



P-ISSN 2355-2794
E-ISSN 2461-0275

Integrated Language Skill Approach: Model of Teaching Materials for Elementary School Teacher Education Programs in Indonesia

Herlina Usman^{*,1}
Miftahulkhaerah Anwar²

¹Elementary School Teacher Education Department, Faculty of Education,
Universitas Negeri Jakarta, Jakarta 13220, INDONESIA

²Department of Indonesian Language and Literature, Faculty of Linguistics and Arts,
Universitas Negeri Jakarta, Jakarta 13220, INDONESIA

Abstract

This study is aimed to develop teaching materials, which is an English module for Elementary School Teacher Education Programs in Indonesia based on the integrated language skill approach. A number of 75 respondents from the Elementary School Teacher Education Programs at three universities participated in this research, they are from Universitas Pendidikan Ganesha in Bali, Universitas Mulawarman in Samarinda, and Universitas Negeri Manado in Manado. At the Elementary School Teacher Education Programs, no book with a practical model of integrated language skill is available at these universities. In collecting and analyzing the data, this study combined the research and development (R&D) model of Gall et al. (2003). The process comprised four stages to develop this module, they are (1) preliminary studies and needs analysis, (2) product design and development, (3) evaluation, field test, and product revision, (4) and product refinement and dissemination. The data was gained through three instruments from questionnaires, interviews, and formative tests to measure the mastery of English teaching materials for primary school teacher education. The result of this study demonstrated that the module is feasible and effective for English Elementary School Teacher Education Programs at the three universities.

* Corresponding author, email: herlina@unj.ac.id

Citation in APA style: Usman, H., & Anwar, M. (2021). Integrated language skill approach: Model of teaching materials for Elementary School Teacher Education Programs in Indonesia. *Studies in English Language and Education*, 8(2), 656-669.

Received December 10, 2020; Revised March 3, 2021; Accepted March 9, 2021; Published Online May 3, 2021

<https://doi.org/10.24815/siele.v8i2.19031>

Keywords: Research and Development Model, English teaching material, integrated language skill approach.

1. INTRODUCTION

At the Elementary School Teacher Education Programs in most Indonesian universities, no book with a practice of integrated language skill is available for the students who are going to be teachers after the program. Having an ideal curriculum material that is aligned with the aim of instruction is important in any teacher education program. Lin et al. (2011) have asserted that well-designed teachers' guides play a great contribution in communicating and supporting reform-based teaching. Therefore, this research is aimed to develop a teaching material based on an integrated language skill approach. The teaching material is a "Teaching English to Elementary School Students" module for the Elementary School Teacher Education (*Pendidikan Guru Sekolah Dasar*, or abbreviated as PGSD) Programs for a number of universities in Indonesia. This research is deemed urgent and crucial so that good and qualified teachers are produced after they finish the programs. This module is categorized as impart of the English for Specific Purposes (ESP) because it was applied in academic studies, vocational, and professional purposes. Besides, the characteristics of this module were different from an English course module in general (Aljiffri, 2010). Likewise, the existing module 'Teaching English at Elementary Schools' cannot facilitate the students to achieve the learning objectives, and the scope only covers general English (Sakhiyya et al., 2018). The integrated language skill approach applies the constructivism approach; therefore, students build their knowledge through an active role in the learning process. This module also took the English Language Teacher Education curriculum as an epistemology reference in English teaching and learning.

The integrated language skill approach is chosen because there is a need to emphasize that language learning that covers all aspects of language skills. Integrated language skills are presented in a coherent unity between listening, reading, speaking, and writing in teaching language. Teaching about how to use punctuation, for example, can be taught in connection with writing skills. Likewise, reading skills can be taught along with speaking skills, and literary skills can be presented together with the learning of reading and writing or speaking. In an integrated language skill approach, language learning can also be presented at the same time with other subjects, for example, math language, social language, science language, and religious language. Everything that is presented proportionally could make the learning objectives achieved (Alhaddad, 2014).

Several concepts state meaningful learning takes place in students' previous knowledge. Integrated learning is defined as an integrated curriculum which is as education that is organized in such a way in a certain subject matter, incorporating various aspects of the curriculum into meaningful associations that focus on a broad field of study (Lake, 1994; Shoemaker, 1989). Brown and Lee (2015) said that there are several models of integration of English skills that can be used in combining two or more language skills or subjects and it makes discourse easier to produce, understand, and recall if it is constructed episodically. Coyle et al. (2010) propose that these contents are related to topics or themes, such as ecosystems and culture,

communication is related to what type of language is used by cognition in relation to the types of thinking skills required with regard to the topic, and communication of culture is related to local cultural content related to the topic.

2. LITERATURE REVIEW

2.1 Integrated Language Skill Approach

The integrated language skill approach integrates all aspects of language skills, such as listening, reading, speaking, and writing in the learning process (Aydoğan & Akbarov, 2014). Classroom application can be as the following for examples: connecting punctuation with writing skills, combining reading skills with speaking, and elaborating literacy skills with reading, writing, and speaking. Alhaddad (2014) said that in the integrated language skill approach, the language can be presented with the other subjects, for instance, mathematics, social, and science. With proportional presentation, this approach helps students achieve the learning objectives (Usman et al., 2020). The integrated language skill is connecting all aspects of language; therefore, students learn from those aspects, and students learn naturally from the learning process engagement.

The integrated language skills approach has been applied in various countries, such as the United States, Australia, Malaysia, and Indonesia. In Indonesia, this learning approach has different education levels, from the kindergarten to the university level. This approach is based on the constructivism approach, where the learners construct their knowledge over the active roles (Suhendi & Purwarno, 2018). In the learning process, the students are the center of learning; meanwhile, the teachers become facilitators. The concept of integrated language skills in the learning process is meaningful learning. In meaningful learning, the learning process is obtained from the new event (Kumar & Nazneen, 2016). In this case, the new knowledge connects to the previous experience (de Sousa et al., 2015). In fact, human always integrates the learning skills in daily life (Richards, 2017). Therefore, reading, writing, listening, and speaking are in conjunction with each other during the learning process and should be applied as integration in human interactions (Sadiku, 2015).

The integrated language skills approach contrasts with the language skills approach. As mentioned earlier, the integrated language skills approach includes integrate reading, writing, listening, and speaking naturally in the learning process. Meanwhile, in the language skills approach, reading, writing, listening, and speaking are independent of each other (McDonough et al, 2013). As a consequence, applying a separate learning process will not help students to enhance their language skills (Aljiffri, 2010; Rahman & Akhter, 2017). Therefore, the integrated language skills approach, which applies the four English skills, is the best practice to increase English competency. An integrated education curriculum connects various areas of studies by cutting across subject-matter lines. This integration connected students with meaningful activities in real life (Lake, 1994). There are several models of integrated language skills approach which combines two or more language skills (Brown & Lee, 2015), such as content communication, cognition, and culture to comprehend the subject (Coyle et al., 2010).

2.2 Characteristics of Integrated Classes

There are several components of integrated language skill which are also suitable for elementary school students, such as (Routman, 1991):

1. Reading aloud (improves listening skills, enriches vocabulary, helps improve reading comprehension, and fosters reading interest in students).
2. Journal writing (a journal is a safe means for students to express their feelings, recount events around them, reveal their learning outcomes, and use language in written).
3. Sustained silent reading (silent reading activities carried out by students).
4. Shared reading (joint reading activities between teachers and students where everyone has the book they are reading).
5. Guided reading (reading activities in which the teacher acts more as a model or the teacher as an observer or facilitator).
6. Guided writing (guided writing where the teacher's role is as a facilitator to help students find what they want to write and how to write it clearly, systematically, and attractively).
7. Independent reading (free reading is a reading activity, where students have the opportunity to decide for themselves the material they want to read), and
8. Independent writing (aims to improve writing skills, improve writing habits, and improve critical thinking skills in writing).

Furthermore, there are seven characteristics known in integrated classes, they are (Goodman, 2005):

1. A class applies a fully integrated approach to the module.
2. Students learn through models or examples.
3. Students work and study suitable with their development level.
4. Students learn to share responsibility in learning.
5. Students involve actively in meaningful learning.
6. Students are willing to take risks and they are free to experiment.
7. Students get positive feedback from their teacher and their friends.

3. METHODS

The present study combined the Research and Development of Gall et al.'s (2003) model at the Elementary Teacher Education Programs of three universities in Indonesia, Universitas Pendidikan Ganesha (abbreviated as UNDIKSA) in Bali, Universitas Mulawarman (abbreviated as UNMUL) in Samarinda, and Universitas Negeri Manado (abbreviated as UNIMA) in Manado. A total number of 75 students were involved in this study, with 25 students from each university. The steps, which consisted of exploration (preliminary studies and needs analysis), design development (product design and development), evaluation of instrument design, field test, product revision (one-to-one evaluation and product improvement, small group evaluation, operational product revisions, field trials, and final product revisions), and final stage (product refinement and dissemination). The data were collected from three instruments which were questionnaires, interviews, and formative tests to measure the students' comprehension of the English teaching materials. The research workflow is shown in Figure 1.

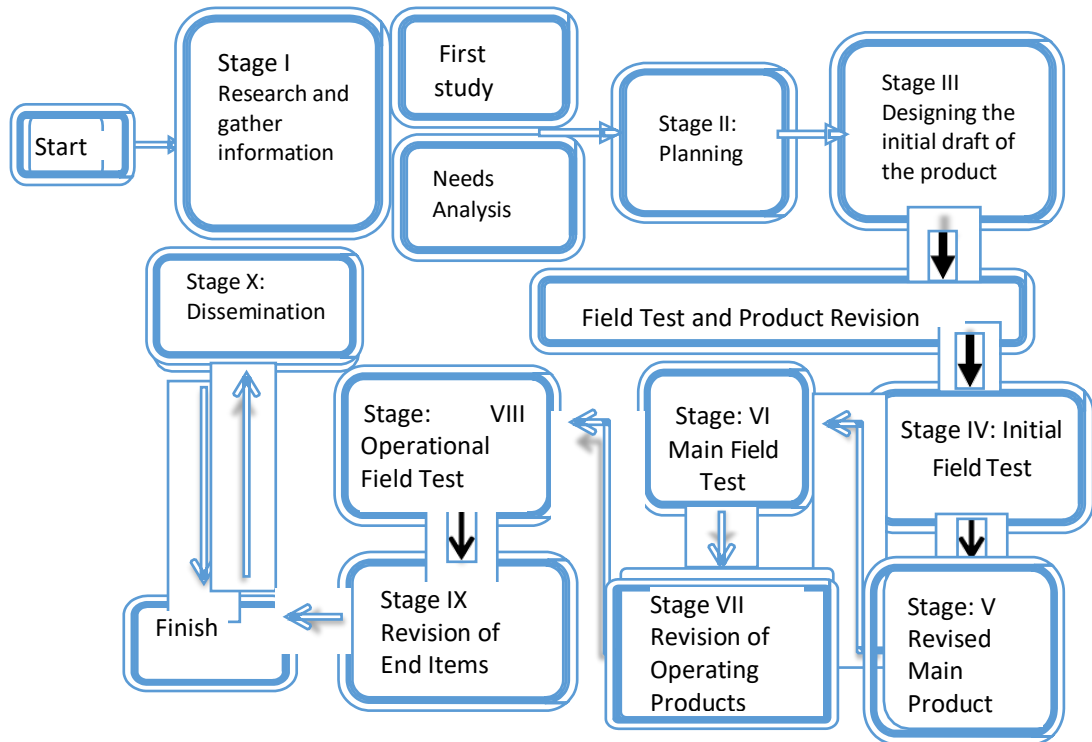


Figure 1. The diagram of the research flowchart (Gall et al., 2003).

After the product design and development, the product was then validated by experts. The experts were chosen two from UNMUL, two from UNDIKSA, and two from UNIMA, making a total of six experts. These experts are to see the feasibility of teaching material products that have been developed by conducting expert validation using a teaching material product assessment instrument in the form of a questionnaire filled in by two English language expert lecturers from each university in the primary school teacher education study program to provide an evaluation based on the indicators used in the feasibility analysis instrument.

The validation was conducted by applying an open questionnaire instrument. After that, the field test was conducted in three stages: one-to-one evaluation, product revision, and small group test. The one-on-one test was conducted to obtain input from respondents (i.e., 73 students) for the module readability (Sitepu, 2010). The readability test consisted of a gap test were conducted with nine respondents, with three students from each university. The respondents were students at the program from the three universities under study. The students had various English skills: beginner, intermediate and advanced. The readability test was managed to evaluate the students' comprehension of the 'Teaching English to Elementary School Students' module and in which grade the student could easily read the module. Meanwhile, the small group test was carried out on 15 students from the three universities. In the end, the field test was conducted by the English experts to provide the product assessment. This test also measured the students' comprehension by applying pretest and post-test to these 50 students. The instrument details are shown in Table 1.

After all of the stages were completed, the product was re-evaluated in a small group consisting of ten students to identify the product deficiency. Here, the readability test was applied again, and the result became the input for the revision of the product.

Table 1. Data collection instruments.

Evaluation stage	Instruments
English expertise at Elementary Teacher Education Program	Open-ended questionnaire.
Elementary Teacher Education Program Expert Judgement	Open-ended questionnaire.
English expertise at Elementary Teacher Education Program	Open-ended questionnaire for teaching material assessment.
One to one Evaluation	
Elementary Teacher Education Program consists of nine students	Interview guidelines for the readability test in the form of a closed test.
Test Stage Group	
Small Group Evaluation	
Elementary Teacher Education Program consists of thirty students	The readability test in the form of a closed test.
Field Test	
English language expert in Elementary Teacher Education Program	Close-ended questionnaire to assess the final product of teaching materials.
Elementary Teacher Education Program consists of sixty students	The teaching material comprehension test in the pre-test and post-test.

4. RESULTS

The readability test result of the “Teaching English of Elementary School Student” module is shown in Table 2. The respondents’ initials are marked with TS, GH, AW, BH, and AT.

Table 2. Readability test results.

No	Respondent	$\sum X1$	n	$\bar{x}$
1	TS	23	25	92.00
2	GH	21	25	84.00
3	AW	20	25	80.00
4	BH	21	25	84.00
5	AT	22	25	88.00
SUM				428.00
Lowest score				80.00
Highest score				92.00
Average score				85.60

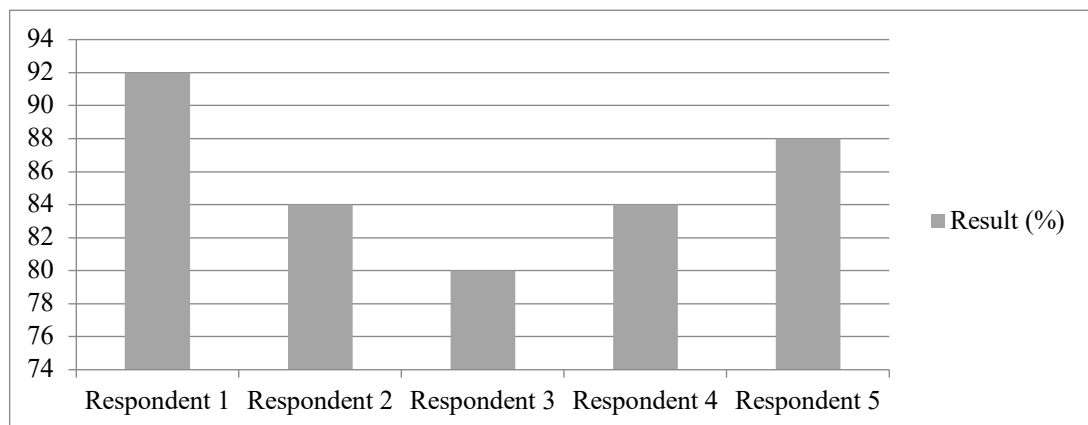


Figure 2. Readability test result.

Figure 2 shows the readability test result. The ‘Teaching English to Elementary School Students’ module was simple and comprehensive. It was demonstrated by the average score of the readability test at 85.60%. Based on the readability criteria, the average score > 50%, is categorized as easy (Sitepu, 2010). Therefore, students could understand the module.

Later, the readability test was conducted in the form of a closed test. The results are shown in Table 3. The respondent’s initials are marked with MA, JS, HA, WE, MA, JS, HA, WE, PO, SS, DI AS, AN, ME, CV, KL, AM, and PA.

Table 3. Small group evaluation results.

No	Respondent	$\Sigma X1$	n	$\bar{x}$
1	MA	24	25	96.00
2	JS	21	25	84.00
3	HA	18	25	72.00
4	WE	17	25	68.00
5	PO	22	25	88.00
6	SS	21	25	84.00
7	D	18	25	72.00
8	IL	22	25	88.00
9	AS	24	25	96.00
10	AN	13	25	52.00
11	ME	15	25	60.00
12	CV	18	25	72.00
13	KL	16	25	64.00
14	AM	15	25	60.00
15	PA	21	25	84.00
SUM				1140.00
Lower score				52.00
Highest score				96.00
Average score				76.00

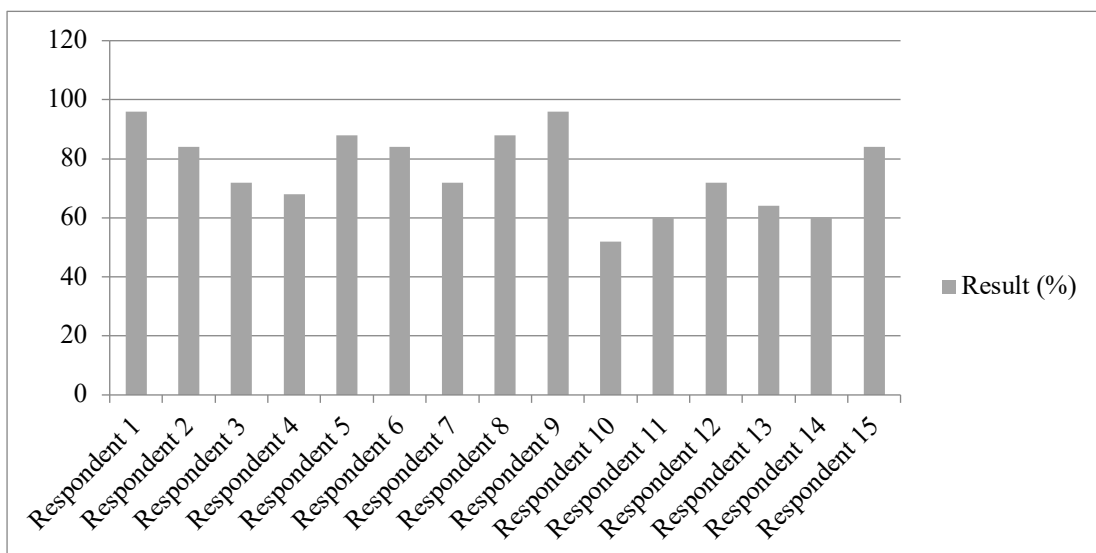


Figure 3. Results of the small group evaluation.

After the readability test was done, the module was examined in a field test consisting of a pre-test and a post-test. The test was conducted on 73 students from the three universities. The students who were already involved in the one-to-one evaluation and the small group evaluation were not included in this test. This test was to measure the students' comprehension before and after reading the module. The results of the pre-test are displayed in Figure 4.

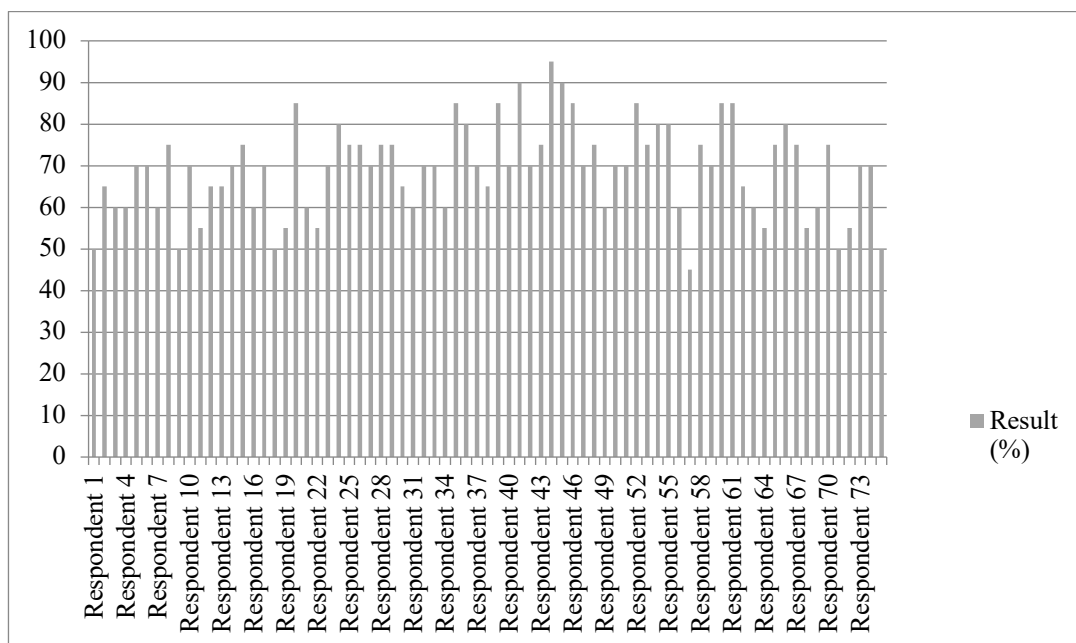


Figure 4. The result of field test: pre-test result.

The average, smallest, and highest scores were 69.07, 45, and 95, respectively. Meanwhile, the post-test result is shown in Figure 5.

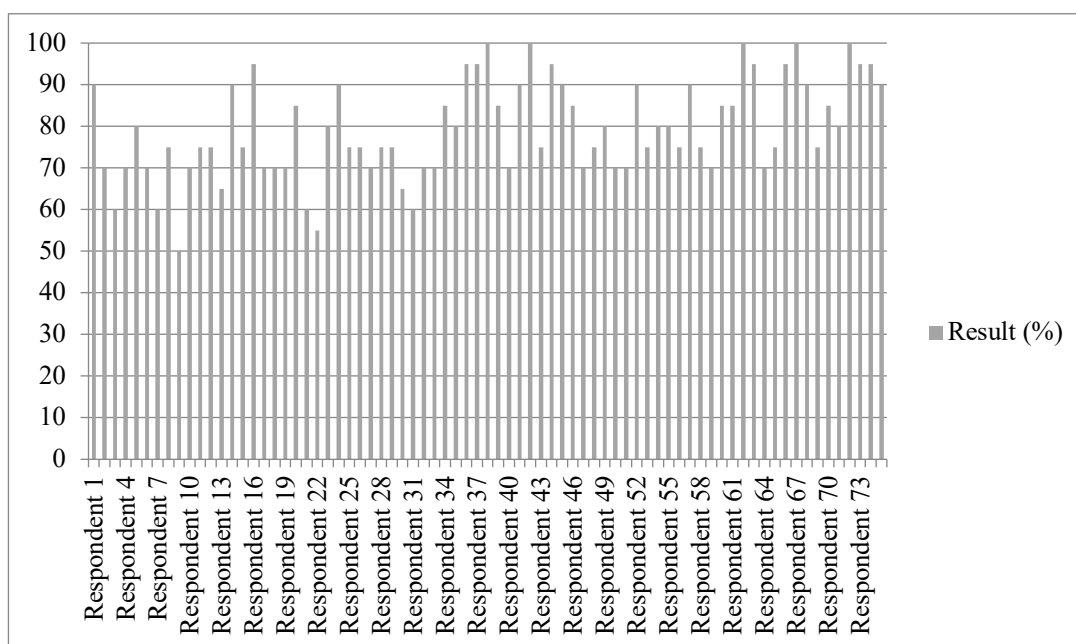


Figure 5. The result of field test: post-test result.

The pre-test and post-test results showed that there is an increase in the students' comprehension, before and after reading the module. The average, lowest, and the highest scores of students' comprehension are 79.27, 50, and 100, respectively. According to the result of the pre-test and post-test, teaching materials were developed by structuring the teaching materials' elements consisting of input, content, language, assessment, and evaluation.

After the field test, the module was then evaluated by the English experts. The evaluation result is shown in Figure 6.

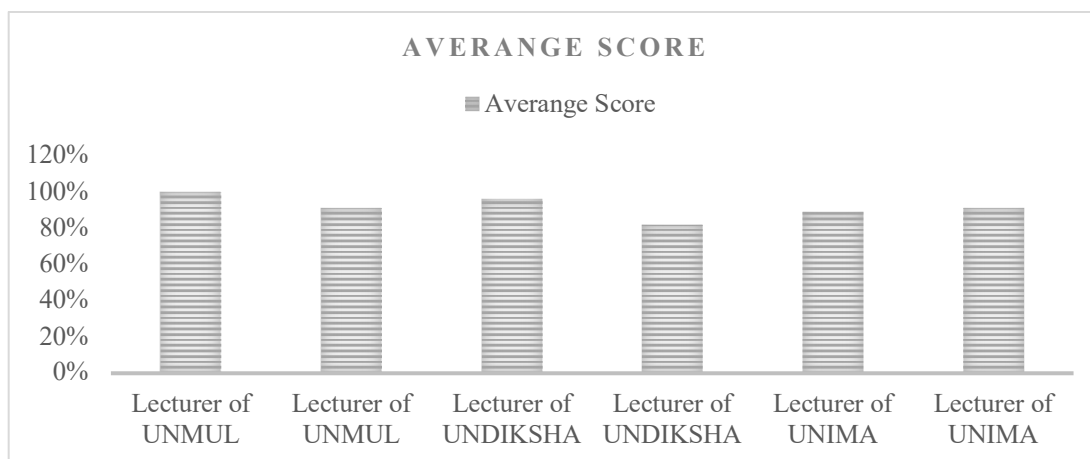


Figure 6. The result of the final product for teaching materials.

The module evaluation was conducted using a questionnaire consisting of four parts: input, content, language, and task. The instruments consisted of three questions asking about adding technology in the module, such as audio and video, involving online technology such as computers and the internet, and presentation. The module comprises literary texts, descriptive discourse texts, and conversational discourse texts. In the first question, the evaluation results showed that 88.24% of respondents recommend involving technology in the module, and 11.76% of respondents did not recommend it. In the second question, the evaluation result showed that 57.17% of respondents recommend it, and 42.02% did not recommend it. In the last question, 71.43% of respondents recommend it, and 26.89% did not recommend it.

Table 4 shows the summary of the input based on the experts' evaluation.

Table 4. Summary of input from the experts' evaluation.

Learning mediators (input)	Majority percentage	Category
The technologies application (audio and video)	88.24%	Compulsory
Computer	57.14%	Compulsory
Internet facilities	73.95%	Compulsory
English literacy	71.43%	Compulsory
Descriptive text	74.79%	Compulsory
Conversation	84.03%	Compulsory

Table 5 shows the recommended contents from English experts. The evaluation results demonstrated that 91.60% of respondents recommended adding tenses and grammar in the module, and 88.24% of respondents recommended adding reading techniques and reading comprehension in the module. Moreover, 79.83% of

respondents recommended adding writing techniques and vocabulary in the module. Finally, 57.14% of respondents recommended adding literacy in the module.

Table 5. Recommended contents for the module based on the experts' evaluation.

Topics of content	Percentage	Category
The tenses	91.60%	Compulsory
Grammar	88.24%	Compulsory
Reading comprehension	88.24%	Compulsory
Writing technique	79.83%	Compulsory
English vocabulary	100%	Compulsory
English literary	74.79%	Compulsory
English for primary school student	57.14%	Compulsory
The elementary school characteristic	86.55%	Compulsory
English language skills for elementary school	73.95%	Compulsory
learning media for elementary schools	84.87%	Compulsory
Teaching materials for elementary school and its development	91.60%	Compulsory
Learning methods for elementary school	91.60%	Compulsory
Evaluation for elementary school	90.76%	Compulsory

The result of the teaching material/module element evaluation is shown in Table 6. It shows that 78.15% of respondents agree that the module should apply proper English, 78.99% of respondents recommended developing English vocabulary in the module, 63.87% of respondents suggested that listening and reading should be transferred into writing and speaking, or vice versa, 59.66% of respondents agreed to develop the module, and 63.87% of respondents agreed that the integrated English language skills should be added into the module.

Table 6. Summary of teaching materials elements based on experts' evaluation.

Content	Percentage	Category
English grammar	78.15%	compulsory
English vocabulary (vocabulary building)	78.99%	compulsory
Written to spoken	63.87%	compulsory
Reproduction reading into writing or speaking	59.66%	compulsory
Integrated language skills	63.87%	compulsory

From the results of the questionnaire in Table 6, it was found that the majority of respondents (78.15%) agreed that the proper use of English grammar must be in the teaching material. Furthermore, the majority of respondents (78.99%) also agreed that the development of English vocabulary (vocabulary building) according to the context must also be included in the English teaching materials to be developed. The majority of respondents (63.87%) stated that the transfer of written language to oral and vice versa and reproduction of the results of listening or reading into writing or speaking (59.66% of respondents) must be in the teaching materials to be developed. Furthermore, the majority of respondents (63.87%) stated that the integration of various English language skills (integrated language skills) must be in the teaching materials development.

For the assignment in the listening skills, 57.14% of respondents agreed the module should involve listening. About 58.82% of respondents recommended adding summarized information from listening. Meanwhile reading skills, most of the respondents, 60.50% of respondents suggested reading and writing should be added.

Afterward, 73.11% of respondents proposed to add vocabulary. Finally, 86.55% of respondents agreed to add simple reading material for elementary school students.

The majority of respondents (57.14%) stated that the teaching materials to be developed must contain the type of training that develops the skills of users of teaching materials to record messages obtained from the results of listening. In addition, most of them (58.82%) also stated that it needs to include training that develops skills to be able to summarize oral information from the messages being listened to. Reading skills training, most of the respondents (60.50%) agreed that the teaching materials to be developed must include training that develops the skills of users of teaching materials in comprehending simple reading written in English. In this regard, the majority of them (73.11%) also stated that there must be training to identify unfamiliar English vocabulary contained in reading material and apply proper reading techniques to find out the meaning/meaning of unfamiliar words.). Apart from that relating to learning English for elementary schools, the majority of respondents (86.55%) agreed that there should be training to select simple reading materials in English whose content and language level are appropriate to the age of primary school children.

5. DISCUSSION

The validation results of the English teaching material in a form of a module for the Elementary School Teacher Education Program based on the integrated language skill approach showed that the one-to-one evaluation value was between 69.17% - 74.17%, and the small group test value was 62.75% - 66.75%. This indicates that the module was comprehensible to the students with some improvement in several aspects. [McDonough et al. \(2013\)](#) found that among the advantages of the learning process with integrated skills approach can challenge the students to interact naturally in language use. Meanwhile, teaching the curricula individually or separately would not help students transfer one language skill, science or knowledge, to another ([Aljiffri, 2010](#)).

There are several concepts that underlie integrated English skills ([Ausubel, 1968](#), as cited in [Kumar & Nazneen, 2016](#)). The first concept is that learning takes place in the human organism through a meaningful process of relating new events or items to already existing cognitive concepts or proposition-hanging new cognitive items ([Kumar & Nazneen, 2016](#)). In this study, the materials developed were also based on the students' pre-existing knowledge. The second concept is the integrated approach to English skills ([Richards, 2017](#)), where the teaching of the language skills (i.e., reading, writing, listening, and speaking) must be in conjunction with each other. For example, a lesson should involve activities where listening, speaking, reading, and writing is incorporated. In real-life practice, it is rare that reading, speaking, listening and writing are done separately ([Bastías et al., 2011](#)); an example is when two individuals are conversing with each other, surely, they do not only speak but also listen at the same time. The third concept is about the integrated curriculum. [Shoemaker \(1989\)](#), as cited in [Lake \(2017\)](#) defines an integrated curriculum as an education that is organized in such a way that it cuts the lines of subject matter, incorporating various aspects of the curriculum into meaningful associations that focus on a broad field of study. Consequently, beyond a series of developing instructional

stages, the teaching materials developed in this study was found to hold the concepts that underlie integrated English skills, and the materials suited the need of the students.

De Sousa et al. (2015) also asserted that new knowledge must be obtained from materials that are interesting and meaningful for students, and the materials developed in this study have followed this suggestion. They were linked to the students' previous knowledge to better improve comprehension. Additionally, the study of teaching materials in this research was carried out using the framework for structuring the elements of teaching material content from Hutchinson and Waters (1991), which became the pattern of analysis in this study, namely input, content, language, assignments/training, and evaluation. Accordingly, the results of this study also showed that the students' comprehension test on the teaching material had an increase in the pre-test to the post-test. This means that the module had assisted the students in improving their competence in English.

6. CONCLUSION

This study's output is an English teaching material in a form of a module for the Elementary School Teacher Education Program based on the integrated language skill approach. The module has gone through the stages of systematic teaching material development. These stages include a validation test (i.e., expert validation/expert judgment) with an open-ended questionnaire instrument, the one-on-one evaluation in the form of a legibility test with a crossing test instrument, and a small group test (small group evaluation). The validation results showed the module could be easily understood by the students with some improvement in several aspects. Furthermore, the students' comprehension test on the teaching material showed that there is an increase in the pre-test to the post-test. Therefore, the module can improve the students' competence in English. Beyond a series of developing instructional stages, the teaching materials have fulfilled suitable characteristics for teaching materials.

Nevertheless, this study further proposes the need for development to improve teaching materials in the framework of sustainable learning, and future researchers need to consider the limitations in this study so that it can make a recommendation for further research. This research is expected to contribute to improving English learning improvement for students studying at the Elementary School Teacher Education Programs in the provision of English language teaching materials that are suitable for the needs of English language lecturers and students by using an integrated language approach. This research is also expected to contribute to the use of English for specific purposes application, especially for the students and teachers at the English for Elementary School Teacher Education Programs.

ACKNOWLEDGMENTS

We would like thank to the Directorate of Higher Education under the auspices of the Ministry of National Education and Culture, the Republic of Indonesia. The present study is part of a larger multi-year design based on research fully funded in 2020. Special thanks also go to the Research Institution and Community Services

(LPPM or *Lembaga Penelitian dan Pengabdian Masyarakat*) of Universitas Negeri Jakarta that managed the research funding.

REFERENCES

- Alhaddad, A. S. (2014). Jordanian literacy education: Should whole language be implemented? *European Scientific Journal*, 10(8), 409-420.
- Aljiffri, I. H. (2010). Effects of the integrated approach to teaching English and social studies on achievement in a Saudi private elementary school. *Journal of Education & Psychological Sciences*, 11(4), 12-31. <http://dx.doi.org/10.12785/JEPS/110411>
- Ausubel, D. P. (1968). *Educational psychology: A cognitive view*. Holt, Rinehart and Winston.
- Bastías, M., Elena, E., Sepúlveda, R., Carolina, A. N. A., Muñoz, S., Lorena, M., & Oxford. (2011). Integration of the Four Skills of the English Language and Its Influence on the Performance of Second Grade High School. *The Seminar to Choose the Professor of Education*, 38. Retrieved from http://repobib.ubiobio.cl/jspui/bitstream/123456789/306/1/Muñoz_Bastías_Elizabeth.pdf
- Aydoğan, H., & Akbarov, A. A. (2014). The four basic language skills, whole language & integrated skill approach in mainstream university classrooms in Turkey. *Mediterranean Journal of Social Sciences*, 5(9), 672-680. <https://doi.org/10.5901/mjss.2014.v5n9p672>
- Brown, H. D., & Lee, H. (2015). *Teaching by principles* (4th ed.). Pearson Education.
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge University Press.
- de Sousa, A. T. O., Formiga, N. S., Oliveira, S. H. S., Costa, M. M. L., & Soares, M. J. G. O. (2015). Using the theory of meaningful learning in nursing education. *Brazilian Journal of Nursing*, 68(4), 626-635. <https://doi.org/10.1590/0034-7167.2015680420i>
- Gall, M. D., Borg, W. R., & Gall, J. P. (2003). *Educational research: An introduction*. Pearson Education.
- Goodman, K. S. (2005). *What's whole in whole language: 20th anniversary edition*. RDR Books.
- Hutchinson, T., & Waters, A. I. (1991). *English for specific purposes: A learning centred approach*. Cambridge University Press.
- Kumar, S. E., & Nazneen, S. (2016). A literature review of the theories of learning and varieties of learning with emphasis on second language acquisition. *International Journal of Innovative Research and Development*, 5(6), 309-315.
- Lake, C. (1994). *Integrated curriculum: School improvement research series*. Office of Educational Research and Improvement (OERI).
- Lin, S.-F., Chang, W. H., & Cheng, Y.-J. (2011). The perceived usefulness of teachers' guides for science teachers. *International Journal of Science and Mathematics Education*, 9, 1367-1389. <https://doi.org/10.1007/s10763-010-9268-6>
- McDonough, J, Shaw., C., & Masuhara, H. (2013). *Materials and methods in ELT: A teacher's guide* (3rd ed). Wiley-Blackwell.

- Rahman, S. M. S., & Akhter, A. (2017). Skills teaching in ESL classroom: Discrete vs. integrated. *International Journal of English Language Teaching*, 5(4), 32-39.
- Richards, J. C. (2017). *Curriculum development in language teaching* (2nd ed.). Cambridge University Press.
- Routman, R. (1991). *Invitations: Changing as teachers and learners K-12*. Heinemann.
- Sadiku, L. M. (2015). The importance of four skills reading, speaking, writing, listening in a lesson hour. *European Journal of Language and Literature Studies*, 1(1), 29-31. <https://doi.org/10.26417/ejls.v1i1.p29-31>
- Sakhiyya, Z., Agustien, H. I. R., & Pratama, H. (2018). The reconceptualisation of knowledge base in the pre-service teacher education curriculum: Towards ELF pedagogy. *Indonesian Journal of Applied Linguistics*, 8(1), 49-56. <https://doi.org/10.17509/ijal.v8i1.11464>
- Shoemaker, B. J. E. (1989). Integrative education: A curriculum for the twenty-first century. *OSSC Bulletin*, 33(2), 2-19.
- Sitepu, B., P. (2010, September 11). *Keterbacaan* [Readability]. Bintang Sitepu. <https://bintangsitepu.wordpress.com/2010/09/11/keterbacaan/>
- Suhendi, A., & Purwarno. (2018). Constructivist learning theory: The contribution to foreign language learning and teaching. In Purwarno, M. Manugeran, A. Suhendi, P. Siwi, & S. Ekalestari (Eds.), *1st Annual International Conference on Language and Literature* (pp. 87-95). KnE Social Sciences. <https://doi.org/10.18502/kss.v3i4.1921>
- Usman, H., Lestari, I., & Pelenkahu, N. (2020). English e-book for elementary school students: Research by design based on whole language approach. *Advances in Social Science, Education and Humanities Research*, 397, 735-741. <https://doi.org/10.2991/assehr.k.200129.092>