

THE IMPLEMENTATION OF INTEGRATED THEMATIC CURRICULUM FOR ENGLISH TEACHING IN SD KR. CITA HATI

A THESIS

By

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**THE IMPLEMENTATION OF INTEGRATED
THEMATIC CURRICULUM FOR ENGLISH
TEACHING IN SD KR. CITA HATI**

A THESIS

**Submitted to Widya Mandala Surabaya Catholic University Master's
Program in Teaching English as a Foreign Language in Partial
Fulfillment of the Requirements for the Degree of Masters of Arts**

By

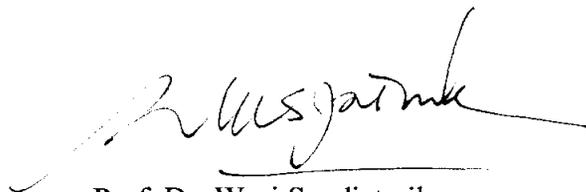
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July 2006**

APPROVAL SHEET (1)

This thesis entitled **THE IMPLEMENTATION OF INTEGRATED THEMATIC CURRICULUM FOR ENGLISH TEACHING IN SD KR. CITA HATI**, prepared and submitted by Juwati, S.T. (8212705008), has been approved to be examined by the Board of Examiners for acquiring the Master's degree in Teaching English as a Foreign Language by the following by advisor:



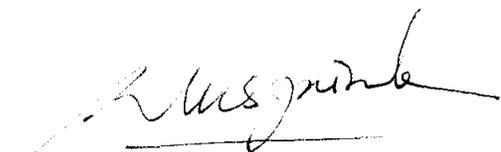
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This thesis entitled **THE IMPLEMENTATION OF INTEGRATED THEMATIC CURRICULUM FOR ENGLISH TEACHING IN SD KR. CITA HATI**, prepared and submitted by Juwati, S.T. (8212705008) was examined by the following Board of Examiners on oral examination on July 25th, 2006.



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Juwati

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ABSTRACT

ABSTRACT

Juwati.2006. **The Implementation of Integrated Thematic Curriculum for English Teaching in SD Kr. Cita Hati.** Thesis. Program Pascasarjana. Magister Pendidikan Bahasa Inggris. Universitas Katolik Widya Mandala Surabaya. Advisor: Prof. Dr. Wuri Soedjatmiko.

Key words: integrated thematic curriculum, integrated thematic English teaching, attitude

As a National-plus elementary school, SD Kr. Cita Hati, in responding to the needs to improve its teaching-learning process, had implemented the integrated thematic curriculum since 2003/2004 school year. This triggered the writer of this thesis to describing out how the integrated thematic curriculum for English teaching that focuses on the teaching strategies was used, how the teaching materials were developed, how students were evaluated. She was also interested in finding out the students' learning and the teacher's teaching attitudes during the teaching-learning process.

This study referred to the theory of integrated thematic teaching. In integrated thematic curriculum, the four language skills are taught integratedly based on thematic units as organizing principles. The teaching sources are beyond textbooks. The teaching strategies are delivered by emphasizing on projects through flexible groupings related to the concepts of real experiences. In language learning, the language skills: speaking, listening, reading and writing are integrated in a theme as the main focus.

A classroom observation method was applied as the research design of this study. The researcher applied non-participant observation method. She served as the key instrument and the other instruments were field notes, observation lists, questionnaires, in-depth interview, and video tape recording. Using purposes sampling method, she chose one of Grade Six of SD Kr. Cita Hati and the English teacher as her subjects. Grade Six was chosen because compared to all grade levels, grade six students are the most mature to observe. All the four classes had approximately the same characteristics, and she chose Class Six – C that matched her schedule most.

The analysis of the observation data and questionnaires directed to the following findings: (1) The language skills were taught based on the theme with that of the content subjects', and the theme was relevant to the world change and the teaching was related the concepts of real life experience. The class activities were emphasized on projects and they were usually done in groups. Since the teaching was delivered in various techniques, the majority of the students enjoyed it. (2) The developing of teaching materials was done by a team during the English teachers meeting. The team referred their selection of materials to the English syllabus and the

in three ways: written test, observation, and projects. Portfolio was used as a compilation of students' ongoing assessments. The implementation of assessment was based on the assessment policy of SD Kr. Cita Hati. (4) The subjects held positive attitude toward the English teaching. Most of the subjects hold self-image, risk taker and ego permeability attitudes. However, more than half of the subjects felt inhibited in learning language. They claimed the inhibition was caused by external influences and assured they could overcome this problem. Since the subjects held positive attitude toward the English teaching, it could be concluded that the subjects held positive attitude toward the implementation of integrated thematic curriculum for English teaching. From the student assess questionnaire analysis and observation result, the writer could say that the teacher held a positive teaching attitude. It was also identified by the preparation of the lesson and the well-organized of the class, the interest and enthusiasm in teaching, the good interaction with the students and the positive response to students.

From the study, it can be concluded that the integrated thematic curriculum for English teaching in SD Kr. Cita Hati has been implemented well. The teaching strategies, materials, resources and facilities support the implementation. The students learning attitudes and the teachers teaching attitudes show the stability of the thematic teaching curriculum implementation. However, it is suggested that some improvements be done. First, it is important to use various techniques in creating group works during class activities. Second, more opportunities must be given to the students to explore their English in order to maintain their language learning attitudes. Third, the computers could be upgraded for they are a necessity for research activities. The result of this study could be a practical contribution to the Department of National Education and a useful source of information for school leaders who also implement the integrated English teaching curriculum. For further research, it is suggested that another study be conducted across grade levels of the integrated thematic curriculum implementation.