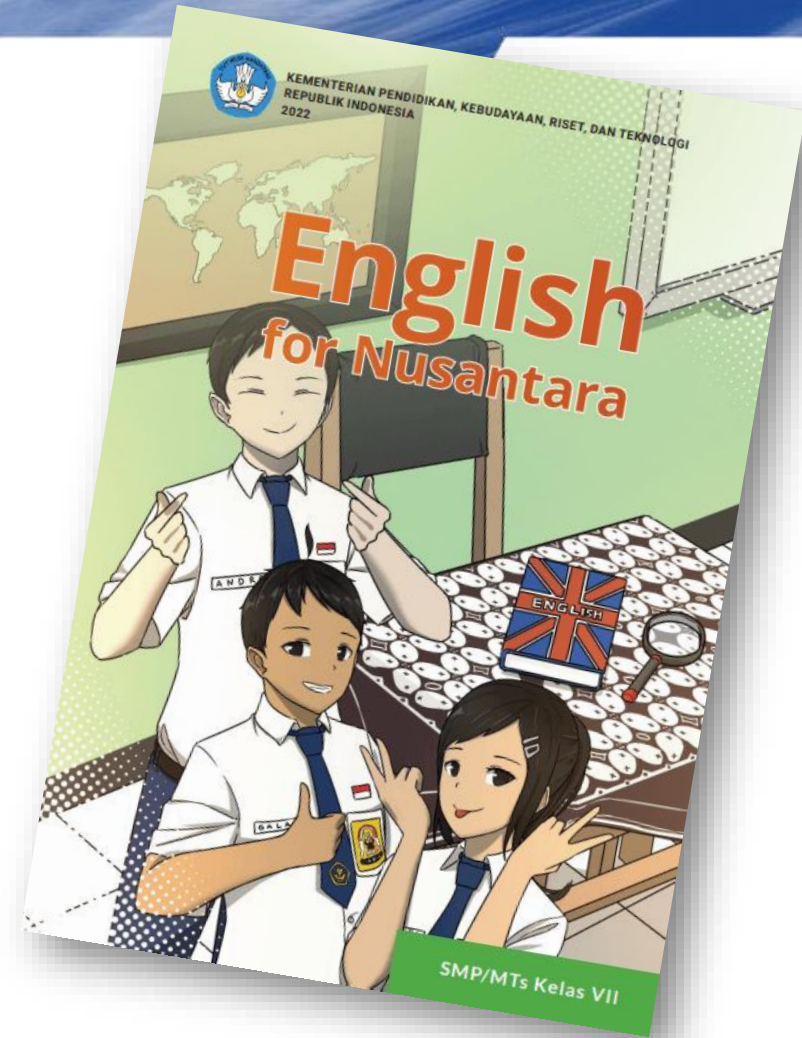


# Implementing the Kurikulum Merdeka Using lesson planning frameworks critically to plan English lessons for Indonesian schools

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For Language Center Universitas Negeri Makassar



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**WARWICK**

APPLIED LINGUISTICS

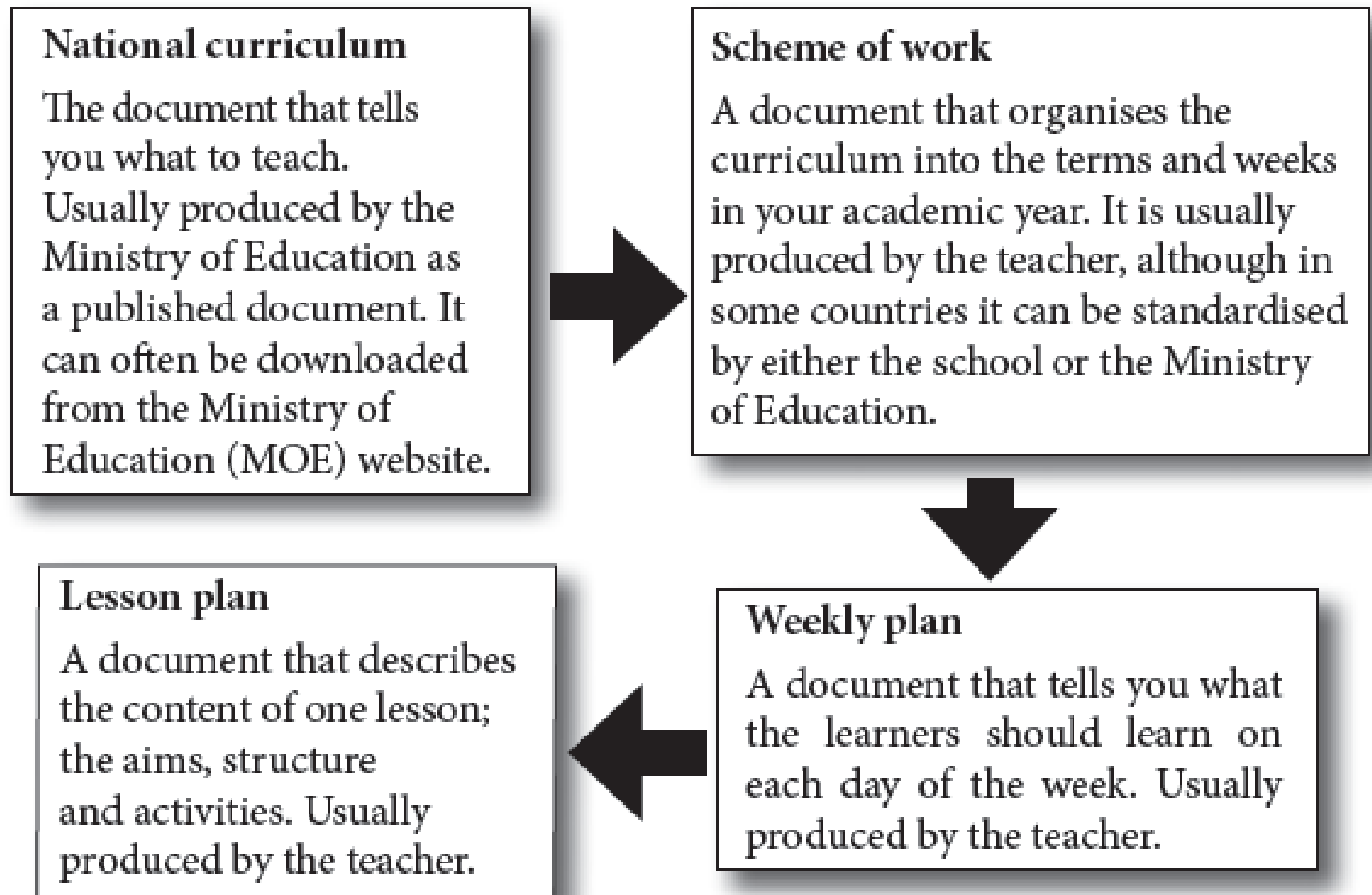
# Aims

- To raise our awareness of lesson planning frameworks.
- To practise planning effective, communicative lessons that draw critically upon the lesson planning frameworks.
- To learn from interacting with each other, sharing ideas and suggestions for lesson planning.
- To receive constructive feedback on the lessons planned.

# From curriculum to lessons

What is the relationship between the curriculum, the textbook and the lesson content?

# From curriculum to lessons



(adapted from Anderson, 2015)

# The role of the textbook



- ← ✓ Materials for lessons
- ← ✓ Suggested order for materials
- ✗ Individual lesson plans
- ✗ All materials
- ✗ Learner-specific support

**National curriculum**  
The document that tells you what to teach. Usually produced by the Ministry of Education as a published document. It can often be downloaded from the Ministry of Education (MOE) website.

**Scheme of work**  
A document that organises the curriculum into the terms and weeks in your academic year. It is usually produced by the teacher, although in some countries it can be standardised by either the school or the Ministry of Education.

**Lesson plan**  
A document that describes the content of one lesson; the aims, structure and activities. Usually produced by the teacher.

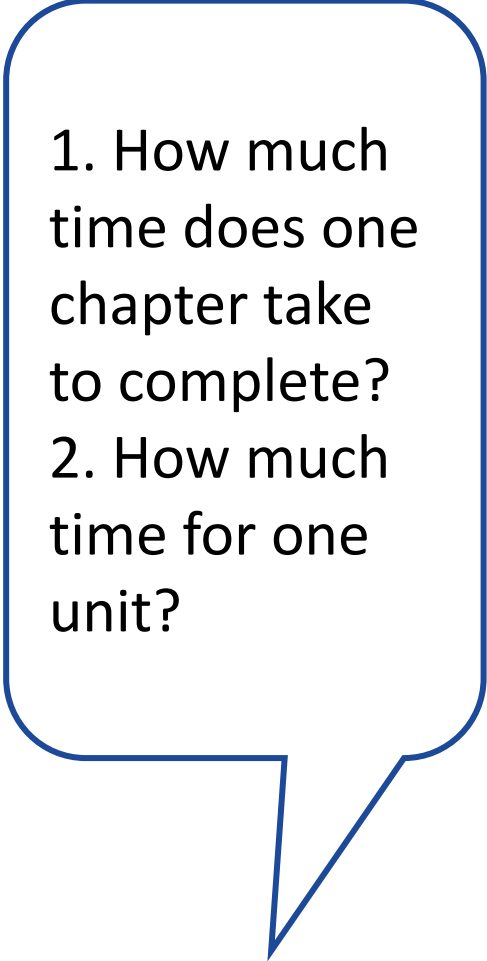
**Weekly plan**  
A document that tells you what the learners should learn on each day of the week. Usually produced by the teacher.



# Example: Year 7 secondary

<b>Chapter 1. About Me</b> .....	39	<b>Chapter 4. My School Activities</b> .....	163
Learning Objectives .....	40	Learning Objectives .....	164
Unit 1. Galang from Kalimantan .....	41	Unit 1. My Class Schedule .....	166
Unit 2. I Love Fishing.....	57	Unit 2. My Online Class .....	190
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<b>Chapter 2. Culinary and Me</b> .....	81	<b>Chapter 5. This is My School</b> .....	223
Learning Objectives .....	82	Learning Objectives .....	224
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(Adapted from Kementerian Pendidikan, 2022)

- 
1. How much time does one chapter take to complete?
  2. How much time for one unit?

# Unit structure: Example - Chapter 5



## p. 223 Student's Book

1. What patterns can you see?
2. What is similar between the 3 units?
3. What is different?

Section	Unit 1: School buildings	Unit 2: Extracurricular activities	Unit 3: School festivals
1	Say what you know	Say what you know	Say what you know
2	Listening	Viewing and speaking	Reading
3	Listening	Language focus	Language focus
4	Language focus	Listening	Viewing and writing
5	Fun time: speaking	Reading	Your turn: writing
6	Your turn: speaking	Your turn: reading	Fun time: Chain sentences
7	Enrichment: speaking	Fun time: Pictionary	Enrichment: making poster
8		Enrichment: Favourite extracurricular	Learning reflection
9			Progress check 2

# Unit structure: Chapter 5

1. What patterns can you see?
  2. What is similar between the 3 units?
  3. What is different?
- Similar starting and ending activities
  - Variety of skills
  - Language focus in the middle

Section	Unit 1: School buildings	Unit 2: Extracurricular activities	Unit 3: School festivals
1	Say what you know	Say what you know	Say what you know
2	Listening	Viewing and speaking	Reading
3	Listening	Language focus	Language focus
4	Language focus	Listening	Viewing and writing
5	Fun time: speaking	Reading	Your turn: writing
6	Your turn: speaking	Your turn: reading	Fun time: Chain sentences
7	Enrichment: speaking	Fun time: Pictionary	Enrichment: making poster
8		Enrichment: Favourite extracurricular	Learning reflection
9			Progress check 2



# Unit structure: Chapter 5

1. How do we break this up into lessons for our learners?
2. How do we make sure that each lesson is effective on its own?

Section	Unit 1: School buildings	Unit 2: Extracurricular activities	Unit 3: School festivals
1	Say what you know	Say what you know	Say what you know
2	Listening	Viewing and speaking	Reading
3	Listening	Language focus	Language focus
4	Language focus	Listening	Viewing and writing
5	Fun time: speaking	Reading	Your turn: writing
6	Your turn: speaking	Your turn: reading	Fun time: Chain sentences
7	Enrichment: speaking	Fun time: Pictionary	Enrichment: making poster
8		Enrichment: Favourite extracurricular	Learning reflection
9			Progress check 2

# Planning frameworks: Introduction & Conclusion

- All lessons need a start and an ending!

1. But what can we do at the start?

2. And what should we do at the end?

*Introduction*

*The bit in the middle!*

*Conclusion*

# Planning frameworks: Introduction & Conclusion

- All lessons need a start and an ending!
1. But what can we do at the start?
    - Introduce the lesson
    - Share our aims/goals/intentions
    - Check what they already know/can do
    - Engage them in the lesson
    - Prepare them for what's coming
  2. And what should we do at the end?
    - Praise the learners: 'Well done!'
    - Assess learning / achievement of aims
    - Give homework

*Introduction*

*The bit in the middle!*

*Conclusion*

# What about the bit in the middle?

- This will depend on the lesson content:
  1. **Receptive skills** (reading or listening)
  2. **PPP** (new grammar or vocabulary)
  3. **Productive skills** (speaking or writing)
  4. **Project work** (combining skills and language)

*Introduction*



*Conclusion*

# Planning framework 1: Receptive skills

- Useful for **reading** and **listening**
- 1. Pre-reading/listening activities**
  - pre-teach important vocabulary
  - get learners to discuss topic of the text
- 2. While reading/listening**
  - global reading/listening task
  - detailed comprehension task
  - providing full understanding
- 3. Post-reading/listening activities**
  - pair/group discussion
  - students practice the language
  - revision quiz/game

# Planning frameworks 1: Receptive skills

(Adapted from Kementerian Pendidikan, 2022)

## 1. Pre-reading/listening activities

- pre-teach important vocabulary
- get learners to discuss topic of the text

## 2. While reading/listening

- global reading/listening task
- detailed comprehension task
- providing full understanding

## 3. Post-reading/listening activities

- pair/group discussion
- students practice the language
- revision quiz/game

### Section 4 – Listening



a. Listen to Audio 5.4. b.

Monita: Hey, look at this extracurricular schedule. It says the English Club is on Monday in the library.

Pipit: Oh, and Science Club is also on Monday. It is in the Science Laboratory. But I'm not interested.

Monita: What do you join?

Pipit: I join Pencak Silat. It is in the school yard every Tuesday.

Monita: Oh, okay. I think Galang joins the basketball club. It is every Wednesday from 3 pm to 5 pm.

Pipit: You're right. He loves basketball.

Monita: Yes. Also, all students must join the scout every Thursday.

Pipit: Hmm. What about the choir? Where is it?

Monita: It is in the art room. Painting is also in the art room on the same day.

Pipit: What do you think about Andre? What extracurricular activity does he join?

Monita: I think he joins dancing every Saturday.

b. Listen again to Audio 5.4. Complete number 1 to 8 in the schedule. Number one has been done for you.

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English for Nusantara untuk SMP/MTs Kelas VII

### Extracurricular Activities at SMP Merdeka

Day and time	Extracurricular activity	Venue
Monday, 3 PM to 5 PM	(1) English Club	Library
	Science Club	(2) _____
Tuesday, 3 PM to 5 PM	Pencak silat	(3) _____
Wednesday, (4) _____	Basketball	School Yard
	Volleyball	School Yard
(5) _____, 3 PM to 5 PM	Scout	School Yard
Friday, 1 PM to 3 PM	Choir	(6) _____
	(7) _____	Art Room
(8) _____, 2 PM to 4 PM	Dancing	Art Room

Worksheet 5.12

### Section 5 – Reading



a. Read the text 'SMP Merdeka Basketball Club'.

#### SMP Merdeka Basketball Club

Galang joins an extracurricular activity this semester. He is in SMP Merdeka basketball club. The name of the club is Eagle Merdeka Basketball. Their first uniform is red and their second uniform is white. The mascot of the team is an eagle.

More than 30 students are in the club. The members of the club always practice once a week with their coach. The coach calls the members of the club as eagles. The eagles always practice on Wednesdays at 3 PM at the school yard.

Eagle Merdeka Basketball club will join a tournament next month in Banjarbaru. They are looking for new players to join the tournament from seventh grader students. The selection for the new players is next week.

Chapter 5 - This is My School

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# Planning frameworks 2: PPP

- Useful for **new grammar** or **vocabulary** (i.e., ‘Language focus’)
  - 1. Presentation:** The teacher helps learners to understand the new language.
  - 2. Practice:** The learners practice using the new language in a controlled exercise.
  - 3. Production:** The learners have an opportunity to use the new language in a more meaningful, free activity.

# Planning frameworks 2: PPP

- 1. Presentation:** The teacher helps learners to understand the new language. →
- 2. Practice:** The learners practice using the new language in a controlled exercise. ↘
- 3. Production:** The learners have an opportunity to use the new language in a more meaningful, free activity.
  - e.g., learners write 3 sentences about their own clubs and read out to their partner.

## Section 3 – Language Focus

### a. Regular activities

When we talk about regular activities, we can use Simple Present Tense. In the expression, we can include information about time and place. Look at the examples:

- Students attend scout activities every Thursday.
- Students in the dancing club practice in the art room.
- Pencak silat students practice in the school yard every Tuesday.

In example 1, 'every Thursday' is used as information about time. In example 2, 'in the art room' is used as information about a place. Then, example 3 has information about both time and place: 'in the school yard every Tuesday'.

- ### b.
- Now, look at the pictures in Section 2a again. Using the verbs that you have listed in Section 2b, write what students do in each extracurricular activity. Number one has been done as an example for you. Add information about time and place too.

1.	In an English club, students read books in English every week. They also practice speaking in English.
2.	
3.	
4.	
5.	
6.	
7.	

(Adapted from Kementerian Pendidikan, 2022)



# Planning frameworks 3: Productive skills

- Useful for **speaking** and **writing**
  - Focus is on **meaningful communication**
1. An **example** is provided (e.g., by the teacher or a more proficient learner)
  2. Learners **try the task** in pairs:
    - For speaking, they practice telling their partner
    - For writing they write a text together
    - The teacher monitors and helps different pairs
  3. Learners change partners and **repeat the task**
    - The teacher gives further help
  4. Teacher gives **praise and feedback** on common issues

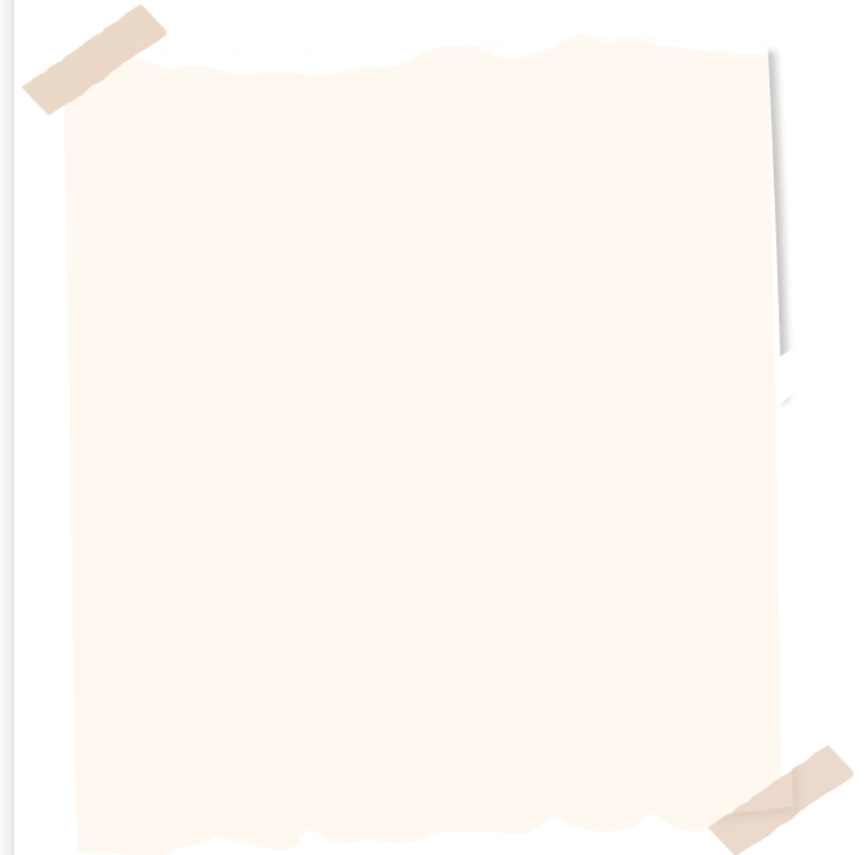
# Planning frameworks 3: Productive skills

1. An **example** is provided (e.g., by the teacher or a more proficient learner)
2. Learners **try the task** in pairs:
  - For speaking, they practice telling their partner
  - For writing they write a text together
  - The teacher monitors and helps different pairs
3. Learners change partners and **repeat the task**
  - The teacher gives further help
4. Teacher gives **praise and feedback** on common issues

## Enrichment: Speaking



- a. Draw your school's map. Label the name of each room in your school.



Worksheet 5.8

- b. What is your favorite room/facility in your school? Where is the room? Tell your friends how to go to your favorite room/facility from the school gate.

(Adapted from Kementerian Pendidikan, 2022)

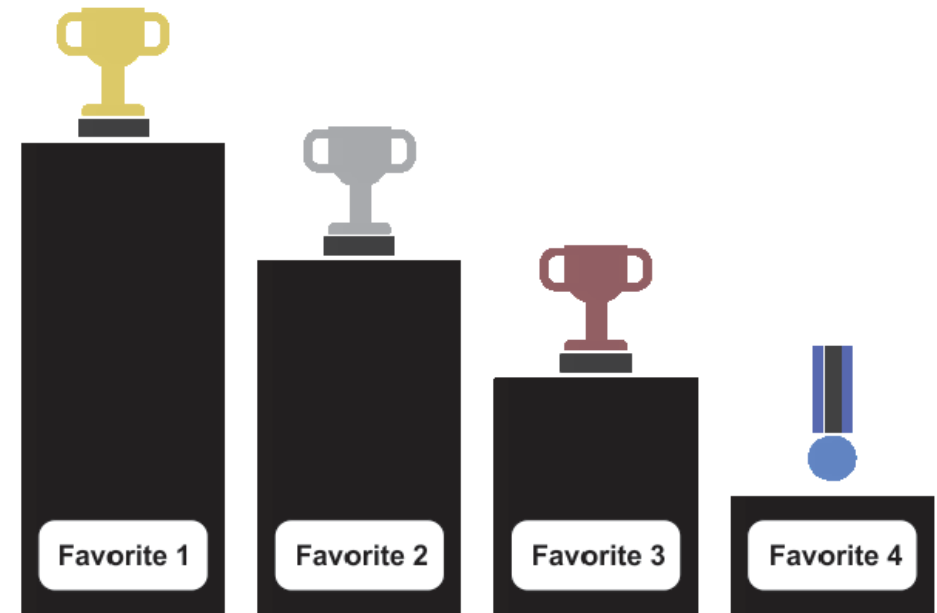
# Planning frameworks 4: Project work

- Extended activities – often for a whole lesson, often in groups
- The project has a specific goal/outcome
  1. Teacher explains project
  2. Learners work to create/produce something (in English), but can use all languages to get there.
  3. Teacher helps groups, keeps them on task.
  4. Sharing of project findings (e.g., peer presentations, online).

## Enrichment: Favorite Extracurricular



- a. Divide the class into 4 big groups.
- b. In the group, talk about the extracurricular activity that they joined in.
- c. Find out what is the most favorite extracurricular activity in the groups.
- d. Rank the next favorite activity. Then, present the complete result in the class.



Picture 5.9 Chart

**Note:** You can make a survey using electronic survey or survey application.

(Adapted from Kementerian Pendidikan, 2022)

# Example project work from Malaysia

- <https://www.youtube.com/watch?v=AYOdJshN4ug>



Project based Groupwork in an English Lesson (Malaysia)



Dr Jason Anderson: Teacher educator and author  
1.25K subscribers

Analytics

Edit video

6



Share



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784 views · 10 years ago

A video summarising an excellent lesson I observed in SMK Chung Hwa, Tenom, Sabah, Malaysia taught to 5th year English class J Khidmat by Florence Yen Saim Chong. ...more



# Question and answer time 1

## Slides



## References

Anderson, J. (2015). *Teaching English in Africa. A guide to the practice of English language teaching*. East African Educational Publishers.


Kementerian Pendidikan. (2022). *English for Nusantara untuk SMP/MTs Kelas VII*. Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Pusat Perbukuan.

# Our project

- You have 2 hours. Work in groups.
- Plan the **scheme of work** for 1 future unit of your textbook (e.g., Unit 3 in Grade 7) – work out how you will separate it into different lessons.
- For 2 or 3 of these lessons make a **bullet point lesson plan** (just 5-8 bullet points on the key lesson stages). You can use any of the 4 planning frameworks, or create your own!
- If you finish, share your skeleton lesson plan with a different group and get feedback (3 likes and 1 idea).
- After 2 hours, some of you will share either your scheme of work, or one of your bullet point lesson plans.

Unit 3. School Festival

Section 1 – Say What You Know



Picture 5.10 School festival

- What event do you see in the picture?
- What are people doing in the event?
- Do you have a similar event in your school?

Chapter 5 - This is My School 231

(Adapted from Kementerian Pendidikan, 2022)

# Example scheme of work

- Lesson 1: pp. 42: Vocabulary and discussion (productive skills)
- Lesson 2: pp. 43-44: Reading lesson with own task (receptive skills)
- Lesson 3: pp. 44-46: Listening activity and Fun time game (receptive skills)
- Lesson 4: pp. 47-48: Language focus - comparative adjectives (PPP)
- Lesson 5: pp. 49-50: Writing and speaking (productive skills)
- Lesson 6: pp. 51: Our favourite animals (project work)

# Example bullet-point lesson

- Introduction Introduce lesson goals; learners play a quick game (*Find someone who*) to warm them up.
- Presentation Present pictures of animals on board. Elicit and write comparative sentences on board. Show comparative adjectives. Explain rules for comparative adjectives in Bahasa Indo.
- Practice Learners complete sentences with correct comparative form of adjectives. Then read out and guess the animals.
- Production Learners play a card game: Turn over 2 cards. If they can compare the two animals using a comparative adjective they win them. Teacher monitors to help.
- Conclusion Praise learners. Review lesson aims. Give homework.



# Question and answer time 2

## Slides



## References

Anderson, J. (2015). *Teaching English in Africa. A guide to the practice of English language teaching*. East African Educational Publishers.

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