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Research Article

Integrating Islamic Values in Teaching Grammar for Young Learners: A Guide for Educators

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ABSTRACT

This study is intended to depict how impression learning (IL) principles were fused into an English class in an Indonesian Islamic elementary school and how the students' grammar skills were fostered during and after the learning process. This research implemented a classroom practice-based model to explore the delivery of IL programs, specifically focusing on teaching the preposition of places through the concept of singular and plural using simple present continuous tense to young learners. The IL principles combined Talqiyyan Fikriyyan and inductive learning to make the teaching-learning process active, student-centered, and felt by pupils. A case study was also used to investigate various aspects of a particular phenomenon, including teaching steps, teacher-students dialogues, and student engagement in the learning process. Moreover, concrete materials were intentionally deliberated to stimulate students' senses, thus adding a unique dimension to the study. In addition, two intervention sessions were designed in which each intervention consisted of (a) teaching grammar from specific to general and (b) twelve steps of teaching IL principles (opening the class by giving a prayer, motivating and reminding the rules of learning, remembering the previous lesson, asking the students' prior knowledge related to the material and mentioning the lesson objective, stimulating students' interest in learning by observe and imitate, saying the sentences, installing the Islamic value, engaging students to play words card game, giving some rewards, question and answer, explaining the material comprehensively, and reflection). Hence, this study provides an alternative model of teaching grammar to young learners.

1. INTRODUCTION

English is a universal language, and it is the first language used in 61 countries worldwide(Robi'ah & Yunansah, 2023). Also, English is a popular language used by the global community (Nurfazri et al., 2021). Besides, English is an essential international language for mastering and learning (Maduwu, 2016). Consequently, English has become a lingua franca as today's world is progressively more globalized (Lei & Liu, 2019). Hence, English is a skill that must be mastered by people who are required to communicate with foreign people, as well as it is recommended to study English since young learners (Wijaya, 2015).

However, the application of English in the Indonesian curriculum still needs to be considered urgent in primary school (Zein et al., 2020). In the 2013 curriculum, this subject is still applied as local content, which uses 2 x 35 minutes in one week (Setyowati et al., 2023) . Although the *Kurikulum Merdeka* has now reimposed English language teaching from grades 1 – 6 of elementary school, it is only used as a subject of local content (Widagsa & Nisa, 2023), and there is a gap between students who have just experienced learning English. As a result, Indonesian students' mastery of English is still relatively low (Nurweni & Read (1999) , Renandya et al., (2018). Moreover, according to the Education First English Proficiency Index (EF EPI), Indonesia has an English proficiency index score of 469/800 in 2022 (Annur, 2023). his Indonesian score is in the low proficiency category and is ranked 81st out of 111 countries that take the

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test (Annur, 2023). Moreover, EF EPI relists that Indonesia has ranked 79th out of 113 countries in 2023 (EF EPI, 2023).

On the other hand, a factor that makes English subjects less enthusiastic in schools is caused by a less attractive learning system (Lestari & Gunawan, 2020). The learning system is a tool used to convey knowledge in the teaching process so that the transferred knowledge can be digested by students (Naz & Akbar, 2008). Thus, an interesting learning system will be more attractive to students, especially those who are still in elementary school or vulnerable at an early age (Fakhrurrazi, 2018). Early childhood education has different principles and delivery of the learning process so that students get stimulation in various aspects of development, such as intellectual, physical, social, emotional, and language, that are packaged in the right way (Nurhadi, 2012). Thus, children prefer learning that is cheerful and not monotonous (Taswadi, 2021). Many students prefer to sing, play, and move a lot rather than read a book with many pages (Willingham, 2021). Therefore, the selection of learning models must be considered by teachers who teach English to children (Cahyati et al., 2019).

However, oral and written communication in English must pay attention to the use of applicable Grammar (Celce-Murcia, 1991). Moreover, grammar is the most important part of mastering a language (Önalan, 2018). Grammar may also be a frightening specter when we are faced with learning English (Fitria, 2021). Besides, grammar is a complicated lesson that makes many people too lazy to learn grammar (Kapatsinski, 2014) .

On the other hand, English is a subject that requires the active participation of students to learn it (Demirci & Akcaalan, 2020). Hence, more teacher-centered lecture methods are considered less appropriate; it can make students not catch the teacher's explanation (Murphy et al., 2021). Most students only listen to what the teacher explains while they do not understand the learning material itself (Bastika & Mujiburrahman, 2019). Furthermore, Paul (2003) mentioned that foreign language learning strategies for beginner learners must be directed toward achieving competence and confidence. In addition, this education expert said that the target of learning is acquisition, not merely language learning. Krashen (1981) defines acquisition as language acquisition by self-effort. In other words, students (especially beginners) get a pleasant impression in learning so that it fosters a desire to learn continuously in various contexts (not only in the classroom) and does not always have to be under the teacher's supervision. In elementary school children, English can be learned through fun activities so that children have an interest in learning English (Noge et al., 2020). Therefore, it is necessary to present learning in English, especially fun grammar material, so that students feel free to learn grammar (Sorohiti & Aini, 2021).

To address these challenges, teachers must actively design English learning concepts or methods that foster the success of the learning process, particularly for young learners (Imaniah & Nargis, 2017). Additionally, teachers are required to identify the appropriate instructional strategies to effectively convey grammar concepts (Becker & Westman, 2016), from elementary school and embody abstract ideas into concrete materials (Shvarts et al., 2022). Thus, this research intends to propose a model of impression learning (IL) that combines the Talqiyyan Fikriyyan, inductive learning, and the internalization of Islamic values in the learning process. The emphasis is on illustrating the integration of IL principles into Indonesian elementary schools and nurturing students' English skills throughout the learning process.

Talqiyyan Fikriyyan represents an Islamic pedagogical method (Hasanah et al., 2022). Besides, Talqiyyan Fikriyyan method entails a standardized and systematic procedure for carrying out an activity grounded in compiled facts and concepts (Marinda et al., 2024). Meanwhile, Kasman in Sari (2018)views Islamic pedagogical methods as encompassing the delivery (khithab) and reception (talaqqiy) of ideas from teachers to students. As such, Islamic pedagogical methods can be formulated to achieve educational objectives: a) cultivating an Islamic identity in students, b) mastering Islamic knowledge (tsaqafah), and c) acquiring proficiency in science and technology (Retnanto, 2017). Consequently, Talqiyyan Fikriyyan serves as a method for actualizing ideas into practical use disseminated through the five senses: sight, sound, smell, taste, and touch. It aids in verifying the validity of the outcomes derived from the assessment process. The authenticity of the resulting facts from the assessment process is established through the transmission of information from the five senses to the brain (An Nabhani, 2008).

Besides, the inductive approach is used to deliver the material, from specific to general (Susilawati et al., 2019). Also, inductive learning is grounded in the bottom-up theory, which acknowledges that language learners typically concentrate on individual components rather than the entirety (Galloway & Numajiri, 2020). Accordingly, the teaching process commences with a contextualized text, audio, or visual stimulus. Subsequently, learners engage with the material to discern the rules independently. In the concluding stage, students can provide their examples (Thornbury, 1999). Besides, the deductive approach leans towards being teacher-centered, whereas the inductive approach prioritizes a student-centered approach (Anani, 2017).

There are several studies related to this topic. The first comes from Khoshimova (2023), a comparative study that investigated the effectiveness of deductive and inductive methods in teaching grammar in language learning classrooms at the elementary level. The results show that there was no significant statistical difference in grammar performance of both deductive and inductive groups. The second comes from Marinda et al., 2024), who proposed a model of teaching mathematics to young learners using Talqiyyan Fikriyyan. The participants were students who are currently studying in elementary school. The researchers combined several theories: Talqiyyan Fikriyyan, TANDUR (Grow, Experience, Name, Demonstrate, Repeat, and Celebration), and installing the Islamic values. Talqiyyan Fikriyyan was used to deliver the material through the five senses. Moreover, the use of concrete materials and relating to the students' lives enabled the pupils' mathematics skills. The third comes from Busse et al. (2021) , who teach grammar to EFL primary schools through singing. The participants consisted of 57 learners (25 girls, 32 boys). Language proficiency was evaluated using pre-, post-, and follow-up assessments, while affective aspects were gauged after each lesson. Students in the singing group demonstrated comparable vocabulary improvements to those in the control group and more significant progress than those in the speaking group. Notably, participants in the singing group surpassed both cohorts in spelling and grammar acquisition. Although positive affect was consistent across intervention groups, it was significantly heightened only in the singing group compared to the control. The findings suggest the advantages of incorporating singing into grammar instruction. Fourth comes from Duibhir et al. (2016), an inductive approach to teaching grammar in Grade 5 and 6 Irish immersion classes without using Talqiyyan Fikriyyan. Findings from a pre-test, post-test, and delayed post-test design revealed a markedly significant rise in the average achievement of students from the pre-test to the post-test, followed by a plateau at the delayed post-test. Intriguingly, the enhancement in students' achievement was not contingent upon their initial competency levels. Besides, several researches based on preposition of place material were conducted, such as a) prepositions of place involves emphasizing core concepts of containment and support, using simple terms like "in" and "on," alongside relevant verbs to illustrate spatial relationships effectively among adults and young learners (Landau, 2020), b) Vietnamese students learning the semantics of English prepositions (Hung, 2017), c) the importance of contextual learning, suggesting that engaging children in interactive activities can enhance their understanding and use of prepositions of place effectively (St. Pierre & Johnson, 2021), d) virtual reality system's effectiveness in teaching prepositions of place, suggesting it may enhance engagement and learning outcomes for young learners compared to traditional methods (Bacca-Acosta et al., 2023), and e) improving Indonesian students' ability in using prepositions through implementing the power of two strategies. Meanwhile, there is no grammar teaching to young learners that can activate the students' five senses, focus on the students, teach from specific to general, and instill Islamic values that aim to make learning more impressive and memorable in the students' minds.

Therefore, different from previous studies, this research focuses on implementing a combination of Talqiyyan Fikriyyan, inductive learning, and internalization of Islamic values in teaching grammar, specifically focusing on the preposition of places through the concept of singular and plural using simple present continuous tense material to young learners. The reason for the combined method is that the teaching and learning process will be focused and student-centered, giving concrete material related to their life experience to enable their five senses and connect to Islamic values. Also, the use of the Talqiyyan Fikriyyan method is thought to enhance children's cognitive abilities, as it encourages them to engage with knowledge based on truth rather than opinion, fostering accurate comprehension and cultivating Islamic problem-solving thought. Therefore, this study emphasizes: a) applying impression learning and b) students' English skills during and after the learning process. Hence, this article provides an alternative model of teaching English to young learners, especially on grammar subject.

2. RESEARCH METHODS

2.1 Research design

This study used a qualitative approach to explain aspects of (1) the teaching process, (2) approaches and methods of learning English, and (3) the active role of students in learning. Observation was made in collecting data to see how the phenomenon of Talqiyyan Fikriyyan and the application of inductive learning models occurred in English learning, as well as to measure students' abilities in the preposition of place material.

2.2 Research site, participant, data collection and analysis

This study was conducted at one of the Islamic Elementary Schools in Bogor City, West Java, Indonesia. This site was chosen because it carried English lessons from classes 1 to 6 of elementary school, but teaching English to young

learners was still challenging. The participants comprised 28 Class 2A students, aged between 7 and 8. Students were nurtured in an environment characterized by a strong culture of religiosity, particularly within the school setting.

Data was collected through classroom observation to examine the implementation process. Besides, a written test about prepositions of place evaluated the students' English skills. Conversely, the selected material was the tools in class and the word cards (See Table 1). This would encourage students to think and feel through their senses.

Table 1. The use of concrete material

Number	Material	Senses	Result
1	The tools in class	Sight, hearing, touch	Think and feel
2	The word cards	Sight, hearing, touch	Compose the sentences

The choice of material was appropriate to students' lives. This was intended to utilize the material to create memorable learning for students from now until the future.

2.3 Research Procedure

This research procedure involved two interventions or meetings. During the learning process, students were taught the material relevant to their daily lives. Additionally, qualitative data on English skills observed during and after the implementation were analyzed through written tests without the use of concrete materials. As illustrates in Figure 1, the implementation employed Talqiyyan Fikriyyan, inductive learning, and incorporated the use of concrete materials.

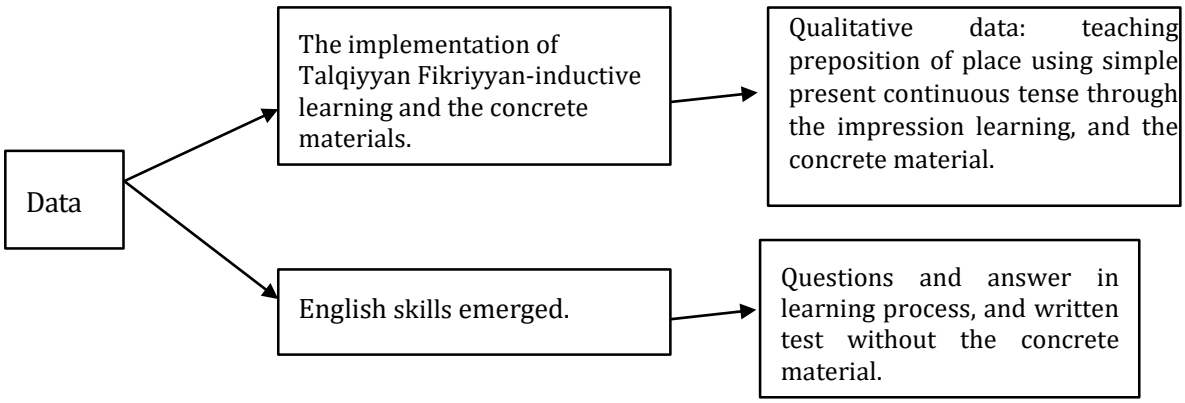


Figure 1. Research procedure

3. RESULTS AND DISCUSSIONS

This research was conducted on the preposition of place material with instructions using simple present continuous tense in grade 2 of elementary school. Observation data were analyzed by combining two teaching methods: Taqliyyan Fikriyyan and Inductive learning. The implementation of Talqiyyan Fikriyyan is shown where learning was designed to maximize thinking skills; there were stages of ensuring previous information about the material in students, including using concrete material, and the learning process was designed by activating students' five senses. At the same time, inductive learning was presented, where students were given experience in finding sentence patterns with word card games. It was intended to engage students from specific to general. Consequently, it was hoped to make students understand the rules of the material. In addition, research time was managed through two interventions. In addition, pseudonyms are used to maintain the confidentiality of participants (Creswell, 2012). Thus, the scheme of the teaching process can be seen in Figure 2.

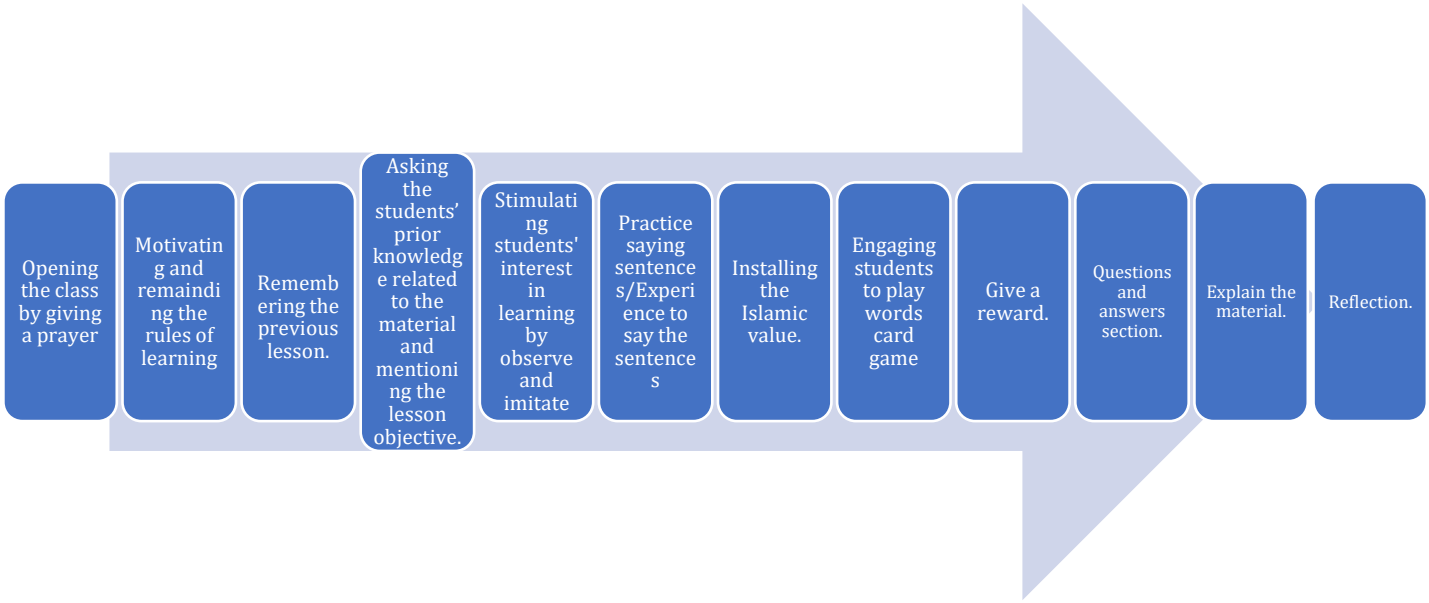


Figure 2. Teaching procedure

The details of the teaching process can be seen in the following sections. The data was taken from the Talqiyyan Fikriyyan and inductive learning aspect included in the teaching process.

3.1 Intervention 1

3.1.1 Introduction Activities

a. Opening the class by giving a prayer.

In the first activity, the teacher greeted students (#1). Then, the teacher asked about the students' condition (#2). Afterward, the teacher checked the students' presence (#3). Also, students were engaged to pray for those who could not attend today (#4).

Dialog 1. Opening the class by giving a prayer

Teacher	: *Assalamu'alaikum warrahmatullah wabarakatuh*. (#1)
Students	: *Wa'alaikumussalam warrahmatullah wabarakatuh.*
Teacher	: How are you today? (#2)
Students	: Praise be to God, Amazing, Allahu Akbar, yes!
Teacher	: Who is not present today? (#3)
Students	: Rania sir, she is sick.
Teacher	: Alright, let's pray for Rania, hopefully she get well soon. Al Fatihah (#4).

b. Motivating the students

Before delving into the material, the teacher motivated the students to ignite their enthusiasm for learning. In this initial phase, the teacher employed the prover "Man Jadda Wajada" to inspire the students' zeal (#5). Furthermore, the teacher encouraged the students to demonstrate their commitment if they truly desired to excel in their studies (#6). Additionally, the teacher reiterated the importance of adhering to the principles of effective learning (#7).

Dialog 2. Motivating and remainding the rules of learning

Teacher	: A Muslim's dedication to studying is essential for achieving success. Remember the saying, "Man Jadda Wajada." Let's repeat it together: "Man Jadda Wajada." If you are committed, you will undoubtedly succeed (#5).
Students	: Man Jadda Wajada, if you are serious, you will definitely succeed.
Teacher	: Who is really serious to learn, please say "Me" (#6).
Students	: Me!
Teacher	: Okay my beloved students, before we enter to the material, I would like to tell you our learning rules. So, first, you have to be active in the learning process. Second, you are not allowed to make a commotion. Third, if you wanna go to the bathroom, you must ask permit to you second teacher. (#7). Are you ready to start our learning?
Students	: Yes, we are.

c. Remembering the previous lesson

It was crucial to review the previous material covered (#8,#9). After that, students were asked to name the number and position of the designated objects (#10, #11). In this way, students could state the position of the object with the correct preposition of place (#12). More than that, the teacher invited students to say in complete sentences (#13, #14). Moreover, the teacher made connections between the preceding content and the current lesson (#15).

Dialog 3. Remembering the previous lesson

Teacher	: Alright, in the previous meeting, you named and counted things using the concept of singular and plural. Please, look at the thing that you sticked the name (#8).
	Teacher showed the object.
	What is it? (#9)
Students	: A gallon
Teacher	: Good job, how many gallons do we have? (#10)
Student 2	: One
Teacher	: Where is the gallon located? (#11)
Student 1	: On the table. (#12)
Teacher	: Excellent. So, follow me and said together!
Students and Teacher	: **Teacher pointed to the object** "There is a gallon on the table". (#13) "There are many books on the desk".(#14).
Teacher	: Ok, we will make more perfect sentence according to the place. To study this material, we will get to know about preposition of place (#15).

From dialogue 3, the Talqiyyan Fikriyyan method was used to activate the five senses of students with facts that can be seen and felt. In this teaching, the teacher began to activate the five senses of students by showing concrete objects on the table and pronouncing them in English according to the use of prepositions of place. Furthermore, the teacher invited students to know the use of sentences in accordance with the preposition of place by using simple present continuous tense.

d. Asking the students' prior knowledge related to the material.

In teaching, bring the child's world into learning. This way is done by the teacher asking the students' prior knowledge related to the material. In the Talqiyyan Fikriyyan method, the teacher ascertains the extent to which the previous information possessed by students is one of the important elements in thinking. Previous information about the material is very decisive in students' thinking activities while learning. This way helps students better understand the learning objectives to be achieved. After that, the teacher can mention the purpose and benefit of the learning objective for students in real life.

Dialog 4. Asking the students' prior knowledge related to the material.

Teacher	: Okay my beloved students, I would like to ask you again. Did you ever put back things in its place? (#16)
Students	: Yeah we did.
Teacher	: Like what?
Student 1	: Book and pencil (#17).
Teacher	: Good job. Where did you put back your book and pencil?
Student 1	: In my bag (#18).
Teacher	: Awesome. So, the word "In" refers to preposition of place in English. And today, we are going to learn about preposition of place through the concept of singular and plural using simple present continuous tense. From this learning process, you are able to get some preposition of places in English, and you may use when wanna give an instruction for someone to put back a thing, etc. (#19)

Dialog 4 shows that the teacher invited students to think about the material with activities that students had experienced as previous knowledge (#16). Several students admitted that they had put things back in their place (#17, #18). Hence, the teacher conveyed the learning objectives (#19).

3.1.2 Core Activities

e. Stimulated students' interest in learning by observe and imitate.

At the beginning of learning activities, the teacher must try to grow/develop students' interest in learning. Providing sufficient apperception can be done so that students are motivated to learn from the start of the activity. In Talqiyyan Fikriyyan's method, the presence of a palpable fact becomes one of the elements in thinking (See Figure 3).



Figure 3. Teacher stimulated students' interest in learning

When entering learning, the teacher stimulated students' interest in learning by observing objects in the classroom (#20). Then, the teacher asked students to repeat the sentence mentioned (#21, #22, and #23).

Dialog 5. Asking for the material to be studied by linking to the students' situation.

Teacher	: Ok, children, now you try to look at the objects in the classroom (#20).
	I will say a sentence and you repeat it.
	Teacher pointed to the object that there are on the desk, in the bag, and under the chair
	Are you ready?
Students	: Yes, we are.
Teacher	: An eraser is on the desk (#21).
Students	: An eraser is on the desk.
Teacher	: Two rulers are in the bag (#22).
Students	: Two rulers are in the bag.
Teacher	: Twelve balls are under the chair (#23).
Students	: Twelve balls are under the chair.

f. Instilling the Islamic values

In this stage, teachers internalized Islamic values so that all the knowledge students gain was always framed in obedience to Allah SWT (The most glorified and the highest). The teacher gave the sentence with the preposition of place to lead to internalization. Consequently, there was a connection between the material studied and the Islamic values that would be internalized (See dialog 6).

Dialog 6. Internalization of Islamic values

Teacher	: Siapa yang suka sholat berjamaah di masjid? [Who likes to congregational prayer?]
Students	: Ana. [Me!]
Teacher	: Good. I have another example sentence about preposition of place. Repeat after me yeah!
	The teacher wrote the sentence on the whiteboard.
	He is praying in the mosque.
	They are praying in the mosque.
Students	: He is praying in the mosque.
	They are praying in the mosque.
Teacher	: Ada yang tahu perbedaan dari kedua kalimat ini? [Anyone knows the different between those sentences?]
Student 1	: Yang pertama satu dan yang kedua banyak pak. [The first is one and the second is many sir].
Teacher	: Good job, nama nya apa kalau untuk satu dan banyak? [Good job, what is the name for one and many?]
Student 2	: Satu itu single, banyak itu plural. [One is single, many are plural]
Teacher	: Amazing. Lebih tepatnya ini adalah bentuk singular dan ini adalah bentuk plural. Antum harus tahu juga ya keutamaan sholat berjamaah dari pada sendiri. Allah ta'ala akan melipatkangandakan pahala antum, sebagaimana dalam hadits Rasulullah SAW., yang diriwayatkan oleh HR. Imam Muslim "Shalat berjamaah lebih utama 27 derajat disbanding sholat sendirian" [Amazing. More precisely it is a singular form, and it is a plural form. You must also know the virtues of congregational prayer rather than alone. Allah the Exalted will multiply the reward of antum, as in the hadith of the Prophet (peace be upon him), narrated by HR. Imam Muslim " "Salat in congregation is twenty-seven times more meritorious than a Salat performed individually."]
	Jadi, apakah antum akan bersemangat untuk sholat berjamaah di masjid? [So, will you be eager to pray in congregation at the mosque?]

Students	: Yes sir.

g. Practice/Experience to say the sentences

Inductive learning, also referred to as discovery learning, is a method where learners discern rules through observation of examples (Prince & Felder, 2006). Hence, students are engaged to practice more about something. In this situation, student experience and curiosity are the keys to the success or failure of this method. Teachers must involve students so that students experience directly the material being studied. In this process, the teacher changed the position of the object so that it was different from before. Then, the teacher asked students to say sentences according to the position of the object that they saw (#24). Next, the students said the sentences (#25, #26, and #27).

Dialog 7. Practice saying sentences/Experience to say sentences

Teacher	: Ok, sekarang bapak akan merubah posisi benda-benda tadi. Kalian sebutkan kalimatnya sesuai dengan apa yang kalian lihat (#24). [Okay, now I will change the position of these thing. Then, you have to mention in a sentence according to what you see].
	Kalimat apa yang sesuai dengan keadaan ini? [What sentence corresponds to this circumstance?]
Students	: An eraser is in the bag (#25).
Teacher	: Good
Students	: Two rulers are on the desk (#26).
Teacher	: You are great
Students	: A ball is on the chair. (#27).
Teacher	: Awesome

h. Engaging students play word card arranging game

Inductive learning, also known as discovery learning, is the process by which learners discover rules by observing examples. In this lesson, students were asked to compose sentences through a word card game to find sentence patterns with the preposition of place being studied (See Figure 3).



Figure 4. Students arranged pieces of word card.

In the first step, the teacher divided the students into 4 groups: 2 boys and 2 girls. Each group contained students with strong and poor cognitive levels. Then, the teacher explained the activities that would be carried out (#24). Randomly, the selected group went first and began to construct sentences correctly. After that, the teacher asked the selected group members to come forward to read the sentences they had composed (#25). With the help of the teacher, a group that was still sitting; they were required to correct the work of the performing group (#26). Finally, the teacher assessed the results and gave some rewards (#27).

Dialog 8. Engaging students to play arrange the words game

Teacher	: Next, you will construct sentences correctly. I have prepared several pieces of words that you must arrange into correct sentences. Each group gets two opportunities to complete the sentence. Ready? (#24)
Students	: Yes sir.
	The designated group composed word cards in front of the class.
	The teacher gave students time.
Teacher	: Bacakan kalimat yang kalian susun dengan keras? [Please, read your sentences loudly] (#25)

Students	: There is a mop in the cupboard.
Teacher	: Apakah kalimat yang disusun kelompok di depan sudah benar? [Is the sentence correct?] (#26)
Students	: Benar. [Yes, it is correct]
Teacher	: Good job, you can arrange the sentence correctly. Here is your jelly. Enjoy it. Give applause for them. (#27).

i. Question and answer section

After students carried out the activity of arranging word cards, the teacher conducted a question and answer session with the students. This question and answer was carried out to see the extent to which students find patterns and the extent to which students understand the concept of the material correctly. Apart from that, questions and answers were also carried out to see whether the conclusions they drew were correct or not.

However, one disadvantage of the inductive approach is the risk that the learner will formulate a rule incorrectly. For this reason, it is important to check that the learner has inferred the correct rule. In the process, the teacher asked what the students found from the word card game (#28), (#29), and (#30).

Dialog 9. Question and answer section

Teacher	: Alright, my beloved students, from the words card game, what do you find? (#28)
Student 3	: Kalau bendanya ada di dalam, kita pakai kata in. [If the thing is *di dalam*, we must use "in"]
Teacher	: Good job. Anyelse? (#29)
Student 4	: Kalau benda di bawah, pakai kata under. Dan benda di atas harus pake on [If the thing is *di bawah*, we have to use "under". And, if the thing is *di atas*, it should use "on"]
Teacher	: Terkait susunan kalimatnya? [Regarding the sentence structure?] (#30)
Student 1	: Kalau benda nya satu pake is, dan banyak pake are. [If the thing is single, so it should use "is", and plural uses "are".
Teacher	: Good.

j. Explain the material comprehensively.

Inductive learning itself is a learning method that allows students to learn through direct experience and reflection on that experience (Dewey, 1910). Besides, inductive learning provides space for students to understand broader concepts more thoroughly. However, students need to receive guidance and certainty about the truth of the conclusions they have reached.

In this stage, the teacher must explain the correct concept of the material so that the correct and strong concept is embedded in the students' minds. The teacher explains that what has been studied is the simple present continuous tense sentence form with the preposition of place.

3.1.3 Closing activities

The final learning activity is an activity to reflect and evaluate students' knowledge about the subject they have just *studied*. This activity takes the form of feedback from students. This can be seen when students carry out and respond to learning with real actions, such as being able to answer questions and speak English.

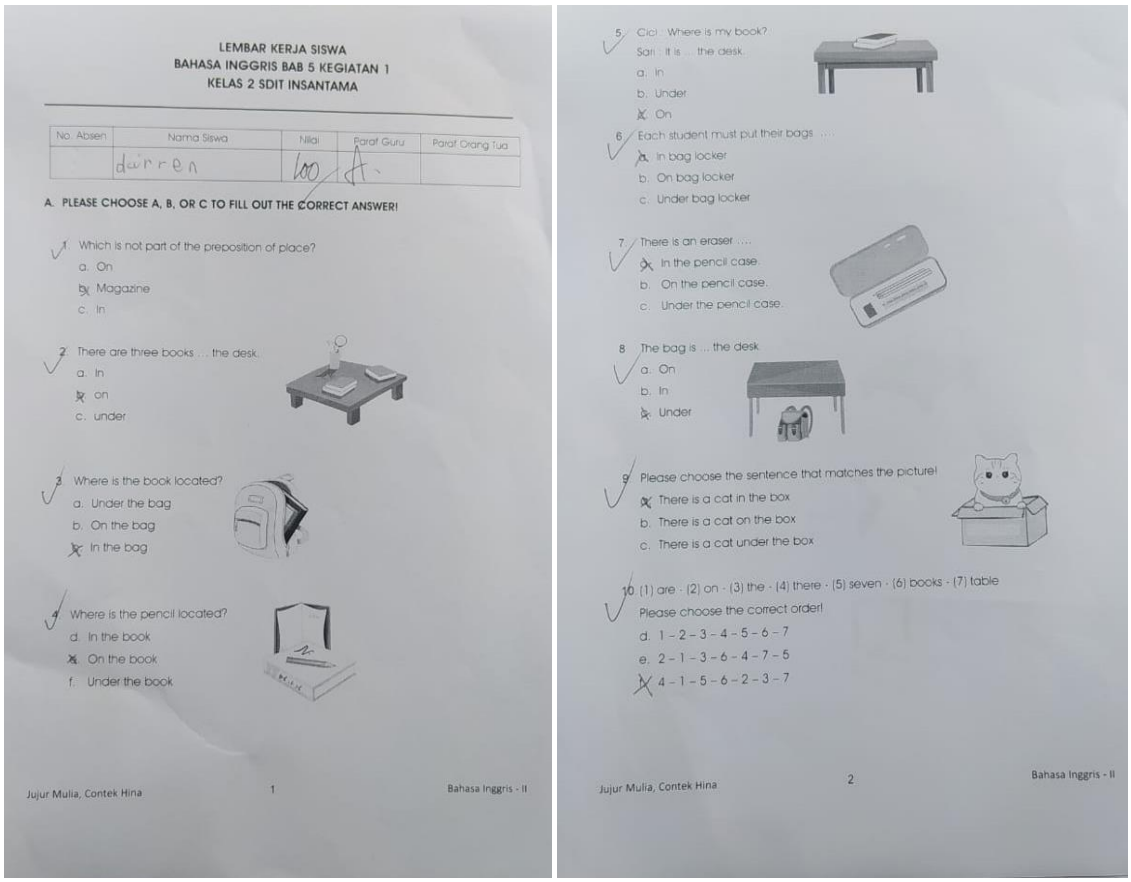
Furthermore, the teacher and students closed learning activities by reviewing the material. The teacher asked questions related to the learning review. Besides, the teacher asked whether the material could be easily applied in speaking practice ini daily activities. Students admitted that they found it easier to say a sentence with the preposition of place. Besides, the teacher motivated students and told students the following material. Moreover, the teacher reminded students to take a test for tomorrow.

3.2 Intervention 2

In Intervention 2, the teacher reviews the learning that has been given to students in Intervention 1 before starting the test as a reflection of learning. The test is used to assess the results of lessons that had been given by the teacher to students within a certain period (Ngalim Purwanto, 2004). According to Suharsimi Arikunto (2007), what is meant by a test is a tool or procedure used to find out or measure something in an atmosphere, using predetermined methods and rules. Finally, the purpose of the test is not only to test but to find out the extent of students' understanding of the material given as a repetition process.

In this study, the test carried out was a written test. Students are given written questions, and students answer in writing. On the other hand, the results of the students' written tests show that students could do the questions well (See Figure 4). In other words, the implementation of a combination of Talqiyyan Fikriyyan and inductive learning made students understand the material more deeply because students could experience for themselves finding

conclusions about the material concepts. In addition, this combination allows students to be guided by the teacher in directing and instilling concepts clearly.



LEMBAR KERJA SISWA
BAHASA INGGRIS BAB 5 KEGIATAN 1
KELAS 2 SDIT INSANTAMA

No. Absen	Nama Siswa	Nilai	Paraf Guru	Paraf Orang Tua
	darren	100	A+	

A. PLEASE CHOOSE A, B, OR C TO FILL OUT THE CORRECT ANSWER!

1. Which is not part of the preposition of place?
   a. On
   b. Magazine
   c. In

2. There are three books ... the desk.
   a. In
   b. on
   c. under

3. Where is the book located?
   a. Under the bag
   b. On the bag
   c. In the bag

4. Where is the pencil located?
   d. In the book
   e. On the book
   f. Under the book

Jujur Mulia, Contek Hina 1 Bahasa Inggris - II

5. Cici : Where is my book?
   Sari : It is ... the desk.
   a. In
   b. Under
   c. On

6. Each student must put their bags ....
   a. In bag locker
   b. On bag locker
   c. Under bag locker

7. There is an eraser ....
   a. In the pencil case.
   b. On the pencil case.
   c. Under the pencil case.

8. The bag is ... the desk
   a. On
   b. In
   c. Under

9. Please choose the sentence that matches the picture!
   a. There is a cat in the box
   b. There is a cat on the box
   c. There is a cat under the box

10. (1) are · (2) on · (3) the · (4) there · (5) seven · (6) books · (7) table
    Please choose the correct order!
    d. 1 – 2 – 3 – 4 – 5 – 6 – 7
    e. 2 – 1 – 3 – 6 – 4 – 7 – 5
    f. 4 – 1 – 5 – 6 – 2 – 3 – 7

Jujur Mulia, Contek Hina 2 Bahasa Inggris - II

Figure 5. Example of students' answer to the test.

This research investigates applying an inductive learning approach with a combination of the Talqiyyan Fikriyyan method so that learning produces correct understanding, sense, and reflection in students' thinking. This research also describes students' ability to understand English material during and after learning. The combination of learning methods is based on several factors, such as the teaching and learning process being focused and student-centered, giving concrete material related to their experience of life to enable their five senses and connecting to Islamic values.

According to An Nabhani in Marinda et al. (2024) the Talqiyyan Fikriyyan method entails a standardized and systematic procedure for carrying out an activity grounded in compiled facts and concepts. Apart from that, the Talqiyyan Fikriyyan method is a method used to activate students' five senses regarding the facts they get, and this is channeled to the students' brains. Hence, students will get lasting learning. Moreover, as the thinking components, Talqiyyan Fikriyyan must include facts, a normal human brain, five senses, and previous information (An Nabhani, 2008). After that, the teacher installed Islamic values to remind the students of Islamic teachings because all aspects of life must be based on Islamic sharia. As a result, Talqiyyan Fikriyyan serves as a method for bridging ideas into practical applications disseminated through the five senses: sight, sound, smell, taste, and touch. It assists in validating the accuracy of outcomes derived from the assessment process. The authenticity of the resulting facts from the assessment process is affirmed by transmitting information from the five senses to the brain (An Nabhani, 2008).

On the other hand, the inductive approach is used to deliver the material, starting from specific to general. Also, inductive learning is grounded in the bottom-up theory, which recognizes that language learners typically concentrate on individual components rather than the entirety. Inductive learning entails recognizing patterns within training data and extrapolating general principles. The objective is to construct a model capable of accurately forecasting outcomes for unfamiliar data points.

On the other hand, using objects in class is believed to stimulate students' five senses, channeled to the brain as a process of transferring facts from the concepts being offered. Research by Marinda et al. (2024) states that concrete objects can be used as appropriate learning media to provide abstract teaching through facts because teachers can activate students' five senses and thinking patterns. Apart that, it has been proven that using teaching aids, mainly concrete materials, is highly beneficial for introducing abstract concepts in primary schools (Baroody, 2017).

In this study, the teacher has designed learning using an inductive method where students are given the experience of finding patterns by constructing sentences from word card games. This is intended to invite students to learn from specific to general. Before implementing the game, the teacher strengthens students' knowledge of the material by stimulating thinking patterns by connecting facts in concrete objects. From this process, Talqiyyan Fikriyyan is used to maximize thinking abilities. The authenticity of the resulting facts from the assessment process is established through transmitting information from the five senses to the brain.

Furthermore, this study was divided into two interventions where: the first meeting focused on the implementation of teaching IL, and the second meeting was a reflection. In the implementation was split into three activities: introduction, core, and close. In the introduction step, the teacher carried out some apperceptions: opening the class by giving a prayer, motivating and reminding the rules of learning, remembering the previous lesson, asking the students' prior knowledge related to the material, and mentioning the lesson objective. The core activities stimulated students' interest in learning by observing and imitating, saying the sentences, installing the Islamic value, engaging students to play word card games, giving some rewards, questions, and answers, and explaining the material comprehensively. Also, in the last activity was a summary of the learning process. From the written test results, students could answer the questions well. This result means that student's English language skills have been developed during the learning process and provide knowledge that will leave an impression on students.

4. CONCLUSION

It was found that applying the IL principle with the Talqiyyan Fikriyyan method and inductive learning has developed students' English language skills at the beginner level. This method provides an impressive experience for finding conclusions about material concepts. This finding maintains a learning method aimed at optimizing cognitive and attitudinal patterns, crafted within an engaging learning framework to enhance accessibility and comprehension for students. Implementing these principles offers solutions to various challenges encountered in English class, especially grammar lessons. As a result, students can activate their logical thinking skills, derive enjoyment from the learning experience, grasp concepts more readily, and feel motivated to apply them. In addition, the teaching process consisted of intervention two times. The first meeting was focusing on the implementation of teaching IL, and the second meeting was a reflection. The implementation was split into three activities: introduction, core, and close. In the introduction step, the teacher carried out some apperceptions: opening the class by giving a prayer, motivating and reminding the rules of learning, remembering the previous lesson, asking the students' prior knowledge related to the material, and mentioning the lesson objective. Besides, the core activities were stimulating students' interest in learning by observing and imitating, saying the sentences, installing the Islamic value, engaging students to play word card games, giving some rewards, questions, and answers, and explaining the material comprehensively. Also, in the last activity was a summary of the learning process. From the written test results, students could answer the questions well. This result indicates that students' English language proficiency has been enhanced throughout the learning journey, imparting knowledge that will leave a lasting impression on them. Thus, this study provides an alternative model of teaching English to young learners.

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