

**THE IMPLEMENTATION OF PEARSON CURRICULUM
IN EFL CLASSES AT SMA IT AL IRSYAD AL ISLAMIYYAH
PURWOKERTO**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillments of Requirements for *Sarjana Pendidikan* (S.Pd.)
Degree**

**By
Sri Mulyati
Student Number. 224110404042**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2026**

STATEMENT OF ORIGINALITY

Here with, I:

Name : Sri Mulyati
Student Number : 224110404042
Grade : Undergraduate
Faculty : Tarbiya and Teacher Training
Study Program : English Education

Declare that the thesis I have compiled with the title, “**The Implementation of Pearson Curriculum in EFL Classes at SMA IT Al Irsyad Al Islamiyyah Purwokerto**” is truly my own work and is not a plagiarism of someone else’s thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institution have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanction (revocation of graduation predicate and bachelor degree).

Purwokerto, April 17th 2026
I Who Declare,



Sri Mulyati
S. N. 224110404042

PAGE OF APPROVAL



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553 <https://www.uinsaizu.ac.id>

APPROVAL SHEET

This thesis, entitled:

THE IMPLEMENTATION OF PEARSON CURRICULUM IN EFL CLASSES AT SMA IT AL IRSYAD AL ISLAMIYYAH PURWOKERTO

Written by Sri Mulyati (Student Number 224110404042), English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University of Prof.

K.H. Saifuddin Zuhri Purwokerto, was examined on April 27th, 2026, and declared qualified for achieving Sarjana Pendidikan (S.Pd.) Degree.

Purwokerto, May 18th 2026

Approved by:

Examiner I / Head of Examiner / Supervisor

Examiner II, Secretary

Desi Wijavanti Ma'rufah, M.Pd.
NIP. 199212152018012003

Lusiana Indra Sari, M.Pd.
NIP. 198705192025212071

The Main Examiner:

Agus Husein As Sabiq, M.Pd.
NIP. 198708112020121006

Legalized by:

The Head of English Education Department:



Desi Wijavanti Ma'rufah, M.Pd.
NIP. 199212152018012003

OFFICIAL NOTE OF SUPERVISOR

To
The Head of Education Department Faculty of Tarbiya and Teaching
Training
State Islamic University
Prof. K.H. Saifuddin Zuhri Purwokerto
In Purwokerto

Assalamualaikum Wr. Wb.

After conducting guidance, review, direction and correction through this
letter, I convey that:

Name : Sri Mulyati
Student Number : 224110404042
Jurusan : Tadris
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : **The Implementation of Pearson Curriculum**

in EFL Classes at SMA IT Al Irsyad Al Islamiyyah Purwokerto

I recommended this thesis to be submitted to the Head of Education
Department Faculty of Tarbiya and Teacher Training, State Islam University
Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain
Sarjana Pendidikan (S.Pd)/Undergraduate Degree in English Education.

Wassalamualaikum Wr. Wb.

Purwokerto, April 17th 2026
Supervisor



Desi Wijayanti Ma'rufah, M. Pd.
NIP. 199212152018012003

ABSTRACT

**THE IMPLEMENTATION OF PEARSON CURRICULUM
IN EFL CLASSES AT SMA IT AL IRSYAD AL ISLAMIYYAH
PURWOKERTO**

SRI MULYATI
S. N. 224110404042

Abstract: This study aims to describe the implementation of Pearson Curriculum in EFL classes at SMA IT Al Irsyad Al Islamiyyah Purwokerto and to identify the challenges faced by teachers in its application. This study employed a descriptive qualitative method. Data were collected through non-participant observation, semi-structured interviews, and documentation involving two English teachers as informants. Data analysis followed the Miles and Huberman model, consisting of data reduction, data display, and conclusion drawing, with triangulation applied to ensure data validity. The findings indicate that the implementation of Pearson Curriculum was carried out in a structured and planned manner, supported by strong institutional backing in the form of intensive teacher training and adequate learning facilities such as the Messhub platform, Pearson platform, smartboards, and high-quality textbooks. In classroom practice, the implementation involved four interconnected stages: instructional planning, pre-learning activities, core activities, and post-learning activities including evaluation. Two main categories of challenges were identified: student-related challenges, including diverse English proficiency levels, difficulty maintaining focus, lack of confidence in speaking, and over-reliance on textbooks; and material-related challenges, including a perceived mismatch between exercise difficulty and taught content, as well as the need for teachers to conduct independent research before delivering certain topics. The findings of this study are expected to serve as a reference for teachers, schools, and future researchers in understanding the implementation of international curricula, particularly Pearson Curriculum, in Indonesian EFL contexts.

Keywords: *Pearson Curriculum, EFL class, curriculum implementation, descriptive qualitative*

ABSTRAK

IMPLEMENTASI KURIKULUM PEARSON DI KELAS EFL SMA IT AL IRSYAD AL ISLAMIYYAH PURWOKERTO

SRI MULYATI

S. N. 224110404042

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan implementasi Kurikulum Pearson dalam kelas EFL di SMA IT Al Irsyad Al Islamiyyah Purwokerto dan mengidentifikasi tantangan yang dihadapi guru dalam penerapannya. Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan melalui observasi non-partisipan, wawancara semi-terstruktur, dan dokumentasi dengan melibatkan dua guru bahasa Inggris sebagai informan. Analisis data mengikuti model Miles dan Huberman yang terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan, dengan triangulasi untuk memastikan keabsahan data. Temuan penelitian menunjukkan bahwa implementasi Kurikulum Pearson dilaksanakan secara terstruktur dan terencana, didukung oleh dukungan institusional yang kuat berupa pelatihan guru yang intensif serta fasilitas pembelajaran yang memadai seperti platform Messhub, platform Pearson, smartboard, dan buku teks berkualitas tinggi. Dalam praktik pembelajaran di kelas, implementasi melibatkan empat tahapan yang saling berkaitan, yaitu perencanaan pembelajaran, kegiatan pra-pembelajaran, kegiatan inti, dan kegiatan pasca-pembelajaran termasuk evaluasi. Dua kategori tantangan utama yang ditemukan adalah tantangan dari faktor siswa, meliputi keberagaman kemampuan bahasa Inggris, kesulitan mempertahankan fokus, kurangnya rasa percaya diri dalam berbicara, dan ketergantungan berlebihan pada buku teks; serta tantangan dari materi, meliputi ketidaksesuaian antara tingkat kesulitan soal dan materi yang diajarkan, serta keharusan guru melakukan riset mandiri sebelum menyampaikan topik tertentu. Temuan penelitian ini diharapkan dapat menjadi referensi bagi guru, sekolah, dan peneliti selanjutnya dalam memahami implementasi kurikulum internasional, khususnya Kurikulum Pearson, dalam konteks pembelajaran EFL di Indonesia.

Kata kunci: *Kurikulum Pearson, kelas EFL, implementasi kurikulum, deskriptif kualitatif*

MOTTO

“Do the Best Whatever You Choose.”

“Allah Will Never Put You in the Wrong Place.”



DEDICATION

This thesis is dedicated to:

To my precious father (alm) and mother, for their endless support, love, and prayers.

To my beloved little brother, for his presence to cherish my day.

To the self, for the strength and courage to complete what was started.



PREFACE

In the name of Allah, the Most Gracious, the Most Merciful. All praise be to Allah, the Almighty, who has bestowed such great mercy, guidance, and compassion by granting guidance and good health to the researcher, enabling the researcher to complete this thesis titled “The Implementation of Pearson Curriculum in EFL Classes at SMA IT Al Irsyad Al Islamiyyah Purwokerto.” May blessings and peace continue to be bestowed upon the Prophet Muhammad SAW. who has guided humanity to the truth. This thesis is submitted as part of the requirements for obtaining a Bachelor’s degree (S.Pd.) in the English Language Education program, Faculty of Tarbiyah and Teacher Training, UIN Prof. K.H. Saifuddin Zuhri Purwokerto.

The author would like to express gratitude to the distinguished individuals whose guidance and encouragement were invaluable throughout the author’s journey in completing this thesis. The author extends heartfelt thanks to:

1. Prof. Dr. H. Fauzi, M. Ag., Dean of the Faculty Tarbiya and Teacher Training of State Islamic University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto.
2. Prof. Dr. Suparjo, M. A., Vice Dean 1 of the Faculty Tarbiya and Teacher Training of State Islamic University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto.
3. Dr. Nurfuadi, M. Pd. I., Vice Dean II of the Faculty Tarbiya and Teacher Training of State Islamic University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto.
4. Prof. Dr. H. Subur, M. Ag., Vice Dean III of the Faculty Tarbiya and Teacher Training of State Islamic University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto.
5. Mrs. Desi Wijayanti Ma’rufah, M. Pd., Head of the English Education Study Program in Faculty Tarbiya and Teacher Training of State Islamic University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto, and as my thesis supervisor. I would say thank you so much for her dedication, patience, attention, and very insightful guidance, which helped me so much to do this

research properly. Her sincerity means a lot for my thesis journey.

6. Mrs. Irra Wahidiyati, M. Pd., the Secretary of English Education Study Program in Faculty Tarbiya and Teacher Training of State Islamic University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto.
7. Mrs. Windhariyati Dyah Kusumawanti, M.A., M. Pd., and Prof. Dr. H. Moh. Roqib, M. Ag. as my academic advisor who gave me support and motivation.
8. All lecturers and employees in Faculty Tarbiya and Teacher Training of State Islamic University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto.
9. English Teachers and staff of SMA IT Al Irsyad Al Islamiyyah Purwokerto, who have a significant role in this thesis.
10. My beloved father (alm)., thank you so much for believing in me to achieve my dream. Although you are not here, but I know that your support and prayers will always be with me. I am so sorry because I couldn't make anything while you were beside me. I hope you would be proud of all my little achievements and journey.
11. My beloved mother, no word could describe how thankful I am for your prayers and fight for me. Thank you for continuing to support anything I need while you need to be supported too, to be patient with each my progress, and for believing in me that I could make it. I know that I could not do anything without you by my side, so please have a long life.
12. To my little brother, thank you for being one of my biggest motivations for me, so that I must be the best sister and role model for you. I hope that in the time you understand, you will know how I want to be and give you everything the best.
13. All my family, who always give their support and motivation, warmth and happiness in every stages of my life.
14. My lovely friends, Rinita Putri Pratiwi and Asri Yulisawati. You guys are such real friends I'm grateful for. Thank you for always being by my side whatever the conditions, listen to all the story of my life in every moment, and supporting me in the happy and sorrowful times I have been through. I

am glad to have you as my friend in this short journey. Hope we will always find a way to be happy and together.

15. My dear friends, Septibinar Mahara Azani, Farras Nur Fadillah, and Rahma Emilia, S.Pd., thank you for accompanying me in every steps of my journey. Giving your best support, presence, and wishes I needed. Let's always make beautiful memories after this.
16. Abah and Ibu in Bakong, Thailand. Realizing that since day one I was so admire you both. Ibu with her patience and soft heart, Abah with his firmness, but they want the best for me and my friends. I never feel that I was not grateful to meet you as my second parents while doing KKN. Never been there in my mind before, that I would have my best first flight to meet you. Thank you for all of your kindness, guidance, and prayers. Hope I will see you soon.
17. My dearest TBI A, class of 2022, which has become one of the excellent families with the ups and downs in the researcher's life journey. I feel grateful to have you all as a beautiful part of my academic journey. From you guys, I learn not only about subject at the class, but also teach me how should a family be. Hope we will always connect for the next amazing steps.
18. My lovely members' room 4 of El-Fira 3, especially Rinit, Faras, Rahmah, Anggun, Retno, Afifah, Ayya, Sari, and Nuning, you guys have a special part since the first time I arrived in Purwokerto. Thank you for completing my journey since day one. Wish you all the best until we meet again in another chance.
19. The whole kind-hearted people, even though I can't mention you guys one by one here, your prayers and support mean so much. Hope you are always in good health and situation everywhere you are.
20. Last but not least, my dearest self, realizing that all of this is not that easy and gets heavier sometimes, but you could make it. Congratulations for being the first bachelor's degree while your parents are just primary graduated. Keep holding your big dreams, never let them go because everything is possible, and live to live it. Thank you, and I am proud of you.

The researcher is aware that this study has many shortcomings. Therefore, she welcome any constructive criticism and suggestions regarding this study. Furthermore, the researcher hope that this study will prove beneficial in the future, particularly for researcher and, more broadly, for readers.

Purwokerto, 16 April 2026

Sri Mulyati

S.N. 224110404042



TABLE OF CONTENTS

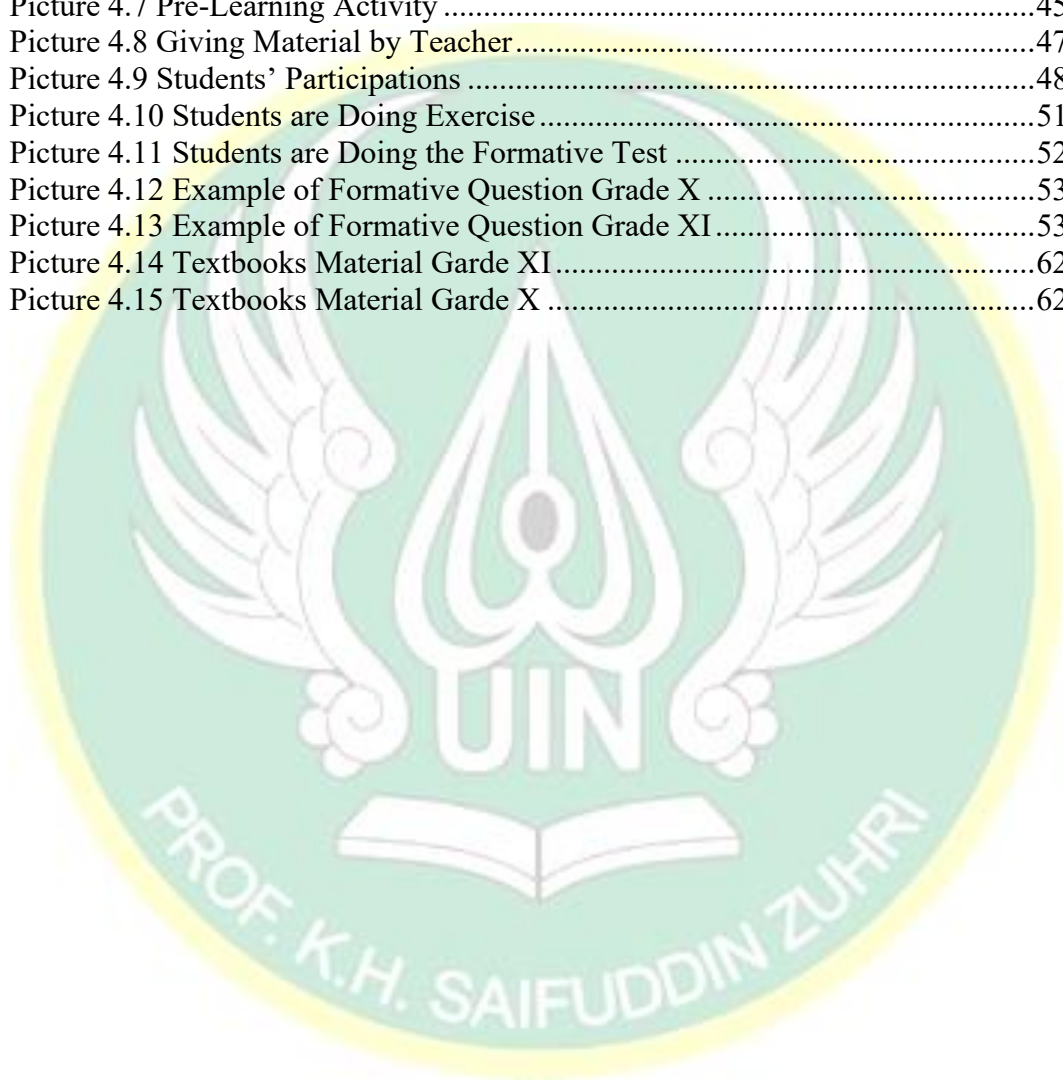
STATEMENT OF ORIGINALITY	i
PAGE OF APPROVAL	ii
OFFICIAL NOTE OF SUPERVISOR	iii
ABSTRACT.....	iv
ABSTRAK.....	v
MOTTO	vi
DEDICATION.....	vii
PREFACE	viii
TABLE OF CONTENTS.....	xii
LIST OF PICTURES	xiv
LIST OF APPENDICES.....	xv
LIST OF TABLE	xvi
CHAPTER I.....	1
INTRODUCTION	1
A. Background of the Study	1
B. Conceptual Definition.....	6
C. Research Questions.....	7
D. Objectives and Significances of the Study.....	7
E. Organization of the Research.....	9
CHAPTER II.....	11
LITERATURE REVIEW	11
A. Pearson Curriculum	11
B. EFL Class.....	18
C. Previous Study	22
CHAPTER III	26
RESEARCH METHODOLOGY	26
A. Type of Research	26
B. Research Site.....	27
D. Subject and Object of the Research	28
E. Data Collection Technique	28
F. Data Analysis.....	31
CHAPTER IV	34
FINDING AND DISCUSSION	34
A. Pearson Curriculum Implementation	34

B.	Challenges in Implementing Pearson Curriculum	53
C.	Students' Perspectives on Pearson Curriculum Implementation	63
D.	Comparison Between Pearson and Merdeka Curriculum	66
CHAPTER V		69
CONCLUSION AND SUGGESTION		69
A.	Conclusion	69
B.	Limitation.....	71
C.	Suggestion.....	71
REFERENCES		74
APPENDICES		78
BIOGRAPHY		143



LIST OF PICTURES

Picture 4.1 Pearson & Messhub Platform	37
Picture 4.2 Pearson Textbook	37
Picture 4.3 Lesson Plan of Class XI from Pearson	41
Picture 4.4 Lesson Plan of Grade X	41
Picture 4.5 LO Grade X Term 2	44
Picture 4.6 LO Grade XI term 2	44
Picture 4.7 Pre-Learning Activity	45
Picture 4.8 Giving Material by Teacher	47
Picture 4.9 Students' Participations	48
Picture 4.10 Students are Doing Exercise	51
Picture 4.11 Students are Doing the Formative Test	52
Picture 4.12 Example of Formative Question Grade X	53
Picture 4.13 Example of Formative Question Grade XI	53
Picture 4.14 Textbooks Material Garde XI	62
Picture 4.15 Textbooks Material Garde X	62



LIST OF APPENDICES

Appendix 1 Letter Research Approval.....	79
Appendix 2 Interview.....	80
Appendix 3 Instrument of Observations	83
Appendix 4 Modules	85
Appendix 5 Learning Objectives Term 2.....	108
Appendix 6 Observations Result.....	109
Appendix 7 Transcribed Interview	115
Appendix 8 Field Notes	132
Appendix 9 Observation Documentation.....	135
Appendix 10 Supervisors' Services Note	139
Appendix 11 Plagiarism Check Result	140
Appendix 12 Munaqosyah Recommendation	141
Appendix 13 Thesis Supervision Form.....	142



LIST OF TABLE

Table 3.1 Research Activity.....27



CHAPTER I

INTRODUCTION

This chapter will describe the background of the study, conceptual definitions, research questions, objectives and significances of the research, and organization of the research.

A. Background of the Study

English is an international language that is widely used in various countries, including Indonesia. In Indonesia itself, English is generally taught as a foreign language. A foreign language refers to a language that is not used as a means of daily communication in the country where it is taught (Yulizar & Aminah, 2022). Therefore, the Indonesian government has established a policy to make English a compulsory subject at various levels of education, from elementary school to university. However, limited English speaking skills are still often an obstacle for many people today (Andika & Yulia, 2025; Hakim, 2022). Problems in learning English in Indonesia are influenced by various factors, such as low speaking skills among students despite having studied English for many years, limited vocabulary, minimal weekly learning time, and too many students in each class. These conditions make it difficult for teachers to monitor students' English language development optimally and intensively (Andika & Yulia, 2025).

According to Exacerbado (2022), factors that influence the success of learning English as a foreign language (EFL) can be classified into four main groups, namely language policy, the role of teachers, the social environment, and the individual characteristics of students. This shows that optimal learning outcomes are not only determined by student ability, but also depend on the existence of supportive policies and teachers who are able to design effective learning strategies. A conducive learning environment, both inside and outside the classroom, also plays an important role in building motivation and increasing student engagement. In addition,

the selection of learning materials and media that suit the needs of students also strengthens the learning process. Individual factors, such as motivation, interest, and student background, are also crucial elements in determining their level of success in learning a foreign language (Al-Seghayer, 2017; Mariati, Ronald, 2025). To overcome this, educators need to determine a curriculum that suits the needs and abilities of students, especially in teaching English as a foreign language (TEFL), by considering various factors that influence the learning process. In addition, a balanced approach between internal and external factors must be taken into account to achieve EFL learning objectives in schools for the maximum extent possible (As Sabiq et al., 2025; Handayani & As-Sabiq, 2023).

In the context of education, curriculum is understood as a series of subjects that must be taken and studied by students as a requirement for obtaining a diploma or academic recognition (Macalister & Nation, 2020; P, n.d.). Meanwhile, the constitution of Republic Indonesia Number 20 of 2003 concerning the National Education System in Article 1 Paragraph 19 explains that the curriculum is a set of plans and arrangements related to objectives, content, learning materials, and methods used as guidelines in conducting teaching and learning activities to achieve educational objectives (P, n.d.). Curriculum is the most fundamental element in the entire education system because it serves as a guideline for achieving predetermined learning objectives. This shows that the curriculum plays an important role in determining the quality and impact of an education system (Karakuş, 2021; Ramadan & Widagsa, 2022). The curriculum does not only cover the selection of teaching materials and the application of specific learning methods (Karakuş, 2021). The curriculum emphasizes formal structure and learning content without detailing pedagogical approaches, specific learning objectives, or evaluation strategies, which are the main focus in curriculum development studies, including in the teaching of English as a Foreign Language (EFL). However, the curriculum also covers various activities, both planned and unplanned, that involve active student

participation. Therefore, the curriculum chosen by an educational institution should be carefully considered and tailored to the needs and circumstances of the students.

Choosing the right curriculum is one of the most important things in overcoming various challenges in learning English as a Foreign Language (EFL). Teachers are required to choose a curriculum that suits the needs and ability levels of students, especially in the context of Teaching English as a Foreign Language (TEFL). In making their selection, teachers need to consider various aspects that influence the learning process, including an emphasis on student competencies and needs, a flexible and dynamic curriculum that can be adapted to students' abilities, the application of contextual approaches and Communicative Language Teaching (CLT), the development of soft skills and life skills, and the implementation of learning that begins early and continues on an ongoing basis (Ma'rufah, 2021; Maulidin, 2019; Salsabila, 2023; Mariati, Ronald, 2025). Choosing the right curriculum not only serves as a guideline in designing learning, but also as a foundation for creating learning experiences that are relevant, effective, and oriented towards the development of student competencies (Macalister & Nation, 2020; P, n.d.). In this context, the Pearson Curriculum is one of the most widely used choices in various schools because it offers an international standards-based approach, integration of language skills, and interactive and adaptive learning resource support for student needs. In line with this, Dr. John Fallon, former CEO of Pearson, emphasized that a quality international curriculum is not a one-size-fits-all solution, but rather a means to provide personalized learning experiences to help each student reach their full potential (Yulius, 2025).

Pearson curriculum is an international curriculum developed by Pearson plc, a global education company based in the United Kingdom that was founded in 1844. This curriculum is designed with a holistic and student-centered approach, which places learners at the center of the learning process (Yulius, 2025). Its main focus is to develop basic skills,

shape character, foster critical thinking skills, and equip students with global competencies that are relevant to their needs. As stated by Dr. Sarah Richardson, Director of Research at Pearson, the Pearson Edexcel Curriculum was developed based on the latest research in cognitive science to ensure that students not only acquire academic knowledge but also master the soft skills essential for success in the 21st century (Delasifa, 2025; *Kurikulum Pearson Edexcel IPrimary - Pearson Qualifications*, 2020). In addition, the Pearson Curriculum emphasizes flexibility, allowing students to choose subjects according to their interests, adjust their learning pace, and use various assessment methods to accommodate diverse learning styles. The main advantages of this curriculum lie in its measurable learning outcomes and high academic standards, which are designed based on the latest research in cognitive science and the development of higher-order thinking skills according to Bloom's taxonomy (Andika & Yulia, 2025; Yulius, 2025).

Based on preliminary research, SMA IT Al Irsyad Al Islamiyyah Purwokerto has established Pearson Curriculum as the foundation for the learning process and has implemented it effectively over the past five years. As a first step in its implementation, teachers are required to undergo special training to ensure their understanding and optimal use of the curriculum. The source stated that the implementation of the Pearson Curriculum has proven to be effective in improving the quality of learning, as it is able to create a more interactive and enjoyable learning atmosphere. This curriculum also provides opportunities for students to explore their abilities more deeply, especially in English language proficiency. The use of Pearson Curriculum in this school demonstrates the institution's commitment to providing international education standards that are relevant to the needs of students and the demands of globalization.

Several previous studies have highlighted the implementation of international and integrated curricula in English language learning. Ramadan & Widagsa (2022) found that English teachers at SD Mutiara

Persada Yogyakarta experienced difficulties in adapting to the Cambridge and K13 curricula, even though they excelled in understanding English terminology, assessing student abilities, and instilling a global mindset. Research by Putri (2024) shows that SMA Terpadu Dampasan Ciamis implements an integrated curriculum by combining the national curriculum, Islamic boarding school curriculum, intracurricular curriculum, and extracurricular curriculum so that English language learning remains effective. Meanwhile, Fitriya (2025) describes Cambridge-based learning in bilingual classes at SD UMP Purwokerto, which actively involves students, increases enthusiasm, and trains critical thinking skills. Thus, it can be concluded that a number of previous studies provide a diverse picture of the implementation of the English curriculum, both in the national and international contexts.

Previous studies have examined curriculum implementation at both the national and international levels, highlighting various challenges and obstacles in the implementation process. However, most of these studies still focus on curriculum implementation in general or on the national curriculum, so there has been no research specifically discussing the application of Pearson Curriculum in teaching English as a foreign language (EFL). In fact, the application of this curriculum requires teachers to play an active role in adjusting teaching strategies to the needs of students while responding to global demands, so that the learning process can run more effectively and students' learning needs can be met. For this reason, the researcher felt it was important to examine in depth how teachers implement the Pearson Curriculum, which was then realized in a study entitled **“The Implementation of Pearson Curriculum in EFL Class at SMA IT Al Irsyad Al Islamiyyah Purwokerto”**. This research focuses on teacher readiness, challenges that arise in the implementation process, and strategies used to integrate the curriculum into learning practices. Thus, this research is expected to provide more focused empirical contributions regarding the application of international curriculum in the context of education in

Indonesia.

B. Conceptual Definition

At the conceptual definition stage, researcher describes the terms and concepts contained in the research title, then break them down into the elements of the domain of study to be researched.

1. Pearson Curriculum

Pearson curriculum is an international standard curriculum that emphasizes the integration of technology and interactive learning approaches to support student engagement and learning effectiveness. According to Dewi & Lydia (2023), Pearson has designed a curriculum that emphasizes the use of technology in the education process, including through online learning platforms, educational applications, and various other digital media designed to enrich the learning experience of learners. Pearson curriculum is an international curriculum developed by Pearson Education, one of the leading global education service providers. It is designed to support skill-based learning, with standards aligned to the CEFR (Common European Framework of Reference for Languages) framework (Moreno, 2015; qualification, 2020). Thus, this study focuses on the implementation of the Pearson Curriculum in English as a Foreign Language (EFL) classes at SMA IT Al Irsyad, while also examining the challenges faced by teachers in its application.

2. EFL Class

Teaching English to students whose first language is not English in a nation where English is not the primary language of communication is known as teaching English as a Foreign Language (EFL). The goal of EFL classes is to help students become more proficient in English so they may use it for personal, professional, or academic reasons. English is taught from elementary school through high school in Indonesia, where EFL is integrated into the national curriculum (Rovai & Pfingsthorn, 2022; Suryati et al., 2024). Through a variety of pedagogical

strategies designed to satisfy the needs of non-native speakers, EFL training focuses on improving the four essential language skills: speaking, listening, reading, and writing. Additionally, by emphasizing cultural competency, these courses assist students in comprehending and navigating English-speaking cultural contexts (Maulidiyah & Qolbia, 2020). Thus, EFL class plays an important role in helping students who are not native English speakers to master the language effectively. In this regard, this study will explore EFL learning practices at the high school level.

C. Research Questions

Based on the research background, researcher found a question about this study:

1. How is the implementation of Pearson curriculum in EFL classes at SMA IT Al Irsyad Al Islamiyyah Purwokerto?
2. What are the challenges of the implementation of Pearson curriculum in EFL classes at SMA IT Al Irsyad Al Islamiyyah Purwokerto?

D. Objectives and Significances of the Study

At this stage of objectives and significance, researcher states that the purpose of the research is to explain specifically what they want to achieve through the implementation of a study and the benefits of the research in terms of explaining the reasons why this research is important and the contributions it can make.

1. Objectives of the Study

This research has several research objectives that wants to achieve clearly, namely:

- a. To describe the implementation of Pearson curriculum in EFL classes at SMA IT Al Irsyad Al Islamiyyah Purwokerto.
- b. To identify the challenges faced by teachers in implementation of Pearson curriculum in EFL classes at SMA IT Al Irsyad Al Islamiyyah Purwokerto.

2. Significances of the Study

This research has important significance for several parties, including:

a. Theoretical Significance

This study has important theoretical implications for teaching English as a foreign language in schools with the selection of an appropriate curriculum. By analyzing the implementation of the Pearson curriculum in EFL classes, particularly at SMA IT Al Irsyad Al Islamiyyah Purwokerto, it is hoped that this study will enrich the literature and serve as one of the considerations in selecting an appropriate curriculum for students. Additionally, the findings of this research can provide insights into the factors that support and hinder the implementation of the Pearson curriculum in schools, both internal and external factors. Thus, this research contributes to the development of theory and practice in the teaching of English as a foreign language in Indonesia.

b. Practical Significances

1) For Teacher

This study provides significant practical implications for teachers who teach English as a foreign language, particularly in the context of implementing the Pearson Curriculum. By exploring the learning strategies applied based on this international curriculum, the research findings are expected to serve as a reference for teachers in making more appropriate and contextual teaching decisions. Teachers can utilize the research findings to understand how the Pearson Curriculum can be adapted to the characteristics and needs of students, as well as how such an approach can enhance student engagement in EFL learning. Additionally, this research can assist teachers in evaluating the effectiveness of the curriculum used, enabling them to consider selecting the most appropriate curriculum to

support the development of students' language competencies. Insights from this research can also encourage teachers to be more adaptive in addressing the challenges of implementing an international curriculum, as well as inspire teachers to develop more creative, communicative, and meaningful teaching innovations for students.

2) For Researcher

This study has important practical implications for researcher and practitioners in the field of EFL, particularly in the context of international curriculum implementation. By focusing on the application of Pearson Curriculum in secondary schools, this study can serve as an initial reference for other researcher in assessing the effectiveness of using international curricula as the main foundation in the learning process. The findings of this study are expected to provide new insights into how the Pearson Curriculum can be implemented contextually and contribute to improving student learning outcomes. In addition, this study also provides empirical evidence that can support the development and expansion of studies on the implementation of international curricula, particularly in Indonesia.

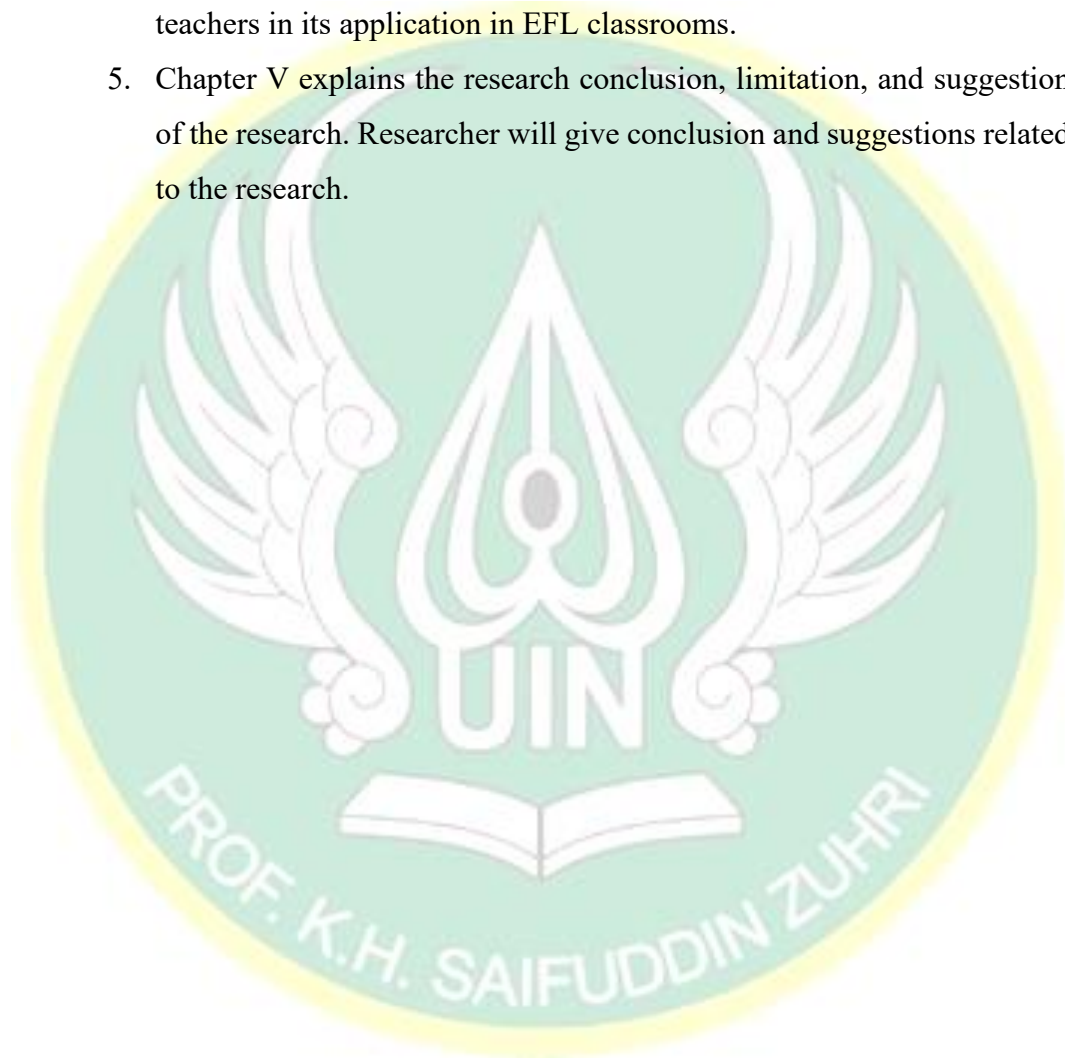
E. Organization of the Research

To make it easier for readers and all parties to understand the contents of this study, the researcher has compiled a systematic discussion of the main topics, which are divided into the following five chapters:

1. Chapter I is an introduction. This chapter consists of the research background, conceptual definitions, research questions, objectives and significance, and organization of the research.
2. Chapter II present a literature review related to the implementation of Pearson curriculum and the challenges faced by teachers in its

application in EFL classrooms.

3. Chapter III describes research methodology, including type of research, research site and participants, subject and object of the research, data collection technique, and data analysis.
4. Chapter IV discusses the result and discussions about the implementation of Pearson curriculum and the challenges faced by teachers in its application in EFL classrooms.
5. Chapter V explains the research conclusion, limitation, and suggestion of the research. Researcher will give conclusion and suggestions related to the research.



CHAPTER II

LITERATURE REVIEW

In this section, the researcher presents an overview of the literature related to this study. The researcher also briefly reviews previous studies and theories that have been discussed.

A. Pearson Curriculum

1. Definition of Pearson Curriculum

Pearson curriculum is an international curriculum developed by Pearson plc, a global education company based in the United Kingdom that was founded in 1844. This curriculum is designed with a holistic and student-centered approach, which places learners at the center of the learning process (Yulius, 2025). Its main focus is to develop basic skills, shape character, foster critical thinking skills, and equip students with global competencies that are relevant to their needs. As stated by Dr. Sarah Richardson, Director of Research at Pearson, the Pearson Edexcel Curriculum was developed based on the latest research in cognitive science to ensure that students not only acquire academic knowledge but also master the soft skills essential for success in the 21st century (Delasifa, 2025; *Kurikulum Pearson Edexcel IPrimary - Pearson Qualifications*, 2020). In addition, Pearson Curriculum emphasizes flexibility, allowing students to choose subjects according to their interests, adjust their learning pace, and use various assessment methods to accommodate diverse learning styles. The main advantages of this curriculum lie in its measurable learning outcomes and high academic standards, which are designed based on the latest research in cognitive science and the development of higher-order thinking skills according to Bloom's taxonomy (Andika & Yulia, 2025; Yulius, 2025).

Pearson curriculum, known as Pearson Edexcel, is an international curriculum designed to provide global standard education

and has been widely recognized by thousands of institutions, including renowned universities in the United Kingdom, the United States, and various other countries. This curriculum was developed by Pearson PLC, a global education company with a long reputation for providing educational services and products since the 19th century (Yulius, 2025). Pearson Edexcel emphasizes the importance of learning that is not only oriented towards academic achievement, but also towards the development of 21st century skills, which include critical thinking, communication, collaboration, and creativity. Its main mission is to support students to develop and progress through learning experiences that are relevant, flexible, and in line with global needs (Azizah, 2024). Therefore, this curriculum is considered capable of responding to the challenges of an increasingly competitive modern world by preparing students not only to continue their education to a higher level but also to face the international workforce. In the Indonesian context, the implementation of Pearson Curriculum is important because it can complement the national curriculum by providing a more interactive and internationally-oriented learning experience, enabling students to be globally competitive.

2. The Strengths of Pearson Curriculum

As mentioned in article entitled Kurikulum Internasional Di Sekolah Di Indonesia: Cambridge, IB, & Pearson (2025), in this era of increasing globalization, international education is becoming increasingly popular in Indonesia. Many parents are looking for high-quality educational alternatives for their children, resulting in more and more schools in Indonesia adopting international curriculum. Pearson curriculum has several advantages that support more meaningful learning process for students, including the following:

a. Student Access to Modern Technology

Student access to modern technology is an important factor that can enrich their learning process. By utilizing digital devices such as computers or smartphones, students can obtain a wider range of learning resources, including interactive learning videos, whether provided in books or elsewhere.

b. Combining Theory with Practice

Combining theory with practice is an important approach in the learning process, as it allows students to not only understand concepts abstractly, but also apply them in real-life situations. Through the application of theory in everyday practice, students can see the direct relationship between what they learn in class and the problems or experiences they encounter. This approach also prepares students to face the challenges of the modern world, which demands problem-solving skills, innovation, and independence in decision-making.

c. Flexibility in Learning

Pearson offers a wide range of subjects to give students flexibility in tailoring their curriculum to their interests, talents, and academic goals. This freedom to choose subjects allows students to focus more on the areas they are interested in. It also helps students plan for their future earlier.

d. Readiness for Working World

This curriculum is designed to prepare students for the world of work with relevant skills. Through a practice-based approach, students not only gain theoretical knowledge but also real-world skills that can be applied in a professional environment. Thus, the Pearson curriculum not only prepares students for academic success but also equips them with the competencies needed to compete in the international job market.

e. Resource Support

Pearson offers a variety of learning resources that students can use to support their learning process. This support includes access to online learning platforms, provision of teaching materials, and special training programs for teachers.

f. International Recognition

Pearson Edexcel qualifications are widely recognized by various universities and international educational institutions. This provides added value for students, especially in the process of continuing their studies to higher education levels in various countries.

3. The Weaknesses of Pearson Curriculum

In addition to its remarkable advantages, Pearson curriculum also has shortcomings in its implementation in Indonesia. As stated by Dewi & Lydia (2023) in their article, Pearson faces several challenges that must be overcome, including:

a. Implementation Costs

The cost of purchasing textbooks, software, and teacher training programs for the implementation of the Pearson Curriculum is quite high and poses a challenge for schools. In order to implement this curriculum optimally, schools are required to prepare an adequate budget so that all needs can be met. Not only the procurement of teaching materials, but also technological support and teacher competency improvement require continuous investment. If not planned properly, limited funds can hinder the effectiveness of curriculum implementation.

b. Teacher Training

As an international curriculum implemented in Indonesia, the Pearson Curriculum requires special training for teachers before implementation in order to achieve optimal results. Local teachers need to be equipped with a deep understanding of the international

standards used in this curriculum. This process certainly requires time and adequate resources to ensure effective learning.

c. Local Context

Adapting international curricula to the local cultural context is no simple challenge. Some learning content needs to be adapted to remain relevant to the social and cultural conditions in Indonesia, so that the material is more relevant to students.

d. Technology Gap

If the curriculum relies heavily on the use of technology, it is important to consider that not all students have equal access to technological devices and facilities. Therefore, efforts are needed to address this gap, because without proper handling, this can become a serious obstacle in the learning process.

e. Monitoring and Evaluation

It is important to have a strong monitoring and evaluation system to ensure that the curriculum is implemented properly and produces the expected outcomes. Structured monitoring allows schools to monitor the extent to which the curriculum is consistently implemented in the classroom. Regular evaluations also help identify weaknesses and challenges that arise during the implementation process. The results of the evaluation can be used as a fundamental for decision-making regarding curriculum improvements so that it remains relevant to the needs of students.

4. Learning Approach of Pearson Curriculum

International standard education offers a broader approach to learning, so does the Pearson curriculum. Students not only learn from textbooks, but also engage in interactive and collaborative learning experiences. As quoted from an Article by Yulius (2025), the Pearson curriculum uses a Student-Centered Learning approach as its education system. This approach adopts a learning methodology that focuses on several things, including:

a. Active Learning

In this learning approach, students are placed at the center of the entire learning process, not only becoming passive recipients of information. They are actively involved in the discovery process, which involves finding and building knowledge through direct experience, problem-solving, and concept exploration. Through this active involvement, students are encouraged to think critically, analyze situations, and connect the material to real life. In addition, the role of the teacher changes to a facilitator who guides students to find answers themselves, rather than simply imparting knowledge directly.

b. Critical Thinking Development

Developing the ability to analyze and evaluate information is one of the important goals in the modern learning process. Students are not only directed to receive information, but also to sort and validate the information they obtain. This ability allows students to think critically both in learning and in making decisions in everyday matters.

c. Global Competency

In the era of globalization, students are required to not only master in academic skills, but also understand languages and the values of cultural diversity that exist in the world. This prepares them to adapt to international environments, whether in further studies, working world, or social life. Thus, students are better prepared to face global challenges while contributing positively to an increasingly connected global community.

d. Digital Literacy

Technology serves not only as a tool, but also as a primary medium for expanding access to information, increasing learning resources, and creating a more interactive and engaging learning experience. Through the use of digital devices, online learning platforms and

educational applications encourage students to actively explore knowledge and develop skills, helping them not only to understand the subject material, but also to become accustomed to using technology effectively.

5. Learning Material in Pearson Curriculum

On an article web entitled "Inclusive Access" by Pearson explains that equity in education is achieved when every student has an equal opportunity to develop their full potential. Preparing students from the first day of school is crucial to ensuring that all learners begin the learning process with equal opportunities. Through the Inclusive Access system, teachers have the academic freedom to choose Pearson learning tools that best suit their needs, using trusted, high-quality materials. Pearson collaborates with various Inclusive Access providers to support teachers in providing interactive and relevant digital learning experiences for students. By implementing the Pearson Curriculum, which allows real-time access to learning materials, teachers can more easily understand teaching objectives, facilitate the transition to an inclusive digital learning system, and ensure all students have equal access to quality learning resources from their first day.

On article Inclusive Access by Pearson also mentioned that real-time access to digital learning systems offers several benefits for students and teachers, including the following:

- a. Integration with a Learning Management System (LMS) allows the learning process to be managed more efficiently and structured.
- b. Students have easy access to digital materials 24 hours a day, anytime and anywhere.
- c. Increases the effectiveness of classroom learning time.
- d. All available materials have been compiled by experienced writers, educators, and professional practitioners in their fields, ensuring the content is high quality and relevant to academic needs.

B. EFL Class

1. Definition of EFL Class

A foreign language refers to a language that is not used as a means of daily communication in the country where it is taught. English is one of the foreign languages that holds an important position because it has a significant influence on various aspects of life, including education, the economy, and a country's level of development (Yulizar & Aminah, 2022; Wahidiyati et al., 2023). Therefore, the Indonesian government has established a policy to make English a compulsory subject at various levels of education, from elementary school to university. However, limited English speaking skills are still often an obstacle for many people today (Andika & Yulia, 2025; Hakim, 2022). Thus, it can be concluded that EFL classes are classes that focus on learning English as a foreign language, where this language is not the mother tongue of the students learning it.

2. Teaching EFL

As explained by Sa'adah (2020) on her article, in language learning especially teaching English as a foreign language, there are four main skills that must be mastered: listening, speaking, reading, and writing. These four skills are divided into two groups: receptive skills and productive skills. Receptive skills include reading and listening, because at this stage students focus on receiving and understanding language without having to produce it. Meanwhile, productive skills include speaking and writing, which require students to actively produce language. In the language learning process, students generally begin with a receptive understanding of new language elements, then move on to productive skills. The natural sequence of language acquisition usually begins with listening skills, then speaking, reading, and finally writing.

As previously mentioned, students learn English for a variety of

reasons, ranging from simply passing exams, developing their careers, and continuing their education to a higher level. In addition, people learn it in order to be able to communicate globally, because English has become the lingua franca in various countries, including Indonesia. In Indonesia, English is not referred as a second language, but English is referred to as a foreign language (Ma'rufah et al., 2022; Merentika Arianda et al., 2023; Wahidiyati & Ma'rufah, 2023). The 1989 law established English as the first foreign language and made it a compulsory subject in schools. However, as explained by Andika, learning English as a foreign language (EFL) in Indonesia is still a challenge for many people today (Andika & Yulia, 2025). This shows that even though English has an important position in the education system, obstacles in its teaching still need to be addressed so that learning objectives can be achieved optimally.

a. Teaching Listening Skill

Listening is the first skill that must be mastered in the English language learning process. In the language learning approach, listening skills occupy a central position because they form the basis for the development of overall language skills (Mendelsohn, 1998; Nemec et al., 2017). Through receptive skills such as listening and reading, students acquire the information they need to build their knowledge and language skills. With the rapid development of technology and global communication, the importance of listening skills has increased, especially for non-native speakers who must adapt to various language contexts and accents. Previously, listening was often considered merely a reflection of reading skills, but now this skill is recognized as a separate ability that plays an important role in successful language learning (Krivosheyeva & Shodiyeva, 2020).

According to Krivosheyeva & Shodiyeva (2020) in their research, regardless of the method used in teaching listening skills,

there are several important principles that must be considered in order for the learning process to be effective. First, teachers should set realistic expectations, because even experienced listeners are not always able to remember and understand the entire message perfectly. Second, the instructions given must be easy to understand and provide space for students to ask clarifying questions and make mistakes as part of the learning process. Third, teachers need to help students overcome their anxiety in communicating by designing activities that are appropriate to their skill level and confidence. In addition, it is very important to appreciate every progress made by students, no matter how small, as this can strengthen their motivation and confidence in developing listening skills.

b. Teaching Speaking Skill

For many language learners, the ability to communicate fluently in a foreign language is the main goal they want to achieve. Speaking skills are not only related to the ability to construct grammatically correct sentences, but also cover broader aspects such as mechanics, language function, pragmatics, and social interaction (Kürüm, 2016; Pakula, 2019). Based on research and general experience, speaking is not enough to simply understand grammar and correct pronunciation. Language teachers need to realize that speaking involves more than just technical linguistic aspects. There are three main components that make up speaking skills, namely mechanical aspects such as pronunciation, grammar, and vocabulary, functional aspects related to communication goals, and pragmatic aspects that include the ability to use language appropriately according to the social context (Kürüm, 2016).

Stated by Bahrani (2012), many language learners feel embarrassed or reluctant to speak when they do not understand the person they are talking to, or when they realize that the message they are conveying is not understood by others. One of the main

challenges for language learners, both in EFL and ESL contexts, is how to improve their speaking skills. Nunan (1991) stated in (Bahrani, 2012) states that success in language learning is measured by the extent to which a person is able to participate in conversations using the target language. Therefore, if students do not have the opportunity to speak or are not taught how to speak effectively in class, they may lose motivation and interest in continuing their language learning. This condition often occurs in the context of EFL, where students have limited opportunities to practice speaking English outside the classroom environment.

c. Teaching Reading Skill

As one of the four language skills, teaching reading requires the selection of appropriate activities, methods, and procedures to ensure that the learning process is effective. Reading skills provide great benefits for students, because through this ability, they can gain knowledge from various academic activities and learning resources (Mulatu & Regassa, 2022). Through reading activities, students can understand the meaning that the author wants to convey. Reading texts also serve as good models in English language learning because they provide language structures and information that can support the learning process. Pang in As Sabiq's (2018) article explains that reading involves two interrelated processes, namely word recognition and comprehension. Word recognition relates to the ability to recognize how written symbols relate to spoken language, while comprehension includes the ability to interpret the meaning of words and sentences and to connect the meanings of the parts of the text as a whole.

d. Teaching Writing Skill

Writing is a complex process because it involves various interrelated language skills. As one of the four main skills in English, writing skills must be mastered well by students, both at school,

university, and in professional contexts (Indrilla & Ciptaningrum, 2018). According to Harmer on Sa'adah's (2020) article the writing process involves several stages that writers must go through to produce a complete, final piece of writing. These stages include planning, where the writer determines the idea and purpose of the writing; followed by the drafting stage; then the revision and editing process of the initial writing; and finally, the preparation of the final version ready for publication. By following these stages, writers can develop writing that is more structured, coherent, and effective in conveying meaning.

C. Previous Study

Several studies have been conducted on this topic, including:

1. There is a study written by Ramadan and Widagsa (2022) entitled "*An EFL Teacher Perspective on Implementation of Dual Curriculum (Cambridge and Indonesian K13 National Curriculum) at Mutiara Persada School, Yogyakarta*". The purpose of this study was to identify the problems and strategies faced by English as a Foreign Language (EFL) teachers in implementing the Cambridge Curriculum and the National Curriculum (K13) at Mutiara Persada School in Yogyakarta. Using a qualitative approach, the results of the study show that the main obstacle is not the teachers' educational background, but rather their ability to adapt to the demands of both curricula. On the other hand, EFL teachers have an advantage in understanding English terms in Cambridge textbooks and in evaluating student abilities, enabling them to adapt their teaching strategies to the needs of their students. In addition, EFL teachers are also considered to be better prepared in instilling a global mindset in students, which is one of the main objectives of the Cambridge Curriculum. The similarity between previous and current research is that both examine the implementation of international curricula in Indonesian schools. The difference is that previous research examined the implementation of the Cambridge

international curriculum combined with K13, while current research will examine the implementation of the Pearson curriculum.

2. Thesis entitled *“The Implementation of Integrated Curriculum in Teaching English at SMA Terpadu Dampasan, Ciamis”* by Dewi Amalia Putri (2024). This study aims to examine the implementation of an integrated curriculum in English teaching at SMA Terpadu Dampasan. Using a qualitative descriptive method, data were collected through observation, interviews, and documentation, then analyzed through data condensation, presentation, and verification. The results of the study indicate that the school has implemented an integrated curriculum model in English language learning, where teachers integrate various curricula into their teaching practices. This integration includes combining the national curriculum with the Islamic boarding school curriculum, integrating the intracurricular and extracurricular curricula, and connecting subjects without neglecting core material, particularly in English language teaching. The similarity between the previous and current studies is that both examine the implementation of the curriculum in English language learning. The difference is that the previous study examined the implementation of an integrated curriculum (integration of the Merdeka Curriculum and the KMI modern Islamic boarding school curriculum), while the current study examines the implementation of the Pearson curriculum, which uses a student-centered and technology-based approach.
3. A thesis written by Fatma Fitriya (2025) entitled *“Implementasi Pembelajaran Berbasis Kurikulum Cambridge Pada Kelas Bilingual di SD UMP Purwokerto”*. This study aims to describe the planning, implementation, and evaluation of Cambridge Curriculum-based learning in bilingual classes at SD UMP Purwokerto. The method used was descriptive qualitative with data collection techniques through observation, interviews, and documentation. Data analysis was conducted using the Miles and Huberman model, which includes

collection, verification, reduction, presentation, and conclusion drawing. The results of the study indicate that in the planning stage, teachers prepared lessons by utilizing available resources and compiling worksheets. In the implementation stage, students were actively involved in the learning process, while the teachers' strategies succeeded in increasing enthusiasm and training critical thinking skills. Meanwhile, in the evaluation stage, assessments were carried out through question and answer sessions during learning, daily tests, and semester exams. The similarity between the previous and current studies is that both discuss the implementation of international curricula in Indonesia, especially in Purwokerto. The difference is that the previous study examined the implementation of Cambridge curriculum in elementary schools, while the current study discusses the implementation of the Pearson curriculum in high schools.

4. The journal written by Gülçin Karakuş (2021) entitled “*A Literary Review on Curriculum Implementation Problems*” aims to review research related to curriculum implementation problems in the field of literature and formulate steps that can be taken to minimize these problems. From the initial review, 39 articles were eliminated and 72 articles were selected for analysis in this study. The methods used were descriptive analysis and content analysis, in which the selected articles were studied in depth and coded according to the curriculum implementation issues that arose. The coding process was carried out collaboratively by the researcher and an observer to ensure the validity of the analysis results. As a result, curriculum implementation issues were presented under four headings, namely curriculum implementation issues related to teachers, students, curriculum, and schools. The similarity between the previous and current studies is that both discuss curriculum implementation. The difference is that the previous study used a literature review research method, reviewing 72 articles.

Meanwhile, the current study is field research (empirical) involving direct observation, interviews, and documentation of activities.

5. The last is a journal entitled "*Implementation of the Merdeka Curriculum and Its Challenges*" (Ndari et al., 2023). This study aims to describe the implementation of the Merdeka Curriculum and its challenges at SD Muhammadiyah Warungboto, Yogyakarta. Using a qualitative approach with a case study method, this research involved the principal, curriculum team, teachers, and students as subjects. Data were collected through interviews and observations. The results of the study show that (1) the Merdeka Curriculum is implemented through changes in the status of the curriculum; (2) the teaching methods used by teachers are still predominantly lecture-based and not yet fully student-centered; (3) many teachers are not yet ready to implement the Merdeka Curriculum; (4) students tend to follow their friends' choices or pressure in determining their interests and talents; (5) teacher enthusiasm is still low, especially in adjusting learning tools; and (6) schools design various strategies to support the implementation of the Merdeka Curriculum. The similarity between previous and current research is that both discuss curriculum implementation in schools. The difference is that previous research focused on the implementation of the Merdeka Curriculum as a national policy in Indonesia, while current research focuses on the implementation of the Pearson curriculum.

CHAPTER III

RESEARCH METHODOLOGY

This chapter is conducted on the research methodology, including type of research, research site and participants, subject and object of the research, data collection technique, and data analysis.

A. Type of Research

Research is a structured process aimed at identifying, understanding, and updating facts, theories, and their applications. This activity includes the stages of data collection, analysis, and interpretation in order to answer specific questions or find solutions to problems (Educational Research, n.d.; Mccarthy, 2017). As a scientific activity, research not only serves to obtain new information, but also to retest previous findings in order to strengthen or even revise existing knowledge. Therefore, research was considered an important step that must be taken by a researcher, either through reviewing previous literature or by conducting direct field studies. Through this approach, researcher can collect relevant empirical evidence and compile it into a systematic analytical framework.

This study uses a descriptive qualitative method, which was chosen because it provides an in-depth description of the phenomenon being studied. Through this approach, the researcher seeks to comprehensively understand how teachers at SMA IT Al Irsyad Al Islamiyyah Purwokerto view and experience the process of teaching English as a Foreign Language (EFL). With a descriptive qualitative approach, the researcher attempted to describe the reality of curriculum implementation, such as preparation, implementation, and challenges experienced by teachers in conducting teaching and learning activities. This allows the study to produce a better understanding of how the Pearson Curriculum is implemented and how it impacts the learning process. In addition, the results of this study are expected to contribute practically to the development of more effective

teaching strategies in EFL classrooms.

B. Research Site

This research was conducted at SMA IT Al Irsyad Al Islamiyyah Purwokerto. One of the best senior high school in Banyumas. Researcher chose this school because they have implemented Pearson curriculum as their fundamental learning. SMA IT Al Irsyad also has teaching staffs who are very concerned about the needs dan students skill in learning, that's one of the reason they choose the best curriculum for their learning activity. Beside that, teaching staffs must be prepared their best to deliver this curriculum effectively so that students will have a good experience that increases their skills. Therefore, the researcher is interested in how the teachers implement Pearson curriculum, especially in the English as a Foreign Language (EFL) Class.

In addition, researcher can find data easily because of the availability of data, teachers, and students needed in this research. Besides that, the location of SMA IT Al Irsyad Al Islamiyyah Purwokerto itself is not really far from the researcher domicile. It is located on Jl. Prof. Dr. Suharso, Arcawinangun, East Purwokerto sub-district, Banyumas Regency in Central Java province 53133. So, it will be easier for the researcher get to the place.

In this study, the data were collected from January 23 to May 05, 2026.

Table 3.1 Research Activity

No.	Date	Activity	Place
1.	Friday, 23 January 2026	Pre-Observation Interview with Mrs. WNM	SMA IT Al Irsyad Purwokerto
2.	Tuesday, 27 January 2026	Class Observations With Mrs. WNM	Class XI F & G
3.	Thursday, 29 January 2026	Pre-Observation Interview with Mrs. AR	SMA IT Al Irsyad Purwokerto
4.	Thursday, 29 January 2026	Class Observations with Mrs. AR	Class X E
5.	Friday, 30 January 2026	Post-Observations Interview with Mrs. WNM	Online Via WhatsApp
6.	Monday, 2 February 2026	Class observations with Mrs. AR	Class X A
7.	Monday, 2 February	Post-Observations	SMA IT Al Irsyad

	2026	Interview with Mrs. AR	Purwokerto
8.	Saturday, 2 May 2026	Interview Students' Grade XI	Online Via WhatsApp
9.	Tuesday, 5 May 2026	Interview Grade X	SMA IT Al Irsyad Purwokerto

D. Subject and Object of the Research

1. Subject of the Research

The subject of this research is two English teachers who implement the Pearson curriculum in their learning activity and four students of each classes were observed. These teachers and students are the main focus of this study. The teachers who will be interviewed in this research are those who have applied Pearson curriculum in their learning activities effectively. Therefore, they could be the right informants for this research.

2. Object of the Research

This research focuses on the implementation of Pearson curriculum and the challenges the teacher faced on its application at SMA IT Al Irsyad Al Islamiyyah Purwokerto especially on EFL classes. The purpose of this study is to determine how teachers implement Pearson curriculum in their teaching, including the preparations and challenges faced by the teachers. This will enable them to carry out learning activities effectively using this curriculum as their main foundation.

E. Data Collection Technique

Data collection is one of the most important stages in research because the quality of the data obtained greatly determines the validity of the research findings. Proper data collection techniques was produced credible and accountable information, while errors at this stage can cause bias and reduce the accuracy of the research results (Rahardjo, 2011). Therefore, the data collection process must be carried out carefully, systematically, and in accordance with the procedures established in the qualitative research approach. In addition, researcher is also required to pay attention to the characteristics of qualitative research, such as direct

involvement with participants, understanding the context, and efforts to maintain data authenticity so that the research results can provide an in-depth description of the phenomenon being studied. In this study, the researcher used semi-structured interviews, field notes, and documentation. The explanations of the above techniques are as follows:

1. Observation

This study used observation as one of the main techniques in collecting data in the field. Observation is understood as a method of data collection conducted through direct observation of specific objects or events, accompanied by systematic recording of the conditions and behavior of the research subjects. According to Sugiyono in Hakim's (2024) article, observation is a complex process because it involves various biological and psychological aspects of the researcher. This technique can be carried out in various ways, such as using tests, questionnaires, voice recordings, image recordings, and field notes. Meanwhile, in this study, the researcher used field notes and observation checklists as the technique for collecting data observations.

Observation itself not only functions as a basic technique in research but also becomes the most frequently used method, whether in the form of participant observation, experimental research, or interviews (Hasanah, 2017; Sugiono, 2015). In the context of this study, the researcher applied non-participant observation with a qualitative approach, as an observer involved in teaching and learning activities but not directly participating in the learning process. Observation was conducted around four times or until the researcher felt that the data collected is sufficient for this research. The object of this observation is the interaction between teachers and students in the classroom during teaching and learning activities. This activity could answer research questions number one and two, which are how teachers implement and the challenges they face during the implementation of the curriculum. This makes it easier for researcher to obtain authentic and relevant data

that reflects the actual situation.

2. Interview

In accordance with the statement from Rahardjo (2011) that if researcher want to obtain information about teachers' curriculum implementation of the new curriculum, the technique used is not only observation, but also interviews. In qualitative research, interviews are understood as conversations that have specific purposes and usually begin with a number of informal questions (Rachmawati, 2007). Interviews are one of the important things that researcher do to gather information from informants about this research. There are several interview techniques in qualitative research, such as in-depth interviews, semi-structured interviews, structured interviews, and free-form interviews (Azis, Yusuf, 2022). In this study, the researcher used semi-structured interviews as the interview instrument. The researcher conducted semi-structured interviews with English teachers who have effectively implemented the Pearson curriculum. These semi-structured interviews was conducted to obtain the information needed by the author in her research, such as preparation, implementation, learning evaluation, and challenges in curriculum implementation. This interview answered the research questions about how to implement and the challenges teachers face in their learning activity.

The interview was held twice, pre-observation and post-observation interview. Pre-observation interview was conducted before the class observation was held. The aim is to dig up information from informants about what they know and have implemented in learning. Meanwhile, post-observation interview was held after observation is done by the researcher. The purpose of this post-observation interview is to confirm that the information received by the researcher during the pre-observation interview and observation itself is interrelated and valid each other. This activity was conducted so that the researcher can obtain more accurate and focused data from the research field.

3. Documentation

In qualitative research, documentation techniques are one of the data collection methods used to compile and analyze documents relevant to the research topic. This method plays an important role because it supplements the information obtained through interviews and observations (Ardiansyah et al., 2023; Nilamsari, 2014). According to (Kosim, 1988), documents as written data sources can be divided into two categories, namely official and unofficial sources. Official sources are documents issued by an institution or individual on behalf of the institution, either in formal or informal form. In practice, researcher can document various documents, instruments, and learning activities, such as lesson plans, teaching strategies, teaching media, materials, and student learning outcomes relevant to the research focus. Thus, documentation techniques serve as a complementary method to answer first and second research questions, especially when the data obtained from observations and interviews are insufficient.

F. Data Analysis

Qualitative data analysis focuses on extracting meaning from non-numerical data, such as interview results, open survey responses, data documentation, and observation notes. Through this analysis, researcher seek to understand the reasons, processes, and dynamics behind a phenomenon, thereby providing a deeper understanding of the experiences, perceptions, and responses of participants. The analysis process is not limited to formal data, but can also include information from reviews, complaints, conversations, interactions, and other relevant notes (Dye, 2025; Nilamsari, 2014). The analysis is carried out continuously from the data collection stage until the research is completed, so that the results truly reflect the conditions in the field. According to Miles and Huberman (1994), qualitative data analysis involves several key steps that serve as guidelines for processing and interpreting research data. This activity consists of three stages, namely data reduction, data display, and verification of all data.

1. Data Reduction

Data reduction in qualitative research is the process of simplifying, summarizing, and organizing large amounts of raw data into a more structured form without losing important information (Mezmir, 2020; Williams, n.d.). Data obtained through interviews and documentation is often so extensive that it is difficult to understand if it is not filtered. Therefore, researcher needs to reduce data so that the information is more focused and easier to manage. The main objective of this stage is to find categories or themes that are relevant to the focus of the research, thereby facilitating understanding and drawing conclusions. In this study, data reduction was carried out to highlight aspects of the implementation of the Pearson Curriculum in EFL classes at SMA IT Al Irsyad Al Islamiyyah Purwokerto, including teacher preparation, teaching strategies used, and challenges encountered during the implementation process. With condensed and structured data, researcher can conduct more in-depth analysis and produce clear and meaningful findings.

2. Data Display

Overall, data display is an important tool in qualitative research to visually connect data with conclusions and help clarify research results (Mezmir, 2020). Data presentation is carried out after the reduction stage, so that the information obtained is more organized and structured in accordance with the research theme. At this stage, researcher needs to present data in various forms such as tables, charts, graphs, and narratives so that it is easier to understand and communicate. According to Sugiyono (2010) in Azizah (2024), the most commonly used form of data presentation in qualitative research is narrative text. Therefore, in this study, the researcher presents the data results using structured narratives to provide a clear picture of the research findings.

3. Drawing Conclusion

According to Miles and Huberman (1994), in qualitative data

analysis, the final stage after data reduction and data presentation is the drawing and verification of conclusions (Mezmir, 2020). This process is carried out to ensure that the research findings are truly accurate and accountable. To maintain data reliability and validity, researcher apply triangulation techniques, which involve comparing information obtained from various sources such as interviews and documents. Thus, verification is an important step to ensure that all data used has been properly recorded and is relevant to the research context. This stage not only provides validity to the research results, but also ensures that the conclusions produced are able to answer the intended research focus.



CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents findings and discussions to answer the research questions, namely “how does the implementation of the Pearson curriculum in EFL classes at SMA IT Al Irsyad Al Islamiyyah Purwokerto?” and “what are the challenges of the implementation of the Pearson curriculum in EFL classes at SMA IT Al Irsyad Al Islamiyyah Purwokerto?”. The discussion is based on data obtained through observation, interviews, and documentation. The participants in this study were two English teachers of SMA IT Al Irsyad Al Islamiyyah Purwokerto who had effectively implemented the Pearson curriculum in the learning process. To ensure the completeness and accuracy of the data, the researcher conducted four observations and interviews with the two teachers. Thus, this section specifically aims to answer the research questions mentioned before.

A. Pearson Curriculum Implementation

The implementation of Pearson curriculum at SMA IT Al Irsyad Al Islamiyyah Purwokerto was greatly influenced by the support of the school institution and the teachers' understanding, both in the preparation and implementation stages. The interview results showed that the school provided significant support through the participation of teachers in direct training organized by the Pearson team and the provision of facilities and infrastructure that supported the learning process. These findings are reinforced by the results of the researcher's observations and documentation, which show that teachers have a good understanding of the curriculum being implemented, as reflected in the use of digital media, the provision of feedback to students, and the provision of opportunities for students to show their abilities. Thus, the implementation of the Pearson curriculum at this school has been prepared and carried out in a planned and mature manner.

1. Teachers' Preparation of Pearson Curriculum

Based on the interview results, the researcher found that as a first step in preparing for curriculum implementation, teachers attended hands-on training organized by the Pearson team in coordination with the school. In an interview on January 29, Mrs. AR said that:

“There is training before implementing this curriculum. Usually, we invite official trainers from Pearson Jakarta to come here. Before implementation, intensive training is conducted. All teachers who use Pearson undergo quarantine for training. However, now it is conducted at the end of each semester, during the semester break. The training is conducted by the Al Irsyad office once a week”.

Meanwhile, according to Mrs. WNM in an interview on January 23, she said that:

“...while the Pearson curriculum is being implemented in schools, weekly training sessions are held on Mondays and Thursdays. Previously, training was held regularly throughout the year, but for the past five months this has not been the case due to the upcoming change to a new curriculum”.

Based on the interviews with Mrs. AR and Mrs. WNM, it was found that at the beginning of Pearson curriculum implementation, teachers received preparation through special training. In the early stages of implementation, the school brought in official trainers from Pearson Jakarta to provide intensive training, accompanied by a quarantine system for all teachers who would be using the curriculum. In addition, while the curriculum was in place, regular training was also conducted by the Al Irsyad office twice a week, on Mondays and Thursdays. However, in recent months, the intensity of the training has decreased and is only conducted at the end of the semester, in line with plans to transition to a new curriculum. These training sessions demonstrate the institution's efforts to provide professional support to teachers to ensure the optimal and effective implementation of the curriculum.

In addition to teacher, the preparation stage for implementing the Pearson curriculum also involves providing various learning support

media to support the effectiveness of the teaching and learning process. The school facilitates the provision of resources such as the Messhub and Pearson platforms, free student and teacher handbooks, internet access, etc., which have been prepared as the curriculum is implemented. The provision of these media shows that the school is not only focused on human resource readiness, but also on the completeness of learning facilities. The availability of adequate media is a crucial aspect in the implementation of this curriculum, because without the support of appropriate facilities, the implementation process has the potential to encounter obstacles. Therefore, the planning and provision of learning media is carried out thoroughly and carefully so that the curriculum can be implemented optimally.

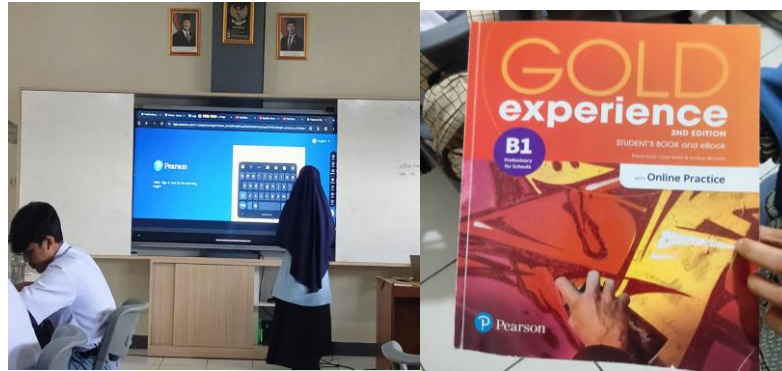
As stated by Mrs. WNM in an interview on January 23, she said that:

“The support provided by the school in preparing for the implementation of this curriculum has been excellent. One example is Messhub, a platform that eliminates the need for teachers to prepare speakers and materials. In addition, printed textbooks imported from Singapore are distributed to each student, with one book to be used for three years of study”.

This statement is reinforced by Mrs. AR. statements on January 29, she said that:

“The school provides support in the form of smartboards, training from LPP, and even free textbooks for students. These books are of excellent quality, with clear images printed, good paper quality, etc....”.

These findings collectively demonstrate that the school's preparation for Pearson Curriculum implementation covered two main aspects: teacher readiness through intensive and continuous training, and infrastructure readiness through the provision of digital platforms, quality textbooks, and supporting facilities. This comprehensive preparation reflects the school's strong institutional commitment to ensuring the curriculum can be implemented optimally.



Pictures 4.1 Pearson & Messhub Platform Pictures 4.2 Pearson Text Book

In its implementation at SMA IT Al Irsyad Al Islamiyyah Purwokerto, not all components available in the Pearson Curriculum are used in their entirety. Teachers selectively choose the most relevant and effective components to use in their daily teaching. The main components consistently used include the student textbook, the teacher's workbook, and the Pearson digital platform, which is equipped with assessment tools to monitor student learning progress. As explained by Mrs. AR in a follow-up interview in May 2026:

“I use the main textbook, workbook, and also the Pearson digital platform. There are also assessment tools that help monitor student progress, such as the Pearson platform itself.” (translated interview May 2nd)

Meanwhile, Mrs. WNM added that the most frequently used components are the textbook, digital platform, and workbook, which are accessible only to teachers. She stated in a follow-up interview in May 2026:

“...the components used are the textbook, digital platform, and workbook that can only be accessed by the teacher.” (Translated Interview May 2nd)

Nevertheless, both teachers acknowledged that not all features available in Pearson Curriculum are fully utilized. Mrs. AR explained that the digital platform is used as a supplement, particularly for listening exercises and interactive tasks, while the textbook and workbook remain the primary components of instruction. Mrs. WNM

also expressed a similar view, noting that some features, such as Pearson's games are not always used because they are considered unengaging and too difficult for students. As she stated:

"Not all components are used. For example, there are game materials from Pearson, but I don't use them because I think the games are too boring and difficult. So I usually use the Pearson digital platform directly." (Translated Interview May, 2nd)

This finding indicates that in practice, teachers do not merely follow all available components mechanically but professionally select and adapt the components that best suit the needs and characteristics of the students in their class. This aligns with the principle of flexibility, which is one of the strengths of the Pearson Curriculum, where teachers are given academic freedom to select and combine the most appropriate learning materials and tools according to the context (Pearson, n.d.).

One aspect that distinguishes the implementation of the Pearson Curriculum at SMA IT Al Irsyad Al Islamiyyah Purwokerto from other schools is the strong integration of digital technology into the learning process. The school actively encourages the use of various digital devices and platforms as an integral part of teaching and learning activities, not merely as optional supplements. This policy is reflected in the provision of smartboards in every classroom, access to the Messhub platform, and the provision of personal Pearson accounts to each student to access materials and exercises independently.

In practice, digital integration in the classroom proceeds naturally and flexibly without rigid policies. Mrs. WNM explained in a follow-up interview in May, she said that:

"There is no specific school policy, because Messhub has been adjusted to Pearson. So, it just needs to be connected through Messhub Connect; it's up to the teacher, and there's nothing that violates it either, because there's nothing from Pearson that needs to be hidden." (Translated Interview may 2nd)

This statement indicates that digital integration in learning at this school occurs organically, as the Messhub and Pearson platforms have

been designed to connect seamlessly, making it easier for teachers to access and deliver content interactively. Meanwhile, Mrs. AR added that the school actively provides smartboards as the primary tool for interactive presentations in the classroom, allowing teachers to display digital content directly to all students. Students also experience this digital integration directly. Student L from XI grade noted that the presence of a smartboard is very helpful in the learning process, especially for listening activities:

“In my opinion, the presence of a smartboard really helps in learning, especially when we have to listen to audio with the smartboard or Messhub, the audio is more audible to the whole class.” (Translated Interview May 2nd)

2. Learning Activity Based on Pearson Curriculum

Based on classroom observations conducted through field notes and observation checklists, the researcher obtained a direct picture of the implementation of teaching and learning activities in the classroom.

a. Lesson Plan or Module

Teaching and learning activities are core activities in the implementation of education in schools, so their implementation needs to be carefully and systematically planned. One of the efforts to ensure that the learning process runs in a focused manner is through the use of lesson plans or modules. Lesson plans and modules are an important component in learning planning because they serve as guidelines for teachers in achieving predetermined learning objectives. Generally, lesson plans or modules are prepared by teachers before the learning process begins, even at the start of the semester, so that the material, strategies, and evaluation can be designed in accordance with the curriculum used as a reference. This is also the case with English teachers at IT Al Irsyad Al Islamiyyah High School in Purwokerto, who consistently use lesson plans or modules in every learning activity, as revealed in the following interview results.

In an interview with Mrs. AR, she said that:

“For teaching, I use a lesson plan which has been adapted to a module. It was created at the beginning of the academic year. This module has been adapted to government recommendations taken from Pearson curriculum as a reference in creating learning steps, practice questions, and test questions that have been tailored to the students' abilities”. (translated interview January 29)

Meanwhile, according to Mrs. WNM, she said that:

“Lesson plans are created once per semester per unit, which can be 4-5 units. These lesson plans are adapted from the Pearson curriculum, as the learning sequence is already available in it, but they are still adjusted to the needs of students and government regulations”. (translated interview January 23)

Based on the interview results, Mrs. AR explained that she used a lesson plan that had been prepared at the beginning of the semester. The plan was based on the Pearson curriculum as the main reference for designing learning steps, practice questions, and evaluation instruments, while still adjusting to the students' abilities and government recommendations. Meanwhile, Mrs. WNM stated that lesson plans were prepared each semester for each learning unit, which generally consisted of four to five units. Although the learning flow was already available in the Pearson curriculum, teachers still made adjustments to suit the needs of students and applicable regulations. These findings show that the use of lesson plans in learning is not only administrative in nature, but also a form of flexible and contextual planning in implementing the Pearson curriculum in the classroom.

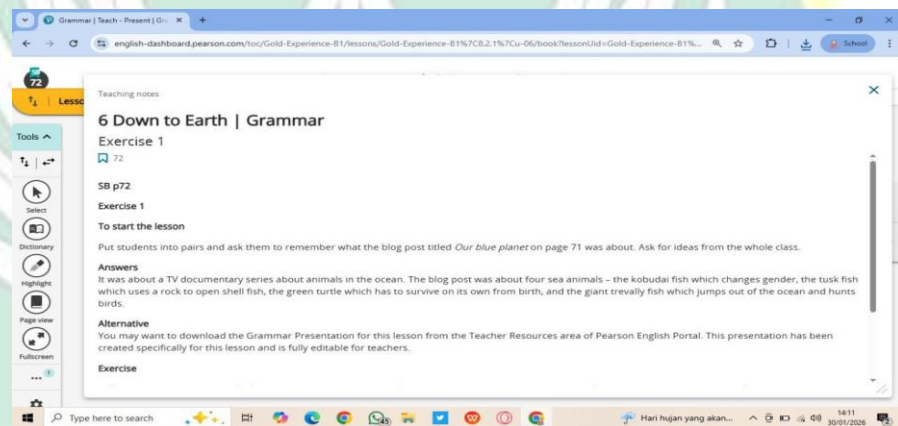
The use of lesson plans and learning modules was also reflected in the implementation of learning in the classroom, as observed by the researcher. During the learning process, both Mrs. AR and Mrs. WNM applied the lesson plans that had been prepared in advance while still making some adjustments. Mrs. AR confirmed the statement regarding adjustments to the use of lesson plans and

modules in a post-observation interview.

In an interview with Mrs. AR, she said that:

“Classroom activities usually follow the prepared lesson plan, but if there are differences, it is because of adjustments made to suit the children's abilities. For example, activities may be added, or even skipped if students seem to be slow in grasping the lesson, so adjustments must be made again. Because there are tahfidz and regular students here, the implementation and pace are also different, but I often follow what is already in Pearson”. (translated interview February 2)

These findings show that lesson plans serve as flexible instruments that bridge the Pearson Curriculum with actual classroom needs, reflecting teachers' professional judgment in adapting international standards to the local learning context.



Pictures 4.3 Lesson Plan of Grade XI from Pearson

No.	Komponen	Deskripsi / Keterangan
	Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mengucapkan salam 2. Berdoa menurut keyakinan masing-masing 3. Mengecek kehadiran 4. Mengkondisikan/ mengatur ruang kelas disertai pembiasaan nilai disiplin, agar peserta didik tertib mengikuti proses pembelajaran
	Kegiatan Inti (25 Menit)	<p>Warm-up</p> <ol style="list-style-type: none"> 1. Minta peserta didik untuk menutup mata dan minta mereka untuk memvisualisasikan robot di pikiran mereka. Beri mereka pertanyaan: <i>What does it look like? How big is it? What colour is it? What does it do? What sounds does it make?</i> Minta mereka untuk menjawab pertanyaan tersebut di dalam hati. 2. Minta peserta didik untuk membuka mata dan bagi mereka menjadi berpasangan-pasangan. Minta peserta didik untuk mendiskusikan dan membandingkan Bersama rekannya tentang robot sesuai bayangan mereka masing-masing. 3. Arahkan peserta didik ke Latihan 1. Minta mereka untuk menjawab pertanyaan dengan memperhatikan daftar kosakata dibawahnya. <p>Practice</p> <ol style="list-style-type: none"> 1. Menunjuk peserta didik ke Latihan 2. Minta mereka secara individu untuk membaca dan memahami kembali daftar pertanyaan yang ditanyakan. Putuskan rekaman percakapan dan minta mereka untuk menjawab pertanyaan berdasarkan rekaman percakapan. 2. Periksa jawaban peserta didik dan minta beberapa dari mereka untuk membacakan jawabannya. 3. Menunjuk peserta didik ke Latihan 3. Minta mereka untuk membaca dan memahami kembali percakapan dan mencoba meratak kata yang hilang dari kalimat rumpang di kuilipan tersebut. Putuskan Kembali rekaman percakapan untuk membantu mereka melengkapi kalimat rumpang. Periksa jawaban mereka secara Bersama-sama. <p>Production</p>
No.	Komponen	Deskripsi / Keterangan

		<p>1. Menunjuk peserta didik ke Lathan 7. Secara berpasangan, minta mereka untuk mendiskusikan empat pertanyaan. Berkeliling untuk memeriksa dan membantu mereka jika ada kesulitan.</p> <p>Minta beberapa pasang untuk maju ke depan kelas untuk mempresentasikan hasil diskusi mereka.</p>
	Penutup (5 Menit)	<p>1. Peserta didik dengan guru membuat rangkuman dengan penguatan terhadap apa yang sudah disampaikan peserta didik</p> <p>2. Peserta didik melakukan refleksi dan mengevaluasi pengalaman belajar yang telah dilakukan</p> <p>3. Guru menginformasikan pembelajaran selanjutnya</p> <p>4. Berdoa</p>
13.	Pengayaan dan Remedial	
	Pengayaan	
	Remedial	

Pictures 4.4 Lesson Plan of Grade X

As part of their instructional planning, both teachers also formulated Learning Objectives (LO) included in their respective Semester Programs as operational guidelines for designing learning activities for each unit. These Semester Programs were officially drafted and have been approved by the school principal, indicating that instructional planning at this school is conducted systematically and well-coordinated. The Learning Objectives formulated by the two teachers cover all four language skills in a balanced manner, namely reading, listening, speaking, and writing, which aligns with the integrative approach that is one of the strengths of Pearson curriculum. This demonstrates that teachers do not merely follow the sequence of material provided in the Pearson textbooks but also actively design measurable and structured achievement targets for each competency they aim to develop in students.

Mrs. AR, the 10th-grade teacher, formulated eight learning objectives with a total allocation of 51 class hours over one semester, covering two major themes: technology and the future, as well as sports. These learning objectives were designed progressively, starting with receptive skills such as reading texts and understanding audio, and then moving on to productive skills such as writing emails and expressing opinions orally. Each learning objective is formulated specifically, including the learning strategies used such as skimming, scanning, and the use of modal verbs in writing ensuring that the direction of learning is more focused and measurable. Additionally, each learning objective is accompanied

by a summative assessment to evaluate students' competency achievement at the end of each unit. This systematic formulation of learning objectives reflects the teacher's efforts to adapt the Pearson curriculum structure to a learning context aligned with the needs of 10th-grade students.

Meanwhile, Mrs. WNM, the 11th-grade teacher, developed eight learning objectives with a total allocation of 54 class hours, which also cover all four language skills with themes that are more complex and relevant to the higher grade level. One notable learning objective is students' ability to write emails using functional expressions such as thanking, inviting, accepting, and refusing appropriately according to context, which demonstrates the Pearson curriculum's focus on communicative and pragmatic language use. Grade 11 learning objectives also emphasize critical thinking skills, such as interpreting the speaker's intent through intonation and situational context in listening skills, reflecting the Pearson curriculum's focus on developing higher-order thinking skills in line with Bloom's taxonomy (Andika & Yulia, 2025; Yulius, 2025). As with Grade 10, each learning objective in Grade 11 is also accompanied by a planned summative assessment, ensuring that the evaluation process aligns with the objectives established at the beginning of the semester. Thus, the formulation of learning objectives by these two teachers demonstrates that the implementation of the Pearson curriculum at SMA IT Al Irsyad Al Islamiyyah Purwokerto is not merely administrative but also reflects the teachers' deep understanding of the philosophy and objectives of the curriculum they are implementing.

PROGRAM SEMESTER		A B C D E F G H I J K L M N O P Q R S T U V W X Y Z AA AB AC AD																												
Nama Sekolah : SMA IT AL IRSYAD AL ISLAMİYAH PURWOKERTO																														
Mata Pelajaran : Bahasa Inggris																														
Kelas/Semester : X / Genap																														
Tahun Pelajaran : 2025/2026																														
No	TUJUAN PEMBELAJARAN	Alokasi Waktu (JP)	Januari				Februari				Maret				April				Mei				Buku	Lainnya						
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
1	Peserta didik dapat mengidentifikasi ide pokok dan informasi spesifik dalam teks tentang kehidupan bawah laut dengan menggunakan strategi membaca seperti skimming, scanning, dan Assesmen Sumatif	12																												
2	Peserta didik dapat memahami ide pokok dan informasi spesifik dalam audio tentang teknologi dan masa depan, serta memahami maksud pembicara sesuai konteks yang disajikan. Assesmen Sumatif	12																												
3	Peserta didik dapat menulis email tentang teknologi dan masa depan dengan menggunakan struktur kalimat yang tepat berdasarkan pengetahuan yang ada. Assesmen Sumatif	15																												
4	Peserta didik dapat menyampaikan pendapat dan berdiskusi secara lisan tentang pengalaman dan berdiskusi secara lisan tentang teknologi dan masa depan dengan struktur kalimat dan Assesmen Sumatif	12																												
5	Peserta didik dapat mengidentifikasi ide pokok dan informasi spesifik dalam teks tentang olahraga spesifik dalam teks tentang olahraga seperti skimming, scanning, dan Assesmen Sumatif	9																												
6	Peserta didik dapat mendeskripsikan gambar dengan struktur kalimat dan kosakata yang tepat dalam konteks yang sesuai. Assesmen Sumatif	6																												
7	Peserta didik dapat menyampaikan pendapat dan berdiskusi secara lisan dengan struktur kalimat dan kosakata yang sesuai. Assesmen Sumatif	6																												
8	Peserta didik dapat memahami ide pokok dan informasi spesifik dalam percakapan atau wawancara tentang olahraga. Assesmen Sumatif	6																												
Mengetahui Jumlah		54																												

Picture 4.5 LO Grade X 2nd Term

PROGRAM SEMESTER		A B C D E F G H I J K L M N O P Q R S T U V W X Y Z AA AB AC AD																												
Nama Sekolah : SMA IT AL IRSYAD AL ISLAMİYAH PURWOKERTO																														
Mata Pelajaran : Bahasa Inggris																														
Kelas/Semester : XI / Genap																														
Tahun Pelajaran : 2025/2026																														
No	TUJUAN PEMBELAJARAN	Alokasi Waktu (JP)	Januari				Februari				Maret				April				Mei				Buku	Lainnya						
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
1	Peserta didik dapat mengidentifikasi ide pokok dan informasi spesifik dalam teks tentang kehidupan bawah laut dengan menggunakan strategi membaca seperti skimming, scanning, dan Assesmen Sumatif	9																												
2	Peserta didik dapat memahami ide pokok dan informasi spesifik dalam percakapan mengenai anak muda yang mengubah dunia, kemudian menafikan maksud dan sikap pembicara melalui intonasi, konteks, dan Assesmen Sumatif	6																												
3	Peserta didik dapat menyampaikan pendapat dan berdiskusi secara lisan dengan struktur kalimat dan kosakata yang sesuai. Assesmen Sumatif	6																												
4	Peserta didik dapat menulis email tentang tempat yang akan dikunjungi dengan menggunakan ungkapan thanking, inviting, accepting, dan refusing secara tepat sesuai konteks. Assesmen Sumatif	6																												
5	Peserta didik dapat mengidentifikasi ide Assesmen Sumatif	9																												
6	Peserta didik dapat memahami ide pokok Assesmen Sumatif	6																												
7	Peserta didik dapat menyampaikan Assesmen Sumatif	6																												
8	Peserta didik dapat menyusun teks Assesmen Sumatif	6																												
Mengetahui Jumlah		54																												

Picture 4.6 LO Grade XI 2nd Term

b. Pre-Learning Activity

To create an effective and focused learning process, pre-learning activities play a crucial role before engaging with the core material. Additionally, the teacher should prepare the media they plan to use and verify that it functions properly. This stage also aims to prepare students' mental and cognitive states so they can concentrate better on the learning process. These pre-learning activities may include praying together, reviewing previous material, light conversation, or simple icebreakers. Through these activities, teachers can foster a positive classroom atmosphere and increase students' motivation to

learn. Furthermore, these activities help connect prior knowledge to the current topic, making the learning process more organized.



Pictures 4.7 Pre-Learning Activity

The first activity, before entering the core learning, begins with praying together, greeting, and a simple brainstorming from the teacher, which is followed by a review of the material discussed in the previous meeting. The greeting plays an important role as an opening step; it helps create a more relaxed and comfortable atmosphere before students have to focus on the learning material. Through this interaction, students have the opportunity to express their conditions or feelings, thereby building closeness and openness between teachers and students. Next, reviewing the previous material is done to reinforce understanding and prevent students from forgetting the concepts they have learned. By ensuring that the previous material has been mastered first, the teacher can deliver new material more effectively, so that students are more prepared and interested in following the upcoming lessons.

Overall, the implementation of pre-learning activities in teaching shows that teachers do not only focus on delivering material, but also on preparing students before entering the core stage of learning. Opening activities, which including pray together, greetings and simple brainstorming, then reviews of previous material, play a role in creating a conducive classroom atmosphere and strengthening student understanding. This stage helps build continuity between meetings so that the learning process becomes more structured. In addition, these activities also increase student engagement and

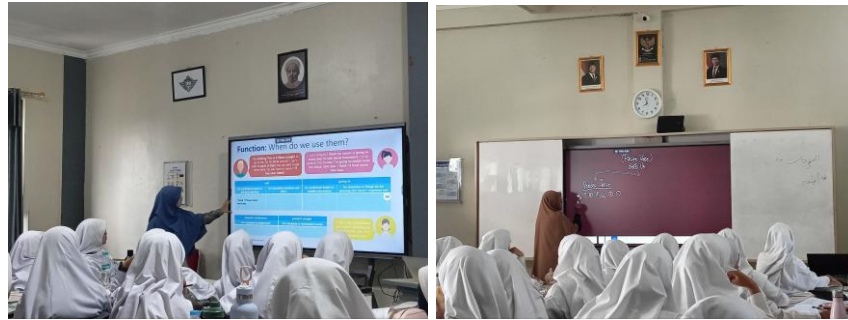
motivation in participating in learning. Thus, pre-learning activities are an important part of a learning activities that support the effective implementation of Pearson curriculum in the classroom.

c. Main Activity

After pre-learning activity, the lesson moved on to the main learning activity, which was the main focus of the teaching and learning process. At this stage, the teacher introduced the new material that had been planned, it is grammar. Specifically, 10th-grade students learned the future tense with the theme “The Future is Now,” while 11th- grade students discussed the passive voice through the theme “Down to Earth.” During the teaching and learning process, students showed enthusiasm for the material. Besides, the themes were very relevant to the conditions of students who are currently experiencing the development of the times, and teachers also feel that the material from Pearson is in line with the students’ needs.

“I feel that what I teach from Pearson is in line with the students' needs, so I give the children everything that is in Pearson”. (translated interview January 29)

During the core activity, the material was delivered in a structured manner and ran smoothly. Students appeared focused on the teacher's explanations and engaged in interaction through question and answer sessions related to the material being discussed. The teacher delivered the material using a simple and communicative approach to make it easier for students to understand. In addition, grammatical concepts were explained through contextual examples related to their use in everyday life. This approach helped students understand not only the forms and formulas, but also the functions and direct application of the material.

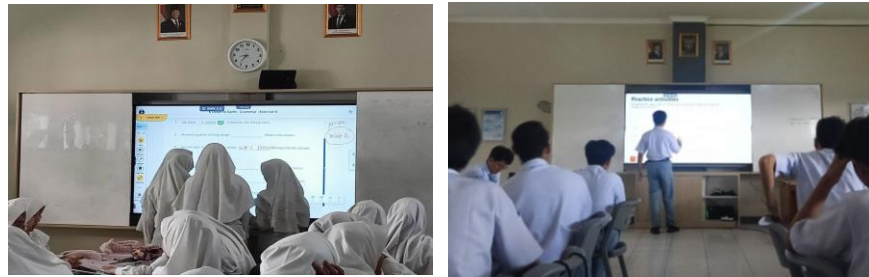


Pictures 4.8 Giving Material by Teachers

In line with that, Mrs. WNM stated in an interview:

“I provide examples that are realistic but still relevant to the theme so that students can easily understand the learning concepts. For example, by discussing the surrounding circumstances, students can then apply the theory to their daily practices”. (translated interview, January 23)

The learning process does not only focus on the delivery of material by the teacher, but also involves students' participation through various exercise activities. Once the material has been sufficiently explained, students are asked to discuss and work on tasks together. They actively come to the front of the class to write their answers on the smartboard, demonstrating their involvement in the learning process. The exercises given vary, such as filling in the blanks, matching answers, and listening activities that are relevant to the grammar material and theme of the unit for that day. Regardless of whether the answers are correct or incorrect, every student who participates receives positive feedback from the teacher, either in the form of extra points, verbal praise, or stickers as a gift of appreciation. This strategy is implemented to build students' confidence and encourage them to be more active in participating in learning.



Pictures 4.9 Students Participations

The implementation of these main activities is also supported by the use of technology in the learning process. Teachers use various digital tools, such as the messhub and Pearson platforms, smartboards, and smartphones when necessary to support learning activities. The use of technology helps teachers deliver material and manage classroom activities more efficiently and interactively. Students also show great enthusiasm for the use of digital media, making the learning atmosphere more interesting and engaging. This statement has been felt and stated directly by teachers.

Mrs. WNM said that:

“...every child has an account to access the Pearson platform directly. This greatly facilitates learning, because students can work on problems directly from their smartphones, and even if they get something wrong, they can still repeat it until they can do it correctly. In addition, the use of smartboards with the Messhub platform also makes students more excited because they are using new technology”. (translated interview January 23)

Then reinforced by Mrs. AR, she said that:

“We usually use smartphones so that children can access the Pearson platform directly, as they each have their own accounts to complete tasks. This naturally makes students very enthusiastic about using this technology”. (translated interview January 29)

The diversity of student abilities within a single classroom requires teachers not only to deliver material uniformly but also to design learning strategies that can accommodate various ability levels simultaneously. In the context of implementing the Pearson Curriculum at SMA IT Al Irsyad Al Islamiyyah Purwokerto, both

teachers have applied differentiated instruction strategies in response to the challenges posed by the previously identified diversity of student abilities.

Mrs. AR explained that the differentiation strategy she applies focuses on adjusting assignments and the intensity of support based on each student's ability. For students who grasp the material more quickly, she provides additional assignments in the form of projects or presentations as a form of enrichment. Meanwhile, for students who are still struggling, she provides simpler worksheets accompanied by remedial sessions. As she stated in a follow-up interview in May 2026:

“Yes, I definitely use it. For example, for students who understand faster, I give additional assignments in the form of projects or presentations. As for those who are still struggling, I provide simpler worksheets or remedial sessions and longer material repetition. The point is, I try to adjust to the needs of each student.” (Translated Interview May 2nd)

In line with this, Mrs. WNM stated that differentiation in her classroom is primarily implemented by simplifying instructions for students who have difficulty understanding the English instructions used in the Pearson textbook. She explained that:

“There must be differentiation, because sometimes students don't understand the instructions from Pearson. Usually I explain further.” (Translated Interview May 2nd)

These findings indicate that the application of differentiated instruction in the implementation of the Pearson Curriculum at this school is not carried out formally through separate lesson plans, but rather adaptively and responsively in accordance with the real conditions faced by teachers in the classroom. This aligns with the view of Rovai & Pfingsthorn (2022), who state that effective differentiation in inclusive EFL classrooms does not always have to be rigidly structured but can be realized through flexible and contextual pedagogical responses to the diverse.

Overall, the main learning activities in Pearson curriculum-based learning are structured, interactive, and contextual. Teachers not only deliver the material, but also actively engage students through discussions, exercises, and the use of technology as a supporting media. This communicative approach, which is relevant to everyday life, helps students understand the material in a more meaningful way. Thus, the main learning activities reflect the implementation of an adaptive curriculum that is oriented towards optimal student engagement.

d. Post-Learning Activity

After the main activity, learning continues with the post-learning activity stage. This stage serves to reflect on the material that has been learned and ensure students' understanding of the topics discussed. Through this activity, teachers can reinforce concepts, summarize the material, and conduct a brief evaluation of the learning process. In addition, this stage also provides an opportunity for students to ask questions about the day's learning. Thus, post-learning activities are an important part of the learning process.

During the post-learning activity, teachers give exercises from students' book to complete in class as a way to reinforce the material that has been learned. After the students complete the exercises, the teacher and students discuss the answers together to ensure proper understanding and provide explanations for any mistakes that still appear. This activity is followed by the teacher presenting a summary of the learning material discussed. In addition to reinforcing the material, the teacher also closes the lesson with a simple reflective activity. The lesson ends with praying together and salaam, so that the closing process is structured and reflects the values applied at the school.



Pictures 4.10 Students are doing Exercise

e. Evaluation

In addition to reinforcement activities in the post-learning activity stage, the learning process is also complemented by evaluation activities as a form of measurement of student understanding. Evaluations are conducted to determine the extent to which students are able to understand the learning material. Unlike the exercises in the Pearson platform or workbook as a formative assessment, which are reinforcement-based, evaluations in this learning process involve the use of the Pearson digital platform, which allows students to work on questions directly and obtain scores automatically. This system provides instant feedback so that students can find out their results immediately. Thus, evaluation activities not only serve as a tool for measuring achievement, but also as a means of continuously monitoring student learning progress.

In an interview with Mrs. AR, she said that:

“I usually use workbooks for material that requires a lot of practice questions. Other than that, I use questions from the Pearson platform”. (Interview translated January 29)

Meanwhile, Mrs. WNM said that:

“I use teacher workbooks provided by Pearson for formative assessment. Similarly, for summative assessment, we can use materials from Pearson itself”. (Interview translated January 23)

Based on the interview results, Mrs. AR stated that she uses workbooks for material that requires a lot of practice, while the questions on the Pearson platform are used as part of the evaluation

activities. Meanwhile, Mrs. WNM explained that the teacher's workbook provided by Pearson is used as a form of formative assessment. For summative assessment, teachers also utilize the instruments available in the Pearson system. Formative assessment allows teachers to monitor students' understanding during the learning process, while summative assessment serves to measure competency achievement at the end of each unit or specific period. The integration of the evaluation system in the Pearson platform also makes it easier for teachers to access standardized assessment instruments. This shows that the implementation of the Pearson curriculum is not only structured in terms of planning and implementation, but also in its evaluation system.

Overall, the implementation of evaluation in learning with the Pearson curriculum demonstrates a structured assessment system. Formative and summative assessments are carried out using instruments available on the Pearson platform, so that the evaluation process runs systematically and in accordance with learning objectives. Technological support in the assessment system also makes it easier for teachers to manage learning outcomes and provide quick and objective feedback to students. In addition to serving as a tool for measuring competency achievement, this evaluation also serves as a means of monitoring learning progress on an ongoing basis. Thus, evaluation activities are an integral part of learning activities in the implementation of the curriculum in the classroom.



Pictures 4.11 Students are doing the Formative Test

3 The future is now

GRAMMAR

the future

1 Put the words in the correct order to make sentences.

- he / pay / is / your ticket / to / for / going?
- your / birthday / 'll / a cake / for / make / I
- probably / we / late / be / 'll / dinner / tonight / for
- concert / at / the / eight o'clock / starts
- 're / Jack / this evening / meeting / we
- going / their album / not / I / buy / 'm / to
- love / sure / 'm / his new song / I / 'll / you
- starting / your / you / when / are / drum lessons?

2 Complete the sentences with the correct form of the verbs in brackets. Use will or the present continuous.

- It's really hot in here. I (turn up) the air conditioning.
- We can help you tidy up. We (put) the dirty plates in the dishwasher.
- Harry wants to change his job, so he (meet) a careers advisor next week.
- When we get a smart fridge, we (not waste) any food.
- You've got your coat on. Where (you / go)?
- I (do) any exercise tonight. I'm too tired.
- Don't worry. I (explain) how this works.
- We (have) a party tomorrow. Do you want to come?

3 Complete the conversation between two brothers with the correct form of the verbs in brackets. Use will or going to.

- A: Where are you going, Tim?
 B: To the computer shop. I (buy) a new game.
 A: I'm bored. I (come) with you.
 B: OK. The game I want is quite new, so it (not take) long to find it.
 B: Ah, here it is. There's no price on it. Excuse me, how much is this?
 C: Let me check. This one's forty-five euros but we (have) a sale soon, so it (probably / be) cheaper then.
 B: Thanks! I (not buy) it today, then.
 A: I (meet) my friend in town next weekend. I can get it for you then if you like.
 B: Oh that would be great - thanks, Jon!

4 3.1 Listen and check your answers.

5 Choose the correct verb forms to complete the email.

To: Katie
 From: Max
 Subject: Concert

Hi Katie,
 What **are you doing / will you do** next Saturday? I **go / 'm going** to see some local bands play in the park. Do you want to come with me? I've got a spare ticket. The concert **is starting / starts** at eight and I guess it **'s finishing / 'll finish** around 11 p.m. I **'ll probably take / probably take** the bus to the park and I've already organised a lift home. My dad **'picks / 's picking** me up at 11 p.m. outside the sailing club.
 I went to the same event last year and it was fun, so I'm sure it **'s going to be / 's good** again this year. I expect there **'ll be / is** food there too, so we can get something to eat before the main band comes on. Let me know what you think.
 Max

6 Write a short paragraph about your plans for the weekend.



Pictures 4.12 Formative Questions Grade X

6 Down to earth

GRAMMAR

the passive

1 Choose the correct verb forms to complete the passive sentences.

- The sand on the beach **is / are** cleaned every morning.
- All of the children in this class were **including / included** in the documentary.
- This fruit **isn't / aren't** used for cooking because it tastes disgusting.
- The waterfall is often **photographed / photograph** at night.
- The tickets for the trip **weren't / didn't** included in the price of the holiday.
- The soil **hasn't / wasn't** prepared for the new plants, so nothing grew well.
- Your help **isn't needed / doesn't need** at the moment, but thank you for offering.
- The forest plants are **using / used** to make medicine.

2 6.1 Complete the news report with these passive verbs. Listen and check your answers.

is often hit is still covered was hit was moved were asked
 were given were provided were reported

Resort hit by avalanche

The Mountain View Resort by a small avalanche yesterday. Guests to stay in their rooms for several hours while the emergency services tried to reach them. They food and drinks by hotel staff, and children with games. As this is an area which by avalanches, locals were able to keep guests calm. Everyone in the area out of the resort during the evening and no missing people or serious injuries The area in large amounts of snow, and hotels will remain closed for at least a week.

3 Complete the sentences with the correct passive form of the verbs in brackets.

- All tourists (warn) to leave the beach when there's a red flag.
- The children (not teach) in the villages where they live.
- This photo (take) when we were in India.
- More help (need) if we are going to change this situation.
- The rubbish bags (collect) earlier this morning.
- Dangerous animals (not use) in the documentary we saw.
- The river (clean) by volunteers every year.
- Those small houses (build) by our grandparents many years ago.

4 Read the email and complete the sentences (1-5) using the present simple or past simple passive. Look at the verbs in bold to help you.

Hi Charlotte,
 I'm staying in an amazing village in Tenerife. Because it's hidden behind some huge mountains, people **didn't** know about it for years. When tourists finally **discovered** it in the 1960s, locals **built** new houses and cafés there. Unfortunately, young people **don't** need the new houses because they are leaving the village to work in the city. But lots of tourists **visit** the village all the time. A good new road **links** the village to the airport, so it's easy for them to come and go.
 See you soon,
 Aiden

- It by tourists in the 1960s.
- New houses and cafés there.
- The new houses by young people because they're leaving the village.
- The village by lots of tourists every year.
- The village to the airport by a good new road.

5 Write a short paragraph about a place you know well. If you don't know all of the information, make it up. Make sure you include:

- what it is called.
- where it is located.
- when it was built or discovered and who by.
- who it is visited by.
- what people think of it.



Pictures 4.13 Formative Questions Grade XI

B. Challenges in Implementing Pearson Curriculum

Every curriculum implementation process faces various challenges, both internal and external. These challenges can arise from various aspects that affect the continuity of learning in the classroom, ranging from the readiness of teachers and students to the teaching materials used. In the

context of implementing the Pearson curriculum at SMA IT Al Irsyad Al Islamiyyah Purwokerto, the obstacles encountered during the learning process stemmed from two main aspects, namely student factors and the learning materials provided. Therefore, these two aspects became important considerations because they directly affected the effectiveness of curriculum implementation and the achievement of the designed learning objectives.

1. Students' Challenges

In the implementation of the Pearson curriculum, student factors are one of the aspects that influence the success of the learning process in the classroom. Diverse student characteristics, in terms of academic ability, readiness to learn, and previously established learning patterns, help determine how this curriculum can be optimally implemented. Based on interviews and findings in the field, there are several challenges arising from student conditions that teachers need to face and manage during the learning process. These challenges relate to differences in ability, levels of focus, and students' tendency to rely on textbooks as their main source of learning.

a. Students' Differences Ability

One of the most prominent and immediately observable challenges in the classroom is the significant variation in students' English proficiency. Within the same class, some students are able to follow lessons smoothly and respond well to questions, while others appear to struggle with understanding the vocabulary and grammatical structures introduced through the Pearson materials. This situation creates a complex classroom dynamic, where teachers are required to address diverse learning needs simultaneously during a single lesson. This was also acknowledged directly by the teachers during the interview sessions. As stated by Mrs. AR in an interview:

"I think one of the biggest challenges comes from the students themselves, because their abilities vary, so we can't apply the same teaching methods to everyone, we have to adapt

them accordingly.” (translated interview January 29)

The statement above indicates that the diversity of students' abilities poses a challenge in maintaining a consistent pace of learning in the classroom. This is particularly true at SMA IT Al Irsyad, where the student body consists of both tahfidz students and regular students, resulting in a wide range of academic focuses. This situation requires teachers to design more inclusive and adaptive teaching strategies so that all students can remain engaged in the learning process. Teachers cannot apply a same approach in delivering instruction; instead, they must continually adjust their teaching methods to ensure all students receive adequate attention and support. These adjustments naturally demand extra energy and time from teachers, which can impact the smooth implementation of the curriculum as a whole.

These findings align with observational results, in which researcher noted that some students completed exercises quickly and actively participated in class discussions, while others tended to be passive and appeared hesitant to engage. This diversity requires teachers to simultaneously manage varying levels of engagement within a single classroom, which presents a unique challenge in the context of implementing an international curriculum. As noted by Karakuş (2021) in his literature review, one of the recurring challenges in curriculum implementation is accommodating students' diverse learning capacities. This requires teachers to possess both flexibility and strong pedagogical judgment to ensure that learning objectives are optimally achieved.

b. Difficulty of Focusing and Lack of Confidence in Speaking

In addition to differences in academic ability, researcher also observed that some students struggled to maintain focus during the learning process, particularly during longer explanatory segments. Some students appeared easily distracted, slow to respond to

instructions, or disengaged when the material required sustained concentration. This situation certainly impacts the effectiveness of material delivery, as teachers must allocate part of the lesson time to regain students' attention. This is particularly evident in classes with more active or less conducive dynamics. In a post-observation interview with Mrs. WNM, she said that:

"There would be differences in the boys' class, which may be less orderly, so adjustments to the lesson plan would have to be made. Usually, one hour is spent on review or games to keep the students from getting sleepy." (translated interview January 29)

In addition to difficulty focusing, researcher also observed that students tended to lack confidence when given the opportunity to speak or provide oral responses. Although students understood the material, many of them hesitated to answer verbally and preferred to write their answers on the smartboard or remain silent while waiting for other classmates to respond. This aligns with what Bahrani (2012) identified as a common challenge in the EFL context, where students often hesitate to speak when they are unsure whether their message will be correctly understood by others. The lack of practice outside the classroom further exacerbates this situation, as students have few opportunities to develop their confidence in speaking outside the EFL classroom.

Nevertheless, when this challenge was confirmed through student interviews, the responses revealed a more varied picture. Student NS reported feeling relatively confident when responding verbally in class, attributing this to the supportive and non-judgmental atmosphere created by the teacher, where mistakes are treated as learning opportunities rather than sources of embarrassment. This finding suggests that the challenge of low speaking confidence, while real and observable, may not apply equally to all students in the classroom. The students selected for the follow-up interviews may not have been representative of those who

exhibited the most passive behaviors during observation. Furthermore, it is possible that the level of speaking confidence varies across different classes or learning situations beyond those directly observed by the researcher. This nuance underscores the importance of considering individual differences in affective readiness when assessing the overall impact of curriculum implementation on students' willingness to communicate.

c. Students' Tendency to Rely on Textbook

Another challenge that emerged from the interviews and classroom observations is students' reliance on textbooks as their primary source of knowledge and often the only source they trust. The Pearson curriculum provides high-quality print and digital materials, and students at SMA IT Al Irsyad appear to have become accustomed to basing their understanding solely on what is written in the book. This text-centered learning habit likely stems from previous learning experiences, where students were more frequently asked to read and solve problems based on the book's content without much independent exploration. As a result, when teachers provide additional explanations, contextual examples, or supplementary information that goes beyond the textbook content, students sometimes appear skeptical or unsure of the accuracy of the information presented. This was directly expressed by Mrs. WNM in an interview, she said that:

“Because students learn based on the text in the book, they often don't believe me when I explain things directly”.
(translated interview January 23)

This poses a significant challenge for teachers who want to deliver material flexibly and contextually, a core principle of the student-centered learning approach that underpins the Pearson curriculum. When students are overly reliant on the text, it becomes difficult to foster critical thinking skills and independent learning,

which are, in fact, the primary goals of this curriculum (Yulius, 2025). Thus, students' excessive reliance on textbooks not only hinders the development of critical thinking but also has the potential to limit teachers' pedagogical creativity in fully implementing Pearson curriculum.

However, when this finding was cross-checked through follow-up interviews with students, a contrasting perspective emerged. Student L stated that she actually trusted her teacher's explanations more than the textbook, as the teacher often provided additional information and contextual clarifications beyond what was written in the book. Similarly, Student KBZ expressed greater confidence in the teacher's explanations because they were simpler and easier to understand. This discrepancy may be explained by the fact that the students interviewed were not among those who exhibited passive or text-dependent learning behaviors in the classroom. It is also possible that the tendency described by Mrs. WNM was more pronounced in classes or learning situations outside the scope of the researcher's observations. Therefore, while textbook dependency remains a relevant challenge as identified by the teacher, it does not appear to be a universal characteristic shared by all students, and its extent may vary depending on individual student profiles and classroom dynamics.

2. Material Challenges

In addition a challenges from student-related factors, the implementation of the Pearson curriculum at SMA IT Al Irsyad Al Islamiyyah Purwokerto also faces obstacles related to the learning materials themselves. Pearson curriculum is an internationally developed curriculum designed to meet global academic standards; consequently, its content and language level are calibrated for a broad and diverse student population. When applied in a local EFL context such as in Indonesia, these international standards do not always align

with the existing proficiency levels and learning habits of students. This can lead to certain discrepancies that directly affect both the teachers' preparation process and students' understanding of the taught material. Therefore, it is important to gain a deeper understanding of the specific challenges arising from the content aspect in the implementation of this curriculum.

a. High English Level and Mismatch Between Questions and Course Content

One of the challenges regarding the curriculum that was found during the interviews was the relatively high level of English in Pearson textbooks, particularly for higher grades. For 11th-grade students using Pearson BI (English) materials, the difficulty level of the practice questions is sometimes considered to exceed the scope of the material covered in class, thereby creating a gap between what is taught and what is tested. This gap not only confuses students but also has the potential to undermine their confidence when facing learning assessments. This mismatch between learning content and assessment tasks causes confusion among students, especially those who rely heavily on textbooks as their primary reference. As stated by Mrs. WNM in an interview, she said that:

“Due to the relatively high level of English (BI) in grade XI, some parts of the exercises are not in line with the material being discussed. Students often feel confused because they cannot find the material in the book, while they learn very much based on the text”. (translated interview January 23)

This finding points to a structural issue within the material itself, where practice questions assume knowledge or vocabulary that is not explicitly taught in the relevant unit. When students who rely on the textbook cannot find the basis for the answers in the text they have studied, they tend to lose their way and are unable to complete the tasks independently. This situation becomes even more challenging when combined with students' tendency to distrust

explanations outside the text, as discussed earlier. The mismatch between the difficulty level of the questions and the material that has been taught can undermine students' self-confidence. This concern reflects to what Dewi and Lydia (2023) identified as one of the weaknesses of the Pearson curriculum in the Indonesian context, particularly the difficulty of adapting internationally designed content to local students' actual language proficiency and learning habits. Therefore, teachers are required to be sensitive to classroom dynamics and take the initiative to fill the gap between available materials and students' actual abilities. Collaborative efforts are needed between teachers, school administrators, and curriculum developers to periodically review the alignment of materials with real-world conditions in the classroom.

Interestingly, when this challenge was cross-checked through student interviews, the responses differed notably between grade levels. Students from Grade XI largely reported not experiencing a significant mismatch between the exercises and the material taught in class, which appears to contradict Mrs. WNM's earlier statement. This discrepancy may be attributed to two possible explanations. First, the students interviewed from Grade XI may not have been among those who experienced the greatest difficulty with the exercises, as their active engagement in learning may have enabled them to bridge any gaps more independently. Second, Mrs. WNM's observation may have been drawn from specific units or learning sessions that fell outside the scope of the researcher's classroom observations, and thus were not directly witnessed or confirmed by the students involved in this study. Despite this discrepancy, the challenge identified by Mrs. WNM remains noteworthy, as it reflects the teacher's firsthand experience across multiple units and class sessions throughout the semester, which provides a broader and

more longitudinal perspective than the students' recollections of specific instances.

b. Teachers Need to Do Material Research First

Besides students challenges, the requirement for teachers to conduct independent research and preparation before delivering material presents its own set of challenges. Pearson curriculum integrates various thematic content and global issues, meaning that the material presented is not always static or easily delivered by the teacher to the students. This situation requires teachers to be proactive in preparing themselves, including seeking out the latest information relevant to the topics they will teach, so that they can facilitate meaningful classroom discussions. This additional preparation burden can be challenging in itself, especially amidst the various administrative and pedagogical responsibilities that teachers must already fulfill every day. As Mrs. AR stated in the interview, she noted that:

“One of the challenges comes from the material, because sometimes we have to learn first before delivering it. For example, if that day's material will discuss global issues, then I have to dig up information about it first”. (translated interview January 29)

These findings indicate that the implementation of Pearson curriculum requires additional preparation time and an enhancement of teachers' professional competencies that cannot be overlooked. Unlike the national curriculum, which has a more limited scope and content that is relatively more familiar to both local teachers and students, Pearson curriculum introduces a variety of global topics and contemporary issues that require teachers to continuously update their knowledge so that the material can be delivered effectively. On one hand, this reflects the curriculum's strength in fostering global competencies and digital literacy (Yulius, 2025). On the other hand, it also risks increasing teachers' workload, which is

not always manageable within the limited school hours. This challenge aligns with findings from studies on the implementation of international curricula, where Karakuş (2021) emphasizes that teachers' readiness in mastering the material is one of the most common obstacles. Therefore, continuous training support from the school, such as regular training from Al Irsyad office and the Pearson team is crucial to help teachers meet the demands of the curriculum while ensuring its implementation is effective and sustainable.

VOCABULARY
technology in the home

1 Match these words with the photos (A-H).

coffee maker dishwasher fridge-freezer
kettle microwave remote control
smart TV washing machine

2 Listen and match the sounds (1-6) with six of the photos in Ex 1 (A-H).

3 Match the phrasal verbs in bold with their meanings (A-H).

- I never remember to **switch lights off** when I leave a room.
- The electricity at home goes **off** during bad weather.
- My parents often ask me to **turn the TV down**.
- As soon as I wake up, I **switch** my phone **on** and check it.
- When I need to **set up** a program on my computer, I ask someone else for help.
- I **turn the volume up** when heavy metal comes on.
- I **plug** my phone in at a coffee shop when my battery's low.
- I never **shut** my laptop **down**. It's on all the time.

A start a light/machine working
B make the sound quieter
C connect equipment to electricity
D stop a light/machine working
E make the sound louder
F make something ready to use
G close a computer/program
H stop working

explore language

phrasal verbs
Some phrasal verbs can be separated.
Turn on the light. Turn the light on.
When we use a pronoun, it must come between the verb and particle.
Plug it in first. Shut it down now.
Some phrasal verbs cannot be separated.
The lights just went off for no reason.

4 Read the language box. Which phrasal verbs in Ex 3 can be separated?

5 Work in pairs. Are the sentences in Ex 3 true for you? Discuss.

I never remember to switch off lights.
My mum gets annoyed with me.

How smart is your home?

Smart homes have arrived. We say, "I _____ on the central heating, and the room starts to get warmer. We tap a button on our mobile and our kettle boils. We tap another button and the air conditioning _____ off. So, what's the future for smart home technology? Well, first we need to be able to _____ all of our machines at home to one remote control. That will make it easier for us to _____ up our machines so that they're ready to use and manage.

The machines in our houses are becoming more _____, so that we use less energy and save money. In the future, this is going to happen more. Perhaps your TV will switch off when it senses you have fallen asleep in the future. Imagine that! However, there are some possible _____ for example, with our whole home online, we'll need to think hard about our security.

1 A Get B Switch C Try D Keep
2 A goes B puts C takes D gets
3 A tie B start C install D connect
4 A fill B set C end D pick
5 A efficient B expensive C relaxed D hard
6 A topics B discussions C issues D opinions

game on
Work in pairs. Take turns to draw a picture explaining one of the words or phrasal verbs on the page. Can your partner guess the word or phrasal verb?

Pictures 4.14 Textbook's Material Grade XI

GRAMMAR

1 Read the example sentences. Use the grammar box and check the boxes.

2 Work in pairs. Student A, turn to page 162. Student B, turn to page 163. Compare your answers to the correct answers. Swap roles and do the same.

explore grammar

the passive: present simple and past simple

A. Use the passive when we want to focus on the action and not who did it.
A car was used to break down the bus.
The car was washed at once by me.
B. We also use the passive when we don't know who did the action or when it's obvious from the context who did it.
The documents were missed all over the world.
The bus was used to run the bus line.
C. If we want to say who or what does the action, we use by.
The bus was washed by me.
The shirt is made by the firm and sells to us.
D. Note: Always make sure you mention the subject.
A long green tunnel is built to connect the coast.
Thousands of bottles of water are found in the forest.

3 Choose the correct verb form to complete the sentences.

How much do you know about our planet?

You've heard of Earth's four worlds. But how much do you really know about it? Can you answer these five questions?

- According to scientists, Earth formed / was formed how many billions of years ago?
- The world's water divides / is divided into how many major oceans?
- How many people inhabit / are inhabited the Earth?
- What percentage of the Earth's surface covers / is covered by water?
- The highest temperature on Earth recorded / was recorded in what country?

Pictures 4.15 Textbook's Material Grade X

C. Students' Perspectives on Pearson Curriculum Implementation

To obtain a more comprehensive picture of the implementation of Pearson Curriculum at SMA IT Al Irsyad Al Islamiyyah Purwokerto, the researcher conducted additional interviews with four students, two from Grade XI, namely Student L and Student NS, and two from Grade X, namely Student MF and Student KBZ, as part of the data source triangulation effort. The inclusion of students' perspectives is important because they are the parties who most directly experience the impact of curriculum implementation in their daily learning. Their views serve as a complementary source that enriches and cross-checks the findings previously obtained from the teachers' perspectives.

1. Students' Experience with the Learning Process in the Classroom

All four students described a consistent learning flow that aligned with the observational findings documented earlier, beginning with a group prayer, followed by a review of previous material, delivery of new content, exercises, evaluation, and a closing prayer. Student L described the learning process in her class as follows:

"Usually we pray together first, then the teacher usually instructs us to open the book while displaying the page on the smartboard screen. Usually, we do the exercises individually then we discuss together. Apart from the book, the teacher also usually gives us exercises or formative assessments that are still related to the material, sometimes in the form of games or paper. After that we close with prayer together again." (Translated Interview, 2nd May with L)

Regarding the use of contextual examples by the teacher, all students confirmed that their teacher frequently connected the material to everyday life situations, and this approach was helpful for their comprehension. Student MF from Grade X stated:

"Yes, the teacher often gives examples from everyday life. For example, when learning about the environment, the teacher tells about the surrounding environment. That really helps, so it's easier to imagine." (Translated Interview, 5th May)

This student confirmation is consistent with the teachers' interview

data, in which both Mrs. AR and Mrs. WNM emphasized contextual teaching as one of their primary strategies. The fact that students also recognize and appreciate this approach demonstrates that the student-centered and contextual learning principles embedded in the Pearson Curriculum are being experienced meaningfully in the classroom.

2. Students' Perspectives on Learning Challenges

Interestingly, the students' perspectives on some of the challenges previously identified from the teachers' viewpoint showed varied results, providing a more nuanced picture of the actual classroom dynamics. Regarding the mismatch between exercise difficulty and taught material, the responses differed between grade levels. Students from Grade XI largely reported not experiencing such a mismatch, while a student from Grade X did confirm the experience. Student MF from Grade X shared:

"Once or twice, the questions in the workbook seem harder than what was just taught. But the teacher usually explains again so that it connects and we understand better." (Translated Interview, 2nd May)

This finding suggests that the mismatch issue, while real, may be more pronounced at certain grade levels and is actively mitigated by the teachers through additional explanation, reflecting the adaptive strategies discussed in the previous section.

Regarding confidence in speaking, students' responses also varied. Student L acknowledged that she had not yet felt fully confident in speaking English due to personal internal factors, while Student NS reported feeling relatively confident because of the supportive and non-judgmental classroom atmosphere created by the teacher:

"I am confident in verbally answering questions because the teacher usually doesn't judge us, if we're wrong it will definitely be corrected so it's quite comfortable and confident." (Translated Interview, 2nd May with NS)

This contrast between the two students' experiences highlights the role of teacher behavior and classroom climate in shaping students'

willingness to speak, and suggests that the teacher's positive reinforcement strategies observed during classroom observations have had a meaningful impact on at least some students' affective readiness to participate.

Regarding reliance on textbooks, the findings from the students' perspective provided a more nuanced picture compared to the teachers' earlier statements. Students L stated that they actually trusted their teacher's explanations more than the textbook alone, because the teacher was able to provide simpler and more contextual clarifications. She stated that:

"I trust the teacher more, because sometimes the textbook only explains according to the material, while the teacher especially the one who teaches sometimes gives additional information related to the explanation." (Translated Interview, 2nd May)

This response suggests that while the challenge of textbook dependency identified by the teachers does exist among some students, it is not universal. Some students have developed sufficient trust in their teachers as knowledge sources beyond the textbook, which reflects positively on the teachers' credibility and their efforts to deliver material in a flexible and contextual manner.

3. Students' Overall Impressions of Pearson Curriculum

Overall, all four students expressed that they enjoyed English learning with the Pearson Curriculum and did not identify anything significant that needed to be improved. Student KBZ provided the most reflective response, drawing a direct comparison between his learning experience before and after using the Pearson Curriculum:

"I think there is a difference between when I was in elementary school not using the Pearson curriculum, then in junior high school I started using it. I think back then in elementary school I felt very limited in speaking English, different from Pearson which is active. Pearson also has lots of practice questions and materials that use full English, so we are guided to understand it, different from books from the Merdeka curriculum." (Translated Interview, 5th May)

This testimony is particularly significant as it provides direct comparative evidence from a student who has experienced both Pearson

Curriculum and the national curriculum, suggesting that from the learner's perspective, the Pearson Curriculum offers a more active and language-immersive learning experience. Overall, the students' perspectives in this study largely confirm the findings obtained from the teachers' viewpoint, while also adding important nuances that enrich the overall understanding of how the Pearson Curriculum is experienced and internalized by learners as the primary subjects of the learning process.

D. Comparison Between Pearson and Merdeka Curriculum

As an international curriculum implemented at SMA IT Al Irsyad Al Islamiyyah Purwokerto, the Pearson Curriculum coexists alongside Indonesia's national Merdeka Curriculum. Although this study does not specifically compare the two curricula, data from teacher interviews provide a fairly clear picture of their fundamental differences in EFL teaching practices.

1. Structure, Teaching Materials, and Assessment

One of the most striking differences noted by teachers is the completeness of teaching materials. Under the Merdeka Curriculum, teachers must independently prepare various documents ranging from teaching modules and assessment rubrics to assessment instruments. In contrast, the Pearson Curriculum provides an integrated system where teaching materials, practice questions, workbooks, and teacher guides are fully available. As stated by Mrs. WNM:

"Merdeka Curriculum is indeed systematic, covering teaching modules, assessment rubrics, and assessments. But with Pearson, everything is already provided like assessments, materials, and so on, so all you need to do is prepare yourself and teach."
(Translated Interview, January 29th)

Regarding assessment, while the Merdeka Curriculum grants teachers full discretion in designing instruments based on national learning outcomes, the Pearson Curriculum provides a ready-made system through workbooks and standardized test items. In practice at Al Irsyad, teachers still need to align Pearson assessments with academic reports following Indonesian government standards. As stated by Mrs. AR:

"For our assessments, we generalize them, so we align them with other assessments. We already have summative and formative assessments; we just need to implement them alongside the government's assessments." (Translated Interview, January 23rd)

2. Learning Approaches and the Role of Teachers

Both curricula prioritize student-centered learning, but differ in implementation. The Merdeka Curriculum emphasizes differentiated instruction and project-based learning designed by teachers according to local contexts, granting greater creative freedom but demanding higher pedagogical competence. Meanwhile, the Pearson Curriculum provides structured learning activities organized by unit and skill, allowing teachers to use them immediately with minimal adjustment. Mrs. AR explained:

"In my opinion, Pearson is neater and more structured, while Merdeka gives more room for exploration. With Pearson, I have clear guidelines, while with Merdeka, I have to be more creative in compiling materials according to the local context." (Translated Interview, January 29th)

Despite these differences, both curricula share common ground in emphasizing student competency development rather than rote memorization, as well as incorporating inquiry-based learning and trigger questions as part of the learning process. As Mrs. WNM noted:

"There are similarities in the learning part, such as inquiry-based learning, trigger questions, and openers. I feel clearer with Pearson because the material is already there and structured." (Translated Interview, January 29th)

3. Language Standards, Technology, and the School's Rationale for Choosing Pearson

A significant difference lies in the language standards used. The Merdeka Curriculum is based on nationally established Learning Outcomes tailored to the average abilities of Indonesian students, while the Pearson Curriculum is calibrated to the international CEFR standards, targeting B1 to B1+ proficiency for Grade 11 students. This higher standard presents both an advantage and a challenge, as acknowledged by Mrs. WNM:

"Sometimes, because the English level in the Pearson curriculum is quite high, B1 or B1+ for 11th grade, the materials aren't always comprehensive enough or aligned with the practice exercises provided." (Translated Interview, January 23rd)

In terms of technology, while the Merdeka Curriculum promotes integration through the government-provided Merdeka Mengajar Platform, the Pearson Curriculum utilizes its own digital ecosystem, Pearson platform, Messhub, and My English Lab which featuring high-quality audio-visual content from native speakers. Mrs. AR noted:

"Usually, with Pearson, the images are more realistic, unlike the government textbooks; the speakers are also native speakers, and there are videos and games as well." (Translated Interview, January 29th)

These differences collectively explain the school's rationale for choosing Pearson Curriculum. SMA IT Al Irsyad Al Islamiyyah Purwokerto selected Pearson primarily because its academic goals are oriented toward international standards, with graduates expected to pursue higher education abroad or obtain internationally recognized qualifications such as IELTS or Cambridge. Overall, the comparison between the two curricula shows that both have their own strengths. The Merdeka Curriculum is more contextual and grants greater teacher autonomy, while the Pearson Curriculum offers international standards and more structured teaching materials. For schools like Al Irsyad with a clear international vision and sufficient institutional capacity, the Pearson Curriculum represents a relevant and strategic choice.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aims to describe the implementation of Pearson Curriculum in EFL classes at SMA IT Al Irsyad Al Islamiyyah Purwokerto and to identify the challenges faced by teachers during the implementation process. Based on the results of observations, interviews, and documentation, the researcher draws the following conclusions.

First, the implementation of Pearson Curriculum at SMA IT Al Irsyad Al Islamiyyah Purwokerto has been carried out in a structured and planned manner, supported by strong institutional backing from the school. This structured implementation appears to be closely tied to thorough preparation, both in terms of human resources and the supporting facilities provided by the school. In terms of human resources, the school facilitated teachers' participation in intensive training sessions organized by the official Pearson team from Jakarta before the curriculum was introduced, followed by regular training sessions conducted by the Al Irsyad office. In terms of facilities, the school provided various supporting resources such as the Messhub platform, the Pearson platform, smartboards in every classroom, and high-quality textbooks freely distributed to all students. The availability of these facilities appears to have enabled teachers to deliver content in a more interactive and engaging manner, while also providing a richer learning experience for students.

In classroom practice, the implementation of Pearson Curriculum was observed to involve four interconnected stages: instructional planning through lesson plans and modules, pre-learning activities, core activities, and post-learning activities. Instructional planning was conducted flexibly, where teachers adapted lesson plans to students' needs and government regulations without departing from the core structure provided by the Pearson Curriculum. During core activities, teachers were observed to apply

communicative and contextual approaches by providing examples relevant to students' daily lives, and to utilize digital technologies such as the Pearson platform and smartboards to create a more interactive learning atmosphere. The evaluation process was also observed to be carried out in a structured manner through formative and summative assessments using instruments available on the Pearson platform, enabling teachers to monitor students' learning progress on an ongoing basis. Thus, based on the findings of this study, the overall process of implementing Pearson Curriculum at this school appears to reflect a balance between international curriculum standards and contextual adaptations to local needs and conditions.

Second, during the implementation process, two main categories of challenges were identified: those stemming from student-related factors and those related to the learning materials. From the students' perspective, the most prominent challenge was the diversity in English language proficiency among students within a single class, which required teachers to continuously adjust their teaching methods and the pace of instruction so that all students could participate in the learning process. Additionally, some students were observed to have difficulty maintaining focus during lessons and appeared to lack confidence in speaking English, particularly in situations that required spontaneous oral production. Students' tendency to rely heavily on textbooks also posed a challenge for teachers who sought to deliver material in a more flexible and contextual manner. In terms of learning materials, teachers encountered a perceived mismatch between the difficulty level of practice questions and the scope of the material taught, particularly in Grade 11, as well as the need to conduct independent research before presenting topics of a global and current nature. Despite these challenges, teachers were observed to respond through various adaptive strategies such as adjusting the pace of delivery, incorporating contextual examples, and utilizing available digital platforms supported by ongoing institutional training, so that the implementation process could continue to run in a focused and structured manner.

B. Limitation

This study has several limitations that need to be acknowledged. First, this research only involved two English teachers as informants at one school, namely SMA IT Al Irsyad Al Islamiyyah Purwokerto, so the findings cannot be generalized to other schools or broader contexts of Pearson Curriculum implementation. Second, the data collection period was relatively short, spanning from January 23 to February 2, 2026, which may not have been sufficient to capture the full range of dynamics that occur during the implementation of the curriculum throughout an entire academic year. Third, while this study included a limited follow-up interview with four students as additional informants, the number of student participants remains relatively small and may not fully represent the broader student perspective. Future studies are encouraged to involve a larger and more diverse group of students to obtain a more comprehensive understanding of how the Pearson Curriculum is experienced from the learners' perspective. Fourth, as a qualitative study, the findings of this research are descriptive in nature and do not provide quantitative measurements of the effectiveness of Pearson Curriculum implementation, which limits the ability to make broader comparisons or generalizations. Despite these limitations, this study is expected to serve as a starting point for further and more comprehensive research on the implementation of international curricula, particularly the Pearson Curriculum, in the Indonesian EFL context.

C. Suggestion

Based on the findings and conclusions of this study, the researcher offers several suggestions that are expected to contribute to the various parties involved in the implementation of Pearson curriculum, particularly in the context of teaching English as a foreign language at the high school level.

1. For Teachers

Teachers are advised to implement differentiated instruction strategies to accommodate the diverse abilities of students within a single classroom. Additionally, teachers should introduce supplementary

learning resources beyond textbooks, such as news articles or authentic videos, so that students do not rely solely on a single source. Teachers are also advised to create more enjoyable speaking activities that are not tied to formal assessment, such as pair discussions, to gradually build students' confidence. When dealing with global and current topics, teachers should make it a habit to read from various international sources regularly as part of their lesson preparation.

2. For School

Schools are advised to conduct periodic evaluations of the alignment of Pearson materials with students' actual abilities in the classroom. Schools should also strengthen teacher training programs, not only in terms of curriculum mastery but also in diverse classroom management strategies. Additionally, schools can expand English-language immersion programs beyond the classroom, such as English Day or English Club, to provide students with more opportunities to practice English in authentic contexts. Regarding the transition plan to the new curriculum, schools are advised to implement it gradually so that teachers and students have sufficient time to adapt.

3. For Other Schools Considering Pearson Curriculum

Based on the real experiences of teachers at SMA IT Al Irsyad Al Islamiyyah Purwokerto over five years of implementing Pearson Curriculum, schools that are planning to adopt this curriculum are advised to carefully consider several key factors before and during implementation. First, schools must ensure that teachers are equipped with an international mindset, not merely replacing the existing curriculum, but also genuinely adapting their teaching methods to align with the global orientation of the Pearson Curriculum. As emphasized by Mrs. AR, without this readiness, the curriculum can feel burdensome rather than empowering for teachers in the classroom. Second, schools must prepare adequate infrastructure, particularly in terms of digital technology, including smartboards, reliable internet access, and

integrated learning platforms such as Messhub and the Pearson platform. Third, schools are advised to ensure that teachers master the curriculum materials thoroughly before delivering them to students, given that Pearson incorporates a wide range of global and current themes that require teachers to continuously update their knowledge beyond what is commonly covered in national curricula. Finally, schools must carefully evaluate the academic profiles and aspirations of their students before fully adopting the Pearson Curriculum. As noted by Mrs. WNM, this curriculum is most optimally implemented in schools where students have international academic goals, such as pursuing higher education abroad or preparing for internationally recognized qualifications such as IELTS or Cambridge examinations. For schools whose students are primarily oriented toward national academic pathways, a more thorough assessment of curriculum fit and institutional readiness is strongly recommended before committing to full adoption.

4. For Future Researchers

Future researchers are advised to expand the scope of their research by involving more participants. The use of a mixed-methods approach that combines qualitative and quantitative data may also be considered to yield more measurable findings. Additionally, a comparative study among several schools implementing the Pearson curriculum in various regions would be highly beneficial for generating more representative findings and making a broader contribution to the development of English language education in Indonesia.

REFERENCES

- Al-Seghayer, K. (2017). The Central Characteristics of Successful ESL/EFL Teachers. *Journal of Language Teaching and Research*, 8(5), 881. <https://doi.org/10.17507/jltr.0805.06>
- Andika, J. D., & Yulia, Y. (2025). Tantangan dan Strategi Pembelajaran Bahasa Inggris dalam Implementasi Kurikulum Merdeka di Sekolah Menengah Indonesia. *Jurnal Pendidikan Dan Teknologi Indonesia*, 5(5), 1417–1433. <https://doi.org/10.52436/1.jpti.803>
- Apa Saja Fungsi Kurikulum bagi Siswa? Ini Penjelasannya!* (2022). SMA DWIWARNA (BOARDING SCHOOL). <https://www.smadwiwarna.sch.id/fungsi-kurikulum/>
- Ardiansyah, Risnita, & Jailani, M. S. (2023). Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif dan Kuantitatif. *Jurnal IHSAN : Jurnal Pendidikan Islam*, 1(2), 1–9. <https://doi.org/10.61104/ihsan.v1i2.57>
- As Sabiq, A. H. (2018). Improving Students' Motivation and Reading Skills in Elt Through Audio Visual Media. *Diksi*, 25(1), 57–68. <https://doi.org/10.21831/diksi.v25i1.16007>
- As Sabiq, A. H., Ma'rufah, D. W., & Monteza, A. M. M. (2025). English as a Medium of Instruction for Islamic Higher Education: Classroom Pedagogy, Students' Motivation, and Challenges. *Journal of Innovation in Educational and Cultural Research*, 6(1), 136–144. <https://doi.org/10.46843/jiecr.v6i1.2043>
- Azis, Yusuf, A. (2022). *Jenis-Jenis Wawancara, Peneliti dan Mahasiswa Wajib Tau*. Deepublish Store. <https://deepublishstore.com/blog/jenis-jenis-wawancara/>
- Azizah, F. (2024). *THE TEACHER'S STRATEGIES FOR TEACHING SPEAKING SKILLS USING PEARSON CURRICULUM FOR GRADE 10 AT SMA IT AL-IRSYAD AL-ISLAMIYYAH PURWOKERTO, BANYUMAS*. 1–23.
- Bahrani, T. (2012). How to Teach Speaking Skill? *Journal of Education and Practice*, 3(2), 25–29. <http://iiste.org/Journals/index.php/JEP/article/view/1147>
- Creswell, J. w. (n.d.). *Educational Research* (C. Robb, Ed.; 4th ed.). Pearson.
- Delasifa, F. (2025). *Perbedaan Kurikulum Sekolah Internasional, Cambridge, IB, Pearson hingga Singapore Curriculum*. Okezone Edukasi. <https://edukasi.okezone.com/read/2025/06/26/624/3150520/perbedaan-kurikulum-sekolah-internasional-cambridge-ib-pearson-hingga-singapore-curriculum>
- Dewi, Lydia, N. (2023). *Eksplorasi Kurikulum Internasional di Indonesia*. <https://academy.educa.id/teachers/news/2816-eksplorasi-kurikulum-internasional-di-indonesia>
- Dye, T. (2025). *Qualitative Data Analysis: Step-by-Step Guide (Manual vs. Automatic). Thematic*. <https://getthematic.com/insights/qualitative-data-analysis/>
- Exacerbado, A. (2022). *Inflamed EFL Learning : A Qualitative Study to Explore Factors Affecting EFL Learning The significance of learning English as a second or foreign language is very high in*. 29(1), 129–153.
- Fitriya, F. (2025). *Kurikulum Cambridge Pada Kelas Bilingual Di Sd Ump Purwokerto*.
- Hakim, L. (2024). *Metode Observasi: Pengertian, Macam dan Contoh*. Deepublish Store. <https://deepublishstore.com/blog/metode-observasi/>
- Hakim, Z. (2022). *Pentingnya Bahasa Inggris dalam Pendidikan di Indonesia*. Media Mahasiswa Indonesia. <https://share.google/2gzEsj1J5WDPGrICZ>
- Handayani, M. U., & As-Sabiq, A. H. (2023). The Effect of Learners' Attitude, Motivation, and Beliefs toward Willingness to Communicate in EFL Classroom. *CELTl: Conference on English Language Teaching*, 3, 497–509. <https://proceedings.uinsaizu.ac.id/index.php/celti/article/view/527%0Ahttps://proceedings.uinsaizu.ac.id/index.php/celti/article/view/527/452>
- Hasanah, H. (2017). TEKNIK-TEKNIK OBSERVASI (Sebuah Alternatif Metode

- Pengumpulan Data Kualitatif Ilmu-ilmu Sosial). *At-Taqaddum*, 8(1), 21. <https://doi.org/10.21580/at.v8i1.1163>
- Inclusive Access - Pearson*. (n.d.). Pearson.Com. Retrieved September 10, 2025, from <https://www.pearson.com/en-us/higher-education/products-services/inclusive-access.html>
- Indrilla, N., & Ciptaningrum, D. S. (2018). an Approach in Teaching Writing Skills: Does It Offer a New Insight in Enhancing Students' Writing Ability. *LLT Journal: A Journal on Language and Language Teaching*, 21(2), 124–133. <https://doi.org/10.24071/llt.v21i2.1036>
- Ismi Yulizar, & Siti Aminah. (2022). Mengapa Bahasa Inggris Menjadi Mata Pelajaran Wajib Di Indonesia. In *Tarbiyah bil Qalam : Jurnal Pendidikan Agama dan Sains* (Vol. 6, Number 2). <https://doi.org/10.58822/tbq.v6i2.88>
- K., Yulius, R. (2025). *Apa itu Kurikulum Internasional Pearson Edexcel*. EduCenter. Apa itu Kurikulum Internasional Pearson Edexcel
- Karakuş, G. (2021). A Literary Review on Curriculum Implementation Problems. *Shanlax International Journal of Education*, 9(3), 201–220. <https://doi.org/10.34293/education.v9i3.3983>
- Kosim, E. (1988). *Metode sejarah: Asas dan proses*.
- Krivosheyeva, G., & Shodiyeva, N. (2020). INTERACTIVE WAY TO FURTHER IMPROVE TEACHING LISTENING SKILLS. In *ACADEMIC RESEARCH IN EDUCATIONAL SCIENCES VOLUME* (Vol. 1). www.ares.uz
- Kurikulum Internasional di Sekolah di Indonesia: Cambridge, IB, & Pearson*. (2025). Calculus Education Center. <https://www.calculus-hs.com/post/kurikulum-internasional-di-indonesia>
- Kurikulum Pearson Edexcel iPrimary - Pearson qualifications*. (2020). Pearson | Qualification. <https://doi.org/https://qualifications.pearson.com/en/qualifications/edexcel-international-primary-curriculum.html>
- Kürüm, E. Y. (2016). Teaching Speaking Skills. *Annals of the University of Oradea: Economic Science*, 25(1), 264–273.
- Macalister, J., & Nation, I. S. P. (2020). *Language Curriculum Design* (2nd Edition). In *Language Curriculum Design*. Routledge.
- Ma'rufah, D. W. (2021). Promoting Student Questioning in EFL Classroom: Teacher's Strategies in 2013 Curriculum Context. *OKARA: Jurnal Bahasa Dan Sastra*, 15(2), 170–184. <https://doi.org/10.19105/ojbs.v15i2.4284>
- Ma'rufah, D. W., Sartika, E., Dwinalida, K., Wahidiyati, I., & As Sabiq, A. H. (2022). *Introduction To Teaching English as Foreign Language* (D. W. Ma'rufah & E. Sartika, Eds.; 1st Editio).
- Maulidin, N. (2019). Teaching English as Foreign Language based on Contextual Teaching and Learning. *Repository.Uinjkt.Ac.Id*, (2116014000020), 1–197. [https://repository.uinjkt.ac.id/dspace/handle/123456789/46097%0Ahttps://repository.uinjkt.ac.id/dspace/bitstream/123456789/46097/1/NASRULLAH MAULUDIN.pdf](https://repository.uinjkt.ac.id/dspace/handle/123456789/46097%0Ahttps://repository.uinjkt.ac.id/dspace/bitstream/123456789/46097/1/NASRULLAH%20MAULUDIN.pdf)
- Maulidiyah, N., & Qolbia, M. (2020). *Improving Speaking Skill Through Speaking Club Viewed from Students' Perception*.
- Mccarthy, T. (2017). *A Qualitative Study of the Implementation of an Evidence-Based A Qualitative Study of the Implementation of an Evidence-Based Program in a K-12 Setting Program in a K-12 Setting*. <http://libguides.sjfc.edu/citations>.
- Mendelsohn, D. J. (1998). Teaching Listening. *Annual Review of Applied Linguistics*, 18, 81–101. <https://doi.org/10.1017/S0267190500003494>

- Merentika Arianda, S., Jaya, A., & Theriana, A. (2023). EFL (ENGLISH AS A FOREIGN LANGUAGE) STUDENTS' PERCEPTION ABOUT THE EFFECTIVENESS OF LEARNING READING BY USING ELECTRONIC BOOKS. *Esteem Journal of English Education Study Programme*, 6(2), 246–256. <https://doi.org/10.31851/esteem.v6i2.12322>
- Mezmir, E. A. (2020). Qualitative Data Analysis: An Overview of Data Reduction, Data Display and Interpretation. *Research on Humanities and Social Sciences*, 10(21), 15–27. <https://doi.org/10.7176/rhss/10-21-02>
- Moreno, R. (2015). Educational Psychology: Theory and Practice. *Pearson*.
- Mulatu, E., & Regassa, T. (2022). Teaching reading skills in EFL classes: Practice and procedures teachers use to help learners with low reading skills. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2093493>
- Ndari, W., Suyatno, Sukirman, & Mahmudah, F. N. (2023). Implementation of the Merdeka Curriculum and Its Challenges. *European Journal of Education and Pedagogy*, 4(3), 111–116. <https://doi.org/10.24018/ejedu.2023.4.3.648>
- Nemec, P. B., Spagnolo, A. C., & Soydan, A. S. (2017). Can you hear me now? Teaching listening skills. *Psychiatric Rehabilitation Journal*, 40(4), 415–417. <https://doi.org/10.1037/prj0000287>
- Nilamsari, N. (2014). Wawancara. *Wacana*, 8(2), 177–1828. <http://fisip.untirta.ac.id/teguh/?p=16/>
- P, G. (n.d.). *Pengertian Kurikulum dan Fungsinya dalam Dunia Pendidikan*. Gramedia. Retrieved <https://www.gramedia.com/literasi/pengertian-kurikulum-dan-fungsinya/>
- Pakula, H.-M. (2019). Teaching speaking. *Apples - Journal of Applied Language Studies*, 13(1), 95–111. <https://doi.org/10.17011/apples/urn.201903011691>
- Putri, D. A. (2024). *THE IMPLEMENTATION OF INTEGRATED CURRICULUM IN TEACHING ENGLISH AT SMA TERPADU DAMPASAN, CIAMIS*. STATE ISLAMIC UNIVERSITY.
- Rachmawati, I. N. (2007). Pengumpulan Data Dalam Penelitian Kualitatif: Wawancara. *Jurnal Keperawatan Indonesia*, 11(1), 35–40. <https://doi.org/10.7454/jki.v11i1.184>
- Rahardjo, M. (2011). *Metode Pengumpulan Data Penelitian Kualitatif*. GEMA. jika peneliti ingin memperoleh informasi mengenai persepsi guru terhadap kurikulum yang baru, maka teknik yang dipakai ialah wawancara, bukan observasi.
- Ramadan, B., & Widagsa, R. (2022). ELTICS (ENGLISH LANGUAGE TEACHING AND ENGLISH LINGUISTICS) An EFL Teacher Perspective on Implementation of Dual Curriculum (Cambridge and Indonesian K13 National Curriculum) at Mutiara Persada School, Yogyakarta. *Journal*, 7(1).
- Rovai, A., & Pfingsthorn, J. (2022). “Good Foreign Language Teachers Pay Attention to Heterogeneity”: Conceptualizations of Differentiation and Effective Teaching Practice in Inclusive EFL Classrooms by German Pre-Service Teachers. *Languages*, 7(3). <https://doi.org/10.3390/languages7030162>
- Sa'adah, A. R. (2020). Writing Skill in Teaching English: An Overview. *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran*, 5(1), 21–35. <https://doi.org/10.21462/educasia.v5i1.41>
- Salsabila, A. I. (2023). *The Analysis of Teachers' Perceptions on Merdeka Curriculum Implementation in English Teaching and learning at SDN 3 Pakelen, Banjarnegara*.
- Simanjuntak Mariati, Suryaputra Ronald, D. M. H. (2025). *Pengaruh penggunaan teknologi, keterlibatan siswa dan lingkungan belajar terhadap efektivitas pembelajaran bahasa inggris di sekolah bukit sion jakarta*. 4307(May), 1191–1202.
- Sugiono. (2015). Metode Penelitian Metode Penelitian. *Metode Penelitian Kualitatif*, (17), 43. [http://repository.unpas.ac.id/30547/5/BAB III.pdf](http://repository.unpas.ac.id/30547/5/BAB%20III.pdf)

- Suryati, I., Koesoemo Ratih, & Maryadi. (2024). How Can Teachers Tailor Success? Innovative Strategies for Content, Process, and Product in EFL Classrooms. *Voices of English Language Education Society*, 8(1). <https://doi.org/10.29408/veles.v8i1.24451>
- Wahidiyati, I., & Ma'rufah, D. W. (2023). Teaching English for Intensive Program: A Need Analysis. *Metathesis: Journal of English Language, Literature, and Teaching*, 7(1), 60–73.
- Wahidiyati, I., Ma'rufah, D. W., & Winanti. (2023). Teaching English for Intensive Program: A Need Analysis. *Metathesis: Journal of English Language, Literature, and Teaching*, 7(1), 60–73. <https://doi.org/10.31002/metathesis.v7i1.324>
- Williams, B. (n.d.). *What is Data Reduction in Research? A Beginner's Guide*. Insight 7. Retrieved September 14, 2025, from <https://insight7.io/what-is-data-reduction-in-research-a-beginners-guide/>





Appendix 1: Letter Research Approval



مدرسة الإرشاد الإسلامي الثانوية
YAYASAN AL IRSYAD AL ISLAMIYYAH
SEKOLAH MENENGAH ATAS ISLAM TELADAN
AL IRSYAD AL ISLAMIYYAH PURWOKERTO

Jalan Prof. Dr. Soeharso Purwokerto 53113 Telp/Fax. (0281) 636900
Website: www.smailirsyadpwt.sch.id ■ E-mail: tu@smaitalirsyadpwt.sch.id

SURAT KETERANGAN

Nomor: 753/10307/L-I.5/IV-2026

Yang bertanda tangan di bawah ini kepala SMA IT Al Irsyad Al Islamiyyah Purwokerto Kecamatan Purwokerto Timur Kabupaten Banyumas, dengan ini menerangkan bahwa:

Nama : Sri Mulyati
NIM : 224110404042
Prodi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)
Jenjang : S1
Perguruan Tinggi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

nama tersebut di atas telah melakukan penelitian di SMA Islam Teladan Al Irsyad Al Islamiyyah Purwokerto yang dilaksanakan pada tanggal 23 Januari s.d. 2 Februari 2026.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Purwokerto, 7 Februari 2026

Kepala Sekolah

Fauzul Munif, S.Si.

Appendix 2: Interview

QUESTIONS LIST FOR PRE-OBSERVATION INTERVIEW GUIDELINES THE IMPLEMENTATION OF PEARSON CURRICULUM IN EFL CLASSES AT SMA IT AL IRSYAD AL ISLAMİYAH PURWOKERTO

Teacher :

Date :

Teaching Period :

P1 - Persiapan Guru (Dewi, Lydia, 2023; Fitriya, 2025; *Kurikulum Internasional Di Sekolah Di Indonesia: Cambridge, IB, & Pearson, 2025*)

1. Bagaimana Ibu mempersiapkan pembelajaran ketika menggunakan Pearson Curriculum?
2. Dokumen apa saja yang Ibu gunakan dalam perencanaan pembelajaran (RPP, modul, silabus, dll)? Tolong jelaskan bagaimana Ibu mempersiapkan dokumen tersebut.
3. Apakah ibu pernah mengikuti pelatihan khusus terkait Pearson Curriculum? Jika iya, tolong jelaskan.
4. Bagaimana Ibu menyesuaikan materi Pearson dengan kebutuhan, kemampuan, dan karakteristik siswa di kelas?

P2 - Pelaksanaan Pembelajaran (Yulius, 2025; Sa'adah, 2020)

1. Bagaimana Ibu menerapkan pendekatan *student-centered learning* dalam pembelajaran sehingga setiap siswa mencapai target yang diharapkan?
2. Bagaimana ibu menggabungkan teori pembelajaran dengan praktik dunia nyata agar siswa dapat dengan langsung merasakan hubungan antara keduanya?
3. Bisakah Ibu menjelaskan alur pembelajaran dari awal hingga akhir saat menggunakan kurikulum Pearson?
4. Bagaimana Ibu mengajarkan setiap *skill* Bahasa Inggris kepada siswa? Tolong jelaskan satu per-satu.

P3 - Penggunaan Teknologi (Dewi, Lydia, 2023; *Kurikulum Internasional Di Sekolah Di Indonesia: Cambridge, IB, & Pearson, 2025*)

1. Media digital apa yang ibu sering gunakan dalam pembelajaran? Tolong jelaskan bagaimana ibu menggunakannya agar dapat semaksimal mungkin meningkatkan pembelajaran.
2. Bagaimana respon siswa terhadap media digital yang ibu gunakan?
3. Apakah ibu pernah mengalami kendala teknis saat menggunakan media tersebut? Bagaimana cara ibu mengatasinya?

P4 - Evaluasi Pembelajaran (*Kurikulum Internasional Di Sekolah Di Indonesia: Cambridge, IB, & Pearson, 2025*)

1. Bagaimana teknik penilaian yang ibu gunakan saat menggunakan kurikulum Pearson?
2. Apakah sistem penilaian dari Pearson perlu ibu modifikasi agar sesuai dengan kebutuhna siswa?

P5 - Tantangan Implementasi (Dewi 2023)

1. Apa tantangan terbesar yang ibu hadapi selama menggunakan kurikulum Pearson dalam pembelajaran?
2. Dari manakah tantangan lebih banyak berasal (guru, siswa, materi, media, dll)?
3. Bagaimana ibu mengatasi tantangan tersebut selama pembelajaran?

P6 - Dukungan Sekolah (Azizah, 2024; Dewi 2023)

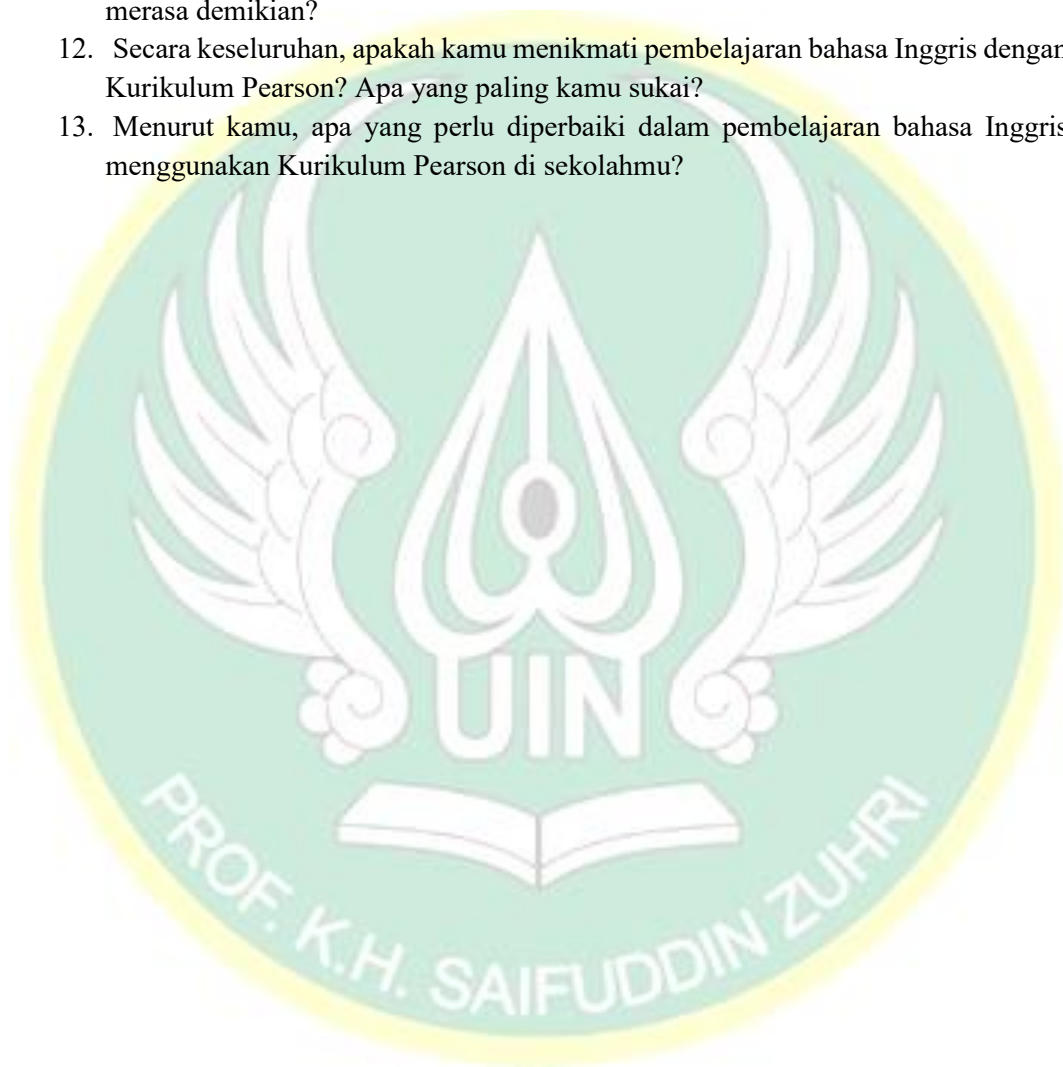
1. Apa saja dukungan yang sekolah berikan dalam upaya penerapan kurikulum Pearson di Sekolah?
2. Apakah fasilitas dan kebijakan sekolah sudah memadai?
3. Apakah ada sesuatu yang ibu butuhkan sebagai pendukung dalam pengimplementasian kurikulum?

QUESTIONS LIST FOR POST-OBSERVATION INTERVIEW

1. Bagaimana Ibu menyesuaikan materi dan aktivitas pembelajaran dari Kurikulum Pearson dengan kebutuhan dan kemampuan siswa yang beragam di kelas?
 2. Dalam pembelajaran di kelas, Ibu menggunakan workbook sebagai bentuk evaluasi. Bagaimana penerapan evaluasi tersebut pada setiap keterampilan berbahasa (listening, speaking, reading, dan writing)?
 3. Berdasarkan pembelajaran yang menggunakan Kurikulum Pearson, bagaimana Ibu menangani siswa yang kurang aktif selama kegiatan pembelajaran di kelas?
 4. Bagaimana bentuk umpan balik (feedback) yang Ibu berikan kepada siswa dalam pembelajaran berbasis Kurikulum Pearson, dan apakah bentuk umpan balik tersebut bervariasi?
 5. Apakah terdapat perbedaan antara perencanaan pembelajaran yang telah ibu siapkan dengan pelaksanaan pembelajaran di kelas hari ini? Jika ada, apa penyebabnya?
-
1. Apakah kamu mendapatkan buku teks Pearson secara gratis dari sekolah? Bagaimana menurutmu kualitas buku tersebut?
 2. Apakah kamu memiliki akun sendiri untuk mengakses platform Pearson? Seberapa sering kamu menggunakannya dalam pembelajaran?
 3. Bagaimana menurutmu penggunaan smartboard dan platform Messhub dalam pembelajaran bahasa Inggris di kelasmu?
 4. Bisakah kamu ceritakan bagaimana biasanya pembelajaran bahasa Inggris berlangsung dari awal hingga akhir?
 5. Apakah gurumu sering memberikan contoh-contoh dari kehidupan sehari-hari saat menjelaskan materi? Apakah hal itu membantumu memahami pelajaran?
 6. Apakah penggunaan teknologi seperti platform Pearson membantumu dalam belajar? Berikan alasanmu.
 7. Pernahkah kamu mengalami kendala teknis saat menggunakan platform Pearson atau Messhub di kelas? Jika ya, bagaimana gurumu mengatasinya?
 8. Apakah kamu merasa materi bahasa Inggris dari buku Pearson mudah atau sulit

dipahami? Mengapa?

9. Pernahkah kamu merasa soal latihan di buku Pearson tidak sesuai dengan materi yang diajarkan di kelas?
10. . Apakah kamu lebih percaya penjelasan yang ada di buku teks dibandingkan penjelasan langsung dari guru dengan tambahan materi selain yang ada di buku? Mengapa?
11. Apakah kamu merasa percaya diri saat diminta berbicara atau menjawab pertanyaan secara lisan dalam bahasa Inggris di kelas? Apa yang membuatmu merasa demikian?
12. Secara keseluruhan, apakah kamu menikmati pembelajaran bahasa Inggris dengan Kurikulum Pearson? Apa yang paling kamu sukai?
13. Menurut kamu, apa yang perlu diperbaiki dalam pembelajaran bahasa Inggris menggunakan Kurikulum Pearson di sekolahmu?



Appendix 3: Instrument of Observation

**OBSERVATION CHECKLIST
THE IMPLEMENTATION OF PEARSON CURRICULUM IN EFL
CLASSES AT SMA IT AL IRSYAD AL ISLAMIYYAH PURWOKERTO**

Aspek	Indikator	Ceklis Observasi	Kode (✓/X)	Catatan
P1	Kesesuaian perencanaan pembelajaran dengan Pearson Curriculum	Guru tampak menggunakan silabus/ teacher's book/ modul Pearson dalam mengajar.		
	Adaptasi materi sesuai level & kebutuhan siswa	Materi Pearson terlihat disesuaikan dengan konteks siswa Indonesia.		
	Kesiapan guru dalam penguasaan materi	Guru tampak memahami urutan materi dan tujuan pembelajaran.		
P2	Pembelajaran dibuka dengan apersepsi/salam/pendahuluan	Guru memberi orientasi awal sebelum masuk materi		
	Aktivitas inti melibatkan siswa secara aktif	Siswa berdiskusi, presentasi, bertanya, atau melakukan praktik		
	Pembelajaran berpusat pada siswa (Student-Centered)	Guru berperan sebagai fasilitator, siswa lebih banyak beraktivitas		
	Listening skill diberi porsi kegiatan	Guru menggunakan audio/video listening Pearson		
	Speaking skill dilatih melalui interaksi	Guru memberi praktik speaking: dialog, roleplay, tanya jawab		
	Reading skill menggunakan teks Pearson	Siswa membaca teks dari buku Pearson		
	Writing skill diberikan dalam bentuk tugas tertulis	Siswa membuat teks, summary, atau worksheet Pearson		
P3	Media digital Pearson digunakan	Guru menampilkan LMS, platform digital, audio, gambar		
	Respon siswa terhadap teknologi	Siswa terlihat antusias dan terlibat saat media digunakan		
P4	Penilaian berlangsung selama proses belajar	Guru memberi pertanyaan lisan, kuis, atau evaluasi		

	(formatif)	langsung		
	Guru memberikan feedback	Feedback diberikan lisan/tertulis selama pembelajaran		
P5	Hambatan Pada Siswa	Tampak siswa kesulitan memahami instruksi/teks		
	Hambatan penggunaan teknologi	Media tidak berjalan lancar/akses terbatas		
P6	Ketersediaan Fasilitas dan Sarana	LCD, wifi, laptop tersedia dan digunakan		
	Kolaborasi antar guru & sekolah	Ada koordinasi/pertemuan kurikulum Pearson		



Appendix 4: Modules

Module Class X

MODUL AJAR BAHASA INGGRIS
Modul Ajar Unit 3 (Membaca)

No.	Komponen	Deskripsi / Keterangan																			
1.	Nama Penyusun	Atsmaria Rahmawati, S.Pd.																			
	Nama Institusi	SMA IT Al Irsyad Al Islamiyyah Purwokerto																			
	Tahun Penyusunan Perangkat Ajar	2025																			
	Tema	Modul Ajar Unit 3 (Membaca)																			
	Fase/Kelas/Semester	E / X / 1																			
	Alokasi Waktu	4 JP																			
2.	Tujuan Pembelajaran	Peserta didik dapat mengidentifikasi ide pokok, informasi kunci, dan informasi spesifik dalam teks tentang teknologi dan masa depan dengan menggunakan strategi membaca seperti skimming, scanning, dan menafsirkan makna kosakata berdasarkan konteks.																			
3.	Skenario Asesmen	Peserta didik diminta untuk membaca artikel yang telah disajikan. Peserta diminta untuk menemukan topik utama pada artikel dan diminta untuk menjawab pertanyaan yang berkaitan dengan artikel yang telah disajikan.																			
4.	Analisis Tujuan Pembelajaran																				
5.	Kriteria Ketuntasan Tujuan Pembelajaran																				
	Aspek	<table border="1"> <thead> <tr> <th colspan="6">Level</th> <th rowspan="2">Kriteria Ketuntasan</th> </tr> <tr> <th>0</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Level						Kriteria Ketuntasan	0	1	2	3	4	5						
Level						Kriteria Ketuntasan															
0	1	2	3	4	5																

Halaman 1 dari

No.	Komponen	Deskripsi / Keterangan								
	<table border="1"> <tr> <td>Peserta didik dapat mengambil informasi spesifik dalam teks tentang teknologi dan masa depan</td> <td>Peserta didik tidak dapat mengambil informasi spesifik tentang perkemahan musim panas yang tepat untuk seseorang</td> <td>Peserta didik dapat mengambil satu informasi spesifik tentang perkemahan musim panas yang tepat untuk seseorang</td> <td>Peserta didik dapat mengambil dua informasi spesifik tentang perkemahan musim panas yang tepat untuk dua orang</td> <td>Peserta didik dapat mengambil tiga informasi spesifik tentang perkemahan musim panas yang tepat untuk tiga orang</td> <td>Peserta didik dapat mengambil empat informasi spesifik tentang perkemahan musim panas yang tepat untuk empat orang</td> <td>Peserta didik dapat mengambil lima informasi spesifik tentang perkemahan musim panas yang tepat untuk lima orang</td> <td>3</td> </tr> </table>	Peserta didik dapat mengambil informasi spesifik dalam teks tentang teknologi dan masa depan	Peserta didik tidak dapat mengambil informasi spesifik tentang perkemahan musim panas yang tepat untuk seseorang	Peserta didik dapat mengambil satu informasi spesifik tentang perkemahan musim panas yang tepat untuk seseorang	Peserta didik dapat mengambil dua informasi spesifik tentang perkemahan musim panas yang tepat untuk dua orang	Peserta didik dapat mengambil tiga informasi spesifik tentang perkemahan musim panas yang tepat untuk tiga orang	Peserta didik dapat mengambil empat informasi spesifik tentang perkemahan musim panas yang tepat untuk empat orang	Peserta didik dapat mengambil lima informasi spesifik tentang perkemahan musim panas yang tepat untuk lima orang	3	
Peserta didik dapat mengambil informasi spesifik dalam teks tentang teknologi dan masa depan	Peserta didik tidak dapat mengambil informasi spesifik tentang perkemahan musim panas yang tepat untuk seseorang	Peserta didik dapat mengambil satu informasi spesifik tentang perkemahan musim panas yang tepat untuk seseorang	Peserta didik dapat mengambil dua informasi spesifik tentang perkemahan musim panas yang tepat untuk dua orang	Peserta didik dapat mengambil tiga informasi spesifik tentang perkemahan musim panas yang tepat untuk tiga orang	Peserta didik dapat mengambil empat informasi spesifik tentang perkemahan musim panas yang tepat untuk empat orang	Peserta didik dapat mengambil lima informasi spesifik tentang perkemahan musim panas yang tepat untuk lima orang	3			
6.	Kompetensi Awal	Pengertian dan/atau Keterampilan atau Kompetensi Prasyarat								
		Mengidentifikasi kosakata terkait teknologi.								
7.	Pemahaman Bermakna	Peserta didik mampu melakukan komunikasi yang efektif dimulai dari memahami konteks, menemukan informasi utama, dan menafsirkan tujuan dalam teks tertulis.								
8.	Profil Pelajar Pancasila	Profil Pelajar Pancasila yang berkaitan								
		<ol style="list-style-type: none"> Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia: Peserta didik diajak untuk berdoa sebelum pembelajaran dimulai. Kebhinekaan global: Peserta didik berdiskusi dan berbagi cerita tentang liburan dengan teman sebangku, menghargai perbedaan pengalaman, dan latar belakang satu sama lain. Mandiri: Peserta didik diminta untuk mengurutkan prioritas perjalanan, menemukan manfaat, dan kerugian dari setiap perjalanan secara individu yang dapat mengembangkan kemampuan untuk berpikir dan bertindak secara mandiri. 								

Halaman 2 dari

No.	Komponen	Deskripsi / Keterangan
		<p>4. Bergotong royong: Dalam diskusi kelompok, peserta didik bekerja sama untuk menyelesaikan masalah terkait perjalanan yang tampaknya cocok untuk satu orang dan mendiskusikan ide-ide. Kegiatan ini memperlihatkan semangat gotong royong.</p> <p>5. Bermalar kritis: Peserta didik menganalisis teks, mengajukan pertanyaan, dan memecahkan masalah terkait pilihan perjalanan yang mengasah kemampuan berpikir kritis mereka.</p> <p>6. Kreatif: Peserta didik diminta untuk brainstorming dan menemukan phrasal verb dalam teks untuk melatih kreativitas dalam menghubungkan bahasa dengan situasi yang relevan</p>
9.	Model Pembelajaran	Custom
10.	Sarana dan Prasarana	
	Fasilitas	<p>1. Sarana:</p> <ul style="list-style-type: none"> • Laptop • LCD/Proyektor • Papan Tulis • Alat Tulis • Smartphone <p>1. Prasarana:</p> <ul style="list-style-type: none"> • Buku Pearson Gold Experience B1 • LMS Pearson • Website Game Bloocket
11.	Target Peserta Didik	
12.	Langkah-langkah Pembelajaran	
	Pendahuluan (10 menit)	<p>1. Mengucapkan salam</p> <p>2. Berdoa menurut keyakinan masing-masing</p>

Halaman 3 dari

No.	Komponen	Deskripsi / Keterangan
		<p>3. Mengecek kehadiran</p> <p>Mengkondisikan/ mengatur ruang kelas disertai pembiasaan nilai disiplin, agar peserta didik tertib mengikuti proses pembelajaran</p>
	Kegiatan Inti (25 Menit)	<p>Warm-up</p> <p>1. Buku tertutup. Berikan peserta didik dengan empat pilihan kegiatan: <i>Spend time playing video games, listening to music, watching films, watching video clips</i>. Bagi mereka menjadi berpasang-pasangan untuk berdiskusi tentang kegiatan mana yang menjadi favorit mereka beserta alasannya. Tunjuk dua peserta didik untuk menyebutkan kegiatan pilihannya beserta alasannya.</p> <p>Pre-Reading</p> <p>1. Merujuk peserta didik ke Latihan 1. Minta mereka secara berpasang-pasangan untuk mendiskusikan dan menjawab pertanyaan.</p> <p>While-Reading</p> <p>1. Merujuk peserta didik ke Latihan 2 dan minta mereka untuk membaca artikel di halaman 35. Minta mereka untuk menjawab pertanyaan berdasarkan artikel.</p> <p>2. Merujuk peserta didik ke Latihan 3. Beri mereka 3 menit untuk membaca dan memahami pilihan-pilihan kalimat. Minta mereka untuk membaca kembali artikel dan melengkapi bagian rumpang dengan pilihan kalimat dari Latihan 3.</p> <p>Post-Reading</p> <p>1. Merujuk peserta didik ke Latihan 5. Beri peserta didik 3 menit untuk membaca dan memahami definisi-definisi kata. Minta peserta didik untuk menemukan kata atau frasa dari artikel berdasarkan definisi kata dari Latihan 3.</p> <p>Production</p> <p>Peserta didik melakukan Latihan 6 secara berpasangan. Minta mereka untuk menjelaskan dengan kalimat mereka sendiri tentang bagaimana artikel tersebut</p>

Halaman 4 dari

No.	Komponen	Deskripsi / Keterangan
		menjelaskan perubahan cara kita memproduksi atau mendengarkan music dalam hal <i>virtual reality, file-sharing technology, intelligent machines.</i>
	Penutup (5 Menit)	1. Peserta didik dengan guru membuat rangkuman dengan penguatan terhadap apa yang sudah disampaikan peserta didik 2. Peserta didik melakukan refleksi dan mengevaluasi pengalaman belajar yang telah dilakukan. 3. Guru menginformasikan pembelajaran selanjutnya Berdoa
13.	Pengayaan dan Remedial	
	Pengayaan	
	Remedial	

Mengetahui
Kepala Sekolah



Faizul Munif, S.Si.

Purwokerto, 19 Juni 2025
Guru Mata pelajaran
Bahasa Inggris



Atsmaria Rahmawati, S.Pd.

Halaman 5 dari

MODUL AJAR BAHASA INGGRIS
Modul Ajar Unit 3 (Menyimak)

No.	Komponen	Deskripsi / Keterangan																				
1.	Nama Penyusun	Atsmaria Rahmawati, S.Pd.																				
	Nama Institusi	SMA IT Al Irsyad Al Islamiyyah Purwokerto																				
	Tahun Penyusunan Perangkat Ajar	2025																				
	Tema	Modul Ajar Unit 3 (Menyimak)																				
	Fase/Kelas/Semester	E / X / 2																				
	Alokasi Waktu	2 JP																				
2.	Tujuan Pembelajaran	Peserta didik dapat memahami ide pokok dan informasi spesifik dalam audio tentang teknologi dan masa depan, serta menafsirkan maksud pembicara sesuai konteks yang disajikan.																				
3.	Skenario Asesmen	Peserta didik diminta untuk mendengarkan audio dan menentukan informasi utama dari percakapan dengan melihat gambar (A–C) serta memutuskan hal-hal mana saja yang disepakati oleh para pembicara.																				
4.	Analisis Tujuan Pembelajaran																					
5.	Kriteria Ketuntasan Tujuan Pembelajaran																					
	Aspek	<table border="1"> <thead> <tr> <th colspan="6">Level</th> <th rowspan="2">Kriteria Ketuntasan</th> </tr> <tr> <th>0</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Level						Kriteria Ketuntasan	0	1	2	3	4	5							
Level						Kriteria Ketuntasan																
0	1	2	3	4	5																	

Halaman 2 dari

	Peserta didik dapat memahami isi	Peserta didik tidak memahami isi	Peserta didik menunjukkan pemahaman	Peserta didik kesulitan memahami	Peserta didik memahami isi percakapan	Peserta didik dapat memahami	Peserta didik dapat memahami	3
No.	Komponen		Deskripsi / Keterangan					
	percakapan dan memilih kosakata yang tepat sesuai konteks yang disajikan.	percakapan dan tidak dapat memilih kosakata yang sesuai sama sekali.	yang sangat terbatas dan memilih kosakata secara acak atau tidak relevan.	percakapan dan sering memilih kosakata yang tidak sesuai konteks.	secara umum dan dapat memilih kosakata meskipun ada beberapa ketidaktepatan.	sebagian besar isi percakapan dan memilih kosakata yang cukup tepat dengan sedikit kekeliruan.	percakapan dengan sangat baik dan memilih kosakata yang sangat sesuai dengan konteks.	
6.	Kompetensi Awal Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat		Peserta didik memahami penggunaan <i>modals</i>					
7.	Pemahaman Bermakna		Peserta didik diarahkan untuk mengembangkan kemampuan berkomunikasi secara efektif, kreatif, dan kritis yang berfokus pada pembelajaran berbasis pengalaman langsung, kolaborasi, dan refleksi untuk memahami serta mempraktikkan penggunaan bahasa dalam berbagai situasi sehari-hari.					
8.	Profil Pelajar Pancasila							

Halaman 3 dari

	Profil Pelajar Pancasila yang berkaitan	<ol style="list-style-type: none"> Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia: Peserta didik diajak untuk berdoa sebelum pembelajaran dimulai. Kebhinekaan global: Peserta didik berdiskusi dan berbagi cerita tentang liburan dengan teman sebangku, menghargai perbedaan pengalaman, dan latar belakang satu sama lain. Mandiri: Peserta didik diminta untuk mengurutkan prioritas perjalanan, menemukan manfaat, dan kerugian dari setiap perjalanan secara individu yang dapat mengembangkan kemampuan untuk berpikir dan bertindak secara mandiri. Bergotong royong: Dalam diskusi kelompok, peserta didik bekerja sama untuk menyelesaikan masalah terkait perjalanan yang tampaknya cocok untuk satu orang
No.	Komponen	Deskripsi / Keterangan
		dan mendiskusikan ide-ide. Kegiatan ini memperlihatkan semangat gotong royong.
		5. Bernalar kritis: Peserta didik menganalisis teks, mengajukan pertanyaan, dan memecahkan masalah terkait pilihan perjalanan yang mengasah kemampuan berpikir kritis mereka.
		6. Kreatif: Peserta didik diminta untuk brainstorming dan menemukan phrasal verb dalam teks untuk melatih kreativitas dalam menghubungkan bahasa dengan situasi yang relevan.
9.	Model Pembelajaran	Custom
10.	Sarana dan Prasarana	

Halaman 4 dari

	Fasilitas	<p>Sarana:</p> <ul style="list-style-type: none"> • Laptop • LCD/Proyektor • Papan Tulis • Alat Tulis • Smartphone <p>Prasarana:</p> <ul style="list-style-type: none"> • Buku Pearson Gold Experience B1 • LMS Pearson • Website Game Blooket
11.	Target Peserta Didik	
12.	Langkah-langkah Pembelajaran	
	Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Mengucapkan salam 2. Berdoa menurut keyakinan masing-masing 3. Mengecek kehadiran 4. Mengkondisikan/ mengatur ruang kelas disertai pembiasaan nilai disiplin, agar peserta
No.	Komponen	Deskripsi / Keterangan
		didik tertib mengikuti proses pembelajaran

Halaman 5 dari

	Kegiatan Inti (25 Menit)	<p>Warm-up</p> <ol style="list-style-type: none"> 1. Bagi peserta didik menjadi berpasang-pasangan. Minta mereka untuk menyebutkan barang yang berhubungan dengan teknologi yang mereka sukai. Pastikan mereka menyebutkan nama barangnya, fungsinya dan alasan mengapa mereka menyukainya. <p>Pre-Listening</p> <ol style="list-style-type: none"> 1. Peserta didik melakukan Latihan 1 di halaman 38. Peserta didik secara individu menjawab pertanyaan nomor 1 di Latihan 3 tentang barang apa yang akan mereka beli dari pilihan yang tersedia (smartphone, smartwatch, tablet). 2. Peserta didik membandingkan hasil mereka dalam pasangan dan minta beberapa peserta didik untuk maju dan menjelaskan alasan mereka mengapa memilih barang tersebut. <p>While-Listening</p> <ol style="list-style-type: none"> 1. Peserta didik melakukan Latihan 3 secara individu. Minta mereka untuk mendengarkan percakapan tentang berbelanja dan menjawab pertanyaan pilihan ganda di Latihan 3. 2. Peserta didik mendengarkan kembali percakapan tentang berbelanja, memeriksa kembali dan membandingkan hasil mereka dalam pasangan. 3. Peserta didik membacakan jawaban mereka dan mendiskusikannya dengan teman sekelas dan guru. <p>Post-Listening</p> <ol style="list-style-type: none"> 1. Peserta didik secara berpasangan mendiskusikan "Grammar Explore" tentang <i>"advice and suggestion"</i>. 2. Peserta didik membuat contoh kalimat yang menggunakan <i>"advice and suggestion"</i>. <p>Production</p>
No.	Komponen	Deskripsi / Keterangan

Halaman 6 dari

		Peserta didik melengkapi kalimat rumpang di Latihan 6 berdasarkan "Grammar Explore" tentang "advice and suggestion" yang telah dipelajari.
	Penutup (5 Menit)	1. Peserta didik dengan guru membuat rangkuman dengan penguatan terhadap apa yang sudah disampaikan peserta didik 2. Peserta didik melakukan refleksi dan mengevaluasi pengalaman belajar yang telah dilakukan 3. Guru menginformasikan pembelajaran selanjutnya 4. Berdoa
13.	Pengayaan dan Remedial	
	Pengayaan	
	Remedial	

Mengetahui
Kepala Sekolah



Feizul Munif, S.Si.

Purwokerto, 19 Juni 2025
Guru Mata pelajaran
Bahasa Inggris

Atsmaria Rahmawati, S.Pd.

Halaman 7 dari

MODUL AJAR BAHASA INGGRIS
Modul Ajar Unit 3 (Menulis)

No.	Komponen	Deskripsi / Keterangan						
1.	Nama Penyusun	Atsmaria Rahmawati, S.Pd.						
	Nama Institusi	SMA IT Al Irsyad Al Islamiyyah Purwokerto						
	Tahun Penyusunan Perangkat Ajar	2025						
	Tema	Modul Ajar Unit 3 (Menulis)						
	Fase/Kelas/Semester	E / X / 2						
	Alokasi Waktu	4 JP						
2.	Tujuan Pembelajaran	Peserta didik dapat menulis email tentang teknologi dan masa depan dengan menerapkan struktur kalimat yang tepat berdasarkan kaidah waktu dan kata kerja modal untuk menyatakan saran dan opini.						
3.	Skenario Asesmen	Peserta didik diminta untuk menulis email balasan sesuai dengan notes yang tertera di contoh pada halaman 41. Peserta didik membaca dan mengikuti langkah-langkah di Exercise 8 agar dapat menulis kerangka sederhana dengan benar dan tertata.						
4.	Analisis Tujuan Pembelajaran							
5.	Kriteria Ketuntasan Tujuan Pembelajaran							
	Aspek	Level	Kriteria Ketuntasan					
		0	1	2	3	4	5	
	Peserta didik dapat menulis email atau tidak dapat menulis email/surat	Peserta didik tidak dapat menulis email/	Peserta didik dapat menulis, namun isi	Peserta didik dapat menulis	Peserta didik dapat menulis secara umum,	Peserta didik dapat menulis	Peserta didik dapat menulis email/surat	3

Halaman 2 dari

No.	Komponen	Deskripsi / Keterangan
	<p>pribadi dengan menyampaikan saran dan nasihat secara tepat, menggunakan struktur dan kosakata yang sesuai.</p> <p>surat atau tidak menyampaikan saran dan nasihat sama sekali.</p> <p>tidak fokus dan sulit dipahami, serta saran tidak disampaikan dengan jelas.</p> <p>dengan struktur lemah dan saran tidak relevan, serta banyak kesalahan kosakata atau tata bahasa.</p> <p>namun saran atau nasihat kurang jelas dan terdapat beberapa kesalahan yang mengganggu pemahaman.</p> <p>cukup rapi dan jelas, dengan saran dan nasihat yang sesuai meskipun ada sedikit kesalahan bahasa.</p> <p>dengan struktur yang jelas, menyampaikan saran dan nasihat yang relevan dengan kosakata yang tepat.</p>	
6.	Kompetensi Awal Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat	Peserta didik memahami <i>phrases for giving advices or making suggestions</i> .
7.	Pemahaman Bermakna Peserta didik diajak untuk memahami dan menerapkan kemampuan menulis dalam konteks nyata melalui pendekatan berbasis desain. Dengan berfokus pada eksplorasi masalah sederhana, pemberian saran, dan penyampaian informasi.	
8.	Profil Pelajar Pancasila Profil Pelajar Pancasila yang berkaitan	<ol style="list-style-type: none"> Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia: Peserta didik diajak untuk berdoa sebelum pembelajaran dimulai. Kebhinekaan global: Peserta didik berdiskusi dan berbagi cerita tentang liburan dengan teman sebangku, menghargai perbedaan pengalaman, dan latar belakang satu sama lain. Mandiri: Peserta didik diminta untuk mengurutkan prioritas perjalanan, menemukan manfaat, dan kerugian dari setiap perjalanan secara individu yang dapat mengembangkan kemampuan untuk berpikir dan bertindak secara mandiri.

No.	Komponen	Deskripsi / Keterangan
		<ol style="list-style-type: none"> Bergotong royong: Dalam diskusi kelompok, peserta didik bekerja sama untuk menyelesaikan masalah terkait perjalanan yang tampaknya cocok untuk satu orang dan mendiskusikan ide-ide. Kegiatan ini memperlihatkan semangat gotong royong. Bernalar kritis: Peserta didik menganalisis teks, mengajukan pertanyaan, dan memecahkan masalah terkait pilihan perjalanan yang mengasah kemampuan berpikir kritis mereka. Kreatif: Peserta didik diminta untuk brainstorming dan menemukan phrasal verb dalam teks untuk melatih kreativitas dalam menghubungkan bahasa dengan situasi yang relevan.
9.	Model Pembelajaran	Custom
10.	Sarana dan Prasarana Fasilitas	<p>Sarana:</p> <ul style="list-style-type: none"> Laptop LCD/Proyektor Papan Tulis Alat Tulis Smartphone <p>Prasarana:</p> <ul style="list-style-type: none"> Buku Pearson Gold Experience B1 LMS Pearson Website Game Blooket
11.	Target Peserta Didik	
12.	Langkah-langkah Pembelajaran Pendahuluan (10 menit)	<ol style="list-style-type: none"> Mengucapkan salam Berdoa menurut keyakinan masing-masing

No.	Komponen	Deskripsi / Keterangan
		3. Mengecek kehadiran 4. Mengkondisikan/ mengatur ruang kelas disertai pembiasaan nilai disiplin, agar peserta didik tertib mengikuti proses pembelajaran
	Kegiatan Inti (25 Menit)	<p>Warm-up</p> <p>1. Secara berpasangan, minta peserta didik membahas tentang benda dengan teknologi terkini apa yang mereka tidak bisa hidup tanpa benda tersebut dan mengapa. Ambil beberapa jawaban dan simpulkan benda apa yang paling umum yang paling tidak bisa ditinggalkan oleh peserta didik.</p> <p>2. Merujuk peserta didik ke Latihan 1. Beri waktu 2 menit untuk membaca dan memahami 3 pertanyaan di Latihan 1. Minta mereka untuk membaca teks tentang "National Unplugged Day" dan jawab pertanyaan berdasarkan teks tersebut.</p> <p>Practice</p> <p>1. Merujuk peserta didik ke Latihan 2 dan 3. Minta mereka membaca email dari Jamie kepada Mia dan juga email balasan dari Mia. Minta mereka menjawab pertanyaan berdasarkan kedua email tersebut.</p> <p>2. Merujuk peserta didik ke Latihan 4. Minta mereka untuk membaca Kembali email balasan dari Mia dan minta mereka untuk menjawab pertanyaan di Latihan 4.</p> <p>3. Merujuk peserta didik ke Latihan 5 dan 6. Minta mereka untuk membaca dan mempelajari ekspresi untuk memberikan nasehat dan saran. Minta peserta didik membaca Kembali email balasan dari Mia dan temukan contoh nasehat dan saran yang diberikan oleh Mia kepada Jamie.</p> <p>4. Bagi peserta didik secara berpasang-pasangan dan arahkan mereka ke Latihan 7. Minta mereka untuk membaca email dari Greg dan menjawab pertanyaan berdasarkan email tersebut.</p> <p>Merujuk peserta didik ke Latihan 8 dan 9. Peserta didik secara individu membuat email balasan kepada Greg sesuai ketentuan dan instruksi di Latihan 8 dan 9.</p>

15

Halaman 5 dari

No.	Komponen	Deskripsi / Keterangan
	Penutup (5 Menit)	1. Peserta didik dengan guru membuat rangkuman dengan penguatan terhadap apa yang sudah disampaikan peserta didik 2. Peserta didik melakukan refleksi dan mengevaluasi pengalaman belajar yang telah dilakukan 3. Guru menginformasikan pembelajaran selanjutnya 4. Berdoa
13.	Pengayaan dan Remedial	
	Pengayaan	
	Remedial	

Mengetahui
Kepala Sekolah



Faizul Munif, S.Si.

Purwokerto, 19 Juni 2025
Guru Mata pelajaran
Bahasa Inggris

Ats maria Rahmawati, S.Pd.

16

Halaman 6 dari

MODUL AJAR BAHASA INGGRIS
Modul Ajar Unit 3 (Berbicara)

No.	Komponen	Deskripsi / Keterangan
1.	Nama Penyusun	Atsmaria Rahmawati, S.Pd.
	Nama Institusi	SMA IT Al Irsyad Al Islamiyyah Purwokerto
	Tahun Penyusunan Perangkat Ajar	2025
	Tema	Modul Ajar Unit 3 (Berbicara)
	Fase/Kelas/Semester	E / X / 2
	Alokasi Waktu	6 JP
2.	Tujuan Pembelajaran	Peserta didik dapat menyampaikan pendapat, menceritakan pengalaman, dan berdiskusi secara lisan tentang teknologi dan masa depan dengan struktur kalimat dan kosakata yang sesuai.
3.	Skenario Asesmen	Peserta didik secara berpasangan diminta untuk memberikan komentar menggunakan ekspresi memberikan saran dan opini mengenai macam-macam robot dan fungsinya dilengkapi dengan alasannya.
4.	Analisis Tujuan Pembelajaran	
5.	Kriteria Ketuntasan Tujuan Pembelajaran	
	Aspek	Level
		0 1 2 3 4 5
		Kriteria Ketuntasan

Halaman 2 dari

No.	Komponen	Deskripsi / Keterangan
	Peserta didik secara berpasangan	Peserta didik dapat bertukar pendapat
	Peserta didik tidak menunjukkan	Peserta didik dapat bertukar pendapat
	Peserta didik kesulitan berinteraksi	Peserta didik dapat bertukar pendapat
	Peserta didik menunjukkan partisipasi	Peserta didik dapat bertukar pendapat
	Peserta didik dapat bertukar pendapat	Peserta didik dapat bertukar pendapat
	Peserta didik dapat bertukar pendapat	Peserta didik dapat bertukar pendapat
	Peserta didik dapat bertukar pendapat	Peserta didik dapat bertukar pendapat
		3
	saling bertukar pendapat mengenai macam-macam robot dan menyampaikan opini pribadinya tentang robot yang paling bermanfaat.	usaha untuk bertukar pendapat dan tidak menyampaikan opini pribadi sama sekali.
	dengan pasangannya dan hanya menyampaikan sedikit atau tidak ada opini pribadi yang relevan.	terbatas dalam bertukar pendapat dan menyampaikan opini yang kurang jelas atau tidak sesuai konteks.
	secara sederhana dan menyampaikan opini pribadi, namun masih ada ketidaktepatan atau ketidakyakinan dalam mengungkapkan pendapat.	dengan lancar dan menyampaikan opini pribadi dengan cukup jelas, meskipun alasan yang diberikan masih terbatas.
	secara aktif dan percaya diri, menyampaikan opini pribadi dengan jelas, relevan, dan didukung alasan yang logis.	
6.	Kompetensi Awal	
	Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat	Peserta didik mengetahui <i>Present Tense</i> .
7.	Pemahaman Bermakna	Dengan pemahaman ini, siswa tidak hanya menguasai struktur tata bahasa dan kosakata, tetapi juga dapat mengaplikasikan pengetahuan tersebut dalam komunikasi yang efektif dan sesuai dengan situasi yang dihadapi. Pembelajaran ini menekankan pada penguasaan elemen-elemen gramatikal dan pemahaman konteks penggunaan yang tepat dalam kalimat.
8.	Profil Pelajar Pancasila	

Halaman 3 dari

	Profil Pelajar Pancasila yang berkaitan	<ol style="list-style-type: none"> Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia: Peserta didik diajak untuk berdoa sebelum pembelajaran dimulai. Kebhinekaan global: Peserta didik berdiskusi dan berbagi cerita tentang liburan dengan teman sebangku, menghargai perbedaan pengalaman, dan latar belakang satu sama lain. Mandiri: Peserta didik diminta untuk mengurutkan prioritas perjalanan, menemukan manfaat, dan kerugian dari setiap perjalanan secara individu yang dapat mengembangkan kemampuan untuk berpikir dan bertindak secara mandiri. Bergotong royong: Dalam diskusi kelompok, peserta didik bekerja sama untuk menyelesaikan masalah terkait perjalanan yang tampaknya cocok untuk satu orang dan mendiskusikan ide-ide. Kegiatan ini memperlihatkan semangat gotong royong. Bernalar kritis: Peserta didik menganalisis teks, mengajukan pertanyaan, dan memecahkan masalah terkait pilihan perjalanan yang mengasah kemampuan berpikir kritis mereka. Kreatif: Peserta didik diminta untuk brainstorming dan menemukan phrasal verb dalam teks untuk melatih kreativitas dalam menghubungkan bahasa dengan situasi yang relevan.
No.	Komponen	Deskripsi / Keterangan
9.	Model Pembelajaran	Custom
10.	Sarana dan Prasarana	

	Fasilitas	<p>Sarana:</p> <ul style="list-style-type: none"> Laptop LCD/Proyektor Papan Tulis Alat Tulis Smartphone <p>Prasarana:</p> <ul style="list-style-type: none"> Buku Pearson Gold Experience B1 LMS Pearson Website Game Blooket
11.	Target Peserta Didik	
12.	Langkah-langkah Pembelajaran	
No.	Komponen	Deskripsi / Keterangan
	Pendahuluan (10 menit)	<ol style="list-style-type: none"> Mengucapkan salam Berdoa menurut keyakinan masing-masing Mengecek kehadiran Mengkondisikan/ mengatur ruang kelas disertai pembiasaan nilai disiplin, agar peserta didik tertib mengikuti proses pembelajaran

	Kegiatan Inti (25 Menit)	<p>Warm-up</p> <ol style="list-style-type: none"> Minta peserta didik untuk menutup mata dan minta mereka untuk memvisualisasikan robot di pikiran mereka. Beri mereka pertanyaan: <i>What does it look like? How big is it? What colour is it? What does it do? What sounds does it make?</i> Minta mereka untuk menjawab pertanyaan tersebut di dalam hati. Minta peserta didik untuk membuka mata dan bagi mereka menjadi berpasang-pasangan. Minta peserta didik untuk mendiskusikan dan membandingkan Bersama rekannya tentang robot menurut bayangan mereka masing-masing. Arahkan peserta didik ke Latihan 1. Minta mereka untuk menjawab pertanyaan dengan memperhatikan daftar kosakata dibawahnya. <p>Practice</p> <ol style="list-style-type: none"> Merujuk peserta didik ke Latihan 2. Minta mereka secara individu untuk membaca dan memahami terlebih dahulu pertanyaan yang ditanyakan. Putarkan rekaman percakapan dan minta mereka untuk menjawab pertanyaan berdasarkan rekaman percakapan. Periksa jawaban peserta didik dan minta beberapa dari mereka untuk membacakan jawabannya. Merujuk peserta didik ke Latihan 3. Minta mereka untuk membaca dan memahami kutipan percakapan dan mencoba menebak kata yang hilang dari kalimat rumpang di kutipan tersebut. Putarkan Kembali rekaman percakapan untuk membantu mereka melengkapi kalimat rumpang. Periksa jawaban mereka secara Bersama-sama. <p>Production</p>
--	--------------------------	--

No.	Komponen	Deskripsi / Keterangan
-----	----------	------------------------

		<ol style="list-style-type: none"> Merujuk peserta didik ke Latihan 7. Secara berpasangan, minta mereka untuk mendiskusikan empat pertanyaan. Berkeliling untuk memeriksa dan membantu mereka jika ada kesulitan. <p>Minta beberapa pasang untuk maju ke depan kelas untuk mempresentasikan hasil diskusi mereka.</p>
13.	Penutup (5 Menit)	<ol style="list-style-type: none"> Peserta didik dengan guru membuat rangkuman dengan penguatan terhadap apa yang sudah disampaikan peserta didik Peserta didik melakukan refleksi dan mengevaluasi pengalaman belajar yang telah dilakukan Guru menginformasikan pembelajaran selanjutnya Berdoa
	Pengayaan dan Remedial	
	Pengayaan	
	Remedial	

Mengetahui
Kepala Sekolah



Faizul Munif, S.Si.

Purwokerto, 19 Juni 2025

Guru Mata pelajaran
Bahasa Inggris



Atsmaria Rahmawati, S.Pd.

K.H. SAIFUDDIN

LEMBAR KERJA PESERTA DIDIK

3 The future is now

READING

Power up

- 1 Work in pairs and discuss the questions.
 - 1 What kind of music do you usually listen to?
 - 2 Where do you get that music from?
 - 3 How do you prefer to listen to music?

- 2 Work in pairs. Read the title of the article and discuss the questions.
 - 1 What's the topic of the article?
 - 2 What do you think it might say about these things?
 - access to music
 - music concerts
 - music format (e.g. CDs, mp3)
 - music videos
 - listening to music
 - writing music

Read on

- 3 Read the exam tip and complete the task.

exam tip: gapped text
Read the text quickly to understand what it's about. It will help you complete the task. You can:
• move your eyes left to right and down quickly to pick out key words (e.g. verbs and nouns).
• read the first line of each paragraph.
Read the article quickly using one of the ideas above. Which things from 2 does the article mention?

- 4 Read the article again. Five sentences have been removed from the article. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

- A Users can take things away if they like.
- B However, a few bands are trying them out at a festival next month.
- C All of these things are great ideas.
- D It won't be able to do it alone though.
- E They store music, play it and record it.
- F But none of those things came true.
- G If musicians need help with this, it'll do it.
- H The technology will also stop those people from sending the music to others.

- 5 Find words or phrases in the article that have these meanings. Are they adjectives, adverbs, verbs or nouns?
 - 1 seen at the same time it is happening (e.g. music) (para 2)
 - 2 happening often (para 2)
 - 3 getting the result you want (para 2)
 - 4 without anything or anyone else coming in between (para 3)
 - 5 make (para 4)
 - 6 say that something will happen before it happens (para 5)
 - 7 a group of musicians (para 5)
 - 8 so good that you can't believe it (para 5)

Sum up

- 6 Work in pairs. Explain in your own words how the article suggests these things will change the way we make or listen to music.
 - virtual reality
 - real-time technology
 - intelligent machines

Speak up

- 7 Work in pairs. Which changes in the article do you think would be good? Which wouldn't? Why?
What other changes in music would you like to see? Make a list of ideas. Present your best idea to the class.

34 Did you know that people who play a musical instrument develop bigger, earlier connected brain?

The future of music

Changing technology gives us new ways to record and play music. Twenty years ago, musicians typically made music in recording studios and we listened to it on CDs. A few years later, more musicians used their laptops and we used MP3 players to listen. Now everyone can use smartphones. So, how will technology change the music industry in the future?

Music videos are a great way to tell a story about a song. In future, we'll watch music videos in virtual reality and be a part of that story. We'll also regularly watch live virtual reality concerts from our own homes. We'll put on our headset just before the concert starts and be ready to go. Virtual reality concerts might not be common at the moment, but if successful, these concerts are likely to become very popular.

Musicians are always looking for new ways to connect with listeners of their music. New technology, known as a 'block chain', will allow musicians to share new songs directly with fans. This means musicians will no longer lose money through file sharing. Some artists are going to try out this technology soon.

Finally, we won't only listen to music made by humans. It'll be possible for a machine to learn how to write songs too. It'll need us to help it so it'll be a team activity. Humans and machines will work together to produce, hopefully, great music.

Of course, the great thing about the future is that none of us really knows what will happen. In the past, people predicted no more guitar bands, no more rock music and no more riffs. What we do know about the future is that, with all these incredible developments in technology, music's going to be exciting!

Halaman 8 dari

3 The future is now

LISTENING

Power up

- 1 Which item from question 1 in Ex 3 would you buy? Why?

Listen up

- 2 Read the exam tip and complete the task.

- 3 Listen and for each question, choose the correct answer.

- 1 What does the girl decide to buy?
 - A mobile phone
 - B headphones
 - C a dictionary
- 2 What has a music player in it?
 - A a dictionary
 - B a mobile phone
 - C headphones
- 3 Which book would the girl like?
 - A a dictionary
 - B a mobile phone
 - C headphones
- 4 What app does the boy decide to download?
 - A a dictionary
 - B a mobile phone
 - C headphones
- 5 What does the boy want?
 - A a dictionary
 - B a mobile phone
 - C headphones
- 6 What of the boy's things has stopped working?
 - A a dictionary
 - B a mobile phone
 - C headphones
- 7 What does the girl collect these days?
 - A a dictionary
 - B a mobile phone
 - C headphones

exam tip: multiple choice (pictures)

Before you listen, read the questions, identify what's in the pictures and predict words you might hear in the recording.

- 1 Read question 1 in Ex 3. What is the conversation about? What words might you hear?

- 2 Listen again and check your answers.

- 3 Read the grammar box. Which phrase is followed by a different verb form to the others?

explores grammar

We use **should** and **ought to** + infinitive for advice. What should I buy? I should get a new mobile. You ought to get a tablet.
To make a suggestion we use **why don't you** + infinitive. How about downloading this one? You could spend a packet of rice.
We use **shall** (I/we + infinitive for offers and suggestions. Shall I ask her? Shall we watch TV?

advice and suggestions

3 Complete the conversation with one or two words in each gap.
A: What kind of phone? B: Well, I buy something older. It might not wear charge properly.
A: How about this one? It's got a good camera. B: Great! You make films on it!
A: Yes, that's true. B: I'm not sure. I think about it for a while. Why? A: You read some reviews.
B: Good idea. I could look online.
A: It's good at reviews. B: Yes, that'd be great.

Speak up

- 2 Work in pairs and do this roleplay. Student A: You want to buy a mobile but you don't know which one to buy. Ask Student B for some advice. Student B: Student A wants to buy a mobile. Help together with some ideas.

Halaman 9 dari

3 The future is now

LISTENING

- 1 Read the questions (1-7) in Ex 3 and match them with the purpose of each conversation (A-G).

- A talking about different game genres
- B showing useful materials for studying
- C talking about something which isn't working
- D discussing what to get when shopping
- E finding out when a business opens
- F asking about their interest in a concert
- G talking about online material they enjoy using

- 2 Read the questions in Ex 3 again and look at the pictures. What words do you think you will hear in each conversation? Match the questions (1-7) to the words below.

- | | |
|------------|-------------------|
| bing | 5 magic |
| dictionary | 6 microwave |
| dishwasher | 7 morning |
| DJ | 8 quarter to nine |
| get band | 9 racing |
| hard to | 10 song |
| keyboard | 11 speakers |

- 3 Listen to the conversations. For each question, choose the correct answer.

- 1 What will the girl buy from the shop?
 - A headphones
 - B a dictionary
 - C a mobile phone
- 2 What will the boy use to do his homework?
 - A a dictionary
 - B a mobile phone
 - C headphones
- 3 Which type of game is the girl's favourite?
 - A racing
 - B magic
 - C song

- 4 Who does the boy want to see in concert?
 - A DJ
 - B get band
 - C hard to

- 5 What website does the girl use most often?
 - A dictionary
 - B dishwasher
 - C DJ

- 6 Which machine has broken down?
 - A microwave
 - B morning
 - C quarter to nine

- 7 What time will the mobile phone shop open?
 - A racing
 - B song
 - C speakers

advice and suggestions

- 2 Choose the correct words to complete the conversation.
 - A: How? Why don't we watch it this later?
 - B: Good idea. We 'ought' / 'should' watch the latest Marvel film. (I think Sam has the DVD)
 - A: We 'could' / 'might' download it. It's probably easier.
 - B: OK, good idea. 'Might' / 'will' do that now?
 - A: Yes. There are on watch it when we need to. And we 'could' / 'ought' to get some popcorn. I'll go to the shop.
 - B: Great! How about 'get' / getting some of that sweet and salty popcorn? I love that!
 - A: Sounds good! I'll see what they've got.
- 3 Listen and check your answers.
 - 1 How about _____?
 - 2 Why don't we _____?
 - 3 We should _____.
 - 4 We could _____.
 - 5 We ought to _____.

Halaman 9 dari

3 The future is now

WRITING

Power up

1 Work in pairs. Read the notice and answer the questions.

- Do you think it's a good idea?
- Would you like to do it? Why/Why not?
- How would you feel if you had to give these things up?

National Unplugged Day

This year's 'Unplugged' Day will be on Friday 22 November.

Each person gives up a gadget for the whole day. What are you going to give up: your mobile phone, tablet, TV, games console or something else?

2 Read Jamie's email to Mia and Mia's notes. Why is Jamie writing? What four things does Mia need to say in her reply?

From: Jamie **To:** Mia

Hi! Sorry I didn't email last week. I had a terrible cold and was in bed all weekend. I feel much better now though. So, it's National 'Unplugged' Day in two weeks. I'm going to try and give something up. Which do you think is easier: giving up a phone or a games console for the whole day? And what will I do with my time instead? What are you going to give up?

Jamie

From: Mia **To:** Jamie

Hi Jamie, Sorry to hear you were ill but **you're glad you're feeling OK now**. **I think you ought to give up your games console for National 'Unplugged' Day**. You only use it for a couple of hours after school, so I don't think it'll be too difficult. **You could go out to the park instead**. **How about organising a robot ball match with some friends or something?** I'm sure they'd enjoy that. I'm going to give up my tablet. It's going to be difficult **'because I like to chat with my friends** but I think I should try it. Hopefully, I can do it. After all, it's just one day!

Mia

3 Read Mia's reply. Does she include all four points from the notes?

4 Work in pairs. Read Greg's email and discuss the questions.

- Which gadget should Greg give up? Why?
- What are you going to give up? Why?
- Will it be easy or difficult? Why?

Great! **try which and why**

From: Greg

Hi, It's National Unplugged Day on Friday. I'm going to try and give something up. I can't decide between my mobile and my games console. What do you think I should do? What are you going to give up? Do you think it'll be easy or difficult? Greg

exam tip: email p.150
Use a variety of appropriate phrases in your email, e.g. phrases for giving advice or making suggestions. Avoid repeating the same one(s).

5 Read the exam tip. Then use these prompts to suggest five more activities that Jamie could do instead of playing on his games console.

- You should ...
- You ought to ...
- You might ...
- You could ...
- How about ...?
- Why don't you ...?

6 Plan your reply to Greg. Decide:

- what information to give about each of the four notes,
- how many paragraphs to include,
- the purpose of each paragraph,
- what phrases to use to give advice and/or make a suggestion to Greg.

Write on

7 Write your reply to Greg in about 100 words. Include all the information in the notes in Ex 7. Follow your plan from Ex 6.

Improve it

8 Read your email and answer the questions.

- Does it include all the information in the notes? Did you add a little more information for each one?
- Did you organise your ideas clearly into paragraphs?
- Did you use a variety of appropriate phrases for advice and suggestions?

9 Use your answers to Ex 10 to improve your email. Write it out again if necessary.

10 Read your email one final time. Look for other errors (e.g. grammar, spelling and punctuation). Correct them.



SPEAKING

Power up

1 Work in pairs and discuss the questions.

- If you had a robot, what would you like it to do for you?
- Which of these words would you use to describe your imaginary robot? Why?

cute, convenient, creative, human, intelligent, funny, tough, useful

2 Listen to two people talking about different robots. What types of robots do they talk about? Which one do they think would be the most useful? Why?

3 Listen again and complete the extracts from the conversation.

- In my _____, the robot pet would be useful. People could play with it.
- That's _____, but it's not the same as a real pet.
- In my _____, you couldn't really have a robot pet.
- I _____ I think that a lot of robots are very cute.
- What's your view _____ the robot doctor?
- I don't think this would be a good idea. You couldn't trust it.
- I'm not _____.
- It could only check our bodies. It'd _____ that's a problem.
- That's a _____ point.
- As _____ me, a robot that checks my room would be really useful.
- Yes, it _____.

4 Read the exam tip and complete the task.

exam tip: collaborative task and discussion p.148, p.149
Listen carefully to what your partner says and respond before you give your own ideas. Work in pairs. Choose three phrases from the useful language and give examples of how to use them.

5 Work in pairs. Turn to page 158 and complete the task. Use as many phrases from the useful language as possible.

6 Work in pairs and discuss the questions.

- Would you like more technology in your life? Why/Why not?
- Which do you think would be more useful: a robot to clean your room or a robot to do your homework? Why?
- What's the best technology for watching a film? Why?
- What do you think is most interesting about the internet? Why?

Speaking extra

Work in two groups. Read the comments below and discuss them. Persuade the other group to agree with you, giving reasons.

Group A: Think of reasons why the situations are bad.

Group B: Think of reasons why the situations are good.

Robots will improve our lives. I won't be necessary to learn how to write with a pen. Children will learn faster and better from a computer at home. No one will need to learn how to drive.

7 Listen to sentences about different ways of watching films. Complete the sentences with the words the speakers use.

agree the point right sure think sure view

- I _____ a tablet's useful. If you download a film onto it, you can watch it anywhere.
- That's _____ And the screen's bigger than a mobile.
- Yes, that's a good _____ Maybe a tablet's useful for watching a film at home, then.
- Really _____ I'd like a room like that. It's better to watch a film with other people.
- Heads, Bill! _____ I prefer to watch films alone.
- _____ Tablets are great for video clips, but they aren't so good for films.
- I don't _____
- Really _____ it's more fun to watch films with other people.





8 Listen again. Look at the pictures (A-E) and decide which of these things the speakers agree on?


9 Match the highlighted phrases in Ex 1 to the correct column in the table.

giving opinions	agreeing	disagreeing

10 Complete the conversation with phrases from the table in Ex 9.

A: I don't like any of these films. *
B: They're boring.
A: Really? *
B: Really? * I think they're all really interesting.
A: There're all action films. What's interesting about that?
B: Well, yes. * They're good stories too. * - They're one action films. But they have good stories too. * - In fact, there are some deeper messages in them.
A: * _____ about that. They don't seem very deep to me. * - And from films focus too much on special effects and not enough on the story.
B: Yes, * _____ but only for some action films. You have to choose the right ones to watch.
A: * _____ Listen to the questions and record your answers. Listen to your answers. How many of the phrases from Ex 9 did you use?



Module Class XI

MODUL AJAR BAHASA INGGRIS
Modul Ajar Unit 8 (1)

No.	Komponen	Deskripsi / Keterangan						
1.	Nama Penyusun	Wening Nur Mitayani, S.Pd.						
	Nama Institusi	SMA IT Al Irsyad Al Islamiyyah Purwokerto						
	Tahun Penyusunan Perangkat Ajar	2025						
	Tema	Modul Ajar Unit 8 (1)						
	Fase/Kelas/Semester	F / XI / 2						
	Alokasi Waktu	3 JP						
2.	Tujuan Pembelajaran	Peserta didik dapat mengidentifikasi ide pokok, informasi kunci, dan informasi spesifik dalam teks tentang kegiatan waktu luang dengan menggunakan strategi membaca seperti skimming, scanning, dan menafsirkan makna kosakata berdasarkan konteks.						
3.	Skenario Asesmen	Disajikan sebuah artikel tentang aktivitas waktu luang, Peserta didik diminta menjawab pertanyaan berdasarkan isi artikel tersebut menggunakan informasi kunci dan strategi membaca seperti scanning dan skimming.						
4.	Analisis Tujuan Pembelajaran							
5.	Kriteria Ketuntasan Tujuan Pembelajaran							
	Aspek	Level	Kriteria Ketuntasan					
		0	1	2	3	4	5	4
	Peserta didik dapat	Peserta didik tidak dapat	Peserta didik dapat	Peserta didik menunjukkan	Peserta didik memahami isi	Peserta didik dapat	Peserta didik dapat	

Halaman 1 dari 8

No.	Komponen	Deskripsi / Keterangan						
	Aspek	0	1	2	3	4	5	Kriteria Ketuntasan
		Peserta didik dapat menemukan kata atau frasa dalam artikel yang memiliki makna sama dengan kata atau frasa yang diberikan, serta memberikan jawaban yang sesuai konteks.	Peserta didik tidak dapat menemukan padanan kata atau frasa, dan tidak menunjukkan pemahaman terhadap konteks.	Peserta didik hampir tidak dapat menemukan padanan yang tepat dan konteks jawaban tidak sesuai.	Peserta didik kesulitan menemukan padanan kata atau frasa dan sering tidak sesuai konteks.	Peserta didik dapat menemukan beberapa padanan kata atau frasa, namun belum sepenuhnya tepat dalam konteks.	Peserta didik dapat menemukan sebagian besar padanan kata atau frasa dengan konteks yang tepat.	Peserta didik dapat menemukan padanan kata atau frasa secara tepat dan sesuai konteks untuk seluruh soal.
6.	Kompetensi Awal	Pengertian dan/atau Keterampilan atau Kompetensi Prasyarat	Peserta didik dapat memahami strategi membaca antara lain scanning, skimming, dan infering.					

Halaman 2 dari 8

No.	Komponen	Deskripsi / Keterangan
7.	Pemahaman Bermakna	Memahami teks secara efektif membutuhkan strategi membaca yang tepat untuk menemukan ide pokok, informasi penting, dan makna kata dalam konteks.
8.	Profil Pelajar Pancasila	<p>Profil Pelajar Pancasila yang berkaitan</p> <p>1. Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia Melalui refleksi pribadi tentang kesabaran dan pengendalian diri setelah membaca teks dan menonton video "The Marshmallow Test", peserta didik diajarkan untuk mengenali pentingnya nilai-nilai moral seperti kesabaran, kejujuran, dan tanggung jawab terhadap keputusan pribadi.</p> <p>2. Berkebinekaan Global Peserta didik diajak untuk memahami dan membandingkan perilaku anak-anak zaman sekarang dengan masa lalu, serta mendiskusikan nilai kesabaran dalam konteks lintas generasi dan budaya, sehingga memperkuat kesadaran terhadap keberagaman nilai dan cara berpikir.</p> <p>3. Gotong Royong Melalui berbagai diskusi berpasangan dan berkelompok, peserta didik saling bekerja sama dalam memahami isi video, teks bacaan, dan bertukar pendapat tentang kontrol diri, serta aktif berdiskusi dalam kelompok maupun kelas untuk mencapai pemahaman bersama.</p> <p>4. Mandiri Peserta didik diberi kesempatan untuk merefleksikan tingkat kontrol diri mereka secara pribadi, mengerjakan soal secara mandiri dengan bantuan strategi membaca, serta mengembangkan pemahaman pribadi sebelum berdiskusi dengan orang lain.</p> <p>5. Bermalar Kritis Kegiatan pembelajaran mendorong peserta didik untuk berpikir kritis dengan mengajukan</p>

Halaman 3 dari 8

No.	Komponen	Deskripsi / Keterangan
		<p>dan menjawab pertanyaan mendalam tentang kesabaran, menganalisis isi video dan teks bacaan, serta mengevaluasi validitas dari 'The Marshmallow Test' sebagai metode pengukuran.</p> <p>6. Kreatif</p> <p>Peserta didik didorong untuk mengemukakan ide-ide kreatif melalui diskusi tentang situasi tersulit dalam menahan kesabaran, membandingkan pengalaman pribadi dengan orang tua atau kakek-nenek, dan menyampaikan pendapat mereka secara lisan dan tertulis dalam kegiatan berpasangan maupun kelompok.</p> <p>Jika Anda ingin saya bantu menjadikannya dalam format dokumen (Word atau PDF), saya bisa bantu juga.</p>
9.	Model Pembelajaran	Custom
10.	Sarana dan Prasarana	
	Fasilitas	<p>Sarana:</p> <ul style="list-style-type: none"> • Laptop • LCD/Projektor • Papan Tulis • Alat Tulis • Smartphone <p>Prasarana:</p> <ul style="list-style-type: none"> • Buku Pearson Gold Experience B1 • LMS Pearson • Website Game Booket
11.	Target Peserta Didik	
12.	Langkah-langkah Pembelajaran	
	Pendahuluan (10 menit)	1. Guru dan peserta didik menyampaikan salam dan berdoa

Halaman 4 dari 8

No.	Komponen	Deskripsi / Keterangan
		<p>2. Guru melakukan presensi kehadiran peserta didik dengan bertanya "Is anyone absent today?"</p> <p>3. Guru memberikan apersepsi dengan menanyakan pertanyaan pemantik: a. Have you ever known about Marshmallow Test?</p> <p>4. Guru memberikan penguatan sdb dalam pembelajaran</p> <p>5. Guru menyampaikan topik pada pembelajaran tersebut.</p>
	Kegiatan Inti (25 Menit)	<p>PERTEMUAN 1 (3JP)</p> <p>Pre-Reading</p> <p>1. Guru meminta peserta didik mengamati video terkait Marshmallow Test</p> <p>https://www.youtube.com/watch?v=OX_0y96T4HD</p> <p>2. Guru bertanya terkait isi video Marshmallow Test dengan mengajak siswa mengamati aktivitas 2: Do you think that young people today are more impatient than in the past? Why? Why not?</p> <p>3. Guru meminta siswa berkelompok dan menanyakan pertanyaan di aktivitas 3: Whether the students would be able to wait for the second sweet, and whether they would have waited when they were children. Do they think it's a good test? Why/Why not?</p> <p>The marshmallow test</p> <p>Purpose: to test patience</p> <p>Age: 4 years old</p> <p>Materials: a _____ with one marshmallow and _____</p> <p>Method: Offer the child one marshmallow. Explain that they can eat it, but if they can wait a few minutes, they can have two marshmallows to eat.</p>

Halaman 5 dari 8

No.	Komponen	Deskripsi / Keterangan
		<p>Conclusion: Children who can _____ have shown two important qualities.</p> <p>The marshmallow test</p> <p>Purpose: to test patience</p> <p>Age: _____ years old</p> <p>Materials: a plate with one marshmallow and some extra ones</p> <p>Method: Offer the child one marshmallow. Explain that they _____ but if they can wait a few minutes, they _____ to eat.</p> <p>Conclusion: Children who wait for the second marshmallow have shown two important qualities.</p> <p>4. Guru mengajak peserta didik brainstorming terkait gambar dengan menanyakan situasi yang paling sulit untuk menahan kesabaran: Work in pairs. Look at the photos of situations where you need to be patient. Which situation would you find the hardest? Why?</p> <p>5. Peserta didik secara berpasangan diminta untuk berbagi preferensi dari Aktivitas 1 dan saling bertanyajawab.</p> <p>While-Reading</p> <p>6. Guru menjelaskan teks tentang "Are modern children really less patient?" di Aktivitas 7.</p> <p>7. Guru meminta peserta didik membaca Exam Tip bersama-sama sebagai panduan mengerjakan Aktivitas 7</p>

Halaman 6 dari 8

No.	Komponen	Deskripsi / Keterangan
		8. Guru meminta peserta didik menemukan keyword di setiap opsi pilihan dan pertanyaan

MODUL AJAR BAHASA INGGRES
Modul Ajar Unit 8 (2)

No.	Komponen	Deskripsi / Keterangan						
1.	Nama Penyusun	Wening Nur Mitayani, S.Pd.						
	Nama Institusi	SMA IT Al Irsyad Al Islamiyyah Purwokerto						
	Tahun Penyusunan Perangkat Ajar	2025						
	Tema	Modul Ajar Unit 8 (2)						
	Fase/Kelas/Semester	F / XI / 2						
Alokasi Waktu	3 JP							
2.	Tujuan Pembelajaran	Peserta didik dapat menyusun percakapan dengan menggunakan ekspresi untuk menyampaikan dan menanggapi pendapat, serta kalimat langsung dan tidak langsung secara tepat.						
3.	Skenario Asesmen	Disajikan beberapa situasi. Peserta didik diminta untuk menyusun percakapan sesuai konteks secara tertulis.						
4.	Analisis Tujuan Pembelajaran							
5.	Kriteria Ketuntasan Tujuan Pembelajaran							
	Aspek	Level	Kriteria Ketuntasan					
		0	1	2	3	4	5	4
	Peserta didik dapat menerapkan ungkapan	Peserta didik tidak menunjukkan pemahaman	Peserta didik kesulitan menggunakan ungkapan	Peserta didik menggunakan ungkapan secara	Peserta didik menggunakan beberapa ungkapan	Peserta didik menggunakan sebagian ungkapan	Peserta didik menggunakan semua jenis ungkapan	

Halaman 1 dari 8

No.	Komponen	Deskripsi / Keterangan						
	berupa saran, persetujuan, ketidaksetujuan, dan pendapat dengan struktur kalimat serta kosakata yang sesuai.	atau tidak menggunakan ungkapan sama sekali.						
		dengan benar dan hanya menunjukkan sedikit pemahaman.						
		terbatas dan sering salah dalam struktur kalimat atau kosakata.						
		dengan ketepatan yang cukup, namun masih terdapat kesalahan dalam struktur atau pemilihan kosakata.						
		ungkapan dengan struktur dan kosakata yang tepat, hanya terdapat sedikit kesalahan.						
		(saran, persetujuan, ketidaksetujuan, dan pendapat) dengan struktur kalimat dan kosakata yang tepat dan konsisten.						
	Aspek	Level	Kriteria Ketuntasan					
		0	1	2	3	4	5	4
	Peserta didik dapat mengubah kalimat langsung menjadi kalimat tidak langsung dengan menggunakan struktur yang tepat.	Peserta didik tidak dapat mengubah kalimat langsung menjadi kalimat tidak langsung atau hasilnya tidak sesuai sepenuhnya.	Peserta didik kesulitan mengubah kalimat dan sebagian besar hasilnya tidak sesuai struktur kalimat tidak langsung.	Peserta didik hanya mampu mengubah sedikit kalimat dengan benar dan menunjukkan kesalahan mendasar dalam struktur.	Peserta didik mengubah beberapa kalimat dengan cukup tepat, tetapi masih terdapat kesalahan yang mengganggu kejelasan makna.	Peserta didik mengubah sebagian besar kalimat dengan benar, hanya terdapat sedikit kesalahan pada struktur atau kata kerja.	Peserta didik dapat mengubah semua kalimat langsung menjadi kalimat tidak langsung dengan struktur yang tepat, tanpa kesalahan.	
	Aspek	Level	Kriteria Ketuntasan					
		0	1	2	3	4	5	4
	Peserta didik dapat memilih kata atau ungkapan yang paling sesuai	Peserta didik tidak dapat memilih kata atau ungkapan	Peserta didik sangat kesulitan memilih kata atau ungkapan	Peserta didik sering salah memilih kata atau ungkapan	Peserta didik memilih kata atau ungkapan yang tepat untuk beberapa kalimat	Peserta didik memilih kata atau ungkapan yang tepat untuk	Peserta didik memilih kata atau ungkapan yang tepat untuk semua	

Halaman 2 dari 8

No.	Komponen	Deskripsi / Keterangan
	untuk melengkapi kalimat, rumpang dalam konteks percakapan.	yang tepat untuk mengisi kalimat rumpang.
		ungkapan yang sesuai dan hanya sedikit pilihan yang tepat.
		sehingga makna kalimat kurang tepat.
		rumpang, tetapi masih ada kesalahan yang memengaruhi makna.
		sebagian besar kalimat rumpang dengan sedikit kesalahan.
		kalimat rumpang sesuai konteks percakapan tanpa kesalahan.
6.	Kompetensi Awal	Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat
		Peserta didik dapat membuat kalimat dengan Past Tense dan Present Tense.
7.	Pemahaman Bermakna	Berkomunikasi secara efektif memerlukan kemampuan menyampaikan dan menanggapi pendapat dengan sopan dan jelas, serta memahami penggunaan kalimat langsung dan tidak langsung untuk menyampaikan informasi secara akurat.
8.	Profil Pelajar Pancasila	Profil Pelajar Pancasila yang berkaitan
		<p>1. Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia</p> <p>Melalui pembelajaran yang mendorong kerja sama, ketekunan, dan kejujuran dalam proses diskusi dan presentasi, peserta didik dilatih untuk menjaga sikap hormat, tanggung jawab, dan adab saat berkomunikasi, baik secara lisan maupun tertulis, dalam proses belajar.</p> <p>2. Berkebinekaan Global</p> <p>Peserta didik mengenal bentuk komunikasi tidak langsung (reported speech) yang banyak digunakan dalam konteks global, serta memahami pentingnya menyampaikan informasi dengan benar dalam berbagai situasi sosial dan budaya.</p>

No.	Komponen	Deskripsi / Keterangan
		<p>3. Gotong Royong Kegiatan pembelajaran didesain dalam kerja kelompok, di mana peserta didik berbagi tugas, bertukar pemahaman, dan bekerja sama dalam menyelesaikan latihan serta mempresentasikan hasil kerja, sehingga memperkuat semangat kolaborasi dan saling menghargai kontribusi setiap anggota kelompok.</p> <p>4. Mandiri Peserta didik dilatih untuk mengidentifikasi struktur bahasa secara mandiri melalui eksplorasi grammar box dan latihan soal, serta merefleksikan hasil kerja dengan menerima umpan balik dari guru dan teman, sehingga mendorong sikap tanggung jawab terhadap proses belajar sendiri.</p> <p>5. Bernalar Kritis Dengan menganalisis perbedaan antara <i>direct speech</i> dan <i>reported speech</i>, serta menyusun kesimpulan berdasarkan hasil latihan dan diskusi, peserta didik mengembangkan kemampuan berpikir logis, sistematis, dan kritis terhadap penggunaan bahasa dalam komunikasi.</p> <p>6. Kreatif Peserta didik menunjukkan kreativitas dalam menyusun kalimat dan mengubah teks menjadi <i>reported speech</i>, serta dalam mempresentasikan hasil diskusi kelompok di depan kelas, yang mendorong ekspresi ide dan pemahaman dengan cara yang menarik dan akurat.</p>
9.	Model Pembelajaran	Custom
10.	Sarana dan Prasarana	
	Fasilitas	Sarana:

No.	Komponen	Deskripsi / Keterangan
		4. Berdoa.
13.	Pengayaan dan Remedial	
	Pengayaan	
	Remedial	

Mengetahui
Kepala Sekolah


Faizul Wunif, S.Si.

Purwokerto, 19 Juni 2025
Guru Mata pelajaran
Bahasa Inggris


Wening Nur Mitayani

8 Time out

WRITING

Power up

- What do you know about hobbies from the past? Read the text and decide which sentences are true (T) or false (F).
- Do you know anyone who has a hobby or a pastime that you wouldn't expect them to have? Share your answers with the class.
- Read the useful language. Then read this article about a celebrity with an unusual hobby. Find at least two adjectives and two adverbs.

True or False?

- Snake wrestling was a hobby the Romans really enjoyed practising. T/F
- The competitors in the Olympic Games in Ancient Greece were people who just did sports for fun. T/F
- Pole sitting, a game where contestants sat on a seat on top of a flag pole for as long as possible, became a popular pastime in 1920's America. T/F
- The Victorians had a keen interest in plants and often had seaweed collections. T/F
- The British invented football in the eighteenth century and that is why it is the UK's national sport. T/F
- 'Grass balling', or rolling a ball of grass to make a decoration, has long been a pastime in Japan, particularly with children and young people. T/F



WHAT DO THE STARS DO WHEN THE PARTY'S OVER?

We all need a hobby, and even celebrities need a way to relax. Have you heard about the benefits of doing creative crafts? If so, you won't be surprised to learn that Taylor Swift is keen on making snow globes in her free time.

Taylor is a fantastic singer and songwriter. She's written a huge number of successful hits. She once said that this busy lifestyle brought many challenges. Making snow globes for close friends and family gave her a chance to do something completely different.

I think a hobby is extremely important because it helps you to forget about work or studies and relax. I would love to try this hobby and share the results with my friends.

Useful language: adjectives and adverbs
You might be surprised / amazed / amazed to learn that ...
I think a good / interesting / useful hobby is ...
It's hobby is great / fantastic / helpful because it's ...
the ease / funnily / jolly and then

Plan on

- Read the article again. In which paragraph does the writer do these things?
- 1 introduce the hobby ... 3 introduce the person with the hobby ...
- 2 say why the person likes the hobby ... 4 say why the hobby is good ...

3 Find one example of reported speech in the article.
4 Read the abstract. What do you need to write? What should it be about?

Articles for 'Activity News'

Do you know someone with an interesting or unusual hobby? Why do you think they do that hobby? Explain whether you'd like to do this hobby or not. Write an article for our magazine. We'll put the best ones in next week's issue.

exam tip: article You can start an article with a question. This makes your reader interested from the beginning. p152

Write on

- Write your article in about 100 words.

Improve it

- Read your article again. Did you:
 - give it a title?
 - cover all the points in the advert?
 - include all the things in Ex 4?
 - make the hobby sound interesting with adjectives and adverbs?
 - start with a question?

80

MODUL AJAR BAHASA INGGRIS
Modul Ajar Unit 8 (3)

No.	Komponen	Deskripsi / Keterangan																						
1.	Nama Penyusun	Wening Nur Mitayani, S.Pd.																						
	Nama Institusi	SMA IT Al Irsyad Al Islamiyyah Purwokerto																						
	Tahun Penyusunan Perangkat Ajar	2025																						
	Tema	Modul Ajar Unit 8 (3)																						
	Fase/Kelas/Semester	F / XI / 2																						
	Alokasi Waktu	2 JP																						
2.	Tujuan Pembelajaran	Peserta didik dapat memahami ide pokok dan informasi spesifik dalam percakapan atau wawancara tentang kegiatan waktu luang, serta menafsirkan maksud pembicara sesuai konteks yang disajikan.																						
3.	Skenario Asesmen	Disajikan audio mengenai aktivitas waktu luang, peserta didik dapat mengidentifikasi informasi spesifik serta dapat menjawab pertanyaan yang disajikan.																						
4.	Analisis Tujuan Pembelajaran																							
5.	Kriteria Ketuntasan Tujuan Pembelajaran	<table border="1"> <thead> <tr> <th rowspan="2">Aspek</th> <th colspan="6">Level</th> <th rowspan="2">Kriteria Ketuntasan</th> </tr> <tr> <th>0</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>Peserta didik dapat menangkap dan</td> <td>Peserta didik tidak dapat</td> <td>Peserta didik sangat</td> <td>Peserta didik kesulitan</td> <td>Peserta dapat didik</td> <td>Peserta didik menangkap</td> <td>Peserta didik menangkap</td> <td>4</td> </tr> </tbody> </table>	Aspek	Level						Kriteria Ketuntasan	0	1	2	3	4	5	Peserta didik dapat menangkap dan	Peserta didik tidak dapat	Peserta didik sangat	Peserta didik kesulitan	Peserta dapat didik	Peserta didik menangkap	Peserta didik menangkap	4
Aspek	Level						Kriteria Ketuntasan																	
	0	1	2	3	4	5																		
Peserta didik dapat menangkap dan	Peserta didik tidak dapat	Peserta didik sangat	Peserta didik kesulitan	Peserta dapat didik	Peserta didik menangkap	Peserta didik menangkap	4																	

Halaman 1 dari 6

No.	Komponen	Deskripsi / Keterangan
	<p>mengidentifikasi informasi numerik seperti harga, persen, desimal, atau uang dari audio dengan tepat, serta dapat memahami pertanyaan dalam audio dan memilih jawaban yang sesuai berdasarkan gambar yang disediakan.</p> <p>menangkap informasi numerik maupun menjawab berdasarkan gambar.</p> <p>kesulitan menangkap informasi dan hanya sedikit jawaban yang benar berdasarkan gambar.</p> <p>menangkap dan memilih informasi numerik serta jawaban yang benar berdasarkan gambar sering melakukan kesalahan.</p> <p>menangkap dan memilih beberapa informasi numerik serta jawaban berdasarkan gambar, namun ada beberapa kesalahan.</p> <p>dan memilih sebagian besar informasi numerik serta jawaban berdasarkan gambar dengan tepat.</p> <p>dan memilih semua informasi numerik serta jawaban berdasarkan gambar dengan tepat dan lengkap.</p>	
6.	Kompetensi Awal Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat	Peserta didik dapat membuat kalimat menggunakan Present Tense.
7.	Pemahaman Bermakna Memahami percakapan secara menyeluruh membutuhkan kemampuan menangkap ide utama, informasi penting, dan maksud pembicara berdasarkan konteks situasi dan bahasa yang digunakan.	
8.	Profil Pelajar Pancasila Profil Pelajar Pancasila yang berkaitan	<p>1. Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia</p> <p>Melalui kegiatan diskusi dan mendengarkan secara aktif, peserta didik dibiasakan untuk menunjukkan sikap sopan santun, menghargai pendapat teman, serta bersikap jujur saat mengerjakan latihan dan menerima umpan balik dari guru.</p>

Halaman 2 dari 6

No.	Komponen	Deskripsi / Keterangan
		<p>2. Berkebinekaan Global</p> <p>Dengan mendengarkan audio tentang hobi, peserta didik mengenal beragam minat dan aktivitas dari berbagai latar belakang budaya, sehingga mendorong sikap terbuka terhadap perbedaan dan menghargai keragaman hobi yang dimiliki oleh orang lain.</p> <p>3. Gotong Royong</p> <p>Peserta didik berdiskusi dan bertukar pikiran mengenai hobi mereka, saling mendengarkan dengan empati, serta bekerja sama dalam kegiatan mencocokkan kosakata dan mengisi kalimat rumpang, yang melatih kemampuan bekerja dalam kelompok secara harmonis.</p> <p>4. Mandiri</p> <p>Dalam proses menyimak audio dan menjawab soal, peserta didik mengembangkan kemandirian belajar dengan memeriksa dan merevisi jawabannya sendiri, serta bertanggung jawab atas hasil kerja masing-masing sebelum menerima umpan balik dari guru.</p> <p>5. Bernalar Kritis</p> <p>Peserta didik dilatih berpikir kritis dalam memahami isi audio, memilih jawaban yang tepat berdasarkan petunjuk dari rekaman, serta mencermati konteks kosakata yang sesuai untuk melengkapi kalimat atau teks rumpang secara logis.</p> <p>6. Kreatif</p> <p>Kegiatan yang berhubungan dengan topik hobi mendorong peserta didik untuk mengekspresikan minat mereka secara kreatif dan autentik, serta menyusun kalimat atau teks berdasarkan pemahaman dari audio dan latihan kosakata yang menantang.</p>
9.	Model Pembelajaran	Custom
10.	Sarana dan Prasarana	

Halaman 3 dari 6

No.	Komponen	Deskripsi / Keterangan
	Fasilitas	Sarana:

No.	Komponen	Deskripsi / Keterangan
	Fasilitas	<p>Sarana:</p> <ul style="list-style-type: none"> • Laptop • LCD/Proyektor • Papan Tulis • Alat Tulis <p>Prasarana:</p> <ul style="list-style-type: none"> • Buku Pearson Gold Experience B1 • LMS Pearson • Website Game Booket
11.	Target Peserta Didik	
12.	Langkah-langkah Pembelajaran	
	Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Guru dan peserta didik menyampaikan salam dan berdoa 2. Guru melakukan presensi kehadiran peserta didik dengan bertanya "Is anyone absent today?" 3. Guru memberikan apersepsi dengan menanyakan pertanyaan pemantik: a. <i>Do you prefer to visit places that are similar or different to your home? Why?</i> b. <i>How much do you enjoy the journey when you travel to new places? c. What's the best journey you have ever been on? Why?</i> 4. Guru memberikan penguatan sdb dalam pembelajaran 5. Guru menyampaikan topik pada pembelajaran tersebut.
	Kegiatan Inti (25 Menit)	<p>PERTEMUAN 1 (2JP)</p> <p>Pre-Listening</p> <ol style="list-style-type: none"> 1. Guru mengajak peserta didik brainstorming terkait topik yang akan dipelajari dengan memberikan pertanyaan: a. <i>What is your hobby?</i> 2. Guru meminta peserta didik saling bertukar pikiran terkait hobby mereka dengan menggunakan ekspresi yang disajikan <p>While-Listening</p> <p>Halaman 4 dari 6</p>

No.	Komponen	Deskripsi / Keterangan
		<ol style="list-style-type: none"> 3. Guru memberikan waktu kepada peserta didik untuk melihat pertanyaan dan pilihan sebelum memutar audio 4. Guru memutar audio tentang hobby dan peserta didik menyimak audio dengan seksama 5. Guru kembali memutar audio untuk kedua kalinya dan meminta peserta didik mengecek kembali jawaban 6. Guru mengecek jawaban peserta didik dan membantu mereka mengidentifikasi jawaban yang benar 7. Guru memberikan feedback terkait jawaban peserta didik. <p>Post-Listening</p> <ol style="list-style-type: none"> 8. Guru menampilkan beberapa kosakata dan definisi. Peserta didik diminta mencocokkan keduanya dari kata-kata yang disajikan 9. Peserta didik mengidentifikasi pemilihan kata yang benar untuk mengisi kalimat rumpang di Aktivitas 2 10. Peserta didik memilih kata yang tepat untuk mengisi kalimat rumpang di Aktivitas 5: <i>The Hobbyist</i> 11. Peserta didik mengidentifikasi kata yang tepat untuk mengisi teks rumpang di Aktivitas 5 12. Guru memberikan feedback terkait jawaban peserta didik.
	Penutup (5 Menit)	<ol style="list-style-type: none"> 1. Peserta didik dengan guru membuat rangkuman dengan penguatan terhadap apa yang sudah disampaikan peserta didik 2. Refleksi peserta didik, peserta didik mengevaluasi pengalaman belajar yang telah dilakukan dengan mengungkapkan perasaannya hari ini 3. Guru menginformasikan pembelajaran selanjutnya 4. Berdoa.
13.	Pengayaan dan Remedial	
	Pengayaan	

Halaman 5 dari 6

No.	Komponen	Deskripsi / Keterangan
	Remedial	

Mengetahui
Kepala Sekolah


Rizki Nur Hafid, S.Pd.

Punwokerto, 19 Juni 2025
Guru Mata pelajaran
Bahasa Inggris


Wening Nur Miteyari

SPEAKING

Power up

1 Work in pairs. Read the advert. Which act would you suggest? Why? Tell the class.

THE BEST TALENT SHOW ACT EVER

What is the best act of all time from TV talent shows in recent years? Tell us below!



Speak up

2 **8.9** Complete the conversation with these phrases. Listen and check your answers.

agreed how about I don't think it'd be easy
I'd prefer to I'm really not sure about that let's look shall I
that's a great would you like yes, OK

A: OK, so we have to do an act for the talent show.
1. _____ training my dog to do a few tricks?

B: I like the idea. Your dog is so cute, but
2. _____ to train her in such a short time. We've only got a couple of weeks.

A: I guess not. 3. _____ to do a song, then? We can use a recording with some backing music.

B: 4. _____ I know you sing in a choir, but I can't sing very well, and there are some other really good singers in our school.
5. _____ do something really different, like rapping.

A: I love it! 6. _____ ideal I can rap, I'm sure. 7. _____ start looking online for a good poem?

B: 8. _____ That sounds like a good place to start. I know: 9. _____ together. Why don't we meet up tonight after classes?

A: 10. _____!

exam tip: p148, p149
collaborative task and discussion
If you want to reject a suggestion, try to give a reason and make an alternative suggestion to sound more polite.

3 **8.10** Read the exam tip and the useful language. Listen again and find one example for each function (1-3).

- 1 a response accepting a suggestion
- 2 a response rejecting a suggestion
- 3 a reason for rejecting a suggestion

Useful language: making and responding to suggestions

Why don't we recommend ...? That's a good ideal
Shall we suggest ...? That sounds great!
Would you like to start ...? I don't think so.
Let's look at the first ... I'm not sure about that.
What/How about suggesting ...? I'd rather / I'd prefer to choose ...

4 e Work in pairs. Turn to page 164 and complete the task.

5 e Work in pairs. Take turns to ask and answer the questions.

- 1 Would you like to enter a talent show? What would you do? / Why not?
- 2 What do people need to do to prepare for a talent show? Why?
- 3 What kind of acts are the most popular on talent shows in your country? Why do you think that is?
- 4 Which types of acts do you prefer to watch? Do other people you know find them interesting too?
- 5 Which do you think is the most relaxing talent to learn? Why?

Speaking extra

6 What is the strangest act you've seen on a talent show or on the internet? Would you like to try it? Why/Why not?

MODUL AJAR BAHASA INGGRIS
Modul Ajar Unit 8 (4)

No.	Komponen	Deskripsi / Keterangan					
1.	Nama Penyusun	Wening Nur Mitayani, S.Pd.					
	Nama Institusi	SMA IT Al Irsyad Al Islamiyyah Purwokerto					
	Tahun Penyusunan Perangkat Ajar	2025					
	Tema	Modul Ajar Unit 8 (4)					
	Fase/Kelas/Semester	F / XI / 2					
	Alokasi Waktu	2 JP					
2.	Tujuan Pembelajaran	Peserta didik dapat menyampaikan pendapat, merespon pendapat, dan menyarankan aktivitas tentang kegiatan waktu luang secara lisan dengan menggunakan struktur kalimat dan kosakata yang sesuai.					
3.	Skenario Asesmen	Disajikan beberapa situasi. Peserta didik saling memberikan pendapat dan merespon pendapat dengan teman.					
4.	Analisis Tujuan Pembelajaran						
5.	Kriteria Ketuntasan Tujuan Pembelajaran						
	Aspek	Level					
	0	1	2	3	4	5	Kriteria Ketuntasan
Peserta didik dapat berdiskusi secara	Peserta didik tidak menunjukkan	Peserta didik berbicara dengan	Peserta didik berbicara dengan	Peserta didik artikulasi dan intonasi cukup	Peserta didik berbicara dengan	Peserta didik berbicara dengan	4

No.	Komponen	Deskripsi / Keterangan
	<p>berpandangan dengan memperhatikan artikulasi yang jelas, intonasi yang sesuai, pengucapan kata yang tepat, serta penggunaan ungkapan yang tepat untuk memberikan dan menanggapi saran dalam konteks yang relevan.</p>	<p>kemampuan berbicara yang sesuai serta tidak bisa memberikan dan menanggapi saran.</p> <p>artikulasi tidak jelas, intonasi datar, pengucapan banyak kesalahan, dan penggunaan ungkapan memberi serta menanggapi saran sangat terbatas atau tidak sesuai konteks.</p> <p>artikulasi kurang jelas, intonasi kurang tepat, pengucapan sering salah, dan penggunaan ungkapan saran kurang tepat atau tidak konsisten.</p> <p>jelas, pengucapan ada beberapa kesalahan, dan menggunakan ungkapan memberi dan menanggapi saran secara cukup tepat meskipun kurang lancar.</p> <p>artikulasi jelas, intonasi cukup baik, pengucapan sebagian besar tepat, serta menggunakan ungkapan memberi dan menanggapi saran dengan baik dalam konteks yang sesuai.</p> <p>artikulasi sangat jelas, intonasi alami, pengucapan tepat, dan menggunakan ungkapan memberi serta menanggapi saran secara akurat dan lancar dalam konteks yang sesuai.</p>
6.	Kompetensi Awal	
	Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat	Peserta didik dapat mengungkapkan beberapa kalimat menggunakan Present Tense.
7.	Pemahaman Bermakna	Berpartisipasi dalam percakapan secara efektif membutuhkan kemampuan menyampaikan dan merespons pendapat serta memberikan saran dengan kosakata dan struktur kalimat yang sesuai konteks.
8.	Profil Pelajar Pancasila	
	Profil Pelajar Pancasila yang berkaitan	1. Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia

89

Halaman 2 dari 6

No.	Komponen	Deskripsi / Keterangan
		<p>Peserta didik menunjukkan sikap santun dan menghargai pendapat orang lain saat menyampaikan dan merespons pendapat dalam diskusi maupun presentasi. Melalui kegiatan ini, peserta didik belajar berkomunikasi dengan empati dan menjunjung etika berdialog secara konstruktif.</p> <p>2. Berkebinekaan Global</p> <p>Dengan membahas isu-isu dari acara TV internasional dan mengekspresikan pendapat terhadap berbagai perspektif, peserta didik dilatih untuk menghargai keragaman budaya, ide, dan nilai-nilai yang mungkin berbeda dari pengalaman mereka sendiri.</p> <p>3. Gotong Royong</p> <p>Selama proses perencanaan hingga presentasi proyek dalam kelompok kecil, peserta didik bekerja sama menyusun percakapan, berbagi peran, mendukung satu sama lain, dan memberikan masukan yang membangun, mencerminkan semangat kerja tim dan kolaborasi.</p> <p>4. Mandiri</p> <p>Peserta didik diberi ruang untuk menentukan pilihan topik, menyusun dialog, serta mempersiapkan presentasi secara aktif. Mereka bertanggung jawab atas proses dan hasil kerja kelompok masing-masing, serta mengembangkan inisiatif belajar secara mandiri.</p> <p>5. Bernalar Kritis</p> <p>Kegiatan menyusun percakapan yang mencakup cara menyampaikan, menolak, dan merespons pendapat mendorong peserta didik untuk berpikir kritis dalam memilih alasan dan menyusun argumen yang logis serta relevan dengan topik yang mereka angkat.</p> <p>6. Kreatif</p> <p>Peserta didik menunjukkan kreativitas mereka dalam menyusun teks percakapan berdasarkan isu yang dipilih, mengembangkan dialog yang menarik dan meyakinkan, serta mengekspresikannya melalui demonstrasi di depan kelas secara komunikatif dan orisinal.</p>

90

Halaman 3 dari 6

No.	Komponen	Deskripsi / Keterangan
9.	Model Pembelajaran	Custom
10.	Sarana dan Prasarana	
	Fasilitas	<p>Sarana:</p> <ul style="list-style-type: none"> Laptop LCD/Proyektor Papan Tulis Alat Tulis <p>Prasarana:</p> <ul style="list-style-type: none"> Buku Pearson Gold Experience B1 LMS Pearson Media Pembelajaran oleh Guru
11.	Target Peserta Didik	
12.	Langkah-langkah Pembelajaran	
	Pendahuluan (10 menit)	<ol style="list-style-type: none"> Guru dan peserta didik menyampaikan salam dan berdoa Guru melakukan presensi kehadiran peserta didik dengan bertanya "Is anyone absent today?" Guru memberikan apersepsi dengan menanyakan pertanyaan pemantik: a. <i>What is your opinion on the ethical implications of artificial intelligence?</i> b. <i>What do you think about bullying in school?</i> Guru memberikan penguatan adab dalam pembelajaran Guru menyampaikan topik pada pembelajaran tersebut.
	Kegiatan Inti (25 Menit)	<p>Model Pembelajaran: Project-Based Learning</p> <p>1. Guru melakukan apersepsi dengan menampilkan gambar tentang sebuah isu dan menanyakan pertanyaan: <i>What is the best act of all time from TV talent shows in recent</i></p>

91

Halaman 4 dari 6

No.	Komponen	Deskripsi / Keterangan
		years? 2. Guru meminta siswa menjodohkan kosakata yang tepat dengan kalimat rumpang yang disajikan di Exercise 1. 3. Guru menjelaskan beragam ekspresi terkait cara menyampaikan dan merespon pendapat. 4. Guru 5. Guru membagi siswa kedalam kelompok yang berjumlah 2-3 anggota. 6. Guru memberikan daftar topik atau situasi yang dapat dipilih siswa. 7. Guru meminta siswa untuk membuat dialog percakapan yang berisi ekspresi menyampaikan dan merespon pendapat sesuai topik yang dipilih. 8. Guru mendampingi siswa dalam mengerjakan tugas kelompok yang diberikan. 9. Setelah selesai membuat dialog, guru meminta siswa untuk mendemonstrasikannya di depan kelas. 11. Guru memberikan kesempatan siswa untuk memberikan tanggapan terhadap hasil presentasi kelompok lain 12. Guru memberikan umpan balik terhadap hasil proyek yang dipresentasikan.

Halaman 5 dari 6

No.	Komponen	Deskripsi / Keterangan
	Penutup (5 Menit)	1. Peserta didik dengan guru membuat rangkuman dengan penguatan terhadap apa yang sudah disampaikan peserta didik 2. Perefleksian peserta didik, peserta didik mengevaluasi pengalaman belajar yang telah dilakukan dengan mengungkapkan perasaannya hari ini 3. Guru menginformasikan pembelajaran selanjutnya 4. Berdoa.
13.	Pengayaan dan Remedial	
	Pengayaan	
	Remedial	

Mengetahui
Kepala Sekolah

Fakrul Munir, S.Si.

Purwokerto, 19 Juni 2025
Guru Mata pelajaran
Bahasa Inggris

Wening Nur Mitayani

8 Time out

LISTENING

Power up

10 8.5 Listen and match the speakers (1-8) with the options (A-H). Then work in pairs. Check your answers and share true sentences using some of the numbers.

A 1.5 C 21/07/19 E 44.57 G 12.500
 B 12,500,000 D 999 F 70% H 64.57

Listen up

20 8.6 Listen and for each question, choose the correct answer.

1 What does the boy still need for his course?
 A B C

2 What did the man spend so long trying to make?
 A B C

3 Which activity does the boy do?
 A B C

4 Where does the girl keep her huge 'Star Wars' collection?
 A B C

5 What did the girl use to make the necklace?
 A B C

6 What did the boy make for the competition?
 A B C

7 What part did the girl get in the play?
 A B C

exam tip:
multiple choice (pictures)
Use the second listening to check your answers. Listen carefully, even when you are sure you have the right answer.

3 8.7 Read the exam tip. Listen again and check your answers.

4 8.8 Listen again. What do these numbers refer to?
 6 2010 13,000 9.5 4.45

explore grammar → p140
Indirect questions
 For yes/no questions, we use / + positive sentence word order.
 Do you know if he made them from gum?
 For wh- questions, use a wh- word + positive sentence word order.
 Can you tell me what kind you need?

5 Put the words in the correct order to make indirect questions.

1 why / can I ask / never come / you / cycling with us?
 2 open today / do you know / the music centre / is it?
 3 cost / could you tell me / how much / your geography course?
 4 whether / the new game / available yet / is / can I tell me?
 5 started drama / you / have / can I ask / how long?


6 Complete the indirect questions. Work in pairs and ask and answer the questions.


1 What is your hobby?
 Can you tell?
 2 Is it expensive?
 Can I ask?
 3 How did you learn to do it?
 Could?
 4 Is there any online help for your hobby?
 Do you?
 7 Do a class survey. Interview three different people. Ask them the questions in Ex 6.

88 Making jewellery out of human hair was one of the most popular hobbies in Ancient Egypt.


Appendix 5: Learning Objectives 2nd Term


PROGRAM SEMESTER																											
Nama Sekolah		: SMA IT AL IRSYAD AL ISLAMİYAH PURWOKERTO																									
Mata Pelajaran		: Bahasa Inggris																									
Kelas/Semester		: XI / Genap																									
Tahun Pelajaran		: 2025/2026																									
No	TUJUAN PEMBELAJARAN	Alokasi Waktu (JP)	Januari				Februari				Maret				April				Mei				Juni				
1	Peserta didik dapat mengidentifikasi ide pokok dan informasi spesifik dalam teks tentang kehidupan bawah laut dengan menggunakan strategi membaca seperti skimming, scanning, dan menafsirkan makna kosakata berdasarkan konteks.	9	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	
2	Peserta didik dapat memahami ide pokok dan informasi spesifik dalam percakapan mengenai anak muda yang mengubah dunia, kemudian menafsirkan maksud dan sikap pembicara melalui intonasi, konteks situasi, dan pelafalan suaranya.	6																									
3	Peserta didik dapat menyampaikan pendapat dan berdiskusi secara lisan dengan struktur kalimat dan kosakata yang sesuai.	6																									
4	Peserta didik dapat menulis email tentang tempat yang akan dikunjungi dengan menggunakan ungkapan thanking, inviting, accepting, dan refusing secara tepat sesuai konteks.	6																									
5	Peserta didik dapat mengidentifikasi ide pokok dan informasi spesifik dalam percakapan.	9																									
6	Peserta didik dapat memahami ide pokok dan informasi spesifik dalam percakapan.	6																									
7	Peserta didik dapat menyampaikan pendapat dan berdiskusi secara lisan tentang teknologi dan masa depan, serta menafsirkan maksud pembicara sesuai konteks yang disajikan.	6																									
8	Peserta didik dapat mengidentifikasi ide pokok, informasi kunci, dan informasi spesifik dalam teks tentang teknologi dan masa depan, serta menafsirkan maksud pembicara sesuai konteks yang disajikan.	6																									
9	Peserta didik dapat memahami ide pokok dan informasi spesifik dalam audio tentang teknologi dan masa depan, serta menafsirkan maksud pembicara sesuai konteks yang disajikan.	6																									
10	Peserta didik dapat menulis email tentang teknologi dan masa depan dengan menerapkan struktur kalimat yang tepat berdasarkan kalimat, ungkapan, dan kata kunci modal untuk.	6																									
11	Peserta didik dapat menyampaikan pendapat, menceritakan pengalaman, dan berdiskusi secara lisan tentang teknologi dan masa depan dengan struktur kalimat dan kosakata yang sesuai.	6																									
12	Peserta didik dapat mengidentifikasi ide pokok, informasi kunci, dan informasi spesifik dalam teks tentang olahraga dengan menggunakan strategi membaca seperti skimming, scanning, dan menafsirkan makna kosakata berdasarkan konteks.	6																									
13	Peserta didik dapat mendeskripsikan gambar dengan struktur kalimat dan kosakata yang tepat dalam konteks yang sesuai.	6																									
14	Peserta didik dapat menyampaikan pendapat, menceritakan pengalaman, dan berdiskusi secara lisan tentang perjalanan dengan struktur kalimat dan kosakata yang sesuai.	6																									
15	Peserta didik dapat memahami ide pokok dan informasi spesifik dalam percakapan atau wawancara tentang olahraga.	6																									
16	Jumlah	54																									

Mengetahui Kepala Sekolah

 Fauzi Munif, S.Si.

Purwokerto, 8 Juli 2025
 Guru Mata Pelajaran

 (Wening Nur Mitayani)

PROGRAM SEMESTER																											
Nama Sekolah		: SMA IT AL IRSYAD AL ISLAMİYAH PURWOKERTO																									
Mata Pelajaran		: Bahasa Inggris																									
Kelas/Semester		: X / Genap																									
Tahun Pelajaran		: 2025/2026																									
No	TUJUAN PEMBELAJARAN	Alokasi Waktu (JP)	Januari				Februari				Maret				April				Mei				Juni				
1	Peserta didik dapat mengidentifikasi ide pokok, informasi kunci, dan informasi spesifik dalam teks tentang teknologi dan masa depan dengan menggunakan strategi membaca seperti skimming, scanning, dan menafsirkan makna kosakata.	12	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	
2	Peserta didik dapat memahami ide pokok dan informasi spesifik dalam audio tentang teknologi dan masa depan, serta menafsirkan maksud pembicara sesuai konteks yang disajikan.	12																									
3	Peserta didik dapat menulis email tentang teknologi dan masa depan dengan menerapkan struktur kalimat yang tepat berdasarkan kalimat, ungkapan, dan kata kunci modal untuk.	15																									
4	Peserta didik dapat menyampaikan pendapat, menceritakan pengalaman, dan berdiskusi secara lisan tentang teknologi dan masa depan dengan struktur kalimat dan kosakata yang sesuai.	12																									
5	Peserta didik dapat mengidentifikasi ide pokok, informasi kunci, dan informasi spesifik dalam teks tentang olahraga dengan menggunakan strategi membaca seperti skimming, scanning, dan menafsirkan makna kosakata berdasarkan konteks.	9																									
6	Peserta didik dapat mendeskripsikan gambar dengan struktur kalimat dan kosakata yang tepat dalam konteks yang sesuai.	6																									
7	Peserta didik dapat menyampaikan pendapat, menceritakan pengalaman, dan berdiskusi secara lisan tentang perjalanan dengan struktur kalimat dan kosakata yang sesuai.	6																									
8	Peserta didik dapat memahami ide pokok dan informasi spesifik dalam percakapan atau wawancara tentang olahraga.	6																									
9	Jumlah	51																									

Mengetahui Kepala Sekolah

 Fauzi Munif, S.Si.

Purwokerto, 10 Juli 2025
 Guru Mata Pelajaran

 Atsmaria Rahmawati, S.Pd

Appendix 6: Observation Result

OBSERVATION CHECKLIST

THE IMPLEMENTATION OF PEARSON CURRICULUM IN EFL CLASSES AT SMA IT AL IRSYAD AL ISLAMIYYAH PURWOKERTO

Aspek	Indikator	Ceklis Observasi	Kode (✓/X)	Catatan
P1	Kesesuaian perencanaan pembelajaran dengan Pearson Curriculum	Guru tampak menggunakan silabus/ teacher's book/ modul Pearson dalam mengajar.	✓	menggunakan modul teacher
	Adaptasi materi sesuai level & kebutuhan siswa	Materi Pearson terlihat disesuaikan dengan konteks siswa Indonesia.	✓	disesuaikan
	Kesiapan guru dalam penguasaan materi	Guru tampak memahami urutan materi dan tujuan pembelajaran.	✓	Memahami urutan materi
P2	Pembelajaran dibuka dengan apersepsi/salam/pendahuluan	Guru memberi orientasi awal sebelum masuk materi	✓	pe calling last material
	Aktivitas inti melibatkan siswa secara aktif	Siswa berdiskusi, presentasi, bertanya, atau melakukan praktik	✓	Berdiskusi, bertanya.
	Pembelajaran berpusat pada siswa (Student-Centered)	Guru berperan sebagai fasilitator, siswa lebih banyak beraktivitas	X	tidak terlalu

	Listening skill diberi porsi kegiatan	Guru menggunakan audio/video listening Pearson	✓	
	Speaking skill dilatih melalui interaksi	Guru memberi praktik speaking: dialog, roleplay, tanya jawab	✓	tanya jawab
	Reading skill menggunakan teks Pearson	Siswa membaca teks dari buku Pearson	✓	Ya
	Writing skill diberikan dalam bentuk tugas tertulis	Siswa membuat teks, summary, atau worksheet Pearson	✓	worksheet Pearson
P3	Media digital Pearson digunakan	Guru menampilkan LMS, platform digital, audio, gambar	✓	Platform digital
	Respon siswa terhadap teknologi	Siswa terlihat antusias dan terlibat saat media digunakan	✓	Siswa antusias
P4	Penilaian berlangsung selama proses belajar (formatif)	Guru memberi pertanyaan lisan, kuis, atau evaluasi langsung	✓	Pertanyaan lisan, kuis, evaluasi langsung
	Guru memberikan feedback	Feedback diberikan lisan/tertulis selama pembelajaran	✓	lisan
P5	Hambatan Pada Siswa	Tampak siswa kesulitan memahami instruksi/teks	✓	rather

	Hambatan penggunaan teknologi	Media tidak berjalan lancar/akses terbatas	X	berjalan lancar
P6	Ketersediaan Fasilitas dan Sarana	LCD, wifi, laptop tersedia dan digunakan	✓	Tv, wifi, laptop.
	Kolaborasi antar guru & sekolah	Ada koordinasi/pertemuan kurikulum Pearson	✓	ada

OBSERVATION CHECKLIST

THE IMPLEMENTATION OF PEARSON CURRICULUM IN EFL CLASSES AT SMA IT AL IRSYAD AL ISLAMIYYAH PURWOKERTO

Aspek	Indikator	Ceklis Observasi	Kode (✓/X)	Catatan
P1	Kesesuaian perencanaan pembelajaran dengan Pearson Curriculum	Guru tampak menggunakan silabus/ teacher's book/ modul Pearson dalam mengajar.	✓	modul
	Adaptasi materi sesuai level & kebutuhan siswa	Materi Pearson terlihat disesuaikan dengan konteks siswa Indonesia.	✓	disesuaikan
	Kesiapan guru dalam penguasaan materi	Guru tampak memahami urutan materi dan tujuan pembelajaran.	✓	guru memahami urutan materi
P2	Pembelajaran dibuka dengan apersepsi/salam/pendahuluan	Guru memberi orientasi awal sebelum masuk materi	✓	Review material. Asking and.
	Aktivitas inti melibatkan siswa secara aktif	Siswa berdiskusi, presentasi, bertanya, atau melakukan praktik	✓	Question & Answer
	Pembelajaran berpusat pada siswa (Student-Centered)	Guru berperan sebagai fasilitator, siswa lebih banyak beraktivitas	X	Guru lebih banyak beraktivitas

	Listening skill diberi porsi kegiatan	Guru menggunakan audio/video listening Pearson	✓	Audio listening
	Speaking skill dilatih melalui interaksi	Guru memberi praktik speaking: dialog, roleplay, tanya jawab	✓	Question
	Reading skill menggunakan teks Pearson	Siswa membaca teks dari buku Pearson	✗	tidak membaca
	Writing skill diberikan dalam bentuk tugas tertulis	Siswa membuat teks, summary, atau worksheet Pearson	✓	Siswa membuat worksheet
P3	Media digital Pearson digunakan	Guru menampilkan LMS, platform digital, audio, gambar	✓	Audio, platform digital
	Respon siswa terhadap teknologi	Siswa terlihat antusias dan terlibat saat media digunakan	✓	Siswa antusias
P4	Penilaian berlangsung selama proses belajar (formatif)	Guru memberi pertanyaan lisan, kuis, atau evaluasi langsung	✓	Portuguese lisan, evaluasi langsung
	Guru memberikan feedback	Feedback diberikan lisan/tertulis selama pembelajaran	✓	Feedback diberikan lisan selama pembelajaran
P5	Hambatan Pada Siswa	Tampak siswa kesulitan memahami instruksi/teks	✓	rather

	Hambatan penggunaan teknologi	Media tidak berjalan lancar/akses terbatas	✗	berjalan lancar
P6	Ketersediaan Fasilitas dan Sarana	LCD, wifi, laptop tersedia dan digunakan	✓	TU, wifi, laptop
	Kolaborasi antar guru & sekolah	Ada koordinasi/pertemuan kurikulum Pearson	✓	Ada

OBSERVATION CHECKLIST

THE IMPLEMENTATION OF PEARSON CURRICULUM IN EFL CLASSES
AT SMA IT AL IRSYAD AL ISLAMIYYAH PURWOKERTO

Aspek	Indikator	Ceklis Observasi	Kode (✓/X)	Catatan
P1	Kesesuaian perencanaan pembelajaran dengan Pearson Curriculum	Guru tampak menggunakan silabus/ teacher's book/ modul Pearson dalam mengajar.	✓	Book.
	Adaptasi materi sesuai level & kebutuhan siswa	Materi Pearson terlihat disesuaikan dengan konteks siswa Indonesia.	✓	like regularly Eng. Mad
	Kesiapan guru dalam penguasaan materi	Guru tampak memahami urutan materi dan tujuan pembelajaran.	✓	
P2	Pembelajaran dibuka dengan apersepsi/salam/pendahuluan	Guru memberi orientasi awal sebelum masuk materi	✓	Praying, Asking cond. Brainstorming
	Aktivitas inti melibatkan siswa secara aktif	Siswa berdiskusi, presentasi, bertanya, atau melakukan praktik	✓	carry out the question on the TV, come forward
	Pembelajaran berpusat pada siswa (Student-Centered)	Guru berperan sebagai fasilitator, siswa lebih banyak beraktivitas	X	not sure. Teacher explains

	Listening skill diberi porsi kegiatan	Guru menggunakan audio/video listening Pearson	✓	
	Speaking skill dilatih melalui interaksi	Guru memberi praktik speaking: dialog, roleplay, tanya jawab	✓	
	Reading skill menggunakan teks Pearson	Siswa membaca teks dari buku Pearson	✓	
	Writing skill diberikan dalam bentuk tugas tertulis	Siswa membuat teks, summary, atau worksheet Pearson	✓	carry out on assignment
P3	Media digital Pearson digunakan	Guru menampilkan LMS, platform digital, audio, gambar	✓	Spinner, digital material, audio listening
	Respon siswa terhadap teknologi	Siswa terlihat antusias dan terlibat saat media digunakan	✓	following
P4	Penilaian berlangsung selama proses belajar (formatif)	Guru memberi pertanyaan lisan, kuis, atau evaluasi langsung	✓	carry out an assignment
	Guru memberikan feedback	Feedback diberikan lisan/tertulis selama pembelajaran	✓	giving stickers for a reward
P5	Hambatan Pada Siswa	Tampak siswa kesulitan memahami instruksi/teks	✓	little bit

	Hambatan penggunaan teknologi	Media tidak berjalan lancar/akses terbatas	X	lancar
P6	Ketersediaan Fasilitas dan Sarana	LCD, wifi, laptop tersedia dan digunakan	✓	TU, laptop
	Kolaborasi antar guru & sekolah	Ada koordinasi/pertemuan kurikulum Pearson	✓	Ya, ada pelatihan rutin

OBSERVATION CHECKLIST

THE IMPLEMENTATION OF PEARSON CURRICULUM IN EFL CLASSES AT SMA IT AL IRSYAD AL ISLAMIYAH PURWOKERTO

Aspek	Indikator	Ceklis Observasi	Kode (✓/X)	Catatan
P1	Kesesuaian perencanaan pembelajaran dengan Pearson Curriculum	Guru tampak menggunakan silabus/ teacher's book/ modul Pearson dalam mengajar.	✓	guru menggunakan modul / teachers book
	Adaptasi materi sesuai level & kebutuhan siswa	Materi Pearson terlihat disesuaikan dengan konteks siswa Indonesia.	✓	buku berisi penge- laksanaan umum
	Kesiapan guru dalam penguasaan materi	Guru tampak memahami urutan materi dan tujuan pembelajaran.	✓	
P2	Pembelajaran dibuka dengan apersepsi/salam/pendahuluan	Guru memberi orientasi awal sebelum masuk materi	✓	Brainstorming asking cond.
	Aktivitas inti melibatkan siswa secara aktif	Siswa berdiskusi, presentasi, bertanya, atau melakukan praktik	✓	bestanya. Praktik.
	Pembelajaran berpusat pada siswa (Student-Centered)	Guru berperan sebagai fasilitator, siswa lebih banyak beraktivitas	X	not really

	Listening skill diberi porsi kegiatan	Guru menggunakan audio/video listening Pearson	✓	Audio
	Speaking skill dilatih melalui interaksi	Guru memberi praktik speaking: dialog, roleplay, tanya jawab	✓	question & answer
	Reading skill menggunakan teks Pearson	Siswa membaca teks dari buku Pearson	✓	membaca Teles dr buku Pearson
	Writing skill diberikan dalam bentuk tugas tertulis	Siswa membuat teks, summary, atau worksheet Pearson	✓	worksheet
P3	Media digital Pearson digunakan	Guru menampilkan LMS, platform digital, audio, gambar	✓	digital material
	Respon siswa terhadap teknologi	Siswa terlihat antusias dan terlibat saat media digunakan	✓	asking & giving quest
P4	Penilaian berlangsung selama proses belajar (formatif)	Guru memberi pertanyaan lisan, kuis, atau evaluasi langsung	✓	dilakukan langsung
	Guru memberikan feedback	Feedback diberikan lisan/tertulis selama pembelajaran	✓	Selama pembelajaran
P5	Hambatan Pada Siswa	Tampak siswa kesulitan memahami instruksi/teks	✓	sedikit kesulitan

	Hambatan penggunaan teknologi	Media tidak berjalan lancar/akses terbatas	X	Berjalan lancar
P6	Ketersediaan Fasilitas dan Sarana	LCD, wifi, laptop tersedia dan digunakan	✓	Tv, wifi, laptop
	Kolaborasi antar guru & sekolah	Ada koordinasi/pertemuan kurikulum Pearson	✓	Ada

Appendix 7: Transcribed Interview

Teachers' Interview

Pre-Observation Interview

Teacher : Mrs. WNM

Date : January, 23rd 2026

Teaching Periode : 1,5 years

Pewawancara: Bagaimana Ibu mempersiapkan pembelajaran ketika menggunakan Pearson Curriculum?

Guru: Kalau kurikulum Merdeka memang secara sistematis, dari modul ajar, rubrik penilaian, sama asesmen. Tapi kalau di Pearson semuanya sudah ada semua, jadi untuk asesmen, materi dan sebagainya sudah ada, jadi tinggal mempersiapkan diri dan belajar. Kebetulan di sekolah ini tidak begitu mewajibkan penggunaan RPP, tapi saya membuat RPP biasanya di awal atau akhir tahun pembelajaran, misalnya di awal semester satu setengah lalu nanti di semester dua setengahnya lagi. Satu kali membuat tapi RPP nya banyak, jadi per-unit.

Pewawancara: Dokumen apa saja yang Ibu gunakan dalam perencanaan pembelajaran (RPP, modul, silabus, dll)? Tolong jelaskan bagaimana Ibu mempersiapkan dokumen tersebut.

Guru: RPP memang di buat satu semester sekali, misalnya saya mengajar 5 unit berarti membuat 5 RPP, karena dibuatnya per-unit. Untuk satu skill Bahasa Inggris ada 4 modul, tetapi memang membuatnya di awal semester dan langsung banyak. RPP tersebut menyesuaikan Pearson, sehingga untuk Langkah pembelajarannya memang sudah ada di Pearson dan tinggal di sesuaikan dengan yang dibutuhkan negara.

Pewawancara: Apakah ibu pernah mengikuti pelatihan khusus terkait Pearson Curriculum? Jika iya, tolong jelaskan.

Guru: Sebenarnya kurikulum langsung diterapkan, tapi sembari berjalan ada pelatihannya setiap hari senin dan kamis setiap minggunya. Dulu memang pelatihan kurikulum Pearson dilaksanakan dengan efektif, tetapi akhir-akhir ini sudah tidak, karena mau diganti kurikulum IB jadi sudah tidak dilakukan pelatihan Pearson lagi sejak 5 bulan terakhir.

Pewawancara: Bagaimana Ibu menyesuaikan materi Pearson dengan kebutuhan, kemampuan, dan karakteristik siswa di kelas?

Guru: Menurut saya, karena Pearson memang di desain untuk anak-anak internasional atau *native speaker*, sedangkan di Indonesia ini banyak sekali anak-anak yang kurang kemampuan Bahasa Inggrisnya, sehingga untuk menyesuaikan itu biasanya saya menggunakan metode *bilingual* dan memberikan cara singkat di papan tulis agar siswa paham, dikarenakan di Pearson tidak ada *mind map* yang bisa mempermudah pemahaman siswa. Sebenarnya dari Pearson sudah menyediakan

PPT, tetapi biasanya anak-anak kurang berminat untuk melihat table, berbeda dengan *mind map* yang lebih terstruktur.

Pewawancara; Bagaimana Ibu menerapkan pendekatan *student-centered learning* dalam pembelajaran sehingga setiap siswa mencapai target yang diharapkan?

Guru: Kalau saya memang maunya *student-centered learning*, jadi biasanya saya membuat siswa berkelompok, lalu memberikan aktivitas yang bisa dikerjakan bersama, karena di Pearson ini sangat banyak aktivitas. Biasanya saya hanya memberikan satu contoh, lalu memberikan kesempatan bagi siswa untuk menjawab sisanya agar aktif. Yang kedua, biasanya saya memberikan masalah (*problem-based learning*) lalu nanti siswa diminta untuk mengidentifikasi masalah tersebut, “ayo kalian identifikasi masalah ini”, nah nanti mereka identifikasi sendiri lalu berbagi dengan temannya.

Pewawancara: Berarti itu dilakukan di setiap pembelajaran atau bagaimana bu?

Guru: Menyesuaikan lagi, kadang ada yang bisa atau tidak. Biasanya yang *vocabulary* saya kasih *game*, jadi saya kasih pertanyaan lalu nanti siswa berkelompok dan aktif untuk menjawab pertanyaan tersebut, mana yang menang dapat poin. Jadi mereka berdiskusi sendiri dan saya tidak kasih materi, jadi kadang siswa berdiskusi sendiri.

Pewawancara: Bagaimana ibu menggabungkan teori pembelajaran dengan praktik dunia nyata agar siswa dapat dengan langsung merasakan hubungan antara keduanya?

Guru: Dengan memberikan control yang *real*. Kemarin saya *reading* judulnya “*Our Blue Planet*” yang menggambarkan planet kita sendiri. Terus ada juga misalnya minyak yang ada di dalam ikan paus, dari situ anak-anak menjadi penasaran, lalu saya bisa bukakan YouTube, jadi mereka bisa melihat langsung. Terus ada yang tentang sampah plastik yang dibuang ke laut, jadi mereka bisa mememikirkan untuk menanggapi hal tersebut, jadinya mungkin dari teori bisa menjadi praktik untuk tidak membuang sampah.

Pewawancara: Bagaimana Ibu mengajarkan setiap *skill* Bahasa Inggris kepada siswa? Tolong jelaskan satu per-satu.

Guru: Setiap *skill* menggunakan metode yang berbeda, tergantung dari Pearson, karena sudah dibagi-bagi. Misalnya *grammar* menggunakan metode ceramah, *reading* dari melihat video, dan sebagainya. Kalau yang *reading* saya menggunakan *problem-based learning* dan membuat siswa berkelompok. Untuk *listening*, saya hanya memberikan audio lalu siswa menjawab. Dan untuk *speaking* biasanya membuat proyek, misalnya membuat brosur pariwisata lalu mereka mempresentasikannya di depan kelas atau dengan metode jigsaw terlebih dahulu dengan kelompok yang lain. Untuk *writing* saya gabungkan dengan *speaking*.

Pewawancara: Media digital apa yang ibu sering gunakan dalam pembelajaran? Tolong jelaskan bagaimana ibu menggunakannya agar dapat semaksimal mungkin meningkatkan pembelajaran.

Guru: Sebenarnya kalau di Pearson ada *My English Lab*, jadi anak-anak mempunyai akun sendiri. Tetapi kelas 11 terkendala karena mereka lupa *password* akunnya, jadi kalau mereka tidak bisa buka, saya juga tidak. Sehingga kelas 11 sudah tidak bisa membuka, tetapi kelas 10 masih bisa. Dulu saya pernah menggunakan dan merasa lebih nyaman. Tetapi karena ada beberapa kendala, jadi saya hanya menggunakan Messhub dan laptop. Penggunaan media harus dipelajari terlebih dahulu agar bisa dimanfaatkan semaksimal mungkin.

Pewawancara: Bagaimana respon siswa terhadap media digital yang ibu gunakan?

Guru: Siswa selalu terlihat *excited* saat menggunakan media tersebut, mungkin karena ini belum lama digunakan, jadi mereka juga masih eksplor cara penggunaannya juga.

Pewawancara: Apakah ibu pernah mengalami kendala teknis saat menggunakan media tersebut? Bagaimana cara ibu mengatasinya?

Guru: Kadang terkendala internet yang kurang kuat atau bahkan dari messhub itu sendiri.

Pewawancara: Bagaimana teknik penilaian yang ibu gunakan saat menggunakan kurikulum Pearson?

Guru: Teknik penilaian formatif ada dari Pearson, namanya *workbook*. *Workbook* ini di pegang oleh guru dan tidak dimiliki siswa, jadi karena Pearson itu ada sistem *online*-nya, jadi saya bisa download atau print. Untuk penilaian sumatif, karena di Pearson sudah ada jadi kita ambil saja, jadi dua penilaian tersebut langsung dari Pearson. Biasanya penilaian sumatif dilaksanakan bersamaan dengan penilaian akhir.

Pewawancara: Apakah sistem penilaian dari Pearson perlu ibu modifikasi agar sesuai dengan kebutuhan siswa?

Guru: Tidak perlu, jadi semuanya mengikuti dari system Pearson.

Pewawancara: Apa tantangan terbesar yang ibu hadapi selama menggunakan kurikulum pearson dalam pembelajaran?

Guru: Kadang karena level Bahasa Inggris di Pearson ini cukup tinggi, B1 atau B1+ untuk kelas 11, jadi kadang materi tidak begitu lengkap dan sesuai dengan latihan soal yang disajikan. Oleh karena itu saya harus menjelaskan materi tambahan tersebut, sedangkan siswa kurang begitu percaya dikarenakan materi tersebut tidak ada di buku dan dianggap tidak terlalu penting, jadi mereka begitu karena belajar sangat *based on text* dengan buku,

Dari manakah tantangan lebih banyak berasal (guru, siswa, materi, media, dll)?

Guru: Tantangan terbesar berasal dari bagian latihannya dan siswa, karena siswa belajar *based on text*, jadi mereka lebih percaya buku dan berfikir bahwa yang diajarkan guru selalu ada di buku.

Pewawancara: Bagaimana ibu mengatasi tantangan tersebut selama pembelajaran?

Guru: Saya biasanya melewati dulu soal yang memerlukan penjelasan lebih lanjut tersebut, jadi biar nanti dibahas terakhir atau saya langsung membrikan jawabannya.

Pewawancara: Apa saja dukungan yang sekolah berikan dalam upaya penerapan kurikulum Pearson di Sekolah?

Guru: Sekolah memfasilitasi media pembelajaran dan pelatihan guru.

Pewawancara: Apakah fasilitas dan kebijakan sekolah sudah memadai?

Guru: Dukungannya sangat bagus, dimulai dari messhub, platform, dan buku yang di impor dari Singapura, dan buku tersebut didistribusikan secara gratis

Pewawancara: Apakah ada sesuatu yang ibu butuhkan sebagai pendukung dalam pengimplementasian kurikulum?

Guru: Semuanya sudah cukup. Kepala sekolah juga sering crosscheck mengenai kekurangan atau hambatan yang terjadi dari kurikulum ini, lalu saya sampaikan mengenai isi buku materi dan soal latihan.

Pre-Observation Interview

Teacher : Mrs. AR

Date : January, 29th 2026

Teaching Periode : 6, 4 years

Pewawancara: Bagaimana Ibu mempersiapkan pembelajaran ketika menggunakan Pearson Curriculum?

Guru: Biasanya kita mempersiapkan materi yang akan diajarkan dan metode yang akan dipakai secara spesifik, misalnya menggunakan metode yang banyak geraknya untuk kelas yang aktif dan ramai. Berbeda lagi jika yang akan diajar adalah kelas yang isinya anak-anak kalem, jadi metode yang digunakan akan selalu menyesuaikan siswa di kelas.

Pewawancara: Dokumen apa saja yang Ibu gunakan dalam perencanaan pembelajaran (RPP, modul, silabus, dll)? Tolong jelaskan bagaimana Ibu mempersiapkan dokumen tersebut.

Guru: Kalau secara tertulis ada RPP, itu biasanya dibuat di awal semester. Selain itu dokumennya ada absensi siswa dan penilaian, biasanya ada dokumen tapi tidak secara *print out*, paling sseperti nilai keaktifan anak yang dimasukkan ke dalam nilai formatif, biasanya setiap *meeting* ada formatifnya. RPP dan soal-soal dari Pearson biasanya kita edit dan sesuaikan lagi dengan kemampuan siswa. Sedangkan untuk materinya kit ambil semua dari Pearson.

Pewawancara: Apakah ibu pernah mengikuti pelatihan khusus terkait Pearson Curriculum? Jika iya, tolong jelaskan.

Guru: Pelatihannya biasanya kita mengundang pihak resmi, *trainer* dari Jakarta yang datang ke sekolah. Itu dilaksanakan rutin setiap akhir semester ketika kurikulum sudah di implementasikan, sedangkan sebelum kurikulum diimplementasikan, pelatihan dilaksanakan dengan intens, semua guru yang menggunakan Pearson di karantina untuk dilatih. Tetapi untuk pelatihan rutin ada di kantor Al Irsyad sekitar satu minggu sekali.

Pewawancara: Bagaimana Ibu menyesuaikan materi Pearson dengan kebutuhan, kemampuan, dan karakteristik siswa di kelas?

Guru: Sebenarnya saya merasa bahwa yang saya ajarkan dari Pearson itu sudah sesuai dengan kebutuhan siswa, Cuma mungkin yang butuh penyesuaian adalah metode nya. Selain itu, ritme pembelajaran juga harus di sesuaikan dengan siswa, karena tidak mungkin semua unit bisa di selesaikan dalam satu tahun pembelajaran. Contohnya kelas 10 satu tahun bisa 4 unit, lalu sisanya di kelas selanjutnya.

Pewawancara; Bagaimana Ibu menerapkan pendekatan *student-centered learning* dalam pembelajaran sehingga setiap siswa mencapai target yang diharapkan?

Guru: Biasanya saya tidak selalu menjelaskan dengan metode ceramah, tetapi mencoba menjelaskan sedikit lalu nanti anak-anak yang menyesuaikan, saya hanya berusaha untuk memfasilitasi. Kalau *grammar* biasanya memang saya dulu yang ngomong, lalu nanti siswa, karena biasanya kalau *grammar* siswa kurang efektif. Kalau *speaking* biasanya saya memberikan pancingan dulu lalu mereka *finishing*, jadi lebih focus ke siswa dan kita memfasilitasi.

Pewawancara: Bagaimana ibu menggabungkan teori pembelajaran dengan praktik dunia nyata agar siswa dapat dengan langsung merasakan hubungan antara keduanya?

Guru: Itu lebih ke konteks materinya. Misal tema yang ini tentang *future technology*, materi ini berarti bisa belajar *vocabulary* tentang future dan *grammar* tentang *future*. Tapi gimana kita caranya menghubungkan itu dengan konteks materi yang ada. Contohnya *speaking* membahas tentang AI, "*what do you think about AI right now?*", "*AI is very famous*", "*pros and cons*". Untungnya di Pearson ini materinya sudah kontekstual, jadi saya tidak perlu berfikir berat untuk mencari materinya, jadi saya sudah sangat cocok menggunakan Pearson.

Pewawancara: Bagaimana Ibu mengajarkan setiap *skill* Bahasa Inggris kepada siswa? Tolong jelaskan satu per-satu.

Guru: Biasanya dari Pearson sudah ada *steps*-nya, jadi kita tinggal mengikuti saja. Misal *reading* sudah ada teks nya, selain teks juga ada yang lain, jadi enak memakai Pearson. Tinggal menyesuaikan karena di dalam buku sudah tertulis dengan jelas per-*skill* nya.

Pewawancara: Media digital apa yang ibu sering gunakan dalam pembelajaran? Tolong jelaskan bagaimana ibu menggunakannya agar dapat semaksimal mungkin meningkatkan pembelajaran.

Guru: Saya menggunakan media *smartboard*, *handphone*, dan platform dari Pearson. Menurut saya *smartboard* itu tidak ada negatifnya, Cuma kadang karena akses ke akun Pearson harus memakai *handphone*, jadi terkadang ada beberapa siswa yang kurang fokus jika saya minta mengerjakan tugas, tetapi untuk *smartboard*, menurut saya tidak ada negatifnya. Sebenarnya siswa mempunyai akun masing-masing yang terkoneksi langsung dengan platform Pearson, jadi siswa tidak perlu mengerjakan di buku, tetapi langsung di platform tersebut, tapi karena kita memiliki keterbatasan penggunaan *handphone*, jadi palingan seminggu sekali tidak apa-apa.

Pewawancara: Bagaimana respon siswa terhadap media digital yang ibu gunakan?

Guru: Tentu saja siswa merasa sangat senang dengan penggunaan *handphone*, tapi terkadang malas menulis karena sudah difasilitasi oleh teknologi. Biasanya juga kalau Pearson ini gambarnya lebih *real*, berbeda dengan buku pemerintah, *speakers*nya juga native, ada video dan *game* juga.

Pewawancara: Bagaimana teknik penilaian yang ibu gunakan saat menggunakan kurikulum Pearson?

Guru: Untuk penilaian kita *generalization*, jadi kita samakan dengan penilaian yang lain. Sudah ada *sumatif* dan *formatif*, tinggal kita implementasikan dengan penilaian dari pemerintah.

Pewawancara: Apakah sistem penilaian dari Pearson perlu ibu modifikasi agar sesuai dengan kebutuhna siswa?

Guru: Sebenarnya dari Pearson tidak ada *system* penilaian, hanya saja ada soal dan latihannya.

Pewawancara: Apa tantangan terbesar yang ibu hadapi selama menggunakan kurikulum pearson dalam pembelajaran?

Guru: Mungkin tantangan hanya seperti saat awal implementasi sebagai penyesuaian. Misalnya penyesuaian *step* mengajar dan materi yang berbeda, kadang isi dari topik materi bersifat global, jadi tantangannya terkadang kita harus browsing juga sebelum mengajar, untuk informasi yang lebih detail. Kita juga jadi ditantang untuk mengetahui isu-isu global yang dibahas.

Pewawancara: Dari manakah tantangan lebih banyak berasal (guru, siswa, materi, media, dll)?

Guru: Tantangan berasal dari siswa, karena dari Pearson kita tidak perlu menyiapkan media juga, semuanya sudah tersedia.

Pewawancara: Bagaimana ibu mengatasi tantangan tersebut selama pembelajaran?

Guru: Biasanya kita sesuaikan dengan siswa. Misalnya metodenya diganti atau *pace* nya lebih pelan atau cepat.

Pewawancara: Apa saja dukungan yang sekolah berikan dalam upaya penerapan kurikulum Pearson di Sekolah?

Guru: Dukungannya misalnya berbentuk smartboard yang dari sekolah dan pelatihan dari yayasan.

Pewawancara: Apakah fasilitas dan kebijakan sekolah sudah memadai?

Guru: Sudah memadai sekali, bahkan buku siswa didistribusikan secara gratis.

Pewawancara: Apakah ada sesuatu yang ibu butuhkan sebagai pendukung dalam pengimplementasian kurikulum?

Guru: Palingan kendala saya di waktu ujian speaking yang kurang, biasanya saya meminta siswa untuk submit video karena kalau maju satu-satu kurang efektif. Itu mungkin Cuma kendala dalam pembelajaran, kalau dari Pearson tidak ada.

Post-Observation Interview

Teacher : Mrs. WNM

Date : January, 30th 2026

Teaching Periode : 1,5 years

Pewawancara: Bagaimana Ibu menyesuaikan materi dan aktivitas pembelajaran dari Kurikulum Pearson dengan kebutuhan dan kemampuan siswa yang beragam di kelas?

Guru: Biasanya saya menggunakan PPT, menulis di papan tulis dan memberikan video, agar saya bisa memfasilitasi semua gaya belajar mereka.

Pewawancara: Dalam pembelajaran di kelas, Ibu menggunakan workbook sebagai bentuk evaluasi. Bagaimana penerapan evaluasi tersebut pada setiap keterampilan berbahasa (*listening, speaking, reading, dan writing*)?

Guru: Setiap skill ada workbook, itu digunakan untuk penilaian harian.

Pewawancara: Berdasarkan pembelajaran yang menggunakan Kurikulum Pearson, bagaimana Ibu menangani siswa yang kurang aktif selama kegiatan pembelajaran di kelas?

Guru: Biasanya saya langsung menunjuk anaknya, atau bahkan saya langsung menghukum anak yang mengantuk di kelas. Biasanya saya langsung menunjuk anak yang mengantuk atau mengobrol untuk menjawab pertanyaan.

Pewawancara: Bagaimana bentuk umpan balik (feedback) yang Ibu berikan kepada siswa dalam pembelajaran berbasis Kurikulum Pearson, dan apakah bentuk umpan balik tersebut bervariasi?

Guru: Yang pertama sudah jelas diberikan poin, kalau speaking, diberikan feedback secara langsung, jadi misalkan kurangnya apa atau “you have answer all of the point” ataupun pujian-pujian yang lain.

Pewawancara: Apakah terdapat perbedaan antara perencanaan pembelajaran yang telah ibu siapkan dengan pelaksanaan pembelajaran di kelas hari ini? Jika ada, apa penyebabnya?

Guru: Di kelas hari ini tidak ada yang di rubah, karena kebetulan siswanya juga kondusif. Berbeda lagi jika di kelas putra, biasanya saya rubah. Jadi tetap menyesuaikan. Biasanya di kelas putra tidak bisa full pembelajaran, jadi saya ganti dengan game.

Pewawancara: Apa alasan utama sekolah memilih kurikulum Pearson dibandingkan kurikulum nasional seperti kurikulum merdeka? Apakah ada pertimbangan khusus? Misalnya dari kebutuhan siswa, target akademik, dsb.

Guru: Alasan utama sekolah memilih Pearson dikarenakan target akademik siswa diharapkan dapat ke luar negeri, jadi penggunaan Pearson diharapkan bisa setara dengan target tersebut. Selain itu, dari kebutuhan siswanya juga Pearson sudah mengakomodasi mulai dari buku dan aplikasi, yang mana hal tersebut sangat baik menurut Al Irsyad untuk di aplikasikan di sekolah, sehingga siswa mendapatkan Gambaran langsung tentang bagaimana Pearson dan materinya.

Pewawancara: Menurut ibu, apa keunggulan kurikulum Pearson dibanding kurikulum merdeka dalam konteks pembelajaran EFL?

Guru: Pearson sangat bagus dalam segi materinya. Jadi kita punya e-book yang bisa ditampilkan lewat messhub sehingga memudahkan terjadinya *interactive learning*, tetapi selain itu materinya juga sangat banyak, tinggal klik aplikasi lalu ada video, audio dari *native speaker*, dll.

Pewawancara: Komponen apa saja dari kurikulum Pearson yang digunakan secara keseluruhan dalam pembelajaran bahasa Inggris? Misalnya buku teks, platform digital, workbook, dsb.

Guru: Komponen yang digunakan adapu, platform digital, dan workbook yang hanya bisa di akses oleh guru.

Pewawancara: Apakah semua komponen yang ada dalam Pearson di gunakan? Jika tidak, bagian mana saja yang paling sering digunakan?

Guru: Tidak semua komponen digunakan. Misalnya ada material game dari Pearson, tetapi tidak saya gunakan karna berfikir bahwa game tersebut terlalu boring dan susah. Jadi biasanya saya menggunakan platform digital Pearsonnya langsung.

Pewawancara: Apakah ada kebijakan khusus dari sekolah terkait penggunaan teknologi seperti smartboard, platform messhub dan Pearson dalam pembelajaran?

Guru: Tidak ada kebijakan khusus sekolah, karena messhub sudah disesuaikan dengan Pearson. Jadi tinggal di connect lewat messhub connect, sebasnya guru saja dan tidak ada yang melanggar juga karena tidak ada sesuatu dari Pearson yang harus disembunyikan.

Pewawancara: Apakah ibu menerapkan strategi diferensiasi dalam pembelajaran? Jika iya, bagaimana ibu menerapkan strategi tersebut ketika menghadapi siswa dengan kemampuan yang beragam dalam satu kelas?

Guru: Pasti ada differensiasi, karena kadang siswa tidak paham instruksi dari Pearson. Bisanya saya jelaskan lebih lanjut

Pewawancara: Berdasarkan pengalaman ibu, apa perbedaan paling mendasar saat

mengajar menggunakan kurikulum Pearson dan merdeka?

Guru: Kalau Pearson materinya sudah semua dari sana, sudah terdapat di buku dan aplikasi jadi tidak ada pengembangan, tapi kembali lagi ke gurunya mau dikembangkan atau tidak. Kalau saya biasanya mengembangkan lagi. Sedangkan Merdeka kan di bebaskan untuk mencari materi dimanapun, jadi terserah gurunya. Ada beberapa materi juga yang memang sedikit berbeda, tetapi memang Kembali lagi dengan target Al Irsyad yang menginginkan lulusannya sekolah di luar

Pewawancara: Apakah terdapat kesamaan antara kurikulum Pearson dan merdeka? Jika ada, apa saja?

Guru: Ada persamaan di bagian pembelajaran, seperti di inquiry based learning, pertanyaan pemantik, dan pembuka. Saya merasa lebih jelas di Pearson karena sudah ada materinya dan terstruktur.

Pewawancara: Menurut ibu, apakah kurikulum Pearson lebih efektif digunakan? Mengapa?

Guru: Menurut saya iya. Soalnya kita tidak perlu mencari materi dari source lain karena sudah ada dan tinggal mempelajarinya kemudian menyampaikan kepada siswa. Itu juga sudah ada syntaxnya, jadi tinggal mengikuti saja.

Pewawancara: Apakah tantangan saat menggunakan kurikulum Pearson berbeda dengan penggunaan kurikulum merdeka?

Guru: Terdapat beberapa perbedaan antara materi Pearson dan kurikulum Merdeka.

Pewawancara: Berdasarkan pengalaman ibu, apa saran ibu untuk sekolah yang berencana mengadopsi kurikulum Pearson ini?

Guru: Untuk guru-guru yang ingin mengadopsi Pearson harus lebih hati-hati di bagian materialnya, harus lebih menguasai. Kemudian beberapa material juga sedikit berbeda dengan kurikulum Merdeka, sebaiknya guru memberikan pengertian sebelumnya mengenai materi tersebut sehingga siswa lebih paham.

Pewawancara: Apakah ada antisipasi yang harus dilakukan sejak awal oleh sekolah yang ingin menggunakan kurikulum ini?

Guru: Mungkin lebih antisipasi dari sarana nya juga. Dulu saya mengaplikasikan Pearson menggunakan LCD dan tetap lancer, tetapi memang lebih bagus lagi memakai messhub, siswa akan lebih interkatif lagi di kelas. Yang utama sepertinya memang dari sarana dan prasarana seperti speaker, dulu saya pernah ngajar di sekolah yang tidak ada speakernya, dan saya merasa kesusahan dalam mengajar listening, berbeda dengan messhub yang suaranya kenceng. Dan juga harus benar-bener diperhatikan target akademis siswanya, apakah mau ke luar negeri atau ternyata hanya lulus neegri biasa.

Post-Observation Interview

Teacher : Mrs. AR

Date : January, 30th 2026

Teaching Periode : 6,4 years

Pewawancara: Bagaimana Ibu menyesuaikan materi dan aktivitas pembelajaran dari Kurikulum Pearson dengan kebutuhan dan kemampuan siswa yang beragam di kelas?

Guru: Palingan metode dan tipikal serta kualitas siswanya, kalau mereka cepat faham bisa di ulang-ulang dan banyak latihan soal, kalau yang lambat lebih banyak menerangkan dan latihan soal lalu di bahas. Jadi lebih ke intensitas ke siswanya.

Pewawancara: Dalam pembelajaran di kelas, Ibu menggunakan *workbook* sebagai bentuk evaluasi. Bagaimana penerapan evaluasi tersebut pada setiap keterampilan berbahasa (*listening, speaking, reading, dan writing*)?

Guru: Saya tidak selalu memakai *workbook*, tergantung siswanya, biasanya kalau materinya tidak terlalu susah saya tidak memakai *workbook* dan langsung saya anggap faham. Jadi *workbook* ini hanya untuk materi-materi yang membutuhkan latihan soal banyak, karena latihan soal di buku siswa terbatas.

Pewawancara: Berdasarkan pembelajaran yang menggunakan Kurikulum Pearson, bagaimana Ibu menangani siswa yang kurang aktif selama kegiatan pembelajaran di kelas?

Guru: Biasanya kalau siswa tidak aktif, saya memberikan game sehingga naka-anak antusias dalam pembelajaran, karena memang di Pearson ada fitur *game* nya.

Pewawancara: Bagaimana bentuk umpan balik (*feedback*) yang Ibu berikan kepada siswa dalam pembelajaran berbasis Kurikulum Pearson, dan apakah bentuk umpan balik tersebut bervariasi?

Guru: Palingan seperti apresiasi, nilai keaktifan, dan poin agar siswa semakin aktif.

Pewawancara: Apakah terdapat perbedaan antara perencanaan pembelajaran yang telah ibu siapkan dengan pelaksanaan pembelajaran di kelas hari ini? Jika ada, apa penyebabnya?

Guru: Biasanya sama, kalau beda pun jadi tergantung kualitas anaknya. Misalnya kadang jadi ditambahkan aktivitas atau bahkan ada yang di skip. Karena di sini ada siswa *thafidz* dan *reguler*, jadi kadang penerapan dan ritmenya juga beda, tapi mayoritas tetap sama, cuma kadang saya modifikasi sedikit agar tetap menyesuaikan lapangan.

Pewawancara: Apa alasan utama sekolah memilih kurikulum Pearson dibandingkan kurikulum nasional seperti kurikulum merdeka? Apakah ada pertimbangan khusus? Misalnya dari kebutuhan siswa, target akademik, dsb.

Guru: Sebenarnya, alasan utamanya adalah kebutuhan siswa untuk memiliki standar internasional. Pearson menawarkan materi yang lebih terstruktur dan sesuai dengan target akademik, terutama untuk persiapan ujian Cambridge atau IELTS. Jadi, sekolah ingin memberi bekal yang lebih luas, bukan hanya untuk konteks nasional tapi juga global.

Pewawancara: Menurut ibu, apa keunggulan kurikulum Pearson dibanding kurikulum merdeka dalam konteks pembelajaran EFL?

Guru: Pearson lebih fokus pada keterampilan berbahasa seperti *listening, speaking, reading, writing*, dengan integrasi yang jelas. Kalau kurikulum merdeka lebih fleksibel dan kontekstual, Pearson punya jalur yang lebih sistematis untuk mencapai level proficiency tertentu.

Pewawancara: Komponen apa saja dari kurikulum Pearson yang digunakan secara

keseluruhan dalam pembelajaran bahasa Inggris? Misalnya buku teks, platform digital, workbook, dsb.

Guru: Saya menggunakan buku teks utama, workbook, dan juga platform digital Pearson. Selain itu ada assessment tools yang membantu memantau progres siswa seperti platform Pearson itu sendiri.

Pewawancara: Apakah semua komponen yang ada dalam Pearson di gunakan? Jika tidak, bagian mana saja yang paling sering digunakan?

Guru: Tidak semua. Palingan yang sering dipakai buku teks dan workbook, karena itu poin utama dari pembelajaran. Platform digital digunakan, tapi hanya untuk pelengkap, misalnya untuk latihan listening atau interactive tasks.

Pewawancara: Apakah ada kebijakan khusus dari sekolah terkait penggunaan teknologi seperti smartboard, platform messhub dan Pearson dalam pembelajaran?

Guru: Sekolah memang mendorong penggunaan teknologi, misalnya smartboard dipakai untuk presentasi interaktif, dan platform seperti Messhub serta Pearson digital learning tools yang diterapkan di kelas.

Pewawancara: Apakah ibu menerapkan strategi diferensiasi dalam pembelajaran? Jika iya, bagaimana ibu menerapkan strategi tersebut ketika menghadapi siswa dengan kemampuan yang beragam dalam satu kelas?

Guru: Ya, tentu memakainya. Misalnya, untuk siswa yang lebih cepat memahami, saya beri tugas tambahan berupa project atau presentasi. Sedangkan untuk yang masih kesulitan, saya sediakan worksheet yang lebih sederhana atau sesi remedial serta pengulangan materi lebih lama. Intinya, saya coba sesuaikan dengan kebutuhan masing-masing siswa.

Pewawancara: Berdasarkan pengalaman ibu, apa perbedaan paling mendasar saat mengajar menggunakan kurikulum Pearson dan merdeka?

Guru: Menurut saya Pearson lebih rapih dan terstruktur, sedangkan Merdeka memberi ruang eksplorasi lebih luas. Dengan Pearson, saya punya guideline jelas, sedangkan Merdeka, saya harus lebih kreatif menyusun materi sesuai konteks lokal.

Pewawancara: Apakah terdapat kesamaan antara kurikulum Pearson dan merdeka? Jika ada, apa saja?

Guru: Iya, keduanya sama-sama menekankan kompetensi siswa, bukan sekadar hafalan. Jadi, fokusnya tetap pada keterampilan berbahasa dan kemampuan berpikir kritis.

Pewawancara: Menurut ibu, apakah kurikulum Pearson lebih efektif digunakan? Mengapa?

Guru: Kalau soal efektivitas, saya rasa iya, terutama untuk target internasional. Karena siswa jadi terbiasa dengan standar global. Tapi tergantung juga, soalnya kan efektivitas juga tergantung bagaimana guru mengimplementasikan.

Pewawancara: Apakah tantangan saat menggunakan kurikulum Pearson berbeda dengan penggunaan kurikulum merdeka?

Guru: Tantangannya ada di adaptasi. Pearson kadang terasa “kurang lokal” sehingga guru juga harus menyesuaikan konteks materinya dengan siswa agar mudah dipahami. Sedangkan Merdeka lebih dekat dengan realitas siswa sehari-hari.

Pewawancara: Berdasarkan pengalaman ibu, apa saran ibu untuk sekolah yang berencana mengadopsi kurikulum Pearson ini?

Guru: Palingan harus memastikan guru-guru siap dengan mindset internasional.

Jangan hanya berpikir untuk mengganti kurikulum, tapi juga bagaimana mengintegrasikan metode pengajaran yang sesuai.

Pewawancara: Apakah ada antisipasi yang harus dilakukan sejak awal oleh sekolah yang ingin menggunakan kurikulum ini?

Guru: Yang paling penting, sekolah harus menyiapkan infrastruktur, baik teknologi maupun pelatihan guru. Karena tanpa itu, kurikulum Pearson bisa terasa berat. Jadi, kesiapan SDM dan fasilitas adalah kunci.

Students' Interview

Nama Siswa: L

Kelas: XI

Tanggal: 2 Mei 2026

Pewawancara: Apakah kamu mendapatkan buku teks Pearson secara gratis dari sekolah? Bagaimana menurutmu kualitas buku tersebut?

Siswa: Iya, menurut saya kualitas bukunya bagus dari segi sampul dan isinya, krn isinya sudah mencakup Reading, grammar, dan vocab yang fokus pd satu topik sesuai bab nya jadi lebih enak saat mempelajari nya.

Pewawancara: Apakah kamu memiliki akun sendiri untuk mengakses platform Pearson? Seberapa sering kamu menggunakannya dalam pembelajaran?

Siswa: Saat mendapat buku sebetulnya ada cara untuk mengakses sendiri, tapi sekolah tidak/belum pernah menginstruksikan sepertinya. Tapi saya inisiatif membuat akun sendiri dan cukup sering menggunakan saat pembelajaran mandiri di rumah.

Pewawancara: Bagaimana menurutmu penggunaan smartboard dan platform Messhub dalam pembelajaran bahasa Inggris di kelasmu?

Siswa: Menurut saya dengan adanya smartboard itu semakin membantu dalam pembelajaran, terutama ketika harus mendengarkan audio, dgn menggunakan smartboard (maxhub) audio lebih terdengar oleh seisi kelas.

Pewawancara: Bisakah kamu ceritakan bagaimana biasanya pembelajaran bahasa Inggris berlangsung dari awal hingga akhir?

Siswa: Biasanya kita berdoa bersama terlebih dahulu, kemudian Ustadzah biasanya menginstruksikan untuk membuka buku sambil menampilkan halaman di layar smartboard. Biasanya kita mengerjakan latihan masing-masing kemudian kita bahas bersama. Selain dari buku ustadzah juga biasanya memberikan kita latihan/formatif yang masih berhubungan dengan materi, kadang dalam bentuk games atau kertas. Setelah nya kita tutup dengan doa bersama lagi.

Pewawancara: Apakah gurumu sering memberikan contoh-contoh dari kehidupan sehari-hari saat menjelaskan materi? Apakah hal itu membantumu memahami pelajaran?

Siswa: Iya, untuk saya pribadi itu membantu saya saat memahami pelajaran dan materi yang disampaikan.

Pewawancara: Apakah penggunaan teknologi seperti platform Pearson membantumu dalam belajar? Berikan alasanmu.

Siswa: Tentu saja. Menurut saya ketiga dalam pembelajaran kita menggunakan

teknologi itu menjadi faktor pendorong kemajuan teknologi itu sendiri, sedangkan untuk pelajar penggunaan teknologi mungkin membantu mereka memahami pembelajaran lebih dalam.

Pewawancara: Pernahkah kamu mengalami kendala teknis saat menggunakan platform Pearson atau Messhub di kelas? Jika ya, bagaimana gurumu mengatasinya?

Siswa: Sejauh ini belum pernah terjadi kendala dalam mengakses dua platform tersebut.

Pewawancara: Apakah kamu merasa materi bahasa Inggris dari buku Pearson mudah atau sulit dipahami? Mengapa?

Siswa: Menurut saya mudah dipahami. Karena instruksi yang diberikan buku jelas dan sudah menyediakan contoh yang bisa kami jadikan acuan.

Pewawancara: Pernahkah kamu merasa soal latihan di buku Pearson tidak sesuai dengan materi yang diajarkan di kelas?

Siswa: Sejauh ini tidak pernah. Soal yang diberikan hampir semua sesuai dengan materi.

Pewawancara: Apakah kamu lebih percaya penjelasan yang ada di buku teks dibandingkan penjelasan langsung dari guru dengan tambahan materi selain yang ada di buku? Mengapa?

Siswa: Saya lebih percaya dari guru, karena kadang di teks *book* itu hanya menjelaskan sesuai materi, sedangkan guru terutama ustadzah (yang mengajar) kadang memberi keterangan tambahan terkait penjelasan.

Pewawancara: Apakah kamu merasa percaya diri saat diminta berbicara atau menjawab pertanyaan secara lisan dalam bahasa Inggris di kelas? Apa yang membuatmu merasa demikian?

Siswa: Sejauh ini belum. Tapi mungkin ini dari faktor internal saya sendiri yang malu dan tidak percaya diri.

Pewawancara: Secara keseluruhan, apakah kamu menikmati pembelajaran bahasa Inggris dengan Kurikulum Pearson? Apa yang paling kamu sukai?

Siswa: Saya cukup menikmati pembelajaran bahasa Inggris nya. Yang paling saya sukai mungkin bagian vocabulary nya, karena dari sana saya mendapatkan banyak kosakata baru.

Pewawancara: Menurut kamu, apa yang perlu diperbaiki dalam pembelajaran bahasa Inggris menggunakan Kurikulum Pearson di sekolahmu?

Siswa: Sepertinya tidak ada. Karena saya sendiri sudah nyaman dengan pembelajaran Pearson yang seperti ini.

Nama Siswa: NS

Kelas: XI

Tanggal: 2 Mei 2026

Pewawancara: Apakah kamu mendapatkan buku teks Pearson secara gratis dari sekolah? Bagaimana menurutmu kualitas buku tersebut?

Siswa: Setau saya sih buku pearsonnya dibagikan secara langsung ya tanpa ada pembayaran yang resmi gitu tapi kayaknya sih bayar kak dari uang spp mungkin diambil ya, kurang tau saya biasanya langsung dapet dari sekolahnya, terus kualitas

bukunya menurut saya bagus, warnanya pop up gitu terus gede tapi kadang juga kalau udh lama ya pasti mulai lecek.

Pewawancara: Apakah kamu memiliki akun sendiri untuk mengakses platform Pearson? Seberapa sering kamu menggunakannya dalam pembelajaran?

Siswa: Ya saya punya akun sendiri untuk pearson, sebenarnya saya cuman pernah sekali atau dua kali pakai akunnya buat akses Pearson di platformnya buat latihan soal gitu.

Pewawancara: Bagaimana menurutmu penggunaan smartboard dan platform Messhub dalam pembelajaran bahasa Inggris di kelasmu?

Siswa: Menurut saya penggunaan maxhub memudahkan pembelajaran karena jadi bisa akses Pearson di maxhub sambil ada notesnya juga jadi ada nulis nulisnya gitu asik lah pokoknya

Pewawancara: Bisakah kamu ceritakan bagaimana biasanya pembelajaran bahasa Inggris berlangsung dari awal hingga akhir?

Siswa: Biasanya pembelajaran bahasa Inggris lumayan seru karena biasanya ada games dari ustadzah jadi lebih fun dan juga lebih menyerap pembelajaran jadi tau lebih dalam terus biasanya juga ngerjain soal.

Pewawancara: Apakah gurumu sering memberikan contoh-contoh dari kehidupan sehari-hari saat menjelaskan materi? Apakah hal itu membantumu memahami pelajaran?

Siswa: Biasanya iya kalau ada soal di contohin grammar pake nama siswa terus dia lagi ngapain gitu, lumayan paham sih kalau dari saya.

Pewawancara: Apakah penggunaan teknologi seperti platform Pearson membantumu dalam belajar? Berikan alasanmu.

Siswa: Ya menurutku sih membantu, karena biasanya banyak latihan soal di buku, juga ada pembahasan jadi lebih paham dan ga musingin, soalnya pembahasannya lebih ringkas dan udh di highlight mana yang penting gitu terus ada gambar dan juga hal hal seru yang bikin jadi semangat belajar.

Pewawancara: Pernahkah kamu mengalami kendala teknis saat menggunakan platform Pearson atau Messhub di kelas? Jika ya, bagaimana gurumu mengatasinya?

Siswa: Pearson ga pernah ada kendala sih tapi kalau maxhub nya bermasalah biasanya pake buku atau ga pake proyektor.

Pewawancara: Apakah kamu merasa materi bahasa Inggris dari buku Pearson mudah atau sulit dipahami? Mengapa?

Siswa: Menurut saya tergantung dari pelajarannya kalau pelajarannya saya sulit mengerti menurut saya lumayan susah tapi kalau gampang ya ok.

Pewawancara: Pernahkah kamu merasa soal latihan di buku Pearson tidak sesuai dengan materi yang diajarkan di kelas?

Siswa: Selama ini latihan soal Pearson sesuai dengan materi.

Pewawancara: Apakah kamu lebih percaya penjelasan yang ada di buku teks dibandingkan penjelasan langsung dari guru dengan tambahan materi selain yang ada di buku? Mengapa?

Siswa: Sebenarnya kalau buku Pearson sama guru lain dengan materi lain sama penjelasannya saya percaya dua duanya sih, sejauh ini materi Pearson sama dengan yang diajarkan guru.

Pewawancara: Apakah kamu merasa percaya diri saat diminta berbicara atau menjawab pertanyaan secara lisan dalam bahasa Inggris di kelas? Apa yang membuatmu merasa demikian?

Siswa: Saya percaya diri dengan lisan menjawab pertanyaan karena Ustadzahnya biasanya ga nge judge kita, kalau salah pasti dibenerin jadi lumayan nyaman dan pede aja.

Pewawancara: Secara keseluruhan, apakah kamu menikmati pembelajaran bahasa Inggris dengan Kurikulum Pearson? Apa yang paling kamu sukai?

Siswa: Ya saya menikmati kurikulum Pearson yang paling saya sukai itu pembawaan materinya yang kadang ada gambar menarik terus dikaitkan dengan materinya itu lumayan seru

Pewawancara: Menurut kamu, apa yang perlu diperbaiki dalam pembelajaran bahasa Inggris menggunakan Kurikulum Pearson di sekolahmu?

Siswa: Menurut saya ga ada sih yang perlu di perbaiki karena Pearson udh lengkap fitur nya dan sejauh ini materinya mudah dipahami.

Nama Siswa: MF

Kelas: X

Tanggal: 5 Mei 2026

Pewawancara: Apakah kamu mendapatkan buku teks Pearson secara gratis dari sekolah? Bagaimana menurutmu kualitas buku tersebut?

Siswa: Iya, kami dapat buku teks Pearson dari sekolah secara gratis. Menurut saya kualitasnya bagus banget, kertasnya tebal, desainnya menarik, dan materinya jelas. Rasanya beda dengan buku teks biasa karena lebih modern.

Pewawancara: Apakah kamu memiliki akun sendiri untuk mengakses platform Pearson? Seberapa sering kamu menggunakannya dalam pembelajaran?

Siswa: Saya punya akun sendiri untuk akses platform Pearson. Tapi jujur, saya nggak tiap hari buka. Biasanya dipakai kalau ada tugas listening atau latihan soal.

Pewawancara: Bagaimana menurutmu penggunaan smartboard dan platform Messhub dalam pembelajaran bahasa Inggris di kelasmu?

Siswa: Smartboardnya bagus, karena guru bisa langsung nunjukin video atau latihan soal di layar besar. Kalau Messhub, lebih sering dipakai buat komunikasi atau share materi.

Pewawancara: Apakah gurumu sering memberikan contoh-contoh dari kehidupan sehari-hari saat menjelaskan materi? Apakah hal itu membantumu memahami pelajaran?

Siswa: Iya, ustadzah sering kasih contoh dari kehidupan sehari-hari. Misalnya kalau belajar tentang lingkungan, ustadzah cerita tentang lingkungan sekitar. Itu membantu banget, jadi lebih gampang kebayang.

Pewawancara: Apakah kamu merasa materi bahasa Inggris dari buku Pearson mudah atau sulit dipahami? Mengapa?

Siswa: Kadang mudah, kadang sulit. Kalau topiknya dekat dengan kehidupan sehari-hari, gampang dipahami. Tapi kalau teksnya panjang agak sulit dipahami.

Pewawancara: Pernahkah kamu merasa soal latihan di buku Pearson tidak sesuai dengan materi yang diajarkan di kelas?

Siswa: Pernah sekali dua kali, soal di workbook kayak lebih susah dibanding yang

baru diajarkan. Tapi ustadzah biasanya jelasin lagi supaya nyambung dan kita lebih mengerti.

Pewawancara: Apakah kamu lebih percaya penjelasan yang ada di buku teks dibandingkan penjelasan langsung dari guru dengan tambahan materi selain yang ada di buku? Mengapa?

Siswa: Saya lebih percaya penjelasan guru. Bukunya memang lengkap, tapi guru bisa kasih contoh tambahan dan jelasin dengan cara yang lebih sederhana jadi lebih gampang paham.

Pewawancara: Apakah kamu merasa percaya diri saat diminta berbicara atau menjawab pertanyaan secara lisan dalam bahasa Inggris di kelas? Apa yang membuatmu merasa demikian?

Siswa: Lumayan percaya diri, walaupun kadang masih grogi. Yang bikin lebih berani itu soalnya ustadzah juga selalu dorong kita untuk nyoba.

Pewawancara: Secara keseluruhan, apakah kamu menikmati pembelajaran bahasa Inggris dengan Kurikulum Pearson? Apa yang paling kamu sukai?

Siswa: Iya, saya enjoy. Yang paling saya suka itu bagian listening dan speaking practice, karena terasa nyata dan bikin kita berani ngomong.

Nama Siswa: KBZ

Kelas: X

Tanggal; 5 Mei 2026

Pewawancara: Apakah kamu mendapatkan buku teks Pearson secara gratis dari sekolah? Bagaimana menurutmu kualitas buku tersebut?

Siswa: Di kasih gratis dari sekolah kebetulan. Menurutku kualitas bukunya bagus, disana juga lengkap materinya, Cuma menurutku kalau gak ada gurunya dan cuma belajar dari sana bakalan tetep kesusahan, jadi tetep butuh guru.

Pewawancara: Apakah kamu memiliki akun sendiri untuk mengakses platform Pearson? Seberapa sering kamu menggunakannya dalam pembelajaran?

Siswa: Aku ada akun Pearson sendiri. Jadi dari awal setiap anak disuruh membawa handphone masing-masing dulu ke kelas pas pembelajaran Bahasa Inggris. Kebetulan gak terlalu sering menggunakan, palingan kalau mengerjakan tugas.

Pewawancara: Bagaimana menurutmu penggunaan smartboard dan platform Messhub dalam pembelajaran bahasa Inggris di kelasmu?

Siswa: Menurutku itu sangat membantu buat belajar, karena di sekolah ini tidak setiap saat diperbolehkan membawa handphone jadi kita bisa searching dan nyari sumber lebih banyak disana, gak cuma yang dikasih ustadzaha aja.

Pewawancara: Apakah gurumu sering memberikan contoh-contoh dari kehidupan sehari-hari saat menjelaskan materi? Apakah hal itu membantumu memahami pelajaran?

Siswa: Contohnya iya relevan dengan kehidupan sehari-hari. Biasanya dipakai pas grammar, jadi kita lebih paham konteks dan tau grammar itu dipakainya pas kapan.

Pewawancara: Apakah kamu merasa materi bahasa Inggris dari buku Pearson mudah atau sulit dipahami? Mengapa?

Siswa: Karena masih di bagian awal, jadi materinya masih agak mudah, tapi kalau misal lihat materi yang belakang kayaknya sudah susah.

Pewawancara: Pernahkah kamu merasa soal latihan di buku Pearson tidak sesuai dengan materi yang diajarkan di kelas?

Siswa: Belum pernah, latihan soal sesuai dengan materi yang diajarkan, kadang kita hanya menemukan jawaban di halaman yang berbeda.

Pewawancara: Apakah kamu lebih percaya penjelasan yang ada di buku teks dibandingkan penjelasan langsung dari guru dengan tambahan materi selain yang ada di buku? Mengapa?

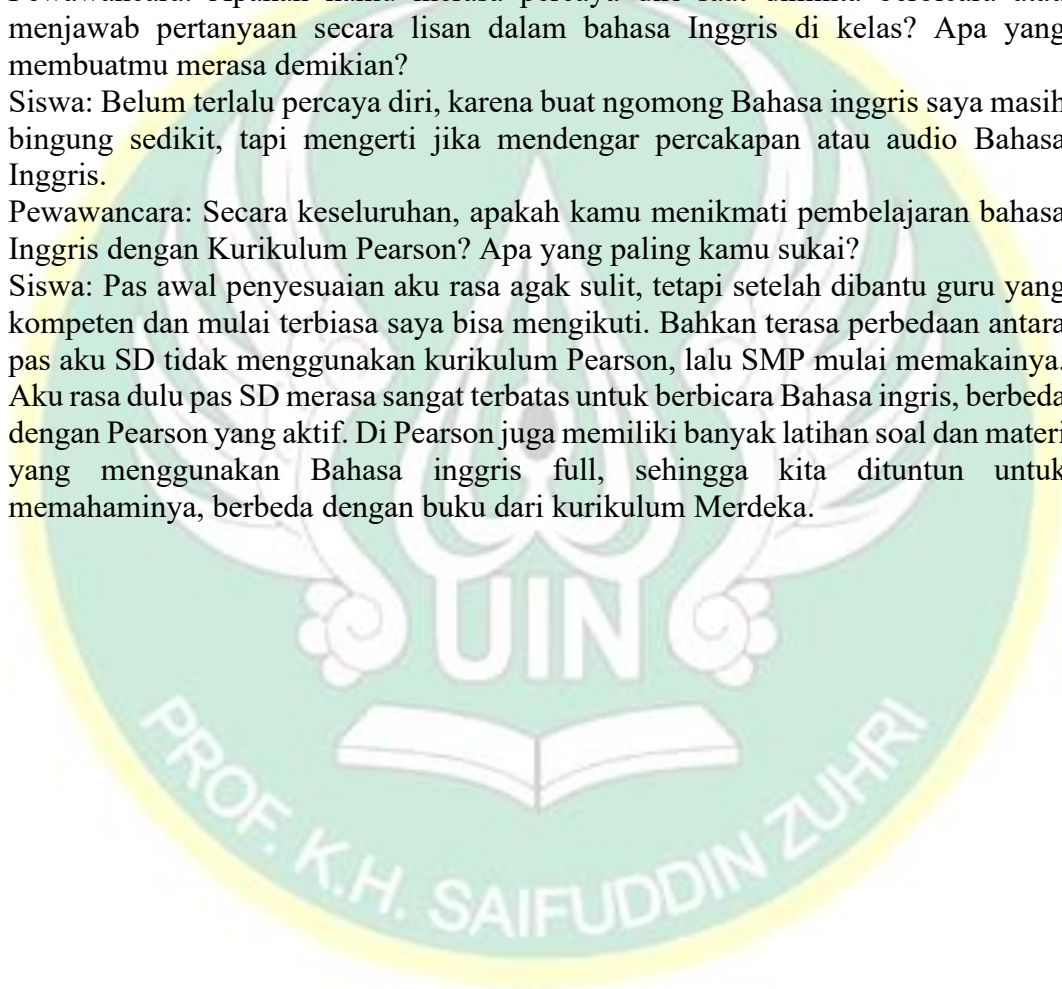
Siswa: Ustadzah pernah memberikan materi tambahan yang tidak ada di buku. Aku lebih percaya penjelasan dari ustadzah karena lebih mengerti. Kebetulan juga aku tipe yang belajarnya auditory, jadi memang harus dijelaskan secara langsung.

Pewawancara: Apakah kamu merasa percaya diri saat diminta berbicara atau menjawab pertanyaan secara lisan dalam bahasa Inggris di kelas? Apa yang membuatmu merasa demikian?

Siswa: Belum terlalu percaya diri, karena buat ngomong Bahasa Inggris saya masih bingung sedikit, tapi mengerti jika mendengar percakapan atau audio Bahasa Inggris.

Pewawancara: Secara keseluruhan, apakah kamu menikmati pembelajaran bahasa Inggris dengan Kurikulum Pearson? Apa yang paling kamu sukai?

Siswa: Pas awal penyesuaian aku rasa agak sulit, tetapi setelah dibantu guru yang kompeten dan mulai terbiasa saya bisa mengikuti. Bahkan terasa perbedaan antara pas aku SD tidak menggunakan kurikulum Pearson, lalu SMP mulai memakainya. Aku rasa dulu pas SD merasa sangat terbatas untuk berbicara Bahasa Inggris, berbeda dengan Pearson yang aktif. Di Pearson juga memiliki banyak latihan soal dan materi yang menggunakan Bahasa Inggris full, sehingga kita dituntun untuk memahaminya, berbeda dengan buku dari kurikulum Merdeka.



Appendix 8: Field Notes

Class Observation 1

Teacher : Mrs. WNM
 Date : January, 27th 2026
 Time : 07.15 – 08.45 WIB
 Place : Class XI G

In the first observation, the teacher began the lesson by greeting the students and making sure they were doing well and ready to learn. In addition, the teacher also led a brief brainstorming session with the students, such as asking them how they were feeling and having them respond by acting out those emotions. Once the students' attention was focused in the classroom, the teacher began the lesson. The teacher asked about the previous material they had learned; this was intended to help students recall and connect the previous material with what was to be discussed. The teacher introduced new grammar material with the theme "Down to Earth." During the lesson, the teacher used the Messhub platform with the smartboard provided by the school. Additionally, the students opened their books to the specific page designated by the teacher.

The lesson proceeded smoothly; the teacher explained the prepared material and provided additional content as needed. Student responses varied; some were enthusiastic about asking questions and offering feedback, while others simply followed the flow of the lesson. Students who actively answered and participated were rewarded with stickers by the teacher. Additionally, students were given the opportunity to work on practice exercises both individually and in groups. Before concluding the session, the teacher ensured that no questions remained unanswered. Once satisfied, the teacher closed the lesson with a prayer and a farewell greeting.

Class Observation 2

Teacher : Mrs. WNM
 Date : January, 27th 2026
 Time : 08.45 – 10.15 WIB
 Place : Class XI F

In the second observation, same as before activity, the teacher began the lesson by greeting the students and making sure they were doing well and ready to learn. In addition, the teacher also led a brief brainstorming session with the students, such as asking them how they were feeling and having them respond by acting out those emotions. Once the students' attention was focused in the classroom, the teacher began the lesson. The teacher asked about the previous material they had learned; this was intended to help students recall and connect the previous material with what was to be discussed. The teacher introduced new

grammar material with the theme “Down to Earth.” During the lesson, the teacher used the Messhub platform with the smartboard provided by the school. Additionally, the students opened their books to the specific page designated by the teacher.

The lesson proceeded smoothly; the teacher explained the prepared material and provided additional content as needed. Student responses varied; some were enthusiastic about asking questions and offering feedback, while others simply followed the flow of the lesson. Students who actively answered and participated were rewarded with stickers by the teacher. Additionally, students were given the opportunity to work on practice exercises both individually and in groups. Teacher gave some questions about today’s material as a formative assessment. Before concluding the session, the teacher ensured that no questions remained unanswered. Once satisfied, the teacher closed the lesson with a prayer and a farewell greeting.

Class Observation 3

Teacher : Mrs. AR
Date : January, 29th 2026
Time : 10.30 - 12.00 WIB
Place : Class X E

In the third observation, the researcher conducted the study in a 10th-grade class. Before beginning the lesson, the teacher prepared the materials to be used, such as a PowerPoint presentation and Messhub. After the teacher ensured that the students were ready to learn, the lesson began. The lesson started with a group prayer and greeting the students in the classroom, followed by a brief review of the previous material. The teacher presented the material via a PowerPoint presentation displayed on the smartboard. Additionally, students opened the student textbook on the theme “The Future is Now,” focusing on grammar. The lesson proceeded in an active and conducive manner; students did not merely listen and receive the material but also actively participated in the question-and-answer session. Student enthusiasm was quite high; they took turns coming to the front to answer practice questions displayed by the teacher on the smartboard. Every student had equal opportunities during the lesson.

Once the material was deemed sufficiently covered, the teacher began assigning practice problems to be worked on in groups and corrected collectively. Once the teacher determined that the students understood that day’s material and had no further questions, the teacher administered practice questions as a formative assessment of the day’s topic. Afterward, the teacher ensured no questions remained unanswered, provided feedback in the form of praise, and concluded the lesson with a prayer and closing remarks.

Class Observation 4

Teacher : Mrs AR
Date : February, 2nd 2026
Time : 08.15 – 09.05 WIB
Place : Class X A

In the third observation, the learning activities were not significantly different from those in previous sessions; the researcher conducted the study in Class XA. Before beginning the lesson, the teacher prepared the materials to be used, such as a PowerPoint presentation and Messhub. Once the teacher confirmed that the students were ready to learn, the lesson began. The lesson began with a group prayer and greeting the students in the classroom, followed by a brief review of the previous material. The teacher presented the material via a PowerPoint presentation displayed on the smartboard. Additionally, students opened their textbooks to the section titled “The Future is Now,” focusing on grammar. The lesson proceeded in an active and conducive manner; students did not merely listen and absorb the material but also actively participated in the question-and-answer session. The students’ enthusiasm was quite high; they took turns coming to the front to answer practice questions presented by the teacher on the smartboard. Every student had equal opportunities during the lesson.

Once the teacher felt that enough material had been covered, they began assigning practice problems to be worked on in groups and corrected together. After determining that the students understood that day’s material, the teacher planned to assign individual practice problems through the Pearson platform. After the teacher set up the platform, the students logged in to Pearson using their own phones and accounts. The students worked on the problems quietly; they could even see their scores immediately on the smartboard displaying the platform. Once all the students had finished, the teacher provided feedback in the form of praise. Afterward, the teacher made sure there were no remaining questions from the students, then concluded the lesson with a prayer and a farewell greeting.

Appendix 9: Observation Documentation

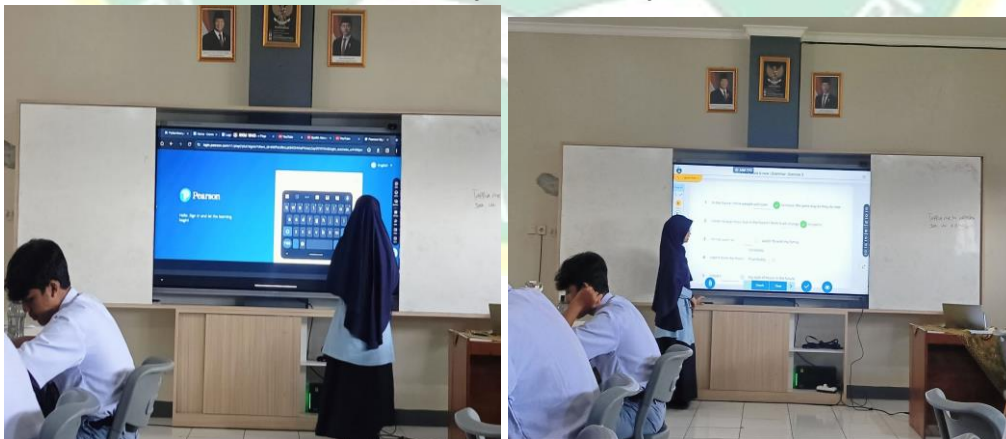
Learning Process



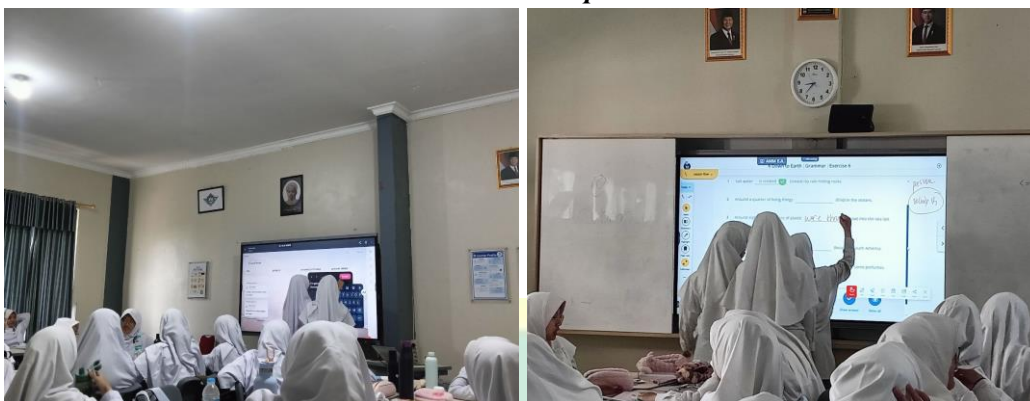
The Use of Messhub Platform



The Use of Pearson Platform



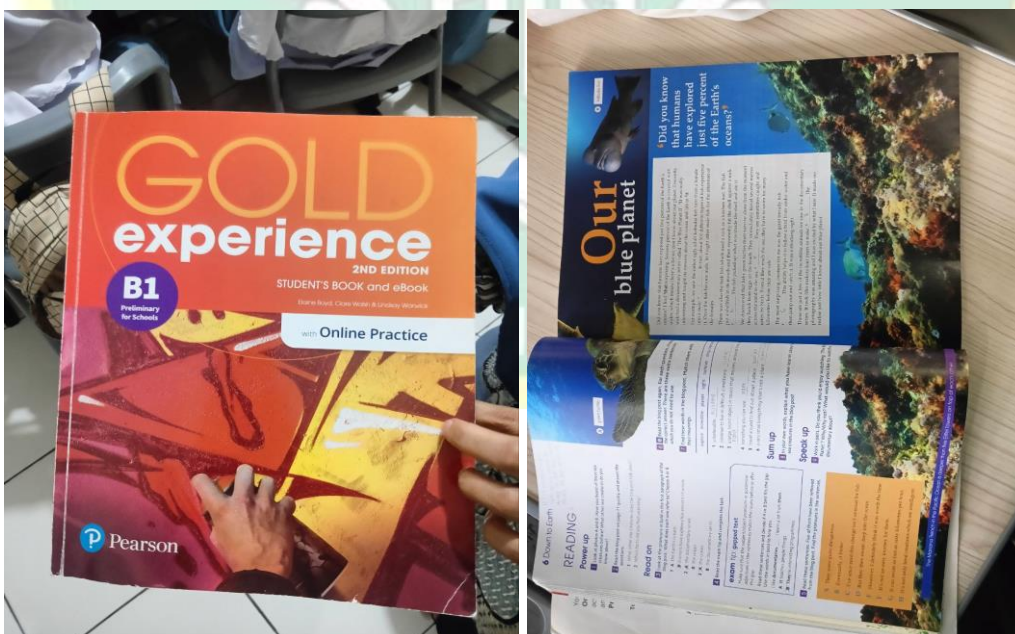
Students Participations

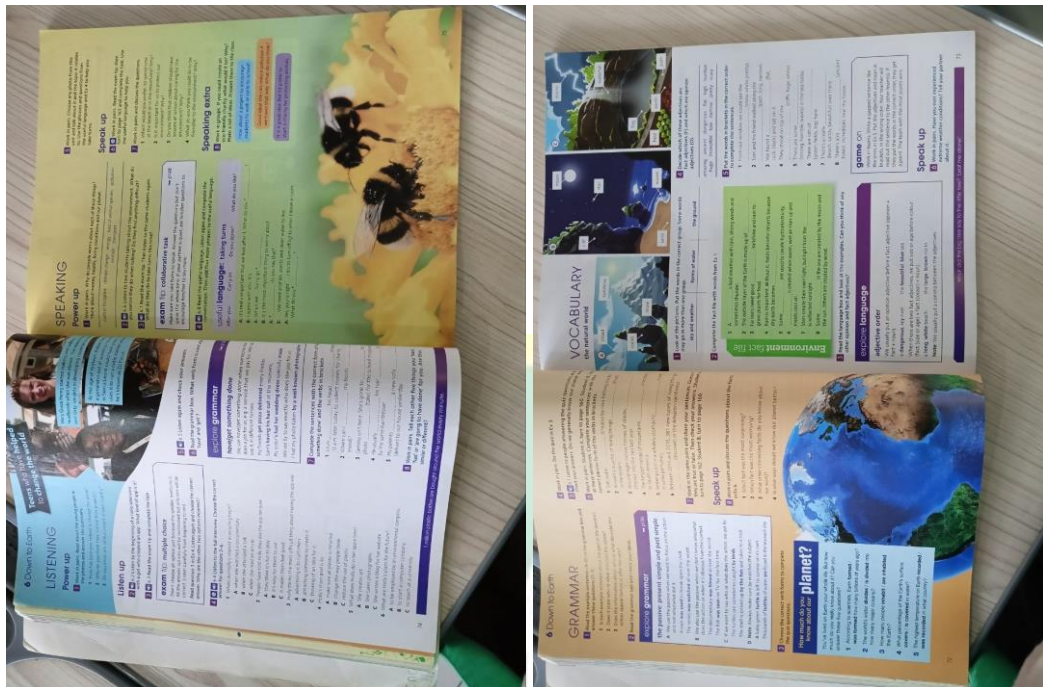


Doing Exercises



Students' Book





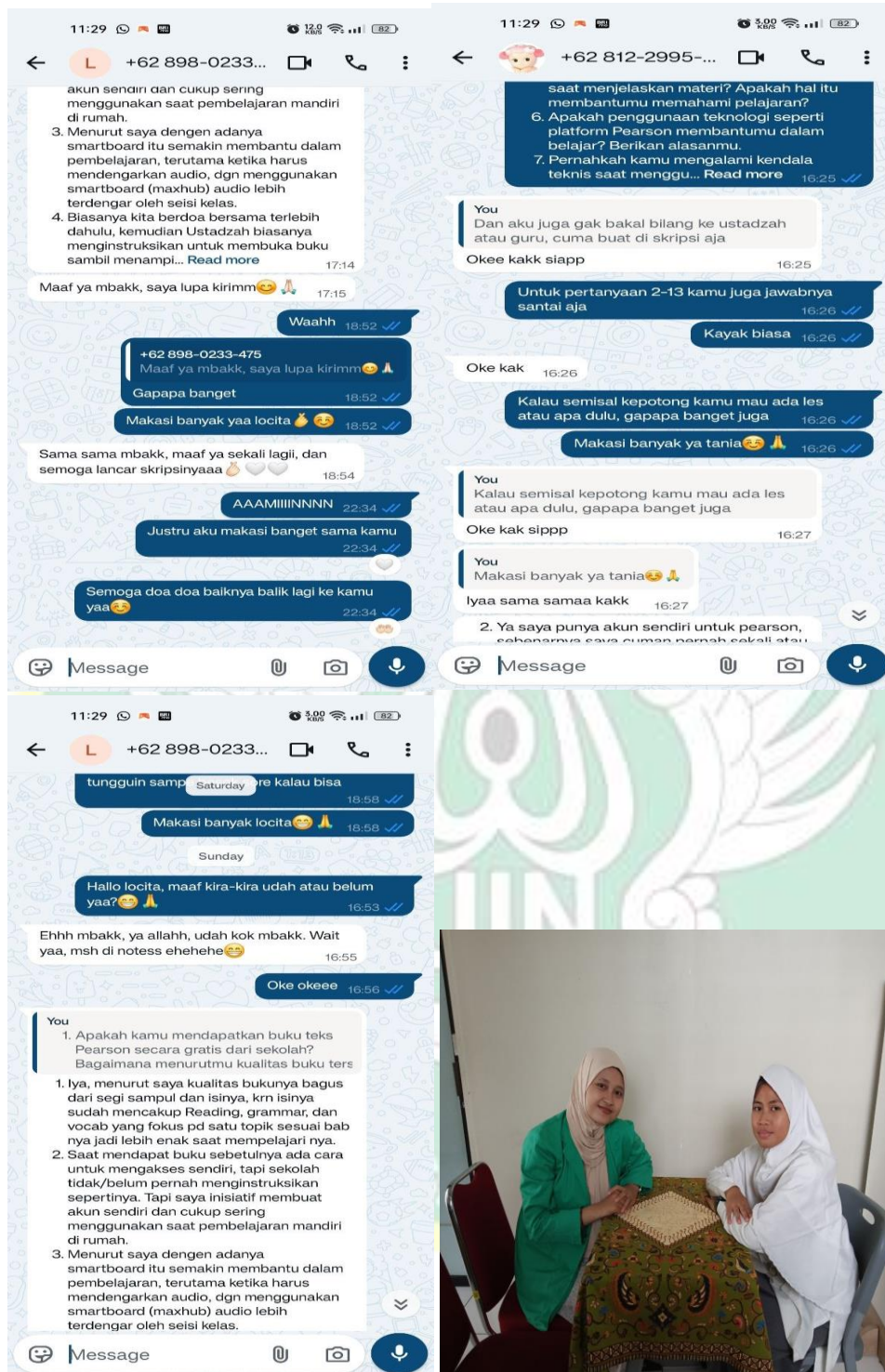
Pre-Observation Interview



Post-Observation Interview



Students' Interview



Appendix 10: Supervisor's Service Note

NOTA DINAS PEMBIMBING

Hal : Pengajuan Munaqayah Skripsi Sdr. Sri Mulyati
Lampiran : 3 Eksemplar

Kepada Yth.
Ketua Jurusan Tadris
UIN Prof. K.H. Saifuddin Zuhri Purwokerto
di Purwokerto

Assalamu 'alaikum Wr. Wb.

Setelah melakukan bimbingan, telaah, arahan, dan koreksi, maka melalui surat ini saya sampaikan bahwa:

Nama : Sri Mulyati
NIM : 22411040402
Jurusan : Tadris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Judul : The Implementation of Pearson Curriculum in EFL Classes at SMA IT Al Irsyad Al Islamiyyah Purwokerto

Sudah dapat diajukan kepada Ketua Jurusan Tadris Fakultas Tarbiyah dan Ilmu Keguruan, UIN Prof. K.H. Saifuddin Zuhri Purwokerto untuk dimunaqosyahkan dalam rangka memperoleh gelar Sarjana Pendidikan (S.Pd.). Demikian, atas perhatian Bapak, saya mengucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb.

Purwokerto, 17 April 2026
Pembimbing,



Desi Wijayanti Ma'rufah, M. Pd.
NIP. 199212152018012003

Verifikasi oleh Ketua Jurusan:

No.	Persyaratan	Checklist Keterpenuhan	
		Memenuhi	Belum Memenuhi
1	Hasil cek plagiarisme maks. 25% yang dikeluarkan oleh jurusan	✓	
2	Referensi asing minimal 20%	✓	

Appendix 11: Plagiarism Check Result

skripsi
by Sri Mulyati

Submission date: 16-Apr-2026 19:27AM (UTC+0700)
Submission ID: 2618547550
File name: CHAPTER_1_V_HK_SRI_MULYATI_.pdf (1.71M)
Word count: 16553
Character count: 95851

skripsi			
ORIGINALITY REPORT			
12%	10%	6%	2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	repository.uinsaizu.ac.id Internet Source		4%
2	Subhan Zein, Fuad Abdul Hamied. "The Routledge International Handbook of English Language Education in Indonesia", Routledge, 2025 Publication		2%
3	repository.uin-suska.ac.id Internet Source		1%
4	repository.iainpurwokerto.ac.id Internet Source		1%
5	www.multiperspectivesjournal.com Internet Source		<1%
6	repository.uinsu.ac.id Internet Source		<1%
7	eflcafe.net Internet Source		<1%
8	T Susilowati. "Improving the ability of Miftahul Huda Islamic elementary school		<1%

9	Endah Retnowati, Anik Ghufon, Marzuki, Kasiyan, Adi Cilik Pierawan, Ashadi. "Character Education for 21st Century Global Citizens", Routledge, 2018 Publication	<1%
10	e-journal.hamzanwadi.ac.id Internet Source	<1%
11	jurnal.univpgri-palembang.ac.id Internet Source	<1%
12	Submitted to NYU Steinhard Student Paper	<1%
13	conference.unita.ac.id Internet Source	<1%
14	Submitted to IAIN Purwokerto Student Paper	<1%
15	ir.uew.edu.gh:8080 Internet Source	<1%
16	Maila D.H. Rahiem. "Towards Resilient Societies: The Synergy of Religion, Education, Health, Science, and Technology", CRC Press, 2025 Publication	<1%

17	Submitted to Flinders University Student Paper	<1%
18	eprints.iain-surakarta.ac.id Internet Source	<1%
19	eprints.ums.ac.id Internet Source	<1%
20	Jestika Erika Lambonan, Rasji Rasji. "Heirs Lose Legal Protection When Land is Planned for Road Development in Indonesia", Academia Open, 2025 Publication	<1%
21	Submitted to American College of Education Student Paper	<1%
22	Muhammad Idris, Alven Putra. "The Roles of Islamic Educational Institutions in Religious Moderation", AJIS: Academic Journal of Islamic Studies, 2021 Publication	<1%
23	Shashank Chaudhary, S. K. Dubey, Abhay Sharma. "Optimizing Geopolymer Concrete Mixtures Containing Alccofine Using the Taguchi Experimental Design Method", Journal of Inorganic and Organometallic Polymers and Materials, 2025 Publication	<1%

24	repo.uinsatu.ac.id Internet Source	<1%
25	theasu.ca Internet Source	<1%
26	Submitted to UIN Raden Intan Lampung Student Paper	<1%
27	www.classace.io Internet Source	<1%
28	Rahayu Adinda Sahra, Khairunnisa Dwinialida. "Teacher's Problems in Teaching English with a Level of Common European Framework of Reference for Students with Special Need (A Case Study in Inclusive School at SMP Al Irsyad Al Islamiyyah Purwokerto)", Ahmad Dahlan Journal of English Studies, 2024 Publication	<1%

Appendix 12: Munaqosah Recommendation



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsalzu.ac.id

REKOMENDASI UJIAN TUGAS AKHIR

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini, Dosen Pembimbing Skripsi dari mahasiswa:

Nama : Sri Mulyati
NIM : 224110404042
Semester : 8 (delapan)
Jurusan/Prodi : Tadris/Tadris Bahasa Inggris
Angkatan Tahun : 2022
Jenis Tugas Akhir : Skripsi
Judul Tugas Akhir : The Implementation of Pearson Curriculum in EFL Classes at SMA IT Al Irsyad Al Islamiyyah Purwokerto

Menerangkan bahwa tugas akhir mahasiswa tersebut telah siap untuk diujikan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.

Demikian rekomendasi ini dibuat untuk menjadikan maklum dan mendapatkan penyelesaian sebagaimana mestinya.

Wassalamu'alikum Wr. Wb.

Dibuat di : Purwokerto
Pada : 17 April 2026

Mengetahui,
Ketua Prodi

Dosen Pembimbing

Desi Wijayanti Ma'rufah, M. Pd.
NIP. 199212152018012003

Desi Wijayanti Ma'rufah, M. Pd.
NIP. 199212152018012003

Appendix 13: Thesis Supervision Form

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan Mahasiswa
1	19/05	- Esai tentang Jernang, produk Skripsi - pedata objek & subjek - Esai tentang Uraian/awal pada skripsi s. pedata - Esai tentang Uraian/awal pada skripsi s. pedata	MB S. H. H.
2	20/05	- Esai tentang Uraian/awal pada skripsi s. pedata - Esai tentang Uraian/awal pada skripsi s. pedata - Esai tentang Uraian/awal pada skripsi s. pedata	MB S. H. H.
3	21/05	- Esai tentang Uraian/awal pada skripsi s. pedata - Esai tentang Uraian/awal pada skripsi s. pedata - Esai tentang Uraian/awal pada skripsi s. pedata	MB S. H. H.
4	22/05	- Esai tentang Uraian/awal pada skripsi s. pedata - Esai tentang Uraian/awal pada skripsi s. pedata - Esai tentang Uraian/awal pada skripsi s. pedata	MB S. H. H.
5	23/05	- Esai tentang Uraian/awal pada skripsi s. pedata - Esai tentang Uraian/awal pada skripsi s. pedata - Esai tentang Uraian/awal pada skripsi s. pedata	MB S. H. H.
6	24/05	- Esai tentang Uraian/awal pada skripsi s. pedata - Esai tentang Uraian/awal pada skripsi s. pedata - Esai tentang Uraian/awal pada skripsi s. pedata	MB S. H. H.
7	25/05	- Esai tentang Uraian/awal pada skripsi s. pedata - Esai tentang Uraian/awal pada skripsi s. pedata - Esai tentang Uraian/awal pada skripsi s. pedata	MB S. H. H.

Nama : S.H. Mulyadi
 Fakultas/Jurusan : FT/KTI
 Pembimbing : Dwi Widyawati Marudih, M. Pd.
 Nama Judul : The Implementation of Penzion Curriculum in EFL Classes at SMA IT Al Iqoyad Al Islamiyah Purwokerto



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI
 PROF. DR. H. M. YAMIN, PURWOKERTO
 FAKULTAS TARBIYAH DAN ILMU KESURUHAN
 Jalan Jenderal A. Yani, No. 404 Purwokerto 53126
 Telp: (0281) 535924 Faksimil: (0281) 535933
 www.uin-purwokerto.ac.id

BLANGKO BIMBINGAN SKRIPSI

8	26/05	- Jawaban pre dan post observasi - field notes - dan wawancara	MB S. H. H.
9	27/05	- Jawaban pre dan post observasi - field notes - dan wawancara	MB S. H. H.
10	28/05	- Jawaban pre dan post observasi - field notes - dan wawancara	MB S. H. H.
11	29/05	- Jawaban pre dan post observasi - field notes - dan wawancara	MB S. H. H.
12	30/05	- Jawaban pre dan post observasi - field notes - dan wawancara	MB S. H. H.
13	31/05	- Jawaban pre dan post observasi - field notes - dan wawancara	MB S. H. H.
14	01/06	- Jawaban pre dan post observasi - field notes - dan wawancara	MB S. H. H.
15	02/06	- Jawaban pre dan post observasi - field notes - dan wawancara	MB S. H. H.
16	03/06	- Jawaban pre dan post observasi - field notes - dan wawancara	MB S. H. H.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI
 PROF. DR. H. M. YAMIN, PURWOKERTO
 FAKULTAS TARBIYAH DAN ILMU KESURUHAN
 Jalan Jenderal A. Yani, No. 404 Purwokerto 53126
 Telp: (0281) 535924 Faksimil: (0281) 535933
 www.uin-purwokerto.ac.id

Dibuat di Purwokerto
 Pada tanggal: 05/06
 Dosen Pembimbing: Dwi Widyawati Marudih, M. Pd.
 NIP. 199212152018012003

BIOGRAPHY

A. Profile

Name : Sri Mulyati
Studen Number : 224110404042
Place/Date of Birth : Brebes, June, 13th 2003
Adress : Desa Blandongan, Banjarharjo, Brebes
Name of Father : Rasmanto (alm)
Name of Mother : Sukini

B. Formal Education

1. SD Negeri Blandongan 01
2. MTs Ma'arif NU 06 Bandungsari
3. MA Al-Hikmah 02
4. UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Purwokerto, April 19th 2026

Sri Mulyati

S. N. 224110404042