



Design of Integrated Skills Materials for Islamic School

Khusnul Khoiriyah* ; Agus Widyantoro

Department of English Program, Yogyakarta State University, Indonesia
Email: khoiriyahpunya@gmail.com

Abstract

The aims of this research were to design the integrated-skills materials for the four grade students of Islamic elementary schools, and to find out the appropriateness of the materials developed. The type of this research was Research and Development (R & D). The research model followed the Dick and Carey model in developing the materials which simplified into six steps. This research employed three techniques in collecting the data namely survey, interview and observation. Based on the techniques, the instruments of the research were questionnaires, the guideline for interview and observation sheets. The result of this study is the integrated-skills materials for the students of Islamic elementary school entitled "Let's learn English" which consisted of integrated-skills activities and some Islamic values in every unit. The unit design of the materials presented the warming-up activity, the main activity including integrated skills activities, games, and grammar notes, glossary, reflection and general knowledge containing Islamic values. The appropriateness of the learning materials was shown in terms of content, language, presentation, and graphics. The developed materials were categorized as "very good" based on the expert evaluation. It achieved a final mean score of 3.7 which was in the range of $3.25 < x \leq 4$. The results of materials evaluation based on the students' evaluation were categorized as "very good" which achieved 92.25%.

Keywords: Integrated-Skills Materials; Islamic Elementary School; Fourth-Grade Students

Introduction

English has been used as a means to establish communication among people around the world. English does not only connect people but also has an important role in people's lives concerning in some aspects such as education, business, communication, and interests. Those important aspects are needed for the people to cope with the challenge of the global era. To be in line with those demands people should learn English well starting from the early stage of their education. There is a strong belief that learning English as a second or foreign language starting from an early stage is better than learning it on a later stage and this belief has been encouraged by Harmer (2007: 81) that learning language to young learner is faster and more effective than older learners.

Brewster, Ellis & Girard (2002: 1) also add that young children at the primary level (7 to 12 years old) learn the language better and more easily than older children. In sum, both of them believe that younger learners are faster in understanding a new language. They are well-known as the super sponge that they can absorb much information and remember it well. It is believed that learning English as a foreign language will be better if the children have learned their first language. Considering that reason, the primary school should provide the English subject with skilled teachers and good quality learning materials.

The change of the curriculum in Indonesia has an impact on the existence of English at primary schools. English lessons have been removed from the curriculum and now it becomes only an additional lesson which does not have standard competencies from the government. Meanwhile, considering the importance of English and the theories arguing the effectiveness of learning English at the early stage, the private schools including Muhammadiyah elementary schools are still teaching English as a subject.

Muhammadiyah elementary school is one of the Islamic elementary schools in Indonesia which offers English as an additional subject. They set the standard competencies that should be achieved by the students. However, teaching English in primary school is not meant to give much language knowledge but to develop the students' ability to communicate using the target language. As the Islamic students, it will be helpful that the students learning English communicatively using the topic that meets their context as Islamic students. For these reasons, the teachers have tried to provide the materials which are appropriate and suitable to their needs and close to their real lives as Moslem students. Solehah and Rahimah (2008) propose that education of Islamic is an education in the Islamic way that is universal and relevant to all mankind which has no segregation between "religious" and "secular" knowledge. It aims at developing the entire human aspects physically, intellectually and spiritually as well as educate a person to be aware of his nature as a man and his roles as the servant of God and His vicegerent on this earth. By this definition, it can be stated that the students which are in an Islamic school, they study knowledge of science, social, nationality, and religion as well.

English as a foreign language is a subject which has four skills, namely listening, speaking, reading, and writing. There are different levels of difficulty in learning and teaching English skills mentioned. However, the four English skills must be acquired by the elementary school students as language learners in order to communicate in English well. Consequently, it is needed to integrate the four English skills to help students develop their English skills effectively. To develop their English skills, students need the appropriate materials to support their language learning. Moreover, the students need the materials which contain some Islamic values as Moslem students that they learn in Muhammadiyah elementary school.

There are some experts who propose the integration of four English skills in learning the language. Integrated is the communicative approach which has the goals, instructional materials, activities and the way to play the main role of communicative language use (Hinkel., 2006: 113). Brown (2001: 233) defined the integration of four skills as diminishing the importance rules of four English skills that are unique to each separate skill. Honeyfield (1988: 25-33) states that skills integration reflects to linking two or more traditional four skills of language learning. Nunan (2005: 5-8) also claims that skills integration is an important vehicle for language learning, it facilitates interactions, task continuity, and natural way of language use as task outcomes. From the definitions, it can be stated that skill integration is a combination of two or more skills in one task. The language learners usually speak and listen simultaneously and the learners can make notes or write something when they are reading at the same time. The other combination from the skill integration is the learners listening to someone or sounds from recording and they react by writing or speaking. It means that the activity let the learners apply more than two skills in one task. The learners might make language learning classes close to real-life situations where the learners use all language learning skills. The learners can react to the listening activity by writing down the information and ask the reader to read the information written. Hungyo and Kijai (2009)

add that the advantages of integrated-skills approach is that the teachers can build the lesson plan around a theme or a topic that the students interested in and the topic which are relevant to the students.

Methodology

This research was categorized as a Research and Development (R&D) because the researcher has developed the product of materials to teach the students. According to Gall et al. (2007: 589), Research and Development (R & D) is an industry-based development model in which the results of research are used to develop the products and procedure, which is systematically field-tested, examined, and refined until they find particular criteria of effectiveness, quality, or similar standards. The specific product of this development was an integrated-skills materials for the fourth-grade students at Muhammadiyah Wirobrajan 3 and Muhammadiyah Bantul Kota.

This research implemented the Dick and Carey model proposed by Dick et al. (2005). It has been used to develop the materials because the model is less complex and more detail than some others. The model of Dick and Carey has ten steps that should be organized in developing the product. The steps were systematic and clear with the measurable learning objectives in each step. Considering the time consuming process in conducting the procedure of the research, the steps in the Dick and Carey model were modified and simplified. The steps simplified in Dick and Carey model are the step 1, 2 and 3 were simplified into one step namely *needs analysis, designing the syllabus, developing the instructional materials, conducting the expert judgment, conducting try-out to the students, and materials evaluation.*

The subjects of the field-testing were the fourth-grade students of SD Muhammadiyah Wirobrajan 3 Yogyakarta and SD Muhammadiyah Bantul Kota. There were of 32 students in each class. The population of the subjects are the students of SD Muhammadiyah Wirobrajan 3 and SD Muhammadiyah Bantul Kota. The researcher selected the sample of the subject by using purposive sampling.

In conducting the research, the collected data were the target and learning needs and data from the materials evaluation. There were two kinds of techniques in collecting the data in this research namely survey, interview and observation. The research instruments that were used to collect the data were questionnaires, interview guidelines and observation sheets. There were two questionnaires in this research namely needs analysis questionnaires and questionnaires for materials evaluation. The needs analysis questionnaires, the researcher used frequencies and percentage. The data form materials evaluation questionnaires were analysed using descriptive statistics. The data was analysed using central tendency measurement where the centre of the distribution of the data tend to be located. Lodico et al. (2010: 53) stated that it is helpful to describe data by a single number that is the most representative value of entire data. There are three measures of central tendency namely mean, median and mode. The mean measurement was used in this research. It is calculated by adding all the data and dividing by the number of data items.

Results

The Needs Analysis Results

In line with the problems and the formulation of this research aimed at to design integrated skills materials and to find out the appropriateness of the materials designed. The research findings include the results of needs analysis, the course grid design, the development of the product, the evaluation by the expert and the try-out of the materials. The needs analysis dealt with the description of the students' target needs and the learning needs. The instruments used to collect the data were questionnaires for the

students. The questionnaires were distributed on March 27th, 2017 to the third-grade students of SD Muhammadiyah Wirobrajan 3 Yogyakarta. The questionnaires consisted of 31 questions of multiple-choice items and open-ended questions. The questionnaires were in the form of the statements consisting four options such as strongly agree, agree, disagree and strongly disagree with the statements. Meanwhile, the interview was conducted to the English teacher at the same time after distributing the questionnaires. The questionnaires were divided into three parts: they are learners' identity, target needs, and learning needs.

Table 1 Results of target needs

Target Needs		
Necessities	Lacks	Wants
To obtain knowledge and skill to communicate using English	Four English skills (listening, speaking, reading and writing) ability, grammar, pronunciations.	Songs, listening to English stories, reading short stories, arranging pictures/ sentences, watching videos with subtitles, games, dialogue, activities containing Islamic values.

The number of the students in the third-grade in SD Muhammadiyah Wirobrajan 3 was 134 and the students were divided into four classes. The subjects of the data collection were 40 students from 3A and 3D. Based on the data in the needs analysis results, they consisted of 16 male students and 24 female students.

Table 2 Results of learning needs

Learning needs			
Input and Procedure	Setting	Students role	Teacher's role
Pictures, videos, English text by giving pictures, materials that close to real life, giving example before tasks.	Studying in pairs, and studying in a group consisting 3-4 or more students in a group.	Listening to the teacher's explanation before doing tasks, Doing tasks from the teacher, Asking and answering with the teacher immediately.	The students do the task from the teacher and ask if they found difficulties.

The Course Grid Design

The course grid was developed based on the needs analysis results. Besides, it has been designed based on KTSP curriculum or School-Based curriculum including the basic competencies (KD) and the standard competencies (SK) that are applied at Muhammadiyah elementary school in Yogyakarta in the first semester. The course grid consisted of some aspects including the title of the course grid, the name of the subject, the level the standard competence, the theme, the basic competence, indicators, materials consisted of vocabulary, language functions, grammar, teaching and learning activities and the sources.

As mentioned previously, the course grid consists of some aspects. The first is the standard competence (SK) reflecting the general objective of the learning process. It described the minimum standard qualification that should be realized by the students. There are four standard competencies in the first semester of the fourth-grade including four English skills namely listening, speaking, reading and writing.

Theme is the first aspect in the course grid. It reflects the name of theme of the six lessons that should be included based on the Muhammadiyah Elementary school syllabus for the English subject. The themes include *hobby, health problems, math and number, months, family tree and pets*. The themes were determined based on the needs based on the syllabus and curriculum applied in Muhammadiyah elementary schools in Yogyakarta.

The basic competence (KD) also consists of some competences based on the four English skills. The indicator reflects the students' ability that can be measured. The materials consist of three aspects including vocabulary, language functions and instructions. Those aspects are the target materials that should be taught by the teacher and should be acquired by the students. There are two kinds of activity presented in the teaching and learning activities such as the teacher's activity and the students' activity. In detail, the course grid included the classroom activities starting from the opening up to closing. The teaching step and activities are designed based on PPP teaching method from the results of needs analysis. The last aspect covers sources that present the origin of the materials in teaching and learning process.

The step after designing materials is the product evaluation from the expert. The materials were evaluated by the lecturer from English Education Program of PPS Universitas Negeri Yogyakarta. The lecturer evaluated the materials by filling the questionnaires and giving comments and suggestions. The questionnaires were designed using Likert scale form.

Design of the Materials

The final product of this research is a course book of integrated materials for the students of Muhammadiyah Elementary School. There were some steps in designing the course book including conducting needs analysis, designing the course grid, developing the course book, conducting expert judgment, trying out the materials, revising the first draft and writing the final draft.

The needs analysis was conducted in the four grade students of elementary school at SD Muhammadiyah Wirobrajan 3. The needs analysis was conducted by distributing the questionnaires to the 40 students. It was conducted to collect the target needs consisted of the lacks, necessities, and wants. Meanwhile, the learning needs consisted of the input, activities (procedure), setting, learners' role, and teacher's role.

The product was designed after the researcher designed the course grid. In designing the product, the researcher undertook three steps in drafting the materials including collecting the materials, designing the layout, and creating the first draft. In collecting the materials, the researcher needed to find some

appropriate materials from books to be adapted into the designed product. The materials were gathered from the English textbooks published by the private publishers which have similar topics and materials. The second, the researcher found some materials from the internet provided some English materials for teaching young learners. The researcher collected some pictures relevant to the materials. Therefore, the researcher needed to search some pictures from the internet and the several pictures designed by the illustrator.

Moreover, the researcher found the dialogues, monologs and readings text as the materials adapted from internet and some English textbooks. After that the researcher modified the dialogues, monologs and the reading texts by adding or changing the language which were appropriate for their level. The materials also contained some English songs which were related to the topics of each lesson and contained Islamic values. Those songs were adopted from the video from internet (www.youtube.com) as well. The layout of the book is essential for designing book to young learners. As their characteristics, young learners are interested in colorful books and there are some fun pictures inserted in the textbook. Therefore, the book has been designed with interesting and appropriate graphics.

The developed materials were designed in the form of English textbook. The student's book is addressed to fourth-grade students. The title of the book is "Let's Learn English". The first draft consisted of six lessons containing different topics. The design of each lesson consisted of some steps namely *warming-up activity*, *main activity (integrated skills activities, games, and grammar notes)*, *glossary*, *reflection and general knowledge containing Islamic values*. The unit design of this research can be seen below.

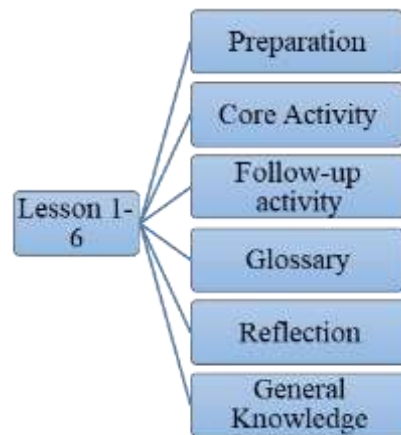


Fig.1 Unit design of the materials

The Expert Judgment Results

After the needs analysis results were obtained, the materials were designed by the researcher and then the expert evaluated the developed textbook for Muhammadiyah elementary school. The first one is the evaluation from the expert. The expert had done to give the score based on the evaluation questionnaires. The evaluation provided four components based on the BSNP including the appropriateness of the content, the appropriateness of the presentation, the appropriateness of the language and the appropriateness of the graphics. Those components were used to evaluate the textbook and the results of the six lessons in the appropriateness of those components are presented in Table 3.

Table 3 Results of the expert judgment

No.	Components	Mean score
1.	The appropriateness of the content	3.79
2.	The appropriateness of the presentation	3.71
3.	The appropriateness of the language	3.73
4.	The appropriateness of the graphic	3.6
	Mean score	3.72

In terms of the appropriateness of the content, it is categorized as “very good” by achieving the average fulfillment score of 3.79 with the range $3.25 < X \leq 4$. The appropriateness of the presentation is categorized as “very good” in the range of $3.25 < X \leq 4$ since the average fulfillment score was 3.26. The appropriateness of the language is classified as “very good” with the range of $2.25 < X \leq 3.24$ since the average fulfillment score was 3.72.

Meanwhile, the appropriateness of the graphics is categorized as “very good” which the average fulfillment score was 3.6. The score is in the range $3.25 < X \leq 4$. In conclusion, the all aspects in the materials developed are categorized as “very good”, it can be seen from the mean score in the table for all aspects which achieve 3.72. The score is in the range $3.25 < X \leq 4$.

Furthermore, the expert gave suggestions for the textbook. The first one is the book should contain more Islamic values to meet the learners’ background as Muhammadiyah students. The Islamic values were not only saying “Assalamualaikum”, but it is more than that. This suggestion was important as the research proposed by Khamdan (2008) that the materials which integrate the Islamic values should reflect some points such as (1) adding the activities which reflect Islamic values based on the topic learned (2) using the Islamic name of persons, places and events (3) inserting some hadists and articles from Al-Quran, and (4) embedding the Islamic expressions such as “Alkhamdulillah”, “Subhanallah”, “Barakallah”, etc. Those suggestions were supported by the research conducted by Khamdan (2008) and the researcher added some Islamic values based on the suggestions from the expert and considering the four points of Islamic values proposed by Khamdan (2008).

The second one was the activities should be designed systematically. The instruction of the book should be simple, communicative and understandable for the students of elementary school. The textbook should contain the vocabularies, and the grammar rules. Those suggestions and opinions from the expert had been revised and the implementations were conducted after revising the previous draft.

The Students’ Evaluation Results

In implementing the six lessons, the researcher was as the teacher in the classroom. The six lessons were implemented into two schools of SD Muhammadiyah in Yogyakarta city and Bantul. The implementation consumed eleven meetings to try-out six lessons. There were also a first implementation of limited testing sample to the six students. The results of the first implementation were “very good”. The result can be seen in Table 4.

Table 4 Results of the students' evaluation

No.	Components	Percentage
1.	The appropriateness of the content	90%
2.	The appropriateness of the presentation	92%
3.	The appropriateness of the language	89%
4.	The appropriateness of the graphics	98%
		92.25%

From the students' evaluation of the textbook designed, the book was "very good" by achieving 92.25% in terms of the content, presentation, language, and the graphics. The book also provided the materials that met the students' needs. The result of the implementation can be seen by the teachers' and collaborator's observation and interview to the students. It could be measured by asking them their understanding using the "reflection" part in the materials and observation during the tasks were accomplished. In addition, the interviewed students stated that they were able to mention, ask and answer using the language learned based on the topic of the lesson. The observation to the students during the implementations was applied. It was reflected in their behaviors during the activities that they could achieve the goal.

Discussion

Based on the results above, the results showed that the integrated skills that has been designed were appropriate for the students of four grade in Islamic school. It can be seen from the results from the expert judgment and also the students' evaluation which showed "very good". The result of this study was supported by the previous research proposed by Widiyati (2015) about the use of interactive learning materials which characteristically presented in the integration of four English skills. The result of the research found that the interactive learning materials for Islamic elementary school can be presented in the activities of four English skills. Moreover, the Islamic values are also presented in the activities of four skills. The Islamic values which presented in the activities are related to Qur'an and Hadist (Widiyati., 2015).

Moreover, the materials developed in this study also presented some Islamic values in the activities such as say "Bismillahirrahmaanirrahiim and "Alkhamdulillah" before studying the lesson. Some activities also presented the daily activities of Muslim such as reading Quran, greeting others in Arabic, praying for someone's on her/his birthday, presenting the month of Islam, using some names of person, place and events in Islam and inserting some expression in Islam such as "Barakallah", "Inshaa Allah". Moreover, there was a part namely "did you know"?, which presented the general knowledge of Islamic values and hadist about Muslims' manner. By those Islamic values presented in the activities, the materials were appropriate for the students of Muhammadiyah elementary school as one of the Islamic schools.

The integrated skills were designed for Islamic schools which contain some Islamic values which also supported by the other researchers. Khamdan (2008) proposing in his research about the integration of English and Islamic values in SMP Islam Al-Azhar 15 Cilacap that integration of Islamic values in English subject can be attached in the lesson plan, learning materials, learning activities, and assessment. Furthermore, the expert gave suggestions for the textbook. The first one is the book should contain more Islamic values to meet the learners' background as Muhammadiyah students. The Islamic values were not only saying "Assalamualaikum", but it is more than that. This suggestion was important as the research proposed by Khamdan (2008) that the materials which integrate the Islamic values should reflect some

points such as 1) adding the activities which reflect Islamic values based on the topic learned; 2) using the Islamic name of persons, places and events; 3) inserting some hadists and articles from Al-Quran, and 4) embedding the Islamic expressions such as “Alkhamdulillah”, “Subhanallah”, “Barakallah”, etc. Those suggestions were supported by the research conducted by Khamdan (2008) and the researcher added some Islamic values based on the suggestions from the expert and considering the four points of Islamic values proposed by Khamdan (2008).

Conclusions

This research was aimed at developing integrated-skills materials for the fourth-grade students in Muhammadiyah elementary schools. Based on the discussion in chapter IV, the English textbook entitled “Let’s learn English” consisted of six lessons which had different topics and different number of activities. It promoted the integrated-skills approach as the approach of the language teaching. The book provided four integrated English skills in each lesson and it were designed based on the needs analysis which contained some elements namely targets’ needs and learning needs. Moreover, the textbook was developed based on Islamic values to meet the students’ background. The results of the needs analysis showed some data and were applied in the development of the product namely “Let’s learn English” English course book.

Based on the results from the expert, the textbook is accepted and categorized into “very good” category. The textbook is appropriate to be implemented in the fourth-grade of Muhammadiyah elementary school since it contains the materials that meet the students’ needs. Moreover, it contains the Islamic values which are appropriate with their background. In the implementation, it was reflected that the materials were accepted to be implemented. The researcher observed and interviewed some students about their impression after using the book.

References

- Brown, H. D. (2001). *Teaching by Principles An Interactive Approach to Language Pedagogy*. California: Longman.
- Brewster, J., Ellis, G., & Girard, D. (2002). *The Primary English Teacher’s Guide (2nded.)*. London: Penguin Books.
- Dick, W., et al. (2005). *The Systematic Design of Instruction*. New York: Pearson.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational Research. An introduction* New York: Pearson.
- Harmer, J. (2007). *The Practice of English Language Teaching*. London: Longman.
- Hinkel, E. (2010). *Integrating the Four Skills: Current and Historical Perspectives*. In R. B. Kaplan (Ed.), *Oxford Handbook in Applied Linguistics* (p. 110-126). Oxford: Oxford University Press.
- Honeyfield, J. (1988). *Guidelines: A Periodical for Classroom Language Teachers*, 10(2): 25-33.
- Hungyo, J and Kijai, J. (2009). *The Effect of Integrated and Segregated Skills Approach on English Language Acquisition among Freshmen Nursing and Business Students in Mission College Thailand*. The Scriptor, Journal of Arts & Humanities Department. Thailand.

- Khamdan, N. (2008). *The Integration of the Teaching of English with the Islamic Values at SMP Islam Al-Azhar 15 Cilacap*. Dissertation. Unpublished. UM. Malang.
- Lodico et al. (2010). *Methods in Educational Research from Theory to Practice*. San Fransisco: Josse-Bass A Wiley Imprint.
- Nunan, D. (2005). Important Tasks of English Education: *Asian EFL Journal*, 7(3): 5-8. Retrieved from <http://www.asian-efl-journal.com> in May 1, 2012.
- Solehah & Rahimah, M. (2008). *The Concept of an Integrated Islamic Curriculum and Its Implications for Contemporary Islamic Schools*. International Islamic University Malaysia: Malaysia.
- Widiyati, D.N. (2015). *Developing Interactive English Learning Materials by Using Lectora Inspire Program for Islamic Elementary School Students in Yogyakarta*. S2 thesis, UNY.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).