

APPENDICES

Appendix 1. Observation Sheet

OBSERVATION SHEET

The Implementation of Differentiated Instruction in English Subject*

Observers' Name :
 Date and Time :
 Location : SMP Islam De Green Camp Tanjungpinang
 Subject : English Teacher

No	Criteria*	Checklist		Description
		Yes	No	
A	Differentiated by Content			
1	Variety of materials provided based on students' readiness levels			
2	Variety of materials provided based on students' interests			
3	Different texts or multimedia resources used for different groups based on students' learning profile			
B	Differentiated by Process			
1	Varied instructional methods (e.g., group work, individual tasks, peer tutoring)			
2	Activities tailored to students' interests			
3	Activities tailored to students' learning profiles.			
C	Differentiated by Product			
1	Different types of assessments or outputs based on student readiness			
2	Different types of assessments or outputs based on student interests			
3	Choices given for project formats tailoring students' learning profiles (e.g., essays, presentations, creative projects)			
D	Differentiated by Learning Environment			

1	Classroom setup to accommodate diverse learning needs			
2	Use of adaptive technique for students with special needs			

*Adapted from Tomlinson's (2017) theory of Differentiated Instruction

Tanjungpinang, 2024

Observer,

(Muhammad Aiman Zaidan Kusasi)



Appendix 2. Interview Guideline (English)

Research Title: An Analysis of Differentiated Instruction Implementation in English Subject at SMP Islam De Green Camp Tanjungpinang

Unstructured Interview Questions (For Research Questions 1, 3 and 4)

Note: During the process of this unstructured interview, the questions could be developed or added based on interviewee's responds.

Section 1: Extent of Differentiated Instruction Implementation in the Perception of English teachers at SMP Islam De Green Camp Tanjungpinang

A. General Implementation

1. How do you perceive the impact of the Merdeka Curriculum on the teaching practices within the English subject?
2. In your opinion, what is the concept of Differentiated Instruction like?

B. Practical Examples

1. Could you please explain or provide examples of how you implement Differentiated Instruction when teaching English subject?
2. How do you identify the various differences among students (readiness, interests, and learning profiles)?
3. How do you then classify students based on their various differences (readiness, interests, and learning profiles)?

C. Elements Differentiation

1. How do you differentiate content, process, product, and learning

environment for students in the English subject?

2. Could you elaborate on specific strategies or activities you use for each differentiated element (e.g., in differentiating content, process, product, and learning environment)?

Section 2: Challenges and Limitations

A. Implementation Challenges and Limitations

1. What challenges or limitations have you faced or are currently facing in implementing Differentiated Instruction in the English subject?
2. How do these challenges then affect the learning process in your classroom?

Section 3: Addressing Challenges and Limitations

A. Teacher Strategies for Addressing Challenges and Limitations

1. What strategies do you employ to address and overcome the challenges and limitations you mentioned earlier?

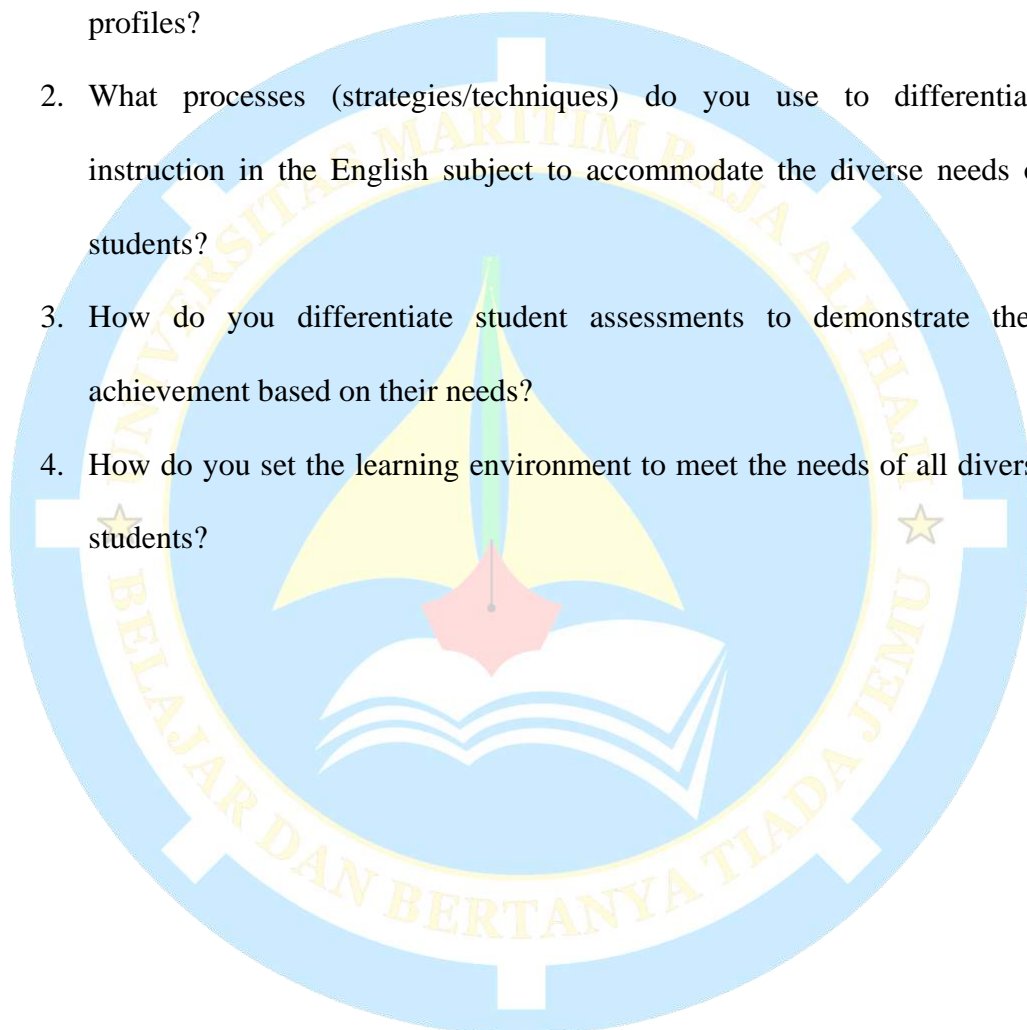
B. Support and Resources

1. Have you ever participated in professional development or training activities related to Differentiated Instruction? If so, what were these activities like, and how beneficial were they?
2. In your opinion, are there any additional types of support or resources that could help improve the implementation of Differentiated Instruction?

Structured Interview Questions (For Research Question 2)

Section 4: Implementing Elements of Differentiated Instruction

1. How do you modify (differentiate) content (ATP/Modul Ajar) to meet the diverse needs of students, such as their readiness, interests, and learning profiles?
2. What processes (strategies/techniques) do you use to differentiate instruction in the English subject to accommodate the diverse needs of students?
3. How do you differentiate student assessments to demonstrate their achievement based on their needs?
4. How do you set the learning environment to meet the needs of all diverse students?



Appendix 3. Interview Guideline (Bahasa Indonesia)

Research Title: An Analysis of Differentiated Instruction Implementation in English Subject at SMP Islam De Green Camp Tanjungpinang

Unstructured Interview Questions (For Research Questions 1, 3 and 4)

Note: During the process of this unstructured interview, the questions could be developed or added based on interviewee's responds.

Section 1: Pelaksanaan Pembelajaran Berdiferensiasi dalam Persepsi Guru Bahasa Inggris SMP Islam De Green Camp Tanjungpinang

D. Implementasi secara Umum

1. ★ Bagaimana persepsi Bapak/Ibu tentang pengaruh Kurikulum Merdeka terhadap praktik pengajaran di dalam mata pelajaran Bahasa Inggris?
2. Menurut Bapak/Ibu, konsep pembelajaran berdiferensiasi itu seperti apa?

E. Contoh Penerapan

1. Bolehkah Bapak/Ibu jelaskan/beri contoh terkait bagaimana Bapak/Ibu menerapkan pembelajaran berdiferensiasi saat mengajar mata pelajaran Bahasa Inggris?
2. Bagaimana cara Bapak/Ibu mengetahui ragam perbedaan siswa (kesiapan, minat, dan profil belajar)?
3. Bagaimana kemudian cara Bapak/Ibu mengklasifikasikan siswa berdasarkan ragam perbedaan mereka (kesiapan, minat, dan profil belajar)?

F. Elemen yang Berdiferensiasi

1. Bagaimana cara Bapak/Ibu mendiferensiasikan konten, proses, produk, dan lingkungan belajar untuk siswa pada mata pelajaran Bahasa Inggris?
2. Bolehkah Bapak/ibu paparkan strategi atau aktivitas spesifik yang Bapak/Ibu gunakan untuk setiap elemen berdiferensiasi (e.g. dalam mendiferensiasikan konten, proses, produk, dan lingkungan belajar)?

Section 2: Tantangan dan Keterbatasan

B. Tantangan dan Keterbatasan saat Implementasi

1. Tantangan/Keterbatasan apa yang pernah atau saat ini Bapak/Ibu hadapi dalam menerapkan pembelajaran berdiferensiasi pada mata pelajaran Bahasa Inggris?
2. Bagaimana kemudian tantangan ini memengaruhi proses pembelajaran di kelas Bapak/Ibu?

Section 3: Mengatasi Tantangan dan Keterbatasan

C. Strategi Guru dalam Menangani Tantangan dan Keterbatasan

1. Bagaimana strategi Bapak/Ibu dalam menghadapi dan kemudian menangani tantangan dan keterbatasan yang telah Bapak/Ibu sebutkan sebelumnya?

D. Dukungan dan Sumber Daya

1. Pernahkah Bapak/Ibu menerima/diikutsertakan dalam kegiatan

pengembangan atau pelatihan profesional terkait dengan pembelajaran berdiferensiasi? Jika ya, kegiatan seperti apa dan seberapa bermanfaat kegiatan tersebut?

2. Menurut Bapak/Ibu, apakah ada lagi jenis dukungan atau sumber daya yang dapat membantu untuk penerapan pembelajaran berdiferensiasi yang lebih baik?

Structured Interview Questions (For Research Question 2)

Section 4: Mengimplementasikan Elemen Berdiferensiasi

1. Bagaimana Bapak/Ibu memodifikasi (mendiferensiasikan) konten (ATP/Modul Ajar) untuk memenuhi kebutuhan siswa yang berbeda-beda, misalnya berdasarkan kesiapan, minat, dan profil belajar mereka?
2. Proses (strategi/teknik) apa yang Bapak/Ibu gunakan untuk mendiferensiasikan pengajaran dalam mata pelajaran Bahasa Inggris untuk mengakomodasi kebutuhan siswa yang berbeda-beda?
3. Bagaimana cara Bapak/Ibu membedakan asesmen/penilaian siswa untuk mendemonstrasikan pencapaian mereka berdasarkan kebutuhannya?
4. Bagaimana Bapak/Ibu mengatur lingkungan belajar untuk memenuhi kebutuhan semua siswa yang beragam?

Appendix 4. Questionnaire Sheet

ANGKET DIAGNOSTIK PELAKSANAAN PEMBELAJARAN BAHASA INGGRIS DI SMP ISLAM DE GREEN CAMP TANJUNGPINANG

Nama :

Kelas :

Petunjuk Pengisian

Berikan tanda checklist (✓) pada kolom “**Setuju**” jika deskripsi yang diberikan **sesuai** dengan pengalaman Anda.

Berikan tanda checklist (✓) pada kolom “**Tidak Setuju**” jika deskripsi yang diberikan **tidak sesuai** dengan pengalaman Anda.

No.	★ Deskripsi	Setuju	★ Tidak Setuju
1	Kurikulum yang saat ini sekolah gunakan dalam penerapannya memfasilitasi minat siswa yang beragam.		
2	Pembelajaran yang dilakukan di sekolah menyesuaikan dengan kemampuan atau tingkat pemahaman siswa terhadap suatu pelajaran.		
3	Guru Bahasa Inggris di sekolah memberikan soal ujian yang berbeda untuk siswa sesuai dengan kemampuan mereka. (Contoh: ada soal yang menggunakan kosa kata bantuan di halaman belakangnya dan ada yang tidak).		
4	Sekitar satu pekan pertama pada awal Semester 1 (satu), siswa tidak langsung dilibatkan dalam mata		

	pelajaran secara serius, melainkan pembelajaran masih terbilang ringan dan santai.		
5	Dalam mata pelajaran Bahasa Inggris, pada proses belajar sehari-hari di dalam kelas, siswa tidak dibeda-bedakan menjadi kelompok-kelompok tertentu, melainkan tetap membaur di dalam satu kelas yang sama, tanpa memandang perbedaan yang ada pada tiap siswa.		
6	Pada saat ujian, soal yang diberikan pada siswa terbagi menjadi dua jenis level kesulitan: <ol style="list-style-type: none"> 1) Untuk siswa yang dianggap bisa dan sudah memahami pelajaran dengan baik. 2) Untuk siswa yang masih mendalami hal-hal dasarnya saja, diberikan soal-soal yang tidak terlalu sulit. 		
7	Dalam mata pelajaran Bahasa Inggris, pada saat belajar sehari-hari di dalam kelas, guru memberikan bantuan terhadap siswa yang kesulitan dalam memahami materi yang sedang dipelajari.		★

Appendix 5. Observation Report

OBSERVATION SHEET
The Implementation of Differentiated Instruction in English Subject*

Observers' Name : Muhammad Aiman Zaidan Kusasi
Date and Time : Tuesday, 11 June 2024
Location : SMP Islam De Green Camp Tanjungpinang
Subject : English Teacher

No	Criteria*	Checklist		Description
		Yes	No	
A Differentiated by Content				
1	Variety of materials provided based on students' readiness levels		✓	
2	Variety of materials provided based on students' interests		✓	
3	Different texts or multimedia resources used for different groups based on students' learning profile		✓	
B Differentiated by Process				
1	Varied instructional methods (e.g., group work, individual tasks, peer tutoring)	✓		
2	Activities tailored to students' interests		✓	
3	Activities tailored to students' learning profiles.		✓	
C Differentiated by Product				
1	Different types of assessments or outputs based on student readiness	✓		
2	Different types of assessments or outputs based on student interests		✓	
3	Choices given for project formats tailoring students' learning profiles (e.g., essays, presentations, creative projects)		✓	
D Differentiated by Learning Environment				
1	Classroom setup to accommodate diverse learning needs		✓	
2	Use of adaptive technique for students with special needs	✓		

*Adapted from Tomlinson's (2017) theory of Differentiated Instruction

Appendix 6. Interview Transcript Informant 1

TRANSLATED INTERVIEW TRANSCRIPT

AN ANALYSIS OF DIFFERENTIATED INSTRUCTION IMPLEMENTATION IN ENGLISH SUBJECT AT SMP ISLAM DE GREEN CAMP TANJUNGPINANG

Date	:	Tuesday, 11 June 2024
Location	:	Headmaster's Office at SMP Islam De Green Camp
Informant	:	Informant 1 (TR)
Interviewer	:	The Researcher, Muhammad Aiman Zaidan Kusasi

Researcher	:	<i>Bismillah, Assalaamu'alaikum wa rahmatullahi wa barakatuh, good morning, Sir.</i>
Informant 1	:	<i>Wa'alaikumussalaam wa rahmatullahi wa barakatuh.</i>
Researcher	:	<i>InshaAllah, on this occasion, I, Muhammad Aiman Zaidan Kusasi, an eighth-semester student of the English Language Education Study Program at the Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji, will be conducting an interview session with one of the English subject teachers at SMP Islam De Green Camp. I am currently with Mr. Totok Riyanto. How are you today, Sir?</i>
Informant 1	:	<i>Alhamdulillah, I am feeling great.</i>
Researcher	:	<i>Alhamdulillah. Very well, Sir. Our interview session this morning will, InshaAllah, discuss and explore the implementation of Differentiated Instruction at SMP Islam De Green Camp, particularly in the English subject. The questions I will be asking revolve around Differentiated Instruction itself as a part of Kurikulum Merdeka, then the implementation of</i>

		each element of differentiation, such as content, process, product, and learning environment, as well as the challenges and limitations in its application, Sir.
Informant 1	:	Okay.
Researcher	:	First, as an English teacher, what is your perception of the impact of Kurikulum Merdeka on the practice of teaching English as a subject, Sir?
Informant 1	:	<p>Alright, if we talk about Kurikulum Merdeka, perhaps I can say that at Sekolah Islam De Green Camp—and I refer to “Sekolah Islam De Green Camp” because it encompasses not just the secondary level, but also primary and senior high levels—we had already been implementing the concept of Kurikulum Merdeka before it was officially introduced. This became particularly evident during the Covid pandemic. Before instructions on curriculum development were issued by the Ministry or the Education Office, there was this idea of an Independent Curriculum, and DGC had already developed it. We had already been selective about the learning topics and learning outcomes.</p> <p>In other schools, they might have targets that must be achieved within a semester or a school year, but we do not implement such rigid targets. Each class teacher, and each subject teacher, analyses the students' competencies. For instance, a seventh-grade teacher will know the competencies of the students and determine, along with the students, how far they can go in certain subjects. The subject teachers make these decisions rather than being dictated by external targets.</p> <p>So, we prioritize teaching what we consider urgent for our students across all subjects. This practice was already in place. Then the concept of an Independent Curriculum emerged</p>

	<p>during Covid, followed by Minister Nadiem's introduction of Kurikulum Merdeka, which adapts the learning outcomes to each educational unit without generalizations—no national exams, and so forth. Honestly, this is something we've aspired to for a long time.</p> <p>Therefore, I can say that the introduction of Kurikulum Merdeka actually legitimizes what we had been practising. We've been implementing the principles of Merdeka Belajar (Independent Learning) and Differentiated Instruction long before the regulations were formalized, although there wasn't a specific term for it back then.</p>
<p>Researcher</p>	<p>: In your opinion, we've discussed Merdeka Belajar, and there is also Differentiated Instruction. What do you think is the actual concept of Differentiated Instruction? According to your own perspective, Sir?</p>
<p>Informant 1</p>	<p>: Alright. When Differentiated Instruction was first introduced in the Kurikulum Merdeka, it gave a new term to something we had already been implementing. We accommodate students with diverse educational backgrounds at the secondary level. We have students who come from Islamic schools, state schools, and even special education schools, each with different educational backgrounds. Thankfully, our Foundation does not restrict categories. We also facilitate students with special needs under certain conditions. With such diverse and heterogeneous competencies, teachers must develop learning methods that cater to these differences.</p> <p>Before Kurikulum Merdeka, teachers were already required to adapt their assessments for different categories of students. For instance, students who may be slow learners or have special needs would have differentiated assessments. While others</p>

	<p>might have multiple-choice or essay questions, students with special needs might have tasks like drawing lines or matching, adjusting the difficulty level to suit them.</p> <p>One of the programs at Sekolah Islam DGC is Quran Camp, which also involves differentiation. We analyze how each student best learns the Quran. Some students memorize better through auditory methods, so we use IT rooms with headsets for them to repeat what they hear. Others might need a more interactive approach, like walking around or having someone recite to them. We've grouped students into specific halaqahs based on their learning styles, which is a form of differentiation.</p> <p>Initially, differentiation began with assessments and gradually extended to the learning process itself. For example, different assignments are given to students based on their competencies. Some might work on vocabulary, translation, or reading tasks. We differentiate the learning process to match the students' levels. When Kurikulum Merdeka was introduced, we realized that this was the approach we had been using all along.</p> <p>From my understanding, the goal of Differentiated Instruction is to facilitate various learning styles effectively, ensuring that students achieve optimal learning outcomes despite their differences.</p>
Researcher	: Alright, the next question is about implementation, but you've already touched on that earlier.
Informant 1	: Oh, okay.
Researcher	: But what interests me is that you mentioned SMP Islam De Green Camp adapts to the students' backgrounds regardless of their previous schooling. Is this determined through screening, or how is it done? May I know how you, the teachers, or the

		school itself identify this diversity among the students? What techniques are used to understand this diversity?
Informant 1	:	Okay, nowadays we are familiar with the term diagnostic assessment, but previously we didn't have that term. During the MPLS week, which is crucial, or in the first week before it was called MPLS, we used it to screen various aspects. This includes diniyyah (religious studies), academic abilities, and behaviour.
Researcher	:	So, it means comprehensively at the beginning, not per subject?
Informant 1	:	<p>The teachers will screen their classes per subject as well. That's why we have assessments in academics, diniyyah (religious studies), practical worship activities, and behaviour. It's like a warming-up period before active learning begins in the following weeks. The first week after the holiday is used to cross-check previous learning outcomes. For new students, the screening determines their competency level—whether they are basic, advanced, or intermediate. This information is obtained from the screening process.</p> <p>In Kurikulum Merdeka, we now have diagnostic assessments. Previously, the instruments were not standardised, and they could be either written or oral. In diniyyah, for example, the assessments involve practical certifications like performing wudu or salat. The techniques used are more practical. Once diagnostic assessments were introduced, the process became more formalised, especially for subjects in the national curriculum, and these assessments are typically written.</p>
Researcher	:	So, after the screening, the differences among the students are identified. How do the teachers classify them? Do they teach the entire class together despite the differences, or do they

		group the students according to their individual differences during the lessons?
Informant 1	:	<p>Initially, this process underwent several changes at SMP Islam De Green Camp. As I mentioned earlier, we don't call it trial and error, but rather try and adjust. We would try something and then adjust if it didn't work out. For instance, we used to classify classes not by grade levels—seventh, eighth, ninth—for English, but by competency levels, such as basic and advanced.</p> <p>When we first started, we had two classes where students were grouped by their English proficiency rather than their grade level. So, a seventh-grader who was advanced in English could be in the same class as a ninth-grader. We operated like this for a while. However, after evaluating the process, we encountered some issues, especially during assessments. The education office required assessments to be conducted by grade level, which confused the teachers. When it came time to present the results in report cards, it was challenging to align the competencies with the appropriate indicators since the students were learning different materials.</p> <p>Therefore, we revised our approach. With the introduction of Kurikulum Merdeka, we now group students by their grade level but differentiate the learning process within the classroom. Implementing differentiated instruction requires skilled teachers, and we apply this approach across all subjects.</p>
Researcher	:	I agree, Sir.
Informant 1	:	And this is something we are still developing. We continuously provide self-development opportunities for teachers to implement differentiated instruction in every subject. So far, we've mainly applied differentiation for students with special

	<p>needs. During regular classes, students might be divided into groups. The regular students work in groups while those with special needs are called individually by the teacher and given separate tasks.</p> <p>For example, if the topic is "telling the time," the regular students are taught how to say the time, including terms for "past" and "to," and then given group tasks. Meanwhile, the students with special needs are grouped separately and the teacher provides them with different material, usually focusing more on vocabulary. They might learn the numbers from 1 to 12, terms for half an hour, 30 minutes, and 15 minutes. This is the level of differentiation we can facilitate so far. We haven't yet reached a point where we can fully implement multiple heterogeneous teaching methods simultaneously.</p>
<p>Researcher</p>	<p>: So, with that in mind, teachers prepare ATPs, teaching modules, exercises, and then assessments at the end. Specifically, how do you, as an English teacher, differentiate these aspects in terms of content, application, and assessment? What does the differentiation look like?</p>
<p>Informant 1</p>	<p>: Alright, for the ATP (Annual Teaching Plan), we haven't differentiated yet. Because the proposal is still an official document submitted to the education office, we haven't made changes there. The differentiation occurs in the process. As I mentioned earlier, the ATP might be the same, such as a topic on telling time. For regular students, the focus is on how to use or describe time in daily life, whereas for students with special needs, it's more about learning the vocabulary.</p>
<p>Researcher</p>	<p>: Oh, that means still dealing with basic things, right?</p>
<p>Informant 1</p>	<p>: Correct. It's still basic. For example, vocabulary like "half," "half an hour," and also how to write them. In the assessment,</p>

		there are two types of questions—one for regular students and one for inclusive education (PDBK).
Researcher	:	Then, earlier we might have touched on the challenges in implementing this, right, sir? Earlier you mentioned the lack of educators. Besides that, are there any other challenges or limitations that you face, based on your experience teaching English using Differentiated Instruction?
Informant 1	:	<p>The biggest challenge actually lies in our human resources as educators. Besides mastering the content or material, we are also required to master various student learning methods. So, in one session, how can we deliver the same material, but with different methods? The biggest challenge for teachers or educators is required to have that skill. That's still the biggest homework, which is still the focus for the SMP/SMA level.</p> <p>Back then, if the term was in elementary school, there was a thematic approach. But with thematic teaching, it integrates with other learning. For example, we learn mathematics, but within mathematics, there's also a touch of Indonesian language. There's a text, a type. So, it's a bit different here. If I understand it, the biggest challenge is more for teachers to develop materials that can be graded in terms of difficulty, and the delivery of material for regular children versus children who are PDBK themselves.</p> <p>Because sometimes, as I've found, including myself here as the person in charge (PIC) for English and other subjects, what teachers find easy might not be easy for the children. So, that's still a challenge. This is what should be deeply understood by a teacher about their students. So indeed, if a teacher says it's easy, it should genuinely be easy for their students. Because what concerns me is when a teacher says it's easy, but it turns</p>

	<p>out it's not that easy for the learners. Well, that synchronization still needs to be achieved for each learner, and that remains the biggest homework, the biggest challenge.</p>
<p>Researcher</p>	<p>: The challenges or obstacles that teachers face in classroom implementation, do they ultimately impact student achievement, or do they not? Despite facing such challenges, you as a teacher have managed, Alhamdulillah, to ensure that those students still succeed in their learning.</p>
<p>Informant 1</p>	<p>: It can be said that so far, from what I've seen, the implementation of differentiated instruction is only in a few subjects. If we consider all subjects at SMP Islam De Green Camp, less than 50% can be said to have implemented differentiated instruction. So, assessment-wise, it's been differentiated for PDBK and regular students. But in terms of the process, not yet.</p> <p>So, the differentiation is in the form of assessments, but in the process, it's still the same as traditional, classical teaching. The explanations in each session are the same. The worksheets are also the same. So, there hasn't been a change in form. This is also one of the reasons why the impact has been more on grades, where there's a significant gap in students' final grades. Some students may have grades in the 90s, while others score as low as 20 to 30, because the process is the same.</p> <p>Even though assessments have been differentiated, the process being the same means students still haven't succeeded fully in terms of impact. Finally, for PDBK students, there's been a policy where, since our process isn't ideal for them yet, we shouldn't assign such low grades. Especially for PDBK students, unless we've provided an ideal facilitation and the</p>

	<p>results are still not optimal, it's not fair to give them low scores just because our facilitation isn't optimal yet.</p> <p>So, recently, one solution was to set a minimum limit for PDBK students so that their grades don't appear too low on the report. That's been discussed. But ultimately, the impact leans more towards PDBK students. During traditional sessions, they just sit and listen, whether they understand or not, Wallahu'alam.</p>
Researcher	: It means they are not required or forced to be able to do so.
Informant 1	: So, when teachers don't differentiate their processes, and they give the same challenges or tests, not in summative but in formative assessments, for example, quizzes or questions that are the same, the students can't answer as expected by their teachers. So, when asked, for instance, what does this mean? Or who did this? During just the classical session, they can't respond according to what the teacher expects.
Researcher	: Alright, Sir. So, I've framed this question based on the theory of Differentiated Instruction by Carl Ann Tomlinson. She states there are four elements of differentiation: content, process, product, and also the learning environment. As you mentioned, up to now, especially in English, content and process haven't been differentiated much. However, in terms of product, as mentioned earlier, there are differences in the questions between regular and PDBK students. Specifically, what are these differences? What distinguishes the assessments of regular friends from those of PDBK?
Informant 1	: Firstly, one of the significant differences is related to quantity. So, maybe for regular children, we have 50 questions, but for those with special needs, including inclusive children, we halve that, so there are 25 questions. Then, in terms of quality, we

		<p>also differentiate the difficulty level gradient. For instance, in English, questions for regular children are entirely in English, both the question and the answer. But for inclusive children, at the end of the questions, on the last page, we usually provide a vocabulary pocket. It's like a table as a tool for translation. So, for example, in question number one, the question and answer are in English, but they have clues, words to help understand the intended question. Whereas, for regular friends, that doesn't exist. They purely work on questions, purely in English.</p>
Researcher	:	<p>Alright sir. Then, for the element of differentiated learning environment, has SMP Islam De Green Camp, especially in English, differentiated the learning environment, such as grouping or something similar?</p>
Informant 1	:	<p>Not yet, we haven't reached that point yet, but we're heading in that direction. Especially because of our schedule limitations, one of our efforts is during the session before dismissal called the proactive time session, where we group students to optimize their free time according to their fields of interest. So, for students interested in English, for example, we facilitate them to have their own forum, where they can chat, discuss any topic, like recently discussing AI or disaster issues. Some just have casual conversations, but most use English as a lingua franca. It's interesting. That's the form we're currently using, we haven't moved on to grouping by competency or similar yet.</p>
Researcher	:	<p>So it's more towards grouping according to their interests, sir, and it hasn't been implemented specifically for each subject yet.</p>
Informant 1	:	<p>So, indeed, and the form is still random, combining across different levels as well.</p>

Researcher	: <i>Alhamdulillah</i> , all my questions have been answered. Before we dismiss this session, is there any message or additional information from you?
Informant 1	: If I were to say, regarding Differentiated Instruction, the point is actually very intriguing. When we received explanations yesterday from experts explaining what Differentiated Instruction really entails, and what goals they aim to achieve in the end, it was really cool. Imagine if in each educational unit, or even more specifically, if each teacher had the skills to apply Differentiated Instruction, it would be incredibly beneficial. Learners, when they are studying something, would then learn not because they have to, you know? They learn not because they are required to do this, this, and this, but because, what is their learning style? And the school can facilitate that well. Personally, reflecting on past experiences, when we were perhaps still in the position of a student, in school back then, yeah, maybe that's one reason why even now, maybe not we, but I, you know, am not so good at math, not so good at physical sciences and all that, because it was just classical, you know? Kids who liked it or didn't like it were taught together. Kids who understood or didn't understand were taught the same way. Everything was averaged out. Especially with national exams, whether you are as talented in arts or as excellent in sports, but if you want to graduate, you have to be good at English, math, Indonesian, you know? That's really unfair and doesn't accurately depict whether an educator is successful in educating their students. So, with this Kurikulum Merdeka, I actually as an educator strongly support it. The hope is that whatever form of skill, whatever form of competence the students have, it can be optimized, it can be developed. And that becomes their asset in

their respective fields, you know? If one of the goals in our school is that each child in our school, the output or alumni of SMP Islam De Green Camp, has skills, achievements, or portfolios according to their fitrah.

So we don't demand that every child must be excellent in English, must excel in everything. Indeed, here, yeah, if Aiman gets a chance to join later, maybe he could get to know the kids more. There are kids who are good at drawing, there are those who are good at this. Well, you know. But indeed, I hope, well, I hope this curriculum can continue and not just theoretically, but in implementation in each educational unit. Especially for educators.

Because the problem is when there are changes in the curriculum, changes in teaching techniques, you know, the development of teaching methods. Usually, it's the senior teachers who strongly object to it. It seems like that. So it keeps changing, but what's taught in the classroom stays the same. So what's expected, what the goal was, one of them was student-centered, you know? So the students are more active. But in reality, it's not like that. Everything remains the same.

And yeah, hopefully, what I hope for is not to keep changing the curriculum, but the mindset or the learning concepts that a teacher possesses. When it's really relevant to what Kurikulum Merdeka means correctly, that alone can be maintained, hopefully in the future, God willing, one of the steps in Indonesia's education system can be said to be healthy. That's all. Hopefully, we can conclude that, thank God, this is already a correct umbrella for, you know, what's the term, educational guidelines, and it's already fundamentally up to schools and teachers to adjust to the nature of the students, not students following what the school wants.

		Because the spearhead of it all is the educators. The Ministry of Education might want whatever greatness or how cool the education concept or curriculum designed by the top officials there, but if the spearhead still uses old tactics, it will be the same.
Researcher	:	That's all, Sir. <i>Alhamdulillah</i> , all questions in this interview session have been perfectly answered. I sincerely thank you, Sir, for your cooperation and time. May Allah ease your affairs and those of all the students. <i>Assalaamu'alaikum wa rahmatullahi wa barakatuh</i> .
Informant 1	:	<i>Wa 'alaikumsalaam wa rahmatullahi wa barakatuh</i> .



Appendix 7. Interview Transcript Informant 2

TRANSLATED INTERVIEW TRANSCRIPT

AN ANALYSIS OF DIFFERENTIATED INSTRUCTION IMPLEMENTATION IN ENGLISH SUBJECT AT SMP ISLAM DE GREEN CAMP TANJUNGPINANG

Date	:	Thursday, 13 June 2024
Location	:	Homeroom Teacher's Office at SMP Islam De Green Camp
Informant	:	Informant 2 (MS)
Interviewer	:	The Researcher, Muhammad Aiman Zaidan Kusasi

Researcher	:	<i>Assalaamu'alaikum wa rahmatullahi wa barakatuh</i> , good morning, Mr.
Informant 2	:	<i>Wa'alaikumussalaam wa rahmatullahi wa barakatuh.</i>
Researcher	:	First of all, please allow me to introduce myself, Mr. I am Muhammad Aiman Zaidan Kusasi, an eighth-semester student of the Faculty of Teacher Training and Education, English Language Education study program, Universitas Maritim Raja Ali Haji. I would like to extend my sincere gratitude to you, Sir, for taking the time to conduct this interview session with us today.
Informant 2	:	My pleasure.
Researcher	:	<i>Alhamdulillah</i> , today I am with Mr. Solihin, one of the English teachers at SMP Islam De Green Camp. God willing, this interview will discuss the implementation of Differentiated Instruction as part of the Kurikulum Merdeka at SMP Islam De Green Camp.
Informant 2	:	Sure. Let's get started right away.

Researcher	: Alright, Mr. The first question is, what is your perception of the impact of Kurikulum Merdeka on English language learning at SMP Islam De Green Camp?
Informant 2	: <i>Alhamdulillah, wash-shalaaatu wassalaamu 'alaa Rasulillah, wa 'alaa aalihi wa shahbihi wa man waalahu.</i> Alright, um, Brother Aiman. I am very pleased to meet my junior, MashAllah, in the English Language Education Study Programme at UMRAH, and I wish all the best for UMRAH, especially its English Language Education programme in the future. Well, related to the previous question, what is the impact, yes. The impact of Kurikulum Merdeka on English language learning at SMP Islam De Green Camp. Personally, when I look at things like this, indeed, back then, um, previously our school had already implemented the basic concept of Kurikulum Merdeka before the authorities introduced such a concept. So, we had used it first. But it was called the DGC curriculum. We didn't know that the Ministry or perhaps the government would try something similar to what we created. Well, Alhamdulillah, since private institutions also have their own curriculum, Alhamdulillah, it aligns with what the government requires. So, all this time, what we see and use in our curriculum, together with Kurikulum Merdeka, is that we see English language learning, Alhamdulillah, remains as usual, and it is also said that the children are given more space to express themselves here, however they are. Their abilities according to their own capabilities. We also don't demand that they must do things in a certain way, no, but they, like our school's goal, achieve according to their own nature, right. So, whatever goals, or perhaps abilities,

	<p>or maybe what they possess, we return them to their own nature. So whatever we teach them, as long as they can understand it well, especially English, of course, we have a goal there.</p> <p>How they at least understand the basics, for example, if we are learning English about speaking, at least they know the basics of what speaking is, what needs to be mastered when speaking. God willing, from what I see, MashAllah, it has developed greatly here, the English. Because indeed all students are given space to express themselves.</p>
Researcher	: So, although there is no compulsion to master something, there are still goals that students need to achieve.
Informant 2	: Correct.
Researcher	: Then, as part of Kurikulum Merdeka, there is something called Differentiated Instruction, Mr. Based on your understanding, what is Differentiated Instruction?
Informant 2	<p>: Differentiation as I understand it, yes, it refers to varied learning. It does not demand just one thing. Yes, it is diverse. The curriculum is also mixed and varied. And this applies to the students as well. And at DGC, Alhamdulillah, we have already implemented what is called differentiation for a long time. We also have some regular students as well as PDBK students here. Alhamdulillah. And everything runs as smoothly as possible, Alhamdulillah.</p> <p>At DGC, we also accept PDBK students, but with certain conditions, yes, not excessively. We also have our own criteria. The school has criteria for selecting such students, especially the PDBK ones. Regarding the curriculum here, we have three curricula, um, two curricula, two curricula. Sorry. First, the government curriculum, which is the national one, and second,</p>

	<p>the diniyyah curriculum. Alhamdulillah, we use both curricula, and they run as usual.</p> <p>Some friends, from the testimonies of parents, also support this curriculum. Alhamdulillah. And they say it is almost like a pondok, right. So our children get religious education, and they get general education. That is what I understand from differentiation. It is diverse in terms of both the curriculum and the students.</p>
<p>Researcher</p>	<p>: So according to you, Mr., the essence is that this differentiation, besides being diverse in its concepts, also involves diverse participants from various backgrounds. Then, from this diversity, Mr., could you give us an example of how it is implemented in the English language lessons? How does it manifest in the process, or perhaps in assessment, or in what way?</p>
<p>Informant 2</p>	<p>: Correct, MashAllah, that's absolutely right. Regarding this matter, let's focus more on English. How is this differentiated instruction applied in English language teaching? Alright. Firstly, in terms of delivery, for children in the classroom, because not all are regular, one or two might be PDBK, the teacher will give a general explanation first. The regular students are already okay, they understand. We open up a discussion session. Then we ask, especially focusing on the PDBK students. "Do you understand?" "Not yet, Mr." So we try to provide more detailed explanations to them, which they can understand about the subject matter. But we don't repeat. We don't repeat. We just explain in detail directly to them, but when it's already explained generally to the PDBK children plus also the general children. Then focus on the details. So what they get, what PDBK friends get, what's detailed, until</p>

	<p>they understand, especially when the explanation was general, and then specifically, until PDBK friends understand, like that. Secondly, in terms of assessment, evaluation. Here, PDBK and regular children have been provided with their learning modules beforehand. They already have their modules and all are at the same level. The same, whether PDBK or regular. But, during the assessment, we have attitude and skill assessments, and also practices there. Now, we monitor their attitudes through the class. How they are with their teacher and their friends, like that. There are also others through questions. Questions that we raise in the module are, God willing, all the same. So PDBK also get the same questions, but we will provide a slightly different level there. That is, in the module, the questions are the same level, God willing, not too difficult, not too easy. Just right. They can answer, God willing. But in the test, in the test, what is it, in the daily assessment, or exam, we call it an exam, or in the test, we differentiate the questions. We differentiate the questions directly. For PDBK, the level is all easy, but it's also not too easy, like that, not too easy. The easy ones are easy for them to understand there. As for regular ones, we divide them into three levels. There are levels up to color codes. Purple is difficult, yellow is moderate, green is very easy. Here, we have made, it has been around for 2 years here, the questions, especially regular ones. Three levels with approximately 10% difficult, 40% moderate, and 50%, eh, my mistake. 20% difficult, 30% easy, 50% moderate. So at least there are 10 difficult questions in the questions.</p>
<p>Researcher</p>	<p>: So it applies like there's basic, intermediate, and advanced levels on the same sheet of questions.</p>

Informant 2	: Correct. Within the same sheet of questions. As for those in PDBK, it's all basics, plus we add behind it vocabulary that might be in the question. For example, this question, then the last sheet has something like vocabulary given, like that. We create a table for vocabulary that they can use. Even though in the vocabulary there's an answer, if they understand.
Researcher	: But for these PDBK basics, are the questions still fully in English? But they're given assistance on the question sheet.
Informant 2	: Exactly. So, it's fully in English, but differentiated. In PDBK, there's assistance like what's called easy questions, not very easy, but hopefully easy enough for them to understand. Plus, there's, what's it called, the vocab box there.
Researcher	: Then, as we discussed earlier, these students are different, some are at basic, intermediate levels, and some are PDBK. When they enter school, or at the beginning of the semester, or even during lessons, do teachers classify them? Knowing these differences, is there, for example, screening?
Informant 2	: That's a great question, MashAllah. Here, we don't classify or group them. PDBK here, then regular here. No. During the school introduction period, when they start entering, everyone joins together, all the same. How do we know? We have a meeting called Raker, the initial work meeting. Later, each homeroom teacher is called. They will be given an understanding, in your class there are two PDBK, there is one PDBK, named this, named this, like that. That's for the homeroom teachers. So they already know who the PDBK students are in their class. Like that. So not classified. For other teachers, they will get the information from the homeroom teacher, or when they teach, they go straight to class. So not informed sometimes. There are

		<p>homeroom teachers who say, informing, in my class there are two, there is one, but there are teachers who do not yet know. When they enter a new class they understand. Oh, so that's it. So here we don't classify. All the same. Later in time, they will know that he is PDBK, this is not. So, that's it. That's for grouping, there is not at all. The main thing is no different for learning as well as the initial meeting in the early semester, PDBK and regular, all the same.</p>
Researcher	:	So diversity is known through teacher's observation.
Informant 2	:	Directly from teacher's observation.
Researcher	:	Not in a form of tests or anything similar.
Informant 2	:	<p>No. If it's for the test, when they initially start entering, yes, it's at De Green Camp, when selecting students, it's very strict. Quite strict. Why? Here we have procedures that need to be followed.</p> <p>First, when the students register on our school website, the De Green Camp website, they are given what's called a session for an interview. Interview, then there's another session called the class test. It's called a class test here. First the interview, then the trial class.</p> <p>Now, in the trial class, Mr. interviews the child, also gives questions related to social, um, what's it called again, diniyyah. They're given those two questions and some of their attitudes while they were in primary school. They're given all that, so it's checked first. Everyone who registers will, God willing, be given a trial opportunity here. They'll be checked, the child will be interviewed first, given some knowledge questions, how they'll be strengthened here. The decision will be made from there. If they're okay, they're accepted. If not, it means they're</p>

	<p>eliminated from De Green Camp school. That's for the students.</p> <p>Second, we not only test the student, but also test their parents. Parents. Now, so the parents are also tested. Those parents will be called in later. Mum and dad can come to the school for a while; we have a few things we want to discuss. Interviews related to the parents' development at home, what it's like. Whether they're looking after diniyyah or not. Also there, the parents are asked direct questions about their child. This will be compared with the child later. The child is also asked. How are their parents?</p> <p>The child might say maybe mum rarely prays, dad also rarely prays. But when dad's interviewed, it's the opposite. Maybe dad says he's diligent, so which one is right? There's a contract there. Oh, so that's wrong. Whether they're suitable or not goes back to the management's decision, like that. If not, it means they're not accepted. If suitable, it means they're accepted.</p> <p>So, that also corrects it, maybe friends may not know that De Green Camp Islamic School is an elite school. No. Not an expensive school. No. Yes, because there are many things spread there. We have quotas that we must follow. Because with more students, there are more problems there. We'll minimize such things. A few, yes. Or maybe with 20 students per class, or 24 students per class, God willing, that covers almost everything.</p> <p>Even, all covered by teachers with such numbers in the class. So we're not an elite school. No. We try to find what's right for our children. We also have scholarship programs here. God willing, like that.</p>
<p>Researcher</p>	<p>: Then, earlier we discussed teachers creating questions at different levels. Later on, in its form, on the report card, will</p>

		<p>there be differences? For instance, of course we can't say that friends with lower scores should get higher grades, but we also shouldn't give them high grades when their abilities clearly aren't at that level. What does this look like on the student's report card or final report?</p>
Informant 2	:	<p>Great question, MashaAllah. Because here the level of PDBK is low, as all the questions are basic. Suppose they score 100, for example. During exams, regular students might get 70, 80, 88, something like that. Here, the scores for PDBK, even though their exam might show 100, but when it's reported, it won't exceed 70 because we know their abilities are below that level. So, when we report, we won't give them more than 70 or 75, like that, in English terms. This is agreed upon by the school principal and subject teachers; PDBK scores shouldn't be above 70 or 75. It's not allowed. Minimum 70, 73, or even 50 is acceptable. We're not allowed to manipulate their data, even though we feel sorry for them—if they get 20, it stays 20. Regular students usually get those scores. But when it's reported, we average them out.</p> <p>For English, we have two tests. There's basic skill, which includes practical exams in speaking, writing, and reading—they're tested on basic skills. The second test is written practice. These two tests determine their average score. Only then do we get their final report card grades. Don't forget, PDBK is also tested, both in basic and written forms. The written part is different.</p>
Researcher	:	<p>Would parents understand? It's possible they might question, “Why is my child's grade like this?”</p>
Informant 2	:	<p>Very good. Cool. How do parents perceive it when they see this? Is it correct?</p>

Researcher	:	Correct, Mr.
Informant 2	:	<p>Alright. So, as mentioned earlier, they're interviewed and we inform them about, um, how should I say it, they also need to know what category their child falls into. Even though not all parents may accept their child being categorized as PDBK, here we first provide understanding to the parents. "Dad, is it true that your child falls into this category?", "Yes", okay, so our diagnosis is correct. "If we accept your child under these conditions, we will arrange everything accordingly. Do you, Dad and Mum, accept?" "Ready to accept", meaning they follow the school's rules. So, there, they don't complain. None at all. As far as I know, once parents understand their child's type and abilities, God willing, they won't complain, and so far, complaints are very rare, especially in English, very rare. They know what their child is like. But there are also many parents who don't acknowledge their child being PDBK.</p>
Researcher	:	Maybe they don't know, or perhaps they refuse to acknowledge it? They might feel their child is still considered normal?
Informant 2	:	<p>Yes, they don't acknowledge it. And PDBK isn't just about physical aspects, right? It also relates to their academic performance. For example, if they don't understand something, even in a class of 24, let's say 20 understand it and 4 don't. Should we go back and repeat the material for those 4? Not necessarily, right? Almost everyone else understands it already. It's just about how the teacher approaches teaching those 4 with extra lessons so they can understand. So here, parents are given understanding first. If they accept it, we consider admitting them here. But if they don't accept it, wallahua'lam, we don't know what the decision will be later on.</p>

Researcher	:	So from the beginning, it's anticipated that for parents who can't cooperate, they might not be considered for enrollment from the start.
Informant 2	:	Yes, sometimes there are those who don't accept it, saying, "No, my child is like this, my child is like that."
Researcher	:	Yes, indeed, Mr. and of course, in the implementation of the Merdeka Curriculum and differentiated learning, certainly sometimes you and other teachers may have faced some challenges or difficulties. The challenges we mean here, um, perhaps like earlier, the diversity that demands teachers to be able to handle many things. Then, the limitation in question is, perhaps, whether the teachers are ready but maybe limited by facilities? Maybe we should address the challenges first. The challenges Mr. faced while teaching English at SMP De Green Camp, related to all differentiation.
Informant 2	:	Alright. Regarding all the differentiation, right? Okay. The challenges I face when teaching English in junior high school, especially those I face mainly with friends who have PDBK. In their academics, right? Because most of us here know that there is no English in primary schools, right? It's a huge challenge for us. We teach English in junior high school, and when in grade 7, I teach grade 7, MashaAllah, the challenge is huge. When entering new material, just starting English, does Big Brother know English? they don't know. Vocab? don't know. What is vocab? don't know. That's the first thing I experienced. They are truly blind to vocab, except for friends whose parents may have already introduced them to English since their primary school days. There are a few last week in grade 7, now there are three people who MashaAllah, eh four people, whose English is quite good, like that. So I'm not too difficult when

	<p>teaching them. The rest, MashaAllah, the challenge is extraordinary. The problem of vocab. Let alone what it's called, to ask them to speak, ask them to read, they don't even know the meaning of what we're creating. Well, that's the first challenge. The challenge is indeed from the problem of understanding English that is not too good, like that. Because indeed from elementary school there is none, like that. The second, my challenge is from the standpoint of its PDBK, they also don't understand what English is. Absolutely no idea. Even if they start what it's called, they're already bored with us, when we teach, they write everywhere. Don't know like that. Sometimes there is permission for up to 20 minutes, only then do they enter class. That's a tremendous challenge. But it's at the beginning of the learning. At the beginning of our learning, we try to see how they are. Over time, in the middle of the first semester, entering the second semester, alhamdulillah understand how to watch them, like that. That's the challenge. And with the upper levels too. Class 8, 9, also like that. Their lack of vocab. Their desire to memorize is lacking. Almost all lack memorizing. Maybe every week we give 20 vocab words usually. Okay, this week 20, next week another 20. Qadarullah, next week 20 adds, the 20 is gone. Some are like that. Sometimes they don't, they memorize, but they don't apply. That's the toughest challenge for me. If for writing, if we direct them well, God willing, they can, with their formulas they can. Of course, with the vocab knowledge they have, like that. The bank of vocab they have in themselves, like that.</p>
<p>Researcher</p>	<p>: Earlier, the teachers faced challenges and had anticipated by understanding their characteristics and so on. Then, despite all those efforts, were there limitations discovered that hindered those solutions?</p>

Informant 2	:	Yes, alright. Are the limitations from them, or from me?
Researcher	:	What are the limitations for you, Mr.
Informant 2	:	So it means for me?
Researcher	:	Yes, Mr. Like facilities or something similar.
Informant 2	:	Oh, from the school, then. Alright. The school pays great attention to our needs in terms of facilities and equipment. Here, we have an Infocus provided. Infocus, speakers, even if we want to use speakers, it's allowed. When in the classroom, everything is supported. Everything is already here. Teachers just need to call the equipment department, everything is provided. For teaching materials, the principal has already provided an incredibly supportive link. Please access it, teachers, for English like this, it's just the teachers who work.
Researcher	:	Can we say that limitations are almost nonexistent? However, the challenges that arise demand that teachers be able to cope.
Informant 2	:	Yes, because, well, since I enjoy teaching—it's my hobby—I haven't been too worried when maybe they don't like the subject, so I say, how can I overcome that challenge with my solutions. That might be the obstacle. Maybe there isn't one from the school's perspective.
Researcher	:	With those challenges earlier, did they affect the learning process or other achievements?
Informant 2	:	Alright. Okay. Certainly, there is an impact. Due to the obstacles, perhaps those that we haven't been able to overcome, most of them, right? The rating that I can only complete is around 80%. The rest cannot yet be done. There are some who are still completely at zero with English. They don't even like English. They don't like English at all. It makes them dizzy with English, like that. So that's the impact.

	<p>For me, of course, it makes us feel more saddened when we see that their exam results are only so much, below average, below the Minimum Passing Grade (KKM). Their interest in English is not there yet. Their interest needs to be nurtured again. Even though there are some students who are not interested, if we give them understanding, they become interested, like that. Approximately out of, say, 10 children, those who are interested are about 8 to 7, the rest are not interested. That has a significant impact on me when I teach, like that.</p> <p>Especially here, we try to make the teachers explore, try to create different questions according to what exists, like that. So it's not just those questions, not just A B C all of them. It varies until they understand it. So there are A B C, there are complex multiple-choice, there are also essays, there are also matchings, and so on. So they are tested like that. But not many of them understand questions like that because earlier vocabulary limitations were a problem for me. Which when I find, they don't know the meaning. The answer was offhand until it was wrong in a moment</p>
<p>Researcher</p>	<p>: Next, Mr., we formulate this question based on the theory of differentiated instruction by Carol Ann Tomlinson. It is stated in her book that there are four elements of differentiation: content, process, product, and also learning environment. Starting with content first. Is this content currently, at SMP Islam De Green Camp, for English, already being differentiated, or is it still the same? ATP, Teaching Module?</p>
<p>Informant 2</p>	<p>: Alright. So, we start with ATP then. ATP narrows down to modules, right? Modules and so on. So, we start with ATP. The ATP comes from the Ministry. From the ATP, we see what phase it is in, what its achievements are. So, immediately we</p>

		break down the ATP, what topics it covers, what its sub-topics are, and then from there. So, that's how the content is. From the modules later on for teaching materials, there are many. Maybe they want to make their worksheets, want to make lesson plans and so on. Want to make what again, depending on the ATP.
Researcher	:	There, is it specifically designated, is this for PDBK, or are they still in the same guideline?
Informant 2	:	In the same guideline. They are all the same ATP-wise. The objectives are also the same. But in there, during classroom instruction, we'll monitor PDBK children. There, how they learn, when they're done with the learning, we'll ensure they understand.
Researcher	:	Then the process. This has been partly answered in the previous responses, but perhaps Mr. has additional insights regarding the process? Earlier, Mr. mentioned that initially it's presented generally, and then if someone isn't quite understanding, it's made more specific. So, that's part of the process. Are there also, uh, what's the term, different treatments given according to the students' abilities?
Informant 2	:	Sure, in terms of learning earlier, the learning process, is there any difference, yes. Here when friends, maybe said, uh, there are a few problems in English maybe, not yet understand, so maybe yes. Some friends who have understood this we direct to give them first. They work on exercises, friends who don't understand this we will try to understand them in a good way first until they understand. But we don't make it a hindrance for class teachers or other subject teachers, it, hampered the material, because of dealing with those four earlier, dealing with those PDBK earlier, yes. So friends who study regulars this, if maybe they're okay, they're understood, good,

		sometimes I when in class give techniques like this, "Who already understood the materials? Raise your hands. Okay. You who really I believe, can you help give understanding to this friend of yours (PDBK)?".
Researcher	:	So it was like, peer teaching, correct, Mr.?
Informant 2	:	Correct, peer teaching. Well, think about it together. Try to explain to them so that they are said to understand what was learned today. I said like that. Like that, when he's willing. Yes, if not, maybe we can't convey it like that yet. If he has been willing so far, and thank God he understands too. Sometimes when exams start, when retakes start, we every two, eh three meetings, there's a retake, or maybe called PH, Daily Assessment. Well, in PH, with different questions. Regulars are different, PDBK are different. If PDBK hypothetically gets remedial, and regulars also have remedial, here we give the same questions. For regular friends who have passed, who are not remedial, in the next meeting when these friends are remedial, they continue to other materials. Given other assignments or practice questions. It can also be for review, to refresh their understanding of previous lessons. As for those who are remedial, whether PDBK or regular, for regulars we try first with the same questions first, but here it's more directed. "Brother, try to focus again, what's the answer like," but not open book yet, still an exam as usual.
Researcher	:	So they're not allowed to open their book, but there is assistance, right, Mr.?
Informant 2	:	Yes. Exactly. The assistance should pay attention again. Open book is mostly the second choice. They can only graduate with this second choice. Well, but when they are remedial, if their score is 80, do we make it 80 on the report? Of course, it should

	<p>be made 70 according to the Minimum Passing Grade (KKM). Because we're worried that when maybe later a friend who isn't remedial scores 72, for example, those who are remedial end up with 80, then they lose out like that.</p>
<p>Researcher</p>	<p>: For the last one, learning environment, Mr. Even though indeed all students are in one class, is there a time when they might be grouped? Or is there differentiation in terms of the learning environment? Both in the learning environment especially in class or outside class.</p>
<p>Informant 2</p>	<p>: They are free to sit with anyone they want. 'Brother, wherever you want to sit, it's up to you. If you want to sit together with PDBK friends, it's also up to you,' like that usually. But teachers still make efforts to arrange things so that PDBK students don't sit together with other PDBK students, like that. Regular friends are there to accompany them. If they want to, they can sit wherever they feel comfortable. Here, teachers provide ample opportunities for them to sit wherever they want.</p> <p>As for groups, it depends on the teacher's observation. For group work, for example, if there are four PDBKs in the class, they are placed in four different groups, each group gets one PDBK, like that. Here, of course, we choose, sometimes the leader is chosen by us, sometimes by them, if indeed this person is really exceptional, very active in a group, usually we choose. But if here they are moderately active or passive, okay, please choose the leader yourselves.</p> <p>In class or outside, for example, during camping, we still place PDBKs in one of the groups. There will be, so when they start the exam, here we don't say to PDBK students, or we don't call out, 'Brother PDBK, come here everyone,' no, we don't say</p>

	<p>that. They gather with everyone, so sometimes when they are all gathered, we call the leaders of each group. 'Come here, Brother. In your group, there is Mr. So-and-so. Do you know how he is?' 'Yes, Mr.' 'Your task is to take care of him well, make sure he understands or pays attention enough, interacts.' Alhamdulillah, they follow and cooperate. They are trustworthy like that.</p> <p>Children sometimes get annoyed quickly, that's normal, but it doesn't last long. They are indeed free to explore wherever they are. Even though they are PDBK, they are treated like any other human being. Given equal rights. Allowed to mix. Even during exams, we don't say this is a regular question or a PDBK question, no, it's not announced. Questions are placed in the same envelope, distributed. The teacher's task is to find other tricks so that the PDBK questions are not seen by other friends, although sometimes the PDBKs might ask, 'Mr., why is my question different?' Like that sometimes happens. No, it's the same, I tell them. In essence, we do not differentiate. We treat everyone equally.</p>
<p>Researcher</p>	<p>: <i>Alhamdulillah</i>, all the questions from our interview session have been answered, Mr. Thank you very much. Before we close, do you have any messages or feedback, or a closing statement?</p>
<p>Informant 2</p>	<p>: Alright. My impression first, yes? My impression is that I want to express my heartfelt thanks to Aiman, UMRAH, especially the English Education programme, and my dear lecturer, Ma'am Dewi Nopita. I hold everyone dear, InsyaAllah. Thank you for allowing and guiding Aiman to come here. It's very much appreciated; we are very happy, and it helps us continue our relationship with SMP De Green Camp. InsyaAllah, we</p>

	<p>hope in the future more friends will be sent here to collect data like this.</p> <p>My message to other friends in the English Education programme is to continue producing internationally competitive students and always give them opportunities to learn abroad. To Aiman, I wish you success in your future research. Don't stop at a bachelor's degree; continue to a master's degree and seize educational opportunities. Lastly, our message is to always uphold religious values wherever you are. One more thing, if anyone wants to come to DGC for research or service, our doors are always open to students. Insyallah, that's all. Thank you.</p>
<p>Researcher</p>	<p>: I also want to express my deepest gratitude for the time, willingness, and all the assistance provided by you, Mr., and the school. Alhamdulillah, with Allah's permission and through Mr. and the other teachers, Allah has made this research process easier. May Allah reward you with the best of rewards and always bless what we do. Well, Mr., perhaps we can conclude this session now. That's all from us, <i>alhamdulillah, assalaamu'alaikum wa rahmatullahi wa barakatuh.</i></p>
<p>Informant 2</p>	<p>: <i>Wa 'alaikumsalaam wa rahmatullahi wa barakatuh.</i></p>

Appendix 8. Interview Transcript Informant 3

TRANSLATED INTERVIEW TRANSCRIPT

AN ANALYSIS OF DIFFERENTIATED INSTRUCTION IMPLEMENTATION IN ENGLISH SUBJECT AT SMP ISLAM DE GREEN CAMP TANJUNGPINANG

Date	:	Friday, 14 June 2024
Location	:	Teachers' and Staff Office at SMP Islam De Green Camp
Informant	:	Informant 3 (N)
Interviewer	:	The Researcher, Muhammad Aiman Zaidan Kusasi

Researcher	:	<i>Bismillah, Assalaamu 'alaikum wa rahmatullahi wa barakatuh,</i> good morning, Miss.
Informant 3	:	<i>Wa 'alaikumussalaam wa rahmatullahi wa barakatuh.</i>
Researcher	:	Let me introduce myself, my name is Muhammad Aiman Zaidan Kusasi. I am an eighth-semester student in the English Language Education Study Program at Universitas Maritim Raja Ali Haji. InsyaAllah, this morning I would like to ask for your permission and willingness to have an interview about the implementation of Kurikulum Merdeka and Differentiated Instruction at SMP Islam De Green Camp, in relation to the research I am currently conducting. Thank you very much, Miss, for being willing to spare your time this morning. Shall we begin, Miss?
Informant 3	:	Yes, please.
Researcher	:	Alright, the first question. What is Miss Nur's perception of the impact of Kurikulum Merdeka on English language teaching practices?
Informant 3	:	The impact, isn't it?

Researcher	:	Specifically, how does it compare to the previous K13 curriculum, Miss? What impact has the Kurikulum Merdeka brought, particularly in English language teaching?
Informant 3	:	In Kurikulum Merdeka, there is something called Differentiated Instruction. As the name suggests, it's about being "different". It has quite an impact. For example, in one class, the students have varying learning abilities. This affects the learning outcomes. We might apply one method for some students and another method for those who we feel can't use the first method. In this school, there are several students with special needs.
Researcher	:	I agree, Miss.
Informant 3	:	So, the way of handling it in the classroom is different.
Researcher	:	Does that difference only apply to assessment, or is it already differentiated in the learning process as well?
Informant 3	:	It's already differentiated. For me personally, yes. ★
Researcher	:	Then, in the Merdeka Curriculum, there is Differentiated Instruction. According to Miss Nur, based on her understanding, what is Differentiated Instruction?
Informant 3	:	Differentiated Instruction means varying the methods, or even the indicators, or varying the way assessments are conducted.
Researcher	:	Specifically, how does it look when implemented in the classroom? Especially in English, which you've been doing so far.
Informant 3	:	Okay. For example, in one class, in the eighth grade. For instance, other classmates are learning "congratulating others". Now, regular or normal children, they are given materials according to the module that I have prepared, like that. But for these special children, they cannot follow that module, and I adjust it again. Perhaps in this part, like congratulating others,

		there are vocabularies that they need to know. So, what these special children often do is they dig up the meanings of these vocabularies. Later, they are equipped with dictionaries, and they search for the meanings, like that. It's also already, what, I make it as an indicator, like that. So, their work is like that.
Researcher	:	For the special children, it means they are given assistance, like the help earlier. The regular ones, they are not given dictionaries. They are fully English. Whereas the PDBK children cannot do so, Miss.
Informant 3	:	Yes.
Researcher	:	Alright, Miss. Then, as the lesson progresses, the teacher knows that there is a difference. There may be some who are able to advance, maybe intermediate, and also basic. Does the school, or perhaps the teachers, conduct screening when entering school, or when the lesson is in progress, Miss? What does the school or teacher do to find out about the differences, Miss?
Informant 3	:	We have something called diagnostic assessment, yeah. It's at the beginning of the year, at the beginning of the semester, at the beginning of the MPLS week, usually. And at the end, we equip them with basic skills, yeah. Exams aren't just written exams, but later there are basic skills. The exam is divided into two parts. For example, yesterday's basic skills in English were finding and, what, dictation vocabulary. Then they read texts. This is very basic, right? But it also needs to be measured how their ability is, like that. After knowing that this is at a certain level, with the diagnostic assessment earlier.
Researcher	:	In its implementation in the classroom, are they grouped, or do they remain in one class, but only the teacher differentiates their grouping?

Informant 3	:	They remain in one class, but the assessment indicators are differentiated.
Researcher	:	That means they're not separated.
Informant 3	:	Yeah. Typically, in assessment like this, these specific children often come to us, like that. They can't work at their own desk. They also need our help, ask a lot, like that. Different from regular children.
Researcher	:	In its implementation at this junior high school, in English, is there differentiation in every element of Differentiated Instruction? Such as content, process, and product.
Informant 3	:	For content, the teaching modules are actually comprehensive across the whole class. However, for these specific children, the information conveyed to them, for example, in the 7th grade class, there was a lesson on giving instructions. Now, those specific children are introduced only to the vocabulary first, just the basics like that. But for regular children, they've already moved on to expressions, and they're already applying dialogues as well. So, the original material is the same. When it comes to implementation, that's where the teacher differentiates according to the students.
Researcher	:	Is there any specific strategy for Miss as an English language teacher in implementing that? To address the aforementioned differences.
Informant 3	:	That's it, earlier, know them, they haven't been understood, like that. For example, how is the basic? Like that. Know what the students need, the teacher must know first what he needs, like that. If you talk about specific strategies, yes, it's like that, Aiman. Differentiated in the indicators. A teacher's ability to be sensitive first, knowing first, that this student is different. After knowing, then the teacher adjusts. Like an example, such

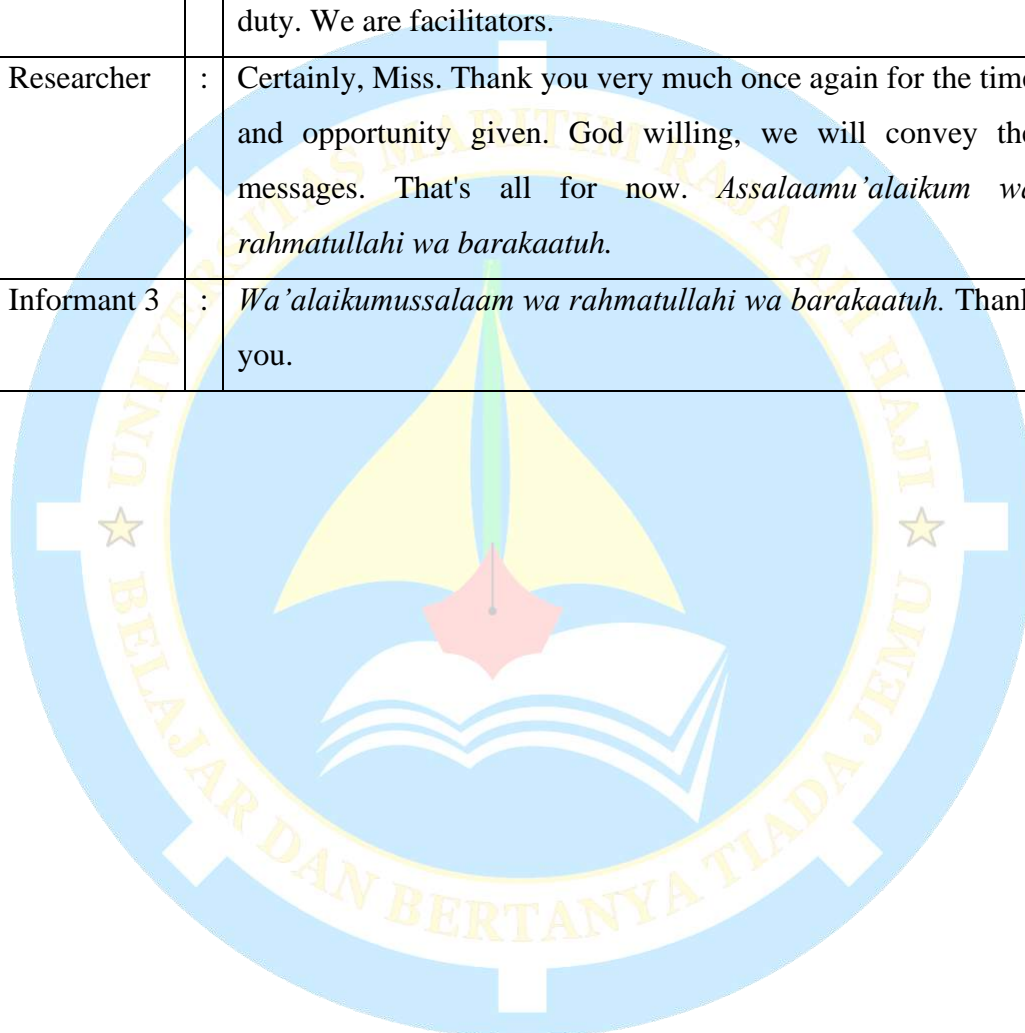
	<p>as the time-telling materials, even sometimes the numbers themselves do not yet know. So it is indeed true to be taught from the numbers first, like, 1 to 10 what is English. He learned to write "ten" first, how to write it. Especially now that from elementary school maybe there was no English at all. So even the numbers they need to be guided</p>
<p>Researcher</p>	<p>: With all these aspects, it's certainly not easy, Miss. There are challenges, and there are limitations. What we mean here, the challenge is like teachers being challenged by the differences among students. However, the limitations we mean are whether the teacher is ready but limited by facilities, or limited by human resources, or perhaps infrastructure facilities from the school. First, let's discuss the challenges, Miss. So while teaching English at SMP Islam De Green Camp, what challenges do you face as a teacher? Especially in differentiated instruction in the English subject.</p>
<p>Informant 3</p>	<p>: The challenges are mainly about ensuring how they can understand, that's all really. As for facilities, thankfully there are no limitations from the school. It's just that we need more ideas. Also, besides these specific children, other students have this initial mindset that English is difficult, like that. So when I first enter the English class, they're like, "Oh, English is difficult," like that. That's what needs to be changed first, their mindset. There's a need for engaging lessons too. For example, we need to instil in them that English isn't as daunting as they think. Teachers need to be creative. Sometimes I equip them with ice-breaking activities, and sometimes I do it in the middle of the lesson too. It doesn't have to be at the beginning, you know, the ice-breaking. That's the challenge, really.</p>

Researcher	:	Do all these challenges then have an impact on student achievement or the learning process in the classroom?
Informant 3	:	As long as they have been addressed, thankfully so far there haven't been any. For this semester, thankfully all the grades have been achieved. Because from the start, I also broke down the indicators. So not too wide. So each LK indicator is not a single assessment. The indicators have been narrowed down, like that. So it allows them to easily work on it.
Researcher	:	Alright, Miss. Let's move on to the next question. I'm structuring this question based on the differentiation theory by Carl Ann Tomlinson. According to her theory, there are four elements of differentiation: content, process, product, and learning environment. Starting with content, what form of ATP or teaching modules are used by English language teachers?
Informant 3	:	Okay. For ATP itself, at the beginning of last semester, those who arranged it, we had a PIC, like that. So the one who arranged it was our PIC. Then for teaching modules, I developed them myself. Each teacher develops them according to their students earlier. The teaching module is already per topic for several meetings, like that. So indeed, from the module, it has been differentiated, but according to class needs. Later, in the assessment, it was differentiated. Just now, regular children and children who are different from the assessment.
Researcher	:	What does that look like, Miss? How are they different— are the questions different, or is the level different?
Informant 3	:	Because the indicators earlier were already different. For example, one student is able to understand expressions for asking and giving directions, while another student may only know vocabulary related to asking and giving directions, like that. So in their assessments as well, the first student can

		already distinguish between asking and giving directions, while the specific student only just learned, oh, "lurus" means "straight," like that, "belok kiri" means "turn left," like that.
Researcher	:	The questions are already different, yes?
Informant 3	:	It's already different. With the name Merdeka Belajar teachers have been given freedom.
Researcher	:	Then, for the learning environment, is there differentiation? I mean, during learning, are certain groups within the learning environment making their students differentiated? Or is it the same?
Informant 3	:	Here, in this case, the 7th-grade students in the PDBK often feel uncomfortable with their classmates. However, they come to me. But for those in other classes, it's not the same; they just ask, "Why does Miss differentiate the LK like that?" But in their learning, no, there is no difference, not that way, just grouped into PDBK.
Researcher	:	So, in terms of the learning environment, there isn't much differentiation either.
Informant 3	:	No, hopefully not. They still mingle together. It's just that teachers need to be willing if they need individual assistance, like that. For PDBK kids, they may not even have the skills to look up vocabulary in the dictionary. They don't know how. That's also taught.
Researcher	:	Yes, it's possible for PDBK students to be given assistance in the form of vocabulary help or answer keys, unlike regular students who might have full English.
Informant 3	:	I see. There are no answer keys provided. However, during the final semester assessment, we include what we call "daily vocab." I include vocabulary that is frequently used in the questions and which they may not know. Hopefully, this will

		<p>help them to answer the questions. The questions themselves remain entirely in English. They are only given hints. So, they also have to be clever in using that. Some are not good at using it. Even with the clues provided, some still find it difficult. It depends on the child too. The other day, I got a testimony from a PDBK child, he said to me after the exam, "Miss, thanks Miss, the questions were easy," he said. Actually, the questions were not too easy. But because there was help with the vocabulary earlier, and they could use it. If we flatten it out like the old system, it's not fair to them. Because their abilities are different. This school also facilitates children who are different, like that.</p>
Researcher	:	<p>Of course, the outcomes will be different, Miss, in the form of assessment on their report cards. Regarding this, do PDBK friends have a separate report card, or is it the same report card with specific remarks accompanying their grades? ☆</p>
Informant 3	:	<p>The grades for these special students should not exceed 70. There's a limit. And from the start, the parents have been briefed that there was an agreement beforehand.</p>
Researcher	:	<p><i>Alhamdulillah</i>, all the questions in our interview session today have been answered.</p>
Informant 3	:	<p><i>Alhamdulillah.</i></p>
Researcher	:	<p>Before we dismiss, is there any message or impression that Miss would like to convey?</p>
Informant 3	:	<p>Firstly, I'd like to leave a message for the lecturers of the English Language Education Study Program, if I may?</p>
Researcher	:	<p>Of course, Miss.</p>
Informant 3	:	<p>Please send my regard to Sir Gatot. The hope is that all schools can implement this Merdeka Curriculum, differentiated learning. It's because it pays great attention to the needs of</p>

	<p>students. The goal of education is ultimately focused on the learners, right? If this is implemented, it will, God willing, be beneficial for them. The hope is that this Merdeka Curriculum can be implemented correctly according to its principles. Not following the desires of teachers, even though it may be challenging. But that's the challenge for us. That's the teacher's duty. We are facilitators.</p>
Researcher	<p>: Certainly, Miss. Thank you very much once again for the time and opportunity given. God willing, we will convey the messages. That's all for now. <i>Assalaamu'alaikum wa rahmatullahi wa barakaatuh.</i></p>
Informant 3	<p>: <i>Wa'alaikumussalaam wa rahmatullahi wa barakaatuh.</i> Thank you.</p>



Appendix 9. Questionnaire Answers Report

LAPORAN HASIL ISIAN ANGKET DIAGNOSTIK PELAKSANAAN PEMBELAJARAN BAHASA INGGRIS DI SMP ISLAM DE GREEN CAMP TANJUNGPINANG

Jumlah Responden : 58 Siswa

Responden Kelas VII : 21

Responden Kelas VIII : 16

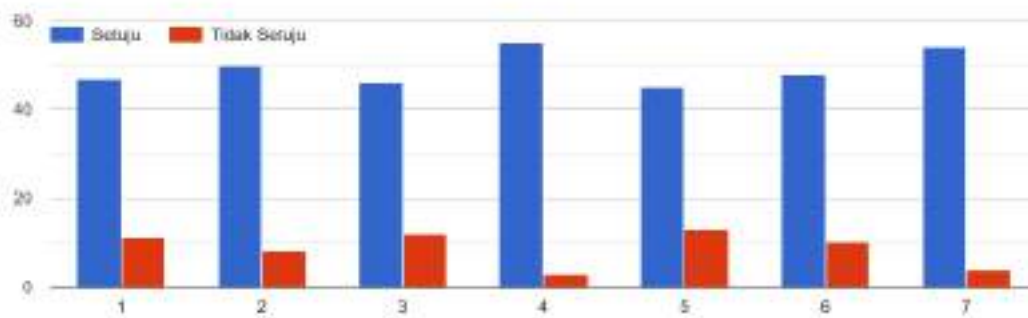
Responden Kelas IX : 21

Isian Jawaban :

No.	Deskripsi	Setuju	Tidak Setuju
1	Kurikulum yang saat ini sekolah gunakan dalam penerapannya memfasilitasi minat siswa yang beragam.	47 (81,03%)	11 (18,96%)
2	Pembelajaran yang dilakukan di sekolah menyesuaikan dengan kemampuan atau tingkat pemahaman siswa terhadap suatu pelajaran.	50 (86,2%)	8 (13,79%)
3	Guru Bahasa Inggris di sekolah memberikan soal ujian yang berbeda untuk siswa sesuai dengan kemampuan mereka. (Contoh: ada soal yang menggunakan kosa kata bantuan di halaman belakangnya dan ada yang tidak).	46 (79,31%)	12 (20,68%)
4	Sekitar satu pekan pertama pada awal Semester 1 (satu), siswa tidak langsung dilibatkan dalam mata pelajaran secara serius, melainkan pembelajaran masih terbilang ringan dan santai.	55 (94,82%)	3 (5,17%)
5	Dalam mata pelajaran Bahasa Inggris, pada proses belajar sehari-hari di dalam kelas, siswa tidak dibeda-bedakan menjadi kelompok-kelompok tertentu, melainkan tetap membaur di dalam satu kelas yang sama, tanpa memandang perbedaan yang ada pada tiap siswa.	45 (77,58%)	13 (22,41%)

6	<p>Pada saat ujian, soal yang diberikan pada siswa terbagi menjadi dua jenis level kesulitan:</p> <ol style="list-style-type: none"> 1) Untuk siswa yang dianggap bisa dan sudah memahami pelajaran dengan baik. 2) Untuk siswa yang masih mendalami hal-hal dasarnya saja, diberikan soal-soal yang tidak terlalu sulit. 	48 (82,75%)	10 (17,24%)
7	Dalam mata pelajaran Bahasa Inggris, pada saat belajar sehari-hari di dalam kelas, guru memberikan bantuan terhadap siswa yang kesulitan dalam memahami materi yang sedang dipelajari.	54 (93,1%)	4 (6,89%)

Angket (Pernyataan ada pada kertas angket)



Appendix 10. Classroom Documentations





BERTANI

Appendix 11. ATP Fase D Mata Pelajaran Bahasa Inggris

Capaian Pembelajaran
Tujuan Pembelajaran
Alur Tujuan Pembelajaran
(Berdasarkan Keputusan BSKAP No. 33/WR/2022)

SMP Islam Di Green Camp
Kota Tanjungpinang, Kepulauan Riau



CAPAIAN PEMBELAJARAN (CP)
CP Fase D (Umumnya untuk kelas VII, VIII dan IX SMP/MTs/Paket B)
(Keputusan Kepala BSKAP No. 33/WR/2022)

Mata Pelajaran : Bahasa Inggris

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khuruf (pesan singkat, iklan) dan teks dialog menjadi tujuan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan kelengkapan informasi mulai tampak ketika memahami informasi tersebut. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pesan ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

Elemen Capaian Pembelajaran

Mendiskusikan - berdiskusi	Pada akhir fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sekelas dan orang lain dalam berbagai situasi dan konteks belajar yang formal dan informal. Dengan pergulatan dan penguasaan kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang tidak familiar dan dalam konteks kehidupan di sekitar dan di rumah. Mereka terlibat dalam diskusi, memulai, memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menyatakan dan menanggapi jika mereka menggunakan struktur kalimat dan kata kerja sederhana.
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Membaca - Menitai	Pada akhir fase 0, peserta didik membaca dan merespon teks fiktional dan non fiktional yang mengungkap struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengorganisir ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersembunyi dalam sebuah teks.
Mendaki - Mempraktikkan	Pada akhir fase 0, peserta didik menggunakan ide dan pengalamannya untuk memprediksi makna paragraf sederhana dan struktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, mendaki, dan menyalin teks informatif, instruksi dan persuasi dengan menggunakan kalimat sederhana dan gagasan untuk menyusun argumen dan menjelaskan atau memaparkan suatu pendapat.

Akur Tujuan Pembelajaran (ATP)

Mata Pelajaran : Bahasa Inggris
 Fase : 0
 Satuan Pendidikan : SMP Alami De Green Camp
 Perayaan : Tokoh Ryantje, M.Pd.
 Tahun Penyusunan : 2023

Dikron	Materi Pokok	TP	Alokasi Waktu (JP)	Kelas Semester
TP. 15.7.7.1 Introduction				
Menyimak - Berbicara	Introduce Gelfand Other (Friends and Families)	Menggunakan Bahasa Inggris untuk berinteraksi dengan orang lain dengan kosakata yang tepat	4	7/ Ganjil
		Menggunakan kosakata yang terkait dengan nama, umur, sekolah, alamat, hobi, dan aktivitas keluarga	4	7/ Ganjil
		Mengenal kosakata dalam anggota keluarga (family tree)	5	7/ Ganjil
		Mengaplikasikan ide, tema dan keluarga menggunakan Bahasa Inggris	4	7/ Ganjil
TP. 15.7.7.2 Part of Speech				
Menyimak - Berbicara, Membaca - Menitai	Noun	Mengenal kosakata yang tergolong dalam kata benda	4	7/ Ganjil
		Mengaplikasikan kosakata benda berdasarkan jenisnya	5	7/ Ganjil
		Menerapkan penggunaan ragam jenis kosakata benda dalam bentuk kalimat ungkapan dengan tepat	5	7/ Ganjil
		Mengenal kosakata yang tergolong dalam kata ganti (pronoun)	4	7/ Ganjil



	Preverb	Mengaplikasikan kosakata ganti berdasarkan jenisnya	4	7/ Ganjil
		Menerapkan penggunaan ragam jenis kosakata ganti dalam bentuk kalimat ungkapan dengan tepat	5	7/ Ganjil
	Adjective	Mengenal kosakata yang tergolong dalam kata sifat	4	7/ Ganjil
		Mengaplikasikan kata-kata sifat dalam kalimat ungkapan berdasarkan ketentuan pengaplikasiannya	5	7/ Ganjil
TP. 15.7.7.3 Single Present Tense				
Menyimak - Berbicara	Nounal & Verbal Semantics	Mengenal ragam kosakata kerja bentuk (to be) yang digunakan dalam present tense	4	7/ Ganjil
		Mengaplikasikan kosakata kerja bantu dalam kalimat ungkapan berdasarkan ketentuan penggunaannya	4	7/ Ganjil
		Mengenal kosakata kerja (verb) bentuk perbendaharaan	5	7/ Ganjil
		Mengaplikasikan kosakata kerja (verb) dalam kalimat ungkapan berdasarkan ketentuan penggunaannya	5	7/ Ganjil
TP. 15.7.7.4 Telling the Time				
Menyimak - Berbicara, Menulis - Menyampaikan	Telling the Time (Drawing Learning Schedule)	Mengenal ragam kosakata terkait penyajian waktu	4	7/ Ganjil
		Mengaplikasikan ketentuan penggunaan ungkapan waktu dalam Bahasa Inggris	5	7/ Ganjil
		Mengaplikasikan penggunaan ungkapan waktu dalam pembuatan jadwal pembelajaran	5	7/ Ganjil
TP. 15.7.7.5 Ask for and Give Directions				
Menyimak - Berbicara, Menulis - Menyampaikan	Ask for and Give Directions	Mengenal ragam kosakata yang digunakan untuk menunjukkan arah dalam Bahasa Inggris	4	7/ Ganjil
		Mengaplikasikan ketentuan penggunaan kosakata untuk menunjukkan arah dalam Bahasa Inggris	5	7/ Ganjil
		Menerapkan penyajian arah menggunakan Bahasa Inggris dalam kalimat ungkapan	5	7/ Ganjil
Jumlah JP Kelas VI			120	JP
TP. 15.7.8.1 Asking for and Giving Opinion				
	Asking for Opinion	Mengenal ungkapan meminta pendapat atau sebuah hal dalam Bahasa Inggris	5	8/ Ganjil

Menyimak - Berbicara	Dialog Cermat	Mengetahui ragam cara dalam mengungkapkan pendapat dalam Bahasa Inggris	5	5/ Guru
	Expression Like and Dislike	Menjelaskan ragam cara dalam ungkapan like and dislike dalam Bahasa Inggris Menyediakan dialog tentang ungkapan like and dislike dan membuat pendapat yang telah dibuat bersama teman	5 5	5/ Guru 5/ Guru
TP. 16.7.8.2 Past Tense (Positive Berbicara)				
Menyimak - Berbicara, Menulis - Mempresentasikan	Simple Past Tense	Mengetahui definisi, formula, dan fungsi Simple Past Tense	5	5/ Guru
		Mengahami bentuk dan perubahan regular dan irregular verb	3	5/ Guru
		Membuat kalimat dengan formula simple past tense	5	5/ Guru
		Mengaplikasikan penggunaan simple past tense dalam bentuk dialog	5	5/ Guru
		Mempresentasikan dialog yang telah dibuat berdasarkan ketentuan simple past tense	5	5/ Guru
TP. 16.7.8.3 Past Tense (W + H Question and Interogative Berbicara)				
Mendaki - Mempresentasikan	Past Tense (W + H Question and Interogative Sentences)	Menjelaskan tahapan pembuatan pertanyaan menggunakan kata kerja bentuk (S) dan dalam bentuk past tense	5	5/ Guru
		Membuat ragam pertanyaan past tense menggunakan W + H Question	5	5/ Guru
		Membuat dialog berkaitan penggunaan pertanyaan dalam past tense menggunakan W+H question / yes no question	5	5/ Guru
TP. 16.7.8.4 Complaining Others				
Membaca - Menulis	How to compliment others?	Mengetahui ragam ungkapan dalam memberikan ucapan selamat kepada orang lain. (GREETING)	5	5/ Guru
		Membuat penulisan dengan ucapan selamat kepada orang lain	5	5/ Guru
		Membuat ucapan selamat kepada orang lain dalam bentuk kartu ucapan	5	5/ Guru
TP. 16.7.8.5 Giving Instruction				
		Membuat ketentuan penggunaan kata kerja untuk memberikan perintah dalam Bahasa Inggris	5	5/ Guru

Membaca - Menulis	Giving Instruction	Mengaplikasikan pemberian perintah Bahasa Inggris dalam bentuk poster	5	5/ Guru
Jumlah IP Kelas VII			120	IP
TP. 16.7.9.1 Report Text				
Menyimak - Berbicara	Report Text	Menjelaskan report text berbentuk tulisan video	5	5/ Guru
		Mengaplikasikan isi dari report text yang didengar	5	5/ Guru
		Membuatkan ulang kembali report text yang didengar	5	5/ Guru
		Mengajukan report text dari peristiwa/ sesuatu yang didengar	10	5/ Guru
TP. 16.7.9.2 Procedure Text				
Mendaki - Mempresentasikan	Procedure Text	Mengetahui definisi, fungsi, dan unsur pada procedure text	5	5/ Guru
		Membuat procedure text terkait resep/ masakan/ minuman atau terkait cara menggunakan/ mengaplikasikan sesuatu	5	5/ Guru
		Mempresentasikan procedure text tentang resep masakan/minuman atau terkait penggunaan/ pengaplikasian sesuatu yang telah dibuat kepada teman sekelas	10	5/ Guru
TP. 16.7.9.3 Descriptive Text				
Membaca - Menulis, Menulis - Mempresentasikan	Descriptive Text	Membaca teks deskriptif dengan menggunakan informasi yang tepat pada setiap kalimat	4	5/ Guru
		Mengetahui struktur teks, unsur kebahasaan, dan fungsi teks deskriptif yang dibaca	4	5/ Guru
		Membuat teks deskriptif sesuai dengan struktur bahasa dan ketentuan yang sesuai	5	5/ Guru
TP. 16.7.9.4 Recount Text				
Mendaki - Mempresentasikan	Recount Text	Mengahami definisi, struktur, dan unsur kebahasaan recount text	4	5/ Guru
		Membuat recount text terkait pengalaman pribadi	5	5/ Guru

		Mempresentasikan record test yang telah dibuat di depan kelas	8	B' Genap
FP. 15.7.8.5 Narrative Text				
Membaca - Menirsa, Menulis - Mempresentasikan	Narrative Text	Memahami definisi, struktur, dan unsur kebahasaan narrative text	-4	B' Genap
		Membaca narrative text dan menuliskan informasi penting yang diperoleh dari teks yang telah dibaca	-4	B' Genap
		Membuat narrative text dengan ketentuan dan struktur bahasa yang telah dipelajari	8	B' Genap
Jumlah IP Kelas/2			100	1P

Mengenal,
Kepala SMP Islam De Drees Compi


Fauzi Laili, S.Pd.

Tanjungpinang, 8 Juli 2024
Duru Mary Pelikanan


Duru Mary Pelikanan, S.Pd.



Appendix 12. Modul Ajar Bahasa Inggris Fase D Kelas VIII

MODUL AJAR

Asking and Giving for Opinion

Bagian I. Identitas dan Informasi Mengenai Modul

Kode Modul Ajar	BIG
Kode Tujuan Pembelajaran	15.7.8.1 Asking for and Giving Opinion
Nama Penyusun/Intitusi/Tahun	Nurhalimah,S.Pd./SMP Islam De Green Camp/2024
Jenjang Sekolah	SMP
Fase/Kelas	D/8
Domain/Topik	Asking and giving for opinion
Kata Kunci	Opinion
Pengetahuan/Keterampilan Prasyarat	-
Alokasi waktu (menit)	900 menit
Jumlah Pertemuan (JP)	12 Pertemuan (20 JP)
Moda Pembelajaran	Tatap Muka (Luring)
Metode Pembelajaran	Direct Learning
Sarana Prasarana	<ul style="list-style-type: none"> • Whiteboard • Laptop • Chromebook • Proyektor • Bahan Ajar • LKPD (Worksheet)
Target Peserta Didik	Reguler dan PDBK
Daftar Pustaka	-
Referensi Lain	<ul style="list-style-type: none"> • Buku-buku lain yang berkaitan dengan materi simple present tense • Akses internet untuk memperdalam informasi

Gambaran Umum Modul – Rasionalisasi, Urutan Materi, Rencana Asesmen

Rasionalisasi

Memahami cara meminta dan memberikan pendapat sangat penting bagi peserta didik karena keterampilan ini meningkatkan kemampuan komunikasi mereka. Dengan belajar bagaimana menyampaikan pendapat dengan jelas dan meminta pandangan orang lain, peserta didik dapat lebih percaya diri dalam berbicara di depan umum dan berpartisipasi dalam diskusi kelas. Selain itu, mendengarkan dan mempertimbangkan pendapat orang lain

membantu mereka mengembangkan empati dan kemampuan mendengarkan yang aktif, yang esensial untuk membangun hubungan yang baik dengan teman sekelas dan guru.

Selain itu, keterampilan ini juga mengembangkan pemikiran kritis dan analitis. Ketika peserta didik memberikan pendapat, mereka diajak untuk mengevaluasi informasi dan menyusun argumen yang logis, yang memperkaya pemahaman mereka tentang berbagai topik. Kemampuan ini penting tidak hanya untuk akademis, tetapi juga untuk kehidupan sehari-hari dan masa depan profesional mereka. Dengan memupuk rasa percaya diri dan keterlibatan aktif dalam kelas, peserta didik lebih siap menghadapi situasi di mana mereka perlu bernegosiasi, mempengaruhi, dan membuat keputusan dengan baik.


Urutan Materi

Mengetahui, memahami, dan mempraktikkan ungkapan meminta dan memberikan pendapat.

Rencana Asesmen

- Asesmen Individu (Tes Formatif (LKPD), Project Based Learning, Tes Sumatif (PH))

Bagian II. Langkah-Langkah Pembelajaran

Topik	Asking and giving for opinion
 <p>Tujuan Pembelajaran</p>	<p>Mengetahui, memahami, dan mempraktikkan ungkapan meminta dan memberikan pendapat.</p> <ol style="list-style-type: none"> Pertemuan 1 dan 2 Mengetahui ungkapan meminta dan memberikan pendapat akan sesuatu hal dalam Bahasa Inggris Pertemuan 3: Mengetahui ragam cara menyetujui dan tidak menyetujui suatu pendapat dalam Bahasa Inggris Pertemuan 4: Mengaplikasikan ungkapan <i>agreement and disagreement</i> Pertemuan 5 dan 6: Menyimpulkan ragam cara dalam ungkapan <i>like and dislike</i> dalam Bahasa Inggris Pertemuan 7 dan 8: Membuat dialog tentang ungkapan meminta dan memberi pendapat bersama teman Pertemuan 9: Mempraktikkan dialog tentang ungkapan meminta dan memberi pendapat yang telah dibuat bersama teman Pertemuan 10: Review sebelum PH Pertemuan 11: Penilaian Harian (PH) Pertemuan 12: Remedial dan pengayaan
Pemahaman Bermakna	<ol style="list-style-type: none"> 1. Peserta didik mampu mengetahui ragam ungkapan meminta dan memberikan pendapat 2. Peserta didik mampu membuat percakapan secara berpasangan menggunakan ungkapan meminta dan memberikan pendapat

	<ol style="list-style-type: none"> 3. Peserta didik mampu mempraktikkan ungkapan meminta dan memberikan pendapat dalam bentuk dialog. 4. Peserta didik mampu mengungkapkan sesuatu yang disukai dan tidak disukai
Pertanyaan pemantik	<ol style="list-style-type: none"> 1. <i>What is the purpose when you give an opinion to other people?</i> 2. <i>What is your reaction if someone disagree with your argument?</i>
Profil Pelajar Pancasila	<ol style="list-style-type: none"> 1. Beriman & Bertakwa terhadap Tuhan Yang Maha Esa 2. Berpikir kritis 3. Kreatif

Kegiatan Pembelajaran

<p>Pertemuan 1: Mengetahui ungkapan meminta dan memberikan pendapat akan sesuatu hal dalam Bahasa Inggris</p> <p>Pertemuan 2: Menuntaskan penugasan atau pengayaan topik pada pertemuan 1</p>		
Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam "Assalamu alaikum waahmatulahi wabarakatuh". Peserta didik menjawab salam dengan adab menjawab salam yang benar. 2. Guru bertanya kabsendn kondisi peserta didik dengan kalimat: <i>How are you? Who is absent today? Are you happy now? Are you ready to study? Have you had breakfast?</i> 3. Guru memimpin doa sebelum kegiatan pembelajaran dimulai. 4. Guru memapakan peserta didik, mulai dan menginstruksikan untuk menyiapkan alat tulis hingga kerapian dan kebersihan kelasnya. 5. Guru mengajak peserta didik membaca paragraf singkat untuk melatih reading skill peserta didik. 	10 menit
Kegiatan inti	<ol style="list-style-type: none"> 6. Guru memberikan pertanyaan pemantik : 7. Guru mengaitkan respon peserta didik dengan materi yang akan disampaikan 8. Guru menampilkan ragam ungkapan meminta pendapat kepada orang lain beserta responnya 9. Guru mencontohkan cara meminta dan memberikan pendapat kepada orang lain 10. Peserta didik mengulangi setelah guru 11. Guru menunjuk 2 peserta didik secara bergantian untuk menyebutkan ungkapan meminta dan memberikan pendapat 12. Guru memberikan apresiasi kepada peserta didik yang ditunjuk 13. Peserta didik dipersilahkan menulis ragam ungkapan meminta dan memberikan pendapat di buku tulis masing-masing 14. Guru mengarahkan peserta didik untuk duduk berpasangan 	65 menit

	<p>15. Guru mengarahkan peserta didik secara bergantian meminta dan memberikan pendapat dengan topik tertentu seperti penampilan dan lain-lain.</p> <p>16. Peserta didik mengerjakan penugasan secara individu (Activity 1)</p> <p>17. Selama peserta didik mengerjakan penugasan guru berkeliling memastikan setiap peserta didik mengerjakan penugasan dengan baik</p> <p>18. Peserta didik mengumpulkan penugasan.</p> <p>19. Guru memberikan evaluasi dan apresiasi kepada penugasan yang dikerjakan oleh peserta didik</p>	
Penutup	<p>20. Peserta didik bersama guru melakukan refleksi kegiatan dengan menyampaikan perasaan setelah menyelesaikan materi hari ini.</p> <p>21. Guru menyampaikan bahwa pertemuan selanjutnya peserta didik akan mempelajari ragam ungkapan menyetujui dan tidak menyetujui suatu pendapat orang lain</p> <p>22. Guru menutup kegiatan pembelajaran dengan do'a dan salam.</p>	5 menit

Pertemuan 3: Mengetahui ragam cara menyetujui dan tidak menyetujui suatu pendapat dalam Bahasa Inggris		
Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>1. Guru mengucapkan salam "Assalamu alaikum warahmatullahi wabarakatuh". Peserta didik menjawab salam dengan adab menjawab salam yang benar.</p> <p>2. Guru bertanya mengenai kondisi peserta didik dengan kalimat: How are you? Who is absent today? Are you happy now? Are you ready to study? Have you had breakfast?</p> <p>3. Guru memimpin doa sebelum kegiatan pembelajaran dimulai.</p> <p>4. Guru menyiapkan peserta didik, mulai dari menginstruksikan untuk menyiapkan alat tulis hingga kerapian dan kebersihan kelasnya.</p> <p>5. Guru mengajak peserta didik melakukan brain storming terkait paragraf yang dibaca pada pertemuan sebelumnya dan meminta peserta didik menuliskan vocabulary terkait.</p>	10 menit
Kegiatan Inti	<p>6. Guru memberikan kegiatan pemanis: guru menuliskan suatu kalimat di papan tulis: <i>Students don't need to wear the uniform when they are going to school.</i></p> <p>7. Peserta didik diminta pendapatnya terkait pernyataan yang ditulis oleh guru.</p> <p>8. Peserta didik diminta menyampaikan pendapatnya secara lisan.</p> <p>9. Guru memberikan apresiasi kepada peserta didik</p> <p>10. Guru menampilkan ragam ungkapan setuju dan tidak setuju (<i>agreement & disagreement</i>)</p>	65 menit

	<ol style="list-style-type: none"> 11. Guru bersama peserta didik menyebutkan secara klasikal ragam cara menyetujui dan tidak menyetujui pendapat orang lain. 12. Guru menjelaskan tiap-tiap ungkapan setuju dan tidak setuju yang ditampilkan. 13. Guru memastikan semua peserta didik memahami tiap-tiap ungkapan yang ditampilkan 14. Peserta didik mengerjakan penugasan secara individu (<i>Activity 2</i>) 15. Selama peserta didik mengerjakan penugasan, guru memastikan setiap peserta didik mengerjakan penugasan dengan baik 16. Guru memberikan evaluasi dan apresiasi kepada penugasan yang dikerjakan setiap peserta didik 	
Penutup	<ol style="list-style-type: none"> 17. Guru bersama peserta didik menyimpulkan pembelajaran pada pertemuan kali ini 18. Guru menyampaikan bahwa pertemuan berikutnya peserta didik akan membuat percakapan menggunakan ucapan selamat dan responnya secara berpasangan. 19. Guru menutup pembelajaran dengan mengucapkan salam dan do'a penutup majelis 	5 menit

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam "Assalamu'alaikum warahmatullahi wabarakatuh". Peserta didik menjawab salam dengan sbb menjawab salam yang benar. 2. Guru bertanya tentang kondisi peserta didik dengan kalimat: <i>How are you? Who is absent today? Are you happy now? Are you ready to study? Have you had breakfast?</i> 3. Guru memimpin do'a sebelum kegiatan pembelajaran dimulai. 4. Guru menyiapkan peserta didik, mulai dari menginstruksikan untuk menyiapkan alat tulis hingga kerapian dan kebersihan kelasnya. 5. Guru mengajak peserta didik melakukan <i>brain storming</i> terkait paragraf yang dibaca pada pertemuan sebelumnya dan meminta peserta didik menuliskan vocabulary terkait. 	10 menit
Kegiatan inti	<ol style="list-style-type: none"> 6. Peserta didik dikelompokkan menjadi 2 kelompok 7. Guru menuliskan 1 <i>statement</i> yang akan didiskusikan 8. Satu kelompok merupakan kelompok yang akan menyetujui <i>statement</i> tersebut dengan alasan yang didiskusikan secara kelompok, kelompok satunya akan berada pada posisi tidak setuju dengan <i>statement</i> yang diberikan 	65 menit

	<ol style="list-style-type: none"> 9. Peserta didik diberikan waktu berdiskusi Bersama kelompoknya selama 20 menit 10. Guru memastikan setiap peserta didik terlibat dalam sesi diskusi kelompok 11. Peserta didik secara berkelompok menyampaikan argumentnya secara bergantian 12. Guru melakukan penilaian selama sesi diskusi berlangsung. 13. Guru memastikan diskusi berjalan secara kondusif. 14. Guru memberikan evaluasi dan apresiasi serta penguatan kepada peserta didik terkait hasil diskusi yang sudah berlangsung 	
Penutup	<ol style="list-style-type: none"> 15. Guru bersama peserta didik menyimpulkan pembelajaran pada pertemuan kali ini 16. Guru menyampaikan bahwa pertemuan berikutnya peserta didik akan membuat percakapan menggunakan ucapan selamat dan responnya secara berpasangan. 17. Guru menutup pembelajaran dengan mengucapkan salam dan do'a penutup mesjid. 	5 menit
<p>Pertemuan 5: Menyimpulkan ragam cara dalam ungkapan like and dislike dalam Bahasa Inggris</p> <p>Pertemuan 6: Melanjutkan pengisian Acak 4 dan 5</p>		
Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam "Assalamu'alaikum warahmatullahi wabarakatuh". Peserta didik menjawab salam dengan adab menjawab salam yang benar. 2. Guru bertanya kabar dan kondisi peserta didik dengan kalimat: <i>How are you? Who is absent today? Are you happy now? Are you ready to study? Have you had breakfast?</i> 3. Guru memimpin do'a sebelum kegiatan pembelajaran dimulai. 4. Guru menyiapkan peserta didik, mulai dari menginstruksikan untuk menyiapkan alat tulis hingga kerapian dan kebersihan kelasnya. 5. Guru menampilkan sebuah paragraf singkat, guru meminta peserta didik membaca paragraph secara bersama-sama untuk melatih <i>reading skill</i>/peserta didik 	10 menit
Kegiatan Inti	<ol style="list-style-type: none"> 6. Guru melakukan kegiatan pemantik: Guru memberikan sebuah topik (<i>food, animal, school subject</i>) 7. Peserta didik diminta untuk menentukan sesuatu yang disukai dan yang tidak disukai. 8. Guru menampilkan beberapa cara mengungkapkan hal yang disukai dan yang tidak disukai 	65 menit

	<p>9. Peserta didik mengerjakan penugasan secara individu (Activity 3)</p> <p>10. Selama peserta didik mengerjakan penugasan guru memastikan setiap peserta didik mampu menyelesaikan penugasan dengan baik</p> <p>11. Guru memberikan evaluasi dan apresiasi kepada peserta didik</p>	
Penutup	<p>12. Guru bersama peserta didik menyimpulkan pembelajaran pada pertemuan kali ini</p> <p>13. Guru menyampaikan bahwa pertemuan berikutnya peserta didik akan mempraktikkan</p> <p>14. Guru menutup pembelajaran dengan mengucapkan salam dan do'a penutup majelis</p>	5 menit

<p>Pertemuan 7: Membuat dialog tentang ungkapan meminta dan memberi pendapat bersama teman</p> <p>Pertemuan 8: Melakukan pembuatan dialog secara bergesangan</p>		
Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>1. Guru mengucapkan salam "Assalamu alaikum warahmatullahi wabarakatuh". Peserta didik menjawab salam dengan adab menjawab salam yang benar.</p> <p>2. Guru bertanya kabar dan kondisi peserta didik dengan kalimat: <i>How are you? Who is absent today? Are you happy now? Are you ready to study? Have you had breakfast?</i></p> <p>3. Guru memimpin do'a sebelum kegiatan pembelajaran dimulai.</p> <p>4. Guru menyiapkan peserta didik, mulai dari menginstruksikan untuk menyiapkan alat tulis hingga kerapian dan kebersihan kelasnya.</p> <p>5. Guru mengajak peserta didik melakukan <i>brain storming</i> terkait paragraf yang dibaca pada pertemuan sebelumnya dan meminta peserta didik menuliskan dan menyebutkan <i>vocabulary</i> terkait.</p>	10 menit
Kegiatan inti	<p>6. Guru menyampaikan bahwa pada pertemuan kali ini peserta didik akan membuat sebuah dialog terkait meminta dan memberikan pendapat terkait hal yang disukai dan tidak disukai serta setuju dan tidak setuju pada pendapat orang lain</p> <p>7. Guru menampilkan contoh dialog <i>asking and giving for opinion</i></p> <p>8. Guru meminta 2 orang peserta didik yang bersedia menjadi volunteer untuk mempraktikkan dialog yang ditampilkan</p> <p>9. Guru bersama peserta didik menentukan kelompok menggunakan <i>spin wheel</i></p> <p>10. Peserta didik duduk bersama pasangan masing-masing</p> <p>11. Peserta didik membuat dialog dengan ketentuan masing-masing peserta didik berbicara minimal 6 kali</p> <p>12. Guru memfasilitasi peserta didik selama pembuatan dialog</p>	65 menit

	13. Guru memberikan evaluasi dan apresiasi kepada seluruh peserta didik	
Penutup	15. Guru bersama peserta didik menyimpulkan pembelajaran pada pertemuan kali ini 16. Guru menyampaikan bahwa pertemuan berikutnya peserta didik akan mempraktikkan dialog yang sudah dibuat secara berpasangan 17. Guru menutup pembelajaran dengan mengucapkan salam dan do'a penutup majelis.	5 menit

Pertemuan 9: Mempraktikkan dialog tentang ungkapan meminta dan memberi pendapat yang telah dibuat bersama teman

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>1. Guru mengucapkan salam "Assalamu'alaikum warahmatullahi wabarakatuh". Peserta didik menjawab salam dengan tepak menjawab salam yang benar.</p> <p>2. Guru bertanya kabar dan kondisi peserta didik dengan kalimat: "How are you? Who is absent today? Are you happy now? Are you ready to study?" Have you had breakfast?</p> <p>3. Guru memimpin doa sebelum kegiatan pembelajaran dimulai.</p> <p>4. Guru menyiapkan peserta didik, mulai dari menginstruksikan untuk menyiapkan alat tulis hingga kerapian dan kebersihan kelasnya.</p>	10 menit
Kegiatan inti	<p>5. Peserta didik secara berpasangan mempersiapkan dialog yang akan ditampilkan di depan kelas</p> <p>6. Guru menyampaikan aspek yang dinilai dari penampilan peserta didik yaitu fluency, pronunciation, and intonation</p> <p>7. Guru membuat undian tampil peserta didik menggunakan kertas yang dituliskan angka 1, 2, 3 dan seterusnya.</p> <p>8. Perwakilan kelompok mengambil undian maju</p> <p>9. Peserta didik maju berdasarkan urutan yang didapatkan</p> <p>10. Guru melakukan penilaian selama peserta didik berdialog</p> <p>11. Peserta didik yang belum tampil diarahkan untuk menyimak dan memberikan komentar setelah selesai penampilan</p> <p>12. Guru memberikan evaluasi dan apresiasi kepada seluruh peserta didik. Guru memberikan apresiasi kepada seluruh peserta didik</p>	65 menit
Penutup	14. Guru bersama peserta didik menyimpulkan pembelajaran pada pertemuan kali ini	5 menit

	<p>15. Guru menyampaikan bahwa pertemuan berikutnya adalah review materi sebelum Penilaian Harian (PH)</p> <p>16. Guru menutup pembelajaran dengan mengucapkan salam dan do'a penutup majelis.</p>	
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Pertemuan 10: Review materi sebelum Penilaian Harian (PH)		
Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan Kegiatan Inti Penutup	<ol style="list-style-type: none"> 1. Guru mengucapkan salam "Assalamu'alaikum warahmatullahi wabarakatuh". Peserta didik menjawab salam dengan adab menjawab salam yang benar. 2. Guru bertanya kabar dan kondisi peserta didik dengan kalimat: <i>How are you? What is absent today? Are you happy now? Are you ready to study? Have you had breakfast?</i> 3. Guru memimpin doa sebelum kegiatan pembelajaran dimulai. 4. Guru menanggapi peserta didik, mulai dari menginstruksikan untuk menyiapkan <i>was hah</i> hingga kerapian dan kebersihan kelasnya. 5. Guru bersama peserta didik mereview materi yang sudah dipelajari dari pertemuan pertama. 6. Guru menjelaskan tipe-tipe pertanyaan yang biasanya digunakan dalam menjawab soal terkait <i>asking and giving for opinion</i> 7. Guru menampilkan contoh percakapan terkait <i>asking and giving for opinion</i> 8. Dari percakapan yang ditampilkan, guru menjelaskan contoh pertanyaan yang akan muncul pada soal PH 9. Peserta didik bersama-sama berpartisipasi menjawab pertanyaan yang diberikan oleh guru 10. Guru memberikan penguatan secara keseluruhan materi 11. Guru memberikan apresiasi dan motivasi kepada peserta didik 12. Guru menutup pembelajaran dengan do'a penutup majelis dan salam. 	80 menit

Pertemuan 11: Penilaian Harian (PH)		
Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan Kegiatan inti Penutup	<ol style="list-style-type: none"> 1. Guru mengucapkan salam "Assalamu'alaikum warahmatullahi wabarakatuh", Peserta didik menjawab salam dengan adab menjawab salam yang benar. 2. Guru menanyakan kabar peserta didik secara klasikal serta mengecek presensi. 3. Guru memimpin do'a sebelum kegiatan pembelajaran dimulai. 4. Guru menyiapkan peserta didik, mulai dari menginstruksikan untuk menyiapkan alat tulis hingga kerapian dan kebersihan kelasnya. 5. Guru membagikan lembar Penilaian Harian untuk peserta didik. 6. Peserta didik mengerjakan dengan penuh kejujuran 7. Peserta didik mengumpulkan hasil pengerjaan PH. 8. Guru menutup kegiatan dengan do'a dan salam. 	80 menit
Pertemuan 12: Remedial dan pengayaan		
Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan Kegiatan inti Penutup	<ol style="list-style-type: none"> 1. Guru mengucapkan salam "Assalamu'alaikum warahmatullahi wabarakatuh". 2. Peserta didik menjawab salam dengan adab menjawab salam yang benar. 3. Guru menanyakan kabar peserta didik secara klasikal serta mengecek presensi. 4. Guru memimpin do'a sebelum kegiatan pembelajaran dimulai. 5. Guru menyiapkan peserta didik, mulai dari menginstruksikan untuk menyiapkan alat tulis hingga kerapian dan kebersihan kelasnya. 6. Guru membagikan lembar soal untuk peserta didik yang remedial 7. Peserta didik mengerjakan dengan penuh kejujuran 8. Peserta didik yang tidak remedial akan diberikan sebuah teks dengan topik tertentu. 9. Guru memantau proses pengerjaan remedial dan pengayaan. 10. Peserta didik diminta menyampaikan pendapatnya terkait teks yang sudah dibaca 11. Guru memberikan apresiasi kepada peserta didik. 12. Peserta didik mengumpulkan lembar remedial. 	80 menit

	13. Guru menutup kegiatan dengan do'a dan salam.	
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Tanjungpinang, 8 Juli 2024

Mengetahui,
Kepala SMP Islam De Green Camp


Fajriah Lalli, S.Si., Gr.

Guru Mata Pelajaran


Nurhalimah, S.Pd.



Asking & Giving for Opinion

Asking (Menanyakan), *Giving* (Menjawab), *Opinion* (Pendapat/Opini) *Asking and Giving Opinion* ialah salah satu ungkapan yang digunakan untuk menanyakan maupun menjawab/ menanggapi suatu pendapat.

Asking for opinion

Expression	Meaning
What do you think about ... ?	Apa yang kamu pikir tentang ... ?
How do you feel about ... ?	Bagaimana perasaanmu tentang ... ?
What is your opinion?	Apa pendapatmu tentang?
Please tell me your opinion on ...	Tolong beritahu saya pendapatmu tentang ...
Do you have an opinion on ... ?	Apakah kamu punya pendapat tentang ... ?
In your honest opinion ... ?	Menurut pendapat jujur kamu ... ?
What's your reaction to that?	Apa reaskimu terhadap itu?
I need your opinion about ...	Saya butuh pendapatmu tentang ...
Any comments?	Ada komentar?
Have you got any comments on ... ?	Apakah kamu punya komentar tentang ... ?
How about ... ?	Bagaimana tentang ... ?

Giving for opinion

Expression	Meaning
Well, I think ...	Baik, saya pikir ...
I feel ...	Saya rasa ...
In my opinion ...	Menurut saya ...
As far as I know ...	Sejauh yang saya tahu ...
In my personal opinion...	Menurut pendapat saya pribadi ...
To be honest ...	Sejujurnya ...
In my mind ...	Dalam pikiran saya ...
In my point of view ...	Dalam pandangan saya ...
I personally consider ...	Saya pribadi menganggap ...

Expression of Agreement

Expression	Meaning
I agree with you.	Saya setuju denganmu
It's absolutely right.	Benar-benar tepat.
I'm in the same opinion	Sama dengan pendapat saya.
That's so true.	Itu benar sekali.
I agree with you 100 percent	Saya setuju denganmu 100%
Great idea.	Ide bagus
That's for sure.	Itu sudah pasti.
I feel the same.	Saya merasakan hal yang sama.
I certainly agree with you.	Saya sangat setuju denganmu.
You're right.	Kamu benar
I couldn't agree with you more.	Saya sangat setuju denganmu

Expression of Disagreement

Expression	Meaning
I can't be along with you	Saya tidak sepaham denganmu
I can't agree with.	Saya tidak bisa menyetujui pendapat anda
I'm not sure about that.	Saya tidak yakin tentang itu.
I wouldn't say that.	Saya tidak tahu
Of course not	Tentu tidak
Absolutely not	Benar-benar tidak
I disagree completely	Saya benar-benar tidak setuju
That's totally unacceptable	Itu benar-benar tidak bisa diterima
I think you're totally mistaken	Saya pikir kamu benar-benar salah


Dialog Example

1
Ahmad, do you think that English is difficult lesson?

3
What?

5
I don't think so, in my opinion, it's difficult because I hard to do every tasks that are given by our teacher.

7
I think so. Anyway, English in our class is scheduled at the last session, right?

9
It's good. There is no problem about it.

2
I don't think so. I think there is no difficult lesson.

4
Yes, I think if we learn seriously, there is no difficult lesson. It's depend on our serouously.

6
According to me, it is because of you are lack of vocabularia. So, try to enrich your vocabulary then.

8
Yes, what do you think about it?

10
I am in the same opinion.

Activity 1
Choose the correct answer to the following questions!

Umar : about the English Test?

Ali : It's too hard to do. I couldn't answer question number 3.

1. What is the correct expression to fill the blank sentence?

- a. In your opinion
- b. What do you think
- c. I agree with you
- d. I believe

2. It's better for kids to play outdoor than play with their gadget.

- a. In my opinion
- b. I don't think that
- c. What is your opinion
- d. I understand

3. Maryam : What do you think of my drawing?

Zainab : It's really good, but maybe adding some, Maryam.

Maryam : No problem.

From the dialog above, we know that Maryam is?

- a. Asking for opinion
- b. Giving for opinion
- c. Agree with an opinion
- d. Disagree with an opinion

4. Ahmad: How do you feel about living overseas?

Musa: I think that's a good opportunity for your career.

From the dialog above we know that ...

- a. Ahmad is disagree with Musa
- b. Musa is asking Ahmad's opinion
- c. Ahmad is giving his opinion
- d. Ahmad is asking Musa's opinion

5. Khadijah : What's your opinion about that novel?

Aisyah : I like it. It is an interesting story.

From the dialogue we conclude that ...

- a. Aisyah doesn't like novel
- b. Khadijah is asking Aisyah opinion
- c. Khadijah disagree with Aisyah's opinion
- d. Khadijah is asking for help

Activity II

Give your argument to the following statements!

Statement	Agree/ Disagree	Reason
Attend to school at Saturday for study		
Learning session until 11 p.m		
Eating chocolate Everynight.		

Expression Like

Untuk mengekspresikan like and dislike, ada beberapa pola kalimat yang bisa kamu gunakan. Untuk mengungkapkan ekspresi like, kita bisa menggunakan kata **like, love, enjoy, crazy**, dan sejenisnya sebagai predikat dalam kalimatnya.

Secara umum, kalimat yang menyatakan ekspresi like dibentuk dengan pola sebagai berikut.

Pola Pembentukan Kalimat Expression of Like

- Subject + like/likes + object (noun/verb-ing)
- Subject + love/loves + object (noun/verb-ing)
- Subject + to be + crazy about + (noun/verb-ing)

Example	Meaning
I really like artworks.	Aku sangat menyukai karya seni.
We love traveling abroad.	Kami mencintai perjalanan ke luar negeri.
He/she is very passionate about reading books.	Dia sangat suka membaca buku.
I'm crazy about spicy food.	Aku tergila-gila dengan makanan pedas.
I'm crazy about trying new adventurous activities.	Aku sangat suka memulai petualangan baru.
She loves swimming in the sea.	Dia sangat suka berenang di laut.
They like reading Qur'an	Mereka suka membaca Al-Qur'an
We love eating pizza.	Kami sangat suka memakan pizza.
We enjoy playing soccer.	Kita suka bermain sepak bola.

Expression Dislike

Sementara itu, untuk mengungkapkan dislike, kita bisa menggunakan kata **dislike**, **don't like**, **hate**, **don't enjoy**, dan kata yang bermakna tidak menyukai sesuatu sebagai predikat.

Pola Kalimat Expression of Dislike:

- Subject + dislike/dislikes + Object (noun/verb-ing)
- Subject + don't like/doesn't like + Object (noun/verb-ing)
- Subject + hate/hates + (noun/verb-ing)

Example	Meaning
They dislike crowded places.	Mereka tidak suka tempat yang ramai.
I'm not fond of public speaking.	Aku tidak terlalu suka berbicara di depan umum.
We have a strong distaste for dishonesty.	Kami sangat tidak suka dengan ketidakjujuran.
I can't stand being late.	Aku tidak suka terlambat.
They can't stand getting stuck in traffic.	Mereka tidak tahan macet.
I absolutely hate cleaning the bathroom.	Aku sangat benci membersihkan kamar mandi.

Activity III

Write about activities or things that you like and dislike, then share your work with the class

Thing/ activity	Like	Dislike
food		
color		
school subject		
weather		
daily routine		

Activity IV

Read the following text and answer the questions!

As a Muslim, one of my favorite activities is reading the Quran. This sacred practice brings me profound peace and spiritual fulfillment, allowing me to connect deeply with Allah. Each verse offers timeless wisdom and guidance, helping me navigate life's challenges with clarity and purpose. Whether reciting its beautiful verses alone or discussing them in study groups with friends and family, reading the Quran enriches my understanding of Islam and strengthens my faith. It is a cherished part of my daily routine that continuously inspires and comforts me.

**Word Box**

- sacred: suci
- bring: membawa
- profound: mendalam
- peace: damai
- fulfillment: pemenuhan
- allow: izin
- deeply: dengan mendalam
- verse: ayat

- offer: menswarkan
- timeless: tiada henti
- wisdom: hikmah
- guidance: petunjuk
- navigate: mengarahkan
- clarity: kejelasan
- purpose: tujuan
- recite: membaca dengan liris

- enrich: memperkaya
- strengthens: membawa
- faith: keimanan
- cherish: berharga
- comfort: nyaman

Questions:

1. What is the text about?
2. Why does the author like it?
3. What kind of wisdom and guidance does the Quran provide according to the text?
4. In what ways does the individual engage with the Quran, aside from personal recitation?

Activity V

Do the task by follow the instructions!

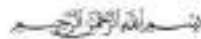
1. Do a survey on what your friends like and dislike.
2. Choose one of the topics: food, colors, school subjects, or extra-curricular activities. You may choose another topic you know better.
3. Interview ten of your classmates.
4. Write the result in a chart or diagram. You may use a computer program.

Appendix 13. Regular Students' Test Sheet

PENILAIAN AKHIR SEMESTER (PAS) GENAP
SMP ISLAM DE GREEN CAMP
T.P. 2023 – 2024



Nama : _____ Kelas : _____
NIS : _____ Mapel Ujian : Bahasa Inggris
NISN : _____ Hari/tanggal : Selasa/ 4 Juni 2024



A. Multiple Choice

Choose the correct option to answer the following questions.

- Which of the following option is not the function to use simple present tense in a sentence.
 - to tell some facts
 - to tell a daily routine
 - to tell an action in the past
 - to tell some facts right now
- Which of the following option is the correct nominal sentence.
 - Said and Ali are a best friend.
 - My father is a teacher tomorrow.
 - Me and my friend go to the market.
 - The teachers is a parents in the school.
- It is not my favorite color. The interrogative form of the sentence is ...
 - It is your favorite color?
 - Is your favorite color it?
 - Is it your favorite color?
 - Does it your favorite color?
- My – gives - neighbor – me – Sunday – every – a – cake – delicious. The best arrangement of those words is ...
 - My neighbor every delicious cake gives me a Sunday.
 - My neighbor gives me a delicious cake every Sunday.
 - My neighbor me gives a delicious cake every Sunday.
 - Every Sunday my neighbor gives me a cake delicious.
- Sarah and Maryam catches a cute tiger at the Zoo. Is the sentence correct?
 - Yes, it's 100% correct
 - No, the complement must be plural
 - No, because there is no time signal.
 - No, you don't need to put -es at the end of the verb

6. My father his teeth every wake up from the sleep.
 A. Brush B. brushes C. Brushed D. Brushing
7. I doesn't know where I can find them. It's incorrect sentence. Which one is the correct sentence?
 A. I don't know where I can find them.
 B. I don't know where I can finds them.
 C. I doesn't knows where I can finds them.
 D. I doesn't knowes where I can findes them.

The following paragraph is to answer question number 8 & 9!

8. Muhammad is a discipline student. He always comes to the school early. The school bell rings at 7:15. Muhammad always comes 45 minutes before the bell. What time does Muhammad arrive at school?
 A. a quarter past six
 B. a half past seven
 C. a quarter to six
 D. a half pas six
9. How do you say 11.15?
 A. a half past eleven
 B. a quarter to twelve
 C. a quarter to eleven
 D. a quarter past eleven

10. Ms Nur : What time is it?
 Fulanah : It's a quarter to nine. Show the picture!

A.



B.



C.



D.



11. Today is Monday. Ruqayya gets up at four o'clock in the morning then she takes a bath. At six o'clock she has breakfast after that she goes to school. Ruqayya goes home at half past twelve. She has lunch a half past one in the afternoon. She does ashar praying then she reads Al Quran until Maghrib. She has dinner at seven o'clock in the evening. She studies at half past seven. She prepares the book for tomorrow at nine o'clock at night. She prays before sleep at half past nine. What time does Ruqayya take her lunch?

A.



B.



C.



D.



12.



What time is it?

- A. It's quarter to nine
- B. It's quarter to eight
- C. It's quarter past nine
- D. It's quarter past eight

13.



What type of the road is it?

- A. Alley
- B. Intersection
- C. Roundabout
- D. Junction

14.



Khadjah : Can you show me where is the restaurant here?

Maryam :

- A. The restaurant is behind the bank.
- B. The restaurant is beside the school.
- C. The restaurant is opposite the school.
- D. The restaurant is between of the bank and the school.

15. Which of the following expressions ask for direction?

- A. Do you know what is the answer?
- B. How do I get to the main street?
- C. Who is the owner of this book?
- D. Which one is the best option?

The following dialog is for question number 16-18!

Sarah: Excuse me, could you help me? I'm trying to find the museum.

Aisyah: Of course! You're on the right track. Go straight ahead for two blocks, then turn left at the traffic lights. The museum will be on your right.

Sarah: Thank you so much! Is it far from here?

Aisyah: Not at all, it's just a five-minute walk from here.

Sarah: Great, thanks again for your help!

Aisyah: You're welcome! Have a wonderful time at the museum!

16. From the dialog we know that ...
- Aisyah asks for the direction to Sarah.
 - Sarah asks for the direction to Aisyah.
 - Aisyah doesn't know the direction.
 - Sarah is a stranger in the city.
17. What is the meaning of the underlined sentence?
- Belok kiri pada lampu lalulintas.
 - Belok kanan pada lampu lalulintas.
 - Lurus sampai pada lampu lalulintas.
 - Lurus sampai pada seberang lampu lalulintas.
18. From the dialog above, where the museum is ...
- On the across of traffic lights
 - On the front of traffic lights
 - On the right of traffic lights
 - On the left of traffic lights

19.



What type of the road is it?

- Tunnel
- sidewalk
- walkway
- bridge

20.



From the picture above, which one the correct option?

- The mosque is the front of hospital.
- The library is between hospital and hotel.
- The hospital is between library, mosque, and hotel.
- The mosque is among the library, hospital, and hotel.

B. Multiple Answer

Checklist the possible answer to the following question (answer may more than one)!

21. Which of the following option is the correct sentence of verbal sentence in simple present tense.

- My mother cooks the best menu today.
- The cat catches mice in the backyard.
- Mr. Solihin teach us a new material.
- Zaid fixes his bicycle.

22. Time expression that used in the simple present tense are ...

- always
- usually
- seldom
- tomorrow

23. Does your mother brushes the toilet yesterday? what makes this sentence wrong?

- the time expression is incorrect.
- the verb can't be followed by -es at the end.
- the compliment is not matching with the verb.
- the question word is incorrect it must use do not does.

24. The following option is the correct match of the time.

- 04:45: It's quarter to five
- 11:40: It's twenty to twelve
- 09:15: It's quarter past nine
- 07:25: It's twenty five to seven

25. The option below is the way when we used 'to' in telling time.

- When the minute is 30.
- When the minute is 1-30.
- When the minute is 31-59.
- When the minute show more than 30.

The following paragraph used to answer question number 26!

As a Muslim student, my day follows the prayer times and the clock. I wake up early for Fajr prayer, then head to school by 7:15 a.m. The school day goes on until 4:15 p.m., with breaks for lunch and Dhuhur prayer at 12:30 p.m. Evenings are for family time, hobbies, and studying the Quran until Maghrib prayer at 6:15 p.m. I end my day with Isha prayer at 7:20 p.m., thankful for the day and looking forward to tomorrow.

26. Based on the paragraph, which of the following statement are true ...

- He heads to school in a quarter past seven.
- He takes Dhuhr prayer at a half past twelve.
- He takes Isha prayer at twenty to seven.
- He back to home at a quarter to four.


The following picture is to answer question number 27-30!



27. What type of the road mention on the picture?
- roundabout
 - T-Junction
 - crossroad
 - highway
28. From the dialog above, we know that ...
- Shop is opposite the mosque.
 - Fulanah' house near from the bank.
 - There are three junctions at roundabout.
 - If Fulanah want to go to the school, she will past the roundabout first.
29. The following options is the way you say if you want to ask for the direction,
- I'm looking for the nearest bank. Would you give me direction to get it?
 - Would you give me the way to answer this question correctly?
 - Excuse me, do you know where the Trikora beach?
 - What's the easiest way to get to the money?
30. The following option is the way you say if you don't know the place.
- I couldn't show you the way to that place.
 - I am sorry, I don't know the road of school.
 - I don't know the quickest way but I know the place.
 - I couldn't help you to get there because I live here just now.

C. True/ False

Write T if the statement is correct and F if the statement is incorrect!

No.	Statements	True	False
31.	Does your friends always study with you? It's a correct sentence.		
32.	 It's quarter to two.		
33.	Me and my mom is really love to cook at the kitchen every Sunday. That's an incorrect sentence because you need to put -s at the end of the word love		
34.	12:30, in the American style you just say it's twelve thirty.		
35.	Asking for direction has a function if you just know the way.		

D. Short Answer

Answer the following question briefly and correctly!

36. Fix this sentence: My aunt water the flower yesterday.

37. Transform into the interrogative form: Zaid and Abdul usually learn the Arabic together.

38. Fill in the blank using the suitable to be: Ms. Nur and Mr. Solihin _____ English teacher.

Read the following paragraph carefully and fill in the blank by telling the time from number 39-42!

As a Muslim teacher, my daily routine revolves around the rhythm of prayer times and the clock. I rise early in the morning before dawn to perform the Fajr prayer, finding peace and spiritual connection in the quiet hours before the world awakens. By (39) _____ 7:15 a.m., I arrive at school, ready to greet my students and commence the day's lessons. Throughout the school day, which stretches until (40) _____ 4:30 p.m., I ensure that breaks for Dhuhr prayer at (41) _____ 12:45 p.m. are respected, guiding my students in fulfilling their religious duties while balancing their academic commitments. Evenings are a cherished time for me, dedicated to family bonding, pursuing hobbies, and deepening my understanding of the Quran through study and reflection until the Maghrib prayer at 6:30 p.m. As the day draws to a close, I conclude with the Isha prayer at (42) _____ 7:20 p.m., expressing gratitude for the day's blessings and eagerly anticipating the opportunities of tomorrow.

Read the following dialog and then fill in the blank with an appropriate word from number 43-45!

- Zainab : Excuse me. Can you tell me the way to the hospital?
 Salamah : Yes, sure. Turn left at the end of this street
 Zainab : At the (43) _____ (lampu lalu lintas)?
 Salamah : Yes. Then go as far as the roundabout.
 Zainab : And at the roundabout?

Salimah : Turn right at the (44) _____ (bundaran) into Kartini Road.
 Zainab : OK ... right at the roundabout. Ok.
 Salimah : Go down Kartini Road. The hospital's on (45) _____ (sebelah kiri).
 Zainab : Thank you.
 Salimah : You are welcome.

E. Essay

Answer according to each instruction of the following questions!

46. Translate the sentence into English and then transform into the other form:

Ibu saya membeli ikan di pasar setiap pagi.

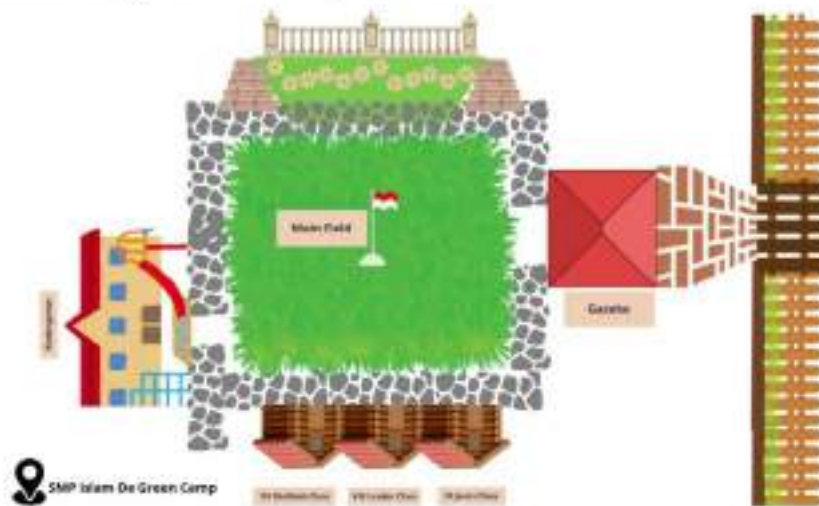
- (+) _____
- (-) _____
- (?) _____

47. Make your sentence based on the picture!



48. What time do you usually do your Subuh prayer?

The following picture is to answer question number 49 & 50!



49. In the Monday morning, there is a trial student from the elementary school who want to visit De Green Camp Junior High School. She is on the gazebo. Please direct her to go to the seventh classroom!

50. Based on the picture where the kindergarten is?

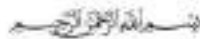
 **We Wish You All the Best Luck** 

Appendix 14. PDBK Students' Test Sheet

PENILAIAN AKHIR SEMESTER (PAS) GENAP
SMP ISLAM DE GREEN CAMP
T.P. 2023 – 2024



Nama : _____ Kelas : _____
NIS : _____ Mapel Ujian : Bahasa Inggris
NISN : _____ Hari/tanggal : Selasa/ 4 Juni 2024



A. Multiple Choice

Choose the correct option to answer the following questions.

- I ... a student.
 - am
 - is
 - are
 - does
- Maryam a nurse.
 - am
 - is
 - are
 - does
- Said and Umar Diligent student.
 - am
 - is
 - are
 - does
- is – my – friend – Fulanah. The best arrangement of those words is
 - is my friend Fulanah
 - Fulanah is my friend
 - friend is my Fulanah
 - my is friend Fulanah
- My friend is kind. What is the best translation of the sentence?
 - teman saya marah
 - teman saya banyak
 - teman saya baik
 - teman saya cantik

6. Ibu saya membuat kue.
- my mother washes a cake
 - my mater watches a cake
 - my mother makes a cake
 - my mother buys a cake
7. I don't know where I can find them. What is the meaning of the sentence?
- saya tidak tau mereka dimana
 - saya tidak mau menemukan mereka
 - saya tidak bisa menemukan mereka
 - saya tidak tau Dimana saya bisa menemukan mereka

8.



What time is it?

- it's quarter past nine
 - it's quarter to nine
 - it's half past nine
 - it's nine O'clock
9. How do you say 11.15?
- a half past eleven
 - a quarter to twelve
 - a quarter to eleven
 - a quarter past eleven

10.



What time is it?

- it's quarter to nine
 - it's quarter to eight
 - it's quarter past nine
 - it's quarter past eight
11. Fulan is a discipline student. He always come to the school at 6:45. How do you say 6:45?
- a quarter past seven
 - a quarter to seven
 - a quarter past six
 - a quarter to six

12. It's half past three

A.

01:30

B.

11:30

C.

03:30

D.

01:45

13. How do you say 10.50?

A. five to eleven

B. ten to eleven

C. ten past ten

D. five to ten

14.



What type of the road is it?

A. alley

B. intersection

C. roundabout

D. junction

15. Which of the following expressions ask for direction?

A. do you know what is the answer?

B. how do I get to the main street?

C. who is the owner of this book?

D. which one is the best option?

The following dialog is for question number 16-18!

Sarah: Excuse me, could you help me? I'm trying to find the museum.

Aisyah: Of course! You're on the right track. Go straight ahead for two blocks, then turn left at the traffic lights. The museum will be on your right.

Sarah: Thank you so much! Is it far from here?

Aisyah: Not at all, it's just a five-minute walk from here.

Sarah: Great, thanks again for your help!

Aisyah: You're welcome! Have a wonderful time at the museum!

16. What is the meaning of the underlined word?

A. Impu lalu lintas.

B. terowongan

C. jembatan

D. trotoar

17.



What type of the road is it?

- A. tunnel B. sidewalk C. walkway D. bridge

18.



From the picture above, which one the correct option?

- A. the mosque is the front of hospital.
 B. the library is between hospital and mosque
 C. the hospital is between library and mosque
 D. the mosque is between library and hospital

19. What is the meaning of 'turn left'.

- A. belok kanan
 B. maju terus
 C. putar arah
 D. belok kiri

20. The mosque **near** the school. The meaning of near is ...

- A. jauh
 B. dekat
 C. depan
 D. belakang

B. Matching Questions

Match the question and the answer!

No.	Question	Answer
21	A half past ten ()	A. 07.45
22	Go straight and follow the road ()	B. Verbal sentence of simple present tense
23	A quarter to eight ()	C. 10.30
24	To be of the subject she he and it ()	D. is
25	I eat a bread ()	E. Giving direction

Vocabulary Pocket			
Vocabulary	Meaning	Vocabulary	Meaning
about	Tentang	O'clock	tepat
arrangement	Susunan	meaning	Arti/makna
ask	Menanyakan	match	Cocokkan
above	Di atas	nurse	perawat
Answer	Jawaban	picture	Gambar
follow	ikuti	past	Lewat (1-30 menit)
below	Di bawah	road	jalan
between	Di antara	right	kanan
bread	roti	to	Menuju (31-59 menit)
best	Terbaik	suitable	Pas
because	Karena	sentence	Kalimat
change	Ganti	translation	Terjemahan
cook	Masak	underlined	Bergaris bawah
correct	Benar/ tepat	tunnel	terowongan
quarter	15 menit	word	Kata
half	30 menit	wach	menouci
option	pilihan	watch	menonton

😊 *We Wish You All the Best Luck* 😊



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PO. BOX 155 – Tanjungpinang 29124
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Nomor : 1350/UN53.03/DT.00.01/2024

13 Juni 2024

Hal : Izin Penelitian

Yth. Kepala SMP Islam De Green Camp Tanjungpinang

Dengan hormat,

Sehubungan dengan pelaksanaan penelitian/pengambilan data mahasiswa dan mahasiswi sebagai salah satu syarat dalam menyelesaikan studi, bersama ini kami mengajukan permohonan kepada Bapak/Ibu untuk dapat memberikan izin rekomendasi penelitian/pengambilan data terhadap mahasiswa kami:

Nama : Muhammad Aiman Zaidan Kusasi
NIM : 2003050039
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Satu (S-1)
No HP : 0812 6848 9021
Judul Proposal : An Analysis of Differentiated Instruction Implementation in English
Subject at SMP Islam De Green Camp Tanjungpinang
Tempat / Tujuan Penelitian : SMP Islam De Green Camp Tanjungpinang

Dan jika yang bersangkutan telah selesai melakukan penelitian mohon Bapak/Ibu dapat menyurati kembali ke kami sebagai bukti telah selesainya kegiatan tersebut.

Demikian disampaikan, atas kerjasamanya kami ucapkan terimakasih.

Dekan,



Assist. Prof. Satria Agust, S.S., M.Pd., CIAR., MCE.
NIP. 198008182015041001

SURAT KETERANGAN
Nomor : 002/SKet/SMP-I-DGC/VII/2024

Yang bertanda tangan di bawah ini Kepala SMP Islam De Green Camp Tanjungpinang, menerangkan bahwa

nama : Muhammad Arman Zaidan Kusasi

NIM : 2003050039

program studi : Pendidikan Bahasa Inggris

dengan ini menyatakan bahwa nama mahasiswa di atas **BENAR** telah melaksanakan penelitian di SMP Islam De Green Camp pada rentang waktu 13 - 28 Juni 2024, dengan Judul Penelitian "**An Analysis of Differentiated Instruction Implementation in English Subject at SMP Islam De Green Camp Tanjungpinang**".

Demikian surat keterangan ini dibuat untuk dipergunakan oleh yang bersangkutan sebagaimana mestinya.

Tanjungpinang, 11 Muharram 1446 H
17 Juli 2024 M

Kepala SMP Islam De Green Camp


SMP Islam
De *green camp*
Fajriah Laili S. S.L. Gr.
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SERTIFIKAT BEBAS PLAGIASI

No : 2401/UN53.3.2/PG/2024

Diberikan kepada :

Nama : Muhammad Aiman Zaidan Kusasi
NIM : 2003050039
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis of Differentiated Instruction Implementation in English Subject at SMP Islam De Green Camp
Tanjungpinang

Naskah Skripsi yang disusun sudah memenuhi kriteria anti plagiasi yang ditetapkan oleh Program Studi Pendidikan Bahasa Inggris
Universitas Maritim Raja Ali Haji.

Tanjungpinang, 17 Juli 2024
a.n. Ketua Jurusan Pendidikan Bahasa Inggris
Sekretaris Jurusan

Beni Satria, M.Pd.
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CURRICULUM VITAE



Muhammad Aiman Zaidan Kusasi was born in Pekanbaru on 26 January 2001. He is the eldest of three siblings, born to Firmansyah Kusasi and Mutiara Wahyuni. During his education, the author frequently changed schools. His educational journey began at SD Pelita Nusantara, Tanjungpinang (2007 – 2008), then moved to SDIT Al Madinah, Tanjungpinang (2008), and SD Babussalam, Pekanbaru (2009 – 2010). He returned to SD Pelita Nusantara, Tanjungpinang, and completed his primary education there in 2013. He continued his education at MTSS Ponpes Darunnajah Ulujami, South Jakarta (2013 – 2014), and at SMPN 7, Tanjungpinang (2014 – 2016). After graduating from junior high school, he pursued non-formal education at Yayasan Tahfidz Sulaimaniyah, West Java, and Pusat Al-Quran Indonesia, Tanjungpinang (2016 – 2019), before completing his secondary education equivalency at PKBM Harapan Bangsa, Tanjungpinang, in 2020. The author then continued his studies in the English Language Education Study Programme, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji (UMRAH).

During his university years, he was actively involved in various organisations, including being a member of ELESP Prestige and Elite (EPE) at Universitas Maritim Raja Ali Haji, General Chairman of UKMI Bahrul Ulum, and an active member of VicMuslim Club: Muslim Students Association at Victoria University of Wellington, where he regularly participated in Friday sermons and

served as an Imam for daily prayers. Additionally, he participated in various activities such as LDBIU UMRAH 2021, DRTPM Kemendikbudristek's community service at SMPN 1 Bintan (2022), Regional NUDC of LLDIKTI X (2022), National NUDC (2022), FORKOM NUDC (2022), and Regional NUDC of LLDIKTI X (2023). He also achieved several accolades, including 1st Best Speaker at LDBIU UMRAH 2021, finalist in the Regional NUDC of LLDIKTI X in 2022, and advancing to the National NUDC. He received the "UMRAH Award 2022" in the Outstanding Student category and was an IISMA awardee at Victoria University of Wellington in 2023.

On 12 July 2024, by the grace of Allah and the support of those around him, the author successfully defended his skripsi titled "An Analysis of Differentiated Instruction Implementation in English Subject at SMP Islam De Green Camp" before the examination board and was declared to have PASSED the S1 (Bachelor's Degree) programme in the English Language Education Study Programme, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji. However, the author realises that this skripsi is far from perfect and welcomes criticism, suggestions, and discussions via email at zaid.kusasi@gmail.com