

**THE IMPLEMENTATION OF CURRICULUM  
BASED ON CEFR (COMMON EUROPEAN FRAMEWORK  
REFERENCES FOR LANGUAGES) IN ENGLISH TEACHING  
(A Case Study on English Teacher in SD Al-Irsyad Al-Islamiyyah 01  
Purwokerto)**



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**Submitted to Faculty of Tarbiya and Teacher Training of  
State Islamic University of K.H. Saifuddin Zuhri Purwokerto  
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Degree**

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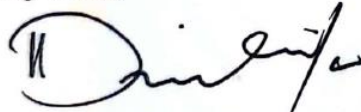
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(A Case Study on English Teacher in SD Al-Irsyad Al-Islamiyah 01  
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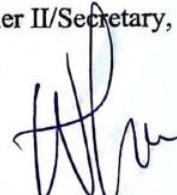
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**MOTTO**

~ Learning is Never Done Without Error and Defeat ~



## **DEDICATION**

All praise be to Allah, for all is due to the nobility of the glory and majesty of

Your power. This thesis is dedicated to:

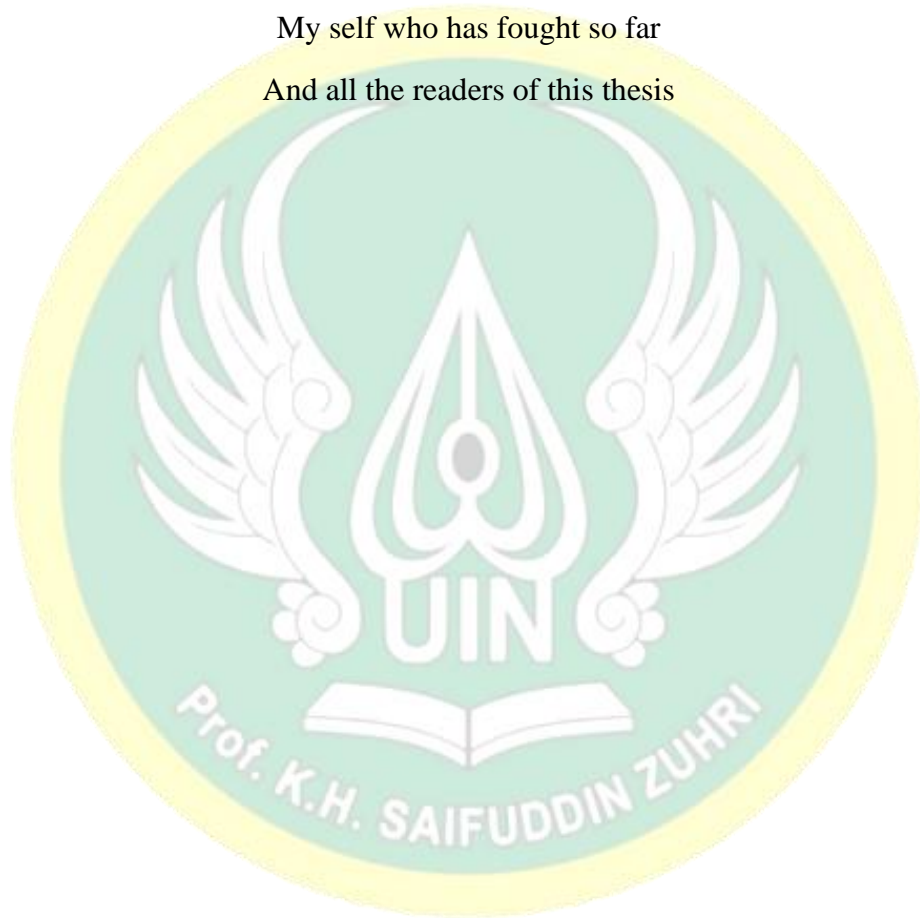
My two beloved parents and my beloved family

My beloved best friends

All the people who always give support and prayers

My self who has fought so far

And all the readers of this thesis



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*Alhamdulillah rabbil'alamin*, I thank Allah, the Almighty, who has provided for all of my needs. Because of Him, I can express all my gratitude and strength to complete this entitled **“The Implementation of Curriculum based on CEFR (Common European Framework for Languages) in English Teaching (A case study on english teachers in SD Al-Irsyad Al-Islamiyyah 01 Purwokerto”**. *Sholawat* and *Salam* will always be upon our beloved prophet Muhammad SAW, his family, and his companion who guided the way of this life.

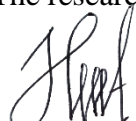
The researcher realized that this thesis would never have been accomplished without the guidance and motivation of many people. On this great occasion, the researcher would like to express the deepest thanks to:

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5. Dr. Maria Ulpah, M. Si., the Head of the Education Department in Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.
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Finally, the researcher hopes that this research could give advantages to the reader. The researcher realized that this research is far from being perfect. Therefore, the researcher openly accepts criticism and suggestions of this research for better result.

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The Implementation of Curriculum Based on CEFR (Common European Framework for Languages) in English Teaching

(A Case Study on English Teacher in SD Al- Irsyad Al Islamiyyah 01 Purwokerto)

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**ABSTRACT**

The research aimed to observe and describe the implementation of The Curriculum based on CEFR (Common European Framework for Languages) for English teaching conducted by English teachers in SD Al-Irsyad Al Islamiyyah 01 Purwokerto. A case study based on the qualitative method was chosen as the research design. The instruments for collecting data were interviews, observation and documentation. All the data were analyzed based on a qualitative approach, including data reduction, display data, conclusion drawing and verification. The result of the research shows the activity of English teaching implemented utterly appropriate to the principle of The Common European Framework of Reference for Languages (CEFR), such as comprehensive, transparent, coherent, supportive of lifelong learning, multidimensional, action-oriented, and supportive of student autonomy. Otherwise, some challenges that faced English teacher, such as time allotment, teaching media, using authentic material for listening activities, teaching grammar and intercultural competence. Therefore, the practice of this implementation needs more improvement to achieve the objective of the curriculum.

*Keywords: English Language Teaching, Curriculum, CEFR (Common European Framework for Languages).*

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## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses background of the study, clarification of key term, research question, aims and significances of the study, previous studies, and organization of the paper.

#### **A. Background of The Study**

The Common European Framework of Reference for Languages (CEFR) is a general European frame of reference for languages that includes learning, teaching and language assessment problems (Sudaryanto & Widodo, 2020). A guide used to describe the achievement of foreign language students in Europe. The Common European Framework of Reference for Languages (CEFR) included definitions of different levels along the proficiency scale at six main levels, which were described as language ability, are A1 (breakthrough), A2 (waystage), B1 (threshold), B2 (Vantage), C1 (effective operational proficiency), C2 (mastery). The Common European Framework of Reference for Languages (CEFR) level descriptors may be used to define a learning target, select and/or develop learning activities and materials, and guide the selection and design of assessment tasks (Figueras, 2012). Currently, the Common European Framework of Reference (CEFR) has become a very influential basis for designing language curricula and assessing language learning outcomes, not only in its home continent but around the world.

Maryo (2021) points out that several issues may become obstacles or considerations in implementing The Common European Framework of Reference for Languages (CEFR) as a model of learning English in Indonesia. First, English students only aim to get a certificate of English language proficiency, which means they do not really learn English only for communication. Second, the government as a curriculum designer is still unable to implement The Common European Framework of Reference for Languages (CEFR) as a learning model in Indonesia. It is because Indonesia already has a model that suits Indonesia's local needs. Teaching English in Indonesia is still officially based on the 2013 curriculum. Third, there is a need for professional

human resources and integrity in implementing The Common European Framework of Reference for Languages (CEFR). Finally, there needs to be an adjustment of the textbooks used in learning English with The Common European Framework of Reference for Languages (CEFR) model to suit the needs and culture of Indonesia.

Despite of the fact that, the Indonesian Ministry of Education and Culture established a new regulation in February 2022 about the implementation of English teaching based on Merdeka curriculum. They adopted The Common European Framework of Reference for Languages (CEFR) to benchmark learning outcomes, which focus on six English skills, listening, speaking, reading, viewing, writing, and presenting that are equivalent to level B1 (Keputusan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia Nomor 56/M/2022 Tentang Pedoman Penerapan Kurikulum Dalam Pemulihan Pembelajaran, 2022). Level B1 reflects the specifications that can be seen in a student's ability to retain interaction and convey something desirable in various contexts with clear articulation, expressing ideas the main thing you want to share comprehensively, and training communication though not yet fluent.

The approach used in general English learning is a genre-based approach, namely learning is focused on text in various modes, whether spoken, written, visual, audio, or multimodal (Sujinem, 2023). Rohimajaya & Hamer, (2023) stated that there are many similarities and differences between the 2013 curriculum and the Merdeka curriculum in teaching English to senior high school students. Rohimajaya et al., (2022) additionally proved that English course books should integrate six skills, but the teachers assessed that the book currently used for learning English in the classroom had not implemented the six skills. It could be stated that the current course book does not reflect the Merdeka curriculum. The other word, the implementation of Merdeka Curriculum is more significant to the 2013 Curriculum than The (Common European Framework of Reference for Languages) CEFR-based curriculum.



Implementing The Common European Framework of Reference for Languages (CEFR) as a national Curriculum in several countries has had an impact positive, problems, teacher awareness, and challenges for English teachers as stakeholders that faced directly in teaching situation as well as those responsible for the course of teaching activities. A study by Shahazwan et al. (2022) shows that implementing The Common European Framework of Reference for Languages (CEFR) as English curriculum in secondary schools enhances teacher awareness about autonomous learning and pedagogical approach, while differences of the learning context become an issue for students understanding. Teachers agreed that awareness of students' level of proficiency is central to The Common European Framework of Reference for Languages (CEFR) as curriculum not merely because it helps teachers design lessons alone but also because it directly assists the students themselves. Teachers also agreed that the flexibility is a plus point for a The Common European Framework of Reference for Languages (CEFR) as curriculum, encourages seamless integration of all four skills with communicative competence as the main goal of language exchanges taking place in lessons. However, they were also aware of the fact that appropriation need to be made to ensure meaningful learning take place as some of them voiced concern against the unfamiliar context (culture, received pronunciation, etc.), which may impede the students' comprehension and ability to accomplish the tasks and develop necessary skills and strategies. Additionally, a study from Hismanoglu (2013), investigated prospective English Foreign Learner (EFL) teachers' awareness with respect to the relatedness of the new English Language Teacher Education (ELTE) curriculum and The Common European Framework of Reference for Languages (CEFR). The results of the research indicated that the majority of prospective English Foreign Learner (EFL) teachers know about The Common European Framework of Reference for Languages (CEFR), read The Common European Framework of Reference for Languages (CEFR), took a course/ got education concerning The Common European Framework of Reference for Languages (CEFR) or The (Common European Framework of Reference for

Languages) CEFR-related subjects, had a sufficient amount of knowledge with respect to The Common European Framework of Reference for Languages (CEFR), view The Common European Framework of Reference for Languages (CEFR) as having impact on the course books used for teaching English to students in their department, on the tests used in their department and on language teaching techniques used in their department. Therefore, the majority of prospective English Foreign Learner (EFL) teachers understand the contents of European documents and that they can adapt these documents to their teaching when they start the teaching profession. In our time, adapting innovations in every field is possible by educating well-qualified teachers.

SD Al-Irsyad Al-Islamiyyah 01 Purwokerto is one of the private schools that uses a curriculum based on The Common European Framework of Reference for Languages (CEFR) in English teaching. The preliminary observation was carried out on November 8 2021, by meeting with the chairman and the English teacher. The school has been using the curriculum based on The Common European Framework of Reference for Languages (CEFR) for two years, starting with the first semester of the 2020/2021 academic year. The benefit of using the curriculum was achieve the objective to equalize student's language ability with international standard. The teacher as an implementer and the stakeholder responsible for teaching in the classroom provide positive response and support to achieve learning objectives optimally. It is implemented only for 4<sup>th</sup> grade, 5<sup>th</sup>, and 6<sup>th</sup> grade. The level of proficiency for students in the school was equal in levels A1 and A2. It was proved on the research by Meisani et al. (2020) in primary school that from 157 students of elementary school get the result, there are 50.32% (starter), 35.67% (movers) and 14.01% (flyer). The starter/mover is equal to A1 and the flyer is equal to A2, it means 85.99% of them there were A1 level.

Teaching, learning and assessment for younger learners can be more closely aligned to make their early experiences more coherent and to reinforce the action-oriented approach to language learning. They also serve to promote and champion plurilingual approaches to teaching and learning as part of this

alignment (Mcelwee et al., 2019). Despite of that, teaching English for young learner is not easy, the teacher should make a situation where students enjoy learning activities. Several considerations have been taken into account in developing a set of learning objectives for young learners. First, Young learners are expected to learn a new linguistic and conceptual system before they have a firm grasp of their own mother tongue. Second, the essentials for children's daily communication are not the same as for adults. Young children often use the foreign language in a playful and exploratory way. Third, the extent to which personal and extra-linguistic features influence the way children approach the new language (Benigno & de Jong, 2016). Boud and Molloy, cited by Sidhu et al. (2018) stated that teachers need to focus on strategies that provide effective feedback to meet students' needs and make learning more engaging. So, when teaching English based on The Common European Framework of References for Languages (CEFR), the teacher must ensure that the teaching method can increase students' engagement in learning activities to make students accept the material more easily. Hence, before applying this curriculum, the English teachers in SD Al-Irsyad Al-Islamiyyah 01 Purwokerto were selected and trained in advance, yet some obstacles appeared during the learning activity.

Related to the previous study, it could be concluded that their research focuses on teacher awareness and the result after the curriculum implementation. Teaching difficulties for young learners could be the necessary that have to be revealed. Based on the consideration, this research was analyzed with the title "The Implementation of Curriculum Based on The Common European Framework of References for Languages (CEFR) in English Teaching (A case study on English teachers in SD Al-Irsyad Al-Islamiyyah 01 Purwokerto)".

## B. Clarification of Key Terms

### 1. Curriculum

The definition of curriculum is the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives (Mulenga, 2018). Hence, Curriculum

is all those activities in which students engage under the auspices of the school, including how they learn it, how the teacher helps students in the learning activity, using the supporting material, style and method of assessment, and the facilities.

2. The Common European Framework of References for Languages (CEFR)

The common European framework of references for languages (CEFR) is an international standard for describing language ability. It describes language ability on six points scale, from A1 for beginners up to C1 for those who mastered a language. In teaching and learning activity, the role of The Common European Framework of References for Languages (CEFR) as a curriculum design. The curriculum transformation to The Common European Framework of References for Languages (CEFR) covers the aspects of content, teaching time allocation, assessment methods, pedagogy, and organization, materials, and curriculum management (Lo, 2018). Thus, many aspects that will be changed in adopting The Common European Framework of References for Languages (CEFR) into the curriculum.

3. English Teaching in Curriculum based on The Common European Framework of References for Languages (CEFR)

The objective of English teaching based on The Common European Framework of References for Languages (CEFR) is to help students achieve their goals of each level. The Common European Framework of References for Languages (CEFR) document includes many scales that describe language skills through statements about what learners at various levels can do in functional terms rather than their knowledge of grammar or vocabulary. So, teaching focused on practical skills is very much in keeping with the modern emphasis on developing communicative ability as the primary goal of language teaching (Read, 2019). From the explanation above, this research relates to how teachers implement the curriculum based on The Common European Framework of References for Languages (CEFR) in English teaching.

### C. Research Question

Based on the research background above, the research question is how did the English teachers implement the curriculum based on The Common European Framework of References for Languages (CEFR) in English teaching at SD Al-Irsyad Al-Islamiyah 01 Purwokerto?

### D. Aims and Significances of The Study

#### 1. The Aims of The Research

To analyze the curriculum implementation based on The Common European Framework of References for Languages (CEFR) in English teaching at SD Al-Irsyad Al-Islamiyyah 01 Purwokerto.

#### 2. Significances of The Research

a. The results of the research were expected to give some significance not only theoretically but also practically to:

##### 1. English Language Teachers

This research is expected to gain in-depth knowledge about implementing The Common European Framework of References for Languages (CEFR) Curriculum and the obstacles English teachers face.

##### 2. School

This research is expected to furnish information on how the teachers implement The Common European Framework of References for Languages (CEFR) Curriculum and could be used as a reference to evaluate the teaching obstacles that English teachers face.

### E. Previous Studies

Based on several sources, such as journals and previous research related to this research, that have relevance to the research topic, the following are the comparison results among previous research.

The first, a journal entitled Implementation of The Common European Framework of References for Languages (CEFR) in Malaysia: Teachers' Awareness and the Challenges written by Uri & Aziz, (2018). The findings

revealed that most of the teachers had very limited knowledge, minimum exposure and low levels of awareness about The Common European Framework of References for Languages (CEFR). Nevertheless, they were optimistic about the idea and believed that the framework is vital to improve Malaysians' English proficiency. The officials in the ministry were also positive about the implementation plan despite the perceived challenges and obstacles. The teachers' resistance, lack of training and negative conception that most teachers have, namely it would be difficult to incorporate The Common European Framework of References for Languages (CEFR) in their teaching are some of the main challenges identified in this study. The similarity of the research with the study is focusing on English teachers in implementing the curriculum based on The Common European Framework of References for Languages (CEFR) as well the obstacle that faced by English teachers in their English teaching while the distinction was in the research method that used. Therefore, it can be acknowledged that this research investigates the teacher's perspective based on her experience in implementing the curriculum based on The Common European Framework of References for Languages (CEFR).

The second, a journal entitled English as Second Language (ESL) Teachers' Perceptions on the Implementation of The Common European Framework of References for Languages (CEFR) in Malaysian Primary Schools: Issues and Challenges written by Khair & Shah, (2021) Result of the journal are teaching obstacle that faced by teacher on the implementation The Common European Framework of References for Languages (CEFR) Curriculum and some suggestion as a problem solve. The similarity of the research with study are the implementation of The Common European Framework of References for Languages (CEFR) in primary school, and the distinction is the research method that used. Hence, the research is relevant to be used as reference.

The third, journal research by Arslan & Ozenici, (2017) entitled A (Common European Framework of References for Languages) CEFR-based Curriculum Design for Tertiary Education Level. The research find out that the development of four language skills in order for language learners to be able to

communicate, the consistency of content for learning and teaching English Foreign Learner (EFL) skills with real-life situations, the employment of communicative language teaching methods, strategies, and techniques, and the use of alternative testing and assessment should be taken into consideration in the process of designing and developing key components of a (Common European Framework of References for Languages) CEFR-based English Foreign Learner (EFL) curriculum. The similarity of the research with the study is focused on the Curriculum design based on The Common European Framework of References for Languages (CEFR), and the difference of the research are design of curriculum based on The Common European Framework of References for Languages (CEFR) while the study focuses on the teacher implements teaching activity to delivering material based on The Common European Framework of References for Languages (CEFR) and the difficult that faced as well as the teacher strategy to set up the problem, and also in the research method that used. Thus, it is available to be used as a reference.

#### F. Organization of The Paper

The structure of the research must be classified, hence becoming systematic research. This research is divided into five chapters, as follows:

Chapter I is the introduction, consisting of the research background, Clarification of key terms, aims and significances of the research, review of relevant studies, and structure of the research.

Chapter II is the literature review related to the theoretical framework of curriculum based on CEFR in English teaching.

Chapter III is the research method, which deals with the research design, site and participant, subject and object of the research, technique of collecting data, and technique of analyzing data.

Chapter IV is the result of research.

Chapter V is the conclusion and suggestion of the research.

## **CHAPTER II**

### **LITERATUR REVIEW**

This chapter contains the theoretical framework that is related to this research. It is started with the Common European Framework for Languages concept including definition, objectives, principles and the common reference level. In the next sub-chapter contained curriculum design and implementation of English teaching based on The Common European Framework of References for Languages (CEFR).

#### **A. Common European Framework References for Languages**

The Common European Framework of References for Languages (CEFR) was recommended by an inter-government symposium held in Switzerland in 1991. It aims to facilitate transparency and coherence between curriculum, teaching and assessment within an institution, as well as transparency and coherence between institutions, educational sectors, regions and countries (Prajapati, 2022).

##### **1. Definition**

The Common European Framework of Reference for Languages (CEFR) is an internationally recognized guideline used to describe the achievements of learners of foreign languages across Europe and beyond. It provides a method of learning, teaching, and assessing that applies to all languages in Europe, and it organizes language proficiency into six levels, from A1 for beginners to C2 for those who have mastered a language (Council of Europe, 2001). These levels can be regrouped into three broad categories: Basic User, Independent User, and Proficient User. The Common European Framework of References for Languages (CEFR) is designed to make it easier for educational institutions, employers, and individuals to evaluate language qualifications, compare qualifications to other exams, and promote methodological innovations in language teaching (Nikolaeva, 2019). It is based on descriptors of language competencies and sub-competencies, and it has influenced language education and testing worldwide



In conclusion, The Common European Framework of References for Languages (CEFR) is an important international standard for describing language ability, providing a common reference point for language learners, educators, and employers to assess and compare language qualifications. Its impact on language education and testing has been significant, and it continues to play a crucial role in promoting language learning and teaching worldwide.

## 2. The Objectives

Council of Europe (2020) points out the objectives of The Common European Framework of References for Languages (CEFR), that follows:

- a. Promote and facilitate co-operation among educational institutions in different countries;
- b. Provide a sound basis for the mutual recognition of language qualifications;
- c. Assist learners, teachers, course designers, examining bodies, and educational administrators in situating and coordinating their efforts.

It could be concluded that the outlined objectives emphasize the pivotal role of collaborative efforts and standardization in education and language learning. Firstly, promoting cooperation among educational institutions across borders fosters a global exchange of knowledge and best practices, enriching educational experiences for learners worldwide. Secondly, establishing a solid foundation for the mutual recognition of language qualifications facilitates the seamless transition and acknowledgement of language proficiency across diverse educational systems and institutions. Finally, aiding learners, educators, curriculum developers, examination boards, and administrators in aligning their endeavors underscores the importance of coordination and coherence within the educational landscape. Collectively, these objectives strive to create a more interconnected and standardized framework, enabling smoother learning, teaching, and assessment pathways across international boundaries.

### 3. The Principle of The Common European Framework of References for Languages (CEFR)

These fundamental principles and characteristics of The Common European Framework of References for Languages (CEFR) form the core concepts of the model of co-constructed curriculum design model that will be described later in this paper. In the proposed model, The Common European Framework of References for Languages (CEFR) statements of competency, used as learning outcomes, provide the foundation of the coherent, transparent and multidimensional language curriculum the model advocates (Barbaux, 2021).

- a. Comprehensive: specifying as full a range of language knowledge, skills and use as possible.
- b. Transparent: information must be clearly formulated and explicit, available and readily comprehensible to users.
- c. Coherent: the descriptors should be free from internal contradictions. 13 Language learning needs to be planned as a whole process, specifying outcomes, ways of measuring learner achievement, learning materials and teaching methods,
- d. Multidimensional and action-oriented: language curricula must be based on learning outcomes defined in terms of the language competence needed for the actions and communication tasks the learners are likely to face.
- e. Supportive of lifelong learning: language learning is a dynamic lifelong process that needs to equip learners for changing situations in life, and
- f. Supportive of student autonomy: autonomous learning and self-assessment are key concepts of The Common European Framework of References for Languages (CEFR) approach to learning. Learner autonomy i.e. learners' ability to plan and evaluate their own learning is at the heart of The Common European Framework of References for Languages (CEFR). The European Language Portfolio, developed for language learners by the Language Policy Division as a complement to

The Common European Framework of References for Languages (CEFR), allows students to record their language learning experiences and outcomes in and outside of the classroom over time.

#### 4. Common References Level

The Common European Framework of References for Languages (CEFR) contains three holistic scales: a global scale, a self-assessment grid, and quantitative aspects of spoken language. The global scale determines the language program's exit level, stating the curriculum's ultimate goals (Nagai et al., 2020).

Table 2. 1 The Global Scale of Reference Level Description

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area

		where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

In conclusion, the Common European Framework of Reference for Languages (CEFR) provides a comprehensive structure for assessing language proficiency across various levels. The proficiency levels range from Basic User (A1 and A2) to Independent User (B1 and B2) and Proficient User (C1 and C2). As learners progress through these levels, they develop the ability to understand, communicate, and express themselves in increasingly complex and nuanced ways. The framework emphasizes not only linguistic competence but also practical communication skills, cultural awareness, and the development of autonomous learning. Each level outlines specific descriptors for listening, speaking, reading, and writing skills, contributing to a well-rounded language curriculum that prepares

individuals to engage effectively in diverse social, academic, and professional contexts.

B. The Common European Framework of References for Languages (CEFR) in Curriculum Design and Implementation.

The Common European Framework of Reference for Languages (CEFR) is a valuable tool for curriculum design and implementation in language teaching. It provides a transparent, coherent, and comprehensive basis for the elaboration of language syllabuses, curriculum guidelines, and the design of teaching and learning materials as well as the assessment (Mirici & Kavaklı, 2017). The Common European Framework of Reference for Languages (CEFR) establishes learning and teaching objectives, reviews curricula, designs teaching materials, and provides a basis for recognizing language qualifications by level reference descriptor, thus facilitating educational and occupational mobility to equalize with international standard.

From the explanation above, could be concluded within several points, they are:

- 1) Global Point of Reference: The Common European Framework of Reference for Languages (CEFR) provides a globally understood point of reference for measuring language knowledge and skills, informing decisions on language teaching and assessment.
- 2) Detailed Description of Learning: It offers a comprehensive description of learning, teaching, and assessing languages, allowing for a clear understanding of learners' competencies and their ability to carry out communicative tasks.
- 3) Specific Goals and Levels: Teachers and learners can work towards specific levels and goals of language proficiency, providing a clear direction for language learning and teaching.
- 4) Selection of Teaching Materials: The Common European Framework of Reference for Languages (CEFR) allows teachers to select teaching materials that are referenced to the framework, aiding in the development of well-rounded language curricula.

- 5) Indication of Performance and Ability: The Common European Framework of Reference for Languages (CEFR) levels provide an indication of learners' performance and ability to function in communicative contexts, enabling teachers to tailor their instruction accordingly.
- 6) Flexibility: The Common European Framework of Reference for Languages (CEFR) does not impose specific requirements, providing flexibility for teachers to adapt it to their specific teaching contexts.

### C. CEFR for Language Teaching

The Common European Framework of Reference for Languages (CEFR) is widely used in language teaching as a tool for planning, teaching, and assessing language learning outcomes (Ishak & Mohamad, 2018). The CEFR provides a common basis for the explicit description of objectives, content, and methods in second/foreign language education. The Common European Framework of Reference for Languages (CEFR) adopts an action-oriented approach, describing language learning outcomes in terms of language use (Foley, 2019). According to Hazar (2021) The Common European Framework of Reference for Languages (CEFR) divides language activities into four kinds: reception (listening and reading), production (spoken and written), interaction (spoken and written), and mediation (translating and interpreting). With three principal dimensions: language activities, the domains in which they occur, and the competencies on which we draw when we engage in them. The Common European Framework of Reference for Languages (CEFR) provides a taxonomic description of four domains of language use – public, personal, educational, and professional – for each of which it specifies locations, institutions, persons, objects, events, operations, and texts (Schmidt et al., 2019).

The Common European Framework of Reference for Languages (CEFR) defines six common reference levels (A1, A2, B1, B2, C1, C2), using “can do” descriptors to define the learner/user’s proficiency at each level (Nagai et al., 2020). Descriptors can be used to select and structure a series of activities, to explain objectives to learners, and to monitor student performance in

collaborative activities (Figueras, 2012). Hence, the role of the descriptor in language teaching used to design teaching planning and teaching implementation as well as designing and implementing the assessment of learning unit. The explanation of communication activities displayed including the table of descriptor from (Council of Europe, 2020), that are:

a. Reception

Reception in encompasses the ability to understand and interpret both spoken and written communication (Council of Europe, 2020). This receptive skill involves two main components: listening and reading comprehension. Proficiency in reception allows individuals to comprehend information, extract meaning, and engage with language in various contexts. The descriptor of reception for A1 and A2 displayed by table below.

Table 2. 2 Reference Level Descriptor for Reception.

Listening Comprehension	
A1	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.
A2	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated.
Reading Comprehension	
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.
A2	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.

The table explained that, in listening comprehension at level A1, the individual can follow slow and clearly articulated speech with long pauses, recognizing concrete information on familiar topics. At level A2, they can understand enough to meet concrete needs when speech is clearly and slowly delivered, focusing on immediate priorities. In reading comprehension, at A1, the person can understand very short, simple texts by picking up familiar names and basic phrases. At A2, they can comprehend short, simple texts with high-frequency vocabulary on familiar concrete matters. In conclusion, at both A1 and A2 levels, the individual shows the ability to understand spoken and written language when delivered at a slow and clear pace, with a focus on familiar and basic content.

b. Production

Production refers to the active generation and expression of language (Council of Europe, 2020). It involves two main components: speaking and writing. Proficiency in language production allows individuals to convey thoughts, ideas, and information effectively, showcasing their ability to use the language in various contexts.

Table 2. 3 Reference Level Descriptor for Production.

Spoken production	
A1	Can produce simple mainly isolated phrases about people and places.
A2	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/ dislikes etc. as a short series of simple phrases and sentences linked into a list.
Written production	
A1	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.
A2	Can write a series of simple phrases and sentences linked with simple connectors like ‘and,’ ‘but’ and ‘because



The table explained that, at spoken production level A1, an individual can generate simple, isolated phrases regarding people and places. At A2, they can provide a basic description or presentation of people, living conditions, daily routines, likes/dislikes, etc., in a short series of connected phrases and sentences. In written production at A1, the person can convey information about personal matters (e.g., likes, dislikes, family, pets) using simple words and basic expressions. They can also write simple isolated phrases and sentences. At A2, the individual can write a series of simple phrases and sentences connected with basic connectors like 'and,' 'but,' and 'because.' In conclusion, at both A1 and A2 levels, the person demonstrates the ability to express themselves verbally and in writing with simplicity and basic language structures.

c. Interaction

Interaction in language learning refers to the dynamic exchange of communication between individuals (Council of Europe, 2020). It involves both receptive and productive skills, encompassing spoken and written interactions. Proficiency in interaction is crucial for effective communication in real-life situations, as it allows individuals to engage with others, express themselves, and understand responses in a meaningful way.

Table 2. 4 Reference Level Descriptor for Interaction Skill

Spoken Interaction	
A1	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
A2	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.
	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask

	and answer questions and exchange ideas and information on familiar topics in predictable everyday situations
Written interaction	
A1	Can ask for or pass on personal details in written form.
A2	Can write short, simple formulaic notes relating to matters in areas of immediate need.

The table explained that, in spoken interaction at level A1, an individual can engage in simple communication, relying on repetition, slower speech, rephrasing, and repair. They can ask and answer basic questions and respond to simple statements on familiar topics. At A2, the person can communicate in routine tasks involving the direct exchange of information in work and free time contexts, handling short social exchanges. They can interact with reasonable ease in structured situations and short conversations on familiar topics. In written interaction at A1, the person can ask for or convey personal details in written form. At A2, they can write short, simple formulaic notes related to immediate needs. In conclusion, at both A1 and A2 levels, the individual demonstrates the ability to engage in spoken and written interactions with simplicity, especially in familiar and routine contexts, utilizing basic language structures and communication strategies.

d. Mediation

In the process of mediation, the user or learner functions as a social agent, actively building connections and aiding in the creation or expression of meaning (Council of Europe, 2020). It can encompass the translation of meaning from one language to another, referred to as cross-linguistic mediation. The context for these activities may be social, pedagogic, cultural, linguistic, or professional.

Table 2. 5 Reference Level Descriptor for Mediation Skill

A2	Can play a supportive role in interaction, provided that other participants speak slowly and that one or more of them helps him/her to contribute and to express his/her suggestions. Can
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	convey relevant information contained in clearly structured, short, simple, informational texts, provided that the texts concern concrete, familiar subjects and are formulated in simple everyday language.
	Can use simple words to ask someone to explain something. Can recognize when difficulties occur and indicate in simple language the apparent nature of a problem. Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest provided these are expressed clearly in simple language
A1	Can use simple words and non-verbal signals to show interest in an idea. Can convey simple, predictable information of immediate interest given in short, simple signs and notices, posters and programmes.

The table explained that, at A2 level, an individual can play a supportive role in interaction, contributing with assistance when others speak slowly. They can convey relevant information from clearly structured, short, simple texts on concrete, familiar subjects and use simple words to ask for explanations. They recognize difficulties, articulate the nature of a problem, and convey main points in short, simple conversations or texts on everyday subjects. At A1 level, the person can express interest in ideas using simple words and non-verbal signals. They can convey simple, predictable information from short, simple signs, notices, posters, and programs. In conclusion, at both A1 and A2 levels, the individual demonstrates the ability to engage in communication, with A2 showcasing a more developed capacity for supporting interactions, handling informational texts, and participating in slightly more complex conversations.

However, The Common European Framework of Reference for Languages (CEFR) is a framework of reference that must be adapted to fit the learning context. It means relating to the particular features (the learner, the objectives, etc.) to The Common European Framework of Reference for Languages (CEFR), focusing on those aspects which you can find reflected in the body of the text and in the level descriptors (Cambridge English, 2011). Not everything in The Common European Framework of Reference for Languages (CEFR) will

be relevant to learning context that implemented by the English teacher, and there may be important features that The Common European Framework of Reference for Languages (CEFR) does not address.

The teacher now becomes a decision-maker in the teaching process, which consists of preparation, implementation and evaluation (Bilbao et al., 2008). Teacher should ensure that teaching activity implemented appropriate with the principle of The Common European Framework of Reference for Languages (CEFR). The explanation of preparation, implementation and evaluation in English teaching based on The Common European Framework of Reference for Languages (CEFR), elucidated as follows.

#### 1. Preparation

Before stepping into the classroom, teachers engage in extensive preparation beyond lesson planning. They meticulously design curricula, adapt materials to suit diverse learners, and create engaging activities fostering critical thinking. This process involves continuous professional development, where educators refine their teaching methods, staying abreast of evolving educational practices and technologies. Additionally, they cultivate a conducive classroom environment by establishing ground rules, organizing physical spaces, and considering students' individual needs and backgrounds. As articulated by (Darling-Hammond & Bransford, 2005), effective teaching necessitates a comprehensive preparation that encompasses both subject matter expertise and pedagogical skill development, ensuring teachers are equipped to facilitate meaningful learning experiences.

The preparing of English teaching based on The Common European Framework of Reference for Languages (CEFR), educators undergo a multifaceted process. They align their teaching objectives with The Common European Framework of Reference for Languages (CEFR) proficiency levels, tailoring lesson plans to target specific language competencies outlined in the framework, ranging from listening and speaking to reading, writing, and cultural understanding. Teachers utilize

various assessment tools aligned with The Common European Framework of Reference for Languages (CEFR) descriptors to evaluate students' language proficiency accurately. Moreover, they adopt diverse teaching methodologies to cater to learners at different The Common European Framework of Reference for Languages (CEFR) levels, fostering a communicative and interactive language learning environment. As The Common European Framework of Reference for Languages (CEFR) guidelines emphasize (Council of Europe, 2001), this preparation equips teachers to offer structured and cohesive language instruction that supports learners in achieving defined language competencies across various proficiency levels.

English teachers can incorporate the Common European Framework of Reference for Languages (CEFR) into their lesson plans through the following strategies:

- a. English teachers need to have a good understanding of The Common European Framework of Reference for Languages (CEFR) and its principles to effectively integrate them into their lesson plans. They should be familiar with The Common European Framework of Reference for Languages (CEFR) descriptors and proficiency levels to align their lesson plans with the framework (Abd Rahman et al., 2021).
- b. English teachers can use (The Common European Framework of Reference for Languages) CEFR-based curriculum to design lesson plans that align with proficiency levels. They can use The Common European Framework of Reference for Languages (CEFR) descriptors to select and structure a series of activities, explain objectives to learners, and monitor student performance in collaborative activities (Phoolaikao & Sukying, 2021).
- c. English teachers can incorporate The Common European Framework of Reference for Languages (CEFR) descriptors into their lesson plans to ensure that learning objectives and activities align with proficiency levels. They can use the descriptors to design learning activities that

focus on the four modes of communication: perception, production, interaction, and mediation (Figueras, 2012).

- d. English teachers can align their lesson plans with The Common European Framework of Reference for Languages (CEFR) levels by using (The Common European Framework of Reference for Languages) CEFR-based grids and checklists to provide criteria for reducing the subjectivity of judgments. These tools, when supported by specific training, can help ensure that lesson plans align with the CEFR levels (Foley, 2019).
- e. English teachers can use the flexible tree structure of The Common European Framework of Reference for Languages (CEFR) to adapt the framework to meet local needs while staying connected to the general system of The Common European Framework of Reference for Languages (CEFR). This flexibility enables English teachers to situate and describe the levels used in their lesson plans in terms of The Common European Framework of Reference for Languages (CEFR) (Abidin & Hashim, 2021).

In summary, English teachers can incorporate The Common European Framework of Reference for Languages (CEFR) into their lesson plans by understanding the framework, using (The Common European Framework of Reference for Languages) CEFR-based curriculum, incorporating The Common European Framework of Reference for Languages (CEFR) descriptors, aligning with The Common European Framework of Reference for Languages (CEFR) levels, and utilizing the framework's flexible tree structure. These practices can help teachers effectively integrate The Common European Framework of Reference for Languages (CEFR) into their lesson plans and ensure that learning objectives, activities, and assessments align with proficiency levels.

## 2. Implementation

Implementation of English teaching in the classroom involves a dynamic fusion of pedagogical approaches and interactive strategies to

engage students with the meaningful language acquisition. Teachers employ diverse methodologies such as communicative language teaching, task-based learning, and content and language-integrated learning (CLIL) to create an immersive and participatory environment. They integrate authentic materials like newspapers, videos, and real-life scenarios to contextualize language use, promoting both linguistic and cultural understanding. This approach aligns with research by Richards & Rodgers (2014, who advocate for a learner-centered approach that encourages active student participation and language practice. Through effective implementation strategies rooted in these methodologies, educators foster an atmosphere that enhances language proficiency and encourages students' critical thinking, creativity, and effective communication skills. The implementation of The Common European Framework of Reference for Languages (CEFR) in English teaching is related to an action-oriented approach. Council of Europe, (2020) points out several implications of the action-oriented approach, which are;

- a. Seeing learners as social agents implies involving them in the learning process possibly with descriptors as a means of communication. It also implies recognizing the social nature of language learning and language use, the interaction between the social and the individual in the process of learning.
- b. Seeing learners as language users implies extensive use of the target language in the classroom – learning to use the language rather than just learning about the language (as a subject).
- c. Seeing learners as plurilingual, pluricultural beings means allowing them to use all their linguistic resources when necessary, encouraging them to see similarities and regularities as well as differences between languages and cultures.

Hence, Incorporating The Common European Framework of Reference for Languages (CEFR) principles into English teaching emphasizes an action-oriented approach that significantly impacts language education. The

approach emphasizes learners' involvement in learning by identifying them as active social agents and utilizing descriptors as communication tools. This perspective emphasizes the interdependence of the social setting and individual learning in language acquisition. Furthermore, considering learners as language users' needs an immersive setting in which the target language is widely used, with an emphasis on practical language application rather than rote learning. Accepting learners as plurilingual, pluricultural individuals encourages them to use their unique linguistic capacities while also cultivating an understanding of the nuances and commonalities across languages and cultures.

Based on The Common European Framework of Reference for Languages (CEFR) framework, this action-oriented method fosters a dynamic and inclusive classroom atmosphere that fosters more than simply language skills. Additionally, the action-oriented approach is similar to the teaching strategy in language teaching. Both of them focus on communication activities, yet the task-based method from the action-oriented approach focused on social life while the communicative language teaching focused on learning (Delibaş & Günday, 2016). It could be said that the action-oriented approach is an approach complementing and improving the missing aspect of the communicative approach.

Teaching is now perceived as stimulating, directing, guiding the learner and evaluating the learning outcomes of teaching. The teacher's role in teaching becomes complex but has given the learner the responsibility to learn. Teaching is a process that enables the learner to learn on his/her own (Bilbao et al., 2008). Hence, teaching activities are student-centered and the role of the English teacher in the curriculum implementation is the facilitator. Implementing the Common European Framework of Reference for Languages (CEFR) in the English language classroom involves focusing on communicative language activities and strategies that align with the framework's principles. Here are some insights into how English teachers



can implement The Common European Framework of Reference for Languages (CEFR) in the classroom:

- a. Focus on Real-Life Tasks: The Common European Framework of Reference for Languages (CEFR) encourages language learning that focuses on completing real-life tasks, where students are assessed based on the extent to which they complete the task. To align with this principle, teachers can design activities that simulate real-world language use, such as role-plays, problem-solving tasks, and project-based learning (Council of Europe, 2020).
- b. Use of Communicative Language Teaching (CLT): The Common European Framework of Reference for Languages (CEFR) primarily relies on Communicative Language Teaching (CLT) in teaching and lesson planning. English teachers can incorporate Communicative Language Teaching (CLT) principles, such as meaningful interaction, authentic language use, and task-based learning, to align with The Common European Framework of Reference for Languages (CEFR) that emphasis on communicative language activities (Naser & Ali, 2023).
- c. Incorporating Plurilingualism: The Common European Framework of Reference for Languages (CEFR) also emphasizes plurilingualism, which involves recognizing and valuing the linguistic diversity of learners. English teachers can create activities that acknowledge and incorporate learners' diverse language backgrounds, promoting an inclusive and plurilingual learning environment (Abidin & Hashim, 2021).
- d. Assessment and Feedback: Teachers can use The Common European Framework of Reference for Languages (CEFR) descriptors and assessment grids to inform their assessment practices. By aligning assessment with The Common European Framework of Reference for Languages (CEFR) levels and using specific training and forms of

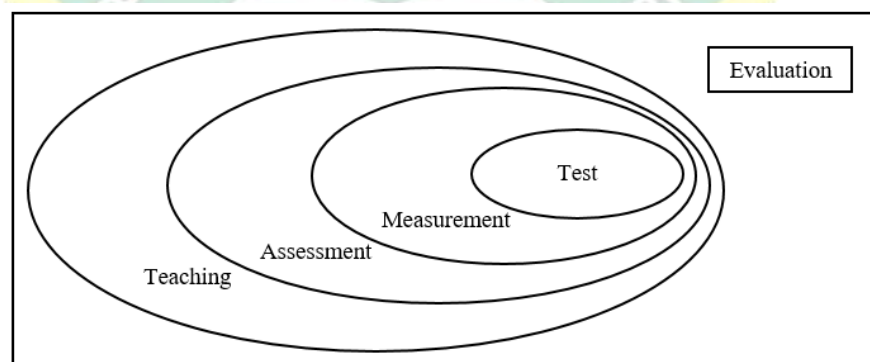
"double marking," teachers can ensure that assessment practices are consistent with the framework's standards (Foley, 2019).

In summary, English teachers can implement The Common European Framework of Reference for Languages (CEFR) in the classroom by focusing on real-life tasks, incorporating Communicative Language Teaching (CLT) principles, acknowledging plurilingualism, and aligning assessment and feedback with The Common European Framework of Reference for Languages (CEFR) descriptors and levels. These strategies can help create a communicative and inclusive language learning environment that aligns with the principles of The Common European Framework of Reference for Languages (CEFR).

### 3. Evaluation

In the evaluation phase, a match of the objectives with the learning outcomes will be made. The kind of information should be determined so that the type of evaluation should be chosen to fit the purpose. Simply, the evaluation phase will answer the question if the plans and implementation have been successfully achieved. Brown figured the relation between test, measurement, assessment, teaching and evaluation in a diagram that researcher draw as follow:

Figure 2. 1 part of evaluation



From the diagram above, Brown stated that assessment is part of teaching activity, especially the evaluation of teaching, which contains measurements and tests (Brown, 2003). It could be said that assessments is the way to evaluate the students where teachers are able to collect the

information from the students and conclude how far students understand about the learning and how effective the teaching learning process that the teachers give to the students.

As-Sabiq & Ardiana (2020), stated that assessment is one of the things which are included in classroom activities. It is also an important process that requires successful learning and measurement of achievement. According to Vero & Alexander Chukwuemeka (2019), in order to help teachers and students modify their respective efforts, assessment is the systematic process of gathering, recording, interpreting, and applying information regarding students' responses to a learning task. Dwiyanti & Suwastini (2021) argue that assessment is a process to measure students' abilities through documentation as supporting evidence.

In the evaluation process, thirteen assessment types were adopted in The Common European Framework of Reference for Languages (CEFR). Yet only two types of assessment are used in the education environment, they are summative and formative assessment.

a. Formative assessment

Formative assessment is the assessment that done during the learning process. During teaching and learning, formative assessment happens frequently. At the elementary level, formative assessment involves a variety of techniques, such as conversations in the classroom and tests intended to produce feedback on student performance. This is done so that educators can modify their instruction and student learning based on student's needs (Vero & Alexander Chukwuemeka, 2019). William in Ahmed et al., (2019) stated that Formative assessment is the frequent, interactive assessment of students' progress and understanding to identify learning needs and adjust teaching appropriately.

Formative assessment commonly allows two-way interaction between teacher and student. Lane in Vero & Alexander Chukwuemeka (2019), also stated that it involves the teacher using a communicative process to find out what students know and do not know and continually

monitoring student progress during learning. Dolin and Evan in Dwiyanti & Suwastini (2021) also stated that formative assessment is used to help teachers in monitoring students' progress in the learning process to report this to the parents.

According to Dolin and Evans, giving feedback is the act of commenting on a service, a procedure, or an occasion in order to improve learning. While teachers use the feedback from formative tasks to identify what students are having difficulty with and properly alter instruction, both teachers and students are involved in decisions regarding the next steps in learning (Vero & Alexander Chukwuemeka, 2019).

b. Summative assessment

The Summative assessment is an assessment that done in the end of the learning unit. Summative assessment is the reflection of what they have learned in the whole semester. Ahmed et al., (2019) stated that the summative assessment is the process of recording the students' achievement to a given point, on a numerical scale, which aims to look back and take a stock of how students have achieved the objectives. According to Brown, (2003), summative assessment often takes place at the conclusion of a course or instructional unit and tries to measure or summarize what a student has learned. It is accordance with Vero & Alexander Chukwuemeka (2019), statement which is stated that at the conclusion of an academic term, year, or at a predetermined periodic time, summative evaluations are often used to assess the efficacy of educational programs and services.

Summative evaluations in elementary school are additional methods for assessing the success of programs, objectives for school improvement, and curricular alignment. According to Dolin and Evan statement in Dwiyanti & Suwastini (2021), which stated that final projects or standardized test is the form of summative assessment. It is also accordance with (Brown (2003), which stated that quizzes, periodic

review tests, midterm exams, etc. are the brunch of summative assessment, also with final examination.

Final examination as summative assessment is one of important part in assessing activity. Final semester examination is a testing activity carried out by teachers in schools to determine the level of progress of the students and assessment of learning outcomes carried out at the end of the semester (Kurniawan, 2019). Final semester exam is one of the activities carried out to measure student learning achievement. With Final semester exam, students and teachers can find out how the results of the learning they have done so that learning improvements can be made for the next semester.

The implementation of assessment based on The Common European Framework of Reference for Languages (CEFR) in their English language classrooms, English teachers can follow these steps:

- a. English teachers should have a good understanding of The Common European Framework of Reference for Languages (CEFR) and its principles to effectively implement them in their assessment practices. They should be familiar with The Common European Framework of Reference for Languages (CEFR) descriptors and proficiency levels to align their assessment with the framework (Abd Rahman et al., 2021).
- b. English teachers can select assessment tools that align with the four modes of communication: perception, production, interaction, and mediation. These tools should be relevant to real-world language tasks and should be designed to help learners achieve specific learning objectives (Figueras, 2012).
- c. English teacher can incorporate The Common European Framework of Reference for Languages (CEFR) descriptors into their assessment practices to ensure that assessment aligns with proficiency levels. They can use the descriptors to design assessment tasks that focus on specific language competencies, such as linguistic, pragmatic, and sociolinguistic competence (I. H. Mirici & Şengül, 2020).

- d. English teachers can provide opportunities for learners to self-assess their language skills using The Common European Framework of Reference for Languages (CEFR) descriptors. This can help learners understand their strengths and weaknesses and set goals for improvement (Cambridge English, 2011).
- e. English teachers can use assessment grids that align with The Common European Framework of Reference for Languages (CEFR) levels to evaluate learner performance and provide feedback on areas for improvement. These grids can help ensure that assessment aligns with The Common European Framework of Reference for Languages (CEFR) levels and that learners are making progress towards achieving their language learning goal (Foley, 2019).

In summary, implementing (The Common European Framework of Reference for Languages) CEFR-based assessment in English language classrooms involves understanding The Common European Framework of Reference for Languages (CEFR), selecting relevant assessment tools, incorporating The Common European Framework of Reference for Languages (CEFR) descriptors, providing opportunities for self-assessment, and using assessment grids. These strategies can help teachers develop effective assessment practices aligned with The Common European Framework of Reference for Languages (CEFR) standards.

## **CHAPTER III**

### **METHODOLOGY**

This chapter discusses research design used in this research, including site and participant, subject and object, as well as data collection technique and data analysis.

#### **A. Research Design**

The qualitative approach was chosen as the research methodology for this study because it is focused on the subjective evaluation of attitudes, opinions, and behavior (Katohari, 2004) that occur in natural conditions which are explained by a detailed description of the situation using interviews, observations, and document reviews. Then, the data was presented in descriptive text.

Related qualitative approach used, *Case Study Research* was selected because the research question using “how” as the main question mark (Yin, 2009). The questions mark deals with the research activity that has been held in 2 months. This research also described a case study because the research was conducted on a specific situation in one school institution that is a school which was presented through depth-data collection involving multiple sources of information such as observations, interviews, and documents (Fraenkel et al., 2012). This research was referred as a single case study, which is the implementation of a Curriculum based on The Common European Framework of Reference for Languages (CEFR) in English teaching and English teacher in SD Al-Irsyad Al-Islamiyyah 01 Purwokerto is the field of study where the case takes a place. There are three focuses in the research would be analysis. First, how the teacher preparing the lesson plan. Second, how the teacher implements the lesson plan, what the difficult and how the teacher can set up the problem. The third is how the teacher design and implement assessment for learning unit.

#### **B. Research Site and Participant**

##### **1. Site**

The school chosen as the research site is one of the private elementary schools in Purwokerto. It was established in 1993 and has 3

English teachers. The school was chosen as the research due to some reason. First, it is one of the several private schools which implements Curriculum based on The Common European Framework of Reference for Languages (CEFR), especially in elementary school. SD Al-Irsyad Al-Islamiyyah 01 Purwokerto is one of several private schools which implement Curriculum based on CEFR in English teaching. Second, the school has been two years implementing the curriculum for two years, yet only three classes that use curriculum based on CEFR in English teaching are 4<sup>th</sup> grade, 5<sup>th</sup>, and 6<sup>th</sup> grade.

## 2. Participant

There are 2 English teachers that become participants of the research. The first English teacher is Teacher A. She is the English teacher for fourth grade and fifth grade. She followed teacher training before implementing this curriculum. Then, teaching experience for two years using this curriculum in English teaching. Hence, she has sufficient experience in implementing a curriculum based on The Common European Framework of Reference for Languages (CEFR) in English teaching. Second, teacher B. He is the English teacher for sixth grade. He has also followed teacher training but only implemented the curriculum for three months when the observations were carried out. However, he followed teacher training using this curriculum. He only needs to adapt to implementing the curriculum in English teaching.

## C. Subject and object of the research

The object of the research is the implementation of Curriculum based on The Common European Framework of Reference for Languages (CEFR) in English teaching, especially in elementary school. It is a new curriculum implemented in Indonesia that only private schools' use. In that case, the English teachers must adapt and follow the established rules. Consequently, this topic became essential to be studied. The research aims to investigate how the teacher implements the curriculum in English teaching.



The teacher is one of the stakeholders in curriculum development and implementation. The teacher's role as an implementer is very crucial (Bilbao et al., 2008). The successful implementation of the curriculum depends on the teacher's decision to overcome the obstacle faced in the classroom activity. They have to ensure that teaching activities are conducive to achieving the learning objectives. Hence, Subject of the research are English teacher in SD al-irsyad Al-Islamiyyah 01 purwokerto. It was to measure the success of English teachers implementing the curriculum based on The Common European Framework of Reference for Languages (CEFR) in English teaching, which concludes teaching preparation, instruction process, and assessment for learning unit as well as the obstacles that faced during implementation.

#### D. Data Collection Techniques

##### 1. Observation

Naturalistic observation was selected to observe the English teacher implementing The Common European Framework of Reference for Languages (CEFR) curriculum. Whereas the research was made without manipulating variables or controlling the activities of individuals but simply observes and records that happens as things naturally occur (Fraenkel et al., 2012). There are 6 observations were conducted on September 17, 2022- November 5, 2022 by observing how teacher delivering material based on The Common European Framework of Reference for Languages (CEFR) in the teaching situation.

The instrument that used was observation field notes as an observation guide to investigate teaching activity in the classroom. In order to maximizing usefulness of data that are gathered, the responses are systematically recorded for later review and analysis (Hancock & Algozzine, 2006). The context that became the main focus of the observation were on teachers' presentation when using the teaching aids and teaching material, as well as students-teacher's interaction in implementing the classroom activities, also the set of difficulties and problems.

## 2. Document analysis

Documents analysis is a commonly used method in case study research. It was useful to get information how the teacher implements teaching activity and delivering material based on The Common European Framework of Reference for Languages (CEFR) to young learner. The document that required in this study are the lesson plans for the third and fourth learning unit of the first semester and the syllabus. Lesson plan was selected as a document analysis in this study to identify how the teacher implement the instruction process. The researcher matching pairs the objectives in the lesson plan and the syllabus to identify the differences. At the end, when document combined with information from interviews and observations, information gleaned from documents provides the case study research, with important information from multiple data sources that must be summarized and interpreted in order to address the research questions under investigation (Hancock & Algozzine, 2006). There were there were 6 lesson plans and 2 syllabuses used to document analysis.

## 3. Interview

Individual interviews yield significant amounts of information from teacher's perspective about implementing the curriculum, even though quite time-consuming in data collection (Hancock & Algozzine, 2006). Furthermore, interview is a follow-up to the observation, when it is considered that there is a discrepancy between the data and what the teacher implements in teaching activities.

The instrument that would be used in interview is semi-structured interviews with open-ended question. In this manner, semi-structured interviews invite two English teachers to tell they experiences openly and freely as well as to define they opinion about the obstacle that they faced in the teaching situation from their own perspectives, not solely from the perspective of the writer as an investigator (Hancock & Algozzine, 2006). Interview carried out on August 27, 2022 to teacher A and teacher B about the implementation of English teaching in the school. Moreover, there were

small interview after doing observation on the teaching activity. In the end, the researcher carried out interview again for verification the result of data on December 5, 2022 to both of the English teacher.

## E. Data Analysis

### 1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying and summarizing of the result in written up field note and transcription (Miles & Huberman, 1994). In this section, data observation and interviews that was collected would like to selecting, focusing and summarizing how the teacher set up the teaching preparation, teaching instruction, and assessment process of learning unit in implementation curriculum based on The Common European Framework of Reference for Languages (CEFR).

### 2. Display data

The next step in qualitative data analysis after data reduction was display the data. It was kind of the process organized, compressed assembly of information which enable researcher to draw the conclusion (Miles & Huberman, 1994). Generally, narrative text used to display the data in qualitative research which tells complete and detail research finding. However, the data of the research displayed in descriptive text with three main point, that are teaching preparation, teaching instruction, and assessment of learning unit.

### 3. Conclusion drawing/ verification

The final step of qualitative data analysis was drawing conclusion or doing verification after the researcher reduced and displayed the data finding. Conclusion drawing was conducted since collecting the data that cannot be done once, it must go back to see the data to be verified (Miles & Huberman, 1994). Conclusion drawing process can be done and accurately elicited through data verification. Verifying data is combined by data observation, data interview and the theory framework of implementation Curriculum based on Curriculum (CEFR) in English teaching.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter portrays the finding and discussion toward the research in SD Al-irsyad Al-Islamiyyah 01 Purwokerto about the implementation of curriculum based on The Common European Framework of References for Languages (CEFR) on English teaching. Related to the finding and discussion, this chapter aims to describing the implementation of The Common European Framework of References for Languages (CEFR) concluding teaching preparation, implementation, evaluation as well as challenges faced in implementing curriculum based on The Common European Framework of References for Languages (CEFR). The finding and discussion will be presented based on interview result, observation and document analysis.

#### **A. Teaching preparation**

##### **1. Lesson plan**

Lesson planning is essential in the teaching process to reflect on what to teach, how to teach, and how to evaluate. A lesson plan allows teachers to manage time, effort, and resources efficiently. Generally, lesson plans are made by the teacher to guide the instruction process in the classroom. It can help teachers to achieve the goals and objectives appropriately (Nesari & Heidari, 2014). Yet, the lesson plans have been provided by the school which obtained from the curriculum, so the teacher only has to implement them during class learning.

Despite of the fact that, English teacher still have to make the lesson plan before teaching activity due to the incompatibility between the time allotment that provide on the original lesson plan and the time available on the lesson schedule. time allocation that available in the original lesson plan are 4x35 minute for each meeting, while teaching allocation provided by school are 2x35 minute for each meeting. That is the teacher's problem in implementing the original lesson plan without reducing the teaching material.

In that case, English teachers recreate the lesson plan based on the syllabus. The objectives on the syllabus have the important role as a reference in designing the lesson plan. In order to appropriated time allotment with the material that should be taught. English teachers agreed to reduce the objectives. The learning objectives that were removed contained phonic material that aimed to adjust the time allotment of 2x35 minutes for each meeting. After that, English teacher could design teaching activity based on the learning objective which has been agreed. Both of English teachers have different preparation to designing the teaching activity.

The preparation by teacher A makes a basic competency map consisting of basic competencies and material that must be delivered at each learning term. Basic competency is taken from the learning objectives in the syllabus. The teacher combines then divides into two categories, namely receptive skills and productive skills. Basic competency is used to determine learning objectives and material to be delivered. In the same way, it is used to determine the strategy to be used, the selection of appropriate media, the series of teaching activities and the assessment to be carried out. In other words, to create a new lesson plan with a time allocation of 2x35 minutes. She is made the basic competency mapping before new academic year started.

Teacher A: "For the basic competency mapping, I use at least I have a benchmark for speaking, what abilities they must achieve, what listening skills they must achieve, as well as reading, what abilities they must achieve. And writing, the competence they have to achieve."

Teacher A said that basic competency mapping used to determine students' benchmark and what students should achieve for each term. It also used to make the lesson plan. Teacher could easier to determine learning objective and the material for each meeting. According to Nosirova & Temirovna, (2022), Learning activities should be directly related to the learning objectives of the course, and provide experiences that will enable students to engage in, practice, and gain feedback on specific progress

towards those objectives. It can be concluded that the teacher's goal of making basic competency mapping is to make it easier for her to determine learning activities in class.

Furthermore, teacher B preferred to follow the guidelines from teacher's book as a guide in implementing learning activities than recreates the lesson plan. It is used to determine the level of material that should be taught in each term of learning. According to the teacher's explanation in the following interview.

Teacher B: "Before learning activities I prepared materials that I would teach based on the teacher's books and also syllabus."

He explained that syllabus and teacher's book were two things prepared before teaching activities. Unlike teacher A who prepares a formal lesson plan, teacher B has own point of view for lesson planning. According to him, the above two things have already been considered as planning stages, although it is only a small piece that he prepared before learning activities. The reason is explained in the following interview.

Teacher B: "Actually I modified this lesson plan, both in terms of strategy and material, but I haven't had the chance to edit it yet, because yesterday I got it too late and there's still a lot of work to do."

He said that the teacher has many tasks to do, so he could not prepare a formal lesson plan. He says making a formal lesson plan takes a lot of time, hence in preparing teaching activity he will not have anything written down, but will have a good idea in their heads of what they and the students will be doing. He made the planning of teaching material based on teacher's book dan syllabus.

Harmer, (2007) shows that some teachers with experience seem to have an ability to think on their feet, and this allows them to believe that lesson planning is unnecessary. Additionally, Harmer, (2015) stated that sometimes the organization they work for expects formal lesson plans to be made and (occasionally) kept on file. Every teacher has a different way of

preparing their teaching activities. It can be concluded that not all teachers prepare a formal lesson plan, many teachers ignore such preparation. Furthermore, teachers make a formal plan because of the administrative request of the place where they work. For some, scribbled notes from a pre-planning stage may be enough. For others, a few ideas in their heads may serve as a springboard for a very process-based lesson which grows 'organically' depending on what happens. For others, it is enough to know how they are going to start the lesson and where they hope it will get to, yet they are relaxed about what may happen in between. So, the preparations stage by teacher B was preparing the material that should be taught in the teaching activities. As a teacher who has experience, he chooses to keep the idea in his head and not write anything. However, it can already be said as a form of teacher professionalism in preparing learning activities. It is a teacher's authority, that will be a duty if there is a demand from where they work.

Based on the explanation above, it can be concluded that time allocation is the main reason why teachers have to change the original lesson plan. The teacher decided to eliminate teaching materials to fit in the time available. It proved by the results of the document analysis, which the teacher takes 5 learning objectives out of a total of 9 learning objectives to create basic competencies. This is because 5 learning objectives are about structure and vocabulary, while the other 4 learning objectives contain phonic material. As the teacher B said in the excerpt of interview below.

Teacher B: "Phonic is the material removed. So, we should not teach the material and it is agreed by English teachers in this school."

He said that removing the material phonic was the result of agreement from English teachers in the school. in order to convenient time allotment with the time available for English teaching in the lesson schedule. In contrast with the statement by teacher A that phonic material not really removed. The material still appearance on the teaching activity

that integrated with the teaching four skills. As explained by teacher A in the excerpt of interview below.

Teacher A: “The material that was removed was phonic, but it wasn't actually removed. So, I combined teaching phonic with teaching listening, reading and also speaking skills. In listening activities, I do repetition and drilling, while in reading and speaking activities, I correct students' pronunciation.”

She said that teaching phonic combined with teaching listening, reading, writing and speaking skill. It aimed to adjust with the time allotment that available in the lesson schedule. Since the phonic material is not an objective in teaching activities, this material is not a priority material to be given to students. In the implementation, teaching phonic was combined with teaching four skills in accordance to the function in real life. It will be more effective than teaching phonic with written formulaic. Campbell (2020) confirms that Early childhood teachers were not aware they were teaching phonics because of a misconception of what phonics instruction is, perceiving phonics instruction as only occurring as skill-drill teaching. Many teachers believe that teaching phonic was implemented at the appointed time on the lesson plan. It included exercise and assessment for measuring students' achievement. Furthermore, Paris (2019) stated that phonic is understanding about the relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that presents those sounds in written language). In fact, that most of English teachers teaching phonic combined with teaching four skill. In the listening activities, teachers do repetition and drilling which are two activities that are ways to teach phonics. Then in the reading aloud and speaking practice activities, the teacher will correct students' mistakes in pronouncing vocabulary. Likewise, in the writing dictation activities, students have to write down vocabulary where there are differences between pronunciation and writing. Hence, teacher A can implement teaching objectives which contain phonic material, and can get assessment results through



collaboration. This is in accordance with the implementation of phonic teaching which is collaborated with teaching four skills.

Related to the different preparation between the teacher A and the teacher B in designing the teaching activity, was the teacher's authority to choosing the teaching strategy, teaching method, teaching media, and the assessment process. As teacher A said in excerpt of interview below.

Teacher A: "during teaching activity, we know better what the situation in the field, therefore I slightly modified the lesson plan given by the school to suit the class conditions and students. But still appropriate with the material that should be taught."

As the English teacher, she said that she knows better what happened in the teaching activity. the teaching strategy, teaching method, teaching media, and the assessment process that chosen should appropriate with students need and class condition. It aims to increasing student's engagement in teaching activity, so they can understand the material easily. It is agreed by Khan, (2011) who stated that Lesson planning is essentially an experience so the teacher must also know about the classroom issues, learning theories, teaching related factors, the most approved teaching methods, approaches and strategies to fulfill the general and the specific learning needs. Moreover, the lesson plan is the thing that used to guiding the instruction process in the classroom as well as help the teacher to achieve the goals and objectives appropriately. Hence, when the teacher made the lesson plan, she should think and considering classroom issues, learning theories, teaching related factors, the most approved teaching methods, approaches and strategies to fulfill the general and the specific learning needs.

In the end, both teacher A and teacher B have preparation before teaching activities. According to Jantarach & Soontornwipast, (2018) notes, in the planning stage they formulate the objectives, design activities along with planning time and class management, produce teaching aids and plan assessment. As for the difference, Teacher A chose to recreate the lesson plan. while Teacher B only prepared the material. However, what they do is

a stage of planning that is equally aimed at achieving learning goals. It is agreed by Harmer (2009), that the overriding principle is that we should have an idea of what we hope our students will achieve in the class, and that this should guide our decision about how to bring it out. It can be concluded that planning before the teaching activity is important, but the teacher also has the authority to write it in the form of a formal lesson plan or just keep an idea of teaching activity that will be implement in the class.

## 2. Teaching Material

Language teaching should use authentic materials and contexts that reflect the real-world use of language, and should provide learners with opportunities to use language in meaningful and relevant ways. That is why Authentic material is chosen as a learning source used in the school. The books used for teaching activities resemble the United Kingdom (UK) edition as an English-speaking country. It is approved by Gilmore (2007), that authentic material is a language produced by native speakers. By using learning resources that come from native speakers, students will learn material related to culture of the target language.

Moreover, teacher B argues that there are cultural differences that bind learning content to be an obstacle. For example, in the introduction of vocabulary on the winter season theme. The teacher found it a little difficult to explain the kinds of games that were played during the winter season. According to teacher B, the cause of these difficulties is because students have never experienced the same situation as the learning theme being studied. In addition, teachers also do not teach or introduce other cultures that are on the theme of learning in student books, for example at Christmas celebrations. This was stated by teacher B in the interview excerpt below.

Teacher B: “If in this curriculum there is a lot of content that is not in accordance with the traditions in Indonesia, what celebrations in Islam don't exist, let alone the material, Christmas are actually there, but I don't teach that.”

He said that there a lot of content by student's book that used in this curriculum not appropriate with Indonesian culture, especially for student's

religion. He prefers not to teach the material which have differences culture, such as Christmas that indicated on the learning material in a term. However, the study of a foreign language allows learners to know another culture, not only by the expansion of language experiences, but also by including social and human factors (Mazari & Derraz, 2015). Language teaching has to play a real role in the education of learners by insisting on their perception and their attitude towards other cultures, and towards theirs also. It, thus, results in these learners a better understanding of the world and their relationships with others. This should contribute to reduce prejudice and promote tolerance between cultures.

In accordance with the statement from teacher A, he said that in learning a language, of course, you will get to know the culture of a new language, that is the culture of the owner of that language. Like the following the excerpt of interview.

Teacher A: "I always tell students that when we learn that language, we learn a little about culture, about culture, because this is not our language. But again, I always tell students that culture is not in accordance with our personality, especially as a Muslim and as an Indonesian nation, we don't need to join in. We only need to know that as knowledge to add to our insights."

In addition to this, there are cultural differences that are clearly visible in learning content. Which, the theme presented in each unit has a different culture from that school, for example Halloween and birthday parties. However, the learning objectives in teaching are still focused on language skills, both receptive skills and productive skills. This is reinforced by the statement from teacher A that although teaching English at this school is covered with a different culture, the learning objectives are still focused on language skills.

Teacher A: "It's like in grade 5 there's a festival right, there's Halloween and a birthday party, actually the sentence structure delivered contains grammar material to be + going to, for example I'm going to she's going to."

Teacher A also added that he always inserts examples of the use of vocabulary that has been taught into real forms that can be used to communicate in real life.

Teacher A: "I try to insert examples of sentences that they can use in their daily activities. for example I'm going to have a lesson, I have a music lesson. Something like that can be included in other sentences that are not related to the party. The hope is to communicate, yes, so they can use this vocabulary in real life."

Increasingly, language educators contend that foreign language learning should increase students' intercultural competence (IC) which would allow them to see relationships between different cultures, mediate across these cultures, and critically analyze cultures including their own (Moeller & Catalano, 2015). As a foreign learner, you should get more benefits from learning activities that have different cultures. Students can compare the culture being studied with their own culture.

Equating the language skills of students based on the level of language proficiency. Using the authentic material for listening activity was in line with the purpose of the school using (The Common European Framework of References for Languages) CEFR-based curriculum on the teaching of English. When students graduate from the school have been at the level A2/B1 for primary school. in addition to books, teachers also use audio files that use the voice of native speakers. The use of authentic material on listening activities, of course gives students the opportunity to listen to the correct pronunciation, as it is spoken directly by the native speaker. As explained by teacher A in the following interview.

Teacher A: "This uses native speakers for listening material, so their chance to hear the correct pronunciation is greater, than if only from a teacher who is not a native speaker."

Teacher A said that using the voice of a native speaker in listening activities would give students the opportunity to listen to the correct pronunciation compared to non-native speakers. It is agreed by Tamo cited by Azizah (2016), stated that by using authentic material, students are

exposed to real language. Then, giving the students information about the real situation that they will be listening to in order to help them become familiar with this uses native speakers for listening material, so their chance to hear the correct pronunciation is greater, than if only from a teacher who is not a native speaker the language target. As a foreign learner, the use of authentic material is necessary to train the student's receptive skills to understand the worded information of the target language. Training students' understanding in receiving information towards the target language, which can help familiar students listen to native speakers in interacting in real life. In the conclusion, both of English teacher using the authentic material that recommended by the curriculum. They struggling in adaptation phase to implement the curriculum in order to set up the problems that their faced.

### 3. Learning Media

Learning media can be interpreted as a tool of hardware or software used in the delivery of materials by teachers to students in the learning process. In learning process, media is expected to make a more effective and efficient learning process in accordance with the purpose of learning. English teachers always using student's book, student workbook, audio file and audio speaker to delivering material. As the teacher A stated in the excerpt of interview below.

Teacher A: "Media that used to deliver the material were student's book, student's workbook, audio speaker and audio file for listening activity."

Teacher A stated that she only using were student's book, student's workbook, audio speaker and audio file in delivering material. The projector that does not work was the causes the teacher only using books and audio for the teaching media. As the teacher B stated in the excerpt of interview below.

Teacher B: "The projector that does not work, I only used student's book, student's workbook audio speaker and whiteboard to explaining the material."

He said that he only used student's book, student's workbook audio speaker and whiteboard as teaching media due to projector that does not work. Moreover, teacher A emphasize that teaching activity runs properly even though lack of the media. But she must to create teaching activity that students interesting and engage on every learning step. As the teacher A said in excerpt of interview below.

Teacher A: "Even though lack of teaching media, teaching activity runs properly. Students actively during the learning activity. Consequently, I should to design teaching activities that increasing student's interest and student's engagement."

She said that she must to design learning activities that can increase student's interest and student's engagement. In order to teaching runs properly even though lack of teaching media. Furthermore, the design of student book is suitable to teaching for young learner. That is full of picture with the minimum of formulaic. The book completed with an audio file, that can help the teacher to teaching listening. Choosing the media is necessary in order to increasing student's interest as well as to help teacher in delivering material. It is agreed by Dwinalida & Setiaji (2022), that the usage of media in the teaching and learning process not only benefits the teacher but also raises student motivation. In order to increase the students' motivation to participate in the learning process. Could be concluded that both of english teacher using student's book, students work book, audio speaker and audio file as the teaching media. But the media was chosen to delivering material can help English teachers in teaching activity as well as increasing student's motivation.

#### 4. Teaching Strategy

English teaching based on The Common European Framework of References for Languages (CEFR) using communicative approach as one of the strategies chosen to deliver teaching material. The strategy was in line with the objectives of action-oriented approach, where the teaching

objectives are useful in real life. It is agreed by Derakhshan & Torabi (2015), that communicative language teaching is a prominent theoretical model in English Language Teaching that uses the situations students are likely to encounter in real life. The main purpose is to enable learners to communicate in a second language context and develop learners 'communicative competence which involves knowledge of the language and the ability to use the knowledge in context. In the lesson plan, she did not write strategy that used. But she mentions several strategies that used to deliver the material. As the teacher A stated in excerpt on interview below.

Teacher A: "Teaching strategy that used depend on the material delivered, such as repetition drilling for listening, reading aloud for reading, role play for speaking and project-based learning for writing. Sometimes, I'm looking for the strategy from BBC learning or the other resource on YouTube. In order to adjust with student's need."

She said that teaching strategy that used depend on the material delivered. Several strategies that mentioned suitable with the teaching activities, such as repetition drilling for listening activity, reading aloud for reading activity, role play for speaking activity and project-based learning for writing activity. Additionally, she used the strategy from (British Broadcasting Corporation) BBC learning and another resources on YouTube as reference in delivering material. Furthermore, teacher B used the strategy that provide on the teacher's book, such as repetition drilling, role play, and etc. It helps the teacher to choose the strategy that suitable with the material delivered. As the teacher stated on the excerpt of interview below.

Teacher B: "The strategy that used were repetition drilling, roleplay and so on. The book was completed with the strategy that can used to deliver the material. I just implement the strategy that recommended by the book."

He said that teacher's book was completed with the strategy which can be a teaching guideline in delivering the material. He used the strategy

that recommended by teacher's book on his English teaching such as repetition drilling, roleplay, and etc. Which can help the teacher to choose the strategy that used as well as appropriate with the material delivered.

Generally, the teaching strategies were used to help teacher in achieving the learning objective. Even though, both of English teacher have different perspective in deciding the strategies that chosen. They are used the strategies in order to students can understand easily with the teacher's explanation about the material that delivered. It is agreed by Abduh et al., (2022) that teaching strategies are an instructional format that not only enhance student knowledge and morale development but are also an integrated guide for teachers in optimizing their performance within the classroom.

From the explanation above, both of English teachers did not mention communicative language teaching as the strategy that they used to delivering material in their teaching activity. Despite of that, teaching strategies that chosen by english teachers used to enhancing students understand as well as can help the teacher in delivering material. The other purpose of choosing the teaching strategy is used to achieve learning objective easily. Hence, it is only different way from the teacher to achieve the learning objective. It related to the teacher's authority, so teacher can used different strategies as long as suitable with the learning objective that based on The Common European Framework of References for Languages (CEFR), which encounter student's communication in real life situation.

#### 5. Teaching activity

Commonly, the teaching activities divide into three parts, such as introductory, main activity, and closing. Based on the lesson plan that made by teacher A, and the result observation by teacher B. Both of English teachers also divide the teaching activities into three parts. It is the opening, core and closing activities. At the opening activities, they perform student attendance checks, asking students condition and explaining the learning objective as well as brain storming.



In the core activity, the teacher delivers material based on the communicative approach. Which is the teaching implement with the integrated skill including listening, reading, speaking and writing in accordance with the strategies of communicative approach. It is agreed by Santos that language learning does not only mean training and language skills but also concentrating on the ability to communicate. In other words, the communicative approach is at the core of the teaching process (Santos, 2020). Different with the teacher B that only implemented 1 skill on each meeting, due to the activities were focus on delivering material based on the page to the next page. However, using a communicative approach there are two benefits. For students, communicative-based teaching activities can help them familiarize with real-life situations. For teachers, the communicative approach increases student engagement due to the interaction between teachers and students. Thus, the class condition class becomes conducive and material can be delivered effectively and students can understand it easily.

At the end of the lesson, the teacher reflects on the teaching that has been done. Then prayers and greetings. In the conclusion, both of English teacher align in dividing the teaching activity into three parts. Yet, the core activity that implement by teacher A and teacher B were different. Teacher B did not implement teaching four skill in every meeting, due to teaching activity that he implemented runs from the page to the next page of student's book. The teacher B not ensure the appropriated of principal of The Common European Framework of References for Languages (CEFR) that implemented should integrated.

## 6. Assessment

Formative assessment is an evaluation that is performed during the learning process. It is agreed by Alahmadi et al., (2019) that formative assessment is a process when teachers provide feedback during instruction to organize the learning and teaching process in order to increase student achievement. Based on the results of the document analysis from the

original lesson plan, the student workbook is used as an assessment tool. Despite that, there was a difference in the assessment made on the lesson plan for the first meeting, it was a student project to evaluate the student's speech skills. It was an improvisation of teacher A in making a formative assessment. According to Ekolu, (2006) stated that performance of students in formative assessments was an indicator of better performance in summative assessments. The feedback received from formative assessment which in turn causes students to get more effectively engaged in their preparation for summative assessments. It could be concluded that the improvisation of the formative assessment which teacher A made is the preparation for the summative assessment. Likewise with the teacher B, who using student's workbook as an assessment tool at the end of learning activity. Even though teacher B did not improve the assessment tools or assessment process, he always ensured by monitoring students during the assessment process. The conclusion was, both of English teacher used the student's workbook as the main assessment tools in assessment formative.

## B. Implementation

### 1. Introductory

The introductory that implemented by teacher and teacher B, have similarity and difference. The similarities were on the teacher give *salam*, leading students to pray, and checking student's condition. The different was on the English teacher explains the purpose of learning by associating it with the previously discussed material, due to appropriate with the material context. Based on the result of observation, the beginning of English teaching start with saying *salam* by English teachers. After that, the teacher lead in students to praying together. Then, checked student's attendance list during the English teachers checked students' condition, as illustrated below.

Teacher: "how are you today?"

Students: "I'm good, how about you?"

Teacher: "I'm very well, whose absent today?"

Students: “nothing”

In the last of the introductory stage, both of English teachers explain the purpose of learning by associating it with the previously discussed material, as illustrated below.

Teacher A: *“nah disitu ada kata its heavy, itu berat. Tapi menurut anak perempuan it looks light. Itu terlihat ringan. Dari percakapan tersebut kita belajar yang Namanya adjective. Berat: heavy, dan ringan: light. Nah menurut kalian kenapa kita belajar ini?”*

Students: *“karena barang-barang ada yang ringan, ada yang berat”*

Teacher A: *“iyaaa, karena material to make things itu ada yang ringan atau berat, barang-barang di sekitar kita itu memiliki ciri-ciri sendiri. Iya ngga?”*

Students: *“Iyaaa.”*

Then, below the illustration from the teacher B explained the purpose of learning by associating it with the previously discussed material.

Teacher B : “Today we are going to learn about snow, did you know the title of this topic on this term?”

Students: “Winter vacation”

Teacher B: “Okay, thank you for the answer. Apa yang kalian pikirkan Ketika mendengar kata winter?”

Students: “Snowman, snow”

Based on the illustration, it can be concluded that in the introductory, English teachers build an emotional relationship with students to enhance student involvement in teaching activities. It is agreed by Srihidayanti et al., (2015) that pre-teaching activities involve preparing students physically and psychologically to participate in the teaching and learning process, to provide motivation. Which are answering questions to review previous material, explaining learning objectives and indicators, and explicitly stating the topic of the subject matter.

## 2. Main Activity (Integrated Skill)

The findings in this research showed that English teaching was implemented based on the communicative approach, which includes four skills in every meeting. It is agreed by Masduqi, (2016) that language is used to learn as well as to communicate and that it is the subject matter which determines the language that students need to learn. It should also attempt content, communication, cognition and culture, and includes elements of all four language skills, i.e. listening, speaking, reading and writing. The reason teachers teach four skills at one meeting is because they follow the provisions of the curriculum used. Because the purpose of learning in this curriculum is so that students can use it directly in real life, for communication. When two people are having a dialogue, one person is talking and the other is listening. As well as the teaching activities that are implemented. It stated by teacher A in excerpt of interview below.

Teacher A: “In general, this curriculum emphasizes teaching integrated skills. I saw in all the patterns in the lesson plan, both the lesson plan itself and the instructions for the teacher on the teacher’s book. Hence, first is listening, then teaching vocabulary, after that is the sentence structure. The next step is dialog, then to exercises. often teaching vocabulary first, because I believe it's not our language.”

Based on the excerpt of the interview above, the teacher implements integrated skills teaching due to following the provisions of the curriculum. The teaching activity including four skills, that are listening, reading, speaking and writing. On the other hands, integrated skills teaching can maximize student learning. Students' habits in using integrated skills in teaching activities make students more proficient in interacting in real life. This is inversely proportional if the skill taught is only one. Because in communication involves two people, who have different roles between being a listener or a speaker.

The finding of this research using observation and interview. The researcher had observed the implementation of English teaching by teacher

A in 5 grade and teacher B in 6 grades. That carried out on September, 22<sup>nd</sup> 2022 - November, 5<sup>th</sup> 2023. However, the result of the observation was shown two meetings only, because two last observation was different material. In this case, the researcher using checklist observation to identify the teaching integrated skill implemented by the teacher for each meeting. Then, note taking observation to describe the teaching activities in the classroom. Therefore, the result of the observation and interview showed as follow:

Table 4. 1 observation checklist of English teaching skill in the 3rd term at 5th grade.

Teaching skill	Meeting 1 <sup>st</sup>	Meeting 2 <sup>nd</sup>
Listening	✓	✓
Reading	✓	✓
Writing	✓	-
Speaking	✓	-

Based on the results of observations for the 1<sup>st</sup> meeting held in September, 22<sup>nd</sup> 2022 in 5G class, teachers implemented 4 skills simultaneously in one subsequent meeting. The core teaching activity began with listening skills. At this stage, the teacher played the audio twice, then the teacher checked the student's understanding by asking the point of the conversation that is on the audio.

Teacher A: *“okay that was the end of the audio, from what you hear, what dou you think? Sebenarnya mereka lagi ngapain? Can you explain to ustadzah Lina, can you tell me what is it about? Boleh menggunakan bahasa indonesia, ok qowi.”*

Student: *“Berkompetisi”*

Teacher A: *“ya berkompetisi, kemudian yang lain?”*

Student: *“berkompetisi dalam projek-projek”*

Teacher A: *“berkompetisi membuat projek-projek, projeknya dimana?”*

Student: *“di sekolah”*

Teacher A: *“ya, di sekolah. Terdapat kata-kata school ya, terus dimana?”*

Still with the same conversation but this time in text form. Teachers perform translation activities with students. In this case, teachers try to measure students' language acquisition. The results of this part observation activity show that students are already able to understand simple text.

Teacher: *“okay, lets observe the sentence, yuk kita artikan. Let's translate in bahasa, make a model rocket artinya apa?”*

Student: *“membuat model roket.”*

Teacher: *“buatlah sebuah roket, a itu bisa sebuah bisa satu ya. And then, the second one.”*

Student: *“you must use a plastic bottle.”*



Teacher: *“apa artinya?”*

Student: *“kamu harus menggunakan sebuah botol plastik.”*


In this translation activity, teacher A also explains the function of (can, must and must not) in real life. She gave an analogy and asked the students questions to find out the answers. Teaching activities in the classroom are interactive. The discussions they do in the classroom will enhance the student's ability as a social agent. It is to understand English lessons, not only as a subject but also as a necessity that they will use in real life (Council of Europe, 2020).

After the translation activity, the teacher continued with the reading aloud activity. One by one students read the previously interpreted text. During the loud reading activity, the teacher corrects the student's pronunciation. After reading aloud, the teacher gives the students a reading task as follows.

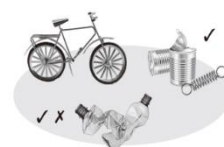
Figure 4. 1 reading task

**B**   **Look. Read. Write.**


**1** Make this model truck.  
 You can use paper.  
 You must use \_\_\_\_\_.  
 You mustn't use \_\_\_\_\_.




**3** Make this model bike.  
 You can \_\_\_\_\_.  
 You \_\_\_\_\_.  
 You \_\_\_\_\_.



**2** Make this model house.  
 You can use \_\_\_\_\_.  
 You must use \_\_\_\_\_.  
 You mustn't use \_\_\_\_\_.



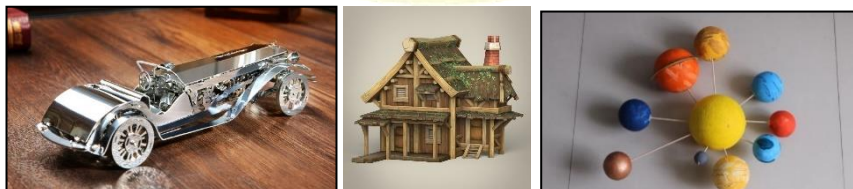
**4** Make this model plane.  
 You \_\_\_\_\_.  
 You \_\_\_\_\_.



Teacher A gives instructions to students prior to work clearly. In addition, she also gave an example before the student worked. She performed monitoring while the student worked, then corrected it together. So that students can understand their mistakes and also know the right answers. As for what teacher A does, from listening activities to reading tasks, according to receptive skills teaching. That is one of the language activities in The Common European Framework of References for Languages (CEFR). It is in line with Harmer (2015), starting from comprehension tasks reading and listening activities. Then give feedback when correcting tasks together and finish with the text related task on the last reading task.

The teacher then gave the students three pictures. This image will be used by students to create simple text related to the use of the words must can and must not on the main material in the term 3.

Figure 4. 2 students' project



3 pictures above are models that students will use to create texts. The teacher gives an example of the text first, then gives instructions on how to do the

task. She gave instruction to the student that before creating the text, the student must identify what material is used to make the model (must). Then, the possibility of other materials used as substitute materials to make that model (can). The materials that are prohibited to be used in creating the model (must not). Teachers monitor while students are working on the task. after students are finished working on continuing with speaking activities. where students one by one advance, to present the results of their performance. The teacher then gave feedback a compliment and correction to each student.

Based on the illustration above, what the teacher has done is in accordance with the stage of teaching productive skills by (Harmer, 2015). The core activity opens with the set the task, then continues with the monitoring activities while the students are working on their tasks. After that, the teacher also gave feedback after the students presented the results of their tasks. He corrects student speech as well as accuracy and grammar. It can be concluded that in the teaching of productive skills, the strategy carried out is project-based. It is a strategy used in English teaching based on The Common European Framework of References for Languages (CEFR). It aims to enhance the ability in using language as a tool in the real-world communication. An achievement in the learning is not an acquisition of certain knowledge, but the improvement of language skills, communication skills and life skills are mainly needed. The mix of speaking and writing tasks is to make time more efficient, and also to adjust to the concept of teaching productive skills. Agreed by Lam (2011), Combining project-based learning with English learning enables students to connect language skills to their real-life interests and prepares students for real-world events. Through writing activities before speaking activities can increase student confidence. Students can express their own creativity. As the teacher said in the following interview.

Teacher A: “they can't really do it if they are asked to speak directly.  
So usually for role play, they ask to make the text first.”



According to her, students should make a detailed conversation first before speaking activities. Students find it difficult if a presentation or role-play is based solely on mind mapping, outline or concepts that are structured to be stored in mind. Students should write down all the conversations they will be speaking during the presentation. Teachers use this moment to evaluate their writing skills. Thus, students have confidence when making presentations. According to Astawa et al., (2017) research, get the result that PBL enhances students learning quality in term of enthusiasm, confidence, creativity, self-directed and collaborative learning ability, while from the teacher's part, PBL promotes teacher's motivation and satisfaction in teaching. Hence, it can be concluded that the use of project-based learning is effective for the teaching activities of productive skills. Another benefit that students can gain through this strategy is that students are able to measure their own strength based on the tasks they have already done and also the corrections that have been given by the teacher.

Based on the results of observations for the 2<sup>nd</sup> meeting held on September 29, 2022 in 5G class, the teacher implemented 2 skills only at this meeting. First, the teacher performs listening activities, to engage students in teaching activities. Teachers use this listening activity to introduce new vocabulary to be learned at this meeting. The new vocabulary is an adjective (heavy, light, hard and soft). she played the audio and then the student repeated the conversation and interpreted it. As illustrated below.

(Audio play)

Teacher: *"apa?"*

Student: *"it's made of metal, its heavy"*

Teacher: *"apa artinya?"*

Student: *"ini terbuat dari metal, ini berat"*

Teacher: *"okay, go to number 2"*

Based on the activities above, students are able to understand short conversations. Then, Teacher A gives student's task with a longer

conversation. She instructs students to guess what the picture is meant in the conversation. She played the audio twice, but in the first round the students seemed confused and could not answer any of the questions given. According to teacher A, listening is one of the difficulties students have in learning English. As stated by teacher in excerpt of interview below.

Teacher A: “they have difficulty understanding the contents of the long conversation from the audio being played because it is too fast that is related to the pronunciation and word stress. Because they are not used to listening to English in daily life.”

She said that students have difficulty in understanding the long conversation. They are not used to listening to native speaker dialogues. Additionally, the pronunciation, word stressing and speed of speaking from the native different with the foreign speaker. It becomes student obstacle in listening activity. It is agreed by Hasan, (2000) that unfamiliar words, difficult grammatical structures, and the length of the spoken passages are the most important factors that cause problems for learners’ listening comprehension. Additionally, Teng, (2002) stated that there are four factors called listener factors, speaker factors, stimulus factors, and context factors that impact students’ listening comprehension. It is related to the use of authentic material for listening activities. As foreign learners, students are not used to listening or communicate with English for daily life that become students lack of mastering vocabulary. Moreover, the successful of listening activity influenced by four factors that mentioned above such as listener, speaker, stimulus, and context. Alternatively, teacher A gives some clues after played the audio as well as pauses for each number. In order to students can easily answer the question.

(Audio played)

Teacher A: “*apa tadi kedengerannya?*”

Student: “light”

Teacher A: “it’s light”

Student: “made of glass”

Teacher A: *“we mustn’t apa artinya?”*

Student: *“tidak boleh”*

Teacher A: *“drop it”*

Student: *“menjatuhkan”*

Teacher A: *“tidak boleh menjatuhkan. Okay, tadi ada kata-kata light, glass, we mustn’t drop it. Itu kata kuncinya ada disitu, enough ya. lanjut nomor dua.”*

Within the listening activity, she pauses the audio to give some clues for each number. She repeated the action until the last number. It used to reduce students’ frustration to overcome their inability on the listening activity. It is agreed by Gilakjani & Sabouri, (2016) that clues can help students focus on their attention on key information in order to understand the context of the conversation. Additionally, Alizadeh, (2016) stated that motivation was important to engage students in their listening activity. According to Mara & Mohamad, (2021) English teacher have the significant role in teaching listening using authentic material. Hence, the alternative for give some clues for students in the listening activity is the right way. Which is the role of the teacher to increase students’ motivation in teaching listening using authentic material. In the conclusion, giving clues can be an effective strategy to increase students' motivation in listening activities, as it can help students understand the context, anticipate what they will hear, focus their attention, feel more confident, and feel more successful in their listening activities.

The activities are closed with reading tasks. students complete the text that runs based on the images that have been available next to each question. The question relates to the use of adjectives, according to the material studied at this meeting. There are two reading tasks and each task consists of several issues. As for its performance procedures, it still uses the same pattern. First, the teacher will take one example first, which is done together. The teacher monitors the students while they are doing their tasks, and then corrects the answers together with the students.

Based on the teaching activities from the two meetings, it can be concluded that the teacher implemented integrated teaching. This was proven at the first meeting, the teacher started the main teaching activity with listening activities, then reading activities, after that the teacher taught speaking and writing as a closing in the core teaching activities. Different from the second meeting, teacher A only implemented two skills (listening and reading activity). This is due to the use of authentic material in listening activities. Despite that, according to Oxford, (2001), integrated skills can be defined as the combination of two or more skills that appear in course. It can be concluded that the English teaching implemented by teacher A is in accordance with integrated teaching.

Table 4. 2 observation checklist of English teaching skill in the 3rd term at 6th grade.

Teaching skill	Meeting 1 <sup>st</sup>	Meeting 2 <sup>nd</sup>
Listening	✓	-
Reading	-	✓
Writing	-	-
Speaking	-	-

Based on the result of the observation for the 1<sup>st</sup> meeting held in September, 24<sup>th</sup> 2022 in 6B class, teacher implemented listening activity only at this meeting. There are three stage of listening activity that implemented. The first stage, teacher B performs listening activities for vocabulary introduction. Teacher plays audio by giving pauses from one word to the next word. As the result of the observation below.

(Audio played)

Teacher B: “*apa yang kalian dengar?*”

Student: “go ski”

Teacher B: “go skiing ya, what is the meaning of go skiing?”

Student: (there is no response)

Teacher B: “*bermain ski*”

In this activity, the teacher performs listening and also repetition drilling. It aims to train student pronunciation. On the other hand, teacher B also performed translation activities but there was no response from the student when teacher B asked the meaning of the word (go skiing) and also the vocabulary. It is because the projector does not work. As the excerpt of interview below.

Teacher B: “Each student has a different ability to understand the material, so if I use a projector, it might be able to attract their attention. As I taught yesterday, it's about activities in winter. It doesn't suit the conditions in Indonesia, so it's quite difficult for me to explain it.”

According to teacher B, he had difficulty explaining some of the new vocabulary because the material presented was not appropriate to the situation in Indonesia. According to him, it would be easier if he used a projector, because he could visualize the vocabulary. but with the projector not working, it took a lot of time to introduce the vocabulary. Using a projector as a teaching medium can also increase student motivation, this makes it easier for teachers to organize the class so that it is always conducive to teaching activities. It is agreed by Puspitarini & Hanif, (2019) Learning media that is utilized appropriately in the learning process will become a more effective and efficient support tool in achieving the learning objectives. In addition, learning media will also increase students' learning motivation. It can be concluded that inadequate teaching media is an obstacle for teacher B in delivering the material. Based on observations, many students are not focused on teaching activities, there are some students who are busy themselves when teaching. Based on the interview experience above, teacher B said that with the projector it was possible that the activity would be more interesting. Which is used to increase student involvement in teaching activities. it is agreed by Sadirman, (1994) that motivation external is motives that active and function of external stimulate. It is defined as a form of motivation which learning activities begin and continue

based on external encouragement that is not absolutely related to learning activities.

Next, the teacher gives assignments to students as a follow-up to the vocabulary introduction activities. At this stage, the teacher uses practice questions contained in the student's book, and also audio files that are part of the book. Then the teacher instructs students to identify what activities are involved in the conversation. The teacher plays the audio recording twice. After that, the teacher gave students the opportunity to become volunteers. All students are enthusiastic about this opportunity. One by one the students write their answers on the board, then correct the answers together. It corresponds with the teaching receptive skill by Harmer, (2015) where the teacher carries out the first listening activity to introduce some vocabulary. Then proceed with the second listening question which is related to the first listening material.

In the third listening activity, teacher B still used the practice questions contained in the student's book and also the audio recording which was part of the book. Previously the teacher gave a clue that the questions being worked on were related to the senses, such as smells, sounds, looks and taste. Then students are instructed to complete the sentences according to the conversation in the audio in groups consisting of 3-4 students. As the results of the observations below.

Teacher B: *“ok, look at 26. Halaman 26 practice 2, make a complete sentence like the example the gift looks pretty. Bagian B tolong diperhatikan, itu ada dalam kurung (s) maksudnya kalian boleh menambahkan S atau tidak. Silahkan kalian diskusikan jawabanya dulu, after that I will explain it.”*

After teacher B gave these instructions, the teacher played the audio recording twice. Then the teacher gives additional time to students to discuss their answers. After the teacher ensures that all students have finished working on the questions, students are given the opportunity to become

volunteers. Students come forward as group representatives to write their answers on the board. However, the learning time ran out before the students wrote all the answers. So, teacher B closed the teaching activity and will continue the discussion at the next meeting. Based on the activities above, teacher B did not teach integrated skills. Then, in this meeting only teaches listening skills.

Based on the result of the observation for the 2<sup>nd</sup> meeting held in October, 1<sup>st</sup> 2022 in 6B class, teacher implemented reading task only at this meeting. the core of the teaching activity starts by reviewing material in the last week. One by one student writes the answer on the whiteboard. After that, teacher and students evaluate the answer together. In the middle they evaluate the answer, one of students correct the wrong answer from the other students.

Student: *“us, itu salah us, harusnya ada S nya.”*

Teacher B: *“siapa yang mau memperbaiki?”*

Teacher B gives students the opportunity to correct wrong answers. then, some students were enthusiastic about the opportunity and raised their hands as a sign that they wanted to correct the answer. This is in accordance with the CEFR principle that learners act as social agents. Where students play an active role in teaching activities. However, after evaluating the questions together, the teacher did not provide any explanation to the students. This is contrary to the instructions given by teacher B when giving this question. where in the previous meeting, he said that he gave an explanation to the students after they discussed their answers. However, the teacher did not provide any explanation after the evaluation activity. As the results of the observations below.

Teacher B: *“ada yang belum paham? Sudah paham semua?”*

Student: *“paham.”*

Teacher B: *“now, open workbook. Silahkan kalian kerjakan halaman enam belas.”*

Based on the activity above, teacher B immediately gave the next assignment without first explaining the function of using S in verbs and subjects and the relationship between the two. It is part of the sentence structure material, which is categorized as grammar in language teaching. However, according to teacher B, grammar teaching is taught directly without teaching formulas. As the results of the observations below.

Teacher B: "I am used to teaching grammar material based on example sentences, without formulas."

He said that when teaching grammar, the teacher would give examples of sentences and would not discuss formulas. However, in this case it can be seen that not all students understand the reasons for their incorrect answers. This was proven by one of the students correcting another student's answer which he considered wrong. Then the teacher gave him the opportunity to correct him, but teacher B did not discuss the reasons why his answer was wrong. It can be concluded that teacher B considers the abilities of all students in that class to be the same. That way, students who answer incorrectly will still not know the reason, and that will be detrimental to the student. According to Harmer, (2015), one of the most important roles being a teacher is become an organizer or task-setter, that giving instruction clearly step by step and the final task is to organize feedback on the activity. It can be concluded that providing feedback is an important part of teaching activities. It is agreed by Alsolami, (2019) that Corrective feedback is essential as it helps teachers and learners to identify and focus on the common errors made in languages. Additionally, Kim et al., (2020) confirm from 17 of 20 students who participated in the exit interview of the research stated that feedback is very helpful as well as they very grateful for teacher's help during tasks. Hence, teachers must ensure that students understand the material they have studied. This can be done by the teacher by giving students the opportunity to explain a summary of the material or explain the reasons for the answer they chose. After that, the teacher acts as a mediator to provide answers and explanations.



Based on the teaching activity from two meetings that implemented by teacher B, he did not implement English teaching by integrated skill. He only implements one skill for every meeting. In fact, the collaborative approach is implemented based on integrated skills. The teaching activities implemented by teacher B are based on the guidelines from the teacher's book for teaching each material. According to him, the book used was natively made and also (The Common European Framework of References for Languages) CEFR-based, so he could use the book as a source and learning media. It is agreed by Sitepu, (2014) learning resource is one component in learning activities that permit individual to get knowledge, abilities, attitude, beliefs and feelings. Learning resource can be recommendation as something that can be used to support and facilitate the learning process. Related to the book, the teacher adjusts teaching activities to the number of book pages that will be discussed at each meeting, according to the time available. According to Harmer, (2015) it is called teaching 'unplugged', where the students use hardly any materials and rely instead on conversation-based interaction. For others, it is enough to have, in the words of one teacher, 'a door in and a door out'. So, they know at least how they are going to start the lesson and where they hope it will get to, but they are relaxed about what may happen in between. However, because of this, the teaching activities implemented by teacher B did not have a limitation to deliver the material at each meeting. Based on the results of observations, teachers always leave assignments at each meeting, because time runs out in the middle of teaching activities. For the other hand, teaching unplugged is the conversation-based interaction. Hence, it can be said to be in accordance with the teaching principles based on The Common European Framework of References for Languages (CEFR). Meanwhile, the implementation of English teaching by Teacher B has very little conversation-based interaction with students.

### 3. Closing

Both of English teachers always close teaching activities by giving appreciation to students and informing them of the subject matter of the next meeting “ok, time is up. Thank you for today. You did a great job. And for the next meeting we will learn about adjective to describe things”. Next, the teacher closed with praying together and *salam* “*wassalamualaikum warohmatullohi wabarokatuh*”, the students answer “*waalaikumsalam warohmatullohi wabarokatuh*”.

## C. Assessment

### 1. Speaking Practice

Speaking practice is part of the summative assessment that carried out in the third meeting of termination unit, which aims to assess students' speaking skills. The assessment based on project, so teacher A designing the assessment plan in order to the activity runs properly. She made the planning including the rubric to carried out the students' score. Different with the teacher B that only using assessment sheet that consist of the assignment and the rubric. It was accordance with lesson plan that he does not use it for the teaching activity. Based on the results of the observations, teacher A and teacher B have different strategy in implementing the speaking practice. Project based learning was chosen by teacher A for the assessment of students' productive skill. As illustrated below.

On October 6, 2022, teacher A began the core activity by giving the example of descriptive sentence on the board. Then, she gave instruction for students to make descriptive sentences that will be presented in front of the class one by one. The first, students must to choose the things in the classroom as the object that will be described. Then, she gave 15 minutes for students to draw the object and describe it in several sentences using vocabulary about (materials to make things) and (adjectives to describe things). The teacher monitors the students while they are working on the assignment. In the last, she gave appreciation and corrective feedback for each student after they are presentation.

Based on the illustration above, the assessment process begins by providing an example project. Then, gave instructions to students on the

procedures for completing the assignment. after that discuss the time used. The teacher monitors while the students are doing the assignment. And then, students presented the result of their assignment one by one, and she provides feedback to correct the content and pronunciation. According to Firdaus & Septiady, (2023) the steps in project-based learning method are: 1) Defining the problem/question, 2) Plan the Project, 3) Create the Schedule, 4) Monitor the Progress, 5) Assessment, and 6) Evaluate the Experience. Hence, stages of project-based learning that implemented by teacher A appropriate with the project-based learning method. Furthermore, Teacher A chose this strategy by adjusting students' needs and abilities. As the excerpt of interview below.

Teacher A:” they cannot speak spontaneously for assessment activities, they are often asked to create texts for assessment speaking activities.”

She said that it was the result of an agreement between teacher A and the students. Whereas the teacher offers to have a spontaneous conversation for speaking practice activities. It is in accordance with real life tasks, as the aim of The Common European Framework of References for Languages (CEFR) to prepare students' abilities so they can communicate in real life. However, students did not agree with that, so teacher A used project-based learning. Hence, students can speak based on content that has been created or prepared by students in advance. Despite of that, the content created based on real life tasks that appropriate with CEFR principles. Project Based learning was chosen instead of spontaneous conversation, because the strategy could improve student's confidence and creativity. It is agreed by Issa & Khataibeh, (2021) Project-based learning (PBL) improves the students' skills are needed to meet the global community. It supports student learning outcomes and develops students' abilities especially for communication, cooperation, creativity, and especially critical thinking. It could be concluding Speaking with good

preparation will increase students' self-confidence. in line with the content created, students can prepare communication for real life.

Furthermore, the teacher B who chose role play as an assessment technique in speaking practice activities. He prepared a conversation text that students would use for role play. So, students do not need to prepare conversations or provide materials that will be used as material in this activity. As illustrated below.

Based on observations made on October 22, 2022, teacher B began the core activity by giving instruction for students to open students book page 16. Then, students required to making pairs in order to role play based on the dialog text on the book. He gave students 15 minutes for reading and preparation. They are very enthusiastic when playing roles. At the end of the activity, students are given corrective feedback and appreciation.

Teacher B chose role play as an assessment technique because this activity focuses on students' speaking skills. According to teacher B, role playing for assessment speaking can reduce students' anxiety rather than presenting one by one in front of the class. It is agreed by Keezhatta, (2020) role play could encourage the learners to generate their own reality, develops the skill to interact with other people, increases motivation of students, encourages shy students to be engaged in activities, increases self-confidence, and makes them aware regarding the complexity. Students' anxiety could reduce by improving student's motivation, that can help student in overcoming their inability to speak in English in real-life situations. Furthermore, role-playing could improve students' oral communication skills in the classroom, as a result of the research by Idham et al., (2022) that role play has significantly increased students' speaking abilities and participation in the teaching and learning environment. It proved by reading activity on October, 1<sup>st</sup> 2022, the teacher B instruct students to reading aloud one by one. Not every single student confidence with their pronunciation, some of them reading the text with the lowest voice. Then, all of students used high voice in the role-play activity. it could

be concluded that students need well prepared in order to increase self-confidence and role play could improve students' ability to speak English.

Based on the explanation above, most of the activities implemented by both English teachers are the same. Starting from giving instructions to students, using 15 minutes to work on and prepare speaking practice, and also providing corrective feedback even though this activity is included in the summative assessment. Feedback is used for correction and is generally found in formative assessments. In line with the objectives of The Common European Framework of References for Languages (CEFR) that English teaching not only as a subject but also as a language proficiency that used in real life. Hence, the role of corrective feedback in this activity is used to prepare students' communication ability in real word. They also use rubrics as an instrument in assessing speaking that can increase objectivity in grading by providing a clear and consistent set of criteria for evaluating student work. It is agreed by Wolf & Stevens, (2007) that rubrics recognize evaluators and teachers to use their professional knowledge in order to rating process does not fall victim to personality variations or limitations of human information processing. For the other word, Rubrics make the assessment process more accurate and fairer.

The differences in the implementation of speaking practice by English teachers are strategies that used. Teacher A used project-based learning in order to increase students' critical thinking as well as students' confidence (Gülbahar & Tinmaz, 2006). Yet teacher B used role play to reduce students' anxiety and commonly with the communicative activities in real life (Qizi & Gayratovna, 2021). Hence, the strategy was chosen according to the circumstances, abilities and students' need. In the conclusion, both of the strategies are used increase students' confidence and preparing students ability for communication in real word as well as evaluating students' speaking skill in summative assessment.

## 2. Evaluation Term

Term evaluation is part of the summative assessment which is carried out at the end of each unit termination. This activity is always carried out at the fourth meeting in each unit termination. This aims to measure students' ability to understand the material taught in the learning unit. As Dixson & Worrell, (2016) stated that summative assessments can be used at the end of a unit, chapter, quarter, or semester to assess and evaluate how much learning students have gained and retained. Hence, evaluation term used to assess and evaluate how much learning students have gained and retained of a unit termination. The results of the report from this activity will be accumulated as the final score. written-based assessment was chosen as the technique of assessment in evaluation term activity. As the excerpt of interview below.

Teacher A: “because from the previews curriculum it mostly uses written questions, such as multiple choice, filling in the blank, and essay, I’m used to that pattern.”

She said that creating questions for the term evaluation used patterns from the previous curriculum. These are writing-based questions, such as multiple choice, filling in the blank, and essay. Fischer, (2020) stated that there is no reference to the test-taker as a “social agent” or any further reference to task-based approaches either in formative or summative assessment. Additionally, Council of Europe, (2001) stated that The Framework seeks to provide a point of reference, not a practical assessment tool. Hence, Reference Level Description (RLDs) have a significant role in assessment process. it used to set learning goals as well as guide English teacher in designing assessment task and criteria in line with The Common European Framework of References for Languages (CEFR) level. Yet the teacher must to choose the instrument, tool and technique of assessment to supporting the process.

Related to the role of References Level Description (RLDs) as a reference for designing assessment, Assessment in the Common European Framework of Reference for Languages (CEFR) based on communication

activities is designed to evaluate a learner's ability to effectively use the target language in real-life situations. The Common European Framework of References for Languages (CEFR) emphasizes communicative competence, which includes a learner's ability to understand, speak, read, and write in various contexts. It means that assessment should include 4 skill that are listening, speaking reading and writing skill. Hence, there will be a significant impact if one of the excluded from the assessment. Each skill measures a different aspect of language competency, and neglecting one can led to an inaccurate representation of a learner's overall language abilities. Excluding one skill, such as speaking, can lead to learners who understand the language but struggle to express themselves effectively.

Based on the results of the observation, listening skill was not indicated in the questions created for term evaluation. Related to speaking practice that assess students speaking skill, term evaluation indicated reading and writing question. Thus, the summative assessment only contains 3 skills that are tested and it can lead to an incomplete and inaccurate measure of student achievement. It is agreed by Dwiyanti & Suwastini, (2021) stated that the purpose of assessment is used to measure how well students have mastered language ability. Additionally, Cheng & Fox, (2017) for administrative, is used to show student's grade by numerical grading. Without listening assessment, the English teacher does not have the results of students' achievement reports. Alternatively, English teacher using portfolios as the summative assessment for listening skill. As the teacher A stated in the excerpt of interview below.

Teacher A:” I carried out the score for listening skill in the first or second meeting of the learning term.”

She said that listening assessment carried out in the first or second meeting from students' portfolios. Alam & Aktar, (2019) stated that portfolios are collection of students' tasks (task response) with an objective of recording progress and induce reflection. It can be used for summative or formative assessment depend on the objective. Glazer, (2014) stated that

formative assessment is generally defined as tasks that allow pupils to receive feedback on their performance during the course. Ahmed et al., (2019) stated that summative assessment used to record the students' achievement to a given point, on a numerical scale, which aims to look back and take a stock of how students have achieved the objectives. It could be concluded, from the single test can be used to carried out formative and summative assessment. Hence, the portfolio can be used to assessing students listening skill for summative assessment.





## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter outlined the overall findings of the study based on the observation and interview from the previews chapter. The conclusion was the description of the implementation Curriculum based on The Common European Framework of References for Languages (CEFR) in English teaching in SD Al-Irsyad Al-Islamiyyah 01 Purwokerto. It involved about teaching preparation, instruction process, and the assessment process.

#### **A. Conclusion**

The benefit of using Curriculum based on The Common European Framework of References for Languages (CEFR), makes it easier for educators to equate student abilities with international standards. The curriculum facilitates educators with a syllabus, teacher's book, student's book, assignment book, and lesson plans for teaching activity. However, based on the results of observations and interviews it was found that teachers still have to make lesson plans based on student needs and circumstances. It is related to the time allotment available in the original lesson plan not convenient with the time allotment provided by the school. Furthermore, by recreating the lesson plan the teacher can adjust the media, activities and learning assessment according to the students' abilities and circumstance.

The implementation Curriculum based on The Common European Framework of References for Languages (CEFR) emphasize communicative approach that implementing integrated skill. Yet, teacher B implemented one skill in every meeting. However, both of English teachers gave an important role to students in organizing teaching activities and the assessment process. Students can provide suggestions for learning activities and assessment processes according to their needs and abilities. Teacher A used authentic materials in teaching and assessment activities. Different with teacher B who only uses books as a resource in teaching and assessment activities. However, both of english teacher have struggle in implementing the curriculum.

There were not listening activity in the summative assessment, some obstacles are using the previews curriculum in designing the summative assessment, unavailable the media, as well as the examiner that coming from English department. In the end, English teacher using student's portfolios from the formative assessment activity. Therefore, the practice of this implementation needs more improvement to gain the purposes.

However, there were several challenges that English teachers faced in implementing the English teaching based on The Common European Framework of References for Languages (CEFR). The first, incompatibility of time allotment that proved on the original lesson plan with the time available on the lesson schedule, requires English teachers to create the new lesson plan that appropriate with the time available. Second, lack of teaching media decreasing English teachers perform in delivering material. Then, student have difficulty in understanding conversation meaning when using authentic material for listening activity. It related to language ability as a foreign learner. The last is teaching grammar and intercultural competence. Student failure in teaching grammar become the challenge for teacher A to repeat the exercise in order to achieve learning objective. Since, teaching English for foreign learner, teacher B should have intercultural competence in order to maximizing tolerance for the other culture from the language that students learn.

## B. Suggestion

1. For the School
  - a) Ensure that teaching media works properly, in order to maximize teacher's ability in delivering material.
  - b) Add the time allotment for English teaching, hence teacher should not recreate the lesson plan.
2. For English Teachers
  - a) Teacher A should give more attention for passive's student to improve student engagement in English teaching.
  - b) Teacher B should have intercultural competence in order to maximizing tolerance for the other culture from the language that students learn.

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## Appendix 1 lesson plan

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SD Al Irsyad Al Islamiyyah Purwokerto

Kelas/Semester : V/I

Termin : 3 (Unit 1: The Science Competition)

Mata Pelajaran : Bahasa Inggris

Pertemuan : Ke-1

Alokasi Waktu : 2 x 35 menit (2 jam pelajaran)

Kompetensi Dasar :

**3.3 Menyimak percakapan, membaca dan menulis tentang material pembuat benda dan penggunaan kata "must, can, mustn't"**

#### A. Tujuan Pembelajaran

- Dengan kegiatan mengamati teks bacaan, siswa dapat mengerti dan memahami *materials to make things (bahan untuk membuat benda)* serta penggunaan kata "must, can dan mustn't"
- Dengan kegiatan mendengarkan audio file dari teks bacaan, siswa dapat menirukan dan mengucapkan kosakata *materials to make things (bahan untuk membuat benda)* serta penggunaan kata "must, can dan mustn't" dalam kalimat.
- Dengan mengerjakan latihan soal melalui buku, siswa dapat *materials to make things (bahan untuk membuat benda)* serta penggunaan kata "must, can dan mustn't"

#### B. Kegiatan Pembelajaran

No	Langkah-Langkah Pembelajaran	Alokasi Waktu
	<b>Pendahuluan</b>	
1	<ul style="list-style-type: none"> <li>• Siswa berdo'a sebelum memulai kegiatan.</li> <li>• Guru memberikan salam, dan menanyakan kabar siswa.</li> <li>• Siswa memperhatikan penjelasan guru tentang tujuan dan manfaat pembelajaran hari ini.</li> <li>• Siswa dan guru bersama-sama me-review pembelajaran sebelumnya melalui tanya jawab.</li> </ul>	15 menit
	<b>Inti</b>	
2	<p><b>Ayo Menyimak</b></p> <ul style="list-style-type: none"> <li>• Siswa menyimak (mendengarkan sambil memperhatikan) teks bacaan tentang materi yang sedang dibahas pada buku Kids Corner Student Book 5 yaitu tentang <i>materials to make things (bahan untuk membuat benda)</i> serta penggunaan kata "must, can dan mustn't" melalui file audio yang diputarkan oleh guru.</li> <li>• Guru memutar file audio beberapa kali untuk membuat siswa lebih paham.</li> <li>• Siswa dan guru berdiskusi tentang isi bacaan/atau teks yang disimak.</li> </ul> <p><b>Ayo Membaca</b></p> <ul style="list-style-type: none"> <li>• Siswa membaca kosakata <i>materials to make things (bahan untuk membuat benda)</i> serta penggunaan kata "must, can dan mustn't" halaman 18 dan 19 secara bersama sama.</li> </ul>	45 menit

	<ul style="list-style-type: none"> <li>Siswa dan guru bersama-sama mengartikan teks ke dalam bahasa Indonesia sambil guru menjelaskan dan menekankan tentang penggunaan kata "must, can dan mustn't"</li> <li>Siswa secara bergantian ditunjuk oleh guru membaca teks tentang <i>materials to make things (bahan untuk membuat benda)</i> serta penggunaan kata "must, can dan mustn't" sambil dibimbing oleh guru dan guru memastikan pengucapan siswa agar benar dan sesuai.</li> </ul> <p><b>Ayo Menulis</b></p> <ul style="list-style-type: none"> <li>Siswa mengerjakan soal latihan pada buku Kids Corner Workbook 5 halaman 10-11 tentang <i>materials to make things (bahan untuk membuat benda)</i> serta penggunaan kata "must, can dan mustn't"</li> <li>Guru berkeliling kelas memastikan siswa bias mengerjakan dengan baik dan benar, serta membantu siswa yang mengalami kesulitan.</li> <li>Siswa dan guru bersama-sama mendiskusikan jawaban. Beberapa siswa diberikan kesempatan untuk membacakan jawabannya, siswa yang lain mengecek jawabannya masing-masing.</li> <li>Siswa diberikan soal pengayaan untuk menulis kalimat mereka sendiri sesuai contoh tentang <i>materials to make things (bahan untuk membuat benda)</i> serta penggunaan kata "must, can dan mustn't" dengan hanya diberikan gambar sebuah model benda.</li> <li>Beberapa siswa diberikan kesempatan untuk membacakan kalimat yang telah dibuatnya sendiri tentang <i>materials to make things (bahan untuk membuat benda)</i> serta penggunaan kata "must, can dan mustn't".</li> </ul>	
3.	<p><b>Penutup</b></p> <ul style="list-style-type: none"> <li>(Doa) Siswa berdoa di akhir pembelajaran.</li> <li>Salam (Guru menutup pembelajaran dengan mengucapkan salam dan terimakasih)</li> </ul>	5 menit

### C. Sumber Belajar

- Buku Bahasa Inggris Penerbit *Pearson*:  
*Kids Corner 5 Student Book* dan *Kids Corner 5 workbook*.
- Kids Corner 5 Student Book* dan *Kids Corner 5 workbook* audio file.

### D. Penilaian

#### 1. Pengetahuan

- Teknik Penilaian : Tes
- Instrumen Penilaian : Soal Isian singkat dan memasangkan jawaban.

Purwokerto, Juli 2022

Kepala Sekolah

Guru

Alfian Nur Aziz, S.Pd

Lina Trisnawati, S.Pd

Lampiran:

1. Penilaian

**A** Look. Match.

Kunci jawaban

**A** Look. Match.

**B** Look. Read. Write.

1 Make this model truck.  
 You can use paper.  
 You must use \_\_\_\_\_.  
 You mustn't use \_\_\_\_\_.

3 Make this model bike.  
 You can \_\_\_\_\_.  
 You \_\_\_\_\_.

2 Make this model house.  
 You can use \_\_\_\_\_.  
 You must use \_\_\_\_\_.  
 You mustn't use \_\_\_\_\_.

4 Make this model plane.  
 You \_\_\_\_\_.  
 You \_\_\_\_\_.

Kunci Jawaban:

1. Paper, card, glass
2. Glue, wood, metal
3. Use plastic, can use metal
4. must use paper, mustn't use card

Skor:

$10 \times 2 = 20$

Nilai = Total skor:  $2 = 20:2 = 10$


Nomor	Nama Siswa	Hasil Penilaian Pengetahuan Menjawab pertanyaan tentang Kosakata <i>material to make things and the use of "must, can, mustn't"</i>	
		Tercapai	Belum tercapai

2. Remedial dan Pengayaan

a. Remedial

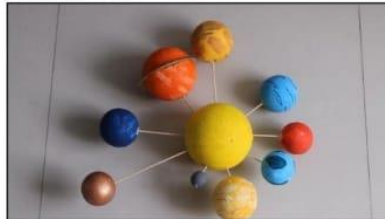
**Practice 1** Write notes. Say.

project	must use	can use	mustn't use
<b>A</b> Model Rocket	<i>a plastic bottle</i>	<i>card, paper</i>	<i>metal</i>
<b>B</b> Model Bridge			
<b>C</b> Model Building			

 For Project A, you must use ...  
You can use ... You mustn't use ...

b. Pengayaan

Make your own sentence containing vocabularies of materials and words "must, can, and mustn't" based on these picture!



### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Satuan Pendidikan : SD Al Irsyad Al Islamiyyah 01 Purwokerto**

**Kelas/Semester : V/I**

**Termin : 3 (Unit 1: The Science Competition)**

**Mata Pelajaran : Bahasa Inggris**

**Pertemuan : Ke-2**

**Alokasi Waktu : 2 x 35 menit (2 jam pelajaran)**

**Kompetensi Dasar :**

**3.3 Menyimak percakapan, membaca dan menulis tentang sifat benda.**

**A. Tujuan Pembelajaran**

1. Dengan kegiatan mengamati teks bacaan, siswa dapat mengerti dan memahami *materials to make things (bahan untuk membuat benda)* serta *adjectives to describe things (sifat benda)*.
2. Dengan kegiatan mendengarkan audio file dari teks bacaan, siswa dapat menirukan dan mengucapkan kosakata *materials to make things (bahan untuk membuat benda)* serta *adjectives to describe things (sifat benda)* dalam kalimat.
3. Dengan mengerjakan latihan soal melalui buku, siswa dapat memahami kosakata *materials to make things (bahan untuk membuat benda)* serta *adjectives to describe things (sifat benda)*.

**B. Kegiatan Pembelajaran**

No	Langkah-Langkah Pembelajaran	Alokasi Waktu
<b>Pendahuluan</b>		
1	<ul style="list-style-type: none"> <li>• Siswa berdo'a sebelum memulai kegiatan.</li> <li>• Guru memberikan salam, dan menanyakan kabar siswa.</li> <li>• Siswa memperhatikan penjelasan guru tentang tujuan dan manfaat pembelajaran hari ini.</li> <li>• Siswa dan guru bersama-sama me-review pembelajaran sebelumnya melalui tanya jawab.</li> </ul>	5 menit
<b>Inti</b>		
2	<p><b>Ayo Menyimak</b></p> <ul style="list-style-type: none"> <li>• Siswa menyimak (mendengarkan sambil memperhatikan) teks bacaan tentang materi yang sedang dibahas pada buku Kids Corner Student Book 5 yaitu tentang <i>materials to make things (bahan untuk membuat benda)</i> serta <i>adjectives to describe things (sifat benda)</i> melalui file audio yang diputarkan oleh guru.</li> <li>• Guru memutar file audio beberapa kali untuk membuat siswa lebih paham.</li> <li>• Siswa dan guru berdiskusi tentang isi bacaan/atau teks yang disimak.</li> </ul> <p><b>Ayo Berbicara</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan kembali audio percakapan yang menceritakan tentang <i>materials to make things (bahan untuk membuat benda)</i> serta <i>adjectives to describe things (sifat benda)</i>, kemudian siswa menirukan secara bersama-sama.</li> </ul>	25 menit



	<ul style="list-style-type: none"> <li>Guru menunjuk beberapa siswa untuk menirukan dialog secara berpasangan.</li> <li>Siswa melengkapi kalimat tentang <i>materials to make things (bahan untuk membuat benda)</i> serta <i>adjectives to describe things (sifat benda)</i> secara lisan berdasarkan contoh pada Kids Corner 5 Student Book halaman 20 (Practice 2)</li> </ul> <p><b>Ayo Mendengarkan</b></p> <ul style="list-style-type: none"> <li>Siswa mengerjakan soal latihan listening pada Kids Corner 5 hal 21 (Practice 3) dengan cara mendengarkan audio percakapan yang menceritakan tentang <i>materials to make things (bahan untuk membuat benda)</i> serta <i>adjectives to describe things (sifat benda)</i>, kemudian memilih gambar yang sesuai.</li> <li>Siswa dan guru mendiskusikan hasil jawaban.</li> </ul> <p><b>Ayo Menulis</b></p> <ul style="list-style-type: none"> <li>Siswa mengerjakan soal latihan pada Kids Corner 5 Workbook hal 12 tentang <i>materials to make things (bahan untuk membuat benda)</i> serta <i>adjectives to describe things (sifat benda)</i>.</li> <li>Guru dan siswa mendiskusikan hasil jawaban. Beberapa siswa diberikan kesempatan untuk membacakan hasil jawabannya.</li> </ul>	
3.	<p><b>Penutup</b></p> <ul style="list-style-type: none"> <li>Guru memberikan penguatan materi</li> <li>(Doa) Siswa berdoa di akhir pembelajaran.</li> <li>(Salam) Guru menutup pelajaran dengan memberikan salam</li> </ul>	5 menit

### C. Sumber Belajar

- Buku Bahasa Inggris Penerbit *Pearson*:
  - Kids Corner 5 Student book* dan *Kids Corner 5 workbook*.
  - Kids Corner 5 Audio file*

### D. Penilaian

#### 1. Pengetahuan

- Teknik Penilaian : Tes
- Instrumen Penilaian : Soal isian singkat

Mengetahui  
Kepala Sekolah


Purwokerto, Juli 2022  
Guru

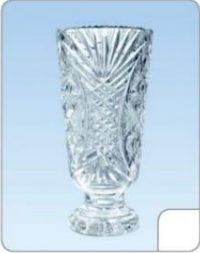


Alfian Nur Aziz, S.Pd



Lina Trisnawati, S.Pd

Lampiran

1. Penilaian Pengetahuan: tes tertulis

 Listen. Number.

a  b  c 

d  e 

**Kunci Jawaban:**

a. Number 5

b. Number 1

c. Number 4

d. Number 3

e. Number 2

**Penskoran :**

Skor : 5x2

Nilai : 10

**Format Penilaian**

Nomor	Nama Siswa	Hasil Penilaian Pengetahuan	
		Menjawab pertanyaan	
		Tercapai	Belum tercapai

## 2. Remedial dan Pengayaan

### a. Remedial

Mention the English words for these materials and adjectives!

No	In Bahasa Indonesia	In English
1.	Kertas	
2.	Kayu	
3.	Plastik	
4.	Logam	
5.	Kardus	
6.	Kaca/beling	
7.	Berat	
8.	Ringan	
9.	Lembut/halus	
10.	Keras/kasar	

### b. Pengayaan

C  Look. Read. Write.

heavy    light  
soft     hard

1



This bag is made of paper.  
It's not heavy. It's \_\_\_\_\_.  
It looks \_\_\_\_\_.

2 This chair is made of metal.

It's not soft. It's \_\_\_\_\_.  
It looks \_\_\_\_\_.



3



This bag is made of plastic.  
It's not hard. It's \_\_\_\_\_.  
It looks \_\_\_\_\_.

4 This ball is made of metal.

It's not light. It's \_\_\_\_\_.  
It looks \_\_\_\_\_.



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SD Al Irsyad Al Islamiyyah 01 Purwokerto

Kelas/Semester : V/I

Termin : 3 (Unit 1: The Science Competition)

Mata Pelajaran : Bahasa Inggris

Pertemuan : Ke-3

Alokasi Waktu : 2 x 35 menit (2 jam pelajaran)

Kompetensi Dasar :

4.3 Mempraktikkan percakapan/kalimat tentang material pembuat benda dan sifat benda.

### A. Tujuan Pembelajaran

1. Dengan kegiatan mengamati teks bacaan, siswa dapat mengerti dan memahami *materials to make things (bahan untuk membuat benda)* serta *adjectives to describe things (sifat benda)*.
2. Dengan kegiatan mendengarkan audio file dari teks bacaan, siswa dapat menirukan dan mengucapkan kosakata *materials to make things (bahan untuk membuat benda)* serta *adjectives to describe things (sifat benda)* dalam kalimat.
3. Dengan mengerjakan latihan soal melalui buku, siswa dapat memahami kosakata *materials to make things (bahan untuk membuat benda)* serta *adjectives to describe things (sifat benda)*.

### B. Kegiatan Pembelajaran

No	Langkah-Langkah Pembelajaran	Alokasi Waktu
1	<b>Pendahuluan</b>	
	<ul style="list-style-type: none"><li>• Siswa berdo'a sebelum memulai kegiatan.</li><li>• Guru memberikan salam, dan menanyakan kabar siswa.</li><li>• Siswa memperhatikan penjelasan guru tentang tujuan dan manfaat pembelajaran hari ini.</li><li>• Siswa dan guru bersama-sama me-review pembelajaran sebelumnya melalui tanya jawab.</li></ul>	5 menit
2	<b>Inti</b>	
	<b>Ayo Menulis</b> <ul style="list-style-type: none"><li>• Guru memberikan penjelasan tentang tugas yang akan diberikan kepada siswa yaitu keterampilan menulis (<i>writing</i>) dan berbicara (<i>speaking</i>) tentang <i>materials to make things (bahan untuk membuat benda)</i> serta <i>adjectives to describe things (sifat benda)</i></li><li>• Guru memberikan contoh, kemudian siswa diberikan waktu untuk mengerjakan sendiri-sendiri.</li><li>• Siswa membuat tugas sesuai instruksi guru, yaitu menggambar model benda, kemudian mendeskripsikannya ke dalam beberapa kalimat menggunakan kosakata tentang <i>materials to make things (bahan untuk membuat benda)</i> serta <i>adjectives to describe things (sifat benda)</i>.</li></ul>	25 menit

	<p><b>Ayo Berbicara</b></p> <ul style="list-style-type: none"> <li>Siswa maju satu per satu, menceritakan secara lisan tentang gambar model benda yang dibuatnya, mendeskripsikannya ke dalam beberapa kalimat menggunakan kosakata tentang <i>materials to make things (bahan untuk membuat benda)</i> serta <i>adjectives to describe things (sifat benda)</i>. Guru memberikan penilaian sesuai rubrik.</li> </ul>	
3.	<p><b>Penutup</b></p> <ul style="list-style-type: none"> <li>Guru memberikan penguatan materi</li> <li>(Doa) Siswa berdoa di akhir pembelajaran.</li> <li>(Salam) Guru menutup pelajaran dengan memberikan salam</li> </ul>	5 menit

**C. Sumber Belajar**

- Buku Bahasa Inggris Penerbit *Pearson*:
  - Kids Corner 5 Student book* dan *Kids Corner 5 workbook*.
  - Contoh gambar dan deskripsi benda.

**D. Penilaian**

**1. Pengetahuan**

- Teknik Penilaian : Tes Lisan
- Instrumen Penilaian : Rubrik penilaian speaking.

Mengetahui  
Kepala Sekolah

Purwokerto, Juli 2022  
Guru

Alfian Nur Aziz, S.Pd


Lina Trisnawati, S.Pd

**Lampiran**

**1. Contoh tugas untuk siswa**

Name : .....

Class : .....



It's my model house.  
 It's made of wood and plastic.  
 It's not light. It's heavy.  
 It looks hard.

**2. RUBRIK PENILAIAN**

- Language; It's made of ... (metal, wood, plastic, etc), It's ... (heavy, light, etc), It looks ... (hard, soft, etc)
- Skill; Speaking
- Assesment:

Great job!    
  Good!    
  Study harder!

- ✓ Great job = 91-95 poin (Fluent, good pronunciation)
- ✓ Good = 86-90 poin (Quite Fluent, quite good pronunciation)
- ✓ Study harder = 80-85 poin (Less Fluent, uncorrect pronunciation)

No.	Name	<input type="radio"/> Great job!	<input type="radio"/> Good!	<input type="radio"/> Study harder!	Poin

## *Appendix 2 interview scribed*

Wawancara dengan Teacher A.

Researcher: Bagaimana perspective anda sebagai stakeholder dalam implementasi kurikulum yang digunakan sekarang?

Teacher A: Menurut saya, kurikulum ini memudahkan kita sebagai guru dalam mengajar ya. Yang mana, kita sudah disediakan silabus dan RPP serta buku guru sebagai panduan dalam menyampaikan setiap materinya. Design buku siswa dibuat sangat menarik, sehingga mudah untuk menarik perhatian siswa pada saat pembelajaran. teks bacaan dan soal evaluasi yang ada di dalam buku lebih mudah dipahami oleh siswa, dengan kata lain, buku ini sesuai dengan perkembangan kognitive siswa.

Researcher: Apa tujuan dari implementasi kurikulum ini?

Teacher A: Tujuan utamanya, kami ingin menciptakan lulusan yang memiliki kemampuan berbahasa inggris dengan standar internasional. Dimana nantinya untuk lulusan SMA Al-Irsyad itu setidaknya mendapatkan score minimum ielts yang dibutuhkan untuk mendaftar sekolah di luar negeri ya. Nah, maka dari itu, kita memulainya kan dari bawah dulu. Untuk level SD, kita sudah terapkan kepada tiga Angkatan yaitu, 4, 5 dan 6.

Researcher: Persiapan apa saja yang dilakukan anda sebelum kegiatan pengajaran dimulai?

Teacher A: Jadi, meskipun RPP sudah disediakan dari kurikulum ini, guru membuat RPP baru untuk keperluan administrasi sekolah, sehingga guru hanya perlu menerjemahkan RPP asli kedalam bahasa indonesia. Namun, ada faktor lain yang menyebabkan guru harus membuat RPP yang baru, itu karena ketidak sesuaian alokasi waktu yang ada di RPP dengan alokai waktu yang disediakan sekolah. Dimana selisih dua jam pelajaran antara RPP bawaan kurikulum dengan jam pelajaran yang tertera pada jadwal pelajaran. Tapi, dibalik semua itu, saya jadi bisa menyesuaikan kebutuhan siswa dan keadaan kelas dengan strategi pembelajaran yang akan saya gunakan. Karena bagaimanapun saya, lebih tahu keadaan di lapangan seperti apa. Nah, sebelum membuat RPP yang baru, saya buat pemetaan kompetensi dasar (KD). Itu saya gunakan sebagai dasar untuk menyusun tujuan pembelajaran. Disisi lain, saya menggunakan pemetaan konsep tersebut sebagai tolak ukur untuk keterampilan berbicara, mendengar, membaca dan juga keterampilan membaca yang

harus mereka capai. Jadi, sewaktu-waktu saya belum menyiapkan RPP, setidaknya saya sudah memiliki tujuan pembelajaran yang harus dicapai pada pertemuan tersebut. selanjutnya saya memilih strategi, metode, media, serta assessment sesuai dengan keadaan kelas dan kebutuhan siswa. Sebagai implementor kita diperkenankan untuk mengubah strategi, metode, media, dan juga assessment dalam memodifikasi RPP, selama masih sesuai dengan patternnya, sesuai dengan materi yang harus diajarkan.

Researcher: Adakah yang diubah?

Teacher A: Materi yang dihilangkan itu phonic, tapi sebenarnya tidak betul betul dihilangkan. Mungkin bahasa yang lebih tepatnya disisipkan ya. Jadi, saya menyisipkan pengajaran phonic pada saat pengajaran listening, reading dan juga speaking skill. Pada kegiatan listening saya melakukan repetition and drilling, sedangkan pada kegiatan reading dan speaking, saya mengoreksi pronunciation yang mereka ucapkan.

Researcher: Bagaimana bentuk kegiatan pengajarannya?

Teacher A: Umumnya, di kurikulum ini menekankan pengajaran integrated skill. Berdasarkan pattern yang saya lihat dari lesson plan aslinya, baik dari lesson plan dan juga instruksi pengajaran yang ada pada buku guru. Jadi, pertama itu listening, kemudian pengajaran vocabulary, setelah itu sentence structure. Selanjutnya, kegiatan dialog kemudian latihan-latihan. Biasanya sih saya mengajarkan vocabulary terlebih dahulu sebelum kegiatan listening karena saya percaya itu bukan bahasa pertama kita.

Researcher: Bagaimana anda menyiapkan materi yang akan anda gunakan untuk kegiatan pengajaran

Teacher A: Sebenearnya untuk materi sudah disediakan dalam buku ya, juga sudah disesuaikan dengan level siswa. Selain itu, buku ini juga sudah dilengkapi dengan audiofile, yang mana berisi percakapan dari native ya, supaya mereka mendapatkan kesempatan untuk mendengarkan pronunciation yang benar itu lebih baik jika diandingkan dengan mendengarkan ucapan dari guru yang basicnya bukan native speaker. Tentu secara pronunciation lebih baik jika mendengarkan langsung dari native speaker. Kemudian, untuk mendukung materi utama, biasanya saya mencari materi tambahan dari BBC learning. Itu bertujuan untuk meningkatkan minat siswa supaya ada variasi dalam pembelajaran.

Researcher: Media apa saja yang anda gunakan pada kegiatan pengajaran?



Teacher A: Untuk media sendiri, saya memang hanya menggunakan student's book dan student's workbook saja untuk menyampaikan materi. lalu, audio dan audio file untuk kegiatan listening ya mba. karena, kebetulan proyektor sedang erorr dan sebenarnya bisa saja kita menggunakan yang portable, tetapi itu sangat memakan waktu. Dan sejauh ini, mereka tidak ada masalah dengan adanya keterbatasan media. Mereka tetap aktif dalam kegiatan pembelajaran, karena itu konsekuensi dari kurangnya media. Jadi saya harus membuat aktivitas kelas yang membuat siswa tertarik dan aktif dalam setiap step kegiatan pembelajaran.

Researcher: Apakah strategi yang anda gunakan sudah sesuai dengan kurikulum ini?

Teacher A: Strategi yang saya gunakan menyesuaikan dengan materi yang disampaikan ya, repetition, drilling, role play. Tapi untuk role play jarang sih, soalnya mereka masih kurang dalam keterampilan speaking. Biasanya mereka minta untuk membuat teks terlebih dahulu sebelum latihan atau penilaian speaking. Jadi saya pilih project-based learning sebagai penilaian speaking, karena itu juga bisa meningkatkan critical thinking siswa. Lalu, saya biasanya juga mencari dari sumber lain seperti BBC atau youtube how to teaching material apa, sesuai dengan materi pembelajaran yang akan diajarkan ya. Saya mencoba mencari variasi dalam penyampaian materi, supaya siswa tertarik pada setiap step pembelajaran dan tercipta keadaan kelas yang kondusif. Sehingga siswa dapat memahami materi dengan mudah.

Researcher: Bagaimana bentuk evaluasi yang dilakukan untuk setiap unit pembelajaran.

Teacher A: Evaluasi ini dalam artian assessment ya? Jadi untuk assessment formative itu kan diadakan untuk evaluasi pembelajaran pada pertemuan pertama dan kedua, yang digunakan untuk menyampaikan konsep pembelajaran. saya menyusun assessment tersebut berdasarkan soal yang terdapat pada student's workbook. Tapi, terkadang saya juga melakukan improvisasi pada saat mendesain assessment formatif, dengan kata lain saya membuat soal assessment sendiri menyesuaikan dengan tujuan pembelajaran, atau menyesuaikan dengan kondisi siswa supaya mendapatkan outcome secara maksimal. Sedangkan untuk summative assessment ada dua kegiatan, yaitu kegiatan speaking practice yaitu untuk menilai

kemampuan speaking siswa. Lalu, ada evaluation term, itu untuk menilai pemahaman siswa dalam satu unit pembelajaran. nah, kenapa di evaluation term tidak ada listening, itu ada beberapa alasan ya. Yang pertama saya mengikuti pattern dari kurikulum sebelumnya, dimana soal yang dibuat berbasis tulisan meliputi pilihan ganda, fill in the blank, dan essay. Yang kedua, karena penilaian ini tidak selalu diawasi oleh saya atau bisa dikatakan sebagai guru bahasa inggris, dikhawatirkan ini akan merepotkan pengawas Ketika ada kendala pada soal. Berkaitan dengan media, pengawas harus menyiapkan audio dan audiofile yang akan digunakan pada saat listening. Tentu hal tersebut dikhawatirkan akan merepotkan pengawas yang bukan dari background yang sama. Sehingga untuk nilai summative listening, saya ambil dari portofolio pada saat kegiatan pembelajaran.

Researcher: Adakah kendala yang anda hadapi dalam implementasi kurikulum ini?

Teacher A: Untuk sekarang kendala yang saya hadapi, saya rasa tidak ada ya. Mungkin untuk siswa itu pada kegiatan listening, dimana penggunaan authentic material pada kegiatan listening itu memiliki dua dampak yang berbeda. Satu sisi, penggunaan materi tersebut dapat meningkatkan kemampuan siswa, tapi disisi lain juga siswa merasa kesulitan untuk memahaami isi percakapan. Hal itu dikarenakan mereka tidak terbiasa mendengar percakapan dari native speaker. Dan pembelajaran bahasa inggris ini juga kan adanya seminggu sekali ya. Tapi kalau saya yang mengucapkan mereka paham. Jadi mungkin memang perbedaan aksen dan stressing, serta kecepatan itu mempengaruhi kemampuan mereka dalam listening skill sebagai foreign learner. Dan juga satu lagi itu, pada skill writing. Jadi siswa itu sering keliru untuk penggunaan article, seperti the, a dan an. Saya sudah mengajarkan, tapi untuk usia anak memang lebih susah jika pengajaran dengan rumus ya. Sehingga saya harus sering mengulang memberikan materi ini ketika mengoreksi students writing.

Wawancara dengan teacher B

Researcher: Bagaimana perspective anda sebagai stakeholder dalam implementasi kurikulum yang digunakan sekarang?

Teacher B: Menurut saya, ini lebih bagus sih. Materinya lebih ringan, bukunya juga menarik, jadi siswa lebih mudah untuk memahami. Tapi mungkin karena ini dari luar negeri ya, jadi materinya ngga sesuai dengan lingkungan dan juga budaya di Indonesia. Seperti Christmas part, itu tidak saya ajarkan.

Researcher: Apa tujuan dari implementasi kurikulum ini?

Teacher B: Jadi waktu itu, ada dua lembaga yang mensosialisasikan kurikulum berbasis CEFR. Kemudian dari pihak LPP memilih salah satu dari dua kurikulum tersebut yang kemudian diimplementasikan untuk pembelajaran bahasa Inggris. Ini sepenuhnya hak LPP untuk memilih kurikulum yang sesuai, jadi kita guru hanya berperan sebagai implementor saja.

Researcher: Persiapan apa saja yang dilakukan anda sebelum kegiatan pengajaran dimulai?

Teacher B: Karena RPP sudah tersedia, maka saya akan membaca materi yang akan diajarkan, kegiatannya seperti apa, juga menyesuaikan waktunya juga ya.

Researcher: Bagaimana bentuk kegiatan pengajarannya?

Teacher B: Sebenarnya, masing-masing skill itu terpisah, Cuma kan bentuknya tema ya. Jadi ada part reading.

Researcher: Bagaimana anda menyiapkan materi yang akan anda gunakan untuk kegiatan pengajaran?

Teacher B: Untuk materi saya menggunakan buku sebagai sumber pembelajaran, soalnya itu kan content bukunya sudah sangat terstruktur, native banget juga ya, karena yang buat juga native sih. Jadi, siswa akan mudah biasanya sebelum kegiatan pembelajaran saya pelajari, saya baca-baca materinya dari buku guru ya mba.

Researcher: Media apa saja yang anda gunakan pada kegiatan pengajaran?

Teacher B: Mediana, buku. Student's book, student's workbook, audio, LCD, Projector. Cuma ini projectornya lagi error ya mba, jadi sekarang saya

lebih sering menggunakan buku sama papan tulis, juga audio untuk kegiatan listening.

Researcher: Apakah strategi yang anda gunakan sudah sesuai dengan kurikulum ini?

Teacher B: Strateginya repetition, roleplay, ya gutuu sih mba. dibuku guru juga sudah lengkap dengan metode yang harus dilakukan untuk menyampaikan setiap materinya. Jadi biasanya sih saya mengikuti sesuai sama yang dibuku guru.

Researcher: Bagaimana bentuk evaluasi yang dilakukan untuk setiap unit pembelajaran.

Teacher B: Kegiatan evaluasi yang kita lakukan ada dua. Yang pertama untuk mengevaluasi KI3 yaitu pemahaman konsep pada evaluasi termin dan KI4 yaitu keterampilan pada speaking practice. Itu dua aja sih, sebagai nilai akumulatif yang akan saya gunakan untuk nilai akhir.

Researcher: Adakah kendala yang anda hadapi dalam implementasi kurikulum ini?

Teacher B: Kendalanya ya itu, seperti yang saya sebutkan sebelumnya. Ini kan kurikulum berbasis CEFR ya, dimana pembuatanya itu native, jadi mungkin levelnya diatas kita sebagai foreign learner. Kita sebagai guru tentu harus beradaptasi dengan aksen dan juga budaya yang terkandung dalam setiap materi. nah, beberapa materi itu sangat bertolak belakang dengan budaya kita ya mba, apalagi ini sekolahnya berbasis islam, kaya Christmas party itu tidak saya ajarkan. Kemudian untuk materi season, itukan juga berbeda dengan season kita ya. Materi winter, saya sedikit kesulitan ituk menjelaskan kepada siswa dan menurut saya akan lebih mudah jika menggunakan projector ya. Siswa akan lebih mudah memahami vocabulary, dibandingkan dengan melihat video jika dibandingkan dengan melihat gambar saja yang tertera di buku. Kemampuan siswa kan berbeda-beda, ada yang visual, audio, dan audiovisual. Jadi ya projector yang tidak jalan itu sebenarnya kendala juga bagi saya.

*Appendix 3 the official letter to reply the research*



مدرسة الإرشاد الإسلامية الابتدائية الأولى  
YAYASAN AL IRSYAD AL ISLAMIYYAH  
SEKOLAH DASAR AL IRSYAD AL ISLAMIYYAH 01  
PURWOKERTO

Jalan Ragasemangsang No. 27 Purwokerto 53114 Telp. : (0281) 628859, 628522 Fax. : (0281) 636623  
Website : [www.sdalirsyad01pwt.sch.id](http://www.sdalirsyad01pwt.sch.id) ■ E-mail : [sdalirsyad01pwt@gmail.com](mailto:sdalirsyad01pwt@gmail.com)  
Facebook : SD Al Irsyad 01 Pwt ■ Instagram : sdalirsyad01pwt ■ Youtube : SD AL IRSYAD 01 PWT

Nomor : 099/10307/L-1.2/XI/2023 17 Rabi'ul Akhir 1445 H  
Lampiran : - 1 November 2023 M  
Hal : Jawaban Permohonan Riset

Kepada Yth.  
Dekan Ketua Jurusan Tadris  
Fakultas Tarbiyah dan Ilmu Kejuruan  
UIN Prof. K.H. Saifuddin Zuhri Purwokerto  
di Purwokerto

*Assalaamu'alaiikum Warahmatullaahi Wabarakaatuh*

Segala puji bagi Allah ﷻ, Rabb semesta alam. Shalawat dan salam semoga terlimpah kepada Rasulullah Muhammad ﷺ, keluarga, sahabat dan seluruh pengikutnya yang istiqomah di jalan Islam hingga akhir zaman.

Sehubungan surat yang telah kami terima perihal Permohonan Ijin Riset Individu mahasiswa atas nama :

Nama : Linda Astrianingsih  
NIM : 1817404068  
Semester : 9 (Sembilan)  
Jurusan/Prodi : Tadris Bahasa Inggris  
Alamat : Bojongsari RT 04 RW 06, Pananjung, Pangandaran  
Jawa Barat  
Judul : The Implementation of Curriculum based on CEFR  
in English Teaching. (A Case Study on English  
Teacher in SD Al-Irsyad 01 Purwokerto)  
Tanggal Riset : 25-08-2022 s.d. 25-10-2022

Maka kami mengijinkan sesuai dengan waktu yang diminta dengan syarat apabila telah selesai menyerahkan satu eksemplar skripsi yang telah dijilid.

Demikian surat jawaban ini kami sampaikan, atas perhatian kami ucapkan terimakasih teriring doa jazakumullahu khairan katsiran.

*Wassalaamu'alaiikum Warahmatullaahi Wabarakaatuh*

Kepala Sekolah  
  
Afriani Nur Aziz, S.Pd.  


*Appendix 4 official letter of passing all subject*



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**PROFESOR KAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.uinsaizu.ac.id

**SURAT PERNYATAAN**  
**LULUS SEMUA MATA KULIAH**  
**PRASYARAT MENDAFTAR UJIAN MUNAQASYAH**

Yang bertandatangan di bawah ini,

Nama : Linda Astrianingsih  
NIM : 1817404068  
Jurusan / Prodi : Tadris Bahasa Inggris

Dengan ini menyatakan dengan sebenar-benarnya bahwa saya

1. Telah lulus semua mata kuliah yang dipersyaratkan untuk mendaftar Ujian Munaqasyah.
2. Telah mendapatkan minimal nilai C untuk semua mata kuliah yang berbobot sks dan dinyatakan lulus untuk mata kuliah yang tidak berbobot sks (0 sks).
3. Telah mendapatkan sertifikat lulus ujian komprehensif.

Apabila pernyataan ini tidak benar, maka saya bersedia menerima sanksi berupa:

1. Dibatalkan hasil kelulusan ujian munaqasyah;
2. Mengulang mata kuliah yang belum lulus secara reguler;
3. Memenuhi semua kewajiban administratif sebagai mahasiswa aktif; dan
4. Mengikuti ujian munaqasyah ulang setelah semua nilai mata kuliah dinyatakan lulus sebagaimana dibuktikan dalam transkrip nilai.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya tanpa ada paksaan dari pihak manapun.

Purwokerto, 03 Januari 2024  
Yang Menyatakan

Linda Astrianingsih

Appendix 5 certificate of Arabic language development



MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA  
STATE ISLAMIC UNIVERSITY PROFESSOR KHAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
TECHNICAL IMPLEMENTATION UNIT OF LANGUAGE

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah, Indonesia | www.uinsatrazu.ac.id | www.sib.uinsatrazu.ac.id | +62 (281) 635624

No.: B-977 /Un.19/UP.T.Bhs/PP.009/92/IV/2022

## السبادة

### CERTIFICATE

This is to certify that

**Name** : KAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
**Place and Date of Birth** : Cilecap, 23 September 1998  
**Has taken** : Technical Implementation Unit of Language on:  
**with Computer Based Test, organized by** : UIN Purwokerto  
**Technical Implementation Unit of Language on:** : UIN Purwokerto  
**with obtained result as follows** : UIN Purwokerto

**Listening Comprehension:** 41  
**Structure and Written Expression:** 46  
**Reading Comprehension:** 52  
**Obtained Score :** 463

**The test was held in UIN Professor Khai Haji Saifuddin Zuhri Purwokerto.**

UIN Purwokerto, 20 April 2022

**Head,**  
 UIN Purwokerto



Kade Ruswate, M. Pd.









Appendix 7 certificate of macroteaching



*Appendix 8 certificate of community service program*

The certificate is issued by Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto (LPPPM) to Linda ASTRIANINGSIH, NIM 1817404068, from the FTIK / TBI faculty/prodi. The certificate is titled "SERTIFIKAT" and "TELAH MENGIKUTI" (has followed). It states that the recipient has completed a community service program (KKN) with a score of 81 (A-). The certificate is signed by H. Ansori, M.Ag., the LPPM Head, on October 29, 2021. The certificate number is 1129/K.LPPM/KN.48/08/2021. The background features a repeating pattern of "LPPPM PURWOKERTO" and "KEMENTERIAN RI KEMENTERIAN KEMENTERIAN".

**SERTIFIKAT**

Nomor: 1129/K.LPPM/KN.48/08/2021

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)  
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto menyatakan bahwa :

Nama : **LINDA ASTRIANINGSIH**  
NIM : **1817404068**  
Fakultas/Prodi : **FTIK / TBI**

**TELAH MENGIKUTI**

Kuliah Kerja Nyata (KKN) Angkatan Ke-48 Tahun 2021  
dan dinyatakan **LULUS** dengan Nilai **81 (A-)**.

Purwokerto, 29 Oktober 2021  
Ketua LPPM,  
  
H. Ansori, M.Ag.  
NIP. 19650407 199203 1 004



Appendix 9 certificate of BTA-PPI

MATERI UJIAN	NILAI
1. Tes Tulis	82
2. Tartil	80
3. Tahfidz	80
4. Inlil*	80
5. Praktek	75

NO. SERI: MAJ-2018-MB-210

**IAIN PURWOKERTO**

**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI PURWOKERTO**  
**UPT MA'HAD AL-JAMI'AH**

Alamat : Jl. Jend. A. Yani No. 40 A Purwokerto 53126  
Telp : 0281-635624, 628250, Fax : 0281-636553, www.iainpurwokerto.ac.id

**SERTIFIKAT**

Nomor: In.17/UPT.MAJ/Sti.005/010/2018

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

**LINDA ASTRIANINGSIH**  
**1817404068**

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI).

Purwokerto, 10 Oktober 2018  
Mudir Ma'had Al-Jami'ah,

  
Drs. H. M. Mukti, M.Pd.I  
NIP. 19570521 198503 1 002

**IAIN PURWOKERTO**

## *Appendix 10 Curriculum Vitae*

### Curriculum Vitae

#### Personal data

Name : Linda Astrianingsih  
Student Number : 1817404068  
Date of Birth : Cilacap, September 23, 1998  
Address : Bojongjati RT 004 RW 006, Pananjung, Pangandaran.  
Phone : 081573246854  
E-mail : lindaa.9a@gmail.com

#### Education

1. SD Negeri 2 Pangandaran
2. MTs Negeri Pangandaran
3. SMA Muhammadiyah Pangandaran

#### Organization experience

1. Member of Kopma Satria Manunggal Purwokerto

