work Together 2. Critical Thinking 3. Creative

Teacher' reflection	1. Does the teaching and learning process run as planned? 2. Do the students participate in class activities? 3. Do students have any difficulties in understanding some parts of the materials?
Students' reflection	1. What is the most interesting activity have you experienced? 2. What area do you feel you still need to practice or improve on? 3. What can you do to try to improve for the next lesson? 4. What information will you be able to use in the future? 5. Is there anything you would like to learn more?

Meeting 1			
Listening			
Opening Activity (1 minute)			
1. Preparing the physical and psychological aspects of students 2. Providing motivation. 3. Discussing topics related to the material to be presented 4. Communicating the learning objectives, scope of material, steps of activities, and assessment.			
Main Activity (10 Minutes)			
Procedures	Materials	Time	Mode
1. The teacher explains the definition, types and characteristics of narrative text.	<ul style="list-style-type: none"> Definition: * Narrative text is a type of text that tells a series of events sequentially and interrelated. * The goal is to entertain or inform readers by presenting an interesting story. Type: * Fiction: A made-up story, not based on real events. Examples: fairy tales, novels, short stories. * Non-fiction: Stories based on real events, can be biographies, autobiographies, or event reports. Characteristics of narrative text: <ol style="list-style-type: none"> Setting: Place and time Plot: The series of events that occur in the story Characters: characters who play a role in the story Point of view: In the form of characters such as main and additional characters. Language: use imaginative, interesting and lively. 	2 Minutes	Offline

2. The teacher gives two example of a narrative text (Fiction & non-fiction) and then reads it first, then asks students to read the example text.	<div data-bbox="549 327 783 501">  </div> <p data-bbox="948 327 1015 342"><i>Cinderella</i></p> <p data-bbox="794 342 1166 539">Once upon a time, there was a beautiful girl named Cinderella. She lived with her wicked stepmother and two stepsisters. They made Cinderella do all the housework. One day, an invitation arrived for a royal ball. Cinderella was very sad because she couldn't go. But her fairy godmother appeared and waved her magic wand. Cinderella went to the ball and danced with the prince. At midnight, she had to rush home and left behind a glass slipper. The prince searched for the girl who the slipper fit and found Cinderella. They lived happily ever after.</p> <div data-bbox="549 607 794 781">  </div> <p data-bbox="571 607 799 622"><i>The Natural Beauty of Komodo Island</i></p> <p data-bbox="804 622 1166 801">The Natural Beauty of Komodo Island Komodo Island is a paradise for nature lovers. This island is famous for its underwater natural beauty which is rich in coral reefs and various types of fish. Apart from that, Komodo Island is also the natural habitat of Komodo dragons, the largest lizards in the world. Its exotic natural scenery, with a combination of white sand beaches, coral cliffs and savanna forests, makes Komodo Island a very popular tourist destination.</p>	5 minutes	Offline
3. The teacher discusses with the students from 2 examples of narrative text above, then the teacher briefly summarizes from the 2 examples of text for the	<p data-bbox="536 842 719 857">The instruction such us:</p> <ol data-bbox="536 857 1166 913" style="list-style-type: none"> 1. From the 2 examples of narrative text, which is called fiction and which is non-fiction? 2. What makes the difference from fiction and non-fiction stories? <p data-bbox="536 925 927 940">The teacher give a little summarizes from 2 stories.</p>	3 minutes	Offline


3. The teacher discusses with the students from 2 examples of narrative text above, then the teacher briefly summarizes from the 2 examples of text for the students.	<p data-bbox="536 1111 719 1126">The instruction such us:</p> <ol data-bbox="536 1126 1142 1238" style="list-style-type: none"> 1. From the 2 examples of narrative text, which is called fiction and which is non-fiction? 2. What makes the difference from fiction and non-fiction stories? <p data-bbox="536 1261 911 1276">The teacher give a little summarizes from 2 stories.</p>	3 minutes	Offline
Closing Activity (4 Minutes)			
Summary of lesson	<p data-bbox="536 1424 639 1440">Let's sum up</p> <p data-bbox="536 1462 743 1478">What we learn about today?</p> <p data-bbox="536 1500 1142 1581">Ask one of the students about what they have learned and give example from the lesson.</p>	1 minute	offline
Assessment	Identify the type of story and then fill the blank provided in the text.	3 minute	Offline
Learning Hours (Activities do at home)	Please identify the story according to the characteristics of narrative text from fairytale (Malin Kundang)		
Remedial Activity	Learn more about the narrative texts.		
Enrichment Activity	<p data-bbox="536 1794 735 1809">Website " Narrative Texts "</p> <p data-bbox="536 1832 887 1870">https://youtu.be/0NESGqweSwI?feature=shared.</p>		

4. Lesson Plan 4

LESSON PLAN FOR JUNIOR HIGH SCHOOL	
Teacher	X
Subject	English
Academic Year	2024/2025
Level	Junior High School
Grade	IX
Material	Procedure Text
Learning Hours	1 meeting (15 minutes)
Phase	D
Learning outcomes	<i>By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. Their attempts to write new words are based on known English letter-sound relationships and they demonstrate a more consistent awareness that written texts in English are presented through conventions, which change according to context and purpose.</i>
Learning Domain	Writing, Presenting
Learning Objectives	<ol style="list-style-type: none"> 1. Students are able to mention vocabulary used in procedure text 2. Students are able to make and write down procedure text 3. Students are able to present their work
Essential Questions	<ol style="list-style-type: none"> 1. What is procedure text? 2. What is the importance of learning procedure text? 3. How to write procedure text?
Equipment	<ol style="list-style-type: none"> 1. Laptop/mobile phone 2. Internet Connection 3. Whiteboard and Markers
Media/Technology	<ol style="list-style-type: none"> 1. Website for materials 2. YouTube 3. Lcd
Method of	<ol style="list-style-type: none"> 1. Watching a video

Learning	2. Lecturing
Students' Setting	Group Work (make procedure text)
Pancasila Students' Profile	<ol style="list-style-type: none"> 1. Global diversity 2. Critical Thinking 3. collaboration
Teacher' reflection	<ol style="list-style-type: none"> 1. Does the teaching and learning process run as planned? 2. Do the students participate in class activities? 3. Do students have any difficulties in understanding some parts of the materials?
Students' reflection	<ol style="list-style-type: none"> 1. What is the most interesting activity have you experienced? 2. What area do you feel you still need to practice or improve on? 3. What can you do to try to improve for the next lesson? 4. What information will you be able to use in the future? 5. Is there anything you would like to learn more?

Meeting 1			
Writing and Presenting			
Opening Activity (2 minute)			
<ol style="list-style-type: none"> 1. Preparing the physical and psychological aspects of students, greeting the student 2. Teacher check students attendance 3. Teacher explain topics related to the material to be presented (explain what is procedure text, General structure and the purpose) 			
Main Activity (11 Minutes)			
Procedures	Materials	Time	Mode

1. Students watch the video	<p>Watch the video about "How to make omelet".</p>  <p>https://youtube/QYiXH9ZrTAs?si=EgoOgq3k9Ifp4zAk</p>	2 Minutes	Offline
2. Students learn vocabularies included in the video	Mention vocabularies students got from that video.	2 minutes	Offline
3. Teacher divides students into 6 groups	Students writing and making procedure text that the teacher has prepared (groupwork task)	3 minutes	Offline
4. The teacher asks the groups to present their results sequentially.	In front of class, Students explain about procedure text they made and discuss the content of the text created by students in groups accordance with the structure of the procedure text.	4 minutes	Offline

Closing Activity (2 Minutes)			
Summary of lesson	<p>Link back the topic to the beginning</p> <p>Complete the following sentences with suitable words</p> <p>What is definition of procedure text</p> <p>What a general structure in procedure text</p> <p>What is the purpose of procedure text</p> <p>Whatever procedures we have mention</p>	1 minute	offline
Assessment	Ask to your close people like family or best friend about their favorite food. Write the procedure text about it and the teacher will collect it next week	1 minute	offline
Learning Hours (Activities do at home)	Learn more vocabulary related to procedure text.		
Remedial Activity	<p>1. Play back about video "How to Make omelet"</p> <p>2. Then write 10 vocabulary words along with the meanings.</p>		
Enrichment Activity	Please, look other procedure text, you can search from YouTube, Google, etc.		


5. Lesson Plan 5

LESSON PLAN FOR JUNIOR HIGH SCHOOL

Teacher	X
Subject	English
Academic Year	2024/2025
Level	Junior High School
Grade	IX
Material	Procedure Text
Learning Hours	1 meeting (15 minutes)
Phase	D
Learning outcomes	<i>By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. Their attempts to write new words are based on known English letter-sound relationships and they demonstrate a more consistent awareness that written texts in English are presented through conventions, which change according to context and purpose.</i>
Learning Domain	Writing, Presenting
Learning Objectives	1. Students are able to mention vocabulary used in procedure text 2. Students are able to make and write down procedure text 3. Students are able to present their work
Essential Questions	1. What is procedure text? 2. What is the importance of learning procedure text? 3. How to write procedure text?
Equipment	1. Laptop/mobile phone 2. Internet Connection 3. Whiteboard and Markers
Media/Technology	1. Website for materials 2. YouTube 3. Lcd
Method of	1. Watching a video

Students' Setting	1. Group
Pancasila Students' Profile	1. Critical Thinking 2. Creative 3. Work together
Teacher' reflection	1. Does the teaching and learning process run as planned? 2. Do the students participate in class activities? 3. Do students have any difficulties in understanding some parts of the materials?
Students' reflection	1. What is the most interesting activity have you experienced? 2. What area do you feel you still need to practice or improve on? 3. What can you do to try to improve for the next lesson? 4. What information will you be able to use in the future? 5. Is there anything you would like to learn more about?

Meeting 1			
Listening and Speaking			
Opening Activity (1 minute)			
1. Preparing the physical and psychological aspects of students 2. Providing motivation. 3. Discussing topics related to the material to be presented 4. Communicating the learning objectives, scope of material, steps of activities, and assessment.			
Main Activity (12 Minutes)			
Procedures	Materials	Time	Mode

1. Students look the picture and answer the given questions	 <p>1. What's in the picture?</p> <p>2. Do you get the point about what is our material today?</p> <p>https://pin.it/34IX2o7NN</p>	2 Minutes	Offline
2. Lecturing and discussing about the definition and type of noun	<p>Nouns are words used to name people, places, things, animals, or concepts/ideas. In Indonesian, nouns are often referred to as Kata Benda. Nouns can be used to denote something concrete (like an object that can be seen or touched) or abstract (like an idea or feeling).</p> <p>Types of Nouns</p> <p>1. Proper Noun: Specific names of people, places, and things, such as Banjarmasin, Monday, and Harry Style. Proper nouns usually begin with a capital letter.</p>	5 minutes	Offline


	<p>2. Common Noun: A general word used to refer to people, places, and things in general, such as city, car & teacher.</p> <p>3. Concrete Noun: Nouns that can be seen, touched, and felt with the five senses, such as apple, paint & table.</p> <p>4. Abstract Noun: Nouns that describe ideas, feelings, and concepts that cannot be touched, such as friendship, luck & peace.</p> <p>Usually, combine a adjective and noun helps us provide a lot of information. We can describe the animal or object in more detail, so that the reader or listener can imagine it clearly.</p> <p>For example: The actor looked very handsome in his black shirt. (Actor itu terlihat sangat tampan dengan jas hitamnya.)</p>		
3. The teacher gives a game to the students.	<p>Guess the Object</p> <p>Students take turns describing an object without saying its name, and their friends must guess the object based on the description. then after answering the object, students are asked to classify it according to its type.</p> <p>1. Paris (Propper Noun) 2. Teacher (Common Noun) 3. Book (Concrete Noun) 4. Love (Abstrak Noun) 5. Singer (Common Noun) 6. Japan (Propper Noun)</p>	5 minutes	Offline
Closing Activity (2 Minutes)			

Summary of lesson	<p>Let's sum up!</p> <p>What is definition of noun?</p> <p>How many types of nouns do you know?</p> <p>What type of noun is it?</p>	2 minute	offline
Learning Hours (Activities do at home)	<p>Make a video in pairs with friends, Interview Activity: Describing <u>Favonte Nouns</u></p> <p>Students pair up and interview each other about their <u>favonte things</u>, such as <u>favonte place</u> (Paris, Japan), <u>favonte hobby</u> (book, music), or <u>favonte person</u> (teacher, singer). They should use adjective + noun in their questions and answers, for example, "Who is your <u>favonte famous singer</u>?" or "Describe a beautiful place you visited."</p> <p>Other students listen and then respond or ask follow-up questions.</p>		
Remedial Activity	Re-read again the definition and types of noun		
Enrichment Activity	Watching video/content about noun and types from <u>online</u> site, such as <u>youtube</u> , <u>Instagram</u> , <u>tiktok</u> , and many more		

6. Lesson Plan 6

LESSON PLAN FOR JUNIOR HIGH SCHOOL	
Teacher	X
Subject	English
Academic Year	2024/2025
Level	Junior High School
Grade	VII
Material	Transactional Text
Learning Hours	1 meeting (15 minutes)
Phase	E
Learning outcomes	<p><i>By the end of Phase E, 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 questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details in oral texts of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give opinions and make comparisons. They begin to use non-verbal elements (gestures, speed and/or pitch) to strengthen/support the message/information being conveyed.</i></p> <p><i>By the end of phase F, Students independently write an extensive range of fictional and factual text types, showing an awareness of purpose and audience. They plan, write, review, and revise a range of text types with evidence of self-correction strategies in writing conventions. They express complex ideas and use a wide range of vocabulary verb tense in writing. They present information using different modes of presentation in print and digital forms to suit different audiences and achieve different purposes.</i></p>
Learning Domain	Speaking and Writing
Learning Objectives	<ol style="list-style-type: none"> 1. Students are able to practice reading Transactional Text 2. Students are able to search the meaning of the vocabulary in the Transactional Text discussed 3. Students are able to use appropriate expressions in dialog and improve fluency and pronunciation
Essential Questions	<ol style="list-style-type: none"> 1. What is the importance of practice conversational speaking? 2. How to make a good conversational in speaking skill?
Equipment	1. Laptop/mobile phone

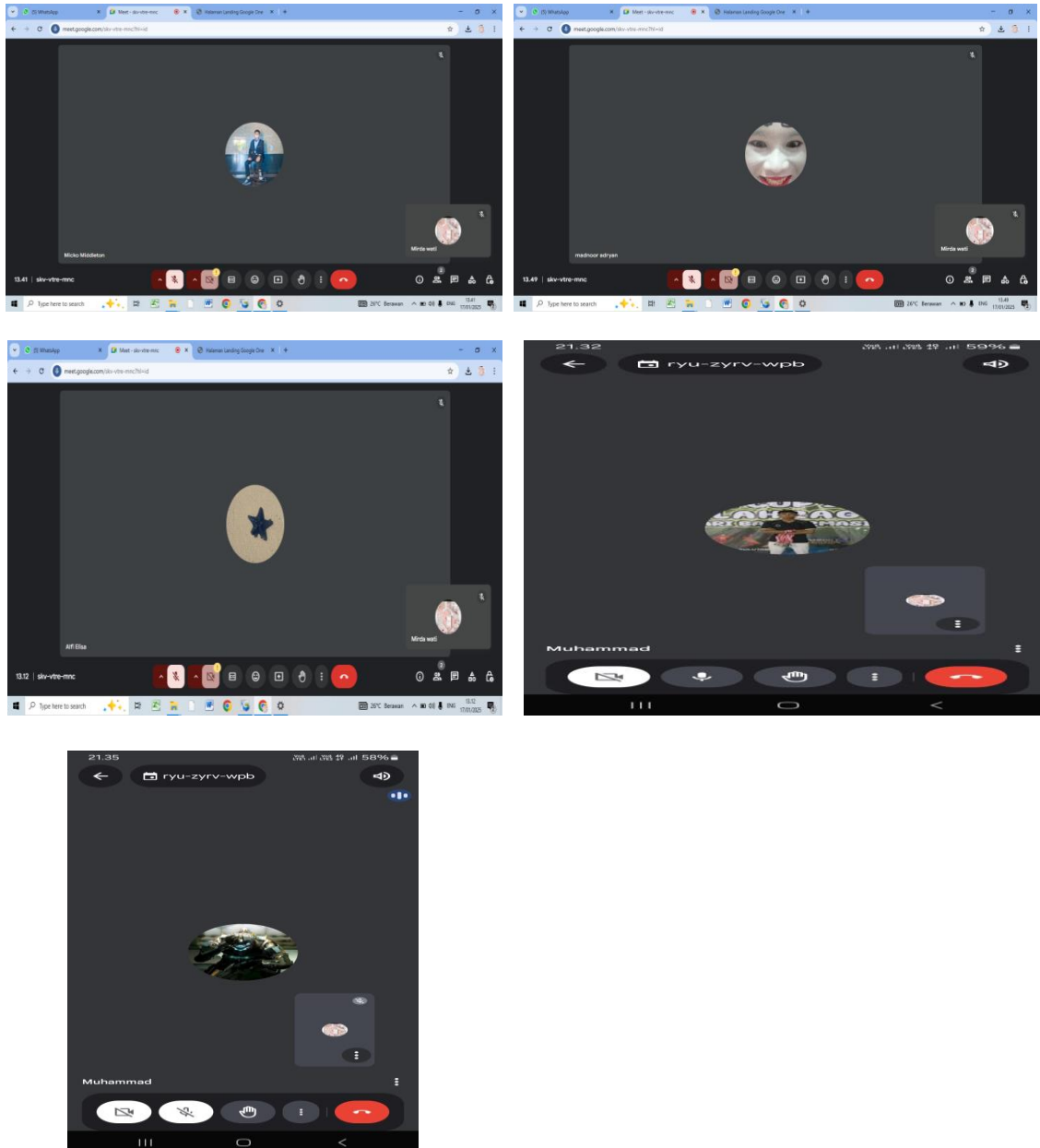
	<ol style="list-style-type: none"> 2. Internet Connection 3. Whiteboard and Markers
Media/Technology	1. Book
Method of Learning	1. Communicative Language Teaching
Students' Setting	<ol style="list-style-type: none"> 1. Pair work (practice reading and making Transactional Text with their partner and guess the meaning of the Transactional Text learn together before) 2. Individual (making Transactional Text with family)
Pancasila Students' Profile	<ol style="list-style-type: none"> 1. Independent 2. Critical Thinking 3. Creative
Teacher' reflection	<ol style="list-style-type: none"> 1. Does the teaching and learning process run as planned? 2. Do the students participate in class activities? 3. Do students have any difficulties in understanding some parts of the materials?
Students' reflection	<ol style="list-style-type: none"> 1. What is the most interesting activity have you experienced? 2. What area do you feel you still need to practice or improve on? 3. What can you do to try to improve for the next lesson?
Meeting 1	
Speaking and Writing	
Opening Activity (1 minute)	
<ol style="list-style-type: none"> 1. Greeting 2. Praying together before studying 3. Check students' attendance 4. Discussing topics related to the material to be presented with showing the conversation video (PPT) 	
https://vt.tiktok.com/ZSi1adolo/	

Procedures	Materials	Time	Mode
1. Reading the conversation together	<ul style="list-style-type: none"> The teacher read the Transactional Text for the first time and students listen carefully till the end. At the second time, teacher reads it again then following by the students. Teacher asks one partner (two students) to read the Transactional Text with his partner Then teacher ask all students to read the Transactional Text with their partner 	2 Minutes	Offline

2. <u>Analyzing</u> the Transactional Text together	<ul style="list-style-type: none"> The teacher asks the students to <u>analyzing</u> the vocabulary in the Transactional Text with their partner. The teacher asks one student representative from each group. The teacher and students are discussing and checking about the vocabulary on the whiteboard. 		
3. Reviewing the materials	<ul style="list-style-type: none"> The teacher review the <u>the</u> materials and the way how to make conversation. 		
4. Making Transactional Text	<ul style="list-style-type: none"> The teacher asks the students to make the conversation with their partner about the school environment. The teacher asks students to present the conversation they made. 		
Closing Activity (2 Minutes)			
Summary of lesson	Let's sum up Asking students about What The title of the conversation was we learn before? Who <u>are</u> <u>The</u> <u>character</u> from the conversation? The character of Lily is one who The character of Tom is one who	1 minute	offline
Assessment	Make a conversation with you family partner related to the family. At least 10 dialogue	1 minute	offline
Learning Hours (Activities do at home)	Reread again the story of Tom & Lily. <u>Make</u> a conversation that is similar to the story.		
Remedial Activity	1. Reread the story of Tom & Lily 2. Try ask the teacher or your friends to get more understanding of the story		

	3. Let's check Complete the following sentences with your own words. Add your reason. 1. Lily is the character who first opens the conversation about 2. Where the conversation is taken 3. How Tom responded to Lily's invitation.... 4. What Tom will do is 5. Tom agrees with Lily invitation because		
Enrichment Activity	Please, find a conversation in one of your <u>favorite</u> movie.		

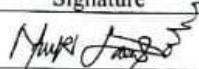



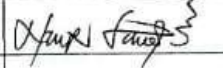


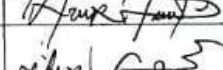
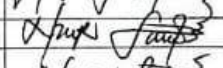
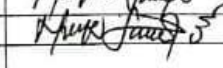

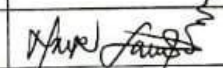



Appendix IV. Interview Document



Appendix V. Consultation Schedules and Notes

CONSULTATION NOTES

Name of Advisor: Nur Laila Kadariyah, S.Ag, M.Pd

No.	Day/Date	Notes	Signature
1.	Thursday, 3 October 2024	Consult about previous study	
2	Thursday, 17 October 2024	Research Background, Definition of Key Term, Research significance And Theoretical Riview.	
3	Thursday, 24 October 2024	In the background there are parts of the verses that are left behind, some have been deleted because the are not important	
4.	Monday, 25 November 2024	Research Setting, The Tecnique of Data Collection And Data Analysis	
5	Thursday, 12 December 2024	Consult about participant	
6.	Thursday, 19 December 2024	Cover Writing Improvents, Space, improvements in the definition of key terms. Improved numbering system, tidied up and leveled Margins, riview of prvious study, and Explain the data to be studied	
7.	Thursday, 16 January 2025	Findings and discussion	
8	Thursday 23 January 2025	Check the findings	
9.	Friday, 31 January 2025	There are some in chapter 1 moved to chapter 2, Research design and Data Analysis	
10	Thursday 6, February 2025	Consult of data analysis	
11.	Friday , 14 February 2025	Teaching practice cours and add a table of kko listts	
12	Thursday, 20 February 2025	Consult about the data collected	
13.	Monday, 14 April 2025	In the Discussion section and the lesson plan is made in attachment section and focus on the learning objectives, don't scrutinize everything.	
14.	Monday, 23 April 2025	Check the findings and how to write the discussion well.	
15	Friday, 28 April 2025	Use of spaces, some parts in chapter 1 moved to chapter 2, some deleted, writing tables, writing titles, participant and findings and discussion.	

Appendix VI. 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-347/Un.14/III.1.f/PP.00.9/06/2025
Lamp : -
Hal : **Perubahan Judul Skripsi**

Kepada Yth.
Sdr (i) Mirdawati
NIM. 210101030276
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:

STUDENTS' ABILITY IN DESIGNING LESSON PLAN BASED ON INDEPENDENT CURRICULUM: A REFLECTION OF TEACHING PRACTICE 1 COURSE

Berubah menjadi:

STUDENTS' ABILITY IN DESIGNING THE OBJECTIVE OF LEARNING BASED ON INDEPENDENT CURRICULUM: A REFLECTION OF TEACHING PRACTICE 1 COURSE

Menunjuk :

1. Hj. Nur Laila Kadariyah, M.Pd sebagai Dosen Pembimbing Skripsi.

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

Wassalamu'alaikum. Wr. Wb.

Banjarmasin, 23 Juni 2025
Ketua Prodi
Tadris Bahasa Inggris



Afifah Linda Sari

CURRICULUM VITAE

1. Full Name : Mirdawati
2. SRN : 210101030276
3. Place and Date of Birth : Teluk Tamiang 04 August 2001
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5. Address : Desa Teluk Tamiang
6. Phone Number : 082256039739
7. Email : mirdawati0408@gmail.com
8. Organization/Work experience : Head of Entrepreneurship at KOMANJAR
(Mandar Community of Banjarmasin)
Treasurer of KOPRI PMII Faculty of Tarbiyah,
UIN Antasari Banjarmasin
 - a.
9. Academic Achievement :-
 - a.
10. Non-Academic Achievement :-
11. List of Scientific Works :-
 - a.

Banjarmasin, 30 Mei 2025



Mirdawati