

# Development of English Teaching Materials based on Integrated Language Skills at Elementary School Level

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**Abstract.** Teachers are the deliverers of instructional materials to students; the interaction between them, the resources, and the pupils can be likened to a delivery service. In order to learn, students must be proficient in the subject matter. Nevertheless, many of the instructional resources employed in the classroom are inadequate for the needs of the pupils. In order to meet linguistic objectives, a young learner need specific strategies. With the help of Integrated Language Skills, this study attempted to enhance elementary school students' English proficiency. This research employs the ADDIE methodology. Fourth-graders from elementary schools served as the study's subjects. As evidenced by the results, which classify the degree of suitability as very good, it was discovered that instructional materials can help students' language proficiency. Innovating the creation of instructional materials in line with students' requirements is something this study should encourage teachers to do more of.

**Keywords:** Teaching materials, English, Integrated Language Skills, elementary school level.

## 1 Introduction

Naturally, they receive different treatment than adults or teenagers who are still in the early stages of learning. They have distinctive characteristics. As a result, when planning, carrying out, assessing, and overseeing the learning process for English language learners, the needs of the students must be respected. To learn English, students must master four skills (Suyanto, 2014). in particular, listening, reading, writing, and speaking. They are important and connected to each other. Given their age, young language learners primarily need to develop their speaking and listening skills. Pupils that possess these skills can both express their ideas clearly and comprehend what others are saying.

While the majority of Indonesian colleges provide courses aimed at preparing elementary school teachers, those who choose to become teachers after the program do not receive a book that incorporates language practice. It is imperative that all teacher education programs have ideal curriculum materials that align with the learning objectives. Good instructors' guides are

essential for spreading reform-based instruction. Thus, offering educational materials that employ an integrated language skill strategy was the aim of this study. A module named "Teaching English to Elementary School Students" from the Elementary School Teacher Education (PGSD) curriculum, which is provided by multiple Indonesian universities, serves as the instructional material. It is thought that this study is essential to producing qualified educators after the programs are over. This module is categorized as an English for Specific Purposes (ESP) element since it was utilized for academic, professional, and vocational objectives.

The evidence for this is the fact that certain challenges arise throughout instruction and learning. Speaking with English teachers at UPT SDN 060856, it became clear from their observations that the teachers did not have access to educational materials designed specifically to teach English to young learners. The general English teaching resources they continue to use don't meet the needs of their pupils. A common belief among instructors is that the language instruction objectives covered in the currently available textbooks are not fully met.

Furthermore, there aren't enough educational opportunities. The teacher doesn't change up the activities. This task is not too hard for younger kids to accomplish. The teaching materials consist of just a few assignments for each course. The training exercises are virtually the same for every unit. For example, in every listening skill course, students are required to pay attentively and repeat phrases only after the teacher has delivered them. Depending on their needs, students need a range of activities to ensure that learning and instruction go well. Throughout the learning process, the teacher's instruction has been governed by the curriculum. According to the syllabus, these are the subjects.

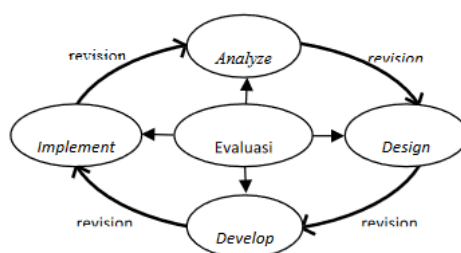
Using educational resources effectively is essential to the teaching and learning process. Material is anything that can be used to aid in the learning of a language. Print media, live performances, cassettes, CD-ROMs, DVDs, and the internet can all be used to display it. Additionally, it can be presented as handouts, documents, multimedia, modules, LKS (student worksheets), textbooks, or documents (Tomlinson, 2000). In bookstores, basic level content is conveniently located and accessible. However, the vast majority of educators utilize the materials completely as written, with no editing or student-specific adjustments. Changing this is also required in light of how student material has evolved. The creation of information and experience with the needs of students and the objectives of material development in mind, by humans (writers, teachers, or students), is therefore considered material development. education. Teachers need to create educational resources that are better or more suited to the needs of their students.

The selection of integrated language skills was made because it is crucial to emphasize that language learning includes all aspects of language proficiency. Speaking, writing, listening, and reading are all taught as logically connected language abilities while teaching a language. Writing abilities, for instance, can be stressed in connection to punctuation usage. Similar to how reading skills can be taught alongside speaking skills, literary abilities can be taught alongside learning to read, write, or talk. In an integrated language skill approach, language teaching can also be provided concurrently with other subjects including math, social studies, science, and religion. Everything that is provided in a proportionate way could help achieve the learning objectives (Alhaddad, 2014).

This result suggests that the resources available for English language instruction are still limited. The goal of this project is to address the aforementioned problems by developing early childhood English teaching materials for primary schools. Linked KTSP (school-based curriculum) or integrated language skills will be used in the creation of English learning resources for fourth-grade pupils. Reading, speaking, writing, and listening are the four categories into which these skills fall.

## 2 Method

By creating English language teaching resources based on integrated language skills, this study sought to ascertain how much students' proficiency had improved in the fourth grade of elementary school. Analyze, Design, Develop, Implement, and Evaluate is the acronym for the model employed in this study. Hidayat (2021) asserts that the ADDIE concept—that is, the idea of creating a product design—is utilized to strengthen fundamental learning performance. The five stages of ADDIE are as follows:



**Fig. 1.** The Stage of Research by ADDIE

### 1. Analysis Stage

A requirements analysis of the utilization of instructional resources as a tool in student teaching and learning activities is the first step in this process. Analyzing the choice of instructional materials in light of integrated language skills comes next. These phases are used to identify the needs that can be addressed by educators in line with the learning objectives and competency criteria for English classes.

### 2. Design Stage

At this point, the research product's design is completed. Finding the material on themes that elementary school pupils are studying is the first step. The first step in planning is creating instructional resources for primary school pupils. An assessment is done at the conclusion of this phase.

### 3. Development Stage

The first step in the development stage is creating instructional materials based on KTSP (School-based Curriculum)-based Integrated Language Skills. There are four phases to this instructional material: investigation, clarification, validation, and introspection. At this point, the instructional materials are also put through a validation test. entirely created by two professionals who were English professors and lecturers.

#### 4. Implementation Stage

Implementing items that have been designed, produced, and approved by specialists is what this stage entails. Students are taught using well-validated teaching materials with the goal of assessing how appropriate they are.

#### 5. Evaluation Stage

At this point, the researcher distributed questionnaires, collected data from the surveys, and conducted an overall assessment of how well pupils were reading.

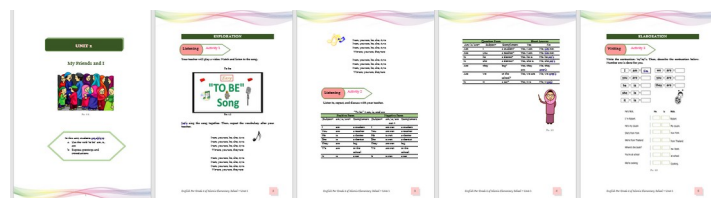
### 3 Results and Discussion

The researcher discusses the findings and results of the study in this part. The goal of this study is to enhance primary school pupils' language proficiency by using integrated, skill-based instructional tools. In an attempt to enhance students' language proficiency, one of the five elements of learning—teaching materials—has been developed through this research. The five phases of study that make up the ADDIE method—analysis, design, development, implementation, and evaluation—are the research methodology that is employed.

**Analysis stage:** In order to determine the type of teaching materials that students require in order to improve their motivation and comprehension of learning English, observations have been made in class 4 English subjects. Research questionnaires have then been distributed to the students. To learn more about the children's reading skills, subject teachers were subsequently interviewed.

**Design stage:** this stage is where the teaching materials have been created in line with the integrated language skill-based English teaching materials. These materials have been created from the draft teaching materials' original appearance to their final form.

**Development Stage:** As of right now, integrated language skills-based instructional materials that meet the needs of students have been developed from designs that are still in draft form. A requirements analysis is used to inform the first draft of the created teaching materials, and the needs analysis's findings are used by the researcher to choose the subjects and goals. At this point, primary school English teachers and knowledgeable lecturers in the English Language and Literature Department have also validated the process. The created instructional resources are listed below.





**Fig. 2.** Teaching Material based on *Integrated Language Skill*

In addition, professionals validate the study product once it has been developed and implemented. The specialists assess the worksheet to determine its appropriateness. The specialists are provided the evaluation through a questionnaire. This is done in order to gather opinions, evaluations, comments, and suggestions to improve the lesson plans and get them ready for testing. For the purpose of qualitatively classifying data using a four-point rating system: Very Good, Good, Less Good, and Not Good. A class table based on the Likert scale interval is as follows:

**Table 4.** Qualitative Data Score Category (Sudjana, 2005)

Percentage (%)	Category
82-100	Very Good
63-81	Good
44-62	Not Good
25-43	Bad

It displays an expert's validation score from instructors and lecturers determined by the validation outcomes by the three experts. Ninety percent of the English teaching resources they validated were in relation to the five stated aspects. This indicates that the product is rated as really good when it comes to eligibility. Depending on three validations, English instruction materials are generally appropriate for use with fourth-grade elementary school children. The expert validation results are as follows:

**Table 5.** Validation Score of English Teaching Materials Development

No.	Aspect	The Number of Criteria	Maximal Score	Expert		
				I	II	III
1.	Content	11	44	43	40	38
2.	Learning activity	7	28	27	26	27
3.	Language	5	20	18	19	17
4.	Presentation	6	24	22	21	21
5.	Graphic	10	40	38	38	37
Total		39	156	148	144	140
Average				3.79	3.69	3.58
Percentage (%)				93	90	88

**Implementation Stage:** Currently, students are participating in a trial of integrated language skill-based teaching resources that have been developed in the past. Teaching at this point takes the shape of guidelines for utilizing created and approved instructional resources. Prior to distributing instructional materials, the instructor conducts class as usual. This is followed by an explanation and directions for utilizing integrated language skill-based instructional resources.

**Evaluation Stage:** As of now, a trial has been conducted, and analysis of the distributed questionnaires as well as feedback through them have been done. Based on the evaluation, it appears that using this instructional material helps students become more fluent in English.

Additionally, students' language abilities at the elementary school level are enhanced by this teaching material through the application of qualitative descriptive and qualitative analysis. It is well known that the KTSP curriculum utilized in schools served as the basis for the development of this instructional material. Consequently, upon compiling the research findings, the investigator discovered that the utilization of integrated language skill-based English teaching resources enhanced students' reading comprehension of English texts and encouraged more active speaking.

The study's findings suggest that integrated language-based English teaching materials can be a useful tool for helping students acquire a language, particularly English. But educators also need to be able to adapt worksheets to the content in light of changing student requirements. It is anticipated that more researchers will carry out studies to assess pupils' proficiency in the English language. Teachers can assess their pupils' English language proficiency using classroom action research. This training material has to be used in multiple meetings in order to determine its effectiveness.

## 4 Conclusion

The analysis of the data led to a number of conclusions, one of which is that the study's goal is to enhance elementary school students' English language proficiency by using integrated language-based English teaching resources. The ADDIE research approach, comprising five stages—analysis, design, development, implementation, and evaluation—is employed in this study.

The validity of integrated language skills-based English teaching materials (Integrated Language Skills) demonstrates a very good degree of eligibility. demonstrated by the 3.79 average result and 93% percentage. This indicates that the English teaching materials are generally appropriate for use by Medan Elementary School grade IV pupils, based on the validation that has been conducted.

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