CHAPTER V
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This chapter covered a brief summary of the first four chapters of this study which discussed the summary and inferences made by the writer. This chapter also provided some suggestions regarding the findings of integrated thematic curriculum for English teaching implementation in SD Kr. Cita Hati.

5.1   Conclusion

Education for children takes a very important part to build their skills that empowers them in the future. Schools provide education by developing a curriculum which reflects on the school characteristics. Curriculum is the standards of a school– the knowledge, skills, and habits that students are expected to acquire in particular grade levels (or clusters of grade levels)–and the units of instruction, often with sample lesson plans, illustrative student activities, and essential and supplementary resources that can help students reach those standards (www.geminfo.org).

This study was an observation of the implementation of the integrated thematic curriculum for English teaching ad SD Kr. Cita Hati. The school has implemented the integrated thematic curriculum for all subjects: Math, Science, Social Studies, Languages, Character, Physical Education, Religion, and Art and crafts. In this study, the writer did not observe the integrated thematic curriculum in all subjects but English only. The writer set the limitation in which she only observed the integration of language skills in thematic English teaching implemented in SD Kr. Cita Hati.

Using descriptive qualitative observation, the study also observed and described the development of English teaching materials, the teaching strategies, the assessment, the students' language learning attitudes and the teachers teaching attitudes in SD Kr. Cita Hati. Twenty-two six graders of B-class and the English teacher of the class were chosen as the subjects. In gathering the data, the writer uses field note and observation form (Brown, 1994) during observations, a questionnaire consisting 27 questions in form of closed-ended with SA (Strongly Agree) – SD (strongly Disagree) scales were used to know the students language attitudes, a questionnaire consisting 6 questions in form of open-ended to know the students' assessment towards the English teacher, while interview was applied for clarification on the subjects' responses on the questionnaire. Besides that, unstructured interview with the English teacher was also applied for clarification on field note during observation form.

The analysis of the observation results, in general, discovered that the development of English teaching materials were created during the English team meeting by looking at the English curriculum and improved by the English teacher in the lesson plans. Teaching strategies used for teaching English was in line with the thematic integrated curriculum implemented in SD Kr. Cita Hati. The teaching was emphasized on projects where students experienced the real context of the learning and most of the learning, and group work. The lesson was delivered by combining the language skills integrated in a theme. The assessment was comprised in three ways, they were: observation, projects or assignments and written test. The evaluation was held according to the school regulation.

The analysis of the questionnaire, in general, discovered that the subjects held positive attitude toward the English teaching in SD Kr. Cita Hati where integrated

thematic teaching implemented. The subjects discovered that the class which had many activities was enjoyable and was able to make them comprehend the lesson. Some students felt inhibitive in learning English because of their personal feelings toward English learning, for instances: the students feel shy, worry to make mistakes, and worry to cause misunderstanding, not because of the teaching in the class. Instead, the students felt the teacher delivered the teaching very well. It showed in the student-assessing-teacher questionnaire, which stated that almost all of the students liked the teaching and comprehended the lesson well. It could be concluded that the teacher had a good teaching attitude during the teaching.

In general, it could be concluded that the students of SD Kr. Cita Hati held positive attitude toward the implementation of integrated thematic English teaching in SD Kr. Cita Hati.

5.2   Suggestions

In accordance with the results of this study, the writer proposed several suggestions dealing with implementation of integrated thematic English teaching in SD Kr. Cita Hati. They were as follows:

1.   In line with the observation result, in creating the group work, the students are always grouped with the same group members and they will choose the group member of the same gender. Therefore, for the English teacher, the writer suggests that sometimes students be grouped in variety ways so that they can socialize well with other friends in the class and groups must consist of boys and girls.

2. In line with the English language learning attitudes questionnaire, some students feel inhibitive in learning English. The writer suggests that there more opportunities be given to the students to practice their English, especially in speaking such as: presentation in front of the class, speaking with peers one to one, or reading aloud. The discovery should also encourage the teacher to be more creative in delivering the lesson. The class activities should be more innovative and create an interesting learning environment.

3. It is also suggested that SD Kr. Cita Hati upgrade the computers since the speed of the internet during the research activities is time consumable. Hence, the teaching can be continued according to lesson plan.

5.3   Recommendation for Further Studies

At the end of this study, the writer would like to encourage other researchers to develop a further study that has not been discussed in this study.

This study made use of a descriptive qualitative observation to know the implementation of integrated thematic English teaching and consisted of five items: teaching material development, teaching strategies, evaluation, language learning attitudes and teacher teaching attitudes. Therefore, the writer suggests other researchers focus more on one of the items but with a more detailed and deep investigation.

Besides, this study only observed the implementation of thematic integrated English teaching on 22 students in a class and only in Grade Six level. Therefore, it is

suggested that the next researchers take more students as subjects and observe also other grades to contrast and compare the result.

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