

ENGLISH TEACHING BASED ON INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME

Teachers' Beliefs And Practices

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Abstract

This paper explores teachers' beliefs in English teaching for young learners based on International Baccalaureate Primary Years Programme (IB PYP) and examines the interplay their beliefs on instructional practices. The researchers utilize a qualitative method and case study as a research design. Three English teachers at elementary school that implementing IB PYP in Surakarta participated in the study. Data is drawn from semi-structured interviews, observation and document analysis. For analyzing data, the researchers use an interactive model by Miles and Hubberman. The finding data indicates that most of teachers beliefs consistence with their instructional practices namely beliefs on learning objective, syllabus, classroom methods, instructional material and sources, media and assessment even though the researcher find discrepancies namely teachers' beliefs on lesson plan and classroom procedure. Based on this result, the researchers argue that reform in language teacher education need to address factors that hinder teachers from implementing instructions which aligns with their theoretical beliefs.

Keywords: teachers' beliefs, international baccalaureate, PYP, curriculum, english for young learner.

Introduction

Teaching English for young learners exactly will be very completely different from teaching English for adult because young learners are unique. They are different from adult and have very different needs, interest and abilities from adult and more enthusiastic than adult in language activity [1]. In order, the children can involve the teaching and learning process wholeheartedly, the government or the schools should provide the appropriate curriculum. Curriculum which functions as the guideline is the most important component of teaching and learning processes needed by teachers to achieve the purpose of their teaching activities.

According to *Permendikbud* Chapter 1 Article 19 No.20/2003, curriculum is a set of plans and arrangement dealing with learning outcomes of graduates, materials, processes, and assessments used to guide the implementation of the program on the teaching and learning process [3]. Richard argues that curriculum is the overall plan or

design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enable the desired learning outcome to be achieved [4]. It is clearly shown that curriculum is designed to provide a set of teaching and learning processes in order to achieve the goal of teaching and learning. If the curriculum is well organized and designed, the teaching and learning processes are believed to be successful.

The Indonesian curriculum has changed several times since 1945. It happens as effort of a government to produce a better quality of Indonesian education especially in facing the daunting challenge in this global era. For getting international quality graduates, nowadays, many schools apply international curriculum. Some schools directly adopt the curriculum, yet some others adapt and combine it with the national curriculum. And from the various curriculums across the world, there are three popular curriculums used in Indonesian schools, consisting Singapore Curriculum, International

Baccalaureate (IB), and Cambridge International Curriculum (CIC) [5].

The International Baccalaureate (IB) is managed by the International Baccalaureate Organization (IBO) a non-governmental organization in Geneva, Switzerland. The International Baccalaureate (IB) programme is one of the implemented International Curriculums in Indonesia. It consists of Four Programmes. They are the Primary Years Programme (PYP) which is provided for students aged 3-12, the Middle Years Programme (MYP) which is offered to students aged 11-16, the Diploma Programme (DP) and the IB Career-related Programme (CP) which serves high school students aged 16-19[6].

The International Baccalaureate Primary Years Programme was introduced in 1997 and it has significantly increased its number of world schools in the Asia Pacific region including Indonesia [7]. There are 1.472 schools using the PYP in 109 different countries worldwide. The aim of PYP is providing a curriculum that brings International-mindedness to the school community and focuses on the development of the whole child as an inquirer, independent learner to make connections between life in school, life at home and life in the world. By helping students to see that learning is connected to life, a strong foundation for future learning is established[8]

The PYP framework itself consists of three curricula, namely: the written curriculum, the taught curriculum, and the assessed curriculum. The written curriculum serves as the framework identification of what is worth knowing. The taught curriculum consists of the theory and application of good classroom practice. The assessed curriculum provides the theory and application of effective assessment. The written curriculum of PYP covers five essential elements that students need to learn and acquire during their teaching and learning process. Those elements are concepts, knowledge, skills, attitudes, and action. The taught curriculum of PYP is

basically its written curriculum in practice. It synthesizes five essential elements of learning in three main ways, namely through the learner profile, the exploration of conceptually based central ideas, and the collaborative planning process. The assessed curriculum is proposed to provide feedback on the students' learning process by collecting and analyzing information about students' performance. The PYP approach to assessment recognizes the importance of assessing the students' process of inquiry as well as the products of inquiry and aims to integrate and provide support to both entities. The assessment in PYP will consider obviously the nature of students' inquiry, awareness, and mastery of skills, comprehensive knowledge base, independence and their ability to work collaboratively. In the practice, PYP teachers can use various types of assessment strategies such as observations, performance assessments, process-focused assessments, selected responses, open ended tasks and assessment tools such as rubrics, exemplars, checklists, anecdotal records [7].

The most significant features of the IB Primary Years Programme are the six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subjects' areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry. The PYP is flexible enough to accommodate the demands of most national or local curriculums and provides the best preparation for students to engage in the IB Middle Years Programme [9]

In Indonesia the PYP is offered by 32 schools which most of them are labeled as international schools. These schools located across the three biggest islands in Indonesia (i.e. Sumatra, Java, Kalimantan) and West Nusa Tenggara. The schools adopting the PYP framework still strive to adopt the customs, cultures as well as local values of the societies where they are located. There some researchers studied about the PYP on the schools. Purnomo tried to analyze the learning plan of IB PYP, the learning

implementation of IB PYP, and the learning evaluation of IB PYP in SD Ciputra Surabaya[10]. Setyawan focused on the research exploring teachers' beliefs about international primary education, especially about the PYP and its implementation in primary schools in Indonesia [7].

Teachers' beliefs significantly influence in the teachers' classroom practice. Belief is defined as a personal concept that can give an understanding and decision for the teacher's practice in the class[11]. Breen conveys the importance of study on teachers' beliefs namely: (1) to identify the guiding principles that teachers reflect exclusively in the classroom practice, (2) the teachers' beliefs is going to assist the teachers to see how the teachers understand teachers' pedagogical knowledge and (3) to depict the teachers' perspectives and how the beliefs demonstrated in the practices. The importance of teachers' beliefs are affirmed by some initial theorist of teachers' beliefs [12].

From the reviews of the theories and previous studies about teachers' beliefs, it was indispensable for the researchers to capture the more specific. The researcher intends to study teachers' beliefs and practices in English teaching based on International Baccalaureate Primary Years Programme at SD Al Firdaus as a candidate of IB PYP. It is the first school at Central Java implementing the PYP. It is necessary to conduct the research because the teachers' views on PYP become even more important as these views will affect the decisions and choices they make during the teaching and learning processes. Moreover, the researcher suggests that gaining leverage on the issue of successful program implementation in IB PYP schools can also contribute to the boarder literatures on curriculum reform and school improvement using international school as the contextual focus instead the limitation of research in this subject especially in Indonesia.

Therefore the researchers conduct a study about teachers' beliefs and practices of English teaching based on IB PYP that

focuses on learning objective, syllabus, lesson plan, classroom method and procedure, instructional material, sources, media and assessment. This research poses several research questions namely: (1) what are teachers' beliefs about English teaching based on IB PYP at SD Al-Firdaus Surakarta? and (2) how the teachers' beliefs are implemented in the instructional practices?. This research has two main objectives namely: (1) to describe the teachers' beliefs at SD Al-Firdaus Surakarta, (2) to investigate teachers' beliefs implemented in the classroom practice.

Methodology

Because the purposes of this study are to get depth understanding about the English teaching and language learning beliefs based on International Baccalaureate Primary Years Programme held by the teachers and examine the congruence and incongruence of their beliefs with classroom practices, the researchers apply qualitative research and case study as a research design. A case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program [13].

This research is conducted at Elementary school Al Firdaus Surakarta that has been implementing this curriculum since March 2018 and took place about 2 month to finish the research. The data sources here are from the events, documents and the informants (participants) involving three English teachers at Elementary school Al Firdaus. Three teachers are experienced teachers. T1 is experienced teachers with 10 teaching year experience and she teaches English for grade 1-3. T2 is experienced teachers with 10 teaching year experience and teaches grade 5-6 for 1 year. T3 is experienced teacher with 1 teaching year experience in grade 4 and has responsibility in curriculum of International Baccalaureate Primary Years Programmae.

The major constraint of this research lies on beliefs about learning objective, syllabus, lesson plan, classroom method, classroom

procedures, instructional material and sources, media, and assessment. The researchers use multiple methods, such as interviews, observation, and document analysis to gather those data. The interview is semi-structured. The classroom observation is narrative form and document analysis is the material, students' note and workbook used by the three English teachers. The collected data are analyzed using interactive method by Miles and Hubberman [14]. It includes data collection, data condensation, data display and conclusion.

Findings and Discussion

The researchers find qualitative data derived from the interviews, observation and document analysis. Participants' interview data are transcribed and coded. In addition, the data derived from observation and documents are also analyzed to verify their interview data. Two main categories of data are identified in the analysis: 1) teachers' beliefs on English teaching based on IB Primary Years Programme and 2) teachers' practices on English teaching based on IB Primary Years Programme.

1. Teachers' Beliefs on English teaching based on IB Primary Years Programme

This section discusses teachers' beliefs on English teaching based on IB PYP involving teachers' beliefs on learning objective, syllabus, lesson plan, classroom method, classroom procedures, instructional material and sources, media, and assessment.

a. Learning Objective

Learning objective is specific descriptive statements about the competency expected to achieve as students' result in the last learning. The learning objective should be stated and can be measured. The teachers have to convey the learning objective before starting the teaching and learning process. According to T1, the learning objective of English teaching based on PYP is preparing students to think critically and learn independently in language learning process.

Then, T2 explains that learning objective of English lesson in IB PYP is to prepare student become independent learner even in the English language learning. T3 states that through English teaching based on IB PYP, students can train and practice English in their daily life because the school will use English as instructional language later.

b. Syllabus and Lesson Plan

Syllabus is a schema containing a rationale and outline of the school subject in question, an overview and specification of preferred expected content to be taught and learned, and a description of operational ways of appraising standards for gauging student performance. T1, T2, and T3 agree that in IB PYP the teachers should make the syllabus for their teaching and learning process collaboratively.

c. Classroom Method and Procedure

When the researchers interview the three teachers about the classroom method and procedure in the class, all of them give the same statement. Classroom method that should be used in English teaching based on IB PYP is inquiry based learning. And the procedure for the method involves ask, investigate, create, discuss, and reflect. Teaching and learning process at IB PYP is students centered. The teachers as facilitator should make students active and discover on their own learning process.

d. Instructional Material, Sources and Media

T1, T2, and T3 argue the same idea about instructional material and sources used in IB PYP. They state and believe that the teachers free enough to select the materials and sources that will be taught in IB PYP. The main point here is the material should be relevant with the central idea and six transdisciplinary themes of IB PYP in each grade. IB PYP does not limit the material and sources, but at the school the teachers use English Cambridge press for teachers' and students' handbook. Moreover, they also

get and improve the material from internet especially from British council web.

Because the teachers use English Cambridge for their handbook, all the material and media are provided form the Cambridge Press. T1 says that she uses handbook, picture, audio, video, laptop, LCD, projector, whiteboard for teaching English. T2 and T3 also convey the same thing. And the teachers possible to use another media provided by Cambridge Press to innovate their teaching and learning process.

e. Assessment

Assessment is a way to know and measure students' individual or group competence about the materials that have been presented and as evaluation source. The teachers believe that assessment should be objective, valid and continuous. Then the orientation of assessment must be able to covers all aspects such as cognitive, affective and psychomotor. The teachers give the same believe that assessment IB PYP consists of formative and summative assessment. They believe that it is important to assess not only the result of student learning in the end of semester but also assess the students' learning process during the class.

2. Teachers' Practices on English teaching based on IB Primary Years Programme

Based on the analysis of the study, the researchers find the consistencies and discrepancies between teachers' beliefs and the classroom practices. These descriptions will give vivid description of the study.

a. Learning Objective

Based on the analysis of the research, the three teachers have similar beliefs about learning objective of English teaching based on IB PYP but they show the various actualization in the classroom. T1who believes that the learning objective of English teaching based on PYP is preparing students to think critically and learn

independently in language learning process mentions the English learning objective explicitly and simplifies it by doing reflections of the previous teaching result. Then, T2 and T3 declare the learning objective implicitly in the beginning of the teaching.

All the teachers' beliefs here are in line with the three basic tenets underlying the IB philosophy. These beliefs, as Erickson elaborates, are *holistic learning*, *intercultural awareness*, and *communication*. Through holistic learning, the IB PYP means to encourage students become independent learners and use their metacognitive skills and prior knowledge to construct their own knowledge and, thereby, create deeper understanding. By intercultural awareness, the IB PYP is committed to help students to develop attitudes, knowledge, and skills (including thinking skill) that reflect their international-mindedness and be ready to be part of global citizenship by knowing other cultures as well as their own, focusing on global issues, becoming informed and sensitive to the experiences of others, and providing service to local, national, or international communities. And for the meaning of communication, the IB PYP tries to assist students to develop a strong command of verbal and nonverbal communication by encouraging their proficiency in one or more additional languages, promoting understanding and appreciation of the arts as well as information technologies as other modes of communication [15].

Moreover, this current research finding of teachers' beliefs and the classroom practice is in line with Setiyawan's work [7]. The finding in his paper shows that the PYP helps learners to have positive attitudes toward learning and, hence, would help them to be lifelong learners through its emphasis on inquiry learning. It was also agreed that it helped facilitate learners to be global thinkers through the use of more than one language in its teaching and learning processes as well as through the exhibition

project that the learners needed to organize at the end of their learning period.

b. Syllabus and Lesson Plan

All of English teachers have same belief in syllabus and lesson plan that they have to make both for their teaching and learning process. In the classroom practices, T1 and T2 develop the syllabus and lesson plan from English Cambridge press as their handbook with their own innovation. They make and write the syllabus and lesson plan based on the transdisciplinary theme that they want to reach. They use the syllabus and lesson plan in Cambridge book that are under the umbrella of the transdisciplinary theme and add from other sources that not existing in the Cambridge book. Whereas T3 also develops the syllabus and lesson plan from English Cambridge press but she does not write the addition of the development.

Concerning with the syllabus and lesson plan, Robertson and Acklam, Dangerfield's work in Azam's work [16] mention that lesson plan is one of the essential requirements of good teaching which is created by the teacher based on the syllabus in order to carry out a well planned lesson. And Caner at Wafa's work states that the teacher beliefs takes essential roles in the classroom and those beliefs can guide the teachers to translate or actualize their beliefs in the classroom practices [17].

Here, the researchers found the discrepancy between teachers' belief and classroom practice. The teachers claimed that they had to make lesson plan and syllabus collaboratively but in the practice they made it independently. Moreover one of English teacher did not write the lesson plan on her own. This practice is not in line with IBO requirement. IBO states that elucidates how the educators should create the learning plan. Collaborative planning is the key part of school implementing PYP. All the teachers are engaged in creating the planning, defining the curriculum's central ideas, discussing how best to bring inquiry into classroom practice, and finding ways to meet the students' needs and interests.

Moreover, it is not the same expressed by Setyawan that stated IB PYP require in the learning plan conducted collaboratively to create PoI and UoI then how to bring it smoothly in the action [7].

c. Classroom Method and Procedure

Based on the observation conducted by the researchers, the English teachers' beliefs about classroom method and procedure consist with their classroom practices. Classroom method and procedure greatly assists the teachers to carry out the teaching effectively.

The three English teachers at Elementary school Al Firdaus reflect resemble beliefs about the classroom method with different variations or practices. T1, T2 and T3 have similar method and procedures but have different techniques in the classroom implementation. In the practice, they use inquiry based learning for the classroom method and ask, investigate, create, discuss, and reflect for the classroom procedures.

For the technique, T1 asks the students about the symmetrical sea animal and asks them to watch video about it. Then, the teacher asks the student to investigate which one is symmetrical sea animal or unsymmetrical animal. For the next step, the teacher asks the student to make poster about the topic in groups and the last step they have to present their result in the front of the class as a reflection. Based on the observation, T1 practice her belief in the English teaching process.



T2 who teaches English grade 5 has different technique with T1. T2 gives the video to the students about children in orphan and then asks them to investigate and write what they understood from the video. For the next step, the students have to present the paper in the front of the teacher. T2 skips discussion procedure because he wants to get own students result not in a group. This practice is not consistence with his belief about the procedure of inquiry based learning that requires discussion in the procedure.



Besides using those procedures, T2 also uses games in English teaching and includes group discussion in it. It can be seen that students learns English happily through game in English learning. It is in line with Lewis and Bedson in Puskas (2016). They argue that games not only increase students' motivation, they also represent the primary and most important way of learning in case of young language learners.



Whereas, T3 who teaches English grade 4 uses inquiry based learning and all the procedures are in line with the IB PYP. She teaches about weather. She divides the students in 5 groups and gives each group the articles about the weather. Then, the teacher gives some questions and asks the students to investigate and discuss the questions and article. The last time, each group has to present the result of the discussion in the front of the class. In the Teaching and learning process at IB PYP is students centered. The teachers as facilitator should make students active and discover on their own learning process.



These findings are not only in line with the IB PYP requirements but also in line with previous study proposed by Purnomo [10]. He focuses on the teachers' practice about the learning implementation of IB PYP in SD Ciputa Surabaya. The learning process there uses inquiry approach and the cycle of learning process generally should have tuning in, finding out, reflection and taking action. Moreover, learning activities in SD Ciputa Surabaya is student-centered and conducted in transdisciplinary.

Regarding the procedure of inquiry-based learning, all the teachers applied Bruce and Davidson's cycle [18]. They used asking, investigating, creating, discussing and reflecting. The procedures of the cycle can be seen in figure 1. Ideally, the students ask the questions deriving the classroom activities but the teachers permitted asking the question intended to guide them. They

only provided them the appropriate activities in order to help them in constructing the knowledge. Based on the question, they investigate the questions to derive the new theory through browsing the internet, reading articles, or discussing with others. Next, they create something based on the topic while try, experiment, draw, explain and discuss it. The last one, they present their result to get some reflection and feedback from others group or teachers to get the better one [19].

d. Instructional Material, Sources and Media

In the classroom practice, English language that one of the importance of traditional subject areas from the knowledge element is taught through a transdisciplinary model where there is no separation among them. This transdisciplinary model is achieved through six transdisciplinary themes considered essential in the context of a program of an international education. The themes are *Who We are*, *Where We are in Place and Time*, *How We Express Ourselves*, *How the World Works*, *How We Organize Ourselves*, and *Sharing the Planet*.

For the instructional media, the teachers show the importance of it in instructional practice. They prepare all the things of teaching and learning to use in the class. They use worksheet book, textbook, video, picture, flashcard, laptop, LCD, projector and white board to facilitate the English learning. They have many choices to pick one of those instructional media, but all the teachers tend to select the handbook as primary source in teaching. The teachers use handbook English Cambridge University Press. They use the topics that relevant with transdisciplinary themes from the book and leave the irrelevant materials. They also take some materials from internet especially from British council web.

The finding of instructional material managements in this school is similar with Savage's work showing that the teachers could work flexible and transportable for material and classroom schedule. It means that the teachers were allowed to decide

where they will choose the material engaging with the transdisciplinary themes [20].

e. Assessment

The teachers' beliefs and the classroom practice about assessment are obviously same. All the English teachers use formative and summative assessment. Formative assessment in elementary school Al Firdaus Surakarta is carried out in various ways and adapted to the current unit taught. This assessment is carried out when the unit ongoing and the teachers orientate on students' activeness, performance, attitude, cognitive, and learning process. In the English learning, the teachers assess four scopes involving oral language (listening and speaking), visual language (viewing and presenting), written language (reading) and written language (writing). IBO explains that direct formative assessment and teaching are connected and functioned together. This assessment aims to promote learning by giving feedback continuously. Assessment in inquiry-based-learning focuses on the inquiry process to see students' learning development. Besides that, formative assessment helps teachers to identify development of students' abilities and strategies and monitor students' abilities in plan, obtain, process and create in the process of inquiry activities. This continuation assessment allows the teachers to modify teaching, adapt activities inquiry and support students with special teaching [21].

And summative assessment in this school is carried out at the end of inquiry activities to provide information to students and parents regarding development and achievement in inquiry activities. Practically, it is held in the last semester containing inquiry activities in one semester. IBO explains that summative assessment aims giving teachers and students clearly to student understanding. Summative assessment is the culmination of the teaching and learning process, which provides opportunities for students to show what they have been learned. This type of assessment

helps teachers and students to plan deeper inquiry. Summative assessment assesses both content and process from inquiry itself. This is central activities that will be effective guide students through five essential elements learning, namely the acceptance of knowledge, understanding concepts, mastery of abilities, development of attitudes and decisions for take action [6].

This current finding supports Setyawan's work [7] and Purnomo [10]. They concentrate on implementation of IB PYP. They attempt to get deep understanding about IB PYP implemented. They reveal that two assessments in IB PYP consisting formative and summative assessment. Moreover, the finding of this study is in accordance with Alberta's argument [22]. He argued that assessment in inquiry-based learning is divided into three types, i.e. diagnostic assessment, formative assessment, and summative assessment. Diagnostic assessment is used to find out how abilities and strategies of student inquiry and then it continues to be developed. Diagnostic assessment in IB PYP learning activities at elementary school in this study is done by teachers' observation.

Conclusion

From this study, it can be concluded that teachers' beliefs are a matter of subjective reality. What they believe can be real and true. Teachers' beliefs take vital role for teachers to conceptualize and actualize how the teaching is going to be presented. The stronger perspective that the teachers hold, the more consistent beliefs will be. Due to that fact, a teacher must develop the positive beliefs about the teaching to reach education goals. Additionally, teachers' beliefs have huge impact to determine and guide the teachers' beliefs toward their practices in line. The factors contribute to shape the teachers' beliefs can be various. It depends on the context the teachers confront in their real classroom. The context can be the age of students, teaching duration, and students' characteristic. The factors dominate the teachers' beliefs and practices experience as

language learners, training or seminar that teachers participated, personal factor and experience works best.

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