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ATTACHMENTS

Attachment I: Research Permit Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI AMBON
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Tarmizi Taher Kebun Cengkeh Batu Merah Atas Ambon 97128
Website : www.fitk.iainambon.ac.id
Email: fitkambon@kemenag.go.id, fitk.ambon@gmail.com

Nomor : B-697/In.09/4/4-a/PP.00.9/07/2025 16 Juli 2025
Lampiran : -
Perihal : Izin Penelitian

Yth. Bupati Seram Bagian Barat
u.p. Kepala Kesbang dan Linmas
Kabupaten Seram Bagian Barat
di
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan penyusunan skripsi "***Implementation Of Independent Curriculum In English Learning At ClassVII SMP Negeri 10 Huamual Belakang***" oleh mahasiswa :

Nama	:	Burhan Palirone
NIM	:	210307010
Fakultas	:	Ilmu Tarbiyah dan Keguruan
Jurusan	:	Tadris Bahasa Inggris
Semester	:	VIII (Delapan)

kami menyampaikan permohonan izin penelitian atas nama mahasiswa yang bersangkutan di Sekolah SMP Negeri 10 Kecamatan Huamual Belakang .terhitung mulai tanggal 16 Juli s.d. 16 Agustus 2025

Demikian surat kami, atas bantuan dan perkenannya disampaikan terima kasih.

Wassalamu 'alaikum wr.wb.

Dekan

Dr. Hj. St. Jumaeda, M.Pd.I

Tembusan:
1. Rektor IAIN Ambon;
2. Kepala Dinas Pendidikan Kab. Seram Bagian Barat;
3. Kepala SMP Negeri 10 Huamual;
4. Ketua Program Studi Tadris Bahasa Inggris;
5. Yang bersangkutan untuk diketahui.

Attachment II: Certificate of Completion of Research

PEMERINTAH KABUPATEN SERAM BAGIAN BARAT
DINAS PENIDIDKAN DAN KEBUDAYAAN
SMP NEGERI 10 HUAMUAL BELAKANG
Jln, Ene Pompa – Buano

SURAT KETERANGAN PENELITIAN
Nomor : 400.3.11/9.051/SMPN10HB/2025

Yang bertanda tangan di bawah ini :

Nama	: **HASMIN TUHUTERU, S.Pd**
NIP	: 19721005200604 1 032
Pangkat/Golongan	: Penata III/c
Jabatan	: Kepala Sekolah
Unit Kerja	: SMP Negeri 10 Huamual Belakang
Alamat	: Buano

Menerangkan bahwa :

Nama Mahasiswa	: **BURHAN PALIRONE**
Temapt & Tgl Lahir	: Buano Utara, 03 April 1999
NIM	: 210307010
Perguruan Tinggi	: Institut Agama Islam Negeri (IAIN) Ambon

Bersama ini kami sampaikan bahwa mahasiswa tersebut di atas telah melaksanakan Penelitian di SMP Negeri 10 Huamual Belakang terhitung mulai 16 Juli s.d 16 Agustus 2025.

Demikian surat ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Buano, 16 Agustus 2025
MENGETAHUI
Kepala SMP Negeri 10 Huamual Belakang

SMP NEGERI 10
DINAS PENDIDIKAN
DAN KEBUDAYAAN
HUAMUAL BELAKANG

HASMIN TUHUTERU, S.Pd
NIP. 19721005200604 1 032

Attachment III: Teaching Module

TEACHING MODULE
INDEPENDENT CURRICULUM ENGLISH FOR GRADE VII

PART I: GENERAL INFORMATION

Compiler Name	: Hesti C. Tahapary S,Pd.,Gr
School name	: SMP Negeri 10 Huamual Behind
School year	: Year 2025/2026
Phase/Class	: D/VII
Semester	: I and II
Chapter 1	: My friends
Subject	: English
Time Allocation	: 18 x 40 minutes
Number of Meetings	: 9 meetings

PART II: LEARNING TARGETS & COMPETENCIES

Based on the Learning Achievement (Capaian Pembelajaran - CP) for Fase D, students are expected to move from pre-A1 to A1 level of the CEFR, enabling them to communicate using basic English in written, oral, and visual forms.

SEMESTER 1: IDENTITY & MY WORLD

Unit 1: About Me (Introducing Myself & Others)

1. **Learning Objectives:**
   a. Students can introduce themselves and others using appropriate expressions.
   b. Students can exchange personal information (name, origin, age, hobbies) in spoken and written contexts.
   c. Students can use Subject Pronouns (I, You, We, They, He, She, It) and possessive adjectives correctly.
2. **Learning Activities:**
   a. Opening: Greetings, simple ice-breaking activity regarding names.
   b. Core Activity: Listening to self-introduction dialogues, filling out personal identity profiles, role-playing short introduction acts with classmates.

c. Closing: Reflecting on the importance of respectful communication; summary of core vocabulary.

Unit 2: Various Types of Hobbies

1. **Learning objectives:**

   Identifying general information about types of hobbies/likes and interests in appropriate dialogues and descriptive texts, both spoken and written.

2. **Learning Activities:**

   a. Opening: Brainstorming favorite local foods using images.

   b. Core Activity: Categorizing healthy vs. unhealthy food, reading a shopping list recipe, writing a short descriptive text about a favorite meal.

   c. Closing: Peer assessment of written culinary descriptions.

Unit 3: Physical and Personality Traits

1. **Learning Objectives:**

   Identify expressions to describe a person's physical characteristics and personality in English correctly.

2. **Learning Activities:**

   a. Opening: Greeting, praying, and checking students' attendance, Briefly reviewing the material from Unit 2 and stating the learning objectives of the new topic in Unit 3, Engaging students' focus using an image and providing reinforcement on their answers.

   b. Core Activity: Explaining the differences in physical and personality traits, Students identify expressions from a short sample text, practice writing their own descriptive text, and present it in front of the class.

   c. Closing: The teacher provides praise and feedback on students' performance, the teacher and students together summarize the material that has been learned, expressing gratitude and closing with a greeting.

SEMESTER 2: ENVIRONMENT, SCHOOL, & ADVENTURE

Unit 4: My School Schedule & Activities

1. **Learning Objectives:**
   a. Students can name school subjects and state days/times using a weekly schedule.
   b. Students can express likes/dislikes regarding school activities using; like/don't like/love.
   c. Students can ask and give information about recurring school schedules.
2. **Learning Activities:**
   a. Opening: Reviewing names of the days of the week through interactive chants.
   b. Core Activity: Creating an English version of their own class timetable; conducting interview surveys among peers regarding favorite school subjects.
   c. Closing: Summarizing common adverbs of frequency used (always, usually, sometimes).

Unit 5: This is My Town (Public Places & Directions)

1. **Learning Objectives:**
   a. Students can identify major public facilities (hospital, post office, park, school).
   b. Students can give and follow simple directional commands (turn left, go straight, cross the street).
   c. Students can understand a basic city map.
2. **Learning Activities:**
   a. Opening: Navigating a mini map displayed on the projector screen.
   b. Core Activity: Map simulation game where students give step-by-step navigation cues to lost friends; short descriptive writing about their neighborhood.
   c. Closing: Teacher reflection and feedback on clarity of command verbs.

REFLECTION

A. Teacher Reflection

1. Is the learning going according to what I planned ?
2. Which part of the lesson plan is difficult to implement ?
3. What can I do to overcome this?
4. What percentage of students successfully achieved the learning objectives ?
5. What difficulties do students experience who have not achieved learning objectives ?
6. What will I do to help them ?

B. Student Reflection

In this chapter you have studied the material about Introducing yourself and your friends, describing your hobbies, and describing someone's personality and physical characteristics.To make learning more enjoyable and meaningful, let's take a moment to reflect on this learning activity. Check the box next to the image that best represents how you feel after studying this material.

1. What have you learned ?
2. What do you master from this material ?
3. Which part have you not mastered yet ?
4. What are your efforts to master the material you haven't mastered yet ?

PART III: ASSESSMENT FRAMEWORK

Assessment involves 3 components: Diagnostic (Pre-test), Formative (Daily observation, project-based tasks), and Summative (End-of-unit tests). Below is the unified assessment rubric for Speaking and Writing competencies: Criteria / Metric Excellent (85-100) Developing (60-84) Speaking; Fluency Can articulate ideas clearly

with minimal pauses; pronunciation is largely accurate and comprehensible.

STUDENT WORKSHEET RUBRIC

1. Write

Criteria/Metric	Very good (5) (90—100)	Very good (4) (85—89)	Fair (3) (75—84)	Needs Improvement (2) (70—74)	Poor (1) (65—69)
Contents	Contextually correct, Almost error free, and Conscientious effort to write like a native speaker.	Understandable, generally correct and Occasional errors	Common mistakes that confuse readers and requires guessing the meaning, A clear translation from English is, and hard to follow	Errors interfere with understanding	Most of the clauses contain errors, Many phrases are incomprehensible, Failed to communicate the main idea.
Vocabulary	The author uses words and phrases that are vivid and linger or paint a picture in the reader's mind, and the choice and placement	The author uses a limited vocabulary that is less effective in communicating or engaging the reader. Jargon or clichés may be present and implied by the meaning.	Writers use vivid, engaging words and phrases or paint pictures in the reader's mind, but sometimes these words are	The writer uses words that communicate clearly, but the writing lacks variety, power, or interest.	The author uses a limited vocabulary that is less effective in communicating or engaging the reader. Jargon or clichés may be present and implied by the meaning.

	of these words seem accurate, natural, and not forced.		used inaccurately or seem overdone.		
Structure	All sentences are well-structured with varying structures.	All sentences are well-structured with varying structures.	Most sentences are well-structured with varying structures.	Most sentences are well-formed but have a similar structure.	Sentences lack structure and appear incomplete or wordy.
Grammar, Spelling, Capitalization, & Punctuation	There are no errors in grammar, spelling, capitalization, or punctuation. The essay is accompanied by a rubric. The essay was completed on time.	There are no errors in grammar, spelling, capitalization, or punctuation. The essay is accompanied by a rubric. The essay was completed on time.	There are a few errors; however, these errors are not distracting to the reader. A rubric is attached to the essay. The essay was completed on time.	There are errors that are distracting to readers. The rubric is attached to the essay. The essay was completed on time.	There are serious errors that interfere with the reader's understanding of the essay. The rubric is not included in the essay. The essay was completed on time.

2. Speak

Criteria/ Metric	Very good (5) (90—100)	Very good (4) (85—89)	Fair (3) (75—84)	Needs Improvement (2) (70—74)	Poor (1) (65—69)
Pronunciation	Phonetically correct, almost error-free, accent-aware, and strives to sound like a native speaker.	Understandable, mostly correct, and sometimes incorrect (Easy to understand, mostly correct, and sometimes incorrect)	Common errors that confuse the listener and require guessing at the meaning (Many errors make it difficult to understand what is being said.)	Many errors make it difficult to understand.	Most speech contains errors, many utterances are unintelligible, and there is little communication.
Vocabulary	Very good, covers a lot of ground, and uses both old and new words and phrases.	Good and appropriate vocabulary, generally good responses. (Good, using the right words, and overall good answers.)	Vocabulary is sufficient to answer, no attempt to change expressions, and basic. (Vocabulary is sufficient to answer, no attempt to use different expressions, and basic.)	Inadequate vocabulary or incorrect use of lexical items. (Lack of vocabulary or incorrect use of words.)	Does not complete answers, gives answers that are only one or two words, and uses the same words repeatedly.

Response	Almost always responds to questions/statements appropriately.	Almost always responds to questions/statements appropriately.	Often responds to questions/statements appropriately	Sometimes responds to questions/statements appropriately.	Rarely responds to questions/statements appropriately.
Grammar	Accuracy & variation grammatical structure	Some errors in grammatical possible structure caused by efforts to including various kinds.	Frequent grammar mistakes that are not unclear meaning; little variation in structure	Frequent grammar mistakes even in simple things the structure in unclear times meaning.	Frequent grammar mistakes even in simple things structure; the meaning is obscured.
Smoothness	Speak fluently and fluently; little or no doubt; there is no efforts to find words; volume is very good.	Speak fluently and fluently; a little doubt; a little search for words; one or two words that are not heard.	Speech is relative smooth; a little hesitant and the unevenness caused by repeating and search for words; vibrating volume.	Speeches often doubtful about some remaining sentences incomplete; very small volume gentle.	His speech was slow, hesitant & tense except for short memorized phrases; difficult to understand continuity in speaking; not heard.

ASSESSMENT METHODS

1. Write

No	Students Name	Assessment Aspect				Total Score	Final Score
		Aspect 1	Aspect 2	Aspect 3	Aspect 4		
1	Aprijal Poipessy	4	4	3	4	**15**	**95**
2	Sudirman Tamalene	3	4	4	4	**15**	**85**
3	Andini Tuhuteru	4	4	4	4	**16**	**75**
4	Rina Nanilette	4	4	4	4	**16**	**100**
5	Dimas Nurlette	3	3	4	4	**14**	**70**
6	Putri Sahitumbi	4	4	3	4	**15**	**95**
7	Ardi Palirone	4	4	3	3	**14**	**65**
8	Nabila Tuhuteru	4	3	4	4	**15**	**95**
9	Aldi Lukaraja	3	3	3	4	**13**	**70**
10	Citra Hitimala	4	4	4	3	**15**	**95**

Informations:

1. Aspect 1 (Contents)
2. Aspect 2 (Vocabulary)
3. Aspect 3 (Structure)
4. Aspect 4 (Grammar, Spelling, Capitalization, & Punctuation)

Final Score Calculation Formula:

$$\textbf{Final Score} = \frac{\textbf{Score Obtained}}{\textbf{Maximum Score (20)}} \times 100$$

2. Speak

No	Students Name	Aspect 1	Aspect 2	Aspect 3	Aspect 4	Aspect 5	Total Score	Final Score
1	Aprijal Poipessy	4	4	3	4	4	**19**	**95**
2	Sudirman Tamalene	3	4	3	3	4	**17**	**85**
3	Andini Tuhuteru	3	3	3	3	3	**15**	**75**
4	Rina Nanilette	4	4	4	4	4	**20**	**100**
5	Dimas Nurlette	3	3	2	3	3	**14**	**70**
6	Putri Sahitumbi	4	4	3	4	4	**19**	**95**
7	Ardi Palirone	2	3	3	3	2	**13**	**65**
8	Nabila Tuhuteru	4	3	4	4	4	**19**	**95**
9	Aldi Lukaraja	3	3	3	2	3	**14**	**70**
10	Citra Hitimala	4	4	4	3	4	**19**	**95**

Informations:

1. Aspect 1 (Pronunciation)
2. Aspect 2 (Vocabulary)
3. Aspect 3 (Response)
4. Aspect 4 (Grammar)
5. Aspect 5 (Smoothness)

Formula for calculating students' score:

$$\textbf{Total marks: } \frac{\textbf{obtained by students}}{\textbf{Maximum/Ideal Score (20)}} \times 100$$

Attachments:

Attachment 1: LKPD and Audio

According to the Worksheets and Audio in each unit.

Attachment 2: Teacher Reading Materials

A. Greetings and Introductions

Figure A.1

	Sample sentence	Sample answers	Good to know
Informal self-introductions (You introduce yourself)	Hi, I'm Kate. I'm in your yoga class.	Hi, I'm John. Nice/Glad to meet you. Hi, I'm John, how are you?	Handshakes aren't necessary, but possible.
Informal introductions (You introduce someone else)	Sarah, this is John from my yoga class. Sarah, meet John. He is in my yoga class. Sarah, have you met John? He is in my yoga class.	Hi, John, nice/Glad to meet you. Hi John, great to finally meet you. I've heard so much about you! Hi John, how are you?	Handshakes aren't necessary, but possible. In informal situations, we use first names only.
Formal self introductions (You introduce yourself)	Let me introduce myself. My name is Dora Donner. I'm in your history class, Professor Baines. May I introduce myself. I'm Dora Donner.	Pleased to meet you. How are you? It's a pleasure to meet you. How do you do?	Handshakes are common in formal situations.
Formal introductions (You introduce someone else)	Professor Gerald, may I introduce you to Kate Johnson. She is the new head of HR. Kate, I'd like you to meet Jack Carter. He is our new department assistant.	Pleased to meet you. How are you? It's a pleasure to meet you. How do you do?	Use titles (Dr, Professor). Handshakes are also common in these formal situations.

B. Asking and Giving Information

Figure A.2

	Sample sentence	Sample response	Good to know
Informal greetings	**Hi Katie, how are you? Hi, how is it going? Hi there, what's up? Hey James, long time no see! How've you been? Hi, what's new?**	**Hi, I'm good. How're you? Hi. Great! And you? Hi! Not much, How about you? Hi, I'm doing all right. And you? I'm fine, thanks. And you? Terrible. I have a bad cold.**	**'How are you?' is usually NOT a question about your health, it is JUST a part of the greeting. So you should just say 'Good', or 'Fine', or 'All right'. You may also say that things are 'terrible' (see last example), and offer a brief explanation in INFORMAL situations.**
Formal greetings	**Hello. How are you? (rarely: How do you do?) Hello, Mr Richards. Hello, Ms. Richards. Hello, Professor Richards. Hi, Professor. Hi, Dr. Richards / Hello Doctor.**	**Hello, how are you? Very well, thank you. And you? Fine thank you. How are you?**	**'How are you?' is ALWAYS a part of the greeting and NEVER a question about your health. When using titles (e.g., Dr, Professor), you don't also use Mr and Ms. Handshakes are accepted, but not necessary when greeting people.**

Attachment 3: Glossary

Unit 1 Hi! I'm Kinan	**Unit 2 I Like Playing Chess**	**Unit 3 My New Friend is Kind**
Age: age Address: address Chairmate: a friend who sits next to you Hobby: hobby Origin: origin Siblings: biological siblings Introduce: introduce Introduction: introduction	Cooking: cooking Eating out Love: liking Often: often Playing chess: playing chess Playing guitar: playing guitar Reading: reading Singing: singing	Curly: curly Funny funny Type: good Length: long Personality: personality Physical characteristics: physical characteristics Short: short Straight: straight Wavy: wavy

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Book Source:

Edwin Iskandar, Mochamad. 2022. English 1 for Junior High School/Islamic Junior High School Grade VII. Bandung: Grafindo Media Pratama

Document Source

Edwin Iskandar, Mochamad. 2022. English 1 for Junior High School/Islamic Junior High School Grade VII. Bandung: Grafindo Media Pratama

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Attachment IV: Head of Curriculum Interview Transcip

INTERVIEW TRANSCIP

Informant Name : Cornelia Luhulima, S. Pd
Position : Head of Curriculum
Day/Date : Saturday, August 9th, 2025
Interview : Head of Curriculum Room
Researcher : Burhan Palirone

No	Aspect	Code	Interview
1	Planning	R	How is the socialization of the independent curriculum carried out to English teachers?
		I/HoC/7-9 September 2025	In fact, we haven't conducted regular outreach, so many teachers are still confused about this curriculum.
		R	What obstacles do English teachers face due to the lack of socialization of the independent curriculum?
		I/HoC/7-9 September 2025	The main challenge faced by English teachers is a lack of understanding of the principles and objectives of the independent curriculum.
		R	What documents are available as a reference for English teachers in compiling teaching materials?
		I/HoC/7-9 September 2025	CP and ATP are available at schools, but complete teaching modules are not yet available. Teachers create their own teaching modules to meet students' needs.
2	Implementation	R	How do you monitor the teaching process of English teachers in grade VII?
		I/HoC/7-9 September 2025	I usually monitor, but not regularly, for example, when class visits are scheduled. The monitoring is more of a general observation, not a detailed look at each activity. Therefore, some teacher methods and interactions are still not fully monitored.
		R	How do mothers respond if English teachers face difficulties in class while teaching?
		I/HoC/7-9 September 2025	I offer verbal advice and try to help find simple solutions. However, this support isn't always consistent due to time

			constraints. Teachers often adapt their own methods and media.
3	Assessments	R	How do you monitor the diagnostic, formative, and summative assessments conducted by English teachers?
		I/HoC/7-9 September 2025	I typically monitor assessments randomly, such as reviewing preliminary results or reviewing some student projects. Monitoring is more general and doesn't occur every time an assessment takes place, while many formative and summative assessments take place without direct supervision.
		R	How do you follow up on assessment results to improve learning?
		I/HoC/7-9 September 2025	I provide verbal suggestions for improvement if assessment results indicate student difficulties. However, follow-up is not always consistent due to time constraints and teacher schedules.
		R	Is the assessment rubric available for English teachers?
		I/HoC/7-9 September 2025	Assessment rubrics are readily available, particularly for projects and presentations. However, English teachers don't always use them and often grade conventionally or based on their own habits.
		R	To what extent are the rubrics and guidelines understood by teachers?
		I/HoC/7-9 September 2025	Teachers' understanding of rubrics and guidelines varies. Some teachers have a good grasp of them, but others are still unsure how to apply them consistently. More regular support is needed to ensure a shared understanding.

Informant Code:

R : Researcher

I : Interview

HoC : Head of Curriculum

7-9 September 2025 : Data collections date

Attachment V: English Teacher Observation Transcip

OBSERVATION TRANSCRIPTION

Informant Name : Hesti C. Tahapary, S.Pd
Status : English Teacher
Day to- : Every Meeting
Observation Place : Class VII.A
Researcher : Burhan Palirone

No	Aspect	Focus of Observation	Yes	No	Initial Notes
1	Planning	ATP and teaching modules.	O	P	English teacher do not compile ATP and teaching modules independently, but only modify documents already available from the school or from other reference sources.
			P	O	The teaching modules used by English teachers already contain a structure of learning steps.
			P	O	The teaching modules used by English teachers include media and learning resources.
			P	O	The teaching modules used by English teachers include comprehensive assessments. However, sometimes not all types of assessments are implemented.
2	Implementation	Learning methods and media.	P	O	English teachers sometimes use methods aligned with the principles of the independent curriculum, but their implementation is inconsistent. Some involve active learning activities, such as question-and-answer sessions and project-based sessions, while others remain teacher-centered.

			P	O	The learning methods used by English teachers sometimes support language skills, but their application is inconsistent and some skills have not been trained optimally.
			P	O	English teachers have used digital and non-digital media, but the selection and use of media is very dependent on availability in the classroom or school.
3	Assessment	Diagnostic, formative, and summative.	P	O	English teachers sometimes do this assessment like; pre-test or initial Question & Answer. As a result, some students begin learning without consistently achieving their initial skills.
			P	O	English teachers sometimes provide assessments such as Question & Answer sessions, short quizzes, or individual practice. However, the frequency and variety of these assessments are not always consistent, so monitoring of all students is not optimal.
			P	O	English teachers sometimes conduct these assessments, such as written tests or simple project assignments. However, these assessment methods are still limited and don't always comprehensively assess all students' English skills.

Attachment VI: English Teacher Interview Transcip

INTERVIEW TRANSCIP

Informant Name : Hesti C. Tahapary, S. Pd
Status : English teacher
Day/Date : Friday, August 15, 2025
Interview : Library
Researcher : Burhan Palirone

No	Aspects	Code	Interview
1	Planning	R	How do you arrange teaching modules based on CP and ATP?
		I/ET/15 September 2025	The CP and ATP were already prepared by the school, so I didn't create them from scratch. I simply modified and developed the teaching modules, adapting them to the students' needs and classroom conditions.
		R	Do you adjust the teaching modules to suit the needs of students in grade VII with different abilities?
		I/ET/15 September 2025	Yes, I adapt the material and assignments based on the students' abilities. Those who grasp the material more quickly are given additional challenges, while those who need help are given simpler guidance or exercises.
2	Implementation	R	Do you implement project-based learning and what media do you use?
		I/ET/15 September 2025	I've started implementing project-based learning, albeit in a rudimentary way. The media I use include instructional videos, images, and project-based worksheets.
		R	How do mothers give students the freedom to choose learning activities or products?
		I/ET/15 September 2025	I usually provide several activity options, for example creating an introductory dialogue, and a presentation.

		R	What methods and approaches do you use in teaching in grade VII?
		I/ET/15 September 2025	I use a communicative, collaborative, and differentiated approach. The methods I frequently use include discussion and question-and-answer sessions, lectures, and discovery/inquiry learning.
3	Assessment	R	How do mothers conduct diagnostic assessments before teaching begins?
		I/ET/15 September 2025	I conducted diagnostic assessments through simple tests, initial observations to determine students' abilities in writing and memorizing English vocabulary.
		R	What forms of formative assessment do you often use in teaching?
		I/ET/15 September 2025	I use short quizzes, Q&A, and assessments on small assignments done during the learning process, but sometimes I don't do this because of time constraints.
		R	How do you determine summative assessment in English subjects?
		I/ET/15 September 2025	From this assessment, I determine the learning objectives at the end of the unit. These can take the form of a written test, a final project, or a presentation, depending on the competency to be achieved.
		R	Do you use an assessment rubric? How do you structure it?
		I/ET/15 September 2025	Yes, I use assessment rubrics, especially for projects and presentations. I develop rubrics based on CP and ATP indicators, such as language accuracy, product creativity, and communication skills.

Informant Code:

R : Researcher

I : Interview

ET : English Teacher

15 September 2025 : Data collections date

Attachment VII: Documentation

DOCUMENTATION OF TEACHING ACTIVITIES














AUTHOR BIOGRAPHY



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2. Educational Background:

SD Negeri 1 Buano	: Graduated (2011)
SMP Negeri Satu Atap Buano Selatan	: Graduated (2015)
SMA Negeri 3 Waesala	: Graduated (2018)

3. Organizational Intra and Extra Experiences

Chairman of OSIS SMP Negeri Satu Atap Buano Selatan	: (2014)
Vice of Chairman of OSIS SMA Negeri 3 Waesala	: (2018)
Chairman of Ambalan Gudep Yamin Mahelatu- SMA Negeri 3 Waesala	: (2018)
Vice of Chairman of SEMA FITK IAIN Ambon	: (2021)