

CHAPTER IV

FINDINGS AND ANALYSIS

This chapter presents the findings of the data analysis which discussed based on the theory of curriculum to answer the research questions stated in chapter one.

In findings, the researcher used documents analysis, observation, and interview (see appendix).

From the English curriculum for senior high school in Thailand the writer found the goals of foreign language learning program. The learning area for foreign languages is aimed at enabling learners to acquire a favourable attitude towards foreign languages, the ability to use foreign languages for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels. Learners will thus have knowledge and understanding of stories and cultural diversity of the world community, and will be able to creatively convey Thai concepts and culture to the global society. The main contents include:

- 1). Language for Communication: use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately.
- 2). Language and Culture: use of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between

languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application.

- 3). Language and Relationship with Other Learning Areas: use of foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners' world views.
- 4). Language and relationship with Community and the World: use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society.

From the Indonesian English curriculum, the writer found the goals of English subject.

- 1). Language for communication: use of English for listening, speaking, reading and writing, interpersonal communication, information, expressing feelings and opinions.
- 2). Language for culture: use of English in society harmonious with culture, relationships, similarities and differences between languages and cultures of native speakers, and appropriate application.
- 3). Language and relationship with Community and the World: use of English in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society.

From the findings above, both of the curriculum have the similar in society function like what Arifin (2012) states curriculum can give knowledge extension in every aspect of life. By curriculum, the society known are their skill, knowledge, attitude, and values relevant or not with the curriculum in school.

Teacher in Thailand gives the students free material based on students need. There is no lesson plan and syllabus for the Government. So, the teacher freedom in choosing the teaching and learning activities and material based on students need.

The teaching and learning activities in Indonesia based on syllabus and lesson plan. In Indonesia there are five steps in teaching and learning procees, there are:

1) Observing

In this steps, the students listen, read or watch the conversation, book, or video based on the topic that has given by the teacher. After that, the students try to imitate what they look or listen before.

2) Questioning

In second steps, the students ask to the teacher about the topic by teacher guidances.

3) Exploring

The students try to find some example related to the topic. The teacher asks to the students to make some activities based on the topic such as conversation, role play, writing, etc.

4) Associating

In this steps, the teacher asks to the students to compare the topic with their first language (bahasa Indonesia). Sometimes the students work in groups to discuss about the topic. The teacher gives the students feedback.

5) Communicating

In communicating, the students show their work sheet to their friends and their teacher. The students write their problems in learn English in their learning journal.

In setting teaching strategies, Indonesian curriculum seems to have strategies such as steps of teaching and learning. These teaching strategies represent what Arifin (2012) states that teacher as a implementer of curriculum in teaching and learning. Furthermore, teacher as a key factor in succeeding the curriculum. Thus, teacher must have profesional competence, pedagogic, personal, and social skill. Teacher must be forced to understand curriculum. All of the material that is transfered to the students must be based on the curriculum. Teacher and curriculum cannot be separated.

For the assessments, curriculum in Thailand has four levels of learning assessments, which are as follow:

1. Classroom assessment

Classroom assessment is aimed at verifying whether and to what extent learners have achieved in learning through the provided teaching-

learning activities, and determining what must be improved and which areas must be strengthened.

2. School assessment

This evaluation is conducted by the educational institution in order to appraise the learners' achievements on an annual/semester basis, based on assessment of reading, analytical thinking and writing, desired characteristics, and learner development activities.

3. Local assessment

The evaluation is conducted in order to assess learners' quality at educational service area level, based on the learning standards prescribed in the Basic Education Core Curriculum provided by the educational service area as mandated.

4. National test

The evaluation is conducted in order to assess learners' quality at national level, based on the learning standards prescribed in the Basic Education Core Curriculum.

Meanwhile, Indonesian curriculum has three assessments in teaching and learning, there are:

1. Authentic assessment

This assessment conduct continued or daily evaluation to know the process of teaching and learning such as the students knowledge, skill, and attitude.

2. Traditional assessment

The assessment have given by the teacher to know the progress of the students by giving exercises, midterm test, final semester test and moving class test.

3. National test

This test is conducted in order to assess learners' quality at national level and to know that the learnrs deverve or not to the next levels of education based on the learning standards prescribed in the 2013 Curriculum.

In setting evaluation, Indonesian curriculum seems to have evaluation such as process evaluation in the classroom. These evaluation represent what Mulengeki at al (2013) states that evaluation refers to the formal determination of the quality, effectiveness or value of the program, process, and product of the curriculum.

Both evaluations have similiarity in midterm test, final test, excercises, and national test. In addition Indonesian students learn not only by teacher center but also students center. So, the teacher can evaluate the students progress by the proccess of teaching and learning such as attitude, knowledge, and skill.

Teachers in Thailand used printed material from internet based on students need to teach the students. In other hand, Indonesian teachers used teacher books from the Government of Education to teach their students. Beside that the Government gives students text book to make them easier in learning process.

Based on the findings, it can be seen there are differences between the material of English subject in Thailand and Indonesia. From the findings, teachers in Thailand has freedom in choosing the material. So the teacher must be creative teachers in choosing the material based on students need. Whereas, the teacher have to follow the roles of Government of Education, in which in the form of text book. In the text book include of the material that is based on the students need.

Thus, about the media which was used in Thailand classroom. In the classroom, the teacher used card as media in teaching and learning English. In other hand, Indonesian teacher tend to used power point presentation in giving material to the students.

Therefore, both of them used media in teaching and learning. Actually, the form of media are same. Both Thailand and Indonesia have traditional and modern media. However, teacher in Thailand tend to used card as media. Then, Indonesian teacher tend to used technology as media in giving material such as power point presentation.

For the last is time allocation. In Thailand, learning time is allotted on semester basis; not less than six hours a day. The weight of a course is counted in credits with the criterion of 40 hours per semester that is equivalent to one credit(cr). In this curriculum, one session consists of 40 minutes. Senior high school in Indonesia has study load 43 hours per week. For English subject has 2 hours per week. Every hours of study has 45 minutes.

From all findings above represent what Mulengeki at al (2013) defines the nature of the elements and the manner in which they are organized may comprise

what is referred to as curriculum design. There are about four sets of these elements, there are:

- a. The first set comprises the aims, goals and objectives which a given curriculum intends to achieve.
- b. The second set of the elements of curriculum consists of the content or subject matter.
- c. The third set of the elements in curriculum development constitutes the teaching-learning experiences that a curriculum should entail.
- d. The fourth element refers to strategies for evaluation of curriculum.

It means that Indonesian and Thailand have four elements of curriculum such as goals, subjects, teaching and learning, and evaluations or assessments.