THE EFFECTIVENESS OF THE DEEP LEARNING APPROACH ON STUDENTS' READING COMPREHENSION WITHIN THE MERDEKA CURRICULUM FRAMEWORK

THESIS

By:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM ISLAMIC STATE UNIVERSITY

MALANG

2026

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THESIS

Submitted to Faculty of Education and Teacher Training in Partial Fulfilment of the Requirement for the Bachelor Degree of English Language Teaching (S. Pd.) in the English Education Department

By:

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APPROVAL SHEET

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

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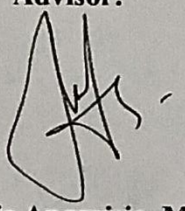

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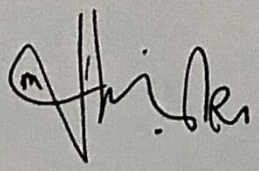

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LEGITIMATION SHEET

THE EFFECTIVENESS OF THE DEEP LEARNING APPROACH

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WITHIN THE MERDEKA CURRICULUM FRAMEWORK

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Has been defended in front of the board examiners at the date of June 30th 2026

and declared

PASSED

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

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THE OFFICIAL ADVISOR'S NOTE

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Malang, June 23rd, 2026

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The Honorable,
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Assalamu'alaikum Warahmatullahi Wabarakatuh

After conducting several times of guidance in terms of content, language, writing, and after reading student's thesis as follow:

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Therefore, we believe that the thesis of Muhammad Hilmi Usamah Dzulfiqri Qomarudin has been approved for further approval by the board examiners.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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APPROVAL

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Malang, June 23rd 2026

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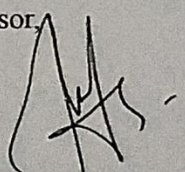

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DECLARATION OF AUTHORSHIP

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Name : Muhammad Hilmi Usamah Dzulfiqri Qomarudin

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Declare that :

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 person.
3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, June 24th 2026

The author

Muhammad Hilmi Usamah Dzulfiqri Qomarudin

NIM. 19180065

THESIS DEDICATION

This thesis, I dedicate it to my beloved mother, who always supports me in many ways. Many things happened to me that I almost gave up. But at that point of my life, she was there telling me that there is still hope for me. Next is for my father who also supports me behind the scene without me knowing. I have no idea any sorrow, struggle and effort he did. But one thing that I know about him is that, he is always there for his family. Last but not least, my dear friends which I cannot mention any out of respect. Thanks for knowing, talking, and having me in your live.

MOTTO

Berdoa, berikhtiar, dan bertawakal

الدُّعَاءُ، الِاجْتِهَادُ، وَالتَّوَكُّلُ

Pray faithfully, strive tirelessly, and Rely on God completely

ACKNOWLEDGEMENT

Before anything, the researcher wants to praise a sincere gratitude to Allah SWT, the Most Gracious and Most Merciful, for the endless blessings, guidance, and strength so that the researcher can finished this thesis with the title *"The Effectiveness of the Deep Learning Approach on Students' Reading Comprehension Within the Merdeka Curriculum Frameworks"* as the final assignment and requirement for the undergraduate program (S1) in English Education Department. Then, peace and blessings be upon Prophet Muhammad SAW, who has guided ummah from the era of darkness into the light of Islam.

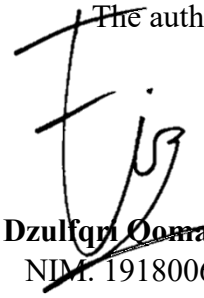
Afterward, the researcher would only finish this thesis with *wasiilah* many people's help, guidance, support, and advice. Therefore, the researcher wants to show his sincere gratitude, appreciation, and thanks to:

1. Prof. Dr. Hj. Ilfi Nur Diana, M. Si., as the Rector of Maulana Malik Ibrahim State Islamic University of Malang.
2. Prof. Dr. H. Muhammad Walid, MA., as the Dean of Education and Teacher Training Faculty.
3. Maslihatul Bisriyah, M. TESOL., as the Head of the Department of English Education, and Harir Mubarok, M. Pd., as the Secretary of the Department of English Education.
4. Nur Fitria Anggrisia, M. Pd., as an academic advisor who has patiently provided all the motivation, guidance and support during the work of this thesis.
5. All of the lecturers in the English Education Department for their valuable knowledge, inspiration, and insight that they have shared.
6. The researcher's parents and sibling who always prayed and supported the researcher during moments when the researcher felt at his lowest.
7. The researcher's closest friends, which always show support, presence, and encouragement throughout the completion of this thesis.
8. The people of Muhammadiyah 2 Innovation Junior High School of Malang.
9. The researcher's fellow students of English Education Department (FASTCO'19), for their memorable moments in this academic journey.
10. Tameem Care Indonesia, the place where I can see the other side of the reality

Finally, the researcher realizes that there are still many things that could be improved from this thesis. Therefore, the researcher willingly accepts any suggestions and feedbacks from any parties. Lastly, the researcher hopes that this study will provide benefits and valuable insights to the readers and further studies.

Malang, June 24th 2026

The author



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ARABIC TRANSLITERATION GUIDANCE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on the joint decision of the Minister of Religion and the Minister of Education and Culture of the Republic of Indonesia, dated January 22, 1988, Number 158/1987 and Number 0543.b/U/1987 which can be broadly described as follows:

A. Alphabet

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	=	h̲	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 Vowel (a) = ā

Long Vowel (i) = ī

Long Vowel (u) = ū

C. Diphthong

أو = aw

أي = ay

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ABSTRACT

Qomarudin, Muhammad Hilmi Usamah Dzulfiqri. 2026. The Effectiveness of the Deep Learning Approach on Students' Reading Comprehension within the Merdeka Curriculum Framework, Thesis, English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Nur Fitria Anggrisia, M.Pd..

Keywords: Deep Learning Approach, Reading Comprehension, Merdeka Curriculum.

This study examines the effectiveness of the Deep Learning approach on seventh-graders' reading comprehension within the Merdeka Curriculum framework. This quantitative quasi-experimental study (non-equivalent control group) involved 43 students in Malang: an experimental class (22 students) and a control class (21 students). Pre-test and post-test data were collected and analyzed using the Mann-Whitney U test.

Results revealed a higher mean score increase in the experimental group (up 18.56 points, from 35.68 to 54.24) than the control group (up 16.43 points, from 32.69 to 49.12). However, the Mann-Whitney U test yielded a significance value of 0.503 (> 0.05), indicating no statistically significant difference between the methods.

In conclusion, this approach is not statistically significantly more effective than conventional methods (Sig. 0.503 > 0.05). Yet, the higher score increase in the experimental class (18.56 vs. 16.43 points) justifies its positive potential. The statistical insignificance is attributed to the small sample size and highly limited treatment duration (four 30-minute sessions). Further research with a longer duration for optimal cognitive adaptation is recommended.

ABSTRAK

Qomarudin, Muhammad Hilmi Usamah Dzulfiqri. 2026. Efektivitas Pendekatan Pembelajaran Mendalam terhadap Pemahaman Membaca Siswa dalam Kerangka Kurikulum Merdeka: Studi Eksperimental pada Siswa Kelas VII SMP, Skripsi, Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang, Dosen Pembimbing: Nur Fitria Anggrisia, M.Pd.

Kata Kunci: Pendekatan *Deep Learning*, Pemahaman Membaca, Kurikulum Merdeka.

Penelitian ini bertujuan menguji efektivitas pendekatan Deep Learning terhadap pemahaman membaca siswa kelas tujuh SMP dalam kerangka Kurikulum Merdeka. Penelitian kuantitatif berdesain quasi-experimental (kelompok kontrol non-ekuivalen) ini melibatkan 43 siswa di Kota Malang: kelas eksperimen (22 siswa) dan kelas kontrol (21 siswa). Data pre-test dan post-test dikumpulkan dan dianalisis menggunakan uji Mann-Whitney U.

Hasil penelitian menunjukkan peningkatan nilai rata-rata yang lebih tinggi pada kelas eksperimen (naik 18,56 poin, dari 35,68 menjadi 54,24) dibandingkan kelas kontrol (naik 16,43 poin, dari 32,69 menjadi 49,12). Meskipun demikian, uji Mann-Whitney U menghasilkan nilai signifikansi sebesar 0,503 (> 0,05), yang mengindikasikan belum adanya perbedaan signifikan secara statistik antara kedua metode tersebut.

Kesimpulannya, pendekatan ini belum terbukti secara signifikan lebih efektif dibandingkan metode konvensional (Sig. 0,503 > 0,05). Namun, selisih peningkatan skor akhir yang lebih tinggi pada kelas eksperimen (18,56 poin berbanding 16,43 poin) menjadi justifikasi kuat bahwa pendekatan ini tetap menunjukkan potensi positif. Ketidaksignifikanan hasil ini diakibatkan kecilnya sampel dan durasi perlakuan yang sangat singkat (empat sesi berdurasi 30 menit). Hal ini menuntut penelitian lanjutan dengan durasi penerapan yang lebih panjang agar adaptasi kognitif siswa berjalan optimal.

المستخلص

قمر الدين، محمد حلمي أسامة ذو الفقر. ٢٠٢٦. فعالية نهج التعلم العميق في فهم المقروء لدى الطلاب ضمن إطار منهج "مرديكا": دراسة تجريبية على طلاب الصف السابع في المدرسة المتوسطة، بحث جامعي، قسم تدريس اللغة الإنجليزية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: نور فطرية أنغريسيا، الماجستير.

الكلمات الرئيسية: نهج التعلم العميق، فهم المقروء، منهج مرديكا.

يهدف هذا البحث إلى اختبار فعالية نهج التعلم العميق (Deep Learning) في مهارة فهم المقروء لدى طلاب الصف السابع ضمن إطار منهج "مرديكا". شملت هذه الدراسة الكمية شبه التجريبية (ذات المجموعة الضابطة غير المتكافئة) ٤٣طالبًا في مدينة مالانج: فصل تجريبي (٢٢طالبًا) وفصل ضابط (٢١طالبًا). تم جمع بيانات الاختبار القبلي والبعدي وتحليلها باستخدام اختبار مان–ويتني يو.(Mann-Whitney U)

أظهرت النتائج زيادة أعلى في متوسط الدرجات للمجموعة التجريبية (بزيادة قدرها ١٨,٥٦ نقطة، من ٣٥,٦٨ إلى ٥٤,٢٤) مقارنة بالمجموعة الضابطة (بزيادة قدرها ١٦,٤٣ نقطة، من ٣٢,٦٩ إلى ٤٩,١٢). ومع ذلك، أظهرت نتائج اختبار مان–ويتني يو قيمة دلالة تبلغ ٠,٥٠٣ (أكبر من ٠,٠٥)، مما يشير إلى عدم وجود فرق ذي دلالة إحصائية بين الطريقتين.

في الختام، لم يثبت إحصائياً أن هذا النهج أكثر فعالية بشكل ملحوظ من الطرق التقليدية (الدلالة ٠,٥٠٣ >٠,٠٥) .ومع ذلك، فإن الزيادة الأعلى في درجات الفصل التجريبي (١٨,٥٦ مقابل ١٦,٤٣ نقطة) تبرر بقوة إمكاناته الإيجابية. ويُعزى عدم وجود الدلالة الإحصائية إلى صغر حجم العينة وقصر مدة المعالجة بشكل كبير (أربع جلسات، مدة كل منها ٣٠ دقيقة). وهذا يستدعي إجراء المزيد من البحوث بمدة تطبيق أطول لتحقيق التكيف المعرفي الأمثل للطلاب.

CHAPTER I

INTRODUCTION

In this chapter, there are various aspects regarding the study from the background, the question, the objective, the significance, the limitation, and the definition of the terms.

1.1 Background of the study

English learning in Indonesia is always changing, especially since The Merdeka Curriculum was implemented. This curriculum gives flexibility for educational institutions at choosing learning strategy that is appropriate for the learners' needs, so that the learning activity becomes more adaptive and contextual (Rahmanda, 2025). Despite this, the curriculum's flexibility does not automatically solve the fundamental problem of English Learning, specifically in reading comprehension which is the foundation of language acquisition.

The urgency regarding reading activities and the important of understanding an information is revealed to the Prophet Muhammad SAW. Which is Surah Al-Alaq verses 1-5 as below:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ ﴿١﴾ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اِقْرَأْ وَ رَبُّكَ

الْأَكْرَمُ ﴿٣﴾ الَّذِيْ عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

"Read, 'O prophet', in the Name of your Lord who created- created humans from a clinging clot. Read! And your Lord is the Most Generous, who taught by the pen- taught humanity what they knew not."

The command Iqra (read!) in the verses suggests that reading is not only a technical activity to understand letters, but also a deep thinking process to comprehend the essence of what is learned. Within Merdeka curriculum which demands contextual learning, the verse spirit provides a foundation that students should be encouraged to have the true order understanding, not just memorizing the text passively.

At the Junior High School level, reading comprehension have significant role for improving language comprehension since it becomes the foundation to understand information, identify main idea, find detail, and interpret from reading a text. Yet, there are various studies show that many seventh graders of junior high school face difficulty to understand texts in English, whether because of vocabulary limitations or lack of critical thinking to process information (Nuro'ifah et al., 2025). This condition exposes the need to improve the learning approaches that are more effective.

One of the learning challenges in reading comprehension is that students tend to only memorize the text without understanding the deeper meaning. This surface learning often happens because of the conventional learning activity in majority is in form of lecturing or exercises without stimulating the higher-order thinking process (Darussalam, 2024). As a result, students are not used to do analysis, synthesis, or evaluation of the reading content, which are the most needed skills in the Merdeka Curriculum.

In those context, deep learning approach becomes relevant to be studied. Deep Learning is not just about technology tools, but also learning model that pushes the students to build deep understanding through reflective,

analytic, and collaborative processes. This approach emphasizes towards new knowledge including previous experiences so that the learning becomes meaningful and sustainable (Syahrizal, 2024).

Many studies also show that deep learning approach, whether using problem based, inquiry learning or interactive digital media methods, improves the students' learning motivation. When the students are more motivated, their participation in reading activity are also increased, and their reading comprehension becomes more optimal (Sun et al., 2021). These are aligned with Merdeka Curriculum principle that emphasizes learning independence and critical thinking.

However, in many schools, the implementation of approaches, that push deep learning, is not optimal yet. Teachers tend to prioritize material completion over conceptual deepening, and so the typical learning strategy does not completely support the full competencies in reading comprehension. This condition indicates the existence of a gap between curriculum purpose with learning activity in class (Du & Qian, 2022).

To answer those challenges, experimental study becomes important to be conducted. Through quantitative experimental design, the effectiveness of deep learning approach on students' reading comprehensions can be objectively measured. The use of pretests in particular, provides an accurate picture of students' abilities in initial before they are given new learning approach (Blanco et al., 2024). Therefore, the changes that occurred were analysed in more measurable way.

Pretest also helps the study to obtain some baseline data that needed to compare the students' learning result between experimental group, which implement deep learning approach, and control group, which use conventional methods. This comparison is helpful to identify are there any differences caused by the intervention or the other uncontrollable factors (Kurnia et al., 2024).

The Important of this study can also be seen from how low the level of literacy achievement of Indonesian students in the international study. The result from Programme for International Student Assessment (PISA) 2022 note that the Indonesian student's literacy score is below the OECD mean score (OECD, 2023). This finding shows that the ability to understand text is still a national problem which needs more attention, particularly in English learning (Fergina et al., 2024).

The data from national assessments also strengthen the findings. The 2023 National Assessment (*Asesmen Nasional*) results indicate that while 68.13% of junior high school students achieved the minimum competency level in reading literacy, a significant portion of students still remain in the 'basic' and 'needs special intervention' categories (Arsiah et al., 2024) . These results picture the major challenges in ensuring that students really understand the text they read and are capable to make connection with wider context. This condition emphasized the necessity of learning strategy that can shape deep understanding.

Previous studies have begun to explore the effectiveness of the Deep Learning approach in the context of Indonesian education. A research by

Research by Katrina Herda, et al. (2026) demonstrated the important of improving reading comprehensions in seventh-grade students through the pillars of mindfulness, meaning, and joy. Furthermore, Bachtiar et al. (2025) highlighted the importance of teacher readiness in adopting this approach to strengthen the Pancasila Student Profile.

However, there is still a research gap which needs more attention. Previous research focused on general implementations of Deep Learning or using research designs without a control group. This study aims to fill this gap by implementing a quasi-experimental design with a control group to give more objective evidence regarding the effectiveness of this approach on seventh graders in Malang City.

Continuing on that condition, the implementation of deep learning approach is a promising opportunity to improve reading comprehension of seventh graders of junior high school. This approach does not only emphasize in grasping the content of the text, but also critical thinking, information interpreting, as well as realizing knowledge into reality. This is relevant with the essence of the Merdeka Curriculum that put forward the meaningful learning and literacy competences.

1.2 Research Question

According to background discussed before, appeared one question that is studied in this study as below:

1. Does the deep learning approach within Merdeka curriculum framework effect students' reading comprehension?

1.3 Objective of The Study

To answer the research question above, the objective of the study is as below:

1. To test the effectiveness of deep learning approach within Merdeka curriculum framework on students' reading comprehension

1.4 Significance of The Study

This study aims to give good benefits theoretically and practically, for knowledge advancement or related parties in conducting the learning itself.

1.4.1 Theoretical Benefits

This study is expected to contribute towards literacy advancement related to reading comprehension in the context of Merdeka curriculum. The fruit of this study are also expected to help the scientific study of the effectiveness of deep learning approach as an alternative learning strategy that can positively affect students' reading comprehension in junior high school level.

1.4.2 Practical benefits

This study aims to helps as practical benefits for teacher, school, or another researcher.

a. For teacher

This study provides information and recommendation of the practice of the deep learning approach as learning strategy that can be applied for improving the students reading comprehension. Teachers may take the study results as reference in constructing

learning activity that is more interactive, deeper, and aligned with the characteristic of Merdeka curriculum.

b. For school

The fruits of this study can be base of consideration to improve the level of quality of learning activity at school, particularly in developing the model of English learning that is more innovative. The school also may use it as an input for program preparation in literary improvement and student competence.

c. For another researcher

This study can be a reference for researcher who want to study further the effectiveness of deep learning approach or conduct another study related to reading learning as in the context of Merdeka curriculum. Besides that, this study can be reference of comparison of methods development or research design that is more comprehensive.

1.5 Scope and Limitation of the Study

In order for this study to have a clear scope and not spread into some aspects that are outside of the study purpose, the problem limitations are set as below:

This study focuses on seventh graders at one of the Junior High School in Malang city, so the study result only represents the condition and characteristic of students at that level and that location. This limitation is set to ensure the relevancy of the study with the necessary targeted analysis.

The variable that chosen in this study consist of independent variable which is the Deep Learning Approach and dependent variable which is the Reading Comprehension. Thus, this study does not discuss any other language skills namely listening, speaking, or writing, as well as another learning approach except deep learning.

The choice of the scope of the reading comprehension level in this study relates to Learning Outcomes Phase D, the Reading-Listening element which set by Educational Standards, Curriculum, and Assessment Agency (2025). The document states that 7th-grade junior high school students must be able to: 'Understand the flow of information, explicit and implicit information. Therefore, this study focuses on the literal (explicit) and inferential (implicit) aspects as the main indicators of achieving this competency.

The reading comprehension within this study is limited to three cognitive level:

- Literal level: focus on students' ability to decode text and identify facts and idea written explicitly.
- Inferential level: measure students' ability to understand and comprehend implicit meaning or reading between lines.
- Evaluative level: focus on students' ability to judge or evaluate the text also reflect its meaning to the new context**.**

The implementation of reading comprehension levels in this study is aligned with the SOLO (Structure of Observed Learning Outcomes) Taxonomy framework to make sure the alignment with the Merdeka Curriculum's

direction, which emphasizes depth of thinking (Clavacio & Legaspi-Estoque, 2025).

The Literal level is aligned with the Unistructural and Multistructural levels, where students focus on acquiring single or multiple pieces of explicit information contained in the text. The Inferential level is aligned with the Relational level, which requires students to connect various pieces of information in the text to draw conclusions about implied meanings. Finally, the Evaluative level is equivalent to the Extended Abstract level, where students are expected to be able to generalize information, provide critical assessments, and relate the text's content to new contexts beyond the given material.

Learning activity that become the study object is completely within the Merdeka Curriculum framework, that is included the learning objective, the syllabus, and the applicable learning principle. In other words, this study is not intended to compare Merdeka Curriculum with previous curriculum.

1.6 Definition of Key Terms

To give the clarity of the concepts that are used in this study, then the study variables are defined operationally as below:

a. Deep Learning Approach

In this study, the Deep Learning Approach is defined as a learning approach that prioritizes deep understanding of meaning and highlevel cognitive engagement among students (Marton & Säljö, 1976). Operationally, this approach was implemented in the experimental class through the integration

of three main pillars. They are Mindful, Meaningful, and Joyful which differentiates it from conventional methods in the control class.

b. Reading Comprehension

Reading Comprehension refers to students' ability to derive and build meaning through active interaction with English texts (Snow, 2002). In this study, this ability was measured with quantitative tools which are pre- and post-test scores, which included indicators of main ideas, detailed information, vocabulary, and inference.

c. Merdeka Curriculum

The Merdeka Curriculum is the national curriculum framework implemented at the 7th grade of Phase D of junior high school in the 2025/2026 academic year. It was set in the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 12 of 2024 concerning the Curriculum for Early Childhood Education, Primary Education Levels, and Secondary Education Levels (2024). In this context, the curriculum serves as a legal and procedural basis for implementing genre-based instruction that prioritizes essential material and in-depth learning

d. Genre-Based Approach (GBA)

The Genre-Based Approach is a pedagogical framework used to teach text through a systematic cycle (Hyland, 2007). Operationally, the GBA in this study involves the Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT) stages modified with Deep Learning principles

to improve students' literacy skills. The implementation of the Deep Learning approach in this study was carried out by integrating three stages of Learning Experience (Understanding, Applying, Reflecting) into the Genre-Based Approach (GBA) cycle.

CHAPTER II

LITERATURE REVIEW

This side provides the theoretical foundation, literature review, and conceptual framework underlying this research. The explanation includes an in-depth review of the Deep Learning approach, the nature of reading comprehension, and the implementation of Merdeka Curriculum in English language learning at the junior high school level. Furthermore, this section presents a synthesis of relevant previous research and the formulation of research hypotheses as a foundation for analysis in subsequent chapters.

2.1 Deep Learning Approach

This section demonstrates a theoretical overview of the Deep Learning approach, which serves as the independent variable in this study. The discussion begins with the philosophical roots of the concept, its transformation in the English language learning context, and its operationalization through three main pillars that underpin the latest education policy.

2.1.1 Nature of Deep Learning

Deep Learning In the world of education, it was first introduced by Marton and Säljö (1976).They identified fundamental differences in the way students process information. Theoretically, deep learning is an approach where the learner has the primary intention to understand the deepest meaning (underlying meaning). Students who use this approach do not see text as a collection of words to be memorized, but rather as a complete idea that needs to be understood critically. Instead, surface

learning only focusing on fulfilling administrative tasks, such as memorizing surface facts to answer exams without connecting them to existing knowledge.

2.1.2 Deep Learning in English Language Learning (ELT)

In English language learning context, the approach emphasizes in-depth information processing so that students are able to construct language understanding through higher-order thinking processes. This model provides space for students to analyse language structures, understand the correlations between ideas in texts, and develop comprehensive interpretation skills (Sicha et al., 2025). Students are involved in the process of exploration, observation, and problem-solving based on the texts studied, as well as connecting their personal experiences to make learning relevant and sustainable (Ason et al., 2025).

2.1.3 Deep Learning Pillars: Mindful, Meaningful, and Joyful

In the Subject Guide for English Language Phase B – Phase F and Advanced Phase F (2025), deep learning operationalized through three main pillars that must appear in every learning process\:

1. **Mindful:** this pillar encourages to develop metacognitive skills. Students are instructed to carefully read the text, be aware of their own thought processes, and reflect on what they have and have not understood.
2. **Meaningful:** This pillar Focus on the relevance of the material to real life. English learning becomes meaningful when students are able to

see texts in the context of their society and understand why they are used in everyday communication.

3. **Joyful:** This pillar Create a safe and supportive learning environment that fosters students' curiosity through active participation in exploring the material.

2.2 Reading Comprehension

The concept of reading comprehension is as a dependent variable which effectiveness is tested in this section. The explanation includes the nature of text comprehension, the classification of cognitive levels targeted for measurement, and various internal and external factors that determine students' success in processing information from English texts.

2.2.1 Nature of Reading Comprehension

Reading comprehension is the reader's ability to understand, process, and summarize information presented in a text. This process involves interactions between the reader, the text, and the learning context to construct a coherent representation of meaning (Huang et al., 2023). Student success is determined not only by linguistic abilities but also by critical thinking skills to connect the text to prior experiences, particularly in Merdeka Curriculum, which emphasizes meaningful learning (Wahyuni, 2021).

2.2.2 Levels of Reading Comprehension

Reading comprehension is classified into three main levels based on the depth of the thinking process:

1. **Literal Understanding:** The ability to recognize information stated directly (facts, figures, main ideas) without in-depth analysis.
2. **Inferential understanding:** The ability to make conclusions from information that is not stated explicitly by using clues in the text (D. Dariagan & Laureto, 2022).
3. **Evaluative understanding:** The highest level requires students to assess, criticize, and provide opinions on the quality of arguments or the relevance of information in the text (Abbas, 2024).

2.2.3 Factors Affecting Reading Comprehension

Several internal and external factors influence this ability, including vocabulary mastery which facilitates the decoding process (Hayati & Puspitaloka, 2022), prior knowledge to predict information (Hidayat et al., 2025), as well as reading fluency so that cognitive energy can focus on understanding the content (Ren, 2024).

2.3 Merdeka Curriculum in English Language Learning

This sub-chapter explains Merdeka Curriculum framework as the procedural basis and context for conducting this research. The primary focus is on the curriculum policy for the 2025/2026 academic year, specifically the English language learning achievement standards for Phase D junior high school students and how active learning principles are integrated into the curriculum.

2.3.1 Philosophical Foundations and Principles of Active Learning

Merdeka Curriculum is rooted in Ki Hajar Dewantara's student centered philosophy of independent learning as was set in Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 12 of 2024 concerning the Curriculum for Early Childhood Education, Primary Education Levels, and Secondary Education Levels (2024). One of its fundamental principles is Active Learning, where students become the main subjects through group discussion activities, presentations, roleplay, and collaboration (Zainuri et al., 2025). This principle is in line with deep learning because it demands deep cognitive involvement to achieve High Order Thinking Skills (Nursukowati et al., 2025).

2.3.2 Genre-Based Approach (GBA) and Learning Outcomes

In 7th grade English (Phase D), the curriculum emphasizes authentic text comprehension and functional communication skills. This is realized through Genre-Based Approach (GBA) which helps students understanding the text social comtext in everyday life. The integration of the deep learning ensures that GBA does not just stop at memorizing the text structure, but reaches a deep understanding of the communicative purpose of the text (Rosa et al., 2024).

2.4 The Relationship between Deep Learning and Reading Comprehension

Deep learning approach facilitates the formation of a more complete representation of meaning by placing students as the main characters in

learning. Through this technique scaffolding and systematic teacher support, students are guided to move from surface understanding towards critical and comprehensive understanding (Maulana et al., 2022). Strategies that require reflection and analysis have been shown to strengthen students' literacy skills in facing communication challenges in the era of globalization (Mogea, 2023).

2.5 Previous Studies

A number of previous studies have studied the application of the Deep Learning approach in English language learning and its impact on students' reading skills. These studies made a foundation for researcher to understand how the Deep Learning approach is applied in learning activity and to understand the results obtained from its practice. moreover, a review of previous study also helps to emphasize the position and differentiate between this study and previous research.

The first study was conducted by Herda et al. (2026) with the title "Classroom Evaluation of Deep Learning: Effects on Reading Comprehension among Seventh Graders in Indonesia." This study Was designed to evaluate the effect of the Deep Learning approach on the reading comprehension skills of seventh-grade students in Indonesia. The study utilized a quantitative approach with a pre-test and post-test model to measure the development of students' reading skills after implementing the Deep Learning approach.

The results showed that the Deep Learning approach had a significant impact on improving students' reading comprehension skills. This study shares similarities with the researcher's study, namely that both examined the Deep

Learning approach, focused on reading comprehension, and involved seventh grade students as research subjects. Yet, this study is still different from the present research in terms of the research setting, the duration of the treatment, and the classroom conditions in which the Deep Learning approach was implemented. Therefore, the present study was conducted to re-examine the effectiveness of the Deep Learning approach on seventh-grade students' reading comprehension in a different learning context.

The second study was conducted by Bachtiar et al. (2025) entitled "Deep Learning Approach in English Language Teaching: Does It Matter a Lot?" This study discussed the application of the Deep Learning approach in the context of English language learning. The results showed that the Deep Learning approach supports student centered learning and encourages a more meaningful, active, and reflective learning process.

This study did not specifically examine reading comprehension, but it makes an important contribution in explaining how the Deep Learning approach can be applied in English language learning. The similarity between this study and the researcher's research lies in the use of the Deep Learning approach as the primary focus. The differences lie in the focus of the language skills studied, the research subjects, and the research objectives, as Bachtiar et al.'s study emphasized the application of Deep Learning in English language learning in general.

Based on these two previous studies, it can be seen that the Deep Learning approach has been used in English language learning and has shown positive results in several learning contexts. However, the research that is

specifically testing the effectiveness of the Deep Learning approach on seventh-grade students' reading comprehension in English learning context in the schools is still needed. Therefore, this study was made to determine whether the Deep Learning approach provides a significant difference in the reading ability of seventh grade students compared to conventional methods.

2.6 Study Hypothesis

Based on the theoretical framework above, the research hypothesis is formulated as follows:

- **H_0 (Null Hypothesis):** There was no significant difference in reading comprehension between seventh grade students taught using the approach Deep Learning with students taught using conventional methods.
- **H_1 (Alternative Hypothesis):** There is a significant difference in reading comprehension between seventh grade students taught using the Deep learning approach with students taught using conventional methods.

CHAPTER III

RESEARCH METHODOLOGY

The chapter details the research procedures which is used to test the effectiveness of the Deep Learning approach. This explanation includes the research design, population and sample profiles, instrument development, and data collection and analysis steps to ensure accurate and reliable research findings.

3.1 Research Design

This study used a quantitative approach because the data which was collected consisted of test results that were analyzed statistically to test the relationship between variables. This approach was chosen to provide an objective and measurable picture of the approach's effectiveness of Deep Learning on students' reading comprehension abilities.

The research method that was used is Quasi-Experimental Design with model Non-equivalent Control Group Design (Creswell, 2009). This design was chosen due to the limited school permits for reshuffling classes, so that researcher use existing classes. In this design, both groups (experimental and control) were given pre-test to determine initial abilities, followed by providing treatment in the experimental group, and ended with post-test to measure the changes that occurred.

3.2 Research Location and Time

This research was held at a junior high school in Malang City that has implemented the Merdeka Curriculum. The study was six meetings during the

even semester of the 2025/2026 academic year. The research schedule was adjusted to the school's academic calendar to avoid disrupting the regular teaching and learning process.

3.3 Research Population and Sample

This section explains the sample selection and population criteria for the study. This explanation aims to ensure that the selected subjects are relevant to the experimental objectives, with the following details:

3.3.1 Population

The population in this study were all seventh-grader students in English program at the school. These students were chosen because they cognitively possess sufficient basic English language skills to engage in in-depth information processing according to the demands of Merdeka Curriculum Phase D.

3.3.2 Sample

The sample was chosen using the purposive sampling technique. The researcher choose two classes that had relatively equal initial characteristics. The number of control group was 21 students while the experimental group consisted of 22 students.

3.4 Research Variables and Indicators

This sub-chapter details the research variables and their measurement indicators to clarify the boundaries between the intervention provided and the outcomes to be measured. In this experimental research, variable identification

is crucial for mapping the causal relationship between the applied learning methods and student competency achievement. The researcher divided the variables into two categories as follows:

3.4.1 Independent Variable (X)

The independent variable in this study is the Deep Learning Approach integrated into the Genre-Based Approach (GBA) cycle. This variable is not measured using a test instrument but is instead manipulated through learning procedures in the experimental class. Indicators of successful implementation of this variable refer to the three main pillars of Deep Learning as set in Subject Guide for English Language Phase B – Phase F and Advanced Phase F (2025):

- Mindful: Students' level of awareness of their thinking processes (metacognition) and focus while observing text patterns.
- Meaningful: Students' ability to relate information in the text to real-life contexts or personal experiences.
- Joyful: Students' active involvement and enthusiasm in group collaboration and text exploration without excessive cognitive pressure.

3.4.2 Dependent Variable (Y)

The dependent variable in this study is seventh-grade students' Reading Comprehension. This variable is measured quantitatively through pre-test and post-test scores arranged which is based on the cognitive levels of the Structure of Observed Learning Outcomes

(SOLO) Taxonomy (Clavacio & Legaspi-Estoque, 2025). Achievement indicators for this variable include:

- Literal Comprehension: The ability to identify explicit information in a text, encompassing the Unistructural and Multistructural levels.
- Inferential Comprehension: The ability to infer implied meaning by connecting various pieces of information in a text, encompassing the Relational level.
- Evaluative Understanding: The ability to assess, critique, and reflect on the content of a text within a broader context, encompassing the Extended Abstract level.

3.5 Research Instrument

A research instrument is a tool selected and used by researcher in the data collection activities to make the activity systematic and easier. In this experimental research, the main instrument used was designed to measure the effectiveness of the treatment on the dependent variable, namely students' reading comprehension. This instrument was developed with reference to the English Learning Outcomes of Phase D of Merdeka Curriculum set in Subject Guide for English Language Phase B – Phase F and Advanced Phase F (2025) and aligned with the SOLO Taxonomy framework to capture the depth of students' understanding (Clavacio & Legaspi-Estoque, 2025). This section explains the test format, rubric-based assessment criteria, and instrument quality assurance procedures through validity and reliability tests as follows:

3.5.1 Reading Comprehension Test

The main instrument in this study is a reading comprehension test given in the form of pre-test and post-test. This test was designed to measure the extent to which the Deep Learning approach is effective on students' abilities. The detail of the reading comprehension test as written bellow:

- This instrument consists a total of 20 questions.
- 10 multiple choice questions which was focused on measuring literal level understanding
- 10 open-ended essay questions to measure indepth understanding at the inferential and evaluative levels.
- This test used text material with the theme of "Hobbies" in the pre-test and "Weather and Clothing" in the pro-test adapted to the cognitive level of 7th-grade junior high school students.
- The time allocation is 30 minutes to ensure students have sufficient time to express their thoughts in depth in the essay section.

3.5.2 SOLO Taxonomy Scoring Rubric

This instrument was measured systematically; researcher compiled an instrument grid that map each question item into cognitive levels of SOLO Taxonomy (Structure of Observed Learning Outcomes). Multiple choice questions were designed to cover the level of Unistructural and Multistructural (surface understanding). Meanwhile, essay questions were designed to reach the level of Relational and Extended Abstract (deep understanding).

Researcher used a SOLO Taxonomy-based assessment rubric to measure the quality and depth of students' understanding. Answers were categorized into five levels: Pre-structural, Unistructural, Multi-structural, Relational, And Extended Abstract. The use of the SOLO Taxonomy aims to empirically prove the transition of students from surface understanding (surface) towards deep understanding in accordance with the objectives of Merdeka Curriculum.

3.5.3 Validity and Reliability of Instruments (Validity and Reliability)

To ensure the quality of the data produced, this research instrument undergoes validity and reliability testing before use.

- Validity test

The instrument's validity was tested through content validity using expert judgment. English language teaching experts reviewed the suitability of the questions to the learning objectives and the SOLO Taxonomy framework (Cohen et al., 2009). After expert judgment, the instrument was pilot-tested on students with similar characteristics to the research subjects. The results were then analyzed using Pearson Product-Moment correlation to ensure that each item accurately measured the variables being studied.

- Reliability test

Instrument reliability was measured to determine the consistency of the results. Given that the instrument is in essay form and uses a scoring rubric, reliability was calculated using Cronbach's Alpha formula to ensure that the instrument produces consistent results when administered

repeatedly. Reliability scores were categorized based on Cronbach's Alpha standards, where a value close to 1.00 indicates a high level of reliability and is suitable for research.

3.6 Data Collection Techniques

This section describes the systematic procedures undertaken by the researcher to collect valid empirical data to answer the research questions regarding the effectiveness of the Deep Learning approach.

The data collection process in this experimental study was conducted in stages to compare students' abilities before and after the intervention. Broadly speaking, data was obtained through three main stages: measuring initial abilities, implementing a text-based learning process, and measuring final outcomes, all of which was measured using validated test instruments. The details of these stages were explained as follows:

a) Pre-test

The pre-test was conducted during the very first meeting of the research timeline, before any teaching began. It was given to both the experimental and control classes during their regular English periods.

To keep things consistent, the test was administered with the cooperation of the classroom English teacher. Before handing out the papers, clear instructions were given to the students, letting them know that the test had two parts: 10 multiple-choice questions and 10 short essay questions. Students were explicitly told that this test would not affect their report card grades, which helped reduce test anxiety and encouraged honest answers.

The students were given exactly 30 minutes to work. Once the time was up, the papers were collected, assigned a code for confidentiality, and graded using the SOLO Taxonomy rubric to establish the baseline data.

b) Treatment (Experimental Group)

The experimental group was given treatment with an approach Deep Learning integrated into the cycle of Genre-Based Approach (GBA) through three main pillars:

- **Building Knowledge of the field (BKOF) and Modelling of the Text (MOT) Mindful:** Students are invited to carefully observe text patterns and be aware of their thinking processes (metacognition).
- **Join Construction of Text (JCOT) Joyful:** Students work together in group discussions and interactive assignments to build confidence and a supportive learning environment.
- **Independent Construction of Text (ICOT) Meaningful:** Students independently evaluate texts and connect text information to their real-life contexts.

The implementation of the Deep Learning approach in this study was carried out by integrating three stages of Learning Experience (Understanding, Applying, Reflecting) into the Genre-Based Approach (GBA) cycle.

- **Understanding:** Integrated in the Building Knowledge of the Field (BKoF) and Modeling of the Text (MoT) stages, where students

actively construct prior knowledge and analyze text models to capture essential knowledge.

- **Applying:** Manifested in the Joint Construction of the Text (JCoT) and Independent Construction of the Text (ICoT) stages, when students communicate their understanding through contextual text production, both collaboratively and

  independently.
- **Reflecting:** Consistently carried out at each stage, where teachers and students evaluate the learning process, recognize challenges faced, and celebrate the success of achieving learning objectives to foster mindful learning awareness.

c) Post-test

To measure the final impact of the Deep Learning approach, the post-test was given during the final meeting, exactly one week after all treatment sessions were completed for the experimental group and regular lessons were finished for the control group.

The data collection for this post-test followed a careful procedure to ensure the results were fair and accurate:

- **Classroom Setup:** The test took place in the students' regular classrooms during their usual English period. The seating arrangement was spaced out individually, identical to the pre-test setup, to prevent peer collaboration—especially during the essay section.
- **Running the Test:** The administration was supervised directly by the researcher alongside the classroom teacher. After distributing the test sheets

(which focused on the "Weather and Clothing" theme), the timer was started. The students were given exactly 30 minutes. The room was monitored quietly to ensure students did not rush through the essays and took the time to explain their thoughts.

- **Handling the Papers:** The moment the 30 minutes ended, all answer sheets were collected immediately. To prevent any personal bias during grading, students' names were masked and replaced with codes (such as E-1 for the experimental group and C-1 for the control group).
- **Grading the Responses:** The papers were then scored systematically. The 10 multiple-choice items were marked simply as correct or incorrect. For the 10 essay questions, each answer was evaluated using the SOLO Taxonomy rubric to score the depth of understanding, classifying responses from *Pre-structural* up to *Extended Abstract*.

  All of these final scores were then gathered and entered into a data spreadsheet alongside the pre-test scores, ready for statistical analysis to determine if a real shift occurred from surface-level learning to deep understanding.

3.7 Data Analysis

All data was collected through the test instrument and processed quantitatively to answer the research hypothesis. Data analysis was carried out systematically through three main stages: descriptive analysis to describe the distribution of scores, prerequisite tests to determine the type of statistics used,

and inferential tests to draw conclusions regarding the effectiveness of the intervention. The details of the data analysis techniques used are as follows:

3.7.1 Descriptive Statistics

Researcher used descriptive statistics to calculate the mean value (mean), median, standard deviation, minimum value, and maximum value of the pre-test and post-test score from both groups. This aims to provide an initial overview of the distribution of students' reading abilities before and after treatment.

3.7.2 Prerequisite Analysis Test

- **Normality Test:** Researcher used Shapiro-Wilk tests (Cohen et al., 2009) to determine whether the data is normally distributed. This test was chosen because it is very accurate for small samples.
- **Homogeneity Test:** Researcher used Levene's Test (Cohen et al., 2009) to ensure that the data variance between the experimental and control groups is equal or homogeneous.

3.7.3 Hypothesis Testing and Effectiveness

- **Mann-Whitney U Test**: Because the results of the prerequisite test showed that the data were not normally distributed and did not have homogeneous variance, the data analysis was diverted using non-parametric statistics, namely the Mann-Whitney U Test to test the final significant difference between the two groups (Pallant, 2020).
- **N-Gain Score:** To measure the level of effectiveness of the Deep Learning approach, the researcher calculated the difference between the pre-test and post-test scores using the formula Normalized Gain

(N-Gain) The results of this calculation were categorized to determine whether the increase in students' reading ability is at a high, medium, or low level (Hake, 1998).

- **Effect Size:** Researcher calculated Cohen's d to determine the magnitude of the influence from intervention of Deep Learning. This is important to prove whether the differences in scores that occur are practically significant, not just statistically.

3.8 Research Procedures

This research procedure was designed systematically through five main phases to ensure that the data collected is valid and reliable:

3.8.1 Phase I: Administrative and Planning Phase

This initial step focuses on technical and legal readiness before data collection takes place:

- **Research Permit:** Research permit application letter was submitted to the school and the researcher coordinated with the supervising teacher regarding the class schedule.
- **Material Development:** A Syllabus and Teaching Module was compiled for the topic Reading seventh graders. The experimental class module was designed with the integration of the 3 Pillars Deep Learning in the GBA cycle, while the control class module using conventional methods.

- **Instrument Validation:** Conducting consultations with two experts (Expert Judgment) to validate test items and assessment rubrics of SOLO Taxonomy.
- **Instrument Trial (Try-out):** Conducting a trial of questions on a class that is not a research sample to calculate reliability using the formula Cronbach's Alpha.

3.8.2 Phase II: Pre-treatment Phase

At this stage, the researcher took initial data to ensure the equality of the abilities of the two groups:

- **Pre-test Implementation:** Reading ability test was provided to the experimental group (N=22) and the control group (N=21).
- **Initial Scoring:** The values was assigned to the initial test results to be used as data baseline in analysis Gain Score later.

3.8.3 Phase III: Implementation Phase (Treatment)

This stage is the core of the experiment which was carried out during 6 meetings:

- **Experimental Group:** Researcher applied the GBA cycle (BKOF, MOT, JCOT, ICOT) by strengthening the pillars **Mindful** (independent reflection), **Meaningful** (text connection to the real world), and **Joyful** (supportive collaborative discussion).
- **Control Group:** Students were taught using conventional methods (lectures and direct practice questions) without any integration of the pillars of in-depth learning.

- **Observation:** The supervising teacher act as an observer to monitor the implementation of the teaching module and ensure there is no researcher bias during the teaching process.

As for the detail of date the treatment conducted as below

Meeting	Date	Activity	Focus / Stage
1	18 May 2026	Pre-test	Reading comprehension pre-test
2	19 May 2026	Treatment 1	**BKoF** – introducing vocabulary of weather and clothes
3	20 May 2026	Treatment 2	**MoT** – analyzing descriptive text models
4	21 May 2026	Treatment 3	**JCoT** – collaborative descriptive writing
5	25 May 2026	Treatment 4	**ICoT** – independent descriptive writing and reflection
6	25 May 2026	Post-test	Reading comprehension post-test

Table 3.8.3.1 Log of Research Implementation

3.8.4 Phase IV: Post-treatment Phase

After the intervention is completed, the researcher took the final data:

- **Post-test Implementation:** a final test was provided with the same level of difficulty as the previous one, pre-test, to both groups.
- **Quality Measurement:** Essay answers at this stage was examined in depth using a rubric of SOLO Taxonomy to see whether the experimental class students actually reached the Relational or Extended Abstract level of understanding.

3.8.5 Phase V: Data Evaluation and Analysis

The final step is to process all the data that was collected:

- **Data Tabulation:** The scores of Pre-test and post-test was uploaded into the statistics program (IBM SPSS Statistic 26).
- **Prerequisite Test:** a normality test (Shapiro-Wilk) and homogeneity test (Levene's Test) was Performed.
- **Hypothesis Testing:** Mann-Whitney U was done to answer the research questions.
- **Interpretation:** The effectiveness of the Deep Learning approach within Merdeka Curriculum was summarized based on significance value and effect size.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion based on the analysis results that were conducted. The description in this chapter includes the descriptive statistic, prerequisite test analysis, hypothesis testing, and research results interpretation related to the effectiveness of the deep learning approach on students' reading comprehension.

4.1 Findings

This section presents the findings of the study based on the analysis results data of pre-test and post-test on experimental class and control class. The findings of this study constructed into three parts, which are descriptive statistics, prerequisite test, and hypothesis testing. The presentation started with descriptive statistic to provide general description of the finding regarding students' comprehension before and after the treatment was given.

4.1.1 Descriptive Statistics

Students' Number	Pre Test		Post-Test	
	Experimental class	Control Class	Experimental class	Control Class
1	28.33	21.67	55	40
2	15	33.33	20	46.67
3	18.33	35	26.67	48.33
4	75	43.33	76.67	75
5	30	20	50	30
6	88.33	16.67	93.33	48.33
7	18.33	43.33	41.67	55
8	26.67	38.33	68.33	73.33
9	36.67	58.33	41.67	86.67
10	23.33	55	35	90
11	35	18.33	41.67	30

Students' Number	Pre Test		Post-Test	
	Experimental class	Control Class	Experimental class	Control Class
12	20	36.67	30	50
13	26.67	40	40	55
14	26.67	13.33	51.67	30
15	61.67	70	80	58.33
16	55	20	81.67	30
17	23.33	25	23.33	33.33
18	18.33	31.67	35	60
19	35	33.33	66.67	48.33
20	33.33	16.67	85	30
21	61.67	16.67	78.33	13.33
22	28.33		71.67	

Table 4.1.1.1 Raw data score

Based on the collected data, the mean score of the pre-test in experimental class was 35.68, while the mean score of the pre-test in control class was 32.69. after the treatment was given, the mean score of the post-test on both classes increased. The experimental class who received learning with the deep learning achieved the mean score of posttest 54,24 so experimental class increased by 18.56, while the control class, which was taught with conventional method received the mean score of 49.12. so control class increased by 16.43

Group	**N**	**Pre-test Mean**	**Post-test Mean**	**Gain Score**
Experimental Class	22	35.68	54.24	18.56
Control Class	21	32.69	49.12	16.43

Table 4.1.1.2 mean score overall data

4.1.2 Prerequisite Tests.

Before conducting hypothesis testing to draw research conclusions, analysis prerequisite tests were carried out which included normality tests and homogeneity tests.

a. Normality Test

The Normality test was conducted to know whether the students score on experimental class and control class were distributed normally or not. Because the sample of this study is relatively small, only 43, which are 22 students in experimental class and 21 students in control class, the normality test refers to the value of Shapiro-Wilk which located in the table of normality test.

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	kelas penelitian	Statistic	df	Sig.	Statistic	df	Sig.
pretest	Experimental	.253	22	.001	.821	22	.001
	Control	.144	21	.200*	.920	21	.087
posttest	Experimental	.167	22	.112	.940	22	.194
	Control	.123	21	.200*	.946	21	.289

Table 4.1.2.1 Normality Test Results

The criteria to determine the normality test is as follow. If the significance value (sig.) bigger than 0.05, then, the data is stated to be normally distributed. On the contrary, if the significance value (sig.) smaller than 0.05, then, the data is stated to be not distributed normally.

The Normality test results showed that the significance value on pre-test of experimental class was 0.001, while in the post-test of experimental class was 0.194. meanwhile, the significance value of pre-

test in control class was 0.087. and the post-test of control class was 0.289.

Based on the results above, it can be seen that the pre-test data for the control class and the post-test data for both classes were normally distributed. However, the pre-test data for the experimental class showed a significance value of 0.001 that is smaller than 0.05, which means the data was not normally distributed.

b. Homogeneity Test

The homogeneity test is carried out using Levene's Test to ensure whether the data variance between the experimental class and the control class is equal or homogeneous, both in the pre-test and post-test sessions. In the homogeneity test, data is stated to be homogeneous if the significance value in the row of based on mean is bigger than 0.05. while the opposite, if the significance value is smaller than 0.05. Then, the data variance is stated to be not homogeneous.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
pretest	Based on Mean	.700	1	41	.408
	Based on Median	.110	1	41	.741
	Based on Median and with adjusted df	.110	1	32.560	.742
	Based on trimmed mean	.386	1	41	.538
posttest	Based on Mean	1.410	1	41	.242
	Based on Median	1.206	1	41	.278
	Based on Median and with adjusted df	1.206	1	40.452	.279
	Based on trimmed mean	1.412	1	41	.241

Table 4.1.2.2 Homogeneity Test Results

Based on the SPSS output in the table of homogeneity test of variances, the significance value in the pre-test data was 0.408. while the data in the post-test was 0.242. Based on these results, the pre-test data have homogenous variance because the

significance value is bigger than 0.05. the post-test data also showed homogeneous variance because the significance value was 0.242, which is higher than 0.05.

According to the prerequisite test analysis, there is one thing that need an attention before determining hypothesis testing technique which is the pre-test data from the experimental class was not normally distributed because its significance value smaller than 0.05. Therefore, hypothesis analysis in this study does not use parametric test, but uses non-parametric test which is Mann Whitney U Test, so the analysis conducted become more relevance with the characteristic of this study.

4.1.3 Hypothesis Testing

Considering that the data were not normally distributed, a nonparametric statistical analysis was performed. The Mann-Whitney U test was used to compare the post-test scores of the experimental and control groups. This test aimed to determine whether the implementation of the Deep Learning approach within Merdeka Curriculum framework gives significant difference on seventh grade students' reading comprehension compared to conventional methods.

The statistical hypothesis in this study is formulated as follows:

- **H_0** There is no significant difference in reading comprehension between seventh graders taught using the Deep Learning approach compare to the students taught using conventional methods.
- **H_1** There is a significant difference in reading comprehension between seventh graders taught using the Deep Learning approach compare to the students taught using conventional methods.

The decision making in this non-parametric test is based on the asymptotic significance value. if the Asymp. Sig. (2-tailed) value is smaller than 0.05, then the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. But if the Asymp. Sig. (2-tailed) value is bigger than 0.05, then the null hypothesis (H0) is not rejected.

	posttest
Mann-Whitney U	203.500
Wilcoxon W	434.500
Z	-.669
Asymp. Sig. (2-tailed)	.503

a. Grouping Variable: kelas penelitian

Table 4.1.3.1 Mann-Whitney U Test Results

The Mann-Whitney U test results show that the Mann-Whitney value of 203.500with the Wilcoxon W value of 434.500 and Z value of -0.669. in addition, the Asymp. Sig. (2-tailed) value obtained is 0.503. Because the Asymp. Sig. (2-tailed) value of 0.503 is bigger than the level significance of 0.05, the Null Hypothesis (H0) is no rejected and the Alternative Hypothesis (H1) is not supported by the results of statistical analysis.

These result show that, in the context of this study, the implementation of deep learning approach does not provide significant difference yet compare to conventional method in final score of student's reading. In other word, both learning methods gave post-test results which relatively not different statistically.

4.2 Discussion

The findings showed that both the experimental and control classes experienced an increase in scores from the pre-test to the posttest. In the experimental class, the average score increased from 35.68 to 54.24, while in the control class, the average score increased from 32.69 to 49.12. These results indicate that the experimental class treated using the Deep Learning approach achieved a higher average post-test score than the control class taught using conventional methods. Descriptive results show an increasing trend, but this trend is not yet supported by a statistically significant difference.

The results of the hypothesis test using the Mann-Whitney U Test indicated that the Asymp. Sig. (2-tailed) value of 0.503 was greater than the 0.05 significance level. This indicates that there was no statistically significant difference between the reading abilities of students in the experimental and control classes after the treatment was administered. Therefore, the alternative hypothesis stating a significant difference between the two groups was rejected. This finding shows that even though the experimental class obtained higher scores, the difference was not strong enough to be stated significant in the context of this study.

There are several things that may explain why the results of this study were not statistically significant. The first thing is that the duration of the treatment provided in this study was relatively limited. The study was conducted over six sessions, with one session used for the pre-test, four sessions for the treatment, and one session for the post-test.

Therefore, the treatment using the Deep Learning approach was only given four times. In addition, each session lasted only 30 minutes due to the school schedule at the time of the study. This short treatment time may not appropriate to demonstrate a stronger effect on students' reading abilities. The second thing was that the sample size in this study was limited, which are 43 students divided into two groups. This condition makes it possible that differences in results between the two groups were not yet statistically significant. And the last one is that the initial abilities of students in both groups were still relatively low, so they may need more time to adapt to the new learning strategies. Furthermore, the Deep Learning approach may still new to the students, so its benefits were not seen optimally during the study.

On the other side, the improvement in scores in the experimental class shows a possibility that the Deep Learning approach has the potential to support reading comprehension learning. Even though the difference was not statistically significant, the higher post-test score in the experimental class may provide a positive performance in the use of the Deep Learning approach in reading instruction. Therefore, although the results of this study did not show a statistically significant difference, the Deep Learning approach may still be considered as potential useful alternative for improving students' reading

ability, especially if it is implemented over a longer period and with more intensive treatment sessions.

Overall, the results of this study indicate that the implementation of the Deep Learning approach has not significantly impacted the reading abilities of seventh-grade students compared to conventional methods. However, the increase in average scores in the experimental class indicates that this approach still has positive potential in reading learning. Thus, further research is recommended to apply the treatment for a longer duration, a greater number of meetings, and involve a larger number of samples so that the effect of the Deep Learning approach on students' reading abilities can be observed more clearly.

CHAPTER V

CONCLUSSION AND RECOMMENDATION

This chapter provides the study's overall conclusion drawn from the research's findings and discussion, along with recommendations for future research.

5.1 Conclussion

This study aimed to determine the effectiveness of the Deep Learning approach on the reading comprehensions of seventh-grade students. The results showed that both the experimental and control classes experienced an increase in scores from pre-test to post-test. In the experimental class, the average score increased from 35.68 to 54.24, while in the control class, the average score increased from 32.69 to 49.12. Descriptively, the increase in scores in the experimental class was slightly higher than in the control class. However, the Mann-Whitney U test yielded an Asymp. Sig. (2-tailed) value of 0.503, which is greater than the 0.05 significance level. Therefore, it can be concluded that there is no significant difference between the reading comprehension of students taught using the Deep Learning approach and those taught using conventional methods.

Given that, the Deep Learning approach in this study cannot be stated significantly more effective than conventional methods in improving the reading comprehensions of seventh-grade students. These results were likely influenced by several factors, for example the limited treatment duration, the four sessions, and the 30-minute learning time per session. meanwhile, the improved scores in the experimental class shows that the Deep Learning

approach still has the potential to support reading learning. Thus, this approach can still be considered as an alternative in reading instruction, especially if applied in a longer period of time and supportive learning conditions.

5.2 Recommendation

The researcher gives several recommendations for English teachers, students, and future researcher. These recommendations are expected to contribute to the implementation of reading instruction and used as considerations for future research related to the application of the Deep Learning approach.

a. Recommendation for English teachers

English teachers can consider using the Deep Learning approach as an alternative in teaching reading. For optimal implementation, teachers need to provide sufficient learning time, structured learning activities, and reading materials appropriate to students' abilities, so that text comprehension can be enhanced.

b. Recommendation for Students

Students are expected to be more active in participating in reading activities during the learning process. Students should not only focus on answering questions but also strive to understand the text's content, main ideas, and important information. Active involvement in reading activities is expected to help improve students' reading comprehension.

c. Recommendation for Future researcher

Future researcher are advised to conduct similar studies with longer treatment durations, more sessions, and larger sample sizes to more clearly demonstrate the effects of the Deep Learning approach. Furthermore, future research could also examine the application of this approach at different educational levels or in other English language skills.

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APPENDIX

Appendix 1 Lesson Plan

MODUL AJAR BAHASA INGGRIS (TREATMENT PENELITIAN)

I. Identitas Modul

- **Mata Pelajaran:** Bahasa Inggris
- **Kelas / Fase:** VII B / D
- **Alokasi Waktu:** 4 Pertemuan x 30 Menit (Pertemuan 2 s.d. Pertemuan 5)
- **Elemen Kurikulum:** Membaca - Memirsa & Menulis - Presentasi
- **Target Peserta Didik:** 24 Siswa (Heterogen)
- **Profil Pelajar Pancasila:** Mandiri, Gotong Royong
- **Pendekatan Pembelajaran:** Genre-Based Approach (GBA)
- **Integrasi Pendekatan:** Deep Learning (Mindful, Meaningful, Joyful)
- **Topik Utama:** Seasons and Daily Clothes Around the World
- **Fokus Tata Bahasa:** Descriptive Text (Simple Present Tense & Adjectives)

II. Media & Alat Tambahan (Persiapan Efisiensi 30 Menit)

Untuk memastikan waktu pembelajaran yang sangat sempit berjalan efektif, guru wajib menyiapkan instrumen cetak berikut sebelum kelas dimulai:

1. **Flashcards Ukuran A4:** 3 Gambar Simbol Cuaca (○ *Sunny/Hot*, 🌧 *Raining*, ❄ *Cold/Snowing*) & 8 Gambar Pakaian Pokok (*Sunglasses, Dress, Raincoat, Umbrella, Sweater, Padded Coat, Boots, Sandals*).
2. **World Weather Scenario Cards:** 6 lembar kartu skenario cuaca dunia baru untuk kerja kelompok (2 Kartu Mesir - *Hot/Sunny*, 2 Kartu Inggris - *Raining/Windy*, 2 Kartu Islandia - *Snowing/Freezing Cold*).
3. **LKPD Cetak Lengkap:** Lembar kerja yang sudah berisi aktivitas menjodohkan (Pertemuan 2) , teks model siap bedah warna (Pertemuan 3) , lembar draf kelompok rumpang (Pertemuan 4) , dan lembar mandiri + *Exit Ticket* (Pertemuan 5).
4. **Spidol Warna / Pensil Warna:** Disiapkan 3 warna berbeda (Kuning, Hijau, Merah Muda) untuk setiap bangku/pasangan siswa.

III. Teks Monolog Model (Bahan Pembelajaran MoT)

Maksimal 4 kalimat, Tingkat Kesulitan A1-A2 CEFR untuk Kelas 7.

- **Text 1: Haruki from Japan**
  "Hi, I am Haruki and I live in Japan. It is spring right now, so the weather is cool and nice. Today, I am wearing a thin jacket and comfortable sneakers. I love walking in the park to see the cherry blossoms."
- **Text 2: Maria from Mexico**
  "Hello, my name is Maria and I am from Mexico. It is summer here, so it is very hot and sunny today. I usually wear a light cotton dress and a big hat outside. I also wear sunglasses to protect my eyes from the bright sun."
- **Text 3: Ivan from Russia**
  "Hi, I'm Ivan and I am a student from Russia. It is winter now, so the weather is extremely cold and snowing. I am wearing a thick coat, a warm blue hat, and gloves. I also need big boots to walk in the deep snow."

IV. Langkah-Langkah Pembelajaran (Pertemuan 2 - 5)

Pertemuan 2: Building Knowledge of Field (BKoF)

Fokus Utama: Pengenalan Kosakata Kombinasi Cuaca & Pakaian (*Meaningful & Joyful*)

Tahap	Durasi	Aktivitas Guru & Siswa (Deep Learning Integration)
Pendahuluan	5 Menit	Guru membuka kelas dengan salam dan menanyakan kondisi cuaca riil di luar jendela kelas VII B saat itu (*Apersepsi Kontekstual*) . Siswa merespons secara lisan: *"It is sunny!"* atau *"It is raining!"*
Inti	20 Menit	**Joyful (Visual & Choral Drill - 7 Menit):** Guru menempelkan 3 simbol cuaca di papan tulis ( ,  , ). Guru menunjukkan flashcards pakaian satu per satu, meminta siswa menebak cuaca yang cocok, lalu menempelkannya di bawah simbol cuaca tersebut. Kosakata yang dilatih meliputi: *Sunglasses, Dress, Raincoat, Umbrella, Sweater, Padded Coat, Boots, Sandals*. Guru melakukan drill pelafalan cepat bersama siswa. **Meaningful (LKPD Jodohkan Kilat - 7 Menit):** Siswa menerima LKPD Cetak Pertemuan 2. Tugas mereka adalah menjodohkan ke-8 kosakata pakaian di atas dengan gambar yang tepat melalui aktivitas tarik garis cepat. Guru berkeliling membawa spidol untuk memberikan paraf langsung bagi siswa yang selesai cepat demi efisiensi waktu. **Joyful (Game "Point to the Board" - 6 Menit):** Guru menunjuk 2 perwakilan siswa dari baris bangku yang berbeda untuk berdiri di depan papan tulis yang penuh flashcards. Guru memberikan instruksi kondisional, misalnya: *"It is very sunny today! What should we wear?"* Kedua siswa berlomba menepuk gambar *Sunglasses* atau *Sandals* di papan tulis. Game dilakukan 3-4 putaran dengan siswa bergantian.
Penutup	5 Menit	Guru memberikan apresiasi atas antusiasme siswa selama permainan . Siswa melakukan kesimpulan cepat tentang kosakata baru yang paling menantang untuk diingat.

Pertemuan 3: Modeling of Text (MoT)

Fokus Utama: Bedah Struktur Teks Deskriptif & Tata Bahasa melalui Gradasi Scaffolding (*Mindful*)

Tahap	**Durasi**	**Aktivitas Guru & Siswa (Deep Learning & Scaffolding Integration)**
Pendahuluan	5 Menit	Guru mengulas kembali kosakata pakaian dan cuaca menggunakan kilasan flashcards dari Pertemuan 2 secara cepat . Guru memastikan setiap meja siswa sudah memegang spidol/pensil warna (Hitam, Biru, Merah).
Inti	20 Menit	**Mindful Reading & Modeling - Text 1 (Haruki) ["I Do" - 7 Menit]:** Guru membacakan Teks 1, siswa menirukan bersama (*Echo Reading*). Selanjutnya, guru mendemonstrasikan secara visual di papan tulis cara membedah teks deskriptif menggunakan 3 warna penanda: 1. *Hitam:* Nama & Negara (*Identification*). 2. *Biru:* Kondisi Cuaca (*Description - Weather*). 3. *Merah:* Pola kalimat pakaian (*Simple Present: am wearing / wear*). Siswa menyalin pola penandaan ini pada LKPD mereka. **Guided Analysis - Text 2 (Maria) ["We Do" - 5 Menit]:** Guru mengajak siswa kelas VII B berinteraksi aktif secara lisan untuk membedah teks kedua: *"Look at Text 2. Where is Maria from? What color should we use?"* Siswa menjawab *"Mexico! Yellow, Sir!"*. Siswa dan guru menandai elemen cuaca dan pakaian pada teks kedua bersama-sama berdasarkan kesepakatan kelas. **Independent Color-Coding - Text 3 (Ivan) ["You Do" - 8 Menit]: Mindful:** Secara mandiri atau berpasangan dengan teman sebangku, siswa menerapkan pemahaman utuh mereka untuk menandai Teks 3 (Ivan) secara mandiri menggunakan 3 warna spidol tersebut. Guru berkeliling memantau akurasi analisis siswa tanpa mengintervensi kelas.
Penutup	5 Menit	Guru memberikan penguatan singkat bahwa teks deskriptif memiliki dua bagian utama: *Identification* (mengenalkan objek/tokoh) dan *Description* (ciri khusus seperti cuaca & pakaian) . Siswa mengumpulkan LKPD per baris bangku sebagai portofolio proses pembelajaran (*assessment for learning*).

Pertemuan 4: Joint Construction of Text (JCoT)

Fokus Utama: Menulis Kolaboratif Berbasis Variasi Skenario Dunia (*Joyful & Meaningful Collaboration*)

Tahap	Durasi	Aktivitas Guru & Siswa (Deep Learning & Time-Control Integration)
Pendahuluan	5 Menit	Guru langsung menginstruksikan 24 siswa kelas VII B untuk berkumpul dengan kelompok tetapnya yang berjumlah tepat 4 anak per kelompok (Total terbentuk 6 kelompok) . **Meaningful:** Guru membagikan **World Weather Scenario Cards** yang berbeda ke tiap kelompok: - Kelompok 1 & 2: Kartu Skenario Mesir (*Hot and sunny*) ○ - Kelompok 3 & 4: Kartu Skenario Inggris (*Raining and windy*) 🌧 - Kelompok 5 & 6: Kartu Skenario Islandia (*Snowing and freezing cold*) ❄ Guru membagikan LKPD Kelompok yang sudah menyediakan template draf kalimat rumpang.
Inti	20 Menit	**Joyful Collaboration (Diskusi Kelompok - 12 Menit):** Siswa bekerja sama di dalam kelompoknya untuk mengisi template kalimat rumpang berdasarkan kartu skenario negara baru yang didapat. Mereka wajib memasangkan logika cuaca negara tersebut dengan kosakata pakaian yang tepat yang telah dipelajari. Guru membagi peran di tiap kelompok secara adil agar waktu efektif (1 anak membaca kartu, 1 anak memilih kosakata, 1 anak menulis draf, dan 1 anak bersiap presentasi). *Template Kalimat pada LKPD Kelompok:* *"Hi, we are in **[Country]**. Today, the weather is **[Weather]**. It is very **[Condition]**. We wear our **[Clothes 1]** and **[Clothes 2]** here. We feel **[Feeling]**."* **Mindful Monitoring (8 Menit):** Guru berkeliling memberikan bimbingan bagi kelompok yang kesulitan. Guru menegaskan kembali bahwa aktivitas menggambar dilarang agar fokus 100% dialokasikan pada struktur bahasa dan ketepatan kalimat deskriptif.
Penutup	5 Menit	**Joyful Presentation:** Guru menunjuk secara acak 2 perwakilan kelompok dengan kartu skenario cuaca yang bertolak belakang untuk membacakan hasil draf teks kelompoknya di depan kelas . Guru memberikan umpan balik positif seketika (*instant feedback*) terkait ketepatan struktur deskriptif kelompok. Siswa mengumpulkan LKPD Kelompok per baris meja dengan tertib sebelum bel berbunyi.

Pertemuan 5: Independent Construction of Text (ICoT) & Refleksi

Fokus Utama: Menulis Mandiri Berbasis Penalaran Logis & Evaluasi SOLO (*Meaningful & Mindful*)

Tahap	**Durasi**	**Aktivitas Guru & Siswa (Deep Learning Integration)**
Pendahuluan	5 Menit	Guru memberikan motivasi bahwa hari ini siswa akan membuktikan kemampuan mereka menulis teks deskriptif pakaian secara mandiri tanpa bantuan kelompok.
Inti	20 Menit	**Meaningful Writing (15 Menit):** Siswa secara mandiri memilih **satu** skenario cuaca dunia (Sangat Panas atau Sangat Dingin) pada LKPD individu masing-masing, lalu menyusun 3-4 kalimat deskriptif logis mengenai pakaian yang harus mereka bawa dan alasan fungsionalnya . Guru memberikan panduan acuan struktur di papan tulis untuk menjaga fokus siswa : *Template Kalimat: "Hi, I am [Name]. I want to go to a [hot / cold] country. The weather there is [sunny / snowing]. I must wear a [clothes 1] and [clothes 2]* ***because*** *it is very [thick / loose / warm / cool]."* **Time-Control Monitoring (5 Menit):** Siswa fokus meneliti draf tulisan mereka sendiri secara tenang dan mandiri tanpa intervensi teman sebangku.
Penutup & Refleksi	5 Menit	**Mindful Reflection (Taksonomi SOLO - Exit Ticket 3-2-1):** Di akhir lembar kerja individu, siswa wajib mengisi kolom refleksi cepat sebelum meninggalkan kelas : **3** Kosakata cuaca atau pakaian dunia baru yang berhasil saya kuasai hari ini . **2** Struktur utama teks deskriptif yang saya ketahui (*Identification & Description*) . **1** Perasaan saya setelah berhasil menulis kalimat deskriptif mandiri. Siswa mengumpulkan LKPD Mandiri per baris bangku dengan tertib.

V. Lampiran Instrumen Penilaian Proses (Formatif)

[LKPD 1] PERTEMUAN 2: BUILDING KNOWLEDGE OF FIELD (BKoF)

Topic: Weather and Clothes Vocabulary

Name: _____

Class: VII B

A. Let's Match! (Tarik Garis Kilat)

Petunjuk: Tariklah garis lurus dari kosakata bahasa Inggris di tengah menuju gambar/simbol cuaca dan jenis pakaian yang tepat di sisi kanan dan kiri!

	Raincoat	
	Sunglasses	
	Dress	
	Boots	
	Umbrella	
	Sandals	

[LKPD 2] PERTEMUAN 3: MODELING OF TEXT (MoT)

Topic: Color-Coding Descriptive Text

Name: _____

Class: VII B

Coloring Legend (Panduan Warna): Sebelum membaca, siapkan 3 warna pensil/spidol kamu. Ikuti aturan penandaan berikut:

- **WARNA HITAM:** Untuk Menandai Nama Tokoh & Negara Asal (*Identification*).
- **WARNA BIRU:** Untuk Menandai Kondisi Cuaca (*Description - Weather*).
- **WARNA MERAH:** Untuk Menandai Kalimat Pakaian (*Simple Present Tense*).

Let's Code! *Petunjuk: Warnai kata atau kalimat di dalam teks di bawah ini sesuai dengan Panduan Warna di atas!*

Text 1 (Contoh dari Guru)

"Hi, I am Haruki and I live in Japan. It is spring right now, so the weather is cool and nice. Today, I am wearing a thin jacket and comfortable sneakers. I love walking in the park to see the cherry blossoms."

Text 2 (Kerjakan Bersama Kelas)

"Hello, my name is Maria and I am from Mexico. It is summer here, so it is very hot and sunny today. I usually wear a light cotton dress and a big hat outside. I also wear sunglasses to protect my eyes from the bright sun."

Text 3 (Kerjakan Mandiri / Teman Sebangku)

"Hi, I'm Ivan and I am a student from Russia. It is winter now, so the weather is extremely cold and snowing. I am wearing a thick coat, a warm blue hat, and gloves. I also need big boots to walk in the deep snow."

[LKPD 3] PERTEMUAN 4: JOINT CONSTRUCTION OF TEXT (JCoT)

Topic: Group Descriptive Writing

Group: _____

Members:

1. _____ (Reader) 3. _____ (Writer)

2. _____ (Vocabulary Selector) 4. _____ (Speaker)

Group Mission: *Petunjuk: Diskusikan kartu skenario yang kelompok kalian dapatkan, lalu lengkapilah paragraf rumpang di bawah ini dengan menggunakan kosakata yang logis dan tepat!*

"Hi, we are in [1.] _____.

Today, the weather is [2.] _____.

It is very [3.] _____.

We wear our [4.] _____

and [5.] _____ here.

We feel [6.] _____."

Panduan Kunci Pengisian (Bantuan Kosakata):

- **Kolom 1:** Isi dengan nama negara sesuai kartu (*Egypt / United Kingdom / Iceland*).
- **Kolom 2:** Isi dengan status cuaca sesuai kartu (*hot and sunny / raining and windy / snowing and freezing cold*).
- **Kolom 3:** Isi dengan kondisi udara pendukung (*hot / cold / wet / warm*).
- **Kolom 4 & 5:** Isi dengan 2 kosakata pakaian yang logis dari Pertemuan 2 & 3 (*Sunglasses / Sandals / Dress / Raincoat / Umbrella / Sweater / Padded Coat / Boots*).
- **Kolom 6:** Isi dengan perasaan/kondisi tubuh (*comfortable / safe / warm / cool / happy*).

KARTU KELOMPOK PERTEMUAN 4: JOINT CONSTRUCTION OF TEXT (JCoT)

- **Kelompok 1 & 2 (EGYPT):** Weather: *Hot and sunny* ☼

- **Kelompok 3 & 4 (UNITED KINGDOM):** Weather: *Raining and windy* 🌧

- **Kelompok 5 & 6 (ICELAND):** Weather: *Snowing and freezing cold* ❄

- **Kelompok 1 & 2 (EGYPT):** Weather: *Hot and sunny* ☼

- **Kelompok 3 & 4 (UNITED KINGDOM):** Weather: *Raining and windy* 🌧

- **Kelompok 5 & 6 (ICELAND):** Weather: *Snowing and freezing cold* ❄

[LKPD 4] PERTEMUAN 5: INDEPENDENT CONSTRUCTION OF TEXT (ICOT)

Topic: My Dream Travel Writing & Exit Ticket

Name: _____

Class: VII B

A. Independent Writing Task

Petunjuk: Bayangkan kamu adalah seorang traveler yang akan pergi berlibur ke luar negeri. Pilih salah satu kotak cuaca impian kamu di bawah ini dengan memberi tanda silang (X), lalu tuliskan 4 kalimat deskripsi rencana pakaian kamu menggunakan template penalaran logis!

Pilihan Cuaca Liburan (Pilih satu):

[ ] Kotak A: Negara Sangat Panas (☼ *Hot & Sunny*)

[ ] Kotak B: Negara Sangat Dingin (❄ *Cold & Snowing*)

Tulis Paragraf Kamu di Sini:

"Hi, I am _____. I want to go to a _____ country. The weather there is _____. I must wear a _____ and _____ **because** it is very _____."

(Pilihan kata sifat fungsi untuk membantu kamu: thick / loose / warm / cool)

B. EXIT TICKET 3-2-1 (Mindful Reflection)

Petunjuk: Isi kolom refleksi cepat di bawah ini dengan jujur sebelum meninggalkan kelas hari ini!

- **3 New words I remember today (3 Kosakata baru yang saya ingat hari ini):**
    1. _____
    2. _____
    3. _____
- **2 Parts of a Descriptive text that I know (2 Bagian teks deskriptif yang saya ketahui):**
    1. _____ (*Bagian mengenalkan tokoh*)
    2. _____ (*Bagian menggambarkan ciri*)
- **1 Sentence about my feeling after this lesson (1 Kalimat tentang perasaan saya setelah pelajaran ini):**
    - I feel _____ because _____.

Appendix 2 Pre-test Question Sheet

PRE-TEST

NAME :_____ **CLASS:**_____
DATE :_____

A. Read the texts carefully to answer the questions

Text A

A: Hello! My name is Sopa, and I'm from Thailand. In my free time, I play *kabbadi*. It's a team sport from India. You try to touch members of the other team before they catch you. I always play *kabbadi* after school with my sister and friends. It's difficult but fun and good exercise!

Text B

B: Hi, I'm Anya. I'm a student from Russia. But in my free time, my hobby is cosplay. It's from Japan. The name is made from the words "costume" and "play." What do I do? I usually watch amovie and see a character I like, and then I draw the character's costume and make it. I love superhero characters the most.

Text C

C: I'm Oliver. I'm from Canada, and my hobby is collecting toy robots. On the weekend, I always go to toy stores to buy more. I sometimes make robots, too. Now I have over 200 robots! This is my favorite robot. My father and I made it two years ago. It can walk and talk!

1. Where is Sopa from?
   a. India
   b. Thailand
   c. Russia
   d. Canada

2. What sport does Sopa play?
   a. Cosplay
   b. Football
   c. Kabbadi
   d. Robot building

3. Where does cosplay come from?
   a. Japan
   b. Russia
   c. Canada
   d. Thailand

4. What kind of characters does Anya love to cosplay the most?
   a. Princesses
   b. Superheroes
   c. Robots
   d. Animals

5. Where is Oliver from?
   a. Japan
   b. Russia
   c. Canada
   d. India

6. Who does Sopa usually play Kabbadi with?
   a. Her sister and friends
   b. Her father
   c. Her teachers
   d. People from India

7. According to the text, what is Kabbadi like?
   a. Easy and relaxing
   b. Difficult but fun and good exercise
   c. Expensive
   d. A solo sport

8. What are the steps Anya does for her hobby?
   a. She buys costumes at the store
   b. She plays outside with friends
   c. She watches a movie, draws the costume, and makes it
   d. She asks her dad to make it

9. What words are used to make the name "cosplay"?
   a. Costume and character
   b. Costume and play
   c. Character and play
   d. Cosmetology and play

10. What can Oliver's favorite robot do?
    a. Fly and sing
    b. Draw and make clothes
    c. Walk and talk
    d. Play sports

B. ***Answer the questions with a clear and complete explanation.***

11. Compare Sopa's hobby and Oliver's hobby. What is the difference in the number of people needed to do their hobbies?

12. Both Anya and Oliver like to create something in their free time. What does Anya make, and what does Oliver make?

13. Sopa says her hobby is "good exercise." Why do Anya and Oliver NOT say that about their hobbies? Explain based on the text.

14. Read Anya's text again. Why does she need to watch a movie first before doing her hobby?

15. Explain the cause: Why does Oliver have over 200 robots now? Mention two reasons based on the text!

16. Which of the three hobbies do you think costs the most money? Give your logical reason!

17. If Anya wants to cosplay as Oliver's favorite robot, what steps must she do?

18. In your opinion, why is playing a team sport like Kabbadi important for teenagers today?

19. If Oliver moves to Thailand and wants to play Kabbadi with Sopa, what physical challenges might he face compared to his usual hobby?

20. From the text, we learn that hobbies can be done indoors or outdoors, alone or with friends. What is the most important benefit of having a hobby for a student?

Appendix 3 Post-test Question Sheet

POST-TEST

NAME :_____ **CLASS:**_____
DATE :_____

A. Read the texts carefully to answer the questions

Text 1 (Omar)

Hi, I'm Omar. I live in Saudi Arabia. It's so hot here. I'm wearing this—a *thawb*. It's a kind of long white shirt. It is very cool and loose. It is very comfortable to wear in hot weather. Also, I'm wearing sandals! It's very sunny and bright here, so I have to wear sunglasses often. What do you think of my outfit?

Text 2 (Ju-Yeon)

My name is Ju-Yeon, and I live in South Korea. It's raining right now, so I'm wearing a raincoat. I don't want to get wet. I always have an umbrella when I go outside. It's also warm here, so I'm wearing a dress and sandals. At home, I wear comfortable pants and a T-shirt.

Text 3 (Danielle)

I'm Danielle. I live in Canada. It's sunny here, but very cold. I'm wearing this padded coat, a thick sweater, a warm blue hat, and gloves. Also, I'm wearing big boots to walk in the snow. Sometimes, I wear sunglasses, too.

1. Where does Omar live?
   a. South Korea
   b. Canada
   c. Saudi Arabia
   d. Japan

2. What color is Omar's thawb?
   a. Black
   b. Blue
   c. White
   d. Yellow

3. What is the weather like in Ju-Yeon's country right now?
   a. Very cold
   b. Raining
   c. Snowing
   d. Sunny and dry

4. What does Ju-Yeon always have when she goes outside?
   a. A blue hat
   b. Sunglasses
   c. An umbrella
   d. Gloves

5. Where does Danielle live?
   a. South Korea
   b. Canada
   c. Saudi Arabia
   d. Russia

6. What are the characteristics of a thawb?
   a. Thick and warm
   b. Long, white, cool, and loose
   c. Short and tight
   d. Yellow and waterproof

7. What does Ju-Yeon wear when she is at home?
   a. A dress and sandals
   b. A raincoat
   c. Comfortable pants and a T-shirt
   d. A padded coat

8. What is the weather like in Danielle's country?
   a. Sunny but very cold
   b. Hot and sunny
   c. Raining and warm
   d. Cloudy and hot

9. What items does Danielle wear to walk in the snow?
   a. Padded coat, thick sweater, hat, gloves, and boots
   b. Raincoat and sandals
   c. Thawb and sunglasses
   d. Pants and a T-shirt

10. Who wears sunglasses in the text?
    a. Ju-Yeon and Danielle
    b. Omar and Ju-Yeon
    c. Omar and Danielle
    d. Only Omar

3. Answer the questions with a clear and complete explanation.

11. Compare Omar's weather and Danielle's weather. What is one similarity and one difference?

12. Explain the cause: Both Omar and Danielle wear sunglasses. Why do they need sunglasses in such different temperatures?

13. Contrast what Ju-Yeon wears outside and inside her house. Why does she change her clothes?

14. Why does Omar wear a loose and cool shirt, while Danielle wears a thick sweater and padded coat?

15. How does the weather affect the footwear (shoes) chosen by Omar, Ju-Yeon, and Danielle? Explain briefly.

16. If Omar travels to Canada to visit Danielle in winter, what will happen if he only brings his thawb and sandals? Explain your reason.

17. Look at Ju-Yeon's choice of clothes outside. Do you think it is safe and comfortable to wear sandals when it is raining? Give your critical opinion!

18. Imagine you are going to a country that is raining and very cold (a mix of Ju-Yeon and Danielle's weather). Which items from the text would you pack in your bag?

19. Which country's weather (Saudi Arabia, South Korea, or Canada) do you think is the most similar to Indonesia? Explain your answer based on the clothes they wear.

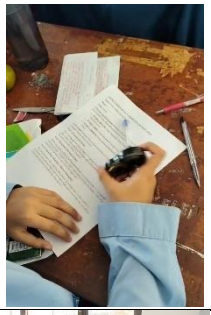
20. Based on the three texts, make a general conclusion about the relationship between nature (weather) and human culture (clothing).

Appendix 4 SOLO Taxonomy Scoring Rubric

Rubrik Penilaian SOLO Taxonomy (Untuk Soal Esai)

Skor	**Level SOLO**	**Kriteria Jawaban Siswa (*Indicators*)**
1	**Prestructural**	sama sekali tidak relevan dengan teks, atau hanya menyalin ulang soal tanpa pemahaman.
2	**Unistructural**	Siswa hanya memberikan **satu ide yang tersurat harfiah**, tanpa pengembangan
3	**Multistructural**	Siswa mampu menyebutkan **beberapa ide, tetapi terpisah** dan belum dihubungkan dengan makna/konteks utama.
4	**Relational**	Siswa mampu **menghubungkan informasi tersirat (inferensi)** dan memberikan penjelasan kausalitas secara logis.
5	**Extended Abstract**	Siswa mampu merenungkan isu, menggeneralisasi, dan **menerapkan konsep pada dunia nyata/konteks baru** dengan argumen kritis.

Appendix 5 Documentation



Appendix 6 Thesis Consultation Logbook

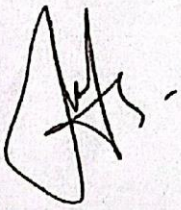
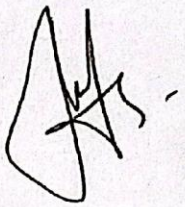
KONSULTASI BIMBINGAN SKRIPSI

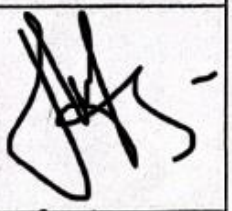
Nama : MUHAMMAD HILMI USAMAH DZULFIQRI QOMARUDIN

NIM : 19180065

Judul Skripsi : THE EFFECTIVENESS OF THE DEEP LEARNING APPROACH ON STUDENTS' READING COMPREHENSION WITHIN THE MERDEKA CURRICULUM FRAMEWORK: AN EXPERIMENTAL STUDY ON SEVENTH GRADERS OF JUNIOR HIGH SCHOOL

Dosen Pembimbing : Nur Fitria Anggrisia, M. Pd.

No.	Tanggal/Bulan/Tahun	Materi Bimbingan	TTD
1	25 September 2024	Pengarahan Awal	
2	13 November 2025	Perencanaan Kerangka Skripsi	
3	6 Januari 2026	Bab 1	
4	4 Februari 2026	Bab 1 - 3	

5	14 April 2026	Finalisasi Proposal Skripsi	
6	17 Juni 2026	Pengarahan Sidang Skripsi	
7	23 Juni 2026	Bimbingan Final Skripsi	

Malang, 24 Juni 2026

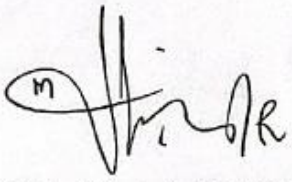
Mengetahui,

Dosen Pembimbing

Nur Fitria Anggrisia, M. Pd.

NIP. 198909012023212042

Ketua Jurusan Tadris Bahasa Inggris



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