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**THE IMPLEMENTATION OF ENGLISH INSTRUCTION
AT ISLAMIC ELEMENTARY SCHOOL
IN PEKANBARU**

A THESIS

**Submitted to State Islamic University of Sultan Syarif Kasim Riau in
partial fulfilment of the requirements for the degree of
Master in English Education (M.Pd)**



BY

**CHANDRA ALFINDODES
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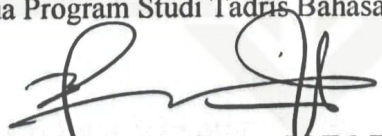

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STATEMENT LETTER

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Hereby truthfully state that:

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Pekanbaru, June 2025



Chandra Alfindodes
 Student ID: 22390814926

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2. Prof. Dr. H. Ilyas Husti, MA., the Director of Postgraduates Studies, State Islamic University of Sultan Syarif Kasim Riau.
3. Prof. Dr. Hj. Zaitun, M. Ag as the Vice Director of Postgraduates Studies, State Islamic University of Sultan Syarif Kasim Riau.
4. Dr. Drs. H. Kalayo Hasibuan, M. Ed- TESOL the Head of English Education Master Program and also my supervisor II, who has given the researcher correction, suggestion, support, advice, and guidance in completing this thesis.



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12. Last but not least, I want to thank you for myself. Thank you for always believe on yourself, thank you for all the hard work, thank you for the crying, thank you for keep trying and giving your best, thank you for not tired and keep working day by day. Thank you for all what you did until this time, you deserve it. Keep healthy and always try doing your best, Takbir! Daebak!

Finally, the researcher realizes that this thesis is still far from perfections. Therefore, constructive comments, critiques and suggestions are appreciated very much. May Allah, Almighty, the Lord of universe bless you all.

Pekanbaru, June 12th, 2025

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ABSTRACT

Chandra Alfindodes (2025) : The Implementation of English Instruction at Islamic Elementary School in Pekanbaru.

This research aimed to explore the implementation of English Instruction and the factors influencing the implementation at Islamic Elementary School in Pekanbaru.

This research used qualitative case study design by using purposive sampling technique in selecting the participants. The data in this study were obtained from interviews with a teacher and an assistant principal of academic and curriculum, observations with English teacher during lessons and also document analysis. The findings of this study showed that the implementation English instruction at Islamic elementary school in Pekanbaru was not align with the academic language objectives, the religious character embedded in the school's vision is not sufficiently reflected in English. The supporting factors that influence the implementation of English instruction in this school were people and teaching resources. The inhibiting factors were the lack of guidance and training on how to implement such integration effectively within the context of English language teaching.

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ABSTRAK

Chandra Alfindodes (2025) : Implementasi Pengajaran Bahasa Inggris di Sekolah Dasar Islam di Pekanbaru.

Penelitian ini bertujuan untuk mengeksplorasi pelaksanaan pengajaran bahasa Inggris dan faktor-faktor yang mempengaruhi pelaksanaannya di Sekolah Dasar Islam di Pekanbaru. Penelitian ini menggunakan desain studi kasus kualitatif dengan menggunakan teknik purposive sampling dalam memilih partisipan. Data dalam penelitian ini diperoleh dari wawancara dengan guru dan asisten kepala sekolah bidang akademik dan kurikulum, observasi dengan guru bahasa Inggris selama pelajaran dan juga analisis dokumen. Temuan dari penelitian ini menunjukkan bahwa implementasi pengajaran bahasa Inggris di sekolah dasar Islam di Pekanbaru tidak selaras dengan tujuan bahasa akademis, karakter religius yang tertanam dalam visi sekolah tidak cukup tercermin dalam bahasa Inggris. Faktor-faktor pendukung yang mempengaruhi implementasi pengajaran bahasa Inggris di sekolah ini adalah orang dan sumber daya pengajaran. Faktor penghambatnya adalah kurangnya bimbingan dan pelatihan tentang bagaimana mengimplementasikan integrasi tersebut secara efektif dalam konteks pengajaran bahasa Inggris.



المخلص

شاندرا الفيندوديس (٢٠٢٥): تنفيذ تدريس اللغة الإنجليزية في المدرسة الابتدائية الإسلامية في بيكانبارو.

يهدف هذا البحث إلى استكشاف تنفيذ تدريس اللغة الإنجليزية والعوامل المؤثرة على التنفيذ في المدرسة الابتدائية الإسلامية في بيكانبارو. وقد استخدم هذا البحث تصميم دراسة الحالة النوعية باستخدام تقنية أخذ العينات الانتقائية في اختيار المشاركين. تم الحصول على البيانات في هذه الدراسة من مقابلات مع معلم ومساعد مدير المدرسة الأكاديمية والمناهج الدراسية، وملاحظات مع معلم اللغة الإنجليزية أثناء الدروس، وكذلك تحليل الوثائق. وقد أظهرت نتائج هذه الدراسة أن تطبيق تدريس اللغة الإنجليزية في المدرسة الابتدائية الإسلامية في بيكانبارو لم يكن متوافقاً مع أهداف اللغة الأكاديمية، فالطابع الديني المتضمن في رؤية المدرسة لا ينعكس بشكل كافٍ في اللغة الإنجليزية. كانت العوامل الداعمة التي أثرت على تنفيذ تدريس اللغة الإنجليزية في هذه المدرسة هي الأشخاص وموارد التدريس. كانت العوامل المثبطة هي الافتقار إلى التوجيه والتدريب حول كيفية تنفيذ هذا الدمج بفعالية في سياق تدريس اللغة الإنجليزية.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesia, English plays an important role in international business, communication, technology, education and travel, the government published a series of language policies and school curricula regarding English learning (Alfarisy, 2021). English instruction began at schools in 1947 curriculum to 2013 curriculum (Alfarisy, 2021). In 2013 curriculum, the policy English instruction in elementary school is eliminated. It was contradictive with the purpose and importance of English as an international language and education (Alfarisy, 2020). In 2024, the Merdeka Curriculum has officially become the National Curriculum. In this curriculum, English subjects in Elementary School (SD) or Madrasah Ibtidaiyah (MI) and equivalent be compulsory subject starting in the 2027/2028 school academic year. This provision is contained in Permendikbudristek No. 12 of 2024 concerning the Curriculum for Early Childhood Education Programs (PAUD), Basic Education and Secondary Education. In the Minister of Education and Culture Regulation (Permendikbud), English subjects in Elementary Schools, MI, or other equivalent forms are optional subjects that can be held based on the readiness of the Education Unit until the 2026/2027 academic year. Furthermore, English become a compulsory subject in the 2027/2028 academic year.

Because the Indonesia government has placed great emphasis on English language policy at the elementary level, it is significant to examine how

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practitioners perceive the top-down policy and its effect on classroom instruction, and the difficulties it poses for that instruction (Wang, 2002). Above all, classroom practitioners are ‘at the heart of language policy’ (Ricento & Hornberger, 1996, p. 147); teachers determine to a great extent whether reform become meaningful at the local or school levels. Individual characteristics, such as beliefs and practices, represent key factors in teachers’ interpretation and implementation of the top-down policy (Alamillo & Viramontes, 2000).

Global practices in teaching English to young learners found that teachers in many contexts reported a lack of training and resources, which negatively influenced their perceptions of early English language policy. The study highlighted the need for better support systems (Garton, S., Copland, F., & Burns, A., 2011). English proficiency requirements for elementary teachers in Korea, Taiwan, and Japan. Teachers felt unprepared to meet policy demands due to insufficient proficiency and training. This mismatch led to negative perceptions of the policies (Butler, 2004). Teacher attitudes towards English language learners in mainstream classrooms, it shown teachers with more professional development and support had more positive attitudes towards language policy and were more effective in implementing it (Reeves, 2009).

Teachers frequently reported a lack of essential teaching resources, such as textbooks, audio-visual aids, and other instructional materials. In many cases, the resources provided were either outdated or not suitable for young learners, it implied the scarcity of resources forced teachers to improvise,

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often leading to less effective teaching practices. Adequate and appropriate resources are crucial for the successful implementation of early English language policies (Borg, 2006). The lack of institutional support was a common concern among teachers. Many felt isolated and unsupported by their schools and educational authorities. Strong support systems, including mentorship programs, collaborative teaching communities, and administrative backing, are essential. These systems can provide the necessary encouragement and practical assistance that teachers need to thrive (Wedell, 2009). Vietnamese teachers often struggled with the dual burden of meeting curriculum demands and addressing students' diverse learning needs. The rapid rollout of English language policies did not coincide with sufficient teacher training or resource provision. Teachers recommended a phased approach to policy implementation, with a focus on building robust training and resource frameworks before full-scale policy enforcement (Nguyen, H. T. M., Pham, T. L., & Pham, M. H., 2020). In Indonesia, teachers cited a lack of alignment between policy expectations and classroom realities. Many were forced to use inappropriate teaching methods due to insufficient training and resources. There is a pressing need for policies that consider local contexts and provide tailored support to teachers, including context-specific training and resources (Lie, 2007).

However, related to this, a lot of studies have been done. Some studies focus on how English language policy is claimed good by Arif (2015), Zein (2017), Lestari (2013), Ahmad (2011), Lie (2007), and Fajriah (2019) that

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majority of teachers who become sample of the previous research agree that English should be taught from elementary school. However, other studies reveal that English is not important to be given by some studies Rohmah (1996), Senga (1998), Nurhayati (1996), Huda, Sukmawati, and Hidayat (2013), Pan and Seargeant (2012) that the use of English as a learning medium also have a negative impact on the development of Indonesian language because everyone focus in learning English.

Moreover, the 2013 Curriculum, known as *Kurikulum 2013* or K-13 in Indonesia, was introduced to improve the education system by focusing on competency-based learning, integrating attitudes, skills, and knowledge. However, its implementation, particularly in teaching English at the elementary school level, faced significant challenges. By 2020, growing concerns led to the decision to discontinue K-13 in favor of alternative approaches.

The implementation of English instruction at Islamic Elementary School in Pekanbaru reflects broader challenges in Indonesia's language education system. This chapter identifies key problems in English teaching at the institution by analyzing curriculum alignment, teacher proficiency, and resource adequacy. The issues are contextualized within the frameworks of recent studies, theoretical perspectives, and case studies, providing a nuanced understanding of the situation.

Based on writer's preliminary observation by looking at the learning process in the classroom and also interviewing one of the teachers. Elementary

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school Al Azhar 54 Pekanbaru employs a unique combination of three curricula: the Al Azhar-based curriculum, the Attitude Strengthen Curriculum (*Penguatan Adab*), Merdeka Curriculum, and the Cambridge Curriculum. English is taught across four first-grade classes, each with 28 students, total 110 by one English teachers. The following issues arise from this, firstly, misalignment in Curricular Objectives: The Al Azhar-based curriculum focuses on Islamic values, the Attitude Strengthen Curriculum emphasizes character education, while the Cambridge curriculum adheres to an international standard of English learning. Balancing these objectives challenges both curriculum coherence and instructional strategies. Secondly, Limited Instruction Time: Based on the Regulation of Ministry of Education, Culture, Research, and Technology (MECRT), English is allocated only 2 hours per week (1 hour = 35 minutes). This restricts opportunities for achieving comprehensive language proficiency, particularly given the breadth of the Cambridge curriculum.

In addition, Zein (2020) highlights that many Indonesian elementary schools struggle to integrate international curricula within national frameworks, often resulting in fragmented learning outcomes. Nguyen et al. (2020) emphasize the need for phased policy implementation to ensure alignment between curricula and classroom realities. Thirdly, Islamic Elementary School Al Azhar 54 Pekanbaru employs three English teachers for its first-grade classes. However, a survey revealed significant challenges in teacher preparedness:

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1. Low English Proficiency: Research by Zein (2017) shows that only 7% of elementary English teachers in Indonesia achieve C1-level proficiency on the CEFR, with most falling within A2-B1 levels. This disparity affects the quality of instruction, particularly in schools using advanced curricula like Cambridge.
2. Limited Professional Development: Teachers often lack access to ongoing professional training tailored to young learners. This leads to instructional practices that are less effective in fostering early language acquisition.

Reeves (2009) found that professional development positively impacts teachers' attitudes and effectiveness, particularly in multilingual classrooms. Garton, Copland, & Burns (2011) underscore the importance of resource support and targeted training for elementary English teachers.

One of the primary reasons for this shift was the growing recognition of a fundamental misconception in the curriculum's design, especially in its application to younger students. The curriculum emphasized cognitive academic learning, which, while essential in higher educational stages, proved inappropriate for children in grades 1 especially age 0 to 7 years old. At this stage of development, students are primarily in the *pre-operational and concrete operational stages* of cognitive development, as proposed by Jean Piaget (Marcovitch, 2018). Their learning should focus in psychomotor and basic cognitive skills rather than abstract academic concepts. Moreover, From ages 7 to 11, children are in what Piaget referred to as the [concrete operational stage](#) of cognitive development (Crain, 2005). This involves mastering the use

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of logic in concrete ways. The word concrete refers to that which is tangible; that which can be seen, touched, or experienced directly. The concrete operational child is able to make use of logical principles in solving problems involving the physical world. For example, the child can understand principles of cause and effect, size, and distance. Their learning should focus on psychomotor and basic cognitive skills rather than abstract academic concepts (Dewi, 2021) .

Moreover, there are several studies related to curriculum implementation that pointed the issues in integrating Curriculum English Instruction in the classroom with islamic values, for examples; Situating Islamic Values in English Language Teaching (Irawan, 2020), Internalizing Indonesian Islamic Values in EFL: Teachers' Perspective (Maharani, 2020), Immersing Islamic Value in English Language Teaching: A Challenge for English Teachers (Rohmana, W. I. M. 2020), Best Practices on Islamic Values Integration at Madrasah English Classes: Teachers' Practices in Contextualizing The Values (Rohmah, G. N., Fitriyah, U., & Hanifiyah, L, 2022), Integrating Islamic Values in CLIL materials: a Syllabus Design for Islamic Primary School. Journal of English Language Studies (Khoiriyah, K., Farah, R. R., & Anggraeni, L. 2022), Integrative Learning in Islamic Indonesian EFL Classroom: Challenges and Opportunities (Anggarini, I. F., Azzahwa, A. C. A. Z., Setyawan, C. A. D., A'la, M. T. R., Maghfiroh, A. L., & Putri, R. H. E, 2022), The Challenges in Inculcating Islamic values in the National Educational System in the Era of Globalization (Mardiani, A., Ismail,

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H. Bin, & Ahmad, I. S. 2023), Integration of Islamic Values into English Language Teaching in the Digital Era: Challenges and Prospectives (by Astuti, R., Mustofa, M. L., & Nisak, N. M. 2024), Enhancing English language learning through intercultural-based materials development (Hasibuan,K., Hasibuan,A.S. A., & Alfindodes,C.,2024).

From the previous studies above, it is found that they only focused on the history of English language development and the implementation of English Language in the classroom. In other words, there are few studies focusing on the English Instruction in islamic school with various curriculum integration in Elementary level. Therefore, this study aims to find out the implementation of teachers on the latest English language policy in elementary schools, namely **“The Implementation of English Instruction at Islamic Elementary School in Pekanbaru”**

B. Identification of the Problem

Based on the background before, English teachers actually deal with the current language policy; that is, what they think about English as a compulsory subject in Elementary education and how teachers perceive the benefits and obstacles of the policy’s implementation.

Teaching resources are critical for effective English instruction. At Al Azhar 54 Pekanbaru, while Cambridge books are used, supplementary materials are limited. Teachers rely heavily on improvised resources, which may not align with curriculum goals. In addition, each class has 28 students, making it difficult for teachers to provide individualized attention within the

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limited instructional time.

Understanding stakeholder attitudes is crucial for successful policy implementation. Preliminary interviews at Islamic Elementary School Al Azhar 54 Pekanbaru revealed mixed perceptions on teachers expressed difficulty balancing the demands of the three curricula while meeting diverse student needs. And many parents prioritized English proficiency but were unaware of the systemic challenges, such as limited instruction time and teacher training gaps.

Based on symptoms illustrated in the background above, it is very clear that the English teachers of Islamic Elementary school Al Azhar 54 Pekanbaru still have a lot of problems, especially in terms of implementing English Instruction in the classroom.

Based on the problems depicted in the background, the problems of this research are identified as follows:

- a. What problems are facing by teachers in implementing English Instruction in the classroom?
- b. How is the teacher implementation of English Instruction in the classroom to the first grader students?
- c. Do the teachers are able to ensure alignment between curricula and classroom realities?
- d. What are the problems when teacher have 3 curricula in classroom?
- e. How the 1st grade students in the classroom received the English Instruction in the classroom?

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C. Limitation of the Problem

Based on the identification of the problems above, it is clear that there are many problems in this research. Therefore, the problems of this research are limited on how the teacher implementing English Instruction at Islamic Elementary School Al Azhar 54 Pekanbaru and what factors are influencing in implementing integrated curriculum in teaching English at first grades in Elementary School, this research was not discuss about Projek Penguatan Profil Pancasila (P5) and assessment.

D. Formulation of the Problem

After conducting the limitation of the problems, the research question is formulated into:

- a. How is the implementation of English Instruction in Teaching English in first grade at Islamic Elementary School Al Azhar 54 Pekanbaru?
- b. What are the influencing factors in implementing English Instruction in teaching English in first grade at a Islamic Elementary School Al Azhar 54 Pekanbaru?

E. Objective of the Research

Based on the research question above, the objective of the research as follows:

- a. To explore the implementation of English Instruction at one of the Islamic Elementary School in Pekanbaru.
- b. To analyze influencing factors in implementing English Instruction at one of the Islamic Elementary School in Pekanbaru.

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F. Significance of the Research

Based on the research question above, the significance of the research is expected to be useful and can contribute to the development of the English Language Teaching (ELT) in EFL classroom setting. It has two major significances, i.e.: Theoretical and practical significances:

a. Theoretically

This research can be used for EFL teachers as a reference in considering the practice of implementation English Instructions for Elementary school level. This research is useful to contribute ideas and fill in the gaps of knowledge development in the field of implementation English Instruction in Elementary school level.

b. Practically

a. For Teachers

The result of the study can be used as inputs in the process of teaching English, especially providing insights into teachers' perceptions and the practical challenges they face. Understanding the impact of language policies on educational practices can help in refining teaching strategies and curriculum design. This can ultimately enhance the quality of English language education at the elementary level, benefiting both teachers and students.

b. For Policy Makers

The research can inform policymakers about the real-world implications of language policies. This can lead to more effective and teacher-friendly policy formulations.

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c. For the Researchers

Identifying the specific challenges teachers face can guide the development of targeted professional development programs and resources and researchers. This support can empower teachers to overcome obstacles and improve their teaching effectiveness.

G. Definition Key Terms

To avoid misunderstanding as well as misinterpreting toward the terms used in this research, it needs some explanations and definitions about the meaning of the terms used in this research:

1. Implementation

Based on oxford dictionary, implementation or *im-ple-men-ta-tion* [ˌɪmplɪmənˈteɪʃn, ˌɪmplɪm(ə)nˈteɪʃn] *noun* is the process of putting a decision or plan into effect; execution. Based on Cambridge dictionary, implementation is the act of starting to use a plan or system.

Moreover, based on merriam-webster.com, implementation is an act or instance of implementing something: the process of making something active or effective. Implementation refers to the process of putting into action plans, or practices within a specific context. In the field of education, it involves translating curriculum designs and policy directives into effective classroom practices. Successful implementation requires alignment between policy objectives, institutional readiness, and the capacity of educators to execute these objectives effectively. At Al Azhar 54 Pekanbaru, implementation pertains to how English instruction is

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delivered in accordance with the school's three curricula and the broader regulatory framework established by the Ministry of Education, Culture, Research, and Technology (MECRT). In addition based on the the rule of Ministry of Education, Culture, Research, and Technology number 12. Year 2024. Merdeka Curriculum Chapter IV about transition provisions article 33. Point A. set on March 27th, 2024 by the Minister Nadiem Anwar Makarim.

2. English Instructions

Based on Oxford Dictionary, *Instructions* means; teaching; education. Based on Cambridge Dictionary instructions means; *something that someone tells you to do*. Moreover, the meaning of Instruction is *the teaching of a particular skill or subject*. So, it can be conclude that English instruction refers to the systematic teaching and learning of the English language, focusing on developing learners' abilities in listening, speaking, reading, and writing. According to Brown (2000, p.7) Teaching defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

Teaching is an interactive process between the teacher and the students. There are several definitions from some experts, those are from Bennion (2015, p.16) which stated that Teaching is the process of training and individual through the formation of habits, the acquisition of knowledge, the inculcation of ideals, and the fixing of permanent interests.

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According to Edmund Amidon (1967) cited in Suresh (2014, p.56) has defined the teaching as an interactive process, primarily involving classroom talk which take place between teacher and pupils and occurs during definable activities. According to Brown (2000, p.7) Teaching defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Based on the definitions above, can be concluded that English Instruction is a process of helping the students to gain or acquire knowledge in a learning activity that guided by teacher.

At the elementary level, English instruction emphasizes foundational skills such as vocabulary building, pronunciation, basic grammar, and conversational abilities. Effective instruction incorporates age-appropriate methods, engaging materials, and a supportive learning environment. In the context of Al Azhar 54 Pekanbaru, English instruction is influenced by the integration of the Al Azhar-based Curriculum, the Attitude Strengthen Curriculum (*Penguatan Adab*), and the Cambridge Curriculum, tailored to meet the linguistic and developmental needs of first-grade students.

3. Islamic Elementary School

The domination of schools consisting of boarding school, Madrasah and Islamic schools has started to change. The phenomenon of the introduction of Integrated Islamic Schools throughout the world suggests this. According to Zainal (2012), an Integrated Islamic School is described

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in its application as a school that implement an approach by incorporating general education and religious education into a curriculum. In order to enhance the cognitive, affective and conative or psychomotor dimensions, Integrated Islamic schools also emphasize convergence in learning methods.

By those understanding, it can be understood that the Islamic Elementary School are the Islamic schools which is organized by as privat educational institutions that incorporating Islamic values and teachings in the curriculum.

In this context, (Widyowati, 2014) the Islamic schools are the schools or private educational institutions that put Islam as the foundation of the education. In general, Islamic foundations and organisations, such as Muhammadiyah, Nahdatul Ulama, Hidayatullah, Al-Irsyad, Al Azhar, and others, coordinate this model of educational institutions.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Definition of English Instructions

English Instructions generally refers to the process of teaching and learning the English language. According to Howatt (1984) English Language Teaching (ELT) is a scattered profession by definition, and it was only after 1960 with the sudden growth of EFL and ESL activity in Britain itself that a sense of unity began to emerge. It can be defined in different contexts based on the purpose, setting, and methodology of instruction. According to Sardiman (1996) instructional objective or the objective of teaching is the teaching situation (the application of approach, method, and technique in the classroom) that is used to determine the result achieved. If the results of the objective of teaching do not coincide with the objective, the teaching is at least partially unsuccessful. Teaching English is a multifaceted process that involves various methodologies, strategies, and pedagogical theories aimed at enhancing learners' language skills, including speaking, listening, reading, and writing. It is not merely the transmission of linguistic knowledge but a dynamic interaction between teachers, students, and the learning environment. Richards and Rodgers (2014) define English language teaching as the practice and study of teaching English to non-native speakers, encompassing diverse approaches ranging from traditional grammar-translation methods to more

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modern communicative and task-based approaches. Teaching English aims to develop students' proficiency in the language, enabling them to effectively communicate in various contexts, both socially and academically.

According to Brown (2001), teaching is not only helping students to learn or just giving instruction but also guiding the students in their study to gain knowledge and guiding them in finding how to understand. Teaching is also a learning; it cannot be defined apart. Besides guiding, teaching also facilitates learning, enabling the learning to learn, setting the condition for better learning, getting using approach, methods, techniques and teaching style. There are 4 components in teaching and learning, consisting of the student, the teacher, the curriculum and the repertoire (how to used and when to used) (Brown, 2000).

Nunan (2003) argues that teaching English is an organized process of guiding learners toward achieving fluency in English through systematic exposure to language input, guided practice, and opportunities for active production. This approach focuses on both linguistic competences, the ability to understand and produce grammatical structures and communicative competence, the ability to use language in meaningful, context-specific ways. In essence, the definition of teaching English varies across different educational contexts, with specific goals ranging from proficiency in grammar to the development of interactive communication skills, depending on the needs and backgrounds of learners.

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a. Teaching English as a Foreign Language (TEFL)

Teaching English as a Foreign Language (TEFL) involves the process of teaching English to non-native speakers in a context where English is not the primary language spoken. It focuses on helping learners develop proficiency in all aspects of the language: speaking, listening, reading, and writing. Richards and Rodgers (2014) define TEFL as the teaching of English to students who speak a different language at home and whose cultural context is different from that of English-speaking countries. Unlike ESL (English as a Second Language), where the goal is often integration into an English-speaking community, TEFL aims to equip learners with the necessary skills to use English in various contexts, including travel, business, education, and personal communication.

In a TEFL context, teachers are tasked with facilitating language acquisition by providing structured lessons that promote understanding and use of English, emphasizing the development of both linguistic and communicative competence. Nunan (2003) explains that TEFL is not simply about teaching grammar and vocabulary but also involves fostering students' ability to use English in real-life situations. Teaching English as a foreign language requires an understanding of the unique challenges learners face, such as differences in linguistic structures, cultural practices, and exposure to the language.

Historical literature refers to the existence of a growing number of controversies in the methods and approaches to language pedagogy, it is

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well-known fact that Communicative Language Teaching (CLT) has become the most frequently discussed approach. Many language scholars have emphasized the importance of communicative approach and attempted to investigate how communication is best taught (Higgs & Clifford, 1982; as cited in Brown, 2000, p. 266). CLT is the term commonly used in the pedagogical literature to describe an approach which aims to implement the theory of communicative competence by incorporating the interdependence of language and communication (Larsen-Freeman, 2000, p. 121). Generally, when people think about CLT, images come to mind of teachers who conduct classroom activities which focus on students' real communication to support the language learning process.

Since the teacher is one of the important roles in the success of learning to achieve its goals, Harmer (2001), in his book under title 'How to Teach' mentions how to be a good teacher. A good teacher is person who takes care about their students' learning more than they do about their own teaching. It means that teachers not just take care about the lesson, about the teaching but also about their students'. The relationship between teacher and student can achieve the goal of learning and teaching process, because both of those are the important role in education. In giving instruction, teachers have to make sure that the students' have understood what they are being asked to do. To be a good teacher, it needs to know how to use the proper textbooks in teaching, how to make lesson plans and how to create the syllabus.

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In teaching English as a foreign language, there are some forms that teacher must teach to students', there are: Part of speech, noun types, verb types, verb forms, pronouns, adjectives, adverbs, preposition, articles, conjunctions and conditionals, pronunciation, language function, what kind of text in teaching reading, the skill in reading, what kind text of writing, how to teaching writing properly, what students to do in speaking, what kind of speaking should students do, and what kind of listening should students do (Harmer, 2001).

There are some several purpose of teaching, namely: a) To increase students' intellectual, b) To develop students' personal culture through the study, c) To intensify student's understanding of how language function and how other language works, d) To teach students to read another language with comprehension, e) To give students the experience and also expressing themselves, f) To make students get a greater understanding of people across national barriers, and g) To provide students with the skills that can make them to communicate orally (Rivers, 1981).

According to Setiyadi (2020), foreign language teaching is when English is not a spoken language in the society, accuracy is really the focus in learning English. And in Broughton et al., (2002), teaching English as a foreign language is when English is just been taught in schools, often widely but it does not play an essential role in national or social live, or when the average citizen does not need English or any other foreign language to live as daily life or even for social or professional advancement. Therefore,

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teacher is an essential role in teaching because the teacher is an educator, main source and facilitator of knowledge and skill in language teaching. Furthermore, because English as a foreign language that has just been taught in school and not in daily communication makes English teaching and learning have more exposure during teaching and learning activities that makes teachers must put their effort to make teaching English and the learning process as interesting as possible in order to engage and enhance students' skill in English.

b. English Language Teaching (ELT) in Indonesia

The teaching of English in Indonesia has a unique trajectory, driven largely by government policies, cultural context, and the demands of globalization. Indonesia's Ministry of Education introduced English as a foreign language in the curriculum for primary, secondary, and tertiary levels under various curriculum frameworks (Jazadi, 2003). However, the implementation at the elementary level has been inconsistent, with many private schools, including Islamic ones, taking their own initiatives to provide English instruction. This initiative is motivated by the awareness of English as a global lingua franca that prepares students to engage internationally.

Several scholars argue that English should be taught at an earlier age, given the critical period hypothesis in language acquisition, which posits that younger learners can more easily achieve proficiency (Lenneberg, 1967). Other studies highlight the role of motivation in early language

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learning, noting that students in private and Islamic schools often demonstrate higher motivation due to parental involvement and the perceived prestige of English (Marcellino, 2008).

1) English Instruction in Islamic Schools

Islamic schools in Indonesia, commonly referred to as "Madrasah" or Islamic elementary schools, have incorporated English into their curriculum to align with the demand for modern education while maintaining their Islamic identity. In such institutions, the balance between religious teachings and secular subjects like English creates a dual framework of learning (Zuhdi, 2006). Al Azhar schools, for example, are known for blending high academic standards with Islamic principles, and this influences how English is taught in such contexts.

Research shown that English instruction in Islamic schools often integrates moral and religious values, with lessons sometimes using Islamic texts or concepts to make the content more relatable to the students (Rosyada, 2004). This contextualized approach is effective for maintaining students' engagement while ensuring that they view English not merely as a subject but as a tool for furthering their religious education and understanding the world beyond their immediate surroundings.

2) Challenges in Implementing English Instruction

The successful implementation of English language teaching in Islamic elementary schools faces several challenges. One significant issue is the qualification of teachers. Many elementary school English teachers lack

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sufficient training in language pedagogy, especially in handling young learners (Suyanto, 2010). As a result, they often rely on traditional teaching methods, such as rote learning and grammar translation, which can limit students' communicative abilities.

Additionally, the availability of resources plays a pivotal role in the effective teaching of English. In a study conducted by Zein (2017), it was revealed that schools in rural areas or those with limited budgets tend to have fewer resources, such as textbooks, multimedia aids, and language labs, which hampers students' exposure to authentic English materials. Al Azhar 54 Pekanbaru, being part of the prestigious Al Azhar network, may have better access to resources, but challenges such as large class sizes and varied proficiency levels among students still exist.

3) Methodologies and Approaches in English Instruction

Various methods have been employed in teaching English to young learners, each with its advantages and drawbacks. The communicative language teaching (CLT) approach, which emphasizes interaction as both the means and the ultimate goal of learning a language, is widely regarded as effective, especially in fostering students' speaking skills (Richards, 2006). Studies on Indonesian schools, including Islamic institutions, suggest that the implementation of CLT faces cultural barriers, as students are often more accustomed to teacher-centered learning environments (Lie, 2007).

Task-based learning (TBL) and Total Physical Response (TPR) are also frequently used in elementary-level English classes. TBL focuses on

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completing meaningful tasks that mirror real-life use of language, while TPR incorporates physical movement to help young learners understand and retain new vocabulary (Asher, 1977). These methods are particularly useful in Islamic elementary schools where students may need more engagement and hands-on learning experiences to grasp English concepts.

The implementation of English instruction in Islamic elementary schools, including Al Azhar 54 Pekanbaru, is shaped by a myriad of factors ranging from policy to pedagogy. The integration of religious values with modern education in these schools provides a unique context for English teaching, although challenges such as teacher qualifications and resource limitations must be addressed for the program to be more effective. Understanding the local needs, improving teacher training, and utilizing modern pedagogical approaches can enhance the quality of English instruction in Islamic elementary schools. Further research and practical interventions are essential to address these challenges and optimize the learning outcomes for students.

2. Curriculum

According to Law no 20 of 2003, Curriculum is a set of plans and arrangements regarding goals, content and learning materials and methods used as guidelines for organizing activities learning to achieve certain educational goals. Therefore, according to Ornstein & Hunkin (2018), curriculum is a plan or steps for achieving goals of learning opportunities and dealing with the learner's experiences in terms of subject matter.

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Then, Smith (2000) stated a curriculum can be thought of as a syllabus, or a body of information to be taught to the students or A brief list or summary of the topics for a lecture series, a treatise's content, and its main points is called a syllabus. While according to Niculescu (2015), the actual content of a curriculum is also referred to by the name curriculum. In these terms, "curriculum" might refer to a syllabus that was taught, a finished good or an objective. The content may be a practical guide or a comprehensive instruction manual. It can be used to describe a product that is backed up by research or an ongoing process that is influenced by user preferences.

A curriculum is a strategy for offering sets of learning opportunities to achieve broad goals and related particular aims for a population that can be identified and served by a single educational institution (Saylor, 1981). Furthermore, according to Cahyono & Widiati (2011), curriculum is a set plan that covers educational goals, contents, learning materials and methods as the guidelines in implementing teaching and learning processes.

From the definition above, it can conclude that curriculum is a set of a complete document of academic activities that is drawn by an expert to guide teachers in educating learners on teaching and learning process and in curriculum must be followed by aims, goals and objectives.

According to Okon (2018), a curriculum must contain of several characteristics: a) Curriculum is a written document, b) Contain an academic activity, c) Must be systematically drawn, d) Set up by experts, e) Must fulfill the current issues, f) Directed and guided by instructors, g) Learners as a

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center, h) Specific subject matter as a focuses, i) Involving teaching and learning process, j) Have aim, goal, and objective clearly, k) Can be implementation to achieve the aims, goals, and objectives.

Curriculum is one of the main concerns in the educational field, (Su, 2012) . It means that curriculum is one of the main aspects that are needed when teaching, as it is known curriculum has particular steps, learning objectives, aims, content, methodology, evaluation and another important thing that can lead a teacher to make successful a learning and teaching process.

Curriculum implementation depends on which levels at school or classroom. In implementing the curriculum must pay attention to the level of students so that the goals of the formation of the curriculum can be achieved perfectly.

The term 'curriculum' encompasses the planning and organizing of all learning experiences within an educational institution. It is more than a collection of lessons; it is a comprehensive guide for educators, detailing what and how to teach. Its main purpose is to provide coherent and practical education that responds to the needs and expectations of students and society.

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Table.2.1 Curriculum Level

<i>Level</i>	<i>Example of Activity</i>	<i>Example Actors</i>	<i>Al Azhar Context</i>
Supra	Transnational curricular discourse generation, policy borrowing and lending; policy learning	OECD; World Bank; UNESCO; EU	CEFR Assessment –Cambridge Book
Macro	Development of curriculum policy frameworks; legislation to establish agencies and infrastructure	National governments, curriculum agencies	Merdeka Curriculum
Meso	Production of guidance; leadership of and support for curriculum making; production of resources	National governments; curriculum agencies; district authorities; textbook publishers; curriculum brokers; subject-area counsellors	Al Azhar-Based Curriculum, and the Attitude Strengthen Curriculum (Kurikulum Penguatan Adab),
Micro	School level curriculum making: programme design; lesson-planning	Principals; senior leaders; middle leaders; teachers	
Nano	<i>Curriculum making in classrooms and other learning spaces: pedagogic interactions; curriculum events</i>	<i>Teachers; students</i>	

Source: <https://mrpriestley.wordpress.com/2019/01/04/curriculum-concepts-and-approaches/>

The curriculum encompasses five curricular levels, which can be (1)

supra, encompassing international standards; (2) macro, which considers

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components of the curriculum at the country level; (3) meso, which considers components such as careers and programs at the institutional level; (4) micro, which considers components at the course level; and (5) nano, which considers components at the personal level depicts the relationship between these levels and examples of curricular components that contain them (Priestley et al, 2021). It can be concluded into the table below;

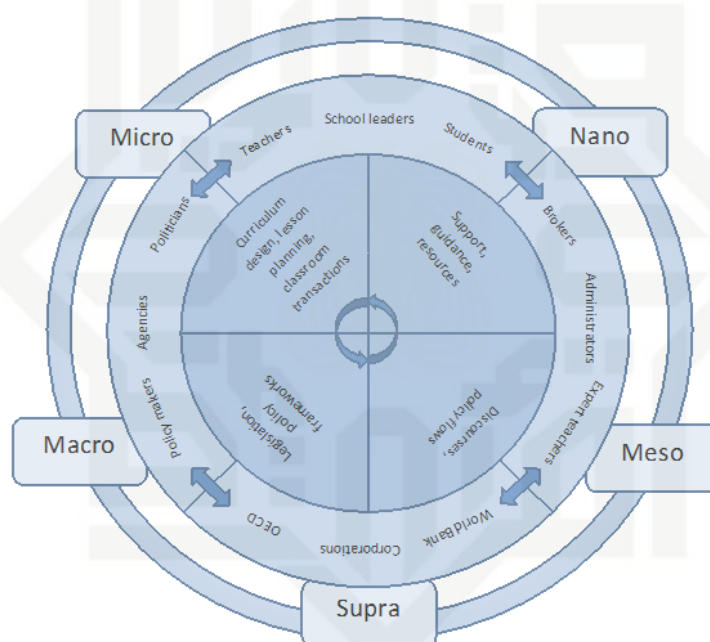


Figure.2.1

Source: Curriculum – Professor Mark Priestley

The supra level refers to international debates and agreements that relate to educational objectives and quality in the teaching-learning process, which draws on the results of international studies. On the other hand, the macro level, also known as the national curriculum, is developed by a national body, such as the Ministry of Education. At this level, minimum learning outcomes and achievement indicators are indicated to guide

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educational institutions in shaping their policies. In Indonesia we have Merdeka Curriculum. The Meso level is the concretization of a curriculum where the syllabuses developed by educational institutions are formulated. For this purpose, educational institutions create interdisciplinary work teams to address different aspects of a profession. At this level, institutions define student performance domains, the educational model, the graduate profile, and other elements that must be related to ensure that the professional is competent for the world of labor.

At the micro level, teachers organize the teaching-learning process of their respective subject programs following the guidelines provided by the educational institution. At this level, the expected LOs should be related to course content, assessments, and teaching-learning methodologies.

The nano level refers to the most individualized level of the teaching-learning process, focusing on each student's characteristics, needs, and personal trajectories. At this level, curricular components are specifically adapted to cater to individual learning paces, interests, and competencies. This approach includes personalizing activities, differentiated assessment methods, and the use of adaptive technologies that allow students to progress autonomously according to their skills and prior knowledge.

a. Curriculum in Indonesia

Curriculum is a set of plans and arrangements regarding objectives, content, learning materials as well as the method used as a guideline for organizing learning activities to achieve specific purposes (UU no 20, 2003).

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The objectives of the curriculum itself include national education goals and suitability with local characteristics, conditions, potential, educational units and students. There are 11 curricula that have been and are being implemented by Indonesia government, but in this section the researcher just focused on Merdeka curriculum that are currently running, namely: (Alhamuddin, 2014; Althaf & Romanti, 2022).

b. Merdeka Curriculum

The curriculum in Indonesia has undergone 11 exchanges in order to be in line with the goals of national education, namely to develop abilities and forming dignified national character and civilization in the context of educating the nation's life. The changes made by the authorities were also a refinement of the previous curriculum, so on February 11, 2022, *Merdeka Curriculum* was first introduced to the public, especially to the world of education (Alhamuddin, 2014; Kementerian Pendidikan, 2022; Sumarsih et al., 2022; Vhalery et al., 2022).

Merdeka Curriculum or as known as the prototype curriculum before is a new curriculum that replaces the previous curriculum, namely *Curriculum 13*. *Merdeka Curriculum* is a curriculum that was developed as a more flexible curriculum framework, while also focusing on essential material and developing the character and competence of students (Kementerian Pendidikan, 2022). *Merdeka Curriculum* is a curriculum with learning diverse intracurriculars where the content was more optimal so that students have enough time to deepen the concept and strengthen competence.

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Teachers have discretion to choose a variety of teaching devices so that learning can be adapted to the learning needs and interests of students (Barlian et al., 2022; Kementerian Pendidikan, 2022; Pouw & Mulyanti, 2023). Teachers can choose or even modify the teaching modules that have been provided by the central government. However, modifications must still be in accordance with the corridor; adapting teaching modules to the characteristics of students (R. Setiawan et al., 2022). Project to strengthen the achievement of Pancasila student profiles developed based on certain themes set by the government. The project is not geared to achieve certain learning achievement targets, so they are not tied to subject content (Kemdikbud, 2022; Kementerian Pendidikan, 2022).

Merdeka Curriculum is designed to be more adaptive and flexible, with an emphasis on essential content and character development and student skills. The government has identified the main features of this curriculum helped students recover their learning skills. These features include focus on helpful project-based learning developing soft skills and character, as well enough time to study important competencies such as literacy and numeration (Kemdikbud, 2022; Kementerian Pendidikan, 2022; Pouw & Mulyanti, 2023).

Based on the presentation of the Minister of Education, Nadiem Makarim, the *Kurikulum Merdeka* implemented in the 2022 to 2024 school year. However, currently the position of the *Kurikulum Merdeka* is the curriculum of choice, where schools can still use the previous curriculum or

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the *Kurikulum 2013 yang disederhanakan* (Emergency Curriculum). The *Kurikulum Merdeka* has gone through a trial process with 2500 schools throughout Indonesia but the process of developing the *Merdeka Curriculum* were still running, where the process of this experiment went through two stages of monitoring and evaluation, namely evaluation of curriculum documents that focus on curriculum products and evaluation of implementation that focuses more on how the curriculum is implemented in schools. This is because in 2024, the *Merdeka Curriculum* must have been implemented by all schools in Indonesia. (Barlian et al., 2022; Kemdikbud, 2022; Kementerian Pendidikan, 2022).

Based on Permendikbud Number 22 of 2020 concerning 'a curriculum that is flexible, based on competence, focuses on character development and soft skills, and is accommodating to world needs' this is the main foundation in the philosophy of forming *Merdeka Curriculum* which is expected to be able to encourage a paradigm shift. The paradigm in question is guaranteeing teacher independence as the holder of control in the learning process, releasing control over standards that are too binding and demanding a homogeneous learning process in all educational units in Indonesia, and strengthening student agency, namely the rights and abilities of students to determine their learning process. through setting learning goals, reflecting on their abilities, and taking steps proactively and responsibly for their own success (Kementerian Pendidikan, 2022).

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At *Merdeka Curriculum*, the concept of learning is made to keep up with the times and is made as simple as possible and easy to understand, where the curriculum structure is divided into two main components, namely intra- curricular learning which is usually subject-based and learning through projects aimed at achieving general competencies that have been formulated in Pancasila student profile. *Merdeka Curriculum* is also a curriculum whose students are the center of the learning itself (student centered learning). In *Merdeka Curriculum*, literacy and numeracy activities are further strengthened, this is because literacy and numeracy are present in all subjects, not only in mathematics or *Bahasa Indonesia* (Kemdikbud, 2022; Kementerian Pendidikan, 2022).

As previously described, *Merdeka Curriculum* was a flexible curriculum, where flexibility here relates to the autonomy and independence of teachers and students in controlling the learning process. This flexible principle was in accordance with the mandate in Government Regulation Number 57 of 2021 concerning National Education Standards. In Article 37, it was stated that the Ministry of Education and Culture only establishes the basic curriculum framework and curriculum structure, while educational units have the authority to develop the curriculum. A flexible curriculum provided flexibility to education units and educators to adapt, add to the wealth of subject matter, and align the curriculum with the characteristics of the participants. students, the vision and mission of the education unit, as well as local culture and wisdom because Indonesia has a lot of diversity (Kementerian Pendidikan, 2022).

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In 2024, the *Merdeka Curriculum* has officially announced English subjects in Elementary School (SD) or Madrasah Ibtidaiyah (MI) and equivalent be compulsory subject starting in the 2027/2028 school academic year. This provision was contained in Permendikbudristek No. 12 of 2024 concerning the Curriculum for Early Childhood Education Programs (PAUD), Basic Education and Secondary Education. In the Minister of Education and Culture Regulation (Permendikbud), English subjects in Elementary Schools, MI, or other equivalent forms were optional subjects that could be held based on the readiness of the Education Unit until the 2026/2027 academic year. Furthermore, English became a compulsory subject in the 2027/2028 academic year.

1) Phase

The focus on this *Merdeka Curriculum* was to reduce the scope of material and change the procedure for preparing outcomes that emphasize flexibility in learning. Reducing the content carried out at *Merdeka Curriculum* lay in the material in *K13* which is too detailed for that level or the addition of material in certain phases that should be studied at that level. Students in *Merdeka Curriculum* acted as active learning or students as agents where students were not only recipients of information and act passively, so the learning outcomes in *Merdeka Curriculum* were more enhanced in projects and activities of students who are in active control. The time span in learning outcomes was determined per phase, where in the previous curriculum the time span allocated was per year. The phase here

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refers to the class of students, this was considered because in the same class there may be different phases. The phases that exist in *Merdeka Curriculum*:

- a. Phase Foundation : achieved to the end of PAUD
- b. Phase A: for grades I to II in Elementary School
- c. Phase B: for grades III to IV in Elementary School
- d. Phase C: for grades V to VI in Elementary School
- e. Phase D: for grades VII to IX in Junior High School
- f. Phase E: for grades X in Senior High School
- g. Phase F: for XI to XII in senior High School

2) Teaching Sets

There were three teaching tools that have just been developed in the *Merdeka Curriculum*, namely teaching modules, learning objectives flow, and a *Projek Penguatan Profil Pancasila*. The teaching module was the development of a learning implementation plan (*RPP*) which was equipped with more detailed guidelines, including student activity sheets and assessments to measure the achievement of learning objectives. Called a module because this device could be used in a modular way. With this teaching module, teachers could use a more varied set of tools, not just textbooks with the same lessons throughout the year. Teaching modules were not only developed by the Government but can also be developed by teachers, the educational community, publishers, as well as other institutions, experts or practitioners in Indonesia. Examples of learning objectives flow (*ATP*) or learning sequences were components for constructing a syllabus. *ATP* was

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expected to be able to help education units and educators developed learning steps or flow based on predetermined Learning Outcomes (*CP*) (Kemdikbud, 2022; Kementerian Pendidikan, 2022).

3) Learning Achievements in English Subject

English is a widely used language worldwide in various fields such as education, business, science, law, tourism, international relations, health, and technology. Acquiring proficiency in English provides students with the opportunity to engage in meaningful communication with individuals from diverse cultural backgrounds. Through mastering English, students can actively participate in a wide range of interactions using different forms of texts. These interactions not only enhance their knowledge and skills but also foster an understanding of human behavior necessary for navigating a diverse global society. (Kementerian Pendidikan, 2022). In Indonesia, despite the limited usage of English in society and its absence as a means of communication in official realms such as the government, legal institutions, and education system, as well as the lack of any particular privileges given to it in the country's language laws, it continues to be regarded as a top priority for instruction, being considered the most significant among the foreign languages to be learned (Bahtiar & Liza, 2022).

English language learning in the primary (SD/MI/Paket A), junior high (SMP/MTS, Paket B), and senior high (SMA/MA/Paket C) levels of national curriculum in Indonesia provides opportunities for students to broaden their understanding of themselves, social relationships, cultures, and global

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employment prospects. Studying English equips students with the ability to access the outside world and comprehend diverse ways of thinking. General English language learning within the national curriculum helps students prepare themselves to become lifelong learners who possess the Pancasila Learner Profile, which includes qualities such as faith, noble character, independence, critical thinking, creativity, cooperation, and global diversity. This profile can be developed through general English language learning due to its dynamic and flexible nature, which provides opportunities for students to engage in text selection and various learning activities. English language learning offers the potential to achieve the Pancasila Learner Profile through written texts, visual materials, oral texts, and activities developed during the teaching and learning process. The English language learning process focuses on strengthening proficiency in six language skills: *menyimak, berbicara, membaca, memirsa, menulis, and mempresentasikan secara terpadu*, across various text types. The minimum achievement in these six English language skills corresponds to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and is equivalent to level B1 especially for Phase E and F (Senior High School level).

The specifications to be achieved at the B1 level (CEFR) are as follows:

- 1) Sustaining interactions and conveying desired messages in various contexts with clear articulation.
- 2) Expressing main ideas comprehensively.
- 3) Maintaining communication even with occasional pauses.

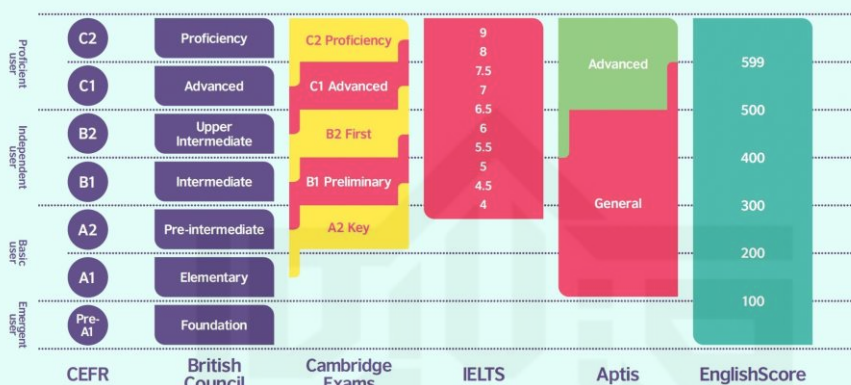
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Understanding your English level



This table has been produced as a useful guideline for learners to understand the levels targeted by British Council adult courses. Alignment between the Common European Framework of Reference for Languages (CEFR), Exams and British Council courses has been based on publicly available information from the test providers. Examinations have been placed on the table in relation to the CEFR levels that the exam providers claim relevance to. However, it is not meant to imply direct equivalence or act as any guarantee for achieving the scores shown.

Figure.2.2

English language learning in primary and secondary education is expected to assist students in achieving English communication skills as part of their life skills. The approach used in general English language learning is a text-based approach, where the focus is on texts in various modes, including oral, written, visual, audio, and multimodal

The text-based approach consists of four stages, and these stages are carried out in the discussion of the same topic:

- 1) Building Knowledge of the Field (BKOF): The teacher builds the students' knowledge or background knowledge about the topic that's written or discussed. During this stage, the teacher also establishes the cultural context of the taught text.
- 2) Modelling of the Text (MOT): The teacher provides a model/example text as a reference for students to produce their own work, both orally and in

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writing.

3) Joint Construction of the Text (JCOT): The teacher guides the students and together they produce the text.

4) Independent Construction of the Text (ICOT): The students independently produce oral and written texts.

In *Merdeka Curriculum*, English courses in primary and secondary education can be structured in two ways. Firstly, for educational institutions that have the necessary resources, English can be offered as an elective subject. Alternatively, for institutions that are not equipped to offer English as a separate subject, English content can be integrated into other subjects and extracurricular activities. This integration can involve collaboration with the community, school committees, student volunteers, and parental guidance to ensure English learning opportunities are provided.

4) Main Objectives of English Subject

According to the Decision of the Head of the Standardization, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology, Number 033/H/KR/2022, there are four main objectives of English language learning, which are as follows:

- 1) Developing students' communicative competence through various multimodal texts, including oral, written, visual, and audiovisual formats.
- 2) Developing intercultural competence to understand and appreciate perspectives, practices, and products of both Indonesian and foreign

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cultures.

- 3) Fostering self-confidence to express oneself as an independent and responsible individual.
- 4) Cultivating critical and creative thinking skills.

5) The Characteristics of English Subject in Merdeka Curriculum

There are 4 main characteristics of learning English based on by Decision of the Head of the Standardization, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology, Number 033/H/KR/2022:

- 1) In learning English at *Merdeka Curriculum* has a wide range of text types included in the curriculum, such as narratives, descriptions, expositions, procedures, arguments, discussions, special texts (like short messages and advertisements), and authentic texts. These texts are presented in various formats, including written form, oral form through monologues and dialogues, visual texts, audio texts, and multimodal texts that combine verbal, visual, and audio elements. The texts encompass both authentic materials and texts specifically designed for teaching purposes. They can be presented as single or double texts, and can be produced in both print and digital mediums. The aim of this approach is to enhance students' technological literacy, enabling them to effectively navigate digital information.
- 2) At *Merdeka Curriculum*, Teachers have the flexibility to choose the type of text they wish to teach based on the classroom conditions. Learning

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can commence with texts that cover topics familiar to students, aiding their comprehension of the text's content and enabling them to produce similar texts in both oral and written forms. Additionally, teachers can introduce students to new types of texts that are recognizable to them, helping them develop an understanding of these new text types and enabling them to create their own works in such formats, both verbally and in writing. The selection of text types can also be tailored to reflect the situations commonly encountered by students in both their school and home environments, providing them with opportunities to engage with and practice using texts in real-life contexts.

- 3) The Learning process is *Students Centered Learning*, where students play a more active role than the teacher in the learning process. This is believed to make students more able to use their critical thinking and change behavior that initially could not be able to use English on the six language skills in various types of texts. General English learning is focused on students' language skills according to the stages of development of language skills. General English learning includes elements of receptive skills (*menyimak, membaca, dan memirsa*), and productive skills (*berbicara, menulis, dan mempresentasikan*).

a) Achievements of Learning English in Phase A

Phase A, generally at levels I and II Elementary school (MI/Package A Program). By the end of Phase A, students understand that spoken English can help them interact with others in everyday social situations

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and classroom contexts. In developing listening and speaking skills, students follow/respond to instructions or simple questions in English and pronounce simple vocabulary well. In Phase A, there are many students use visual aids and non-verbal communication to help them communicate. Students understand that reading is an individual or group activity that can be done to provide pleasure (reading for pleasure). They understand that the pictures contained in the books read by the teacher or the pictures the students observe have meaning. They respond verbally, visually, and/or non-verbally to simple texts read or images they see.

According to the Decision of the Head of the Standardization, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology, Number 032/H/KR/2024, English language learning is mandatory starting from Phase B. This is because in Phase A students are still focused on literacy skills in Indonesian first so that students are expected to be better prepared in the process acquisition of English as a foreign language. Refers to the majority of ASEAN countries' policies where English has become a mandatory subject at elementary school level, English language competency in Phase B has been adjusted to support competencies in Phase A. In Phase B, Learning is focused on English language skills spoken and written language recognition. In this learning phase, teachers need to help students understand that way English pronunciation and writing are different.

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b) Models of Merdeka Curriculum

According to the Decision of the Head of the Standardization, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology, Number 044/H/KR/2022, there are 3 kinds of *Kurikulum Merdeka*: (Kementerian Pendidikan, 2022):

i. *Mandiri Belajar*

Mandiri Belajar is the first choice given by the Ministry of Education, in this *Mandiri Belajar* educational unit at the level of PAUD, Class 1, Class 4, Class 7 and Class 10 are given the freedom to apply several principles and sections to the *Kurikulum Merdeka* but still use the *Kurikulum 2013* or the *Kurikulum 2013* that was simplified. The application of several sections and principles is in order to increase literacy competence, numeracy and strengthen character education (Angga et al., 2022; Kementerian Pendidikan, 2022; Zahir et al., 2022).

ii. *Mandiri Berubah*

In the second option, it is given to PAUD education units, Class 1, Class 4, Class 7 and Class 10 by implementing the *Kurikulum Merdeka* using teaching tools that have previously been facilitated by the government such as examples of teaching devices, self- training or others. Education units that implement this option have already taken advantage of the *Merdeka Mengajar* platform that has been prepared by the Ministry of Education and Culture where in this platform Learning Outcomes (CP), Learning Objectives, Learning Objectives

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Flow (ATP), teaching modules, assessments and so on are available. (Angga et al., 2022; Kementerian Pendidikan, 2022; Zahir et al., 2022).

iii. *Mandiri Berbagi*

In *Mandiri Berbagi* school units are given the freedom to implement the *Kurikulum Merdeka* by developing their own teaching tools for PAUD, Grade 1, Grade 4, Grade 7 and Grade 10 education units. This last option is aimed at school units that are ready and have carried out many practices related to development teaching device. The readiness of school units is assessed based on facilities, infrastructure, readiness of Human Resources, able to work and innovate in accordance with the principles of the *Kurikulum Merdeka* which have been explained in a Ministerial Decree or explanation on the *Kurikulum Merdeka* website (Angga et al., 2022; Kementerian Pendidikan, 2022; Zahir et al., 2022).

c). Implementation of *Merdeka Curriculum* in Elementary School

According to Khoirurrijal et al., (2022), in teaching *Merdeka Curriculum*, the learning process is according to the stage of student achievement. The teaching must adjust to students' level of achievement and students' initial competence. To know the students' level the first things teacher should do is conducts an assessment of the learning level then the students grouped based on the level achievement and their similar ability.

Furthermore, if the students' abilities not yet at the expected capability, teacher should give intervention learning and various learning

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activities according to their learning levels. Then the teacher teaches skills basics that students need to have and see their progress. According to Rahayu & Indrajit cited on Ambar Sari et al., (2024), the all teachers are encouraged to start changing their perspective learning in each class based on the ministry of education, as follows:

- 1) The teacher can invite student in discussion so they will not just listen the material
- 2) Teacher should provide the opportunities for students to teach in class
- 3) Teacher may initiate a project involving the whole class
- 4) Offer help for student who are having difficulties

c. Curriculum in Al Azhar

1). YPI Al Azhar Riau Curriculum

Based on Law Number 20 of 2003 concerning the National Education System (Sisdiknas), which in Article 36 Paragraph 2 states that the curriculum at all levels and types of education is developed with the principle of being verified in accordance with the educational unit, regional potential and students. On the basis of the National Education System Law, a curriculum was developed. The curriculum needs to be prepared and outlined in the annual work plan and school education calendar. This is explained in Article 53 paragraph (2) point a of Government Regulation Number 19 of 2005 concerning National Education Standards as amended by Government Regulation Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005 concerning National Education Standards.

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Article 79 paragraph (2) point b states that the implementation is evaluated every semester by the education unit and the results are stated in the student's report card.

Curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as methods used as guidelines for the implementation of learning activities to achieve certain educational goals. Based on Law Number 20 of 2003 concerning the National Education System Article 36 Paragraph (2), it is emphasized that the curriculum at all levels and types of education is developed with the principle of being verified in accordance with the educational unit, regional potential, and students. Primary and secondary education levels are prepared by education units with reference to the Content Standards and Graduate Competency Standards and guided by guidelines compiled by the National Education Standards Agency (BSNP).

The curriculum of Al Azhar Islamic Elementary School 54 Pekanbaru was developed as a manifestation of the primary and secondary education curriculum, issued by the Ministry of National Education. This curriculum is prepared by a compiling team consisting of school elements and school committees under the coordination and supervision of the Pekanbaru City Education Office, as well as with the guidance of education and learning expert resource persons from the Curriculum Development team. The development of this curriculum is based on the following principles, namely: (1) centered on the potential, development, needs, and interests of students

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and their environment, (2) Diverse and integrated, (3) Responsive to the development of science, technology, and art, (4) Relevant to the needs of life, (5) Comprehensive and sustainable, (6) Learning lifetime, (7) Balance between national interests and regional interests.

In the end, this curriculum remains just a document, which will become a reality if implemented in the field in a good learning process. Learning both in the classroom and outside the classroom should take place effectively that is able to arouse children's activities and creativity. In this case, it is the implementation of the curriculum that the teacher will implement this curriculum in the learning process. Educators should also be able to create fun and exciting learning for children, so that children feel at home at school. On the basis of this statement, learning in elementary schools should be educational, intelligent, arouse children's activities and creativity, effective, democratic, challenging, fun and exciting. With such a spirit, this Curriculum will be a dynamic guideline for educators and teaching organizers at Al Azhar Islamic Elementary School 53 Pekanbaru.

2) Foundation

a). The Philosophical Foundations of the Qur'an

Ahmad Yani in his article on the Alternative Quran-Based Curriculum for the Development of Superior Schools, wrote that the Quran as the philosophical foundation of education is distinguished on two foundations, namely the view of the Qur'an about human beings themselves, and how Allah and His Messenger explain education.

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The Qur'an's view of human beings is that humans are born into the world with nature. The concept of fitrah has an important position as a foundation in the process of Islamic education, human potential development, and curriculum development. The word fitrah which literally means holy has the meaning of the instinctive human tendency to seek and know his rabb. The symptoms of fitrah of every child can be observed from their tendency to always be curious and try to seek and know the truth. In addition, fitrah can be felt by man when he encounters dogmas that are contrary to his reason, so that his tendency is to reject these dogmas.

The tendency of nature to seek and know the truth exists because the beginning of the spirit was blown by Allah, the human spirit was against his will. With regard to the spirit being blown into the human body, the tafsir of Al-Wajiz/ Shaykh Prof. Dr. Wahbah az-Zuhaili, an expert in fiqh and interpretation of Syria on the 72nd verse of Surah Shaad explained the meaning of the spirit as follows, "(So when he has When it is perfected (and I blow it) Pour (upon him the spirit of My creation) so that it becomes alive. The recitation of the spirit to Allah is intended to glorify the Prophet Adam. The Spirit is a soft body invisible to the eye, which enables man to live by entering his body (so you should bow down to him) prostrating in reverence by bowing the body. This spirit blowing makes humans have various characteristics that distinguish them from other creatures, including:

- a. A clean fitrah that is directed to a clean faith in Allah alone;
- b. Knowledge, with the awareness that it is acquired by the grace of

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Allah in the form of intellect;

- c. Free will in choosing the right and bad path, as well as the ability to make choices;
- d. Bearing responsibility that arises from the presence of reason and free will, making humans accountable for their actions before Allah.

When the spirit is in the body, it is constantly seeking and discovering the knowledge of God. This is where he comes from from having to live a life that is suitable for him. He cannot be at peace without knowledge of the order of life in which he is located. In his heart he was aware of his need because his mind always heard the testimony: "Am I not your Lord?" and he replied, "Indeed (You are our Lord), we are witnesses" (Q.S:7:172).

It is the nature of the spirit that bears witness to his Lord and his desire to return to his origin that drives man to examine himself and the surrounding nature. Humans, because of the nature of the spirit, need guidance and guidance so that they can find and live life according to their nature. Individually or in groups, humans learn to find "light" or illumination so as to obtain guidance or guidance. The process of human guidance and guidance so that it can meet the needs of nature is called the educational process.

In order to help humans in carrying out their "quest mission", Allah SWT has bestowed on humans the elements of the body (physical, physical), and the elements of the soul that have the nature of divine tenderness. Regarding the element of divine gentleness, there is a reference

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from the Qur'an that explains the range of qalb (heart), nafs (lust), and aql (intellect).

The heart in the human soul has one role with the qualities of (1) a place to establish knowledge and embed aqidah (true faith), (2) a place of contemplation, understanding, and guidance, (3) a place of various feelings. Imam Al Ghazali defines the heart as, "The soft part that is spiritual and divine, which has to do with the heart and the gross body (body). This soft part is the essence of man. It is the nature of human knowledge. He speaks, replies, and demands.

The heart is one of the functions of the soul that is because humans have reason. "Whether they have not walked on the earth, then they have a heart with which they understand, or an ear with which they hear. Truly the blind are not sight, but the blind are the hearts of those who are in the heart." (QS. Al-Hajj [22]: 46) Such is the meeting between the mind and the heart, where one cannot be separated from the other. Both have similarities in the aspect of thinking, but the heart of thought is in the aspect of feelings/intuition, while the mind is in the aspect of cognition.

The soul and spirit are essentially one. If it is said that the soul goes out, then it is the same if it is said that the spirit goes out. The upright of the soul is due to the presence of the spirit. The soul is more inclined to the world, because it has various instincts, while the spirit invites and prioritizes the hereafter. The Spirit is the origin and matter of the soul. The soul is formed from the spirit and is connected with the body.

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How does Allah and His Messenger explain education? In the Quran, Surah An Nisa verse 9 of Allah SWT says, which means, "And fear Allah those who leave behind them weak children, whom they fear for their (welfare). Therefore let them fear Allah and speak the truth."

Furthermore, in Surah Al Jumah verse 2 Allah SWT says, "It is He who sent to the illiterate people a Messenger among them, who recited His verses to them, purified them and taught them the Book and Wisdom (As Sunnah). And indeed they were before in manifest error." As a foundation in Islamic education, Ahmad Yasin in his article entitled Alternative Quran-Based Curriculum for the Development of Superior Schools provides an explanation of the meaning of the 2nd verse of Surah Al Jumuah as follows:

"(1) Reciting His verses (recitation) to the human ummah is conveying knowledge of the laws of Allah both the written (Qur'an) and the kauniyah verses (Allah's verses in the life system of the universe, both micro and macrocosm). (2) purifying (tazkiyah), meaning guiding and teaching mankind to be able to cleanse themselves from shirk to Allah, diseases of the heart, shunning sinful, heinous and unclean deeds, and (3) teaching books and wisdom that can be interpreted as an effort to adorn human morals with noble morals, Qur'anic morals (wisdom). The person he produces is the morals of the Prophet PBUH who is ash-shadiqu'l amin (honest, trustworthy), intelligent, tabligh, and trustworthy.

The Prophet PBUH gave guidance to his companions regarding

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education for children. "Educate your children with 3 things, namely love your prophet and his family and read the Quran." (HR. At-Tabrani) On another occasion the Prophet PBUH said." Command your children to perform prayers when they are 7 years old, and beat them if they leave prayer when they are 10 years old, and separate them from their beds." (HR. Dailami)

Based on the verses of the Qur'an and the hadith, we can conclude that:

- a. The need for Muslims to organize a quality education process is due to the obligation to Allah to regenerate cadres to produce strong and competitive cadres, through the correct education and learning system;
- b. The learning process as the heart of the implementation of education is carried out through recitation, tazkiyah, and wisdom activities;
- c. A psychological approach to learning by paying attention to and/or according to its developmental tasks.

b) Sociological Basis

The curriculum of Al Azhar Islamic schools was developed on the basis of the need for changes in educational design and processes in order to meet the dynamics of the life of the community, nation, and state, as enshrined in the goals of national education. The development of education in Indonesia cannot be separated from the development of science, technology, and art.

The author of the book Millionaire Mind, Thomas J. Stanley, PhD, found 100 success factors that he found in his study of 1001 successful

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people in America. The top ten factors in a row are honesty, discipline, interpersonal skills, support from your life partner, working harder than others, loving what is done, leadership, competitive spirit, good life management, and the ability to sell ideas.

c) Psychopaedagogic Basis

The curriculum of SD Islam Al Azhar is intended to meet the demands of the realization of an educational conception that is based on the development of students and the context of life as interpreted in the transformative pedagogic conception. This conception demands that the curriculum must be positioned as a vehicle for the maturation of students in accordance with their psychological development and receive pedagogical treatment in accordance with the context of the environment and the times. This need is especially a priority in designing a curriculum for basic education, especially elementary school.

Therefore, education in elementary schools, which has been developed based on themes, needs to be developed into a thematic-integrated curriculum by paying attention to context in order to provide meaningful experiences. The concept of a context-based integrated thematic curriculum reflects the psychopedagogical considerations of school-age children who urgently need curricular handling in accordance with their development.

d) Theoretical Basis

Theoretically, the curriculum of Al Azhar Islamic Elementary

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School was developed on the theory of "Standard-Based Education" and the theory of a competency-based curriculum. Standard-based education stipulates the existence of national standards as the minimum quality of citizens which are detailed into content standards, process standards, graduate competency standards, educator and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards. The competency-based curriculum is designed to provide the widest possible learning experience for students in developing the ability to behave, be knowledgeable, be skillful, and act.

The implementation of Islamic values and their integration into all aspects of academic life at UIN SUSKA Riau reflects the university's commitment to becoming a center for knowledge rooted in divine revelation and science. In line with the UIN SUSKA Riau Statutes of 2014 and their 2023 revision, this integration is manifested through the *Andromeda* framework—an adaptive, dynamic, religious, and modern governance system that promotes the synergy of faith, knowledge, and action in shaping graduates who excel intellectually, spiritually, and socially.

Furthermore, in the normal life order of the curriculum of SD Islam Al Azhar adheres to: (1) the taught curriculum in the form of a process developed in the form of learning activities in schools, classrooms, and the community; and (2) the Student's direct learning experience (learned-

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curriculum) according to the Student's background, characteristics, and initial abilities. The student's individual direct learning experience becomes the learning outcome for him/her, while the learning outcome of all students becomes the result of the curriculum. However, in the 2020/2021 academic year, regarding the Covid-19 learning was carried out using the PJJ (Distance Learning) method for the 1st semester period (July to December 2020), and learning in the new normal for the 2nd semester period (January to June 2021).

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e) Juridical Basis

a. Preamble to the 1945 Constitution

In the Preamble to the 1945 Constitution, which is the basis of the education law, there is the fourth paragraph, "... educate the life of the nation, ..."

b. Constitution 1945

The 1945 Constitution is the highest law in Indonesia. Articles related to education Chapter XIII, namely article 31 and article 32. Article 31 paragraph 1 contains the right of every citizen to get education, while article 31 paragraph 2-5 contains the state's obligations in education. Article 32 contains cultural kicks. Culture and education are two elements that support each other.

c. Law No. 20 of 2003 concerning the National Education System Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. The provisions in Law 20/2003 which regulates KTSP are article 1 paragraph (19); Article 18 paragraphs (1), (2), (3), (4); Article 32 paragraphs (1), (2), (3); Article 35 paragraph (2); Article 36 paragraphs (1), (2), (3), (4); Article 37 paragraphs (1), (2), (3); Article 38 paragraph (1), (2).

d. Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards. The provisions in PP 19/2005 which regulates KTSP, are article 1 paragraph (5), (13), (14),

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- (15); Article 5 paragraph (1), (2); Article 6 paragraph (6); Article 7 paragraph (1), (2), (3), (4), (5), (6), (7), (8); Article 8 paragraphs (1), (2), (3); Article 10 paragraphs (1), (2), (3); Article 11 paragraphs (1), (2), (3); Article 13 paragraphs (1), (2), (3), (4); Article 14 paragraphs (1), (2), (3); Article 16 paragraphs (1), (2), (3), (4), (5); Article 17 paragraph (1), (2); Article 18 paragraphs (1), (2), (3); and Article 20
- e. Government Regulation Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005 challenges the National Education Standards.
 - f. Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs of the Republic of Indonesia Number 01/KB/2020, Number 516 of 2020, Number HK.03.01/Menkes/363/2020, Number 440-842 of 2020, concerning Guidelines for the Implementation of Learning in the 2020/2021 Academic Year and the 2020/2021 Academic Year during the Corona Virus Disease-2019 (Covid-19) Pandemic
 - g. Regulation of the Minister of Education and Culture Number 20 of 2016 concerning Graduate Competency Standards.
 - h. Regulation of the Minister of Education and Culture Number 21 of 2016 concerning Content Standards
 - i. Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Process Standards
 - j. Regulation of the Minister of Education and Culture Number 23 of

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2016 concerning Assessment Standards Regulation of the Minister of Education and Culture Number 37 of 2018 concerning Amendments to the Regulation of the Minister of Education and Culture Number 24 of 2016 concerning Core Competencies and Basic Competencies of Subjects.

- k. Ministerial Regulation Number 15 of 2018 concerning the Fulfillment of the Workload of Teachers, Principals, and School Supervisors,
- l. Ministerial Regulation No. 5 of 2022 concerning Graduate Competency Standards in Early Childhood Education, Basic Education, and Secondary Education
- m. Ministerial Regulation No. 7 of 2022 concerning Content Standards in Early Childhood Education, Primary Education, and Secondary Education
- n. Ministerial Regulation No. 16 of 2022 concerning Process Standards in Early Childhood Education, Basic Education, and Secondary Education
- o. Ministerial Regulation No. 21 of 2022 concerning Standards for Educational Assessment in Early Childhood Education, Basic Education, and Secondary Education
- p. Decree of the Head of the Education Standards, Curriculum, and Assessment Agency No. 033/H/KR/2022 concerning Amendments to the Decree of the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology No. 008/H/KR/2022 concerning Learning Outcomes

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in Early Childhood Education, Basic Education, and Secondary Education Levels in the Independent Curriculum

3) Purpose and Definition

The preparation of this KTSP/KOSP is the implementation of Law No. 20 of 2003 and Government Regulation No. 19 of 2005 which are outlined in the school work program or annual program. This is a dynamic activity in the program that is prepared with the intention of providing an overview and information to all parties involved in its management, both technical, educational, and administrative management. Meanwhile, the goal is to be able to be used as a guideline and direction to all interested parties in carrying out activities effectively and efficiently in accordance with the planning according to the procedures, methods, and implementation system which refers to improving the quality of education produced as a result of the teaching and learning process with the support of adequate administrative services.

4) Development Principle

The curriculum at the educational unit level, developed by schools and school committees is guided by graduate competency standards and content standards as well as curriculum preparation guidelines made by BSNP. The curriculum is developed based on the following principles:

- a.) **Centered on the potential, development, needs and interests of students and their environment**

The curriculum is developed based on the principle that students have a

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central position to develop their competencies in order to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. To support the achievement of these goals, the development of students' competencies is adjusted to the potential, development, needs and interests of students as well as environmental demands.

a. Diverse and integrated

The curriculum is developed by taking into account the diversity of student characteristics, regional conditions and levels and types of education, regardless of religion, ethnicity, culture and customs, as well as socioeconomic and gender status. The curriculum includes the substance of the components of the compulsory content of the curriculum, local content, and self-development in an integrated manner, and is arranged in a meaningful and appropriate connection and continuity between substances.

b. Responsive to the development of science, technology, and art

The curriculum is developed on the basis of the awareness that science, technology and art develops dynamically, and therefore the spirit and content of the curriculum encourage students to follow and make appropriate use of the development of science, technology, and art.

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c. Relevant to the needs of life

Curriculum development is carried out by involving stakeholders to ensure the relevance of education to the needs of life, including community life, the business world and the world of work. Therefore, the development of personal skills, thinking skills, social skills, academic skills and vocational skills is inevitable.

d. Comprehensive and sustainable

The substance of the curriculum covers the entire dimension of competence, scientific study fields and subjects that are planned and presented continuously between all levels of education.

e. Lifelong learning

The curriculum is directed to the process of development, cultivation and empowerment of students that lasts a lifetime. The curriculum reflects the interconnectedness between the elements of formal, non-formal and informal education, taking into account the ever-evolving conditions and demands of the environment as well as the direction of human development as a whole.

f. Balance between national interests and regional interests

The curriculum is developed by paying attention to national interests and regional interests to build the life of society, nation and state. National interests and regional interests must complement and empower each other in line with the motto of *Bhinneka Tunggal Ika* within the framework of the Unitary State of the Republic of Indonesia.

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g. Reflecting 21st century learning

In the 2013 curriculum and the Independent Curriculum, it is hoped that 21st century learning can be implemented. This is to respond to the demands of an increasingly competitive era. The learning of the 21st century reflects four things, namely:

i. Communication

In this character, students are required to understand, manage, and create effective communication in various forms and content orally, in writing, and multimedia. Students are given the opportunity to use their abilities to express their ideas, whether it is during discussions with their friends or when solving problems from their teachers.

ii. Collaboration

In this character, the student demonstrates his ability in group cooperation and leadership, adapts in various roles and responsibilities, works productively with others, puts empathy in place, respects different perspectives.

iii. Critical Thinking and Problem Solving

In this character, students use their abilities to try to solve the problems they face independently, students also have the ability to compose and express, analyze, and solve problems.

iv. Creativity and Innovation

In this character, students have the ability to develop, implement, and convey new ideas to others, be open and responsive to new and different perspectives.

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h. Strengthening Adab Education

The strengthening of Adab education in Al Azhar Islamic schools is the strengthening of Al karomah moral education that has been developed previously, both through curricular, extracurricular, and co-curricular activities with the aim of creating good human beings (civilized humans) in a comprehensive sense. The criteria for civilized humans are: (1) recognizing and acknowledging the existence of something correctly and precisely, (2) achieving good qualities, traits, and behaviors to discipline the mind and soul, (3) prioritizing correct and appropriate behavior as opposed to wrong and inappropriate behavior. Therefore, manners in learning require science and methods of knowing the right that protect humans from errors of judgment and deeds so that humans can put themselves in the right and appropriate place.

5) Definitions

a) Curriculum

Curriculum is a set of plans and arrangements regarding the objectives, content, and subject matter as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals.

b) Curriculum at the Education unit/KOSP level

KTSP/KOSP is an operational curriculum prepared and implemented by each educational unit. This KTSP consists of educational objectives at the education unit level, the structure and content of the curriculum

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at the education unit level, the educational calendar and the syllabus.

c) Syllabus/ATP

Syllabus/ATP is a learning plan for a specific subject and/or group that includes competency standards, basic competencies/learning outcomes, Learning Objectives, IMTAQ & Adab, subject matter learning, learning activities, assessment, time allocation, and learning resources/materials/tools. The syllabus is an elaboration of competency standards and basic competencies into subject matter/learning, learning activities and indicators of competency achievement for assessment. An example of a syllabus can be found in the appendix.

d) Learning Implementation Plan/Teaching Module

According to Permendikbud Number 65 of 2013 concerning Process Standards and Minister No. 16 of 2022 concerning Process Standards in Early Childhood Education, Basic Education Levels, and Secondary Education Levels, Learning Implementation Plans (RPP)/Teaching Modules are plans for face-to-face learning activities for one or more meetings. The RPP/Teaching Module is developed from the syllabus/ATP to direct students' learning activities in an effort to achieve Basic Competencies. Learning process planning includes a syllabus/ATP and a learning implementation plan that contains at least learning objectives, teaching materials, teaching methods, learning resources and assessment of learning outcomes.

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3. The Influencing Factors in Implementation of Curriculum

According to Graves (2000), in teaching English there are several factors that can be influencing, whether is the supporting factors or inhibiting factors. Graves divide these factors into 4 factors, namely: People, the people is one of important factor in teaching English. The people are referring to students, teachers, principals or representatives and the school community. In this case, people act as supporting and inhibiting factors through several things such as numbers, experience, goals and others. Next is physical setting, in physical setting it refers on how is the school condition. This can have an effect in teaching English. according to Graves (2000), physical setting such as classroom size and furniture can affect a teaching process.

Then nature of course and teaching resources, in the nature of course is including the purpose of course, the curriculum and the assessment. Time, time also one of the factors in influencing teaching English. time consider to how many hours teacher teaching in class, how often the class learning and is the time enough to fulfil the goals of course.

4. Teaching in Process

Teaching, particularly in the context of language learning, is a complex process that involves multiple steps or stages. These stages guide the teacher and the learner toward achieving educational goals. Several theories and frameworks offer insights into how teaching unfolds in structured steps, with each step serving a distinct purpose in the learning

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process. Teaching is defined as an intentional, systematic effort to facilitate learning. It involves guiding students through a series of steps to acquire knowledge, skills, and attitudes in a particular subject area. In the context of Teaching English as a Foreign Language (TEFL), teaching can be viewed as a cyclical process that includes planning, implementing, assessing, and revising.

Teaching generally follows a process that includes the following stages:

1. Preparation or Planning: This is the stage where the teacher sets clear learning objectives, prepares materials, and chooses the most appropriate teaching methods.
2. Presentation: The teacher presents new content, explaining and modeling the language or concept for the students to understand.
3. Practice: This step involves students practicing the new language or concept through activities such as exercises, discussions, or tasks.
4. Production or Application: Learners use the new language or knowledge independently in a more authentic or real-world context.
5. Assessment and Feedback: The teacher assesses students' understanding and provides feedback to improve their learning.
6. Reflection: Both teachers and students reflect on the learning process to understand what went well and what needs improvement.

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5. Instruction in Teaching and Learning

According to Robert (1996) Instruction is the arrangement of information and environment to facilitate learning, by environment we mean not only where instruction takes place but also the methods, media, and equipment needed to convey information and guide the learner study. He explains the kinds of instruction which this research would focus on the methods of giving instruction in teaching and learning process. During a lesson, there is progress from one moment to the next as a set of events acts upon and involves the student. This set of events is what is specifically meant by instruction, Gagné, Briggs, and Wager (1992:185). Gagné (1992) proposed a series of events which follow a systematic instructional design process that share the behaviorist approach to learning, with a focus on the outcomes or behaviors of instruction or training. It should be realized that these events of instructions do not invariably occur in this exact order, although this is their most probable order. Even more important, by no means are all of these events provided for every lesson. Sometimes, one or more of the events may already be obvious to the learner and, therefore, may not be needed. Gagné nine events of instruction are listed below:

- 1) Informing students of the objectives,
- 2) Stimulating recall of prior learning,
- 3) Presetting the content,
- 4) Providing learning guidance,

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- 5) Elicit performance (Practicing),
- 6) Providing feedback,
- 7) Assessing performance,
- 8) Enhancing retention and transfer to the job.

According to Umer Hameed, there are some parts of Teachings;

- 1) Teaching approach; It is a set of principles, beliefs, or idea about the nature of learning which is translated into the classroom. E.g., Constructivism
- 2) Teaching strategy -It is a long-term plan of action designed to achieved a particular goal. E.g., Flipped Classroom
- 3) Teaching method –It is a systematic way of doing something. It implies an orderly logical arrangement of steps. It is more procedural. E.g., Socratic Method
- 4) Teaching technique –It is a particular trick, procedure to accomplish an immediate objective. It must be consistent with the method and harmony with approach as well. E.g., Think-Pair-Share

6. Teaching Approaches

According to (Mekonnen,2020) teaching approach was very conducive to their learning. Students can learn each other's (Alharbi,2021). There are some types of teaching approach, (Pfeffer,2012). They are;

- a) Teacher-centered approach -The teacher perceived to be the only reliable source of information in contrast to the learner-centered approach.

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- b) Learner-centered approach-in which it is premised to the belief that the learner is also an important source because he/she too knows something and therefore capable of sharing something.
- c) Subject matter-center approach-Subject matter gains primacy over that of the learner.
- d) Teacher dominated approach- In the approach, only the teacher's voice is heard. He/she is the sole dispenser of information.
- e) Interactive approach –In this approach, an interactive classroom has more student talk and less teacher talk. Students are given the opportunity to interact with teacher and wit other students.
- f) Constructivist approach –The student is expected to construct knowledge and meaning out for what they are taught by connecting them to prior experience.
- g) Banking approach –The teacher deposits knowledge into the “empty” minds of students for students to commit in memory.
- h) Integrated approach –It makes the teacher connects what they teach in other lesson in the same subject (interdisciplinary).
- i) Disciplinal approach –It limits the teacher to discussing the lessons within the boundary of the subject matter.
- j) Collaborative approach –It welcomes group work, teamwork, partnership, and group discussion.
- k) Individualistic approach –It wants the individual students to work by themselves.

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- l) Direct teaching approach-The teacher directly tells or shows or demonstrates what is to be taught.
- m) Indirect, Guided approach –The teacher guides the learner to discover things. The teacher facilitates the learning process by allowing the learner to be engaged in the learning process with teachers' guidance.

7. Teaching Strategies

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Stone and Morris, in Issac, 2010). Furthermore, Issac (2010) explains that teaching tactics are that behavior of the teacher which he manifests in the class i.e., the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities and so on.

There are many kinds of teaching strategies that can be applied in the language teaching process. Wehrli (2003) explained the teaching strategies as follow.

a) Brainstorming

Brainstorming is a process for generating multiple ideas/options in which judgment is suspended until a maximum number of ideas has been generated. Al-maghrawy in Al-khatib (2012: 31) also defines that brainstorming as a group creativity forum for general ideas.

Moreover, Sayed in Al-khatib (2012: 31) purposed some importance of brainstorming for the students. Those are: (1) helping students to solve

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problems; (2) helping students to benefit from the ideas of others through the development and build on them; and (3) helping the cohesion of the students and building relationships among them and assess the views of others.

In addition, brainstorming has some advantageous, they are: (1) actively involving learners in higher levels of thinking; (2) promoting peer learning and creates synergy; (3) promoting critical thinking; and (4) helping groups reach consensus.

On the other hand, there are some disadvantageous of brainstorming. (1) requiring learners' discipline; (2) may not be effective with large groups; and (3) can lead to "group think".

b) Case-based Small-group Discussion

In this teaching strategy, small groups of 5-10 address case-based tasks, exchanging points of view while working through a problem-solving process. In this teaching strategy process, Srinivasan, Wilkes, Stevenson, Nguyen, and Slavin (2007) explained that the group focuses on creative problem solving, with some advance preparation. Discovery is encouraged in a format in which both students and facilitators share responsibility for coming to closure on cardinal learning points.

Case-based Small-group Discussion has some advantageous. They can be (a) actively involves participants and stimulates peer group learning; (b) helps participants explore pre-existing knowledge and build on what they know; (c) facilitates exchange of ideas and awareness of mutual concerns; and (d) promotes development of critical thinking skills;

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On the other hand, Case-based Small-group Discussion has some disadvantages. It (a) can potentially degenerate into off-task or social conversations; (b) can be a challenge to ensure participation by all, especially in larger groups; and (c) can be frustrating for participants when they are at significantly different levels of knowledge and skill.

c) Demonstration

Demonstration means performing an activity so that learners can observe how it is done in order to help prepare learner to transfer theory to practical application. Moreover, demonstration strategy involves the teacher showing learners how to do something (Adekoya and Olatoye, 2011).

The advantageous of demonstration are to (a) help people who learn well by modelling others; (b) promote self-confidence; (c) provide opportunity for targeted questions and answers; and (d) allow attention to be focused on specific details rather than general theories.

The disadvantages of demonstration: (a) is of limited value for people who do not learn best by observing others; (b) may not be appropriate for the different learning rates of the participants; and (c) requires that demonstrator have specialized expertise if highly technical tasks are involved.

d) Games

Games are used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity for application of principles. Carefully planned uses of games in the classroom (e.g., for practicing certain verbs, tenses, questions, locatives, etc.) add some interest to

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a classroom (Brown, 2000: 146).

The advantageous of game: (a) actively involves learners; (b) can add or regenerate motivation; (c) promotes team learning and collaborative skills; (d) provides a challenge that can lead to confidence in knowing and expressing the material; (e) provides feedback; and (f) can create a “fun” learning environment.

The disadvantageous of game: (a) can create in-group/out-group feelings; (b) can demotivate students who are not competitive by nature; (c) can create feelings of inadequacy in those not as skilled or forceful; and (d) can discourage creativity if the format is very rigid and the focus is strongly on winning.

e) Independent Study

Independent study is a teaching strategy designed to enhance and support other instructional activities. Learning activity is typically done entirely by the individual learner (or group of learners) using resource materials. It may be done using computer/web-based technology. Alberta Learning (2002: 73) also defines independent study as an individualized learning experience that allows students to select a topic focus, define problems or questions, gather and analyze information, apply skills, and create a product to show what has been learned.

The advantageous of independent study: (a) fosters independent learning skills; (b) allows learners to progress at their own rate; and (c) enhances other learning experiences.

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The disadvantageous of independent study: (a) may be disconnected from immediate objectives; and (b) may be difficult to identify/access appropriate materials.

8. Teaching Methods

According to Orlich, Harder, Callahan, Trevisan, & Brown, (2010:4). Teaching Methods are : (1) it is limited to the presentation of subject matter; (2) methods come under strategy; (3) it is a micro approach; (4) teaching as an art; (5) effective presentation of subject matter; (6) classical Theory of human organization; (7) work is important. Method is an overall plan or is a way of something is done no part of which contradicts, and all of which is based upon, the selected approach.

A method is a description of the way that information or behavior is carried forward or consolidated during the instructional process. They are, teacher-centered methods. Learner-centered methods, content-focused methods, interactive/participative methods. And specific teaching methods, they are; lecture method, discussion methods, demonstration lesson, buzz groups, brainstorming, role plays, mind-mapping

9. Teaching Techniques

Teaching method' differs from 'teaching technique' - despite the fact that both terms refer to the process of teaching practice - because 'teaching technique' refers only to the mechanical repetition of 'routine' actions, while 'teaching method' refers also to the theoretical principles underlying routine actions (Matsangouras, 2011). Education, as with other industries, has

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evolved in leaps and bounds in recent years. Traditional pedagogical techniques, based on a teacher explaining a topic and students taking notes, may still be useful on occasion, but education today revolves more around encouraging the student to awaken their curiosity and desire to learn. teaching technique is a short activity carried out by the instructor or learners in order to achieve a specific result (Courau, 2000). A teaching technique proposes procedures that follow a specific order, that is, the application of certain steps (Noyé & Piveteau, 1999).

10. Teaching English to Young Learners (TEYL)

The acquisition of English as a foreign language by young learners is a multifaceted endeavor, significantly influenced by a confluence of cognitive, affective, and sociocultural variables that demand meticulous consideration in pedagogical approaches. Effective English language teaching necessitates a comprehensive integration of "language input opportunities" with "cognitive development opportunities," strategically leveraging "flexible teaching means" to amplify students' language absorption efficiency (Wang, 2019). This pedagogical orientation is underpinned by the empirical premise that young learners' cognitive structures and learning styles diverge markedly from those of adults, thus necessitating distinct instructional methodologies and resources (Nurazizah & Nur, 2018). The creation of an environment that stimulates and enriches linguistic input is crucial for effective learning (Smajla, 2022). This includes carefully crafted activities and materials designed to cater to diverse learning preferences (Aparece & Bacasmot,

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2023). Furthermore, educators must understand the crucial role of socio-affective skills, pedagogical expertise, and subject matter knowledge in fostering an engaging and effective learning atmosphere (Ghimire, 2019). Given the multifaceted challenges inherent in teaching English to young learners, educators need to adopt flexible and adaptive teaching strategies (Oktavia et al., 2022).

The exploration of methodologies in language acquisition reveals that the traditional didactic methods might fall short of fully engaging younger students, suggesting a need for incorporating creativity to facilitate comprehensive information assimilation (Shabaneh & Farrah, 2019). It is essential to acknowledge that the capabilities and unique characteristics of each student influence the foreign language learning process (S & G, 2024).

The effective implementation of communicative language teaching necessitates a paradigm shift in pedagogical focus, where the emphasis transitions from grammatical precision to practical language use and interaction (Kiely, 2017). This approach underscores the primacy of creating authentic communicative contexts in the classroom, thereby enabling students to actively engage in meaningful exchanges and simulations that mirror real-world scenarios (Aparece & Bacasmot, 2023).

Thus, any activities that we provide to young learners, including the provision of English lessons, must be adjusted to their abilities and stages of development. The teaching and learning of English offer young learners' English skills at a golden age – the age when children can easily learn

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anything. The two are known as linguistic skills and language performance. Chomsky in Clark and Clark (1977: 6) noted that linguistic competence is defined as the ability of the individual to use a language, while linguistic performance, the actual implementation of that ability is specified in language speech and listening. Brown (1987: 24) has also argued that competence refers to the basic knowledge of a system, event, or reality. The ability to achieve something is not observed, idealized, to perform. Meanwhile, performance is the obvious and actual embodiment or realization of skill. It is the real thing to do: walk, sing, dance or speak.

a. Principles of Teaching English to Young Learners

Teachers must understand the concepts of acquisition and learning when teaching English to young learners. The process of acquiring language, whether naturally or unconsciously, is known as acquisition. Learning, on the other hand, is the deliberate acquisition of language. According to Krashen and Terrell (1983: 18), learning a language entails "picking it up," or "growing linguistic capacity by utilizing it in real, communicative contexts."

Children learn their first language and, most likely, their second language. Language acquisition is not the same as language learning. Learning a language entails 'knowing the rules,' or having a cognitive understanding of grammar. According to new research, formal language acquisition is not nearly as significant as previously thought in acquiring communicative ability in second languages.

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However, how young learners learn English as well as how to teach it is highly dependent on their developmental level. Young learners respond to language based on what it does or what they can do with it. Young learners have the advantage that they like to imitate and they are often not aware of themselves and usually they are ready to enjoy the activities that have been prepared by the teacher for them. These factors mean it is easy to maintain a high level of motivation and make teaching English an enjoyable and enjoyable experience for young learners.

In providing English subject matter, teachers must adjust it to young learners' level of development. The scope of material that can be given to young learners may include the following:

- a. Names of colors
- b. Numerals
- c. Family
- d. Animals
- e. Fruits and Vegetables
- f. Parts of the body
- g. Demonstrative pronouns: There is There are
- h. Singular/Plural subjects such as I, You
- i. Simple Classroom commands such as stand up, sit down, open your book, etc.

The limitation above is the scope of teaching English for young learners in general. All or not given or even added with other material depending on

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the ability of the learners and the teacher who knows better. The environment in which they live for instance in rural or in urban areas is very influential on the level of mastery of English for young learners.

Below are some things that need to be considered in providing activities for teaching English to young learners:

- a. Activities should be simple enough for them to understand.
- b. The tasks given should be according to their abilities.
- c. Activities should be mostly based on spoken language (oral), of course for young learners listening activities are also given a fairly large portion.
- d. Writing activities should be avoided for early childhood.

b. Method of Teaching English to Young Learners

Piccolo (2010) defined teaching English to young learners as teaching learners aged 3 to 11 years old. It is different from teaching English to adults or even teenagers. Furthermore, young learners are distinct social beings with their own set of cultural norms.

Through experiences, young pupils learn that children in primary or primary school are generally at an operational stage of cognitive development by manipulating things, as mentioned in Piaget, in Hudelson (1991:256). This means learners learn by doing - through looking at and handling objects in their surroundings. As a result, it is critical that English teachers employ media or practical ways to present things that learners can understand.

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Furthermore, young learners also learn in groups in which they meet each other through a social context. Vygotsky said in Hudelson (1991: 257) that children learn in social circumstances when some members of the group know more than others. Therefore, teaching English should be like social contexts in their teaching situations.

As a result, in order to give excellent educational services to young learners, we must first understand their features and needs as they relate to their developmental stage. That way we can provide activities that suit their needs and in the right way.

According to the world of young learners, they learn via play (learning through play) and play is a learning process for them (playing is learning), thus we present them with activities that suit their world, namely playing. There are several methods or ways of providing activities for teaching English, including:

- a. Action-packed games and songs.
- b. Activities that require a total physical response.
- c. Color-by-number, cut-by-number, and stick- by-number assignments.
- d. Simple repeating stories, as well as- simple repetitive speaking tasks...

The English teaching methods mentioned above are activities that have communicative value in language. These activities will have communicative value if they are packaged in three phases called triple PPP, Presentation, Practice, and Production. Harmer (2007) claimed that

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PPP technique is a common way to introduce a new word to the students in EFL classroom. The procedures of using PPP are as follows.

1) The Presentation Phase

The teacher introduces some vocabulary during the delivery stage, and three things must be made clear: what it means, when it is used, and how it is spoken.

2) The Practice Phase

It is very important to make sure that learners get enough opportunities to practice English. They can do listening and speaking activities by imitating and repeating. They can perform individually, in pairs, or in groups. However, we have to keep in mind that the practice of speaking English can only be done if the learner has understood the English they are using.

3) The Production Phase

At this stage of the production phase, learners are expected to use the English they have learned after leaving class. For example, singing English songs, memorizing poetry or telling others about the English they already have.

Furthermore, as Cameron (2003) points out, Piaget believes that a young learner is an active learner. Piaget is interested in how young children interact with the world around them and how this affects their mental development.

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Furthermore, young learners look for intentions and goals in what they watch others do, applying their knowledge and experience to their attempts to make sense of others' actions and words. Recognizing that young learners are active "sense-makers," but that their sense-making is constrained by their prior experiences. Next, young learners are increasingly recognized as capable, active actors of their own conceptual development.

Then, three aspects must be considered and addressed in teaching English to young learners as follows.

a. Language chunks

When students practice in English, they must use phrases that have full meaning, that is to say language phrases. The learners can thus easily understand the function of language as a means of communicating, although they do not know the meaning of sentences, they use such as, "Good morning", "Good afternoon", "Never mind", "Thank you", and so forth.

The students may not initially know the meaning of the phrases intended but understand the use of those phrases. They say "Good morning," for instance, when meeting their friends the day they say, "Good afternoon," when their friends give them something, they say, "Thank you", and so on. This is in line with the statement by Abe (1991:266) that language teachers must treat language as natural chunks.

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b. Using media

The use of the media to teach young learners English helps teachers to build a better life in classrooms. The media also helps teachers produce materials and helps students to understand the materials.

We can use flash cards, photos and various objects and materials instead of reading, in order to bring out the classroom and to resemble the outside world more closely. Using these tools can help the teacher become more observer and facilitator and enjoy the language and the potentially wonderful experience of communication with others from around our vast world in another language (Abe, 1991: 266-267).

c. Topic-based activities

Topic-based activities are usually called the topic approach or topic-based work (Hudelson, 1991:258) (Krashen, 1983: 84). Theme-based activities begin with a student-focused topic, which is then designed to engage the students into the study of the subject and use the language as an integral part of the research core.

The topic approach begins with an issue that is relevant and/or of interest to the students, and then designs activities to study this topic and use language as an integral and central element in the study. Advocates of the topic approach suggest that if learners focus on a subject or topic in which they have an interest or concern, they will most likely use the new language (Hudelson, 199: 258).

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Furthermore, English teachers must be aware of the types of resources available to young learners in the learning process. Learning resources are not supplemental knowledge for fun, but rather primary content that are organized and learned as engaging activities that learners do in their daily life. Learning resources must be suited for their aptitude, will, and environment, among other factors. Ideal teachers of English are therefore those who know English songs and English games. Furthermore, they can order these materials to be interesting.

d. Management of the English Classroom and Atmosphere.

Classroom management and the situation in the classroom are part of the successful teaching process. Good management of the classroom and the favorable situation will lead to good teaching results.

Classroom management therefore needs special attention, particularly in language classrooms in which students should communicate in the target language. As a result, students must be able to learn how to deal with such a situation. A good and conducive classroom will help teachers to create a classroom atmosphere, which will help young learners to successfully learn English. English teachers should therefore have the abilities, behavior, help students feel safe, the physical environment and arrangement of desks and chairs that Scott and Ytreberg (1983) have proposed.

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a. Abilities

Teachers should be able to sing songs and tell stories, as well as design exercises to keep the classroom atmosphere lively.

b. Attitudes

The teachers respect the students and all learners seem to like themselves because they have a strong sense of fairness.

c. Helping the learners feel secure

Feeling safe helps students to optimally understand the materials. The following points ensure that the students feel safe.

1. Learners have to feel that the teacher is responsible for what is happening.
2. The teacher respects the learners.
3. The teacher listens to the learners - mistakes as well.
4. The teacher doesn't mind students getting things wrong and saying that when they learn the new language, they make mistakes.
5. For example, at the beginning of classes, the teacher establishes the routines of greeting students.
6. The teacher is responsible for teaching theoretical and practical work in the classroom.
7. The teacher prevents the organization of the classroom competition.
8. The teacher does not give physical awards or prizes to students who make them jealous.

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9. The teacher does not give English names to the learners.

d. The physical surrounding

Young learners normally respond well to an enjoyable and familiar environment so that stuff like photographs, calendars, posters and so on should be put on the wall if possible. These visual aids should be provided with subtleties so that students can easily discover the English word for objects in the pictures.

e. Arrangement of the desks and chairs

In English the desks and chairs are suggested to be light and to be movable and to be changed. The aim is to change the arrangements of the table and chairs in order to ensure that students will not get bored by a static situation. The aim is to have different classroom environments. The design model of table and chair arrangements is adapted to the intended purpose and situation to facilitate the process of teaching.

B. Relevant Research

In this section to review studies that implement the English Instruction in Islamic School from other countries and also review the implementation of English Instruction in Indonesia.

1. Research in Other Countries

First, a journal in 2006, written by Ya-Chen Su EFL teachers' perceptions of English language policy at the elementary level in Taiwan. The study was to investigate what Taiwan's EFL teachers at the elementary level believe about the policy of English as a compulsory

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subject and how they perceive the benefits and obstacles of the policy's implementation. Ten elementary English teachers in Tainan City and its suburban areas participated in this study. Data were collected through teachers' interviews, classroom observation and document analysis. Results found that all ten teachers agreed with the policy for English as a compulsory subject at the elementary level. this study revealed the difficulties faced by ESL practitioners in attempting to address the needs and interests of a large class of students with mixed proficiency and diverse learning attitudes in limited class time. More research is needed to examine concrete ways of helping teachers deal with these concerns in the context of curriculum innovation.

The second, A Journal article in 2023 by [Sah, Pramod K.](#); Karki, Jeevan about *Elite Appropriation of English as a Medium of Instruction Policy and Epistemic Inequalities in Himalayan Schools*. This study reports on an investigation into the perspectives of different stakeholders (e.g. administrators, teachers, students, and parents) towards motivations for introducing English as a medium of instruction (EMI) policy in low-resourced public schools, serving minoritized students, and language ideologies that form its practices. Framed within the notions of neoliberalism and elite bi/multilingualism, this study provides a nuanced understanding of ideological and implementational discourses of the EMI policy in the K-12 context, which contributes to the emerging field of EMI. As the analysis of interviews and focus groups with the above

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stakeholders from five different schools in Mt. Everest region and the Kathmandu Valley of Nepal reveals, the key motivations for EMI were to help students gain social and material (economic) capital as EMI was perceived as a means to achieve English skills and quality education. However, such desires, guided by neoliberal logics, have put the minoritized students under delusion because the insufficiency of English proficiency among both teachers and students and the lack of rudiments to effectively implement EMI have created a 'comprehension crisis' and 'epistemic inequalities' for minoritized students. The findings also illustrate how neoliberal ideologies have led to the practice of elite bilingualism in EMI classrooms, also influencing the local language ecology.

The third, Journal article in 2023 by Joseph Mandyata; Gift Masaiti; Edith Habwanda; Mary Kapamba; Sinonge Walubita; Joshua Zulu; [Stephanie Simmons Zuilkowski](#) about *Theory, Policy, and Practice: Bridging the Gap between Teacher Training and Classroom Practice in Language of Instruction in Zambia*. This participatory action research project conducted through the USAID-funded Transforming Teacher Education activity examined how two pre-service teacher education programs in Zambia prepared teachers for primary reading instruction. College and university lecturers and in-service primary grade teachers participated in focus groups and interviews. They identified gaps between training and practice within the framework of Zambia's

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language of instruction policy. They found that pre-service teacher preparation was generally theoretical and not practical. Opportunities for practice were limited, leading to teachers lacking required competencies and using outdated approaches in schools. They suggest strategies to improve the alignment of pre-service teacher education and classroom instruction.

Lastly, Oxford Handbook March 2024 by Zein, Subhan, 'English ideologies in ASEAN: English language, language education policies, and English varieties', in Andrew J. Moody (ed.), *The Oxford Handbook of Southeast Asian Englishes*, Oxford Handbooks . This article discusses ideological contestation surrounding the English language, English language education policies, and English varieties in ASEAN. The chapter argues that there are beliefs, perceptions, ideals, and aspirations which amalgamate in complex and dynamic relationships to affect the nature of the English language as well as its structure, value, use, acquisition, and development in the ASEAN region. Understanding English in ASEAN would require a thorough examination of the ideologies emerging in the spread and use of English and of how English varieties are perceived by ASEAN member states. It would also require an examination of how language education policies aiming to promote English proficiency have been formulated, implemented, and experienced. The chapter shows that whether they develop English as a Medium of Instruction (EMI) or English as a Subject in Basic Education

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(ESBE) policies, ASEAN member states continue to grapple to promote English while facing the threat of language endangerment.

2. Research in Indonesia Context

First, Annisa & Hadijah in 2017. The integration of Islamic values in English teaching and learning process at MAN Model Palangka Raya. Proceedings of the 1st INACELT (International Conference on English Language Teaching), 15-16 December 2017, 35–50. This study was aimed at describing the integration of Islamic values in the process of English teaching and learning at MAN Model Palangka Raya in academic year 2016/2017. This research focus was on describing English teaching and learning which integrated Islamic values in English teaching and learning process by an English teacher. The study was descriptive study with qualitative approach to find out facts and describe phenomena in which the researcher was the main instrument. The subject of this research was an English teacher and the students of tenth grade at MAN Model Palangka Raya. The data were collected by using observation, questionnaire, interview, and documentation. The researcher used analysis the data by Miles and Huberman's theory which involved data reduction, data display and drawing conclusion. The results of this research were performed as follows. First, the integration of Islamic values and lesson plans were done in the sections of instructional objectives and in the instructional materials. Second, the integration of Islamic values and material developments were done through several ways such as: (a) adding the exercise reflecting the

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Islamic values to the topic presented, (b) modifying the Islamic names of people, place and events (c) embedding the verses Al-Qur'an to the suitable materials (d) mixing Islamic expressions and the relevant English expressions with the main materials. Third, the integration of Islamic values and the English teaching learning activities were: (a) by conducting code mixing and code switching between English and the Islamic expressions, (b) linking to the topic discussed to the verses of Al-Qur'an, (c) using Islamic names for people, and finally, the integration of Islamic values and evaluation were through the informal and formal evaluation.

The Second. Irawan, Y. (2020). Situating Islamic Values in English Language Teaching. This article aims to discuss comprehensively the urgency and strategies in integrating Islamic values in English language learning in Indonesia. In general, the integration of Islamic values in language learning can be done through the integration of content and topics into the curriculum, teaching materials, and learning activities. Through the implementation of this, it is expected that students are aware of the Islamic values in their daily lives in society to filter out irrelevant cultures and at the same time be able to acquire foreign language skills properly.

Third, Maharani, S. (2020). Internalizing Indonesian Islamic Values in EFL: Teachers' Perspective. This descriptive research is intended to analyze the teachers' perspective to internalize Indonesian Islamic values in EFL learning at MTsN Semarang. The qualitative method is used to describe the results through interviews, observations and documentation as

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data triangulation. The data analyzed descriptively by using three steps: data reduction or condensation, data display and conclusion drawing or verifying. The results showed that MTsN Semarang internalized Indonesian Islamic values to the students by still upholding Indonesian Islamic culture in every activity that were very reflective of Islamic culture that still occurred in society because English as a foreign language that was closely related to cultural and religious differences.

And then, Zalisman in 2020 about Integrasi Pendidikan Bahasa Inggris Berbasis Pendekatan Islami Terhadap Santri Pondok Pesantren. This research discusses the use of English language learning based on Islamic values in Islamic boarding schools. The teacher teaches the students by integrating Islamic knowledge involved in teaching English. This research was conducted at the Daarun Nahdhah Thawalib Bangkinang Islamic Boarding School. Which includes students in the science, social studies and religion departments. The research method was carried out using qualitative research methods with a descriptive approach based on data from data analysis, namely: observation, documentation and interviews along with students' scores in English subjects. Researchers analyzed that this research had many benefits for students and teachers. They are very interested in the process of learning English without ignoring Islamic culture. And they also enjoy classes by applying Islamic cultural values in everyday life. The findings of this research indicate that teachers have taught English in an Islamic context. English language teaching is provided within a simple and

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limited scope. However, students can already master English well and fluently which is integrated with Islamic values.

In addition, Khoiriyah et al in 2022 about Integrating Islamic values in CLIL materials: a syllabus design for Islamic primary school. *Journal of English Language Studies*. The new educational policy in Indonesia does not require English as a compulsory subject in primary school. To respond to the current policy, some primary schools, especially Islamic affiliated primary schools still have a commitment to provide English lessons as an extracurricular subject. Since there is no regulation toward the teaching and learning process, implementing Content-Language Integrated Learning (CLIL) approach into teaching materials aims to improve the learning process. This study used ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model to design the CLIL materials and reached the third stage. The results highlight that after conducting a need analysis, the syllabus and the students' activity book consists of three selected topics that integrate Islamic values into CLIL model. They were Caring for Living Things, My Heroes, and My Dream Job. Those topics were adapted from a thematic book applied in the school partner under the Curriculum 2013. These topics were designed into three main subjects i.e., Science, Islamic Content, and Arts. Furthermore, before each topic, vocabulary-based activities were presented followed by three kinds of activities. Islamic values are integrated into CLIL materials to promote Contextual Teaching and Learning (CTL) also to advocate local wisdom-

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based curriculum, particularly infusing the Muslim cultures and values. This study concludes that there is a need to integrate Islamic content to English materials in Islamic primary affiliated schools.

And lastly, Hasibuan,K., Hasibuan,A.S. A., & Alfindodes,C. (2024). Enhancing English language learning through intercultural-based materials development. *Journal of English Linguistics, Literature, and Education* (ELITE Conference). This article explores innovative strategies for integrating cultural elements into English teaching materials with the aim of enriching learning experiences and improving intercultural competence. The paper explores the principles and practices of intercultural materials development in the context of EFL or English to Speakers of Other Languages (ESOL) instruction, based on interdisciplinary perspectives from language teaching, cultural studies, and pedagogy. We explore the challenges and opportunities associated with designing culturally responsive English materials that reflect the diversity of learners' backgrounds and experiences. Through practical examples, we demonstrate effective ways to integrate intercultural content into English courses and teaching materials. Our theoretical exploration contributes to the ongoing discussion on intercultural language education and provide insights into creating inclusive learning environments that value cultural diversity while improving language skills.

C. Conceptual Framework

Based on the theories and previous research above, the research begun by looking at the syllabus and learning flow of the curriculum used by the school and then seeing how it is implemented. This is necessary to see the extent of implementing *English Instruction* and what factors support and inhibit its implementation. Accordingly, the theoretical framework of the Implementation of *English Instruction* in the classroom following

Conceptual Framework of the Implementation of English Instruction

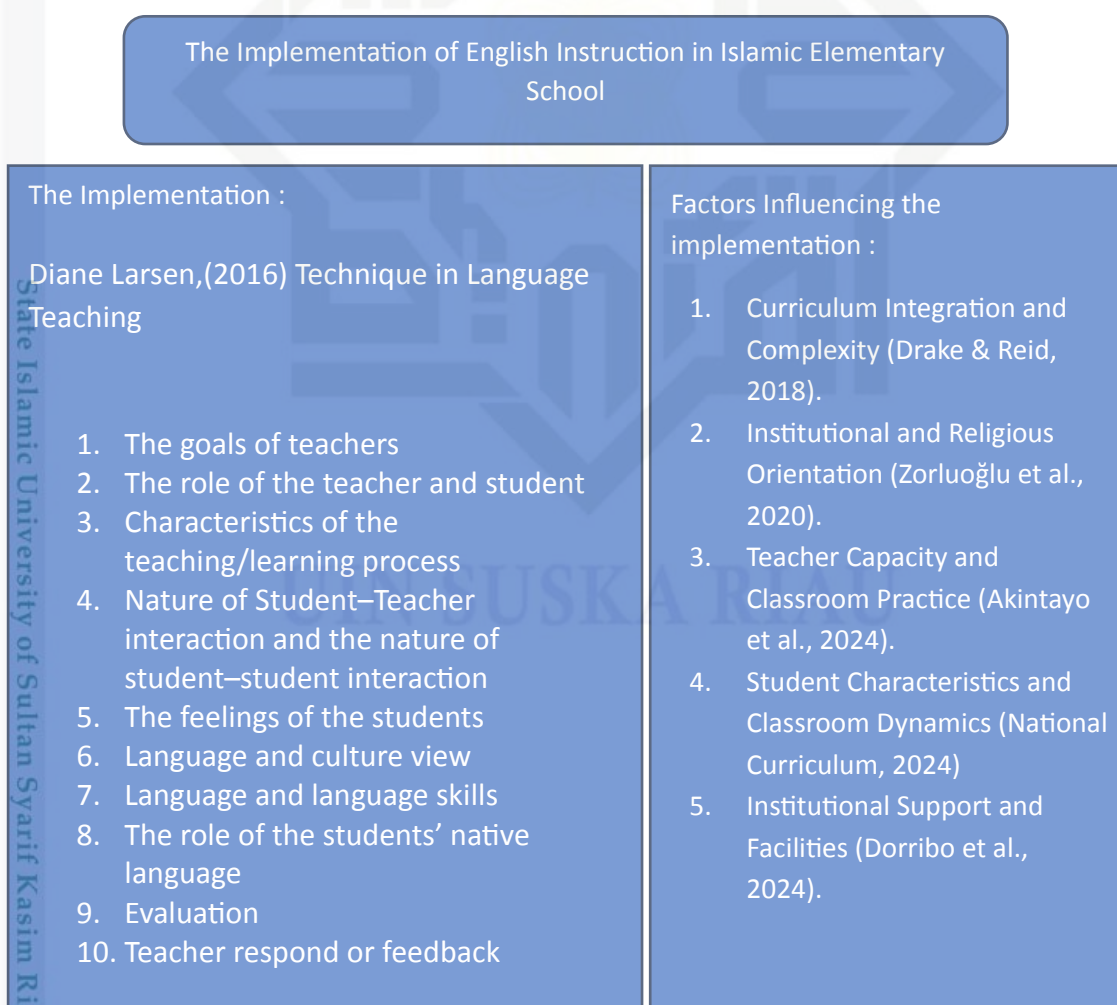


Figure. 2.3

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The studies that informed the insights offered by Diane Larsen above were with adults, not with young learners, which is the focus of the study reported in this research. While they provide some valuable insights into the features of quality classroom interaction on English instruction, they should therefore be treated with some caution. Nevertheless, they provide a useful point of departure for considering issues of quality in young learner classroom interactional practices. Of interest is whether these principles apply but are realized differently, for example, or if the nature of teaching and learning in young learner primary classrooms generates a different set of principles for successful classroom interaction. Those elements or principle are called CLT (Communicative Language Teaching). Applying the theoretical perspective of the Communicative Approach, Communicative Language Teaching (CLT) aims broadly to make communicative competence the goal of language teaching. What this looks like in the classroom may depend on how the principles are interpreted and applied. Indeed, Klapper (2003) makes the point that because CLT lacks closely prescribed classroom techniques, as compared with some of the other methods, CLT is 'fuzzy' in teachers' understanding. They are; the goals of teachers. It explains the learning objectives that teachers aim to achieve within the context of the curriculum and classroom implementation. The role of the teacher and students, characteristics of the teaching and learning process, such as methods, media, and strategies used, the nature of student-teacher interaction or student-student interaction, the feeling of the student, respond, culture, religious are viewed, evaluation, and describes the forms of assessment used to measure students'

learning outcomes. Analyzes the ways the teacher corrects students' errors during the learning process.

In addition, factors influencing, Curriculum Integration and Complexity refers to the blending of multiple curricula, national, international, and institutional into a cohesive framework that requires adaptability from both teachers and students (Drake & Reid, 2018). Institutional and Religious Orientation, it is highlights how Islamic values and institutional identity shape the goals, materials, and classroom practices in faith-based educational settings (Zorluoğlu et al., 2020). Teacher Capacity and Classroom Practice, it encompasses the teacher's pedagogical skills, subject knowledge, use of technology, and ability to apply theory into effective instructional practice (Akintayo et al., 2024). Student Characteristics and Classroom Dynamics. It addresses the developmental stage, learning behavior, and interaction patterns of young learners that influence how instruction is delivered (National Curriculum, 2024). Institutional Support and Facilities, Involves the provision of resources, infrastructure, and training that enable teachers to implement interactive and student-centered learning environments (Dorribo et al., 2024)

As an additional there is also E-S-A which stands for Engage, Study, and Activate (Harmer 2007: 51–57). *Engage* is when teacher arouse students' interest, thus involving their emotion. *Study* is an activity where students' are asked to focus in on a language (information) and how it is constructed. And, *Activate* is describing exercises and activities which are designed to get students using language as freely and 'communicatively' as they can. (Harmer, 2001) ESA Straight Arrows sequence.

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CHAPTER III

RESEARCH METHOD

A. Research Design

This chapter explained the research design, data sources, data collecting, procedure of data collecting, research instrument, and data analysis methods. This research is qualitative case study since this aimed at investigating the real phenomenon in depth. That is the implementation of teachers on the latest English language policy in elementary schools. As the instrument, semi-structured interview was chosen. The data were then analyzed qualitatively using the stage from (Silverman, 2000), they are recording, transcribing, categorizing, analysis, and interpreting. It is a pertinent research approach since Gay (2012) stated that qualitative research approach is based on different beliefs and designed for difference purposes. Hence, this research is not intended to obtain generalizations related to the topic under study. However, it is more about looking at the uniqueness of the data from the object of the research which is describe as an abstract social phenomenon.

This research adopts the principles of case study research design. As stated by Tight et al. (2016) that case studies are set to explore any phenomena in the data which serves as an interesting point. A case study is an empirical method which Yin (2018) stated that it investigates a modern case in depth and within its real-world context. In line with this, Cohen, L., Manion, L., & Morrison, K. (2018) also stated that a case study offers a

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unique representation of human beings in real situations which helping them to understand ideas more clearly than just presenting abstract theories or principles.

Moreover, Hitchcock and Hughes (1995) stated several hallmarks a case study possess, such as: it is concerned with a rich and vivid description of events relevant to the case; it provides a chronological narrative of events relevant to the case; it blends description with analysis of events; it focuses on individual actors or groups of actors, and seeks to understand their perceptions of events; and it highlights specific events that are relevant to the case.

Therefore, case study is considered as the appropriate research design for this study since the characteristics possessed by this research design. According to Merriam (1998), the case study method used in qualitative research has the following characteristics: Particularistic, Descriptive, & Heuristic.

Firstly, Merriam (1998) described case study as particularistic which means it focuses on a particular individual, group, event, program or phenomenon. When examining the particular individual, group or event, it may or may not be influenced by the researcher's bias. In this research, the focus is the implementation of English Instruction at Islamic Elementary School level.

Secondly, Merriam also characterized case study as descriptive research which can illustrate the complexities of a situation, describe the influence of

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people, and the influence of time on the phenomenon – from many sources. In this research, there are many factors and different opinions contributing to the understanding of the phenomenon since the informant are teachers who teach in the school.

The next characteristic is that case study is heuristics research. This means that a case can explain the reasons for a problem or issue under study which can bring about the discovery of new meaning and extend the reader's experience. In this research, it explains what happened to the implementation on English Instructions in the classroom.

B. Time and Location of the Research

In Swakarya Street No. 17 Tuah Madani Tampan. Pekanbaru. This research was conducted on March to May 2025 in Elementary schools in Islamic Elementary School Al Azhar 54 Pekanbaru. The research site is purposively selected as it is considered able to provide the data needed (Auerbach & Silverstein, 2003).

C. Subject and Object of the Research

The subject of this research is the English teacher who teach on first grade and an assistant principal of academic and curriculum at SDIA 54 Pekanbaru, Riau. The object of this research is the implementation of English Instruction at Islamic Elementary School in Pekanbaru.

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D. Data Sources

Islamic Elementary School Al Azhar 54 Pekanbaru is one of the private elementary schools located in Tampan District, Pekanbaru, Riau. Islamic Elementary School Al Azhar 54 Pekanbaru was established on August 29, 2019, with Decree of Establishment Number 7/06.02/DPMPTSP/VIII/2019 under the auspices of the Ministry of Education and Culture. The current principal of Islamic Elementary School Al Azhar 54 Pekanbaru is H.Abdul Hakim,M.Pd.

Table.3.1 Elementary School Status

NPSN	69990850
School Name	Islamic Elementary School Al Azhar 54 Pekanbaru
Under the auspices of	Culture and Education Ministry
Established	29-Aug-19
No. SK established	7/06.02/DPMPTSP/VIII/2019
Operational Date	29-Aug-19
No. SK Operational	7/06.05/DPMPTSP/VIII/2019
Educational Level	Elementary School
School status	Privat
Acreditation	A
Acreditation Date	25-26 July 2023
No. SK Acreditation	Nomor : 036/BAN-PDM/SK/2023
Certification	
Address	Swakarya Street No. 17
Desa / Kelurahan	Tuah Karya
District	Tampan Subdistrict
city	Pekanbaru
Province / LN	Riau
Headmaster	H.Abdul Hakim,M.Pd

In this study, English teachers were purposefully selected from Islamic Elementary School Al Azhar 54 Pekanbaru through purposeful sampling. Creswell (2012, p. 206) defines purposeful sampling as a

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deliberate selection of individuals and sites to gain a deeper understanding of the central phenomenon under study. The standard used in choosing participants and sites is whether they are “information rich” (Patton, in Creswell, 2012). In this qualitative case study, the goal was not to generalize findings to a population but to delve deeply in to the insights provided by the selected participants.

According to Creswell (2012), qualitative sampling techniques involve selecting individuals or groups who can offer substantial insights into the central phenomenon being investigated. This approach allows researchers to gather detailed and nuanced data essential for addressing the research questions effectively. Ary et al. (2010) also underscore the critical role of participant and site selection in qualitative research, emphasizing the deliberate choice of samples that can provide maximum insight and understanding.

In brief, this research involved participants from different surveillance of the Islamic Elementary School Al Azhar 54 Pekanbaru, identified as teachers and curriculum coordinator. These educators shared their implementation of English Instruction in the classroom as English a compulsory subject at the elementary level, educational practices and the medium of instruction and the difficulties do teachers encounter while introducing students to English language learning contexts.

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E. Instrumentation

Regarding the design of this research is qualitative research approach, the instrument of this research is the researcher itself. As proposed by Lincoln and Guba (1985) that qualitative research needs an instrument that is flexible enough to capture the complexity of people as well as is capable of adjusting and responding to its surroundings. In other word, the researcher is the key instrument since the qualitative research investigate human experiences and situation. It is also stated by Gay, Mills and Airasian (2012) that the researcher is the primary instrument in data collection for qualitative research. Only human is able to carry the task because they are the ones who communicate with the people in the setting, observe their behavior, comprehend their documents, and record the information to the field notes (Ary et al.,2010).

Besides the researcher as the primary instrument in this qualitative research, supporting instruments such as interview, classroom observation, and document analysis used to get data on the implementation English Instructions in the classroom. According to Patton (2002) interview is a data-collection technique which an interviewer asks questions to an interviewee to obtain things that cannot be directly observed such as feelings, thoughts, and intentions. Furthermore, Roulston and Choi (2018) stated that interview performs properly for gaining the data on how the implementation English Instruction. Then, dealing with the observation, it is the process of watching ended information. As stated by the Patton (2002) that developing a close connection with the individuals in a location through firsthand information

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when conducting formal interpretation analysis. In this research the nonparticipant observation was used because it allows the researcher to investigate the situation in its natural setting.

In addition, the documents were gathered from the teachers' lesson plan documents according to Gay (2012) consist of records, both public and private, that qualitative researchers can access regarding a study site or participants conclusion drawn from the content analysis of the documents was consistently supported by information gained from interviews and observation.

F. The Data Collecting Technique

Data collection was carried out through methodological triangulation as proposed by Denzin (1978) to enhance the credibility and validity of the research. Qualitative research focuses on understanding phenomena from a holistic, contextual, and subjective perspective. Below are some key data collection techniques based on John W. Creswell's that I used;

1. Interviews

Interviews are a primary method of collecting qualitative data, involving direct interaction between the researcher and the participants. Interviews are structured or unstructured conversations where the researcher asks open-ended questions to gather in-depth information with these various types;

- a. Structured Interviews: Pre-determined questions with a fixed order.

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- b. Semi-structured Interviews: Guided by a set of topics, but allows for exploration based on participant responses.
- c. Unstructured Interviews: Open-ended, conversational style with no fixed questions.

In this study, the researcher utilized a semi-structured interview format to engage English teachers. This approach enabled the researcher to pose open-ended questions about the teachers' implementation of English Instruction at the elementary level. The interviews take place in informal settings between the researcher and English teachers about The Implementation of English Instruction at Islamic Elementary School Al Azhar 54 Pekanbaru. Throughout the interviews, an interview guideline was used as a tool to ensure consistency and to guide the conversation.

In this research, interviews served as the primary method for collecting necessary data. According to Creswell (2013), qualitative interviews involve researchers posing general, open-ended questions to one or more participants and recording their responses. The data obtained through these interviews were transcribed and typed into computer files for subsequent analysis. Specifically, the researcher conducted face-to-face interviews using a semi-structured approach. Semi-structured interviews are characterized by a set of prepared questions while allowing flexibility for participants to introduce additional questions spontaneously during the interview.

In this research, the interview was conducted face-to-face with English Teachers in Islamic Elementary school Al Azhar 37 Pekanbaru. The Bahasa

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Indonesia used during the interview to obtain clear responses and to avoid misunderstandings. The guided questions used to help the researcher in getting teachers' responses about their ideas, opinions, understanding and experiences about Implementation of English Instruction at Elementary level at the school.

It was done with some questions related to the topic under study, such as:

(a).How do elementary EFL teachers perceive the impact of making English a compulsory subject at the elementary level? (b) What is the impact of the English language policies on elementary educational practices and the medium of instruction? (c)What difficulties do teachers encounter while introducing students to English language learning? More detailed procedures in conducting the interview as the participant information outline was attached.

2. Observations

The researcher employed observational techniques to gather data, immersing themselves in the school environment to gain a deeper understanding of the educational practices and interactions among students and teachers. By systematically observing classroom dynamics, extracurricular activities, and social interactions, the author was able to collect valuable insights into the school's unique approach to Islamic Education. This method not only provided a rich qualitative perspective but also allowed the author to capture the lived experiences of the students, highlighting the effectiveness of the school's teaching methodologies and the importance of community in fostering a supportive learning atmosphere.

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According to Gay (2012), understanding the participants' natural surroundings without changing or modifying them is the main goal of observation. Researcher should be able to enter and comprehend the situation being observed since the data collection technique is based on the actual condition.

In this research, to obtain the descriptions of how the teachers implement of English Instructions – used the observation approach to get the data. The teaching and learning process of one English teacher recorded in the class. The classroom observation was conducted from January and February 2025. The researcher becomes a participant observer who just watches and records the situation happened in the classroom.

As Cresswell (2012) said that a nonparticipant observer is an observer who comes to the location and takes notes without being involved with the participants in the activities. Besides, gay (2012) also stated that in nonparticipant observation, the researcher “observes and records behaviors but does not interact or participate in the life of the setting under study”. Hence, throughout the classroom observation, the researcher recorded and fill the prepared observation sheet which is developed based on the categorization of Implementation English Instruction feedback proposed by Linster and Ranta (1997).

The data from the video recording supported the data obtained from the observation sheet. In addition, McMillan and Schumacher (2001) mentioned some important things in taking field notes from the observation sheet such as

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capturing feelings, thoughts, or actions that are not stated.

3. Document analysis

Documents provide valuable information that can offer historical insights and context to the research study. Documentation involves the review and analysis of existing texts related to the research topic such as; Public Documents: Government reports, official records, newspapers. And Personal Documents: Diaries, letters, emails. Documentation used in this research. According to Creswell (2013), documents consist of public and private records about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. English syllabus, lesson plans, and other documents were used in this study as how documents represent a good source for a qualitative study.

Document analysis was used in combination with other methods in this research. According to Fischer (2006), document analysis is a systematic method for examining or reviewing documents, including printed and electronic content. In order to extract meaning, gain comprehension, and produce empirical knowledge, document analysis - like other analytical techniques in qualitative research - requires that data be reviewed and analyzed (Corbin & Strauss, 2008). Creswell (2012) stated that documents are any kinds of public and private records such as newspaper articles, meeting minutes, personal journals, and letters - that qualitative researchers gather information about a study site or participants. It can be said that document refers to text or

words and pictures captured without a researcher's intervention.

Some considerations of choosing document material as another source for data collection in this research are; documents provide contextual information and understanding which can help researchers identify the historical context of certain problems and the conditions that influence the phenomena that is now being studied. As stated by Gay (2012) that in school context, archival documents like students records, standardized test scores, school board, and soon-can be used as data sources to gain valuable historical insights, identify potential trends, and explain how things got to be the way they are. In line with this, Chanda (2022) stated that when situations cannot be relived or when participants are unable to recall the details, documents could be the most useful tool for collecting data. Furthermore, as Merriam (1988) identified, all of the document types can facilitate the researcher to discover meaning, build up understanding, and uncover insights related to the research problem. Earlier in the 1981, Guba & Lincoln mentioned that a document (written text) can be used as a data source in a qualitative study because a document is a natural source data. It can take into account that document material presents rich information both in historical contexts and contemporary phenomena, which support researchers in gaining data and gathering insights for the topic under study.

Creswell (2015) presented some guidelines in collecting documents for qualitative research, as follows:

- a. Determine the kinds of document that can offer helpful details to address

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the research questions.

- b. Take into consideration both public and private documents as potential sources of data for the research.
- c. Get permission to use the documents from the relevant people who are in control of the materials once the documents got.
- d. After receiving the permission, review the documents to ensure that they are accurate, comprehensive, and helpful in addressing the research objectives.
- e. Make a note of the information found in the documents. Notes regarding the documents can be one of the several formats for this approach.

Majority of written documents address various aspects of society, in this classroom context study, the written documentation consists of the lesson plan and books the teacher employs in the classroom. These sources can help the researcher in enriching the data obtained from the interview.

4. Audio-Visual Materials

Audio-visual materials can capture non-verbal cues and provide a richer, more nuanced understanding of the research context. Collection and analysis of data through photographs, videos, audio recordings, and other multimedia formats. Photographs: Capturing visual representation of the phenomenon. Videos: Recording events, behaviors, interactions. And Audio Recordings: Capturing conversations, sounds.

To complete and empower evidence about information related to research questions, the researcher used audio-visual materials. Audiovisual materials

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consisted of images or sounds that researchers collected to help the researcher understand the central phenomenon in this study. Used with increasing frequency in qualitative research, images or visual materials such as photographs, videotapes, digital images, paintings and pictures as evidence deduced from a setting (Creswell, 2013). Used with increasing frequency in qualitative research, images or visual materials such as photographs, videotapes, digital images, paintings and pictures, and unobtrusive measures (e.g., evidence deduced from a setting, such as physical traces of images such as footsteps in the snow), (Webb as cited in Creswell, 2013). Hence, the researcher used audio-visual material to record whole processes of research until the data has gotten from two participants.

G. The Data Analysis Technique

To get the comprehensible data findings, the researcher generated the conclusion of the findings by accumulating some data instruments in this study, as follows:

Data analysis in qualitative research is often done concurrently or simultaneously with data collection through an iterative, recursive, and dynamic process. According to Miles and Huberman (1984), data analysis technique consists of three current flows of activity that are data reduction, data display, and conclusion drawing/verification. Furthermore, in this research, the researcher used the data analysis technique by Miles and Huberman model (1984).

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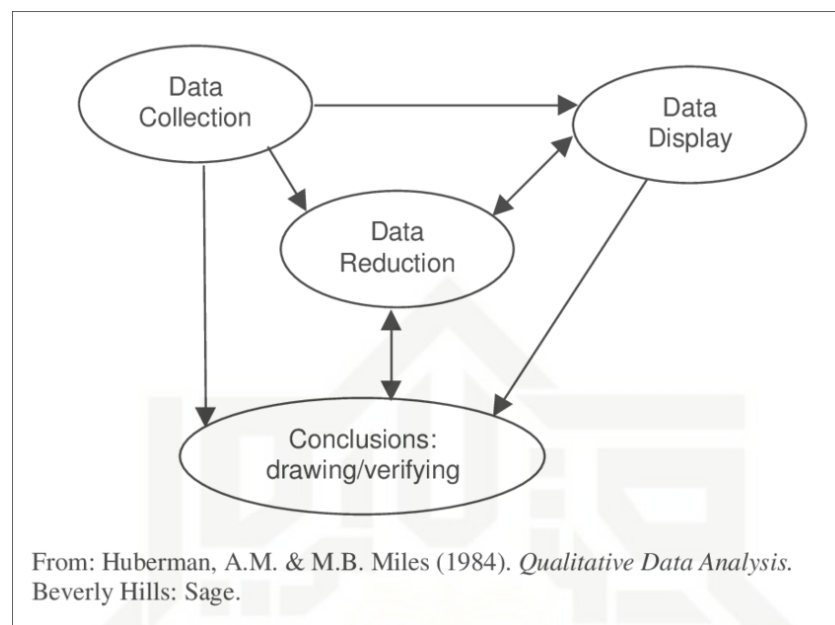


Figure 3.2
Interactive Model (Miles and Huberman 1984)

This section presents the data analysis of this research, which were obtained from the semi-structured interview, classroom observation and document analysis. The data analysis begun as soon as the data collection process is completed. The transcription data from the interview analyzed to answer the questions on implementation of English Instruction on Islamic elementary school Al Azhar 54 Pekanbaru. Then, the field notes from the classroom observation was analyzed to answer the question on how the teachers' on implementation of English Instruction on Islamic elementary school.

The data analysis was done inductively which defined by Creswell (2012) that it is going from the particular or detailed data such as the interview transcription - to the general codes or themes. The process of analyzing the qualitative data was done with the steps suggested by Merriam (2009).The

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detailed procedures are stated on the following.

1. Category Construction

In this stage, the process begins with transcribing the data and the fieldnotes gathered from interview and observation. All words occurred during the interview and actions emerged during the observation were transcribed in Bahasa Indonesia. According to Creswell (2012), it also includes typing the word “pause” when the interviewee takes a moment of silence and “laughter” when the interviewee laughs, for instance. Transcribing all words and actions are needed since it provides data that reflect the detail of an interview and observation.

Then, making notations next to bits of data that strike as potentially relevant for answering the research questions is done afterward. It is the process of selecting, focusing, and getting the data with still being open to anything possible at this point since any parts of the data might be useful. It is a start for coding process to construct categories. According to Merriam (2009), categories refer to themes or conceptual components that “cover” or span numbers of unit of data that have been identified.

Flick (2002) introduced this as an open coding where every important information found in the transcription of interview and documents are given a specific code. In this phase the codes are left open. The relevance between the themes has not been seen. It carried out after the open coding is complete.

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2. Sorting Categories and Data

Following multiple readings and coding, the transcribed data and document need to be sorted into which part of categories or themes are placed. As stated by Marshall and Rossman (2006) that conceptualizing the categories is as "buckets or baskets into which segments of text are placed". It can be said that there is a possibility the categories found at the beginning – become subcategories. As it is done, the categories may undergo some revision.

According to Flick (2002), it is a part of axial coding phase where the researcher looks at the relationship between the categories. Similar categories are merged in the same code, or even be deleted. Thereafter, the researcher makes a final selection of the existing categories. In this phase, the researcher also decides and chooses a category with coding that should be discussed further and used as research findings in accordance with the research question.

3. Naming the Categories

Although selecting categories is mostly an intuitive process, it is also methodical and guided by the purpose of the research, the researcher orientation and knowledge, and the meanings intended by the participant. According to Merriam (2009), naming the categories can come from at least three sources which are the researcher, the participants, and the literature. In other words, the names of these categories were in line with the research case since the categories, themes, or findings address the

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research questions.

The categories constructed in data analysis should meet number of criteria, as suggested by Merriam (2009):

- a. The categories should be *responsive* to the purpose of the research. In this case, the categories present the findings of the research questions.
- b. The categories should be *comprehensive* that all important and relevant data are inserted to the category made.
- c. The categories should be *mutually exclusive* which means that a related unit of data can be put into only one category.
- d. The categories should be *sensitizing* that implies the clarity of the data being understood so readers are able to gain the sense of the findings.
- e. The categories should be *conceptually congruent* which means that all categories are at the same conceptual level in the form of a chart or table.

This is a data display process which provides a new way of arranging and thinking about the embedded data - in a form of comprehensive text, diagram, chart, or matrix. Furthermore, data display is helpful in understanding why a program or system is or is not working well and what might be done to change it. Considering the data was analyzed inductively, the coding process used as it was introduced by Creswell (2012).

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Table 3.2 The Coding Process in Inductive Analysis

Initial reading of text data	Identify specific text segments related to objectives	Label of segments of text to create categories	Reduce overlap and redundancy among the categories	Create a model incorporating most important categories
Many pages of text	Many segments of text	30 to 40 categories	15 to 20 categories	3 to 8 categories

Based on the coding process overview shown in Table 2, creating a small number of categories is the goal of this process. The researcher's view captures the main aspects of the categories which are identified from the raw data and are assessed to be the significant categories considering the research objectives. Therefore, an inductive coding process may be considered completed if it comes in with a large number of significant themes-more than eight, for instance. In this case, the researcher needs to combine some of the categories or make difficult choices regarding which themes or categories are most significant.

H. Data Collections

The first step was process of collecting the data that needed in the research. In this process, the researcher started to collect the data about the implementation of the authentic materials in EFL classroom and the difficulties that encountered by teachers in applying authentic materials in their English classes. Thus, the researcher collected all of data that have found in the field, such as from interview, documentations, and audio-visual materials. It was used to get deeper and detail information about research focus.

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I. Data Reductions

After gathering the data, the researcher proceeded with data reduction, which marks the initial step in analyzing the data for this study. According to Miles and Huberman (1994), data reduction involves selecting, focusing, simplifying, abstracting, and transforming data from field notes or transcripts. In this research, the data initially existed in audio form and was subsequently transcribed. The researcher reviewed these interview transcriptions, assigning codes to pertinent information relevant to the study. Information was organized within the same unit and then categorized accordingly. Irrelevant data from the interviews was omitted, while pertinent data was analyzed to draw conclusions for the research. As described by Creswell and Tesch in Creswell (2012) p. 243

It is supported by Ary et al. (2010), they argue that coding and data reduction includes the identification of categories and themes and their refinement. Developing codes enables the researcher to physically separate material bearing on a given topic from other material and is a crucial step in organizing the data. The goal is to develop a set of codes that provide a reasonable reconstruction of the data that have been collected. Some researchers start with a smaller number of codes (lean coding) and then expand to a fuller set of codes.

J. Data Display

According to Miles and Huberman (1994), generally data display is organized-compressed assembly of information that permits conclusion drawing and action. In this step, the researcher showed the data about the implementation of

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the authentic materials and teacher's difficulties in form of narrative text.

K. Drawing Conclusion / Verification

After completing data reduction and data display, the last step to analyze the data in this research was drawing conclusion. In this step, the researcher concluded the result of this research based on the research questions, theoretical framework, and data obtained in this study.

L. Data Trustworthiness

This qualitative research prioritized the trustworthiness of the collected data. According to Moleong (2010), trustworthiness ensures that the data accurately represent the intended values, provide fundamental insights for implementation, and allow external decisions that can impact the consistency and neutrality of findings and conclusions. To enhance validity, triangulation was employed as the main technique in this study.

As defined by Creswell (2012), triangulation involves validating evidence from various sources such as different individuals (e.g., principals and students), types of data (e.g., observational fieldnotes and interviews), or methods of data collection (e.g., documents and interviews) to develop descriptions and themes in qualitative research. Specifically, this study utilized methodological triangulation by comparing data collected through interviews with data obtained from document analysis. This approach allowed the researcher to leverage multiple methods of data collection, thereby enhancing the robustness of the findings.

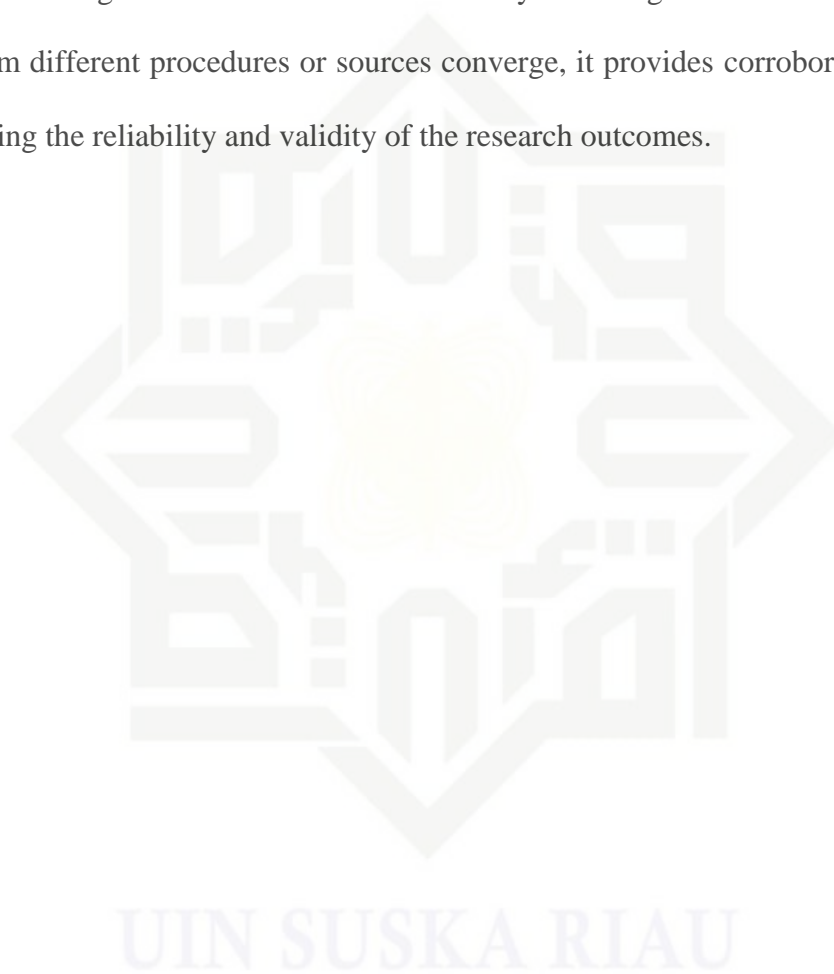
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In agreement with Creswell, Ary et al. (2010) further explain that data triangulation involves verifying whether data collected through one method or instrument align with data collected through a different method or instrument. This methodological combination is believed to yield stronger evidence. When data from different procedures or sources converge, it provides corroboration, reinforcing the reliability and validity of the research outcomes.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study was conducted to examine the implementation of English instruction for the first grade at Islamic Elementary School Al Azhar 54 Pekanbaru. The school adopts three curriculum frameworks in its English teaching: the Cambridge CEFR-based curriculum (SUPRA levels), the Indonesian national curriculum (Kurikulum Merdeka), and the Al Azhar Foundation curriculum, which is expected to integrate Islamic values (IMTAQ) into the teaching and learning process.

The findings revealed that the implementation is predominantly focused on the Cambridge CEFR framework and *Kurikulum Merdeka*, both of which are consistently applied in lesson planning, instructional materials, and classroom activities. Teachers showed high familiarity with the CEFR levels and actively utilized relevant materials, while *Kurikulum Merdeka* served as a general guideline for competency achievement and student-centered methodologies.

However, the integration of Islamic values through the Al Azhar Foundation curriculum was not observed in the actual English instruction. There was no evidence of religious content, Islamic moral values, or spiritual themes embedded in the lesson plans or classroom interactions. Furthermore, most teachers admitted a lack of guidance and training on how to implement such integration effectively within the context of English language teaching.

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This condition highlights a significant gap between the intended curriculum and the enacted curriculum. While the school positions itself as an Islamic institution with a vision to harmonize religious and academic excellence, the English instruction in Grade 1 remains secular in content and orientation. Thus, the spiritual dimension of language education, as outlined in the institution's foundation curriculum, is yet to be operationalized.

B. Suggestions

Based on the conclusions drawn from this study, the following suggestions are proposed for various stakeholders to improve the implementation of English instruction in alignment with the school's Islamic identity.

1. For English Teachers

Efforts should be made to incorporate Islamic values into English lessons, even in simple forms such as greetings, vocabulary related to daily worship, or moral-based short stories. Teachers are encouraged to collaborate with Islamic education instructors to develop interdisciplinary lesson plans that reflect both linguistic and spiritual objectives. And continuous professional development and training should be pursued, focusing on the integration of faith-based content in language instruction.

2. For Curriculum Developers at the School Level

The school should develop and disseminate integrated lesson plan models that explicitly align CEFR standards and *Kurikulum Merdeka* with the institution's religious mission. Regular curriculum reviews and evaluations should be conducted to assess whether the implementation aligns with the school's vision

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and goals. An internal curriculum support system or team could be established to assist teachers in bridging secular and religious content.

3. For the Al Azhar Foundation

The Foundation is advised to formulate standardized Islamic English instructional materials appropriate for each grade level, especially for early grades. There is a need to design and deliver training programs or workshops on curriculum integration for teachers across Al Azhar institutions. Best practices and successful models of integrated English instruction from other Al Azhar schools should be documented and shared as references.

4. For Future Researchers

Future studies may investigate the perceptions of students, parents, and teachers regarding the integration of Islamic values in English instruction. Further research could involve a comparative analysis between different Islamic schools or grade levels to explore variations in implementation. Experimental studies may also be conducted to design and test integrated English learning models that include IMTAQ components and evaluate their effectiveness.

The implementation of English instruction in Islamic elementary schools is not merely a matter of curriculum delivery but also reflects the institution's broader educational philosophy. The findings of this study indicate a clear emphasis on academic standards and global frameworks; however, the spiritual dimension that defines the school's Islamic character remains underutilized in the English classroom.

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It is expected that this study will serve as a constructive contribution to efforts aimed at achieving a more holistic and balanced English instruction—one that cultivates not only linguistic competence but also moral and spiritual consciousness in young learners.



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APPENDIX I RESEARCH INSTRUMENTS

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INTERVIEW GUIDE

Judul Penelitian: *The Implementation of English Instruction in Elementary School in Pekanbaru*

Nama Sekolah : SD Islam Al Azhar 54 Pekanbaru

Alamat Sekolah : Jalan Swakarya. No 17 Panam Pekanbaru.

Nama Guru Narasumber : Siti Mardiyana S.Pd

Hari/Tanggal Wawancara :

Tujuan Wawancara :

Menggali informasi mengenai implementasi pembelajaran Bahasa Inggris di sekolah dasar dari aspek kurikulum, pembelajaran, guru, dan pengembangan diri.

ASPEK KURIKULUM		JAWABAN
Indikator	Pertanyaan	
Kurikulum	1. Apakah ibu tau apa itu Kurikulum Supra, CEFR dan kaitannya dengan Kurikulum Nasional sekarang?	
Penerapan kurikulum Bahasa Inggris	2. Apakah kurikulum Bahasa Inggris di sekolah ini sudah menggunakan kurikulum terbaru (Merdeka / K13)?	
Capaian Pembelajaran	3. Apa saja target capaian pembelajaran Bahasa Inggris untuk siswa di sekolah Bapak/Ibu?	
Integrasi dengan kurikulum lain	4. Apakah pembelajaran Bahasa Inggris diintegrasikan dengan mata pelajaran lain atau kegiatan tematik? Jika iya, bagaimana bentuk integrasinya?	
Ketersediaan perangkat ajar	5. Apakah tersedia silabus, modul ajar, atau RPP khusus Bahasa Inggris di sekolah ini? Siapa yang menyusunnya?	
ASPEK PEMBELAJARAN		
Indikator	Pertanyaan	
Metode dan strategi mengajar	6. Metode atau pendekatan apa yang Bapak/Ibu gunakan dalam mengajar Bahasa Inggris kepada siswa SD?	
Media dan bahan ajar	7. Media apa saja yang biasanya digunakan dalam pembelajaran Bahasa Inggris (gambar, lagu, video, dll)?	
Keterlibatan siswa	8. Bagaimana respon siswa terhadap pembelajaran Bahasa Inggris? Apakah mereka aktif dan antusias?	
Tantangan pembelajaran	9. Apa saja kendala atau tantangan yang Bapak/Ibu hadapi saat mengajar Bahasa Inggris kepada anak-anak?	
ASPEK GURU		
Indikator	Pertanyaan	
Latar belakang pendidikan	10. Apakah Bapak/Ibu memiliki latar belakang pendidikan Bahasa Inggris atau pelatihan khusus mengajar Bahasa	

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	Inggris?	
Pengalaman mengajar	11. Sudah berapa lama Bapak/Ibu mengajar Bahasa Inggris di sekolah dasar?	
Kualifikasi dan pelatihan	12. Apakah Bapak/Ibu pernah mengikuti pelatihan atau workshop terkait pengajaran Bahasa Inggris untuk anak-anak?	
	13. Apakah Bapak/Ibu pernah mengikuti BIMTEK Nasional, International, atau Lokal?	
Refleksi diri	14. Apa pandangan pribadi Bapak/Ibu tentang pentingnya Bahasa Inggris diajarkan sejak dini dan dikembangkan dengan nilai integrasi keislaman?	
PENGALAMAN PENGEMBANGAN DIRI DAN INOVASI PEMBELAJARAN		
Indikator	Pertanyaan	
Pengembangan diri	15. Apakah Bapak/Ibu memiliki kegiatan atau cara tertentu dalam mengembangkan kemampuan mengajar Bahasa Inggris (seperti komunitas guru, kursus online, dll)?	
Inovasi pembelajaran	16. Apakah Bapak/Ibu pernah membuat inovasi atau pendekatan unik dalam mengajar Bahasa Inggris kepada siswa?	
Dukungan dari sekolah	17. Sejauh mana dukungan dari pihak sekolah dalam pengembangan pembelajaran Bahasa Inggris (fasilitas, kebijakan, program khusus)?	
Harapan ke depan	18. Apa harapan Bapak/Ibu terkait pembelajaran Bahasa Inggris di tingkat sekolah dasar ke depannya?	

OBSERVATION GUIDE

OBSERVATION GUIDE

The Theory Observation Based on Diane at (Diane Larsen-Freeman and Marti Anderson,2016) Community Language Learning

Observations	Principles
The teacher greets the students, introduces himself, and has the students introduce themselves.	Building a relationship with and among students is very important.
The teacher tells the students what they are going to do that evening. He explains the procedure for the first activity and sets a time limit.	Any new learning experience can be threatening. When students have an idea of what will happen in each activity, they often feel more secure. People learn nondefensively when they feel secure.
Students have a conversation.	Language is for communication.
The teacher stands behind the students.	The superior knowledge and power of the teacher can be threatening. If the teacher does not remain in the front of the classroom, the threat is reduced and the students' learning is facilitated. Also this fosters interaction among students, rather than only from student to teacher.
The teacher translates what the students want to say in chunks.	The teacher should be sensitive to students' level of confidence and give them just what they need to be successful.
The teacher tells them that they have only a few minutes remaining for the conversation.	Students feel more secure when they know the boundaries of an activity.
Students are invited to talk about how they felt during the conversation.	Teacher and students are whole persons. Sharing their feelings about their learning experience allows learners to get to know one another and to build community.
The teacher accepts what each student says.	Guided by the knowledge that each learner is unique, the teacher creates an accepting atmosphere. Learners feel free to lower their defenses, and the learning experience becomes less threatening.
The teacher understands what the students say.	The teacher 'counsels' the students. He does not offer advice, but rather shows them that he is really listening to them and understands what they are saying. By

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	understanding how students feel, the teacher can help students gain insights into their own learning process as well as transform their negative feelings, which might otherwise block their learning.
The students listen to the tape and give the Indonesian translation.	The students' native language is used to make the meaning clear and to build a bridge from the known to the unknown. Students feel more secure when they understand everything.
The teacher asks the students to form a semicircle in front of the whiteboard so they can see easily.	The teacher should take the responsibility for structuring activities clearly in the most appropriate way possible for successful completion of an activity.
The teacher reassures the students they will have time later to copy the sentences.	Learning at the beginning stages is facilitated if students attend to one task at a time.
The teacher asks the students to give the Indonesian equivalents as he points to different phrases in the transcript. He points to the first phrase and pauses; if no one volunteers the meaning, he writes it himself.	The teacher encourages student initiative and independence, but does not let students flounder in uncomfortable silences.
The teacher reads the transcript three times while students relax and listen.	Students need quiet time to reflect in order to learn.
In the Human Computer activity, the students chooses which phrases they want to practise pronouncing; the teacher, following the student's lead. Repeats the phrase until the learner is satisfied and stops.	Students learn best when they have a choice in what they practice. Students develop an inner wisdom about where they need to work. If students feel in control, they can take more responsibility for their own learning.
Students learn to listen carefully to see if what they say matches what the teacher is saying.	Students need to learn to discriminate, for example, in perceiving the similarities and differences among the target language forms.
Students work in groups of three.	In groups, students can begin to feel a sense of community and can learn from each other as well as the teacher. Cooperation, not competition, is encouraged.
The teacher corrects by repeating correctly the sentence the students have created.	The teacher should work in a nonthreatening way with what the learner has produced.
Students read their sentences to the class.	Developing a community among the class members builds trust and can help to reduce the threat of the new learning situation.

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The teacher plays the tape two more times.	Learning tends not to take place when the material is too new or, conversely, too familiar. Retention will best take place somewhere in between novelty and familiarity.
The students are once again invited to talk about the experience they have had that evening.	In addition to reflecting on the language, students reflect on what they have experienced. In this way, they have an opportunity to learn about the language, their own learning, and how to learn from one another in community.
Other activities with the transcript of the first conversation occur. Then the learners have a new conversation.	In the beginning stages, the 'syllabus' is generated primarily by the students. Students are more willing to learn when they have created the material themselves.



APPENDIX II TRANSCRIPTION OF INTERVIEW

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State Islamic University of Sultan Syarif Kasim Riau

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The interview was conducted in Indonesian Version in order to make the interviewee feel more comfortable and can give deeper information.

This interview was taken on 24 April 2025 08.34 am at Islamic Elementary School Al Azhar 54 Pekanbaru

There were four aspects asked to the interview they were about Curriculum Aspect, Teaching and Learning, Teacher's capacity, Teacher's experience, self-development, and teaching innovation

Interviewer

(0:01) Bismillahirrahmanirrahim, Assalamualaikum wr. wb

Interviewee

(0:02) Wa'alaikumsalam, wr.wb

(0:05) Perkenalkan Bu, nama saya Chandra Alfindodes

(0:07) Kali ini saya coba untuk mewawancara Ibu

(0:09) Dengan tujuan untuk mendapatkan beragam informasi

(0:13) Terkait implementasi pembelajaran Bahasa Inggris di SDIA 54 Pekanbaru

Interviewee

(0:19) Baik Pak, apa yang mau ditanyakan?

Interviewer

(0:22) Ya, untuk yang pertama

(0:26) Apakah Ibu tahu kalau misalkan di kurikulum itu ada tingkatan-tingkatannya?

(0:34) Misalkan tingkatan kurikulum yang paling tinggi sampai ke yang terendah

Interviewee

(0:41) Setahu saya, kurikulum Merdeka itu ada fase-fasenya

(0:45) Fase A, B, dan C

(0:46) Nah, untuk di kelas 1 itu masih pakai fase A

Interviewer

(0:49) Fase A, baik

Interviewee

(0:49) iya

Interviewer

(0:51) Kalau untuk ini Ibu, ibaratnya

(0:56) Kurikulum Internasional, Kurikulum Nasional, Kurikulum e Al-Azhar ya

(1:03) Itu Ibu sudah pernah dengar belum?

Interviewee

(1:07) ee, setahu saya, kurikulum yang dipakai oleh Al-Azhar itu adalah kurikulum yang ada pada Cambridge

(1:15) Sehingga buku yang dipakai juga buku dari Cambridge-nya juga

Interviewer

(1:21) Kalau untuk kurikulumnya, berarti pakai kurikulum yang K-13, kurikulum Merdeka, atau kurikulum apa?

Interviewee

(1:29) Kurikulumnya pakai kurikulum 13

(1:31) Dengan muatan, tambahan muatan adab, imtak, dan juga materi-materi yang ada dari Cambridge-nya juga

Interviewer

(1:40) Jadi ada konten kurikulum Merdeka juga, Ibu?

Interviewee

(1:45) Ada

Interviewer

(1:45) Ada ya?

(1:47) Terus kalau misalkan ada istilah tadi yang sudah Ibu bilang, itu ada istilah CP ya?

(1:52) Capaian Pembelajaran

(1:52) Kira-kira kalau untuk ini, targetnya secara umum itu apa yang Ibu tahu?

(1:59) Secara umum saja mungkin

(2:02) Tergambar nggak? Tapi Ibu tahu ya apa itu CP ya?

Interviewee

(2:04) Tahu, Capaian Pembelajaran kan

Interviewer

(2:06) Apa itu daripada secara umum?

(2:08) Maksudnya, apa itu CP?

(2:10) Capaian Pembelajarannya itu apa?

(2:12) Dalam pembelajaran

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(2:14) Bikin

(2:17) Kita skip ya, Ibu ya

(2:19) Kalau untuk ini, kan kalau di SD itu ada istilah, mungkin tematik ya, satu

(2:27) Terus ada juga istilah integrasi, artinya kan kita hampir di sekolah-sekolah itu kan ada kurikulum nasional

(2:34) Ada kurikulum sekolah, kadang-kadang itu kan ada yang berbeda, ada yang sama nilainya

(2:40) Ada istilah integrasi

(2:41) Nah kalau integrasi ini menurut Ibu tuh, kira-kira adakah di kita atau nggak?

(2:47) Seperti apa untuk integrasinya yang ada di kelas atau di sekolah?

Interviewee

(2:56) ee, Aduh Pak, saya lupa

Interviewer

(2:57) Tapi ada?

Interviewee

(2:59) Integrasinya ada

Interviewer

(3:01) Integrasinya berarti kan kalau misalkan di nasional kan ada kumer gitu-gitu kan

(3:06) Sampai di kelas itu, kita juga ada yang al-Azhar ya

(3:12) Jadi tetap ada yang materinya dari nasional itu, ini transpose ini gitu kan

(3:18) Tapi di kelas ada juga yang soal adabnya gitu-gitu

Interviewee

(3:22) Oh ada Pak, kalau misalnya dari nasionalnya kan kita udah pakai kurikulum terbaru tuh

(3:27) Kurikulum Merdeka

(3:28) Kemudian kurikulum Merdeka itu kan diambil

(3:33) Kemudian ada juga kurikulum yang memang dari al-Azharnya

(3:36) *Kayak Imtaq, itu kan dia memberikan ayat-ayat Al-Quran sebelum pembelajaran*

(3:42) Atau dikaitkan juga dengan pembelajaran

(3:44) Kemudian ada juga tentang muatan adab di situ

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(3:48) Yang tidak ada mungkin di kurikulum Merdeka

(3:51) Jadi ditambahkan juga

Interviewer

(3:52) Baik, kalau untuk di sekolah ini umum, apakah ada silabus Bu?

(4:01) Silabus, modul ajar, atau RPP mungkin khusus bahasa Inggris?

Interviewee

(4:05) Silabusnya itu udah ada dari Cambridge-nya, ada

Interviewer

(4:07) Oh udah ada dari Cambridge ya?

(4:09) Iya

Interviewer

(4:09) Oh siap-siap

Interviewee

(4:10) Silabus, bahkan RPP-nya juga ada, cuma RPP-nya RPP lama

(4:15) Jadi kami menyesuaikan dengan yang baru

Interviewer

(4:18) Menyesuaikan, jadi ada ya Bu ya?

Interviewee

(4:19) Ada

Interviewer

(4:20) Yang nyusunnya berarti ada dari Cambridge-nya atau dari sekolah juga?

Interviewee

(4:23) Dari Cambridge-nya, kemudian sekolah menyesuaikan

(4:26) Kalau dari Cambridge itu masih yang bentuk RPP

(4:28) Kalau sekarang kan udah jadi modul ajar

(4:30) Jadi kami merubah dari RPP itu ke modul ajar, menyesuaikan

Interviewer

(4:35) Menyesuaikan ya, buat ada nilai Imtaq juga ya

(4:37) Terus kalau metodenya itu, ibaratnya kalau di SD

(4:41) Itu metode apa Bu yang kira-kira?

Interviewee

(4:45) ee.Kadang metodenya itu scientific approach

(4:49) Kemudian metode, apa ya

(4:54) Tergantung kebutuhan sih

(4:55) Kadang juga metode ceramah, karena anak-anak satu itu kan harus diberitahu juga dulu kan

(5:01) Ini apa, bagaimana, dan lain sebagainya

(5:03) Karena kan mereka memang belum tahu, ada sebagian yang udah tahu

Interviewer

(5:06) Kalau untuk media, biasanya apa Bu untuk dalam pembelajaran Bahasa Inggris?

Interviewee

(5:11) Nah, media pembelajaran Bahasa Inggris itu

(5:12) Kelebihan di Cambridge adalah di buku itu udah full media

(5:15) Jadi mereka punya video, mereka punya gambar, mereka punya audio

Interviewer

(5:21) baik selanjutnya Bu, untuk respon siswa terhadap pembelajaran Bahasa Inggris

(5:25) Apakah mereka aktif dan antusias?

Interviewee

(5:28) Mereka aktif dan antusias terutama kalau ada video

(5:32) Mereka suka nunggu video, lagu, dan audionya

Interviewer

(5:36) Dari Bu sendiri kira-kira apa nih, kendala atau tantangan

(5:40) Saat menghadapi anak-anak terutama dalam ajar Bahasa Inggris?

Interviewee

(5:43) Kendalanya, kendalanya namanya masih anak-anak ya

(5:46) Jadi mungkin ketertibannya, kemudian antusiasnya yang belum terkontrol

(5:50) Jadi kalau dia pengen ngomong, dia tuh pengen ngomong terus gitu

(5:54) Mungkin belum tepat waktunya, kapan dia harus bicara, kapan enggak

(5:58) Kemudian kendala lain adalah

(6:01) Mungkin ada beberapa anak yang sering lupa

(6:05) Jadi diajarin hari ini, besok lupa

Interviewer

(6:09) Selanjutnya Bu, ini terkait dengan latar belakang pendidikan Bahasa Inggris

(6:12) Atau mungkin punya pelatihan khusus lain Bahasa Inggris?

Interviewee

(6:17) Kalau pendidikan S1

(6:20) Kalau pelatihan khusus itu dikasih dari Al-Azhar

(6:23) Jadi setiap tahun Al-Azhar itu punya pelatihannya dari Cambridge

(6:26) Jadi Cambridge itu selain ada buku dan lain-lainnya

(6:31) Dia juga setiap tahun itu membuat pertemuan untuk para guru se-Al-Azhar

(6:35) Untuk pelatihan Bahasa Inggris

Interviewer

(6:44) Dan Ibu sendiri sudah berapa lama mengajar di SD atau sekolah dasar?

Interviewee

(6:49) Sudah 7 tahun, lebih kurang

Interviewer

(6:54) Luar biasa ya bu, untuk pelatihan-pelatihan, workshop?

Interviewee

(6:59) Workshop pernah waktu Covid kalau nggak salah

Interviewer

(7:02) Covid ya, tahun 2020 ya

(7:04) Berapa kali lebih kurang?

Interviewee

(7:07) Lebih kurang 2 atau 3 kali

Interviewer

(7:10) Untuk BIMTEK nasional, internasional, atau lokal?

Interviewee

(7:14) Belum ada ya?

Interviewer

(7:15) Tapi kalau tadi itu ada yang rutin dari nasional, berarti Al-Azhar nasional ya?

(7:19) Iya

Interviewer

(7:20) Kalau untuk MGMP tergabung di komunitas Bahasa Inggris?

Interviewee

(7:24) Kalau MGMP itu tergabungnya hanya yang di Al-Azhar

(7:28) Jadi MGMP se-Al-Azhar guru Bahasa Inggris

(7:31) Tapi kalau yang di Pekanbaru belum

Interviewer

(7:34) Kalau untuk Ibu sendiri, bagaimana pendapat Anda tentang pembelajaran Bahasa Inggris

(7:42) Yang berintegrasi dengan Islam, Nur Ibu itu seperti apa?

(7:45) Apakah bagus atau tidak?

Interviewee

(7:47) Menurut saya bagus, karena dunia itu terkait juga dengan Islam

(7:51) Jadi kita berbahasa misalnya

(7:53) Bahasa Inggris kan bahasa yang to the point

(7:56) Tapi kalau dalam Islam kan ada sopan santun

(7:59) Jadi ada banyak kaitannya dalam kehidupan dengan Islamnya juga

Interviewer

(8:05) Jadi ada nilai-nilai adab yang Ibu sampaikan di awal

(8:10) Terus kalau misalkan Ibu sendiri secara pribadi

(8:16) Apa aja cara-cara Ibu untuk meningkatkan kemampuan Bahasa Inggris?

(8:21) Mengajar, pengembangan diri, atau skill-nya?

Interviewee

(8:24) Skill pribadi saya?

(8:28) Sering-sering dilatih, sering-sering dibiasakan

(8:34) Mungkin sering mendengar atau berbicara

(8:36) Kalau untuk konten-konten, nonton media sosial seputar Bahasa Inggris, Youtube, atau apa ada juga?

(8:42) Ada juga

Interviewee

(8:43) Pernah ikut kursus online?

Interviewer

(8:46) Enggak, enggak pernah

Interviewer

(8:49) Selanjutnya, seminar?

Interviewee

(8:51) Seminar, enggak juga

Interviewer

(8:54) Terus kalau misalkan Ibu, pernah enggak buat inovasi unik?

(8:59) Atau pendekatan unik dalam mengajar Bahasa Inggris untuk siswa?

Interviewee

(9:03) Inovasi unik saya belum pernah buat

(9:06) Kalau inovasi umum ada?

(9:08) Yang umum-umum ada

Interviewee

(9:10) Misalkan? Supaya menarik?

(9:12) Misalkan, kalau misalnya untuk menarik itu kayak games

Interviewer

(9:19) Untuk dukungan pihak sekolah gimana dalam pengembangan pembelajaran Bahasa Inggris?

(9:23) Misalnya fasilitas, saya butuh ini, saya butuh ini, saya butuh audio, butuh proyektor, butuh mic, butuh apa gitu?

(9:32) Fasilitas lah ya?

(9:33) Atau gimana dukungan dari pihak sekolah?

Interviewee

(9:35) Dukungan dari pihak sekolah selama ini selalu didukung

(9:38) Karena kan Al Azhar memang selalu memfasilitasi

(9:41) Kita butuh apa, mereka akan menyediakan

(9:44) Seperti butuh media atau apa, butuh biaya kan mereka juga memfasilitasi

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Interviewer

(9:50) Terus apa harapan Ibu terkait pembelajaran Bahasa Inggris di tingkat semula dasar ke depannya?

Interviewee

(9:57) Mudah-mudahan di SD itu bisa penerapan Inggris secara langsung, direct Inggris kan

(10:05) Sehingga Bahasa Inggris itu jadi lebih mudah karena sudah dibiasakan

(10:10) Eh,sebenarnya di SD sudah ada Inggris Day per hari Rabu, tapi belum maksimal sih jalannya

Interviewer

(10:10) sudah ada, tapi butuh peningkatan ya bu ya.

(10:20) Terima kasih banyak Bu Siti Mardiana atas waktu dan juga penjelasannya

(10:24) Menurut saya itu menjadi insight baru bagi kita semua

(10:26) Apakah untuk ke depan sebagai Evaluasi kita juga atau peningkatan Bahasa Inggris lah di SD juga

(10:32) Makasih ya Bu ya, Assalamu'alaikum

Transcribe in English Version

Interviewer

(0:01) Bismillahirrahmanirrahim, Assalamualaikum wr. Wb

Interviewee

(0:02) Wa'alaikumsalam, wr.wb

(0:05) Let me introduce myself, my name is Chandra Alfindodes

(0:07) This time I tried to interview you

(0:09) With the aim of obtaining a wide range of information

(0:13) Regarding the implementation of English learning at Al Azhar Islamic Elementary School 54 Pekanbaru

Interviewee

(0:19) Okay, sir, what do you want to ask?

Interviewer

(0:22) Yes, for the first one

(0:26) Do you know that there are levels in the curriculum?

(0:34) Suppose the highest level of the curriculum reaches the lowest

Interviewee

(0:41) As far as I know, the Merdeka curriculum has its phases

(0:45) Phases A, B, and C

(0:46) Well, for class 1, it is still using phase A

Interviewer

(0:49) Phase A, good

Interviewee

(0:49) Yes.

Interviewer

(0:51) For this, Mom, it's like

(0:56) International Curriculum, National Curriculum, Al-Azhar Curriculum

(1:03) Have you heard that yet?

Interviewee

(1:07) ee, as far as I know, the curriculum used by Al-Azhar is the curriculum that Cambridge has

(1:15) So the book used was also a book from Cambridge as well

Interviewer

(1:21) For the curriculum, do you use the K-13 curriculum, the Merdeka curriculum, or what curriculum?

Interviewee

(1:29) The curriculum uses curriculum 13

(1:31) With the content, additional content of manners, imtak, and also the existing materials from Cambridge as well

Interviewer

(1:40) So there is also the content of the Merdeka curriculum, Mom?

Interviewee

(1:45) Ada

Interviewer

(1:45) Is there any?

(1:47) Then suppose there is a term that you have said earlier, that is a CP term, right?

(1:52) Learning Outcomes

(1:52) Do you think that the general target is what do you know?

(1:59) In general, it is possible

(2:02) Pictured? But you know what CP is, right?

Interviewee

(2:04) Know, Learning Outcomes

Interviewer

(2:06) What is from in general?

(2:08) Meaning, what is CP?

(2:10) What was his learning accomplishment?

(2:12) In learning

(2:14) Makes

(2:17) Let's skip yes, Mom

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(2:19) If for this, if there is a term in elementary school, maybe thematic, yes, one

(2:27) Then there is also the term integration, which means that we have a national curriculum in almost all of those schools

(2:34) There is a school curriculum, sometimes it is different, some are of the same value

(2:40) There is the term integration

(2:41) Now if this integration is according to you, is it in us or not?

(2:47) What does it look like to integrate in the classroom or at school?

Interviewee

(2:56) ee, oh sir, I forgot.

Interviewer

(2:57) But is there?

Interviewee

(2:59) The integration is there

Interviewer

(3:01) The integration means that for example, nationally, there are such a number of

(3:06) To that class, we also have al-Azhar

(3:12) So there is still material from the national, this is transposed, right?

(3:18) But there are also questions about manners in the classroom

Interviewee

(3:22) Oh, sir, if for example from the national level, we have used the latest curriculum

(3:27) Independent Curriculum

(3:28) Then the Merdeka curriculum will be taken

(3:33) Then there is also the curriculum which is indeed from al-Azhar

(3:36) *Like Imtaq, he gave the verses of the Qur'an before the study*

(3:42) Or also associated with learning

(3:44) Then there is also the content of manners there

(3:48) What is not possible in the Merdeka curriculum

(3:51) So it was added as well

Interviewer

(3:52) Well, if this school is public, is there a syllabus, ma'am?

(4:01) A syllabus, teaching module, or lesson plan might be English-only?

Interviewee

(4:05) The syllabus is already from Cambridge, there is

Interviewer

(4:07) Oh, you're from Cambridge, huh?

(4:09) Yes.

Interviewer

(4:09) Oh get ready

Interviewee

(4:10) The syllabus, even the RPP also exists, only the RPP is the old RPP

(4:15) So we adjust to the new

Interviewer

(4:18) Adjust, so there's something to be said for it, right?

Interviewee

(4:19) Ada

Interviewer

(4:20) Does the composer mean that he is from Cambridge or from the school as well?

Interviewee

(4:23) From Cambridge, then the school adjusted

(4:26) If it is from Cambridge, it is still the form of the RPP

(4:28) Now it's a teaching module.

(4:30) So we changed from the lesson plan to the teaching module, adjusting the

Interviewer

(4:35) Adjust, yes, make an Imtaq value as well

(4:37) And then if the method is the same, it's like in elementary school.

(4:41) What method do you think that's it?

Interviewee

(4:45) ee. Sometimes the method is a scientific approach

(4:49) And then the method, what is it?

(4:54) Depends on the need.

(4:55) Sometimes it's also a method of talking, because the children have to be told first, right?

(5:01) What is this, how, and so on

(5:03) Because they don't know yet, there are some who already know

Interviewer

(5:06) When it comes to media, what do you usually do for learning English?

Interviewee

(5:11) Well, the English learning medium

(5:12) The advantage of Cambridge is that the book is full of media

(5:15) So they have videos, they have pictures, they have audio

Interviewer

(5:21) well then, ma'am, for the students' response to English learning

(5:25) Are they active and enthusiastic?

Interviewee

(5:28) They are active and enthusiastic especially when there is a video

(5:32) They like to wait for the video, song, and audio

Interviewer

(5:36) From your own point of view, what are the obstacles or challenges

(5:40) When dealing with children, especially in teaching English?

Interviewee

(5:43) The problem, the problem is that the name is still a child

(5:46) So maybe his order, then his uncontrolled enthusiasm

(5:50) So if he wants to talk, he wants to keep saying it

(5:54) Maybe it's not timely, when to speak, when not to speak

(5:58) Then another obstacle is

(6:01) There may be some children who often forget

(6:05) So be taught today, forget tomorrow

Interviewer

(6:09) Next, ma'am, this is related to the background of English education

(6:12) Or perhaps have other special training in English?

Interviewee

(6:17) If S1 education

(6:20) If the special training is given from Al-Azhar

(6:23) So every year Al-Azhar has its training from Cambridge

(6:26) So Cambridge is not only books but also books and so on

(6:31) He also annually made a meeting for the teachers of Al-Azhar

(6:35) For English training

Interviewer

(6:44) And how long have you been teaching in elementary or elementary school?

Interviewee

(6:49) It's been 7 years, more or less

Interviewer

(6:54) Amazing, ma'am, for trainings, workshops?

Interviewee

(6:59) Workshop was during Covid if I'm not mistaken.

Interviewer

(7:02) Covid yes, 2020 yes

(7:04) How many times is it approximate?

Interviewee

(7:07) About 2 or 3 times

Interviewer

(7:10) For national, international, or local EDUCATION?

Interviewee

(7:14) Not yet, eh?

Interviewer

(7:15) But if there was a national routine, then Al-Azhar was national, right?

(7:19) Yes

Interviewer

(7:20) What if MGMP is a member of the English community?

Interviewee

(7:24) If the MGMP is a member of only those in Al-Azhar

(7:28) Become an Al-Azhar MGMP English teacher

(7:31) But if the one in Pekanbaru has not yet

Interviewer

(7:34) As for your mother, what do you think about learning English

(7:42) What is Nur Ibu like who is integrated with Islam?

(7:45) Is it good or not?

Interviewee

(7:47) I think that's good, because the world is also related to Islam

(7:51) So we speak a language for example

(7:53) English is the language to the point

(7:56) But in Islam there is a politeness

(7:59) So there is a lot of connection in life with his Islam as well

Interviewer

(8:05) So there are the values of manners that you conveyed at the beginning

(8:10) Then suppose you yourself personally

(8:16) What are some ways you can improve your English skills?

(8:21) His teaching, his personal development, or his skill?

Interviewee

(8:24) My personal skills?

(8:28) Often trained, often accustomed

(8:34) Might hear or talk a lot

(8:36) As for content, do you watch social media around English, Youtube, or is there anything else?

(8:42) There are also

Interviewee

(8:43) Have you ever taken an online course?

Interviewer

(8:46) No, never

Interviewer

(8:49) Next, seminar?

Interviewee

(8:51) Seminars, not

Interviewer

(8:54) So, for example, Mom, have you ever made a unique innovation?

(8:59) Or a unique approach to teaching English to students?

Interviewee

(9:03) A unique innovation I've never made before

(9:06) If there is a general innovation?

(9:08) The common ones are

Interviewee

(9:10) For example? To be interesting?

(9:12) Suppose that for example to attract it is like a game

Interviewer

(9:19) How is the school's support in developing English language learning?

(9:23) For example, facilities, I need this, I need this, I need audio, I need a projector, I need a mic, what do you need?

(9:32) Facilities, huh?

(9:33) Or what about the support from the school?

Interviewee

(9:35) Support from the school has always been supported

(9:38) Because Al Azhar has always facilitated

(9:41) What do we need, they will provide

(9:44) Like they need the media or what, they also facilitate

Interviewer

(9:50) So what are your expectations regarding learning English at the original basic level in the future?

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Interviewee

(9:57) Hopefully in elementary school it can be applied directly to English, direct English, right?

(10:05) So that English is easier because it has been used to

(10:10) Eh, actually in elementary school there is already an English Day as of Wednesday, but it is not the maximum way

Interviewer

(10:10) Yes, but it needs to be improved.

(10:20) Thank you very much Mrs. Siti Mardiana for the time and also the explanation

(10:24) I think that's a new insight for all of us

(10:26) Is it for the future as our Evaluation as well or is it the improvement of English in elementary school as well

(10:32) Thank you, Madam, Assalamu'alaikum

APPENDIX III TRANSCRIPTION OF OBSERVATION

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TRANSCRIBE VIDEO TEACHING AND LEARNING IN CLASS 1B ABOUT “THE IMPLEMENTATION OF ENGLISH INSTRUCTION IN ELEMENTARY SCHOOL AL AZHAR 54 PEKANBARU”

14 APR 2025

Sabar ya/

Sudah bisa kita mulai?/

Wait/

Okay/ eee/ page ninety four,halaman Sembilan puluh empat/ page ninety four/ ready?/Ready?/let's say we start our lesson// look at this/ ninety four ninety five// kita mulai ya/ Assalamu'alaikum warahmatullahi wabarakatuh//

Okay//good morning everyone/good morning/ how are you this morning/long time no see yak an//kita habis lebaran/habis libur//okay/ gimana kabarnya setelah lama tidak belajar//are you happy/sila tell me why?/ kurang lama?nanti ada lagi/ bagus?/bagus? tiga abad//tiga abad itu berapa tahun?tiga tahun okay//good//waktunya start our lesson/ okay/ee/ satu madina//satu Madinah//okay/ bisa kita mulai/yasudah okay//let's say// before we start our lesson let's say BASMALLAH together//bismillahirohmanirohim//do'a before study//bismillahirohmanirohim/ robbisrohli sodri waya sirli amri wahlul 'ukdatammillisani af kohul kouli// robbi zidni 'ilman warzukni fahman// Aamiin//yok kita ke halaman berapa//page ninety four/ page ninety four/okay lihat di halaman Sembilan puluh empat ini/ninety four/ judulnya apa// the title is the robot// ap a itu robot?/what is robot? Pernah lihat robot?/ robot itu apa?robot itu adalah salah satu dari mainan/coba lihat/ jadi dia punya voice/punya voice gak dirumah?/ ada yang punya robot? Ada yang punya lihat robot?pernah lihat robot?kalau memang sudah pernah/ coba lihat ini//sebelumnya/ sebelum kita me/ belajar yang ini/ kita lihat dulu videonya ya//okay/ kita lihat dulu videonya/nanti kita bahas ya//kalian yang main/ya lihat/ya//

Ada yang bisa ceritain gak//ceritanya tentang apa//apa cerita dari video tadi//kenapa robotnya? Robotnya tidak bisa hidup//dia butuh apa?baterai battery artinya adalah baterai // nah dalam robot itu/diakan ada part-partnya tu ada bagian-bagiannya // yak an/ sekarang kita lihat part dari robotnya//yang pertama/what is this? R? r itu artinya apa? Arm/ tangan/ gimana cara sebutin R? listen and repeat/ r/ bisa? / r/ r artinya adalah tangan/ ini Bahasa inggrisnya adalah arm/next/ this is hand//listen! Hand! Hand! Everyone say hand/ hand//karena ini adalah tangan/ apa perbedaan tangan arm dengan tangan hand//siapa yang tau//ya arm itu dari sini sampai sini tapi kalau tangan/ ni Namanya hand/dah ini apa?/ siapa yang tau/ what is this/ this is/ yang ditanya adalah fokus pada tanda-tanda yang ada di sini// lutut/bahasa indonesia apa?/ bukan /lutut/ lutut/ kalau ini lagi di tangan/ ini di kaki beda/ namanya adalah arm/ ya kata teman kita kalau dipalembang itu namanya siku/ mungkin di daerahnya beda-beda/nah, bahasa indonesianya adalah lutut// bahasa inggrisnya apa? Knee//tulisannya ada kei en double i,tapi bacaannya ketika dibaca “ka nya tidak terdengar”hanya ni saja//ni, tidak ada ka nya bukan kni tapi ni//bisa?? next// what is this? Jari tangan// jari-jari tangan/ bahasa inggrisnya adalah fingers// kalau jari nya more than one/lebih dari satu fingers//kalau jarinya hanya satu “finger”//ok/ ok// ternyata dibagian knee./ dah/ bagian atas

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knee//silahkan listen/ leg leg/ leg itu artinya kaki//nah, next/ dah/ kaki yang bagian bawah yang kita pakaikan kaos kaki atau sepatu/itu namanya adalah foot//ini adalah/ foot/ tapi kakinya ini kaki yang bagian bawah/oke paham?/next/ jari kaki//gilang gilang//nanti keluar mention lagi ya/jari kaki//siapa yang tau bahasa inggrinya jari kaki?//toes//toes//toes itu adalah jari kaki//lisa dengarkan// satu madinah/ satu madinah//dah//sstt bahasa inggris dengan bahasa indonesia berbeda ya/kalau di bahasa indonesia ini namanya jari//ini namanya juga jari//tapi/keluar ajalah//kita gak bisa kemana-mana/kita udah bahas itu saja/kita udah bahas gak situ/ okay/ bisa tenang? Bisa tertiba?/dah/ kalau jari tangan dan jari kaki/ itu berbeda bahasa inggrisnya/ jari tangan bahasa inggrisnya apa?/ mm/bahasa inggris jari tangan apa?/fingers/ kalau jari kaki?/ toes//kalau jari kakinya hanya satu/ apa bahasa inggrisnya?/ tolong lebih diperhatikan kedepan lagi ya/ suaranya//kalau dia lebih dari satu jarinya berarti dia "toe"/ paham?/ okay// sekarang kita mau games// I love the games// okay/ guess what? Tebak apa? Fingers/ knee/ atau head?apa ini? What is this? Fingers/ knee/ atau head?/ okay good/ next/ the second one/ what is this?/ no/ are// next/ head/ what is this? Yea legs/ legs/ what is this?/ finger/ itu bukan makanan/ ingat/ kalau makanan pakai d// next// what is this? Okay next? Next? Habis// fine/ one more time/ what is this? Yeah// what is this? Ini level hard/ coba?/ next? Haha ini kelihatan ini// what is this// this one// hands// next/ yang easy// foot? Guess what? Ni? What is this? Arms/ okay// dah sekarang// kita mau put the sticker// take the sticker please// I can touch my toes/ I can touch my toes// I can/ I can stand on one leg// kenapa kamu sembunyikan?/sit down please/ okay/ udah?/ ada//okay finish?/ okay. Are you already done? Okay/ perhatikan/ right/ satu madinah/ hitungan ketiga/ yang tidak tidak ibu kasih reward nanti//one/ two/ three okay// tadi kita sudah kenal sticker// disini ada tiga/listen// disini ada tiga kalimat// I can touch my toes/ artinya apa/ aku bisa menyentuh jari kaki/ coba/ can you touch your toes? Touch your toes/ stand up please//stand up please//touch your touch please// bisa? Gak duduk berdiri/ touch toes/ I can touch your toes/ I can touch my toes//stand up please everyone/ everyone standup please// I can touch my toes/ I can touch my toes//okay listen semua// I can skip/ next/ I can stand on one leg//coba disitu// I can touch/ okay thank you sitdown please// stand on one hand//okay// can you touch your toes// touch my toes/ sitdown please// dah// dah silahkan duduk/bilang bu mala ya//bu Mala//Iraf/okay sitdown please/ dah sekarang/ kalau mau/ okay sitdown please//dah// okay yokk//sekarang kita lihat standing ya //lihat apa yang standing cepat? Ready?okay!" bukan///

[watching video]

Okay sekarang stand up please/ kita ikuti/ penguin ya//come forward! Yang tertib ya! Are you ready?? Ready?

Adam!adam sama ziro ngapa?/okay? Okay ayokk/ one / one two three/ yokk//once again//

[students in front] I can swim/ I can fly/ sekarang/ okay thank youu// nanti ya//nanti bisa lagi//Hali// thank you/ thanks Adam//bye bye adam// Adam/ No? dah yok/ you want to go to toilet?/ okay// skarang kita mau mencoba latihan// page ninety seven/ ninety seven/okay/listen here// page ninety six// okay kita ini ya//listen ya/ ini adalah wiplaju//pawas/pawas//duduk// okay/ sitdown please//coba perhatikan page 96/ okay picture and sentence gambar dan kalimat// kita baca kalimatnya kemudian gunakan garis

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sesuai dengan gambarnya okay/ nisa Adam// sitdown please Adam// dah/ yang pertama/ listen ya dengarkan//iraf no/

[video is playing]

Dah/ I can take my foot and put it on my head//which picture? Gambarnya yang mana? Aku bisa/ mengambil rambutku dan aku bisa meletakkannya di kepala//aku bisa angkat kaki aku dan bisa meletakkannya di kepala//tarik garisnya ya//draw line/tarik garis/okay// next//

Suaranya/ha//draw line/ ini contoh yang pertama ya/ I can take my foot and put it on my head// aku bisa menyentuhkannya ke kepala tarik garis draw line// yang kedua sekarang//satu madinah//satu madinah//dengar/ can you listen me// irof/ astaghfirullah alazim//dengarkan ya/ dengarkan baik2// ibu siti gak akan pulang/dengarkan baik-baik//okay//dengarkan/ yang kedua sekarang//yang kedua//

[video playing] I can take my arm/ and put it on my leg//gambarnya yang mana yokk cari//draw line/ tarik garis// draw line/ which one the right picture/ adam mana pensil adam?/ fira bu fira// cari gambarnya yang mirip seperti ini//coba lihat gambarnya//gambarnya cari//mana gambarnya yang sama dari yang ada disini//ini dia/ tarik garis//gambar yang sama// ketemu gambarnya?/ let me help you/ caranya/ coba lihat?/ ini kan ada titik hijau ni. Yang kedua//Tarik gambar yang sesuai dengan gambar yang ini//tarik ya//paham caranya//okay//yang ketiga//

[video playing] cari gambarnya yang kayak gini//ha//udah?/ udah? Already guys? Uдах? Yang gambar yang ini//lanjut?sepakat?/ next ya?look at look at the picture/ lihat gambarnya/part all of my toes// semua jari kaki// okay//next next ya//okay//bisa menyilangkan kaki dengan tangan//next/ next ya// number four/ next// okay//finish//udah semuanya? Ada yang ketinggalan?/dah sekarang close your book please? Close your book//okay I count to ten ya//one two hurry up please three four five six seven eight nine t t end ten//let's//sit down please// sit nicely///sit nicely//ya duduk yang manis//sit nicely/nah tadi kita sudah belajar tentang part of body ya kan//bagian bagian dari tubuh yang ada di robot tadi//siapa yang tau bahasa inggrisnya jari tangan?/point finger//jari kaki?toes// Kepala?head//touch your head please touch your knee? Okay//thank you/ let's say hamdalah together// alhamdulillahiorbbil álamín// doa after study//subhanakallahumma wa bihamdika/ashadualla ilahilla anta/astaghfiruka wa atu builaih//ulang/doanya ulang//masih ada yang jalan-jalan// ulang//duduk yang sopan//doa after study// subhanakallahumma wa bihamdika/ raise your hand/ angkat tangannya// ashaduallaha illa anta astaghfiruka wa atu bu ilaih//thank youu see you next week Insyallah//okay//okayyy// okay thank youuu//

WEDNESDAY

Assalamualaikum, good morning everyone! How are you this morning? Alhamdulillah, I'm good. Okay, let's we start our lesson. Udah di prepare bukunya? sudah bawa buku? Oke! Are you ready to study? Yes!. What do you feel today? What do you feel today? Are you tired? Hungry? Happy? okay!. Anyone not come today? Anyone absen today? Ada teman kita yang ga datang hari ini? Siapa? Tiga orang? They are absen today. Let's we start our lesson. Okay look at the picture! Page ninetyfour, halaman Sembilan puluh empat. Okay mon! buka aja bukunya, ninetyfour okay! Sembilan puluh empat, Sembilan puluh empat!. Okay before we start our lesson, let's say basmallah together! *Bismillahirrohmannirohim*. Doa before study! *Rabbish-rohli shodrii, wa yassir-lii amri, wahlul 'uqdatammin-lisaani, yafqahu qauli. Robbi zidni 'ilman nafi'an warzuqni fahma. Ya Allah, please increase my knowledge. And Please broaden my intelegent, amiin*. Okay, look at the picture! can you read the row? the number of word? The number of word? Okay. Now please watch the video, okay!. Sekarang liat video berikut inj ya. Nah dari robot tadi, kita sudah lihat robotnya itu bentuknya seperti manusia, yakan?. Kemudian dia punya part of body. Iya, ini adalah bagian dari robotnya, bagian apa ini? Arm!. Arm itu bunyinya seperti apa? Listen and repeat! Dengar dan ucapkan kembali ya! Arm! Arm!. Artinya apa? Arm itu artinya adalah. Next, hand, yang artinya? Tangan. Apa bedanya? Whats the different? Apa perbedaan antara arm dengan hand?. Iya, kalau arm itu dari sini (lengan bagian atas) sampai sini (pergelangan tangan), kalau hand itu hanya telapak tangan. Ini hand (telapak tangan), ini arm (menunjukkan lengan atas sampai pergelangan tangan). Next, knee, apa tulisannya ada huruf *kei*, *en*, *i*, *i*. ada *k*, ada *n*, ada *e*, ada *e*, yakan? Tapi cara bacanya coba dengar! /ni:/. Tulisannya ada k nya tapi bacaanya /ni:/, tulisannya menjadi ditambah /ni:/, /ni:/. Next, what is this? Ya, finger!. Finger! finger! finger!. Next, what is this? okay bentar. /fot/ bukan *fot* bacaannya tapi //fot/, /fot/. Next, what is this? Head, okay, yang artinya adalah. Next kita ada game, okay tebak gambar ya. Guess the picture! what is this? Head atau hand?. Okay what is this? Finger atau foot?. Next, what is this? Finger? Foot?. Alwi, what is this? Hand. Okay next, okay next, wht is

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this?. Ya kita mau liat ini. Okay disitu ada misi, dia ada misi, misinya ada tiga. Yang sudah tunggu ya!. Read and stick! Baca dan tempel!. Tunggu ya, tunggu temannya ya. This first from this this one. Taruh aja pensilnya disini dulu. Okay pencil yang lain ga ada?. Alwi!. Okay already done? Udah selesai? Udah siap nak?, okay. Dah sekarang lihat. Can you read this, bisa baca? bisa baca?. I can touch my toes, I..can..touch..my..toes. I can touch my... artinya apa? Aku bisa, can, coba dengar, kita belajar kosa kata baru. Silahkan perhatikan, ada kata can, si, ei, en, can artinya bisa, dapat. I can, aku bisa, okay?. Dah dengarkan. Satu arahan, satu arahan satu arahan. One silent clap!, shut!. Simpan dulu ya. One silent clap! Okay. I can touch my toes Can apa artinya tadi?, yang artinya? Bisa, dapat. I can, aku bisa. Apa artinya? Apa artinya? Apa artinya?. I can, saya bisa. I can, I can touch my toes, aku bisa menyentuh jari kaki ku. Sekarang , stand up please! Stand up please! Berdiri. Dah, coba touch your toes. I can touch my toes. Apa? Can you? Berdiri, touch your toes!. I can touch my toes, aku bisa menyentuh jari kaki ku. Next, I can skip, I can skip artinya apa? Aku bisa melompat. I can skip, can you skip?. Next, I can stand on one leg, I can stand on one leg. Aku bisa? Ya, aku bisa berdiri dangan kaki satu. I can stand on one leg, okay. Okay sekarang stand forward, stand forward, berdiri di depan, maju ke depan!. Coba diam tidak dorong-dorongan, okay, sudah. Yang duduk berdirinya di luar, kalau duduknya kalau berdirinya, diluar. Boys! Boys! Everyone, okay! Coba!. Count until five!. Sit down please! Sit down please!. Okay...satu arahan! Suaranya di kecilin ya. Sthutt suaranya! Jangan berisik dulu ya, jangan berisik dulu ya, kita lagi belajar. Yang masih berisik di keluarkan ke kelas 1C ya. Dah sekarang coba lihat, ada tiga ekor hewan, there are three animals. Yang pertama, what is this? Penguin, this one? Chicken, this one? Duck. Gimana suara duck? Kuek kuek kuek. Gimana suara fish? Gimana suara penguin?. Okay, nah sekarang ambil pensilnya. Faruq, dua kali ya, nanti ketiga kalinya ibu ambil robutnya. Nah sekrang coba lihat, look at this. Ada satu kata yaitu swim, swim, coba lihat. Swim artinya? Berenang. Kemudian ada fly, fly artinya? Terbang, walk artinya? Berjalan. Swim, berenang. Fly, terbang. Walk, berjalan. Nah, penguin, a penguin, dengarkan!. A penguin, seekor penguin. Penguin itu bisa swimming ga? bisa swim ga? Penguin can swim, ya. Checklist kalau dia bisa, jika dia tidak bisa cross, okay. Can penguin swim? Bisakah penguin berenang?. Next, can penguin fly? Bisakah penguin itu terbang? Cross. Can penguin walk? Bisakah penguin berjalan? Yes. Next, fish, fish itu apa? Ikan. Sekarang, bisa gak dia berenang? Can fish swim? Tulis sendiri ya, bu siti tidak bantu ya, checklist sendiri, coba kerjakan sendiri. Yang dua baris, kerjakan sendiri tanpa di bantu. A fish fly, can a fish fly? Ikan bisa berenang, bisa? bisa berenang

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ikan? Eh sorry, bisa terbang? Ya, ga bisa terbang. Next, a fish walk, bisa bejalan ga?. A duck, can a duck swim? Bisa ga a duck swim?. Can a duck fly? Bisa ga duck fly? Bisa terbang ga ducknya? Bisa, okay. Can a duck walk? Yes, okay. Finish? Kerjain. Boys! Finish?. Kita lihat lagu ini ya. Dah, ingat kalimatnya, I can my foot and pull it on my leg. Kemudian Tarik garisnya dari titik ke gambar, yakan. Ini gambarnya. Kemudian kita cari ya gambar yang sesuai. Yang kedua, I can put my and I can touch my toes. Yang mana gambarnya?. Yang kedua, itu kalimat yang kedua. Cari gambarnya. Tarik ke gambarnya. Udah?. Ini berikutnya, lihatnya. Ini bagian dua ke gambar yang ada di depan. Next yang ketiga. Nomor empat, my arm put on my leg, dikaki. Yang ke empat berarti ini. Yang kelima, can you. Nah ini yang terakhir ya kalimatnya. Okay silahkan. Pakai suara ya, bentar yaa. Okay, kalau ada gambar nya lebih gampangkan?. Udah? Please help me. Okay, ggod job!. Boys duduk yang rapi, waktunya udah habis. Okay, time is over. Alwi!. Okay duduk yang rapi kita mau bagi-bagi reward. Yang dapat dua, shuttt, silent please!. Yang dapat dua adalah. 1 arahan! Siap. Satu arahan! Siap. Ga jadilah bagi rewardnya, yang dapat reward adalah yang bisa jawab. Who can answers my question. Kalau misalnya I will give you a star. Ready? Kenapa adi? Kenapa? Kenpa gitu terus? Penghapus? Nanti kita cari ya, duduk dulu. Ihh jangan. Dah tenang dulu ya, nanti kita cari sama-sama. Yok, duduk yang rapi. Dah, bisa mulai, shut. Pertanyaan pertama, first question, apa Bahasa Inggrisnya, apa Bahasa Inggrisnya kepala?. Turun dulu, belum tertib. Angkat tangannya tanpa bersuara Ketika bu siti tunjuk orangnya baru menjawab. Ulang! Bahasa Inggrisnya jari kaki? Jari kaki?. Finger atau toes?. Next, Bahasa inggrisnya, Bahasa inggrisnya apaya, lutut?. Tulisannya dari k, ya knee. Bahasa inggirsnya robot? Ya robot. Bahasa inggrisnya aku bisa? Yes, I can. Bahasa inggrisnya berdiri? Bukan, tadikan ada, I can, berdiri apa Bahasa inggrisnya?. Aku bisa berdiri kaki satu, apa tadi?. I can.. stand. Apa Bahasa inggrisnya, lagi ya. Yang terakhir dapat tiga, apa Bahasa inggrisnya, aku bisa menyentuh jari kakiku? Okay next, aku bisa menyentuh jari kakiku?. I can..ya I can touch my toes. Congratulation! Dah habis ya. Oaky silahkan duduk ya rapi, kita mau berdoa. Simpan bukunya, keep your book please!. Let's say hamdallah, alhamdulillahhh. Let's say hamdallah. Doa after study, *subhana*, doa semuanya. Doa after study, *subhanakaallahumma wa bihamdika ashaduallailaha illahllah*. Dahh, boys duduk dulu. Thank you

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APPENDIX IV
LESSON PLAN, CAMBRIDGE BOOK, TEACHING MODULE

UIN SUSKA RIAU

LESSON PLAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

GENERAL INFORMATION

1. Writer	: Andini Ayu Puspita, S.Pd
2. School	: SDIA 7 Sukabumi
3. Subject	: At School
4. Class/Semester	: 1/1
5. Academic Year	: 2024/2025
6. Time Allocation	: 6x 35 minutes

RELIGIOUS CONTENT

Q.S Al Baqoroh 164

وَإِذْ قَالَ لُقْمَنُ لِبْنِهِ ۖ وَهُوَ يَعِظُهُ ۖ يَبْنَىٰ لَا تُشْرِكْ بِاللَّهِ ۖ إِنَّ الشِّرْكَ لَظُلْمٌ

عَظِيمٌ

13. And when Luqman said to his son while he admonished him: O my son! do not associate aught with Allah; most surely polytheism is a grievous iniquity--

AL AZHAR PROFILE

Dimensi : Terampil
Elemen : 4.1 Berkomunikasi dengan baik dan benar
Indikator : 4.1.1 Berani menyampaikan pendapat dan bertanya di kelas

RESOURCES AND TEACHING AIDS

RESOURCES	TEACHING AIDS
Super Minds Grade 1, Unit 1	Flash card

LEARNING METHODS

Content- based Learning
 Sticking sticker, Demonstrate, Playing Recording, Reading Aloud

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LEARNING OBJECTIVES (taken from Cambridge Curriculum Framework)

Skill	Code	Learning Objective	Indicator
Listening	1Ld.01	Recognize a limited range of simple words that are spelled out slowly and clearly.	Present and practice classroom objects.
Speaking	1Sc.04	Reproduce correctly a limited range of sounds in simple, familiar words and phrases.	Ask and answer about classroom objects.
Reading	1Rd.01	Recognize, identify, sound and name the letters of the alphabet.	Give and respond to classroom instructions.
Writing	1Wca.01	Write letters and words in a straight line from left to right.	
Use of English	1 Ug.01	Use familiar question words and structures.	Use language from the unit to make and talk about a poster.

LEARNING ACTIVITY

Level	Super Minds 1		
Unit	Unit 1: At school	Lesson	4
Objectives	<p>Aims:</p> <ul style="list-style-type: none"> to present and practice positive imperatives to practice saying the short vowel sound a 		
Target words and expressions	<p><i>New language:</i></p> <p><i>imperatives, please, sit (at your desk), open your (bag), close your (book), pass me a (pen)</i></p> <p><i>watch out, I'm sorry, it's OK, Mum, here you are, thank you, come back, here's (your pencil case), peaches, worm, fat rat, dog</i></p> <p><i>Recycled language: classroom objects</i></p>		

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Step	Activities	Time Allocation
Warm-Up	Warm-up Aim: to review classroom objects <ul style="list-style-type: none"> Hold up each classroom object in turn. Students write the words in their notebooks. Students check answers and spelling in pairs before the class check. 	15 Minutes
Main Lesson	Listen and stick Aim: to present imperatives Note: In order to carry out this activity, students will first need to cut out their stickers with the backs attached. <ul style="list-style-type: none"> Give students time to look at the pictures first. Students prepare their stickers. Play the recording. Students listen and choose the correct stickers. Play the chain game Aim: to give students practice with giving and following instructions <ul style="list-style-type: none"> Demonstrate the activity with a small group of students. Put students into small groups. One student gives an instruction to the student on his/her left. The student carries out the instruction and then gives a new instruction to the student on his/her left. If students repeat an instruction or if a mistake is made in the instruction or the acting out, the game changes direction. Watch out, Flash!	30 Minutes

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<p>Aim: to present a picture story</p> <ul style="list-style-type: none"> Elicit which characters students can see in the pictures. Stick the flashcards on the board. Play the recording. Students listen for the classroom objects mentioned. Students compare their answers in pairs before the class check. Play the recording again. Pause after frames 3, 5 and 8 to check comprehension. Talk with the class about the value (helping each other). Play the recording a third time. Students listen and repeat. <p>Workbook: pp.13-14</p> <p>Listen and draw lines</p> <p>Aim: to practice listening for specific information</p> <ul style="list-style-type: none"> Read out the names of the five children. Tell students to look carefully at the objects on the desks. Make sure students know what to do. Read the instructions aloud. Play the recording through without stopping. <p>Key: 1 Fred, 2 Kim, 3 Jane, 4 Mia, 5 Sam</p>	
<p>Closing</p>	<p>Extension activity</p> <p>Aim: to give students writing practice</p> <ul style="list-style-type: none"> Students place several objects of their choice on their desks. They draw a picture of their desks with the objects
	<p>15 Minutes</p>

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	in their notebooks. • They write about it, using the language pattern from the Ending the lesson activity.	
Homework	Workbook p.15-16	

Level	Super Minds 1		
Unit	Unit 1: At school	Lesson	5
Objectives	Aims: • to practice reading, speaking, writing and listening skills • to review imperatives and present Put away (your book), Take out (your ruler) • to review numbers and the vocabulary for classroom objects		
Target words and expressions	<i>New language: put away (your book), take out (your ruler), look for (the rubber), can you see (the pencil)? find (the ruler), what number? write (number one) on the (pencil)</i> <i>Recycled language: classroom objects, imperatives</i>		
Step	Activities	Materials	
Warm-Up	Warm-up Aim: to review imperatives • Play the game 'Please' again from page T13. • Vary the classroom objects and the instructions.	20 Minutes	
Main Lesson	Ask and answer. Aim: to give students practice in asking and answering questions • Students take turns to ask and answer in pairs. • Check and give further practice using open pairs.	40 Minutes	

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Draw and write about your bag

Aim: to give students practice in writing a description

- Elicit a description of the bag in the Student's Book and write it on the board.
- Students draw a bag in their notebooks and write a description of it on paper.
- Check students' descriptions before they write a final version next to their pictures.

Workbook: pp.17-18

Listen and act out

Aim: to give students practice in following instructions and in sequencing information

- Students look at the pictures in their Student's Books.
- Play the recording and mime the actions.

Key: 3, 6, 4, 2, 1, 5

Read and number the sentences

Aim: to give students practice in reading for detail

- Read the six instructions aloud.
- Students individually match the instructions with the pictures.
- They compare their answers in pairs.
- Check by asking one student to read an instruction aloud, another to mime the action and another to say the letter.

Key: 6, 5, 1, 2, 3, 4

Make a poster

Make a poster.

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<p>Hak cipta milik UIN Suska Riau</p>	<p>Aim: to enable students to consolidate their knowledge of colors and classroom objects</p> <ul style="list-style-type: none"> • Read through all the stages of the poster activity with students first. • Make sure they know what they have to do. • Hand out the poster paper to pairs of students. Students complete Part a of the activity. • Give one brochure to each pair/group. Alternatively, they find pictures on the Internet. Students complete Part b of the activity. • Give some scissors and glue to each pair/group. Students complete Part c of the activity. 	
<p>Closing</p>	<p>Extension activity</p> <p>Aim: to enable students to share what they have learnt</p> <ul style="list-style-type: none"> • Put students into groups of four. • Each student opens their Workbook at page 21. • Students take turns to read aloud what they have written for number 2 and to say something about their pictures. • Encourage students to compare what they have written and drawn. • Students do the same for numbers 3 and 4. 	<p>20 Minutes</p>

ASSESSMENT

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- 2 **Formative:**
- Observe students' participation during activities.
 - Listen to their ability to use vocabulary in sentences.
- Summative:**
- Give Student's worksheet and Summative Assessment

2 Read and tick (✓) the box.

Mark /5

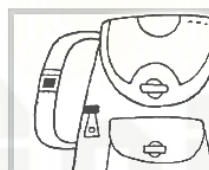


1 What's this?

It's a ruler.

☐

It's a rubber.

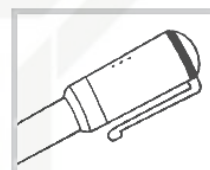
☒


2 Is this a desk?

Yes, it is.

☐

No, it isn't.

☐


3 What's this?

It's a pen.

☐

It's a pencil.

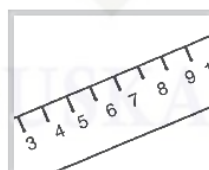
☐


4 Is this a notebook?

Yes, it is.

☐

No, it isn't.

☐


5 What's this?

It's a ruler.

☐

It's a book.

☐


6 Is this a pencil case?

Yes, it is.

☐

No, it isn't.

☐

State Islamic University of Sultan Syarif Kasim Riau

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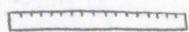
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Answer the question!

Yes, it is.

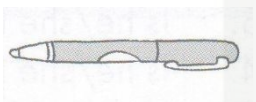
No, it isn't.

1.



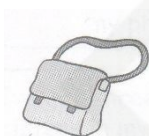
Is it a ruler? Yes, it is .

2.



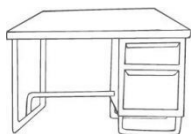
Is it a pencil? .

3.



Is it a bag? .

4.



Is it a rubber? .

5.



Is it a book? .

Mengetahui,

Kepala Sekolah

Guru Bahasa Inggris

Erlan Kurniawan, S.Pd.I

Andini Ayu Puspita, S.Pd

SILABUS PEMBELAJARAN

SUPERMINDS 1

UNIT 8 THE ROBOT

Sekolah : _____
 Kelas : 1 (Satu)
 Mata Pelajaran : BAHASA INGGRIS
 Semester : II (Dua)
 Standar Kompetensi : **Mendengarkan**

1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen		
5.1. Merespon dengan mengulang kosakata baru dengan ucapan lantang	1. Kosakata: <i>parts of body</i> 2. Struktur kalimat: <ul style="list-style-type: none"> ➤ <i>I can touch my toes</i> ➤ <i>I can't touch my toes</i> 3. Contoh:	<ul style="list-style-type: none"> Siswa bersama-sama mengulang dengan suara lantang kosakata-kosakata baru yang didengar dari CD Masing-masing siswa mengulang dengan suara 	<ul style="list-style-type: none"> Merespon dengan mengulang apa yang didengar dari CD dengan suara lantang Merespon dengan mengulang apa yang didengar dari CD dengan pengucapan bahasa Inggris yang 	Tes lisan	Merespon dengan mengulang secara lisan	2 x 35 menit	<ul style="list-style-type: none"> SB hal. 94 – 95 CD 3 tr. 17 Workbook Classware CD ROM Word cards

	<ul style="list-style-type: none"> ➤ CD: <i>Listen and say the word</i> ➤ CD: <i>Listen and say</i> ➤ Peserta didik: (Mengulang apa yang didengar) ➤ Guru: <i>Head</i> ➤ Peserta didik: <i>Head</i> ➤ <i>etc</i> 	lantang kosakata-kosakata baru yang didengar dari kaset/CD	benar				
5.2 Merespon dengan melakukan tindakan sesuai instruksi secara berterima	1. Contoh: <ul style="list-style-type: none"> ➤ CD: <i>Listen and look</i> ➤ Peserta didik: (melihat gambar) 	<ul style="list-style-type: none"> • Siswa memperagakan instruksi-instruksi yang didengar CD 	<ul style="list-style-type: none"> • Merespon dengan memperagakan instruksi-instruksi yang didengar 	Unjuk kerja	<i>Responding</i>	2 x 35 menit	<ul style="list-style-type: none"> • SB hal. 94 – 95 • CD 3 tr. 17 • Workbook • Classware CD ROM • Word cards
❖ Karakter siswa yang diharapkan : Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>) Mandiri (<i>independent</i>) Disiplin (<i>discipline</i>) Rasa hormat dan perhatian (<i>respect</i>)							

Standar Kompetensi : **Berbicara**
 2. Mengungkapkan informasi sangat sederhana dalam konteks kelas

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen		
6.1 Menirukan ujaran dalam ungkapan sangat sederhana secara berterima	1. Struktur kalimat: ➤ <i>Can you swim?</i> ➤ <i>Yes, I can. / No, I can't</i>	<ul style="list-style-type: none"> Tanya jawab yang berkaitan dengan materi Meniru pertanyaan-pertanyaan dan respon pertanyaan mengenai <i>ability</i> Membahas kosakata dan struktur percakapan mengenai <i>ability</i> Latihan percakapan dalam bentuk tanya jawab mengenai <i>ability</i> Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata 	Meniru pertanyaan-pertanyaan dan respon pertanyaan mengenai <i>ability</i> dengan pengucapan dan intonasi yang tepat	Unjuk kerja	Tanya Jawab	2 x 35 menit	<ul style="list-style-type: none"> SB hal. 96 – 97, 100 CD 3 tr. 21, 24, 30 Workbook Classware CD ROM Word cards

- ❖ **Karakter siswa yang diharapkan :** Tanggung jawab (*responsibility*)
Berani (*courage*)
Mandiri (*independent*)
Disiplin (*discipline*)
Rasa hormat dan perhatian (*respect*)

Standar Kompetensi : **Membaca**

3. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen		
7.1. Membaca nyaring dengan ucapan dan intonasi yang tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana	1. <i>Pronunciation</i> kata, frasa, dan kalimat yang dipelajari 2. <i>Phonic Focus: the letter sound 'g'</i> seperti dalam <i>give, leg, etc</i>	<ul style="list-style-type: none"> Mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring: pronunciation, intonation Mendengarkan 	<ul style="list-style-type: none"> Melafalkan kata, frasa, dan kalimat dengan baik dan benar Membaca kata, frasa, dan kalimat dengan intonasi yang benar Membaca nyaring dengan baik dan 	<ul style="list-style-type: none"> Tes unjuk kerja Observasi 	<ul style="list-style-type: none"> Uji petik membaca nyaring Lembar observasi 	2 x 35 menit	<ul style="list-style-type: none"> SB hal. 98 – 99 Classware CD ROM CD 3 tr. 27, 28 Workbook

Suska Riau State Islamic University of Sultan Syarif Kasim Riau		contoh membaca nyaring yang dilakukan guru <ul style="list-style-type: none"> • Menirukan membaca nyaring dengan intonasi dan jeda sesuai model • Membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar • Melafalkan kata – kata yang memiliki bunyi 'g' 	benar				
	7.2. Memahami kalimat dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima	<ul style="list-style-type: none"> • Kalimat-kalimat sangat sederhana • Teks deskriptif bergambar sangat sederhana berbentuk cerita singkat 	<ul style="list-style-type: none"> • Mengidentifikasi informasi dalam kalimat-kalimat sangat sederhana • Mengidentifikasi informasi yang terdapat dalam bacaan 	<ul style="list-style-type: none"> • Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana • Mengidentifikasi berbagai informasi dalam teks deskriptif 	Tes unjuk kerja	Tes identifikasi gambar berdasarkan informasi yang ada dalam kalimat-kalimat sangat	2 x 35 menit <ul style="list-style-type: none"> • SB hal. 98 – 99 • Classware CD ROM • CD 3 tr. 27, 28 • Workbook

		<ul style="list-style-type: none">• Tanya jawab yang terkait dengan materi	bergambar		sederhana atau dalam teks		
❖	Karakter siswa yang diharapkan : Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>) Mandiri (<i>independent</i>) Disiplin (<i>discipline</i>) Rasa hormat dan perhatian (<i>respect</i>)						

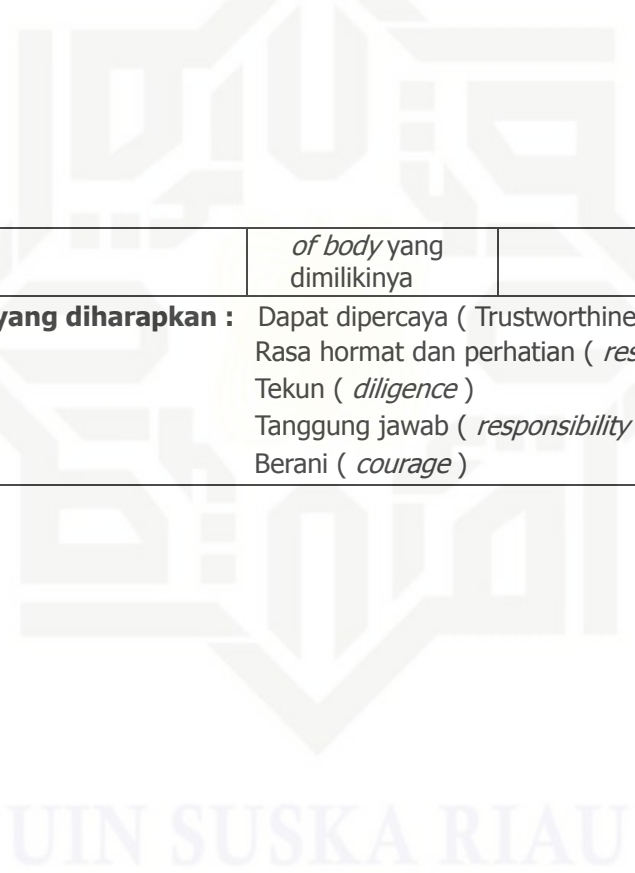
Standar Kompetensi

: **Menulis**

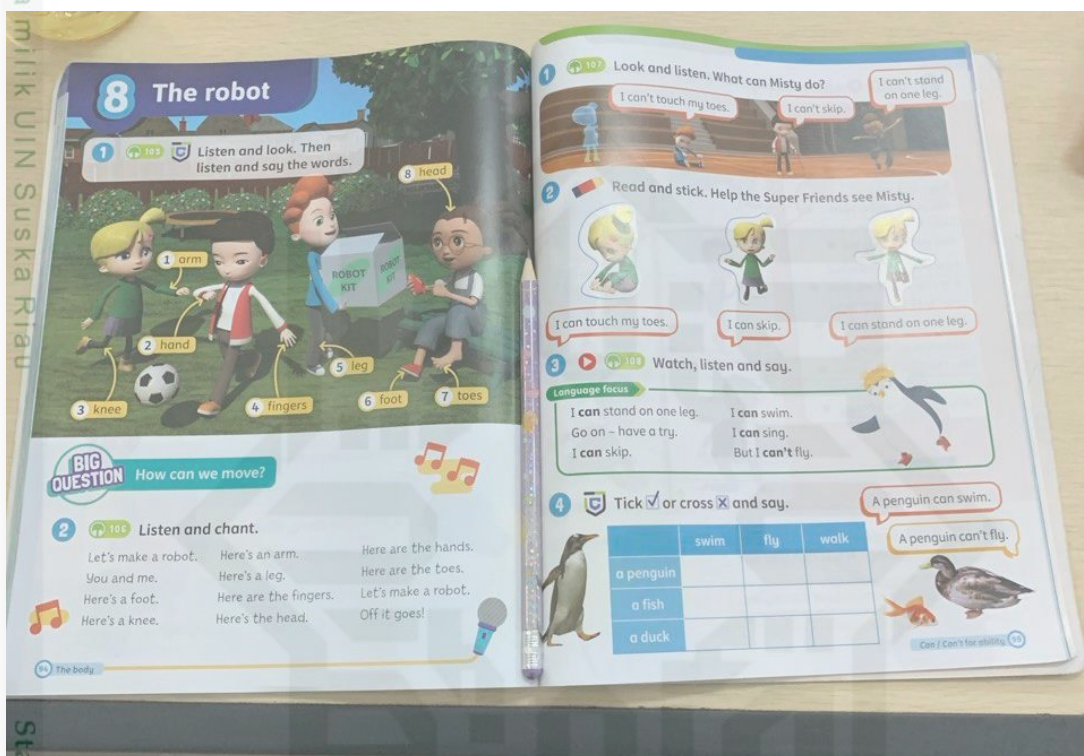
4. Mengeja dan menyalin tulisan Bahasa Inggris sangat sederhana dalam konteks kelas

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen		
8.1. Mengeja kosakata bahasa Inggris sangat sederhana secara tepat dan berterima dengan ejaan yang benar	Kosakata sangat sederhana terkait dengan <i>parts of body</i>	<ul style="list-style-type: none"> Mengeja kosakata materi terkait berdasarkan gambar 	<ul style="list-style-type: none"> Mengeja kosakata berdasarkan gambar dengan ejaan yang benar 	Tes tulis	Menulis kosakata dengan ejaan yang benar	2 x 35 menit	<ul style="list-style-type: none"> SB hal. 101 Classware CD ROM Workbook
8.2. Menyalin kosakata bahasa Inggris sangat sederhana secara tepat dan berterima	1. Kosakata sangat sederhana terkait dengan <i>parts of body</i> 2. Menulis deskripsi mengenai satu jenis hewan yang tidak biasa	<ul style="list-style-type: none"> Menyalin dan mencocokkan kosakata dengan gambar Menggambar hewan tidak biasa dan menulis kalimat mengenai <i>parts</i> 	<ul style="list-style-type: none"> Menyalin dan mencocokkan kata dengan gambar yang sesuai Menulis <i>parts of body</i> 	Tes tulis	Menulis <i>parts of body</i>	2 x 35 menit	<ul style="list-style-type: none"> SB hal. 101 Classware CD ROM Workbook Paper Writing and drawing materials

		<i>of body</i> yang dimilikinya					
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)							



STUDENTS' SUPER MINDS SECOND EDITION STARTER STUDENT'S BOOK ABOUT ROBOT



APPENDIX V DOCUMENTATIONS

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INTERVIEW WITH ENGLISH TEACHER



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https://youtu.be/edC_xTyJ1Qw?si=0MIF9akXRujWYXZ3

https://youtu.be/edC_xTyJ1Qw?si=0MIF9akXRujWYXZ3



X

O

27

14 Apr

2025

Teaching and Learning Process at 11 April 2025.
Class 1B Madinah 10.00-11.00

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OBSERVATION IN THE CLASS ENGLISH TEACHER

<https://youtu.be/5sKytXvgoJk?si=BHVPypLRfM-D8mhY>



Deskripsi



Rec 2 Rabu kelas 1D materi Robotic pukul 10.00-11.00 wib by bu Siti

0

Suka

18

Penayangan

7 Mei

2025



APPENDIX VI THESIS GUIDANCE LETTERS

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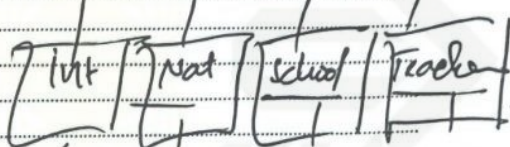
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Phone & Facs, (0761) 858832, Website: <https://pasca.uin-suska.ac.id> Email : pasca@uin-suska.ac.id

Catatan Perbaikan

- Provide the issues of CBI/CLIL
- " - the kinds of curriculum and their products: supra, macro, meso, micro, and nano



- Teaching & English to young learners (TEYL)

- change perception to instructional processes of EYL

Pekanbaru, 23 Januari 2025

Penguji 1



Dr. Drs. H. Kalayo Hamdhan, M.Ed-TESOL

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Catatan Perbaikan

1. The title should take place in the description.
2. Take the note that the relationship to teaching learning is at elementary school.
3. state your formulation with the word why & because your research is qualitative.

Pekanbaru, 23 Januari 2025
Perluji 3


Dr. Sutarmo, M.Ag

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Catatan Perbaikan

1. Title, Background
2. Research Q / formulation of problem
3. chapter II
4. chapter III

Pekanbaru, 23 Januari 2025
Penguji 4



Dr. Hj. Zulhidah, M.Pd

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Nomor : S- 0618/Un.04/Ps/PP.00.9/02/2025
Lamp. : 1 berkas
Perihal : Penunjukan Pembimbing I dan
Pembimbing II Tesis Kandidat Magister

Pekanbaru, 12 Februari 2025

Kepada Yth.

- Dr. Hj. Zuhiddah. M. Pd (Pembimbing Utama)
- Dr. Kalayo Hasibuan. M. TESOL (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama : Chandra Alfiandodes
NIM : 22390814926
Program Pendidikan : Magister/Strata Dua (S2)
Program Studi : Tadris Bahasa Inggris
Semester : IV (Empat)
Judul Tesis : The implementation Of English Instruction At Islamic
Elementary School In Pekanbaru

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

- Penelitian dan penulisan tesis;
- Penulisan hasil penelitian tesis;
- Perbaikan hasil penelitian Setelah Seminar Hasil Penelitian;
- Perbaikan tesis setelah Ujian Tesis; dan
- Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam,
Direktur,

Prof. Dr. H. Ilyas Husti, MA
NIP. 19611230 198903 1 002

Tembusan :
1. Sdr. Chandra Alfiandodes
2. Arsip



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Nomor : B-807/Un.04/Ps/HM.01/03/2025 Pekanbaru, 03 Maret 2025
Lamp. :-
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
Yth. Kepala Sekolah SD Islam Al-Azhar 54 Pekanbaru

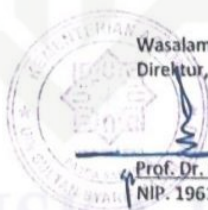
Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: CHANDRA ALFINDODES
NIM	: 22390814926
Program Studi	: Tadris Bahasa Inggris
Semester/Tahun	: IV (Empat) / 2025
Judul Tesis/Disertasi	: The Implementation of English Instruction At Islamic Elementary School in Pekanbaru

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari Sekolah SD Islam Al-Azhar 54 Pekanbaru.

Waktu Penelitian: 3 Bulan (24 Februari 2025 s.d 23 Mei 2025)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam
Direktur,

Prof. Dr. H. Ilyas Husti, MA
NIP. 19611230 198903 100 2

Tembusan:
Yth. Rektor UIN Suska Riau

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SURAT IZIN RISET TESIS/DISERTASI

Nomor: 678/III/E/YPIA-SDIA54/1446.2025

Yang bertanda tangan dibawah ini:

Nama : H. Abdul Hakim, M.Pd.
NIY : 107081638
Jabatan : Kepala SD Islam Al Azhar 54 Pekanbaru
Alamat : Jl. Swakarya No.17 Kel. Tuah Karya Kec. Tuah Madani

Memberikan izin kepada :

Nama : Chandra Alfindodes
NIM : 22390814926
Program Studi : Tadris Bahasa Inggris
Judul Tesis : *The Implementation Of English Instruction At Islamic Elementary School In Pekanbaru*

Berdasarkan surat dari UIN Sultan Syarif Kasim Riau Pasca Sarjana dengan Nomor: B-807/Un.04/Ps/HM.01/03/2025, perihal Izin Riset Tesis/Disertasi. Bahwa mahasiswa yang bersangkutan diberi izin untuk melakukan Riset/penelitian di SD Islam Al Azhar 54 Pekanbaru.

Demikian agar surat izin penelitian ini dibuat agar dapat digunakan sebagaimana mestinya.

Pekanbaru, 10 Maret 2025

Kepala Sekolah,



H. Abdul Hakim, M.Pd

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Pengurus YPI Al Azhar Cabang Riau.

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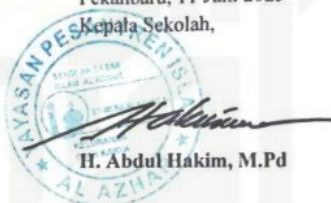
Nama : Chandra Alfindodes
NIM : 22390814926
Program Studi : Tadris Bahasa Inggris
Judul Tesis : *The Implementation Of English Instruction At Islamic Elementary School In Pekanbaru*

adalah Mahasiswa Program Studi Tadris Bahasa Inggris dan telah menyelesaikan Tesis/Disertasi pada bulan Mei 2025 di SD Islam Al Azhar 54 Pekanbaru Tahun Ajaran 2024/2025.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

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No.	Tanggal Konsultasi	Materi Pembimbing/Promotor *	Paraf Pembimbing/Promotor *	Keterangan
1.	25/2/2025	Formulation of the problem, Chapter II tambah researchers.	<i>[Signature]</i>	
2.	26/03/25	Instrumentation. theories on TEYL	<i>[Signature]</i>	
3.	21/04/2025	Data Presentation & Analysis Chapter III	<i>[Signature]</i>	
4.	28/04/2025	Conclusion	<i>[Signature]</i>	
5.	04/06/2025	Approved	<i>[Signature]</i>	
6.				

Catatan:
*Coret yang tidak perlu

Pekanbaru, 04 Juni 2025

Pembimbing I/Promotor*

[Signature]
Dr. Hg. Zulhikmah, M.Pd.

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing/Promotor *	Paraf Pembimbing/Co Promotor *	Keterangan
1.	25/2/2025	Formulation of the problem Chapter II	<i>[Signature]</i>	
2.	26/03/25	Instrumentation theories of TEYL	<i>[Signature]</i>	
3.	21/04/25	Data presentation Analysis chapter III	<i>[Signature]</i>	
4.	28/04/25	Conclusion	<i>[Signature]</i>	
5.	04/06/25	Approval	<i>[Signature]</i>	
6.	-	-	-	

Catatan:
*Coret yang tidak perlu

Pekanbaru, 04 Juni 2025

Pembimbing II/Co Promotor*

[Signature]
Kalya Hassan