

**A COMPARISON STUDY OF INDONESIAN AND THAILAND
ENGLISH CURRICULUM FOR FIRST GRADE OF SENIOR
HIGH SCHOOL**

THESIS

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By

ARISTININGSIH

NIM. 3213113051

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE (IAIN)
OF TULUNGAGUNG**

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ADVISOR'S APPROVAL SHEET

This is to certify that the *Sarjana* thesis of Aristiningsih entitled A Comparison Study of Indonesian and Thailand English Curriculum for First Grade of Senior High School has been approved by the thesis advisor for further approval by the Board of Examiners.

Tulungagung, July, 13th 2015

Advisor,

FAIZATUL ISTIQOMAH, M.Ed
NIP. 19791220 200912 2001

BOARD OF THESIS EXAMINERS' APPROVAL SHEET

This is to certify that the *Sarjana* thesis of Aristiningsih entitled A Comparison Study of Indonesian and Thailand English Curriculum for First Grade of Senior High School has been approved by the Board of Examiners as the requirement for the degree of Sarjana Pendidikan Islam in English Education.

Tulungagung, August, 4th 2015

Board of Thesis Examiners

Chair,

Secretary,

Emmi Naja, M. Pd
NIP. 19820107 201101 2 010

Muh. Basuni, M. Pd
NIP. 19780312 200312 1 001

Main Examiner

Dr. Nurul Chojimah, M. Pd
NIP. 19690629 200901 2 001

Approved by

The Dean of Faculty of Tarbiyah and Teacher Training

Dr. H. Abd. Aziz, M.Pd.I
NIP.19720601 200003 1 002

MOTTO

If You Never Try

You'll Never

Know

DEDICATION

I dedicate this thesis to:

1. *God who has given me the easy and confidence, so that I can finish this thesis.*
2. *My beloved parents, my father Suharmono and my mother Sripin are always protected by Allah SWT. Thank you for giving your affection, support, attention, and always pray for me whenever and wherever you are.*
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DECLARATION OF AUTHORSHIP

Name : Aristiningsih
Place, date of birth : Blitar, June, 2nd 1993
Address : Ds. Dawuhan RT. 02/ RW. 02 Kec.
Kademangan, Kab. Blitar
Department : Education Program of IAIN
Tulungagung
Program : English Education Program
Registered Number : 3213113051

States that thesis entitled *A Comparison Study of Indonesian and Thailand English Curriculum for First Grade of Senior High School* is truly my original work, it does not incorporate any material previously written or published by another person except those in indicated in quotation and bibliography. Due to the fact, I am the only person responsible for the thesis if there is any objection or claim from other

Tulungagung, July, 13th 2015

ARISTININGSIH
NIM. 3213113051

ABSTRACT

Aristiningsih. Registered Number. 3213113051. *A comparison study o Indonesian and Thailand English curriculum for first grade of senior high school.* Sarjana Thesis. English Eucation Department. Faculty of Tarbiyah and Teacher Training. State Institute (IAIN) of Tulungagung. Advisor: Faizatul Istiqomah, M. Ed.

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Curriculum is most important things in education. By using curriculum, teachers can be success in teaching and learning activities. The English curriculum is based on the belief that language learning is critical to responsible and productive citizenship, and that all students can become successful language learners. The curriculum is designed to provide students with the knowledge and skills that they need to achieve this goal. In this research, the researcher would like to explain about the English curriculum and implementation of senior high school in Indonesia to be compared to Thailand English curriculum.

The formulation of the research problems were: 1) To what extend English Curriculum in Thailand different from or similiar to the Indonesian English Curriculum?

The objectives of this research were to: 1) investigate the different or similiarity of English Curriculum from Thailand and Indonesian.

Research Method: 1) the research design of this research was library research with descriptive qualitative approach. 2) the subject of this research were Indonesian and Thailand English curriculum. 3) the data in this research were described and analyzed based on the research questions and the data sources were documents and e-books. 4) the technique to collecting the data was documentary technique.

The result of the research showed that 1) The goals of English curriculum in Thailand and Indonesia are similar in society function. 2) In setting teaching strategies, Indonesian curriculum seems to have strategies such as steps of teaching and learning. In other hand, in Thailand the teacher has freedom in choosing the teaching strategies. 3) Indonesian curriculum have evaluation such as process evaluation in the classroom. Both Thailand and Indonesian evaluations have similiarity in midterm test, final test, excercises, and national test. 4) Teachers in Thailand has freedom in choosing the material. Beside that, Indonesian teachers used teacher books from the Government of Education. 5) Both of Thailand and Indonesia used media in teaching and learning activities. 6) Thailand and Indonesia have different time allocation based on the study load.

ABSTRAK

Aristiningsih. Nomor Induk Mahasiswa. 3213113051. 2015. *A Comparison Study of Indonesian and Thailand English Curriculum for First Grade of Senior High School*. Tesis Sarjana. Jurusan Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Institut Agama Islam Negeri (IAIN) Tulungagung. Pembimbing: Faizatul Istiqomah, M.Ed.

Kata kunci: Kurikulum Bahasa Inggris Indonesia, Kurikulum Bahasa Inggris Thailand, sekolah menengah atas

Kurikulum merupakan sebuah hal yang sangat penting dalam pendidikan. Dengan menggunakan kurikulum, guru bisa sukses dalam aktivitas belajar mengajarnya. Kurikulum bahasa Inggris berdasarkan kepercayaan bahwa pembelajaran bahasa Inggris bersifat kritis untuk membentuk masyarakat yang bertanggung jawab dan produktif, dan seluruh siswa dapat menjadi pembelajar bahasa yang sukses. Kurikulum di desain untuk membekali siswa dengan pengetahuan dan ketrampilan yang mereka butuhkan untuk mencapai tujuan dari pembelajaran. Dalam penelitian ini, peneliti ingin menjelaskan tentang kurikulum bahasa Inggris dan penerapannya di tingkat sekolah menengah atas yang berada di Indonesia untuk dibandingkan dengan kurikulum bahasa Inggris di Thailand.

Rumusan masalah dari penelitian ini adalah: (1) Dalam hal apa sajakah perbedaan dan persamaan antara kurikulum bahasa Inggris di Thailand dengan di Indonesia?

Tujuan dari penelitian ini adalah: (1) meneliti perbedaan dan persamaan antara kurikulum bahasa Inggris di Thailand dengan di Indonesia.

Metode Penelitian: (1) penelitian ini menggunakan penelitian kepustakaan dengan menggunakan pendekatan kualitatif deskriptif. (2) subjek dalam penelitian ini adalah kurikulum bahasa Inggris dari Indonesia dan Thailand. (3) data yang digunakan dalam penelitian ini yaitu deskripsi dan analisis berdasarkan rumusan masalah, dan sumber data dalam penelitian ini ialah dokumen dan e-book. (4) teknik dalam pengumpulan data yang digunakan oleh peneliti ialah teknik dokumentari.

Hasil dari penelitian ini menunjukkan: (1) terdapat persamaan dalam tujuan pembelajaran dari kedua kurikulum yaitu dalam fungsi sosial. (2) dalam strategi pembelajaran di Indonesia terdapat langkah-langkah atau pendekatan yang dilakukan. Sedangkan di Thailand guru dapat secara bebas memilih strategi pembelajaran untuk siswa. (3) Penilaian untuk siswa yang ada di Indonesia ada beberapa, namun yang berbeda ialah Indonesia memiliki penilaian proses belajar siswa. Kedua kurikulum ini memiliki kesamaan dalam penilaian, yaitu; ujian tengah semester, ujian akhir semester, tugas, dan ujian nasional. (4) Guru di Thailand memiliki kebebasan untuk memilih materi apa yang akan diberikan kepada siswanya sesuai kebutuhan siswa. Sedangkan guru di Indonesia menggunakan buku guru dari Pemerintah. (5) Kedua negara ini menggunakan media pembelajaran dalam aktivitas belajar mengajar. (6) Indonesia dan Thailand memiliki perbedaan jam pelajaran berdasarkan beban belajarnya.

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The writer realizes that his research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

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The writer

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