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**ENGLISH TEACHERS' LANGUAGE ASSESSMENT LITERACY :  
INVESTIGATING NOVICE ENGLISH TEACHER IN  
IMPLEMENTING *KURIKULUM MERDEKA***



By :

**SITI NURAISAH TARIGAN**

**SIN.12110420552**

State Islamic University of Sultan Syarif Kasim Riau

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
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# **ENGLISH TEACHERS' LANGUAGE ASSESSMENT LITERACY : INVESTIGATING NOVICE ENGLISH TEACHER IN IMPLEMENTING *KURIKULUM MERDEKA***



By :

**SITI NURAISAH TARIGAN**

**SIN.12110420552**

**Thesis**

Submitted as partial fulfilment of the requirements  
For bachelors' degree of English education  
(S. Pd)

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1447 H/2026 M**

State Islamic University of Sultan Syarif Kasim Riau



I hereby,

Name : Siti Nuraisah Tarigan  
Student Number : 12110420552  
Phone Number : 085762884516  
E-Mail : sititarigan2606@gmail.com  
Faculty : Education and Teacher Training  
University : State Islamic University of Sultan Syarif Kasim Riau

Certify that this thesis entitled "**ENGLISH TEACHERS' LANGUAGE ASSESSMENT LITERACY : INVESTIGATING NOVICE ENGLISH TEACHER IN IMPLEMENTING KURIKULUM MERDEKA**" is certainly my own work and it does not exist of the people work. I am entirely responsible for the content of this thesis. Other's opinion finding include in this is quoted in accordance with ethical standards.

Pekanbaru, November 09<sup>th</sup> , 2025



Siti Nuraisah Tarigan  
12110420552

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Thesis entitled “*English Teachers’ Language Assessment Literacy: Investigating Novice English Teacher in Implementing Kurikulum Merdeka*” written by Siti Nuraishah Tarigan, SIN. 12110420552. It has been accepted and approved to be examined in the meeting of the final examination committee undergraduate degree of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau

Pekanbaru, Jumaidil Awal 7<sup>th</sup>, 1447 H  
October 29<sup>th</sup>, 2025 M

Approved by,

The Head of  
English Education Department

  
Roswati, S.Pd.I., M.Pd.  
NIP 197601222007102001

Supervisor

  
Dr. Nur Aisyah Zulkifli, M.Pd  
NIP. 198506192009122008

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The thesis entitled “*English Teachers’ Language Assessment Literacy: Investigating Novice English Teacher in Implementing Kurikulum Merdeka*” was written by Siti Nuraisah Tarigan, SIN. 12110420552. It has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Jumadal Akhir 11<sup>th</sup>, 1447 H / December 02<sup>nd</sup>, 2025 M. It is submitted as one of requirements for Bachelor Degree (S.Pd) at Department of English Education.

Pekanbaru, Jumadal Akhir 11<sup>th</sup>, 1447 H

December 02<sup>nd</sup>, 2025 M

Examination Committee

Examiner I

Dr. Fauriña Anastasia, SS., M.Hum.  
NIP. 19810611 200801 2 017

Examiner II

Rizki Amelia, M.Pd.  
NIP. 19830820 202321 2 036

Examiner III

Dr. Riza Amelia, SS., M.Pd.  
NIP. 19820415 200801 2 017

Examiner IV

Robi Kurniawan, M.A.  
NIP. 19850916 202321 1 008

Dean

Faculty of Education and Teacher Training



Prof. Dr. Amriah Diniaty, M.Pd. Kons.  
NIP. 19751115 200312 2 001

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## ABSTRACT

**Siti Nuraisah Tarigan (2025): English Teachers' Language Assessment Literacy: Investigating Novice English Teacher in Implementing *Kurikulum Merdeka***

This research aimed at investigating novice English language teacher assessment literacy in implementing Merdeka Curriculum at State Vocational High School 3 Pekanbaru. Qualitative approach was used in this research with case study design. Interview and documentation were used to collect data. Two novice English language teachers with approximately five years of teaching experience selected through purposive sampling were the participants. The research findings indicated that novice English language teachers were aware of the importance of a variety of assessment methods, such as written tests, quizzes, and performance assessments. However, their understanding of assessment principles such as validity, reliability, assessment rubrics, and diagnostic-formative-summative assessment was still limited. Teachers also understood the need to integrate assessment with learning objectives, teaching modules, and the curriculum, although its implementation was still administrative. The use of assessment results for learning decision-making and communication of learning outcomes to various parties was also suboptimal. Furthermore, teachers demonstrated basic awareness of ethical aspects of assessment, such as confidentiality and the responsible use of grade data. These findings indicated that novice English language teacher assessment literacy in implementing Merdeka Curriculum was in practical literacy stage.



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## ABSTRAK

**Siti Nuraisah Tarigan (2025): Penilaian Literasi Guru Bahasa Inggris: Meneliti Guru Bahasa Inggris Pemula dalam Implementasi Kurikulum Merdeka**

Penelitian ini bertujuan untuk meyelidiki literasi assessment guru Bahasa Inggris pemula dalam mengimplementasikan Kurikulum Merdeka di SMK N 3 Pekanbaru. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Dalam mengumpulkan data, peneliti menggunakan wawancara dan dokumentasi dengan jumlah partisipan dua orang guru Bahasa Inggris pemula dengan pengalaman mengajar kurang lebih 5 tahun yang dipilih melalui teknik pengambilan sampel purposif. Hasil penelitian menunjukkan bahwa guru Bahasa Inggris pemula telah memiliki kesadaran mengenai pentingnya variasi metode assessment, seperti tes tertulis, kuis dan penilaian kinerja. Namun, pemahaman mereka terkait prinsip asesmen seperti validitas, reliabilitas, rubrik penilaian, dan asesmen diagnostic-formatif-sumatif masih terbatas. Guru juga memahami perlunya keterpaduan asesmen dengan tujuan pembelajaran, modul ajar, dan kurikulum, meskipun penerapannya masih bersifat administratif. Penggunaan hasil asesmen untuk pengambilan keputusan pembelajaran dan komunikasi hasil belajar kepada berbagai pihak juga belum optimal. Selain itu, guru menunjukkan kesadaran dasar mengenai aspek etika asesmen, seperti kerahasiaan dan penggunaan data nilai secara tanggung jawab. Temuan ini mengindikasikan bahwa literasi assessment guru Bahasa Inggris pemula dalam mengimplementasikan Kurikulum Merdeka berada pada tahap practical literacy.

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## ملخص

### ستي نرائسه تاريغان : تقييم مهارات القراءة والكتابة لدى معلمي اللغة الإنجليزية: بحث المعلمين المبتدئين في تنفيذ منهج ميرديكا

هذا البحث يهدف إلى التحقيق في ثقافة التقييم لدى معلمي اللغة الإنجليزية المبتدئين في تنفيذ منهج ميرديكا في المدرسة الثانوية المهنية الحكومية الثالثة بمدينة بکنبارو. استخدم البحث الكيفي بتصميم دراسة الحالة. وجمع البيانات استخدمت الباحثة المقابلات والتوثيق، حيث بلغ عدد المشاركين معلمين اثنين من معلمي اللغة الإنجليزية المبتدئين الذين يملكون خبرة تدريس تقارب خمس سنوات، وتم اختيارهم من خلال تقييم العينة الهدافة. أظهرت نتائج البحث أن معلمي اللغة الإنجليزية المبتدئين يملكون وعيًا بأهمية تنويع أساليب التقييم، مثل الاختبارات التحريرية، والاختبارات القصيرة، وتقييم الأداء. إلا أن فهمهم لمبادئ التقييم، مثل الصدق والثبات، وروبريك التقييم، والتقييم التشخيصي والتكتوكي والختامي، لا يزال محدودًا. كما يدرك المعلمون ضرورة مواءمة التقييم مع أهداف التعليم، ووحدات التدريس، والمنهج، على الرغم من أن تطبيقهم لذلك ما زال ذا طابع إداري. ولم يصل استخدام نتائج التقييم في اتخاذ القرارات التعليمية وفي التواصل بنتائج التعلم إلى المستوى الأمثل بعد. بالإضافة إلى ذلك، يُظهر المعلمون وعيًا أساسيا بالجوانب الأخلاقية للتقييم، مثل السرية واستخدام بيانات الدرجات بشكل مسؤول. وتشير هذه النتائج إلى أن ثقافة التقييم لدى معلمي اللغة الإنجليزية المبتدئين في تنفيذ منهج ميرديكا ما زالت في مرحلة الثقافة العملية.



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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Assessment is a fundamental component of the teaching and learning process, particularly in English language education. Brown (2004) states that assessment is an ongoing process that provides information about students' language ability and learning progress. Through effective assessment practices, teachers can evaluate students' performance, identify learning difficulties, and make appropriate instructional decisions. Therefore, teachers are required not only to master subject content but also to possess adequate competence in language assessment.

In the Indonesian educational context, the implementation of the *Kurikulum Merdeka* emphasizes assessment as an integral part of learning. The curriculum encourages the use of diagnostic, formative, and summative assessments to support students' learning development. According to the Ministry of Education, assessment in the *Kurikulum Merdeka* is intended to help teachers understand students' learning needs and improve instructional practices. These demands require teachers to have a solid understanding of assessment principles, including designing assessment instruments, selecting suitable assessment methods, and interpreting assessment results.

To meet these demands, teachers need to have sufficient language assessment literacy (LAL). Fulcher (2012) defines language assessment literacy as teachers' knowledge, skills, and understanding related to the principles and

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practices of language assessment. Teachers with adequate LAL are able to align assessment with learning objectives, curriculum standards, and students' needs. Conversely, limited language assessment literacy may lead to inappropriate assessment practices that do not accurately represent students' language competence.

However, novice English teachers often face challenges in developing adequate language assessment literacy. Due to limited teaching experience and insufficient assessment training, novice teachers may encounter difficulties in applying assessment principles in real classroom contexts. Plake (1993) emphasizes that assessment literacy is essential for teachers in selecting, developing, and using assessment results appropriately. These challenges become more significant in the implementation of the *Kurikulum Merdeka*, which requires teachers to conduct more flexible and student-centered assessment practices.

Several previous studies have highlighted the importance of language assessment literacy in supporting effective language teaching. Nevertheless, research focusing specifically on the language assessment literacy of novice English teachers remains limited, particularly in the context of the *Kurikulum Merdeka* and vocational high schools. Moreover, there is still a lack of studies that clearly describe the level of language assessment literacy demonstrated by novice English teachers.

Based on these considerations, it is necessary to conduct a focused investigation into the language assessment literacy of novice English teachers.

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This study aims to examine the level of language assessment literacy of novice English teachers in implementing *Kurikulum Merdeka* at SMK Negeri 3 Pekanbaru. The findings of this study are expected to provide insights into current assessment practices and contribute to the improvement of professional development programs related to language assessment for novice English teachers.

## **B. Identification of the Problem**

In the implementation of the *Kurikulum Merdeka*, English teachers are required to design and apply appropriate language assessment practices that align with students' learning outcomes. However, novice English teachers often face challenges in understanding and applying language assessment principles due to limited teaching experience and insufficient assessment training. This condition raises concerns regarding their level of language assessment literacy, particularly in selecting assessment types, developing assessment instruments, interpreting students' language performance, and using assessment results to support learning. Therefore, it is necessary to investigate the language assessment literacy of novice English teachers in implementing the *Kurikulum Merdeka* at SMK N 3 Pekanbaru.

## **C. Limitation of the Problem**

Based on the identification of the problem, the scope of this study was limited to novice English teachers at SMK N 3 Pekanbaru. This research focused on investigating their language assessment literacy in implementing *Kurikulum Merdeka*.

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## D. Formulation of the Research

The formulation of this research is “how well is the language assessment literacy of novice English teachers in implementing *Kurikulum Merdeka* at SMK N 3 Pekanbaru?”

## E. Objective of the Research

Based on the formulation of the problem, this research aimed to investigate how well novice English teachers' language assessment literacy is in implementing the *Kurikulum Merdeka* at SMK Negeri 3 Pekanbaru.

## F. Significance of the Research

This study is expected to provide both theoretical and practical significance. Theoretically, this research contributes to the discussion of language assessment literacy by providing empirical insights into the level of assessment literacy demonstrated by novice English teachers in implementing the *Kurikulum Merdeka*. Practically, the findings of this study may help novice English teachers reflect on their assessment practices and support schools in planning professional development related to language assessment. In addition, this study may serve as a reference for future research on language assessment literacy in similar educational contexts.

## G. Definition of the Term

### 1. Language Assessment Literacy

Language assessment literacy generally refers to teachers' knowledge, skills, and understanding of principles and practices related to assessing language ability (Fulcher, 2012; Inbar-Lourie, 2008, 2013; Coombe et al.,

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2012; Giraldo, 2018). It includes the ability to design appropriate language assessment tasks, interpret assessment results, and use assessment information to support teaching and learning. In this current study, language assessment literacy refers to the understanding and ability of novice English teachers in designing, implementing, and interpreting language assessment in accordance with the Kurikulum Merdeka at SMK Negeri 3 Pekanbaru.

## 2. *Kurikulum Merdeka*

Curriculum defined as the information and data recorded to guide students through the necessary record papers and lesson plan, or as the content of certain subjects in a program (Julaeha, 2019). In the context of study, *Kurikulum Merdeka* refers to the written instruction used in schools, especially in Pekanbaru.

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## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Language Assessment Literacy

a. Definition of Language Assessment Literacy

Language assessment literacy refers to teachers' knowledge, understanding, and ability related to the assessment of language learning. The concept originates from the broader notion of assessment literacy, which emphasizes teachers' competence in designing, implementing, interpreting, and using assessment effectively to support learning. However, because language learning involves complex and communicative skills, the assessment of language requires more specialized knowledge and practices. As a result, scholars have developed the concept of language assessment literacy to address the specific demands of assessing language ability in educational contexts.

Fulcher (2012) defined language assessment literacy as the knowledge, skills, and abilities required to design, develop, maintain, and evaluate language assessments, as well as to interpret and use assessment results appropriately. According to Fulcher, language assessment literacy is not limited to technical skills such as test construction, but also includes an understanding of the theoretical principles that underpin language assessment.

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Furthermore, Inbar-Lourie (2008) viewed language assessment literacy as a dynamic and evolving construct that integrates assessment knowledge with pedagogical practice. She argued that language assessment literacy enables teachers to align assessment with language learning objectives, teaching methods, and learning outcomes. Later, Inbar-Lourie (2013) further emphasized that language assessment literacy is essential for teachers to understand the relationship between language teaching, learning, and assessment.

Coombe et al. (2012) described language assessment literacy as teachers' ability to integrate assessment into language instruction in a meaningful way. They emphasized that assessment-literate language teachers are able to design assessment tasks that reflect authentic language use, apply appropriate scoring criteria, and provide feedback that supports students' language development.

Language assessment literacy also involves teachers' understanding of fundamental assessment concepts such as validity, reliability, fairness, and authenticity. Brown (2004) stated that effective language assessment should accurately measure learners' communicative language ability rather than isolated linguistic knowledge. Teachers who possess language assessment literacy are therefore expected to understand how different assessment methods influence the interpretation of students' language proficiency. Without adequate language assessment literacy, assessment practices may fail to

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represent students' actual language ability and may negatively affect learning outcomes.

According to Giraldo (2018), language assessment literacy includes teachers' ability to adapt assessment practices to specific educational contexts, student needs, and curriculum requirements. This perspective suggests that language assessment literacy is not a fixed set of competencies, but rather a flexible and context-dependent construct that develops over time through experience and professional learning.

Furthermore, language assessment literacy encompasses ethical considerations in assessment practices. Popham (2009) argued that assessment-literate teachers understand the consequences of assessment decisions and apply assessment ethically and responsibly. In language education, ethical assessment practices involve fairness, transparency, and the appropriate use of assessment results. Teachers with language assessment literacy are therefore expected to consider the impact of assessment on learners and ensure that assessment practices support, rather than hinder, language development.

Language assessment literacy can be understood as a comprehensive competence that combines theoretical knowledge, practical skills, and reflective understanding of language assessment. It enables teachers to design appropriate language assessments, interpret assessment results accurately, and use assessment information to improve teaching and learning. In the context of English language

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teaching, language assessment literacy plays a crucial role in ensuring that assessment practices align with communicative language teaching principles and curriculum demands. In this study, language assessment literacy is defined as the understanding and ability of novice English teachers to design, implement, and interpret language assessment in accordance with the principles of the *Kurikulum Merdeka*.

**b. Component of Language Assessment Literacy**

Language assessment literacy is widely understood as a multidimensional construct that consists of several interrelated components. In the context of English language teaching, teachers' language assessment literacy is reflected in how well they understand assessment principles, apply appropriate assessment methods, and use assessment results to support learning. These components are particularly important within the implementation of the *Kurikulum Merdeka*, which emphasizes meaningful assessment, flexibility, and the use of assessment as part of the learning process rather than merely as a tool for grading.

One essential component of language assessment literacy is assessment knowledge. This component refers to teachers' understanding of fundamental concepts and theories related to language assessment. According to Fulcher (2012), assessment knowledge includes an understanding of key assessment concepts such as validity, reliability, authenticity, practicality, and fairness. Teachers with

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sufficient assessment knowledge understand what language ability is being assessed, why a particular assessment method is chosen, and how assessment results should be interpreted. This knowledge allows teachers to make informed decisions about assessment design and avoid inappropriate or misleading assessment practices.

Another important component of language assessment literacy is assessment skills. Assessment skills refer to teachers' practical ability to apply assessment knowledge in real classroom contexts. Coombe et al. (2012) explained that language assessment literacy involves teachers' ability to design assessment tasks, construct test items, develop scoring criteria, and administer assessments effectively. In language classrooms, these skills are crucial because teachers are required to assess various language skills, such as listening, speaking, reading, and writing, using appropriate methods. Teachers who possess strong assessment skills are able to create assessments that reflect authentic language use and provide meaningful information about students' language proficiency.

In addition to knowledge and skills, the ability to interpret and use assessment results is a central component of language assessment literacy. Assessment-literate teachers are expected to analyze assessment results accurately and use the information to support learning. Brown (2004) emphasized that language assessment should inform instructional decisions, such as identifying students' strengths and weaknesses, adjusting teaching strategies, and providing feedback. Without the

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ability to interpret assessment results properly, assessment may function merely as a grading tool rather than a means to enhance learning.

Ethical and principled assessment practices also form a significant component of language assessment literacy. Popham (2009) argued that assessment literacy includes teachers' awareness of the consequences of assessment decisions and their responsibility to apply assessment ethically. In language assessment, ethical considerations involve fairness, transparency, and respect for learners. Teachers with adequate language assessment literacy are expected to ensure that assessment practices do not disadvantage certain learners and that assessment results are communicated clearly and responsibly.

Contextual awareness is another important component of language assessment literacy. Giraldo (2018) highlighted that assessment practices should be sensitive to the educational context, curriculum demands, and students' needs. Language assessment literacy therefore involves teachers' ability to adapt assessment methods to specific teaching contexts, such as curriculum requirements, institutional policies, and learners' backgrounds. This component emphasizes that language assessment literacy is not a fixed set of competencies, but a flexible construct that develops according to contextual factors.

Plake (1993) provided a comprehensive view of assessment literacy components by proposing assessment literacy standards for teachers. These standards include the ability to select appropriate

assessment methods, develop and administer assessments, interpret and use assessment results, communicate assessment outcomes, and apply ethical principles. Although Plake's framework was developed for general educational assessment, its components are highly relevant to language assessment literacy and are frequently used as indicators in language assessment research.

## 2. Teachers' Language Assessment Literacy

After reviewing the term language assessment literacy, the researcher first described and essential part of it. That is the principles of teachers' language assessment literacy. According to Perry (2013), a principle is a foundation of national policy and regulation that is legalized by experts and expert groups and serves as the basis for the assessment's execution. Furthermore, as assessment concepts serve as the foundation for all instructional decisions and learning evaluations, they are tied to the professional knowledge of instructors (Aria et al., 2021). In other words, since the principles of assessment have become the foundation of optimal teaching and assessment methods, they play a vital role in teacher assessment literacy. Teachers' language assessment literacy level increases with their understanding of the principle (Anam & Putri, 2021; Aria et al., 2021).

There was a need for a set of guidelines that would specify what teachers should know and be able to perform in order to assess students in the classroom. According to a recent study by Arrafii (2020), The Standards

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for Teacher Competence in the Educational Assessment of Students, the American Federation of Teachers (AFT), the National Education Association (NEA), and the National Council on Measurement in Education (NCME) compiled the ideas of language assessment literacies in 1990. This assessment literacy standard was also developed by Plake and Impara (2020). According to Plake and Impara (2020), the following competencies are listed in the Standards for Teacher competence in the Educational Assessment of students are:

a. Choosing Assessment Method

A teacher who understands assessment should be aware of the significance of selections (Council, 1990). Teachers would be conversant with a wide range of assessment options, each having advantages and disadvantages. When selecting an assessment method, teachers can subsequently decide which approach is best for their instructional decisions. Additionally, Stiggins (1999) stated that the teacher would naturally apply the skill of linking assessment to a specific goal at this point. The assessment's goal could guide the teacher's choice of assessment techniques. Teachers would therefore be knowledgeable in a wide range of possible assessment options (Popham, 2009). In other words, there are numerous ways in which the teachers here could select the assessment according to its goal.

Lee (2017) thought that teachers who were assessment literate might create assessment types and associated learning instructions.

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Thus, the teacher will concentrate on the success criteria that are communicated to the students. Furthermore, Zulaiha et al (2020) explained that teachers who are assessment literate know how to gather trustworthy information about student performance, use assessment to support student learning, and accurately and successfully convey assessment results. It can be claimed that teachers at this level could take into account and modify their teaching strategies and the assessment techniques in light of the demands and deficiencies of their students. In an ideal world, the assessment-literate teacher would have chosen the procedures and guidelines from the first meeting's readiness check.

### b. Developing Assessment Method

Literate teachers should be capable of using appropriate assessment techniques (Stiggins, 1999). Fautley and Savage (2010) support the idea that teachers should align the assessment with the curriculum. Additionally, Lee (2017) stressed that as the learning aim, success criteria, and teaching are inextricably linked, assessment-literate teachers should be able to connect them. Teachers must develop this instructional decision through a number of procedures in order to arrive at and implement it.

When the learning decision is to increase students' knowledge of discovery learning, William and Leahy (2015) proposed that the teacher might employ peer and self-assessment since students would discover their own or others' weaknesses during the learning process. Fautley and

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Savage (2010) added that as teachers consider how they connect the learning objective, instruction, and student output, assessment development may take place at the start, middle, or end of the learning process.

**c. Administering, Scoring & Interpreting the Results of Assessment Methods**

The assessment approach that has been developed by the teacher and collaborated from the outside should be administered by assessment-literate teachers. The standardized test can be administered by teachers in accordance with the guidelines or blueprint that they have thoroughly examined, allowing them to complete the test blueprint in collaboration with both internal and external assessment methods (Yazdani & Ghasedi, 2021). Based on the needs of their students, teachers have chosen and worked together on their assessment strategy at this point. Their next course of action should be to thoroughly arrange its mechanics. The teacher should be able to design complete, valid, and reliable tests using the right processes before delivering them. Teachers must develop a plan for test items that is separated from the dispersed learning objectives. As a result, the test item they use would be more reliable and valid.

According to Federation and Council (1990), teachers who possess assessment literacy should be able to interpret and assess the findings of their students' tests. Lee (2017) outlined a number of procedures for

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utilizing both formative and summative assessments. This is accomplished by employing a learning log that independently documents the students' self-reflection and an error log that summatively documents the students' accuracy of the targeted language (in writing). When teachers deal with the administration to rate and interpret the students' learning objectives in a summarizing manner, both will be helpful. Additionally, it aimed to share the students' diagnostic skills. In other words, a teacher who possesses assessment literacy would be able to work with other teachers on assessment techniques in accordance with their roles as teachers and learning facilitators. At this point, teachers could think about and rank the assessment technique they employed in order to improve it for upcoming lessons.

The often stated scores, such as percentile rankings, percentile hand scores, standard scores, and grade equivalents, could be interpreted by teachers. They developed measures of central tendency, dispersion, correlations, dependability, and measurement errors summary indexes frequently presented with assessment results (Mohamadi, 2018). These ideas of score and summary indexes could be used by teachers to improve how they use the assessments that they create. To determine the students' areas of strength and weakness, they analyzed the assessment data. Before deciding on an assessment result, they will look for other explanations for the disparity or further information to allay any doubts if they get inconsistent results (Council, 1990). In order to proceed with

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the next step of imparting instruction, the teacher should be able to accurately infer the test scores of their students after establishing their minimum and maximum scores.

d. Utilizing Assessment Findings to Inform Student Decisions, Teaching Planning, Curriculum Development, and School Improvement

According to The Center Standard & Assessment Implementation (2018), teachers will be able to improve their instruction and raise student outcomes when they have access to a variety of valid and trustworthy data on their students' assessments. As a result, it is thought that teachers should first assess their student's needs and shortcomings before documenting their accomplishments, either individually or in groups. Moreover, Stiggins (2005) asserted that a teacher who is proficient in assessment may make clear the attainability of the expectations and success criteria, which could be utilized as improvement criteria to raise student achievement. in order for teachers to precisely assess each student's present level of proficiency and the required standards.

A literate teacher will base their choice of the next assessment method on their ability to connect the assessment and its apparent objective (Stiggins, 1999). According to Rahman et al (2021), improving assessment data has emerged as a fundamental concept and standard for developing curricula and teaching plans that can be carried out more than three times: at the beginning, implementation, and end the

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teaching process. To put it another way, teachers who are assessment literate should be ready for every outcome of their students' tests and actively carry out their preparation to uphold and modify their lessons in light of the students' diagnostic findings as well.

Since assessment data is used in lesson plans, it would also have an impact on curriculum development because it offers a number of advantages, including helping teachers create their own curricula, reviewing, evaluating, and implementing changes, and tracking the effectiveness of the change initiative (Siler, 2009). Furthermore, Brown and Sally (2005) stressed that tests and assessments are crucial to a successful curriculum since they serve as barometers for school development, teachers, and students, and they become partners in the teaching and learning process. They served as a motivating factor for students and a recurring mechanism for school closures. In order to prevent a gap between the curriculum requirements and the assessment data, the assessment data would aid in reviewing, modifying, adjusting, and evaluating the curriculum development (Arrafii, Mohammad, 2020).

As the school gets better, results of assessments are used to inform curriculum modifications and advancements. Furthermore, the improvement of the school is automatically impacted by the continuous development process. Furthermore, it has been said that raising school improvement standards is a crucial part of teachers' roles in assessment

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literacy (Green, 2013). The American Federation and Council established the standard in 1990. They proposed that at this literacy level, teachers who are proficient in assessments ought to be able to use the results as a tool for school improvement. To help students progress, teachers can create an effective teaching strategy using the assessment data they have gathered (Shobeiry & Baktash, 2022). Additionally, they create and assess curriculum and instruction based on assessment findings. Teachers will automatically accurately interpret the data, steer clear of typical misunderstandings, and enhance the remedial program from the classroom to the school level. The schools were also able to improve their curricula due to the precise assessment data.

#### e. Developing Reliable Methods for Student Grading

By creating assessment tasks, scoring guidelines, and qualitative sampling, a teacher might carry out an appropriate grading process (Stiggins, 1999). According to Green (2013), its primary purpose is grading, which is essential to instructors' professional activity. At this point, teachers should think about the two key components of getting ready for the assessment process. These are validity and reliability.

The characteristic of a good test is validity, which primarily indicates that the test is measuring what it is supposed to assess (Fautley & Savage, 2010b). The test can be made more valid in three different ways. Face validity and content validity are two types of validity. The form that corresponds with the goal skill being assessed demonstrates

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face validity. On the other hand, content validity requires examination by specialists or other sources to determine whether the test's content accurately reflects the abilities being assessed (Alias, 2005). In contrast, reliability occurs when a test produces consistent results despite being administered at multiple occasions (Jayanti et al., 2019). It is reliable in three ways. The first is internal consistency. It is each test item's consistency. Next, the consistency of results from various teachers is known as inter-scorer reliability. In contrast, the consistency of the score provided by the same teacher at many test times is known as intra-scorer reliability. Therefore, the accuracy of the assessment system itself would rise if teachers were consistent in their grading practices.

#### f. Inform the Assessment's Results to Different Parties

Teachers who meet this requirement will be able to comprehend and provide specific details about the socioeconomic, cultural, linguistic, and other background characteristics of their students that are relevant to their assessment (Council, 1990). The teacher could give the parents, guardians, and students an explanation of the assessment procedure. Teachers would be able to see how crucial it is to take into account any mistakes while administering assessments that have an automatic impact on each student's decision-making (Perry, 2013).

Teachers might also explain to parents, students, and guardians the limitations of different assessment methods. They could also explain the assessment results in the printed report at the state, national, school

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district, and classroom levels (Zulaiha et al., 2020). In other words, teachers who are proficient in assessments could provide several relevant individuals both inside and outside of the institutions, including the government with clear and sufficient updates on the students' assessment outcomes.

**g. Recognizing Unethical, Illegal, and Other Inappropriate Assessment Procedures and Information Uses**

Ethics could be defined as professionals' acceptable standards for what is and is not ethically right in the context of teaching professionalism (Ugonwa, 2019). It is where teachers carry out the ethical assessment process. For example, initialing it until it is evaluated using the present regulation assessment approach to identify and understand any abused possibilities. The unethical practice of assessments was defined as anything that went against the teaching ethics relevant to the exams and assessments given to the students (Janet et al., 2015). According to American Psychological Association's (2020) assessment guidelines, an unethical assessment procedure would not be able to determine the students' initial competency or sustain that proficiency.

Teachers should be aware of the laws and legal decisions that impact their classroom, school district, and state assessment procedures (Federation and Council, 1990). Teachers will understand that a number of assessment techniques can be abused or overdone. As a result, it has

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negative impacts include making students feel embarrassed, infringing on their right to privacy, and improperly evaluating their performance on standardized tests to gauge how well they are being taught. According to a study by Janet et al (2015), many teachers engaged in unethical assessment techniques, such as manipulatin assessment results and leaking them. The office staff, family members, university principals, and colleagues may occasionally be the source of the leak. Unethical assessment is a serious problem that is still receiving less attention nowadays.

Teachers that conduct assessments in an unethical manner are engaging in inappropriate assessment (Ugonwa, 2019). Teachers need to be aware of how incorrect assessment procedures and data may impact their lesson design, practice, and interpretation of students' test scores. Teachers who meet this requirement will be able to use the assessment's idea and knowledge of the laws and issues that would impact their classroom assessment, the district's assessment system, and the state's proposed assessment system (Council 1990). As a result, educators would recognize that a lot of assessment practices could be abused or overused, leading to negative outcomes like students being embarrassed, their right to privacy being violated, them being forced to read, and the improper use of standardized test scores to gauge learning effectiveness.

However, a literate-assessment teacher could reduce it by incorporating the assessment in an authentic way with the students using

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less demanding methods, like incorporating critical thinking (Husna, 2020b), enhancing its validity and reliability (Yasin et al., 2020), and incorporating technology into the evaluation process (Hidayat et al., 2022).

### 3. Levels of Language Assessment Literacy

Language assessment literacy is not a fixed or uniform competence that teachers acquire at a single point in time, but a developmental construct that evolves through teaching experience, professional training, and deeper understanding of assessment concepts. Teachers may demonstrate different degrees of assessment literacy depending on their teaching context, assessment responsibilities, and opportunities for professional learning. Accordingly, scholars have suggested that assessment literacy should be viewed as a continuum rather than an absolute state. Inbar-Lourie (2013) argued that teachers gradually integrate theoretical knowledge with classroom practice, while Taylor (2013) emphasized that variations in assessment literacy reflect differences in teachers' familiarity with assessment principles, their ability to apply assessment methods, and their awareness of the broader purposes and consequences of assessment.

Viewing language assessment literacy as a continuum highlights the need for a framework that can describe how teachers' assessment competence develops across different stages. In language education and curriculum implementation, such as the *Kurikulum Merdeka*, teachers are required not only to understand assessment principles but also to apply them

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reflectively to support learning. Therefore, conceptualizing language assessment literacy in terms of levels provides a useful lens for examining how teachers' conceptual understanding and practical assessment practices interact. In this regard, Xu and Brown (2016) proposed a level-based framework of language assessment literacy, which offers a systematic way to analyze teachers' assessment literacy development.

#### a. Conceptual Literacy

Conceptual literacy represents the most fundamental level of assessment literacy. At this level, teachers develop a strong theoretical foundation and understanding of the what, why, and how of assessment. It involves teachers' knowledge of key assessment concepts, purposes, principles, and terminology. As Stiggins (1991) and Popham (2011) emphasize, conceptually literate teachers understand what constitutes quality assessment and how assessment supports the learning process rather than merely measuring outcomes.

Teachers with conceptual literacy recognize the difference between assessment for learning, assessment as learning, and assessment of learning (Earl, 2003). They understand essential measurement concepts such as validity, reliability, fairness, and authenticity (Brookhart, 2011). This level requires teachers to be familiar with assessment frameworks, policy guidelines, and curricular standards that shape assessment practices in their educational context (Fulcher, 2012; Taylor, 2013).

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For example, teachers with conceptual literacy are able to explain why formative assessment is crucial for providing feedback, or how summative assessment contributes to curriculum evaluation. They understand that assessment is not separate from instruction but an integral part of it (Brown, 2005). This foundational knowledge helps teachers make informed decisions about which types of assessment are appropriate for certain objectives, ensuring that assessments are both pedagogically sound and aligned with curriculum goals.

**b. Practical Literacy**

Practical literacy represents the next level of assessment literacy, where teachers transform their theoretical knowledge into effective practice. It involves the ability to apply assessment principles and theories in real classroom settings through the design, implementation, and interpretation of various assessment methods. As Mertler (2003) and Coombe et al. (2012) explain, practical literacy is the stage where teachers demonstrate their technical competence in developing valid and reliable instruments, scoring procedures, and feedback mechanisms.

Teachers who possess practical literacy are able to construct appropriate assessment tools, such as tests, rubrics, performance tasks, and portfolios, that are aligned with learning objectives. They can administer assessments effectively, collect data systematically, and interpret results to inform teaching and learning (Gareis & Grant, 2015). Moreover, they are capable of providing feedback that supports students'

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learning progress rather than merely reporting scores (Lee, 2017; Wiliam & Black, 1998).

This level also involves understanding when and how to use different types of assessment diagnostic, formative, and summative based on the instructional context. For instance, in the Kurikulum Merdeka, formative assessments are used continuously to guide instruction and offer feedback, while summative assessments measure overall achievement at the end of a learning cycle. A practically literate teacher can select appropriate methods for each stage, ensuring assessment serves both accountability and learning improvement purposes.

Further, practical literacy includes ethical and procedural awareness in the assessment process. Teachers must ensure that assessment tasks are fair, culturally responsive, and inclusive of all learners. They should also manage administrative aspects such as record-keeping, moderation, and communication of results. In essence, practical literacy is the bridge between theory and classroom application. Teachers at this level are not only knowledgeable but also skillful in turning assessment theory into meaningful classroom practice. Their expertise allows them to create a learning environment where assessment drives improvement, motivates students, and strengthens instructional decisions.

#### c. Critical Literacy

Critical literacy represents the highest and most complex level of assessment literacy. At this level, teachers move beyond applying

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assessment knowledge and begin to critically analyze, question, and reshape assessment practices within broader educational, cultural, and ethical contexts. Teachers who have developed critical literacy view assessment not merely as a technical activity but as a socially and morally significant practice that affects learners' opportunities, motivation, and identities (Inbar-Lourie, 2017; Xu & Brown, 2016; Giraldo, 2021).

Critical literacy enables teachers to reflect on how power relations, educational policies, and institutional expectations shape assessment practices in their classrooms (Scarino, 2013). For instance, teachers with critical literacy can identify whether assessment practices disadvantage certain groups of students or perpetuate inequities. They are aware of issues related to fairness, inclusivity, and cultural bias, and they strive to design assessments that respect diversity and promote equity in learning outcomes (Poehner & Inbar-Lourie, 2020).

At this level, teachers are also reflective practitioners who continuously evaluate the effectiveness of their own assessment strategies. They engage in professional dialogue, research, and collaboration to refine their assessment literacy further (Koh et al., 2018). Moreover, they advocate for ethical and pedagogically sound assessment policies at the institutional level, understanding that classroom assessment is embedded in a larger system of accountability and social justice.

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Critical literacy requires teachers to adopt a transformative mindset, one that challenges traditional notions of testing and seeks to make assessment an empowering tool for students. Teachers with this level of literacy not only ensure their assessments are valid and reliable but also meaningful, equitable, and aligned with democratic and humanistic educational values.

#### 4. Assessment in Kurikulum Merdeka

Assessment in the *Kurikulum Merdeka* is positioned as an integral component of the learning process rather than merely a tool for measuring learning outcomes. The curriculum emphasizes assessment that supports students' learning development, encourages reflection, and informs instructional decision-making. This orientation aligns with the concept of assessment for learning and assessment as learning, where assessment functions to enhance learning rather than solely to evaluate achievement (Black & Wiliam, 1998).

The *Kurikulum Merdeka* promotes the use of various types of assessment, including diagnostic, formative, and summative assessment, to obtain a comprehensive picture of students' learning progress. Diagnostic assessment is conducted to identify students' initial abilities and learning needs, formative assessment is used during the learning process to provide feedback and support improvement, and summative assessment is applied to evaluate learning outcomes at the end of a learning phase. According to Brown (2004), the balanced use of these assessment types requires teachers

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to understand assessment purposes and select appropriate assessment methods that align with instructional objectives.

Another key characteristic of assessment in the *Kurikulum Merdeka* is its emphasis on authentic and meaningful assessment. Teachers are encouraged to design assessment tasks that reflect real-life contexts and meaningful language use. This principle is consistent with the view of communicative language assessment, which focuses on assessing learners' ability to use language in authentic situations (Fulcher, 2012).

Furthermore, the *Kurikulum Merdeka* stresses the importance of using assessment results to support learning. Assessment outcomes are not intended solely for grading purposes but are used to provide feedback, guide instructional planning, and support students' learning development. Brown (2004) emphasized that effective assessment should inform teaching decisions and help teachers adjust instruction based on students' needs. This expectation highlights the role of teachers' language assessment literacy, particularly their ability to interpret and use assessment results meaningfully.

According to Ministry of Education and Culture of the Republic of Indonesia (2022), there are three (3) kinds of assessment in *Kurikulum Merdeka*, such as :

a. Diagnostic Assessment

A diagnostic assessment is a test used to identify a student's areas of weakness so that the right kind of treatment can be provided. Another

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way to think of diagnostic assessment is as an assessment used to identify the specific kinds of challenges that students are facing in a given subject. The aim is to give teachers a better understanding of their students' skills so they can create more specialized education (Hasmawati & Muktamar, 2023).

Nasution (2021) distinguishes between two categories of diagnostic assessment: cognitive and non-cognitive assessments. The non-cognitive assessment seeks to ascertain the psychological and socioemotional health of the students, track their activities at home, determine their family circumstances and histories, and ascertain their learning preferences, personalities, and interests. However, cognitive diagnostic assessment aims to determine students' competency accomplishments, adapt in-class instruction to students' average competency, and offer remedial instruction or extra lessons to students whose competency is below average (Nasution, 2021). Preparation, implementation, and diagnostic and follow-up processes are the three primary stages of performing cognitive diagnostic evaluation (Hasmawati & Muktamar, 2023).

**b. Formative Assessment**

According to Gezer et al (2021), formative assessment is the most common type of assessment with the smallest breadth. Perie et al (2009) define formative assessment as interim assessments. By offering ongoing feedback during the learning process, formative assessment is

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a gradual learning evaluation that aids students in improving their learning (Kwon, Lee, & Shin, 2017). According to Sadler (1998), formative assessment is an operational definition of an assessment that is meant to give students feedback, support their learning, and monitor their academic progress.

The following are the purposes of formative assessment: (1) determining whether the planned program's progress is proceeding as intended and identifying potential roadblocks; (2) guaranteeing the accomplishment of intended goals and refining particular programs or products. Formative assessment serves three functions: (1) identifying the teaching and learning process's successes and failures for improvements and enhancements; (2) identifying issues and challenges in the activities, including evaluating the teachers' methods and the students' strengths and weaknesses; and (3) enhancing the process's quality and efficiency by enhancing the unit or learning plan for better and more efficient learning.

The Ministry of Education, Culture, Research, and Technology claims that formative assessment has two advantages: (1) it helps students reflect on their own learning by tracking their progress, recognizing obstacles, and taking the required actions to keep improving their accomplishments; and (2) it helps teachers consider their teaching methods and become more effective in planning and carrying out

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lessons. The unique learning requirements of each student they instruct are also revealed by this assessment.

**c. Summative Assessment**

Summative assessments are performed to make sure that the overall learning objectives are met. This assessment is frequently conducted at the end of an educational level, the academic year, or the learning process (Mujiburrahman, Kartiani, & Parhanuddin, 2023).

Teachers use summative assessments to gauge their students' progress toward the end of the unit and to determine whether they have met the learning objectives. Knowing results of the assessment also helps to improve subsequent instruction and learning. Summative assessments are meant to help students comprehend their performance at the end of the unit, determine whether they have accomplished the learning objectives, and gauge how far they have come. In addition to assessments, teachers can utilize a variety of methods and tools to conduct summative assessments, including assessment of performance, project work, practical work, product production, and portfolio building.

According to Maulidini (2023), the steps involved in creating a summative assessment plan are as follows: (1) establishing assessment objectives, such as determining grade promotion or student graduation at the educational level; (2) choosing or creating assessment tools in accordance with the objectives; (3) setting up tools to assess the process and outcomes of student learning; (4) establishing scores, criteria for

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reaching learning objectives, and the length of the assessment activity, such as a good criterion between 71 and 80; (5) After that, teachers will review the assignments or examinations that students have finished in order to gather information that may be processed and examined; and (6) Interpreting and drawing conclusions from the data comes after processing and analyzing it. For instance, student A is deemed to have graduated and is eligible to go to the next educational level.

## 5. Novice English Teacher and Assessment Literacy

Novice teachers are generally defined as teachers who are in the early stage of their teaching careers and are still developing their professional competence. According to Farrell (2012), novice teachers typically have limited teaching experience, usually within the first few years of teaching, and are still in the process of adapting theoretical knowledge gained during pre-service education to real classroom practices. In the context of English language teaching, novice English teachers are required to manage complex instructional tasks, including lesson planning, classroom management, and assessment, often simultaneously.

One of the main challenges faced by novice English teachers relates to assessment practices. Assessment in language classrooms involves making informed decisions about what to assess, how to assess, and how to use assessment results to support learning. Xu and Brown (2016) argued that novice teachers often rely on limited assessment knowledge and tend to adopt assessment practices based on existing school traditions or senior

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teachers' practices rather than theoretical understanding. As a result, novice teachers may experience difficulties in designing valid and reliable assessments, selecting appropriate assessment methods, and interpreting assessment results meaningfully.

Another challenge for novice English teachers is the gap between assessment theory and classroom practice. During pre-service education, teachers are introduced to assessment concepts such as validity, reliability, and fairness; however, applying these concepts in real classroom contexts can be challenging. Inbar-Lourie (2013) emphasized that assessment literacy develops gradually as teachers gain practical experience and engage in reflective practice. Without sufficient classroom experience, novice teachers may demonstrate assessment practices that are practical but not fully grounded in assessment principles.

Teaching experience plays a significant role in the development of language assessment literacy. Several studies have shown that teachers' assessment literacy tends to improve as they accumulate teaching experience and participate in professional development. Fulcher (2012) noted that experienced teachers are generally more capable of integrating assessment principles with classroom practices and using assessment results to inform instruction. In contrast, novice teachers are still developing their ability to align assessment with learning objectives and curriculum demands.

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In the context of the *Kurikulum Merdeka*, novice English teachers face additional challenges due to the curriculum's emphasis on flexible, learner-centered, and formative assessment. Teachers are expected to implement diagnostic, formative, and summative assessment and to use assessment results to support students' learning development. This expectation requires a sufficient level of language assessment literacy, particularly in understanding assessment principles, applying appropriate assessment methods, and using assessment results effectively. Therefore, novice English teachers' level of language assessment literacy becomes a crucial factor in determining how effectively they implement assessment practices within the *Kurikulum Merdeka*.

## B. Relevant Research

Many previous research have discussed that related to this research about English language teachers assessment literacy in implementing *Kurikulum Merdeka*.

The first studied was conducted by Dinar Tyas Hutami et al., (2023) have conducted research about "Investigating Teachers' Language Assessment Literacy in the Implementation of the *Merdeka Belajar Curriculum*". The current study aimed at measuring teachers' competence, knowledge, and practices of The Association of English Teachers (MGMP) Banyumas district region. The research employed quantitative approach and was conducted 73 participants (56 females, 17 males) of the Association of English Teachers (MGMP) Banyumas district region using online and on-site surveys. The current

study utilized two data sources, including a questionnaire and a language assessment knowledge test to employ a quantitative methodology using MANOVA and Pearson's product-moment correlation. The results showed both strengths and weaknesses in the teachers' LAL, as well as matches and mismatches between teachers' self-perceived and shown assessment knowledge. Overall, EFL teachers in Banyumas regency are at a fair level of LAL and pre-service training in assessment was the variable with the greatest impact on teachers' LAL.

Dewa Ayu Made Juli Astari et al (2023) have conducted research about "The Implementation of Assessment in Teaching English in Merdeka Curriculum". This study investigated the implementation of formative assessment in teaching English in the Merdeka curriculum. This study aimed to examine the implementation of assessment in teaching English within the Merdeka curriculum at SMK N 3 Sukawati. This research employed a case study. The subjects of this study were two tenth-grade English teachers selected using a purposive sampling technique and also tenth-grade students. The data were collected and analysed using qualitative methods. Observation, document analysis, and interviews were employed to gather the data. The study revealed that teachers had quite optimally implemented formative. Teachers used performance through presentations and role-play for formative assessment. In addition, lacks were also found when the teachers carried out the assessment, namely, the teacher did not use the assessment rubric and did not provide feedback on student assessment results.

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Irwinsyah (2023) have conducted research about “English Teachers’ Assessment Literacy in Conducting Assessment of Learning”. This research was case study with descriptive method and aimed at finding out teachers’ assessment of learning literacy and its implementation. This research took place at SMA PGRI 2 Palembang and three teachers of English involved as participants. Interview, survey questionnaire, observation, and documentation were used in data collection. The results of study revealed that teachers of English were not familiar with the nature of assessment of learning, and teachers did not make use of their knowledge on assessment into practice. It is important for schools’ principals in particular and government in general to provide professional development to upgrade teachers’ assessment of learning literacy.

Glenn Fulcher (2012) have conducted a research about “Assessment Literacy for the Language Classroom”. This research describes a research project in which a survey instrument was developed, piloted, and delivered on the Internet to elicit the assessment training needs of language teachers. The survey was piloted using 24 international language teachers. Data were collected by using questionnaires and analyzed using exploratory factor analysis to identify components of assessment literacy. As a result there is an increasing need for the language testing profession to consider more precisely what it means by “assessment literacy” and to articulate its role in the creation of new pedagogic materials and programs in language testing and assessment to meet the changing needs of teachers and other stakeholders for a new age.

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Dea Amelia et al (2023) have conducted a research about “The Study of Assessment in the Merdeka Curriculum at Elementary School”. This research aims to provide information and discuss assessment studies in the Merdeka Curriculum in elementary schools. This research is included in the category of qualitative research with library research methods by collecting and evaluating data from library sources that are relevant to the research topic. This research refers to books, articles, journals, and other appropriate sources. The results of data analysis in this research are presented in the form of descriptive narratives to explain the identified topics from the data sources. Based on research results from several journals, it is proven that by conducting assessment studies, student learning outcomes will reflect their respective competencies.

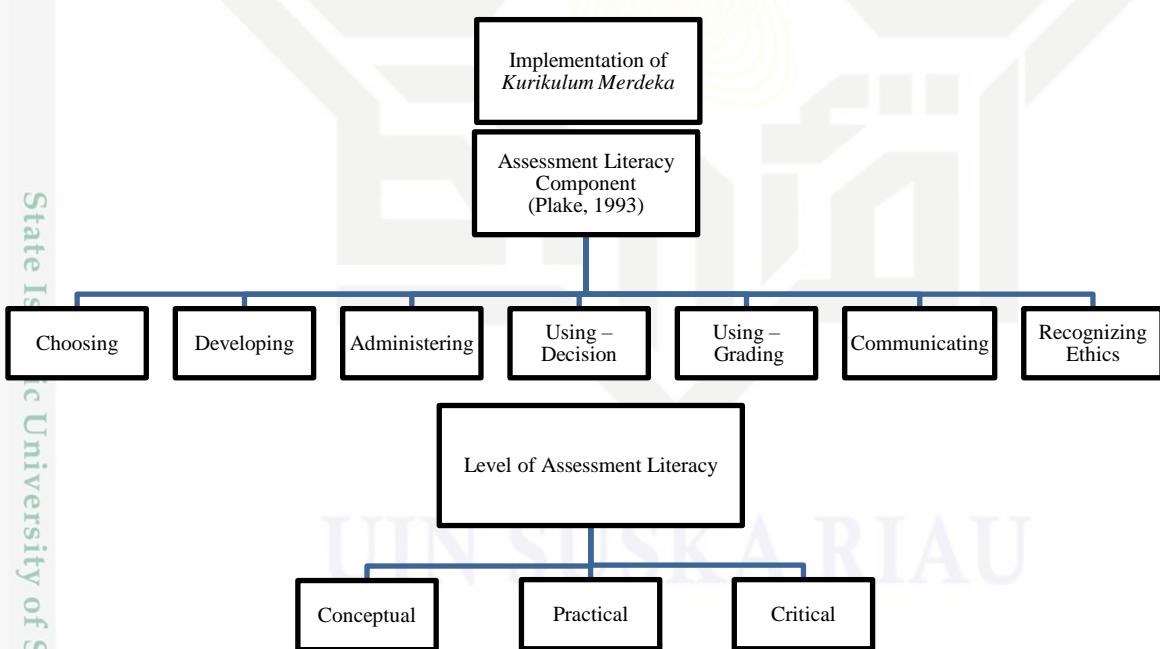
Eunjeong Park (2024), have conducted research about “The Exploration of EFL Preservice Teachers’ Self-Perceived Importance of Assessment Literacy”. The study's aim to explore EFL preservice teachers' perceptions of assessment literacy, revealing both strengths and areas needing improvement, with a focus on enhancing educational practices. The research was conducted at a medium-sized university in South Korea, focusing on English as a Foreign Language (EFL) preservice teachers. The study utilized a survey questionnaire to gauge their self-perceived assessment literacy. The results of the survey indicated significant differences in the confidence levels of EFL preservice teachers across six domains of assessment literacy. Notably, they felt most confident in preventing cheating, while their confidence was lowest in constructing tests for advanced learners.

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Based on the available studies, the researcher has collected some considerations in conducting this research since it would be further research from them. That was the emergence of assessment literacy, which still has less attention today (Zou et al., 2021), although it is crucial (Anam & Putri, 2021). In addition, based on previous research, there is still a lack of researchers who examine assessment literacy in novice teachers, especially in implementing the *Kurikulum Merdeka*.

## Conceptual Framework



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This study is grounded in the concept of Language Assessment Literacy (LAL), which refers to teachers' knowledge, skills, and understanding in planning, implementing, interpreting, and using assessment ethically and effectively. In this study, novice English teachers' language assessment literacy is examined within the context of the implementation of the *Kurikulum Merdeka*.

The *Kurikulum Merdeka* emphasizes diagnostic, formative, and summative assessment that supports student-centered learning. Teachers' language assessment literacy in this research is analyzed based on the assessment literacy framework proposed by Plake (1993), which includes seven components: choosing assessment methods, developing assessment tools, administering assessments, using assessment results for decision making, using assessment for grading, communicating assessment results, and recognizing ethical issues in assessment. Through these components, the study identifies the level of language assessment literacy demonstrated by novice English teachers, namely conceptual literacy, practical literacy, or critical literacy.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Qualitative research used in this research. According to Ary (2010: 419), qualitative research examined the quality of interactions, events, circumstances, and resources. It aimed to clarify the purpose of actions and concentrates on comprehending the context. Additionally, the qualitative research method used to investigate and comprehend people's meanings, experiences, and social phenomena. Non-numerical data, such words, texts, interviews, observations, or visual elements, were its main focus. Furthermore, Creswell (2014) defines qualitative research as "the meaning individuals or groups ascribe to a social or human problem".

The researcher chose a case study as the design of this research as suggested by Yin (2011), because case study is a type of qualitative data in which the researcher described or explained the events of the case or cases in relation to experiences or activities that take place in the classroom. Moreover, this approach aided in giving a more thorough description of the phenomenon being examined. In addition, a case study design was chosen for this study because it allowed the researcher to investigate or describe how deeply the novice English teachers' language assessment literacy in implementing *Kurikulum Merdeka*.

By using case study design, the researcher had described the novice English teachers' assessment literacy in implementing *Kurikulum Merdeka*. In

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addition, the researcher chose this research design because the most appropriate design for this research, and there was still limited research that examined novice English teachers' assessment literacy.

### **B. Time and Location of the Research**

This research was conducted in August 2025 at SMK N 3 Pekanbaru.

### **C. Source of the Data**

Qualitative research data can be gathered from a variety of sources, including documentation, interviews, observations, audiovisual recordings, and physical artifacts (Cresswell, 2012). The findings of participant interviews were the main source of data. After the interviews have been transcribed, the data have been taken out and analyzed. Secondary data, on the other hand, refers to material that has previously been acquired, processed, and interpreted by others for purposes other than the current study (Cresswell, 2012). This kind of information was utilized to support or enlighten the research but was not directly collected by the researcher. Secondary data for this study came from books and journal articles that are pertinent to the subject of the investigation.

### **D. Participant**

The researcher selected participants by purposive sampling. Creswell (2007) defines purposeful sampling as a researcher's deliberate selection of individuals and environments in order to study or comprehend underlying phenomena. Purposive sampling is a process in which a researcher consciously selects a sample that is consistent with the specific goals of their research. Participants were selected in accordance with the sample's intended purpose.

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The participants in this study were two female novice English teachers at SMK Negeri 3 Pekanbaru who were selected using purposive sampling. Both had approximately five years of teaching experience and had implemented the *Kurikulum Merdeka* in English language learning. The participants were selected because they were relevant to the research objective, which was to investigate the assessment literacy of novice English teachers in implementing the *Kurikulum Merdeka*.

#### E. Data Collection Techniques/Instrument

The research instrument is the tool used by the researcher to gather the necessary data related to the study.

##### 1. Interview

Interviews is one of the methods utilized by the researchers to get the data for this research. According to Creswell (2009), qualitative research include gathering data through document reviews, human interviews, and action observation. An interview is a process of acquiring information using probing questions that delve into the details. The interview's goals are to evaluate a person in a particular way, investigate or develop hypotheses, and collect respondents' opinions.

This study used semi-structured interview. Semi-structured interviews in qualitative research give researchers the chance to delve further into participants' interpretations of their experiences and provide chances for exploration (Cresswell, 2013). This type of interview enables the interviewer to gather specific information tailored to their needs. Therefore, the

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researcher interviewed the novice English teachers involved to obtain the necessary information for this study. This interview discussed novice English teacher assessment literacy in implementing *Kurikulum Merdeka*. So that researchers got more details about the existing problems. To prepared for the interview, the researcher created an interview protocol in advance of the interview. The participants were asked a number of questions as part of the interview protocol. The researcher conducted a survey where the participants were asked a series of questions relating to their assessment literacy and implementation of the *Kurikulum Merdeka*. Furthermore, the researcher recorded the interview using a smartphone. (Ary, 2010) and (Creswell, 2012) agree that recorded by using smartphone is one of the efficient way to record the response of the participant in the interview. In order to document the important elements of the interview, the researcher also prepared a notepad and writing equipment.

According to Creswell (2012), an interview is a technique for gathering data that entails posing a number of questions in an in-depth and targeted way. The main instrument used by the researcher to gather data for this study was an interview guideline. In order to gather data, the researcher planned the interview. The questions started off covering a wide range of topics before progressively moving into more specific and in-depth themes. To enhance the research, the researcher formulated a series of additional insightful questions. The researcher discovered that further probing

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questions were useful in situations where participants offered inadequate solutions to the given inquiry.

**Table III.1**  
**Interview Blueprint (Adopted from Plake, 1993)**

Indicator	Interview Questions
Choosing	1. What kind of assessment method do you use ?
	2. Which assessment method do you think is the best ?
	3. What techniques do you use to gather the information about student performance?
Developing	4. What are the importance of assessment literacy for teacher ?
	5. What is the learning goal ?
	6. What is the important of rubric in assessment ?
	7. What is the significance of instruction in the assessment ?
	8. What are the different between self-assessment and peer-assessment?
	9. What is validity ?
Administering	10. What is reliability
	11. What kind of tasks do you prepare for formative assessment ?
	12. What kind of tasks do you prepare for summative assessment ?
	13. Do you use an application to score student tasks ? What are they ? (if the answer is yes)
	14. Do you use valid assessments ? How do you know ? (if the answer is yes)
	15. Is the assessment you used appropriate for the curriculum ? can you explain how the assessment aligns with the curriculum ?
Using-Decision	

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Indicator	Interview Questions
	16. Is the assessment appropriate with the lesson plan / modul ? can you explain how the assessment aligns with the lesson plan / module ? 17. How are the students' diagnostic result throughout in learning process ?
Using-Grading	18. What is the importance of validity ? 19. Do you know what makes the test valid ? how do you know ? (if the answer is yes) 20. What is the important of reliability ? 21. Do you know what makes the test reliable ? how do you know? (if the answer is yes)
Communicating	22. In what form are student assessment results given to parents? 23. How are student reports given to parents? Are they descriptive or in bullet points?
Recognizing Ethics	24. Have there ever been assessment practices that were considered unethical or inappropriate in the learning process? Can you give examples? 25. How do you ensure that student assessment results are not misused or used for purposes that are not in accordance with school rules and the curriculum?

## 2. Documentation

The documentation used to gather research data. Cresswell (2013) asserts that these qualitative documents can be classified as either private (like letters, emails, and diaries) or public (like newpapers, papers, and office reports). Documentation is a method or methodology for collecting and analyzing documents connected to a research subject. This was usefull because it contained various things data information from the research site,

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namely, archives or related document with the school, such as school history, teacher data, curriculum, number of participants students facilities, and infrastructure, as well as pictures or photos during direct research in the field.

#### **F. Trustworthiness**

Validity verification was critical in this research since it demonstrated the reliability of the data collected. To increased the credibility of this study, triangulation was employed. Triangulation is the process of collecting data from many sources, such as field questionnaires and interviews, as well as data collection techniques like questionnaires and interviews (Creswell, 2012). There are four types of triangulation (Denzin, 2006). In the triangulation research approach, the researcher used one of the four categories. Method triangulation is the process of employing multiple approaches to confirm that the findings generated by various data collection methods are in agreement with each other.

Technique triangulation is the process of examining an issue or phenomenon using many ways. The objective is to lessen the drawbacks and biases brought about by a single strategy. In other words, the benefits of one strategy might outweigh the disadvantages of another. Additionally, it is a variation on data triangulation, focusing on the utilization of data collected through several methods instead of data collected for different programs, areas, or demographics (Denzin, 2006).

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## G. Data Analyses Methods

The data analysis process in qualitative research was carried out before entering the field, while in the field, and after finishing in the field. According to Sugiyono (2013), data analysis is as the methodical collection of information from various sources, including interviews and field notes,to improve comprehension and facilitate discussion of the result with others. The researcher used Miles & Huberman's data analysis for this inquiry. Miles & Huberman (2014) define data analysis as three simultaneous activities :

### 1. Data Reduction

Data reduction is the process of emphasizing, organizing, and reducing the information gathered by locating important details, themes, and patterns. By refining the data, this stage helps make it more meaningful and manageable. Reducing the amount of data helps the researcher better comprehend the study, which helps with the creation and verification of conclusions.

### 2. Data Display

In qualitative research, data displays may include flowcharts, charts, brief descriptions, and correlations between categories, among other visual representations. Researchers should find that the data display helps them understand and facilitate current occurrences and plan for future activities. The next step is to classify the factors that affect the result based on the data that has been collected and examined.

### 3. Drawing Conclusion

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In qualitative research, conclusions are novel discoveries that have never been made before. Findings may take the shape of a causative or interaction relationship, hypothesis, or theory, or they may take the form of a description or image of an object that was before ambiguous or dark but becomes obvious following investigation.

In data analysis activities, something that researcher really need to pay attention to is checking data continuously to ensure that data analysis is still based on the data, not based on researchers' assumption or intuition. This study use qualitative descriptive analysis, which uses phases to describe data in order to produce precise and comprehensive information.

## **H. Research Procedure**

This research was conducted at SMK N 3 Pekanbaru. The purpose of this research was to investigate the novice English teacher assessment literacy in implementing *Kurikulum Merdeka*. Researcher used the qualitative case study method for this research, which was scheduled to take place in August 2025. This research involved two female novice English teachers at SMK Negeri 3 Pekanbaru who were selected using purposive sampling. Both had approximately five years of teaching experience and had implemented the *Kurikulum Merdeka* in English language learning.. Data collection method were interview and documentation. Initially, the researcher took two female novice English teachers to be interviewed and used a recorder during the interview session.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study was to found out the novice English teachers assessment literacy of *Kurikulum Merdeka*. The participants of this study were two novice English teachers. The finding showed that :

1. The teachers begin to understand the importance of using a variety of assessment methods to measure students' abilities effectively; however, their choices are still influenced more by practical considerations than by theoretical foundations.
2. They show awareness of the need to align assessments with learning objectives and recognize the roles of rubrics, clear instructions, and self- or peer-assessment, although these elements are not yet systematically implemented.
3. They also demonstrate a basic understanding of validity and reliability in administering, scoring, and interpreting assessment results, but their comprehension remain simple and focused primarily on student scores rather than systematic evaluation.
4. Furthermore, while they have started to use assessment results to support instructional decisions and curriculum alignment, their practices are still administrative in nature and lacked deeper pedagogical reflection.
5. They also show an awareness of fairness and consistency in grading, yet their methods are still unsystematic.

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6. Meanwhile, their communication of assessment results to students, parents, and school administrators reflect an understanding of transparency and accountability, but it remain limited to traditional end-of-semester reports.
7. Lastly, they demonstrate an initial awareness of ethical and responsible assessment practices.

## B. Suggestion

Based on the conclusions above, the researcher would like to convey several suggestions as stated below:

### 1. Novice English Teacher

Novice English teachers need to have opportunities for continuous professional development, especially through training and workshops that focus on assessment literacy. This training should not only emphasize the technical aspects of designing valid and reliable assessments, but also emphasize the use of authentic, holistic, and student-centered assessment methods as emphasized in the *Kurikulum Merdeka*. Novice English teachers also need to be encouraged to utilize assessment results not only for classroom learning adjustments, but also for broader purposes such as curriculum development and school quality improvement.

### 2. Pre Service Teacher

Pre-service teachers should be introduced to assessment literacy as an integral part of their teacher education programs. They need to gain both theoretical and practical understanding of assessment principles such as validity, reliability, fairness, and ethics before entering the classroom. This

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can be achieved through coursework, microteaching, and practicum experiences that focus on designing, implementing, and interpreting assessments aligned with the *Kurikulum Merdeka*. In addition, pre-service teachers should be encouraged to engage in reflective practice and collaborative learning to develop the ability to use assessment results not only for grading but also for improving teaching quality and supporting students' learning development. Strengthening assessment literacy at the pre-service stage will prepare future teachers to become competent, ethical, and reflective practitioners capable of implementing effective and student-centered assessments.

### 3. School and Educational Stakeholders

Schools and education stakeholders need to provide systematic support by facilitating collaboration between novice and experienced English teachers. Mentoring programs, peer discussion groups, and reflective practices can help novice English teachers gain a deeper understanding of effective and ethical assessment. In addition, the use of technology in assessment such as digital platforms for grading, reporting, and communicating with parents needs to be introduced to improve efficiency, transparency, and inclusivity. Through such support, novice English teachers can gradually develop more comprehensive assessment literacy and ensure that assessment becomes a meaningful tool for supporting authentic learning and the holistic development of students.

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# APPENDICES



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## APPENDIX I

### Research Instrument



## Instrument Protocol

### Hak Cipta

DiLindungi Undang-Unda

Type of interview : Semi-structure

Duration : 30 – 45 minutes

Language : Bahasa Indonesia

### A. Respondent Identity

Name :  
Date :  
Place / Location :

### B. Instruction for Interview

“Thankyou for taking part in this interview. I would like to know your assessment literacy in implementing Merdeka Curriculum. There are no right or wrong answers in this interview. I am interested in your honest opinions and please answer honestly according to your understanding.”

“Terima kasih telah berpartisipasi dalam wawancara ini. Saya ingin mengetahui literasi penilaian Anda dalam mengimplementasikan Kurikulum Merdeka. Tidak ada jawaban yang benar atau salah dalam wawancara ini. Saya tertarik dengan pendapat Anda yang jujur dan mohon dijawab dengan jujur sesuai dengan pemahaman Anda.”

### C. Interview Questions

Indicator	Interview Questions
Choosing	1. What kind of assessment method do you use ?
	2. Which assessment method do you think is the best ?
	3. What techniques do you use to gather the information about student performance?
Developing	4. What are the importance of assessment literacy for

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Indicator	Interview Questions
	<p>teacher ?</p> <p>5. What is the learning goal ?</p> <p>6. What is the important of rubric in assessment ?</p> <p>7. What is the significance of instruction in the assessment ?</p> <p>8. What are the different between self-assessment and peer-assessment?</p>
Administering	<p>9. What is validity ?</p> <p>10. What is reliability</p> <p>11. What kind of tasks do you prepare for formative assessment ?</p> <p>12. What kind of tasks do you prepare for summative assessment ?</p> <p>13. Do you use an application to score student tasks ? What are they ? (if the answer is yes)</p> <p>14. Do you use valid assessments ? How do you know ? (if the answer is yes)</p>
Using-Decision	<p>15. Is the assessment you used appropriate for the curriculum ? can you explain how the assessment aligns with the curriculum ?</p> <p>16. Is the assessment appropriate with the lesson plan / modul ? can you explain how the assessment aligns with the lesson plan / module ?</p> <p>17. How are the students' diagnostic result throughout in learning process ?</p>
Using-Grading	<p>18. What is the importance of validity ?</p> <p>19. Do you know what makes the test valid ? how do you know ? (if the answer is yes)</p> <p>20. What is the important of reliability ?</p> <p>21. Do you know what makes the test reliable ? how do you know? (if the answer is yes)</p>

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Indicator	Interview Questions
Communicating	22. In what form are student assessment results given to parents? 23. How are student reports given to parents? Are they descriptive or in bullet points?
Recognizing Ethics	24. Have there ever been assessment practices that were considered unethical or inappropriate in the learning process? Can you give examples? 25. How do you ensure that student assessment results are not misused or used for purposes that are not in accordance with school rules and the curriculum?



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**APPENDIX II**  
**Instruments' Result**

**Transcription of Interview**

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Universitas Islam Sultan Syarif Kasim Riau

**1. English Teacher 1**

Date 28 August 2025

<b>Interviewer</b>	<b>Pertanyaan/Tanggapan</b>
Interviewer	Metode assessment apa yang miss gunakan di dalam kelas?
Interviewee	Ada bermacam-macam ada essay, multiple choice, dan fill in the blank
Interviewer	Dari metode-metode itu metode assessment yang paling yang paling terbaik menurut miss?
Interviewee	Fill in the blank karena dalam tugas tersebut kan ada beberapa kata yang dikosongin, itu bisa untuk menjadi tambahan vocabulary anak-anak tersebut
Interviewer	Kemudian untuk teknik yang digunakan untuk mengumpulkan informasi kinerja tentang siswa itu apa miss?
Interviewee	Observasi dan kelas discussion
Interviewer	Kemudian menurut miss literasi penilaian bagi guru itu penting atau enggak?
Interviewee	literasi penilaian tadi ya sangat penting supaya gurunya juga lebih paham dengan cara penilaian yang baik itu bagaimana gitu
Interviewer	menurut miss sendiri nih tujuan pembelajaran itu apa miss?
Interviewee	tujuan pembelajaran yaitu untuk mencapai CP atau capaian pembelajaran yang telah ada sebelumnya. Jika capaian pembelajarannya terpenuhi maka secara tidak langsung tujuan pembelajaran juga tercapai, begitu juga sebaliknya.
Interviewer	Apa pentingnya penilaian berbasis rubrik?
Interviewee	Kebetulan saya tidak memakai rubrik penilaian di dalam kelas, saya langsung-langsung saja
Interviewer	Apa pentingnya instruksi dalam assessment?
Interviewee	sangat penting supaya Siswa tahu mana yang akan dikerjakan. Terkadang udah ada instruksinya pun siswa masih bingung apa yang harus mereka kerjakan dan lakukan dengan assessment yang diberikan guru, apalagi kalau instruksi nya ga ada. Jadi instruksi dalam assessment itu sangat penting dalam membantu siswa mengerjakan dan menyelesaikan assessment yang telah diberikan guru.

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Interviewer	Apa perbedaan antara self assessment dan peer assessment
Interviewee	Self assessment itu dinilai oleh diri sendiri supaya tahu kemampuan diri itu bagaimana kemudian untuk peer assessment itu biasanya saling menilai sama teman sebayanya,jadi mereka secara bergantian menilai satu sama lain
Interviewer	Apa itu Validitas dalam assessment?
Interviewee	Validitas dalam sebuah assessment adalah assessment yang dirancang sesuai dengan tujuan pembelajaran dan materi yang telah diajarkan.
Interviewer	Apa itu realibilitas dalam assesment?
Interviewee	Realibilitas itu hasil dari assessment yang telah kita buat, biasanya dalam bentuk score yang dihasilkan siswa dari mengerjakan assessment yang kita berikan.
Interviewer	Jenis Tugas apa yang dipakai atau disiapkan untuk penilaian formative?
Interviewee	Multiple choice
Interviewer	Jenis Tugas apa yang dipakai atau disiapkan untuk penilaian summative?
Interviewee	Untuk summative assessment saya menggunakan Essay
Interviewer	Apakah miss menggunakan aplikasi untuk memberikan penilaian terhadap siswa?
Interviewee	Tidak, saya nge scoring assessmen siswa secara manual saja.
Interviewer	Apakah assessment yang miss gunakan valid?lalu bagaimana miss tahu kalau assessment yang miss gunakan tersebut valid?
Interviewee	Ya,tentu saja valid, karena assessment yang saya berikan kepada siswa pastinya selaras dengan tujuan pembelajaran dan materi yang telah saya ajarkan sebelumnya. Lalu saya mengetahui assessment yang saya gunakan tersebut valid karena sebelumnya saya sudah menelaah assessment yang akan saya gunakan tersebut memang menguji atau mengukur kemampuan siswa dalam memahami materi yang telah saya berikan.
Interviewer	Apakah assessment yang miss gunakan sesuai dengan kurikulum? Kemudian bisa miss jelaskan bagaimana assessment yang miss gunakan selaras dengan kurikulum?
Interviewee	Penilaian yang digunakan harus sesuai, karena sudah diatur dan tertata dalam kurikulum tersebut, jadi saya hanya mengembangkan apa yang sudah ada dalam kurikulum dan

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<b>Hak Cipta Dilindungi Undang-Undang</b> <b>UIN Sultan Syarif Kasim Riau</b>	Interviewer	mengaplikasikannya di dalam kelas.
	Interviewee	Apakah assessment yang miss gunakan sesuai dengan modul/lesson plan? Kemudian bisa miss jelaskan bagaimana assessment yang miss gunakan selaras dengan modul/lesson plan?
	Interviewer	Sesuai, karena di dalam modul tersebut sebenarnya sudah ada assessmentnya, jadi apa yang ada di modul/lesson plan tersebut itu yang kita berikan kepada siswa.
	Interviewee	Bagaimana hasil diagnostic siswa selama proses pembelajaran di dalam kelas?
	Interviewer	Terkait dengan hasil diagnostic siswa selama proses pembelajaran, Mereka mampu dan aktif selama proses pembelajaran
	Interviewee	Apa pentingnya validitas dalam assessment?
	Interviewer	Validitas itu penting supaya penilaian benar benar mengukur kemampuan siswa dalam memahami materi yang diberikan selama di dalam kelas.
	Interviewee	Apa yang membuat sebuah assessment tersebut valid? Lalu bagaimana miss mengetahuinya?
	Interviewer	Assessment tersebut valid jika benar benar mengukur kemampuan siswa yang sesuai dengan materi yang telah diajarkan sebelumnya tanpa melenceng ke pembahasan yang lain. Saya mengetahuinya dari hasil assessment siswa.
	Interviewee	Apa pentingnya reliabilitas dalam assessment?
	Interviewer	Reliabilitas itu penting supaya hasil assessment atau score siswa tersebut dapat dipercaya, jadi kalau seandainya siswa tersebut diuji kembali dengan assessment yang sama, dan jika dia benar-benar memahami materi yang telah diberikan sebelumnya, maka score atau hasil assessment siswa tersebut tidak akan berbeda jauh atau mungkin akan sama.
	Interviewee	Apa yang membuat assessment tersebut reliable? Lalu bagaimana miss mengetahuinya?
	Interviewer	Saya tahu dari hasil score assessment masing-masing siswa. Dari hasil score tersebut saya jadi tahu nih assessment yang saya gunakan reliable atau tidak.
	Interviewee	Dalam bentuk apa hasil assessment siswa yang diberikan kepada orangtua?
	Interviewer	Hasil assessment diberikan dalam bentuk Raport, setiap 1 kali dalam 1 semester
	Interviewee	Bagaimana laporan siswa yang diberikan kepada orangtua? apakah dalam bentuk deskriptif atau poin?
	Interviewer	Untuk raport yang diberikan kepada orangtua itu ada dalam

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	bentuk deskriptif dan poin-poinnya juga.
Interviewer Hak Cipta Dilindungi Undang-Undang	Menurut Miss, apakah pernah ada praktik penilaian yang dianggap tidak etis atau tidak tepat dalam proses pembelajaran? Bisa diceritakan contohnya?
Interviewee Hak Cipta Dilindungi Undang-Undang	Kalau untuk saya pribadi, sebisa mungkin saya menghindari praktik penilaian yang tidak etis. Misalnya, memberi nilai hanya karena siswa dekat dengan saya atau karena ada faktor saya suka atau tidak suka dengan siswa tersebut. Menurut saya itu tidak tepat. Penilaian harus murni berdasarkan kemampuan siswa. Jadi sejauh ini saya berusaha menilai sesuai hasil kerja siswa, bukan faktor lain.
Interviewer Hak Cipta Dilindungi Undang-Undang	Bagaimana Miss memastikan bahwa hasil penilaian siswa tidak disalahgunakan atau digunakan untuk tujuan yang tidak sesuai dengan aturan sekolah maupun kurikulum?

## Transcription of Interview

### 2. English Teacher 2

Date 29 August 2025

Interviewer	Pertanyaan/Tanggapan
Interviewer	Metode penilaian apa saja yang miss gunakan di kelas?
Interviewee	Di dalam kelas saya menggunakan metode penilaian tu ada bermacam macam,bisa itu multiple choice, quiz secara langsung,atau essay
Interviewer	Dari metode-metode itu metode penilaian yang paling terbaik menurut miss?
Interviewee	Essay
Interviewer	Kemudian untuk teknik yang digunakan untuk mengumpulkan informasi kinerja tentang siswa itu apa miss?
Interviewee	Bisa kadang berupa game, atau quiz
Interviewer	Kemudian menurut miss apa pentingnya literasi penilaian bagi guru?
Interviewee	Literasi penilaian bagi guru itu sangat penting. Sebelum kita memberikan materi kepada siswa otomatis guru itu mempunyai persiapan materi materi,jadi Ketika di kelas guru sudah ada bahan dan tidak asal memberikan materi. Jadi sangat perlu guru itu paham dan tentunya dengan literasi.
Interviewer	Menurut miss apa tujuan pembelajaran itu sendiri?
Interviewee	Tujuan pembelajaran adalah bagaimana siswa memahami satu materi,mengetahui materi apa yang bisa mereka gunakan dalam jurusan mereka bahkan materi tersebut dapat mereka terapkan tidak hanya dalam jurusan mereka namun juga dalam kehidupan mereka sehari-hari. Misalnya materi tentang daily activity, yang mana ekspresi atau ungkapan-ungkapan yang mereka pelajari dapat mereka gunakan dalam kehidupan mereka sehari-hari, dengan vocabulary-vocabulary yang sederhana.
Interviewer	Apa pentingnya penilaian berbasis rubrik?
Interviewee	Sebenarnya sangat penting sekali, namun saya tidak menggunakan di dalam kelas karena saya mungkin banyak mengajar kelas jadi tidak efektif dan kurang waktu jika menggunakan rubrik,karena saya harus memeriksa satu per satu berdasarkan rentang nilainya dan saya

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<p style="text-align: center;"><b>© Hak Cipta milik UIN Suska Riau</b></p> <p><b>Hak Cipta Dilindungi Undang-Undang</b></p>	<p>menggunakan rubrik hanya di final exam. Itu sangat penting,namun mengingat waktu dan efisiensinya, saya hanya menggunakan saat final exam saja.</p>
<p><b>Interviewer</b></p>	<p>Apa pentingnya instruksi dalam penilaian?</p>
<p><b>Interviewee</b></p>	<p>Instruksi itu sangat penting, karena dari instruksi itu siswa bisa mengetahui apa yang akan mereka lakukan. Kalaupun hanya ada pertanyaan tapi tidak ada instruksi, mereka tidak tahu apa yang akan mereka lakukan, takutnya nanti mereka salah paham dan tidak bisa menjawab dengan maksimal dan ujung-ujungnya nilai mereka rendah padahal mereka sudah paham dengan materi namun karena mereka tidak membaca instruksi akhirnya misunderstanding dan tidak bisa menjawab pertanyaan dengan baik dan benar.</p>
<p><b>Interviewer</b></p>	<p>Apa perbedaan antara self assessment dan peer assessment?</p>
<p><b>Interviewee</b></p>	<p>Self assessment mungkin mereka bisa instropeksi diri,menilai diri mereka mampu atau tidak untuk memahami satu materi, sedangkan peer assessment,mereka bisa menilai teman mereka, apakah temannya mampu atau tidak.</p>
<p><b>Interviewer</b></p>	<p>Menurut miss apa itu validitas dalam assessment?</p>
<p><b>Interviewee</b></p>	<p>Validitas dalam assessment itu maksudnya adalah Assessment yang kita berikan sesuai dengan materi yang telah kita berikan atau tidak.</p>
<p><b>Interviewer</b></p>	<p>Lalu bagaimana dengan reliabilitas dalam assessment?</p>
<p><b>Interviewee</b></p>	<p>Jujur saya kurang paham, namun menurut saya reliabilitas itu adalah bagaimana konsistensi hasil assessment siswa berdasarkan materi yang telah diberikan.</p>
<p><b>Interviewer</b></p>	<p>Jenis tugas apa yang miss siapkan untuk formatif?</p>
<p><b>Interviewee</b></p>	<p>Biasanya beragam, kadang saya beri quiz secara langsung/oral, kadang multiple choice, essay dan itu tergantung materi yang diberikan</p>
<p><b>Interviewer</b></p>	<p>Jenis tugas apa yang miss siapkan untuk summative?</p>
<p><b>Interviewee</b></p>	<p>Essay dan multiple choice</p>
<p><b>Interviewer</b></p>	<p>Apakah miss menggunakan aplikasi untuk menilai tugas siswa?</p>
<p><b>Interviewee</b></p>	<p>Tidak, saya selalu menilai assessment siswa secara manual</p>
<p><b>Interviewer</b></p>	<p>Apakah miss menggunakan assessment yang valid?lalu bagaimana miss tahu kalau penilaian yang miss gunakan itu valid?</p>
<p><b>Interviewee</b></p>	<p>Ya, tentu assessment yang saya gunakan valid, saya mengetahuinya dari hasil assessment siswa tersebut. Setelah</p>

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<b>© Hak Cipta milik UIN Suska Riau</b> <b>Hak Cipta Dilindungi Undang-Undang</b>	<p>dinilai oleh guru hasil yang didapatkan berapa persentase siswa yang nilainya baik dan berapa persentase siswa yang nilainya kurang baik. Jika nilai mereka baik, otomatis dianggap siswa tersebut memahami materi yang telah diberikan sebelumnya dan itulah tanda jika assessment yang saya gunakan valid karena tidak melenceng dari materi.</p>
<b>Interviewer</b>	<p>Apakah assessment yang miss gunakan sesuai dengan kurikulum? Kemudian bisa miss jelaskan bagaimana assessment yang miss gunakan selaras dengan kurikulum?</p>
<b>Interviewee</b>	<p>Tentu, karena kurikulum adalah acuan, jadi apapun yang kita berikan baik materi ataupun assessment harus sesuai dengan kurikulum yang berlaku. Karena saat ini yang berlaku adalah kurikulum merdeka, maka saya menggunakan sistem kurikulum merdeka baik dalam pemberian materi maupun asessmentnya dan hal tersebut sudah pasti selaras sesuai dengan kesepakatan dengan sekolah.</p>
<b>Interviewer</b>	<p>Apakah assessment yang miss gunakan sesuai dengan lesson plan/modul? Kemudian bisa miss jelaskan bagaimana assessment yang miss gunakan selaras dengan lesson plan/modul?</p>
<b>Interviewee</b>	<p>Ya tentu, harus sesuai dengan modul, karena mengacu dari pertanyaan sebelumnya, dalam kurikulum tersebut juga sudah diatur tentang modul dan lesson plan, jadi semuanya harus selaras. Dan seperti yang kita ketahui juga di dalam modul tersebut sudah ada assessmentnya, jadi tinggal memberikan ke siswa saja.</p>
<b>Interviewer</b>	<p>Bagaimana hasil diagnostic siswa selama proses pembelajaran?</p>
<b>Interviewee</b>	<p>hasil diagnostic siswa selama proses pembelajaran. Tergantung dari pribadi dan cara kita dalam mengajar mereka. Alhamdulillah hasil diagnostic siswa saat ini mereka memahami dan saya berusaha membuat siswa interest in English dengan bermain game, agar selama proses pembelajaran berjalan, mereka bisa mengikuti dan memahami.</p>
<b>Interviewer</b>	<p>Apa pentingnya validitas dalam assessment?</p>
<b>Interviewee</b>	<p>Sangat penting, karena itu mengukur kemampuan siswa untuk memahami satu materi dan sebagai tolak ukur bagi guru apakah materi yang telah disampaikan dapat dipahami oleh siswa atau tidak.</p>
<b>Interviewer</b>	<p>Apa yang membuat sebuah assessment tersebut valid? Lalu bagaimana miss mengetahuinya?</p>

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<b>© Hak Cipta DiLindungi Undang-Undang</b> <b>UIN Suska Riau</b> <b>State Islamic University Sultan Syarif Kasim Riau</b>	Interviewee	Saya tahu assessment yang saya buat tersebut valid dari hasil ujian siswa
	Interviewer	Apa pentingnya reliabilitas dalam penilaian?
	Interviewee	Sangat penting karena itu mengukur hasil dari ujian siswa dengan memberikan penilaian atau assessment
	Interviewer	Apa yang membuat assessment tersebut reliable? Lalu bagaimana miss mengetahuinya?
	Interviewee	Assessment yang saya gunakan tersebut reliable dapat kita lihat dari hasil nilai assessment siswa. Saya mengetahuinya dari kemampuan siswa menerima dan memahami suatu materi. Jika dia paham dan mengerti maka nilainya pasti baik, namun jika kurang dalam memahami materi, maka bisa jadi nilainya rendah
	Interviewer	Dalam bentuk apa hasil assessment siswa yang diberikan kepada orangtua?
	Interviewee	Hasilnya diberikan dalam bentuk laporan, dan biasanya diberikan di akhir semester
	Interviewer	Bagaimana laporan siswa yang diberikan kepada orangtua? apakah dalam bentuk deskriptif atau poin?
	Interviewee	Di dalam laporan yang diberikan kepada orangtua itu sudah dalam bentuk deskriptif dan juga poin-poin.
	Interviewer	Menurut Miss, apakah pernah ada praktik penilaian yang dianggap tidak etis atau tidak tepat dalam proses pembelajaran? Bisa diceritakan contohnya?
	Interviewee	Pernah, di awal saya mengajar saya merasa kurang tepat ketika memberikan soal ujian yang terlalu sulit dan sebagian di luar materi. Akhirnya banyak siswa yang nilainya rendah. Dari pengalaman itu saya belajar bahwa assessment harus sesuai dengan apa yang sudah saya ajarkan di kelas, supaya penilaian lebih adil bagi siswa.
	Interviewer	Bagaimana Miss memastikan bahwa hasil penilaian siswa tidak disalahgunakan atau digunakan untuk tujuan yang tidak sesuai dengan aturan sekolah maupun kurikulum?
	Interviewee	Kalau saya biasanya langsung menyimpan hasil penilaian siswa di buku nilai dan juga di sistem sekolah. Saya tidak pernah membandingkan nilai siswa di depan kelas, karena itu bisa membuat mereka minder. Jadi hasil penilaian hanya saya gunakan untuk evaluasi pembelajaran dan sebagai laporan resmi kepada sekolah.

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### **APPENDIX III**

#### **Lesson Plan**

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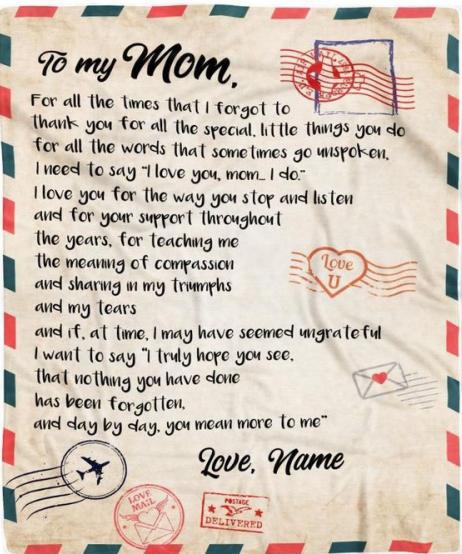
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# Modul Ajar

## BAHASA INGGRIS



## PERSONAL & INVITATION LETTER

City of Sultan Syarif Kasim Riau

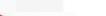
ulisan kritik atau tinjauan suatu masalah.

SMK NEGERI 3 PEKANBARU

DINAS PENDIDIKAN PROVINSI RIAU

2023/2024



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## A. IDENTITAS MODUL

## INFORMASI UMUM

Nama :	Program Keahlian : Busana , Kuliner
Asal sekolah : SMK Negeri 3 Pekanbaru	Jumlah Pesdik : orang
Alokasi waktu : 24 JP	Kelas : XI

## B. KOMPETENSI AWAL

## ELEMEN

## Menulis – Mempresentasikan ( Writing – Presenting )

## CAPAIAN PEMBELAJARAN

Peserta didik menyajikan informasi menggunakan berbagai moda presentasi dalam bentuk cetak dan digital untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda.

## KOMPETENSI

- Memahami dan Menganalisis Tentang Personal & Invitation Letter
- Menulis dan Mempresentasikan Tentang Personal & Invitation Letter

## C. PROFIL PELAJAR PANCASILA

**Peserta Didik Akan Mengembangkan Kemampuan Beriman Bertakwa Kepada Tuhan YME Dan Berakhhlak Mulia ,Bernalar Kritis, Kreatif, Gotong Royong ,Dan Mandiri Dalam Menyelesaikan Masalah.**

## D. SARANA DAN PRASARANA

Jaringan Internet , Gawai , Laptop , Infocus Media , Pengolah Presentasi (Canva , Power Point dll )

## E. TARGET PESERTA DIDIK

Peserta Didik Regular : Mengexplorasi Materi dan Identifikasi Peta Konsep yang Diberikan.

## Peserta Didik Dengan Kesulitan Belajar : Mengeksplorasi Materi dan Identifikasi Peta Konsep Secara Berulang

Peserta Didik Dengan Pencapaian Tertinggi : Mengeksplorasi dan Mengembangkan Materi serta Peka Konsep dari berbagai Sumber .

## F. MODEL PEMBELAJARAN

## Discovery Learning secara Tatap Muka

Metode : Diskusi, Presentasi, Tanya Jawab dan Asesment

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## KOMPONEN INTI

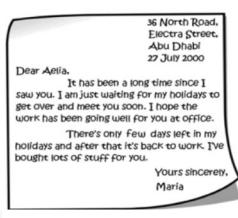
### TUJUAN PEMBELAJARAN

- Peserta Didik Mampu Membedakan Personal Letter & Invitation Letter
- Peserta Didik Mampu Memahami Defenisi / Pengertian dari Personal Letter & Invitation Letter
- Peserta Didik Mampu Memahami Generic Structure dari Personal Letter & Invitation Letter
- Peserta Didik Mampu Memahami Jenis – Jenis dari Personal Letter & Invitation Letter
- Peserta Didik Mampu Mempresentasikan Personal Letter & Invitation Letter

### PERTANYAAN PEMANTIK

Guru memberikan pertanyaan terkait materi misalnya:

- Have you ever seen a personal letter and invitation letter ?
- Have you ever sent a personal letter and invitation letter digitally?



### KEGIATAN PEMBELAJARAN

Kegiatan	Langkah Kegiatan Pembelajaran	Alokasi Waktu
PENDAHULUAN	<ul style="list-style-type: none"> <li>● Peserta Didik Menyiapkan Kelas , lalu memberi Salam pada Guru</li> <li>● Peserta Didik dan Guru memulai dengan Berdoa Bersama .</li> <li>● Peserta Didik Disapa dan Melakukan Pemeriksaan Kehadiran Bersama Dengan Guru</li> <li>● Peserta Didik Melakukan Ice Breaking Sesuai Dengan Kelompok Yang Ditentukan Secara Bergilir</li> <li>● Peserta Didik Diminta Untuk Fokus Dan Menyiapkan Catatan Apabila Dibutuhkan .</li> <li>● Peserta Didik Mendapatkan Review Materi Sebelumnya</li> </ul>	20 Menit
INTI	<b>Meeting 1</b> <ul style="list-style-type: none"> <li>● Peserta Didik Melihat Beberapa Gambar Tentang Personal Letter</li> <li>● Guru memberikan pertanyaan pemantik : <ul style="list-style-type: none"> <li>- Have you ever seen a personal letter ?</li> </ul> </li> </ul>	70 menit



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- Have you ever sent a personal letter digitally  
 ● Guru Menayangkan Video :  
<https://youtu.be/Fq4o7tg9m70?si=Ddd2REPnZEvdrcKs>  
 ● Dengan metode tanya jawab guru memberikan pertanyaan mengenai:  
 - What do you see from the video ?  
 ● Guru memaparkan secara umum tentang Personal Letter dengan menggunakan Power Point  
 ● Peserta Didik diberikan Sesi Tanya Jawab

**Meeting 2**

- Guru memberikan tes lisan kepada setiap peserta didik dengan maju kedepan
- Peserta Didik memahami kembali Materi Personal Letter
- Guru memberikan Lkpd kepada Peserta Didik
- Peserta Didik Mengerjakan Latihan Yang Terdapat Pada Lkpd (Terlampir )

**Meeting 3**

- Guru memaparkan secara umum tentang Invitation Letter dengan menggunakan Power Point
- Guru memberikan pertanyaan pemantik dengan menunjukan beberapa picture melalui power point
- Guru memberikan beberapa instruksi untuk membuat sebuah kelompok untuk mendiskusikan jenis dari invitation letter lalu membuat satu surat perkelompok lalu mempresentasikannya ke depan kelas
- Peserta didik melakukan tanya jawab dengan guru dalam materi invitation letter

**Meeting 4**

- Guru membahas kembali materi invitation letter dengan peserta didik
- Peserta Didik menampilkan hasil diskusi mereka ke depan kelas sesuai kelompok nya masing masing
- Guru memberikan penilaian kepada peserta didik yang tampil maju kedepan mempresentasikan hasil diskusinya .

**Meeting 5**

- Peserta Didik melanjutkan Presentasi yang belum diselasaikan pada pertemuan sebelumnya
- Guru memberikan instruksi bahwasanya Minggu depan Peserta Didik akan melaksanakan Ulangan Harian

**Meeting 6**

- Guru memberikan instruksi kepada Peserta Didik untuk mempersiapkan diri sebelum Ulangan dan menyiapkan kertas selembar

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah  
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	<ul style="list-style-type: none"> <li>• Peserta didik melakukan Ulangan Harian</li> </ul>	
	<ol style="list-style-type: none"> <li>1. Peserta Didik Menerima Apresiasi Dan Motivasi Dari Guru</li> <li>2. Melakukan Refleksi Pembelajaran</li> <li>3. Menyampaikan Agenda Pertemuan Berikutnya</li> <li>4. Peserta Didik Dan Guru Berdoa Lalu Memberi Salam</li> </ol>	30 Menit
<b>D.ASESMENT DIAGNOSTIK/ NONKONIGTIF</b>		
<p>1. Asesmen Diagnostik/ Nonkonigktif</p> <p>a. Aktivitas peserta didik selama belajar di rumah</p> <ol style="list-style-type: none"> <li>1) Apa saja kegiatanmu sepanjang hari di rumah?</li> <li>2) Apakah memiliki waktu cukup untuk belajar?</li> <li>3) Sebutkan 5 hal dari yang paling menyenangkan sampai yang paling tidak menyenangkan ketika sedang belajar?</li> <li>4) Apa saja yang dapat kamu lakukan untuk menciptakan kenyamanan lingkungan belajar di rumah?</li> <li>5) Apa harapan dan mimpimu?</li> </ol> <p>b. Aktivitas di rumah mendukung minat dan bakat peserta didik</p> <ol style="list-style-type: none"> <li>1) Apakah hobimu?</li> <li>2) Apakah hobimu berkaitan dengan program keahlian yang dipilih?</li> <li>3) Apakah kalian memiliki buku buku harian/ diary?</li> </ol> <p>c. Langkah langkah yang akan dilakukan</p> <ol style="list-style-type: none"> <li>1) Persiapan <ol style="list-style-type: none"> <li>a) Menyiapkan beberapa lembar kertas jika peserta didik membutuhkan</li> <li>b) Menulis dan/ atau menggambar jawabannya</li> </ol> </li> <li>2) Pelaksanaan <ol style="list-style-type: none"> <li>a) Memberikan penguatan dan/ atau pertanyaan lanjutan saat peserta didik menjawab pertanyaan</li> <li>b) Memberikan arahan dan langsung menjawab jika peserta didik balik bertanya</li> <li>c) Memberi waktu peserta didik untuk menjawab pertanyaan yang diajukan</li> </ol> </li> <li>3) Menyederhanakan pertanyaan dengan menggunakan bahasa yang lebih mudah dipahami, jika merasa kesulitan memahami pertanyaan. Tindak Lanjut <ol style="list-style-type: none"> <li>a) Ajak berdiskusi untuk merumuskan penyelesaiannya jika peserta didik menyampaikan masalah</li> <li>b) Melakukan komunikasi permasalahan tersebut dengan orang tua jika diperlukan</li> <li>c) Melakukan asesmen diagnostik non konigktif secara berkala sesuai kebutuhan</li> </ol> </li> </ol> <p>d)</p> <ol style="list-style-type: none"> <li>1. Asesmen Diagnostik</li> <li>2. Asesmen formatif</li> </ol>		
<b>TEKNIK PENILAIAN</b>		
<p>Teknik Penilaian</p> <ol style="list-style-type: none"> <li>a. Sikap <ol style="list-style-type: none"> <li>- Penilaian Observasi</li> <li>- Penilaian Diri</li> <li>- Penilaian Teman Sebaya</li> </ol> </li> <li>b. Pengetahuan</li> </ol>		

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a. Pengertian  
 b. Pengujian  
 c. Pengembangan  
 d. Pengembangan  
 e. Pengembangan  
 f. Pengembangan  
 g. Pengembangan  
 h. Pengembangan  
 i. Pengembangan  
 j. Pengembangan  
 k. Pengembangan  
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 q. Pengembangan  
 r. Pengembangan  
 s. Pengembangan  
 t. Pengembangan  
 u. Pengembangan  
 v. Pengembangan  
 w. Pengembangan  
 x. Pengembangan  
 y. Pengembangan  
 z. Pengembangan

#### PENGAYAAN & REMEDIAL

##### 1. Pengayaan

Peserta didik melanjutkan ke sub topik berikutnya tentang Personal & Invitation Letter

##### 2. Remedial

Peserta didik melakukan observasi dan ATP kembali dengan layanan, bimbingan, dan penguatan dari Guru

#### E. REFLEKSI PESERTA DIDIK DAN GURU

##### REFLEKSI GURU

1. Apakah ada kendala pada kegiatan pembelajaran ?
2. Apakah semua siswa aktif dalam kegiatan pembelajaran ?
3. Apa saja kesulitan siswa yang dapat di identifikasi pada kegiatan pembelajaran ?
4. Apakah siswa yang memiliki kesulitan ketika berkegiatan dapat teratasi dengan baik ?
5. Apa level pencapaian rata rata siswa dalam kegiatan pembelajaran ini ?
6. Apakah seluruh siswa dapat dianggap tuntas dalam pembelajaran ?
7. Apa strategi agar seluruh siswa dapat menuntaskan kompetensi ?

##### REFLEKSI PESERTA DIDIK

1. Apakah ada kendala dalam kegiatan pembelajaran ?
2. Kegiatan pembelajaran mana yang menyenangkan hari ini ?

#### F..LAMPIRAN

##### 1. Asessment

1. Lembar Kerja Peserta Didik
2. Soal latihan

##### 3. Bahan Bacaan ( Materi ) Guru Dan Peserta Didik

- Power point
- Internet

## LAMPIRAN I

---

LKPD

## Activity 1:

Read the following personal letter and complete the blanks with the correct words.

Gatot Subroto Street No. 22

Jakarta, Indonesia

August 14, 2024

Dear Salsya ,

It's been a long time since we last \_\_\_\_\_ (1). I hope you and your family are doing well. I'm writing this letter to tell you about something exciting that \_\_\_\_\_ (2) recently happened in my life.

Last month, I finally got a chance to visit \_\_\_\_\_ (3) Bali, the place I have always dreamed of. The trip was absolutely amazing! I stayed there for a week with my \_\_\_\_\_ (4) family, and we visited so many beautiful places.

One of the highlights of the trip was visiting \_\_\_\_\_ (5) Tanah Lot. The view of the sunset there was breathtaking! We also went to Ubud, where we explored the \_\_\_\_\_ (6) traditional art markets and enjoyed some delicious local food. I even tried the famous Balinese dance called \_\_\_\_\_ (7) Kecak Dance. It was a unique experience!

Besides the beautiful places, the people in Bali were incredibly 8 friendly and welcoming. They made our trip even more memorable.

I really wish you could have been there with me. We would have had so much fun together! Maybe next time we can plan a trip together. What do you think? Please let me know how things are going with you. I'd love to hear all about what you've been up to.

Looking forward to your reply.

Best regards,

Sarah

Met	Has	whole	The
Ubud	Pura	famous	Kind

## Activity 2 :

Answer the questions below after reading the personal letter text above.

## Multiple-Choice Questions:

1. What is the purpose of the writer in sending this letter?

- a) To complain about a trip
- b) To inform about their vacation
- c) To invite a friend to a party

2. How long did the writer stay in Bali?

- a) A week
- b) A month
- c) Two days



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2. Dilanang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber.

3. What was one of the activities the writer enjoyed in Ubud?

- a) Shopping in traditional art markets
- b) Climbing a mountain
- c) Visiting a museum

4. What cultural performance did the writer watch?

- a) Kecak Dance
- b) Gamelan Music
- c) Wayang Kulit

5. How did the writer describe the people in Bali?

- a) Rude
- b) Friendly
- c) Uninterested

**Answer :**

1. .... 2. .... 3. .... 4. .... 5. ....

**Activity 3 :**

**Essay**

Answer the essay questions below!

1. What is the primary purpose of a personal letter?
2. Describe the general structure of a personal letter. How does the general structure contribute to the effectiveness of the letter?
3. How does the tone of a personal letter differ from a formal letter?
4. What are some common topics / types discussed in personal letters?
5. What are some common mistakes made when writing personal letters ?

**Activity 4:**

**Read the following text and then fill the blanks by using the sentences below!**

25367 Surabaya

April 2, 2024

Dear Melissa,

How are you doing? I hope this letter finds you well.

I'm writing to tell you about my recent trip to Bali. It was absolutely amazing! The beaches were stunning, the food was delicious, and I met so many interesting people. I especially loved visiting the Ubud Monkey Forest. It was such a unique experience.

I've attached a few photos from my trip so you can see what I've been up to. I can't wait to hear about what you've been doing.

Talk to you soon, Beby



 <b>Hak Cipta Milik Srikar Riau</b> 1. Cipta Diliung Jaya 2. sebagian atau seluruhnya tulis ini tanpa izin 3. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karyamih, penyusunan laporan, penulisan kritis atau tinjauan suatu masalah. b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.	<b>FORMULIR</b> <b>MODUL AJAR</b>	Kode Dok. Status Revisi Halaman Tanggal Berlaku	KUR/PRP/FO-002 02 9 -

**Answer the questions below based on the personal letter above!**

- 1 Who is the sender of the letter?
- 2 To whom is the letter addressed?
- 3 What is the main purpose of the letter?
- 4 Where does Beby live?
- 5 What does Beby mention about her trip to Bali?

**Activity 5:**

**Please mark and describe the structure of the letter below !**

Plamboyan No. 89 Lampung

2nd Nopember 2022

Dear Jonny ,

Hello! How are you? I received your letter today. I am very excited to hear that you are coming to stay with me for the holidays. I am sure we will have a lot of fun together.

My parents have agreed to let you stay with me. They offered to pick you up at the airport. All you have to do is to tell us when you are coming. I will now tell you about some of the things you will experience here in Indonesia. You do not have to worry about the local spicy food. We have a lot of fast food restaurants here like the ones you have in England. You can also shop for souvenirs to bring home. Sarinah or Blok M are our famous shopping areas. They have many shops selling all kinds of things. I am sure you will love them. I am also planning to take you to a few tourist spots like miniature of Indonesia, National monument, or Safari Garden. We can also go to the Ancol beach where you can swim, play on the beach, and have picnics.

My family and I are looking forward to your coming. I hope to hear from you soon. Good bye.

With love,

Nadim

**Activity 6:**

Make a group of 5 – 6 people to discuss making a letter of the invitation letter type , choose one type of invitation letter ,then present the results of the dissussion to the front of the class using an infocus!



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## SOAL TES SUMATIF ULANGAN HARIAN

Answer the questions below based on the daily activities text above .

Please carefully read the story about daily activities provided below!

Every morning, I wake up at 6 AM. After I make my bed, I take a shower and get dressed. I have breakfast with my family and then I go to school. At school, I study math, science, and English. After school, I play basketball with my friends. In the evening, I do my homework and read a book. Before I go to bed, I brush my teeth and say goodnight to my family.

Answer questions 1-3 below based on the daily activities text above.

**1. *After I make my bed, I take a shower and get dressed.***

What does the narrator do after making the bed?

- a. Eat breakfast
- b. Go to school
- c. Take a shower
- d. Read a book

**2. *In the evening, I do my homework and read a book.***

The word "homework" is closest in meaning to ?

- a. chores
- b. assignments
- c. games
- d. meals

**3. *At school, I study math, science, and English.***

According to the text, which subject does the narrator NOT study at school?

- a. Math
- b. Science
- c. History
- d. English

**4. *Andi: Hi, Beni! What do you usually do on weekends?***

**Beni:** Well, I usually wake up late on Saturdays. Then, I have breakfast and watch some TV. In the

afternoon, I often play basketball with my friends. How about you?

**Andi:** Oh, I like to read books on Saturdays. And on Sundays, I usually help my mom with the chores.

Based on the dialogue, what does Beni do on Saturdays?

- a. He goes to school.
- b. He plays basketball.
- c. He reads books.
- d. He helps his mom.

Read the daily activities below!

Every day, after waking up, Ani always makes her bed. Then she goes to the kitchen to make breakfast. Ani usually makes toast with jam or oatmeal. After breakfast, she goes to school by bike. At school, Ani likes to join extracurricular activities, namely the cooking club. In the afternoon, Ani helps her mother clean the house. Before going to bed, Ani always reads a book for 30 minutes.

Answer questions 5-7 below based on the daily activities text above.



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5. ***Every day, after waking up, Ani always makes her bed.***

What is the first thing Ani does after waking up?

- a. She goes to school.
- b. She reads a book.
- c. She makes her bed.
- d. She helps her mother.

6. ***Ani likes to join the cooking club.***

What does Ani enjoy doing after school?

- a. Playing sports
- b. Doing homework
- c. Cooking
- d. Watching TV

7. ***In the afternoon, Ani helps her mother clean the house.***

When does Ani usually help her mother?

- a. In the morning
- b. In the afternoon
- c. At night
- d. On weekends

Read the dialogue below carefully.

**Andi:** Hi, Beni! What do you usually do after school?

**Beni:** I usually play badminton with my friends. How about you, Andi?

**Andi:** I often help my mom with the chores. After that, I do my homework. Sometimes, I read a book.

**Beni:** That's great! I like reading too, but I prefer playing sports.

Answer questions 8-10 based on the dialogue above !

8. Andi often \_ his mom with the chores.

- a. help
- b. helps
- c. helping
- d. helped

9. Beni usually \_ badminton with his friends.

- a. play
- b. plays
- c. playing
- d. played

10. Andi \_ homework after helping his mom.

- a. do
- b. does
- c. doing
- d. done



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***Please read the personal letter below carefully !***

Dear Sarah,

How are you? I hope this letter finds you well. I'm writing to tell you about my new routine. Every morning, I wake up at 6 AM to do some exercise. After that, I have a healthy breakfast and get ready for school. At school, I enjoy studying science and math. In the afternoon, I usually play basketball with my friends. On weekends, I like to read books or help my mom in the kitchen. I'm feeling really happy with my new routine.

What about you? What do you usually do in your free time?

Best regards, David

Answer the questions below from numbers 11–16!

**11. *On weekends, I like to read books or help my mom in the kitchen.***

According to the letter, what does David like to do on weekends?

- a. Play basketball and watch TV.
- b. Read books and help his mom.
- c. Study for exams and do chores.
- d. Go to the movies and meet friends.

**12. *I'm feeling really happy with my new routine.***

The word "routine" is closest in meaning to

- a. schedule
- b. problem
- c. hobby
- d. dream

**13. What is the purpose of the first paragraph in the letter?**

- a. To ask about Sarah's health.
- b. To introduce a new friend.
- c. To explain why David is writing the letter.
- d. To describe David's favorite hobby.

**14. Where in the letter can you find the writer's closing greeting?**

- a. At the beginning of the letter.
- b. In the middle of the letter.
- c. At the end of the letter.
- d. In the subject line.

**15. What part of the letter provides information about David's daily activities?**

- a. The greeting
- b. The body
- c. The closing
- d. The subject line



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2. Dilangung di luar kota  
 a. Pengutipan hanya untuk keperluan penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

16. What is the correct order of the parts of a personal letter?

- a. Greeting, body, closing, date
- b. Date, greeting, body, closing
- c. Body, greeting, closing, date
- d. Closing, greeting, body, date

Dear Art Enthusiasts,

You are cordially invited to the grand opening of our latest art exhibition, "Colors of Imagination." This showcase will feature a stunning collection of paintings, sculptures, and installations by renowned local artists.

**Date:** Saturday, April 15th, 2024

**Time:** 6:00 PM - 9:00 PM

**Location:** The Art Gallery, 123 Main Street, Anytown

Join us for an evening of art, music, and refreshments as we celebrate the vibrant and creative talents of our community. There will be live music performances, a silent auction, and a chance to meet the artists.

Don't miss this opportunity to immerse yourself in the world of art. We look forward to seeing you there!

Sincerely,

The Art Gallery Committee

Answer the questions below based on the letter above!

17. **You are cordially invited to the grand opening of our latest art exhibition.**

What is the main purpose of this letter?

- a. To sell art supplies.
- b. To invite people to an art exhibition.
- c. To announce a new art class.
- d. To advertise a art gallery for sale.

18. Where in the letter can you find the date and time of the event?

- a. In the first paragraph
- b. In the second paragraph
- c. In the third paragraph
- d. In the closing

19. Who is invited to the event?

- a. Only artists
- b. Only art collectors
- c. Art enthusiasts
- d. Only children



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**20. *Join us for an evening of art, music, and refreshments.***

According to the letter, what kind of event will be held at the art gallery?

- a. A book reading.
- b. A sports competition.
- c. A music concert.
- d. A science fair.

**ESSAY**

1. Complete the following paragraph about a student's daily routine using the simple present tense.

Every morning, I (1) ..... at 6:00 AM. After that, I (2) ... my teeth and (3) ... a shower. For breakfast, I usually(4) ... cereal and milk. Then, I(5) ... to school by bus. At school, I(6) ... math, science, and English. In the afternoon, I (7) ... basketball with my friends. After dinner, I (8) ... my homework. Before going to bed, I (9) ... a book.

Wake up	Take	Go	Play	Read
Brush	Eat	Study	Do	

2. Write and Explain the difference between a personal letter and an invitation letter !

3. Pay attention to the personal letter below!

<p style="text-align: right;">123 Maple Street Anytown, CA 12345 April 5, 2024</p> <p>Dear Emily,</p> <p>I hope this letter finds you well. I'm writing to tell you about my recent trip to New York City. It was an amazing experience! I visited so many iconic landmarks, like the Empire State Building and Times Square. The city that never sleeps truly lives up to its name!</p> <p>I also had the chance to explore different neighborhoods and try a variety of foods. My favorite was the pizza in Little Italy. It was absolutely delicious! I even took a cooking class and learned how to make my own pasta.</p> <p>I miss hanging out with you. Let's plan to meet up soon and catch up. Maybe we could go see that new movie that's been out?</p> <p>Best, Alex</p>
---

- a. Write and Explain The Structure of a Personal letter!
- b. Then Underline and mark the complete Structure of the Personal Letter Above!

## LAMPIRAN II

## B.MATERI

## PERSONAL LETTER



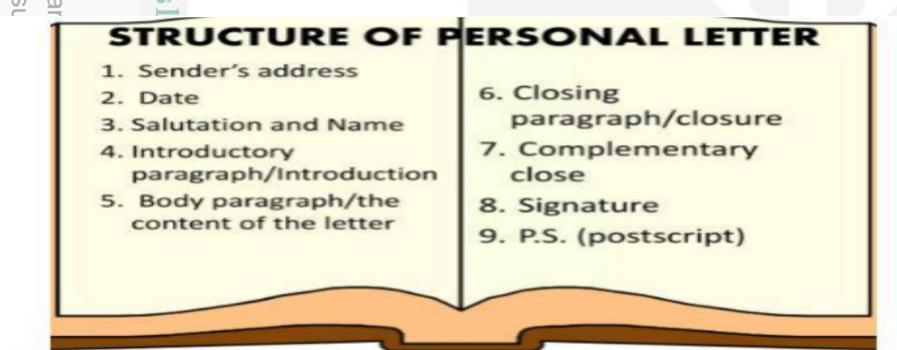
## What is Personal Letter ?

A personal letter is a written message from one person to another, usually between friends or family members. It often shares personal news, feelings, and updates, using a friendly and informal tone.

## The Purpose

The purpose of a personal letter is to share personal news, express feelings, maintain or strengthen relationships, and communicate thoughts or experiences with friends or family members

## Structure of Personal Letter



## Types of Personal Letter

- Family Letter
- Pen Friend Letter
- Fan Mails
- Celebration Letter
- Farewell Letter
- Get Well Letter
- Congratulation Letter
- Love Letter

### Example :

Dear John

I'm just writing to let you know that I've moved house.

As you know, I went for an interview for a job here in London. Well, they gave me the position! It would have been impractical to travel down from Manchester every day, so we've found a house here, in a nice part of London called Greenwich.

Our new house isn't ideal. London prices are crazy, and we were only able to afford a one-bedroom flat. But on the bright side, it's on the ground floor, it's got nice big windows, and a lovely view out onto the garden.

If you ever fancy a trip to London, you're more than welcome to come and stay. It would be great to see you. From where we live, it's only a quick ride on the underground into the city center, so we could do some sightseeing together.

Keep in touch!

All the best

Mike

## INVITATION LETTER

## ***What is Invitation letter ?***

A request, a solicitation, or an attempt to get another person to join you at a specific event or a written invitation letter to another person to attend an event.

### *The Social Function / Purpose*

- To invite someone attend / come an event .
- To request someone to join an event

*Contoh dari Jenis Invitation yang kita temui dalam kehidupan sehari-hari*

- 1. Anniversary
- 2. Birthday
- 3. Weeding
- 4. Graduation
- 5. Meeting
- 6. Competition
- 7. Dinner

7. Dimer

- a) Invitee : Invitee adalah bagian pertama dalam invitation , Invitee (Receiver) adalah bagian yang berisi sasaran / target yang diundang
- b) Body (*Isi Invitation* ) :
  1. Subjek = Nama Acara Optional
  2. Invitation Statement (Ucapan Undangan )

### Example :

- I would like to invite you ....
- Would you like to come ...
- Please Join Us
- We're pleased to invite you ...

### 3. [Redacted] Invitation detail (Day or Date Time Place)

#### 4. **Closure ( Ucapan Penutup )**

c) *Inviter* : Bagian yang berisi siapa yang mengundang

Salam + Nama Pengirim

### Contoh Salam :

Yours sincerely (Dengan Hormat)

Best Regards (Salam Hormat)



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## EXAMPLE :

To : Mr. and Mrs. Daniel

## WEDDING INVITATION

We begin a road to a future filled with love and adventure .

Please join us in our wedding.

Alexandra Lim and Jacob Armstrong

Day & Date : Wednesday , August 7<sup>th</sup>,2020

Time & Place : 07.30. Ballroom of Continental Hotel , Denpasar

Please RSVP to Gina at 012 345 678

With love ,  
Sarah



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# MODUL AJAR

## MATA PELAJARAN BAHASA INGGRIS

CAPTION TEXT



**Disusun Oleh :**

**ANGGIA AFRILIA, S.PD  
NIP. -**



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## INFORMASI UMUM

### A. IDENTITAS MODUL

Nama	: Anggia Afrilia, S.Pd	Program Keahlian	: All
Asal Sekolah	: SMK Negeri 3 Pekanbaru	Jumlah Pesdik	: 36 orang
Alokasi Waktu	: 8 JP	Kelas	: XI

### B. KOMPETENSI AWAL

#### 1. ELEMEN

- Menulis-Mempresentasikan

### 2. CAPAIAN PEMBELAJARAN

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

### KOMPETENSI

- Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks caption, dengan memberi dan meminta informasi terkait gambar/foto/tabel/grafik/bagan sesuai dengan konteks penggunaannya
- Teks penyerta gambar (*caption*)

### PROFIL PELAJAR

Peserta didik akan mengembangkan kemampuan **beriman bertaqwa kepada Tuhan YME** dan **berakhlak mulia bernalar kritis, gotong royong berkebinekaan global, kreatif** dan **mandiri** dalam menyelesaikan masalah.

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## SARANA DAN PRASARANA

1. Media : Video, Microsoft Sway, laptop, Handphone, LCD & proyektor.  
2. Alat : Spidol, whiteboard  
3. Sumber pembelajaran: Buku Bahasa Inggris SMK Kelas XI TARGET PESERTA DIDIK

- Peserta didik regular : mengeksplorasi materi dan identifikasi peta konsep yang diberikan
- Peserta didik dengan kesulitan belajar : mengeksplorasi materi dan identifikasi peta konsep secara berulang
- Peserta didik dengan pencapaian tertinggi : mengeksplorasi dan mengembangkan materi serta peka terhadap konsep dari berbagai sumber

## MODEL PEMBELAJARAN

- 1. Model : Problem Based Learning
- 2. Strategi : SQ3R (Survey, Question, Reading, Recite, Review)

## KOMPONEN INTI

## **TUJUAN PEMBELAJARAN**

I. Melalui pembelajaran tatap muka dengan metode diskusi, peserta didik mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks caption, dengan memberi dan meminta informasi terkait gambar/foto/tabel/grafik/bagan, sesuai dengan konteks penggunaannya

2. Melalui pembelajaran tatap muka dengan metode diskusi, peserta didik mampu menangkap makna dan menyusun teks khusus dalam bentuk teks caption, dengan memberi dan meminta informasi terkait gambar/foto/tabel/grafik/bagan, sesuai dengan konteks penggunaannya

## PERTANYAAN PEMANTIK





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1. What do you see in the picture?  
 2. What is the function of the caption?

### KEGIATAN PEMBELAJARAN

Kegiatan	Langkah Kegiatan Pembelajaran	Alokasi Waktu
PENDAHULUAN	<p>1. Guru membuka dengan salam, dan berdoa untuk memulai pembelajaran.</p> <p>2. Guru memeriksa kehadiran siswa sebagai sifat kedisiplinan.</p> <p>3. Guru memberikan gambaran dan semangat belajar tentang manfaat membelajari guest handling</p> <p>4. Guru memberi pertanyaan pemandik di awal</p>	20 menit
INTI	<p>1. Peserta didik bersama guru mengamati gambar yang ada di Microsoft Sway tentang caption text yang sedang viral.</p> <p>2. Peserta didik dan guru saling tanya-jawab terkait pentingnya caption dan perubahan cara kita dalam mendapatkan caption dalam kehidupan di masa sekarang.</p> <p>3. Peserta didik mengamati fungsi sosial, struktur teks dan unsur kebahasaan teks caption</p> <p>4. Peserta didik dan guru membentuk kelompok yang terdiri beberapa peserta didik</p> <p>5. Peserta didik menyimak penjelasan guru melalui media pembelajaran tayangan Microsoft Sway tentang caption</p> <p>6. Peserta didik dibagikan gambar beserta text caption dalam kelompoknya dan diberi kesempatan untuk mengidentifikasi (survey) isi dari teks.</p> <p>7. Peserta didik dalam kelompoknya diberi motivasi untuk membuat pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik (question) yang berkaitan dengan fungsi sosial, struktur teks dan unsur kebahasaan teks caption</p> <p>8. Peserta didik dalam kelompoknya diberi motivasi untuk membaca (reading) caption text dengan seksama.</p> <p>9. Peserta didik dalam kelompoknya diberi kesempatan untuk menjelaskan (recite) fungsi sosial, struktur teks dan unsur kebahasaan teks caption</p> <p>10. Peserta didik dalam kelompoknya diberi kesempatan untuk menyimpulkan (review) fungsi sosial, struktur teks dan unsur kebahasaan teks caption</p> <p>11. Peserta didik dalam kelompoknya diberi kesempatan untuk menyimpulkan (review) fungsi sosial, struktur teks dan unsur kebahasaan teks caption</p>	110 menit

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak mengutip kepentingan yang wajar UIN Suska Riau.

Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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<b>PROYEKSI KOMPETENSI YANG INGIN DICAPAI PADA FASE F</b>	Status Revisi	02
	Tanggal Berlaku	-

<b>Hak Cipta milik UIN Suska Riau</b>	1. Dilang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:	kelompoknya mengamati dan mengidentifikasi bersama sebuah caption untuk mengidentifikasi fungsi sosial, struktur teks dan komponen kebahasaan dari text caption 12. Peserta didik secara kelompok mendiskusikan foto dan menyusun teks captionnya sesuai dengan foto 13. Peserta didik mempresentasikan hasil kerja kelompok mereka. 14. Peserta didik saling memberikan komentar terkait hasil pekerjaan kelompok lain 15. Peserta didik menyimpulkan hasil tugas dari data semua kelompok yang telah tampil. 16. Peserta didik mengolah data dan menyimpulkan hasil diskusi yang telah dipaparkan oleh semua kelompok. 17. Peserta didik memperoleh konfirmasi dari guru terkait hasil kesimpulan kemudian guru meluruskan jawaban yang kurang tepat dan memberikan penghargaan bila jawaban benar dengan pujian atau tepuk tangan bersama.	
	<b>PENUTUP</b>	1. Peserta didik dapat melakukan/memberikan penilaian baik dalam bentuk komentar secara lanngsung kepada para pemateri presentasi 2. Peserta didik mengomunikasikan kendala yang dihadapi selama mengerjakan. 3. Peserta didik menerima apresiasi dan motivasi dari guru.	30 menit
	<b>REFLEKSI</b>	1. Apakah ada kendala pada kegiatan pembelajaran? 2. Apakah semua siswa aktif dalam kegiatan pembelajaran? 3. Apa saja kesulitan siswa yang dapat diidentifikasi pada kegiatan pembelajaran? 4. Apakah siswa yang memiliki kesulitan ketika berkegiatan dapat teratasi dengan baik? 5. Apa level pencapaian rata-rata siswa dalam kegiatan pembelajaran ini? 6. Apakah seluruh siswa dapat dianggap tuntas dalam pelaksanaan pembelajaran? 7. Apa strategi agar seluruh siswa dapat menuntaskan koperensi ?	



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### LKPD (LEMBAR KERJA PESERTA DIDIK)

*Caption text 1: People walk past bloomed tulips in a park in central Kiev, Ukraine on May 3rd, 2019.*

1. What kind of caption is in the picture?

- a. Group Identification bar
- b. Summary
- c. Cutline
- d. Expanded
- e. quote

2. What is the function of the caption?

- a. To make the picture look beautiful
- b. To give description more detail of the picture
- c. To tell about who was the viewer of the picture
- d. To explain how beautiful the flowers are
- e. To make readers see the beautiful flowers

3. According to the caption on the picture, when was the photo taken?

- a. July 19 2018
- b. February 1 2017
- c. May 3, 2019
- d. December 7 2015
- e. August 15 2014

4. Where was the location in the picture?

- a. Central Park
- b. Garden
- c. Floristry
- d. Central Kiev
- e. Reuter

5. What does “Bloomed” mean?

- a. blossom
- b. wither
- c. wilt
- d. droop
- e. decay

*Caption text 2: Indonesian President Joko Widodo, center, in white shirt, visits the site of a bomb blast at Thamrin business district in Jakarta, January 14th, 2016.*



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6. What is the purpose of the caption?

- a. To make the picture look better
- b. To give a description of what is going on in the picture
- c. To tell about who was taking the picture
- d. To explain the news
- e. To make readers ignoring the picture

7. According to the caption on the picture, when was the photo taken?

- a. July 19 2018
- b. February 1 2017
- c. January 14 2016
- d. December 7 2015
- e. August 15 2014

8. Where was the location in the picture?

- a. Sudirman, Jakarta
- b. Tanah Abang, Jakarta
- c. Blok M, Jakarta
- d. Thamrin, Jakarta
- e. Pasar Senen, Jakarta

9. Who is the main subject in the picture that is described in the caption?

- a. Indonesian President, Joko Widodo
- b. Former Indonesian President, SBY
- c. Vice President, Jusuf Kalla
- d. Governor of DKI Jakarta, Anies Baswedan
- e. The president's ministers

10. What kind of caption is in the picture?

- a. Identification bar
- b. Summary
- c. Cutline
- d. Expanded
- e. Quote

*Caption text 3: You are never too old to set another goal or to dream a new dream. - C.S. Lewis*

11. Who is the author of the text?

- a. C.S Lewis
- b. The beatles
- c. Queen Elisabeth
- d. I.r Soekarno
- e. Donald Trump



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12. What is the meaning of “dream”?

- a. Impian
- b. Mimpi
- c. Lamunan
- d. Angan-angan
- e. Keinginan

13. What is the purpose of the text?

- a. To make funny
- b. To inform readers
- c. To educate readers
- d. To make surprised
- e. To motivate readers

14. What is the meaning of “goal”?

- a. Tujuan
- b. Harapan
- c. Keinginan
- d. Cita-cita
- e. Impian

15. Why does the caption text above use an old man in the picture?

- a. To represents of the goal
- b. To represents of the dream
- c. To represents set the goal
- d. To motivation that an old man can reach the dream
- e. To inform that an old man can reach dream

*Caption text 4: The Music of Love*

16. What is the meaning of the sentence?

- a. Love can be represent by music
- b. It is about how to play music
- c. Love is music
- d. A child loves music
- e. A father plays music for his child

17. What is the aim of the text?

- a. To make readers understand about love
- b. To make readers what to know about music
- c. To inform readers that music can make love to everyone
- d. To inform that a father loves his child
- e. To inform that music can bring love

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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18. What is the advantage of the text?

- a. Motivate others to care
- b. To make others understand love
- c. To inform other about music
- d. To inform that a father loves his child
- e. To inform that music can show a love

19. Why does the father in the picture play the bamboo flute? Because, bamboo flute...

- a. A simple way of music
- b. Cheap things
- c. It can be found everywhere
- d. Everybody can use it
- e. Bamboo represent simple, warm, and traditional

20. Why does a child look happy?

- a. A child likes a bamboo
- b. A child likes his father
- c. A child feels his father's love
- d. A child seems get flute
- e. A child can sing together

#### KUNCI JAWABAN

- 1. b
- 2. b
- 3. c
- 4. d
- 5. a
- 6. b
- 7. c
- 8. d
- 9. a
- 10. b
- 11. a
- 12. a
- 13. e
- 14. a
- 15. d
- 16. a
- 17. c
- 18. a
- 19. a
- 20. c



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**Kelompok** :  
**Nama Kelompok** :



People walk past bloomed tulips in a park in central Kiev, Ukraine on May 3, 2019. (REUTERS/GLEB GARANICH)

1. What kind of caption is in the picture?

Summary

2. What is the function of the caption?

To give description more detail of the picture

3. According to the caption on the picture, when was the photo taken?

May 3, 2019

4. Where was the location in the picture?

Central Kiev

5. What does "Bloomed" mean?

Blossom

6. "Indonesia President Joko Widodo, in a white shirt, visited the site of a bomb blast at Thamrin Jakarta, Jan 14, 2016"

What is the purpose of the caption?

To give a description of what is going on in the picture

7. "Success is most often achieved by those who don't know that failure is inevitable" – Coco Chanel

Who is the author of the text?

Coco Chanel

8. What type of caption is presented in the image?

Summary





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## APPENDIX IV

### Test Blueprint



**FORMULIR**  
**KISI-KISI PENGETAHUAN**

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Tanggal Berlaku	-

**KISI-KISI UJIAN SUMATIF SEMESTER GANJIL**

Nama Sekolah

: SMK Negeri 3 Pekanbaru

Kelas/semester

: XII/ I

Tahun ajaran

: 2024/2025

Mata Pelajaran

: Bahasa Inggris

Jenis ujian

: Ujian Sumatif Semester Ganjil

No	Element	Materi	Tujuan Pembelajaran	Soal	Bentuk Soal			
					P G	Kunci jawaban	Nomor Soal	Bentuk lain
1.	Menyimak berbicara	Offering help	Peserta didik mampu Memahami ungkapan Offering Help dan respon	Nata: I want to go shopping but I don't have any vehicle. Wana: .....  A. Shall I take you to the hospital with my car? B. Shall I take you to the school with my car? <b>C. Shall I take you to the market with my car?</b> D. Shall I take to the zoo with my car? E. Can you buy me some apples?	✓	C	1	
2.	Membaca dan	Application Letter	Peserta Didik	Mr. Johan Bright,	✓	D	2	

Hak Cipta Dilindungi Undang  
a. Pengutipan hanya untuk  
b. Pengutipan tidak merugikan  
JIN SUSKA RIAU

- Dilarang mengganti bahan atau seturut  
a. Pengutipan hanya untuk  
b. Pengutipan tidak merugikan
- Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa

**FORMULIR****KISI-KISI PENGETAHUAN**

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-

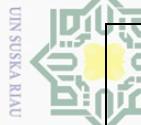
 © Hak Cipta milik UIN Suska Riau		<b>FORMULIR</b> <b>KISI-KISI PENGETAHUAN</b>		Kode Dok.	KUR/PIP/FO-001
				No. Revisi	02
		mampu menulis . Application letter dan Curriculum Vitae.	HR Manager  ABC 12 Company Ltd, Jakarta, 17430	Halaman	1 dari 1
			<p>Dear Mr. Bright,</p> <p>According to your advertisement in last Friday's Erlangga newspaper for a sales executive vacancy, I would like to apply for that position. As requested, I have attached my complete resume and my recent photograph.</p> <p>I am interested in the a job and I believe that I fulfill the qualifications for the job. I graduated from the marketing department department at a reputable university. I have two yours' work experience as a sales executive in an International marketing company, so I have good communication skills in</p>	Tanggal Berlaku	-

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, p
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa



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	KISI-KISI PENGETAHUAN			No. Revisi	02			
				Halaman	1 dari 1			
				Tanggal Berlaku	-			
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa persetujuan. a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.	Membaca dan memirsakan	Application Letter	Peserta Didik mampu menulis . Application letter dan Curriculum Vitae.	English, both oral and written. I am also skillful in opening computers.  If you wish to give me a chance to discuss further my past experience and skill, I can be contacted at the following email address <a href="mailto:endrew@gmail.com">endrew@gmail.com</a> or phone at 08111665243. I am looking forward to hearing from you soon. Thank you for your consideration.  Best Regards,  Endrew	✓	D	3	



	<b>FORMULIR</b> <b>KISI-KISI PENGETAHUAN</b>	Kode Dok.	KUR/PIP/FO-001
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1. Dilarang mengutip a. Pengutipan harya b. Pengutipan tidak Cipta Dilindungi Undang-Undang	Menyimak berbicara  4. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. Pengutipan harya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah b. Pengutipan tidak	Offering help	Peserta didik mampu Memahami ungkapan Offering Help dan respon	E. Graduated from the marketing department	<input checked="" type="checkbox"/>	C	4
				Jodi: Hello, Jena. Where have you been? Jena: Hi, Jodi. I just bought few kilograms of apples in the market. Jodi: Do you need some help to carry the apples? Jena: ....  The suitable respond to complete the dialogue is .... A. I don't know B. Why? <b>C. Of course, that's very kind of            you</b> D. I will help you E. Good bye			
5.	Membaca dan memirsing	Application Letter	Peserta didik mampu Memahami ungkapan	Dany: Good morning Jane, do you	<input checked="" type="checkbox"/>	A	5



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, p

b. Pengutipan tidak merugikan kepentingan yang

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa

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<p>© Hak cipta milik UIN Suska Riau</p> <p>6. Menyimak berbicara</p> <p>Offering help</p> <p>Peserta didik mampu Memahami ungkapan Offering Help dam respon</p>	<p>Offering Help dam respon</p> <p>want an ice cream? Jane: ...., I'd love one. Dany: Chocolate or Strawberry? Jane: Chocolate, please.</p> <p>The suitable expression to complete the dialogue is .....</p> <p><b>A. Yes, please</b> B. No Thanks C. Don't bother D. Never mind E. I don't like ice cream</p>	<p>Marta: It's very hot here .....</p> <p>Sinta: Sure. No problem</p> <p>The suitable expression to complete the dialogue is ...</p> <p><b>A. Could you close the door?</b> <b>B. Would you mind if I turn on the fan?</b> C. Would you turn off the fan? D. May I leave now? E. Would you mind if I turn on the fan?</p>	<input checked="" type="checkbox"/>	<p>B</p>	<p>6</p>





## FORMULIR

## KISI-KISI PENGETAHUAN

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<p>© Hak cipta milik UIN Suska Riau</p> <p>Tidak Cipta Dilindungi Undang-Undang</p> <p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan b. Pengutipan tidak merugikan kepentingan yang wajar</p> <p>2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa</p>	<p>Procedural Text</p> <p>8. Menulis-Mempresentasikan</p>	<p>Peserta Didik mampu mempresentasikan Procedural teks tersebut sesuai jurusan.</p>	<p>8. What is the text about?</p> <p>A. How to make starfruit punch.</p> <p>B. The ingredients of starfruit punch.</p> <p>C. How to use a blender.</p> <p>D. How to stir thoroughly.</p>	<p>✓</p>	<p>8</p>	



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<p>9. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyampaian dan mengutip sebagian atau seluruh karya tulis lainnya untuk kepentingan yang wajar UIN Suska Riau.</p> <p>Cipta Dilin Indang-Undang</p> <p>Hak cipta milik UIN Suska Riau</p> <p>State</p>	<p>Menulis- Mempresentasikan</p>	<p>Procedural Text</p>	<p>Peserta Didik mampu mempresentasik an Procedural teks tersebut sesuai jurusan.</p>	<p>mix it.</p> <p>10. Which of the following procedures is true?</p> <p>A. Put slices of starfruit in the glass.</p> <p>B. Put ice cubes in the blender.</p> <p>C. Skim two spoonfuls of vanilla.</p> <p>D. Skim the slices of starfruit and water which have already been softened.</p>	<p>✓</p>	<p>9</p>		
	<p>10. mencantumkan dan menyebutkan pengutipan karya ilmiah, penyampaian dan mengutip sebagian atau seluruh karya tulis lainnya untuk kepentingan yang wajar UIN Suska Riau.</p>	<p>Membaca dan memirsa</p>	<p>Application Letter</p>	<p>Peserta didik mampu Memahami ungkapan Offering Help dan respon</p>	<p>Tom: This question is so difficult to answer. Jay: ..... The suitable expression to complete the dialogue is ... A. Just don't answer it. B. Let's stop studying and go playing.</p>	<p>✓</p>	<p>10</p>	



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Pekanbaru, .

## Guru Mata Pelajaran,

Rismaharni, SS, MM.

NIP.197502222005012006



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State Islamic University of Sultan Syarif Kasim Riau

## APPENDIX V

### Thesis Guidance Letters

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Pekanbaru, 20 Maret 2024

Hal : Permohonan SK pembimbing

Lampiran : -

Kepada  
Yth. Dekan  
Fakultas Tarbiyah dan Keguruan  
UIN SUSKA RIAU  
Di Pekanbaru

*Assalamualaikum Wr. Wb*

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Siti Nuraisah Tarigan  
NIM / HP : 12110420552 / 082274772918  
Tempat / tanggal lahir : Sipirok / 26 Juni 2003  
Semester / Tahun : VI / 2024  
Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul "**ENGLISH TEACHER UNDERSTANDING AND ENACTING ASSESSMENT IN TEACHING ENGLISH FOR YOUNG LEARNERS : A CASE STUDY OF PRIMARY ENGLISH TEACHER AT SD IT AL-IZHAR PEKANBARU**". Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Dr. Nur Aisyah Zulkily, M.Pd.

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy transkrip
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan atas perhatian saya ucapan terima kasih.

*Wassalmua'alaikum Wr. Wb*

MENGETAHUI  
Ketua Jurusan

  
Dr. Faufina Anastasia, S.S., M.Hum.  
NIP. 198106112008012017

Hormat Saya,

  
Siti Nuraisah Tarigan  
NIM. 12110420552



UIN SUSKA RIAU



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KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN  
كلية التربية والعلوم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/7441/2024

Pekanbaru, 24 April 2024

Sifat : Biasa

Lamp. : -

Hal : *Pembimbing Skripsi*

Kepada

Yth. Dr. Nur Aisyah Zulkifli, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

*Assalamu'alaikum warhamatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara  
sebagai pembimbing skripsi mahasiswa :

Nama : SITI NURAISAH TARIGAN  
NIM : 12110420552  
Jurusan : Pendidikan Bahasa Inggris  
Judul : English Teachers Understanding and Enacting Assessment In Teaching  
English For Young Learners : A Case Study A Primary English Teacher At  
SD IT Al-Izhar Pekanbaru  
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

W a s s a l a m

an. Dekan

Wakil Dekan I

Dr. Zarkasih, M.Ag.

NIP. 19721017199703 1 004



Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Kasim Riau

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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Pekanbaru, 17 November 2025

Hal : Permohonan Perpanjangan SK Pembimbing

Lampiran : -

Kepada

Yth. Dekan

Fakultas Tarbiyah dan Keguruan

UIN SUSKA RIAU

Di Pekanbaru

*Assalamualaikum Wr. Wb*

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Siti Nuraisah Tarigan

NIM / HP : 12110420552 / 085762884516

Tempat / tanggal lahir : Sipirok/ 26 Juni 2003

Semester / Tahun : IX / 2025

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ibu permohonan perpanjangan SK pembimbing dengan judul **"ENGLISH LANGUAGE TEACHERS ASSESSMENT LITERACY:INVESTIGATING NOVICE ENGLISH TEACHER IN IMPLEMENTING MERDEKA CURRICULUM"** Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Dr. Nur Aisyah Zulkifli, M. Pd.

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. SK pembimbing sebelumnya
5. Sinopsis yang di ACC (cover)

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapan terima kasih.

*Wassalamu'alaikum Wr. Wb*

MENGETAHUI  
Ketua Jurusan



Roswati, S.Pd.I., M.Pd.  
NIP. 19760122200710 2001

Hormat Saya,



Siti Nuraisah Tarigan  
NIM. 12110420552



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Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: etak\_uinsuska@yahoo.co.id

Nomor : B-25454/Un.04/F.II.1/PP.00.9/2025  
Sifat : Biasa  
Lampiran : -  
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 18 November 2025

Kepada Yth. Dr. Nur Aisyah Zulkifli, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan  
Universitas Islam Negeri Sultan Syarif Kasim Riau

*Assalamu'alaikum warhamatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : SITI NURAISAH TARIGAN  
NIM : 12110420552  
Jurusan : Pendidikan Bahasa Inggris  
Judul : English Language Teachers Assessment Literacy: Investigating Novice English Teacher in Implementing Merdeka Curriculum  
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

W a s s a l a m

a.n Dekan

Wakil Dekan I,

Dr. Sukma Erni, M.Pd.

NIP. 19680515 199403 2 004



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Proposal  
a. Seminar usul Penelitian :  
b. Penulisan Laporan Penelitian :  
  
2. Nama Pembimbing : Dr. Nur Aisyah Zulkifli, M.Pd  
a. Nomor Induk Pegawai (NIP) :  
  
3. Nama Mahasiswa : Siti Nuraisah Tarigan  
  
4. Nomor Induk Mahasiswa : 12110420552  
  
5. Kegiatan : Bimbingan Proposal

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	16/Desember/2024	Revisi Judul		
2.	18/Desember/2024	Bimbingan Bab 1, 2 dan 3		
3	20/Desember/2024	Bimbingan Revisi Bab 1, 2 dan 3		
4	23/Desember/2024	Bimbingan Revisi Bab 1, 2 dan 3		
5	31/Desember/2024	Bimbingan Revisi Bab 1, 2 dan 3		
6	14/Januari/2025	Review all chapters		

Pekanbaru, 14/ Januari/ 2025  
Pembimbing,

Dr. Nur Aisyah Zulkifli, M.Pd  
NIP. 198506192009122008

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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**LAMPIRAN BERITA ACARA  
UJIAN PROPOSAL**

Nama : SITI NURASIAH TARIGAN  
Nomor Induk Mahasiswa : 12.110.4.20562  
Hari/ Tanggal : JUM'AT / 24 JANUARI 2025  
Judul Proposal Penelitian : ENGLISH LANGUAGE TEACHERS ASSESSMENT  
LITERACY: INVESTIGATING NOVICE ENGLISH  
TEACHER IN IMPLEMENTING MELDERIA CURRICULUM

NO	URAIAN PERBAIKAN
1.	Put the statement that claim "NOVICE TEACHER MORE KNOWLEDGE ( THEORY ) NARROW DOWN MORE SPECIFIC THE VARIABLE SUPPORT YOUR GRAND THEORY ( ADD LITERATURE REVIEW ) PRIVATE SCHOOL THAN STATE SCHOOL IN NOVICE TEACHER
2.	REVISE IT ( RESEARCH PROBLEM )
3.	REVISE IT ( ASSESSMENT, LANGUAGE ASSESSMENT, ... )
4.	REVISE IT ( ASSESSMENT ) ADD RELEVANT STUDY !
5.	REVISE YOUR OPERATIONAL CONCEPT !
6.	REVISE YOUR POPULATION
7.	
8.	
9.	

Pekanbaru, 24 JANUARY 2025  
Penguji I

Penguji I  
Dr. BUKHARI, M.Pd

Jel

NEURIA IBRAHIM, S.Pd.I, M.Pd

Note:  
Dengan harapan Dosen Pembimbing dapat memperbaik keputusan seminar ini dalam memperbaiki  
proposal mahasiswa yang dibimbing



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
**كُلِيَّةُ التَّرْبِيَّةِ وَالْتَّعْلِيمِ**  
**FACULTY OF EDUCATION AND TEACHER TRAINING**  
 Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28283 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

Nama Mahasiswa : Siti Nuraisah Tarigan  
 Nomor Induk Mahasiswa : 12110420552  
 Hari/Tanggal Ujian : Senin, 24 Januari 2025  
 Judul Proposal Ujian : English Language Teacher Assessment Literacy :  
     Investigating Novice English Teacher In Implementing  
     Merdeka Curriculum  
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang  
     dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. B. Ulfiori, M.Pd.	PENGUJI I		
2.	Nelria Ibrahim, S.Pd.I, M.Pd	PENGUJI II		

Mengetahui  
 a.n. Dekan  
 Wakil Dekan I

Pekanbaru, .....  
 Peserta Ujian Proposal

Dr. Zarkasih, M.Ag.  
 NIP. 19721017 199703 1 004

Siti Nuraisah Tarigan  
 NIM. 12110420552

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### INSTRUMENT APPROVAL

This is to certify that the interview instrument regarding assessment literacy of novice English teacher in implementing Merdeka Curriculum used in the research entitled "*English Language Teachers Assessment Literacy: Investigating Novice English Teacher in Implementing Merdeka Curriculum*" has been consulted and approved by the supervisor.

Pekanbaru, 25<sup>th</sup> July, 2025

Student,



Siti Nuraisah Tarigan.  
NIM.12110420552

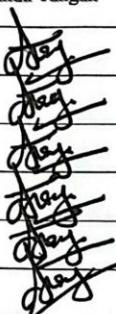
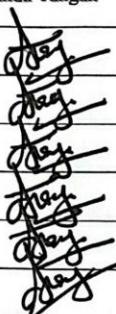
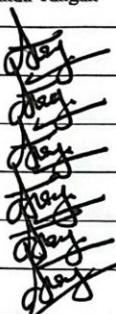
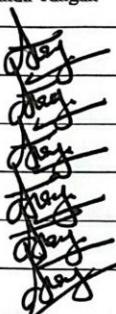
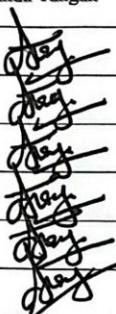
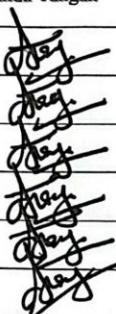
Supervisor,



Dr.Nur Aisyah Zulkifli, M.Pd  
NIP. 198506192009122008

**KEGIATAN BIMBINGAN MAHASISWA  
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Skripsi  
 a. Seminar usul Penelitian :  
 b. Penulisan Laporan Penelitian :  
 2. Nama Pembimbing : Dr. Nur Aisyah Zulkifli, M.Pd  
 a. Nomor Induk Pegawai (NIP) :  
 3. Nama Mahasiswa : Siti Nuraisah Tarigan  
 4. Nomor Induk Mahasiswa : 12110420552  
 5. Kegiatan : Bimbingan Skripsi

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	24/Juli/2025	Bimbingan Instrument		
2.	25/Juli/2025	Bimbingan Instrument		
3	02/Okttober/2025	Bimbingan BAB 4 & 5		
4	09/Okttober/2025	Bimbingan revisi BAB 4 & 5		
5	22/Okttober/2025	Bimbingan revisi BAB 4 & 5		
6	29/Okttober/2025	Cek all chapters		

Pekanbaru, 29/ Oktober/ 2025  
 Pembimbing,

  
 Dr. Nur Aisyah Zulkifli, M.Pd  
 NIP. 198506192009122008

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
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## APPENDIX VI

### Research Letters



UIN SUSKA RIAU



UIN SUSKA RIAU

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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: [eftak\\_uinsuska@yahoo.co.id](mailto:eftak_uinsuska@yahoo.co.id)

Nomor : B-14718/Un.04/F.II.3/PP.00.9/2025  
Sifat : Biasa  
Lamp. : -  
Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 04 Agustus 2025

Yth : Kepala  
SMK Negeri 3 Pekanbaru  
di  
Tempat

*Assalamu'alaikum Warhmatullahi Wabarakatuh*

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Siti Nuraisah Tarigan
NIM	: 12110420552
Semester/Tahun	: VIII (Delapan)/ 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau
Judul	: English Language Teachers Assessment Literacy : Investigating Novice English Teacher in Implementing Merdeka Curriculum.

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,  
a.n. Dekan  
Wakil Dekan III

Jon Pamil, S.Ag., MA.  
9710627 199903 1 002



Tembusan:  
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**DINAS PENDIDIKAN**  
**SEKOLAH MENENGAH KEJURUAN (SMK) NEGERI 3 PEKANBARU**  
Alamat: Jl. Dr. Sutomo No. 110 Kode Pos : 28133  
E-mail : [smkn3pekanbaru@yahoo.co.id](mailto:smkn3pekanbaru@yahoo.co.id), website : [www.smkn3pekanbaru.sch.id](http://www.smkn3pekanbaru.sch.id) Telp/fax 0761- 23225  
NSS : 331909600501 Akreditasi : A

Nomor : 433/2025/421.5  
Lampiran : -  
Perihal : Balasan Surat Izin  
Penelitian

Pekanbaru, 19 Agustus 2025

Kepada  
Yth. Dekan Fakultas Tarbiyah Dan Keguruan  
Universitas Islam Negeri Sultan Syarif Kasim Riau  
di-  
**Pekanbaru**

Assalamu'alaikum Wr.Wb

Sehubungan dengan surat nomor B-14718/Un.04/F.II.3/PP.00.9/2025, perihal permohonan izin penelitian , maka melalui surat ini kami izin menerima mahasiswa tersebut untuk melaksanakan penelitian di SMK N 3 atas nama :

Nama	:	Siti Nurasiah Tarigan
NIM	:	12110420552
Fakultas	:	Tarbiyah Dan Keguruan UIN Suska Riau
Judul	:	English Language Teachers Assessment Literacy Investigating Novice English Teacher in Implementing Mardeka Curriculum

Demikian surat ini balasan ini kami disampaikan, atas kerjasamanya diucapkan terimakasih.



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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# **FACULTY OF EDUCATION AND TEACHER TRAINING**

II, H. P. Seehraana No 155 Km 18 Tarnoor, Bokanpur, Pauri, 262923 P.O. Box 1004 Tel. (0761) 561647

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 56561647 Web: [www.bk-ujisurka.ac.id](http://www.bk-ujisurka.ac.id) E-mail: [edak.ujisurka@yahoo.co.id](mailto:edak.ujisurka@yahoo.co.id)

• Nomor : B-16392/Un.04/F.II/PP.00.9/08/2025  
• Sifat : Biasa  
• Lamp. : 1 (Satu) Proposal  
• Hal. : *Mohon Izin Melakukan Riset*

Pekanbaru, 20 Agustus 2025

Yth : Kepala  
Dinas Pendidikan Provinsi Riau  
Di Pekanbaru

*Assalamu 'alaikum Warahmatullahi Wabarakatuh*

Rector of Sultan Syarif Kasim Islamic University of Riau, based on the above, issues a warning to the students of the Faculty of Islamic Studies, Faculty of Law, Faculty of Economics and Faculty of Education and Teacher Training, that the following students have violated the rules and regulations of the university:

Nama : Siti Nuraisah Tarigan  
NIM : 12110420552  
Semester/Tahun : VIII (Delapan)/ 2025  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : ENGLISH LANGUAGE TEACHERS ASSESSMENT LITERACY : INVESTIGATING NOVICE ENGLISH TEACHER IN IMPLEMENTING MERDEKA CURRICULUM.

**CURRICULUM**  
Lokasi Penelitian : SMK Negeri 3 Pekanbaru  
Waktu Penelitian : 3 Bulan (20 Agustus 2025 s.d 20 November 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,  
a.n. Rektor  
Dekan

Prof. Dr. Amirah Diniaty, M.Pd. Kons. NIP 19751115 200312 2 001

Tembusan :



**PEMERINTAH PROVINSI RIAU**  
**DINAS PENDIDIKAN**  
**SEKOLAH MENENGAH KEJURUAN (SMK) NEGERI 3 PEKANBARU**  
Alamat: Jl. Dr. Sutomo No. 110 Kode Pos : 28133  
E-mail : [smkn3pekanbaru@yahoo.co.id](mailto:smkn3pekanbaru@yahoo.co.id), website : [www.smkn3pekanbaru.sch.id](http://www.smkn3pekanbaru.sch.id) Telp/fax 0761- 23225  
NSS : 331909600501 Akreditasi : A

**SURAT - KETERANGAN**

Nomor : 583 / 2025 / 421.5

Kepala Sekolah Menengah Kejuruan Negeri 3 Pekanbaru dengan ini menerangkan bahwa :

Nama	:	Siti Nurasiah Tarigan
NIM	:	12110420552
Program Studi	:	Pendidikan Bahasa Inggris
Jenjang	:	S 1
Fakultas	:	Tarbiyah dan Keguruan UIN Suska Riau

Bahwa saudara yang tercantum namanya di atas telah selesai melaksanakan Penelitian di SMK Negeri 3 Pekanbaru tentang :

**“ English Language Teachers Assessment Literacy Investigating Novice English Teacher in Implementing Merdeka Curriculum.**

Demikianlah surat keterangan ini untuk dapat dimaklumi, atas perhatian diucapkan terima kasih.

Pekanbaru, 10 Oktober 2025

DINAS PENDIDIKAN  
Kepala Sekolah  
SMK NEGERI 3 PEKANBARU  
Dra. Mairusturi, M.Pd  
NIP. 196610221992032003



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## **APPENDIX VII**

### **Documentation**



men

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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## Curriculum Vitae



Hak

1. Dilarang mengungkapkan dan menyebutkan sumber:  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Siti Nuraisah Tarigan is the second child of Mr. Sapa Tarigan and Mrs. Riana Simatupang. She was born in Sipirok on June 26, 2003. In 2015, she graduated from SDN 030332 Sumbul. She also completed her education at SMPN 3 Sumbul in 2018 and MAN Dairi in 2021.

In 2021, she was accepted as a student in the Department of English Education, Faculty of Tarbiyah and Keguruan, UIN Suska Riau. In July to August 2024, she participated in KKN (Kuliah Kerja Nyata) in Tempuling Village, Indragiri Hilir District, Riau Province. At the end of September to December 2025, she participated in Pre-Service Teacher Practices (PPL) at SMKN 3 Pekanbaru. To fulfil the requirements for undergraduate degree in English Education, she conducted research in August 2025 for her thesis entitled “English Language Teachers Assesment Literacy: Invesstigating Novice English Teacher in Implementing Merdeka Curriculum”.