

## **Analysis of The Implementation of Interdisciplinary Learning in Improving Students' English Speaking and Writing Skill**

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**Abstract:** The aims of this research: 1. To describe in detail the implementation of Interdisciplinary learning. 2. To describe the planning of implementation, 3. To describe the process of Interdisciplinary between English and Economy, 4. To describe the assessment done 5. To describe in detail the students' achievements as the effect for Speaking and Writing skills. The population is class X of SMA Lentera Harapan Curug. The sample is 35 and the method is descriptive research, and it is a case study. The results show: 1. The interdisciplinary implemented is multidisciplinary because it is suitable for the high school. 2. The interdisciplinary learning planning is at the beginning of the semester. 3. The implementation consists of preliminary, core, and closing activities. 4. The assessment facilitated an authentic to assess the cognitive, psychomotor, and affective domains. 5. The implementation developed students writing and speaking skills that can be seen from the student's achievement which is in good score.

**Key Words:** implementation; interdisciplinary learning; speaking skills; writing skill

### **Introduction**

Education cannot be separated from human life nowadays. The function of education is very supportive to reach success and proper life. Moreover, education is the primary way of doing all the development in most major fields such as science, economy, politics, technology, socio-culture, and others. As the world develops in every aspect, so the Education itself needs to continuously develop in line with the times. The adjusting education to be capable to equip the learners for the work competitiveness and competencies, education needs to be well performed.

The challenges in education should be implemented in the learning process which relates to other aspects such as the human resource and how education is implemented. Qualified and competitive human resources will become locomotives in the construction of all fields because they can produce methods and strategies in reaching the learning goals effectively. Realizing quality education and competitive is not as easy as turning your palm. Here the consistency and integrated effort of all the participants of education such as government, school, teacher, and parents should work together to create the best environment of education to grow better.

Regarding to the importance of education especially in learning English, one of the Indonesian government's concerns is to develop the method in English language teaching. As we all already known that English has been taught since the earlier stage of formal education institutions, starting in elementary school, Middle school, and even Senior High school. Furthermore, in higher education stage such as college education, students' English language skills are inseparable in the learning process provided by lecturers. The role of a teacher, as facilitators, require providing the best teaching learning method in the process.



On the other side, students are forced to accomplish all the subject's competencies. As result the students less motivated to follow the class because they have a lot of tasks, projects, and assignments that they need to do in each subject, they are exhausted. And also, the short time to finish the subject target often makes students not reaching their best score because of the time limitation to explore the depth of each subject discipline. However, the learning strategies should be able to cope these problems.

The problem that the writer founds in the reality is most of the students are not highly motivated because they must finish a wide range of topics and subjects. The teacher as well must pursue the academic target to be accomplished in the time allotted. As a result, the content is often slightly rooted in learning experiences. Consequently, learning becomes less meaningful, less purposeful, and superficial to the students' real life.

One way to address these multiple expectations is by integrating the curriculum. Integrated curriculum teaches core concepts and skills by connecting multiple subject areas to a unifying theme or issue (Drake & Reid, 2010). The interdisciplinary approach is uniquely different from a multidisciplinary approach, which is the teaching of topics from more than one discipline in parallel to the other, nor is it a cross-disciplinary approach, where one discipline is crossed with the subject matter of another. Interdisciplinary techniques go beyond these two techniques by allowing students to see different perspectives, work in groups, and make the synthesizing of disciplines the ultimate goal. Also, the Interdisciplinary approach allows the students to have real-life experience in learning because of some knowledge or subjects related to one another.

The effectiveness of interdisciplinary learning approach has been researched over 100 years and the result shows the same effectiveness (Drake & Reid, 2018) Although the implementation required a high collaborative teacher that relate based on the content, SMA Lentera Harapan Senior High School has implemented the interdisciplinary learning approach and it has a beneficial effect on the learning effectiveness.

Therefore, from the explanation above the writer would like to research on how effective the Interdisciplinary approach in reaching the learning goal in SMA Lentera Harapan Senior High School by proposing the research title "ANALYSIS OF THE IMPLEMENTATION OF INTERDISCIPLINARY LEARNING IN IMPROVING STUDENTS' ENGLISH SPEAKING AND WRITING SKILL A Case Study in Private Senior High School in Tangerang Regency"

The formulation of the problem as following, such as: 1). How the implementation of Interdisciplinary learning approach is? 2). How the planning of Interdisciplinary learning approach between English and Economy Harapan to develop the English skill in Speaking and Writing is. 3) How the process of Interdisciplinary learning approach between English and Economy to develop the English skill in Speaking and Writing in Sekolah Lentera Harapan is. 4) How the learning assessment done by the teacher in Interdisciplinary learning approach between English and Economy Harapan to develop the English skill in Speaking and Writing is. 5) How students' achievements as the effect of Interdisciplinary learning to develop the English skill in Speaking and Writing are.

### ***Interdisciplinary Learning***

Interdisciplinary learning as a learning approach that combines several subjects into an active project. Thus, in general an interdisciplinary learning includes to study themes, issues, issues, and central topics. Interdisciplinary learning is not a new trend in education. As we all already known that in Indonesia, the learning strategy uses this thematic approach actually has been hinted at since the 2013 curriculum nationally applied. The term used are sometime integrated learning, thematic but the main principles is combining two or more disciplines to get better accomplishment in the teaching and learning process.

The interdisciplinary curriculum effectively boosts 21st century capabilities because the integration of some subjects provides skills such as inquiry or Critical thinking, creative thinking, citizenship, character development, and communication transcend the disciplines (Drake & Reid, 2018)

The importance of interdisciplinary learning is crucially needed to get the learning goals. Furthermore, Linda de Greef stated that to reach a more comprehensive explanation of complex, real-life problems, insights from several disciplines have to be reconciled and combined, e.g., one needs an

interdisciplinary approach (Linda de Greef, 2017). However, due to limited abilities teachers as well as a lack of training, integrated learning cannot be realized properly.

Based on the explanation of (Drake, 2012) there are four types integrated learning approach. The interdisciplinary learning approach focuses to integrate the content started from the very general plan an applied or implemented in the form of teaching unit. The basic plan is organizing the curriculum focusing on the problem-solving idea or specific theme which can tie some subjects content into one teaching unit.

The types are as follows :1) Fusion; In this approach something is fused into the curriculum that has been exist. for example, technology which is often be the part of integration Project Based Learning (PBL). students are directed to use technology creatively to help to investigate or two present their knowledge.2) Multidisciplinary; In a multidisciplinary approach, each scientific discipline remains privileged but the linkages between several disciplines are deliberately made.3) Interdisciplinary; The interdisciplinary curriculum makes links that combine several subjects explicitly in each subject area. The curriculum develops around the theme of a common issue or problem, but interdisciplinary concepts or skills are emphasized throughout the subject area.4) Transdisciplinary; The form of integration in the transdisciplinary approach is more complex than other approaches. The transdisciplinary approach starts with a real-life context; this does not start with a shared concept or skill discipline because the main consideration is the relevance that students understood.

### ***Speaking Skill***

As a language skill, speaking is sometimes underrated or, in other word, taken for granted. In teaching English, most teachers have been concerned with the teaching of written language. This language is characterized by well-formed sentences that are integrated into highly structured paragraphs (Nunan, 2001) In fact, speaking is also important for students. To know how important speaking is, we need to know the nature of speaking itself.

Some language learning experts have tried to define speaking in their own way. Richards said that speaking is the verbal use of language and a medium through which human beings communicate with each other. (Richard W. A., 2002) It is the most demanding skill that people need to communicate in everyday situation. We must make ourselves understood by the people we are speaking with, and this is not an easy task, especially at the beginning and intermediate levels. In other words, speaking is seen as an interactive process of constructing meaning that involves producing and receiving information in order to get the particular end between speaker and listener.

Based on Oxford Dictionary (Dictionaries, 2021), speaking is simply concerning putting ideas into words to make other people grasp the message that is conveyed.3 When people communicate with others, speaker will use some utterances to tell their purpose to the listener. The speaker should be able to transform their ideas into words and make sure the listener understands what he is talking about.

According to Richard (Richard J., 2008), there are two main functions of speaking. The first is interactional function of speaking which serves to establish and maintain social relations, and the second is transactional function, in which focus on the exchange of information. Moreover, speaking has three communicative functional; talk as interaction entertain, talk as transaction, and talk as performance.

In addition, pronunciation, grammar, vocabulary, fluency, and comprehension are the important and complementary components in the development of students' speaking skill. These elements support each other to gain the goal of speaking. Moreover, those elements will be the instrument or scoring rubric for the speaking test in this study. Each element has the scoring scale to measure the learners' speaking skills. Then, the scores will be collected as the data of the research.

### ***Writing Skill***

Writing is important to share ideas and feelings, persuade and convince other people. It is a form of expression. Writing requires an intellectual effort and needs a considerable period of time to learn structures for effective communication as some of them are less used in speech. Also, it is important to

know how to organize the ideas in such a way that they can be understood by a reader. Byrne in (Gutiérrez, 2011) also highlights various approaches to teaching writing which have been proposed in favor of a step-by-step mastery of the various difficulties involved in learning to write. It is suggested that we use controlled and guided exercises, for example, so that students are guided to write sentences, to combine them, and to move from that stage to the production of texts.

There are some characteristics that differentiate written language from spoken language as stated by Brown: a) Permanence: Oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one likes. b) Production time: Writers generally have more time to plan, review, and revise their words before they are finalized, while speakers must plan, formulate, and deliver their utterances within a few moments if they are to maintain a conversation. c) Style: Distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between speaker and listener in ordinary face-to-face contact thus necessitates greater explicitness on the part of the writer. d) Orthography: It carries limited amount of information compared to the richness of devices available to speakers to enhance a message (e.g. stress, intonation, pitch, volume, pausing, etc.). e) Complexity: Writing tends to have characteristics of longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (e.g., repetition of nouns and verbs). f) Formality: Because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking. g) Vocabulary: Written texts tend to contain a wider variety of words, and lower-frequency words, than oral texts.

Process of Writing Richards and Rodgers (2001) state that the process of teaching writing consists of four basic stages. They are planning, drafting, revising, and editing. For each stage, various learning activities that can support the learning of specific writing skills are suggested. For instance, in the planning stage, teachers can help their students to improve their writing skills in generating ideas by giving activities, such as brain storming, clustering, and rapid free writing.

## Method

This study will be conducted through descriptive research with the aims to give a detail explanation and complete description about an event or symptom as what it is without any alteration. (Sukamadinata, 2012) states that in descriptive research there are some varieties, such as case study. The method used in this research is chosen based on some factors such as it is suitable with the focus problem which were sate in the first chapter and also in accordance with the setting (place) of the research.

The approach used in this research is mixed method. This is a research method that combines qualitative and quantitative approaches so that comprehensive data will be obtained, valid, reliable and objective (Creswell J. W., 2009) in accordance with Cresswell, (Sugiyono, Metode Penelitian Kombinasi (Mixed Method), 2015) stated that Mixed method research produces facts that are more comprehensive in researching research problems, because researchers have the freedom to use all data collection tools according to the type of data needed.

The research was conducted at SMA Lentera Harapan Curug, which is located at Jl. Elang 1B, Suka Bakti, Kec. Curug, Tangerang, Banten 15810. The research was conducted four months in 2021. The participants of the research are the researcher students, 35 students of grade X social students at SMA Lentera Harapan Curug.

In this research, the sequential exploratory in mixed method approach become the choice of the researcher in analyzing the qualitative and quantitative data because the result of the qualitative data will be compared with the result of quantitative data. The sequential exploratory approach allows the researcher will be directed the qualitative data and on the other hand the quantitative data will be used as the supporting data to support the result of the research. The qualitative data analysis will be used to answer all the questions in the research while the quantitative data analysis specifically will answer the English speaking and writing competence of the students. Meaning, the researcher will gain information about the two data and the two data will complement each other, strengthen or even contradicts.



## Results and Discussion

### Results

Lentera Harapan Curug Senior High School is one of the schools established by Yayasan Pendidikan Pelita Harapan (YPPH) which located in Curug, Tangerang. The schools under the auspices of the Pelita Harapan Education Foundation have implemented this integrated curriculum. It is said that the implementation of the interdisciplinary learning will continue to be carried out in stages with the hope that schools will eventually be able to implement the interdisciplinary learning. This continues to be pursued because of the good benefits of the interdisciplinary learning.

It is more clearly stated in the Lantern Harapan School curriculum framework manual that the interdisciplinary learning with the approaches it contains appears as an answer to the challenges of the times in which we have to face an increasingly complex and connected world, both physically, logically, and emotionally.

Through this experience, students can see the interrelationships between the subjects they have studied so far. Therefore, SMA Lentera Harapan believes that holistic education provided to students can be achieved through the implementation of an integrated curriculum.

### Discussion

#### a) English and Economy Interdisciplinary Planning to Develop Writing and Speaking Skill

Planning is the preparation of something that will be done to achieve the goals that have been determined, the most important thing is that the plans that are prepared must be carried out effectively and on target. to design an integrated curriculum, the availability of facilities and infrastructure that will support the implementation of the integrated curriculum, especially in learning activities, and the preparation of learning plans in the form of learning unit documents or known as unit mappings.

**Table 1** Basic Competences and Indicators of English and Economy Subjects

Basic Competence	Indicators
3.4 Distinguishing social functions, text structures, and linguistic elements of several texts oral and written descriptive by giving and asking for information related to the place tourism and famous historical buildings, short and simple, in accordance with context of use 4.4. Descriptive text 4.4.1 Capturing contextual meaning related to social functions, text structure, and linguistic elements of descriptive, oral and written, short and simple texts related to tourist attractions and famous historical buildings 4.4.2 Compiling oral and written descriptive texts, short and simple, related to tourist attractions and famous historical buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context	3.4.1 Identifying social functions, text structure and linguistic elements in the descriptive text about tourism place or historical cite 4.4.1.1 Compose written descriptive texts related to tourism places and historical cite based on the social function, text structure and language features of Descriptive text in context. 4.4.2.1 Compose oral (presentation) of descriptive texts related to tourism places and historical cite based on the social function, text structure and language features of Descriptive text in context
3.3 Analyzing the role of economic actors in economic activities 4.3. Presenting the results of the analysis of the role of economic actors in economic activities	3.3.1 Describe the theory of producer behavior in the tourism sector 4.3.1 Designing the calculation of production costs, revenues and profits to produce goods

The theme/issue carried out in the integration is "*Exploring Domestic Places and Economic Potentiality Development*". This theme is taken from the combination of English and Economy Basic Competencies according to table above. Therefore, Economy is the core subject, while English will be the subjects. Thus, this theme will be discussed in the learning activities of the two subjects.

Forming a connection for exploration, namely the interdisciplinary of English and Economy. At this stage, teachers jointly share ideas on ways to connect the various selected subject areas. English subject will discuss about the structure, and language features of a place which have an economy development potentially explored by the students in the form of written and oral text correctly. Meanwhile, in Economy will be discussed about the role of economy which involve in the place which have economy growing potential especially in the area of tourism.

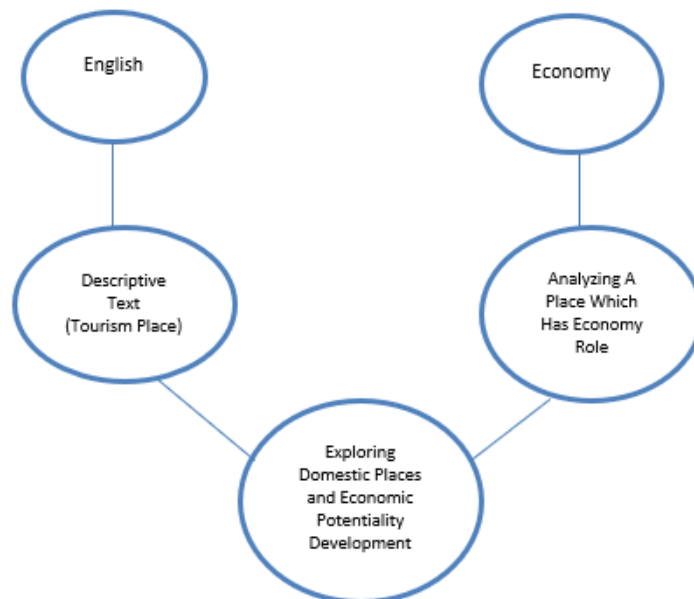


Figure 1 Web of Subject Exploration

b) *Learning Activities on Interdisciplinary Learning between English and Economy Subject*

The implementation of teaching and learning process activities as a core element of learning activities must be adjusted to the plans that have been prepared. In this case, it is in accordance with the integrated unit plan that has been developed by the English subject teacher and Economy subject. The implementation of these learning activities is divided into two types of activities, namely daily learning activities in the meeting classroom (Synchronous and Asynchronous) and culminating activities which are carried out at the end of the unit subject integration program.

There are at least three steps that become a reference in the implementation of classroom learning, namely preliminary activities, core activities, and closing activities, which are described in general in each learning activity in three subjects which are integrated as follows:

- a. In this preliminary activity, the teacher tries to bring a sense of fun in the learning process, creates a conducive learning environment and motivates students to have enthusiasm in participating in the learning process. At the beginning of the implementation meeting for the integration of English and Economy subjects, each teacher gave an explanation of the objectives, targets, and learning scenarios that would be carried out throughout the learning units that have been prepared by the teachers.
- b. In the core activities, there are several things that researchers can explain and observe, namely exploration, elaboration, and confirmation. In exploration activities, students are given broad opportunities to be involved in the learning process, both individually and in group learning. With an active learning approach, students are encouraged to be fully involved. It appears that each group shows good collaboration, where students who are able can help their friends who do not understand. Then in the elaboration activity, the teacher provides opportunities for students to understand, analyze the

material provided, and if students find things that are not understood, they are encouraged to ask questions.

- c. In the closing activity, the teacher can close the lesson by summarizing the core activities and material and evaluate it by confirming the students' understanding. From the results of class observations and interviews that the author conducted with teachers and students at Lentera Harapan Curug High School, there are several things that are generally done by teachers in closing activities, namely: summarizing and concluding, provide opportunities for students to ask questions, and reflection.

In this study, the authors looked at the student's response to the motivation shown. The result of the learning in English class most of the students enjoy the learning process. Furthermore, the results of interviews with teachers stated that students enjoyed every process of learning activity carried out. Students can work in groups very well. Especially in Economy students show seriousness in working on projects. Although there are groups that are difficult to work with and must be motivated and warned beforehand but in general students can show enthusiasm in the implementation of learning activities.

*c) Assessment of Learning Outcomes on the Interdisciplinary Learning Approach of English and Economy Subjects.*

The assessment system is carried out once for the Summative assessment and separately for the Formative test because each subject has its own demands (depth of the content) and not all KD is included in the interdisciplinary that is carried out. Thus, each teacher has their own rubric or assessment for the formative test, meanwhile for the summative test they use the same rubric assessment. But that does not mean that every teacher is hands off from the activities and assessments carried out by other fellow teachers. The learning system carried out as long as the unit that has been designed remains a unified as a whole. This can be seen from the coordination that continues to be carried out between subjects related to the development and assessment of students.

The implementation of this interdisciplinary learning approach accommodates the implementation of authentic assessments because the teacher assesses the affective, cognitive, and psychomotor aspects of students and every topic that is taken the theme used is always related to the contextual learning that help the students to gain meaningful learning. It can be seen from the rubric compiled by the teachers both English and Economy subjects.

### ***Assessing Speaking***

Based on the indicators in this study, students are declared to have speaking skills at least when they reach the following five indicators:

- 1) Fluency, the speaker speaks confide fluently and naturally with no distracting hesitations. Ideas flow smoothly.
- 2) Pronunciation is accurate, with correct inflections, numbers of syllables and other correct nuances of pronunciation.
- 3) Grammar, the speaker speaks with no more incorrect grammar than a native speaker would.
- 4) Vocabulary is sufficient to be understood in most settings and words are used with their correct meaning.
- 5) Comprehension, the speaker is knowledgeable about the subject and provides a significant level of detail, given the time available.

### ***Assessing Writing***

Based on the indicators in this study, students are declared to have writing skills at least when they reach the following five indicators:

- 1) Content, the writing content describes a particular tourism place or historical site of descriptive text.
- 2) Organizing Idea, the writer organized the whole composition by following the structure of descriptive text in cohesion.



- 3) Vocabulary, the words used in composition are mostly understandable
- 4) Grammar, the composition follows the grammatical rules of descriptive text
- 5) Mechanic, the writer composition pay attention to the technical aspects of writing, including spelling, punctuation, capitalization, and abbreviations in the text.

The assessment carried out about English is the assessment of formative and summative. Formative assessment in the form of practical activities that carried out four times while the summative assessment was carried out at the end chapter and made in written form.

**Table 2 English Learning Outcomes**

Score Range	Formative Test 1: Identifying and Analyzing Descriptive Texts	Formative Test 2: Noun Phrase and Adjective Phrase	Formative Test 3: Reading	Summative Test 1: Writing Descriptive Text	Summative Test 2: Speaking: Presentation
90-100	11 students	4 students	5 students	3 students	5 students
80-89	15 students	18 students	19 students	25 students	24 students
70-79	8 students	13 students	10 students	5 students	5 students
Below 70	1 student	0 students	1 student	1 student	1 student
Total students	35 students	35 students	35 students	35students	35students

From the assessment above, the learning outcomes obtained by students are quite satisfactory, namely there are only two students who get scores below the KKM standard so that it can be said that most students have understood the material that has been studied. The presentation of the learning outcomes of each subject achieved by the students above shows that in general the learning outcomes on the interdisciplinary learning of English and Economy are classified as good

*d) The Impact of Interdisciplinary Learning Approach to Develop Students Speaking and Writing Skills*

*1) Speaking skill*

There are 5 indicators that are used as a guideline to know the student's skill improvement in speaking, such as: 1) Fluency, the speaker speaks confide fluently and naturally with no distracting hesitations. Ideas flow smoothly. 2) Pronunciation is accurate, with correct inflections, numbers of syllables and other correct nuances of pronunciation. 3) Grammar, the speaker speaks with no more incorrect grammar than a native speaker would. 4) Vocabulary is sufficient to be understood in most settings and words are used with their correct meaning. 5) Comprehension, the speaker is knowledgeable about the subject and provides a significant level of detail, given the time available.

The research data shows that all students use their speaking skills although with different frequencies. An average of 19,01% admits that they rarely do use speaking skills. Then an average of 50,88% who sometimes and 26.72% who always use communication thinking skills. So, it can be said that most students are able to use the speaking skills they have while participating in learning that uses an interdisciplinary learning.





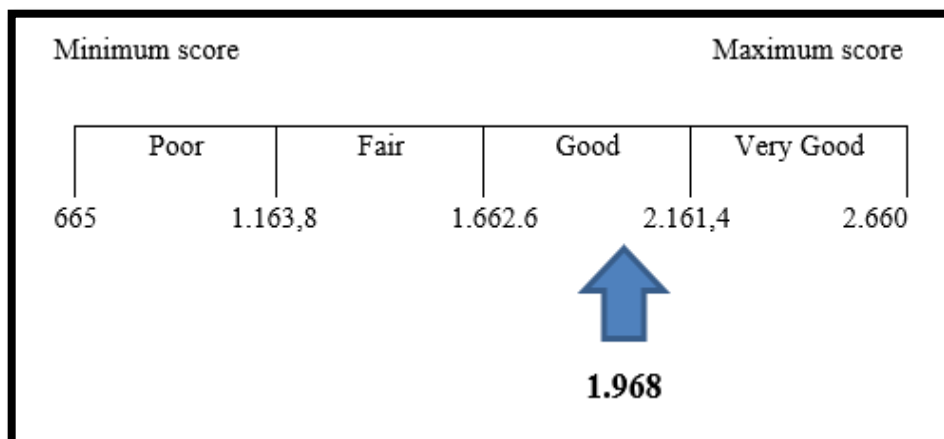


Figure 2 Speaking Skill Indicator Interval Graphic

Based on figure above, it can be seen that the achievement of speaking skills of class X IPS students have a core number of 1.968. Then after being compared with the assessment criteria. The score 1.968 is included in the good category during the implementation of interdisciplinary learning.

2) *Writing Skill*

There are 5 indicators that are used as a guideline to know the student's skill improvement in writing competency, such as: 1) Content, the writing content describes a particular tourism place or historical site of descriptive text. 2) Organizing Idea, the writer organized the whole composition by following the structure of descriptive text in cohesion. 3) Vocabulary, the words used in composition are mostly understandable. 4) Grammar, the composition follows the grammatical rules of descriptive text. 5) Mechanic, the writer composition pay attention to the technical aspects of writing, including spelling, punctuation, capitalization, and abbreviations in the text.

The research data shows that all students use their writing skills although with different frequencies. An average of 12,49% admits that they rarely use writing skills. Then an average of 47,47% who sometimes and 40,03% who always use writing mechanic skills. So, it can be said that most students are able to use the writing skills they have while participating in learning that uses an interdisciplinary learning.

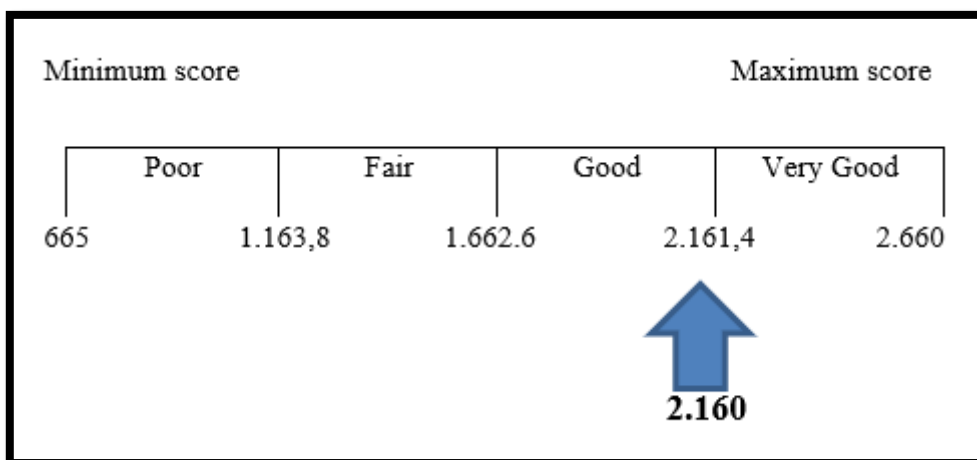


Figure 2 Writing Skill Indicator Interval Graphic

The data above shows that the achievement indicators Students' writing skills as a result of the implementation of interdisciplinary learning at SMA Lentera Harapan Curug are in the good category. Although there are still students think that they need more practice on writing, but overall, it can be said that students can develop their writing skills during the practice and unit learning activities. It is proven by the results of quantitative calculations which state that the achievement of students' writing skills as a result of the implementation of the interdisciplinary learning approach at Lentera Harapan Curug High School is in the good category.

## Conclusions

Based on the analysis of the findings of the data and the discussion in chapter IV regarding the implementation of the interdisciplinary learning approach in exploring the speaking and writing skills of high school students, it can be concluded that:

- 1) Interdisciplinary Learning Approach carried out by Lentera Harapan Senior High Schools is a curriculum modification program to develop curriculum content in accordance with the school vision, the mission, and educational goals. The interdisciplinary approach used is multidisciplinary because it is considered very suitable for the high school level which emphasizes the uniqueness of each subject. It is undeniable that the issuance of an interdisciplinary learning implementation policy in schools that use the 2013 curriculum is not an easy matter. Schools, especially teachers, are prepared to implement the two curricula. Therefore, in order to develop teacher competence in implementing the integrated curriculum, the school, in this case the curriculum development team, continue to provide assistance and facilitate teachers through trainings.
- 2) In planning the interdisciplinary learning in the subjects of English and Economy several important things need attention, namely the time allocation for planning, the availability of facilities and infrastructure that support learning activities, and the preparation of learning plans (unit plans). The agenda for the preparation of the interdisciplinary learning planning is specifically regulated by the school and carried out at the beginning of the semester. The procedures carried out are, starting with identifying standards or basic competencies (*Kompetensi Dasar*) in each subject: creating themes or topics that form bonds between students' lessons: forming a web for exploration by sharing ideas. Creating a KDB (*Kompetensi Dasar Bersama*) umbrella: designing a culminating assessment, compiling a timeline for preparing daily learning activities; compile an assessment of each subject: unify the lesson plans for each subject.
- 3) In the implementation of activities on the interdisciplinary of English and Economy, learning is carried out in two forms, namely first, daily learning activities as usual which consist of preliminary activities, core activities, and closing activities. Each group made presentations video recording with Power points slides media. The presentation itself should describe the tourism place with detail description that attract the viewer to visit the place. And the students need to analyze the economy potentiality in the area that could be develop from the Economy subject. The students also need to write the description following the structure and language features of Descriptive text. If we looked back, the learning carried out provides opportunities for students to study in groups, empowers the community as a learning resource, and facilitates students to explore speaking such as: discussion, sharing and presentation. And writing skill is well developing through the writing activities such as: pre-writing, whilst writing and post-writing. Students' collaborative and research skill also develop as the benefit addition from the learning process because they need to collaborate in their group and do research to complete the assignment.
- 4) The assessment is carried out on the interdisciplinary learning between English and Economy performed separately. Each subject has its own assessment instrument. The assessment used has facilitated an authentic assessment that pays attention to the cognitive domain, psychomotor, and affective. From the results of the analysis of the scores obtained by students in the two-subject integrated, it can be concluded that in general the results have been very good, there are even some groups that show performance beyond expectations, especially in presentation. Even though during the culminating activity, the students seemed less confident for the presentation but at the end they can make it.

- 5) The students' achievements as the effect of Interdisciplinary learning approach between English and Economy Harapan to develop the English skill in Speaking and Writing in Sekolah Lentera Harapan can be included in good result. The interdisciplinary learning approach allows the students have more time and space to develop their writing skill through the learning process and also activities that carried out in the class it can be seen from the student's achievement score. Also, students speaking skill well develop because the interdisciplinary learning approach accommodate the students to have time for practice and provide the peer correction during the learning process which is in discussion or presentation activity. The result of the student's achievement can be seen from the speaking score.

### **Acknowledgements**

By the Grace of The Lord, the writer has finished writing the research entitled "ANALYSIS OF THE IMPLEMENTATION OF INTERDISCIPLINARY LEARNING IN IMPROVING STUDENTS' ENGLISH SPEAKING AND WRITING SKILL (A Case Study in Private Senior High School in Tangerang Regency)".

This research is especially written to be presented to the Study Program of English Education in partial fulfillment of the requirements for the Master's degree in Indraprasta PGRI University. In this great opportunity, the writer wants to express her sincere gratitude and appreciation to:

1. Prof. Dr. Prof. Dr. H. Sumaryoto as the writer's Primary Advisor as the Rector of Indraprasta PGRI University who gave the writer his time and expertise so freely and thoughtfully throughout the study.
2. Dra. Sumaryati T., M.Pd. as the writer's Secondary Advisor who gave the writer her time and expertise so freely and thoughtfully throughout the study.
3. Dr. Mamik Suendarti Advisor as well as the Dean of Indraprasta PGRI University who also gave the writer her time and expertise so freely and thoughtfully throughout the study.
4. Sedison Stevanus Silali, M.Pd. as the Headmaster of SMA Lentera Harapan Curug
5. Sry Handayani Ziliwu, S.Pd. as the Curriculum Coordinator of SMA Lentera Harapan Curug.
6. The students and colleagues who took part in this study.
7. The writer's family and friends for their help and support

The writer is fully aware that this research is imperfect as there are a lot of mistakes and shortcomings. In this respect, the writer would welcome any constructive comment and criticism. Hopefully, this research will meet the expected purpose.

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