THE EFFECTIVENESS OF USING *UKBM* ON LEARNING RESULT IN ENGLISH SUBJECT IN THE ACCELERATION CLASS

THESIS

By:
Fitrotuz Zakiah
200107110053

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
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NIM. 200107110053

Advisor:

Septia Dwi Jayanti, M.Pd

ENGLISH EDUCATION DEPARTMENT
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THESIS

To Compile Thesis in Undergraduate Program English Education Department Faculty of Education Teacher Training Maulana Malik Ibrahim State Islamic University Malang

By:

Fitrotuz Zakiah
NIM: 200107110053

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
THE STATE ISLAMIC UNVERSITY MAULANA MALIK IBRAHIM
MALANG
2025

APPROVAL SHEET

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THESIS

By:

Fitrotuz Zakiah

NIM. 200107110053

Has been approved by the advisor for further approval by the board of Examiners

Advisor,

Septia Dwi Jayanti, M.Pd

NIP. 198909122023212051

Acknowledge by

Head of English Education Department,

Prof. Dr. H. Langgeng Budianto, M.Pd

NIP. 197110142003121001

LEGITIMATION SHEET

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THE EFFECTIVENESS OF USING UKBM ON LEARNING RESULT IN ENGLISH SUBJECT IN THE ACCELERATION CLASS

THESIS

by:

Fitrotuz Zakiah (200107110053)

Has been defended in front of the board of examiners at the date of 24th June 2025 and declared PASS.

Accepted as the requirement for the degree of English Language Teaching (S.Pd) in the English Education Department, Faculty of Education and Teacher training.

The Board of Examiners,		Signatures,
1. Rendhi Fatrisna Yuniar, M.Pd NIP. 199406182020121003	Chairman	.....
2. Septia Dwi Jayanti, M.Pd NIP. 198909122023212051	Secretary/Advisor	.....
3. Dr. Suparmi, M.Pd NIP. 197704112023212004	Main Examiner	.....

Approved by

Dean of Education and Teacher Training Faculty

Maulana Malik Ibrahim State Islamic University Malang

Prof. Dr. H. Nur Ali, M.Pd

NIP. 19650403 199803 1 002

THE OFFICIAL ADVISOR NOTE

THE OFFICIAL ADVISORS' NOTE

Septia Dwi Jayanti, M.Pd
Lecture of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University, Malang

THE OFFICIAL ADVISORS' NOTE

Malang, May 28th, 2025

Matter : Thesis of Fitrotuz Zakiah
Appendix :

The Honorable,
To the Dean of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University of Malang
In Malang

Assalamu'alaikum Wr.Wb.
After conducting several times of guidance in terms of content, language writing techniques and after reading the students' thesis as follow:

Name	: Fitrotuz Zakiah
Student ID Number	: 200107110015
Department	: English Education
Thesis	: The Effectiveness of Using UKBM on Learning Result in English Subject in The Acceleration Class

Therefore, we believe that the thesis of Fitrotuz Zakiah has been approved by the advisor for the further approval by the board of examiners.
Wassalamu'alaikum Wr. Wb

Advisor,

Septia Dwi Jayanti, M.Pd
NIP. 198909122023212051

APPROVAL

APPROVAL

This is to certify that the thesis of Fitrotuz Zakiah has been approved by the advisor for further approval by the board of examiners.

Malang, May 28th, 2025

Advisor,

Septia Dwi Jayanti, M.Pd

NIP. 198909122023212051

DECLARATION OF AUTHORSHIP

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim,

Herewith,

Name : Fitrotuz Zakiah

Student ID Number : 200107110053

Department : English Education

Address : Perumahan Kalirejo Blok D1 No. 49, Bangil, Pasuruan, Jawa Timur

Hereby declare that the thesis entitled:

The Effectiveness of Using UKBM on Learning Result in English Subject in The Acceleration Class

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the result of any other person.
3. Should I later be found that the thesis is the product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, May 28th, 2025

Researcher,

Fitrotuz Zakiah

NIM. 200107110053

MOTTO

. "Don't compare your struggle with others. Don't feel discouraged by other people's success. Create your own path and never give up."

(Fitrotuz Zakiah)

DEDICATION

First and foremost, the researcher conveys heartfelt gratitude to ALLAH SWT and the Prophet Muhammad SAW, whose endless blessings, such as knowledge, strength, perseverance, and health, have been invaluable in sustaining the journey to complete this thesis. Without their divine guidance, the path toward achieving this academic milestone would not have been possible. This thesis is sincerely dedicated to my dearest parents, my sister, and to myself — individuals who have continuously showered me with heartfelt prayers, unwavering support, and unconditional love in every step of my academic pursuit. Special appreciation is given to all my lecturers, whose teachings and guidance have played a significant role in enriching my knowledge. Their contributions have been essential in completing this thesis. I would also like to express my deepest thanks to my RENDEZVOUS family, whose constant support and prayers were a vital source of motivation in bringing this thesis to completion.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيم

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The completion of this thesis marks a moment of joy and pride for the writer, as it represents the culmination of a long and challenging academic journey. Nevertheless, the writer is fully aware that the successful completion of this work was not achieved in isolation. It was made possible through valuable guidance, meaningful advice, and constructive feedback from many individuals. In light of this, the writer would like to take this opportunity to extend sincere gratitude and profound appreciation to the following parties:

1. Allah SWT who granting the health and strength necessary to carry out the research and complete the writing of this thesis.
2. My beloved father and mother, whose unconditional love, endless prayers, and unwavering support have been my greatest strength. Your sacrifices and encouragement have inspired me to keep striving, even during the most difficult times.
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4. Dr. H. Nur Ali, M.Pd as the Dean of Faculty of Education and Teacher Training Maulana Malik Ibrahim State Islamic University Malang
5. Prof. Dr. H. Langgeng Budianto, M.Pd as the Head of English Education Department Faculty of Education and Teacher Training Maulana Malik Ibrahim State Islamic University Malang
6. Septia Dwi Jayanti, M.Pd, as the writer's advisor, who has guided and directed the writer with great compassion and patience.
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Malang, May 28th 2025

Fitrotuz Zakiah

NIM. 200107110053

LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح= h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ’	ء = .
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Dipthong Vocal

وأ = aw

يأ = ay

وأ = û

يإ = î

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ABSTRACT

Zakiah, Fitrotuz. 2025. The Effectiveness of Using UKBM on Learning Result in English Subject in the Acceleration Class. Thesis, Department of English Education. Faculty of Tarbiyah and Teaching Training. State Islamic University Maulana Malik Ibrahim Malang.

Advisor : Septia Dwi Jayanti, M.Pd

Key words: UKBM, Learning Result, Acceleration Class

This research aims to investigate the effectiveness of using the UKBM on students' learning result in English, particularly focusing on the Simple Present Tense material in an acceleration class. The study employs a pre-experimental design with a one-group pre-test and post-test model. A total of 32 students from an acceleration class participated in this study. The treatment was conducted over three sessions using UKBM-based instructional materials. Pre-test and post-test assessments consisted of 20 multiple-choice questions designed to measure students' understanding of the Simple Present Tense. The data were analyzed using paired T-test through SPSS 21 to evaluate the change in students' learning result after the treatment.

The results revealed a significant improvement in students' post-test scores compared to their pre-test scores, indicating that the implementation of UKBM positively influences learning outcomes. These findings suggest that UKBM can be an effective instructional approach, especially for high-ability learners who benefit from independent and structured learning pathways. It is recommended that educators consider integrating UKBM in other subjects and learning contexts to enhance student engagement and result.

ABSTRAK

Zakiah, Fitrotuz. 2025. The Effectiveness of Using UKBM on Learning Result in English Subject in the Acceleration Class. Skripsi. Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang

Pembimbing: Septia Dwi Jayanti, M.Pd

Kata Kunci: UKBM, Hasil belajar, Kelas Akselerasi.

Penelitian ini bertujuan untuk menyelidiki efektivitas penggunaan *Unit Kegiatan Belajar Mandiri* (UKBM) terhadap hasil belajar siswa dalam mata pelajaran Bahasa Inggris, khususnya pada materi *Simple Present Tense* di kelas akselerasi. Penelitian ini menggunakan desain *pre-eksperimental* dengan model satu kelompok pre-test dan post-test. Sebanyak 32 siswa dari kelas akselerasi berpartisipasi dalam penelitian ini. Perlakuan dilakukan dalam tiga sesi pembelajaran menggunakan materi instruksional berbasis UKBM. Penilaian pre-test dan post-test terdiri dari 20 soal pilihan ganda yang dirancang untuk mengukur pemahaman siswa terhadap materi *Simple Present Tense*. Data dianalisis menggunakan uji *Paired T-test* melalui perangkat lunak SPSS versi 21 untuk mengevaluasi perubahan hasil belajar siswa setelah perlakuan diberikan.

Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada skor post-test dibandingkan dengan skor pre-test, yang mengindikasikan bahwa penerapan UKBM memberikan pengaruh positif terhadap hasil belajar. Temuan ini menunjukkan bahwa UKBM dapat menjadi pendekatan pembelajaran yang efektif, terutama bagi siswa berkemampuan tinggi yang mendapatkan manfaat dari pembelajaran mandiri dan terstruktur. Oleh karena itu, disarankan agar para pendidik mempertimbangkan untuk mengintegrasikan UKBM dalam mata pelajaran dan konteks pembelajaran lainnya guna meningkatkan keterlibatan dan hasil belajar siswa.

ملخص البحث

الزَّكِيَّة فِطْرُوتُ. 2025. فَعَّالِيَّةُ اِسْتِخْدَامِ وَحْدَاتِ النَّشَاطِ التَّعْلِيمِيِّ الْمُسْتَقِلِّ عَلَى نَتَائِجِ التَّعَلُّمِ فِي مَادَّةِ اللُّغَةِ الإِنْجِلِيزِيَّةِ فِي فَصْلِ التَّسْرِيعِ. رِسَالَةُ تَخَرُّج. تَدْرِيسُ اللُّغَةِ الإِنْجِلِيزِيَّةِ، كُلِّيَّةُ العُلُومِ التَّرْبَوِيَّةِ وَالتَّدْرِيسِ، الجَامِعَةُ الإِسْلَامِيَّةُ الحُكُومِيَّةُ مَوْلَانَا مَالِكُ إِبْرَاهِيمَ مَالَانْج.
المُشْرِفَةُ: سِبْتِيَا دَوِي جَايَانْتِي، مَاجِسْتِيرُ التَّرْبِيَةِ.

الكَلِمَاتُ المِفْتَاحِيَّةُ: وَحْدَاتُ النَّشَاطِ التَّعْلِيمِيِّ الْمُسْتَقِلِّ(UKBM) ، تَعْلِيمُ اللُّغَةِ الإِنْجِلِيزِيَّةِ، فَصْلُ التَّسْرِيعِ.

فِي تَحْسِينِ نَتَائِجِ (UKBM) يَهدِفُ هٰذَا البَحثُ إِلَى دِرَاسَةِ مَدَى فَعَّالِيَّةِ اِسْتِخْدَامِ وَحْدَةِ نَشَاطِ التَّعَلُّمِ الذَّاتِيِّ Simple Present) تَعَلُّمِ ٱلطُّلَّابِ فِي مَادَّةِ ٱللُّغَةِ ٱلْإِنْجِلِيزِيَّةِ، لِسَيَّمَا فِي مَوْضُوعِ زَمَنِ ٱلْمُضَارِعِ ٱلْبَسِيطِ (Pre-Experimental فِي صُفُوفِ ٱلتَّسْرِيعِ .ٱعْتَمَدَتِ ٱلدِّرَاسَةُ عَلَى تَصْمِيمِ شِبْهِ تَجْرِيبِيٍّ (Tense بِٱسْتِخْدَامِ نَمُوذَجِ ٱلْمَجْمُوعَةِ ٱلْوَاحِدَةِ مَعَ ٱخْتِبَارٍ قَبْلِيٍّ وَبَعْدِيٍّ. شَارَكَ فِي ٱلدِّرَاسَةِ ٣٢ طَالِبًا مِنْ (Design صَفِّ ٱلتَّسْرِيعِ. تَمَّ تَنْفِيذُ ٱلْمُعَالَجَةِ ٱلتَّعْلِيمِيَّةِ خِلَالَ ثَلَاثِ جَلَسَاتٍ بِٱسْتِخْدَامِ مَوَادَّ تَعْلِيمِيَّةٍ ٱسْتِنَادًا إِلَى اِحْتَوَى كُلٌّ مِنَ ٱلِٱخْتِبَارِ ٱلْقَبْلِيِّ وَٱلْبَعْدِيِّ عَلَى ٢٠ سُؤَالًا مِنْ نَوْعِ ٱلِٱخْتِيَارِ مِنْ مُتَعَدِّدٍ لِقِيَاسِ مَدَى .UKBM .(Simple Present Tense) فَهْمِ ٱلطُّلَّابِ لِزَمَنِ ٱلْمُضَارِعِ ٱلْبَسِيطِ

SPSS عَنْ طَرِيقِ بَرْنَامَجِ (Paired T-Test) ٱلزَّوْجِيِّ (T-Test) تَمَّ تَحْلِيلُ ٱلْبَيَانَاتِ بِٱسْتِخْدَامِ ٱخْتِبَارِ ٱلْإِصْدَارِ ٢١ لِتَقْيِيمِ ٱلتَّغْيِيرِ فِي نَتَائِجِ تَعَلُّمِ ٱلطُّلَّابِ بَعْدَ ٱلْمُعَالَجَةِ. أَظْهَرَتِ ٱلنَّتَائِجُ وُجُودَ تَحَسُّنٍ مَلْحُوظٍ فِي يُؤَثِّرُ إِيجَابِيًّا عَلَى نَتَائِجِ ٱلتَّعَلُّمِ. UKBM دَرَجَاتِ ٱلِٱخْتِبَارِ ٱلْبَعْدِيِّ مُقَارَنَةً بِٱلْقَبْلِيِّ، مِمَّا يَدُلُّ عَلَى أَنَّ تَطْبِيقَ يُمْكِنُ أَنْ يَكُونَ نَهْجًا فَعَّالًا فِي ٱلتَّعْلِيمِ، خُصُوصًا لِلطُّلَّابِ ذَوِي ٱلْقُدْرَاتِ UKBM تُشِيرُ هٰذِهِ ٱلنَّتَائِجُ إِلَى أَنَّ فِي مَوَادَّ وَسِيَاقَاتٍ UKBM ٱلْعَالِيَةِ ٱلَّذِينَ يَسْتَفِيدُونَ مِنَ ٱلتَّعَلُّمِ ٱلذَّاتِيِّ وَٱلْمُنَظَّمِ. وَيُنْصَحُ ٱلْمُعَلِّمُونَ بِدَمْجِ .تَعْلِيمِيَّةٍ أُخْرَى لِتَعْزِيزِ مُشَارَكَةِ ٱلطُّلَّابِ وَتَحْسِينِ نَتَائِجِهِمُ ٱلتَّعْلِيمِيَّةِ

CHAPTER I
INTRODUCTION

This chapter presents a series of subtopics intended to inform the readers about the study's background, research question, research objective, scope and limitation of the study, significance of the study, and the definition of key terms.

1.1 Background of The Study

In the present era of globalization, acquiring a foreign language has become increasingly important for advancing education and facilitating meaningful communication and relationships between individuals from different cultures. This linguistic skill not only broadens personal opportunities but also plays a crucial role in building mutual understanding and cooperation across borders. Among the various languages spoken worldwide, English has emerged as a dominant international language, serving as a bridge for communication between nations, businesses, and people of diverse backgrounds. Its widespread use helps unify global interactions and fosters a shared platform for exchange in various fields, such as science, technology, and diplomacy.

Recognizing the crucial role that English plays in today's globalized world, schools have adopted the practice of teaching English from an early age. This initiative is part of broader efforts to improve students' language skills and boost their overall competence in learning English, preparing them for future academic and professional opportunities. Given the upcoming competition from other countries, it is essential for school graduates to possess not only practical skills but also proficiency in

English, as it is the globally recognized language of instruction. In the workforce, particularly in business and industry, English is not just used for comprehending instructions, reading manuals, or understanding equipment guidelines; it is increasingly important for verbal communication as well.

In an Islamic perspective, learning a foreign language (English) is explained as in the verses of the Qur'an Allah says in QS Al Hujurat verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُم مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِندَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

which means: "O people, indeed We have created you from a man and a woman and made you into nations and tribes so that you may know each other. Indeed, the noblest person among you in the sight of Allah is the one who is most pious. Indeed, Allah is All-Knowing, All-Aware."

It can be understood that acquiring a foreign language aligns with the natural order established by God, as humanity was created with diverse backgrounds, nations, ethnicities, and languages. Among these, English stands out as the most commonly learned foreign language by students worldwide., perhaps because it is part of the school curriculum, whether they like it or not. Many individuals choose to study English because they perceive it as a pathway to career advancement and professional growth. For students who are living in English-speaking communities, either on a permanent or temporary basis, learning English becomes essential for their daily interactions and overall survival in that environment. Moreover, there are students who are drawn to learning foreign languages out of a

genuine fascination with the customs, traditions, and cultural heritage of the regions where these languages are native. These learners are often motivated by a deep interest in understanding and appreciating the cultural nuances and historical contexts of the language they are studying.

Education encompasses far more than the traditional setting of classrooms, where instructors present lessons and students merely complete assignments. Its true essence lies in shaping individuals who not only possess academic knowledge but also demonstrate strong character, creativity, independence, and the ability to compete in an increasingly globalized world. In light of this broader goal, and in response to the evolving demands of the 21st century, the government has taken strategic steps to implement a structured system known as Semester Credit Units (SKS). This system is specifically designed to promote flexible and personalized learning paths for students, thereby supporting the development of essential life skills such as critical thinking, problem-solving, and adaptability.

The implementation of this semester credit system brings about significant shifts in the way educational activities are carried out in classrooms. It introduces a new dynamic to both teaching strategies and student engagement, emphasizing a more student-centered approach. As these changes influence how learners interact with the curriculum and manage their academic progress, it becomes crucial to provide tools that can help students adjust effectively. To support this transition, the government has introduced the *UKBM*, this initiative is specifically designed to facilitate

independent learning, allowing students to take greater ownership of their educational journey. Through *UKBM*, learners are encouraged to explore subject matter at their own pace, deepen their understanding, and develop the autonomy needed to thrive under the new SKS system. Ultimately, this approach aims to enhance the quality of education by aligning it more closely with modern learning needs and future competencies.

The change from the KTSP curriculum to the 2013 curriculum is one of the government's efforts to overhaul the Indonesian education system and curriculum. Minister of Education and Culture Regulation Number 59 of 2014 concerning the 2013 Curriculum explains that the 2013 Curriculum was developed so that Indonesian people can contribute as a nation that is loyal, creative, productive, emotional and innovative. The 2013 curriculum will be implemented starting in the 2013/2014academic year. Regarding the implementation of the 2013 curriculum, the implementation of SKS at the SMP/MTs level is considered appropriate.

The aim of the 2013 curriculum is to grow people who are productive, innovative, emotional, creative and loyal. The implementation of SKS also allows students to obtain educational services that are in line with their talents or potential, their needs, their speed and their learning interests. Through the implementation of the Semester Credit System (SKS), students are given the opportunity to access educational services that are tailored to match their individual strengths, interests, learning pace, and specific needs. This system is designed to accommodate diverse learning profiles by allowing students to engage in a more personalized and flexible

educational journey. The legal foundation for this policy is outlined in the Regulation of the Minister of Education and Culture No. 158 of 2014, which governs the application of the SKS system in both primary and secondary schools. Within the regulation's appendix, a comprehensive explanation is provided regarding the conceptual framework and core policy guidelines that schools must follow when applying the Semester Credit System.

The Semester Credit System (SKS) represents a flexible academic model that enables students to complete their education either more quickly or at a more gradual pace, depending on their individual competencies. Rooted in learner-centered education theory, this system recognizes that students possess diverse learning profiles—including variations in aptitude, interest, and cognitive processing speed—and thus require a more personalized approach to learning. SKS reflects a shift from traditional, one-size-fits-all education models to more differentiated and responsive forms of educational delivery.

Fundamentally, SKS serves as a strategic framework for improving school-based learning management. By aligning with the principles of constructivist learning theory—which emphasizes active student engagement and individualized progression—this system ensures that each student can pursue their learning path in accordance with their strengths and developmental readiness. It also introduces structured planning by quantifying both student learning responsibilities and teacher duties through measurable credit units, thereby fostering transparency and efficiency in academic planning.

The practical application of SKS enhances the quality of the instructional process by aligning with curriculum demands and optimizing learning experiences. Through this system, students are given opportunities to master Basic Competencies (KD) at their own pace, which aligns with the principles of mastery learning theory, where progress is based on demonstrated understanding rather than uniform pacing. This allows for accelerated progression for advanced learners and more deliberate, supportive pacing for those who need additional time, ultimately promoting educational equity and individualized success..

There are two types of Semester Credit System (SKS) learning patterns offered, namely the regular SKS pattern (6 semesters) and the accelerated SKS pattern (4 semesters). In Minister of Education and Culture Regulation No. 158 of 2014, it is explained that children with above average learning speed (marked by high task commitment and creativity test results) can take 1 hour of learning with a duration of 30 minutes, while the regular class have a duration of 45 minutes per lesson (Junior High School). Thus, children whose learning speed is above average can take education for 2 years or 4 semesters.

The implementation of SKS in the field faces new challenges, namely with thediscourse that there is no classroom difference between the regular pattern and the accelerated pattern. In the sense that one class is given the opportunity to have students who have a regular pattern and an accelerated pattern with different students' academic abilities or potential. These differences in credit patterns in one class requireappropriate learning

methods, techniques and strategies. Therefore the idea of using Independent Learning Activity Units (*UKBM*) was born.

Schools that implement the SKS system must be equipped to provide *UKBM*, which are primarily sourced from textbooks. *UKBM* serves as a valuable resource for students, enabling them to carry out their learning independently. These units are designed to support students in earning credits by encouraging self-discipline, integrity, and the flexibility to learn at their own pace. The *UKBM* model promotes a more personalized approach to education, allowing students to take responsibility for their own learning progress. This concept is currently one of the most discussed educational trends in Indonesia, as it was first introduced and tested in specific schools during the 2017/2018 academic year. Since then, it has garnered significant attention for its potential to transform the learning experience and provide more autonomy for students in their educational journey.

MTsN 1 ABC is one of the schools that is able to program the SKS system in Jember Regency. The SKS system was implemented at the beginning of the 2019/2020 academic year. Changes in the school system have resulted in teachers at MTsN 1 ABC creating teaching materials specifically to support learning in the SKS system, namely independent learning activity units (*UKBM*).

In applying SKS, there is usually a classification of students based on their learning abilities. This classification is carried out heterogeneously where the classes will be divided into three, namely fast class (acceleration

class), standard class and lower class. Apart from that, according to the Ministry of Education and Culture, the independent curriculum can be fully implemented nationally in 2024. For now, schools can start implementing it in stages according to the readiness of each school.

To support the achievement of learning objectives, learning tools are needed. One of the comprehensive learning tools in the learning process is the *UKBM*. The *UKBM* can be created by the subject teacher himself to make it more interesting and more contextually adapted to the situation and conditions at the school. Therefore, teachers need to create their own *UKBM* which can activate students in learning, improve critical thinking skills, and improve learning outcomes (PSMA, 2017). With *UKBM*, study time management will be more flexible and complete according to each individual's learning speed. This system can provide effective, efficient and maximum services to the diversity of students so that students' potential can be explored properly and optimally.

UKBM is a concise learning unit that is systematically arranged in a sequential order, progressing from the easiest concepts to the more difficult ones. The unit of study is a labeling of student mastery of knowledge and skills arranged into units of learning activities based on Basic Competency mapping. *UKBM* is a small unit of study arranged sequentially from easy to difficult. *UKBM* must include several development components from KI, KD and also textbook English for teachers and students. Through *UKBM* teachers can also develop independent learning strategies that help students achieve learning mastery. The *UKBM* serves as a specific kind of

educational resource employed in classroom settings to enhance the learning process by promoting students' ability to learn independently. In Indonesia, a large number of schools have incorporated teaching materials in the form of *UKBM),* which are designed to support independent learning and enhance the educational process. MTsN 1 ABC is one of the junior high schools that has implemented the Individual Learning Worksheet as the teaching materials. MTsN 1 ABC is a junior high school that has adopted the *UKBM* as a part of its teaching material, using it to support and enhance the learning process for students.

An effective and engaging *UKBM* is characterized by its ability to motivate students to actively engage in reading and practice. It fosters a sense of responsibility in learners, encouraging them to consistently work through the *UKBM* competency tasks and seek guidance from the teacher when encountering challenges. The instructional design of *UKBM*, which emphasizes both educational and dialogical interaction, supports the cultivation of essential 21st-century competencies, often referred to as the 4C (critical thinking, creativity, collaboration, and communication). These learning experiences are instrumental in nurturing students' Higher-Order Thinking Skills (HOTS), which include analytical, evaluative, and creative capabilities. However, the development of these advanced cognitive skills is inherently linked to the foundational growth of Lower-Order Thinking Skills (LOTS), such as remembering, understanding, and applying information.

A significant challenge confronting Indonesia's educational system is the persistence of traditional, teacher-centered instructional methods that limit the development of students' higher-order cognitive abilities, particularly critical thinking. According to Bloom's Taxonomy (Anderson & Krathwohl, 2001), critical thinking falls under higher-order thinking skills (HOTS), which include analyzing, evaluating, and creating. However, many schools still emphasize lower-order thinking skills (LOTS), such as remembering and understanding. This pedagogical limitation results in students being conditioned to absorb and recall information rather than engage in reflective, independent thought. Instruction is often directive, where learners are expected to follow the teacher's explanations rigidly without room for inquiry or interpretation.

Such issues are evident in various educational institutions, including MTsN 1 ABC, where students typically focus on the mechanical completion of school tasks. Their engagement with classroom learning tends to be superficial, with minimal attention given to the teacher's explanations or to the learning process itself. This passive learning environment can hinder the development of metacognitive skills and learner autonomy, both of which are crucial for academic and personal growth in the 21st century. As a result, students often graduate lacking the essential critical thinking and problem-solving skills needed for real-world challenges. Addressing this concern calls for a shift toward student-centered learning approaches such as problem-based learning, project-based learning, or the implementation of instructional models like *UKBM* that empower learners to become active

participants in constructing their knowledge.

Students complete tasks merely because they are instructed to do so by the teacher. They do not engage with the tasks in a way that ensures the achievement of quality standards or mastery of the material in accordance with the established indicators. On the other hand, teachers at MTsN 1 ABC express concern that students are currently performing far below the expectations set by the educators. Students predominantly rely on the teacher's role in the learning process, which is conventionally referred to as the lecture method. This creates a burden for teachers, who are tasked with delivering the instructional content to students. This situation has led to teachers' apprehension regarding students' comprehension of *UKBM*. Teachers believe that students are not yet able to adapt effectively to *UKBM*, despite it being a key resource used at MTsN 1 ABC to enhance students' knowledge and skills. This is particularly evident during classroom activities when students engage with the *UKBM* assignments, where they exhibit both active and passive participation behaviors.

Therefore, this issue requires careful attention as it may influence the implementation process of UKBM itself. The implementation of *UKBM* in the classroom fall short of expectations, it is essential to conduct a thorough evaluation of both the planning and execution processes of *UKBM*. This includes assessing the objectives of *UKBM* implementation, the formulation process of *UKBM*, the readiness of components involved in preparing *UKBM*, the evaluation of the completeness of instructional materials, and the overall execution of *UKBM*, among other factors.

The implementation of SKS at the MTs level has only begun to be implemented in recent years. This is proven by the fact that there are only a few MTs that have implemented the SKS program in Pasuruan. In Pasuruan City and Regency, there is only 1 school that has implemented SKS, namely MTSN 1 ABC. MTsN 1 ABC is one of the junior high schools that has implemented the SKS program.

Actually this research related to *UKBM* is still very minimal. First is research carried out by Fajriyah (2018) on the development of Core-Based Newton's Law *UKBM* (Content Representation) was done to improve Concept Understanding. As a result, the *UKBM* that has been developed is considered very suitable for application in classroom learning. In addition, observations showed an increase in conceptual understanding and positive student responses and showed an increase in students' conceptual understanding and literacy skills. Another research was also conducted by Arini (2019) regarding the influence of using textbooks) in *UKBM* on the learning outcomes for class IX IPS 2 SMA Negeri 7 Malang. It was concluded that thetextbook really influences student learning outcomes and student independence and *UKBM* modules can be created with *UKBM* guidance.

Another relevant study was conducted by Riskiyatul (2020), whose findings reveal that the implementation of UKBM in English language instruction has not yet been fully optimized by the majority of teachers. This shortcoming stems from the continued reliance on conventional, teacher-centered teaching methods in EFL classrooms. Despite this, the study also

highlights that most EFL students perceive the integration of *UKBM* as a beneficial tool in fostering self-directed learning, indicating a generally favorable student response toward its potential to enhance learner autonomy.

Findings from the preliminary study conducted at MTsN 1 ABC indicate that the Independent Learning Activity Unit (*UKBM*) has been consistently integrated into the daily instruction of English subjects. This learning approach has been adopted as a routine component of the teaching process, reflecting the school's effort to promote a more student-centered and autonomous learning environment. By embedding *UKBM* into everyday classroom activities, the English department aims to encourage learners to take greater responsibility for their own learning progress. The use of *UKBM* aligns with the broader educational goals of fostering independent study habits, improving learning outcomes, and supporting the development of critical thinking and self-regulated learning skills among students.

Students are tasked with completing the Independent Learning Activity Units (*UKBM*) either individually or collaboratively in small groups. This approach aligns with the principles of independent learning, which emphasizes learner autonomy, self-direction, and responsibility for one's own progress (Candy, 1991). However, the implementation of *UKBM* in classroom settings often encounters several obstacles, primarily due to the diverse range of cognitive abilities and skill levels among students. According to Vygotsky's (1978) theory of the Zone of Proximal Development, students make the most progress when they engage in tasks

slightly above their current level of competence, provided that they receive appropriate guidance and support.

In reality, teachers are often required to manage a wide range of learner abilities within a single classroom. Some students are highly motivated and academically prepared, enabling them to complete *UKBM* tasks efficiently and independently. These learners thrive in environments that offer autonomy and challenge. On the other hand, other students may struggle with the same assignments due to slower cognitive processing, weaker foundational knowledge, or lower confidence levels. Slavin (1995) emphasized that such differences demand differentiated instruction, where teaching strategies are adjusted to accommodate individual learner needs.

As a result, educators must adopt a dynamic and responsive approach in their instruction. Their role extends beyond simply delivering content—they must also facilitate an inclusive learning environment where each student receives the appropriate level of support. Strategies such as scaffolding, peer mentoring, and formative assessments are often employed to ensure that all learners can actively engage in and benefit from the *UKBM* process.

Before students continue to work on *UKBM* in the next chapter, students are required to work on formative questions first. Formative questions are also created by the teacher so that they can find out whether the student has completed understanding and studying the material being studied or not. If students have not been able to pass the formative questions, then the teacher applies a remidi system for students who have

not completed English learning in the chapter being studied.

The stages in learning using the *UKBM* are felt to require a fairly long time if students are not diligent and serious in their work. Due to the stages implemented start from *UKBM* work and also formative tests. Each *UKBM* chapter consists of 3 learning activities, where there is a literacy section, analysis questions and also practical questions. So, if every student has done *UKBM*, they must consult their English teacher.

English UKBM at MTsN 1 ABC is generally used by teachers in evaluating student learning. Students are required to be active in the learning process, students can fully take part in every learning activities. Students have the opportunity to make full use of their knowledge and skills in sufficient time, mutual understanding is fostered between teachers and students or students and students. So the transfer of knowledge process is carried out directly by the teacher, namely it is delivered at the beginning of the lesson and also reinforced at the end of the lesson. Thus, the teacher's role in the classroom is more dominant as a facilitator and evaluator.

Based on the previously discussed background, this study is initiated with the intention of analyzing the role and impact of *UKBM* teaching materials on the quality of the learning process. The core objective of this research is to explore the extent to which these instructional materials contribute to improved educational outcomes, particularly when compared to alternative resources or teaching approaches. In alignment with this goal, the researcher formulated the study under the title: "The Effectiveness of Using *UKBM* on Learning Result in English Subject in the Acceleration

Class." Through this investigation, the researcher seeks to assess the effectiveness of UKBM-based materials in facilitating English language instruction and to evaluate their influence on students' academic performance within acceleration class.

1.2 Research Question

Based on the problems discussed on background of the study, the following research question is addressed in this study :

1. Is *UKBM* effective for learning result in English Subject in the Acceleration Class of MTsN 1 ABC?

1.3 Research Objective

The objective of this research is related to how the mentioned problem was put out. The following is how it can be put :

1. To know the effectiveness of *UKBM* for learning result in English Subject in the Acceleration Class

1.4 Significance of The Study

The result of this research is expected to provide useful contribution to various parties. This research can develop *UKBM* to help students improve cognitive abilities and be effective in learning English.. This research seeks to examine the impact of utilizing *UKBM* on learning outcomes. It is anticipated that this approach will enhance students' interest in English, fostering greater comfort and familiarity with the language. The

findings of this research will contribute to the body of knowledge on effective learning methodologies and can serve as a foundation for individuals preparing to become professional educators in their respective fields.

1.5 Scope and Limitation of The Study

Numerous previous studies have explored the effectiveness using *UKBM* with different focuses or methods such as the use and the implementation. This particular study focuses on evaluating the impact of *UKBM* on students' academic achievement in English, specifically within the Acceleration Class at MTsN 1 ABC. The Acceleration Class involved in this research comprises 32 students. The primary aim of this study is to assess students' learning result and determine how significantly *UKBM* contributes to enhancing those outcomes. To measure its effectiveness, the study includes a comparative analysis between the academic results achieved through the use of *UKBM* and those attained without it, thereby identifying the material's actual influence on student learning performance.

1.6 Definition of Key Terms

The following definitions will be used to briefly explain the key terms used in thisstudy.

1. ***UKBM*** : refers to structured learning materials designed to support student-centered learning. These units typically include components such as textbooks, Core Competencies (KI), Basic Competencies (KD),

a set of tasks or assignments, various learning activities, and tools for students to conduct self-assessment.

2. **Learning Result :** Certain competencies or abilities achieved by students after following the teaching and learning process
3. **Acceleration Class :** Students who have extraordinary abilities and intelligence by completing the learning time faster or earlier than the specified time.

CHAPTER II
LITERATURE REVIEW

The relevant theories and studies that have been reviewed in this chapter will serve as the basis for the literature review.

2.1 UKBM (Unit Kegiatan Belajar Mandiri)

UKBM is a short lesson unit based on Basic Competencies which is arranged sequentially from simple to complex to assist students in learning independently in order to master the competencies that have been determined and designed by the teacher. *UKBM* self-study packages include a series of learning experiences that are systematically planned and designed to help students achieve learning objectives(Suharto et al., 2019). On the other hand, *UKBM* is defined as a learning tool or mean that contains materials, methods, limits, and learning evaluations designed according to the level of complexity, so as to enable students to acquire competencies that have not been mastered from the results of the process, and evaluate competencies to measure the results of the learning success process. Tools are curriculum components that are assembled into learning tools for students. The development of *UKBM* cannot be carried out without the existence of textbooks. For this reason, before developing *UKBM*, it is necessary to first determine the textbooks.

The content of the independent learning activity unit prioritizes providing a learning stimulus that allows the growth of independence and experience of students to be actively involved in mastering competencies as a whole through learner- centered learning (student active) that encourages

higher order thinking skills, 21st century life skills such as critical thinking, creative action, cooperation, and communication, as well as literacy culture, and strengthening character education (*PPK*). The main basis for the development of *UKBM* is the guidelines for organizing *SKS* and the guidelines for implementing complete learning published by the Directorate of Development (MoEC, 2017). The guidelines state that each learner must achieve individualized mastery of all core competencies and basic competencies of the subject in the implementation of intact learning services through *UKBM*. Aside from being a learning medium.

2.1.1 The Objectives of Providing *UKBM*

Simplify and clarify the way material is presented, ensuring it is not overly complex or wordy, to make it easier for students to understand. Address the challenges posed by limited time, space, and sensory resources, which affect both students and instructors. Incorporate a variety of learning media, which can help increase students' enthusiasm and motivation to learn. These media also support the development of students' ability to engage directly with their surroundings and access additional learning resources. This approach encourages independent learning, allowing students to progress at their own pace, tailored to their individual abilities and interests. Furthermore, it enables students to assess and measure their own learning outcomes, providing them with a clearer understanding of their academic progress.

2.1.2 The Function of Providing *UKBM*

Minimize the role of the teacher (teacher centered), so as to optimize the activeness of students. As teaching materials that make it easier for students tounderstand the material. It is a concise teaching material that is rich in tasks for practice. Facilitate the implementation of learning to students.

a. Characteristics of *UKBM*

UKBM have the following characteristics:

Self instructional students can learn or provide learning independently in this scenario, relying only on themselves and not on others. The form of learning activities is student-centered (student active) by using various models and/or learning methods with a scientific approach (based on scientific processes) or other relevant approaches. Utilize learning technology in accordance with the concepts and principles of techno-pedagogical content knowledge (TPACK).

Based on Basic Competencies (*KD*). As demonstrated by Hall & Jones (2016), competence is defined as a description that outlines the presence of specific abilities collectively. It represents a combination of skills and knowledge that can be quantified and observed. Competence is defined as a set of knowledge, attitudes, and skills that students are required to internalize, master, and possess upon the completion of a given subject matter. Competency-based learning can be interpreted as a form of discovery that includes specific directions for achieving student competencies. Consequently, the learning outcomes completed bind the

students' abilities, which can be assessed in terms of knowledge, attitudes, and skills. It is essential for competency-based learning to establish minimum competency standards that students are required to master. Competencies to be attained, delivery strategies employed to achieve these competencies, and the assessment or evaluation system utilized to determine students' success in achieving the competencies.

The continuation or development of the mastery of the Teaching Textbook serves as a learning resource for students and is one of the developments of *UKBM*. In the creation of *UKBM*, there are several learning activities that refer to the textbook. The textbook is developed in a concise manner so that it can be used as *UKBM*. There are several principles that must be used as a foundation in the development of the learning materials contained in the textbook.

It must measure the completeness of competence for each subject. In this case, the competency completion criteria of *UKBM* are based on the *KKM* (Minimum Competency Criteria) determined by an educational institution based on the results of a teachers' meeting. *KKM* functions as a reference for teachers to assess students' competencies according to the basic competencies (*KD*).

b. The principles of developing *UKBM* are as follows:

Mastery learning (complete learning). *UKBM* prioritizes the principle of individual learning completeness which requires students to completely master all KI and KD subjects according to the level of

learning speed of students, namely fast, normal or slow learners.

The learning process takes place in an interactive manner that organizes learning experiences to build attitudes, knowledge, and skills, as well as character through the transformation of learning experiences through face-to- face, structured, and independent learning.

KD-based is used to facilitate students in continuous stages in studying and mastering learning units in a subject. In this way, each student can learn to master competencies according to their learning style and speed.

This system is specifically designed to support a variety of learning environments, such as traditional classroom learning, group-based learning, individualized instruction, as well as both online and offline learning, depending on the unique needs and preferences of each student. It is structured in a way that enables students to engage with content in the format that best aligns with their learning style, whether they thrive in a collaborative setting, require personalized guidance, or prefer the flexibility of online or offline formats. By doing so, it ensures that every student can progress at their own pace, developing and mastering the necessary skills in a manner that suits their individual learning tempo and approach.

Contains learning objectives to achieve KD. Able to evaluate the achievement of KD. *UKBM* is developed based on KD, therefore *UKBM* must represent KD achievement. Each *UKBM* ends with a formative

assessment as a sign of continuing to the next *UKBM*.

Communicative in nature. Students can interact through *UKBM* both in groups and individually, based on activities. Activity-based, The development of *UKBM* in principle provides complete learning services to individual students and can be studied independently (on their own initiative).

Characterized by intelligence, friendliness, and warmth. Intelligent, as *UKBM* (Independent Learning Activity Unit) is designed to enhance students' cognitive development, with a clear focus on learning objectives, well-defined activities, and explicit learning goals. Friendly, because the language used in *UKBM* is accessible and comprehensible, consistently leaving open-ended questions for students to explore further. Warm, as *UKBM* should stimulate students' interest in learning, fostering a sense of curiosity and openness.

2.1.3 The Advantages of *UKBM*

One of the most significant advantages of the *UKBM* lies in its capacity to promote learner autonomy. *UKBM* is specifically designed to allow students to engage in self-directed learning, enabling them to study flexibly anytime and anywhere without being confined to the structured schedule of formal classroom instruction. This feature aligns well with the demands of 21st-century education, which emphasizes adaptive, student-centered, and technology-integrated learning (Mulyasa, 2018). In modern educational paradigms, learning is no longer restricted to time-bound

classroom settings; rather, it must accommodate diverse learning preferences and technological integration that supports continuous learning beyond school walls.

Another prominent strength of *UKBM* is its systematic and activity-based structure. The instructional design of *UKBM* includes clearly defined objectives, guided learning tasks, and assessment tools, which help foster higher student engagement throughout the learning process. Through well-directed learning activities, students can more easily internalize the material, make meaningful connections, and develop essential 21st-century competencies such as critical thinking, analytical reasoning, and problem-solving skills. According to Sanjaya (2016), activity-based learning frameworks like *UKBM* encourage students to be actively involved in constructing their knowledge, rather than passively receiving information.

Moreover, *UKBM* provides opportunities for teachers to implement differentiated instruction effectively. Differentiated instruction refers to tailoring educational content, learning processes, and assessment strategies to meet the diverse needs, abilities, and learning speeds of students. By using UKBM, educators can offer individualized pathways that cater to each learner's unique profile, thereby fostering more equitable and inclusive learning environments (Tomlinson, 2014). This personalization

contributes not only to academic achievement but also to the development of self-regulated learning habits, which are critical for lifelong learning.

2.1.4 The Disadvantages of *UKBM*

Despite its numerous strengths, the UKBM also presents several limitations that warrant critical attention. One of the primary challenges of UKBM is its heavy reliance on students' capacity for self-directed learning. While *UKBM* is designed to foster autonomy, not all students possess the necessary levels of motivation, self-discipline, or effective learning strategies to complete the modules successfully. Learners who struggle with independent learning especially those with lower academic abilities, learning difficulties, or limited self-regulation skills may find *UKBM* to be a significant obstacle rather than a supportive tool (Suryani, 2021). This issue becomes more pronounced in inclusive classrooms, where a broad range of cognitive and behavioral characteristics must be considered.

Another notable limitation lies in the readiness of both teachers and schools to develop and implement *UKBM* effectively. In reality, many educators have not yet received sufficient training in instructional design principles necessary to produce engaging, pedagogically sound *UKBM* modules. Without a clear understanding of how to align *UKBM* with learning outcomes and student needs, the materials risk becoming ineffective or uninspiring. Moreover, the absence of adequate support from

educational institutions can further hinder successful implementation. Many schools, particularly those in under-resourced or rural areas, face infrastructural challenges such as limited access to the internet, lack of digital devices, and insufficient instructional media. These constraints can significantly reduce the effectiveness of *UKBM*, which ideally requires both technological support and institutional commitment to be executed as intended (Hidayat & Rahmawati, 2020).

In sum, while *UKBM* is conceptually aligned with modern educational goals, its effectiveness depends greatly on student readiness, teacher competence, and the broader school ecosystem. Without proper scaffolding and systemic support, the benefits of *UKBM* may not be fully realized, and in some contexts, may even widen educational disparities.

2.2 Acceleration Class

Acceleration classes refer to a specialized educational service aimed at students who possess high intellectual abilities and learning speeds beyond the average. The goal of acceleration is to provide an opportunity for gifted students to complete the required educational curriculum in a shorter amount of time than that of the regular program (Directorate of Junior High School Development, 2010). This form of intervention is one of several enrichment strategies used to meet the unique educational needs of high-achieving learners, particularly those who exhibit advanced reasoning

skills, creativity, rapid information processing, and strong memory retention.

According to Yusuf (2010), acceleration is not merely about finishing school earlier, but rather ensuring that academically gifted students are not constrained by a one-size-fits-all curriculum. It provides a dynamic and challenging environment that aligns with students' cognitive readiness. The purpose is not to overwhelm students with content, but to prevent disengagement caused by under-stimulation. Many gifted learners, when not challenged appropriately, may lose motivation, exhibit behavioral issues, or underachieve despite their high potential. Supporting this view, Bloom (1984) emphasizes that optimal learning occurs when instruction is matched to a student's learning pace and mastery level. In an acceleration setting, students are allowed to move forward once they demonstrate a deep understanding of current material, thus avoiding redundancy and enhancing motivation. Acceleration therefore supports mastery-based progress rather than age-based progression.

Renzulli (2002) also contributes to the theoretical foundation of acceleration through his Three-Ring Conception of Giftedness, which highlights the interplay of above-average ability, task commitment, and creativity. For students who demonstrate high levels of these characteristics, acceleration serves as a nurturing ground that fosters both academic and personal growth. Furthermore, research by Purwati and Akmaliyah (2023)

shows that students in acceleration programs often exhibit high levels of self-efficacy and intrinsic motivation. These psychological attributes are essential for success in a demanding academic environment, as they empower students to take initiative, overcome challenges, and remain engaged in their learning journey.

Taken together, these perspectives highlight that acceleration is not merely a procedural change in educational delivery, but a pedagogically sound approach rooted in cognitive and developmental psychology. It ensures that gifted students are provided with environments that stimulate their intellect, respect their pace, and support their long-term academic and socio-emotional development

2.2.1 Characteristic of Acceleration Class

Students who are enrolled in acceleration programs typically demonstrate a distinct combination of cognitive, emotional, and behavioral characteristics that set them apart from their peers in regular academic tracks. According to Andayani (2015), accelerated students often possess superior intellectual and cognitive abilities, enabling them to process complex information more quickly and deeply than their age-matched peers. They tend to master learning materials at a significantly faster rate, often requiring less repetition and instructional support. In addition to their cognitive strengths, these students also exhibit a high degree of curiosity, intrinsic motivation, and a strong desire to explore topics beyond the

standard curriculum. Their passion for learning is frequently self-driven rather than influenced by external rewards, which makes them more resilient and persistent in the face of academic challenges. Another notable trait among accelerated learners is their high level of independence. They are typically capable of managing their own learning processes, setting personal academic goals, and working autonomously with minimal supervision. Moreover, they often display emotional maturity that surpasses their age, allowing them to handle complex academic tasks and responsibilities with confidence and composure.

However, as emphasized by Liftiah (2021), not all students with high academic performance are automatically suitable for acceleration programs. Academic excellence alone does not guarantee success in a fast-paced and intellectually demanding environment. Emotional readiness and the ability to socially adapt are equally important considerations when selecting students for acceleration. Some students, despite their high intellectual potential, may experience difficulties adjusting to the pressures and expectations of an accelerated learning track. These challenges can manifest in the form of social isolation, particularly when students are placed in classrooms with older peers, or in the form of emotional stress and anxiety stemming from the heightened academic workload. Without adequate support systems in place, such pressures can negatively impact their overall well-being and academic performance.

As noted by Rimm (2018), acceleration must be carefully matched to students' emotional development to avoid unintended psychological stress. Therefore, a comprehensive evaluation that includes both cognitive assessments and socio-emotional screening is essential to ensure that acceleration truly benefits the student in a holistic manner.

2.2.2 The Objectives and Benefits of Acceleration Class

The primary goal of acceleration programs is to provide high-ability learners with educational experiences that match their advanced cognitive development and learning speed. These programs are designed not merely to expedite the time students spend in formal education, but to ensure that their intellectual potential is continuously stimulated, thereby preventing disengagement or underachievement due to a lack of academic challenge. By offering an alternative learning path tailored to their needs, acceleration ensures that gifted students are neither held back by the standard curriculum nor forced to conform to a uniform educational pace that may not suit their capabilities. As noted by Siringoringo (2023), the implementation of differentiated instruction strategies in acceleration settings significantly contributes to the development of student potential, as it allows for instructional flexibility and adaptation to individual learning profiles. Such approaches enhance both cognitive engagement and emotional satisfaction, making learning more meaningful and effective.

Among the key benefits of acceleration is the efficient use of instructional time. Gifted students, who typically require less repetition to master content, benefit from a faster-paced curriculum that minimizes redundancy and allows them to explore more advanced or specialized topics earlier. This leads to higher academic achievement, as students are consistently challenged at the upper limits of their capabilities. Furthermore, acceleration supports the development of self-confidence and academic self-concept. When students are placed in environments that reflect their intellectual level, they tend to develop a stronger belief in their abilities, which in turn boosts intrinsic motivation and long-term academic persistence (Purwati & Akmaliyah, 2023). The opportunity to work on intellectually stimulating tasks also increases student engagement and satisfaction with the learning process. Febrianela (2022) found that accelerated students often report higher levels of enjoyment and fulfillment in their academic experiences compared to those in regular classrooms, largely due to the alignment between their abilities and the educational demands.

Additionally, acceleration has proven to be adaptable across various cultural and religious contexts. Nawawi and Swandari (2022) emphasize that when applied thoughtfully within Islamic education settings, acceleration programs not only promote cognitive growth but also nurture spiritual intelligence and character development. They argue that the concept of "Islamic giftedness"—which integrates academic excellence with

moral and religious maturity—can be effectively fostered through tailored acceleration models. This underscores the flexibility and cultural relevance of acceleration as a pedagogical approach that transcends traditional boundaries and meets diverse student needs.

2.2.3 The Challenges in Implementing Acceleration Class

Despite the clear academic and developmental benefits of acceleration programs, their implementation is not without significant challenges. One of the most prominent obstacles is the limited availability of teachers who are adequately trained to understand and address the specific needs of gifted and accelerated learners. Many educators are not equipped with the necessary pedagogical knowledge or psychological insight to differentiate instruction effectively for high-ability students, which can result in mismatched learning experiences that fail to fully support their potential (Nawawi & Swandari, 2022). In addition to staffing limitations, the structure of the existing curriculum often poses difficulties. Most national education systems follow rigid, standardized curricula that do not accommodate flexible pacing or enrichment opportunities, making it difficult for schools to tailor content to the advanced learning trajectories of accelerated students. This lack of curricular adaptability can lead to disengagement or even regression in student performance, particularly when the material fails to challenge their capabilities.

Emotional well-being is another critical concern in acceleration settings. Accelerated students are frequently placed in environments with older peers or are expected to meet high academic standards at a younger age, which can create psychological stress and a heightened risk of burnout. The academic pressure associated with acceleration, when not balanced with appropriate emotional support, may lead to anxiety, perfectionism, and fear of failure—issues that can undermine a student's long-term mental health and academic motivation (Liftiah, 2021). In many cases, these students may feel socially isolated, particularly if they struggle to connect with older classmates or if they are excluded from peer activities due to developmental differences. Social challenges can hinder students' emotional adjustment, leading to a sense of alienation or inadequacy despite their academic success.

Moreover, empirical evidence supports the existence of behavioral and psychological drawbacks in some acceleration contexts. Novritalia and Maimunah (2022) found that students in accelerated programs displayed higher levels of academic procrastination compared to their peers in regular classrooms. This procrastination may be attributed to the psychological burden of elevated expectations, internalized pressure to perform, or a lack of motivation when emotional needs are unmet. These findings emphasize the necessity of integrating emotional resilience training and counseling support into acceleration programs. Without

proactive interventions, even intellectually gifted students may struggle to maintain healthy academic habits and emotional stability.

2.3 Previous Studies

In this section, the researcher presented several prior studies related to the chosen topic. The researcher sought previous studies with themes similar to the current research topic. This was done to identify similarities and differences with earlier research, find research gaps, and avoid plagiarism.

Firstly, Fajriyah (2018) conducted a study titled *"Development of Newton's Law UKBM Based on CORE (Content Representation) to Enhance Concept Understanding"*, which focused on two main goals: creating a Newton's Law-based *UKBM* using the Content Representation (CoRe) framework to deepen students' conceptual understanding, and evaluating its feasibility and practicality in the learning process. The development followed Borg & Gall's model, though it was limited to the product testing stage. The research involved two groups 12 students from SMAN 7 Malang for readability testing and 15 students from MA Darussalam Jombang for a limited trial implementation. Various tools were used to collect data, including lesson plans, *UKBM* assessment instruments, student feedback, implementation observations, and readability responses. To measure conceptual gains, pre-test and post-tests were administered. The study found that the *UKBM* was both highly feasible and practically implementable, and it contributed to significant improvements in students'

understanding of Newtonian concepts.

Secondly, the research untitled *"*The Use of English *UKBM* to Support Independent Learning in Senior High School" by Riskiyatul (2020). Explored how *UKBM* materials are applied in English classes to support self-directed learning. Conducted in a top-performing high school in Sidoarjo, the study involved one teacher and 73 tenth-grade students, including 36 in an accelerated program. Using an embedded mixed-method design, data were gathered through observations, questionnaires, and interviews. The findings revealed that the teacher had not fully integrated *UKBM* effectively, as traditional teaching approaches were still dominant. While students generally viewed independent learning positively, their perceptions of using *UKBM* specifically were more cautious though many still found it useful for supporting their English learning.

The third relevant study is titled "*UKBM*-Based Assessment Study (Independent Learning Activity Unit) Biology in Malang City High School" conducted by Yuni (2022). This research focusing on how *UKBM* was applied in Biology classes at public senior high schools in Malang. The study aimed to explore the characteristics, development process, and assessment components of *UKBM*, as well as the challenges teachers faced during its implementation. Using a qualitative descriptive approach, data were collected through interviews with five Biology teachers, document analysis, and observations. The findings highlighted several challenges, such as the difficulty of managing diverse student abilities, the need for

team teaching, and the importance of adjusting classroom infrastructure to support varied learning paces.

There are several similarities and difference between the relevant studies above and the current research based on the relevant studies above. First, the similarities in terms of the approach used, namely a correlation approach with one variable, namely *UKBM*. Next, the research has a similarity that is related to the level of education. Previous research was conducted almost in senior high school students', but it is different from this research that the research was conducted on junior high school student's especially in the acceleration class. Last, the similarities in the previous research focus on *UKBM* in general. But it is different from this research which focuses specifically on learning result in English subject.

CHAPTER III
RESEARCH METHOD

The researcher addresses the research design, research setting, population and sample, research instrument, data collection, and data analysis in this chapter.

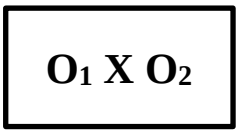
3.1 Research Design

The current study utilized a pre-experimental research design, a methodological approach characterized by the involvement of only one group referred to as the experimental group without the presence of a control group for comparison. This type of research is commonly used in preliminary investigations where the goal is to observe changes or outcomes following the application of a treatment or intervention. According to Arikunto (2021), pre-experimental studies are intended to provide initial insights into potential causal relationships, although they are limited in their ability to control external variables or confirm causality due to the absence of a comparative baseline group. In this context, the researcher applied the intervention to a single group of participants and measured the outcomes to evaluate the effectiveness of the treatment, namely the implementation of *UKBM* in English instruction.

This study employed a one-group pre-test post-test design, which is a type of pre-experimental research method. The design involved a single group of participants who were observed before and after receiving a specific treatment or intervention. In this case, the treatment referred to the implementation of *UKBM* in the English learning process. The researcher administered a pre-test to assess the students' initial abilities prior to the intervention. After the treatment was delivered over several learning

sessions, a post-test was given to measure any improvements or changes in the students' performance. By comparing the results of the pre-test and post-test, the researcher was able to evaluate the effectiveness of the treatment. This approach was considered appropriate for obtaining preliminary insights, even though it lacked a control group for comparison.

Below is the picture of the one group pre test-post test design model by Sugiyono (2013) :



Description:

O_1 = Pre test before given treatment

O_2 = Post test after given treatment

X = Treatment (the use of *UKBM* in learning)

The influence of the treatment in this design is represented by (O_2-O_1) (Sugiyono, 2013). What is being tested is the difference between O_2 and O_1. If there is a difference where O_2 is greater than O_1, then Brain Gym has a positive effect on improvement, and if O_2 is smaller than O_1, it has a negative effect (Sugiyono, 2009). Variable X (Brain Gym) serves as the treatment.

3.2 Place and Time of The Research

This research was carried out at MTsN ABC a junior high school located in, East Java, Indonesia, during the academic year of 2024/2025. The selection of this institution was not random; it was intentionally chosen due to its consistent application of *UKBM* approach in evaluating student

learning result. MTsN 1 ABC is recognized for actively integrating *UKBM* as part of its educational practices, particularly within the English subject. Over a span of several months, the researcher conducted direct observations and found that the English teacher regularly utilized *UKBM* as a core component in classroom instruction and student assessments.

The following table is the schedule of this research

Table 3. 1 Schedule of Research

No.	Activity	Date
1.	Observation	28th November 2024
2.	Pre-Test	10th April 2025
3.	Giving Treatment	14th April 2025 – 10th May 2025
4.	Post-Test	12th May 2025

3.3 Research Variable

As stated by Sugiyono (2013), a research variable can be understood as an attribute or characteristic inherent in an object, person, or activity that demonstrates variations and differences. These variations are what researchers observe, measure, and analyze to draw relevant conclusions from their studies. In this particular research, the participant group consisted of students from a single acceleration class, which was intentionally chosen as the subject of investigation. The researcher specifically focused on eighth-grade students, as they had already been introduced to and were actively using the *UKBM* method during their English lessons. This prior

exposure to *UKBM* made them a relevant and appropriate group for examining the impact and application of the learning approach in classroom settings.

3.3.1 Identification of Variables

a. Independent Variable

Nursalam (2016) describes the independent variable as a factor that has the potential to bring about changes or exert an influence on other variables under investigation. In the context of this research, the independent variable, labeled as X, is the implementation of the *UKBM* approach.

b. Dependent Variable

According to Nursalam (2016), the dependent variable refers to the element that researchers aim to monitor and evaluate in order to determine the effect caused by the independent variable. In this study, the dependent variable, represented as Y, is the students' academic achievement or learning result.

3.4 Research Population and Sample

The following section provides comprehensive explanations of the concepts 'population' and 'sample' within the context of research methodology.

3.4.1 Population

The population comprises the entire focus of the research, encompassing individuals, objects, occurrences, values, or phenomena under examination (Danuri & Maisaroh, 2019). According to the explanation, it can be concluded that a population is an object or subject that

possesses certain characteristics that can be considered a population in research.

This study focused on the entire population of eighth-grade students enrolled at MTsN 1 ABC during the 2024/2025 academic year, with a breakdown presented in the subsequent table. The total number of students within this population was 352, distributed evenly across eleven different classes. These classes were designated as 8-A, 8-B, 8-C, 8-D, 8-E, 8-F, 8-G, 8-H, 8-I, 8-J, and 8-K. Each class comprised 32 students, all of whom were officially registered in the school during the specified academic year. This group represented the full population from which data could be collected, allowing the researcher to analyze learning patterns and educational outcomes across a diverse yet structured sample frame.

3.4.2 Sample

The sample in this research consists of a selected group of eighth-grade students from MTsN 1 ABC. Based on the population data outlined earlier, the researcher chose one specific class—8A—as the representative sample for the study. This class was selected due to its balanced structure and manageable size, which supports focused data collection and observation. Class 8A comprises a total of 32 students, including 24 female and 8 male students. These students will participate in the instructional activities and assessments designed for this research, providing data to analyze the impact of the implemented learning model.

3.5 Data Collection

At this stage of the study, the researcher paid close attention to the process of data collection to ensure its accuracy and relevance. In order to obtain and interpret the necessary information, a variety of research instruments were employed. As noted by Airasian and Gay (2012), an instrument refers to any tool or method used to systematically gather data. Within the scope of this research, titled 'The Effectiveness of Using *UKBM* on Learning Results in the English Subject in the Acceleration Class,' the researcher utilized both a pre-test and a post-test as the primary means for collecting data related to student performance and learning results.

The primary data is the main source obtained directly by the researcher. In this research, the data are gathered using forms that are filled out by students as respondents. The researcher gained the data by using tests, namely pre-test and post- test to the students.

3.6 Research Instrument

To evaluate the impact of *UKBM* on students' learning outcomes, this study employed both pre-test and post-test assessments as the primary instruments. These tests were designed to compare students' performance before and after the implementation of the learning intervention. The pre-test was administered prior to the treatment phase to establish a baseline of students' understanding in the subject matter. During the treatment period, the selected class underwent instructional sessions utilizing the *UKBM* approach. Once the treatment concluded, a post-test was given to assess any improvements in students' academic achievement and to determine the

effectiveness of the *UKBM* strategy in enhancing English learning outcomes. Both the pre-test and post-test were structured as written assessments focusing on the topic of Simple Present Tense, which was taken from the English curriculum for eighth-grade students.

3.7 Validity and Reliability

The following are comprehensive definitions of the terms "validity" and "reliability" as they pertain to research methodology.

3.7.1 Validity

The validity is carried out to measure whether the instrument (test) is good or not. Inthis research, the researcher used Excel with the following formula

$$r_{xy} = \frac{N\sum \mathrm{xy}_{-(\sum x)}\ (\sum \mathrm{y})}{\sqrt{(N\sum x^2\ -(\sum \mathrm{x})^2\ (N\sum y^2 - (\sum \mathrm{x})^{2)}}}$$

Description:

r_{xy} = Correlation coefficient between variables X and Y

N = Total number of participants

$\sum^{X}$ = Total scores of item

$\sum Y$ = Individual total scores

$\sum X^2$ = Sum of the squared scores of the items

$\sum Y^2$ = Sum of the total scores for the squares of the items

The value of r count ≥ r table in sig. 0,05 with df; n-2, so the item is valid

Based on the formula Df = n - 2 and a 5% significance level, we determine the degrees of freedom. Valid questions are identified by comparing their correlation coefficients (Rxy) to the threshold value. If the

Rxy is equal to or exceeds this threshold, the question is considered genuine.

A validation study was performed on non-sample participants to evaluate the instrument's validity. The computed results were contrasted with the values in the r table. If the calculated r count exceeded the corresponding r table value, the question item was determined to be valid.

3.7.2 Reliability

The reliability is related to the stability and consistency of a test. The reliability helps the researcher to know whether the research instrument in appropriate or not to be used in pre-test and post-test. In this research, researchers will use excel as a tool to calculate reliability.

a. Scale Reliability

The researcher used a formula from Cronbach's Alpha formula to measure the scale of reliability

$$R_{tt} = \left[\frac{K}{K-1}\right]\left[1 - \frac{\sum S_1^2}{S_t^2}\right]$$

Description :

R_{tt} : Coefficient of instrument reliability

K : Number of valid instrument

$\sum Si^2$: Number of item variants

St^2 : Variant of total score

According to the formula if the significant value of r count ≥ r table 5%, then the item is accepted.

b. Test Reliability

The researcher used the formula from Kuder-Richardson formula 20 (K-R 20)

$$R_{tt} = \frac{K}{K-1}\left(\frac{v_t - \sum pq}{v_t}\right)$$

Description :

R_{tt} : Test reliability (Kuder – Richardson)

n : Number of valid

S_t^2 : Varian total

p : Proportion of subject who answered the questions correctly

q : Proportion of subject who answered the question incorrectly

∑pq : The number of multiplication results between p and q

According to the formula if the significant value of r count ≥ r table 5%, then the item is accepted.

Riduwan (2019) posits that the interpretation of Cronbach's Alpha values can be delineated as follows:

Table 3. 2 The Classification of Students' Realiability Scores

Coefficient internal	**Coefficient Level**
0,00 – 0,20	Low Reliable
0,21 – 0,40	Rather Reliable
0,41 – 0,60	Quite Reliable
0,61 – 0,80	Reliable
0,81 – 1.00	Very Reliable

The value of Cronbach's alpha can range from 0 to 1, with higher values indicating greater reliability of the instrument in measuring a consistent construct. Specifically, as the value approaches 1, the instrument demonstrates increased dependability in accurately assessing the same underlying concept.

3.8 Data Collection Technique

To obtain accurate and meaningful data for the study, the researcher administered written assessments in the form of a pre-test and a post-test. These tests were given at two distinct points: the pre-test was conducted during the initial meeting, while the post-test took place at the final meeting of the learning cycle. The design of the written test aimed to evaluate students' writing performance through three essential components: content development, organization of ideas, and language use. These components were selected to holistically measure not only the students' intellectual understanding and conceptual knowledge but also their practical ability to apply writing skills effectively within the context of the English subject.

3.8.1 Pre-Test

As explained by Creswell (2014), a pre-test is a form of preliminary evaluation administered to participants before they are exposed to any form of experimental intervention. Its primary function is to assess specific skills, traits, or competencies that exist prior to the application of a treatment or instructional method. Within an educational context, the pre-test is used to determine students' initial level of understanding or performance in a particular subject area. This baseline

data allows researchers to make meaningful comparisons after the intervention has been applied, ensuring that any observed changes in outcomes can be attributed to the treatment rather than pre-existing differences.

The administration of the pre-test in this study served two main objectives. First, it aimed to evaluate the extent of students' prior knowledge and understanding related to the material before any instructional treatment was applied. Second, it was designed to establish a baseline of the students' academic performance, which could later be compared with post-treatment results to measure the effectiveness of the intervention. The pre-test consisted of 20 multiple-choice items that required students to carefully read each question and select the most appropriate answer from the provided choices. The content of the test was aligned with the learning objectives relevant to the study. Students were given a fixed duration of 40 minutes to complete the entire test, allowing sufficient time for thoughtful responses while maintaining standardized testing conditions.

3.8.2 Treatments

Following the administration of the pre-test, the researcher proceeded to implement a series of instructional treatments within the classroom setting. These treatments were conducted over the course of three sessions. During this phase, the teaching and learning process was guided by the use of *UKBM* as the instructional approach. The primary material covered during these sessions focused on the topic of the simple present

tense, which aligns with the study's learning objectives. Upon completion of the treatment phase, a post-test was administered to evaluate the impact of the UKBM-based instruction on students' understanding and mastery of the subject matter.

Table 3. 3 Treatments in the Class

Sessions	Date	Activities	
		Teacher Activities	Student Activities
1st Treatment	22 April 2025	- The teacher opens the class by saying greetings - Teachers warm up by chit chat with students related to the material. - The teacher conveys the scope of the material by giving several questions related to the material of simple present tense to students. - The teacher gave an example related to the material of Simple Present Tense.	- Students answered greetings and form the teacher. - Students interact with teachers with chit chat to build enthusiasm. - Students listen to explanations from teachers regarding the use of the UKBM. - Students work on assignment given by the theacher.

		- Students do the assignment that have been given by the teacher using UKBM. - The teacher reviews the material.	
2nd Teratment	6 May 2025	- The teacher opens the class by saying greetings. - Theacher warm up by chit chat with students related to the material. - The teacher conveys the scope of the material by giving several question related to the material of simple present tense to the students. - The teacher reviews the previous material. - The teacher asks the students to come forward and give an	- Students answered greetings and form the teacher. - Students interact with chit chat to build enthusiasm. - Students listen to explanation from teachers regarding the definition of simple present tense and the example of simple present tense. - Students do the assignment

		example of the simple present tense. - The teacher give feedback and score to students. - The teacher review material.	
3rd Treatment	10 May 2025	- The teacher opens the class by saying greetings. - Teachers warm up by chit chat with students related to the material. - The teacher conveys the scope of the material by giving several questions related to the material of simple present tense to the students. - The teacher asked the students to do an exercise about the simple present tense in	- Students answered greetings and from the teacher. - Students interact with teachers with chit chat to build enthusiasm. - The students listened to the teacher's explanation about the assignments in UKBM. - Students do assignment in UKBM.

		UKBM. - The teacher appreciate students and give feedback to the students - The teacher reviews the material.	

In the first meeting on 22 April 2025, the researcher implemented *UKBM* focused on the topic of the Simple Present Tense. Students were given individual *UKBM* modules containing structured explanations, example sentences, and guided practice related to the use of the Simple Present Tense in daily activities. The researcher began the session by explaining the objectives and instructions for using the *UKBM* module. Students read the materials independently and completed exercises on identifying verbs in their base form, forming affirmative, negative, and interrogative sentences, and identifying time expressions related to habitual actions. At the end of the session, students discussed their answers with peers and received clarification from the researcher to ensure conceptual understanding.

During the second meeting on 6 May 2025, the UKBM module guided students through contextual usage of the Simple Present Tense in short descriptive and factual texts. Students worked in pairs or small groups to complete *UKBM* tasks involving reading short passages and identifying all verbs in the Simple Present Tense. They also worked on rewriting given sentences into negative and

interrogative forms. Additional exercises required students to construct their own sentences based on daily routines using the correct verb form. The researcher facilitated group discussions and provided feedback on common errors found in student responses.

In the final treatment session on 10 May 2025, students used the last section of the *UKBM* module to complete a performance task. They were asked to write a short descriptive paragraph about a person's daily activities using the Simple Present Tense, based on a set of prompts provided in the module. Before writing, students brainstormed vocabulary and sentence structures collaboratively. After composing their paragraphs, students exchanged their work with classmates for peer review, focusing on the accuracy of tense usage and subject-verb agreement. The session concluded with oral presentations, where students read their paragraphs aloud and received comments from the researcher.

3.8.3 Post-Test

According to Creswell (2014) states that a post-test is a measure of several attributes or characteristics that are assessed by participants in an experiment after a treatment.

The post-test aims to measure the intelligence and knowledge of students after giving the treatments. After doing the post-test, it will be known whether there is the differences in students' learning results using *UKBM* in the Acceleration Class of MTsN 1 ABC. The type of post-test given to students will be the same as the pre-test, which will consist of 20 multiple-choices.

3.9 Data Analysis

The data analysis is carried out after collecting the data. In this quantitative research, the data was obtained from pre-test and post-test. This research is tested using statistical methods to obtain significant differences in scores. From the data analysis, it can be concluded that there is an effectiveness using *UKBM* in students' learning result. The data analysis includes assessment test also three tests in it, namely the normality, the homogeneity, and the hypothesis test. All of them will be carried out using SPSS.

3.9.1 Test Score Data

Data that will be obtained to measure students' conceptual understanding, acquired from a pre-test before instruction and a post-test after all instruction has been completed. The results of the conceptual understanding tests will be processed using the following steps:

a. Determine the score

The scoring of this test will be determined based on the Rights Only method, where correct answers will be given a score of one and incorrect answers will be given a score of zero (no score). The score obtained by each student will be determined by counting the number of correct answers. Scoring will be calculated using the following formula (Arikunto, 2009):

$$S = \sum R$$

Description :

S= Student score

∑R = Number of correct student answers

According to the foruula above the score achieved by each student will be calculated based on the total number of correct responses.

b. Calculation of gain score

Gain score (actual gain) is obtained from the difference between pre-test score and post-test score. The difference between pre-test and post-test scores is assumed to be the effect of the treatment (Panggabean, 1996). The formula that will be used to calculate the gain value is as follows:

$$G = Sf - Si$$

Description :

G = Gain

S*f* = Pre-test score

S*i* = Post-test score

The data obtained were analyzed based on the following criteria

Table 3. 4 The Classification of Gain Scores

Gain	Classification	Effectiveness Criteria
$g \geq 0{,}7$	High	Very effective
$0{,}3 \leq g < 0{,}7$	Medium	Effective
$g < 0{,}3$	Low	Low effective

Based on this formula, using gain score analysis involves calculating the difference between pretest and posttest scores to demonstrate an improvement in learning outcomes. Gain score analysis can be used to determine whether a particular method is effective or not.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter provides the data analysis from pre-test, normality test, homogenity test, data analysis from post-test, hypothesis test, and discussion.

4.1 Finding

In this section the researcher explains the results obtained during the study, which includes analyzing the data obtained after conducting the pre-test and post-test in the class.

4.1.1 Data Analysis of Pre-Test

On April 10th, 2025, the researchers administered a pre-test to assess students' prior knowledge. The test included 20 multiple-choice questions and was completed within a single 40-minute class session. Students were instructed to mark the correct answer from four provided options. The pre-test was given to all 32 students in class 8A, an accelerated learning group.

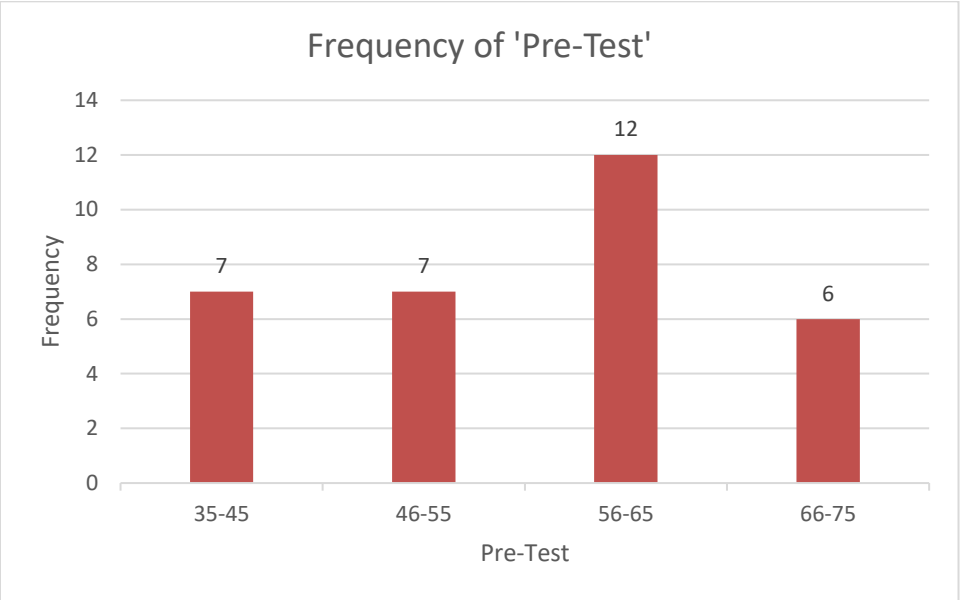
Every student received the same set of questions. Following the pre-test, the class continued with regular instruction, supplemented by the use of *UKBM* (Independent Learning Activity Unit). The primary goal of the pre-test is to evaluate students' baseline understanding before any instructional intervention, establishing an initial reference point for the study. The pre-test results are outlined below:

Table 4. 1 Pre-test of 8A Class Students

No.	Initials Name	Pre-Test
1	AN	75
2	AAF	55
3	AD	65
4	AZ	60
5	AR	55
6	AF	60
7	AQA	75
8	DF	60
9	FA	60
10	FSD	75
11	GAP	55
12	HHF	45
13	IM	60
14	JSM	65
15	KTV	55
16	KP	70
17	MM	35
18	MJA	45
19	MA	60
20	MFF	55
21	NRF	60
22	NI	65
23	NZS	45
24	NIK	70
25	NIA	75
26	PDKP	45
27	PNH	35
28	SNP	40
29	SN	60
30	TM	50
31	WI	60
32	WZF	55
Total		1845
Average Score		57

From the pre-test results data displayed in table 4.1, it can be seen that the results of class 8A MTsN 1 ABC. It can be found that the lowest score of the experimental class pre-test results is 35, while the highest is 75. From these results it is also found that the total score is 1845 and the average score is 57 The distribution of scores from the 8A class pre-test in histogram graphs:

Diagram 4. 1 Pre-test Experimental Class



From the histogram graph above, it has been sorted from the lowest student score to the highest. Based on the data from the histogram graphs in the 35-45 score period there are 7 students, while in the 46-55 period there are 7 students, as well as in the 56-65 period there are also 12 students which is the highest frequency, and the 66-75 period there are 6 students. In the distribution of data in the histogram graphs above, it can be concluded that all of 8A students scored below the KKM or passing score, which is 75. The descriptive statistics of the Experimental class pre-test data scores are :

Table 4. 2 Descriptive Statistic of Pre-test Experimental Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pre_test	32	40	35	75	1845	57.66	1.957	11.070	122.555
Valid N (listwise)	32								

Table 4.2 states that the average value of the Experimental class pre-test is 57.66, then the standard deviation value obtained for the experimental class pre-test is 11.070. From the descriptive data above we can also see that the minimum value is 35 while the maximum value is 75. From the data above it can be seen that the standard deviation is smaller than the average of the total student score, so it can be concluded that the class pre-test value has good quality data.

4.1.2 Data Analysis of Post-Test

The post-test was conducted on May 12th, 2025, on the final day of the treatment phase, following four instructional sessions using the UKBM (Independent Learning Activity Unit) method. Similar to the pre-test, this assessment consisted of 20 multiple-choice questions, designed to closely mirror the format of the initial test. Maintaining the same question structure ensured that the results could be directly compared to the pre-test, providing a clear benchmark for evaluating student progress.

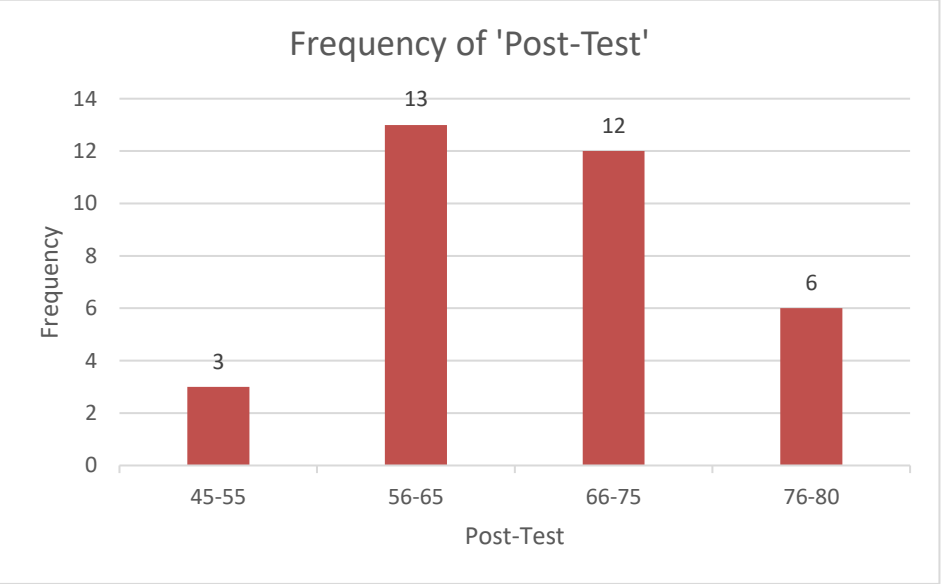
Students were given 40 minutes (one class session) to complete the post-test, selecting the correct answers by marking their choices. The table below presents the post-test results, allowing for a comparison with pre-treatment scores to measure any improvements in student performance.

Table 4. 3 Post-test Score of 8A Class Students

No.	Initials Name	Pre-Test
1	AN	80
2	AAF	60
3	AD	70
4	AZ	70
5	AR	65
6	AF	70
7	AQA	75
8	DF	65
9	FA	65
10	FSD	80
11	GAP	65
12	HHF	60
13	IM	70
14	JSM	70
15	KTV	70
16	KP	75
17	MM	45
18	MJA	55
19	MA	75
20	MFF	60
21	NRF	65
22	NI	80
23	NZS	60
24	NIK	75
25	NIA	80
26	PDKP	60
27	PNH	45
28	SNP	60
29	SN	70
30	TM	60
31	WI	75
32	WZF	60
Total		2135
Average Score		66

From the pre-test results above in table 4.3, it can be seen from the test results from 8A MTsN 1 ABC. It can be found here that there are two students who get the smallest score of 45, while there are four students who get the highest score of 80. From this overall score, the total score of these 32 students is 2135 with an average score of 66. The distribution of student scores can be seen from the histogram graphs below:

Diagram 4. 2 Post-Test Experimental Class



The histogram illustrates the score distribution of students in the experimental class, showing performance from lowest to highest. Three students scored between 45-55, while thirteen achieved scores in the 56-65 range. Twelve students fell within the 66-75 bracket, and six students scored between 76-80. This distribution indicates that only six students met or exceeded the minimum passing grade (KKM).

The post-test results reveal several key statistical measures. The class average stands at 66.72 with a standard deviation of 9.124, suggesting moderate variation among student performances. The lowest recorded score was 45, contrasting with the highest score of 80. These findings provide a comprehensive overview of student achievement following the experimental treatment:

Table 4. 4 Descriptive Statistic of Post-test Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Post_Test	32	35	45	80	2135	66.72	1.613	9.124	83.241
Valid N (listwise)	32								

Table 4.4 states that the average value of the class post-test is 66.72, while the standard deviation is 9.124. It can also be seen that the minimum value from the list of values above is 45, while the maximum value is 80. From the data, it can be seen that the standard deviation is smaller than the total average value of students, so it can be concluded that the class post-test scores of students have good quality data.

4.1.3 Students Achievement in Learning Result in English Subject in The Acceleration Class.

Table 4. 5 Result Pre-test and Post-test of Class

No.	Initials Name	Difference		Description
		Pre-Test	Post-Test	
1	AN	75	80	Increase
2	AAF	55	60	Increase
3	AD	65	70	Increase
4	AZ	60	70	Increase

5	AR	55	65	Increase
6	AF	60	70	Increase
7	AQA	75	75	Same
8	DF	60	65	Increase
9	FA	60	65	Increase
10	FSD	75	80	Increase
11	GAP	55	65	Increase
12	HHF	45	60	Increase
13	IM	60	70	Increase
14	JSM	65	70	Increase
15	KTV	55	70	Increase
16	KP	70	75	Increase
17	MM	35	45	Increase
18	MJA	45	55	Increase
19	MA	60	75	Increase
20	MFF	55	60	Increase
21	NRF	60	65	Increase
22	NI	65	80	Increase
23	NZS	45	60	Increase
24	NIK	70	75	Increase
25	NIA	75	80	Increase
26	PDKP	45	60	Increase
27	PNH	35	45	Increase
28	SNP	40	60	Increase
29	SN	60	70	Increase
30	TM	50	60	Increase
31	WI	60	75	Increase
32	WZF	55	60	Increase
Total		1845	2135	Increase
Average Score		57	66	

From the table of pre-test and post-test scores of the class, we can see the difference in students' scores. From these two results, it can be seen that there is an increase in student scores. Whereas, the average obtained from the original class pre-test score was 57, after treatment and re-conducting the post- test, the average score was 66 from all students. The increase in the average score of students in the class rose by 9. From these results, it can be concluded that the class pre-test score is lower than the class post-test score.

4.1.4 Result of Validity Testing

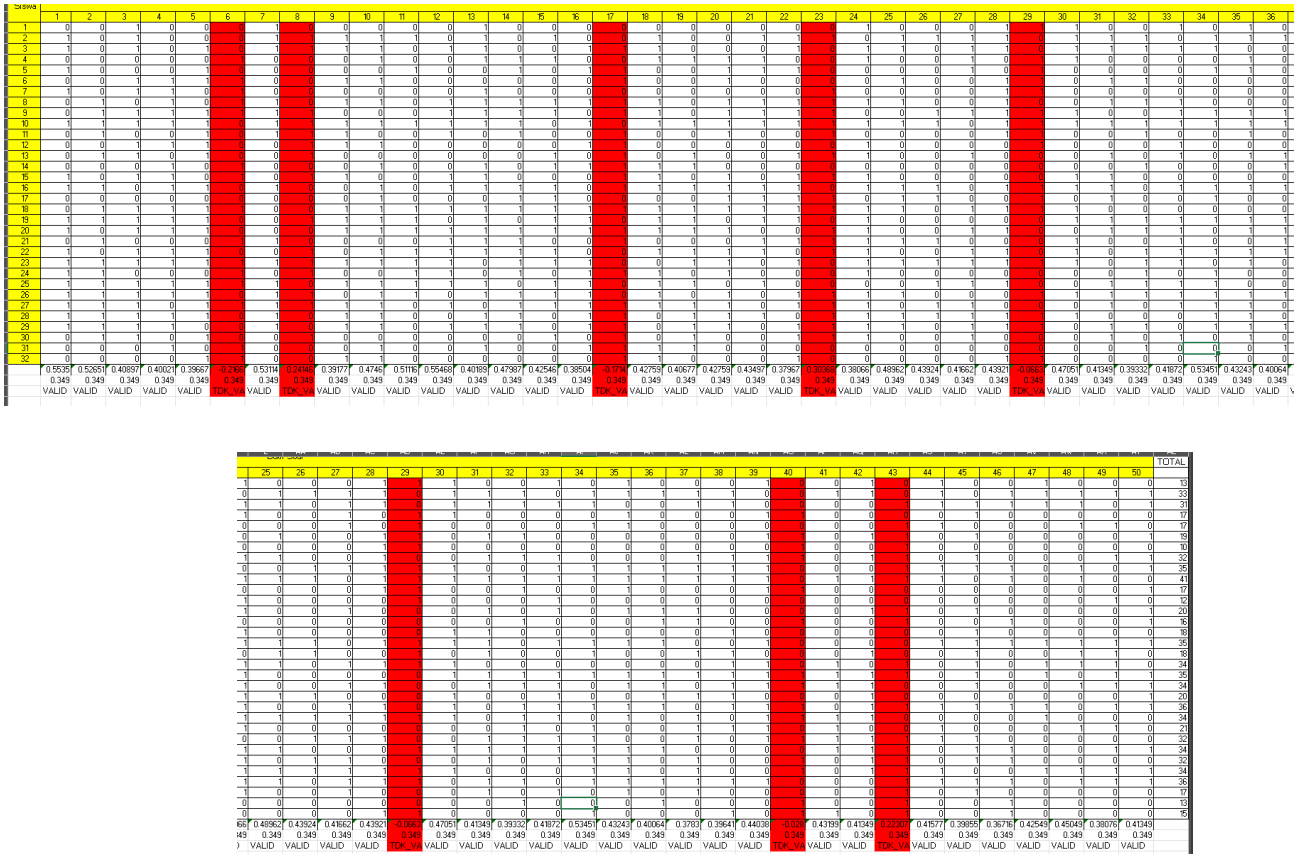
The validity testing process involved both construct and content validity assessments, with question validation performed by expert lecturers and teachers. Researchers administered a set of 50 test questions to eighth-grade students at MTsN 2 DEF exactly in 8A. This validity testing was conducted on March 10th, 2025, with two separate testing sessions held on the same day, each lasting 40 minutes.

For the statistical analysis, researchers utilized Microsoft Excel to perform the validity calculations. The Corel formula was specifically employed to compute the r-count value for each individual test item. This quantitative approach provided measurable validity coefficients for all questions in the instrument. The resulting data from these calculations were then systematically recorded and analyzed to determine the validity of each test item.

The testing procedure was designed to ensure the reliability and validity of the research instrument before its implementation in the

main study. By conducting the validity tests with a separate sample group, the researchers could objectively evaluate the quality of each test question. The use of standardized statistical methods in Microsoft Excel helped maintain consistency and accuracy in the validity assessment process.

Picture 4 1 Test of Validity



From the results of the validation test above, it can be seen that a question can be said to be valid if r count> r table. Of the 50 questions above that were tested, there were 7 questions whose value r count < r table (Invalid). The invalid questions include numbers 6, 8, 17, 23, 29, 40, and 43. It can be concluded that of the 50 questions tested, 43 of them are valid. Because the questions used were only 40 questions, the

researchers only used 40 questions from 43 valid questions.

4.1.5 Result of Reliability Testing

The reliability test is conducted after the validity test of each question. The purpose of the reliability test is to measure whether this test gets relatively the same results when tested. In this study, researchers used spss 22 for the reliability test, and obtained the following results:

Picture 4 2 Reliability Test

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded[a]	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.878	50

From the reliability test results above with the formula used, namely the Kudr- Richardson 20 (KR 20) formula, the result of the reliability test is 0.878. So it can be concluded that this data is declared reliable with a correlation coefficient of "Very Reliable".

4.1.6 Result of Normality Testing

The normality test is held to determine whether the data received is normally distributed or not. The normality test used is the Lilliefors noramility test with the condition that the data is normally distributed. If L count ≤ L table, then this data is normally distributed with a

significance level of 0.05.

Picture 4 3 Normality Testing

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil	PreTest	.155	32	.048	.942	32	.088
	PostTest	.140	32	.110	.928	32	.066

a. Lilliefors Significance Correction

This study uses a normality test with the Shapiro-Wilk test. Ayuningtyas (2012) states that the normaility test using Shapiro-Wilk is more effective if the data is less than fifty data.

From the normality test data, it can be seen that the results of the Shapiro-Wilk test on the class pre-test are 0.888, and the results of the post-test in the class are 0.066. From the overall results of the Shapiro-Wilk test, each value gets a value of more than 0.05, meaning that all data can be said to be normally distributed.

4.1.7 Result of T-Test and Hypothesis Testing

After completing the validity and reliability tests, the researcher identified a set of questions that were both valid and reliable for student assessment. With these validated instruments, the study proceeded to the next phase of data analysis, beginning with a normality test. The results confirmed that the collected data followed a normal distribution, meeting the necessary assumptions for parametric statistical analysis.

The final stage of analysis involved conducting a hypothesis test, specifically a t-test, to examine whether there was a significant

difference in outcomes between the class before taught using the UKBM method and after. For this analysis, the researchers utilized SPSS software, which provided robust statistical processing capabilities. The results of this t-test analysis are presented in the table below, offering clear evidence of the intervention's effectiveness.

Table 4. 6 Hypothesis Testing

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PreTest - PostTest	-9.063	4.655	.823	-10.741	-7.384	-11.012	31	.000

From the results of the hypothesis test using the T-test: paired sample t- test using SPSS 22. H0 is rejected and Ha is accepted if the significance value (2- tailed) <0.05. Then if on the contrary, H0 is accepted and Ha is rejected if the significance value (2-tailed)> 0.05. So from the results above, it is found that the significance value (2-tailed) which is 0.00 is smaller than 0.05. So it can be concluded that the UKBM learning in class 8 MTsN 1 ABC is effective and there are changes after treatment.

4.2 Discussion

This study was conducted at MTsN 1 ABC, specifically focusing on grade 8 students. The research sample consisted of 32 students from class 8A, the acceleration class. All participants completed both pre-test and post-test assessments using identical test items to measure learning outcomes before and after the implementation of the UKBM method. This approach allowed

researchers to examine the differential effects of using UKBM in English language instruction.

Prior to classroom implementation, researchers conducted item testing with class 8A at MTsN 2 DEF to establish test validity and reliability. Students completed 50 test items within a 60-minute session. From the initial 50 items tested, 43 were deemed valid, with researchers selecting 40 items for the final pre-test and post-test instruments. As Abdullah (2015) notes, validity testing ensures the accuracy of research instruments in measuring intended constructs, while reliability testing assesses the consistency of measurement outcomes across multiple administrations.

The research procedure began with a pre-test to establish baseline student abilities before UKBM implementation. Following this, researchers conducted two 40-minute treatment sessions. The first session commenced with standard classroom routines before introducing English language material. Students demonstrated initial enthusiasm for English learning despite limited proficiency, particularly in Simple present tense. Their first task involved creating examples in positive, negative, and interrogative forms with researcher guidance. This approach aligns with Alqahtani's (2015) emphasis on vocabulary as fundamental to meaningful language use.

The second treatment session introduced UKBM as an instructional tool. After establishing a positive learning environment, researchers guided students in utilizing UKBM features systematically. Students applied these tools to refine their previous translations, showing increased engagement through this interactive method. The session concluded with vocabulary-

building activities designed to reinforce learning. Throughout this process, students demonstrated heightened motivation as they discovered new approaches to language learning through UKBM.

In contrast, the group received conventional instruction without UKBM integration, using traditional self-directed learning methods. Both groups shared similar initial English proficiency levels and learning challenges. The study concluded with a post-test assessing vocabulary gains, maintaining comparable difficulty levels to the pre-test while varying specific content items. This design ensured measurement consistency while preventing practice effects. As Kucan (2012) emphasizes, comprehensive vocabulary assessment should address multiple dimensions including usage, spelling, meaning, and pronunciation.

The findings suggest that UKBM implementation positively impacts English learning outcomes in acceleration classes. The platform's interactive features appear to enhance vocabulary acquisition and student engagement. This supports Termez State University's perspective (2021) on vocabulary as the foundation for developing all language skills. By providing immediate access to lexical resources and learning tools, UKBM helps bridge the gap between students' limited vocabulary knowledge and their need for comprehensive language mastery. The study demonstrates how technology-enhanced learning methods can address common challenges in English language education while maintaining academic rigor.

CHAPTER V
CONCLUSION

This last section discussed and all that has been written previously. This section also contains suggestions aimed at teachers and future researchers.

5.1 Conclusion

Based on the research that has been carried out, it can be concluded that the *UKBM* is recommended to be applied in class with acceleration students who have high enthusiasm for English, especially for those who want to learn English. Where the important aspect of English language can be learned slowly from this method. Although sometimes this method is an intermediary for media to our understanding, but in this era Learning English discourse are very easy to find everywhere. Indirectly, students can also learn and enrich vocabulary accidentally and intentionally, where this method of learning English Subject is very effective if we learn through both. It can be seen from the implementation of students after treatment, it has a big effect on changes in grades and their understanding of English subject grows rapidly.

The above statement is also obtained based on the results of the pre-test and post-test of students in the class which have different score results. it can be seen that the average post-test result of the experimental class is 57, whilethe average post-test result of the control class is 66. The results of these scores produce hypothesized results after several stages of analysis that *UKBM* is effective on on Learning Result in English Subject in The Acceleration Class.

5.2 Suggestion

For quality research, recommendations and suggestions are essential for future improvement and development. Based on the data analysis and conclusions drawn from this study, the following recommendations are proposed:

5.2.1 The English Teacher

In The *UKBM* method can serve as an effective alternative learning medium, particularly for vocabulary acquisition in English. As education increasingly integrates technology, teachers should embrace modern pedagogical approaches rather than relying solely on conventional lecture methods. Researchers recommend that English teachers are : first, Actively incorporate *UKBM* into their teaching strategies to enrich students' vocabulary, second that serve as facilitators for technology-enhanced learning, both inside and outside the classroom, and the last to adapt to current technological trends, considering that 79.5% of students regularly use the internet and 98% are familiar with digital tools.

5.2.2 The Future Researcher

This This study opens avenues for further exploration of effective English learning media. Researchers recommend that future studies: first, Investigate additional applications or methods to maximize the effectiveness of vocabulary learning, then expand the focus to include pronunciation and spelling aspects, ensuring comprehensive vocabulary mastery beyond just written forms, then to explore innovative ways to integrate *UKBM* or similar tools to enhance all language skills (listening, speaking, reading, and writing).

These suggestions aim to build upon the current findings and further optimize UKBM method for language learning. discusses all of the aftereffects of the discussions in this study that have been

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APPENDIXES

Appendix 1 : Letter of Completion Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PASURUAN
MADRASAH TSANAWIYAH NEGERI 1
Jalan. Bader Nomor 1 Kalirejo Bangil 67153
Telepon (0343)741737; Faksimili (0343)741737
Email : mtsnegeri1pasuruan@gmail.com

SURAT KETERANGAN

Nomor : 0268 /Mts.13.09.01/PP.00.5/05/2025

Yang bertanda tangan di bawah ini :

N a m a	:	**YASIR, S.Ag., M.Pd.I**
N I P	:	196908242006041016
Pangkat / Gol. Ruang	:	Penata Tk. I (III/d)
J a b a t a n	:	Kepala Madrasah

Menerangkan bahwa :

Nama	:	**FITROTUZ ZAKIAH**
NIM	:	200107110053
Semester	:	Genap - 2024/2025
Jurusan	:	Tadris Bahasa Inggris (TBI)

Mahasiswa tersebut telah melaksanakan Penelitian tentang "***The Effectivennes of Using UKBM on Learning Result in English Subject in The Acceleration Class"*** pada bulan Maret 2025 sampai dengan Mei 2025 dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Demikian surat ini kami buat untuk dipergunakan sebagaimana mestinya.

Pasuruan, 20 Mei 2025
Kepala Madrasah,

KEMENTERIAN AGAMA PASURUAN REPUBLIK INDONESIA

Yasir

Appendix 2 Pre-Test Sheet

PRE-TEST

INSTRUCTIONS:

1. Read each question carefully.
2. Choose the **most correct answer** from the **four options (a, b, c, d)** provided.
3. Pay attention to the rules of the **Simple Present Tense**.
4. Circle or mark the correct answer.
5. Ensure all questions are answered before submitting your work.

Example:
Question:

- He ___ a lot of water.
  a. drinks
  b. drank
  c. drunk
  d. drinking

Answer: a. drinks

Choose the correct answer by crossing a, b, c, or d.

1. My father ___ his car every Sunday morning.
   a. wash
   b. washes
   c. washing
   d. washed
2. The library ___ at 8 a.m. and ___ at 5 p.m.
   a. open - close
   b. opens - closes
   c. opening - closing
   d. opened - closed
3. Sarah and her friends ___ the piano very well.
   a. play
   b. plays
   c. playing
   d. played
4. The train ___ at the station every hour.
   a. arrive
   b. arrives
   c. arriving
   d. Arrived
5. Mr. Brown ___ three languages fluently.
   a. speak
   b. speaks
   c. speaking
   d. spoken
6. My little brother ___ a glass of milk before going to bed.
   a. drink
   b. drinks
   c. drinking
   d. drank
7. The company ___ new employees every year.
   a. hire
   b. hires
   c. hiring
   d. hired
8. Lisa always ___ the newspaper before breakfast.
   a. read
   b. reads
   c. reading
   d. Readed

9. He ___ like spicy food.
   a. don't
   b. doesn't
   c. not
   d. isn't
10. We ___ have a test every week.
   a. don't
   b. doesn't
   c. not
   d. didn't
11. My mother ___ coffee in the morning.
   a. don't drink
   b. doesn't drink
   c. not drink
   d. drinks not
12. They ___ work on weekends.
   a. doesn't
   b. don't
   c. not
   d. didn't
13. She ___ her room every day.
   a. don't clean
   b. doesn't clean
   c. not clean
   d. cleans not
14. The store ___ open on Sundays.
   a. don't
   b. doesn't
   c. not
   d. didn't
15. She ___ go to the gym after school.
   a. don't
   b. doesn't
   c. not
   d. did not
16. The dog ___ bark at strangers.
   a. don't
   b. doesn't
   c. not
   d. didn't
17. We ___ watch TV in the morning.
   a. don't
   b. doesn't
   c. not
   d. didn't
18. ___ you like ice cream?
   a. Do
   b. Does
   c. Did
   d. Is
19. ___ she study French?
   a. Do
   b. Does
   c. Did
   d. Is
20. Where ___ your parents work?
   a. do
   b. does
   c. did
   d. is

Appendix 3 Post-Test Sheet

POST-TEST

INSTRUCTIONS:

6. Read each question carefully.
7. Choose the **most correct answer** from the **four options (a, b, c, d)** provided.
8. Pay attention to the rules of the **Simple Present Tense**.
9. Circle or mark the correct answer.
10. Ensure all questions are answered before submitting your work.

Example:
Question:

- My brother ___ to school every day.
  a. go
  b. goes
  c. going
  d. went

Answer: b. goes

Choose the correct answer by crossing a, b, c, or d

1. Why ___ she cry every night?
   a. do
   b. does
   c. did
   d. is
2. Who ___ care for the baby when you are at work?
   a. do
   b. does
   c. did
   d. is
3. When ___ they have a meeting?
   a. do
   b. does
   c. did
   d. Is
4. My father ___ to the office at 7 a.m. and ___ home at 5 p.m.
   a. go - come
   b. goes - comes
   c. going - coming
   d. went - came
5. The teacher always ___ us interesting stories.
   a. tell
   b. tells
   c. telling
   d. told
6. My brother and I ___ computer games every weekend.
   a. play
   b. plays
   c. playing
   d. played
7. Water ___ at 100 degrees Celsius.
   a. boil
   b. boils
   c. boiling
   d. boiled
8. The museum ___ at 9 a.m. every day.
   a. open
   b. opens
   c. opening
   d. opened
9. She ___ an email to her boss every morning.
   a. send
   b. sends
   c. sending
   d. Sent

10. The train ___ every hour from this station.
    a. leave
    b. leaves
    c. leaving
    d. left
11. I usually ___ my homework before dinner.
    a. do
    b. does
    c. doing
    d. did
12. The chef ___ delicious food at the restaurant.
    a. cook
    b. cooks
    c. cooking
    d. cooked
13. My uncle ___ to the office by train every morning.
    a. go
    b. goes
    c. going
    d. Went
14. The gardener ___ the plants twice a week.
    a. water
    b. waters
    c. watering
    d. Watered
15. My cousin ___ in Jakarta with his family.
    a. live
    b. lives
    c. living
    d. lived
16. We ___ our grandparents every holiday.
    a. visit
    b. visits
    c. visiting
    d. visited
17. The shop ___ at 9 a.m. every day.
    a. open
    b. opens
    c. opening
    d. opened
18. He ___ the guitar in a band.
    a. play
    b. plays
    c. playing
    d. Played
19. My sister ___ coffee because she doesn't like caffeine.
    a. don't drink
    b. doesn't drink
    c. not drink
    d. drinks not
20. What time ___ your father leave for work?
    a. do
    b. does
    c. did
    d. is

Appendix 4 Students Answer Sheet (Pre-test)

Nama : Noura Istianatus

PRE-TEST

B=12
S=8

60

INSTRUCTIONS:

1. Read each question carefully.
2. Choose the **most correct answer** from the **four options (a, b, c, d)** provided.
3. Pay attention to the rules of the **Simple Present Tense**.
4. Circle or mark the correct answer.
5. Ensure all questions are answered before submitting your work.

Example:
Question:

- He ___ a lot of water.
  a. drinks
  b. drank
  c. drunk
  d. drinking

Answer: a. drinks

Choose the correct answer by crossing a, b, c, or d.

1. My father ___ his car every Sunday morning.
   a. wash
   X c. washes
   c. washing
   d. washed
2. The library ___ at 8 a.m. and ___ at 5 p.m.
   X a. open - close
   b. opens - closes
   c. opening - closing
   d. opened - closed
3. Sarah and her friends ___ the piano very well.
   a. play
   X b. plays
   c. playing
   d. played
4. The train ___ at the station every hour.
   X a. arrive
   b. arrives
   c. arriving
   d. Arrived
5. Mr. Brown ___ three languages fluently.
   a. speak
   b. speaks
   X c. speaking
   d. spoken
6. My little brother ___ a glass of milk before going to bed.
   a. drink
   X b. drinks
   c. drinking
   d. drank
7. The company ___ new employees every year.
   X a. hire
   b. hires
   c. hiring
   d. hired
8. Lisa always ___ the newspaper before breakfast.
   a. read
   X b. reads
   c. reading
   d. Readed

9. He ___ like spicy food.
   a. don't
   b. doesn't
   c. not
   d. isn't
10. We ___ have a test every week.
   a. don't
   b. doesn't
   c. not
   d. didn't
11. My mother ___ coffee in the morning.
   a. don't drink
   b. doesn't drink
   c. not drink
   d. drinks not
12. They ___ work on weekends.
   a. doesn't
   b. don't
   c. not
   d. didn't
13. She ___ her room every day.
   a. don't clean
   b. doesn't clean
   c. not clean
   d. cleans not
14. The store ___ open on Sundays.
   a. don't
   b. doesn't
   c. not
   d. didn't
15. She ___ go to the gym after school.
   a. don't
   b. doesn't
   c. not
   d. did not
16. The dog ___ bark at strangers.
   a. don't
   b. doesn't
   c. not
   d. didn't
17. We ___ watch TV in the morning.
   a. don't
   b. doesn't
   c. not
   d. didn't
18. ___ you like ice cream?
   a. Do
   b. Does
   c. Did
   d. Is
19. ___ she study French?
   a. Do
   b. Does
   c. Did
   d. Is
20. Where ___ your parents work?
   a. do
   b. does
   c. did
   d. is

Name: Waridatul Ilmiyah
Class: 8A

65

B=13
S=7

PRE-TEST

INSTRUCTIONS:

1. Read each question carefully.
2. Choose the **most correct answer** from the **four options (a, b, c, d)** provided.
3. Pay attention to the rules of the **Simple Present Tense.**
4. Circle or mark the correct answer.
5. Ensure all questions are answered before submitting your work.

Example:
Question:

- He ___ a lot of water.
  a. drinks
  b. drank
  c. drunk
  d. drinking

Answer: a. drinks

Choose the correct answer by crossing a, b, c, or d.

1. My father ___ his car every Sunday morning.
   a. wash
   X. washes
   c. washing
   d. washed
2. The library ___ at 8 a.m. and ___ at 5 p.m.
   X. open - close
   b. opens - closes
   c. opening - closing
   d. opened - closed
3. Sarah and her friends ___ the piano very well.
   a. play
   X. plays
   c. playing
   d. played
4. The train ___ at the station every hour.
   X. arrive
   b. arrives
   c. arriving
   d. Arrived
5. Mr. Brown ___ three languages fluently.
   a. speak
   X. speaks
   c. speaking
   d. spoken
6. My little brother ___ a glass of milk before going to bed.
   a. drink
   X. drinks
   c. drinking
   d. drank
7. The company ___ new employees every year.
   a. hire
   b. hires
   c. hiring
   X. hired
8. Lisa always ___ the newspaper before breakfast.
   a. read
   X. reads
   c. reading
   d. Readed

9. He ___ like spicy food.
   a. don't
   b. doesn't
   c. not
   d. isn't
10. We ___ have a test every week.
   a. don't
   b. doesn't
   c. not
   d. didn't
11. My mother ___ coffee in the morning.
   a. don't drink
   b. doesn't drink
   c. not drink
   d. drinks not
12. They ___ work on weekends.
   a. doesn't
   b. don't
   c. not
   d. didn't
13. She ___ her room every day.
   a. don't clean
   b. doesn't clean
   c. not clean
   d. cleans not
14. The store ___ open on Sundays.
   a. don't
   b. doesn't
   c. not
   d. didn't
15. She ___ go to the gym after school.
   a. don't
   b. doesn't
   c. not
   d. did not
16. The dog ___ bark at strangers.
   a. don't
   b. doesn't
   c. not
   d. didn't
17. We ___ watch TV in the morning.
   a. don't
   b. doesn't
   c. not
   d. didn't
18. ___ you like ice cream?
   a. Do
   b. Does
   c. Did
   d. Is
19. ___ she study French?
   a. Do
   b. Does
   c. Did
   d. Is
20. Where ___ your parents work?
   a. do
   b. does
   c. did
   d. is

Mochamnicid Andika

PRE-TEST

B = 12
S = 8

60

INSTRUCTIONS:

1. Read each question carefully.
2. Choose the **most correct answer** from the **four options (a, b, c, d)** provided.
3. Pay attention to the rules of the **Simple Present Tense**.
4. Circle or mark the correct answer.
5. Ensure all questions are answered before submitting your work.

Example:
Question:

- He ___ a lot of water.
  a. drinks
  b. drank
  c. drunk
  d. drinking

Answer: a. drinks

Choose the correct answer by crossing a, b, c, or d.

1. My father ___ his car every Sunday morning.
   a. wash
   b. washes
   c. washing
   d. washed
2. The library ___ at 8 a.m. and ___ at 5 p.m.
   a. open - close
   b. opens - closes
   c. opening - closing
   d. opened - closed
3. Sarah and her friends ___ the piano very well.
   a. play
   b. plays
   c. playing
   d. played
4. The train ___ at the station every hour.
   a. arrive
   b. arrives
   c. arriving
   d. Arrived
5. Mr. Brown ___ three languages fluently.
   a. speak
   b. speaks
   c. speaking
   d. spoken
6. My little brother ___ a glass of milk before going to bed.
   a. drink
   b. drinks
   c. drinking
   d. drank
7. The company ___ new employees every year.
   a. hire
   b. hires
   c. hiring
   d. hired
8. Lisa always ___ the newspaper before breakfast.
   a. read
   b. reads
   c. reading
   d. Readed

9. He ___ like spicy food.
   a. don't
   b. doesn't
   c. not
   d. isn't
10. We ___ have a test every week.
   a. don't
   b. doesn't
   c. not
   d. didn't
11. My mother ___ coffee in the morning.
   a. don't drink
   b. doesn't drink
   c. not drink
   d. drinks not
12. They ___ work on weekends.
   a. doesn't
   b. don't
   c. not
   d. didn't
13. She ___ her room every day.
   a. don't clean
   b. doesn't clean
   c. not clean
   d. cleans not
14. The store ___ open on Sundays.
   a. don't
   b. doesn't
   c. not
   d. didn't
15. She ___ go to the gym after school.
   a. don't
   b. doesn't
   c. not
   d. did not
16. The dog ___ bark at strangers.
   a. don't
   b. doesn't
   c. not
   d. didn't
17. We ___ watch TV in the morning.
   a. don't
   b. doesn't
   c. not
   d. didn't
18. ___ you like ice cream?
   a. Do
   b. Does
   c. Did
   d. Is
19. ___ she study French?
   a. Do
   b. Does
   c. Did
   d. Is
20. Where ___ your parents work?
   a. do
   b. does
   c. did
   d. is

Appendix 5 Students Answer Sheet (Post Test)

Nama : Naura Istianatus

POST-TEST

B=15
S=5
75

INSTRUCTIONS:

6. Read each question carefully.
7. Choose the **most correct answer** from the **four options (a, b, c, d)** provided.
8. Pay attention to the rules of the **Simple Present Tense**.
9. Circle or mark the correct answer.
10. Ensure all questions are answered before submitting your work.

Example:
Question:

- My brother ___ to school every day.
  a. go
  b. goes
  c. going
  d. went

Answer: b. goes

Choose the correct answer by crossing a, b, c, or d

1. Why ___ she cry every night?
   a. do
   ~~b.~~ does
   c. did
   d. is
2. Who ___ care for the baby when you are at work?
   a. do
   ~~b.~~ does
   c. did
   d. is
3. When ___ they have a meeting?
   ~~a.~~ do
   b. does
   c. did
   d. Is
4. My father ___ to the office at 7 a.m. and ___ home at 5 p.m.
   a. go - come
   ~~b.~~ goes - comes
   c. going - coming
   d. went - came
5. The teacher always ___ us interesting stories.
   ~~a.~~ tell
   b. tells
   c. telling
   d. told
6. My brother and I ___ computer games every weekend.
   a. play
   b. plays
   c. playing
   ~~d.~~ played
7. Water ___ at 100 degrees Celsius.
   a. boil
   ~~b.~~ boils
   c. boiling
   d. boiled
8. The museum ___ at 9 a.m. every day.
   a. open
   ~~b.~~ opens
   c. opening
   d. opened
9. She ___ an email to her boss every morning.
   a. send
   ~~b.~~ sends
   c. sending
   d. Sent

10. The train ___ every hour from this station.
    a. leave
    b. leaves
    c. leaving
    d. left
11. I usually ___ my homework before dinner.
    a. do
    b. does
    c. doing
    d. did
12. The chef ___ delicious food at the restaurant.
    a. cook
    b. cooks
    c. cooking
    d. cooked
13. My uncle ___ to the office by train every morning.
    a. go
    b. goes
    c. going
    d. Went
14. The gardener ___ the plants twice a week.
    a. water
    b. waters
    c. watering
    d. Watered
15. My cousin ___ in Jakarta with his family.
    a. live
    b. lives
    c. living
    d. lived
16. We ___ our grandparents every holiday.
    a. visit
    b. visits
    c. visiting
    d. visited
17. The shop ___ at 9 a.m. every day.
    a. open
    b. opens
    c. opening
    d. opened
18. He ___ the guitar in a band.
    a. play
    b. plays
    c. playing
    d. Played
19. My sister ___ coffee because she doesn't like caffeine.
    a. don't drink
    b. doesn't drink
    c. not drink
    d. drinks not
20. What time ___ your father leave for work?
    a. do
    b. does
    c. did
    d. is

Name: Wafidatul Ilmiyah
Class: 8A

POST-TEST

B=16
S=4

80

INSTRUCTIONS:

6. Read each question carefully.
7. Choose the **most correct answer** from the **four options (a, b, c, d)** provided.
8. Pay attention to the rules of the **Simple Present Tense**.
9. Circle or mark the correct answer.
10. Ensure all questions are answered before submitting your work.

Example:
Question:

- My brother ___ to school every day.
  a. go
  b. goes
  c. going
  d. went

Answer: b. goes

Choose the correct answer by crossing a, b, c, or d

1. Why ___ she cry every night?
   a. do
   X. does
   c. did
   d. is
2. Who ___ care for the baby when you are at work?
   a. do
   X. does
   c. did
   d. is
3. When ___ they have a meeting?
   X do
   b. does
   c. did
   d. Is
4. My father ___ to the office at 7 a.m. and ___ home at 5 p.m.
   a. go - come
   X. goes - comes
   c. going - coming
   d. went - came
5. The teacher always ___ us interesting stories.
   a. tell
   X. tells
   c. telling
   d. told
6. My brother and I ___ computer games every weekend.
   X play
   b. plays
   c. playing
   d. played
7. Water ___ at 100 degrees Celsius.
   X boil
   b. boils
   c. boiling
   d. boiled
8. The museum ___ at 9 a.m. every day.
   a. open
   X opens
   c. opening
   d. opened
9. She ___ an email to her boss every morning.
   a. send
   X sends
   c. sending
   d. Sent

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    a. leave
    b. leaves
    c. leaving
    d. left
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    a. do
    b. does
    c. doing
    d. did
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    a. cook
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    c. cooking
    d. cooked
13. My uncle ___ to the office by train every morning.
    a. go
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    c. going
    d. Went
14. The gardener ___ the plants twice a week.
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    a. play
    b. plays
    c. playing
    d. Played
19. My sister ___ coffee because she doesn't like caffeine.
    a. don't drink
    b. doesn't drink
    c. not drink
    d. drinks not
20. What time ___ your father leave for work?
    a. do
    b. does
    c. did
    d. is

Mochammad Andika

75

B=15
S=5

POST-TEST

INSTRUCTIONS:

6. Read each question carefully.
7. Choose the **most correct answer** from the **four options (a, b, c, d)** provided.
8. Pay attention to the rules of the **Simple Present Tense.**
9. Circle or mark the correct answer.
10. Ensure all questions are answered before submitting your work.

Example:
Question:

- My brother ___ to school every day.
  a. go
  b. goes
  c. going
  d. went

Answer: b. goes

Choose the correct answer by crossing a, b, c, or d

1. Why ___ she cry every night?
   a. do
   X b. does
   c. did
   d. is
2. Who ___ care for the baby when you are at work?
   a. do
   X b. does
   c. did
   d. is
3. When ___ they have a meeting?
   X a. do
   b. does
   c. did
   d. Is
4. My father ___ to the office at 7 a.m. and ___ home at 5 p.m.
   a. go - come
   X b. goes - comes
   c. going - coming
   d. went - came
5. The teacher always ___ us interesting stories.
   a. tell
   X b. tells
   c. telling
   d. told
6. My brother and I ___ computer games every weekend.
   X a. play
   b. plays
   c. playing
   d. played
7. Water ___ at 100 degrees Celsius.
   a. boil
   X b. boils
   c. boiling
   d. boiled
8. The museum ___ at 9 a.m. every day.
   a. open
   b. opens
   X c. opening
   d. opened
9. She ___ an email to her boss every morning.
   a. send
   X b. sends
   c. sending
   d. Sent

10. The train ___ every hour from this station.
a. leave
b. leaves
c. leaving
d. left

11. I usually ___ my homework before dinner.
a. do
b. does
c. doing
d. did

12. The chef ___ delicious food at the restaurant.
a. cook
b. cooks
c. cooking
d. cooked

13. My uncle ___ to the office by train every morning.
a. go
b. goes
c. going
d. Went

14. The gardener ___ the plants twice a week.
a. water
b. waters
c. watering
d. Watered

15. My cousin ___ in Jakarta with his family.
a. live
b. lives
c. living
d. lived

16. We ___ our grandparents every holiday.
a. visit
b. visits
c. visiting
d. visited

17. The shop ___ at 9 a.m. every day.
a. open
b. opens
c. opening
d. opened

18. He ___ the guitar in a band.
a. play
b. plays
c. playing
d. Played

19. My sister ___ coffee because she doesn't like caffeine.
a. don't drink
b. doesn't drink
c. not drink
d. drinks not

20. What time ___ your father leave for work?
a. do
b. does
c. did
d. is

Appendix 6 Documentation





Appendix 7 Evidence of Guidance Conaultation

LEMBAR BIMBINGAN SKRIPSI

Nama : Fitrotuz Zakiah

NIM : 200107110053

Judul : The Effectiveness of Using *UKBM* on Learning Result in English Subject in The Acceleration Class

Dosen Pembimbing : Septia Dwi Jayanti, M.Pd

No.	Tanggal/Bulan/Tahun	Materi Bimbingan	Tanda Tangan
1.	15 Mei 2024	Konsultasi Pertama dan Penjelasan Teknis Penulisan Bab 1-3	
2.	22 Agustus 2024	Konsultasi Judul dan Menyetorkan Matrix Previous Research	
3.	5 September 2024	Menyetorkan Bab 1 dan 2	
4.	25 September 2024	Menyetorkan Revisi Bab 1 dan 2	
5.	5 November 2024	Menyetorkan Final Draft Bab 1-3	
6.	20 November 2024	Konsultasi bab 3 dan menyetorkan instrument penelitian	
7	18 Fevruari 2025	Menyetorkan revisi bab 1-3 dan konsultasi terkait penelitian	
8.	5 Maret 2025	Konsultasi dan menyetorkan bab 2	
9.	2 Mei 2025	Menyetorkan revisi bab 4-5	
10.	14 Mei 2025	Menyetorkan draft bab 4-5	
11.	28 Mei 2025	Konsultasi dan menyetorkan revisi bab 1-5	

Malang, 28 Mei 2025

Mengetahui,

Dosen Pembimbing,

Mahasiswa,

Fitrotuz Zakiah

NIM. 200107110053

Septia Dwi Jayanti, M.Pd

NIP. 198909122023212051

Appendix 8 Curriculum Vitae

Curriculum Vitae

Nama Lengkap	: Fitrotuz Zakiah
Tempat, Tanggal Lahir	: Pasuruan, 8 September 2002
Agama	: Islam
Fakultas	: Ilmu Tarbiyah dan Keguruan
Program Studi	: Tadris Bahasa Inggris
Alamat Rumah	: Perumahan Kalirejo Blok D1 No. 49, Bangil, Pasuruan, Jawa Timur.
No. Hp/Telp	: 082257688746
Alamat Email	: fitrotuz08@gmail.com

Riwayat Pendidikan

1.	2008-2014	SDS Roudlotul Ulum Bangil
2.	2014-2017	SMPN 2 Bangil
3.	2017-2020	SMAN 1 Bangil
4.	2020-2025	UIN Maulana Malik Ibrahim Malang

Malang, 28 Mei 2025

Mahasiswi,

Fitrotuz Zakiah

NIM. 20017110053