

**ANALYSIS OF ENGLISH LEARNING IMPLEMENTATION AT TENTH
GRADE OF MAN 1 MAJENE BASED ON THE CONTEXT OF FINK
TAXONOMY**



A Thesis

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Training Departement State Islamic College of Majene

By :

ELSA

Reg. Number : 10256119053

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHING TRAINING DEPARTMENT
STATE ISLAMIC COLLEGE OF MAJENE**

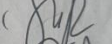


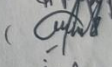
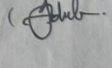
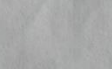
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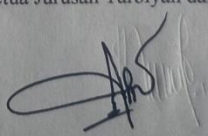
Yang berjudul "Analysis of English Learning Implementation at Tenth Grade of MAN 1 Majene Based on the Context of Fink Taxonomy" yang disusun oleh **ELSA, NIM. 10256119053**, mahasiswa program studi Tadris Bahasa Inggris jurusan Tarbiyah dan Keguruan STAIN Majene, telah di uji dan dipertahankan dalam sidang Munaqasyah pada hari Rabu, 17 April 2024. Dan dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar sarjana pendidikan dengan beberapa perbaikan.

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DEWAN PENGUJI

Ketua	: Syamsinar, S.Pd., M.Pd.	()
Sekretaris	: Rina Marlina, S.S., M.Hum.	()
Munaqisy 1	: Uswatunnisa, S.Pd., M.Hum	()
Munaqisy 2	: Nihla Afdaliah S.Pd., M.Pd.	()
Pembimbing 1:	Wahyuddin, S.Pd., M.Ed.	()
Pembimbing 2:	Achmad Taqlidul Chair Fachruddin, S.Pd., M.Pd.	()

Diketahui Oleh
Ketua Jurusan Tarbiyah dan Keguruan,


Dr. Hamzah S Fathani, M.Th.I
NIP. 197106232014111001

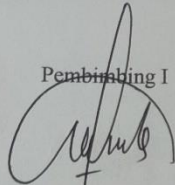
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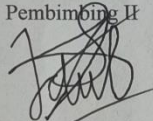
Majene, 02 April 2024

Pembimbing I



Wahyuddin, S.Pd., M.Ed.
NIP. 198804282020121005

Pembimbing II



Achmad Taqlidul Chair Fachruddin, S.Pd., M.Pd.
NIP. 199103312019031015

PERNYATAAN KEASLIAN SKRIPSI

Nama : Elsa
NIM : 10256119053
Tempat Tanggal Lahir : Sosso, 16 Juni 1999
Jurusan : Tarbiyah dan Keguruan
Prodi : Tadris Bahasa Inggris
Judul : Analysis of English Learning Implementation at
Tenth Grade of MAN 1 Majene Based on the
Context of Fink Taxonomy

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Penyusun



ELSA

NIM. 10256119053

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The researcher realizes that this research is still not perfect. But the researcher hopes that this research can still have a positive impact on several parties. The researcher also hopes for suggestions and supportive input from the readers.

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Researcher

A handwritten signature in black ink, appearing to be 'Elsa', written in a cursive style.

Elsa

NIM.10256119053

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ABSTRACT

Researcher : Elsa
Reg. Number : 10256119053
Title : **Analysis of English Learning Implementation at Tenth Grade of MAN 1 Majene Based on the Context Fink Taxonomy**

In this study, the researcher found problem that the Human Dimension was not implemented in English language learning at MAN 1 Majene, which resulted in low attention to the development of students' social and emotional skills, even though the knowledge aspect had been taught. This study aims to analyze the implementation of English learning in class X MAN 1 Majene based on Fink's Taxonomy, which includes six dimensions of learning. The subjects of this study were 1 teacher and 3 students of class X in MAN 1 Majene. Participants were taken using random sampling. The research method used was qualitative using data collection techniques in the form of teaching module documentation and teacher and student interviews. The research findings show that of the six dimensions, five dimensions have been implemented well, namely foundational knowledge, application, integration, caring, and human dimension. However, the learning how to learn dimension has not been implemented optimally. The foundational knowledge dimension is reflected in the use of various teaching methods, such as lectures, group discussions, and games, which are adjusted to students' learning styles. The application dimension is realized through student participation in debates, discussions, and simulations of real situations, which help develop critical and creative thinking skills. The integration of English material with other subjects, such as Mathematics, Art, and History, creates more relevant and holistic learning. In addition, the human dimension is seen from the teacher's efforts to help students understand themselves and others through discussions, projects, and reflective writing. The caring dimension is implemented by creating a positive classroom atmosphere, where norms of cooperation and mutual respect are applied. However, the learning how to learn dimension has not been implemented in depth. Although teachers provide guidance to encourage independent learning, students are still very dependent on teacher direction and have not developed strong independent learning skills. Therefore, a more systematic approach is needed in developing students' independent learning skills. This study concludes that the implementation of Fink's Taxonomy at MAN 1 Majene has succeeded in improving the quality of English learning, but more attention is needed to the learning how to learn dimension to support student independence and initiative in learning.

Keywords: Implementation, English, Fink's Taxonomy.

ABSTRACT

Peneliti : Elsa
NIM : 10256119053
Judul : Analisis Implementasi Pembelajaran Bahasa Inggris pada Kelas Sepuluh di MAN 1 Majene Berdasarkan Konteks Taksonomi Fink

Dalam penelitian ini, peneliti menemukan permasalahan bahwa tidak terimplementasikannya Human Dimension dalam pembelajaran bahasa Inggris di MAN 1 Majene, yang berdampak pada rendahnya perhatian terhadap pengembangan keterampilan sosial dan emosional siswa, meskipun aspek pengetahuan telah diajarkan. Penelitian ini bertujuan untuk menganalisis implementasi pembelajaran Bahasa Inggris di kelas X MAN 1 Majene berdasarkan Taksonomi Fink, yang mencakup enam dimensi pembelajaran. Subyek penelitian ini adalah satu guru Bahasa Inggris dan tiga siswa kelas sepuluh. Partisipan diambil dengan menggunakan random sampling. Metode penelitian yang digunakan adalah kualitatif dengan menggunakan Teknik pengumpulan data berupa dokumentasi modul ajar dan wawancara guru dan siswa. Temuan penelitian menunjukkan bahwa dari enam dimensi tersebut, lima dimensi telah diimplementasikan dengan baik, yaitu foundational knowledge, application, integration, caring, dan human dimension. Namun, dimensi learning how to learn belum diimplementasikan secara optimal. Dimensi foundational knowledge tercermin dalam penggunaan beragam metode pengajaran, seperti ceramah, diskusi kelompok, dan permainan, yang disesuaikan dengan gaya belajar siswa. Dimensi application diwujudkan melalui partisipasi siswa dalam debat, diskusi, dan simulasi situasi nyata, yang membantu mengembangkan keterampilan berpikir kritis dan kreatif. Integrasi materi Bahasa Inggris dengan mata pelajaran lain, seperti Matematika, Seni, dan Sejarah, menciptakan pembelajaran yang lebih relevan dan holistik. Selain itu, human dimension terlihat dari upaya guru untuk membantu siswa memahami diri sendiri dan orang lain melalui diskusi, proyek, dan penulisan reflektif. Dimensi caring diterapkan dengan menciptakan suasana kelas yang positif, di mana norma kerja sama dan sikap saling menghargai diterapkan. Namun, dimensi learning how to learn belum diterapkan secara mendalam. Meskipun guru memberikan bimbingan untuk mendorong kemandirian belajar, siswa masih sangat bergantung pada arahan guru dan belum mengembangkan keterampilan belajar mandiri yang kuat. Oleh karena itu, diperlukan pendekatan yang lebih sistematis dalam mengembangkan keterampilan belajar mandiri siswa. Penelitian ini menyimpulkan bahwa implementasi Taksonomi Fink di MAN 1 Majene telah berhasil meningkatkan kualitas pembelajaran Bahasa Inggris, namun perlu adanya perhatian lebih pada dimensi learning how to learn untuk mendukung kemandirian dan inisiatif siswa dalam belajar.

Kata kunci: Implementasi, Bahasa Inggris, Taksonomi Fink

CHAPTER I

INTRODUCTION

A. Background Research

English is a common language used by most countries as the main language because English is used to communicate globally and is applied in various fields such as business, commerce, technology, science, arts, and entertainment (Arnesi & Hamid, 2015). As people all know, English is an international language that is important to master or learn, when we master English, people will easily adapt and communicate with anyone when people move from one country to another (Maduwu, 2016). Of course, alone is our main capital to expand our friendship to various countries. Learning English in schools is an important component in the education curriculum in Indonesia, considering the status of English as an international language that dominates various sectors, such as economics, education and technology. Therefore, the English language learning process must be designed in such a way as to be able to meet students' needs in facing global challenges in the future. One approach that can support achieving this goal is to use Fink's Taxonomy, which not only emphasizes cognitive understanding, but also emotional, social aspects and students' reflective abilities.

In addition, even though English is a foreign language in Indonesia, English occupies an important position in the daily life of our society, this is seen in the world of education in Indonesia. English is a language taught as a subject and taught to students from elementary to tertiary levels (Suriadi & Damanik, 2022). Then this is one of the reasons for the importance of learning English from an early age. Of

course, it will be very easy for us to keep up with the times because, indirectly, the benchmark for the progress of the times is in Western countries, which generally use English as their standard language. Moreover, that will help us understand technology properly and correctly. This is an important reason why we must learn English.

The implementation of learning English is the main factor and needs to be considered in the scope of education, the lesson plan or syllabus guides the implementation of learning carried out by each teacher (Herviani & Budiastuti, 2018). In the implementation of learning, there is a process of interaction between teachers and students, and reciprocal communication takes place in educative situations to achieve learning goals. To create creative learning and fun and to know the overall achievement of the curriculum objectives that have been determined. The learning and teaching process certainly requires the implementation of effective English learning to support the ability or knowledge of students to understand any material delivered by a teacher.

Learning is how individuals acquire new knowledge, skills, attitudes, or understanding through interaction with information, environment, or experience (Festiawan, 2020). It involves an ongoing change in an individual's behavior, thinking, or attitude due to a learning experience. In the learning process, there are two main types of abilities related to the activities and functions of the human brain, namely motor and cognitive abilities. Motor skills involve coordinating and controlling body movements.

This includes the ability to use and control the muscles of the body to perform physical actions such as walking, running, writing, and speaking (Widi, 2015). Then a cognitive ability is the ability to think, understand, remember, and solve problems mentally (Insyasiska et al., 2017). It involves complex brain activities such as processing information, paying attention, remembering, and solving problems. Individuals need to develop and improve both abilities to succeed in learning and daily activities.

In the world of education, there are many taxonomies, One of them is Fink's Taxonomy. Fink's Taxonomy is a transformative learning model that includes six learning dimensions: Foundational Knowledge, Application, Integration, Human Dimension, Caring, and Learning How to Learn (Megawati, 2016). In contrast to other learning taxonomies which emphasize more on knowledge and cognitive aspects, Fink's Taxonomy pays special attention to the Human Dimension, namely dimensions that focus on self-understanding and interpersonal relationships with other people. This dimension aims to ensure that students not only master the material, but are also able to develop social and emotional skills that are important for interacting in everyday life.

Bloom and Fink's taxonomy offers a different perspective in analyzing learning in schools. Bloom's taxonomy focuses on achieving cognitively measurable learning outcomes through six levels: from knowledge to evaluation. It is often used to design learning with the goal of gradually building cognitive skills. On the other hand, Fink's Taxonomy places greater emphasis on a comprehensive and integrative learning process. Fink taxonomy learning not only from cognitive

aspects, but also involves affective, social, and reflective aspects through six dimensions: foundational knowledge, application, integration, human dimension, caring, and learning how to learn Faisal (2020). In the analysis of learning in schools, the use of Fink's Taxonomy allows researchers to evaluate how the learning process creates deep and meaningful experiences for students, including aspects of emotional engagement and the ability to apply knowledge in a broader context. While Bloom measures more of the end result, Fink assesses the entire learning process, making it more suitable for analysts who want to understand the dynamics of learning as a whole.

Fink's Taxonomy, developed by L. Dee Fink in 2003, emphasizes the development of deeper and more holistic learning. Its strength lies in its focus on diverse learning objectives, including cognitive, affective and psychomotor. With this approach, students are encouraged to not only master knowledge, but also develop practical attitudes and skills. Fink also emphasizes the importance of relevant and contextual learning experiences, so that students can relate new knowledge to previous experiences, increasing their overall understanding (Jeyaraj & Kumar, 2018).

However, there are several shortcomings in this taxonomy. One of them is the complexity in implementation; educators may struggle to design learning experiences that encompass all desired dimensions. Additionally, not all curricula or educational contexts are suitable for implementing all aspects of this taxonomy, which can cause confusion for teachers and students. Finally, if learning objectives

are not clearly explained, students may feel directionless in their learning process (Badura, 2019).

However, based on initial observations at one of school “MAN 1 Majene”, it was found that the implementation of English language learning at that school did not fully follow the principles of Fink's Taxonomy, especially in the application of the Human Dimension. Learning tends to focus more on cognitive aspects such as mastery of grammar and vocabulary, while aspects of self-development and interpersonal relationships receive less attention. Students are not invited to reflect on the role of English in everyday life or how English language skills can help them in building better social relationships in society. As a result, learning English only functions as an academic activity without having a significant impact on the development of students' character and social skills.

The absence of a Human Dimension in learning is an important concern because this dimension is very important in language learning. Language is not only a technical communication tool, but also a means of expressing identity, building relationships, and understanding other people's perspectives. Without the application of Human Dimension, students may master technical English language skills, but they miss the opportunity to understand how language can influence social interactions and self-development.

Seeing this phenomenon, this research was conducted to analyze the implementation of English language learning in this school using Fink's Taxonomy as a theoretical framework. It is hoped that this research can provide a clearer picture of how existing learning dimensions, especially the Human Dimension, can

be applied in the English teaching and learning process. Thus, the results of this research can provide recommendations for teachers and policy makers in schools to develop more holistic and in-depth learning strategies, in accordance with students' needs in the current era of globalization.

Researchers choose Fink's taxonomy compared to another taxonomy in English language learning analysis because Fink provides a more holistic approach, covering various dimensions that are important in students' learning experiences. This taxonomy not only emphasizes cognitive aspects, such as understanding and mastery of material, but also includes affective and psychomotor dimensions, which are especially relevant in language learning, where emotional involvement and practical skills play an important role. Fink Taxonomy also highlights the importance of context in the learning process, meaning that language must be learned in appropriate situations and cultures to enhance students' understanding. With this approach, researchers can explore not only learning outcomes, but also how students interact with the material, adapt to the learning environment, and develop attitudes that support language learning, thereby providing deeper and more comprehensive insight into the effectiveness of the teaching strategies implemented.

The implementation of Human Dimension in English language learning is becoming increasingly relevant amidst the challenges of the 21st century, where students are not only required to master academic competencies, but also social and emotional abilities to adapt in an increasingly complex and diverse environment. Based on this description, the researcher is interested in conducting research

entitled, "Analysis of English Language Learning Implementation at MAN 1 Majene From The Context of Fink Taxonomy", and the researcher is interested in researching at MAN 1 Majene because after making initial observations in tenth grade it turns out that of the six dimensions of the fink taxonomy, there is one dimension that has not been fulfilled at MAN 1 Majene, namely the human dimension, focusing on this dimension can help improve social aspects, emotional, and psychological in education at school, so as to have a positive impact on students and create a higher quality and competitive learning environment in the future, because in this dimension people learn about ourselves and others.

B. Research Question

Based on the background of the problem above, the research question as follow “how is the implementation of English learning at Tenth Grade of MAN 1 Majene from the Context of Fink's Taxonomy?”

C. Research Objectives

This research aims to analyze the implementation of English learning at Tenth Grade of MAN 1 Majene from the Context of Fink's Taxonomy.

D. Research Significances

This research has two benefits that can help readers or others regarding the strengths and weaknesses in the implementation of learning English and providing recommendations for improvement at each cognitive level according to Fink's Taxonomy.

1. Theoretical Significance

The result of this research provide information to teachers, by analyzing the implementation of English learning at MAN 1 Majene in terms of Fink's Taxonomy (Foundational knowledge, Application, Integration, Human dimention, Caring, and Learning how learn). This research can provide in-depth insight into the extent to which the curriculum and teaching methods encourage students to achieve higher levels of understanding and thinking skills in the English language context. The results of this analysis can inform the development of a more effective curriculum and learning strategies that focus on improving the quality of English learning at MAN 1 Majene.

2. Practical Significance

For use as research material by English instructors, students, and other academics.

a. For English Teachers

From the result of this research, teachers can find out the weaknesses and strengths in implementing English learning at MAN 1 Majene, so they can plan learning strategies that are more effective and follow the needs of students.

b. For Student

For students with this research, students can gain more effective English learning, improving their cognitive abilities and understanding of English at school.

c. For other researcher

Other researcher can obtain data and information that can be used to complement their research related to the implementation of English learning in schools.

d. For Research

Researcher themselves can gain experience and skills in analyzing the implementation of English learning in schools and applying Fink's Taxonomy in research.

E. Research Scope

Based on the research question above, the research subjects are the English teacher and tenth-grade students at MAN 1 Majene. This study focuses on analyzing the six dimensions of Fink's Taxonomy, namely foundational knowledge, application, integration, human dimension, caring, and learning how to learn. Additionally, the research aims to identify the factors that contribute to the lack of implementation of one of Fink's Taxonomy dimensions in the English learning process. The research was conducted within a certain time and only focused on MAN 1 Majene.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research

Many researcher have conducted research related to this matter, some of them are Branzetti, et al., (2019) entitled "Aimin Beyond Competent: The Application of the Taxonomy of Significant Learning to Medical Education". The results obtained in this research propose Fink's Taxonomy of Significant Learning as a valuable curricular complement to CBME (Competency- Based Medical Education) for medical education. Researcher believe that Fink's Taxonomy can help structure leadership programs to provide trainees with a more complete and meaningful learning experience that reduces problems in CBME. However, this focus on significant learning does not require changes to how learner assessment is conducted and prioritized, the Significant Learning Taxonomy can address CBME concerns and provide a balanced approach to the design and assessment of educational programs, and significant learning experiences will result in more humanistic learners with stronger foundations in both cognitive and non- cognitive domains.

Based on the previous research above, the researcher concluded the differences and similarities in the research to be carried out by researcher. Differences in previous research using Fink's Taxonomy of significant learning as a curricular complement in this research for medical educators. Researcher believe that Fink's Taxonomy can help the leadership structure program be a more complete and meaningful learning experience for trainees that reduce problems in CBME

(Competency-Based Medical Education), while the research that researcher will conduct to analyze the implementation of English language learning in schools is reviewed from Taxonomy fink. The similarity of this research is that they both use Fink's Taxonomy.

The second is the research conducted by Paul, et al., (2023) in the article entitled "Design of an Integrated Project-Based Learning Curriculum: Analysis Through Fink's Taxonomy of Significant Learning. IEEE Transactions on Education". Based on the research results obtained, to show how the design and implementation of integrated project-based learning (Integrated Learning Stream, ILS) can encourage significant learning experiences through community learning, critical reflection, and learning ways of learning. Researchers use Fink's taxonomy of significant learning as a tool to explore the critical nature of student reflection. Researchers suggest that education should not only focus on curriculum content, but also on developing other dimensions, such as caring, learning how to learn, and the human dimension. This shows the importance of supporting students in learning communities and providing autonomy to improve their learning.

Based on this research, the difference between the title above and the title that the researcher will examine lies in the context and focus of the analysis. "Design of an Integrated Project-Based Learning Curriculum: Analysis Through Fink's Taxonomy of Significant Learning. IEEE Transactions on Education" focuses on analyzing the design and implementation of integrated project-based learning (Integrated Learning Stream, ILS) that can encourage significant learning experiences through community learning, critical reflection, and learning how to

learn through Fink's taxonomy. Research shows that with an ILS approach, students not only achieve content understanding but also experience growth in other dimensions identified by Fink, creating authentic and meaningful learning experiences. For example, in the caring dimension, students feel more connected and have respect for individual voices. The learning dimension of how to learn, students learn to organize and plan their work better. Then in the human dimension, students get support from a learning community that helps them reflect on their experiences.

This research can be linked to the analysis of English language learning in schools by emphasizing the importance of student-centered learning and the integration of different dimensions of Fink's taxonomy in creating significant learning experiences. This can be the basis for improving English teaching methods through critical reflection and collaborative learning. In contrast, "Analysis of the Implementation of Language Learning at MAN 1 Majene from the Context of Fink Taxonomy" focuses on the analysis of the implementation of English language learning using Fink's taxonomy in the educational context at MAN 1 Majene. In analyzing the implementation of English language learning at MAN 1 Majene, researchers can use Fink's taxonomy to see the extent to which broader English learning has been achieved based on the 6 dimensions of Fink's taxonomy. Researchers can analyze students' levels of conceptual understanding, language skills, critical thinking skills in English contexts, and the values reflected in English language learning at school. So the similarity of this research is that they both use Fink's taxonomy Analyzing learning, and the method used is qualitative, carried out

on student reflections to evaluate how students learn and apply knowledge in real world contexts.

The third is the research conducted by Ho (2023) entitled "Fink's Taxonomy Applied to Work-Integrated Learning: An 'Audit' of Success Strategies Accounting Students Employ During Recruitment". The results obtained from the research show that while discipline-specific basic knowledge is very important, intra- and interpersonal skills are considered more important in helping participants apply and integrate their learning effectively, which ultimately demonstrates their ability to transfer learning across contexts. This research suggests implications and recommendations for academic programs to enhance curricular and co-curricular components for students to strengthen and transfer soft skills, and for organizations and professional bodies to improve recruitment practices. This research discusses

the strategies used by successful accounting students in the recruitment process for Chartered Professional Accountants (CPA) in Canada. This research identified 119 success strategies and categorized them using Fink's significant learning taxonomy.

The strength of this research is the use of a qualitative approach which allows researcher to gain an in-depth understanding of the experiences of participants in the CPA recruitment process. In addition, this research also combines relevant theories from various fields, such as accounting education, career management, and industrial and organizational psychology, thus providing a comprehensive understanding of the factors that influence success in the CPA recruitment process. However, the drawback of this research is that the sample is

limited to accounting students at one university, so the results may not be generalizable to the wider population. In addition, this research also does not consider external factors that can affect the recruitment process, such as job market conditions and competition between companies.

Based on the previous research above, the researcher concludes that the researcher will carry out the differences and similarities of the researcher. The difference is that previous research used Fink's Taxonomy to be applied in the CPA (Chartered Professional Accountant Recruitment) recruitment process stage to understand better significant learning that can occur in students who recognize opportunities to take advantage of this experience. In contrast, researcher will conduct research to analyze the implementation of learning English in terms of fink taxonomy. The similarities between the previous research and the research researcher will carry out are that they use Fink's taxonomy.

The last is the research conducted by Yaw & Matore (2024) entitled "Needs Assessment in Implementation of Fink's Taxonomy Through Functionality of the Quadruple Helix Model". Based on the research results obtained, to show that the Quadruple Helix model, which involves government, community industry, and academic institutions, creates an effective framework for needs assessment in the context of implementing Fink's Taxonomy. Research identifies the importance of collaboration between stakeholders to create transformative and sustainable learning experiences. Explains the role of needs assessment in the implementation of Fink's Taxonomy, with an emphasis on the synergy between the four main pillars in the Quadruple Helix model. Researchers suggest developing innovative

methodologies for needs assessment, integrating stakeholder perspectives in assessment planning, using technology and digital tools to create interactive learning experiences, exploring the application of Fink's Taxonomy in diverse contexts and cultural backgrounds, further research on the long-term effects of application of Fink's Taxonomy to student learning outcomes.

Based on this research, the difference between the title above and the title that the researcher will examine lies in the context and focus of the analysis. "Needs Assessment in Implementation of Fink's Taxonomy Through Functionality of the Quadruple Helix Model". This research focuses on how the application of Fink's Taxonomy can be improved through a needs assessment that involves all stakeholders in a needs assessment for education oriented towards the implementation of Fink's Taxonomy. Analysis of the Implementation of Language Learning at MAN 1 Majene from the Context of Fink Taxonomy" focuses on analyzing the implementation of English learning using Fink's taxonomy in the educational context at MAN 1 Majene. In analyzing the implementation of English learning at MAN 1 Majene, researchers can use Fink's taxonomy to see the extent to which broader English language learning has been achieved based on the 6 dimensions of Fink's taxonomy. Researchers can analyze students' levels of conceptual understanding, language skills, critical thinking skills in English contexts, and the values reflected in English language learning at school. So the similarity of this research is that they both use Fink's taxonomy in implementation, and the method used is qualitative.

B. Pertinents Ideas

1. Learning Implementation

a. Definition of Implementation

Implementation is the process of implementing the Implementation or Implementation of a lesson plan that has been designed in practice in an educational environment. This involves concrete steps the teacher or educational facilitator takes to teach the material, use learning methods, and utilize resources appropriate to the learning objectives. Besides that, Implementation also involves interaction with students and evaluation of learning outcomes.

According to Wahidin et al., (2021), several expert opinions regarding implementation. Implementation comes from the English language "to implement," which means to implement. Implementation is also an activity that is planned and carried out thoughtfully and refers to certain norms to achieve the activity's objectives.

According to Adawiyah (2022), implementation is an activity or application that is carried out to assess, evaluate, and measure how success has been achieved during the activities carried out. Furthermore, it is hoped that it brings changes in a better direction than before. Implementation is a policy carried out to achieve a common goal.

According to Magdalena et al., (2022), implementation leads to a system's activity, action, and action mechanism. The phrase mechanism means that implementation is no just an activity planned and carried out

seriously based on certain norms to achieve the activity's objectives. In this context, "mechanism of action" refers to the processes and procedures implemented during implementation. This involves concrete steps taken to ensure that the activity or action is carried out properly and effectively. Mechanisms for action may cover aspects such as managing resources, organizing implementation, monitoring, and evaluating progress, and adjustments where necessary. The aim is to ensure that implementation is carried out in an efficient and effective manner, according to established norms or guidelines. In other words, implementation is not only about carrying out activities, and monitoring of the steps taken in order to achieve the objectives of the activity.

From some of the opinions above, Implementation is an activity that is applied, designed, and carried out to achieve agreed goals in an activity or a set of new activities for other people in achieving or expecting a change. Implementation refers to the process of implementing or concrete implementation of a policy, program, plan, or concept that has been previously designed. This involves taking concrete action to put an idea or strategy into practice.

b. Definition of Learning

Learning is a process by which individuals acquire new knowledge, skills, attitudes, and understanding through interaction, experience, and reflection to change behavior and increase understanding. The main goal of Learning is to change behavior, develop understanding, or improve

individual skills. Learning involves active participation, student focus, constructivism, context, collaboration, evaluation, and motivation.

According to (Pane et al., 2017), there are many expert opinions about Learning. Learning is a process of organizing and organizing the environment around students. So that it can grow and encourage students to carry out the learning process. Learning is also said to provide guidance or assistance to students in carrying out the learning process.

According to (Palupi, 2013), learning is a process in which behavior is formed, changed, or controlled. Learning from the aspect of function also means a change that can produce results if people interact with information (activity material and experiences). Learning is an organized, systematic effort to promote Learning, foster conditions, and provide activities that result in learning events.

According to (Sodik & Herlina, 2019), Learning is a system consisting of various interconnected components. These components include the objectives, materials, methods, strategies, and approaches used in learning activities. Learning is a process of interaction between teachers and students, direct interactions, such as face-to-face activities, and indirectly, using various learning media.

Based on some of the expert opinions above, learning is learning, in essence, a process of interaction between teachers and students, both direct interaction. Learning is also said to be a process of providing guidance or assistance to students in carrying out the learning process; assistance is

provided by educators so that the process of acquiring knowledge and knowledge, mastery, skills, and character, as well as the formation of attitudes and beliefs in students, can occur.

c. Management Learning

1) Planning

Planning is the process of planning activities and strategies that will be carried out to achieve learning objectives. This involves identifying student learning needs, selecting appropriate teaching methods, developing learning materials, as well as determining evaluations to measure achievement of learning objectives.

According to (Nardawati, 2021) Planning comes from the word "plan" which refers to a document used as a guide to achieve goals. The concept of planning itself is very complex and can be explained in various ways depending on the individual's point of view and the influence of background in formulating the definition of planning.

2) Instruction/Acting

Acting is the implementation of activities or steps that have been previously planned to manage the learning process. This involves implementing previously prepared teaching strategies, as well as organizing activities and interactions in the classroom according to the learning plan that has been prepared.

According to Saraswati (2021) the action in question is implementing action. The implementation stage is essentially

embodiment from a previously planned action. However Before implementing any action it is important to pay attention again related to the formulation of the problem and the feasibility of the hypothesis created.

3) Assesment/Evaluation

Evaluation is a process that focuses on the results achieved after implementing an action or program. The purpose of the evaluation is to find concrete evidence of improvement after the implementation of the action. Evaluation can include improvements in the teaching and learning process and learning outcomes, both at the individual, class and student group level. Apart from that, evaluation also considers criteria as a reference for assessing the success of operations, which can come from internal, external or ideal sources. Evaluation can also help determine the effectiveness of the program or action taken, as well as support the decision-making process regarding next steps.

According to Suciani et al., (2023) evaluation is research that collects, analyzes and presents useful information about the evaluation object, then analyzed and compared with indicators evaluation, and the results are used in making decisions about the object evaluation.

2.2.1 Taxonomy

Taxonomy is a classification system used to organize and group information or objects based on certain characteristics. In various scientific disciplines, taxonomy allows systematic grouping to facilitate understanding and analysis (Sadono, 2013). In general, taxonomy helps in identifying and categorizing various entities, whether in biology to classify species, in linguistics to understand the structure of language, or in education to formulate learning objectives. In an educational context, taxonomy functions as a tool for designing curriculum and teaching strategies, as well as for evaluating student learning outcomes.

The importance of taxonomy lies in its ability to present a clear and logical structure. With this classification system, educators can more easily formulate measurable and specific goals, and ensure that learning takes place sequentially and gradually. The taxonomy also supports the development of a more holistic curriculum, where various aspects of learning can be integrated effectively. The use of taxonomies provides advantages in terms of consistency and standards in education. By referring to the established classification, educators can be more confident in designing teaching and assessment that is relevant to the educational goals they want to achieve. In addition, taxonomies facilitate better communication between educators and students regarding expectations and expected outcomes from the learning process.

2.2.2 Taxonomy Fink

Fink's taxonomy was created by L. Dee Fink in 2003, presenting a hierarchical taxonomy (levels). This taxonomy emphasizes cognitive and also contains more affective aspects. This taxonomy became known as Fink's Taxonomy or Significant Learning. Fink's taxonomy expresses the need for new types of learning, namely types that transcend the cognitive domain. Fink's taxonomy refers to six aspects of learning: foundational knowledge, application, integration, human dimension, caring, and learning how to learn (Wicker, 2022). The taxonomy emphasizes assessing affective, metacognitive, and cognitive aspects. Taxonomy is a classification based on levels emphasizing cognitive and affective aspects.

Fink's taxonomy is a framework used in curriculum development to describe the six dimensions of learning (Wicker, 2022). These six dimensions include:

- a. Foundational Knowledge: This dimension relates to students' understanding and mastery of essential knowledge and principles related to a particular subject or discipline. This includes mastery of knowledge and concepts related to a field of study. Students are not only expected to remember facts, but also to understand and apply the information in relevant contexts. This includes understanding the facts, concepts, principles, and theories that form the basis of the field of research. In the context of learning English, this can include

knowledge of grammar, vocabulary, idioms, and phrases and an understanding of sentence structure and text.

- b. **Application:** This dimension emphasizes the ability of students to apply their knowledge and understanding in different situations. This dimension focuses on developing students' analytical and critical abilities. Students are trained to think creatively, solve problems, and make informed decisions. Students are expected to be able to use the knowledge they learn to solve problems, make the right decisions, or carry out relevant tasks in everyday life. In English, students can use grammar, vocabulary, and communication strategies effectively in various situations.
- c. **Integration:** This dimension involves students' ability to integrate knowledge and skills from various sources or disciplines. Students are expected to be able to make connections and connections between the concepts or knowledge they learn, as well as combine their understanding in a broader context. Underscoring the importance of collaboration, this dimension includes students' ability to work together in teams, communicate effectively, and build good interpersonal relationships. In the English context, this could include a student's ability to write complex texts, combine different sources of information to make inferences or make original presentations. Students can also use strategies and critical thinking skills to produce innovative work.

- d. **Human Dimension:** This dimension includes the development of students in terms of understanding and respect for the human dimension in the context of learning, Fink Taxonomy emphasizes the importance of lifelong learning. This dimension encourages students to develop the ability to learn independently and continuously explore new knowledge. This involves understanding culture, ethics, values, social perspectives, and the ability to communicate and work with others.
- e. **Caring:** This dimension emphasizes the development of students' attitudes and concerns for themselves, others, and the surrounding environment. This involves developing empathy, a sense of responsibility, ethics, and active involvement in relevant social or environmental issues. This dimension focuses on the values and attitudes that students are expected to have. Fink believes that education is not just about information, but also about helping students develop a commitment to social issues, ethics, and responsibility.
- f. **Learning How to Learn:** This dimension involves developing practical learning skills and strategies. Students are expected to be able to develop metacognitive skills, such as self-understanding, monitoring, and self-regulation, using appropriate learning strategies, as well as the ability to overcome obstacles and adapt to change. This includes the development of students' emotional and

spiritual aspects, as well as their understanding of themselves and their social environment. Fink emphasizes the importance of building identity and empathy in the learning process.

Fink's Taxonomy integrates these dimensions to create a richer and deeper learning experience. This approach encourages educators to design curricula that not only focus on content mastery, but also on character development, interpersonal skills, and critical thinking abilities. Fink's taxonomy also emphasizes that educational success lies in how all these dimensions interact with each other. A good learning experience will facilitate achievement in one dimension and in turn support achievement in other dimensions. In a practical context, Fink's Taxonomy encourages educators to plan learning comprehensively, considering students' needs and potential as a whole. With this holistic approach, Fink's Taxonomy becomes an effective tool for designing relevant and impactful learning experiences, creating learning that is not only meaningful academically, but also in students' daily lives.

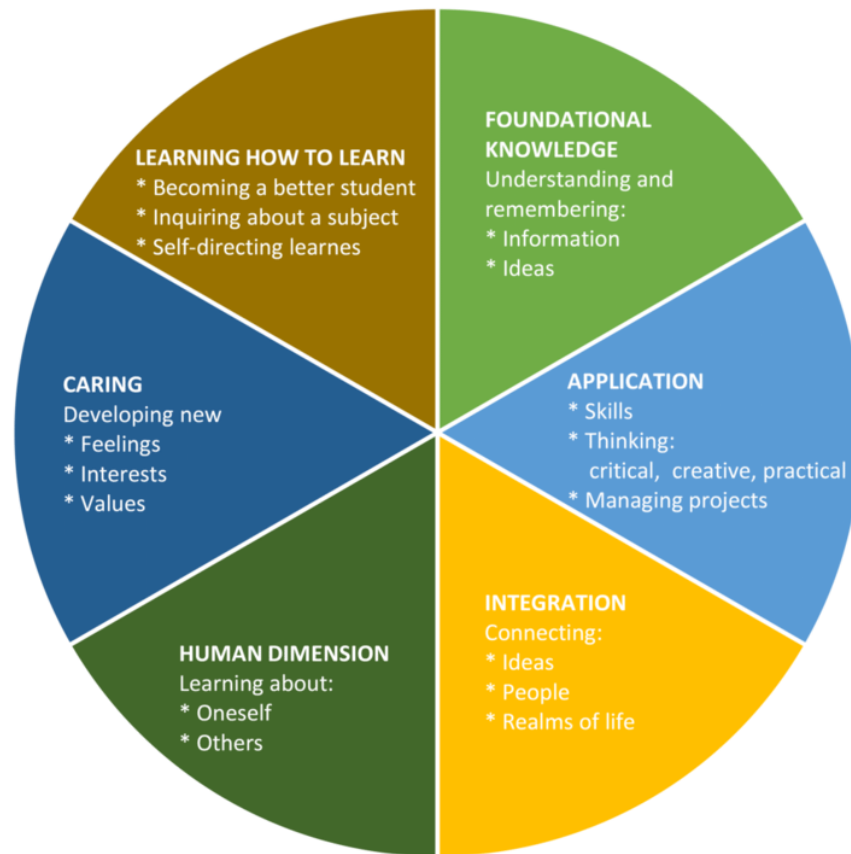


Figure 2.1. Taxonomy of Significant Learning (Fink, 2003)

Based on the six dimensions described above, it is divided into three aspects, namely the cognitive domain including foundational knowledge, application, and integration, then the affective domain including the human dimension and caring, and the metacognitive domain, namely learning how to learn. These six dimensions help create holistic learning experiences that focus on the development of the whole learner, including knowledge, skills, attitudes, and understanding of themselves and the world around them.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research used descriptive qualitative method. The descriptive method is used to describe, explain, or interpret phenomena in the population or research sample. The main purpose of the descriptive method is to provide a systematic and detailed description of the observed variables without involving variable manipulation or hypothesis testing (Efendi & Sesmiarni, 2022).

In the descriptive method, researcher collect data using various data collection techniques such as observation, interviews, and document analysis. In descriptive qualitative research, these techniques collect in-depth data, describe phenomena in detail, and provide a rich understanding of the social, cultural, or individual context. The data obtained is then analyzed and interpreted to provide a comprehensive picture of the phenomenon under research (Hasibuan et al., 2022).

B. Research Subject

In determining informants, researcher used random sampling. So the researcher only chose tenth graders and tenth grade teachers at MAN 1 Majene to be used as samples for this researcher.

C. Research Instruments

The research instruments that will be used in this research are as follows :

1. Interview

Interviews are data collection techniques that involve direct interaction between researcher and respondents (Rony, 2017). Researcher

use structured or open-ended questions to gain insight, understanding, or respondents' views on the phenomenon under research. Interviews can be conducted face-to-face, by telephone, or through online communication media. During the interview, the researcher recorded the respondents' responses for further analysis. The interview aims to obtain information that becomes data for conducting research. In the interview instrument, there are several tools needed when the interview process is carried out.

The interview instruments used by researcher in this research process are paper, books, pens, recording devices, sheets, or notes containing points or questions that researcher will ask informants. An important aspect that needs to be questioned when conducting interviews at school or in class with informants is based on the six dimensions of the Taxonomy. The first is about foundational knowledge, this dimension relates to understanding and remembering information or ideas on basic knowledge of student. The second is about application, which emphasizes ability and critical thinking, creativity, and practice, and managing projects, students are able to apply their knowledge and understanding in different situations. The third dimension is integration which involves the ability of students to integrate ideas, knowledge and skills from various sources or different disciplines, the fourth is the human dimensions which includes the development of student in terms of understanding and appreciation of the human dimensions in the context of learning, learning about yourself and others. The fifth dimension is caring, which emphasizes

the development of students attitudes and concerns for themselves, others, and the surrounding environment. The last dimension is learning how to learn, which refers to the development of skills, so that students become even better in the context of science and how students can learning independently. So, researcher want to know whether the six dimensions in the Fink Taxonomy are applied or only some are applied by English teachers and students during the leaning and teaching process. The researcher used interview in this research, because researcher wanted to interview researcher and only chose some students of tenth graders and tenth grade teachers at MAN 1 Majene, with 20 interview questions prepared by the researcher based on the six dimensions of the fink taxonomy.

2. Documentation

Documentation involves collecting data from documents, records, archives, or other materials relevant to research (Rony 2017). Documents can be in diaries, reports, interview transcripts, letters, or other materials that can provide insight into the phenomenon under research. Researcher analyze and interpret these documents to better understand the observed phenomena. The documentation instruments used in this research were photo archives, document archives, handphones, and descriptions of the learning process in the classroom based on the six dimensions contained in Fink's Taxonomy.

So, researcher use documentation in this research because the researcher want to see the lesson plans, modules, learning materials, and assignments or projects given by the teacher to students. From this, researcher want to know based on these documents what teachers and students apply the six dimensions of the Fink Taxonomy in the teaching and learning process in the classroom.

D. Procedure of Collecting Data

1. Interview

Researcher will interview several teachers and students at MAN 1 Majene to analyze the implementation of learning based on the six dimensions of Fink's taxonomy. This interview will be face-to-face with structured questions and will last 30-45 minutes for each session. In this step, the researcher will discuss with students and teachers the implementation of English learning at MAN 1 Majene after making observations. Researcher also search for supporting literature and read previous studies on the research topic. The use in this research process are paper, books, pens, recording devices (handphone), sheets, or notes containing points or questions that researcher will ask informants.

2. Documentation

Documentation is one of the data collection techniques in research that involves gathering information from documents, records, archives, or other materials relevant to research (Rony, 2017). Researcher will analyze the implementation of learning in this school using the documentation

method. In this case, the researcher will collect and analyze various documents and records related to learning at the school. The documents that the researcher will examine include lesson plans, syllabi, teacher manuals, learning materials, and learning evaluation reports. Researcher also use the results of documentation in the form of photographs obtained during observations or interviews and observations. The documentation collected is in the form of student and teacher data, and descriptions of the process of implementing learning in class.

E. Technique of Data Analysis

Data analysis is searching for and systematically compiling data obtained from observation, interview, and documentation by collecting data into categories, breaking it down into units, synthesizing, compiling it into patterns, and choosing which is more important for research. Conclusion are made so that it is easily understood by oneself or others. This research is descriptive, which derives more from the description of the results of observations and interviews. Then the data obtained will be analyzed using qualitative methods and described descriptively (Rijali, 2019).

The data analysis is divided into several stages:

1. Data Reduction

Data reduction simplifies data according to needs to make it easy to get information. The data that has been collected is then categorized or grouped into very important, less important, and unimportant data. Next, the researcher can store which data is needed and discard data that is not

needed for research. That way, the data will be simpler and clearer, making it easy to go to the next stage. In reducing data, the writer will be directed to the final result or purpose of the research, namely the goal of discovery (Rijali, 2019).

2. Presentation of Data

Presentation of data is done to display data that has been reduced in the form of observations, interviews, and others. The author presenting data will make it easier for researcher to understand what happened and then plan what activities will be carried out next. Besides that, the goal is to make it easier to convey and understand to other parties. This will also make it easier for the reader to absorb the information contained in the data (Rijali, 2019).

3. Drawing Conclusion

Concluding is information obtained from data compiled and grouped, then presented using certain techniques. Conclusions can be placed at the end or as a cover so that the reader can find the conclusions of the entire research (Rijali, 2019).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Implementation Fink Taxonomy

a. Planning

Planning is the process of planning activities and strategies that will be carried out to achieve learning objectives. This involves identifying student learning needs, selecting appropriate teaching methods, developing learning materials, as well as determining evaluations to measure achievement of learning objectives.

1) Content

Learning material or learning content refers to everything that is learned or conveyed to students in a learning process. This content includes information, concepts, skills, values, and principles to be taught or learned in an educational context. Learning material or content can be in the form of text, images, audio, video, presentations, simulations, exercises, discussions, or other interactions used to convey lesson material. Content in learning is usually arranged according to a predetermined curriculum or learning plan, with the aim of achieving certain learning objectives. Learning content must also be designed taking into account the needs, interests and level of understanding of students so that the learning process becomes

more effective and meaningful for them. In other words, material or content in learning plays a key role in forming a quality and meaningful learning experience for students.

Based on data from documentation based on teaching modules, researchers found that teachers emphasize the use of spoken, written and visual texts in English learning according to the situation, objectives and audience or readers. Types of text such as narrative, description, procedure, exposition, recount, report, and original text are the main focus. The contents of the class X English module are: "Various types of text such as narrative, description, procedure, exposition, recount, report, and original text are the main references in studying English in class X."

Based on the contents of the class X teaching module, it can be concluded that the learning material in this module includes various types of texts in English. Including narrative, description, procedure, exposition, recount, report, and original text. This shows that students will learn to use and understand different types of texts in different contexts to develop their English skills.

Apart from the teaching module, the researcher also added the results of interview data with the class X English teacher who said that: "Secondly, we make sure that the material we teach is appropriate to the students' level of understanding, so we start from the basics first, from

the basics first, for example, we ask them to memorize words and then we raise the level to form complex sentences."

Based on the teacher's interview statement above, it states that the teacher emphasizes the importance of arranging learning materials according to the students' level of understanding. This approach starts from basic concepts and gradually increases the complexity of the material to ensure good understanding. By starting with the basics, teachers build a strong foundation for students before introducing more complex concepts.

Based on data from documentation based on teaching modules, researchers found that teachers guide students in writing various types of texts, both fiction and non-fiction. They learn planning, writing, reviewing, and editing, with an awareness of goals and target readers. Students are involved in activities that help them develop simple inference skills when understanding implicit information in texts. Teachers encourage students to demonstrate self-correction strategies, including punctuation and capitalization, demonstrating their understanding of aspects of the language.

2) Teaching methods

Teaching methods are approaches or strategies used by teachers or instructors to organize and deliver lesson material to students. This method involves various techniques, approaches, and steps that are selected based on learning objectives, student characteristics, the

material being taught, and existing learning conditions. Examples of learning methods include lectures, discussions, demonstrations, project-based learning, cooperative learning, problem-based learning, and game-based learning. The importance of using effective learning methods is so that students can be actively involved in the teaching and learning process, understand the material better, and develop relevant skills. The right method must be appropriate to the learning objectives, accommodate students' learning styles, and provide motivation for them to learn enthusiastically. Thus, effective learning methods help create interactive, meaningful and immersive learning experiences for students.

Based on data from documentation based on teaching modules, researchers found that students are directed to use English in various situations and communication purposes. They are invited to communicate with teachers, peers, and others, using strategies to start and maintain conversations and discussions. Students are invited to use English in listening and speaking. They are trained to understand the main ideas and relevant details in a conversation or presentation, and use non-verbal elements such as body language to better understand. Students were invited to present information using various presentation modes, both in print and digital form, to suit readers or viewers and achieve different learning goals.

The content of the English teaching module is, "Students use English to communicate with teachers, peers and other people in various situations and purposes." The learning method used involves the use of English in various situations and communication purposes. It emphasizes direct practice in using English in everyday conversations with teachers, peers, and other people. This approach emphasizes direct experience in communicating in English.

The explanation above is based on the contents of the English language teaching module for class X, and is related or supported by the results of the researcher's interview with the English teacher. The teacher said that: "Here, my way of ensuring that the basic knowledge I convey is effective is that I adhere to the first principle, namely that I use various teaching methods such as lectures, group discussions and then games, then there are also practical activities so that how we deal with diversity, so that different children learn in the class."

Teachers use a variety of learning methods, including lectures, group discussions, games, and practical activities. This diverse approach makes it possible to address differences in students' learning styles and increase their engagement in learning. This method also creates a dynamic and interesting learning environment.

Based on data from documentation based on the tenth grade English teaching module, English learning in schools does not only focus on mastering grammar, but also involves active skills in

communicating and applying language in real contexts or real situations.

3) Learning Resources

Learning resources or learning resources are anything that is used by individuals or groups to gain new knowledge, skills and understanding about a subject or topic. This includes books and printed materials such as textbooks, journals, and articles, as well as digital materials such as online courses, video tutorials, and other digital resources that can be accessed via the internet. Interaction with instructors or teachers, both in person and online, as well as conversations and discussions in the form of groups or online forums, allows students to deepen their understanding. Practical experience, whether through hands-on activities or actual observations, is also an important part of learning. Educational technology, such as learning software and educational applications, as well as interactions with human resources such as mentors or industry experts, can enrich the learning experience. The combination of diverse learning resources allows learners to achieve a deep understanding and broaden their horizons about a topic.

Based on the explanation above regarding teaching resources, the following are the results of the researcher's interview with the MAN 1 Majene English teacher, namely: "Then there is also a simulation, the most important of which is how these students utilize technology, we

give them the freedom to look for learning resources. ee Web-based ones, which allow them to practice and then interact in English, such as videos from YouTube, chats from native speakers." So, teachers utilize technology by giving students the freedom to search for web-based online learning resources. These learning resources include videos from YouTube or conversations with native English speakers. This approach utilizes technology to enrich students' learning experiences and provides opportunities to practice and interact with English in authentic contexts.

Then, the teacher interview statement above is related to the content of the class X English teaching module. "Their understanding of the main ideas, issues or plot developments in various kinds of texts begins to develop. They identify the author's purpose and develop their skills to make simple inferences to understand the implied information in the text."

Learning resources include a wide variety of texts in print or digital form, including visual, multimodal, or interactive texts. Students learn to identify the main idea, issue, or plot development in the text, as well as understand the author's purpose and make simple inferences from the implied information in the text. This shows that students will use a variety of learning resources to improve their understanding of English, including diverse and varied texts.

4) Instruction/Acting

Acting is the implementation of activities or steps that have been previously planned to manage the learning process. This involves implementing previously prepared teaching strategies, as well as organizing activities and interactions in the classroom according to the learning plan that has been prepared.

Based on the explanation above, the results of the researcher's interview with the teacher said that: "So we give students the ability to apply basic knowledge of English in relevant situations, for example we give them opportunities such as speaking, so we invite them to speak in front of classes such as debates, group discussions, or presentations, so they are active and then talk about topics that are relevant to everyday life or for example their interests, what they are interested in, it's easy because they will definitely be more active, it's easy participate because yes he is close to them." Teachers provide students with opportunities to apply basic knowledge of English in relevant real situations. For example, through debate activities, group discussions, or presentations in front of the class. This allows them to actively talk about topics that are relevant to their daily lives or personal interests, so they are more motivated to participate.

Teachers use the roleplay method to simulate real situations where students have to use English. For example, role playing in

ordering food at a restaurant or communicating at work. This helps students practice English in contexts that are relevant to everyday life. Teachers provide various types of tasks that encourage students to practice English, such as conversations, role plays, or asking for help in English. This type of assignment helps strengthen students' English understanding and skills. This explanation is based on the researcher's interview with the teacher, the teacher said that: "Then next we have role play, like we have role play where we want students to be in situations like the most basic example of ordering food at a restaurant or eee something at work, in in school, in class, asking for help like that."

Furthermore, teachers give students the freedom to use technology in learning English. This includes looking for online learning resources such as videos from YouTube delivered by native speakers. The use of technology helps students practice and interact with English more actively. This is related to the researcher's interview with the teacher, the teacher said that: "There is then a simulation, the most important thing is how these students utilize technology, we give them the freedom to look for web-based learning resources, which allows them to practice then interact in English, such as videos from YouTube, the chat is from native speakers."

Then, the teacher observes and pays attention to how students speak and interact in English during class conversations, discussions, projects, or debates. These observations help teachers understand students' ability levels and provide appropriate feedback. This statement is supported by the researcher's interview with the teacher, the teacher said that: "So we observe students speaking and interacting in English when they participate in a class conversation or discussion, or in a project or in a debate, something like that."

Teachers integrate English learning with other subjects through collaborative projects. By looking for common ground between learning English and other subjects, students can strengthen their understanding of English while applying it in different contexts. This statement is related to the results of the researcher's interview with the teacher who said that: "Well, this has been implemented in schools, we are trying to integrate with other learning in terms of projects, for example, so we have a collaborative curriculum, we have collaborative projects in this case like me Eee, I have collaborated several times with mathematics teachers, for example those who have already done it, teachers of mathematics and arts and culture, history, Arabic, Indonesian, so each time we look for common ground, where the lesson or discussion is roughly the same as learning or the

discussion is roughly the same as their discussion or learning in English. We look for the common thread then we make a project assignment about what it will be like and then we hand it over to the students."

Teachers encourage students to interact socially and collaborate, because this can improve their communication skills in English. By creating a fun and supportive learning environment, students are more motivated to actively participate in the use of English. Based on the previous statement which is still related to the results of the researcher's interview with the teacher who said that: "Okay umm, yes, this is an important thing because social interaction and collaboration can then improve students' communication skills, so we give them motivation and then how to make that environment created, the learning environment is created to be more enjoyable, for example the activity of pairing plates, so the plate activity is pairing with a seatmate because they will definitely be more active with their seatmate rather than having to be scrambled, randomized."

5) Assessment/Evaluation

Evaluation is a process that focuses on the results achieved after implementing an action or program. The purpose of the evaluation is to find concrete evidence of improvement after the implementation of the action. Evaluation can include

improvements in the teaching and learning process and learning outcomes, both at the individual, class and student group level.

Based on the results of the researcher's interview with the teacher, who stated that, "furthermore, we evaluate periodically, so we evaluate them by remembering them, they memorize them again, then they are given exams, they are given tests to measure how each student is progressing, well, this is also necessary, yes, but it is definitely necessary." Teachers emphasize the importance of regular evaluations to ensure students' understanding and progress in learning English. Teachers use this approach by asking students to recall the material they have learned and measure their progress through tests or tests. This shows the teacher's efforts to monitor students' progress regularly to ensure that they understand the material well.

Next, it is still related to the researcher's interview with the teacher who said that: "So we use forms of assessment such as assessments such as giving exams as well as assignments or even projects to measure students' understanding of the learning material that we teach in basic knowledge, then we also provide review, giving reviews is feedback that is constructive in nature for students regarding their performance, so we give reviews." Teachers use various forms of assessment, such as exams, assignments, or projects, to measure students' understanding of

English learning material. In addition, teachers provide reviews or constructive feedback on student performance. By providing constructive reviews, teachers help students to correct deficiencies and improve their ability to understand and use English.

Then, still related to the results of the researcher's interview with the teacher who said: "Okay, well here, of course we carry out the assessment using several methods and instruments, so to then measure students' understanding of basic knowledge, the first thing I mentioned before is for example exams, hah written or unwritten exams, such as exams in any form, such as exams that include grammar, vocabulary, reading comprehension and writing, can be multiple choice, short essay or essay. Then there are also oral exams, so we give them oral exam by talking about certain topics, but yes, the most basic ones or we ask them to play a role in talking about that, so that's it." The teacher explains the evaluation methods used, including written and oral exams, as well as assessment components such as grammar, vocabulary, reading comprehension, and writing. Teachers use these various assessment instruments to provide a comprehensive picture of students' abilities in English.

Finally, the results of the researcher's interview with the teacher said that: "Yes of course, the first thing is that we understand individual needs. So we need to then understand that it turns out that each student may have different obstacles or

challenges in learning English such as grammar, pronunciation, listening comprehension or yes self-confidence means that we create to overcome this problem we create how language learning is centered on students returning to students. For example, we involve projects in groups such as role playing, discussions in language. English that suits the students' interests and experiences. Then we, as much as possible, create supportive environments, well, a friendly and supportive classroom environment where students feel as comfortable as possible so that they are able to speak English without having to be afraid of making mistakes, well of course if it's like this, God willing, it can increase students' self-confidence, of course." Teachers highlight the importance of understanding each learner's individual needs and creating a supportive learning environment. Teachers note that involving students in group projects and discussions according to their interests and experiences can increase their confidence in speaking English. By accommodating individual needs and interests, teachers help students to feel comfortable and motivated in learning English.

Thus, based on these interviews, it can be concluded that teachers use evaluation as a tool to ensure students' understanding and progress in learning basic knowledge of English. Evaluations are carried out regularly using various methods to assess students'

understanding and provide constructive feedback to improve their learning.

2. Fink Taxonomy

a. Foundational knowledge

Based on the results of the interview, the researcher proved the statement of the tenth grade English teacher and three students representing the tenth grade students who stated that the teacher implemented the foundational knowledge dimensions in Fink's taxonomy when teaching English, which involves understanding and remembering information and ideas. -idea. The results of the interview are supported by the teacher's interview statement with three tenth grade students. The following is their statement, namely:

Datum 1: “Here I am, my way of ensuring that the basic knowledge I convey is effective. I adhere to the first principle, namely that I use a variety of teaching methods, such as lectures, group discussions, games, then there are also practical activities so that we can overcome various difficulties or different needs of students, so that different children learn in the class. . Second, make sure that the material we teach is appropriate to the level of understanding of the students, so we start from the basics first, from the basics first, for example, we ask them to memorize words and then we raise the level to form complex sentences.”

Based on statements from teacher interviews with researchers, that in the implementation of English language learning at MAN 1 Majene, the foundational knowledge dimension in Fink's taxonomy was applied carefully. Teachers adopt diverse teaching methods, such as lectures, group discussions, games and practical activities, to ensure maximum engagement of learners. The first principle held is to provide variations in learning to cover different learning styles, including games and practice, to meet the needs of the diverse children in the classroom. Next, the teacher ensures that the material taught is appropriate to the students' level of understanding, starting from the basics by inviting them to memorize words before increasing the complexity to more complicated sentences. This approach shows a commitment to achieving a solid and deep understanding of the dimensions of foundational knowledge, in accordance with Fink's taxonomy, to provide an effective learning experience in the educational environment.

Datum 2: "The teacher memorizes vocabulary to students and teaches them how to pronounce it. Usually 10 vocabulary words to memorize, not every meeting, rarely too."

Datum 3: "Yes, that's all, the teacher provides vocabulary, pronunciation, listening, reading. The teacher taught everything. The vocabulary is easiest to understand, Sis."

Datum 4: "The teacher taught us Vocabulary and pronunciation, listening, reading too. It's influential because sometimes when you hear a

song you immediately know oh this is how it's pronounced even though it's written differently.”

Based on the results of interviews with the three students and researchers, the implementation of English language learning in the foundational knowledge dimension of Fink's taxonomy can be seen through a focus on developing vocabulary, pronunciation, and listening and reading skills. Student 1 demonstrated activities in memorizing vocabulary and pronunciation, while student 2 has mastered vocabulary, pronunciation, listening and reading with learning that is considered easy to understand. Learner 3 adds a practical dimension, such as listening to songs to understand pronunciation. The similarities between these three students show that teachers at MAN 1 Majene consistently apply a comprehensive learning approach, integrating foundational knowledge concepts in every aspect of English learning, in order to meet the needs of various students.

b. Application

Based on the results of the interview, the researcher proved the statement of the tenth grade English teacher and three students representing the tenth grade students who stated that the teacher implemented the application dimension in Fink's taxonomy when teaching English, which emphasized the students' ability to apply knowledge, the ability to understand, think critically, be creative, practice, handle tasks or projects. The results of the interview are supported by the teacher's interview

statement with three tenth grade students. The following is their statement, namely:

Datum 1: “So we give students the ability to apply basic knowledge of English in relevant situations, for example we give them opportunities such as speaking, so we invite them to speak in front of the class in the form of debates, group discussions or presentations, so eem they are ee be active and then talk about topics that are relevant to everyday life or for example their interests, what they are interested in, it's easy because they will definitely be more active, it's easy to participate because they are close to them. Then next we have role play, like we have role play where we want students to be in situations, like for example, the most basic thing is ordering food at a restaurant or eee, what at work, at school, or in the classroom, asking for help, like that. There is then a simulation, which is the most important thing, how students use technology, we give them the freedom to look for web-based learning resources, which allows them to practice and then interact in English, such as videos from YouTube, that chat is from a native speaker.”

Based on the results of teacher interviews with researchers, English teachers implement the application dimension of Fink's taxonomy in learning by giving students the opportunity to speak in front of the class through debates, discussions and presentations that are relevant to their daily

lives or interests. Apart from that, through roleplay, students are invited to play roles in everyday situations such as ordering food at a restaurant or asking for help in class. Simulations are also implemented, including the use of technology by giving students the freedom to search for web-based learning resources, such as videos from native speakers on YouTube. Thus, this approach not only emphasizes mastery of knowledge, but also develops students' abilities in critical, creative and practical thinking through relevant assignments or projects.

Datum 2: “Yes sis, you understand, if we watch a movie or speak English, we immediately study the writing to understand. Practice by communicating continuously, for example by listening to music and also immediately learning a few words by memorizing the vocabulary given by the teacher. It is practiced by re-studying it, sis, it is also common for sis to give each person a new reading text to read.”

Datum 3: “Communication uses English with friends or teachers, so this has an influence because I can communicate with my friends using English. In my experience, this is how the teacher immediately told me to make a new drama in English. The drama was done straight away, so it was practice outside of class. Done in groups.”

Datum 4: “Teachers usually suggest listening to music and sometimes just watching cartoons with English subtitles even though I still don't have enough English. Sometimes when I listen to music, I don't

know what the meaning is, I search on Google, oh, this is the meaning of the lyrics. It's like that, sometimes I talk to my friends, my sister, I also talk to my teacher, Sis.”

Based on the results of interviews between student T, student M, student Z and the researcher, Student T emphasized the importance of understanding written English through watching and speaking, practicing communication, and memorizing vocabulary by listening to music. Student M highlighted the positive impact of communicating with friends and teachers using English, including practical experience creating English dramas outside the classroom. Meanwhile, student Z mentioned his habit of listening to music and watching films with English subtitles as an informal way to improve his language skills. Through this interview, it can be concluded that the teacher succeeded in implementing the application dimension of Fink's taxonomy by supporting students in applying English knowledge through various practical activities and daily interactions.

c. Integration

Based on the results of the interview, the researcher proved the statement of the tenth grade English teacher and three students representing the tenth grade students who stated that the teacher implemented the integration dimension in Fink's taxonomy when teaching English, which involves the students' ability to connect ideas, people in real life or everyday life. The results of the interview are supported by the teacher's interview

statement with three tenth grade students. The following is their statement, namely:

Datum 1: “Well, this has been implemented in schools, we are trying to integrate with other learning in terms of projects, for example, so we have a collaborative curriculum, we have collaborative projects in this case like I have collaborated several times with mathematics teachers, for example those who have I've had it, teachers of mathematics and arts and culture, history, Arabic, Indonesian, so each time we look for common ground where the lesson or discussion is roughly the same as the lesson or discussion which is roughly the same as the discussion or learning in English. they have it. We look for the common thread then we make a project assignment about what it will be like and then hand it over to the students.”

Based on the results of teacher interviews with researchers, English teachers have succeeded in implementing the integration dimension in Fink's taxonomy by involving collaboration between subjects in collaborative projects. In this case, the teacher tries to find common ground between learning English and other subjects such as Mathematics, Arts and Culture, History, Arabic and Indonesian. By finding common themes or discussions, the teacher then creates an integrated project assignment for students. This approach allows students to connect ideas and concepts in

real-life contexts, creating a more holistic and relevant learning experience for them.

Datum 2: “It's like that sis, like normal Arabic in class. There have been, for example, Indonesian language lessons. There are the basics of learning English linked to learning Indonesian. The teacher said that learning English and Indonesian had similarities, only the sentences were different.”

Datum 3: “Ordinary teachers connect to films, deliberately watch films, in which new English is recorded and then look for the meaning. Connected with sports subjects and Indonesian too.”

Datum 4: ““Sometimes it is connected to films, usually they are shown watching the film and then writing it like that, what is said then what is meant. Most of the time it is connected to history subjects, Arabic and Indonesian.”

Based on the results of interviews with student T, student M, student Z with the researcher, Student T conveyed his experience regarding the integration of Arabic and Indonesian with English language learning, emphasizing that the basics of learning have similarities in sentence structure. Student M expressed his involvement in watching films as a means of understanding English, which is connected to sports subjects and Indonesian. Meanwhile, student Z often associates learning English with films, especially in the context of History, Arabic and Indonesian subjects. From interviews with students, it can be concluded that teachers have

succeeded in implementing the integration dimension in Fink's taxonomy by facilitating students' ability to relate English concepts to learning in other subjects and their daily lives.

d. Human Dimension

Based on the results of the interview, the researcher proved the statement of the tenth grade English teacher and three students representing the tenth grade students who stated that the teacher implemented the human dimension in Fink's taxonomy when teaching English, which involved learning about oneself and other people. other. The results of the interview are supported by the teacher's interview statement with three tenth grade students. The following is their statement, namely:

Datum 1: “Yes, of course. In learning English, we do not only focus on language aspects, but also include elements of understanding ourselves and others. Through activities such as discussions, projects, and reflective writing, we strive to help students to better understand themselves and develop empathy for others. This helps improve their communication skills and social understanding in an English context. Student engagement in class is largely based on academic aspects. The human dimension, such as the development of interpersonal skills, has not been a primary focus in teaching. Interaction in class is usually limited to academic activities, but I often use group work and interactive discussions to encourage collaboration between students. For

example, in a project assignment, students must work together to complete a task that requires contributions from all group members. This not only improves their English skills, but also builds interpersonal skills such as listening, collaborating, and respecting other people's opinions. I also encourage students to give each other constructive feedback, so that they learn from each other.”

Based on statements from teacher interviews with researchers, it can be concluded that although English learning at MAN 1 Majene mostly focuses on academic aspects and language mastery, efforts to integrate human dimensions have actually been made by the teacher. Teachers strive to help students develop an understanding of themselves and others through various activities such as discussions, projects, and reflective writing. With this approach, students not only learn language, but also develop interpersonal skills and empathy. In addition, activities such as group work and interactive discussions show that the human dimension is actually applied, even though it may not be the main focus. In this context, students are invited to collaborate, listen, respect other people's opinions, and provide constructive feedback. These reflect the development of interpersonal skills, which are at the core of the human dimension. So, this dimension has been applied in the learning process, especially through social interaction and cooperation between students. Through teacher

interviews with researchers, it can be concluded that teachers implemented the human dimension of Fink's taxonomy in English language learning.

Datum 2: "Never, Sis, at most we are taught and then told to memorize vocabulary, make sentences, usually given conversation tasks and then practiced with classmates. But if we interact with friends and teachers, we interact, sis. We work together, sis, when given group assignments. Some of the assignments given by the teacher were done by myself."

Datum 3: "I have never been taught that, especially since I am only in 10th grade, sister, so we are still new, we have not taught it for long, just understand it. The lesson is normal and the teacher will teach it. Sometimes there are group assignments, bro, and usually only during presentations."

Datum 4: "Teachers never teach like that, it's because that's all teachers usually teach about describing favorite athletes using English, sis. The teacher only teaches how to work together when there is a group assignment, so that's what they teach about communicating with friends, eh, it's a conversation assignment, sis."

Based on the results of interviews with the three students above, there are several similarities in their experiences regarding learning English in the classroom. Although learning tends to focus on cognitive aspects such as memorizing vocabulary, making sentences, and having conversations, human dimensions are actually applied in several situations, especially

through group assignments and interactions with classmates. In Student T, students stated that they interacted more often with friends when given conversation assignments or group assignments, which shows collaboration and cooperation. Although teaching is more formal, the social interactions in these assignments provide room for the development of interpersonal skills. In student M, students stated that they had not studied English for a long time because they were only in tenth grade, but group assignments were still there, especially during presentations.

This shows that although the focus of teaching is understanding the material, collaboration in group assignments provides opportunities to develop collaboration and communication skills. Student Z emphasizes that the teaching given is usually related to describing something in English, but when there is a group assignment, the teacher teaches how to collaborate and communicate with peers. The conversation assignments given are also a way for students to interact and build communication skills. From these three interviews, it can be concluded that human dimensions are applied in English learning through group assignments and interactions between students. While it may not always be the primary focus, the cooperation and communication aspects of these assignments help students develop important interpersonal skills.

e. Caring

Based on the results of the interview, the researcher proved the statement of the tenth grade English teacher and three students representing

the tenth grade students who stated that the teacher implemented the caring dimensions contained in Fink's taxonomy when teaching English, which includes the development of attitudes, feelings, interests and mark. The results of the interview are supported by the teacher's interview statement with three tenth grade students. The following is their statement, namely:

Datum 1: "I encourage students to care for each other and help each other in learning English through collaboration in group projects, joint discussions, and promoting classroom norms that support cooperation. I also build a positive atmosphere in the classroom that encourages students to share knowledge and provide support to their friends."

Based on the results of teacher interviews with researchers, teachers in teaching English actively encourage students to care for each other and help each other in various ways. Collaboration in group projects and joint discussions is one of the methods applied to build a positive atmosphere in the classroom. By promoting classroom norms that support cooperation, teachers seek to develop positive attitudes, feelings, interests, and values among students. This not only improves English language skills, but also shapes character and improves social relationships in the classroom. Thus, it can be concluded that the teacher has succeeded in implementing the caring dimension in Fink's taxonomy in the English language learning context.

Datum 2: ""Yes sis, the Madrasah English Club is held twice a week."

Datum 3: ““There is MEC, the MEC program is carried out at night and that is the process of teaching us, if it is cold at night it will be easier to enter lessons or understand different subject matter easily, if during the day we are taught sometimes we are sleepy, we are taught listening, vocabulary and pronunciation.”

Datum 4: “: “There is, it is the MEC English program, the activities last overnight so it is like every Friday night, we're here on Thursday afternoon until it's dusk and then we rest until 10 o'clock, the activities are held for just one day, because this is just the beginning of the program for class 10 so it is just about yourself. Memorize it then talk about self-introduction, vocabulary too. We are empowered with the MEC program so we support the school with this program, because in class it is not very free. So that is a program, we can be free like that because in class there is also limited time, in class it is based on the textbook and in MEC there is a book of its own, there are additional lessons that are not learned in class.”

Based on the results of interviews between students and the researcher above, Student T explained about the Madrasah English Club (MEC) activities which were held twice a week. Student M highlighted the night aspect in the MEC learning process, where activities such as listening, vocabulary and pronunciation are taught because at night they are considered more effective and avoid sleepiness. Meanwhile, student Z gave

a more detailed description of the MEC program, especially at night. This program emphasizes learning English which involves free activities and supports students in getting to know themselves, such as self-introduction, memorizing vocabulary, and speaking in front. MEC is an empowering initiative and provides additional support to students, overcoming the limitations of time and materials in the classroom. Through this interview, it appears that the teacher has succeeded in implementing the caring dimension in Fink's taxonomy by creating a learning environment that supports the development of students' attitudes, feelings, interests and values.

f. Learning How to Learn

Based on the results of the interview, the researcher found that the tenth-grade English teacher and the three students representing the tenth-grade class stated that the teacher did not implement the learning how to learn dimension from Fink's taxonomy when teaching English. As a result, students have not been able to fully learn independently, nor have they developed the ability to overcome obstacles and adapt to change. The interview results are consistent with the statements from the teacher and the three students. Here are their statements:

Datum 1: "I teach students to be independent learners and have good study skills by providing guidance on time management, study planning, and finding resources. I encourage them to take initiative in learning, assign relevant independent assignments,

and provide feedback that helps them design effective learning strategies. Through this approach, I strive to create an environment where students can develop independence and sustainable learning skills. Not yet specifically. Usually, we don't really emphasize reflection or self-evaluation. Learning is more one-way, from teacher to student, with a focus on understanding the material and application in exams. But I give some general suggestions, such as watching English videos without subtitles, listening to podcasts, or reading books in English. However, I have not provided specific training on more in-depth self-directed learning strategies, such as time management or active learning techniques. I think this is an area that still needs to be developed, especially considering the importance of independent learning skills in the modern era. I encourage students to take advantage of various learning resources outside the classroom, such as online platforms, language learning applications, and reference books. However, I realize that they still need to be more guided in this regard. I give them assignments that encourage independent learning, such as keeping a learning journal or simple research assignments, but I feel that this approach is not yet fully structured. There is a need to provide more specific guidance on how to study effectively, especially in developing independent study habits. In general, I think students' independent

learning skills are still lacking. Many students are too dependent on directions from teachers and rarely take the initiative to learn on their own. The main obstacle is students' lack of understanding about how to learn effectively outside the classroom. They are often confused about where to start and how to organize their study time. Additionally, current curricula may not provide enough space to practice independent learning skills”

Based on the results of the teacher's interview with the researcher above, show that the learning how to learn dimension of Fink's taxonomy has not been implemented well in English language learning. Although teachers try to encourage students to become independent learners by providing general guidance such as time management, learning planning, and the use of learning resources outside the classroom, this approach is not yet fully structured and in-depth. Teachers provide suggestions such as watching videos without subtitles, listening to podcasts, and reading English books, but specific training on more detailed independent learning strategies, such as active learning techniques or effective time management, has not been provided explicitly.

Teachers also realize that many students still depend on guidance from teachers and do not have strong skills to learn independently. This happens because students don't understand how to study effectively outside the classroom, are often confused about where to start, and don't know how to organize their study time. In addition, the current curriculum does not

provide enough space to practice independent learning skills systematically. Therefore, it can be concluded that the learning how to learn dimension has not been integrated optimally in the learning process.

Datum 2: “Reading books, Sis, is the same as memorizing, that's how I learn independently, Sis.”

Datum 3: “When I study independently, at home I often repeat vocabulary, for example looking at an object or holding something, repeating what the vocabulary is, so that this is also one of the things I use to joke around using English.”

Datum 4: “If I study independently, it's quite rare because it's based on school, sometimes I like listening to music, watching films.”

Based on the results of interviews between students and the researcher above, show that the learning how to learn dimension has not been implemented in English language learning. All three students indicated that they had a less structured approach to independent learning, indicating that deeper independent learning strategies were not yet fully understood or implemented. Student T, students consider independent learning to be the same as memorizing through reading books, which indicates that they have not developed more active learning skills, such as reflection or exploration of in-depth understanding of the material studied. This indicates that their approach is still limited to passive methods. Student M describes the approach of students who learn by repeating vocabulary through objects around them, which, although positive, does not yet include a more

comprehensive learning strategy. This simple repetition does not yet teach students to utilize active or reflective learning methods, such as linking words to context or using more complex strategies.

Student Z, students admit that independent learning is rarely done, with learning more based on school activities. Activities such as listening to music and watching films, although beneficial, are not optimally directed as part of a structured independent learning strategy. In conclusion, this interview shows that the learning how to learn dimension has not been implemented. Students have not been directed to develop independent learning habits involving active learning strategies, time management, or reflection, which are important for continuous learning. This challenge is more caused by the lack of application of structured independent learning methods, not solely the teacher's fault, but more because there is still a need to increase the emphasis on independent learning skills in the learning process.

The conclusion of this study shows that the implementation of Fink's Taxonomy at MAN 1 Majene has succeeded in integrating several dimensions of learning effectively, especially in foundational knowledge, application, integration, human dimension, and caring, and learning how learning has not been implemented, there needs to be more attention to Learning How to Learn. By integrating these dimensions, students will have better abilities in managing their learning approaches, which can ultimately improve their understanding of the material and prepare them for lifelong

learning. However, there is a great opportunity to improve the learning how to learn dimension through a more systematic and directed approach. This shows that, although most dimensions have been implemented well, the development of independent learning skills can be a focus of improvement to improve the overall student learning experience. Learning How to Learn requires further strengthening. The implications of these results indicate the importance of developing a curriculum that does not only focus on content, but also on the development of more structured and in-depth independent learning skills.

B. Discussion

In this research, the implementation of planning, instruction and evaluation strategies in teaching English for class X at MAN 1 Majene is the main focus. The implementation of this strategy is based on theories that have been described by experts in the field of education.

Planning in teaching English for class X at MAN 1 Majene is realized in the process of identifying student learning needs, selecting appropriate teaching methods, and developing learning materials. As explained by Nardawati (2021), planning is a complex and important process in achieving learning goals. In this case, the English teacher in the class X at MAN 1 Majene has adopted an approach that includes adapting the learning material to the student's level of understanding, starting from basic concepts and gradually increasing the complexity of the material.

The implementation of this planning can be seen from the emphasis on using various types of texts in English language learning, such as narratives, descriptions, and procedures, as stated in the teaching module. This is in accordance with Nardawati (2021) opinion that planning involves selecting material that is appropriate to the learning objectives. Furthermore, the results of interviews with English teachers in class X at MAN 1 Majene showed that they started from basic concepts and gradually increased the complexity of the material, in accordance with the theory presented by Nardawati (2021).

Acting/instruction in teaching English in class X at MAN 1 Majene includes various teaching methods designed to increase student involvement and application of English in real situations. As explained by Saraswati (2021), the implementation stage is the application of the learning plan that has been prepared previously. The English teacher in class X at MAN 1 Majene uses various approaches, such as role playing, group discussions, and the use of technology, to increase student involvement in learning.

This acting/instruction is reflected in the use of various teaching methods, as can be seen from the results of the teaching module documentation and interviews with the English teacher in class X. The English teacher in class X prioritizes direct practice in using English in daily conversations with the teacher, classmates, and other people, according to the theory presented by Saraswati (2021). The use of technology is also considered, by giving students the freedom to search for appropriate online learning resources.

Evaluation in class X English teaching at MAN 1 Majene is a process carried out periodically to measure student understanding and progress in learning. As explained by Suciani et al., (2023), evaluation is the collection and analysis of useful information about the evaluation object, which is then used in decision making. The English teacher in class X at MAN 1 Majene uses various evaluation methods, such as written exams, assignments, and projects, to measure students' understanding of English learning materials.

The results of interviews with English teachers in class X at MAN 1 Majene show that evaluations are carried out regularly to ensure student understanding. Teachers use a variety of evaluation instruments, such as written and oral exams, to provide a comprehensive picture of students' abilities in English. Apart from that, they also provide constructive feedback to help students correct their deficiencies and improve their English language skills, in accordance with the theory explained by Suciani et al., (2023).

Overall, the implementation of planning, acting/instruction, and evaluation strategies in teaching English in class X at MAN 1 Majene reflects a deep understanding of effective teaching practices. English teachers at MAN 1 Majene actively apply theories that have been explained by experts to improve the quality of English language learning and students' ability to use the language actively in various contexts.

Next, in this research, the researcher presents a discussion of the results obtained during data collection. In the discussion in this chapter, the researcher

explains previous research and connects it with the results of this research, namely the implementation of English learning in terms of Fink's taxonomy.

Of the four previous studies that represent this research. In the context of English language learning implementation, it is reviewed from Fink's taxonomy in connection with four previous studies which can provide additional support and perspective. First, in Branzetti et al.'s (2019) study on medical education, the foundational knowledge dimension is applied in the development of core competencies, where students' basic understanding is ensured before moving on to more complex skills. This is in line with the implementation at MAN 1 Majene, where this dimension is strengthened by using various teaching methods such as group discussions and games that suit students' learning styles. This understanding is the basis for students to explore English language skills in more depth, such as grammar and vocabulary. The **Foundational Knowledge** dimension relates to students' understanding of basic knowledge in English, such as grammar, vocabulary, and sentence structure. Based on the data obtained, this dimension has been implemented well through various teaching methods, such as lectures, group discussions, and games. This approach shows the teacher's commitment to ensuring that students have a deep understanding of the basics of English. This is in accordance with the theory (Wicker, 2022) emphasizing the importance of this deep understanding as a foundation for other dimensions, which is relevant to the results of the study that students have good basic English skills and are able to apply them in the learning context.

Then, Paul et al. (2023) showed how project-based learning encourages students to apply knowledge in real contexts through critical reflection and integrated learning. At MAN 1 Majene, the application dimension is seen through debate and discussion activities, where students can develop their critical thinking skills and apply what they have learned in real-life situations. This helps students to not only understand the theory, but also hone relevant practical skills. The Application dimension in this study has been implemented through activities such as debates, discussions, and simulations of real situations. This is in line with the theoretical view (Wicker, 2022) which states that Application not only includes the use of knowledge, but also the development of analytical and critical thinking skills. Students are trained to think creatively and make the right decisions through direct practical exercises. This shows that students are able to apply English skills in situations that require critical thinking and problem-solving skills.

Ho's (2023) research on accounting education, the integration dimension is seen through the application and transfer of knowledge between contexts. The results of the study at MAN 1 Majene also showed that integration had been implemented well, for example by combining English lessons with other subjects such as Mathematics and Arts. This helps students relate English concepts to real-life contexts and enriches their learning experience. The Integration dimension can be seen from the efforts to integrate English lessons with other subjects, such as Mathematics, Arts, and History. This is in accordance with the theory (Wicker, 2022) emphasizing the importance of connections between disciplines, so that students are able to see the connection between English and a broader context. The

results of the study show that this integration provides a more holistic learning experience for students, where they can relate English concepts to real situations. This shows that an interdisciplinary approach is able to provide a significant learning experience for students, which is relevant to the theory above.

The Human Dimension highlights students' development in understanding themselves and others, as well as their ability to work collaboratively. Based on the results of the study, this dimension can be seen from discussion activities, projects, and reflective writing that involve interpersonal understanding and empathy. This is in accordance with the theory (Wicker, 2022) which states that the Human Dimension encourages students to better understand the human aspects of learning, such as interpersonal skills and empathy. Good implementation of this dimension supports more holistic student development, where they not only learn English but also develop social skills that are relevant in everyday life. Paul et al. (2023) emphasize the importance of the human dimension in project-based learning by creating emotional bonds and respect for diverse voices. The results of the study at MAN 1 Majene reflect this, where students are invited to interact through group discussions and collaboration on projects, so that they can understand themselves and others. This is in line with the goal of developing interpersonal skills and empathy through collaborative activities.

In the Caring dimension, this study shows that teachers have succeeded in creating a positive classroom atmosphere, with norms that support cooperation and positive attitudes among students. The implementation of the Caring dimension at MAN 1 Majene has succeeded in fostering an attitude of mutual respect and a sense

of social responsibility in students. This is consistent with the view (Wicker, 2022) which emphasizes the importance of education that not only conveys knowledge, but also builds values and attitudes of caring for social issues. This dimension refers to the development of empathy and concern for students towards themselves, others, and their surroundings. Research by Branzetti et al. (2019) also shows that the caring dimension in Fink's Taxonomy plays a role in creating more humanistic learners. At MAN 1 Majene, this dimension is implemented by creating a positive classroom atmosphere, supporting collaboration and positive values. Students are invited to care for each other through cooperative activities, building positive attitudes and values of mutual respect among them.

Lastly, the Learning How to Learn dimension has not been implemented optimally. Based on research findings, although teachers provide guidance to encourage independent learning, this approach is still not structured and in-depth. Most students still show high dependence on teacher guidance and have not mastered strong independent learning skills. This shows that although the other five dimensions have been implemented well, additional efforts are still needed to strengthen students' independent learning abilities. This is in line with (Wicker, 2022) which aims to help students develop metacognitive skills, such as self-understanding, monitoring, and self-regulation in learning. Yaw and Matore (2024) emphasize the importance of learning how to learn, especially by using the Quadruple Helix model, which emphasizes the involvement of four main pillars to create continuous learning. Kolb's (1984) experimental learning theory can be used as a basis for developing learning how to learn at MAN 1 Majene, where learning

is expected to not only focus on content, but also on how students can manage and direct their own learning process. Although this dimension has not been implemented optimally, the results of research at MAN 1 Majene show that the development of independent learning skills is very necessary so that students can be more active in their learning process. By emphasizing self-reflection and the development of independent learning strategies, such as, students can identify the most effective learning methods for them.

Based on research findings and analysis, it shows that the implementation of English learning at MAN 1 Majene based on five of the six dimensions of Fink's Taxonomy, namely Foundational Knowledge, Application, Integration, Human Dimension, and Caring has been implemented well through various methods, such as discussions, projects, and interdisciplinary approaches. This approach supports the development of basic English competencies, critical thinking skills, interdisciplinary understanding, and social empathy. This is in line with Wicker's theory (2022), which emphasizes the importance of strong basic knowledge as a foundation for more complex skills, as well as the importance of connections between disciplines and caring attitudes. However, the Learning How to Learn dimension has not been implemented optimally, so that students still show high dependence on teachers in the learning process. Additional efforts are needed to develop their learning independence through strategies that support metacognitive and self-regulation skills, as proposed by Yaw and Matore (2024).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results findings, the conclusion of this researcher is that the implementation of learning at MAN 1 Majene in class X was reviewed using the Fink taxonomy and referring to the six dimensions in the Fink taxonomy. In this research, only five dimensions were carried out, namely, foundational knowledge, application, integration, caring, and human dimension. However, the learning how to learn has not been implemented. The dimensions of foundational knowledge, application, integration, human dimension, and caring in Fink's taxonomy have been implemented well. The foundational knowledge dimension can be seen from the implementation of various teaching methods, such as lectures, group discussions, and games, which are adjusted to students' learning styles. This shows the teacher's commitment to ensuring that students understand vocabulary, pronunciation, and listening and reading skills.

Meanwhile, the application dimension was successfully implemented by providing opportunities for students to participate in debates and discussions, as well as practicing real situations, which helped them develop critical and creative thinking skills. The integration dimension was also successfully implemented through collaboration between English lessons and other subjects, such as Mathematics, Art, and History. This approach allows students to relate English concepts to real-life contexts, so that learning becomes more relevant and holistic. In addition, the human dimension can be seen from the teacher's efforts to help

students understand themselves and others through discussions, projects, and reflective writing, as well as encouraging interpersonal skills and empathy through group work and interactive discussions. On the other hand, the caring dimension was successfully implemented by creating a positive atmosphere in the classroom, where norms that support cooperation are applied to build positive attitudes and values among students.

However, the learning how to learn dimension has not been optimally implemented. Although teachers provide guidance to encourage students to become independent learners, this approach is still not structured and in-depth. Students show a high dependence on teacher guidance and have not mastered strong independent learning skills. This indicates the need for more attention to the development of systematic and directed independent learning skills, so that students can become more independent and active in their learning process. Thus, there is a need to improve the application of independent learning methods in the curriculum that can support the development of these skills effectively.

Thus, it can be concluded that the dimensions of foundational knowledge, application, integration, human dimension, and caring have been implemented well in MAN 1 Majene, while the dimension of learning how to learn has not been implemented effectively. This indicates the need for more attention to the development of structured independent learning skills so that students can be more independent and active in their learning process.

However, I will encourage students to be more active in developing independent learning strategies. For example, after each lesson, students will be

invited to reflect on how they learn, so that they can find the most effective method for themselves. In addition, I will give them the opportunity to design independent learning projects, where they can practice critical thinking and problem-solving skills. In this way, students will learn how to organize and adjust their learning approaches, so that they are better able to understand the material in depth and prepare themselves for lifelong learning.

This research states that the implementation of Fink's Taxonomy in English language learning at MAN 1 Majene has produced a real and integrated approach in planning, implementing, acting and evaluating learning. MAN 1 Majene English teachers have succeeded in designing diverse and relevant learning materials, tailored to students' levels of understanding and needs, and using various teaching methods that enrich students' learning experiences. The use of technology and integration with other subjects also provides a real context for students to develop their English language skills. Regular evaluations provide an in-depth understanding of student progress and provide constructive feedback, while special attention to individual student needs creates a supportive and motivating learning environment. Thus, the implementation of Fink's Taxonomy has made a positive contribution in improving the quality of English language learning at MAN 1 Majene.

B. Suggestion

Based on the conclusions above, the researcher provides several suggestions for English teachers at MAN 1 Majene, campus, and for future researchers interested in conducting comparative research.

1. For the English Teachers

The first suggestion is addressed to the class X English teacher at MAN 1 Majene. For English teachers, it is recommended to strengthen the implementation of the "learning how to learn" dimension in the learning process. Although other dimensions such as basic knowledge, application, integration, humanitarian dimensions, and concern have been implemented well, students still need to be encouraged to be more active in developing independent learning skills. Teachers can invite students to reflect on their learning methods after each lesson and provide them with opportunities to design independent learning projects. This will help students develop critical thinking and problem-solving skills, as well as adjust their learning approaches independently.

2. For the Campus

The second suggestion to the campus, researcher recommended that the campus support the development of independent learning skills through training and workshops that focus on the implementation of the "learning how to learn" dimension in learning. In addition, encouraging collaboration between disciplines to support the integration of independent learning skills in the curriculum can be an important step in preparing students to be more independent and active in their learning.

3. For the next researchers

The results of this research shows that although the "learning how to learn" dimension has not been implemented, the implementation of Fink's

Taxonomy as a whole has made a positive contribution to English learning at MAN 1 Majene. Further researchers can focus on the factors that influence the successful implementation of independent learning skills and identify effective learning strategies to improve this dimension. In addition, future research can also explore other aspects of Fink's Taxonomy that may not have been optimally implemented in the context of English learning.

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Appendix 1. Research Permit

 **PEMERINTAH KABUPATEN MAJENE**
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
(DPM-PTSP)
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar 

IZIN PENELITIAN
Nomor : 473/IP/DPM-PTSP/MM/IX/2023

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/498/IX/2023 Tanggal 20 September 2023 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :


N a m a	: ELSA
Pekerjaan	: Mahasiswi
N I M	: 10256119053
Program Study/Jurusan	: S1 Tarbiyah dan Keguruan
Universitas	: STAIN Majene
Alamat	: Sosso Desa Saragian Kec. Allu Kab. Polewali Mandar

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **"ANALYSIS OF ENGLISH LEARNING IMPLEMENTATION AT TENTH GRADE OF MAN 1 MAJENE BASED ON THE CONTEXT OF FINK TAXANOMY"** dengan ketentuan :


1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exemplar copy hasil Penelitian kepada Bupati Majene Cq. Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab. Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
Pada Tanggal : 25-09-2023
Kepala Dinas


Hj. LIES HARAWATI THAHIR, S.Sos. M.Adm.Pemb.
Pangkat Pembina Utama Muda
Nip. 196609281992032011

Appendix 2. Research Recommendation

**PEMERINTAH KABUPATEN MAJENE**
BADAN KESATUAN BANGSA DAN POLITIK
Alamat : Jl. Jend.hmad Yani No. 105 Deteng-Deteng Majene
Telp. (0422) 21353 Email : kesbangpol28@gmail.com

REKOMENDASI PENELITIAN
Nomor : 070/498/IX/2023

1. Dasar : 1. Undang-undang Nomor 32 Tahun 2004 tentang Pemerintah Daerah (Lembaran Negara Republik Indonesia Tahun 2004 Nomor 125, Tambahan Lembaran Negara Republik Indonesia Nomor 4437) sebagaimana telah beberapa kali diubah terakhir dengan Undang-Undang Nomor 12 Tahun 2008 tentang Perubahan Kedua atas Undang-Undang Nomor 32 Tahun 2004 tentang Pemerintahan Daerah (Lembaran Negara Republik Indonesia Tahun 2008 Nomor 59, Tambahan Lembaran Negara Republik Indonesia Nomor 4844);
2. Peraturan Menteri dalam Negeri Republik Indonesia Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
3. Peraturan Bupati Majene Nomor 53 Tahun 2018 tentang Perubahan atas Peraturan Bupati Majene Nomor 29 Tahun 2017 tentang Pelimpahan Kewenangan Penandatanganan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene;
4. Surat Edaran Bupati Majene Nomor : 800/Org-Peg/38/II/2017

2. Menimbang : 1. Untuk Tertib administrasi dan pengendalian pelaksanaan penelitian dalam rangka kewaspadaan dini perlu dikeluarkan Surat Rekomendasi Penelitian.
2. Surat Permohonan Rekomendasi Izin Penelitian Wakil Ketua Bidang Akademik dan Kelembagaan Sekolah Tinggi Agama Islam (STAIN) Majene Nomor : B.262/Sti.03/1.1/PP.00.9/09/2023 Tanggal 19 September 2023

Badan Kesatuan Bangsa dan Politik Kabupaten Majene, memberikan Rekomendasi kepada :

Nama : **ELSA**
Nim : 10256119053
Jabatan : Mahasiswi
Alamat : Sosso Desa Saragian Kec. Allu Kab. Polewali Mandar

Untuk melakukan Penelitian di MAN 1 Majene Mulai Tanggal 25 September 2023 sampai dengan 25 Oktober 2023 dengan Proposal berjudul;

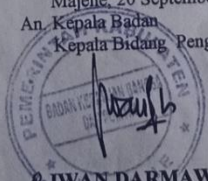
“ ANALYSIS OF ENGLISH LEARNING IMPLEMENTATION AT TENTH GRADE OF MAN 1 MAJENE BASED ON THE CONTEXT OF FINK TAXANOMY “

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyetujui kegiatan penelitian tersebut dengan ketentuan :


1. Menaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat
2. Sesudah melaksanakan kegiatan, yang bersangkutan diharapkan melapor kepada
3. Bupati Majene melalui Badan Kesatuan Bangsa dan Politik Kabupaten Majene dengan menyerahkan 1 (satu) eksamplar foto copy hasil kegiatan.
4. Surat ini dinyatakan tidak berlaku lagi setelah sampai waktu yang telah ditentukan;

Demikian rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Majene, 20 September 2023
An. Kepala Badan
Kepala Bidang Pengembangan Nilai-Nilai Kebangsaan


IWAN DARMAWAN, S.Sos
Pangkat : Pembina / IV.a
NIP : 19730516 200003 1 001

Appendix 3. Request for Research Permit Recommendation

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) MAJENE
BLK Ling. Passarang, No.17, Kel. Totoli, Kec. Banggae Kab. Majene Prov. Sulawesi Barat
Telp. 085398569773 / 0811572411 / 085242949267
website: www.stainmajene.ac.id, email: stainmajene16@gmail.com

Nomor: B.262/Sti.03/1.1/PP.00.9/09/2023
Sifat : Penting
Lamp : 1 (satu) Rangkap
Hal : *Permohonan Rekomendasi Izin Penelitian*

Majene, 19 September 2023

Kepada
Yth. Bupati Majene
Cq. Ka. Badan Kesatuan Bangsa dan Politik Majene
Di-
Tempat

Assalamu Alaikum, Wr.Wb

Dengan hormat disampaikan bahwa mahasiswa STAIN Majene yang tersebut namanya dibawah ini ;


Nama : Elsa
Nim : 10256119053
Jurusan : Tarbiyah dan Keguruan

Bermaksud melakukan penelitian dalam rangka menyusun skripsi yang berjudul *"Analysis Of English Learning Implementation at Tenth Grade of MAN 1 Majene Based on the Context of Fink Taxonomy"*. Sebagai salah satu syarat untuk memperoleh gelar Sarjana.

Dosen Pembimbing : 1. Wahyuddin, S.Pd., M.Ed
2. Achmad Taqlidul Chair Fachruddin, M.Pd

Untuk maksud tersebut kami mengharapkan kiranya mahasiswa yang bersangkutan dapat diberikan izin untuk mengadakan penelitian dari tanggal : 25 September 2023 S/d 25 Oktober 2023.


Demikian atas kerjasamanya diucapkan terima kasih.
Wassalam

a.n Ketua
Wakil Ketua Bidang Akademik
dan Kejuruan,

Dr. Muladi, M.Sos.I
Nip. 197308281998031001

Tembusan :

1. Ketua STAIN Majene
2. Mahasiswa yang bersangkutan
3. Kepala DP Mp Tip
4. Arsip

Appendix 4. Post-Seminar Proposal Approval Form

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) MAJENE
JURUSAN TARBIYAH DAN KEGURUAN
Jl. Balai Latihan Kerja (BLK) Kel. Totoli Kec. Banggae Kab. Majene Website:
www.stainmajene.ac.id email: stainmajene16@gmail.com

FORMULIR PERSETUJUAN PROPOSAL PASCA SEMINAR

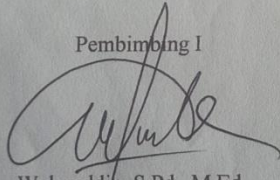
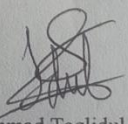
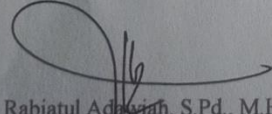
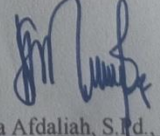
Judul : Analysis of English Learning Implementation at Tenth Grade of MAN
1 Majene Based on the Context of Fink Taxonomy
Nama : Elsa
NIM : 10256119053
Prodi : Tadris Bahasa Inggris 2
Jurusan : Tarbiyah dan Keguruan

Setelah dengan seksama meneliti dan mengoreksi Proposal Skripsi yang bersangkutan, Pembimbing I dan Pembimbing II serta Penguji I dan Penguji II memandang bahwa Proposal Skripsi tersebut telah memenuhi syarat- syarat ilmiah dan dapat disetujui untuk dilanjutkan ke tahap penelitian.


Demikian persetujuan ini diberikan untuk proses lebih lanjut.

Majene, 27 Agustus 2023

Mengetahui,

<p>Pembimbing I</p>  <u>Wahyuddin, S.Pd., M.Ed.</u> NIP. 198804282020121005	<p>Pembimbing II</p>  <u>Achmad Taqlidul Chair Fachruddi</u> NIP. 199103312019031015
<p>Penguji I</p>  <u>Rabiatul Adawiah, S.Pd., M.Hum.</u> NIP: 199002212018012001	<p>Penguji II</p>  <u>Nihla Afdaliah, S.Pd., M.Pd.</u> NIP: 199104242019032016

Appendix 5. Post-Seminar Thesis Approval Form

 **KEMENTERIAN AGAMA REPUBLIK INDONESIA**
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) MAJENE
JURUSAN TARBIYAH DAN KEGURUAN
Jl. Balai Latihan Kerja (BLK) Kel. Totoli Kec. Banggae Kab. Majene Website:
www.stainmajene.ac.id email: stainmajene16@gmail.com

FORMULIR PERSETUJUAN SKRIPSI PASCA SEMINAR

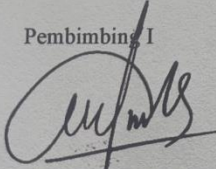
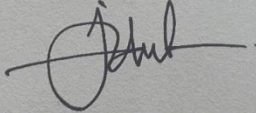
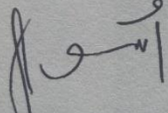
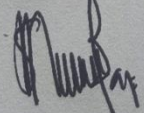
Judul : Analysis of English Learning Implementation at Tenth Grade of MAN
1 Majene Based on the Context of Fink Taxonomy
Nama : Elsa
NIM : 10256119053
Prodi : Tadris Bahasa Inggris
Jurusan : Tarbiyah dan Keguruan

Setelah dengan seksama meneliti dan mengoreksi Proposal Skripsi yang bersangkutan, Pembimbing I dan Pembimbing II serta Penguji I dan Penguji II memandang bahwa Proposal Skripsi tersebut telah memenuhi syarat- syarat ilmiah dan dapat disetujui untuk dilanjutkan ke tahap pengesahan.


Demikian persetujuan ini diberikan untuk proses lebih lanjut.

Majene, 30 September 2024

Mengetahui,

<p>Pembimbing I</p>  <u>Wahyuddin, S.Pd., M.Ed.</u> NIP. 198804282020121005	<p>Pembimbing II</p>  <u>Achmad Taqlidul Chair F, S.Pd.,M.Pd.</u> NIP. 199103312019031015
<p>Penguji I</p>  <u>Uswatunnisa, S.Pd., M.Hum.</u> NIP: 199307272019032023	<p>Penguji II</p>  <u>Nihla Afdaliah, S.Pd., M.Pd.</u> NIP: 199104242019032016

Appendix 6. Turnitin Result

Similarity Report ID: oid:7795:55610114

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13492 Words	77798 Characters
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67 Pages	644.5KB
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Summary

Appendix 6. Turnitin Result



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Summary

Appendix 5. Interview Question

LIST OF QUESTION IN INTERVIEW FOR TEACHER

1. How do you convey foundational knowledge of English to students?
2. How do you ensure that students can identify and remember the foundational knowledge taught?
3. Do you use specific tools or resources, such as reading materials, videos or class conversations, to build students' foundational knowledge?
4. How do you assess the extent to which students have the foundational knowledge skills needed in learning English, before entering a higher level?
5. How do you provide opportunities for students to apply English knowledge in relevant situations?
6. How do you know that students use English knowledge in different contexts or in everyday life?
7. What types of tasks or exercises do you give students to test their ability to use English?
8. How do you help students to overcome obstacles or challenges they may face when trying to apply English in the school environment?
9. Do you encourage students to use English in communication situations outside the classroom, such as in everyday life or through extracurricular activities?
10. How do you integrate English learning with other subjects or content?
11. How do you provide opportunities for students to use English in a wider context?
12. How do you encourage social interaction and collaboration between students in English learning?
13. Have you ever taught students about understanding themselves and understanding others when studying in class, especially in English subjects?
14. How do students pay attention to and appreciate cultural diversity in learning English?
15. How do you help students develop their confidence in communicating in English, especially in social or professional settings?
16. How do you create a learning environment that supports attention and care for students?

17. How do you make sure that students feel supported and appreciated in learning English?
18. How do you encourage students to care for each other and help each other in learning English?
19. How do you teach students to listen and respond to feelings and listen to their own views and the views of others in the context of communication in English?
20. How do you evaluate success in creating a caring environment in English learning? Are there any particular indicators or ones that you pay attention to?
21. How do you help students develop effective learning strategies in learning English?
22. What concrete steps do you take to help students become independent learners in learning English?
23. How do you encourage students to identify their weaknesses in English learning and take steps to improve them?
24. How do you teach students to become independent students and have good learning skills?
25. What types of support or resources do you provide to help develop their learning abilities?

ADDITION LIST OF QUESTION IN INTERVIEW FOR TEACHER

1. Bagaimana cara Ibu merancang pembelajaran bahasa Inggris di kelas? Apakah sudah mempertimbangkan aspek pembelajaran yang holistik seperti dalam Taksonomi Fink?
2. Menurut Ibu, sejauh mana penerapan Taksonomi Fink telah diintegrasikan dalam pembelajaran bahasa Inggris di sekolah ini?
3. Bagaimana Ibu melihat keterlibatan siswa dalam pembelajaran bahasa Inggris, terutama dalam konteks human dimension (dimensi manusia) yang mengacu pada pengembangan kemampuan interpersonal dan intrapersonal?
4. Apakah ada upaya untuk mengintegrasikan pengalaman nyata atau aspek kehidupan sehari-hari ke dalam pembelajaran bahasa Inggris yang mengarah pada dimensi caring (kepedulian) sesuai dengan Taksonomi Fink?
5. Bagaimana cara Ibu membantu siswa menghubungkan pelajaran bahasa Inggris dengan mata pelajaran lain atau konteks kehidupan sehari-hari (dimensi integrasi)?
6. Bagaimana Ibu mengevaluasi perkembangan siswa dalam pembelajaran bahasa Inggris? Apakah sudah mencakup berbagai dimensi seperti yang ditekankan dalam Taksonomi Fink?
7. Dalam proses belajar mengajar, apakah Ibu pernah memberikan strategi khusus kepada siswa tentang cara belajar bahasa Inggris di luar kelas? (learning how to learn)?

8. Bagaimana Anda membantu siswa memahami diri mereka sendiri dan orang lain melalui pembelajaran bahasa Inggris?
9. Bagaimana Anda membantu siswa mengembangkan keterampilan belajar mandiri dalam bahasa Inggris?
10. Jika diberikan kesempatan, bagaimana Ibu akan mengintegrasikan dimensi learning how to learn dalam pembelajaran bahasa Inggris?
11. Menurut Anda, apakah siswa di sekolah ini sudah memiliki keterampilan belajar mandiri yang cukup baik? Apa kendala utamanya?

Appendix 5. Interview Question

LIST OF QUESTION IN INTERVIEW FOR STUDENTS

1. What do you think about the quality of the foundational knowledge of English learning materials taught by the teacher to you?
2. Can you mention some foundational knowledge that you learned in studying English at this school?
3. What is the role of vocabulary in building basic knowledge in English learning?
4. How does basic knowledge of pronunciation affect your ability to speak and listen in English?
5. How do you usually strengthen or deepen your basic knowledge of English outside the classroom environment?
6. Does basic knowledge in English help you in achieving your learning goals in mastering English?
7. How are you given the opportunity to apply your English knowledge in real situations outside the classroom?
8. Can you explain your practical experience in using English in everyday environments?
9. How do you use the vocabulary you have mastered in real communication situations in English?

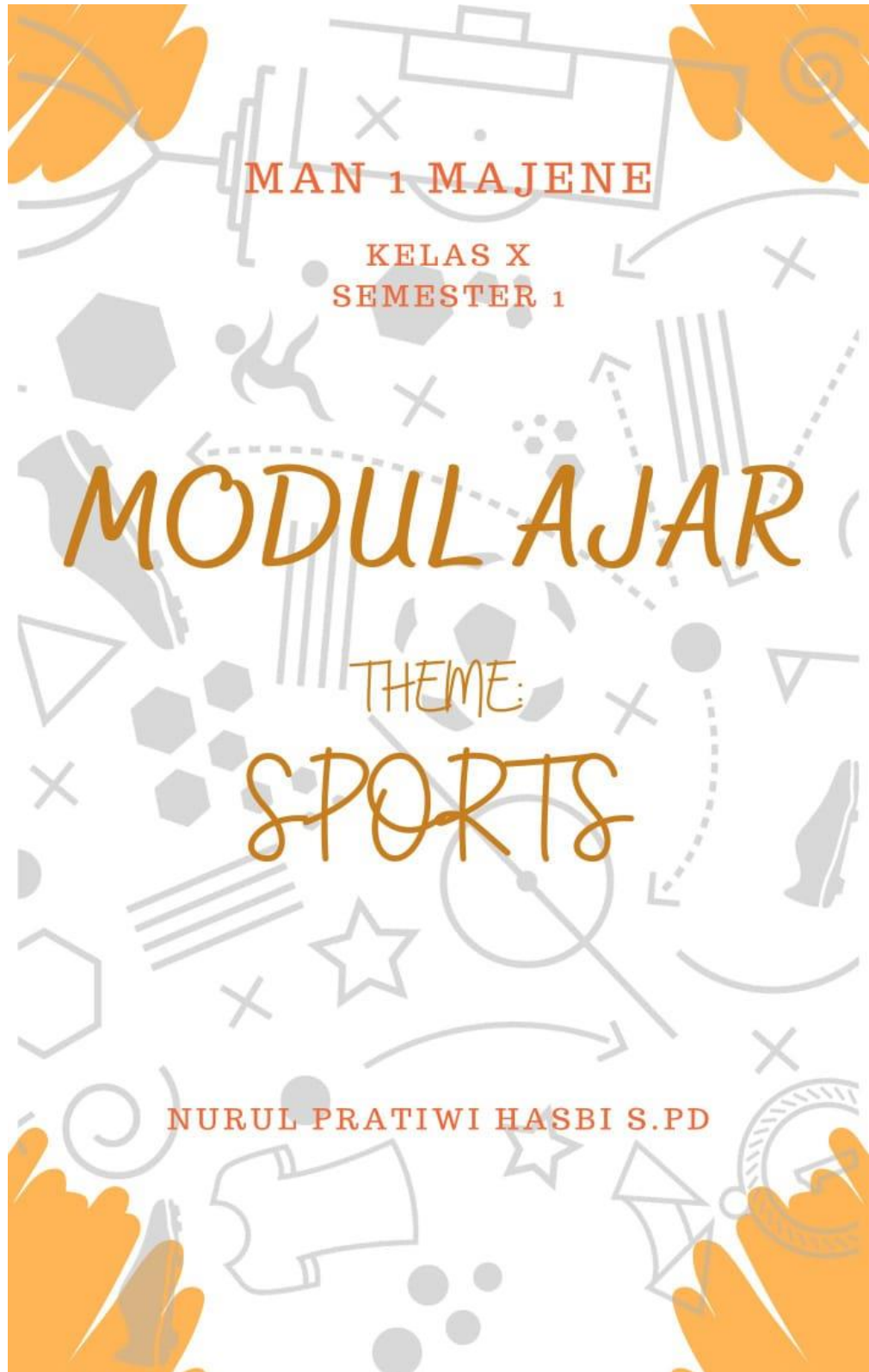
10. In certain situations, how do you apply your knowledge of pronunciation to speak more clearly or accurately in English?
11. How is English learning material integrated with other subjects or sources while you study in class?
12. How do you create connections between the English lessons you learn in class and other sources, such as books, films, or applications?
13. Has your teacher ever taught you about understanding yourself and understanding others when studying in class, especially in English subjects?
14. Does your teacher teach you about how to interact with other people?
15. Have you ever helped a classmate who was having difficulty in English?
16. Are there any special initiatives or programs in English language learning that show the school's attention to developing learning abilities in English language learning?
17. Are there certain strategies or learning methods that help you develop "learning how to learn" skills?

ADDITION LIST OF QUESTION IN INTERVIEW FOR STUDENTS

1. Bagaimana menurut kamu cara guru mengajarkan pelajaran bahasa Inggris di kelas? Apakah kamu merasa diajarkan dengan cara yang melibatkan pengalaman sehari-hari?
2. Apakah kamu pernah merasa diajak untuk merefleksikan atau berpikir tentang bagaimana kamu belajar bahasa Inggris di kelas?
3. Apakah ada kesempatan bagi kamu untuk berbicara tentang pengalaman atau perasaanmu selama belajar bahasa Inggris? Misalnya, bagaimana kamu mengatasi kesulitan dalam belajar bahasa Inggris?
4. Bagaimana kamu merasa tentang keterlibatanmu dengan teman-teman sekelas dalam belajar bahasa Inggris? Apakah kalian bekerja sama?
5. Apakah pembelajaran di kelas membuatmu merasa lebih percaya diri dalam menggunakan bahasa Inggris, terutama dalam berinteraksi dengan orang lain?
6. Apakah menurut kamu pembelajaran bahasa Inggris di kelas membantu kamu memahami hubungan antara pelajaran ini dengan mata pelajaran lain atau kehidupan sehari-hari?
7. Seberapa sering kamu mendapatkan kesempatan untuk mendiskusikan topik yang menarik minatmu dalam bahasa Inggris di kelas?
8. Apakah ada kegiatan di kelas bahasa Inggris yang membantu kamu memahami diri sendiri atau orang lain dengan lebih baik? Misalnya, belajar tentang budaya atau perspektif lain?

9. Apakah kamu merasa guru memberikan perhatian pada kebutuhan pribadi kamu dalam belajar bahasa Inggris? Misalnya, memberikan saran bagaimana cara belajar yang lebih baik?

10. Jika kamu bisa mengubah satu hal tentang cara belajar bahasa Inggris di sekolah ini, apa yang akan kamu ubah?



CAPAIAN PEMBELAJARAN MODUL

Peserta didik menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di kelas X ini. Peserta didik menggunakan Bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka, atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mendapatkan dan mempelajari suatu informasi. Keterampilan inferensi tersirat ketika memahami informasi dalam Bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

Menyimak – Berbicara

Peserta didik menggunakan Bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan Bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

Membaca – Memirsa

Peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

Menulis – Mempresentasikan

Peserta didik menulis berbagai jenis teks lisan dan non-lisan, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

Appendix 7. Interview Documentation



Appendix 8. Transcript Interview

Transkrip Wawancara Guru

No	Pertanyaan	Jawaban Responden
1	Bagaimana anda menyampaikan pengetahuan dasar Bahasa Inggris kepada peserta didik?	<p>Disini saya, cara saya agar pengetahuan dasar yang saya sampaikan itu efektif, saya memegang prinsip yang pertama yakni saya menggunakan metode pengajaran yang beragam seperti misal ceramah, diskusi kelompok kemudian permainan, kemudian ada juga aktifitas praktik supaya ehh bagaimana kita mengatasi berbagai, supaya belajarnya anak-anak yang berbeda di dalam kelas nah itu. Yang kedua pastikan ehh kita ehh materi yang di ajarkan itu sesuai dengan Tingkat pemahaman peserta didik jadi kita mulai yang dari dasar dulu, dari dasar dulu misal toh kita minta mereka untuk menghafal kata lalu kemudian kita naikkan levelnya menjadi berupa kalimat kompleks, yaa seiring berjalannya waktu dan ini juga yang paling penting juga bagaimana kita mengadopsi teknologi seperti menggunakan aplikasi online, aplikasi berbasis online jadi kita memanfaatkan teknologi perangkat lunak untuk kita memperkaya pembelajaran pengetahuan dasar kita. Selanjutnya kita mengevaluasi secara berkala, jadi kita mengevaluasi dengan cara mereka mengingat kembali, mereka menghafal kembali kemudian diberikan ujian, diberikan ulangan untuk mengukur bagaimana kemajuan setiap peserta didik nah itu juga ini diperlukan yaa tapi pasti diperlukan.</p>
2	Bagaimana anda memastikan bahwa peserta didik dapat mengidentifikasi dan mengingat pengetahuan dasar yang diajarkan?	Jadi begini, jadi kita inikan mempunyai peran penting untuk membantu peserta didik mengidentifikasi dan kemudian

		<p>mengingat kembali pengetahuan dasar yang guru ajarkan, yang kami ajarkan jadi adapun eh hapa, prinsip-prinsipnya itu, cara yang dipakai supaya emm kita bisa mencapai tujuan tersebut yakni yang pertama yaa tentu ada penilaian disana, jadi kita menggunakan bentuk penilaian seperti penilaian seperti pemberian ujian begitu juga tugas atau bahkan proyek untuk yaa kita mengukur pemahaman peserta didik terhadap materi pembelajaran yang kita ajarkan dipengetahuan dasar itu kemudian kita juga memberi ulasan, memberi ulasan yaa umpan balik yang itu sifatnya yang membangun yaa peserta didik terhadap kinerjanya mereka yaa, jadi kita memberi ulasan. Kemudian apalagi yaa eee ya ini juga kita menggunakan ee media pembelajaran, media pembelajaran dalam hal ini seperti media pendukung, seperti gambar, video yaa dan alat-alat multimedia yang lainnya supaya lebih bisa anak-anak itu memvisualisasikan begitu, supaya mereka gampang mengingat informasi lebih baik lagi</p>
3	<p>Apakah anda menggunakan alat atau sumber daya tertentu, seperti bahan bacaan, video atau percakapan kelas, untuk membangun pengetahuan dasar peserta didik?</p>	<p>Iya jelas, kami menggunakan alat atau sumber daya yang dimaksud.</p>
4	<p>Bagaimana anda menilai sejauh mana peserta didik memiliki kemampuan pengetahuan dasar yang diperlukan dalam pembelajaran Bahasa Inggris, sebelum memasuki tingkat yang lebih tinggi?</p>	<p>Baik, nah disini ya tentu penilaian itu kita lakukan dengan beberapa metode dan instrument, nah untuk kemudian mengukur pemahaman peserta didik terhadap pengetahuan dasar yaa yang pertama yang saya sebutkan sebelumnya seperti misal ujian, hah ujian tertulis ataupun yang tidak tertulis seperti misalnya ujian yang bentuk apay aa seperti</p>

		<p>ujian yang termasuk tata Bahasa, kosakata, pemahaman bacaan kemudian menulis, bisa berupa pilihan ganda, isian singkat ataupun essay. Kemudian ada juga ujian lisan, jadi kita memberikan mereka ujian lisan dengan berbicara tentang ya topik tertentu tapi yak, yang paling basicnya atau mereka kita minta untuk berperan dalam bercakap aa itu, jadi itu yaa.</p>
5	<p>Bagaimana anda memberikan kesempatan kepada peserta didik untuk menerapkan pengetahuan Bahasa Inggris dalam situasi yang relevan?</p>	<p>Jadi kita memberikan peserta didik supaya bisa menerapkan pengetahuan dasar Bahasa Inggris dalam situasi yang relevan, contoh yaa kita memberikan mereka kesempatan seperti berbicara, nah kita mengajak mereka untuk berbicara di depan kelas seperti berupa perdebatan, diskusi kelompok, ataupun presentasi, jadi eem mereka ini ee aktif kemudian bercakap yang itu topik-topiknya relevan dengan kehidupan sehari-hari atau misal minatnya mereka, apa yang mereka minati, kan gampang kan karena mereka pasti akan lebih aktif toh, mudah berpartisipasi karena ya dia dekat dengan mereka. Kemudian selanjutnya kita ada roleplay yaa seperti kita ada bermain peran yang kita menginginkan peserta didik untuk ada disituasi eee seperti misal yang paling dasar memesan makanan di restoran ataupun eee apa di dalam pekerjaan, di dalam sekolah ehh didalam kelas meminta tolong yaa seperti itu. Ada kemudian simulasi yang kemudian paling penting itu adalah eee bagaimana siswa ini memanfaatkan teknologi toh, kita memberikan mereka kebebasan untuk mencari sumber belajar ee yang berbasis web toh, yang memungkinkan</p>

		mereka untuk berlatih kemudian berinteraksi dalam Bahasa Inggris seperti ya video-video yang dari youtube, yang itu obrolan itu dari penutur aslinya atau native speaker.
6	Bagaimana anda mengetahui bahwa peserta didik menggunakan pengetahuan Bahasa Inggris dalam konteks yang berbeda atau dalam kehidupan sehari-hari?	Ya kita mengamati peserta didik berbicara kemudian berinteraksi dalam Bahasa Inggris saat mereka eh berpartisipasi dalam sebuah percakapan kelas ataupun diskusi, ataupun dalam proyek ataupun dalam perdebatan, ya seperti itu. Jadi kita mengamati kemudian lalu kita mengobservasi dalam konteks sehari-hari kita sebagai guru. Seperti mengamati bagaimana mereka menggunakan bahasa Inggris di luar kelas seperti saat berkomunikasi dengan teman mereka, berbicara kemudian berbicara dengan orang dekat mereka atau kegiatan keterlibatan mereka dalam eskul ya, yang dalam hal ini Madrasah English Club, club Bahasa Inggris.
7	Apa jenis tugas atau latihan yang anda berikan kepada peserta didik untuk menguji kemampuan mereka dalam menerapkan bahasa Inggris?	Jenis tugasnya ya seperti percakapan, ada permainan peran di dalam pekerjaan, di dalam kelas, atau meminta tolong ya seperti itu. Ada kemudian simulasi dan yang paling penting kalau secara tertulis ya kita kasih mereka soal seperti multiple choice, essay, portofolio ya itu yang mereka terapkan selama ini untuk pengetahuan dasar.
8	Bagaimana anda membantu peserta didik untuk mengatasi hambatan atau tantangan yang mungkin mereka hadapi saat mencoba menerapkan bahasa Inggris di lingkungan sekolah?	Ya tentunya, pertama adalah kita memahami kebutuhan individu ya. Jadi ee kita ini perlu kemudian memahami bahwa ternyata setiap siswa itu mungkin memiliki hambatan atau tantangan yang berbeda dalam mereka mempelajari Bahasa Inggris seperti tata Bahasa, pengucapan, pemahaman mendengarkan atau ya rasa percaya diri berarti kita menciptakan untuk

		<p>mengatasi masalah ini kita menciptakan bagaimana pembelajaran Bahasa itu yaa berpusat pada siswa kembali kepada siswa. Contoh yaa kita melibatkan proyek-proyek dalam kelompok seperti bermain peran toh, diskusi-diskusi dalam Bahasa Inggris yang sesuai dengan minat dan pengalaman peserta didik. Kemudian kita eee sebisa mungkin menciptakan lingkungan-lingkungan yang mendukung, nah lingkungan kelas yang ramah dan mendukung dimana disini ya peserta didik sebisa mungkin merasa nyaman supaya mereka mampu untuk berbicara Bahasa Inggris tanpa harus takut dalam membuat kesalahan, nah tentu kalau sudah seperti ini pasti insyallah bisa meningkatkan rasa percaya diri siswa tentunya.</p>
9	Apakah anda mendorong peserta didik untuk menggunakan bahasa Inggris dalam situasi komunikasi di luar kelas, seperti dalam kehidupan sehari-hari atau melalui kegiatan ekstrakurikuler?	Ya sangat jelas, ya pasti kami mendorong peserta didik untuk mempraktekan apa yang mereka sudah dapatkan di sekolah untuk mereka gunakan dalam komunikasi di luar kelas seperti dengan temannya mereka toh, tentang kehidupan sehari-hari mereka ataupun ya tentu dalam kegiatan ekstrakurikuler dalam hal ini MEC, mereka di minta untuk selama pembelajaran di MEC itu mereka menggunakan Bahasa Inggris.
10	Bagaimana anda mengintegrasikan pembelajaran Bahasa Inggris dengan mata pelajaran atau konten lain?	Nah ini sudah diterapkan di sekolah yaa, kita mengupayakan ada integrasi dengan pembelajaran lain dalam hal proyek, contohnya, jadi kita ada kurikulum kolaboratif, kita ada proyek kolaboratif dalam hal ini seperti saya eee sudah beberapa kali ee kolab dengan guru matematika contohnya yang suda itu yang sudah pernah, guru matematika kemudian

		senibudaya, Sejarah, Bahasa arab, Bahasa Indonesia, nah setiap jadi kit acari titik temu Dimana Pelajaran atau pembahasan yang kira-kira itu sama dengan pembelajaran atau pembahasan yang kira-kira itu sama dengan pembahasan atau pembelajaran dalam Bahasa inggris punyanya mereka. Kita cari benang merahnya kemudian kita buat tugas proyeknya kira-kira akan seperti apa baru kita limpahkan ke siswa begitu.
11	Bagaimana anda memberikan kesempatan kepada peserta didik untuk menggunakan Bahasa Inggris dalam konteks yang lebih luas?	Jadi ada beberapa metode dan strategi untuk kita supaya memberikan kesempatan kepada siswa menggunakan Bahasa inggris dalam konteks yang lebih luas, berbicara dan diskusi kelas toh, proyek dan presentasi, aktifitas praktikum, kemudian kegiatan di luar kelas seperti yang saya sebutkan tadi kegiatan eskul, MEC ataupun pergi anjongsana ke museum, ke teater toh. Kemudian Bahasa inggris dalam konteks sehari-harinya mereka, kemudian penggunaan tekhnologi, kita mamfaatkan tekhnologi seperti platform E-Learning , aplikasi penerjemah toh atau sumber yang semacam itu, sumber daya yang secara online itu supaya mereka mampu menggunakan Bahasa inggris dengan baik dan benar.
12	Bagaimana anda mendorong interaksi sosial dan kolaborasi antara peserta didik dalam pembelajaran Bahasa Inggris?	Okay umm, yaa jadi hal yang penting karena interaksi social dan kolaborasi itu mampu kemudian meningkatkan kemampuan komunikasinya peserta didik, jadi yaa kita memberikan mereka motivasi kemudian bagaimana supaya lingkungan itu tercipta, lingkungan pembelajaran tercipta lebih menyenangkan contohnya aktifitas berpasangan piring nah,

		<p>jadi aktifitas piring itu berpasangan dengan teman sebangku karena kan yaa mereka pastinya akan lebih aktif dengan teman sebangkunya disbandingkan harus di acak, di random. Kemudian ohh interaksi social seperti penggunaan tekhnologi di media sosial toh, berinteraksi di media sosial menggunakan Bahasa inggris lalu kemudian mereka kirim buktinya bahwa mereka menggunakan tekhnologi secara tepat, menggunakan media secara tepat, media social sebelumnya secara tepat, kemudian ya itulah.</p>
13	<p>Bagaimana anda dan peserta didik berkomunikasi dan bekerja dalam mata pelajaran Bahasa Inggris?</p>	<p>Ya,tentu. Dalam pembelajaran Bahasa Inggris, kami tidak hanya fokus pada aspek bahasa saja, tetapi juga memasukkan elemen pemahaman diri dan orang lain. Melalui kegiatan seperti diskusi, proyek, dan</p>
14	<p>Bagaimana peserta didik memperhatikan dan menghargai keberagaman budaya dalam pembelajaran Bahasa Inggris?</p>	<p>Kami sangat menekankan Penghargaan terhadap keberagaman budaya dalam pembelajaran Bahasa Inggris. Kami mendukung peserta didik untuk berbagi pengalaman dan tradisi budaya mereka, baik melalui presentasi, diskusi kelompok, atau proyek kolaboratif. Ini membuka ruang untuk memahami dan menghargai latar belakang budaya satu sama lain. Selain itu, dalam pemilihan materi pembelajaran, kami mencoba memasukkan konten yang mencerminkan keberagaman dunia, termasuk sastra, film, dan materi sumber lainnya. Ini membantu menciptakan lingkungan belajar yang inklusif dan membangun kesadaran peserta didik terhadap keberagaman budaya dalam konteks bahasa Inggris.</p>

15	<p>Bagaimana anda membantu peserta didik dalam mengembangkan kepercayaan diri mereka dalam berkomunikasi dalam bahasa Inggris, terutama dalam sosial atau profesional?</p>	<p>Tentu, saya aktif membantupeserta didik dalam mengembangkan kepercayaan diri mereka mereka dapat merasakan kemajuan merekasendiri, yang membantu memperkuat kepercayaan diri mereka dalam menggunakan bahasa Inggris. Terakhir, saya selalu menekankan bahwa belajar bahasa Inggris adalah proses, dan setiap kesalahan adalah peluang untuk tumbuh dan belajar.</p>
16	<p>Bagaimana anda menciptakan lingkungan pembelajaran yang mendukung perhatian dan kepedulian terhadap peserta didik?</p>	<p>Saya menciptakan Lingkungan pembelajaran yang mendukung perhatian dan kepedulian terhadap peserta didik dengan beberapa strategi. Pertama, saya selalu mendengarkan dan memahami kebutuhan individu setiap siswa. Saya memberikan waktu danruang untuk interaksi satu-satu dengan mereka, baik dalam konteks kelas maupun di luar kelas. Selain itu, saya mendorong atmosfer saling menghormati dan mendukung di dalam kelas. Melalui norma-normakelas yang positif, siswamerasa nyaman untukberbagi ide, mengajukan pertanyaan, dan mengungkapkan pendapat mereka. Saya jugamempromosikan kerjasamaantar siswa, menjadikan kelas sebagai tempat di mana setiap orang merasa dihargai. Dalam hal feedback, sayamemberikan umpan balik yang membangun danbersifat personal. Saya menyadari perbedaan belajar setiap siswa dan berusaha menyesuaikan pendekatan pembelajaran sesuai dengan kebutuhan mereka. Dengan menciptakan lingkungan yang inklusif, saya berharap setiap peserta</p>

		didik merasa dihargai dan didukung dalam perjalanan pembelajaran mereka.
17	Bagaimana upaya anda agar peserta didik merasa didukung dan dihargai dalam pembelajaran Bahasa Inggris?	Saya melakukan beberapa upaya agar peserta didik merasa didukung dan dihargai dalam pembelajaran Bahasa Inggris. Pertama, saya menciptakan atmosfer kelas yang inklusif, di mana tiap siswa merasa diterima tanpa memandang latar belakang atau tingkat kemampuan. Saya aktif mendengarkan dan memberikan perhatian kepada setiap peserta didik. Selanjutnya, saya menggunakan metode pengajaran yang beragam untuk mengakomodasi gaya belajar yang berbeda. Dengan mendekati setiap siswa secara individual, saya dapat memahami kebutuhan mereka dan memberikan dukungan sesuai. Saya juga mendorong partisipasi aktif dalam kelas, memberikan ruang bagi setiap siswa untuk berbicara, berpendapat, dan berkontribusi. Umpan balik yang saya berikan bersifat membangun, fokus pada kekuatan mereka, dan memberikan dukungan konstruktif untuk pengembangan keterampilan Bahasa Inggris. Terakhir, saya mengakomodasi berbagai kepentingan dan latar belakang budaya dalam materi pembelajaran. Ini membantu menciptakan rasa relevansi dan keberagaman dalam kelas, sehingga peserta didik merasa dihargai dan terhubung dengan pembelajaran Bahasa Inggris.
18	Bagaimana anda mendorong peserta didik untuk saling peduli dan membantu satu sama lain dalam pembelajaran Bahasa Inggris?	Saya mendorong peserta didik untuk saling peduli dan membantu satu sama lain dalam pembelajaran Bahasa Inggris melalui kolaborasi dalam proyek kelompok, diskusi bersama, dan mempromosikan

		norma-norma kelas yang mendukung kerjasama. Saya juga membangun atmosfer positif di kelas yang mendorong siswa untuk berbagi pengetahuan dan memberikan dukungan kepada teman-teman mereka
19	Bagaimana anda mengajarkan peserta didik untuk mendengarkan dan merespon perasaan dan mendengarkan pandangan mereka sendiri serta pandangan orang lain dalam konteks komunikasi dalam bahasa Inggris?	Tentunya saya mengajarkan peserta didik untuk mendengarkan, merespon perasaan, dan menyampaikan pandangan mereka sendiri serta menghargai pandangan orang lain dalam konteks komunikasi dalam bahasa Inggris.
20	Bagaimana anda mengevaluasi keberhasilan dalam menciptakan lingkungan yang peduli dalam pembelajaran bahasa Inggris? Apakah ada indikator tertentu atau yang anda perhatikan ?	Saya mengevaluasi keberhasilan dalam menciptakan lingkungan yang peduli dalam pembelajaran bahasa Inggris dengan memperhatikan interaksi siswa, tingkat partisipasi, dan kualitas hubungan di kelas. Saya juga melihat apakah siswa saling mendukung, berbagi ide, dan menghargai keberagaman. Umpan balik siswa dan observasi kelas membantu saya memahami sejauh mana lingkungan yang peduli telah tercipta.
21	Bagaimana anda membantu peserta didik dalam mengembangkan strategi belajar yang efektif dalam pembelajaran Bahasa Inggris?	Saya membantu peserta didik dalam mengembangkan strategi belajar yang efektif dalam pembelajaran Bahasa Inggris dengan memberikan Panduan tentang metode belajar yang beragam, memberikan sumber daya pembelajaran yang bervariasi, dan mendorong refleksi diri. Saya juga berkolaborasi dengan mereka untuk menemukan strategi yang sesuai dengan gaya belajar individu masing-masing.

22	Apa langkah-langkah konkret yang anda lakukan untuk membantu peserta didik menjadi seorang pelajar yang mandiri dalam pembelajaran Bahasa Inggris?	Langkah-langkah konkret yang saya lakukan untuk membantu peserta didik menjadi seorang pelajar mandiri dalam pembelajaran Bahasa Inggris melibatkan pemberiantugas mandiri yang dapat dikerjakan di luar kelas, memberikan panduan tentang pengaturan waktu dan manajemen diri, serta mendukung mereka dalam mengidentifikasi sumber Daya pembelajaran yang sesuai. Saya juga memberikan umpan balik konstruktif untuk membantu mereka mengembangkan keterampilan belajar mandiri.
23	Bagaimana anda mendorong peserta didik untuk mengidentifikasi kelemahan mereka dalam pembelajaran Bahasa Inggris dan mengambil langkah untuk memperbaikinya?	Saya mendorong peserta didik untuk mengidentifikasi kelemahan mereka dalam pembelajaran Bahasa Inggris dengan memberikan refleksi diri dan umpan balik terbuka. Selanjutnya, saya bekerja sama dengan mereka untuk merancang langkah-langkah perbaikan yang spesifik dan memberikan dukungan tambahan, seperti sumber daya tambahan atau panduan individual, untuk membantu mereka mengatasi kelemahan tersebut.
24	Bagaimana anda mengajarkan peserta didik untuk menjadi seorang pelajar yang mandiri dan memiliki keterampilan belajar yang baik?	Saya mengajarkan peserta didik untuk menjadi seorang pelajar mandiri dan memiliki keterampilan belajar yang baik dengan menyediakan panduan tentang pengelolaan waktu, perencanaan belajar, dan pencarian sumber daya. Saya mendorong mereka untuk mengambil inisiatif dalam pembelajaran, memberikan tugas mandiri yang relevan, dan memberikan umpan balik yang membantu mereka merancang strategi belajar yang efektif. Melalui pendekatan ini, saya berupaya menciptakan lingkungan di mana

		peserta didik dapat mengembangkan kemandirian dan keterampilan belajar yang berkelanjutan.
25	Apa jenis dukungan atau sumber daya yang anda sediakan untuk membantu pengembangan kemampuan belajar mereka?	Saya menyediakan berbagai jenis dukungan dan sumber daya untuk membantu pengembangan kemampuan belajar peserta didik. Ini melibatkan materi pembelajaran yang beragam, panduan studi, akses ke sumber daya online, dan pemberian tugas mandiri yang relevan. Saya juga bersedia memberikan bimbingan individual, memberikan umpan balik terstruktur, dan merekomendasikan referensi tambahan agar peserta didik dapat mengakses sumber belajar yang bervariasi dan sesuai dengan kebutuhan mereka. Di sekolah juga ada yang namanya MEC atau Madrasah English Club.

Tambahan Transkrip Wawancara Guru

No	Pertanyaan Wawancara	Jawaban Responden
1	Bagaimana cara Ibu merancang pembelajaran bahasa Inggris di kelas? Apakah sudah mempertimbangkan aspek pembelajaran yang holistik seperti dalam Taksonomi Fink?	Saya merancang pembelajaran dengan fokus utama pada pencapaian kognitif siswa, seperti pemahaman materi dan penerapan struktur bahasa. Namun, saya belum terlalu familiar dengan kerangka pembelajaran dari Taksonomi Fink, terutama dalam aspek integrasi dan dimensi manusia.
2	Menurut Ibu, sejauh mana penerapan Taksonomi Fink telah diintegrasikan dalam pembelajaran bahasa Inggris di sekolah ini?	Sejujurnya, kami belum secara khusus menerapkan Taksonomi Fink dalam pembelajaran. Pembelajaran kami masih banyak berfokus pada penguasaan keterampilan dasar seperti membaca, menulis, dan berbicara, tanpa terlalu banyak menekankan pada integrasi antar bidang atau learning how to learn.
3	Bagaimana Ibu membantu dan melihat keterlibatan siswa dalam pembelajaran bahasa Inggris, terutama dalam konteks human dimension (dimensi manusia) yang mengacu pada pengembangan kemampuan interpersonal dan intrapersonal?	Keterlibatan siswa di kelas sebagian besar didasarkan pada aspek akademik. Dimensi manusia, seperti pengembangan keterampilan interpersonal, belum menjadi fokus utama dalam pengajaran. Interaksi di kelas biasanya terbatas pada kegiatan akademik, namun saya sering menggunakan kerja kelompok dan diskusi interaktif untuk mendorong kolaborasi antar siswa. Misalnya, dalam tugas proyek, siswa harus bekerja sama untuk menyelesaikan tugas yang memerlukan kontribusi dari semua anggota kelompok. Ini tidak hanya meningkatkan keterampilan bahasa Inggris mereka, tetapi juga membangun keterampilan interpersonal seperti mendengarkan, bekerja sama, dan menghargai pendapat orang lain. Saya juga mendorong siswa untuk saling memberi umpan balik secara konstruktif, sehingga mereka belajar dari satu sama lain.
4	Apakah ada upaya untuk mengintegrasikan pengalaman nyata atau aspek kehidupan	Saya berusaha membuat pembelajaran bahasa Inggris relevan dengan minat siswa. Saya menggunakan materi yang

	<p>sehari-hari ke dalam pembelajaran bahasa Inggris yang mengarah pada dimensi caring (kepedulian) sesuai dengan Taksonomi Fink?</p>	<p>mereka sukai, seperti musik, film, atau artikel tentang topik yang sedang tren. Selain itu, saya menjelaskan manfaat belajar bahasa Inggris dalam kehidupan mereka di masa depan, baik untuk karier, pendidikan, atau sekadar untuk berkomunikasi dengan orang dari negara lain. Dengan menunjukkan bahwa bahasa Inggris adalah keterampilan yang akan terus mereka gunakan, saya bisa menumbuhkan kepedulian dan minat mereka terhadap Pelajaran. Saya melihat perubahan sikap yang signifikan pada siswa yang sebelumnya kurang termotivasi. Ketika mereka mulai memahami relevansi bahasa Inggris dengan minat dan tujuan mereka, seperti bisa berkomunikasi lebih baik atau mengakses konten internasional, mereka jadi lebih antusias dan lebih aktif dalam mengikuti pelajaran. Siswa yang awalnya pasif kini lebih banyak bertanya, lebih berani berbicara dalam bahasa Inggris, dan lebih sering terlibat dalam diskusi kelas.</p>
5	<p>Bagaimana cara Ibu membantu siswa menghubungkan pelajaran bahasa Inggris dengan mata pelajaran lain atau konteks kehidupan sehari-hari (dimensi integrasi)?</p>	<p>Kami biasanya menghubungkan bahasa Inggris dengan mata pelajaran lain. Namun fokus utama adalah keterampilan berbahasa itu sendiri, dan saya berusaha mengintegrasikan materi bahasa Inggris dengan mata pelajaran lain seperti sejarah, geografi, atau bahkan seni. Misalnya, saat membahas teks naratif, saya mengaitkannya dengan peristiwa sejarah. Saya juga mendorong siswa untuk memikirkan bagaimana bahasa Inggris bisa membantu mereka dalam karier atau kehidupan sehari-hari. Dengan menghubungkan pelajaran bahasa Inggris ke berbagai konteks ini, siswa jadi lebih mudah melihat relevansi dan pentingnya mempelajari bahasa ini, tidak hanya sebagai</p>

		pelajaran sekolah tetapi sebagai keterampilan hidup.
6	Bagaimana Ibu mengevaluasi perkembangan siswa dalam pembelajaran bahasa Inggris? Apakah sudah mencakup berbagai dimensi seperti yang ditekankan dalam Taksonomi Fink?	Evaluasi yang kami lakukan sebagian besar berbasis tes tertulis atau ujian lisan, dan memberikan tugas proyek. Kami lebih menekankan pada kemampuan kognitif, seperti penguasaan grammar dan vocabulary, selain itu kami juga guru biasanya memberikan tugas proyek berkelompok seperti membuat video. Aspek-aspek lain seperti keterampilan sosial atau kemampuan refleksi diri belum menjadi fokus dalam penilaian kami.
7	Dalam proses belajar mengajar, apakah Ibu pernah memberikan strategi khusus kepada siswa tentang cara belajar bahasa Inggris di luar kelas?	Belum secara khusus. Biasanya, refleksi atau evaluasi diri tidak terlalu kami tekankan. Pembelajaran lebih banyak bersifat satu arah, dari guru ke siswa, dengan fokus pada pemahaman materi dan penerapan dalam ujian. Tapi saya memberikan beberapa saran umum, seperti menonton video berbahasa Inggris tanpa teks terjemahan, mendengarkan podcast, atau membaca artikel dalam bahasa Inggris. Namun, saya belum memberikan pelatihan khusus tentang strategi belajar mandiri yang lebih mendalam, seperti manajemen waktu atau teknik belajar aktif. Saya rasa ini adalah area yang masih perlu dikembangkan, terutama mengingat pentingnya kemampuan belajar mandiri di era modern.
8	Bagaimana Anda membantu siswa memahami diri mereka sendiri dan orang lain melalui pembelajaran bahasa Inggris?	Pembelajaran bahasa Inggris sering saya kaitkan dengan diskusi tentang budaya, pengalaman hidup, dan perspektif berbeda. Misalnya, ketika kami mempelajari teks dari penulis luar negeri, saya mendorong siswa untuk membandingkan budaya dalam cerita tersebut dengan budaya mereka sendiri. Ini membantu mereka melihat perbedaan dan persamaan, serta meningkatkan empati. Saya juga

		mengadakan kegiatan reflektif di mana siswa menulis tentang pengalaman mereka sendiri dalam bahasa Inggris, sehingga mereka bisa memahami diri mereka dengan lebih baik melalui bahasa.
9	Bagaimana Anda membantu siswa mengembangkan keterampilan belajar mandiri dalam bahasa Inggris?	Saya mendorong siswa untuk memanfaatkan berbagai sumber belajar yang ada di luar kelas, seperti platform online, aplikasi pembelajaran bahasa, dan buku referensi. Namun, saya menyadari bahwa mereka masih perlu lebih diarahkan dalam hal ini. Saya memberikan tugas yang mendorong mereka untuk belajar mandiri, seperti membuat jurnal pembelajaran atau tugas penelitian sederhana, tetapi saya merasa bahwa pendekatan ini belum sepenuhnya terstruktur. Ada kebutuhan untuk memberikan panduan lebih spesifik tentang bagaimana cara belajar yang efektif, terutama dalam mengembangkan kebiasaan belajar mandiri.
10	Jika diberikan kesempatan, bagaimana Ibu akan mengintegrasikan dimensi "learning how to learn" dalam pembelajaran bahasa Inggris?	Saya akan mendorong siswa untuk lebih aktif mengembangkan strategi belajar mandiri. Misalnya, setelah setiap pelajaran, siswa akan diajak untuk melakukan refleksi terhadap cara mereka belajar, agar mereka bisa menemukan metode yang paling efektif bagi diri mereka sendiri. Selain itu, saya akan memberikan mereka kesempatan untuk merancang proyek belajar secara mandiri, di mana mereka bisa melatih kemampuan berpikir kritis dan memecahkan masalah. Dengan begitu, siswa akan belajar bagaimana mengatur dan menyesuaikan pendekatan belajar mereka, sehingga lebih mampu memahami materi secara mendalam serta mempersiapkan diri untuk belajar sepanjang masa.

11	Menurut Anda, apakah siswa di sekolah ini sudah memiliki keterampilan belajar mandiri yang cukup baik? Apa kendala utamanya?	Secara umum, saya rasa keterampilan belajar mandiri siswa masih kurang. Banyak siswa yang terlalu bergantung pada arahan dari guru dan jarang mengambil inisiatif untuk belajar sendiri. Kendala utamanya adalah kurangnya pemahaman siswa tentang bagaimana cara belajar yang efektif di luar kelas. Mereka seringkali bingung harus mulai dari mana dan bagaimana mengorganisir waktu belajar mereka. Selain itu, kurikulum saat ini mungkin belum memberikan ruang yang cukup untuk melatih keterampilan belajar mandiri
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Transkrip Wawancara Peserta Didik "T"

No	Pertanyaan	Jawaban Responden
1	Bagaimana menurut anda kualitas pengetahuan dasar materi pembelajaran bahasa Inggris yang diajarkan guru kepada anda?	Ya baik ji karena penjelasan yang dijelaskan guru kepada kita mudah dipahami dan cara mengajar gurunya tidak membuat kita bosan dalam kelas.
2	Bisakah anda menyebutkan beberapa pengetahuan dasar yang anda pelajari dalam pembelajaran bahasa Inggris di sekolah ini?	Menghafal kosakata, pengucapan, cara pengucapannya
3	Apa peran kosakata dalam membangun pengetahuan dasar dalam pembelajaran bahasa Inggris?	Biasa 10 kosakata ji kak, nda setiap pertemuan, jarang-jarang ji juga kak.
4	Bagaimana pengetahuan dasar dalam pengucapan memengaruhi kemampuan anda untuk berbicara dan mendengarkan dalam bahasa Inggris?	Iye kak, dengan belajar pengucapan pengucapan jadi ada di tau sedikit kalau ada ki mendengarkan lagu Bahasa inggris atau di dengar guru ta pake Bahasa inggris.
5	Bagaimana anda biasanya memperkuat atau memperdalam	Membaca sih kak, mengulangi Kembali apa yang telah dipelajari,

	pengetahuan dasar bahasa Inggris di luar lingkungan kelas?	biasa juga mendengarkan lagu Bahasa Inggris.
6	Apakah pengetahuan dasar dalam bahasa Inggris membantu anda dalam mencapai tujuan pembelajaran anda dalam menguasai bahasa Inggris?	Lebih bagus cara pengejaan bacaan Bahasa Inggris. Bisa berbicara Bahasa Inggris biar hanya beberapa kalimat.
7	Bagaimana anda diberikan kesempatan untuk menerapkan pengetahuan bahasa Inggris dalam situasi nyata di luar kelas?	Ya itu ji, na suruh ki itu kak, nakasih ki kosakata toh baru nasuruh ki ucapakan ulang.
8	Bisakah anda menjelaskan pengalaman praktis anda dalam menggunakan bahasa Inggris di lingkungan sehari-hari?	Ya kak, di rumah. Bicara sama keluarga kak, kakakku kak.
9	Bagaimana anda menggunakan kosakata yang telah anda kuasai dalam situasi komunikasi nyata dalam bahasa Inggris?	Iye kak, paham semisal nontonki atau berbicara Bahasa Inggris kita langsung pelajari tulisannya supaya mengerti kak. Praktekan dengan cara komunikasi dan terus semisal mendengarkan music ada juga langsung ditau beberapa kata dengan hafalan kosakata yang telah diberikan guru.
10	Dalam situasi tertentu, bagaimana anda mengaplikasikan pengetahuan anda tentang pengucapan (pronunciation) untuk berbicara dengan lebih jelas atau akurat dalam bahasa Inggris?	Dipraktekan dengan dipelajari ulang ji kak, biasa juga kak nakasih ki teks bacaan baru dibacami di anunya, setiap orang.
11	Bagaimana materi pelajaran bahasa Inggris di integrasikan dengan mata pelajaran atau sumber lain selama anda belajar di kelas?	Kayak yaa begitu ji kak oo, kayak Bahasa Arab biasa masuk, Pernah juga kak, contohnya pelajaran Bahasa Indonesia. Ada itu dasar-dasar pembelajaran Bahasa Inggris kek nakaitkan ii dengan pembelajaran Bahasa Indonesia. Nabilang kek samaji ini anunya pembelajaran Bahasa Indonesia ke Bahasa Inggris cuman beda anunya ji kak, kalimatnya.

12	Bagaimana anda menciptakan hubungan antara pembelajaran bahasa Inggris yang anda pelajari di kelas dengan sumber lainnya, seperti buku, film, atau aplikasi?	Iye kak, pernah di aplikasi, film kak dan mendengarkan music.
13	Apakah guru anda pernah mengajarkan tentang pemahaman tentang diri sendiri dan memahami orang lain ketika belajar di kelas terutama pada mata Pelajaran Bahasa Inggris?	Nda pernah kak, paling na ajar ki terus na suruh menghafal kosakata, membuat kalimat, na kasi ki juga biasa tugas percakapan kemudian di praktekkan sama teman kelas.
14	Apakah guru anda mengajarkan tentang cara berinteraksi dengan orang lain?	Nda kak, tapi kalau berinteraksi sama teman sama guru yaa berinteraksi ki kak.
15	Apakah anda pernah membantu teman sekelas yang menghadapi kesulitan dalam bahasa Inggris?	Pernah kak, senang dan bertambah juga pengetahuan ta, dan lebih kupahami jga itu yang anu kak.
16	Apakah ada inisiatif atau program khusus dalam pembelajaran bahasa Inggris yang menunjukkan perhatian sekolah terhadap pengembangan kemampuan belajar dalam pembelajaran bahasa Inggris?	Iye kak, Madrasah English Club yang dilaksanakan 2x dalam seminggu.
17	Apakah ada strategi atau metode pembelajaran tertentu yang membantu anda dalam mengembangkan kemampuan "learning how to learn"?	Membaca buku kak sama menghafal, begitu cara belajar mandiriku kak.

Tambahan Transkrip Wawancara Peserta Didik "T"

No	Pertanyaan Wawancara	Jawaban Responden
1	Bagaimana menurut kamu cara guru mengajarkan pelajaran bahasa Inggris di kelas? Apakah kamu merasa diajarkan dengan cara yang melibatkan pengalaman sehari-hari?	Saya merasa cara mengajar guruku kak lebih banyak berfokus pada buku teks dan tata bahasa. Tidak terlalu banyak contoh yang diambil dari kehidupan sehari-hari.
2	Apakah kamu pernah merasa diajak untuk merefleksikan atau	Belum pernah kak, biasanya kita hanya di suruh mengerjakan soal dan

	berpikir tentang bagaimana kamu belajar bahasa Inggris di kelas?	latihan tanpa na ajak ki untuk berpikir tentang proses belajar itu sendiri.
3	Apakah ada kesempatan bagi kamu untuk berbicara tentang pengalaman atau perasaanmu selama belajar bahasa Inggris? Misalnya, bagaimana kamu mengatasi kesulitan dalam belajar bahasa Inggris?	Untuk saat ini kak, tidak ada. Kami biasanya hanya mengikuti pelajaran tanpa ada pembahasan tentang pengalaman pribadi dalam belajar.
4	Bagaimana kamu merasa tentang keterlibatanmu dengan teman-teman sekelas dalam belajar bahasa Inggris? Apakah kalian bekerja sama?	Kami bekerja sama kak Ketika diberikan tugas kelompok. Sebagian tugas yang diberikan guru dilakukan sendiri kak.
5	Apakah pembelajaran di kelas membuatmu merasa lebih percaya diri dalam menggunakan bahasa Inggris, terutama dalam berinteraksi dengan orang lain?	Iya kak, saya merasa percaya diri menggunakan Bahasa inggris, karena merasa keren saja bicara Bahasa inggris kak, meskipun lebih banyak teori daripada praktik berbicara langsung dengan orang lain.
6	Apakah menurut kamu pembelajaran bahasa Inggris di kelas membantu kamu memahami hubungan antara pelajaran ini dengan mata pelajaran lain atau kehidupan sehari-hari?	Tidak kak, pelajaran bahasa Inggris di sini lebih banyak berfokus pada kosa kata dan tata bahasa saja.
7	Seberapa sering kamu mendapatkan kesempatan untuk mendiskusikan topik yang menarik minatmu dalam bahasa Inggris di kelas?	Jarang kak, biasanya hanya mengikuti materi dari buku teks.
8	Apakah ada kegiatan di kelas bahasa Inggris yang membantu kamu memahami diri sendiri atau orang lain dengan lebih baik? Misalnya, belajar tentang budaya atau perspektif lain?	Tidak ada kak, pembelajaran di kelas lebih berfokus pada teori bahasa inggris tanpa melibatkan aspek lain.
9	Apakah kamu merasa guru memberikan perhatian pada kebutuhan pribadi kamu dalam belajar bahasa Inggris? Misalnya,	Tidak terlalu, guru biasanya memberikan materi yang sama untuk semua siswa tanpa menyesuaikan dengan kebutuhan individu.

	memberikan saran bagaimana cara belajar yang lebih baik?	
10	Jika kamu bisa mengubah satu hal tentang cara belajar bahasa Inggris di sekolah ini, apa yang akan kamu ubah?	Saya ingin lebih banyak aktivitas berbicara dan bekerja sama dengan teman untuk mengembangkan kemampuan berbicara bahasa Inggris.

Transkrip Wawancara Peserta Didik “M”

No	Pertanyaan	Jawaban Responden
1	Bagaimana menurut anda kualitas pengetahuan dasar materi pembelajaran bahasa Inggris yang diajarkan guru kepada anda?	Menurut saya pembelajaran Bahasa Inggris yang saya lakukan disini itu sangat bagus karena langsung memberikan materi kepada siswa-siswa dan siswi-siswainya, tidak langsung memberi pertanyaan tapi lebih dahulu materi baru pertanyaan sehingga kami cepat paham. Na jelaskan dulu baru nakasi ki tugas. Sempat juga bertanya-tanya dulu sama teman kak dan langsung paham tergantung materinya kak.
2	Bisakah anda menyebutkan beberapa pengetahuan dasar yang anda pelajari dalam pembelajaran bahasa Inggris di sekolah ini?	Iye sudah semua mi nakasi vocabulary,pronunciation, listening, reading. Pernah semua maki na ajar kak, paling gampang dipahami vocabularynya kak.
3	Apa peran kosakata dalam membangun pengetahuan dasar dalam pembelajaran bahasa Inggris?	Sangat penting kak karena kalau mauki merangkai kalimat haruspi banyak kosakata ta kalau tidak banyak susah sekali.
4	Bagaimana pengetahuan dasar dalam pengucapan memengaruhi kemampuan anda untuk berbicara dan mendengarkan dalam bahasa Inggris?	Masih kurang kalau di pengucapan kak, iye contohnya kalau bilangka born/lahir susah sekali kak, biasa ta tukar-tukar.
5	Bagaimana anda biasanya memperkuat atau memperdalam pengetahuan dasar bahasa Inggris di luar lingkungan kelas?	Kalau umpamanya maliatka lagi sesuatu, kusebut lagi apa kosakatanya atau apa Bahasa inggrisnya. Bercanda-bercanda biasa sama temanku pake Bahasa inggris untuk memperdalam pengetahuanku di luar kelas.
6	Apakah pengetahuan dasar dalam bahasa Inggris membantu anda dalam mencapai tujuan pembelajaran anda dalam menguasai bahasa Inggris?	Tujuannya supaya bisa komunikasi menggunakan Bahasa Inggris ke teman atau guru kak, jadi ini berpengaruh karena bisaja

		komunikasi dengan temanku menggunakan Bahasa Inggris.
7	Bagaimana anda diberikan kesempatan untuk menerapkan pengetahuan bahasa Inggris dalam situasi nyata di luar kelas?	Pengalamanku saya, begini toh langsung nasuruh kek bikin drama baru Bahasa Inggris itu dramanya langsung dilakukanmi itu praktek di luar kelas. Dilakukan secara berkelompok.
8	Bisakah anda menjelaskan pengalaman praktis anda dalam menggunakan bahasa Inggris di lingkungan sehari-hari?	Biasa saya dikampung, saya na tempati anak-anak bertanya Bahasa Inggris kalau itu anak-anak sekolah dekat-dekat rumah, apa Bahasa Inggrisnya ini, bagaimana caranya ini, ya kukasi taumi. Ku aplikasikan dengan ma ajar adik-adik sekolah dekat rumah.
9	Bagaimana anda menggunakan kosakata yang telah anda kuasai dalam situasi komunikasi nyata dalam bahasa Inggris?	Ya berkomunikasi ka sama temanku, ya biasa dipake kalau mauki lagi bercanda-bercanda atau main-main lagi tentang Bahasa Inggris di luar kelas.
10	Dalam situasi tertentu, bagaimana anda mengaplikasikan pengetahuan anda tentang pengucapan (pronunciation) untuk berbicara dengan lebih jelas atau akurat dalam bahasa Inggris?	Ketika keluar sekolah, komunikasi dengan teman sama guru, dan sama keluarga juga kak.
11	Bagaimana materi pelajaran bahasa Inggris diintegrasikan dengan mata pelajaran atau sumber lain selama anda belajar di kelas?	Biasa nahubungkan ke film itu, sengaja nakasi nonton film, yang di dalamnya ada Bahasa Inggris baru itu dicatat terus dicari artinya. Dihubungkan dengan mata Pelajaran olahraga sama Bahasa Indonesia juga.
12	Bagaimana anda menciptakan hubungan antara pembelajaran bahasa Inggris yang anda pelajari di kelas dengan sumber lainnya, seperti buku, film, atau aplikasi?	Kalau begitu, biasaka saya dirumahku lebih mengacu ke buku, baca buku Bahasa Inggris, buku paketnya.
13	Apakah guru anda pernah mengajarkan tentang pemahaman tentang diri sendiri dan memahami	Tidak adaji pernah na ajar begitu, apalagi baru kelas 10 ka kak jadi masih baru, belum lama ka na ajar,

	orang lain ketika belajar di kelas terutama pada mata Pelajaran Bahasa Inggris?	memahami saja ji Pelajaran biasaki na ajarkan guru ta.
14	Apakah guru anda mengajarkan tentang cara berinteraksi dengan orang lain?	Tidak, tapi toh kak biasa jaki kalau di kelas sementara na ajar guru bergabung ja ki sama teman yang lain kalau ada tugas diskusi.
15	Apakah anda pernah membantu teman sekelas yang menghadapi kesulitan dalam bahasa Inggris?	Ya pernah, umpamanya di suruh ulangi bagaimana cara ucapnya kalau saya tau toh, atau natanya ee bagaimana itu cara Menyusun ini kalimat ee, dikasih tau, na bantu ki juga supaya nda dilupakan, di ingat-ingat terus ii. Bagus dirasa karena kalau nanti oh di ingat ii pernah pale dikasi tau ini, dan tambah paham juga kak.
16	Apakah ada inisiatif atau program khusus dalam pembelajaran bahasa Inggris yang menunjukkan perhatian sekolah terhadap pengembangan kemampuan belajar dalam pembelajaran bahasa Inggris?	Ada yang itu MEC, itu MECnya disini malam ii dan itu prosesnya toh meajari ii malam karena kalau itu malam dingin jadi gampang masuk beda kalau siang-siang meajari mengantukki, na ajar listening, vocabulary, dan pengucapan.
17	Apakah ada strategi atau metode pembelajaran tertentu yang membantu anda dalam mengembangkan kemampuan "learning how to learn"?	Kalau saya belajar mandiriku yak kalau di rumah lebih sering megulang-ulang kosakata umpamanya lihat benda atau yang dipegang di ulang-ulang lagi, apa kosakatanya, supaya juga anu yak itumi juga salah satunya dipake bercanda-canda pake Bahasa Inggris.

Tambahan Transkrip Wawancara Peserta Didik "M"

No	Pertanyaan Wawancara	Jawaban Responden
1	Bagaimana menurut kamu cara guru mengajarkan pelajaran bahasa Inggris di kelas? Apakah kamu merasa diajarkan dengan cara yang melibatkan pengalaman sehari-hari?	Guru sering memberi tugas membaca dan berbicara, tapi lebih ke latihan formal. Jarang ada pembahasan tentang bagaimana bahasa Inggris bisa kita pakai di luar sekolah kak.

2	Apakah kamu pernah merasa diajak untuk merefleksikan atau berpikir tentang bagaimana kamu belajar bahasa Inggris di kelas?	Tidak pernah kak, biasanya kita hanya fokus pada materi yang harus dipelajari tanpa refleksi lebih jauh.
3	Apakah ada kesempatan bagi kamu untuk berbicara tentang pengalaman atau perasaanmu selama belajar bahasa Inggris? Misalnya, bagaimana kamu mengatasi kesulitan dalam belajar bahasa Inggris?	Kalau kesulitan kak, saya lebih banyak belajar mandiri atau bertanya ke teman. Guru tidak banyak membahas kesulitan yang kami hadapi secara pribadi.
4	Bagaimana kamu merasa tentang keterlibatanmu dengan teman-teman sekelas dalam belajar bahasa Inggris? Apakah kalian bekerja sama?	Kadang ada tugas kelompok kak, tapi jarang. Biasanya hanya saat presentasi saja.
5	Apakah pembelajaran di kelas membuatmu merasa lebih percaya diri dalam menggunakan bahasa Inggris, terutama dalam berinteraksi dengan orang lain?	Saya masih kurang percaya diri kak, karena tidak bagus pengucapanku dalam Bahasa Inggris, beda tulisannya beda lagi cara bacanya kak. Jadi jarang ka berinteraksi sama temanku menggunakan Bahasa Inggris.
6	Apakah menurut kamu pembelajaran bahasa Inggris di kelas membantu kamu memahami hubungan antara pelajaran ini dengan mata pelajaran lain atau kehidupan sehari-hari?	Saya tidak merasa ada hubungan yang jelas antara pelajaran bahasa Inggris dengan mata pelajaran lain kak. Tapi biasa ada mata Pelajaran lain na hubungkan ii sama Bahasa Inggris kak, semisal Bahasa Arab.
7	Seberapa sering kamu mendapatkan kesempatan untuk mendiskusikan topik yang menarik minatmu dalam bahasa Inggris di kelas?	Jarang kak. Guru lebih banyak memberikan tugas yang sudah ditentukan.
8	Apakah ada kegiatan di kelas bahasa Inggris yang membantu kamu memahami diri sendiri atau orang lain dengan lebih baik? Misalnya, belajar tentang budaya atau perspektif lain?	Belum pernah ada pembelajaran tentang hal itu kak, guru fokus pada tata bahasa dan kosa kata Bahasa Inggris kak.
9	Apakah kamu merasa guru memberikan perhatian pada kebutuhan pribadi kamu dalam	Jarang kak, kalau kita butuh bantuan, biasanya harus mencari sendiri atau bertanya pada teman, tapi biasa ji

	belajar bahasa Inggris? Misalnya, memberikan saran bagaimana cara belajar yang lebih baik?	juga na suruhki bac abaca buku Bahasa Inggris atau mendengarkan lagu-lagu Bahasa Inggris kak.
10	Jika kamu bisa mengubah satu hal tentang cara belajar bahasa Inggris di sekolah ini, apa yang akan kamu ubah?	Saya ingin lebih banyak aktivitas berbicara dan bekerja sama dengan teman untuk mengembangkan kemampuan berbicara bahasa Inggris.

Transkrip Wawancara Peserta Didik “Z”

No	Pertanyaan	Jawaban Responden
1	Bagaimana menurut anda kualitas pengetahuan dasar materi pembelajaran bahasa Inggris yang diajarkan guru kepada anda?	Na jelaskan toh, sudah itu najelaskan kadang na suruhki juga mengucapkan itu yang najelaskan, sudah itu, sudah najelaskan nakasikan ki soal baru di jawab, kadang juga na suruhki mambikin kalimat kalimat begitu. Terus kalau nakasi ki tugas paham jaki karena sudah najelaskan, nasuruhki juga mengucapkan.
2	Bisakah anda menyebutkan beberapa pengetahuan dasar yang anda pelajari dalam pembelajaran bahasa Inggris di sekolah ini?	Vocabulary sama pengucapan/pronunciation, listening, reading juga.
3	Apa peran kosakata dalam membangun pengetahuan dasar dalam pembelajaran bahasa Inggris?	Penting sekali karena supaya bisaki merangkai kalimat-kalimat begitu, kadang juga dipakai sehari-hari to.
4	Bagaimana pengetahuan dasar dalam pengucapan memengaruhi kemampuan anda untuk berbicara dan mendengarkan dalam bahasa Inggris?	Berpengaruh karena yak kadang juga kalau itu dengar lagu langsung ditau oh begini pengucapannya padahal bedai anunya penulisannya jadi.

5	Bagaimana anda biasanya memperkuat atau memperdalam pengetahuan dasar bahasa Inggris di luar lingkungan kelas?	Biasa nakasi saran mendengarkan musik kadang juga iseng nonton film kartun subtitle-nya pake Bahasa Inggris padahal masih kurang Bahasa Inggrisku. Kadang juga kalau mendengarkan musik toh nda kutau artinya yak carika di google, ohh ini arti liriknya.
6	Apakah pengetahuan dasar dalam bahasa Inggris membantu anda dalam mencapai tujuan pembelajaran anda dalam menguasai bahasa Inggris?	Oh iya, supaya itu kayak kutau dalam Bahasa Inggris, dan penting juga dalam keseharian. Memang nda langsung lancarki Bahasa Inggris tapi setidaknya ada mi ditau begitu.
7	Bagaimana anda diberikan kesempatan untuk menerapkan pengetahuan bahasa Inggris dalam situasi nyata di luar kelas?	Pernah ada tugasnya untuk kelapangan ki toh, lapangan olahraga dijelaskan dalam Bahasa Inggris baru di video ii. Seperti ini lapangan fungsinya apa?, biasa napake apa?, dalam Bahasa Inggris dijelaskan.
8	Bisakah anda menjelaskan pengalaman praktis anda dalam menggunakan bahasa Inggris di lingkungan sehari-hari?	Kadang di rumah kalau ada bertanya misalnya toh kan nda terlalu tau ja ka Bahasa Inggris, kalau nda kutau bilang ka saja I don't know begitu ji ke kakakku. Kadang juga kalau bilang ini langsung kusuruh speak English please padahal nda mengerti ja ka juga.
9	Bagaimana anda menggunakan kosakata yang telah anda kuasai dalam situasi komunikasi nyata dalam bahasa Inggris?	Kayak begitu ji tadi, kadang berbicara dengan teman, kakak begitu, pernah juga dengan guru kak.
10	Dalam situasi tertentu, bagaimana anda mengaplikasikan pengetahuan anda tentang pengucapan (pronunciation) untuk berbicara dengan lebih jelas atau akurat dalam bahasa Inggris?	Kadang juga guru na sarankan ku ucap-ucap, kudengarkan ii misalnya toh di google ku ketik ii, kan nda kutau pengucapannya jadi google yang bicara begitu oh begini bar uku ikuti lagi.
11	Bagaimana materi pelajaran bahasa Inggris diintegrasikan dengan mata pelajaran atau sumber lain selama anda belajar di kelas?	Kadang dihubungkan dengan film, biasa itu nakasi liatki filmnya baru di tulis begitu, apa ini na ucapkan baru artikan ii. Kebanyakan sih nahubungkan dengan mata Pelajaran

		Sejarah, Bahasa arab sama Bahasa Indonesia.)
12	Bagaimana anda menciptakan hubungan antara pembelajaran bahasa Inggris yang anda pelajari di kelas dengan sumber lainnya, seperti buku, film, atau aplikasi?	Seperti di buku, kadang juga membaca buku, kamus atau mendengarkan musik, menonton film.
13	Apakah guru anda pernah mengajarkan tentang pemahaman tentang diri sendiri dan memahami orang lain ketika belajar di kelas terutama pada mata Pelajaran Bahasa Inggris?	Nda pernah keknya kak karena cuman itu ji biasa na ajarkan ki eee tentang ma jelaskan atlet favorit menggunakan Bahasa Inggris kak.
14	Apakah guru anda mengajarkan tentang cara berinteraksi dengan orang lain?	Na ajar saja ki toh kak berkerja sama kalau ada tugas kelompok, jadi ditu na ajarki berkomunikasi sama teman, eee tugas percakapan pi kak.
15	Apakah anda pernah membantu teman sekelas yang menghadapi kesulitan dalam bahasa Inggris?	Kadang toh temanku ada yang tidak natau pengucapannya jadi bertanya bilang bagaimana ini pengucapannya, ya walaupun tidak kutau, agak raguka juga yak kutanyami saja begini pengucapannya terus kadang kupastikan ii juga ke guruku oh begini pengucapannya dan ternyata betul ja juga. Lega dan senang karena kubantu tadi ini temanku, jadi kutau juga saya dan tambah paham juga.
16	Apakah ada inisiatif atau program khusus dalam pembelajaran bahasa Inggris yang menunjukkan perhatian sekolah terhadap pengembangan kemampuan belajar dalam pembelajaran bahasa Inggris?	Ada, itu program MEC oo, Bahasa Inggris, bermalam ii jadi kayak kalau tiap malam jumat, kamis sore disinimi sampai sudah maghrib lanjut sampai jam 10 baru istirahat, 1 hari saja. Kan baru awal ini program untuk kelas 10 jadi baru tentang diri ta ji, dihafalkan ii toh baru naik ki disitu di depan berbicara tentang diri ta, perkenalan ji, kosakata juga. Na berdayakan dengan program MEC jadi na support ki pihak sekolah dengan adanya program itu, karena kalau di kelas toh tidak terlalu bebas

		ki jadi itu program toh bisaki bebas kek begitu karena kalau di kelas juga terbatas waktunya, kalau di kelas berpatokan di buku paket dan kalau di MEC ada buku sendirinya, ada tambahan Pelajaran yang tidak didapat di kelas.
17	Apakah ada strategi atau metode pembelajaran tertentu yang membantu anda dalam mengembangkan kemampuan “learning how to learn”?	Kalau belajar mandiri yak agak jarangka juga karena berpatokan di sekolah ka, kadang yak begitu ji mendengarkan musik, nonton film.

Tambahan Transkrip Wawancara Peserta Didik “Z”

No	Pertanyaan Wawancara	Jawaban Responden
1	Bagaimana menurut kamu cara guru mengajarkan pelajaran bahasa Inggris di kelas? Apakah kamu merasa diajarkan dengan cara yang melibatkan pengalaman sehari-hari?	Kadang guru memberikan contoh percakapan kak, tapi lebih banyak tentang kalimat dan kosa kata. Saya berharap ada lebih banyak kegiatan yang melibatkan penggunaan bahasa di luar konteks akademik.
2	Apakah kamu pernah merasa diajak untuk merefleksikan atau berpikir tentang bagaimana kamu belajar bahasa Inggris di kelas?	Jarang kak, guru lebih sering memberikan tugas dan evaluasi tapi guru biasa ji juga diskusi tentang bagaimana cara kita belajar atau cara meningkatkan kemampuan belajar kita.
3	Apakah ada kesempatan bagi kamu untuk berbicara tentang pengalaman atau perasaanmu selama belajar bahasa Inggris? Misalnya, bagaimana kamu mengatasi kesulitan dalam belajar bahasa Inggris?	Ya begitulah kak, guru biasa memberikan nasehat atau saran seperti banyak membaca buku atau mendengarkan lagu tentang Bahasa Inggris, supaya tidak kaku berbicara Bahasa Inggris dan bertambah kosakata kak.
4	Bagaimana kamu merasa tentang keterlibatanmu dengan teman-teman sekelas dalam belajar bahasa Inggris? Apakah kalian bekerja sama?	Saya merasa saat tugas kelompok pi kak baru diajak untuk bekerja sama dengan teman-teman. Kebanyakan tugas individu.
5	Apakah pembelajaran di kelas membuatmu merasa lebih percaya	Kurang kak, saya masih merasa takut untuk berbicara bahasa Inggris

	diri dalam menggunakan bahasa Inggris, terutama dalam berinteraksi dengan orang lain?	dengan orang lain karena tidak bagus pengucapanku kak dalam Bahasa Inggris.
6	Apakah menurut kamu pembelajaran bahasa Inggris di kelas membantu kamu memahami hubungan antara pelajaran ini dengan mata pelajaran lain atau kehidupan sehari-hari?	Sepertinya pelajaran bahasa Inggris biasa dihubungkan dengan mata Pelajaran lain kak, seperti Bahasa Arab, Sejarah, mata Pelajaran olahraga.
7	Seberapa sering kamu mendapatkan kesempatan untuk mendiskusikan topik yang menarik minatmu dalam bahasa Inggris di kelas?	Belum pernah ada kesempatan untuk membicarakan topik yang saya minati kak, mata Pelajaran Bahasa Inggris ya belajar tentang Bahasa Inggris kak.
8	Apakah ada kegiatan di kelas bahasa Inggris yang membantu kamu memahami diri sendiri atau orang lain dengan lebih baik? Misalnya, belajar tentang budaya atau perspektif lain?	Saya berharap ada pembahasan tentang budaya atau cara berpikir orang yang berbahasa Inggris kak, tapi selama ini tidak ada.
9	Apakah kamu merasa guru memberikan perhatian pada kebutuhan pribadi kamu dalam belajar bahasa Inggris? Misalnya, memberikan saran bagaimana cara belajar yang lebih baik?	Saya pribadi kak merasa guru kurang memperhatikan kebutuhan belajar individu, sehingga cara belajar kami semuanya disamakan.
10	Jika kamu bisa mengubah satu hal tentang cara belajar bahasa Inggris di sekolah ini, apa yang akan kamu ubah?	Saya ingin agar pembelajaran lebih terhubung dengan kehidupan sehari-hari dan ada lebih banyak aktivitas yang melibatkan kerjasama dengan teman.

CURRICULUM VITAE



Elsa was born in Sosso, Saragian Village, Alu District, Polewali Mandar Regency, on June 16, 1999. She is the first child of five children, the spouse of Mr. Hongki and Mrs. Rasdiana. From a young age, Elsa grew up in a loving family environment that supported her education. The researcher studied elementary school at SDN No. 003 Sosso, Saragian village, Alu District, where she completed her elementary school in 2012. Afterward, she continued her studies at SMPN 2 Alu and successfully graduated from junior high school in 2015. The Senior High School was obtained at SMAN 1 Alu majoring in Natural Science (IPA) until its completion in 2018.

In 2019, the researcher continued her higher education by being accepted at the State Islamic College (STAIN) of Majene through the UMM selection process. She chose to specialize in the Faculty of Tarbiyah and Teaching Training, specifically in the English Education Program. Until now, she has been consistently striving to develop her competencies in the field of education, with the hope of becoming a dedicated and professional educator. The support from her family has been a key source of motivation in every step of her educational journey.