

**THE EFFECT OF INDEPENDENT CURRICULUM E-REPORT  
ASSESSMENT ON ENGLISH LANGUAGE TEACHING AT SMPN SATAP 2  
SANGALLA'**

**THESIS**



**WRITTEN AND SUBMITTED BY**

**WINDA AISYAH SIRAJUDDIN  
NIM: 220112047**

**in partial fulfilment of the requirements for undergraduate degree  
English Education Study Program**

**ENGLISH EDUCATION STUDY PROGRAM  
TEACHERS TRAINING AND EDUCATION FACULTY  
CHRISTIAN UNIVERSITY OF INDONESIA TORAJA  
2024**

**“The Effect of Independent Curriculum E-Report Assessment on English  
Language Teaching at SMPN SATAP 2 Sangalla”**

**WRITTEN AND SUBMITTED BY**

**Winda Aisyah Sirajuddin  
NIM: 220112047**

**Head of English Education Study Program**

A handwritten signature in black ink, consisting of a large, stylized 'M' followed by a series of loops and a final vertical stroke.

**Dr. Markus Deli Girik Allo, M.Pd.**  
**NIDN. 0922129701**



**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS KRISTEN INDONESIA TORAJA  
(UKI TORAJA)**

Jl. Jend. Sudirman No. 09 Telp. (0423) 22060 Makale 91811

SURAT KETERANGAN

Yang bertanda tangan di bawah ini adalah Pembimbing Skripsi dari :

Nama : Winda Aisyah Sirajuddin

Stambuk : 220112047

telah melakukan persamaan persepsi untuk sidang skripsi bimbingan kami pada tanggal  
.....20 Februari 2024..... dan dinyatakan layak untuk mengikuti Sidang skripsi.

Pembimbing I

Dr. Rigel Sampelolo, M.Pd

Pembimbing II

Linerda Tulaktondok, M.Pd

Mengetahui

Ketua Program Studi,

Dr. Markus Deli Girik Allo, M.Pd.  
NIDN: 0922129701

## RECOMMENDATION SHEET

Title of Thesis : **"The Effect of Independent Curriculum E-Report Assessment  
on English Language Teaching at SMPN SATAP 2  
Sangalla"**

Writer's Identity :

Name : Winda Aisyah Sirajuddin

Registered Number : 220 112 047

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

Program : Undergraduate (S1)

accepted by the team of advisors to be proposed to the committee of examination (S1), Language Education Study Program, Teacher Training and Education Faculty, Christian University of Indonesia Toraja.

Makale, Februari 2024

Advisors :

1. Dr.Rigel Sampelolo, M.Pd.

2. Linerda Tulaktondok, M.Pd

 )  
(  )

## APPROVAL OF THE EXAMINING COMMITTEE

This thesis was accepted by the examining committee of the Teacher Training and Education Faculty, UNIVERSITAS KRISTEN INDONESIA TORAJA with the Dean's Testimonial No : HK.06/16/UKI Toraja. DFKIP/2024 in partial fulfilment of the requirements for undergraduate degree English Education Study Program on Thursday, February 22<sup>th</sup> 2024.

Makale, February 2024.

Approved by:

The Dean of Teacher Training and  
Education Faculty



**Daud Rodi Palimbong, S.Pd., M.Pd.**

**NIDN 0930098202**

Committee :

Chairman : **Dr. Rigel Sampelolo, M.Pd.**

Secretary : **Linerda Tulaktondok, M.Pd.**

Members :

1. **Dra. Rachel, M.Pd.**

2. **Judith Ratu Tandi Arrang, M.Pd.**

3. **Normalia Sirande, S.S., M.Pd.**

(*[Signature]*)

(*[Signature]*)

(*[Signature]*)

(*[Signature]*)

(*[Signature]*)

## DECLARATION OF OWNERSHIP

I hereby certify that this thesis entitled "The Effect of Independent Curriculum E-Report Assessment on English Language Teaching at SMPN SATAP 2 Sangalla'" is honestly my own work. I am fully aware that i have quoted some statements and ideas from various sources and they are properly acknowledged in the text.

If the above statement is proven otherwise, then i am to accept the sanction that is specified by the English Education Study Program, Teachers Training and Education Faculty, Christian University of Indonesia Toraja.

Makale, March 2024



Winda Aisyah Sirajuddin

## ACKNOWLEDGEMENT

First of all, the researcher would like to thank Jesus Christ because for His blessing, guidance, strength, health, and spirit had been given to the researcher in finishing and complete this thesis with the title “The Effect of Independent Curriculum E-Report Assessment on English Language Teaching at SMPN SATAP 2 Sangalla”.

Second, the researcher would like to express her deep gratitude and appreciation to the advisors and all of the examiners, the researcher respectfully mention their names, Dr. Rigel Samplelolo, M.Pd., as the first advisor, and Linerda Tulaktondok, M.Pd., as the second advisor, Dra. Rachel, M.Pd., Judith Ratu Tandi Arrang, M.Pd., and Normalia Sirande, S.S, M.Pd., as the examiners, who have been patient and spent a lot of time in provided their expert advices and suggestions for improving the researcher's thesis, and encouraging the researcher when researcher find it difficult during the process of working on and completing the writing of this thesis.

Third, the researcher would like to thank the Rector and Dean of Christian University of Indonesia Toraja the researcher respectfully mention their names, Prof. Dr. Oktavianus Pasoloran, SE., M.Si., Ak., CA as the Rector of UKI Toraja and Daud Rodi Palimbong, S.Pd., M.Pd., as the Dean of Faculty of Teacher Training and Education and all the staff.

The researcher also wants to express her gratitude to the head of the English Language Education Study Program, Dr. Markus Deli Girik Allo, M.Pd., and All the lectures of English Education Study Program of UKI Toraja for valuable knowledge, guidances, and constructive advice during the researcher joined learning in this university. Especially, Mrs. Shilfani, M.Pd., as an academic advisor lecturer who has provided a lot of advice during the researchers' education at this university.

To the principal of SMPN SATAP 2 Sangalla', Mr. Suwandi S.Pd., English teachers, Yohanis Robong, S.Pd. and Risal, S.Pd., as well as teachers and staff at SMPN SATAP 2 Sangalla', the researcher would like to express her deep gratitude for helped and have been willing to be a place for researcher to conduct research and provide a lot of guidance, direction, prayer and motivation.

The researcher would like to give special thanks, love and deepest gratitude to the researchers' grandparents and parents who have raised, educated, and the prayers that always guide researcher in the process of working on this thesis. Her beloved sisters, Wina Reski Amelia Sirajuddin, Widya Ainun Sirajuddin and Windi Almaidah Sirajuddin and the whole family who provided a lot of prayer, support and endless motivation during the process of working on this thesis.

Greatest grateful for having bestfriends, Glori Two Indah Tangaran, Harlines Destari Bato' and Ira Sulistina Betteng who always be there to listen every difficulty experienced and provide a lot of support, love, prayers and motivation and thankfulness also goes to all of the members of ED'20 and especially to FOF Class B for their togetherness for three and a half years of education at UKI Toraja.

Finally, the researcher expressed her gratitude to everyone who helped and supported in prayer every process that the researcher has gone through in order to complete and successful realization of this undergraduate thesis. Researcher hope that this research can be a source of information for readers, especially in assessing and its effects on English language learning. However, researcher realize that this research is far from being perfect, therefore the researcher expect any criticism and constructive suggestions for improvements.

Makale, March 2024



Winda Aisyah Sirajuddin

## ABSTRACT

Winda Aisyah Sirajuddin, 2024. The Effect of Independent Curriculum E-Report Assessment on English Language Teaching at SMPN SATAP 2 Sangalla'. Thesis undergraduate student of English Education study program, Teacher Training and Education Faculty, Christian University of Indonesia Toraja. Supervised by Dr. Rigel Sampelolo, M.Pd. dan Linerda Tulaktondok, M.Pd.

The objective of this study is to find out how the English teachers assess students' achievement from e-Report of Independent Curriculum indicator and how e-Report effect on English teachers evaluation process and the effect of Independent Curriculum e-Report assessment on English Language Teaching.

In this study the researcher used a qualitative approach method and collected the data by interview and observation. The data of interview were obtained from 2 English teachers. The researcher used technique of analyzing the data of Miles and Huberman data analysis which have three phases; (1) Data Reduction, (2) Data Display (3) Conclusion Drawing/Verification and for the trustworthiness of the data, the researcher used Methodological Triangulation.

The findings of this research show that there is no specific method or assessment specifically used by English teachers when assessing English subjects. Basically, the independent curriculum are still assessed in accordance with the rules, namely there is a predetermined assessment rubric and the teacher also determines the points on each aspect to be assessed then checks grammar and vocabulary. Also, the findings of this study show that e-Report greatly facilitates teachers in the assessment process. The results of this study show that according to English teachers, the effect of assessment is for teachers' and there is also for students. The effect for students is that after they know the results of the assessment is at least they try to improve what is still lacking and determined by the interests and talents of the students themselves. The effect for teachers is how they create an atmosphere and strategies in learning English.

## ABSTRAK

Winda Aisyah Sirajuddin, 2024. Efek Penilaian E-Rapor Kurikulum Merdeka Terhadap Pembelajaran Bahasa Inggris di SMPN SATAP 2 Sangalla'. Skripsi S1 program studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Kristen Indonesia Toraja. Dibimbing oleh Dr. Rigel Sampelolo, M.Pd. dan Linerda Tulaktondok, M.Pd.

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana guru Bahasa Inggris menilai prestasi siswa dari indikator e-Rapor Kurikulum Maerdeka dan bagaimana efek e-Rapor pada proses evaluasi guru Bahasa Inggris dan efek penilaian e-Rapor Kurikulum Merdeka terhadap pembelajaran Bahasa Inggris. Dalam penelitian ini peneliti menggunakan metode pendekatan kualitatif dan pengumpulan datanya melalui wawancara dan observasi. Data wawancara diperoleh dari 2 guru bahasa Inggris. Peneliti menggunakan teknik analisis data Miles dan Huberman yang mempunyai tiga tahap; (1) Reduksi Data, (2) Penyajian Data (3) Penarikan Kesimpulan/Verifikasi dan untuk keterpercayaan data peneliti menggunakan Triangulasi Metodologi.

Temuan penelitian ini menunjukkan bahwa tidak ada metode atau penilaian khusus yang digunakan oleh guru bahasa Inggris ketika menilai mata pelajaran bahasa Inggris. Pada dasarnya kurikulum merdeka tetap dinilai sesuai dengan aturan yaitu terdapat rubrik penilaian yang telah ditentukan dan guru juga menentukan poin pada setiap aspek yang akan dinilai kemudian memeriksa tata bahasa dan kosa kata. Selain itu, temuan penelitian ini menunjukkan bahwa e-Report sangat memudahkan guru dalam proses penilaian. Hasil penelitian ini menunjukkan bahwa menurut guru bahasa Inggris, pengaruh penilaian terdapat untuk guru dan juga untuk siswa. Efeknya bagi siswa adalah setelah mereka mengetahui hasil penilaian setidaknya mereka berusaha memperbaiki apa yang masih kurang dan ditentukan oleh minat dan bakat siswa itu sendiri. Efeknya bagi guru adalah bagaimana mereka menciptakan suasana dan strategi dalam belajar bahasa Inggris.

## TABLE OF CONTENTS

|                                       |     |
|---------------------------------------|-----|
| COVER                                 |     |
| DECLARATION OF OWNERSHIP .....        | i   |
| ACKNOWLEDGEMENT .....                 | ii  |
| ABSTRACT.....                         | v   |
| ABSTRAK.....                          | vi  |
| TABLE OF CONTENTS.....                | vii |
| LIST OF FIGURE.....                   | ix  |
| LIST OF TABLE .....                   | x   |
| CHAPTER I INTRODUCTION.....           | 1   |
| 1.1 Background .....                  | 1   |
| 1.2 Research Question.....            | 5   |
| 1.3 Objective of The Research .....   | 5   |
| 1.4 Significance of The Research..... | 5   |
| 1.5 Research Methodology .....        | 6   |
| 1.6 Key Terms .....                   | 7   |
| CHAPTER II REVIEW OF LITERATURE ..... | 8   |
| 2.1 Previous Study.....               | 8   |
| 2.2 Some Pertinent Ideas .....        | 11  |
| 2.2.1 Independent Curriculum .....    | 11  |
| 2.2.2 Assessment.....                 | 14  |
| 2.2.3 E-Report.....                   | 21  |
| 2.2.4 English Language Teaching.....  | 27  |
| 2.3 Theoretical Framework .....       | 29  |
| CHAPTER III RESEARCH METHOD .....     | 30  |
| 3.1 Research Design.....              | 30  |
| 3.2 Participant.....                  | 30  |
| 3.3 Setting.....                      | 31  |

|                                           |                                                                                            |    |
|-------------------------------------------|--------------------------------------------------------------------------------------------|----|
| 3.4                                       | Research Instrument.....                                                                   | 31 |
| 3.5                                       | Procedure of Data Collection.....                                                          | 32 |
| 3.6                                       | Data Validity .....                                                                        | 33 |
| 3.7                                       | Technique of Data Analysis .....                                                           | 34 |
| CHAPTER IV FINDINGS AND DISCUSSION .....  |                                                                                            | 36 |
| 4.1                                       | Research Findings .....                                                                    | 36 |
| 4.1.1                                     | How the English teachers assess students' achievement.....                                 | 37 |
| 4.1.2                                     | How e-Report effect on English teachers evaluation process.....                            | 50 |
| 4.1.3                                     | The effect of Independent Curriculum e-Report assessment on English Language Teaching..... | 66 |
| 4.5                                       | Discussion .....                                                                           | 73 |
| CHAPTER V CONCLUSION AND SUGGESTIONS..... |                                                                                            | 77 |
| 5.1                                       | Conclusion.....                                                                            | 77 |
| 5.2                                       | Suggestions.....                                                                           | 77 |
| BIBLIOGRAPHY .....                        |                                                                                            | 79 |
| APPENDICES                                |                                                                                            |    |

## LIST OF FIGURE

|                                                                                                             |    |
|-------------------------------------------------------------------------------------------------------------|----|
| Figure 4.1 The administrator does mapping before the teachers fills in and inputs grades.....               | 53 |
| Figure 4.2 Features are available to make it easier for teachers prepare reports.....                       | 53 |
| Figure 4.3 Features to fill in learning objectives are available on e-Report.....                           | 56 |
| Figure 4.4 E-Report K-13 inputs many learning outcomes .....                                                | 59 |
| Figure 4.5 The Independent Curriculum e-Report has simpler features and requires less value<br>input. ....  | 59 |
| Figure 4.6 Feature of Independent Curriculum to see the final assessment result and the<br>description..... | 61 |
| Figure 4.7 Helps teachers to see the progress of students' achievement. ....                                | 63 |
| Figure 4. 8 There is a print grade menu to view students' grades in hardcopy.....                           | 64 |

## **LIST OF TABLE**

|                                                                                                                          |    |
|--------------------------------------------------------------------------------------------------------------------------|----|
| Table 4.1 Display data of how the English teachers assess students' achievement .....                                    | 49 |
| Table 4.2 Display data of how e-Report effect on English teachers evaluation process .....                               | 64 |
| Table 4.3 Display data of the Effect of Independent Curriculum e-Report assessment on<br>English Language Teaching ..... | 68 |
| Table 4.4 Data of observation about how English teachers assess students' achievement. ...                               | 72 |