Enhancing English Proficiency at Ngubalan Elementary School in Tulungagung: An Integrated Approach

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Abstract: This study aims to evaluate the effectiveness of an integrated approach in enhancing English proficiency at Ngubalan Elementary School in Tulungagung. This research employs a qualitative approach, focusing on interviews as the primary instrument. Interviews were conducted with English teachers, students in grades 4-6, the principal, and parents. The interview data were analyzed using interactive analysis techniques consisting of Data Reduction, Data Presentation, and Conclusion Drawing. The findings indicate that the integrated approach successfully increased student motivation and engagement in learning English through the use of diverse media and methods. Teachers and the principal observed improvements in students' English skills, while parents noted positive changes in their children's English abilities at home. Challenges included limited facilities and time, but measures such as teacher training and collaboration with external parties have been taken to address these obstacles.

Keywords: Integrated Approach, English Proficiency, Interactive Learning, Innovative Teaching Methods, Student Motivation

INTRODUCTION

English proficiency is a crucial skill for students in the current era of globalization. English has not only become the international language used for cross-border communication but also serves as a primary language in the fields of science, technology, and business (Crystal, 2012; Graddol, 2006). Consequently, strong English skills provide students with a competitive edge in their future careers.

In Indonesia, English teaching has become an integral part of the educational curriculum, extending from primary to higher education.

Ngubalan Elementary School in Tulungagung, as one of the primary educational institutions, recognizes the importance of English proficiency for its students. Mastery of English not only facilitates access to global information but also enhances students' communication abilities in various international contexts (Richards & Rodgers, 2014; Burns & Richards, 2009). However, like many other primary schools, Ngubalan Elementary faces several challenges in improving students' English proficiency.

One major challenge is the limitation of resources. The school may lack adequate learning facilities, such as computers, projectors, and stable internet access. These limitations hinder teachers' ability to present learning material in an engaging and interactive manner, such as through multimedia, videos, and technology-based learning applications (Chapelle & Sauro, 2017; Warschauer & Liaw, 2011). Additionally, the scarcity of relevant and up-to-date English reading materials also impedes students' English language development.

Another significant challenge is the variability in students' abilities. Students at Ngubalan Elementary have differing levels of English proficiency. Some students are highly enthusiastic and quickly grasp the material, while others struggle with basic English concepts. This situation requires teachers to use flexible approaches and tailor teaching methods to meet each student's needs and abilities. Teachers must design activities that challenge advanced students while providing additional support to those who need it (Richards & Rodgers, 2014).

The lack of effective teaching methods also poses a problem. Many teachers may still rely on conventional methods such as lectures and written assignments, which often fail to engage students. Monotonous and less varied teaching methods can lead to student boredom and a lack of motivation to learn English. Therefore, it is crucial for teachers to develop and implement innovative and creative teaching methods, such as project-based learning, educational games, and the use of technology in teaching (Beckett & Miller, 2006; Thomas, 2000). This approach aims to make English learning more enjoyable and applicable in daily life.

An integrated approach to English teaching combines various methods and techniques to create a more diverse and comprehensive learning experience (Coyle, Hood, & Marsh, 2010; Cummins & Davison, 2007). This approach involves the use of multimedia such as videos, animations, and audio to enrich learning material and capture students' interest. Interactive activities such as role plays, group discussions, and simulations are also employed to enhance student engagement in the learning process (Wright, 2005; Dörnyei, 2001).

Integrating other subjects with English is a crucial component of this integrated approach. This integration not only strengthens students' English proficiency but also helps them understand concepts in a broader and more relevant context. For instance, using English to study science or mathematics not only develops language skills but also reinforces the understanding of scientific or mathematical concepts overall (Littlewood, 2010; Nunan, 2015).

This integrated approach aims to make English learning more enjoyable, contextual, and meaningful for students. By utilizing various teaching methods, the approach can adapt to students' learning styles. It also allows teachers to be more responsive to individual needs and abilities, ensuring that every student has an equal opportunity to succeed in understanding and using English effectively.

This research seeks to explore and evaluate the effectiveness of the integrated approach in improving English proficiency at Ngubalan Elementary School in Tulungagung. The study aims to identify more innovative and effective teaching strategies that can be widely implemented to enhance the quality of English education at the primary level. The research is also expected to contribute to the development of more comprehensive and sustainable educational policies.

METHOD .
Research Design

This study employs a qualitative research method with a case study approach. The focus of the research is on the implementation of an integrated approach in English language teaching at SD Ngubalan Tulungagung. The case study approach allows for an in-depth exploration of phenomena occurring in the field (Yin, 2018; Merriam & Tisdell, 2015).

Location and Research Subjects

The research is conducted at SD Ngubalan Tulungagung. This location was chosen as it represents a primary school setting where English language teaching is integrated into the curriculum. The selection of SD Ngubalan Tulungagung enables a thorough examination of the implementation of the integrated approach in English language teaching within an educational environment. The context includes resources, student demographics, and teaching practices, providing a relevant background to evaluate the effectiveness of the approach (Creswell & Poth, 2018; Stake, 1995). The research subjects involve various stakeholders in the English language teaching process at SD Ngubalan Tulungagung, including English teachers, students from grades 4-6, the school principal, and parents.

Data Collection Techniques

Data is collected using several techniques. In-depth interviews are conducted with English teachers, the school principal, and some parents to obtain a comprehensive perspective on the implementation of the integrated approach (Kvale & Brinkmann, 2015). Participatory observation involves the researcher conducting direct observations in the classroom during English language lessons to see firsthand the application of the integrated approach and the interaction between teachers and students (Angrosino, 2007). Documentation includes collecting relevant documents such as lesson plans (RPP), teaching materials, student learning outcomes, and records of teaching activities (Bowen, 2009). Additionally, focus group discussions (FGD) are conducted with students to understand their experiences and perceptions of the implemented integrated approach (Krueger & Casey, 2015).

Data Analysis Techniques

Data analysis utilizes interactive analysis techniques from Miles, Huberman, and Saldaña, consisting of three main components. First, data reduction involves summarizing, selecting essential elements, focusing on significant issues, and discarding irrelevant data. This process helps provide a clearer picture of emerging patterns (Miles, Huberman, & Saldaña, 2014). Second, data display involves presenting the data in the form of matrices, graphs, networks, or tables to facilitate understanding and further analysis (Miles, Huberman, & Saldaña, 2014). Finally, conclusion drawing and verification involve verifying data by comparing existing findings, identifying consistent relationships or patterns, and drawing conclusions based on the available evidence (Miles, Huberman, & Saldaña, 2014).

Data Validity and Reliability

To ensure data validity and reliability, the researcher employs source and method triangulation techniques. Source triangulation involves comparing and contrasting information obtained from various sources, such as teachers, students, the principal, and parents (Patton, 2015). Method triangulation involves using various data collection methods, including interviews, observations, documentation, and focus group discussions (FGDs), to ensure the consistency and accuracy of the collected data (Creswell & Miller, 2000).

Research Stages

The research process involves several key stages. Preparation includes securing research permissions, developing research instruments, and conducting instrument trials (Creswell, 2014). Data collection entails carrying

out interviews, observations, documentation, and focus group discussions (FGDs) according to the established schedule (Maxwell, 2013). Data analysis is performed continuously throughout the data collection process (Miles, Huberman, & Saldaña, 2014). Finally, reporting involves compiling a research report based on the results of data analysis (Creswell, 2014).

RESULTS AND DISCUSSION.
Results

This study reveals various perspectives from English teachers, students in grades 4-6, the school principal, and parents regarding the implementation of an integrated approach to English teaching at SD Ngubalan Tulungagung. The following summarizes the interview findings:

Table 1. Interview Results

Category	Answer
English Teachers	"I fully support the implementation of this integrated approach as it makes learning more engaging and meaningful for students. By using various media and methods, such as videos, games, and group projects, students are more motivated to learn. I have also observed an increase in students' participation and communication skills in English."
	"The main challenges are limitations in facilities and time. We are still lacking tools such as computers and projectors. Additionally, with a busy schedule, it is difficult to design and implement diverse activities in each session."
Students in Grades 4-6	Grade 4 Student: "I like learning English this way because we can watch videos and play games. It makes learning more fun.". Grade 5 Student: "With this method, I understand the lessons more easily because we practice speaking and listening directly, not just reading books." . Grade 6 Student: "I feel more confident speaking in English. We often work in groups, which helps us learn from each other."
Principal	"I see positive effects from the implementation of this integrated approach. Students appear more enthusiastic and engaged in learning. Their English skills have also improved. However, we still need to enhance support for facilities and teacher training to optimize the implementation of this approach."
Parents	"We have conducted several training sessions for teachers and have attempted to upgrade the learning facilities. We are also continuously seeking ways to collaborate with

> external parties to obtain additional resources and support."

Perspectives of English Teachers

English teachers at SD Ngubalan Tulungagung expressed full support for the integrated approach. They believe that using various media and methods such as videos, games, and group projects makes learning more engaging and meaningful for students. Teachers have observed increased participation and communication skills in English among students. However, they also face challenges such as limitations in facilities, particularly with tools like computers and projectors, and time constraints in designing and implementing diverse activities in each session.

Experiences of Students in Grades 4-6

Students in grades 4-6 provided positive feedback regarding English learning with the integrated approach. Grade 4 students find learning more enjoyable because of activities such as watching videos and playing games. Grade 5 students report easier comprehension of lessons due to hands-on speaking and listening practice, rather than just reading books. Grade 6 students feel more confident speaking English and benefit from learning through group work.

Principal's Perspective

The principal perceives positive impacts from the implementation of the integrated approach, including increased student enthusiasm and improved English skills. However, the principal also acknowledges the need for enhanced support in terms of facilities and teacher training to optimize the approach. The school has taken steps such as organizing teacher training sessions and upgrading learning facilities, as well as exploring partnerships with external entities for additional resources and support.

Parents' Perspectives

Parents are very pleased with the new teaching methods. They observe that their children are more enthusiastic and confident in using English. Parents have noticed improvements in their children's English skills, including fluency and faster lesson comprehension. Children are also more engaged in reading English books and watching English-language films at home.

Discussion

This study reveals that the integrated approach to teaching English at SD Ngubalan Tulungagung significantly enhances student motivation and

engagement in the learning process. According to Richards and Rodgers (2014) and Harmer (2007), diverse and engaging teaching methods create a more dynamic and enjoyable learning environment, thereby encouraging students to participate more actively. The variation in teaching methods, as suggested by Brown (2000) and Larsen-Freeman (2000), makes learning more relevant to students' everyday lives, thus increasing their interest and motivation to learn English.

Teachers, the school principal, and parents reported a significant improvement in students' English language skills, particularly in speaking and listening. Nation and Newton (2009) and Ur (2012) affirm that an integrated approach combining various teaching techniques can help students develop language skills more holistically. Students learn English not only through theoretical contexts but also through contextual and interactive practices, which enhances their ability to use English effectively in daily communication.

However, the study also identifies several challenges in implementing the integrated approach. Leung (2005) and Burns and Richards (2009) note that limitations in facilities, such as a lack of computers and projectors, are major obstacles to applying innovative teaching methods. Additionally, a tight schedule makes it difficult for teachers to design and execute various interactive and creative learning activities. To address these challenges, Fullan (2007) and Avalos (2011) suggest that schools allocate more resources to improve learning facilities and consider rescheduling or adding special sessions for more interactive activities.

Solutions to overcome facility limitations and tight schedules include enhancing support and training for teachers. Guskey (2002) and Darling-Hammond, Hyler, and Gardner (2017) emphasize the importance of training that covers interactive teaching techniques, the use of technology in learning, and classroom management. This will better equip teachers to implement the integrated approach effectively. Additionally, schools can collaborate with various stakeholders, such as government agencies, non-profits, or technology companies, to obtain the necessary support and resources.

Parental involvement in the learning process is also crucial for supporting student outcomes. Epstein (2010) and Hoover-Dempsey and Sandler (1997) highlight that parents who actively support school teaching methods and engage their children in English language activities at home can reinforce learning outcomes. This involvement creates a supportive learning environment outside of school, which is vital for the development of students' English language skills.

Overall, the integrated approach to teaching English at SD Ngubalan Tulungagung demonstrates positive results in improving student motivation, engagement, and language skills. Dörnyei and Ushioda (2011) and Hattie

(2008) conclude that diverse and innovative teaching methods can create a conducive learning environment for language development. Despite the challenges, with appropriate support and collaboration from various stakeholders, this approach can be optimized for better outcomes. Support for teacher training and parental involvement are also key factors in the successful implementation of the integrated approach.

CONCLUSIONS

Based on the findings of this study, it can be concluded that the implementation of an integrated approach to teaching English at SD Ngubalan Tulungagung has had a significant positive impact. This approach has successfully enhanced student motivation and engagement in learning, particularly through the use of various media and interactive methods such as videos, games, and group projects. Teachers, students, the principal, and parents agree that students' English language skills have shown notable improvement, especially in speaking and listening. Although challenges such as limitations in facilities and time constraints exist, measures such as teacher training and collaboration with external parties have been taken to optimize this approach. Thus, the integrated approach to teaching English not only aids students in academic achievement but also prepares them for global language competencies in an increasingly connected world.

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