

**THE IMPLEMENTATION OF INTEGRATED CURRICULUM
IN TEACHING ENGLISH AT SMA TERPADU DAMPASAN,
CIAMIS**



AN UNDERGRADUATE THESIS PROPOSAL

**Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

by

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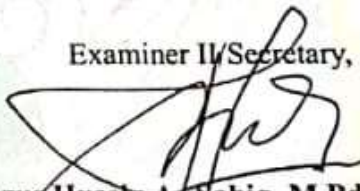
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Assalamualaikum Warahmatullahi Wabarakatuh

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MOTTO

“Even if failure catches my eye, I hide all my fears,
And I’m just gonna stomp and let it go”

(Blind Spot - Stray Kids)



DEDICATION

I dedicate this thesis to:

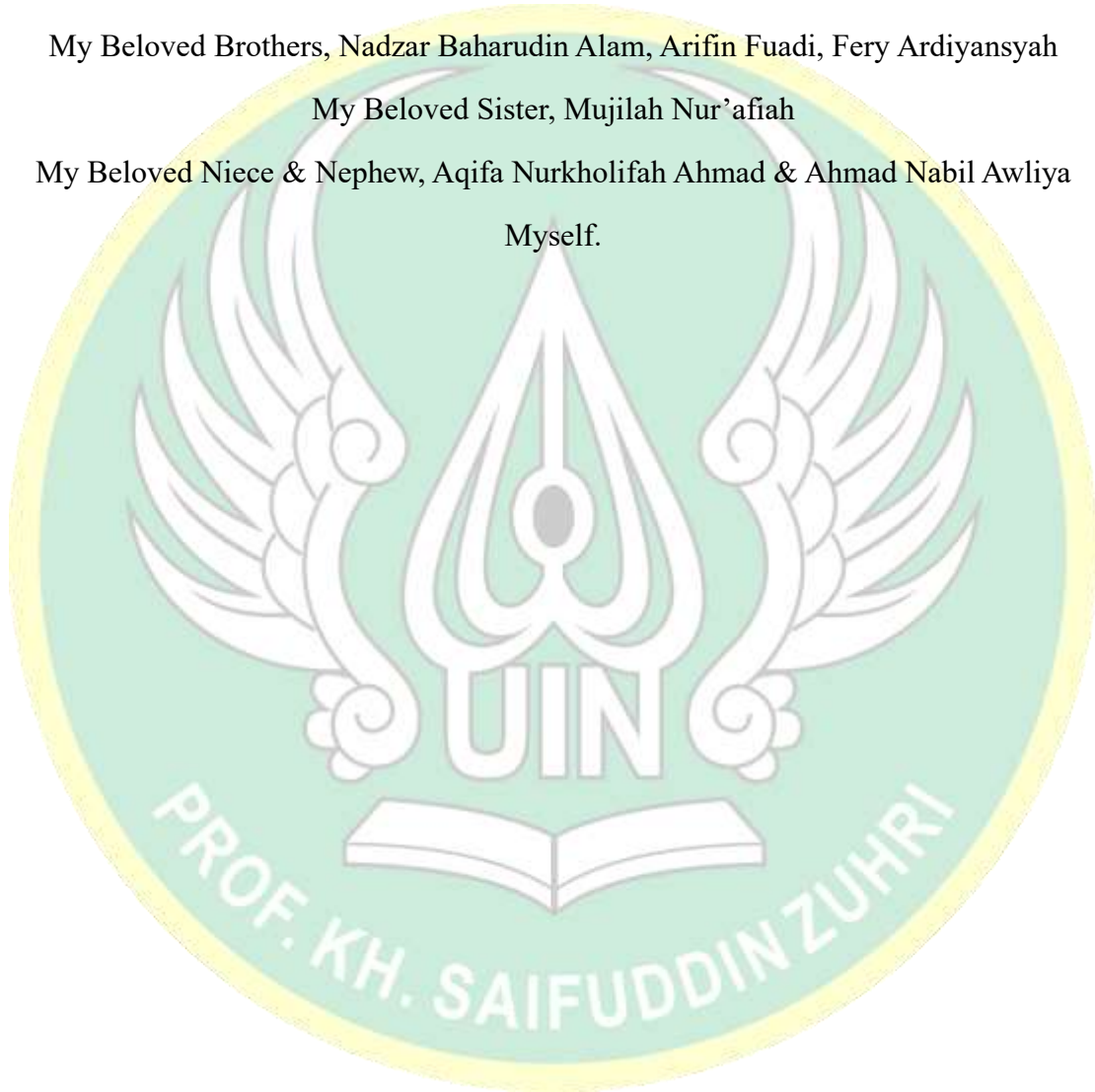
My Beloved Parents, Ujang Mudakir (alm) & Sangiah

My Beloved Brothers, Nadzar Baharudin Alam, Arifin Fuadi, Fery Ardiyansyah

My Beloved Sister, Mujilah Nur'afiah

My Beloved Niece & Nephew, Aqifa Nurkholifah Ahmad & Ahmad Nabil Awliya

Myself.



PREFACE

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Purwokerto, 15 March 2024

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THE IMPLEMENTATION OF INTEGRATED CURRICULUM IN TEACHING ENGLISH AT SMA TERPADU DAMPASAN, CIAMIS

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Abstract: This research aims to investigate the implementation of the integrated curriculum which focuses on teaching English at SMA Terpadu Dampasan. This research used a qualitative descriptive method, in which the data was collected by observation, interviews and documentation. The data obtained has been processed using data condensation, data display and verification. The findings in this research that SMA Terpadu Dampasan has implemented an integrated curriculum in teaching English. The teachers there have integrated several curricula in learning. The models of integrated curriculum they used such as integrated the national curriculum with islamic boarding school curriculum, combining the intracurricular curriculum with the extracurricular curriculum, and combining one lesson with another lesson but not leaving the discussion of the material being studied, especially in English lessons. The integrated curriculum learning steps they used are 1) identifying learning objectives, 2) Selecting themes or topics, 3) Designing interdisciplinary unit, 4) Aligning resources and materials, 5) Planning instructional strategies, 6) Providing professional development, 7) Collaborating with colleagues, 8) Monitoring and assessing students progress, and 9) Evaluating and revising.

Keywords: *Curriculum Models, English Language Teaching, Integrated curriculum.*

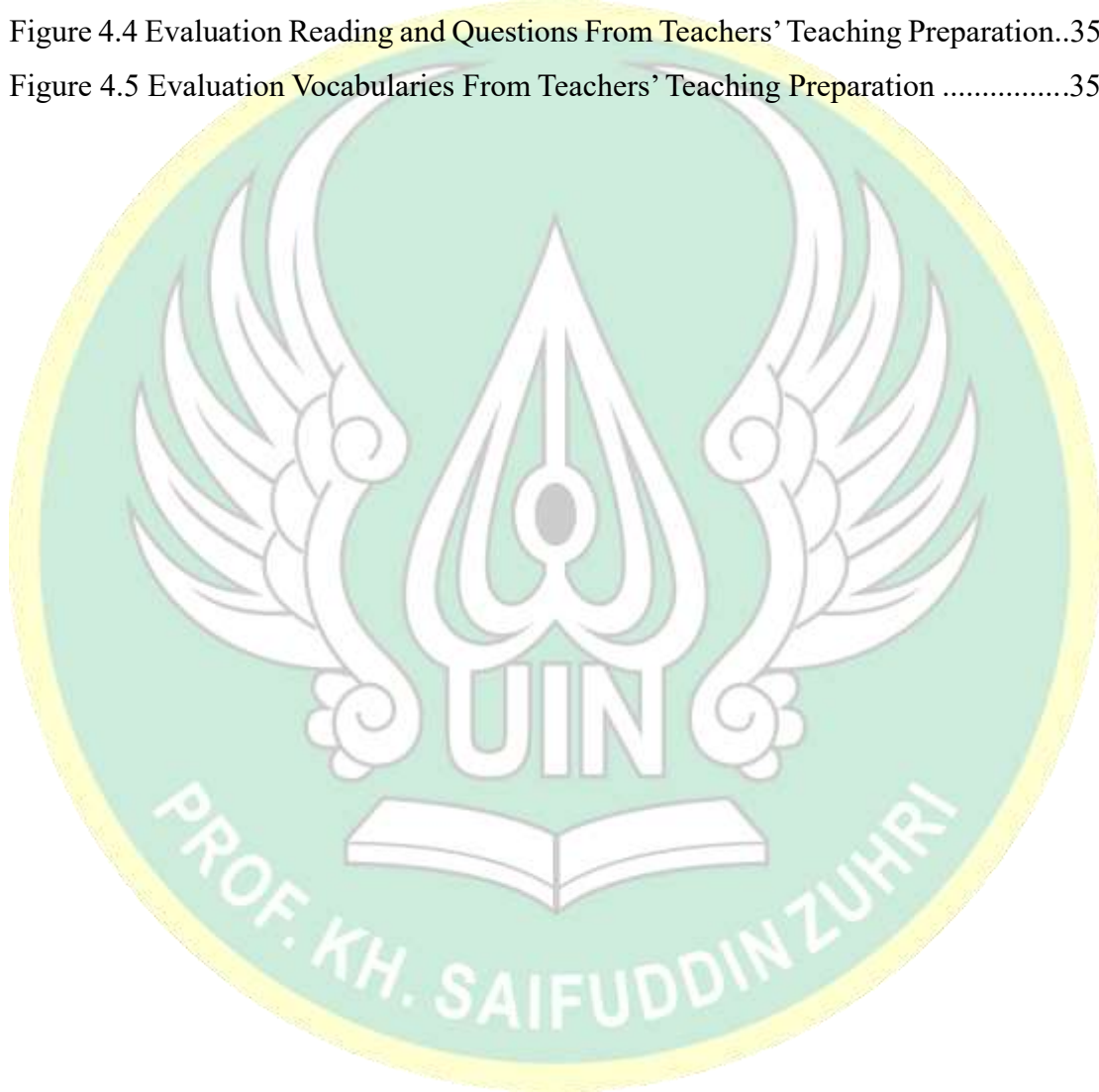
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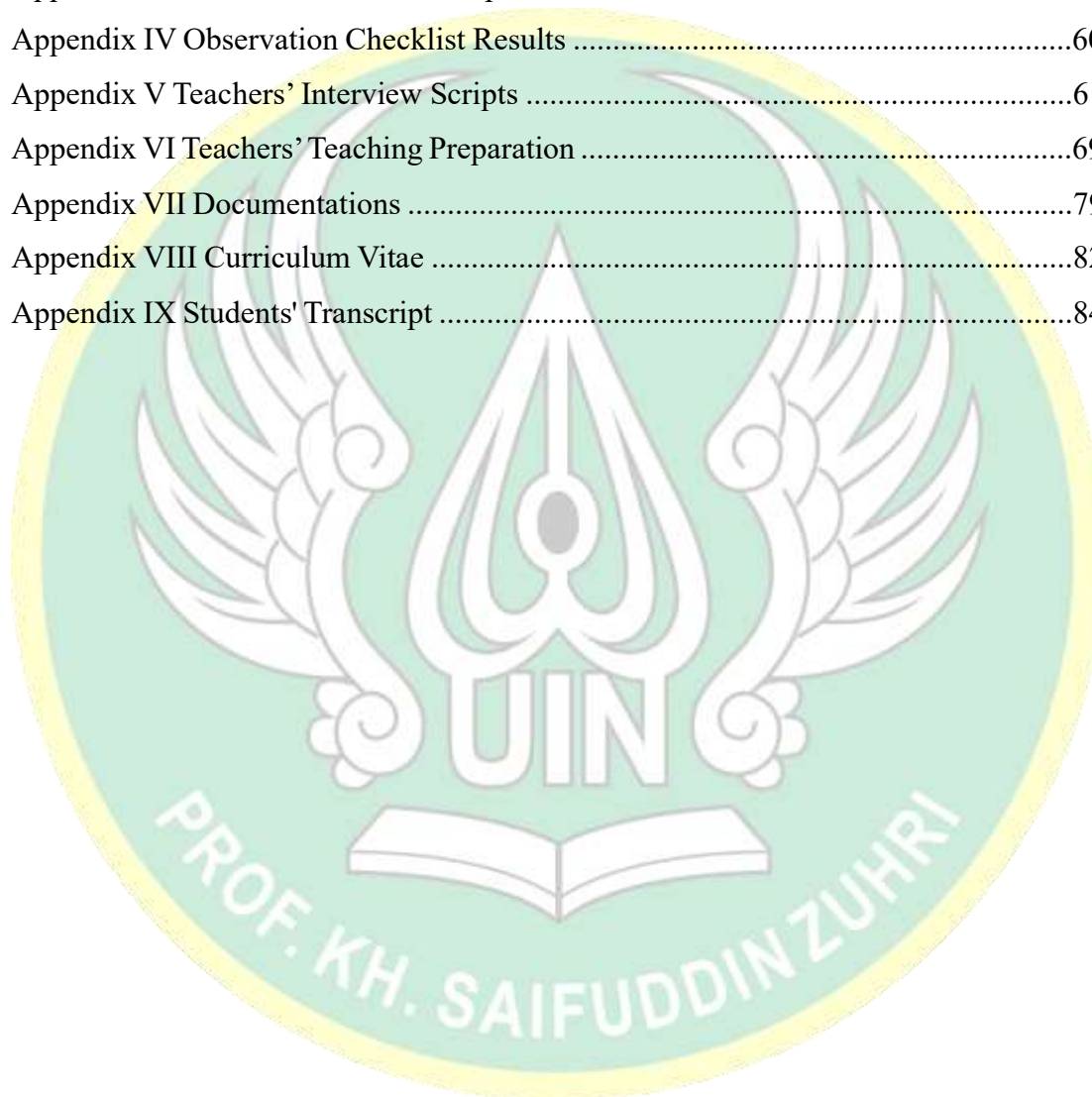
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CHAPTER I

INTRODUCTION

A. Research Background

School is place for students to get sciences, knowledge, education and experiences. Every school has different rules and differences in curriculum determination for students. Definition of curriculum according to Law Number 20 of 2003 concerning the National Education System (UU Sisdiknas), curriculum is a set of regulations that serve as guidance for the implementation of educational activities, it includes objectives, content, and instructional materials. School needs to give students the best education especially in this digital era and they need to balance learning with something else in the digital uses.

The concerns over the advancement of digital technologies and students' access to them outside of the formal educational setting -not to mention the rise of educational television programs like quizzes, televised "lessons," historical, and natural history documentaries- resurrect crucial queries about what constitutes curriculum. In fact, the curriculum not only applied in formal education but also in non-formal education such as boarding school, tutoring centres and other places of learning. These places usually do not only use one curriculum but also use an integrated curriculum.

The Integrated Curriculum is a set of plans and procedures pertaining to standardized competencies to achieve national objectives (Muhith:2020). It covers a range of disciplines and is designed to be customized to the needs and resources of individual states and educational institutions. In this case, the integrated curriculum aims to improve the ability and potential that can unite various disciplines.

One of the schools that has implemented an integrated curriculum is SMA Terpadu Dampasan. This school has been implementing the integrated curriculum for quite a long time. Therefore, this research was conducted at SMA Terpadu Dampasan. The integrated curriculum is between curriculum from government it is Merdeka Curriculum and Curriculum Kulliyatu-l Mu'allimin Al-Islamiyya (KMI) or in English it called Islamic Teacher Training College (ITTC) from Darussalam Gontor Modern Islamic Institution. This research will only examine about the implementation of integrated curriculum in teaching English language. Since this school use to integrated some of their subjects in teaching and learning.

Based on the observation held on 13th January 2023 and 3rd May 2023, that discovered in SMA Terpadu Dampasan most of students understand about the lesson when teacher explained use full English Language in teaching. It is because the students have studied about the English language more than one lesson in a week. From Merdeka Curriculum the students' study with a book from the government and in curriculum KMI they have separate lesson for English such as English lessons for reading, English Grammar for studying grammar, English composition for Writing. Beside those students study the English language for speaking in their daily activities. The curriculum KMI can apply in this school because this school is under the auspices of the boarding school, then the teacher can manage student language every day.

B. Conceptual Definition

The conceptual definition in this study serves as a common understanding and unification of vision or point of view for readers and authors, therefore the author classifies numerous items in the conceptual definition of this study, which are:

1. Integrated Curriculum

Students practice and master academic and applied learning skills through a planned sequence of experiences called a curriculum that is

standards-based. Every educator's reference point for what is necessary for both teaching and learning is the curriculum, which ensures that every student has access to demanding academic experiences. A curriculum's design aims to improve student learning and simplify education. This includes its structure, organization, and other factors. To support instruction and learning effectively, curriculum must include the essential objectives, procedures, tools, and evaluations. Swansons and Brock, among others, (2020) We explain the ICM (Integrated Curriculum Model) as a part of a school-wide intervention and make connections to studies on teachers' perceptions of students' aptitudes and teaching methods. Integration is more often used to describe how "the language arts"—reading, writing, speaking, and listening—are combined than it is to describe the "core curriculum." Instead of being the primary focus of the curriculum, integration refers to the combination of language skills. According to Routman (1991) effective instruction in any subject requires integration, a teaching approach that recognizes the connections between the language process (reading, writing, speaking, and listening).

An integrated curriculum is described as one that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts. Integration focuses on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life. Drake and Burns (2004) The three categories offer a starting point for understanding different approaches to integration. (1) multidisciplinary integration; (2) interdisciplinary integration; and (3) Transdisciplinary integration. Drake and Burns (2004) The perceived degree of separation across subject areas was the key distinction between the three techniques. The distinctions between these categories are even more hazy using standards-based methods. The techniques of the disciplines are dominating, therefore multidisciplinary integration may

continue to be fairly separate. When educators use a backward design process, interdisciplinary approaches offer a great fit for standards. Although teachers may design transdisciplinary curricula around a real-world context, the necessity of meeting standards and assigning grades in several subject areas forces them to return to the disciplines.

2. Teaching English

Teaching English as a Foreign Language, or TEFL, is what the abbreviation stands for. Simply explained, TEFL includes instructing pupils in English in nations where it is not the native tongue. So, we are currently learning English as a foreign language because Indonesia does not use English as a first or second language. Teaching English as a Foreign Language is not easy as teaching another subject, because students will get the lesson harder than when the teacher explains in the subject that uses their mother tongue or second language. Harmer, J. (2015) teaching English as a foreign language (TEFL) refers to the practice of teaching English to non-native speakers in countries where English is not the primary language.

Here is an explanation of TEFL: TEFL is a method of teaching that emphasizes the development of English language proficiency while encouraging efficient English communication. It takes a communicative approach and pushes students to use English in everyday contexts. By introducing students to the cultures and traditions of English-speaking people, TEFL also fosters cultural awareness. Teachers take a facilitator role rather than a lecturing one in this student-centred approach. To expose students to the use of the English language in real life, authentic materials are used. Feedback and ongoing assessments are given to track development and offer suggestions for enhancement. Approaches and methodologies vary in the dynamic and ever-evolving field of TEFL. The needs, skill levels, and unique context of each student are taken into consideration when teachers modify their pedagogical approaches.

So, this research discusses the integrated curriculum in English language teaching, the integrated curriculum such as integration between Islamic curriculum in boarding schools and the national curriculum. The use of English language in students' daily activities and students' understanding of English learning material.

C. Research Question

Based on the research background above, the research question is “How is the implementation of integrated curriculum in teaching English at SMA Terpadu Dampasan, Ciamis?”.

D. Objective and Significant of the Research

1. Objectives of the research

This research aims to investigate the implementation of integrated curriculum in teaching English at SMA Terpadu Dampasan, Ciamis.

2. Significances of the research

A. Theoretical Significances

This research is focused on the integrated curriculum that use for teaching English language

B. Practical Significances

1. For Students

This research will be expected to help students in study English language with the integrated subject.

2. For English Teacher

This research enriches their teaching strategies and provides English teachers with a reference in teaching by implementing the integration system.

3. For the Other Researchers

This research is expected to provide information and contribution to the implementation of integrated curriculum in

English language learning used in SMA Terpadu Dampasan, and provide inspiration for other researchers to conduct similar research or even further research related to the implementation of integrated curriculum in English language learning.

E. Structure of The Research

To make a logical and systematic discussion, it is necessary to frame a structure of this research. The things that will be explained in this research are as follows:

Chapter I contains an introduction consisting of the background of the problem, operational definitions, research questions, research objectives and research significance.

Chapter II contains the theories of integrated curriculum in English teaching which consists of two sub-chapters: the first is the definition of integrated curriculum and the last is teaching English.

Chapter III contains research methods consisting of three sub-chapters: type of research, data collection methods, and data analysis techniques.

Chapter IV contains about results of the research report which is consisting of explanation the development of integrated curriculum and the implementation of integrated curriculum in teaching English at SMA Terpadu Dampasan.

Chapter V contains conclusion, limitation of study and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Integrated Curriculum

According to Print's (1993) definition of curriculum as the experiences students have when the curriculum is put into practice, as well as all the scheduled learning opportunities the organization offers to learners. This comprises the activities that teachers have created for students, which are always presented in the form of a written document. Students can get more details and information for their learning experience when the teachers can make a good schedule for their activities based on the curriculum. The curriculum shapes and informed by student learning experiences and defined and achieved outcomes. Students will get the goals achieved if the curriculum is implemented well. Because the curriculum is implemented for students so that they can more easily achieve their goals and gain more experience.

When creating a curriculum, it is important to consider the needs and characteristics of the students as well as the teachers' training and experience. This makes it easier to make sure that the curriculum is modified to meet the unique needs and aptitudes of the students. Because every class in every school has "various personal characteristics and cultural backgrounds" (Mercer, 2001, p.243). A needs analysis can be used to pinpoint the students' unique language needs and objectives. The curriculum can then be designed with this information in mind, ensuring its effectiveness and relevance.

The components of the curriculum can be various depending on the approach and method used in the preparation of the curriculum. Zohrabi (2014) a curriculum should take into account the following important factors. An integrated curriculum is a method of teaching that bridges the gaps between subjects and places an emphasis on overarching ideas. The goal of an integrated

curriculum is to link academic theory with relevant, real-life information and experiences. The curriculum must be planned and developed in order to implement an integrated curriculum. In order to help students, attain the intended results, it is important to choose learning objectives that are attainable and to take into account volunteer opportunities. A multidisciplinary approach to teaching that centre on developing new models of understanding the world is known as integrated curriculum. It includes carefully designed learning experiences that give students a unified understanding of previously held knowledge and enhance their capacity to recognize new connections and build new models, systems, and structures (Dressel, 1958).

Shoemaker (1989) defined an integrated curriculum as education that is structured to cross subject-matter boundaries and bring different curricular elements together in a meaningful way to concentrate on large subject areas. It takes a holistic approach to teaching and learning and mirrors the dynamic nature of the real world. Therefore, learning using an integrated curriculum can be given to students so that they can apply what they have learned in real life. The discussion is furthered by the idea of integrated curricula, which offers useful strategies for converting that learning into practical experiences that flow naturally into subsequent uses (Fogarty: 2009).

When it comes to planning and execution, integrated curriculum and integrated learning are fundamentally different. In theory, an integrated curriculum should not support integrated learning; however, in practice, integrated learning is required when subjects are taught separately. According to Jacobs (1989) the integration of subjects, the use of projects, the use of sources other than textbooks, the creation of conceptual connections, the use of thematic units as organizing principles, flexible schedules, and flexible student groupings are all stressed in this method. A fully integrated curriculum, also referred to as synergistic teaching, can be thought of as a continuum that starts

with teachers teaching the same subject separately and progresses to team-designed thematic units, interdisciplinary courses, and thematic units.

According to Rahman (2014) curriculum integration in schools/madrasahs is based on the curriculum national as stated in the 2005 SNP the Cambridge International curriculum, also known as the CIE (Cambridge International Examination) Centre, is the foundation for the integrated curriculum used in schools or madrasahs. Standards from other nations that are thought to have advanced education are also a possibility. These sources of curriculum are used in schools and madrasahs that seek to meet the demands of global competition. High in the educational field. At least in formal structures, the integrated curriculum is implemented in schools or madrasahs. The Integrated of intracurricular curriculum the national curriculum (KTSP) or international curriculum (IGCSE) and extracurricular (L2L/youth entrepreneurship program/adiwiyata/dormitory program) is one of at least three types. Integrated curriculum development gives students the chance to learn both individually and in groups, gives the community more authority as a resource for learning, permits students to pursue their own learning goals, and involves them in creating educational initiatives.

The integration of the intracurricular and extracurricular curriculum is seen from students' understanding of learning and practice. Then, students see their development inside and outside the classroom. Therefore, the implementation of this integrated curriculum will be done perfectly if students live in a dormitory. So that educators can see the development and understanding of students about the knowledge gained in class and its application in the environment. All things considered, integrated curriculum is an educational strategy designed to help students become lifelong learners by giving them a comprehensive understanding of the world and encouraging the development of skills and abilities needed in real-life situations.

1. The Purpose of Integrated Curriculum

Beane, J. A. (2020) a curriculum that is integrated in nature aims to provide youth with a range of educational opportunities to help them find meaning and purpose in life as well as the skills, knowledge, and attitudes necessary to engage with democracy. An integrated curriculum entails structures and procedures that encourage students to consider social and personal issues, evaluate the state of society and the common good, plan for new experiences, make use of resources, investigate and resolve issues, share ideas, work in groups, and consider the significance and worth of experiences.

Benefits of an integrated curriculum include (Beane. J.A, 2020) (Blankman. J. 2021):

- 1) More meaningful learning: Authentic, comprehensive learning experiences that foster more flexible and critical thinking are offered by integrated curricula.
- 2) Better preparation for real-life situations: By applying classroom knowledge to real-life situations, an integrated curriculum aims to close the gap between theoretical understanding and practical experience.
- 3) Reducing content duplication across subjects: Learning becomes more relevant and connected to real-life situations when there is less content duplication across subjects in an integrated curriculum.
- 4) Improving engagement and enjoyment: Implementing an interdisciplinary curriculum tends to reenergize teachers, and holistic, authentic learning tends to increase student engagement.

2. Barriers to Integrated Curriculum Planning

Lack of knowledge and comprehension of the new curriculum, demands on teachers' personal time, opportunities for professional development, access to curriculum resources, and peer collaboration are

some of the obstacles to implementing an integrated curriculum plan. Before teachers can successfully implement a new curriculum, they might need more knowledge and insight. Finding the time and resources required to fully implement the curriculum may also present difficulties for them. To assist teachers in implementing a new curriculum, professional development opportunities and curriculum resources are crucial. Peer cooperation can also be helpful in resolving issues and enhancing integrated curriculum.

Administrators must address these obstacles and offer teachers assistance when the curriculum is being changed. Administrators can boost the success rate of curriculum implementation and enhance student outcomes by comprehending and resolving teacher concerns. There are several barriers to implementing an integrated curriculum plan. These challenges include:

- 1) Inadequate planning time: Compared to subject-based teaching, integrative teaching requires more planning time, which can be difficult for teachers who already have a full curriculum and few resources.
- 2) Scheduling conflicts: When integrated teaching is required to fit into a schedule intended for a curriculum based on subjects, scheduling becomes problematic. For educational administrators who are already managing a crowded curriculum, this may be a deterrent.
- 3) Assessment challenges: Teachers face challenges when it comes to assessing integrated learning because it might mean straying from conventional assessment practices. This can be especially difficult in Merdeka Curriculum education because reporting requirements and curricula are frequently set by local governments.
- 4) Inadequate teacher preparation: The curriculum of teacher education programs would have to be changed in order to get Merdeka

Curriculum teachers ready for integrated teaching. Although a lot of programs for teacher preparation have tried to meet this need, more adjustments are required.

- 5) Resistance to change: If they receive insufficient support or if the change is imposed without their consent, some teachers might object to the curriculum's integration. When switching from subject-based to integrated teaching, teachers require assistance and information.
- 6) Lack of subject knowledge: An integrated curriculum may not be implemented as easily as it could be because many teachers lack the expertise to teach in multiple fields in-depth. Multidisciplinary research and teaching teams or a student-centred approach to integration can be used to tackle this problem.

These barriers highlight the practical, linguistic, psychological, and sociological aspects of resistance to integrated curriculum plans. All things considered, teachers can overcome the obstacles to implementing an integrated curriculum plan by being given the knowledge, tools, professional development opportunities, and peer support they need to make the plan work.

3. Integrated Curriculum Learning Steps

According to Wiles (2014) the steps for implementing an integrated curriculum plan can vary depending on the specific context and goals of the curriculum. However, some common steps include:

- 1) Identifying learning objectives: Establish what essential knowledge, abilities, and skills students should learn from the integrated curriculum.
- 2) Selecting themes or topics: Select broad themes or subjects that can be the starting point for combining various academic disciplines.
- 3) Designing interdisciplinary units: Create study units that incorporate a variety of subjects around the selected themes or subjects. There should

be explicit learning objectives, evaluations, and teaching techniques in these units.

- 4) **Aligning resources and materials:** Find and collect relevant resources and materials, such as online materials, textbooks, and hands-on materials, that enhance the integrated curriculum.
- 5) **Planning instructional strategies:** Establish the teaching methods and exercises that will be used to get students interested in the integrated curriculum. Project-based learning, inquiry-based learning, and group projects might all fall under this category.
- 6) **Providing professional development:** Provide teachers with opportunities for professional development so they can acquire the skills and knowledge needed to successfully implement the integrated curriculum.
- 7) **Collaborating with colleagues:** To share resources, ideas, and best practices for implementing the integrated curriculum, encourage teachers to collaborate.
- 8) **Monitoring and assessing student progress:** Assess student learning and advancement towards the integrated curriculum's learning objectives on a regular basis. Make use of a range of evaluation techniques, including performance tasks, portfolios, and observations.
- 9) **Evaluating and revising:** Based on student outcomes, teacher and student feedback, and an evaluation of the integrated curriculum's effectiveness, adjustments may need to be made.

It is crucial to remember that these actions are not all-inclusive and could change based on the particular context and objectives of the integrated curriculum plan.

B. Teaching English

Richards (2007) The language components or skills that students are expected to learn throughout the programmed should be clearly defined in the curriculum's instructional objectives. These objectives serve as the program's objectives and offer guidelines for both students and teachers. Besides that, Lightbown & Spada (2003) students' attitudes towards the language, resources, and teachers have a significant impact on how motivated they are and how quickly they pick things up. Having a positive attitude increases motivation, whereas having a negative attitude can hinder success. Based on Peacock (2001) to ensure that all necessary material and activities can be covered effectively, it is crucial to allot time within the curriculum. The best way to maximize learning opportunities is through time management.

Students should have opportunities to practice and apply their language skills in relevant contexts through the design and selection of classroom activities, which should be in line with the curriculum's objectives. The selection of curriculum-related activities and objectives should be supported by the materials used, including textbooks, supplemental materials, and technology. Materials should be true to themselves, interesting to read, and suitable for the level of proficiency of the learners. The best and most suitable materials that are available should be chosen, according to Cunningsworth (1995).

According to Richards and Schmidt (2002), speaking and writing are sometimes referred to as the productive skills while listening and reading are the receptive skills. To support the development of language skills, the teaching of vocabulary and grammar should be incorporated into the curriculum. In order to ensure that students can effectively use linguistic structures in relevant contexts, it is important to pay attention to both form and content. A valid, dependable, fair, and practical assessment process is required. In order to

evaluate students' language skills, various tests and tasks should be used, and evaluation should be coordinated with the curriculum's goals.

1. Importance of Teaching English

English is widely used across all sectors of society. In situations where neither speaker is a native, it is frequently used as a “common tongue”. The fact that students of English have a wealth of fresh options and avenues open to them because of their skills indicates that teaching English can be incredibly rewarding. It's easy to see exactly how vital English is over the world. English is used as a common language by tourists and travellers all over the world, universities teach courses in English, and many multinational businesses conduct meetings in English. Students have to study English with a good motivation, because if they have no motivation, they will difficult in study language. When a student has instrumental motivation, they are learning a language to help them achieve their academic or professional goals (Dwinalida & Setiaji: 2022). It is important to give student motivation for studying English and another subject lessons.

The most widely used language on earth Is English. One in five people are able to speak or at least comprehend English. 53 nations have adopted English as their official language, and people from all over the world use it as a lingua franca (a language that is used by everybody). Accordingly, learning English can help you communicate with people from all over the world, whether you're working in Beijing or traveling in Brazil. Imagine you're an Indonesian person on holiday in Thailand, while your hotel receptionist might not be able to answer your query in Indonesian, it's probable they will be able to answer your question in English.

2. Principles of Teaching English

Teaching is not always easy, especially teaching English which is a foreign language in this country. In teaching English, teachers must have a

lot of experience and interesting teaching ideas. Graddol (2010) claims that there is a remarkable belief in the transformative power of English among almost all castes and classes throughout India, in both rural and urban areas. English is viewed as more than just a practical skill; it also represents a better life and a way out of oppression and poverty.

It's Important to present sounds properly, not just in isolation. When speaking, intonation and rhythm are required. It is best to teach vocabulary in the context of actual events in order to make the meaning clear and memorable. Before moving on to more complicated subjects, the teacher should have the students master the fundamental sentence structure. To ensure that the students can learn with comprehension, the teacher must choose the proper instructional resources. In order for students to learn with enthusiasm, teachers must be able to motivate them.

3. The Strategies of Teaching Language

The following tactics can be used by teachers to overcome obstacles like large class sizes and a lack of resources and develop successful language learning programs:

- 1) **Differentiation:** When teaching large classes, teachers can differentiate their lessons to meet the varied needs of their students. This can entail giving students individualized support, placing them in groups according to their academic abilities, and providing them with a variety of educational tools and activities.
- 2) **Cooperative Learning:** In large classes, implementing cooperative learning strategies can help increase student engagement and participation. To collaborate on projects, share resources, and support one another's learning, students can work in small groups.
- 3) **Technology Integration:** Technology can be used to get around resource constraints. Online tools, learning apps, and multimedia resources are all things that teachers can use to improve language

learning. This may give students access to a variety of real materials and engaging activities.

- 4) Peer Tutoring: Teachers can designate peer tutors to help their classmates in large classes. This not only lessens the workload of the teacher but also fosters group learning and peer support.
- 5) Task-based Learning: In large classes, task-based learning techniques can be successfully implemented. In order to encourage students to use language in authentic contexts, teachers can create engaging and authentic tasks. Even in a setting with many students, this encourages participation and active learning.
- 6) Classroom Management: In large classes, effective classroom management techniques are essential. To create a positive learning environment, teachers can set clear expectations, routines, and procedures. To maximize learning opportunities, they can also employ strategies like seating arrangements, visual aids, and classroom organization.
- 7) Collaboration and Networking: To get around resource constraints, teachers can work together, share resources, and take part in professional development opportunities. Connecting with other educators can give you access to more resources, inspiration, and help.
- 8) Creative Use of Available Resources: By modifying and reusing materials, educators can maximize the use of their available resources. They can use real, everyday materials that are authentic and created themselves, as well as their own materials, and they can even encourage students to bring in resources from their own experiences.

C. Review of Relevant Studies

There are several previous research has been conducted to the integrated curriculum.

1. According to Akib et Al., (2020) “Study on Implementation of Integrated Curriculum in Indonesia”, an educational strategy known as integrated curriculum helps students get ready for lifetime learning. Integrated curriculum is the way teacher give students the connection between the lesson they learn in the class and their daily life. The integrated will more effective if teacher know well how useful their lessons in students’ life, that make students can understand the lesson easily and apply what they studied in daily activities. The similarity is both of these studies explain about the implementation of integrated curriculum. The difference is the journal by Akib, et Al., was about the curriculum in Indonesia generally and this research setting will be conducted at SMA Terpadu Dampasan.
2. Based on a journal by Drake and Reid (2018) “Integrated Curriculum as an Effective Way to Teach 21st Century Capabilities”, in order to combine the competencies and an integrated curriculum to create a rich learning environment, we examine the context of teaching in the twenty-first century. In their research they believe that students who learns with an integrated curriculum may find themselves as well prepared to life in 21st century. Since with the integrated curriculum students have much more experience and extensive knowledge. The similarity between these two journals was about the Integrated Curriculum. The difference is the journal written by Drake and Reid explain about the effectiveness way to teach in 21st century using integrated curriculum and this research is explains about the implementation of integrated curriculum.

3. Further research by Miswari (2021) “Integrated Curriculum Implementation in Education Quality Improvement”, development of an integrated school that blends the national curriculum with the Islamic curriculum in an effort to unify the educational system and attain success in both academic and extracurricular areas. Student can get extract lesson when the curriculum was integrated in the school. Teacher can make they enjoy the lesson with the language they use in their daily life. The similarity of both research is the integrated curriculum between national curriculum and Islamic curriculum. The difference is this research will inform the implementation of integrated curriculum in teaching English and the journal by Miswari was explained about the implementation of integrated curriculum in education quality improvement.



CHAPTER III

RESEARCH METHODS

A. Type of Research

Research that focuses on qualitative phenomena is called qualitative. With the aid of in-depth interviews, this kind of research seeks to understand the underlying motivations and desires. Word association tests, sentence completion tests, story completion tests, and like other projective procedures are further research methods. This research was used descriptive qualitative methods. Descriptive research describes the conditions and information in details about the object related to the recent phenomena. According to Creswell (2012) By considering participant perspectives, the researcher aims to determine the significance of a phenomenon.

B. Setting of the Research

This research was conducted in SMA Terpadu Dampasan which located at Ratawangi village, Banjarsari sub-district, Ciamis regency, West Java. SMA Terpadu Dampasan was chosen because it has implemented the integrated curriculum in teaching English and it is interested to be discussed.

C. Subject and Object of the Research

1. Subject of the Research

Study subject is defined as an item, person, or thing to which the data for the study variable is associated and formed. Subject of this research is the English teacher of SMA Terpadu Dampasan. There are 2 English teacher that was chosen for this study. This subject was chosen because they have different subject lesson in English teaching This subject was selected because they have teaching with integrated curriculum in English lesson.

2. Object of the Research

According to Sugiyono (2014), the object of research is explained as the scientific goal of collecting data with a specific purpose and function about something objective, valuable, reliable related to a variable specifically. The object of this research is the implementation of integrated curriculum in teaching English language at SMA Terpadu Dampasan.

D. The Technique of Collecting Data

Data collection is the supporting for making the research are proved and that can make the research stronger. Data collection used in this research include:

A. Observation

Observation is a way of collecting data by going directly to the field or to the object to be studied (Sugiyono: 2014). Observation is needed to see the place, subject and object whether it is in accordance with the research or not. However, researchers do not need to ask any questions to the subjects to be studied, they only need to observe the situation in the field. Creswell (2012) By observing people and places at a research site, observation is the process of obtaining unstructured, first-hand information. The observation was conduct 6 times, namely on January 15, 17, 18, 24, 25 and 26. The researcher was having field notes prepared before the observation so they can be used to record the findings. The field notes those provide authentic and verifiable records of the observations made, and the information can be used as a tool to analyse the issue of implementing curriculum integration in English language learning.

B. Interview

An interview is asking questions directly to the subject about the object. Creswell (2012) When researchers pose generic, open-ended questions to one or more participants and record their responses, a qualitative interview has taken place. In addition to asking questions about

the object, the interview should also be recorded for documentation. In this study, the researcher was conducted an interview to the English teacher on January 17 and 24 after the end of the English learning observation. The first interview was conducted previously to the teachers on January 15 overall description of the integrated curriculum in SMA Terpadu Dampasan.

C. Documentation

Documentation is one of the proofs that research has been conducted in the place. Creswell (2012) Newspapers, meeting minutes, personal journals, and letters are just a few examples of the documents that qualitative researchers collect regarding a study's participants or study site. Do not forget to ask for permission from the place being researched to document the required files. Documentation is one of the strategies to collect the data and information. In this study, the documentation was use English lesson plans, students' absences, and pictures taken of the class activities.

E. Technique of Data Analysis

Based on Miles and Huberman (2014) data analysis divided into three. They are data condensation, data display, and verification. Here are the clear explanations about data analysis process of this research:

1. Data Condensation

The first step for data analysis in this qualitative research is data condensation. Miles, Huberman and Saldana (2014) In order to create and validate "final" findings, data condensation is a type of analysis that clarifies, groups, concentrates, throws out, and arranges data. Following the collection of all research data, data condensation is performed to improve analysis and eliminate the possibility of missing data. In order to gather the chosen data in this regard, the researcher documented and interviewed participants in the teaching and learning process. It required the pertinent data that could be applied to the study. Field notes with the

date, time, location, and an explanation of the activities during the teaching and learning process should be attached with the data related to the research.

2. Data Display

Miles, Huberman and Saldana (2014) A display, in general, is a neatly organized, condensed collection of data that enables action and conclusion-making. Therefore, data display is the use of images or actions to strengthen and clarify previously gathered condensed data. A diagram, matrices, or chart that contains a method of organizing and thinking about more textually embedded data can be used to extend the data in addition to text. The information that is structured and allows for drawing conclusions will be presented in the form of a narrative during the execution of this step.

a. Observation of teaching and learning process

Observations are made of the teaching and learning activities taking place in the classroom. By using an integrated curriculum, it aimed to understand how teaching and learning take place as well as the dynamics of the classroom. By noting the outcomes and gathering data for the next step, the observation is supported.

b. Interview the teacher

In order to learn more about the general description of the implementation of integrated curriculum in the classroom, the English teacher of SMA Terpadu Dampasan was interviewed. The interview's findings can be used to support the observational data and the research's inferences.

c. Documentation

In order to verify the validity of the data used in the research, documentation will be made. The results of observations and interviews are strengthened by documentation, which also acts as

supporting data. Documentation for this study may take the form of lesson plans that helped the teacher implement an integrated curriculum in the classroom.

3. Verification

Verification or conclusion is the last step of analysis data after data condensation and data display done. Miles, Huberman and Saldana (2014) Verification might involve a brief review of the field notes and a fleeting thought that the analyst had as they were writing. The final conclusions are reached after the data collection process is complete, but they also need to be confirmed to ensure that they are accurate.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. The Implementation of Integrated Curriculum

1. Integrated Curriculum Models

According to Rahman (2014) an integrated curriculum that implemented in schools/madrasas in a formal structure stated in the 2005 SNP, there are at least three types, namely (a) integration of the national curriculum (KTSP) and international curriculum (IGCSE), (b) integration of the intracurricular curriculum (KTSP/IGCSE) and extracurricular (L2L/youth entrepreneurship program/adiwiyama) and (c) curriculum integration in learning (within single discipline, across several disciplines, and inside the mind of the learner). However, instead of using the international curriculum SMA Terpadu Dampasan use the KMI (Kulliyatul Mu'allimin Al-Islamiyah) curriculum for integrating with the national curriculum.

a. Integration of the national curriculum (Merdeka Curriculum) and KMI (Kulliyatul Mu'allimin Al-Islamiyah) Curriculum

In teachers' associations, during the annual evaluation, teachers are divided into several groups to analyse, align, combine and integrate the two curricula. After getting the results, teachers need to integrate the two curricula and put them in the form of a lesson plan. This is done to align the topics that will be integrated and to make it easier to apply and convey them to students. At SMA Terpadu Dampasan the teachers will take several topics and themes from the books provided for both English and Arabic learning.

Because in this high school they use the national curriculum and KMI so they do not use the international curriculum in integrating the school curriculum. The teacher said that the material books from KMI are good enough to improve students' language skills.

The KMI books includes 4 language skills which are sufficient for students to develop. There is an English lesson book to improve reading skills, an English grammar book for students to learn grammar, an English composition to improve writing skill. To improve listening skills, there are no special books because students' listening is practiced outside of class by listening to their friends and listening training will be provided by managers from the language section. Even though students are living in Islamic boarding school it is not the reason they can not study English. Religious teaching does not forbid learning English, it is important to do so (Sabiq, Roqib, at Al: 2022). The application of learning using foreign languages such as Arabic and English makes students understand that in addition to studying religion, learning languages is also very necessary in everyday life. Speaking foreign languages can help us convey knowledge about religious and other insights to people who do not understand them.

As previously explained, an example of implementing an integrated curriculum in this school is the use of English in learning to translate the Yellow Book at Islamic boarding schools. Students will be taught about the use of English in interpreting the yellow book they are studying. So, apart from gaining knowledge about religion from the yellow book, they also gain the ability to speak and write in English.

b. Integration of the intracurricular curriculum (Merdeka Curriculum/IGSCE) and extracurricular (L2L/youth entrepreneurship program/adiwiyama)

If a school wants to implement an integrated curriculum, they need at least a dormitory so they can monitor students' daily activities. If students only study ± 8 hours a day in the school, it will be difficult to get progress in implementing the integrated curriculum because they cannot monitor their progress. SMA Terpadu Dampasan is a boarding school where students are monitored 24 hours a day, so teachers can easily see their progress. Integration of intracurricular and extracurricular curriculum in schools/madrasas are based on the understanding that students should be understand the lessons in class as well as practice their academic skills.

According to Idi (2007) a type of integrated curriculum known as The Child Centred Curriculum places a lot of emphasis on the individual skill component. It centres students' learning experiences around four human impulses: the social impulse, the constructive impulse, the urge to explore and experiment, and the expressive or artistic impulse. So, there are things that students do based on an analysis of society, so that students can more easily implement their daily activities in the dormitory when they are in real life. Some of the extracurriculars used at SMA Terpadu Dampasan to improve their students language skills are: speech training in Arabic and English, providing new vocabulary and idioms every morning, speaking training by means of a conversation between 2 people every Tuesday and Friday morning, listening practice by listening to songs or watching language films together

every 2 weeks, sometimes They have to write a summary of the film they have watched or fill in the blank of a song they have heard.

c. Curriculum integration in learning (within single discipline, across several disciplines, and inside the mind of the learner)

The principle of integration does not only apply to integrating the vision-mission, institutional, school and dormitory curriculum, but the practice of curriculum integration in the classroom also occurs. Integrated in learning is like focusing on problems in one lesson and looking for solutions in other lessons. For example, when study reading in English, the reading used can be about religion or about morals of life that can be applied in students' daily lives. The English lesson books studied for reading by students at SMA Terpadu Dampasan contain a lot of religious, social knowledge and history stories. So, students can apply what they have learned in their daily lives.

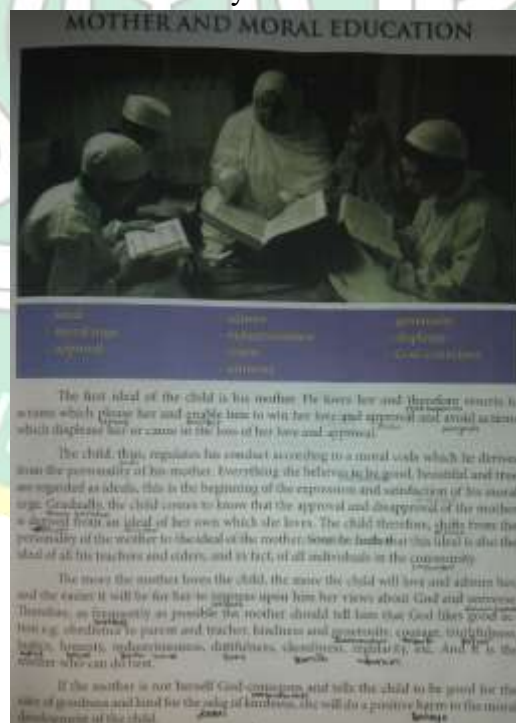


Figure 4.1 : Material from English Lesson Book

From the example material above, it can be seen that learning English can be linked to morals, religion and everyday life. Lessons that concentrate on particular issues and call for resources or materials from different disciplines or subjects are the basis of integrations (Idi :2007). In this way, the integrated curriculum can expand students' knowledge and students can relate learning to everyday life.

T: Do you know who is the first ideal of the child?

S: Mother.

T: How is the position of mother to her children in Islam?

S: Mother, mother, mother and then father.

In this lesson, students knew this because they have studied it in Hadiths subjects and Islamic religious education. Apart from the English they learn in this reading, they can also relate this learning to other subjects, they can even draw conclusions from real-life experience.

2. Integrated Curriculum and Learning

Learning experiences that are intended to reinforce one another and knowledge that is synthesised across traditional subject areas are hallmarks of an integrated curriculum. This method helps kids become more adept at applying what they've learned in different contexts (Abdullah di:2017). Based on research at SMA Terpadu Dampasan the result is this school has implemented an integrated curriculum since 17 years ago. Mr NH said that they implemented this integrated curriculum to give students more freedom in learning so that they do not just stick to one lesson. Apart from that, because students are in dormitories, teachers are better able to supervise them so they can continue to monitor developments in the implementation of integrated curriculum. The curriculum that integrated is between the

government curriculum or Merdeka curriculum, the KMI (Kulliyatul Mu'allimin Al-Islamiyah) curriculum or in English it is call ITTC (Islamic Teachers' Training Collage) and the *Salafiyyah* curriculum. Based on Maulida, M.A., Erfan, M., & Hidayati, V.R. (2021) the Merdeka Curriculum is a model of curriculum that emphasizes varied intra-curricular learning, giving students the chance to investigate ideas and develop skills.

First implemented in Modern Islamic Institution of Darussalam Gontor, the KMI curriculum is a unique curriculum utilized in Islamic boarding schools in Indonesia. The curriculum is applied to every aspect of the students' lives and is designed to integrate scientific competence and character development. According to the National Standard, the Indonesian National Qualifications Framework (KKNI), and the ideals of contemporary boarding schools, each study program prepares and develops its own curriculum (Muhajir: 2022). The KMI principal oversees the curriculum and is accountable for managing the content and enhancing the professionalism of teachers. Many other schools have also adopted the KMI curriculum, which is a crucial component of the education system in Indonesia's Islamic boarding schools.

a. Students' Lessons

The class divisions at this school are divided into two there are regular classes and intensive classes. Regular classes are for students who have started studying there since graduating from Elementary School (SD)/Madrasah Ibtidaiyah (MI). Regular classes studying for 6 years, start from class 1-6, or in national education standards, class 1-3 is Junior High School and class 4-6 is Senior High School.

Intensive classes are students who started studying there since graduating from Junior High School, or they just started studying for their Senior High School there. Intensive classroom

learning is carried out for 4 years. It is class 1-3-5-6, the intensive class is in two years that class 1 and 3, after 2 years they will join regular classes in class 5 and 6. First semester, the language used as an introduction to learning in class 1 regular and class 1 intensive is Indonesian. In last semester they will learning use an English and Arabic language. Class 2-6 regular and class 3-6 intensive should have been ready use the English and Arabic language in their class when they start to study.

There are several English lessons that student's study at SMA Terpadu Dampasan. First is "English Lesson" this lesson aims to improve students' reading skills and understanding. This lesson is studied by students from class 2 of junior high school to class 3 of senior high school. So, there is "English Course" this lesson is studied by grades 1 and 2 of junior high school to introduce them to English. Then, "English Grammar" this lesson contains grammar that students can use in everyday conversations. Students are introduced to grammar when they enter the 3rd year of junior high school and continue until the 3rd year of senior high school.

The curriculum is taught 24 hours a day, split into formal, non-formal, and informal periods. Non-formal education requires a systematic curriculum in order to establish patterns and continuity in learning (Suwito, Sahnun A, at Al: 2019). It consists of 100% religious subject and 100% general subject:

1. Formal Education: Formal education is carried out in the classroom, teaching and learning activities using complete school uniforms. Formal education is conducted from 07.20-15.00, the student's study for 10 hours of lessons.
2. Non-formal Education: This non-formal education is carried out outside of formal education, such as public speaking

training 1 week twice in every Monday and Wednesday nights, learn and memorize new vocabularies and idioms every morning, sports and arts lessons in the afternoon and learning the “*kitab kuning*” at night.

3. Informal Education: Every time is their education because they have a motto “What you see, what you hear, what you do is education”.

b. Materials of the Lesson

Some of the extracurriculars used at SMA Terpadu Dampasan to improve their students language skills are: speech training in Arabic and English, providing new vocabulary and idioms every morning, speaking training by means of a conversation between 2 people every Tuesday and Friday morning, listening practice by listening to songs or watching language films together every 2 weeks, sometimes they have to write a summary of the film they have watched or fill in the blank of a song they have heard.

The material given to students has been determined according to the KMI curriculum. Students are given material in stages, such as in English Grammar, students first learn grammar is learning to recognize parts of speech, then, the next year they will be learning the 16 tenses and will continue at the next stage.

The other example is, English vocabulary enhancement, the students will have material from teacher and they will try to use the vocabulary within sentences either speaking or writing.

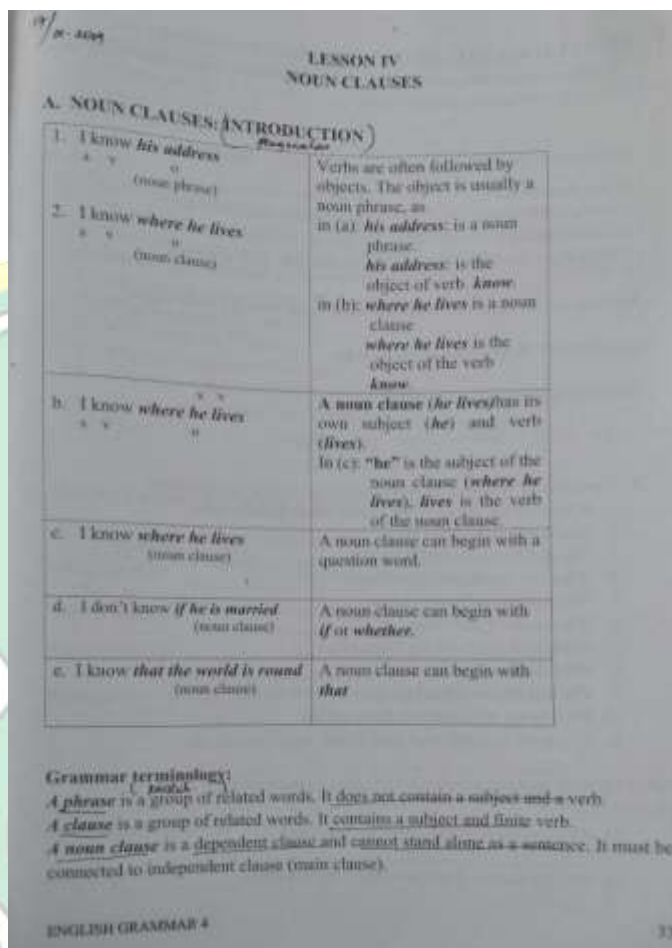


Figure 4.2. Material from English Grammar 4 Book.

Shoemaker (1989) defined an integrated curriculum as education that is structured to cross subject-matter boundaries and bring different curricular elements together in a meaningful way to concentrate on large subject areas. So, at this school there are no limits for each subject, so it will be easy to integrate the lessons. Apart from being able to be combined with other English lessons, it can also be integrated with other lessons.

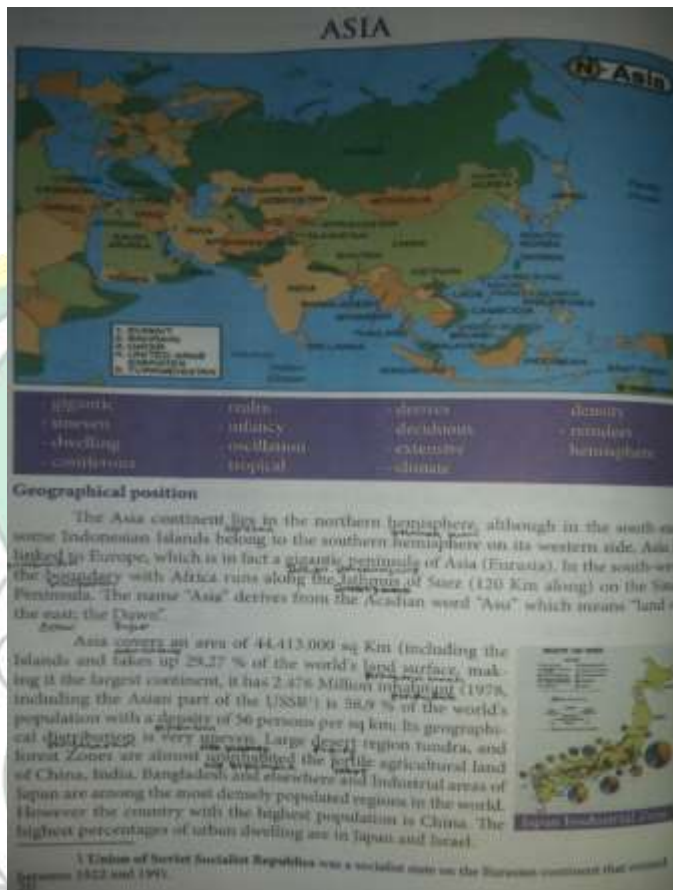


Figure 4.3. Material from English Lesson 6 Book

In this material, English can also be integrated to geography lessons. So, there are no more limits for students to learn. In learning English, they can also study geography at the same time. This will make students' insight and knowledge more developed in learning.

c. Evaluation of Study

In every learning and study, there need be an evaluation to find out how significant the knowledge students have gained in learning. Evaluation can be done by asking students questions directly after the teaching and learning process. Teacher can also give assignments to be done in the dormitory.

Evaluation	1. Teacher orders some pupils to read their book.	T : You, Ahmad, read your book please!..... then, you..... (if teacher find mistakes, he will correct it). Then teacher say, "close your books please!"
	2. Question on the content of the lesson. a. The most important industry in Asia.	Teacher will ask some questions to the pupils and choose one of them to answer. T: what is the most important industry of Asian countries? P: in the majority of Asian countries agriculture remains the most important industry.

Figure 4.4. Evaluation reading and questions from teachers' teaching preparation.

The teacher will provide an evaluation of the student's reading and ask several questions about the material that has been studied previously. Apart from evaluating the reading and content of the material, the teacher will also ask about the vocabulary that was learned that day.

	3. Question on the meaning of some words	T: What is the meaning of "uneven"? P: The meaning is not equally balanced.
	and putting them into complete sentences. a. Uneven (,an'ēvan) : not equally balanced.	T: Your answer is correct. (If the answer is wrong, Teacher choose other students to answer till the answer is correct) T: Put this word in a complete sentence! P: I have feel uneven in studying with smarter friends T: What a great sentence!

Figure 4.5 Evaluation vocabularies from teachers' teaching preparation.

According to Mr. NH The implementation of the integrated curriculum is flexible so it can be done in the dormitory too, so that students do not get bored with the learning setting which is only in the classroom. In addition, Mr. NH said that the vocabulary they learn in class can also be applied to students' daily activities, because

in their daily lives they use English and Arabic to communicate. Students will be monitored by teachers and administrators in the student dormitory, so that teachers can continue to see students' language development and progress.

B. The Implementation of Integrated Curriculum Learning Steps

Based on the observation, researchers found that SMA Terpadu Dampasan has implemented integrated curriculum learning steps. According to Wiles (2014) the steps for implementing an integrated curriculum can vary depending on the specific context and goals of the curriculum. However, some common steps include:

1. Identifying learning objectives

Establish what essential knowledge, abilities, and skills students should learn from the integrated curriculum. The discussion is furthered by the idea of integrated curricula, which offers useful strategies for converting that learning into practical experiences that flow naturally into subsequent uses (Fogarty, 2009:7). Identifying learning objectives is very important, especially for students that can apply their learning results in daily life.

Based on the interview, SMA Terpadu Dampasan teachers have identified learning objectives so that students can be used and practiced in their daily lives. Mr. NH said:

“To identify the learning objectives of English not only in terms of material but also material coupled with implementation, the implementation we do is speaking and writing, speaking students are controlled for 24 hours to speak English as learned in school so that the application of integrated curriculum is not only in school but in daily activities as well”. (Translate in English) (Mr. NH interview on January 25th)

From Mr. NH's explanation, it can be seen that the integrated curriculum in SMA Terpadu Dampasan is implemented well because teachers supervise students for 24 hours. At the beginning of the semester, in identifying learning objectives, teachers also look at the results of student evaluations of previous learning, their abilities and weaknesses. Based on interview Mrs. RN said that they will identify learning objectives by looking at previous student learning evaluations and based on the learning material they will receive in the next semester. Therefore, students can achieve the learning objectives that the teacher has prepared and can understand the material well.

The selection of relevant resources and teaching techniques is based on clearly defined learning objectives (Khan :2012). They can make sure that a teacher in the classroom does not employ resources or techniques just because they are comfortable or quick to obtain. An explicit and measurable learning objective is necessary for it to be effective. So, teachers must have prepared all forms of learning objects well and thoroughly, so that students can achieve things they did not previously understand.

Short, precise statements of what students will be able to do after a lesson as a result of the activities, teaching, and learning that have taken place should serve as learning objectives. At times, they are referred to as learning outcomes. So, it can be concluded that objective learning is the goal of student learning in class.

2. Selecting themes or topics

Select broad themes or subjects that can be the starting point for combining various academic disciplines. Choosing themes and learning topics is also very important so that teacher can adjust the level and abilities of students in each class. Mr. NH said:

“Our choice of themes is random; we apply the appropriate ones from the Merdeka Curriculum and from KMI simultaneously so that no one beats the other and no one is superior. so, the expected result is not 50/50 but 100/100”. (Translate in English) (Mr. NH interview on January 25th)

From this statement it can be seen that SMA Terpadu Dampasan wants to implement a full and balanced integrated curriculum between curricula, so there is no curriculum that looks more prominent and superior. Therefore, the choice of themes and topics for learning are taken from the two curricula so that they can be well integrated.

According to the interview in class observation, from Mrs. RN side that the themes and topics that will be presented to students are seen from the learning objectives that have been set and what students need to achieve in their classes. For example, in studying grammar, grade 4 students or it is class XI have to memorize and understand 16 tenses, then the teacher need to provide themes and topics that are appropriate to the learning objectives. So, what the teacher will convey in learning is about students' understanding of the 16 tenses and integrating them with other material such as reading in English or writing.

Rixon (2019) persuasively supported topic as an organising principle in curricula for students in order to give learning a clear context for the introduction and practice of lexical sets while also making the learning meaningful and engaging. Choosing a topic that is interesting and appropriate to the learning context will make students more enthusiastic about learning.

Students were exposed to the use of English in a context similar to real-life situations by Setyaningrum and Purwati (2020). To teach English as a Foreign Language (EFL), they introduced Language Integrated Learning (CLIL) and “soft” content as background information for students

prior to learning English, they urged connecting the current regular lesson themes to English lessons. Apart from selecting topics, themes are also important in integrating curriculum and learning.

3. Designing interdisciplinary units

Create study units that incorporate a variety of subjects around the selected themes or subjects. There should be explicit learning objectives, evaluations, and teaching techniques in these units. Teachers need to create student study units so that students can understand the material presented by the teacher in groups by working together. Mrs. RN said in the interview that they usually create the study units while studying in the class.

Students can understand and understand the material easily when it is made into study units or groups because it is easier for them to understand the explanations from their own friends. (Translate in English) (Mr. NH interview on January 25th)

Each student has different abilities so when they share their abilities with each other, it will be easier for them to understand their friends' explanations well. Luckily, they did not leave each other, so students who already understood would patiently explain to those who did not understand.

Greef, et al (2017) Complex challenges frequently pique students' interests. Many students choose to enrol in interdisciplinary courses and programmes that study complicated issues. Therefore, the teacher creates an interdisciplinary unit design, so that students can understand the problems and challenges they face.

Interdisciplinary units are usually used to integrate several lessons of the same or different levels. Interdisciplinary units can be done by combining classes that are studying the same subject. Apart from that, it can also be made for combinations between classes at school.

4. Aligning resources and materials

Find and collect relevant resources and materials, such as online materials, textbooks, and hands-on materials, that enhance the integrated curriculum. The material that will be presented to students need to first be seen for its relevance. In observations research the result of the interview regarding the aligning resources and materials in teaching English, explained as follows:

The material that we convey to students is of course from sources that have been determined at school, such as English lessons from the National Education Department, we use existing sources, regarding the learning system, we also follow the material we get from that source. (Translate in English) (Mr. NH interview on January 25th)

Mr. NH's explanation about the resources and materials are obviously from the National Education Department books or KMI's books. In addition, Mrs. RN explain that they will also take the reference from internet/online books if it needed. Usually, they often use existing sources and materials so that it will not cause other difficulties to aligning each material. Apart from that, English teachers can also prepare themselves more thoroughly to deliver lesson material because they can more easily get learning resources.

Students learn better when they can comprehend how different course components fit together, which is achieved through clear alignment. Practice with feedback: In addition to prompt feedback, students require several chances to apply the knowledge and abilities they are gaining. That way students can learn more easily. Aligning the material is very helpful for developing students' knowledge of the material used.

5. Planning instructional strategies

Establish the teaching methods and exercises that will be used to get students interested in the integrated curriculum. Project-based learning, inquiry-based learning, and group projects might all fall under this category. In learning English here, the teacher has prepared several learning strategies that will be used.

In designing learning strategies and determining learning methods we do this because like it or not. However, the material in one book is not stagnant in one discussion, but each subchapter has a different theme. Of course, this will attract teachers to adapt to the learning methods used. “attoriqotu khoiru min al-maddah” (The way of teaching is more than the material itself). To carry out this learning strategy we need preparation before teaching, so that the teacher can determine the learning method to use, the stages begin with opening the material book, studying and reviewing it, writing what will be conveyed in the form of a lesson plan and then creating a learning model that will be used. (Translate in English) (Mr. NH interview on January 25th)

“Attoriqotu Khoiru min al-maddah” This sentence means that the method used in teaching is better than the material itself. Mr NH is of the opinion that the teachers at SMA Terpadu Dampasan have their own way of presenting the material that will be presented. Teachers usually use inquiry-based learning, group projects, project-based learning and problem-based learning. Mr NH himself often uses problem-based learning or inquiry learning because he teaches the subject of reading.

On the other hand, Mrs. RN uses group projects, project-based learning and problem-based learning more because he teaches grammar subjects. She believes that students will understand better if it is explained by their own friends who understood the lessons rather than explanation by the teacher, therefore groups are created to work on projects or assignments in class.

6. Providing professional development

Provide teachers with opportunities for professional development so they can acquire the skills and knowledge needed to successfully implement the integrated curriculum. In implementing the integrated curriculum, teachers will gain more experience and knowledge so they can hone their teaching skills.

Obviously, teachers get new ideas, are more skilled and insightful and are also more developed for upgrading and updating, so that the implementation of this integrated curriculum certainly does not make teachers lazy, stagnant, but rather gives rise to innovation and brilliant ideas for the future to be better and better. (Translate in English) (Mr. NH interview on January 25th)

There is no special training given to teachers to gain professional development skills in implementing the integrated curriculum. Teachers will develop their professional skills by adapting to the dormitory and school environment. However, not everyone can do it, so at SMA Terpadu Dampasan the teachers who teach are who have studied with an integrated curriculum since they were at school.

The expectations placed on teachers are evolving along with the role and operations of schools. In addition to teaching in classrooms that are becoming more and more multicultural, educators are expected to prioritise the integration of students with special education needs, use information and communication technologies more effectively, plan lessons within accountability and evaluative frameworks, and engage parents in the educational process.

The Organization for Economic Cooperation and Development (OCED:2005) consequently, in order to preserve a high calibre of instruction and a talented teacher workforce, educational institutions aim to offer teachers chances for in-service professional development. Teachers

have many obligations besides teaching, namely educating and training students' academic skills.

7. Collaborating with colleagues

To share resources, ideas, and best practices for implementing the integrated curriculum, encourage teachers to collaborate. All English teachers must collaborate in order to get maximum results. Each teacher has his or her own abilities and expertise, so teachers can share with each other about the progress of students in their class

All teachers who teach lessons in the realm of English discipline, for example grammar, story telling, reading, English from the National Education Department, certainly have synergy, because each other has the same orientation to deepen and improve the quality of student's English language skills. (Translate in English) (Mr. NH interview on January 25th)

English teachers from writing, reading and grammar teachers need to often gather and express their respective opinions. Both in terms of learning, evaluation of student learning, learning strategies used, learning media and others, so other teachers can get additional information from their colleagues. As Mr. NH said every teacher has the same orientation to improve students' abilities and quality in English. So, it is not wrong if they often have to work together and share information.

Teacher collaboration gives educators the chance to get together, exchange ideas, make well-thought-out strategies, and collaborate efficiently. Identifying instructional strategies that benefit students of all abilities consistently in classrooms and subject areas is one of the main goals of collaboration. Teachers can collaborate with other teachers to get information about the material taught and student development.

8. Monitoring and assessing student progress

Assess student learning and advancement towards the integrated curriculum's learning objectives on a regular basis. Make use of a range of evaluation techniques, including performance tasks, portfolios, and observations.

In this section, the teacher monitoring and assessing students' progress by giving them tests, both written and oral.

In monitoring students' ability scores in English, namely by holding try-outs once a week or once every two weeks, it's not difficult, just fill in the answer sheet and answer the questions in the book, so that we will know students' progress in English and monitor it directly in daily life, not only in the classroom but also outside the classroom. (Translate in English) (Mr. NH interview on January 25th)

Mr. NH and Mrs. RN are working together in monitoring student progress. Even though they teach different subjects (Mr. NH is reading teacher and Mrs. RN is grammar teacher), they remain in the realm of English so they can exchange ideas and provide information about student progress in the field they teach. There are several types of tests that are usually given to students in learning reading, such as answering questions, making questions from the answers provided, explaining phrases, multiple choices, making sentences from the vocab provided and there are also direct questions or such oral examination. there is also a psychomotor assessment and attitude assessment.

Table 4.1 : example of answering questions.

No	Questions	Answers
1	How is climate of Asia?	Asia continent climate is very low winter temperature and hot inland summers.
2	What is woodland?	Land covered with trees.
3	What continent has the world largest population?	Asia continent.

Table 4.2 : example of making questions for the following answers.

No	Answers	Questions
1	It is China.	What country has the highest population in Asia?
2	Cause oscillation in the atmospheric circulation.	Why the large part of Asia have a continental climate the very low winter temperature and hot inland summers?
3	Asia is an important source of raw materials.	What continent is the most important natural sources?

Table 4.3 : example of a psychomotor test

No	Students Name	Reading and speaking skills				
		1	2	3	4	5
1	Silmi Nur Khafidza					
2	Risma Rahmawati					
3	Rahmi Retna					
4	Etc.					

Notes:	Skills test scores
1. Good reading skill and good writing	: 80-90
2. Good reading skill and poor writing	: 70-79
3. Reading skill is poor and writing skill is good	: 60-69
4. Reading skill is not good and writing skill is not good	: 50-59
5. Cannot reading and cannot writing	: <50

Besides the written assessments, teachers also assess non-written tests. Assessment without tests is like assessing a student's portfolio based on things observed by the teacher, learning experiences carried out during class, reports from other teachers and parents. According to Mrs. RN that Assessment of individual and group learning assignments, learning projects and also daily assignments will also be assessed well. Later, the results of this learning assessment will be used as a benchmark for the success of implementing the integrated curriculum.

9. Evaluating and Revising

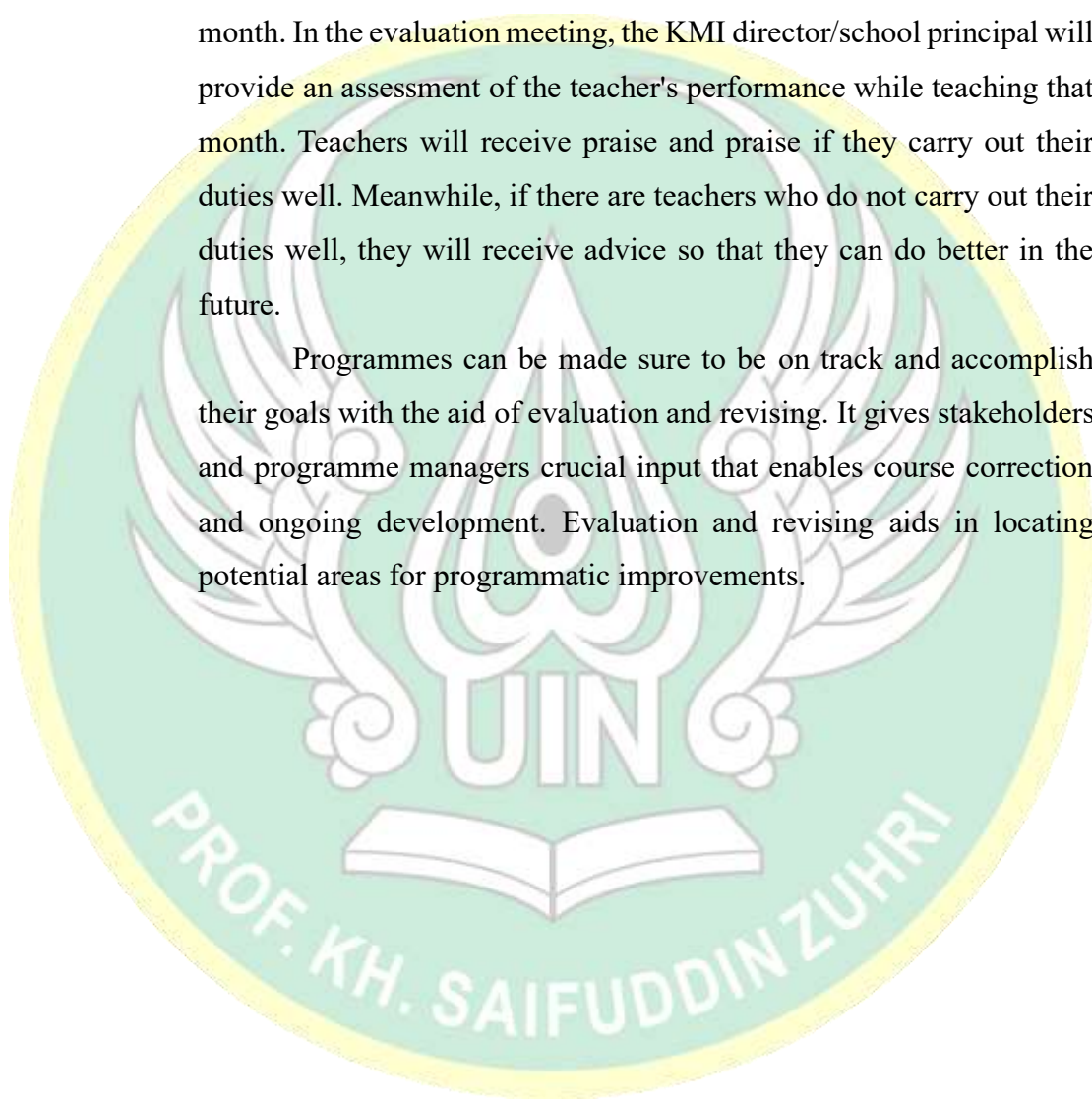
Based on student outcomes, teacher and student feedback, and an evaluation of the integrated curriculum's effectiveness, adjustments may need to be made. After going through several steps, teachers need to receive feedback and evaluation so they can monitor the progress of implementing the integrated curriculum in schools.

To implement the curriculum in English language learning, the school director/principal has the task of providing rewards for teachers who are successful in implementing the integrated curriculum and provide advice for teachers who have not been able to successfully implement the integrated curriculum. This evaluation is usually carried out once a month, of course in this case the hope is that the effectiveness of the implementation of the integrated curriculum will change for the better over time. For evaluating the students its given full rights and authority to the

subject teachers. (Translate in English) (Mr. NH interview on January 25th)

So, to monitor the progress of implementing the integrated curriculum in schools, teachers will hold evaluation meetings once a month. In the evaluation meeting, the KMI director/school principal will provide an assessment of the teacher's performance while teaching that month. Teachers will receive praise and praise if they carry out their duties well. Meanwhile, if there are teachers who do not carry out their duties well, they will receive advice so that they can do better in the future.

Programmes can be made sure to be on track and accomplish their goals with the aid of evaluation and revising. It gives stakeholders and programme managers crucial input that enables course correction and ongoing development. Evaluation and revising aids in locating potential areas for programmatic improvements.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusions, limitations of the study and recommendation. First, this section contains the researcher's conclusions from the research results. Limitations of the study are also included in this section. This section also includes recommendations from researchers aimed at teachers and the future researchers.

A. Conclusion

Based on the data collection and data analysis in this research, it was found that SMA Terpadu Dampasan has implemented an integrated curriculum in the last 17 years, both in learning English and in other subjects. The implementation of the integrated curriculum can be seen during learning in the classroom and outside the classroom. When in class the teacher will develop English learning materials with other subjects so that students can understand the material by relating learning to real life condition.

There are at least three implementations models of the integrated curriculum in schools/madrasas in a formal structure based on Rahman (2014). SMA Terpadu Dampasan has implemented several of these things, such as integrating National Curriculum (Merdeka Curriculum) with Islamic Boarding School (KMI Curriculum) and integrating intracurricular with extracurricular and integrating the curriculum in learning. The learning step using the integrated curriculum steps learning has also been carried out well, 1) identify learning objectives, 2) Selecting themes and topics, 3) Designing interdisciplinary unit, 4) Aligning resources and materials, 5) Planning instructional strategies, 6) Providing professional development, 7) Collaborating with colleagues, 8) Monitoring and assessing students progress,

and 9) Evaluating and revising. They apply learning steps in every teaching and learning activity. Apart from that, because their institutional system is a dormitory and Islamic boarding school, the implementation of the integrated curriculum can be monitored closely. When learning English, it will be easier for them to understand because their daily speaking in the dormitory also uses English and Arabic.

B. Limitations of The Study

This research has limitations even though it has been done as best as possible. Every research definitely has limitations in terms of preparation, observation, data collection and data analysis. In this case, the researcher only conducted five studies so that the data taken was utilized as best as possible. Due to limited time, interviews were conducted online and offline. This is because the first week of learning in the even semester so class learning has not been carried out effectively. Ultimately, this research has limitations in observation and data collection.

C. Suggestion

The implementation of integrated curriculum in teaching English at SMA Terpadu Dampasan, Ciamis was good. There are recommendations given based on the findings research:

1. For Teachers

Even though the implementation of the integrated curriculum in this school is good, the teachers have also been able to master learning using this integrated curriculum, it would be even better if more learning methods are used and use interesting media, so that students are more active in learning.

2. For School

For schools that have implemented an integrated curriculum should be better in providing learning media for teachers so that they can provide the best in implementing the integrated curriculum.

3. For Other Researcher

For future researchers can learn more about the integrated curriculum so that can expand research about the integrated curriculum, because currently the integrated curriculum is widely used in schools.



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Appendix I Preliminary Permission Letter from the University



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53128
Telepon (0281) 635624 Faksimili (0281) 636553
www.fik.uinsatzu.ac.id

Nomor : B.m.644/Un.19/D.FTIK/PP.05.3/03/2024
Lamp. : -
Hal : **Permohonan Ijin Riset Individu**

05 Maret 2024

Kepada
Yth. Kepala SMA Terpadu Dampasan
Kec. Banjarsari
di Tempat

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama	: Dewi Amalia Putri
2. NIM	: 2017404110
3. Semester	: 7 (Tujuh)
4. Jurusan / Prodi	: Tadris Bahasa Inggris
5. Alamat	: Desa Bojongkantong Kec Langensari Kota Banjar Jawa Barat
6. Judul	: The Implementation of Integrated Curriculum In Teaching English at SMA Terpadu Dampasan at SMA Terpadu Dampasan, Ciamis

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek	: The Implementation of Integrated Curriculum In Teaching English Language
2. Tempat / Lokasi	: SMA Terpadu Dampasan
3. Tanggal Riset	: 06-03-2024 s/d 06-05-2024
4. Metode Penelitian	: Descriptive Qualitative

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah

Tembusan :

1. Guru bahasa Inggris

Appendix II Research Permission Letter from the Research Object



**YAYASAN AT-TARBIYATUL ISLAMIYAH ALHADITSAH DAMPASAN
SMA TERPADU DAMPASAN
TERAKREDITASI " B "**

Akta Notaris Krisna Sani Rahayu, SH. M.Kn. Nomor: 01 Tanggal 02 November 2020

**SURAT IZIN PENELITIAN
NOMOR : 37.a / SMATD_YAIAD/III/2024**

Dalam rangka Penelitian Tindakan Kelas, Saya selaku Kepala Sekolah SMA Terpadu Dampasan memberikan izin kepada :

Nama : DEWI AMALIA PUTRI
NIM : 2017404110
Universitas : UIN Prof. K.H Saifuddin Zuhri Purwokerto
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Study : Tadris Bahasa Inggris

Untuk mengadakan Penelitian Tindakan Kelas, Observasi atau kegiatan lain yang berkaitan dengan penelitian yang akan dilaksanakan pada :

Jangka waktu penelitian : Satu bulan dimulai dari awal semester genap
Lokasi : SMA Terpadu Dampasan
Judul Penelitian : The Implementation of Integrated Curriculum in Teaching English At SMA Terpadu Dampasan Ciamis

Ditetapkan : Banjarsari
Tanggal : 15 Januari 2024
Kepala Sekolah



Head Office : Dsn. Tuban RT 02/06 Desa Ratawangi Kec. Banjarsari, Ciamis, Jawa Barat 46383
Website. www.dampasan.com E-mail. santridampasan@gmail.com Tlp. +628112232312

Appendix III Letter of Research Completion



**YAYASAN AT-TARBIYATUL ISLAMIYAH ALHADITSAH DAMPASAN
SMA TERPADU DAMPASAN
TERAKREDITASI "B"**

Akta Notaris Krisna Sani Rahayu, SH. M.Kn, Nomor: 01 Tanggal 02 November 2020

Nomor : 38.a/SMATD_YAIAD/III/2024
Lampiran : -
Hal : Pemberitahuan Selesai Riset Individu

Kepada, Yth.

**Rektor UIN Prof. K.H. Saifuddin Zuhri Purwokerto
Fakultas Tarbiyah dan Ilmu Keguruan**

Di Purwokerto

Assalamu'alaikum wr. wb.

Memperhatikan Surat Permohonan Izin Riset Individu tertanggal 15 Januari 2024. Sehubungan dengan hal tersebut, SMA Terpadu Dampasan menyatakan bahwa mahasiswa UIN Prof. K.H. Saifuddin Zuhri Purwokerto Fakultas Tarbiyah dan Ilmu Keguruan tersebut dibawah ini :

Nama : DEWI AMALIA PUTRI
NIM : 2017404110
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Alamat : Dsn. Langkaplancar, RT 04/01, kel. Bojongkantong, kec.
Langensari, kota Banjar. Jawa Barat
Judul : The Implementation of Integrated Curriculum in Teaching
English At SMA Terpadu Dampasan Ciamis

Telah selesai melaksanakan riset individu dalam rangka pengumpulan data penyusunan skripsi pada Selasa 13 Februari 2024.

Demikian surat ini dibuat untuk digunakan sebagaimana mestinya.

Wassalamu'alaikum wr. wb.

Ditetapkan : Banjarsari
Tanggal : 13 Februari 2024
Kepala Sekolah



Head Office : Dsn. Tuban RT 02/06 Desa Ratuwangi Kec. Banjarsari, Ciamis, Jawa Barat 46383
Website: www.dampasan.ciamis E-mail: guatrilalimpasaa@unsol.com Tlp. +628112232312

Appendix VI Observation Checklist Results

OBSERVATION CHECKLIST

**THE IMPLEMENTATION OF INTEGRATED CURRICULUM IN TEACHING
ENGLISH AT SMA TERPADU DAMPASAN, CIAMIS**

Name : Mr. NH. M. Ag
 Teacher of : English lesson
 Class : XII
 Date : 25th of January 2024

No	Observed Aspects	Appears		Note
		Yes	No	
1	Identifying learning objectives	✓		teachers identify the learning objective before the beginning of new semester
2	Selecting theme/topic	✓		The theme/topic selected from the material provide in the books.
3	Designing interdisciplinary unit	✓		Teachers usually grouping the students for making the lesson easier.
4	Aligning resources and materials	✓		The teachers have chosen for taking the materials because they can handle it.
5	Planning instructional strategies	✓		the strategies for learning will always be prepare before starting the class
6	Providing professional development	✓		experiences for the teacher and develop their teaching in the class
7	Collaborating with other teachers	✓		teachers always sharing their experiences about the progress of their teaching
8	Monitoring and assessing students progress	✓		the teachers always monitoring students progress
9	Evaluating and revising	✓		teacher and students are get evaluation and revision for feedback of their work.

Appendix V Teachers' Interview Scripts

No.01

INTERVIEW GUIDELINES

IMPLEMENTATION OF INTEGRATED CURRICULUM IN TEACHING ENGLISH AT SMA TERPADU DAMPASAN, CIAMIS

I. Respondent Data

Name : Mr. NH. M.Ag
Teacher of : English Lesson
Date : Thursday, January 18, 2024
Place : SMA Terpadu Dampasan

II. List of Questions

1. Menurut bapak/ibu apa yang dimaksud dengan integrated curriculum itu?

“An integrated curriculum is described as one that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts. Integration focuses on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life.”

2. Apakah penerapan integrated curriculum itu penting?

“Penerapan integrated curriculum itu sangat penting untuk diimplementasikan di sekolah kita karena dari awal pendirian sudah mengusung keterpaduan, dan keterpaduan kurikulum ini disusun secara sistematis dan strategis supaya orientasinya itu bisa tercapai sesuai dengan apa yang diharapkan.”

3. Bagaimana bapak/ibu mengidentifikasi tujuan pembelajaran bahasa Inggris dalam penerapan integrated curriculum?

“Untuk mengidentifikasi tujuan pembelajaran bahasa Inggris bukan hanya secara materi saja tapi juga materi yang dibarengi dengan implementasi, implementasi yang kita lakukan adalah speaking dan writing, speaking siswa dikontrol selama 24 jam untuk berbicara bahasa Inggris sebagaimana yang dipelajari di bangku sekolah sehingga penerapan integrated curriculum tidak hanya di sekolah melainkan di daily activities nya juga.”

4. Dalam pembelajaran menggunakan integrated curriculum bagaimana bapak/ibu memilih tema/topik pembelajaran dalam pengajaran bahasa Inggris?

“Pemilihan tema kita random, yang sesuai dari dinas dan dari KMI kita terapkan berbarengan sehingga tidak ada satu mengalahkan yang lain dan tidak ada yg lebih unggul, sehingga hasil yang diharapkan yaitu tidak 50%-50% melainkan 100% -100%.”

5. Apakah bapak/ibu biasa membuat unit belajar untuk siswa atau seperti kelompok belajar? Jika iya, bagaimana cara membuat unit belajar dan cara kerja kelompok siswa di SMA tersebut?

“Iya, dalam pembelajaran sewaktu-waktu siswa mendapat kesulitan saat belajar sendiri, sehingga kami para guru akan membuat unit belajar seperti kelompok belajar agar siswa bisa saling membantu satu sama lain.”

6. Dalam mengajar bahasa Inggris menggunakan integrated curriculum, bagaimana cara bapak/ibu menyelaraskan sumber daya guru dan materi yang akan di berikan pada siswa SMA ini?

“Materi yang kita sampaikan kepada peserta didik tentu dari sumber yang sudah ditetapkan di sekolah, semacam pelajaran bahasa Inggris dari dinas, kita menggunakan sumber yang ada itu, terkait sistem pembelajaran juga kita mengikuti bagaimana materi yang kita dapatkan dari sumber tersebut.”

7. Sebelum melakukan pembelajaran bahasa Inggris di SMA, apakah bapak/ibu merancang strategi pembelajaran atau menetapkan metode pembelajaran yang akan di gunakan?

“Dalam merancang strategi pembelajaran dan menetapkan metode pembelajaran kita lakukan karena mau tidak mau, bagaimanapun materi dalam satu materi itu tidak stagnan satu pembahasan, tetapi setiap subbab memiliki tema yang berbeda, tentu ini akan melahirkan tarik pengajar untuk menyesuaikan dengan metode pembelajaran yang digunakan “attoriqotu ahammu minal maddah” cara mengajar itu lebih daripada materi itu sendiri. Untuk melakukan strategi pembelajaran ini kita melakukan sebelum itu, adanya persiapan sebelum mengajar yaitu supaya pengajar dapat menentukan metode pembelajaran yang seperti apa, tahapan-tahapannya diawali dengan membuka buku materi, mempelajari dan mengkajinya, menulis apa yang akan disampaikan lalu di buatlah model yang akan digunakan.”

8. Apakah dengan menetapkan dan mengimplementasikan integrated curriculum dapat memberikan kesempatan pada guru untuk memperoleh keterampilan dan pengetahuan lebih dalam mengajar?

“Jelas, guru mendapatkan ide-ide yang baru, lebih terampil dan secara wawasan juga lebih terbangun untuk upgrade dan update, sehingga implementasi integrated curriculum ini tentu tidak menjadikan guru malas, stagnan, melainkan memunculkan inovasi dan ide-ide yang cemerlang untuk kedepannya lebih baik dan lebih baik lagi.”

9. Apakah dalam pengajaran Bahasa Inggris menggunakan integrated curriculum ini guru berkolaborasi atau bekerjasama dengan rekan kerja yaitu guru b.ing lain atau bahkan guru mata pelajaran lain?

“Semua guru yang mengampu pelajaran di ranah disiplin bahasa Inggris contohnya seperti grammar, storytelling, reading, Bahasa Inggris dari diknas, tentu ada sinergi, karena memang satu sama lain itu memiliki orientasi yang sama untuk memperdalam dan meningkatkan kualitas pobiliti anak-anak dalam berbahasa Inggris.”

10. Bagaimana bapak/ibu memantau dan menilai kemampuan siswa dalam pengajaran bahasa Inggris?

“Dalam memantau nilai kemampuan siswa dalam berbahas Inggris yaitu dengan mengadakan try out sepekan sekali, tidak sulit, cukup mengisi lembar jawaban dan menjawab pertanyaan yang ada di dalam buku, sehingga kita akan tau perkembangan anak-anak dalam bahasa Inggris dan di pantau secara langsung dalam keseharian bukan hanya di dalam kelas tapi juga di luar kelas.”

11. Untuk melihat efektivitas integrated curriculum dalam pembelajaran dan pengajaran bahasa Inggris bagaimana cara memberikan feedback, evaluasi dan hasil kepada guru dan juga siswa?

“Untuk implementasi kurikulum dalam pembelajaran bahasa Inggris direktur/kepala sekolah mempunyai tugas untuk memberikan reward bagi guru yang berhasil dalam mengimplementasikan integrated curriculum khususnya dalam bahasa Inggris dan memberikan punishment bagi guru yang belum bisa berhasil mengimplementasikan integrated curriculum, dan evaluation ini biasa dilakukan selama 1 bulan sekali tentu dalam hal ini harapan secara efektivitas implementasi integrated curriculum seiring berjalannya waktu akan berubah menjadi lebih baik. Untuk siswa diberikan hak dan wewenang sepenuhnya kepada guru pengampu.”

No.02

INTERVIEW GUIDELINES

IMPLEMENTATION OF INTEGRATED CURRICULUM IN TEACHING ENGLISH AT SMA TERPADU DAMPASAN, CIAMIS

I. Respondent Data

Name : Mrs. RN
Teacher of : English Grammar
Date : Wednesday, January 24, 2024
Place : SMA Terpadu Dampasan

II. List of Questions for Teacher

1. Menurut bapak/ibu apa yang dimaksud dengan integrated curriculum itu?

“Integrated kurikulum itu seperti memadukan sebuah pelajaran dengan pelajaran yang lain, tapi tidak menghilangkan karakteristik dari mata pelajaran tersebut. Contohnya seperti pembelajaran bahasa Inggris yang didalamnya diadakan permainan berhitung, namun berhitung yang dilakukan siswa ini menggunakan bahasa Inggris. Berhitung itu dari pelajaran Matematika namun dilakukan dalam pelajaran bahasa Inggris. Itu disebut juga pengintegrasian kurikulum.”

2. Apakah penerapan integrated curriculum itu penting?

“Penting, apalagi untuk pembelajaran anak mulai dari Sekolah dasar, mengapa demikian, yaitu agar siswa tidak bosan dengan pelajaran dan pembelajaran yang mereka pelajari tidak monoton hanya dari satu sumber saja.”

3. Bagaimana bapak/ibu mengidentifikasi tujuan pembelajaran bahasa Inggris dalam penerapan integrated curriculum?

“Jadi, sebelum menerapkan *integrated curriculum* dalam suatu pembelajaran, harus mengevaluasi hasil belajar anak, jika anak sudah faham dari pelajaran yang sebelumnya maka tidak apa jika menggunakan *integrated kurikulum*, jadi guru bisa menerapkan *integrated curriculum* untuk menunjang pemahaman siswa dari materi tersebut jadi harus dilihat dulu dari evaluasi pembelajaran sebelumnya.”

4. Dalam pembelajaran menggunakan *integrated curriculum* bagaimana bapak/ibu memilih tema/topik pembelajaran dalam pengajaran bahasa Inggris?

“Biasanya penentuan tema yaitu dilihat dari capaian apa yang harus siswa dapatkan dari kelas tersebut, misalnya untuk kelas 3 SMP harus sudah faham *part of speech*. Itu disesuaikan dengan kurikulum tersebut akan menggunakan metode seperti apa saat mengajar nanti.”

5. Apakah bapak/ibu biasa membuat unit belajar untuk siswa atau seperti kelompok belajar? Jika iya, bagaimana cara membuat unit belajar dan cara kerja kelompok siswa di SMA tersebut?

“Biasanya membentuk kelompok belajar dikelas atau untuk tugas di luar kelas. Untuk pembagian kelompok biasanya dilakukan dengan perhitungan siswa yang berada dalam kelas sehingga dapat membentuk sebuah kelompok.”

6. Dalam mengajar bahasa Inggris menggunakan *integrated curriculum*, bagaimana cara bapak/ibu menyelaraskan sumber daya dan materi yang akan di berikan pada siswa SMA ini?

“Biasanya mengacu dari sumber yang sudah disediakan oleh sekolah, seperti buku bahasa Inggris dari pemerintah atau yang menggunakan kurikulum nasional, atau menggunakan buku dari KMI. Untuk tambahan

materi yang sudah di tentukan yaitu mencari dari buku sumber lain atau melalui internet.”

7. Sebelum melakukan pembelajaran bahasa Inggris di SMA, apakah bapak/ibu merancang strategi pembelajaran atau menetapkan metode pembelajaran yang akan di gunakan?

Ya betul, merancang strategi pembelajaran atau metode pembelajaran adalah suatu hal yang penting, karena itu untuk membuat siswa tidak bosan dan hanya belajar menggunakan metode ceramah saja. Sehingga, strategi dan metode pembelajaran harus disiapkan secara matang sebelum masuk kedalam kelas.”

8. Apakah dengan menetapkan dan mengimplementasikan integrated curriculum dapat memberikan kesempatan pada guru untuk memperoleh keterampilan dan pengetahuan lebih dalam mengajar?

“Iya, dengan menerapkan metode tersebut guru dapat mengevaluasi hasil pembelajaran dan kembali belajar untuk kegiatan belajar mengajar selanjutnya.”

9. Apakah dalam pengajaran Bahasa Inggris menggunakan integrated curriculum ini guru berkolaborasi atau bekerjasama dengan rekan kerja yaitu guru bahasa Inggris lain atau bahkan guru mata pelajaran lain?

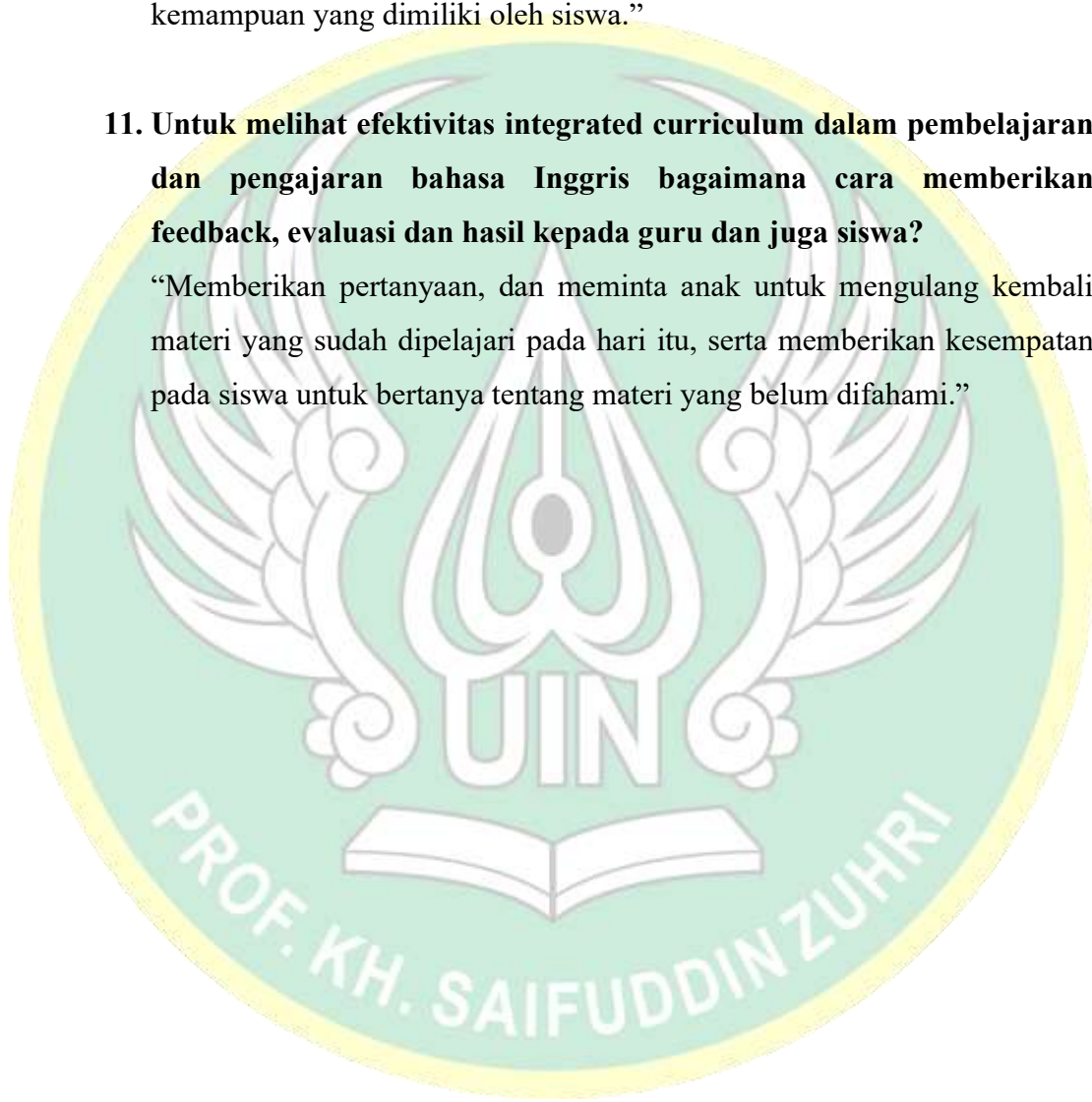
“Betul, setiap guru mempunyai orientasi yang berbeda terhadap siswa dan pelajaran yang diampu, sehingga terkadang kita bekerjasama dan berkolaborasi baik dalam menyiapkan strategi dan metode pembelajaran ataupun dengan materi yang akan disampaikan.”

10. Bagaimana bapak/ibu memantau dan menilai kemampuan siswa dalam pengajaran bahasa Inggris?

“Dari recalling dan mengisi latihan soal. Latihan soal yang ada di dalam buku materi pelajaran sudah sangat membantu guru dalam menilai kemampuan yang dimiliki oleh siswa.”

11. Untuk melihat efektivitas integrated curriculum dalam pembelajaran dan pengajaran bahasa Inggris bagaimana cara memberikan feedback, evaluasi dan hasil kepada guru dan juga siswa?

“Memberikan pertanyaan, dan meminta anak untuk mengulang kembali materi yang sudah dipelajari pada hari itu, serta memberikan kesempatan pada siswa untuk bertanya tentang materi yang belum difahami.”



Appendix VI Teachers' Teaching Preparation

TEACHING PREPARATION

Teacher : Nd Hsna., M.Ag	Day : Thursday
Subject. : Reading	Date : 25 th of January 2024 / 12 th of Rajab 1445
Title : Asia	Place : Palestine building
Class : Six B (XII B)	Period : The Third

General Objectives	After completion of the class, the pupils should have clear understanding on the title "Asia".
Specific Objectives	At the end of the lesson the pupils should be able: <ol style="list-style-type: none"> 1. To read the article well and correctly. 2. To answer the questions about the content of the title. <ol style="list-style-type: none"> a. To mention the most important industry of Asian countries. b. To explain the geographical distribution of Asia. c. To mention the continent has the world largest population. d. To explain what the woodland mean.. 3. To explain the meaning of 1) gigantic, 2) uneven, 3) infancy, 4) climate, 5) reindeer and put some of them in the complete sentences. 4. To talk the article on their own English.
Visual Aids	<ol style="list-style-type: none"> 1. Picture of Asia continent, zoogeographic region, Asiatic flora region. 2. Picture of Japan industrial zone. 3. Teacher's gesture
Methods of Teaching	<ul style="list-style-type: none"> • Lecturing Method (explaining method) • Collaboration method

Step of teaching	Step of teaching implementation	Explanation
Introduction	1. Greetings	Teacher enter the class and say "assalamu'alaikum warahmatullahi wa barakatuh"
	2. Organizing the class	Teacher stand in front of the class and if the students seats and stationary have not been arranged. Well, teacher will say to them "Sit properly and put your books and stationary in the drawer and

		if the drawer is not available, put them on the table tidily”.
	3. Questioning about the subject and date, then writing them on the whiteboard in cooperation with pupils.	Teacher : “what is our lesson now?” Pupils : Reading (the teacher write the subject on the whiteboard) Then, the teacher write the day and date in Hijriyah and Anno Domini (AD) on the whiteboard in cooperation with pupils.
Preface	Instructional delivery : the brief explanation about the subject that help pupils to be ready for the up coming subject. And then writing the title of the subject on the whiteboard.	T ; Before going to the new lesson, I would like to tell you something as the preface of this lesson. Indonesia is a country on the Asian continent. The continent of Asia is very large, having several countries within it. There are so many vegetation and fauna in there. Asia continent also have such a raw materials from natural sources. And this is what we are going to learn. So, our chapter now is “Asia”. (Then, the teacher write the title on the whiteboard).
Presentation, associating and conclusion	1. The explanation of the vocabulary. Gigantic (ji'gan(t)ik) : adjective: of very great size or extent; huge or enormous.	Before going to the chapter, teacher would like to explain some new words to the pupils. T : the first word is gigantic. Say it together “Gigantic”!!! (the teacher write the word on the whiteboard). T : who knows the meaning of this word? Okay, let put this word in the sentence. Gigantic waves were crashing on the beach. This gigantic waves is causing major disasters such as tsunamis. So, do you know the meaning of <i>Gigantic</i> ? P : Big T : okay, that is correct, but in the right term, the meaning of gigantic is very

	<p>Uneven (,an'ēvan) : not equally balanced.</p>	<p>great size or extent; huge or enormous. (The teacher write it in the whiteboard)</p> <p>T: the next word is <i>uneven</i>. Say it together, "uneven"!!! (the teacher write the word on the whiteboard). Anybody knows what does this word mean? Okay, now I am going to put this word in a sentence. We are going to a contest, but after the contest we feel like our rival is much stronger than us, so, some of your friends say that the contest was very uneven, the other team was much stronger than us. Okay, do you understand? P : yes T : Okay good, then, the meaning of <i>Uneven</i> is not equally balanced. (the teacher write it in the whiteboard).</p>
	<p>Infancy ('infansē) : the state or period of early childhood or babyhood.</p>	<p>T : the third word is <i>Infancy</i>. Say it loudly, "Infancy" (the teacher write the word on the whiteboard). So, what does this word mean? (The teacher show the pupils a picture of Infancy) Infancy is the earliest stage of a child's life. When a baby is born, for the first two months they can be referred to as a newborn. The time immediately after this is referred to as the infancy period. The infancy period lasts until they are 1 year old. Do you understand? P : yes T : Okay good, or in the real meaning it's call the state or period of early childhood or babyhood. (the teacher write it in the whiteboard).</p>
	<p>Climate ('klimat) : the weather conditions prevailing in an area in</p>	<p>T : the next word is <i>Climate</i>. Say it together "Climate"!!! (the teacher write the word on the whiteboard).</p>

	<p>general or over a long period.</p> <p>Reindeer ('rān,dir) : a deer of the tundra and subarctic regions of Eurasia and North America, both sexes of which have large branching antlers.</p>	<p>Okay pupils, what does this word mean? I put it in a sentence, Millions of years ago, changes in the earth's climate caused animal and plant life to diversify. Do you get it?</p> <p>P : yes, it is same as weather?</p> <p>T : yeah, but there is a little different. Weather refers to short term atmospheric conditions while climate is the weather of a specific region averaged over a long period of time. Do you understand?</p> <p>P : yes</p> <p>T : okay, well done then, the meaning of climate is the weather conditions prevailing in an area in general or over a long period. (The teacher write it in the whiteboard)</p> <p>T : the last word is <i>Reindeer</i>. Say it loudly "Reindeer". (the teacher write the word on the whiteboard). Anyone of you knows what is the meaning of this word? (The teacher show the picture of reindeer) this is reindeers it's a kind of deer. Do you understand?</p> <p>P : yes</p> <p>T : in a real meaning reindeer is a deer of the tundra and subarctic regions of Eurasia and North America, both sexes of which have large branching antlers.(the teacher write it in the whiteboard)</p>
	<p>2. Explaining the contents of the lesson, associating it to other things. Discussing it to attract students attention and concluding it to get</p>	<p>We live in Indonesia, where Indonesia is located on the Asian continent. The Asian continent has many countries, not only Indonesia. In Asia there are several types of plants and animals which can only grow and develop in Asia. there are also several</p>

	<p>the notion of the lesson if it is necessary.</p>	<p>other natural resources that cannot be found on other continents, such as raw materials. Asia also has its own industrial sector. The Asia continent lies in the northern hemisphere, although in the south-east some Indonesian islands belong to the southern hemisphere on its western side.</p> <p>Those are what we are going learn about Asia. Tell us some Asian countries, climate, vegetation, fauna and Natural sources.</p>
	<p>3. The teacher reads the text as an example for pupils</p>	<p>T : Okay pupil, now please take out your books "English Lesson For Class Six and open page 20! (Teacher read this article)</p> <p style="text-align: center;">ASIA</p> <p>Geographical Position</p> <p>The Asia continent lies in the northern hemisphere, although in the south-east some Indonesian islands belong to the southern hemisphere on its western side, Asia is linked to Europe, which is in fact a gigantic peninsula of Asia (Eurasia). In the south-west the boundary with Africa runs along the Isthmus of Suez (120 Km long) on the Sinai Peninsula. The name "Asia" derives from the Acadian word "Asu" which means "Land of the east; the dawn".</p> <p>Asia covers an area of 44.413.000 sq Km (including the islands and takes up 29,27% of the world's land surface, making it the largest continent, it has 2.476 Million inhabitant (1978, including the Asian part of the USSR) is 58,9% of the world's population with a density of 56 person per sq km; it's Geographical distribution is very uneven. Large desert</p>

		<p>region tundra, and forest zones are almost uninhabited the fertile agricultural land of China, India, Bangladesh, and elsewhere and industrial areas of Japan are among the most densely populated regions in the world. However the country with the highest population is China. The highest percentage of urban dwelling are in Japan and Israel.</p> <p>Climate</p> <p>Large part of Asia have a continental climate the very low winter temperature and hot inland summers cause oscillation in the atmosphere circulation. The north of Asia is influenced by the cold arctic air and has heavy frost. The south Asia has a tropical climates, the south-west is dry with high temperature. In the south-east, particularly on the island, it is hot and damp with only minor variation and temperature.</p> <p>Vegetation</p> <p>The vegetation of Asia, falls into two zones, first the extensive Holarctic realm in the north, west and southwest which includes from north to south: tundra, tundra with woodland, typical taiga with coniferous forest, mixed forest, broad-leaved deciduous forest, the Sino-Japanese region of evergreen plants, Central Asia forest, dry deciduous tropical forest, and grassland savanna in India and subtropical forest, evergreen tropical rain forest and mangrove swamp etc., in India and southeastern Asia.</p> <p>Fauna</p>
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		<p>The fauna belong to two zoogeographical realms: the largest is Palaearctic and poorer in species (e.g. polar bear, ermine, reindeer, wolf, tiger, stag, sheep, forest, and water fowl, pheasant, vulture, bustard, numerous rodents, fresh water fish, insect, etc.). The smaller Indo-Malaysian is richer in species and older, in evolution (e.g. monkey, orangutans, Indian elephant, rhinoceros, buffalo, leopard, Tiger, tapir, pheasant, peacock, python, crocodile, flying gurnard and large number of insects and other fishes).</p> <p>Natural Sources</p> <p>Asia is an important source of raw materials. Primarily petroleum, ores, textile raw material, skin and hides, oil-producing crops and fruit. In the majority of Asian countries agriculture remains the most important industry. One third of the world total of arable land is in Asia, which is far less than its share of the world's population. Industry is located unevenly on the continent in the majority of countries industrial world power, Taiwan, Hong Kong, Singapore, and Republic of Korea.</p>
	4. Pupils read their books one by one in turn, while the teacher corrects their mistakes.	T : Alright pupil, now I want one of you to read the article and others are listening. You... please read the article. Enough, thank you. And now your turn and so on. (The teacher corrects pupils' mistake in their reading)
	5. Pupils read their books in low voice and look for difficult words or sentences that they don't understand to ask them to the teacher.	T : Ok my pupils. Now, read your book in low voice to understand the article. And if you find difficult words or sentences, do ask me please!

	6. Pupils ask the teacher about the content of the lesson then the teacher or other pupils answer the question.	T : Ok, now stop reading! Anybody asks the difficult words? If there is a question of pupils about difficult word, I will write it on the whiteboard, then explain it by discussion with pupils. Now, who want to ask about difficult sentences? (the explanation about difficult sentences will be done by making discussion with pupils).
	7. The teacher or pupils read the writing on the whiteboard while the teacher corrects the mistakes and the pupils pay their attention.	T : Alright, now close your books, pay your attention please! I will read the writing on the whiteboard.
	8. Pupils copy what on the whiteboard into their notebook while the teacher supervises them, then reads the attendance sheet.	T : Ok my pupils, take your notebooks please, and write the writing on the whiteboard ! (Teacher supervise pupils' writing, and afterword, teacher get back to the table to read attendance sheet). T : Your attention please, I will read the attendance sheet. Whose name is mentioned, kindly raise his hand up without voice.
	9. Teacher orders some pupils to read what they have written on their notebook to ensure that they wrote correctly, while the other pay their attention to their writing.	T : Alright, have you completed your writing? I want one of you to read his writing, and others, please pay close attention to your writing.
	10. The pupils read their books and notebooks without voice as preparation to answer the questions under supervision of teacher, then the teacher clean the whiteboard.	T : Now, read your books and notebooks without voice as preparation to answer the questions. (Teacher supervise pupils' reading, then clean the whiteboard).

	11. Teacher orders pupils to close their notebooks nor the books.	T : Ok, now, close your notebooks please, and let your book open.
Evaluation	1. Teacher orders some pupils to read their book.	T : You, Ahmad, read your book please!..... then, you..... (if teacher find mistakes, he will correct it). Then teacher say, "close your books please!"
	2. Question on the content of the lesson.	Teacher will ask some questions to the pupils and choose one of them to answer.
	a. The most important industry in Asia.	T: what is the most important industry of Asian countries? P: in the majority of Asian countries agriculture remains the most important industry.
	b. Geographical distribution of Asia	T: how is the geographical distribution of Asia? P: Asia covers an area of 44.413.000 sq Km (including the islands and takes up 29,27% of the world's land surface, making it the largest continent, it has 2.476 Million inhabitant (1978, including the Asian part of the USSR) is 58,9% of the world's population with a density of 56 person per sq km;
	c. The continent has the world largest population.	T: what continent has the world largest population? P: Asia continent
	d. The woodland mean.	T: What is woodland? P: Woodland" is often just another name for a forest. Most of the time, though, geographers use the term to describe a forest with an open canopy.
	3. Question on the meaning of some words	T: What is the meaning of "uneven"? P: The meaning is not equally balanced.

	<p>and putting them into complete sentences.</p> <p>a. Uneven (,an'ēvan) : not equally balanced.</p> <p>b. Climate ('klimat) : the weather conditions prevailing in an area in general or over a long period.</p>	<p>T: Your answer is correct. (If the answer is wrong, Teacher choose other students to answer till the answer is correct)</p> <p>T: Put this word in a complete sentence! P: I have feel uneven in studying with smarter friends T: What a great sentence!</p> <p>T: What does "Climate" mean? P: the weather conditions prevailing in an area in general or over a long period. T: Your answer is correct.</p> <p>T: Put this word in a complete sentence! P: Indonesia have two climates it is rain and dry</p>
Closing	Motivation and advice according to the lesson	<p>Okay pupils, time is over and enough for our study in this lesson today.</p> <p>I hope, you may be able to use all the idioms and words you got from this lesson in your daily conversation. And in this chapter "Asia" we know that we live in Asia continent, there are many vegetation and fauna in Asia. Asia also is an important source of raw materials.</p> <p>Those all from me and I wish you luck in your activity.</p>
	Closing the lesson by saying salam	Teacher say to the pupils "wassalamu'alaikum warahmatullahi wa barakatuh".

Appendix VII Documentations



Observations in Class XIIC on Wednesday, January 24, 2024



Observations in Class XIIB on Thursday, January 25 2024



Observations in Class XIIB on Wednesday, January 31, 2024



Conversation with Language Division every Tuesday and Friday Morning



Public Speaking Every Twice a Week



Appendix VIII Curriculum Vitae

Curriculum Vitae

A. Personal Identity

1. Name : Dewi Amalia Putri
2. Student ID Number : 2017404110
3. Gender : Female
4. Address : Dsn. Langkaplancar
RT 04/ RW 01,
Kel. Bojongkantung,
Kec. Langensari
Kota Banjar, Jawa Barat



5. Email : 2017404110@mhs.uinsaizu.ac.id
6. Father's Name : Ujang Mudakir (alm)
7. Mother's Name : Sangiah

B. Educational Background

1. Formal Education
 - a. SD/MI : SDN 4 Bojongkantung
 - b. SMP/MTS : SMP Terpadu Dampasan
 - c. SMA/MA : SMA Terpadu Dampasan
 - d. S1 : UIN Prof. K.H. Saifuddin Zuhri Purwokerto
2. Non-Formal Education
 - a. 2013-2019 : Pondok Pesantren Miftahul Anwar, Ciamis
 - b. 2019-2020 : Pondok Pesantren Al-Kautsar, Cianjur
 - c. 2020-2021 : Pondok Pesantren Darul Abror, Purwokerto

C. Organizational Experience

1. 2020-2021 : HMJ Tadris Bahasa Inggris
2. 2020-2021 : Arabic Division of EASA
3. 2020-2021 : Secretary II Javelin TBI

- 4. 2020-2022 : PMII Rayon Tarbiyah
- 5. 2022-2023 : President of EASA

Purwokerto, March 14, 2024



Dewi Amalia Putri
S.N. 2017404110



Appendix IX Students' Transcript



UNIVERSITAS ISLAM NEGERI PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO

Jl. A. Yani No. 40A, Karanganjing, Purwanegara, Kec. Purwokerto Utara, Kab. Banyumas, Jawa Tengah
Website : www.uinsaizu.ac.id / Email : akademik@uinsaizu.ac.id / Telepon : (0281) 635624

TRANSKRIP SEMENTARA

Program Studi : Tadris Bahasa Inggris
NIM : 2017404110
Tempat Lahir : KOTA BANJAR
Tanggal Lahir : 18 April 2001
Jenjang Pendidikan : Strata Satu
Nama : DEWI AMALIA PUTRI
Tahun Masuk : 2020

NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
1	MKU 61102	Bahasa Arab	A	4.00	2	8
2	MKU 61104	Bahasa Inggris	B+	3.30	2	6.6
3	MKU 61113	Filsafat Ilmu	A-	3.60	2	7.2
4	TBI 61101	Listening for Daily Communication	B+	3.30	2	6.6
5	TBI 61104	Literal Reading	B+	3.30	2	6.6
6	TBI 61107	Speaking for Daily Communication	B+	3.30	2	6.6
7	TBI 61110	Sentence-based Writing	B+	3.30	2	6.6
8	TBI 61113	Basic English Grammar	A-	3.60	2	7.2
9	TBI 61116	English Phonology and Phonetics	B+	3.30	2	6.6
10	MKU 61101	Pancasila dan Kewarganegaraan	A-	3.60	2	7.2
11	TBI 61102	Transactional Listening	A-	3.60	2	7.2
12	TBI 61105	Interpretive Reading	B-	2.60	2	5.2
13	TBI 61108	Transactional Speaking	A-	3.60	2	7.2
14	TBI 61111	Paragraph-based Writing	A-	3.60	2	7.2
15	TBI 61114	Intermediate English Grammar	A-	3.60	2	7.2
16	TBI 61117	Pronunciation Practices	A	4.00	2	8
17	TIK 61101	Filsafat Pendidikan	A-	3.60	2	7.2
18	TIK 61102	Dasar-Dasar dan Teori Pendidikan	B	3.00	2	6
19	TIK 61104	Psikologi Pendidikan	B	3.00	2	6
20	TIK 61113	Literasi Media	A	4.00	2	8
21	MKU 61105	Ulumul Qur'an	B	3.00	2	6
22	MKU 61106	Ulumul Hadis	B+	3.30	2	6.6
23	TBI 61103	Listening for Academic Purposes	B+	3.30	2	6.6
24	TBI 61106	Critical Reading	C	2.00	2	4
25	TBI 61109	Speaking for Academic Purposes	B+	3.30	2	6.6
26	TBI 61112	Academic Writing	B	3.00	2	6
27	TBI 61115	Advanced English Grammar	A-	3.60	2	7.2
28	TBI 61118	Introduction to Linguistics	C+	2.30	2	4.6
29	TBI 61119	Theories of Translating and Interpreting	A-	3.60	2	7.2
30	TIK 61103	Ilmu Pendidikan Islam	A	4.00	2	8
31	TIK 61105	Psikologi Perkembangan Peserta Didik	B	3.00	2	6
32	TIK 61107	Pengembangan Kurikulum	B	3.00	2	6
33	MKU 61109	Fiqih	B+	3.30	2	6.6
34	MKU 61110	Sejarah Kebudayaan Islam dan Kebudayaan Lokal	A	4.00	2	8
35	MKU 61111	Ushul Fiqih	B+	3.30	2	6.6
36	TBI 61120	Translation Practices	A-	3.60	2	7.2
37	TBI 61121	Introduction to Literature	A	4.00	2	8
38	TBI 61123	Teaching English as Foreign Language	A	4.00	2	8
39	TBI 61124	Developing Material Design for English	A-	3.60	2	7.2
40	TBI 61125	Instructional Media for English	B	3.00	2	6

NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
41	TBI 61126	Language Testing & Evaluation	A-	3.60	2	7.2
42	MKU 61107	Ilmu Kalam	A	4.00	2	8
43	MKU 61108	Ilmu Akhlak dan Tasawuf	A	4.00	2	8
44	MKU 61112	Metodologi Studi Islam	A	4.00	2	8
45	TBI 61122	Cross Cultural Understanding	A	4.00	2	8
46	TBI 61127	Technology Enhanced Language Learning	A	4.00	2	8
47	TBI 61128	Innovative Learning on ELT	A	4.00	2	8
48	TBI 61130	Sociolinguistics	A-	3.60	2	7.2
49	TBI 61131	Seminar Proposal	B+	3.30	2	6.6
50	TBI 61132	Microteaching	A-	3.60	2	7.2
51	TIK 61106	Sosiologi Pendidikan	A	4.00	2	8
52	TIK 61108	Administrasi Pendidikan	A	4.00	2	8
53	TIK 61110	Sejarah Pendidikan Islam	A	4.00	2	8
54	TIK 61112	Metodologi Penelitian Pendidikan	B+	3.30	2	6.6
55	TBI 62101	English for Young Learners	A-	3.60	2	7.2
56	TBI 62102	English for Tourism	A-	3.60	2	7.2
57	TBI 62103	English for Broadcasting	A	4.00	2	8
58	TBI 62104	English for Journalism	A	4.00	2	8
59	TBI 62105	English for Difable	A-	3.60	2	7.2
60	TBI 62106	Educational Entrepreneurship	A	4.00	2	8
61	TBI 62107	Bussiness English	A	4.00	2	8
62	TBI 62108	Textbook Analysis	A-	3.60	2	7.2
63	TBI 62109	Language Learning and Acquisition	A	4.00	2	8
64	TBI 62110	TOEFL Preparation	A-	3.60	2	7.2
65	MKU 61114	Kuliah Kerja Nyata	A	4.00	4	16
66	TBI 61133	Praktek Pengalaman Lapangan	A	4.00	4	16
67	MKU 61103	Bahasa Indonesia	B	3.00	2	6
68	TIK 61109	Teknologi Pendidikan	A	4.00	2	8
69	TIK 61111	Statistika Pendidikan	B-	2.60	2	5.2

Judul Skripsi :

KETERANGAN

SKS : Satuan Kredit Semester

HM : Huruf Mutu

AM : Angka Mutu

M : Mutu

Jumlah SKS Yang Diambil : 142

Jumlah SKS Yang lulus : 142

Jumlah Mutu : 504.8

Index Prestasi Kumulatif (IPK): 3.55

Purwokerto, 14 Maret 2024

Wakil Dekan

Fakultas Tarbiyah dan Ilmu Keguruan / Faculty of Tarbiyah and Teacher Training

SUPARJO

NIP. 2017077303



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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BLANGKO BIMBINGAN SKRIPSI

Nama : Dewi Amalia Putri
NIM : 2017404110
Jurusan/Prodi : TBI
Pembimbing : Desi Wijayanti Ma'rufah
Judul : The Implementation of Integrated Curriculum at SMA Terpadu Dampasan, Ciamis.

No	Hari/tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1	Wednesday, January 3 rd 2024	Revise chapter I-III after seminar proposal		
2	Monday, February 8 th 2024	Revise chapter II		
3	Friday, February 16 th 2024	Revise chapter VI (Sub-chapter)		
4	Monday, February 19 th 2024	Revise chapter VI (Reverse sub-chapter)		
5	Wednesday, February 21 st 2024	Revise Chapter VI (Add sub-chapter)		
6	Friday, February 23 rd 2024	Revise chapter VI (Add explanation)		
7	Tuesday, February 27 th 2024	Revise research questions		
8	Friday, March 1 st 2024	Revise objective and significant research		
9	Monday, March 4 th 2024	Revise chapter V		
10	Thursday, March 7 th 2024	Revise Abstract		
11	Wednesday, March 13 th 2024	Revise Appendices		
12	Friday, March 15 th 2024	All Chapters and Appendices revised		

Di buat di : Purwokerto
Pada tanggal : 15 Maret 2024

Dosen Pembimbing

Desi Wijayanti Ma'rufah, M.Pd
NIP. 199212152018012003



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REKOMENDASI MUNAQOSYAH

Dengan ini kami Dosen Pembimbing Skripsi dari mahasiswa:


Nama : Dewi Amalia Putri
NIM : 2017404110
Semester : 8 (delapan)
Jurusan/Prodi : Tadris Bahasa Inggris
Tahun Akademik : 2023/2024
Judul Proposal Skripsi : The Implementation of Integrated Curriculum at SMA Terpadu Dampasan, Ciamis

Menerangkan bahwa proposal skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang telah ditetapkan.

Demikian rekomendasi ini dibuat untuk menjadikan maklum dan mendapatkan penyelesaian sebagaimana mestinya.

Purwokerto, 15 Maret 2024

Mengetahui,
Koordinator Prodi TBI


Desi Wijayanti Ma'rufah, M.Pd
NIP. 199212152018012003

Mengetahui,
Dosen Pembimbing


Desi Wijayanti Ma'rufah, M.Pd
NIP. 199212152018012003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN

No. B-122.Un.19/WD1.FTIK/PP.05.3/1/2024

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a : Dewi Amalia Putri
NIM : 2017404110
Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan **LULUS** pada :

Hari/Tanggal : Selasa, 2 Januari 2024
Nilai : B

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 4 Januari 2024
Wakil Dekan Bidang Akademik,

Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001





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BERITA ACARA SIDANG MUNAQASYAH

Nama : Dewi Amalia Putri
 NIM : 2017404110
 Program Studi : TBI
 Tanggal Ujian : 27 Maret 2024
 Judul Skripsi : The Implementation of Integrated Curriculum In Teaching English at SMA Terpadu Dampasan, Ciamis

Berdasarkan hasil sidang pengujian, Skripsi Saudara dinyatakan ~~LULUS/TIDAK LULUS~~
 dengan nilai 82 / A-

CATATAN:

→ please state clearly the gap of your research
 → Chapter 4 is not well-arranged
 → please show the examples of integration in the implementation

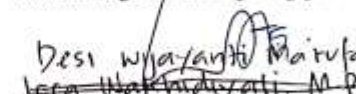
Batas Akhir Penyelesaian Skripsi : **Maksimal** **1 Bulan**

Purwokerto, 27 Maret 2024

Peserta Ujian


 Dewi Amalia Putri
 NIM. 2017404110


Ketua Sidang/Pembimbing/Penguji I


 Desi Widyanti Mairufah, M.Pd
~~Irsa Wakhiduyati, M.Pd~~
 NIP.

Sekretaris Sidang/Penguji II


 Agus Hussein As Sabiq
 NIP.

Penguji Utama


 Irsa Wakhiduyati, M.Pd.
 NIP.

Keterangan : Batas akhir penyelesaian mahasiswa dipilih berdasarkan pertimbangan sidang. Jika melampaui batas akhir sebagaimana di atas, maka hasil munaqasyah dibatalkan dan mahasiswa wajib munaqasyah ulang