



Teachers' Readiness on Teaching English in Elementary School through Merdeka Curriculum at Elementary Schools in Lunang South Pesisir

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Abstract

This study aimed to figure out Teachers' Behavioral and Situational Readiness on teaching English in elementary school. This research used a Qualitative research method with a case study approach. The participants in the study were twelve classroom elementary schools teacher whose were instructed to teach English, especially in grade one, two, four and five. The data were collected using semi- structured interviews. The findings showed that The teachers' behavioral readiness depends on their educational background were not ready to teach English in elementary school because there were not teachers whose had English educational background. Moreover depends on their pedagogical skill all the teacher was ready to teach. However, they need more improvement to the content knowledge in teaching English. The teachers' situational readiness depends on providing facilities and tools are ready to teach English in elementary schools. However, there is only one school which had sufficient library, others schools still did not have sufficient library especially in 3T schools and lack to provide complete books.

Keywords:

*Teachers' Readiness,
Behavioral Readiness,
Situational Readines.*

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INTRODUCTION

According to kepmendikbudristekdikti (2022), English is a compulsory elective subject that can be organized based on the readiness of the education unit. It has been implemented in elementary school since the academic year 2022/2023 when *kurikulum merdeka* was gradually implemented in indonesia. In this curriculum, the learning process focuses on students' characteristics and more flexible than the old curriculum. As the latest curriculum, this curriculum is implemented in all sections of education such as elementary schools, junior high schools, senior high schools, vocational schools, and colleges.

In *Kurikulum 2013* English subjects were not listed as compulsory subjects despite an extracurricular subject in elementary school. Moreover, some subjects in *Kurikulum 2013* combined into 1 theme. In this curriculum, schools could add English to their content curriculum if the students need analysis shows the necessity (Angraeni & Yusuf, 2022). English was not listed as compulsory subject in this curriculum, because of the lack of use of *bahasa* as a national language than English. Elementary school children should improve their *bahasa* first. Because the nation's language is its essence the young generation must preserve its national language. Prihatin (2015) stated that students had to wait until junior high school to begin studying English.

Although English has a similar position with other foreign languages such as Japanese, Arabic, etc., English is an international language that are used to communicate around the world. Moreover, some countries use English as their national language and some others use English as a second language. In conclusion, learning English at an early age is necessary to support their English language skills in the future able to comprehend and interact with other people of various nations and cultures, creating chances to broaden social and professional networks. On the other hand, the teacher's role is the most important thing in balancing the quality of *bahasa* and English skills.

One of the teacher's role is having the teacher readiness to teach. In teaching, teacher readiness is very important to note to achieve appropriate learning objectives. According to Anggraeni & Yusuf (2022) there are three dimensions of teacher readiness; behavioral readiness, situational readiness, and psychological readiness in teaching English. Behavioral readiness depends on the background of the study and teachers' ability to achieve learning purpose. Meanwhile, other supporting aspects and environment of study are situational readiness. Teachers' self-efficacy and intrinsic motivation are psychological readiness.

There has been some research on teacher readiness of teaching English in Indonesia. A study by angraeni & yusuf (2022) investigated teacher psychological readiness of teaching English in elementary school. This psychological readiness depends on self-efficacy and intrinsic motivation. The instrument of this research was narrative inquiry by giving guided questions consisted of their experience dealing with English, their responded to the changes, and their educational backgrounds. The participant of this study is three elementary teachers which teaching in fourth grade. They had different educational background, none of the participant had English educational major. After all the findings of this study showed that the participant are psychologically ready to teach English in elementary school. However this study were not investigate more about situational and behavioral readiness.

In additions of teacher readiness, the study by Mutiah et al. (2020) investigated teachers, students and schools' readiness for English young learner in Indonesia. This study collected data through the questionnaire. The participant of this study are 10 elementary school teachers, pre-school teachers, elementary and preschool students, elementary and pre-schools in several areas of Indonesia. The result of this study showed that the teachers and students were high readiness in conducting English for young learner. Meanwhile the facilities support and conditions were limited and was not fully complete.

Moreover wahyuningsih (2022) investigated about teaching English for foreign language in Indonesian elementary schools. This study explained why English should be included in curriculum, who teaches English, what topic mostly taught in English class and how the teaching and learning process is conducted. In about 94 instructors who are in charge to teaching English in 66 schools are the samples of this study. An online survey using google form questionnaire are distributed to collect the data. The findings of this

research showed that homeroom teachers held the highest position of the 57 teachers (61%) in charge of teaching English, followed by 30 specialist English teachers (32%) with relevant educational backgrounds and 7 English teachers (7%) with no educational backgrounds in English. The study's findings lead to the following recommendations: Teaching English to young learners has ramifications that are not only related to the established curriculum but also to the work required to prepare teachers. English should be taught by trained English teachers with relevant educational credentials and strong English skills.

However, according to the studies cited above, teachers who are not prepared for the job can have a number of negative effects on both themselves and their students. Here are some probable outcomes: Teachers who feel unprepared or lack the necessary abilities may suffer increased stress and frustration, which can lead to burnout and low job satisfaction. Ineffective teaching practices: Without the necessary knowledge, skills, or confidence, teachers may struggle to provide effective instruction, resulting in reduced student engagement and learning outcomes. Difficulty regulating classroom conduct: Teachers who lack behavioral preparedness may struggle to successfully manage classroom behavior, resulting in disruption and a chaotic learning environment. limited professional development: Teachers who are unprepared to meet the responsibilities of their work may find it challenging.

According to those some provident how teachers' readiness are important to encourage learning process. The main issues are teacher's English skill, they were not confident to use English in class. That because their educational background which not related, have no training of teaching English especially for young learner and lack of experience in using English. In addition, facilities and other supporting materials is the other thing that influence how successful the teaching process is.

The researchers realize how elementary schools that implement *kurikulum merdeka* face additional difficulties as a result of the new policy at the elementary school education level, which makes the English language an elective subject. Learning English is still managed by the class teachers in some schools as there are still no special educators dedicated to the subject. Therefore, to organize English language learning in elementary schools, researchers are interested in finding out how prepared teachers perceive to teach English. In elementary schools, English subjects have been implemented gradually in first, second, fourth, and fifth grade rather than all at once. Classroom teachers do not have psychological readiness issues during the learning process. Because of this, researchers are interested in examining the situational and behavioral readiness of English language teachers in this study.

Lunang is one of regencies in the south *Pesisir* region west *Sumatera* province. This is one of the side country areas which is located far from the city. This area is chosen because the researcher knows that in this area hard to find elementary schools' English teachers. Most English teachers do not have English skill background there, so the goals of English learning are not reached. The supporting aspects and environment in these schools are not as complete as in schools of other areas like *Painan* and other areas in the same region.

In this research, the researchers hope it will help future teachers prepare themselves and help the schools find appropriate teachers to teach English in their schools. The researcher also hopes this research will increase public awareness of the importance of learning English.

RESEARCH METHOD

The researchers chose qualitative research method with a case study approach as the research design. In descriptive research, researchers explored and described a phenomenon based on the research problem that occurs. This research aimed to explore how the behavioral and situational readiness of elementary school teachers in learning English since the implementation of the *merdeka* curriculum. The data in this research were teachers' statement regarding to their behavioral and situational readiness. The participants in this study were twelve teachers of Elementary schools' classroom teacher who taught English in grade one, two, four, and five.

The data were collected data from semi structured interview. Researchers provided an interview with 37 questions which validate by using theoretical assessment by an expert to validate the instrument. The researchers gave an interview to the teachers in 3 public elementary school in Lunang South Pesisir. There are 4 teachers in each schools.

After collecting data, the researchers analysed the data through several steps such as reducing the data that has been collected by clarifying the data that has been obtained based on its category. Then, the researchers displayed the data where the data that have been obtained and reduced and then analysed and a report is made based on narrative description. Finally, the data obtained were made in the form of conclusions.

RESULT AND DISCUSSION

Research Finding

Behavioral readiness

a. Teachers' educational background

In first indicator, there is one question that related to teachers' educational background. The question in the interview which IS "what is your last education major? ". The summary of the interview responses are written in the following table below.

Table 1. List of Teachers' Educational Background

Informants	Responses
I1	Elementary school teacher education (<i>SI PGMI IAIN Ponorogo</i>)
I2	Elementary school teacher education (<i>SI PGSD UT</i>)
I3	Elementary school teacher education (<i>SI PGSD UT</i>)
I4	Elementary school teacher education (<i>SI PGSD IAIN imam bonjol padang</i>)
I5	Vocastional shool for Teacher (<i>SPG</i>)

I6	Master of Math Education (<i>S2 pendidikan matematika di unp</i>)
I7	Master of Education Technology (<i>S2 Teknologi pendidikan di Universitas bengkulu, s1 geografi UT</i>)
I8	Islamic education (<i>SI pendidikan agama islam</i>)
I9	Elementary school teacher education (<i>SI PGSD UT</i>)
I10	Elementary school teacher education (<i>SI PGSD UT</i>)
I11	Elementary school teacher education (<i>SI PGSD STKIP</i>)
I12	Elementary school teacher education (<i>SI PGSD UBH</i>)

From the table above, there are some teachers who stated that they were graduated from SPG which is a vocational school especially to become a teacher. However since 1994 SPG has been officially closed and replaced with STKIP or high school of teacher education and science.

I5 : "I only graduated from SPG, I did not graduate my bachelor degree....."

I7 : "when I studied for bachelor degree it was the continue from SPG and continue to associate diploma 2 or D2 in UT. So we studied English in D2 and we did not study it more in SI"

I12 : "I graduated from SPG, then, because of the obligation, I need to continue my study to get bachelor of education in major of PGSD in UT"

These three teachers are senior teachers who have been teaching for decades. They have a lot of experience teaching. Furthermore, one of the teachers does not have a title, she only graduated from SPG. With the new regulations in 1994, SPG students were required to continue their study at university in order to obtain a bachelor's degree in education. Moreover, one teacher whose did not complete her bachelor's degree graduated from SPG before 1994 and teach in primary school until now. However, SPGs' graduates may teach in both elementary and junior high schools at the time.

Furthermore, there were some difference teachers' majors who are instructed to teach English in elementary school. Most of the teachers were from PGSD or elementary schools teachers education. There are six out of twelve teachers whose graduated from PGSD major. However they graduated from several universities. Furthermore, despite of their coherence on educational background and their job as classroom teachers, their opinions on teaching English is written in the following passages bellow:

I1 : "Maybe because grade 1 is still basic, introduced the family members, still numbers and colors. So it's not too difficult, but if it's more, because maybe I'm also not expert in English, so I just teach as much as I could. Maybe if he has basic English, he can be more steady and fluent in teaching it because it is indeed English that is studied, with various methods, while I only teach what is in the book."

I2 : *“Incidentally, my bachelor's degree was in UT so there was no English subject. Honestly, I find it difficult, because it is not the field and not the expert too. So the last time I learned English was in high school so its been a very long time, then I continued at UT.”*

I4: *“I graduated from S1 PGSD but I hope that in this elementary school there have an English teacher, because not all teachers could teach English, there are also different fields that they are good at. Moreover, most of the teachers here learned English only at the junior and senior high school level so their knowledge is very old, in college there was none, because they took PGSD so English was only taught for a few meetings. So it is hoped that there are teachers according to the field so that children's understanding is more stable.”*

I9: *“The obstacle is that we really don't understand English, because we don't major in English. If the class teacher is taught everything, other lessons could be OK, but for English, because it's not our daily language, it's difficult, I can't do it. There is also no training on learning English, so it is the responsibility of each school. That is the obstacle, it depends to the classroom teacher while the classroom teacher does not have any English training yet.”*

I10: *“I want there will be a subject teacher in line with the major, since as a class teacher, I teach as much as I can, so it's not proper for the subject teacher to teach English, but there isn't one, and I haven't found one yet, so this is how things are. “*

I11: *“Yes, the greatest wish is that this school has a subject teacher; the majors are not related, and my major is PGSD, so if the class teacher instructs, it will be incorrect; the problem is that the pronunciation is different, so it will not fullfill the excitement of this student.”*

I12: *“with the lack of knowledge in English subject, but I have to teach English; and the last time I learned English was in college in 2014. Even though it is only two credits, meanwhile teachers who major in English are in-depth in their knowledge every day from beginning to end.*

Although the PGSD department also has English courses, it turns out that teachers who graduated from PGSD still face experience obstacles. The short time of learning English during college is their biggest obstacle in teaching English again in elementary school. Also the period of time that has been long enough with the re-taught English in elementary school is the reason they have difficulty, so the classroom teacher hopes that their school can have a suitable subject teacher who is felt to be more proficient.

Other major including one of master of math education, master of education technology and also Islamic education who are instructed as classroom teacher in their school. Meanwhile, instructed them as classroom teacher are no longer in accordance with the educational background they have, now, in this curriculum they have to teach English in their classes. The answers of their opinions about to teach English are written descriptively in the following passage :

I9 : *“I thank God that I have a master's degree in mathematics education at UNP. however, because it is not the appropriate major, even though we are taught in this English course we are not taught how to teach it also only a little is learned*

in college so the problem is that we can only teach lightly, the good thing is that teachers whose majors are English is more appropriate so they are better at it. The tricks are better understood by the subject matter teacher for sure.”

I10 : “I have master’s degree in education technology and of course there are obstacles due to the diverse educational backgrounds; the last time we learned English was also extremely long time ago, but we have a guidebook and can discuss it with coworkers, so we strive to do it. Or discover for alternative sources.”

I11 : “I have a bachelor's degree in Islamic religious education, so there may be challenges. How to read the language is also different, and religion professors are naturally requested to teach class teachers alone, which is already a burden, especially now that they must teach English. As a result, English learning for youngsters is not being delivered to its full potential.”

Being a class teacher is a challenge for them because they come from special subject education, namely mathematics and religion. They feel even more challenged by the new obligation to teach English, which is not their field of expertise at all. Although English was also studied in college, the short learning time made their understanding less, so they also agree that schools need subject teachers who are in accordance with the fields they teach.

In conclusion, teachers’ educational background influenced their ability in teaching especially in teaching the subject they were not expertise on. The lack of English subject insight in the college was the main reason of their English ability. However, they were not suppose to taught the different subject when it was not their major, so that they agreed that public elementary schools need English teacher whose have English educational background.

b. Teachers’ Experience

The second indicator is teachers’ experience it accordance with their length of time they have been a teacher. There is one question which is related to teachers’ experience, the question is “How long have you been an English teacher?”. The summary of the interview responses are written in the following table below.

Table 2. List of Teachers’ Experience on Teaching English

Informants	Responses
I1	1 year for teaching English, but I have been teacher since 2000
I2	1 year for teaching English, but I have taught for 19 years
I3	1 year for teaching English, but I have been teacher since 2000
I4	1 year for teaching English, 7 years of being teacher

I5	1 year since <i>Merdeka</i> Curriculum were implemented , I have taught for 24 years.
I6	1 year since I just graduated
I7	1 year for teaching English, I have taught for 22 years
I8	1 year for teaching English, I have taught for 10 years
I9	1 year for teaching English, I have taught for 8 years
I10	1 year for teaching English, I have taught for 10 years
I11	1 year for teaching English, I have taught for 8 years
I12	1 year for teaching English, I have taught for 4 years

According to the table above almost all of those teacher new to teaching English in elementary school since the *merdeka* curriculum was implemented. However, some of them have a lot of experience on teaching elementary schools' students. There are 3 teachers that have taught for more than ten years experience. One of them was a school principal for 15 years, just like he stated

I10 : “.....previously I served as principal in several elementary schools for about 15 years so I moved here and did not continue as principal because I was about to retire.”

Over time, teaching experience will further enrich a teacher's knowledge and skills, thus improving his or her readiness to deal with various situations in the classroom.

c. Pedagogical skill

There are some questions which is related to the pedagogical skill. The first question is “How do you compile the English subject teaching modules?”. their answers on explaining how to compile English subject teaching modules is written in the following passage.

I4 : *More or less similar to the RPP (lesson plan). If the formulation of module ajar is from identifying CP(Learning outcome) then formulating TP (learning objective), then making ATP(Flow of Learning Objectives), for this ATP is different for each school because it should also be adjusted to the needs of each school. But for the teaching module, there is already a reference on the platform PMM.*

I7 : *The first is from the ATP, the ATP is taken from the TP which is a description of the cp, later from the ATP it is developed into a teaching module. We also have a group of elementary English teachers. But there is no Kelompok kerja guru or KKG(Teachers' Working Group) forum for primary school English teachers.*

Most of the teachers are agree that they should discuss each other to compile the teaching module. All of them stated that teaching module can be funded in the platform or *platform Merdeka Mengajar* (PMM) which is a digital platform developed by the Ministry of Education, Culture, Research and Technology (*Kemendikbudristek*) to support teachers in implementing the *Merdeka* Curriculum. . They can also use reference books to compile teaching modules. Teachers stated that there was no significant difference between the RPP

in the 2013 curriculum and the teaching modules that are currently required, so they had no significant difficulty in formulating the teaching modules.

It is related to the next question which “What are the difficulties in the process of preparing English subject teaching modules?”. Although some teachers stated that there were no obstacles in the formulation of teaching modules, here are some of the teachers' responses to the question.

I4: *The obstacle is to elaborate the appropriate CP into learning objectives as well as formulate them in the ATP which must be adjusted to the needs of different schools. Plus this school has only implemented it in one year. So these teachers are also still adapting to the formulation. So that's the point of the teacher discussion so that it can reduce these obstacles. For English itself, because I also lack understanding in this field, I lack knowledge, so I also need to learn more.*

I11 : *“it is a challenge because this teaching module must be adapted to the conditions and needs of the school, so even though the platform has also provided a form of module that can be guided, we still have to adjust to the conditions of the school whether it is possible to use the module. Especially with our situation in this area, it is limited to find various teaching materials.”*

The teachers face the obstacle to adjust the ATP depends on the need of the school. The *Merdeka* Curriculum presents TP is in a more general and flexible manner than the previous curriculum. As a result, teachers struggle to transform the TP into more concrete, quantifiable, and achievable learning objectives. So that the teachers need more time to understanding the CP and transform it into TP and ATP that suits to the needed of the school.

I : *To be honest, because I am also an elder teacher, it is difficult for me to make this teaching module, because I am not good at using a computer or laptop. If I just understand the cp I can but to be able to compile it I just rely on these young people.*

I12 : *There is no obstacle in the process of compiling teaching module, but in the learning process The obstacle is that, these children are just learning but the material is already high, the demands are still too high for them, it's still a transition so that's the obstacle, they are just learning in grade 4 where the material is already quite high, not learning from grade 1. So because I found that obstacle for grades 4 and 5 I still focus on the word first.*

Other teacher stated that her obstacle not on the process of compiling teaching module, but in the learning process. However, the teacher has English educational background and also an English teacher. But, she feels that the materials on the book and also the learning outcome is too high for the children because especially for the students in grade 4 and 5 which they just learn English for the first time in this curriculum.

In line with the coverage of material that is already quite high, especially for grades 4 and 5. However, appropriate teaching methods are needed to achieve teaching objectives. This was also in the interviews that have been conducted which was “What is your teaching method in teaching English to encourage students' learning

outcomes?. The teachers' responses regarding to the question are written in the following passages below.

I13 : *“The teaching method that I often use is the ceramah method or teacher center, however, there must be a teacher center, then there is also occasional group work on project-based learning.”*

Almost all of these 12 teachers use the teacher center method. Teacher center which the teacher give some explanation about the materials. It is a traditional style of teaching where the instructor lectures and delivers information to students. This method can be effective for conveying basic knowledge, but it may not encourage active participation or critical thinking from the students.

From these teachers only the two teachers mentioned above have used other methods such as discovery method and project-based learning. Discovery and project-based learning (PBL) are both student-centered pedagogic that emphasize active learning and involvement. She use discovery learning by give the chance of Students to actively explore and investigate concepts to form their own understanding, then she sum up the concepts.

Moreover, There are also differences in the level of understanding of children, namely slow learner and fast learner. It also asked in the interview, the questions were “How do you assess the quick learner students?” and “How do you assess the slow learner students?”. Regarding to the questions, almost all of the teachers stated that they gave enrichment material and task for the quick learner students and remedial for the slow learner student.

In addition the researcher asked “How do you compile the remedial materials ?” and “How do you compile the enrichment material ?”. The teachers' responses are explained in the following passages below.

I1 : *“The material is the same, it's just that the remedial ones I give extra time to learn the material, or I explain it slowly. There is enrichment material in the LKS book, but I rarely give enrichment considering that there are still many who cannot.”*

I2: *“So this remedial material will be given to children who are slow learners, when they still don't understand the learning, they are given remedial outside of learning hours, so they are late home. The material is no different from that given at school so they are asked to repeat themselves until they understand. In the lks there is enrichment material, so I just give it to them.”*

I5 : *“ I just use the enrichment and remedial materials in the LKS, in class I rarely give it, because if I compile it myself, I also don't understand English. “*

I6 : *“This remedial is for children who don't understand, they will be given easier material, to make it easier for them to learn again, I mark in the*

book which ones can be remedial, for remedial and enrichment exercises it is also in the book. but if there is no additional material for enrichment, because there will be a gap so if you have reached this material, friends who have got it are asked to help their friends who don't understand. ”

I8 : “ I just use what is in the lks because the lks also have questions for remedial and enrichment. If the material is in accordance with the material in the book, there is no addition. Because I am also not in the field so I don't understand where to look for additional material.”

I11 : “for enrichment, it just so happens that the book also has it, so I utilize what is in the book. For remedial, I just look it up on Google or explain it in my own language with an easier version.”

According to the passages above, most of the teacher used the material and questions in LKS book. There is no additional material for remedial, because the focus of remedial is the repetition of the topic to make the students understand. However, despite of there were some enrichment material, the teacher did not use that. Some of the teacher thought it will not be fair for the other student, so the student whose already understand needed to help the other student whose did not understand. The other teacher stated that they did not give additional material because they did not understand this subject and they did not know where to find the additional material, so they only used the material in

d. ICT skill

There were 2 questions related to this indicator. The first question is “Have you ever used videos for learning?” In response to the question, there are some of the teachers' responses, which explained in the following passages below.

I2 : “Yes, I have, but it is limited because it only relies on laptops and speakers, there is no projector. Here they said there was an projector but it was broken. Usually I occasionally use videos using a laptop as a reference for children so that we add vocabularies. So for the video, I adjust it to the topic too, if now the mothers have a group for each class, so I ask the classroom teacher to share videos related to learning and ask parents to guide their children to memorize them. ”

I3: “I don't use it yet because I think grade 1 doesn't need that kind of learning way yet.”

I5 : “I often use that kind of media whether it was the audio or video, I utilize the media such as projector and speaker at school . because in the module there is video learning to observe and giving the student diverse ways of learning”

I11 : Not yet, because our school is also a 3T (Frontier, Remote, and Underdeveloped) school so the supporting facilities are still lacking, there is no projector and the speaker is still missing.

Some teachers have started trying to use electronic media such as videos in learning. The teacher utilizes QR scan technology which listed in the LKS book, the teacher also emphasizes that the availability of qr really helps her in providing material to students. On the other hand, some teachers still do not use projector or speakers, they are still limited to use cellphones and laptops. However, some others still do not use it, especially teachers of grade 1 and 2 teachers have not started using videos in learning on the grounds that they feel they do not need the media during learning whose material is still quite simple. There are also some teachers at the school who mention that they have not used the media because of inadequate infrastructure.

The next question that corresponds to this indicator is "How do you elaborate the topic with the videos given?" in line with the previous question this question refers to the learning process provided by teachers who use videos in learning. The teachers' responses to this question will be explained in the following passages.

I4 : “ so in learning listening, I just read it out. The trick is to write the vocabulary on the board and I just read it, sometimes I still doubt whether the pronunciation is correct or wrong.”

I6 : “for example, grade 5 learning about body parts, I found the video about this topic. There is the song of body parts in English, I asked them to watch it carefully then they guess what is the meaning in Indonesian, then we sang it together ”

Some of the teachers usually search for the appropriate videos related to the topic then explain the video to the student. However, there are also QR codes in the LKS books so the teachers can easily access the video by scanning the code.

e. Topic Knowledge

There are some questions related to this indicator, the first question is “How do you encourage students’ vocabularies?”. The teachers’ responses related to this question is explained in the passages below.

I9 : “ we learn through songs, the easiest way is listing the vocab in the whiteboard and give them some time to memorize the vocab, in the next meeting, I will check their vocab”

I10: “there is memorizing section, such as numbers, then basic vocab for daily activities, sometimes I give them some tasks to find the meaning of the vocab then they should tell me in the next meeting and check their vocab”

I11 : “sometimes I give them to memorize some vocab and show in front of the class”

Most of the teachers command their students to memorize the vocab and then the teachers will check their vocab in the next meeting. Some of the teacher using songs to help them memorize the vocab.

The next question which related to this indicator is “How do you compile the worksheet for the students?”. The teachers’ responses related to this question are explained in the passages below.

I1 : “I usually adapted the worksheet from the LKS book or sometimes I took it from google”

I2 : “I use the LKS book because the exercises there are also more than enough, it is also quite diverse.”

I5 : “I just took it from the LKS, or sometimes I just wrote it on the whiteboard for example write the meaning of these several word”

I7: “’all these time, I have not linked it to the book so far, it's just that on the board I made this question means what this is in English.

I9 : “I use the exercise in the book, even if I made the questions it just translate the word ”

I10 : “We just make it on the board, spontaneous questions related to the material, or the easiest is to use the one in the LKS.”

All teachers use the exercise questions in the LKS book. Some teachers also have the initiative to make simple problem questions such as interpreting or looking for English from the given word. This of course can also help children in memorizing vocabulary. On the other hand, there are also teachers who use google as a place to find suitable exercises for their students. There are many diverse exercise models available such as matching pictures, scramble letters, matching meanings, filling in crosswords, finding words in random letters and many more. This can also help students not to get bored with monotonous question types.

The next question related to this indicator is about how teachers organize assessments, both diagnostic assessments, formative and summative assessments. There are 3 questions, the first one is “How do you compile the English diagnostic assessment?”

I3 : “I don't have any tests so I ask questions and answers at the beginning of the lesson for brain storming. ”

I6 : “It's brainstorming, on average, so that the child can also have an idea, guess the material that will be learned. But this is not a test, just a light question.”

Some of the teachers did not give diagnostic test for the students. Most of them just gave a simple quiz at the beginning of the class.

The second question is “How do you compile the English formative assessment?”

I2 : “The form of evaluation now is PH, its name is, so in the daily assessment we will have it later, if my version is that there are daily quizzes, exercises, from the supporting LKS there are also exercises that can help then the evaluation will be in the kumer I try to make one chapter one PH because if it is combined it will be confusing. The fear is also for children later if chapter 1 and chapter 2 are combined they are still confused, their learning patterns are still not even though there are some children who are smart.”

I3 : *"I use the exercises on the LKS"*

I4 : *" Because grade 2 is still a class teacher who also makes questions, so I only use what is in the book, up to what is learned because the ATP is also tailored to the needs of each school as well as the ability of the teacher. So if it's still low grade, it's still easy."*

I5 : *" we just refer to the book for guidance."*

I7 : *"If the formative is sometimes taken from the book, sometimes mom herself makes it."*

I8 : *"Let's just take the one in the LKS"*

I9 : *"take from the book, also for example also evaluate children verbally"*

I10 : *"The exercises in the LKS are quite complete so we just make use of what is there."*

I11 : *"I look for it in books, google it too, then I print out the picture and ask the children to write the English underneath."*

I12 : *"There are questions there, so we just refer to the book for guidance."*

and "How do you compile the English summative assessment?". The teachers' responses related to the questions are explained in the passage below.

I5 : *"There are questions there, so we just refer to the book as a guideline. Because grade 1 is still the class teacher who makes the questions. Except for the 456 high class, yes, the questions are from the sub-district or district. So we are guided by the book and where we have learned."*

I6 : *"for the summative assessment for grade 5, it is obtained from the district, the school only needs to carry out the exam. But for bam pai subjects, now English is organized by each sub-district. So there are several teachers who are chosen to formulate these exam questions."*

I8 : *"Because grade 1 is still the responsibility of the class teacher for grade 1, I only test with an oral exam to deposit vocabulary. If he can do it then I give him a grade"*

I9 : *"We take it from the book, and for example, we also evaluate the children verbally, if class 2 is still the teacher himself who makes it, so we adjust where the children learn. Most often matching pictures. For example, in the listening section, I mentioned snake which picture they chose, then the balloon has fifteen which one is it."*

I10 : *"In grade 4, the questions are made by the city education office so there is a team of question formulators, so the school only needs to carry out the exam. So the teacher just needs to run it and check it too based on the answer key given."*

I12 : *"There are questions there, so we just refer to the book as a guideline. Because grade 1 is still the class teacher who makes the questions."*

f. Classroom management

In pedagogic science it is also necessary to understand how to teach children with different ways of learning. this is contained in consecutive interview questions are "How do you teach kinesthetic students?", "How do you teach auditory students?", and "How do you teach visual students?". The teachers' responses regarding to the question are written in the following passages below.

I13 : "sometimes I give them some games, so that it can fulfill the need for movement for students who have kinesthetic learning style. There is also for children who are auditory it is easier because they can listen longer, they feel at home if they listen to the teacher. Unlike the visual children, they like to be given a direct example watch a video, unfortunately our school is not adequate for infocussing. "

I1 : "I need extra attention for the kinesthetic students so they will not disturb their friends, sometimes I asked them to sit beside me and study there "

Some of the teacher understand that the different students need different treatment to study. The teacher knows that the kinesthetic student need more movement to learn something, while the auditory students more attractive with their hearing sense can easily study by hearing the voice or by the teacher's explanation in front of the class, and the visual student can easily understand by using their seeing sense they prefer to make a mind map, drawing or also watch some video and look at the direct explanation.

However most of the teachers still giving the same treatment to their students, using teacher center method. It will be success for the auditory and visual students but it will be problem for the kinesthetic students. They will start to run or disturbing their friends. So the teacher need to give more attention to this kind of students so they will distract their friends. Some teacher however, give the attention by asking those kinesthetic students to study on teacher's desk, it is easier for the teacher to control their activities.

The next question that related to this indicator is "Have you ever given games or songs in the class?". teachers' responses to the question is written in the passages below.

I2 : "There is, so at the end of each lesson there is what is called quiz time so if it is quiz time they have to be ready to save books and answer questions. I usually hold it at the end of the time. Before leaving the class they have ice breaking first. It can be vocabulary or questions related to the material that day, but not full English. "

1) Situational Readiness

a. Selecting equipment and infrastructure

There is some questions related to this indicator, the first question is “What media are used when teaching English ? ”. The teachers' responses regarding to this question almost all the same. Those 15 schools use two kind of English book, which are *LKS* (students' worksheet including the materials for the semester, It is usually required for students to have a LKS book.) and *buku paket* (textbooks that contain teaching materials for one school year and are usually loaned by the school.) . Because those 2 types of books are provided by the schools .

Furthermore, the next question is “How do you select the reference book?” and “How do you select the reference book for students?”. Almost all of the teachers answer the same thing that they can not choose the books. The school gets those book from “*dana BOS*” School Operational aid, or BOS, is education aid in the form of funds provided to educational institutions for non-personal reasons, so as the teacher, they only follow the rules given. For that, here are some interesting responses regarding to the questions.

I4 : “despite we can not select the appropriate book, if I have a chance to select the book, I hope the english book for grade 2 is not that difficult and contains lots of picture and focus on improving students vocabularies, and the tasks in the book should not be complicated, especially for grade to arranging letters is enough I think or matching pictures, there are lots of exercises that suits the students competencies not by giving students lot of text or arranging words into sentence.

I9 : “If I had a choice, I would like that the books for grades 1 and 2 include more pictures rather than just reading. Especially when grades 1 and 2 are solely focused on learning vocabulary. But, again, because we are in isolated places, finding appropriate books is tough, and bookstores are not available, so we are appreciative for the books provided. If we were in Padang or Painan, it would be easy to choose this book because the access is also close; however, we are far away and so have less access to this reference book.”

I12: “We can't, especially since we are in the rural area, if in the city there are many choices. Here, it's a long way to look for other references, thank God we got this “buku paket”, it's also in accordance with the curriculum however.”

From the teachers' statements above, their main issue of selecting the appropriate books is the unavailability of adequate bookstores in the area. In the other hand, depends on their understanding of English, they also feel that the existing books are already good if applied so they feel that they are sufficient and do not really need additional reference books.

Moreover, the researcher also asked “Is the textbook given appropriate to the learning outcomes (CP) for each phase?” to see whether the books are appropriate to the curriculum and also the students’ competencies. The teacher mostly answers that those books given are appropriate. They added that because they got it from “*Dana Bos*” so of course it should be adapted to the curriculum used at school. However some teachers stated that some part of the books was too hard, such as arranging words into sentences for grade two.

The other question related to the indicator are “Does the school provide dictionaries for students or is it mandatory for students to have a dictionary?” and “Does the school library provide English reading books such as comics, storybooks or other encyclopedias?”. There are some diverse answers from the teachers. The interesting thing is that some teachers did not know whether there is any dictionary or not in the school’s library.

I9 : “There is no dictionary provided I guess and I don't use it, because they are not yet fluent in reading. So if we use the dictionary, we have to teach them how to look up words and their meanings, so it's still too difficult for these second graders.”

I4 : “There is a dictionary but because grade 2 is also still very unfamiliar with reading books so I don't use it in class. They still have difficulty using the dictionary. So for vocabulary, we just use what is in the worksheet.”

I3: “Nothing yet, as this curriculum is still relatively new. Grade 1 also doesn't need it yet.”

According to their statements actually for the teachers on lower grade such grade first and second, they do not need dictionary to teach. However their schools have dictionary in the library. Some schools also state that their library not yet utilized as well.

I2 :”The library is also not maintained so we don't know whether it exists or not.”

I9 : “ as can be seen also our library is also not maintained”

Based on the observations made by the researchers, it can also be seen that from these 6 schools, there are 2 schools whose libraries are neglected, according to the confession, the library has never been opened for use because the school also does not have the personnel to take care of the library.

Contrary to this fact, all schools still have English reading books, such as storybooks and encyclopedias. Some of the books are located in the library so that students can read them there. This was also asked by the researcher in the interview with the question was “Have you ever given story telling time for the students?”.

I9 :”I have, so because some books also have illustrations, it makes it easier to understand the book.”

However, in learning, the teachers mentioned that they had never used the books for learning. the problem is that the lack of understanding of English vocabulary makes the teachers reluctant to use the storybooks. on the other hand, there is still teacher who use the storybooks to tell stories in class. the teacher emphasized that some books have illustrations of pictures so that it makes it easier for him to understand the contents of the book. it is as he mentioned in the following dialogue.

Furthermore, to support learning process, researchers also questioned in interviews related to supporting facilities in the form of speakers and projector, the question was "Are there any appropriate tools such as projectors and sound system?". The teachers' responses regarding to the question are written in the following table below.

Table 3. Availability of Projectors and Sound Systems

Schools' name	Availability
Public Elementary school number 4 Lunang	Projectors and sound system Available
Public Elementary school number 6 Lunang	Not available
Public Elementary school number 8 Lunang	Not available

From these 3 schools, there are 2 schools that did not have projectors and speakers as tools, on the other hand there is only one other school that had these facilities. However, these facilities have not been fully utilized. this was mentioned by several teachers who will be written in the following passage.

11: "If the speaker has already been utilized, the projector is there; however, if the projector has not yet been established for this elementary school child, they are simply listening and recording what they hear."

13 : "There is, but for grade 1 so far I haven't used it because I don't think it's necessary to use media like that because it's still basic too."

14 : "yes, there are, but I did not use it at class"

15 : "yes, there are, but I did not use it because I did not understand all the materials."

19 : "no there are nor, but even if there are, it's just that because the questions are still few so I'll just read them. Because it's a bit complicated too, after all, this 2nd grade fish is still just the basics."

Most of the teachers whose did not use the facilities was teaching in lower grade which are grade 1 and 2. Because the topics is still basic so they did not think it

was necessary. There is teacher that also think it was complicated to use those facilities while the materials was not that many.

Moreover, as the additional properties, researchers also asked “Have you ever used additional properties such as puppets, flashcards, biodramas’ or others?”.

I2 : *“sometimes it depends on the classroom teacher, some provide it too, if in grades 1 and 2, there are flashcards but they are still in Indonesian.”*

I3 : *“Still limited to the cards available, if there are numbers I use 1 2 etc., there is also this color what color. Also assisted by objects around us.”*

I4 : *“There is, but it's mostly just pasted on the wall like that. List of pictures and underneath is the English language”*

I5 : *“Sometimes we also use properties that are around us so that the children are happy. ”*

I6 : *“replicas exist, if for body parts, there are also mannequins at school, but for grade 5, it is not so necessary to feel like cards or props, considering that the material can also be applied in everyday life, money is also what each of us has.”*

I8 : *“There are letter cards in the library too. If there are no dolls yet”*

I10 : *“For this property, especially the clock, first the teacher draws a clock on the blackboard, or also uses a real clock and brings in the long hand and short hand. They teach you how to read it in English.”*

I11 : *“It's as simple as that so if it's 5th grade material, it's also easy to find the properties that yesterday's money had real money or you can also print the pictures. There are also body parts, just ask the children to come forward 1. or the taste of food, just ask them to bring food according to the category.”*

Responded to this question, most of the teacher said that they had not used those properties. Even if there is, the teacher only used flash card. The teacher stated because of the limitation to find additional properties, they utilized the environment as the additional properties, such as clock, real money, real fruit, real food etc.

CONCLUSION

1. The teachers’ behavioral readiness depends on their educational background were not ready to teach English in elementary school because there were not teachers whose had English educational background. Moreover depends on their pedagogical skill all the teacher was ready to teach. However, they need more improvement to the content knowledge in teaching English.
2. The teachers’ situational readiness depends on providing facilities and tools are ready to teach English in elementary schools. However, there is only one school which had sufficient library there are 2 others schools which still did not have sufficient library especially in 3T schools and lack to provide complete books.

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