CHAPTER I
INTRODUCTION

A. Research Background

The importance of English learning is undeniable. This is what makes formal and non-formal educational institutions continue to pay attention to it. This is due to the high potential of English learning as a necessity for students and the world of work. In addition, English is one way to find out more about science that is published globally, because it cannot be denied that a lot of science is controlled by countries where the majority of the population master English.[1] Therefore, it is not surprising that most formal educational institutions require English as a subject in their curriculum. This also applies to some non-formal educational institutions such as Islamic boarding schools.

The most important thing about an Islamic boarding school as an Islamic educational institution is the traditional education where students, often called "*santri*" live together and study under the guidance of a teacher, often called "*kiyai*" who is believed to have a transmission of knowledge (*sanad*) from teacher to teacher to the Prophet Muhammad SAW. Therefore, the *Pesantren community* believes their knowledge can be accounted for. There is also a dormitory often referred to as "*Pondok*", or in English as "boarding school" for the accommodation of santri. Pesantren have a complex with a mosque as a place of worship, study and other religious activities. The complex is usually surrounded by a wall to limit the entry and exit of santri in accordance with predetermined rules.

Although Islamic boarding schools have many advantages, there are weaknesses that are also found in some boarding schools today. According to Amien Rais, Islamic boarding schools have many weaknesses that must be addressed immediately. (1) The alumni of Islamic boarding schools in general -especially some Islamic boarding schools that prohibit their students from using technology- are narrow-minded and lack confidence in facing real life in society which always develops in line with the advancement of science and technology. (2) Islamic boarding schools generally do not equip students with various skills to face the challenges of modern life. (3) Islamic boarding

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[1]Suardi, Emzir and Zainal Rafli, "English Learning in Islamic Boarding School Al-Junaidiyah Biru Bone (Ethnographic Studies)," *Journal of Education, Teaching and Learning* 2, no. 2 (2017): 224.

schools often close themselves off from change, making it difficult to keep up with ever-changing developments.[2]

In some situations, some Islamic boarding schools that focus on improving language skills do not allocate class time in their curriculum, so English teachers feel time constrained. In implementing curriculum, teachers need to do more to keep students who need more time to learn from obstacles that can impede their language development. They have to deal with a group of students at the same time. They also have to work both outside and inside the class. They use their free time to guide their students so that they can understand and apply what they have learned before.

Santri also needs to catch up consistently, because they will face various problems, including learning methods, materials, and curriculum evaluation. Their language learning experience should receive effective teacher feedback to identify aspects that need improvement. They should evaluate their skills regularly to see if there is any improvement.[3]

Nevertheless, most of the language teachers in the Islamic Boarding School system are seen as professional and skilled, because the world of education that they carry out in the *pesantren* is not just teaching activities. This is a form of the process of developing values and character from various aspects. Teachers cannot only teach from the linguistic aspect of English but also have to teach culture at the same time. [4] This is because the teachers who teach at the pesantren emulate the teachings in Al-Qur'an Surah Al-Baqarah verse 159 and Surah Al-Maidah verse 67:

إِنَّ الَّذِيْنَ يَكْتُمُوْنَ مَآ اَنْزَلْنَا مِنَ الْبَيِّنٰتِ وَالْهُدٰى مِنْ بَعْدِ مَا بَيَّنّٰهُ لِلنَّاسِ فِى الْكِتٰبِۙ اُولٰۤىِٕكَ يَلْعَنُهُمُ اللّٰهُ وَيَلْعَنُهُمُ اللّٰعِنُوْنَ

"Indeed, those who conceal what We have revealed in the form of information and guidance, after We have made it clear to the people

[2]Faizal Rizdanto, "Model Pembelajaran Bahasa Inggris di Ponpes Ta'mirul Islam Surakarta," *Leksema Jurnal Bahasa dan Sastra* 1, no. 1 (2016): 47.

[3]Dwi Pramesti, "The Teaching of English at Pondok Pesantren Nurul Falah" (Thesis, UIN Syarif Hidayatullah Jakarta, 2018), 3.

[4]Pramesti, *"The Teaching of English at Pondok Pesantren Nurul Falah"*, 4.

in the Book (of the Qur'ān), those are those whom Allah has cursed and those who cursed them have cursed."[5]

يٰٓاَيُّهَا الرَّسُوْلُ بَلِّغْ مَآ اُنْزِلَ اِلَيْكَ مِنْ رَّبِّكَ ۗ وَاِنْ لَّمْ تَفْعَلْ فَمَا بَلَّغْتَ رِسٰلَتَهٗ ۗ وَاللّٰهُ يَعْصِمُكَ مِنَ النَّاسِ ۗ اِنَّ اللّٰهَ لَا يَهْدِى الْقَوْمَ الْكٰفِرِيْنَ

"O Messenger! Convey what is sent down to you from your Lord. And if you do not do (what is commanded, then) you do not convey Allah's message. And Allah preserves you from the people. Indeed, Allah does not guide those who disbelieve."[6]

In this way, students can develop better language and cultural skills if the structure of the language and cultural conventions being taught are sufficient. It is hoped that teachers' knowledge of the material and their understanding of students and the learning process can be used to diagnose problems, adapt and apply theory, and prepare appropriate learning materials and assessments.

Therefore, many Islamic boarding schools have started to modernise their education system and allocate time to learning English in the curriculum. One of them is the modernisation of the education system carried out at *PMH Putra in K*ajen Village, Margoyoso, Pati. *PMH Putra* is modernised through the collaboration of religious and general education. One of the characteristics of the modernisation of *PMH Putra* is the use of Arabic and English as the language of instruction in several daily activities at the pesantren.

The Islamic boarding school, which is under the auspices of the *PMH Foundation* and is oriented towards the development of *Tafaqquh Fi Ad-Din*, aims to prepare devoted individuals through cognitive, emotional and psychomotor approaches and to serve the country, nation and religion. In simple terms, the purpose of building this Islamic boarding school is to improve education, especially in the community around Kajen village, where the level of education was still relatively low at that time. The form of this contribution is the expansion of knowledge, character building and Islamic personality literature. All of this is done in order to eliminate ignorance and

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[5]Al-Quran, Al-Baqarah verse 159, *Al-Qur'an dan Terjemahannya* (Jakarta: Departemen Agama RI, PT. Perca, 1979), 25.

[6]Al-Quran, Al-Maidah verse 67, *Al-Qur'an dan Terjemahannya* (Jakarta: Departemen Agama RI, PT. Perca, 1979), 120.

backwardness and make people who master *Ilmu Pengetahuan dan Teknologi (Iptek)* as well as *Imtaq*.[7]

Responding to this global order, PMH Putra established its own language-focused institution, the Foreign Language Development Institute (*Lembaga Pengembangan Bahasa Asing*) (*LPBA*), with an emphasis on English and Arabic. So, *PMH Putra* does not only teach Arabic but also teaches the English language.

At the beginning of its establishment, LPBA grew from a small community in the middle of *PMH Putra* called *English Study Club (ESC)* which focused on learning English. The existence of the English Study Club (ESC) was able to get a positive response in the *PMH Putra community* through a variety of new approaches and systems. This reaction was finally addressed by adding language programmes, including Arabic language programmes with different methodologies. Thus, the *English Study Club*, which previously only focused on English, changed its name to the *Foreign Language Development Institute* with the main purpose of focusing on two languages, Arabic and English. This pesantren, founded by *K.H. Mahfudz bin Abdus Salam*, also combines their curriculum with several education system of Pare-Kediri. The curriculum developers there reduced the time needed for English lessons and devoted more time to religious topics.[8] However, PMH Putra began adopting the Common European Framework of Reference for Languages (CEFR) standard curriculum this year as an effort to modernise.[9]

Islamic boarding schools are generally more assertive in educating their students than general schools. Various efforts have been made to create graduates who are fluent in foreign languages. One of them is the application of language rules and the implementation of various kinds of activities designed to build student perseverance, if violated, students who violate these rules will be given punishment, and several teaching strategies and methods implemented in class to support students' language skills.[10]

However, in practice, the use of foreign languages that are often used by students in their daily conversations at *PMH Putra* tends to

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[7]Budi, *"Pondok Pesantren Maslakul Huda Pati"* (https://santri.laduni.id/post/amp/63586/pesantren-maslakul-huda-pati, accessed January 21, 2023, 08.17 a.m.).

[8]F.A.H, Interview by the writer, January 11, 2023.

[9]A.M.S, Interviewed by the researcher, June 19, 2023.

[10]Ulya Zuhairati, Asnawi Muslem and Dohra Fitrisia, "An Analysis of English Language Used in Daily Communication By Students of Dayah or Islamic Boarding School," *English Education Journal (EEJ)* 13, no. 1 (2022): 57.

use Arabic rather than English. Few of them use English when talking to each other. This proves that motivation in learning and practising English is not good, even this year it has decreased compared to the previous year. Several English learning programs have been running, but the results are not optimal because they tend to prefer Arabic over English.[11]

As a result of this high curiosity, the researcher will explore the CEFR standard as an English curriculum implemented at the *PMH Putra* and examine from several perspectives how English is taught from various grade levels, including the language learning strategies and methods used by tutors in class, how they carry out the teaching and learning process, selection of materials and evaluation for each teaching and learning process, and also some learner-related factors that influence language learning. The researcher will also find out the advantages and disadvantages of the curriculum used by the pesantren.

Based on the background of this research and some reasons stated above, the researcher in this paper would like to discuss "An Analysis of Common European Framework of Reference for Languages in English Learning Curriculum at an Islamic Boarding School in Kajen Pati". So, readers can get more information related to the language potential in this *Pesantren*.

B. Research Focus and Scope

This research focuses on the Common European Framework of Reference for Languages in English learning curriculum. The scopes of this research are the implementation of the curriculum in English learning process in *PMH Putra* at various levels and grades and the advantages and disadvantages of using the curriculum at *PMH Putra*.

C. Research Problems

Based on the importance of this research and its efforts to investigate the English learning curriculum of *PMH Putra Kajen*, the questions covered in this research are:

1. How is the Common European Framework of Reference for Languages in English learning curriculum at *PMH Putra Kajen*?
2. How does *PMH Putra Kajen* implement the curriculum in English learning process?
3. What are the advantages and disadvantages of using the curriculum at *PMH Putra*?

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[11]F.A.H, Interview by the writer, January 11, 2023.

D. Research Objectives

Based on the above problem formulation, the purpose of this research is as follows:

1. Describing the Common European Framework of Reference for Languages in English learning curriculum at *PMH Putra Kajen*
2. Knowing the *PMH Putra Kajen* implements the curriculum in English learning process
3. Knowing the advantages and disadvantages of using the curriculum at *PMH Putra*

E. Research Significances

This research is expected to provide its significance not only as a theory but also as a practical application. Theoretically, this research can add references, literature, and gain knowledge about the English curriculum implemented at the *PMH Putra Kajen, Pati*, as well as strengthen various strategies and methods of language learning in certain educational contexts at Islamic boarding schools.

Pedagogically, This research is expected to be able to provide information to teachers, especially for those who are currently teaching in Islamic boarding schools as a reference to make a teacher motivated to present active, creative, effective and fun learning in order to improve the enthusiasm of his students to study harder.

Practically, the results of this study are expected to provide its significance for:

1. The students. To increase knowledge of how to learn to achieve maximum results in learning English, especially for those who are studying at Islamic boarding schools. In addition, students can avoid inefficient English learning methods and maximize their learning.
2. The teacher. It is expected that this study will provide English teachers with inspiration to choose effective teaching methods that are appropriate for their students, based on various English learning models used at *PMH Putra*.
3. Institution. This study is expected to be used as an authority in various Islamic boarding schools, especially for Foundation and curriculum developers at the *PMH Putra* in developing English learning methods, because quality graduates from Islamic Boarding School are produced from well-curriculum development.
4. Other researchers. As material/illustration for other researchers to be able to develop similar research with a wider scope.
5. For the researcher. This research is expected to improve and provide new experiences to the researcher, develop schemes that

6

have been studied, and increase knowledge about the teaching and learning process in Islamic boarding schools. This can use as a measure of whether the researcher can apply and practice his theoretical knowledge in class when teaching his own students.

F. Definition of Key Terms

1. Curriculum

    According to the Oxford Learner's Dictionary, curriculum is the subjects that are included in a course of study or taught in a school, college, etc. It refers to the collection of topics, subjects, and materials that are integrated into a particular course of study or academic program, whether at the primary, secondary, or tertiary level. It encompasses the full range of educational content that students are expected to learn and master within a given period, including both core and elective courses.

2. Process

    According to the Oxford Learner's Dictionary, a process is a series of actions carried out in sequence to attain a specific outcome, or a sequence of events, particularly those that lead to inherent transformation.

3. English Subject

    English is a compulsory part of the curriculum for both junior and senior high school levels.[12] In addition, it can also be an optional subject in primary school.[13]

4. Islamic Boarding School

    Islamic boarding school is a traditional Islamic boarding school where students live together and study religious sciences under the guidance of a Kyai. The dormitory for the students is in the Islamic boarding school complex where the kyai lives.[14]

G. Organisation of Thesis

This research is systematically organised by the researcher which is then divided into three parts.

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[12]Ismi Yulizar and Siti Aminah Hasibuan, "Mengapa Bahasa Inggris Menjadi Mata Pelajaran Wajib di Indonesia," *Tarbiyah bil Qalam : Jurnal Pendidikan Agama dan Sains* 6, no. 2 (2022): 26.

[13]Urip Sulistiyono et.al., "The Portrait of Primary School English in Indonesia: Policy Recommendation," *Education 3-13* 48, no. 8 (2019): 13.

[14]Herman, "Sejarah Pesanatren di Indonesia," *Jurnal Al-Ta'dib* 6, no. 2 (2013): 147.

1. The initial part.

   The initial part contains a title page, an endorsement page for the panel of examiners for the munaqosyah exam, a statement of the originality of the thesis, an abstract page, a motto page, dedication page, an Arab-Latin transliteration guideline page. , an acknowledgement page, a preface page.

2. The core part.

   The core part contains the content of this research which contains the main discussion which contains Chapter I to Chapter V.

   Chapter I contains matters related to the introduction which describes the research background, focus and sub-focus of the research, research question, objectives of the research, significance of the research, and writing system.

   Chapter II contains the theoretical framework, previous research, and framework of thinking. In this chapter, a series of theoretical foundations that underlie this research are discussed, starting from description of Curriculum, characteristic of Curriculum, function of Curriculum, English Curriculum development in Indonesia, description of Islamic Boarding School, features of Islamic Boarding School, purpose of Islamic Boarding School, and models of Islamic Boarding School.

   Chapter III contains the study method which includes the type and approach of research, research settings, research subjects, data sources, data collection techniques including observation, interviews, and documentation, data validity testing, and data analysis techniques which include data reduction, data presentation, and conclusion drawing.

   Chapter IV contains the research result and discussion related to the illustration of the research object of PMH Putra Kajen Margoyoso Pati. It covers the curriculum of English learning at PMH Putra Kajen, the English learning process in implementing the curriculum at PMH Putra Kajen, and the advantages and disadvantages of using the curriculum at PMH Putra.

   Chapter V contains conclusions of research result and discussion and recommendations.

3. The final part

   The final part contains a reference list, appendices, and the researcher's curriculum vitae.