

English Teachers' Literacy Toward Learning Outcome in Teaching English Phase a Of Elementary School

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Abstract

The aim of this research is to find out the teachers' literacy toward the learning outcome in teaching English Phase A of Elementary School. The researchers' temporary observation found that in developing the students' worksheet, there was misinterpretation about the focus of the elements or skills that must be taught to the students. It becomes the main reason to investigate the teachers' literacy. To conduct the research, the researchers used qualitative approach and, the participants were selected purposively. To collect the data, the researchers interviewed the teachers by using Google form. There were four teachers who fulfilled the criteria as the respondents. There were four indicators of literacy that researchers used; literacy about the learning objectives, the contents/ materials, methods/strategy and evaluation procedures. After getting the data the researchers analyzed the data by doing six stages; organizing the data, reading the data, coding, describing, presenting and interpreting the data. Finally, the researchers found that, the teachers have well literacy toward the learning outcomes for teaching English Phase A of Elementary School because there are two indicators that gradually developed, they are teachers' literacy about the learning objectives and the procedures in conducting evaluation/assessment and the instrument. In short, it is suggested to the stakeholders to review the policy about teaching English at Elementary School because it is the basic level and the teachers have to be able to make the students interested to learn English.

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1. INTRODUCTION

Having a good literacy could not be neglected for teachers. As explained by (Frankel et al., 2016) who defines that literacy as the process of using reading, writing and spoken language to explore, construct, combine and assess meaning through interaction and involvement with multimedia texts in social situations. This definition emphasizes that developing literacy can be done by combining reading, writing, and spoken ability with knowledge to get the understanding of something. In addition, literacy is not only reading and writing, but also as the process of activating knowledge and skills. It is proposed by (Dere & Ates, 2022) who defines that literacy as the process of transferring the acquired knowledge and skills into daily life. Regarding to these definitions, they show how important literacy skill especially for the teachers because a teacher who has good competence means having good literacy.

Dealing with the concept above, literacy skills is mostly needed by the teachers especially in understanding the demand of curriculum. Talking about curriculum in Indonesia context, the current curriculum that is used by the schools is *Kurikulum Merdeka*. This curriculum is used from elementary level until university level. Particularly, for elementary school, English subject becomes a new subject which reborn in *Kurikulum Merdeka* because this subject was ever abolished by the Ministry of Education. However, the existence of English subject for elementary school is not an easy task. (Mulyadi, 2021) explains that teaching English to young learners is not as easy as our imagination because the teachers are not only able to teach, but also able to create the material interestingly. It is a dilemma for many teachers sometimes because not all the teachers are able to present the materials interestingly especially for young learners.

Actually, becoming a teacher for young learner only needs to understand simple daily materials, and the most important points are the communication skill, emotional control and the creativity for preparing the classroom activities and instructional media. Those are becoming crucial because young learners tend to be bored, and consequently the teachers must create the activities that can control the boredom situation. To achieve those, the teachers have to understand the curriculum in order to know the needs of teaching English for young learners.

Furthermore, the researchers found that it does not run smoothly since the program of teaching English for young learners at Elementary schools. Through the researchers' own experiences by observing the materials that used by the teachers in some of public schools in Padang that is from the students' worksheet written by the English teachers' organization, it is assumed that the teachers did not really understand the curriculum demand especially for the basic level or Phase A. There are some facts that researchers found. First, the use of worksheet means that automatically the students must be able to write in English. Meanwhile, the focus of teaching English for phase A based on the learning outcomes in *Kurikulum Merdeka* is only for simple vocabulary and then followed by listening and speaking skills. It deals with the learning outcomes of teaching English for Elementary school phase A which stated by The Ministry of Education for Curriculum and Assessment in 2022 and it states that the purpose of teaching English phase A is to introduce English and also the skill to use English orally. This regulation clearly explains that the materials for teaching English phase A or grade one and two of elementary school is to improve students' spoken skill by combining with daily materials. The second fact that the researchers found about teaching English phase A is about the materials and also the exercises in the worksheet which consists of grammar, and also the English texts. These facts direct the assumption that the teachers still need to improve their literacy toward the learning outcomes for teaching English at Phase A because the use of worksheet including the materials and the exercises indicates that the teacher could not interpret the learning outcomes well. In addition, research conducted by (Zulaiha, 2022) also emphasizes that the teachers still have difficulty in analyzing and identifying Learning Outcomes. Therefore, the researchers assumes that it is needed to do a research about teachers' literacy about learning outcomes of teaching English phase A of Elementary School because it is the basic level, hence the teachers must be ready to teach them to avoid traumatize in learning English. The researchers did the research to some of the teachers in Padang who teach English at Elementary School Phase A. Through this research, it is hoped that we can concern and aware about teaching English at Elementary school which becomes the current issue today. To support this research, the researchers need some theories and it is started from the concept of literacy, *Kurikulum Merdeka* and also learning outcomes of teaching English for elementary school. The following is the detailed explanation about those theories.

Literacy is the ability to read, write and understand the information. According to (Hobbs, 2016), literacy is defined as the ability to read and write, it also includes the ability to interpret symbols and then comprehend, compose and share ideas, experiences, knowledge, and meanings. It explains that literacy is not only related to the ability to read and write, but also the ability to understand and use various types of symbols, such as pictures, graphs, tables, and others. The similar idea also comes from (Lingua & Caruso, 2022) who define that literacy is a human ability to extend beyond acquiring the ability to write and read a language; by incorporating deep meaning and fluency, it enables individuals to comprehend and analyze information, shape identity, and develop new perspectives on their present and future. It is clearly stated that literacy is the ability to understand and interpret the implied meaning. Then, (Yamin, 2018) also adds that literacy

includes writing abilities as well. Writing is the process of converting ideas into concrete form, such as words, phrases, sentences, paragraphs, or text. Dealing with all definition, it can be extracted that literacy as the activity to explore reading and writing skills by interpreting the explicit and implicit information and also various symbols.

Furthermore, literacy is needed in understanding curriculum. According to (Akyldz, 2020) in (Kuloğlu & Tutuş, 2022), Literacy of Curriculum refers to knowing the curriculum, how to execute it, and having all of the necessary abilities to assess it. It explains that literacy of curriculum involves the ability to interpret the competences that will be taught to the students. It involves the specific knowledge, skills and values and also how to arrange the lessons, design learning activities, and engage students in the learning process. Finally, it also includes the ability to conduct assessment to know the achievement of the students and also the teacher. Moreover, understanding the curriculum's structure and characteristics, revealing the connections among goals/objectives, content, teaching-learning processes, and assessment, and comprehending the consistency between these dimensions are all examples of curriculum literacy. It also entails determining whether these dimensions are prepared in accordance with the needs and whether educators are prepared for them (Aslan, 2019). Therefore, curriculum literacy involves a deep understanding of the structure and key features of a curriculum. It includes the ability to identify and articulate the relationships and interrelationships among various components, such as the curriculum goals/objectives, the content that needs to be taught, the instructional strategies and approaches used in the teaching-learning process, and evaluation procedures. Shortly, curriculum literacy is a comprehensive understanding of the content, aims and objectives of the curriculum, as well as the ability to teach, implement and evaluate it effectively.

Furthermore, the current issue about curriculum literacy in Indonesia today is related to the implementation of *Kurikulum Merdeka*. Since 2022, the Ministry of Education and Culture released the curriculum and it becomes a new challenge by all the teachers. (Nurjehan & Muchtar, 2023), (Yulianto, 2022), (Hamdi et al., 2022) define that *Kurikulum Merdeka* is a curriculum which emphasizes two main material; intracurricular and *profil pelajar pancasila*. Intracurricular refers to the learning objectives that must be met by students in each subject, and the *Profil Pelajar Pancasila* which refers to the graduate competency standards that student must have. The dilemma that always comes up in the process of launching a new curriculum is the teachers' literacy in understanding the curriculum. Usually, the government will have seminar or workshop to improve teachers' literacy related to the implementation of a new curriculum. Dealing with *Kurikulum Merdeka*, one of the most important aspects is about the learning outcome because it consists of the competence that must be achieved by the students. It is supported by (Mahajan & Singh, 2017), (Taylor, 2009), (Dias & Soraes, 2018) who have the similar ideas about the concept of learning outcome, they define that learning outcome is the directions for the teachers about what should the students do and able to achieve until the end of the learning process. Then, it is also related to how to assess the students' achievement toward the learning outcome. In other word, learning outcome refers to the knowledge, skills and attitudes that students are expected to learn or master at the end of a course especially in English language learning for Elementary School Phase A.

To understand the learning outcome in *Kurikulum Merdeka*, Kemendikbudristek, (2022) has explained some ways, they are: First, teachers should study the complete learning outcomes (CP) document, beginning with the justification, goals, and topic characteristics, and concluding with the phase by phase outcomes, in order to comprehend the learning outcomes (CP). Second, teacher comprehends the significance of the subject after reading the part on the justification for the topic, and you will comprehend the primary goal of the

section. Third, after reviewing the course objectives, consider how the growth of the *Pancasila* student profile competencies relates to the learning outcomes (CP) competencies. Fourth, being familiar with the fundamental skills and/or subjects that pupils are acquiring and refining at each level. The teacher gets two versions of the learning outcomes: (1) a summary of all the elements in each phase, and (2) more in-depth findings for each element in each phase as you read learning outcomes (CP). Five, teachers must know what qualifications students must meet in order to advance to a higher level. Teachers can tell if a student is capable of learning at a certain phase.

Meanwhile, related to the research that conducted by the researchers about teachers' literacy about learning outcome for teaching English phase A, it is stated in *Kurikulum Merdeka* that the focus of teaching English is to introduce English and also simple oral communication. It can be seen in the following description of elements for phase A which consists of three elements; they are; listening-speaking, reading-viewing and writing-presenting.

Listening-speaking

By the end of the phase A, students use basic English to interact in social and classroom situations such as introducing themselves, sharing personal information, greeting, and bidding farewell. They respond to simple instructions (with support from visual cues) with action-related language or answer to short, simple questions with simple words, phrases and sentences. They identify key points of information in visually supported oral presentations containing familiar vocabulary. They use visual texts to help them communicate.

Reading-viewing

By the end of Phase A, students respond orally to short, simple, familiar texts of print texts read by teachers. They show understanding of texts being read to or pictures/illustration being shown, using non-verbal communication.

Writing-presenting

It is not being focused of learning in this phase since students are not demanded to explore their ideas in written form (*composing/producing*).

Dealing with the learning outcomes above, it can be highlighted some important points related to teaching English phase A. First, the main elements or skills for teaching phase A is listening-speaking and preparing for reading-and viewing. Second, the materials are only on simple expression, such as introducing myself, telling about yourself, greeting, leave taking and responding to simple instruction by using simple words, phrases and sentences. Third, visual aids and also gestures are used as the clue to get the meaning of to respond something. Fourth, the element of reading-viewing is focused on the activity to respond the simple text reading by the teacher by using gesture or non-verbal communication. In addition, the teacher also uses visual aids in telling the text. Fifth, writing and presenting are not the focus of the skills in Phase A because it is considered that they are not ready for doing these skills. Shortly, teaching English for Elementary School Phase A only focuses to simple expression and vocabulary and then it also focuses listening and speaking. In addition, the teaching activities must use media for helping the students in grasping the meaning.

2. RESEARCH METHODOLOGY

In conducting this research, the researchers need to design the research methodology. First, the design of this research is qualitative approach. To collect information about opinions or things experienced by respondents, researchers chose survey research methods. Survey research is a research method that uses instruments in the form of questionnaires or interviews from respondents to collect data (Gay et al., 2012). In survey research, researchers designed interview questions that are specific and related to the research topic being studied. To conduct this research, the researchers chose some of English teachers in Padang who teach public Elementary School as the respondents. There are some criteria for choosing the teachers as the respondent; first, the school has been using *Kurikulum Merdeka* at least two years and the teachers have been teaching phase A also at least for two years. The reason for limit at least two years because it is assumed that the teachers have got enough experience and workshop about teaching English for phase A at elementary school. Second, the teachers were graduated from English Education Study Program because in some of the schools it is found that the teachers did not originally graduated from English department. Then, for the instrument, the researchers used interview by using Google form to some of English teachers in Padang and to collect the data the researchers sent the Google form to the teachers who have fulfilled the criteria. The following is the indicators of interview proposed by (Akyldz, 2020) in (Kuloğlu & Tutuş, 2022) and (Aslan, 2019). These experts discuss about literacy and how to understand Kurikulum Merdeka.

Table 1. Indicators of Interview for Teachers' Literacy

No	Indicators	Sub-Indicators
1	Understanding Curriculum goals/objectives	Explaining the goals of teaching English for Phase A at Elementary School.
2	Understanding and determining the contents/materials	<ul style="list-style-type: none"> a. Explaining and determining the elements that should be taught for teaching English Phase A Elementary School. b. Explaining and determining the materials that should be taught for teaching English Phase A Elementary School.
3	Understanding and choosing the instructional strategies/approaches/methods and media	<ul style="list-style-type: none"> a. Explaining and choosing the approach/method/strategies used by the teachers in teaching English phase A Elementary School. b. Explaining and choosing the instructional media used by the teachers in teaching English phase A Elementary School.
4	Understanding and choosing the appropriate evaluation procedures	<ul style="list-style-type: none"> a. Explaining and choosing the elements to evaluate for teaching English Phase A Elementary School. b. Explaining and choosing the instruments used by the teachers to evaluate for teaching English Phase A Elementary School

Adapted from (Akyldz, 2020) (Kuloğlu & Tutuş, 2022) and (Aslan, 2019)

Furthermore, in analyzing the data, the researchers took from the results of interviews by Google form that had been carried out. (Creswell, 2014) states that there are six steps in

analyzing data, namely; first, organizing and preparing the data for the analysis and it involved the sorting and organizing the data of interview from Google form. Second, reading and looking all the data. In this step, the researchers tried to get the overall meaning or the general ideas from the result of interview. Third, the researchers did the process of coding the data from interview transcript. In this stage, the researchers tried to highlight the transcript of the interview to find the answer or topic that the researchers expect. It is to find related to the teachers' literacy about the learning outcomes Phase A. There are four main points that have been investigated; the learning objective, the content/teaching materials, methods and media, then evaluation/assessment. Fourth, this stage is about describing the data from the result of coding which involved the six points. The fifth stage of data analysis is to present the data. In this stage focused on the way of the researchers to display the data. The researchers arranged the data the sequence of teaching activities or from the first step that is about the learning objective, and then continued with the process of evaluation to know the teachers' literacy. The last stage is to interpret the data based on the researchers' understanding and related theories.

3. FINDINGS AND DISCUSSION

The focus of this research is to find the answer of research question about how are the teachers' literacy toward the learning outcomes of teaching English phase A of Elementary School. To collect the data, the researchers distributed the Google form to some of the English teachers of public schools who fulfilled the criteria. There are two criteria; first, the school has been using *Kurikulum Merdeka* at least two years and the teachers have been teaching phase A also at least for two years. The reason for limit at least two years because it is assumed that the teachers have got enough experience and workshop about teaching English for phase A at elementary school. Second, the teachers were graduated from English Education Study Program because in some of the schools it is found that the teachers did not originally graduated from English department. The researchers asked eleven questions which classified into two parts. First, there are four questions for determining the respondents. They questions were about; the name of school, gender, the major of the teachers at the college, the time period of using *Kurikulum Merdeka* in that school. The second part is the questions that focused on teachers' literacy. There were seven questions; the learning objective of English subject Phase A Elementary school, the teaching elements of teaching English Phase A, the contents/teaching materials for Phase A, the suitable methods or approach for teaching Phase A, the instructional media, assessment target and the instrument of the assessment used by the teachers. After distributing the Google form, the researchers found four teachers who taught in four different Elementary schools and also they taught in three sub-districts, they are; *Lubuk Begalung, Nanggalo* and *Koto Tangah*. Then, all of the teachers were graduated from English major, and they were female teachers and had teaching experience at least two years. They became the representative respondents in this research. Then, the researchers came to the findings of this research and it will be explained in the following paragraphs.

The first indicator is related to learning objective in the curriculum. The question is "do you know the learning objective of teaching English for Elementary school Phase A? please explain". After analyzing the data, the researchers found that teacher A and C explain that the objective of teaching English is the students are able to communicate and use English. Then, teacher B does not know exactly about it and teacher D is really know about the objective of teaching English. Teacher D explains that the objective of teaching English is the students are able to develop their listening and speaking skills related to daily vocabulary and the students understand about simple instructions and repeat teachers' utterance. Teacher D also adds that the students can get the meaning of vocabulary from the pictures. From these findings, it can be concluded that from all the teachers, only teacher

D understands the objective of teaching English Phase A. the answer of teacher D is supported by the learning outcomes of teaching English Phase A in *Kurikulum Merdeka* (Kemendikbudristek, 2022) which states that the purpose of teaching English is to interact with the environment in classroom context, developing listening and speaking for responding simple instructions and questions and expressing simple vocabulary. In addition, in teaching and learning process, the use of visual aids and non-verbal communication are really important. Dealing with this analysis, it is clearly stated that the teacher D is really understand the objective of teaching English phase A and also these findings indicate that the teachers still need to improve their literacy dealing with the learning outcomes of teaching English Phase A at Elementary School.

The second question is about “can you determine and explain the element of teaching English Phase A?”. After collecting and coding the data of interview, the researchers found that teacher A, C and D can understand and can explain the element of teaching English. Their answer is to study about listening - speaking and also reading – viewing. Meanwhile, writing-presenting elements are not really focused for phase A because the students do not demand to expose their ideas. It is in line with the explanation from (Kemendikbudristek, 2022) in the document of learning outcomes. In that document, the main elements that should be focused on teaching English Phase A are listening-speaking and reading-viewing. On the other side, teacher B could not explain exactly the elements for teaching English Phase A. Generally, from these findings it is found that the teachers’ literacy is good in understanding the elements of teaching English Phase A.

Furthermore, the third question is about the content or teaching materials. The researchers ask the teachers to explain the teaching materials for teaching English Phase A. Dealing with the document of learning outcomes of teaching English in *Kurikulum Merdeka* Phase A in (Kemendikbudristek, 2022), it is explained that the teaching materials for phase A are simple expression, such as introducing myself, telling about yourself, greeting, leave taking and responding to simple instruction by using simple words, phrases and sentences. Dealing with the data analysis from the result of interview, it is found that the teacher A, C, and D could explain it. The answers are simple vocabulary and expression, number, introducing myself and greeting, leave taking. They also adds that simple instructions also becoming the material for Phase A. Meanwhile, teacher B could not explain the materials well. these facts show that the teachers’ literacy about the contents or teaching materials phase A are good because they can interpret the teaching materials well from the document of learning outcomes about teaching English *Kurikulum Merdeka*.

The next question is about the approach, method and strategy used by the teachers in teaching English Phase A. The document of learning outcomes in *Kurikulum Merdeka* stated by (Kemendikbudristek, 2022) about the method of teaching English is to use Genre Based Approach (GBA) which means a method which emphasizes on using various kinds of texts and each text has own generic structure, purpose and linguistic features (Afriyanti et al., 2022). This theory explains that in teaching English, the lesson is started by showing some kinds of texts. Texts are not only presented written form, but also oral texts, visual texts, audio texts, or multimodal (the texts which combine verbal, visual and audio) (document of learning outcomes in Kemendikbudristek, 2022). It also includes in teaching English Phase A. It is interpreted that, the teacher can use various kinds of media such as pictures, real objects, realia, or visual texts as the source of texts. Dealing with this concept, the researchers’ analysis from the result of interview shows that all the teachers understand the method or strategy for teaching English Phase A. The teachers explain that they use picture, video, flash cards or they categorized as visual texts to explain the materials. According to the teachers, the students still do not have enough ability to understand the written or oral texts without seeing the objects. Therefore, using texts by combining with

pictures, video, real objects or visual texts will help the students to grasp the meaning. From this result, it is indicated that the teachers have good literacy in understanding the method or strategy is teaching English Phase A.

The next question is focused on the use of instructional media for teaching Phase A. the document of learning outcomes in (Kemendikbudristek, 2022) about teaching English Phase A proposes that in teaching Phase A, the teacher can use visual aids, illustration or non-verbal communication (gesture) as the media for teaching. After analyzing the interview result, it is found that the teachers use various kinds of media, such as you tube, picture, video and also the tools such as in focus and speaker. It means that the teachers have good literacy in understanding the media for teaching Phase A.

Finally, the last question is about the assessment procedures and the instruments used by the teachers. From the data analysis of the interview transcript, the researchers found that teacher A and B have enough literacy about this point. They answer that they gave the students speaking and listening test by using pictures, then they asked several questions about the pictures. However, they do not give brief information about the kinds of instruments and example of questions that they asked in testing the students. Meanwhile, teacher C and D do not give clear information about assessment and the instrument. They only explain that the teachers test the students in formative and summative tests. But, there is no specific information about the procedures and the instruments. When we review the learning outcomes demand in *Kurikulum Merdeka*, the teachers must match the assessment with the learning outcomes. For example, in listening element, the students must be able to respond the simple instructions and commands. Because of this fact, the teacher must test the students by giving some instructions related to the picture or other supporting media. Hence, it can be assumed that the teachers do not have good literacy about assessment of teaching English Phase A. It is predicted that it happens because the teachers do not understand about the learning outcomes in the document of *Kurikulum Merdeka*, 2022.

Dealing with the data above, the researchers found some findings; first, the teachers still do not have good literacy related to the learning objectives of teaching English at Elementary School Phase A, especially the Elements that should be taught to the students. the teacher could not interpret the learning outcomes well. Second, the researchers also found that the teachers have good literacy about the teaching materials and also the media for teaching English Phase A. Perhaps, the description of the materials are clearly enough in the description of learning outcomes in the document of *Kurikulum Merdeka*. Meanwhile, talking about media for teaching, most of the teachers understand well because they can use their general knowledge about teaching English for children. Third, related to the use of method or strategy for teaching, the teachers could not write the kinds of method specifically. However, the teachers know that they have to use pictures, videos, visual aids or real objects because they could bring context and meaning. These combinations can be classified into texts or multimodal and it can be interpreted that the teachers have good literacy about the method and strategy in teaching. Fourth, the teachers do not have good literacy in understanding the assessment and the instruments. The teachers only explain that formative and summative are the kinds of the assessment, but there is no clear information how to conduct it, the elements that must be assessed and the kinds of instruments.

Furthermore, from the findings above, it can be assumed that the teachers generally have well enough literacy about the learning outcomes of teaching English Phase A. However, the teachers still need more information about how to interpret the learning objectives because this is as the fundamental point in teaching and learning process. The teacher can write the syllabus and lesson plan and today is known as learning objective flow and module if they know well about the learning outcomes. The problems about teachers' literacy about learning outcomes in teaching English at Elementary school also

happen in other schools. It is proved by the research conducted by (Syaripudin et al., 2023) who states that the results of the ability of elementary school teachers in implementing the curricula show an average score in the Medium category. So far, elementary school teachers still have difficulties and confusion in making lesson plans related to the implementation of *Kurikulum Merdeka*.

Moreover, the problem about teachers' literacy about the learning objectives for teaching English Phase A does not only happen at the teachers at Elementary school because Junior High School teachers have the similar problem. The research conducted by (Tricahyati & Zaim, 2023) explains that Junior High School teachers have obstacle in analyzing the learning outcomes and how to turn them into learning objectives. Usually, in the previous curriculum, the competence and the materials are available from The Ministry of Education and Culture. This fact shows that *Kurikulum Merdeka* is so dilemmatic and problematic by the teachers. In addition, (Irawati et al., 2022) also propose the obstacle facing the teachers through their research entitled *Merdeka Belajar Curriculum Innovation and Its Application in Education Units*. They found that the teachers do not understand how to develop learning outcomes (CP) into learning objectives (TP). In line with the previous researchers, (Hehakaya & Pollatu, 2022) also support that teachers' barriers in lesson planning, implementation, and evaluation. Barriers to lesson planning include lack of understanding of how to develop learning outcomes (CP) into learning objectives.

In conclusion, the teachers' literacy toward the learning outcomes in teaching English at Elementary School Phase A has been answered. It is found that from the fourth indicators of literacy, the researchers found that the main problems are; the teachers do not have good literacy about how to find or to understand the learning objectives which stated in the document of learning outcomes in *Kurikulum Merdeka*. Then, the teachers also do not have good literacy in interpreting the assessment procedures and also the instruments used to evaluate the teaching and learning process. Therefore, the teachers' literacy is still well enough or gradually developed. It is suggested for the schools as the representative of the Ministry of Education and Culture to evaluate the teachers' competency in teaching because it will determine the quality of the students.

4. CONCLUSION AND SUGGESTION

Conclusion

The focus of this research is to find out the teachers' literacy toward the learning outcomes in teaching English at elementary schools Phase A. The researchers distribute the Google form to find the answer of research question to interview the teachers. There are four indicators; first, the literacy about the learning objectives, the content or materials, the methods/ strategy, the media and the evaluation procedures. After collecting and analyzing the data, the researchers found that the teachers have well enough literacy toward the learning outcomes. Then, there are two indicators that gradually developed; they are the teachers' literacy about the learning objectives and the evaluation and assessment procedures. Most of the teachers still confused to interpret them.

Suggestion

Dealing with the conclusion above, the researchers suggest that the stakeholders should review the policy about teaching English for Elementary School Phase A because the students are in the basic level and they need to get something correct and interesting to make them engage in English subject. Elementary school students are easy to feel bored and traumatize if the teachers are not ready for teaching. Moreover, the researchers suggest to conduct research about the students' responses about teaching English at Elementary Schools because it will give balance information for making decision.

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