

CHAPTER IV

FINDING AND DISCUSSION

A. Research Result

In order to determine the English Learning Models and Curriculum in PMH Putra Kajen Margoyoso Pati, the researcher gathered data through interviews, observations, and documentation. From the data collection, the researcher obtained the following research results.

1. The Common European Framework of Reference for Languages in English Learning Curriculum at PMH Putra Kajen

The curriculum at PMH Putra often changes every year. This is due to the change of LPBA coordinators and administrators every year, because LPBA is fully responsible for the English curriculum at PMH Putra. The English curriculum system must follow the decision of the LPBA coordinator in that year.

From 2008 to 2021, the English curriculum system in this pesantren used its own curriculum system containing pesantren values combined with the existing curriculum in Pare Kediri. However, in almost every year there are some changes in the form of curriculum, such as class division, addition and change of materials, changes in syllabus and so on. In this curriculum, LPBA designed a syllabus book to design the schedule of English learning activities, so that tutors must teach using learning methods that have been arranged in the syllabus book.

In 2023, the curriculum system changed. The LPBA organisation in that year used a curriculum system that refers to the Common European Framework of Reference for Languages (CEFR) standard, which is an internationally recognised standard for describing language skills. So in that year, LPBA eliminated the formation of a syllabus for determining the learning schedule, so tutors can be more free in determining the learning methods to be used.

“Kalau mengalami perubahan kurikulum bisa dikatakan sering, bahkan hampir setiap tahun mengalami perubahan. Ya karena memang pada setiap tahunnya pasti ada pergantian koordinator LPBA dan kepengurusan yang baru. Dan ini nanti akan memunculkan kebijakan baru juga. Jadi, mau tak mau kurikulum bahasa pesantren juga harus mengikuti keputusan dari ketua LPBA tahun itu. Kalau kurikulum yang dulu kan kita menggunakan kurikulum

sendiri yang dikombinasikan dengan yang ada di pare. Namun, pada tahun ini, kurikulum kita menggunakan standar CEFR.”¹

In this 2023 curriculum, LPBA focuses more on practical matters. This is due to the grammar learning that has been taught at school. What is unique is that all students at PMH Putra are students from the Matholi'ul Falah Islamic School and Matholi'ul Falah Alumni, so controlling the students' English learning becomes easier. So, in the pesantren, it is only a matter of implementing it with practice.

At the beginning of the introduction of English in PMH Putra, the pesantren sent several delegations of students to study English in Pare Kediri. During the learning process, the santri observed how the form of learning was running and the material taught in Pare. Then after the learning activities are completed, they summarise the materials that have been learned into a book. After they return from Pare, the summary books are then put together and compiled to become their own handbook called the Green Book. In terms of material and learning, the Green Book itself can be said to be complete, ranging from grammar, vocabulary, and so on.

“Kalau kurikulum yang sudah, itu dulu pada awal-awal PBA, pesantren mengirim beberapa santri untuk belajar di Pare-Kediri. Di sana itu, Ketika mereka selesai belajar, itu membuat semacam buku rangkuman, atau di sini kita menamainya green book. Green book yang disusun ini bisa dibilang lengkap, mulai dari sisi grammar, vocabulary dan lain sebagainya.”²

However, because the management of LPBA always changes every year, and the Green Book book needed by the tutor for the learning process has a budget shortage for printing, over time the tutor himself determines the material during the course. Whether the tutor wants to use the available Green Book or other English material books. So, from this experience and some considerations from LPBA, they took the initiative to realise an

¹A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

²A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

economical and efficient textbook that can effectively meet the overall needs of English learning. However, it is likely that this will also change after the change of management with new policies.

“Lalu seiring berkembangnya waktu, karena kepengurusan selalu berganti di setiap tahunnya, dan di satu sisi karena green book ini perlu dicetak tapi anggarannya kurang, jadi akhirnya saat kursus berlangsung itu materinya tergantung tutor. Apakah itu pakai green book atau buku yang lain. Lalu ada yang kemudian ada dari inisiatif LPBA untuk membuat buku ajar yang ekonomis yang dirasa bisa memenuhi kebutuhan tapi efisien dan efektif. Dan nanti saat pergantian pengurus itu ada kebijakan lagi.”³

This does not mean that LPBA cancelled the old policies that had been in place in previous years. Instead, these policies were optimised to form new policies. It could be that the substance of the policy is the same, but the way it is implemented is different. For example, in the past, LPBA conducted learning only in the classroom, while now they have many forums such as art performances. So the difference is, for now, tutors do not only carry out learning in class and students listen, but in the forum, there is teamwork that forms a drama or festival and so on.

“Ini bukan berarti kita menggururkan yang sudah ada. Justru yang sudah ada ini kita optimalkan. Bisa jadi substansinya sama, namun caranya saja yang berbeda. Jadi kalau dulu kita itu belajar dengan guru hanya dikelas, sekarang kita memiliki banyak forum, misalkan pentas seni. Bedanya guru tidak hanya mengajar di kelas dan santri mendengarkan, namun ada suatu kerja sama tim sampai jadilah sebuah drama atau festival dan lain sebagainya.”⁴

This year's LPBA Coordinator would like to use the standards derived from the CEFR for English. CEFR itself is a kind of competency standardisation used by European countries. So, the competency standards used by LPBA in the future are standards sourced from Europe. This is done by LPBA so that English

³A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

⁴A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

language learning in PMH Putra has a competency standard. If LPBA has a competency standard, then the things they strive for will be aimed at one point, namely to realise these standards.

“Dan untuk ke depan saya ingin menggunakan standar CEFR For English. CEFR ini semacam standarisasi, kalau istilah kita itu standar kompetensi, namun CEFR ini dari Eropa. Jadi standar kompetensi kita menggunakan yang dari Eropa. Jadi setidaknya, kalau kita memiliki standar kompetensi, maka nanti hal-hal yang kita upayakan itu ada satu titik yang hendak kita tuju, yaitu mewujudkan standar tadi. Dan itu yang kemudian nanti akan kita arahkan ke sana.”⁵

When PMH Putra implements the CEFR standard to their language curriculum, LPBA will direct learning that is practical or by project. So the discussion during the teaching and learning activities is not too convoluted. Thus, tutors do not need to teach materials related to theory for months, but they can go directly to the by-project. For example, the LPBA project is how to teach the students to become Master of Ceremony, then they will direct the students in the targeted direction.

“Dan sekarang kita menggunakan standar kompetensi CEFR, dan kita perlu melakukan pembacaan ulang. Kalau kita mengacu yang sekarang, ketika menggunakan CEFR, nanti akan kita arahkan yang sifatnya praktis, atau istilahnya by project. Jadi kita nanti pembahasannya tidak berbelit-belit. Misalkan kita tidak perlu mengajarkan materi tertentu sampai berbulan-bulan, tapi kita langsung ke by project. Misalkan projectnya bagaimana caranya agar anak ini bisa menjadi MC, ya itu projectnya.”⁶

This does not mean that with this by-project, grammar is no longer needed. However, grammar has become something that is applicable and is no longer a material that is discussed continuously in class. These theories will also be discussed in class, but not as often as in regular schools. On the other hand, as the researcher has mentioned above, all santris in PMH Putra go to

⁵A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

⁶A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

Matoli'ul Falah, LPBA tries to adapt the practice to the material taught in Matholi'ul Falah. So when the theories have been taught at Matholi'ul Falah, LPBA takes the role of developing the material and will be directed to practical things with targets that have been compiled in accordance with the CEFR standards such as MC, or Public speaking, or Storytelling and so on.

“Jadi apakah nanti dalam MC itu tidak membahas Grammar, tentu grammar itu sudah menjadi hal yang sifatnya aplikatif, dan bukan lagi menjadi sebuah object pembahasan. Lalu apakah teori itu tidak dibahas, tentu dibahas, namun pembahasannya itu tidak hanya membahas teori saja secara terus-menerus. Tapi di satu sisi kita mencoba untuk menyesuaikan materi yang diajarkan di Matholi'ul Falah. Jadi ketika di Matholi'ul Falah itu teorinya sudah ada, maka kita itu mengambil peran yang kiranya mengembangkan, dan kita akan mengarahkan ke hal-hal yang sifatnya praktis atau by project.”⁷

With the CEFR standard, LPBA needs to reassess the existing curriculum. In previous years, LPBA also enforced the syllabus. However, such things are not stagnant and need to be relevant from year to year according to LPBA's policy at that time. It is possible that LPBA patches up the existing curriculum, and it is possible that they incorporate something new. Thus, LPBA can assess the existing curriculum, whether it is relevant or not if it is implemented in the current year. If the curriculum is relevant, it will be used that year, if not, it will be changed.

“Saat ini, kita masih mengkaji apa yang sudah ada. Bahkan sebelumnya itu kita juga sempat ada silabus. Namun hal semacam itu tidak stagnan dan kita perlu relevansi. Ada kemungkinan kita tambal sulam dan ada kemungkinan kita memasukkan hal yang baru. Jadi berbagai kemungkinan bisa jadi terjadi, dan kita tinggal menilai yang sudah ada, apakah yang sudah ada itu relevan atau tidak. Jika yang sudah ada itu relevan, maka kita ambil, tapi kalau tidak, sedikit banyaknya akan kita rubah.”⁸

⁷A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

⁸A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

Nevertheless, LPBA still welcomes the form of language learning implemented by a particular institution or language community as a comparison to be imitated, such as the form of English language learning implemented in Pare or in Gontor. However, it is not one hundred per cent imitated and used just like that by LPBA. Because indeed students who want to learn languages in Pare are of their own free will and focus, and so are the tutors there whose focus is teaching languages. While in PMH Putra, developing foreign language skills is only extracurricular. So LPBA needs to estimate the dosage in accordance with the time allocation and learning in the pesantren.

“Tapi kita sangat welcome dengan suatu lembaga atau komunitas bahasa tertentu itu pembelajaran bahasanya seperti apa. Misalkan, pembelajaran yang ada di Pare itu seperti apa, yang ada di Gontor itu seperti apa, namun tidak seratus persen kita tiru. Karena memang kalau di Pare itu belajarnya karena keinginan sendiri dan focus, dan yang mengajar juga fokusnya di situ. Kalau di sini, pengembangan skill bahasa asing itu hanya bersifat ekstrakurikuler, atau hanya tambahan. Jadi kita perlu memperkirakan dosis yang tepat.”⁹

Although Pesantren uses the CEFR standard curriculum, LPBA cannot immediately implement the standard in accordance with European standards. But LPBA needs to walk step by step to be able to adjust it. Although LPBA will not be able to get to the point that has been designed, they will still use the standard. Because the standard is indispensable, it can move LPBA to the point it wants to reach.

“Walaupun kita pakai standar CEFR, kita tidak bisa langsung sesuai dengan standar Eropa. Memang targetnya itu, tapi tetap berjalan step by step. Walaupun tidak sampai ke titik itu, kita tetap memakai standar itu. Karena pentingnya standar itu menjadikan kita bergerak menuju ke satu titik yang ingin dicapai.”¹⁰

⁹A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

¹⁰A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

The impact of these standards can lead to appropriate textbooks. LPBA can also find out what the profile of the santri to be taught is like, and how the English competency standards will be implemented to the santri according to their abilities. For example, a student can listen and understand people who are giving speeches. Then the point that LPBA must achieve is to form these students to be able to listen to people giving speeches in English. Thus, LPBA must also find out what the student must learn if he must get to that point. Later it will also affect the form of the textbook, the way of learning, the tutor and so on into a package.

“Impact dari adanya standar ini nanti kan bisa terbentuk buku ajar. Dengan standar ini, kita mencari tahu bahwa seperti apa profil anak ini, standar kompetensi bahasa inggrisnya itu bisa apa. Kalau dia itu bisa ini, maka dia itu harus belajar apa. Misalkan, seorang anak itu bisa mendengarkan dan memahami orang berpidato, maka anak ini harus bisa mendengarkan orang berpidato dengan Bahasa inggris. Dan pertanyaannya, kalau dia harus bisa di titik itu, dia harus belajar apa. Nanti ini akan mempengaruhi di buku ajarnya, cara belajarnya, tuornya dan sebagainya. Jadi itu semua nanti akan menjadi satu paket.”¹¹

Because in PMH Putra there are four levels in learning English, namely basic middle, high and advanced, as well as the division of classes spoken by PBA,¹² then later LPBA needs to make its own competency standards according to each class. Given that there are 4 language skills, namely reading, writing, listening and speaking, in each of these skills the students will be directed to a point to be addressed. For example, what students must be able to read in reading skills, then what students must master in listening skills, and so on. In all these levels, the target point will also be determined. For example, what must be mastered by basic level students, what must be mastered by other students at the middle level and so on.

“Kalau dari segi tingkatan kan ada empat tingkatan. Ada basic, middle, high dan advance. Ini nanti pada setiap

¹¹A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

¹²M.L, Interviewed by the researcher, July 7, 2023, Interview 2, Transcript.

tingkatan akan kita buat standar kompetensinya sendiri-sendiri. Skill berbahasa kan ada 4, membaca, menulis, mendengarkan dan berbicara. Di setiap skill ini, misalkan skill membaca, nanti dia harus bisa membaca apa, lalu skill mendengarkan, dia harus bisa mendengarkan apa, begitu seterusnya. Dalam semua tingkatan nanti itu akan ditentukan, basic harus bisa apa, middle harus bisa apa, dan seterusnya.”¹³

In the preparation of this CEFR standard-based curriculum, LPBA did not form a special team. In the early stages, the person responsible for preparing the curriculum was the LPBA coordinator, and then the coordinator asked for corrections from the Pembantu Pengasuh Bidang Pendidikan Diniyah. If he gives a positive opinion, LPBA could run the curriculum that had been prepared. However, if he gives notes, then LPBA needs to improve it.

“Kalau tim khusus itu tidak ada. Pada tahap awal, yang menyusun itu saya sendiri, lalu saya meminta koreksi kepada Pembantu Pengasuh Bidang Pendidikan Diniyah. Jika beliau berpendapat bagus, kita bisa menjalankannya. Tapi, kalau beliau memberikan catatan-catatan, maka akan kita perbaiki.”¹⁴

In this context, LPBA still involves students or PBA administrators in the preparation of the curriculum. Some technical matters can be understood by PBA administrators. However, on several matters of curriculum nature, PBA administrators are unable to understand it well. So the LPBA coordinator immediately asked the Pembantu Pengasuh Bidang Pendidikan Diniyah to make corrections.

“Pada konteks ini, santri atau pengurus PBA tetap kita libatkan, tapi dalam porsi tertentu. Kalau dalam hal yang sifatnya teknis, teman-teman PBA itu bisa memahami. Namun dalam hal yang sifatnya lebih kurikulum, itu kawan-

¹³A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

¹⁴A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

kawan PBA kurang memahami. Jadi saya langsung ke Pembantu Pengasuh Bidang Pendidikan Diniyah.”¹⁵

This curriculum is also compiled because of the demands of the situation where students really need a curriculum that can fulfil or support students in learning languages. The curriculum that has been prepared will be used by the students themselves later. So that students can learn English according to the portion they need later.

“Itu kan juga dari tuntutan keadaan. Dan kurikulum ini nanti juga digunakan oleh santri. Jadi tidak mungkin kita tidak memandang unsur itu, pasti memandang unsur itu.”¹⁶

During the preparation period to implement the curriculum to tutors, LPBA held socialisation and tutor training after the curriculum was approved. In the implementation of the socialisation, when tutors need training or workshops, LPBA will also hold workshops to prevent unwanted obstacles, considering that the tutors are taken from the santri themselves except for the Advance class which is a tutor from outside the pesantren. This is similar to what PBA said and estimates that the tutors can understand the curriculum.¹⁷

“Sepengamatan saya, para tutor itu mengikuti sosialisasi. Kalau kita mengadakan training tutor, mereka mengikuti. Yang pasti, ketika kurikulum sudah jadi, kami pasti mengadakan sosialisasi. Untuk implementasinya, ketika dibutuhkan training atau workshop, ya tidak masalah, kita akan adakan workshop, sehingga tidak menjadi sebuah kendala. Karena tutornya memang dari santri sendiri, kecuali untuk kelas Advance, itu kita mengambil tutor dari luar.”¹⁸

However, regarding the curriculum guidebook, LPBA did not compile it because English at PMH Putra is still part of

¹⁵A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

¹⁶A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

¹⁷M.L, Interviewed by the researcher, July 7, 2023, Interview 2, Transcript.

¹⁸A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

extracurricular activities.¹⁹ This is in line with what was conveyed by the Advance class tutor that until now LPBA has not provided a curriculum guidebook to tutors.²⁰

For tutors' readiness to implement the curriculum in the classroom, LPBA said that currently the tutors still need guidance. This is in line with what PBA said.²¹ So before carrying out learning, PBA will provide material to tutors to adjust the class to be taught, considering that the tutors are taken from the students themselves. So inevitably PBA must pay attention to the tutor's ability to master the material before giving teaching assignments. This is done by PBA to determine the class that will be taught by the tutor, whether later the tutor will be placed in basic, middle or high class. Because there is no benchmark material, tutors are confused about what to teach when in class later. Therefore, PBA needs to discuss the material first with the tutor before the tutor starts learning in class.

However, in general, until now there have been no obstacles related to the implementation of the curriculum. This is because the school year of the pesantren is still in the early stages of the year.²²

“Sepengetahuan saya, kalau masalah kesiapan, saya kira unuk saat ini tutor masih butuh bimbingan. Jadi sebelum melaksanakan pembelajaran, para tutor diberi materi terlebih dahulu untuk disesuaikan dengan kelas yang akan diajar. Ya karena itu tadi, tutornya dari santri sendiri. Jadi mau tak mau kita juga harus memperhatikan kemampuan tutor itu sendiri. Ini kita lakukan agar nantinya kita dapat menentukan apakah tutor ini akan kita tempatkan di kelas basic, ataukah kelas middle, ataukah kelas high. Dan kita juga mendiskusikan materi pembelajarannya terlebih dahulu dengan tutor sebelum memulai kelas.”²³

¹⁹A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

²⁰A.L.H, Interviewed by the researcher, July 8, 2023, Interview 3, Transcript.

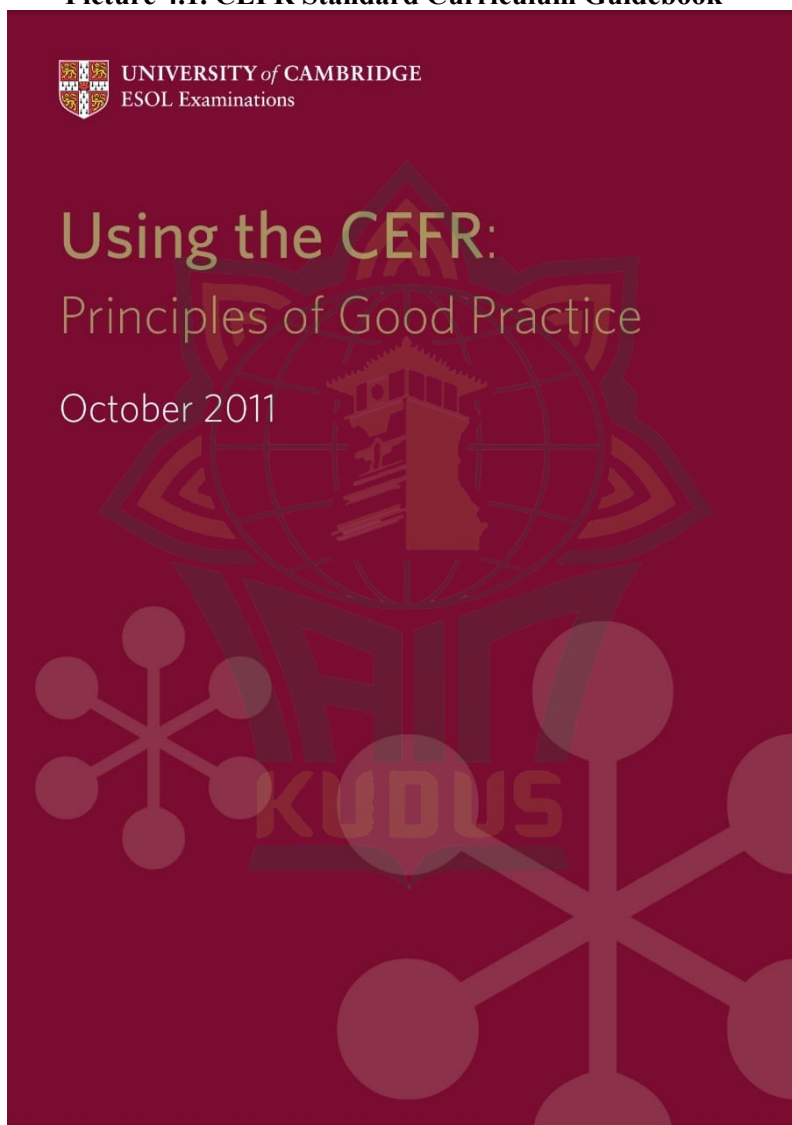
²¹M.L, Interviewed by the researcher, July 7, 2023, Interview 2, Transcript.

²²M.L, Interviewed by the researcher, July 7, 2023, Interview 2, Transcript.

²³A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

CEFR itself also provides a guidebook so that it can be adopted by various educational institutions. The picture below is the book used by the PMH Putra to implement the CEFR standard curriculum system:

Picture 4.1. CEFR Standard Curriculum Guidebook²⁴



²⁴Documentation by the researcher, October 29, 2023

By implementing the English curriculum in PMH Putra, the pesantren can effectively work towards achieving specific goals. This systematic approach allows for easier evaluation and monitoring of the effectiveness of the curriculum. Thus, something that is to be achieved will be more easily known clearly when the pesantren has a curriculum. In other words, what is to be achieved, how to achieve it and the form of evaluation can be clearly known.

“Kita berharap dengan adanya kurikulum Bahasa Inggris, kita bisa melakukan suatu upaya secara sistematis dan terstruktur, dan nantinya saat melakukan evaluasi bisa lebih mudah. Jadi, capaian-capaian itu lebih mudah diketahui ketika kita punya kurikulum. Singkatnya, kita ingin apa itu jelas, caranya bagaimana itu jelas, lalu ketika hendak melakukan evaluasi itu juga jelas. Semoga dengan adanya kurikulum akan memberikan dampak dan kemanfaatan yang lebih baik.”²⁵

The findings show that PMH Putra started adopting the CEFR standard curriculum from Europe as their English curriculum in 2023. However, the implementation is still not in accordance with the target because it is still in its early stages.

2. The PMH Putra Kajen Implements the Curriculum in English Learning Process

The implementation of the English course at PMH Putra is supported by the creation of a specialized institution known as the LPBA. This statement is supported by several santri who said that with the English language courses held by LPBA, they can get adequate facilities to support them in learning English.²⁶ This institute is dedicated to enhancing the language abilities of the students, commonly referred to as santri. In today's fast-paced world, language skills hold great significance, making it imperative for students to acquire proficiency in various languages. Hence, the boarding school takes the initiative to equip its students with the necessary language skills through LPBA's programs and resources by incorporating them into extracurricular activities.

²⁵A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

²⁶Basic Level Santri, et.al, Interviewed by the researcher, July 14, 2023, Interview 4, 5, 6 & 7, Transcript.

“Ini berkaitan dengan tuntutan skill berbahasa, sebagai upaya kongkrit dari pihak pesantren yang membetikan ruang bagi santri untuk meningkatkan skill berbahasa asing. Kalau urgensinya saya kira sudah maklum. Dalam era modern, skill berbahasa itu penting dan sangat di butuhkan.”²⁷

PBA mentioned that out of a total of 201 students,²⁸ and this statement is also supported by LPBA,²⁹ there are about 150 who attend English courses, and there is no minimum age limit for participants who take part in English learning in this pesantren.³⁰ This is because there are some santris who have entered grade 3 Aliyah at Matholi'ul Falah School and there are some who are members of PBA.³¹ The reason why third-year Aliyah students are not allowed to join the language course at this pesantren is that at Matholi'ul Falah school, they are required to complete a final project called Arabic paper (KTA). When writing the KTA, they are required to write it by hand.

PMH Putra students' interest in English varies and is unique. There are those who like it so that the students easily follow English learning well.³² Some do not really like it, but the students are indeed from the language easy to understand a lesson.³³ There are those who don't like English, but the students have a desire to speak English.³⁴ There are those who do not like English but the students like English.³⁵

²⁷A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

²⁸M.L, Interviewed by the researcher, July 7, 2023, Interview 2, Transcript.

²⁹A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

³⁰M.L, Interviewed by the researcher, July 7, 2023, Interview 2, Transcript.

³¹M.L, Interviewed by the researcher, July 7, 2023, Interview 2, Transcript.

³²Advance Level Santri, Interviewed by the researcher, July 14, 2023, Interview 4, Transcript.

³³High Level Santri, Interviewed by the researcher, July 14, 2023, Interview 5, Transcript.

³⁴Basic Level Santri, Interviewed by the researcher, July 14, 2023, Interview 7, Transcript.

³⁵Middle Level Santri, Interviewed by the researcher, July 14, 2023, Interview 6, Transcript.

For the placement of the class itself, PBA mentioned that LPBA facilitates a mushola as a place for English learning for Basic, Middle and High classes. While the Advance class, because the tutor comes from outside the pesantren, LPBA places the High class in a special room. According to the researcher's observation, the advanced class for now is often placed in the language lab.³⁶ However, the status of the lab is currently used for the public due to the increasing number of students.

“Untuk yang 3 tingkatan, basic, middle dan high itu pembelajarannya di musholla. Sementara yang advance, karena tutornya dari luar itu pembelajarannya di ruang khusus. Kalau lab Bahasa itu dulunya ada, tapi karena jumlah santri semakin banyak maka lab tersebut digunakan untuk umum.”³⁷

In addition, PBA also mentioned that LPBA also prepares markers and whiteboards to facilitate tutors in carrying out English learning in class. However, sometimes tutors from Advance classes ask LPBA to facilitate monitors for their classes. They also provide handbooks that can be used by students to record the material taught.³⁸ This statement is also supported by all levels of students.³⁹

This statement is also in accordance with what was said by the Advance class tutor who mentioned that actually what is needed in teaching in class is a multimedial such as a monitor. However, in the 2022 curriculum, LPBA sometimes does not provide monitors or projectors for Advance tutors because the teaching place is in the library. So usually tutors only ask for speakers for listening activities such as listening to music or dialogue. For the tutors themselves, learning in class has been quite helpful even though there are only speakers. However, it is felt to be somewhat lacking and visualisation is needed so that listening material can run optimally.

“kalau bicara mengenai sarana dan prasarana, sebenarnya kalau kita mengajar Bahasa itu kita butuh multimedia, salah

³⁶Observation by the researcher, July 8, 2023.

³⁷M.L, Interviewed by the researcher, July 7, 2023, Interview 2, Transcript.

³⁸M.L, Interviewed by the researcher, July 7, 2023, Interview 2, Transcript.

³⁹Basic Level Satri, et.al, Interviewed by the researcher, July 14, 2023, Interview 4, 5, 6 & 7, Transcript.

contohnya saya minta disediakan proyektor. Tahun kemarin saya juga kadang tidak disediakan proyektor karena memang tenpatnya di perpustakaan. Jadi nanti agak repot. Jadi biasanya hanya minta speaker untuk kegiatan listening, seperti misalnya mendengarkan music atau mungkin mendengarkan dialog. Saya rasa itu sudah cukup membantu, meskipun kalau hanya listening saja itu kurang. Jadi memang harus ada visualisasi juga.”⁴⁰

Indeed, when viewed from its implementation, English in this Islamic boarding school is not as strict or less in the number of learning hours when compared to English in schools in general. But in terms of material, English in this Islamic boarding school is no less advanced. This can be seen from the material taught as a form of development with those in schools. If the school teaches material in terms of grammar theory, in the pesantren it is developed by practising the theory that has been taught at school. However, the development of this material for now only applies to the Advance class, or the highest class in English learning in this Islamic boarding school of all classes, namely Basic, Middle, High, and Advance. While the other classes are still not implementing it.⁴¹

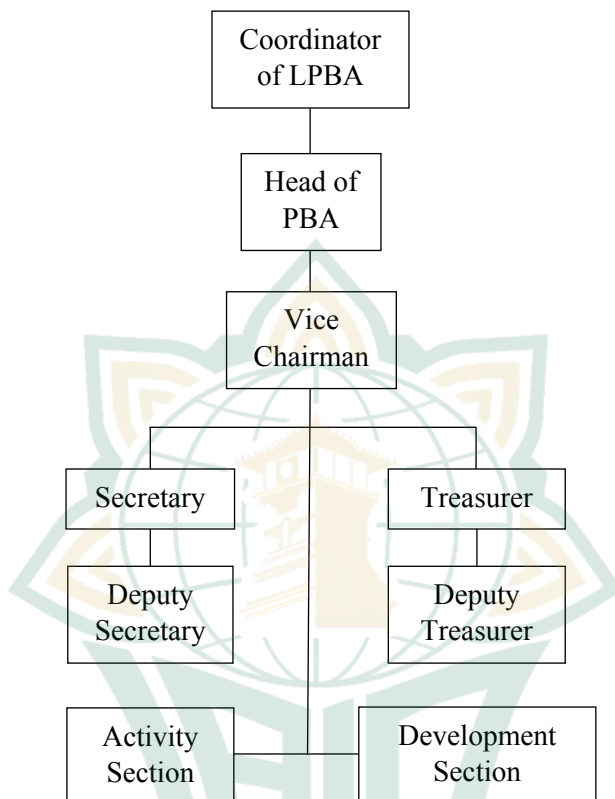
Historically, English education in PMH Putra was managed by the *English Study Club (ESC)*, an organization solely dedicated to teaching English. However, as time passed and upon careful consideration, the pesantren community warmly responded to this initiative. Therefore, in order to cater to the growing needs and interests of the santri, the Islamic boarding school decided to rebrand the organization as the Foreign Language Development Institute (*Lembaga Pengembangan Bahasa Asing*) (*LPBA*). This new institute not only focuses on English education but also includes other foreign languages like Arabic. It is worth noting that LPBA is open to the possibility of introducing additional language programs in the future, such as Mandarin or Japanese, to further enrich the language learning experience for its santri.⁴²

⁴⁰A.L.H, Interviewed by the researcher, July 8, 2023, Interview 3, Transcript.

⁴¹Observation by the researcher, July 8, 2023.

⁴²Documentation by the researcher, June 20, 2023. .

In addition, the LPBA organisation also has its own structure so that the implementation of English language learning can run well. Here is the organisation structure of LPBA:



“Struktur organisasinya ada Koordinator atau LPBA, kemudian ada Ketua PBA, Wakil Ketua, Sekretaris, Wakil Sekretaris, Bendahara, Wakil Bendahara. Kemudian seksinya ada dua, seksi aktivitas dan seksi pengembangan. Memang benar seksinya cuma ada dua, tapi pekerjaan mereka banyak.”⁴³

From 2008 to 2021, LPBA organised the English learning process by arranging materials, models and learning methods through the established syllabus. So the material delivered by the tutor can be more focused. The following is an example of the

⁴³A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

learning model used in 2019 according to the syllabus for the basic class:⁴⁴

Materials	Purposes	Method	Quality Target	Resource
Sentence: Nominal Verbal Pronoun: Subject Object Possessiv Adjective Possessive Reflective	a. The santris know and understand how to construct various verbal and nominal sentences. b. The santris learnt to recognise and understand various pronouns and their uses.	a. After opening the tutor reads and then writes some examples of nouns, adjectives, adverbs, verbs, and pronouns and then the tutor reads them followed by the santris (at least 3 words) for 3 repetitions. b. The tutor instructs the santris to take out the paper, and write their names in a circle and sit down. c. Then the tutor instructs the santris to shift the paper to their neighbour and write the verb next to the name. After that, shift again by writing the noun. d. The tutor instructs each santris to read the word on the paper and give the meaning with the tutor's help.	a. The santris can know, understand and make verbal and nominal sentences and pronounce them. b. The santris can know and understand the various kinds of pronouns and apply them according to their uses in simple sentences.	Green Book, pp: 1-16

⁴⁴Documentation by the researcher, June 20, 2023.

		<p>e. After that, the tutor writes one of the example sentences on the blackboard and then reads it together guided by the tutor.</p> <p>f. The tutor begins to explain the meaning of sentence (verbal or nominal) along with its basic formula and pronoun as well as its division.</p>		
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The example of the syllabus in the table above shows that the syllabus determines the English learning process in the PMH Putra carried out by tutors. The materials taught have also been arranged in it. This makes it easier for tutors to determine what to teach in class by following the directions of the syllabus.

This year, the learning process, which includes learning models, methods and approaches, depends on the tutors themselves. This is done to adjust the material to be taught and the ability of the learners. If the learners are at the beginner level, the tutor will use simple materials and choose appropriate learning models, methods, and approaches.⁴⁵ This is because this year PBA focuses more on adding vocabulary and also because as the author has explained earlier, the material taught is based on the profile of the students or the competency standards of the students. Thus, PBA leaves it entirely to the tutor regarding the learning model to be used. This is also supported by statements from satri from all classes.⁴⁶ However, for the material, PBA coordinates the material with the tutor to then prepare the material.

“Dari PBA, pada tahun ini lebih memfokuskan pada penambahan kosa kata dan juga ada standar materi. Nanti

⁴⁵Observation by the researcher, July 8, 2023.

⁴⁶Basic Level Satri, et.al, Interviewed by the researcher, July 14, 2023, Interview 4, 5, 6 and 7, Transcript.

dari kami ada koordinasi dengan tutor untk kemudian tutor mempersiapkan materi. Untk metode pembelajarannya, kami memasrahkan kepada tutor bagaimana cara mereka menyampaikan materi.”⁴⁷

With the addition of vocabulary, this statement is also supported by Basic, Middle and High santris,⁴⁸ this method is quite effective for students to know first about the meaning of a sentence before they go to more complex material, because there are still many students who still do not know the meaning. In addition, the addition of this vocabulary also feels light for students and is easy to understand.

However, it is different with the Advance class students, because the Tutor and the material are different, and the feedback felt by the class students is also different. This has an impact on the students' public speaking and dialogue skills which are increasing. Although the material is a little more difficult when compared to other classes, santris are able to understand it.⁴⁹ However, all of these things can benefit students when they will later deal with the material taught at school.

“Saya kira itu banyak santri yang masih belum memahami tentang artinya. Namun setidaknya mereka bisa belajar mengetahui artinya terlebih dahulu. Untuk materi nanti bisa menyusul. Dan di sekolah juga sudah ada pembelajaran Bahasa Inggris. Jadi santri lebih tahu banyak kosakata terlebih dahulu.”⁵⁰

The following is a list of forms of learning delivered by tutors from each class based on the experience of the santri:

No	Class	Opening Activities	Core Activities	Closing Activities
1	Basic	The tutor opens the class with a greeting.	The tutor explains the material.	The tutor closes the lesson by inviting the

⁴⁷M.L., Interviewed by the researcher, July 7, 2023, Interview 2, Transcript.

⁴⁸Basic, Middle and High Level Satri, Interviewed by the researcher, July 14, 2023, Interview 4, 5 and 6, Transcript.

⁴⁹Advance Level Satri, Interviewed by the researcher, July 14, 2023, Interview 5, Transcript.

⁵⁰M.L., Interviewed by the researcher, July 7, 2023, Interview 2, Transcript.

				santri to recite the closing prayer. ⁵¹
2	Middle	The tutor opens the class with a greeting, then the santris are invited to sing as an icebreaker.	The tutor explains the material.	The tutor closes the class with a greeting, then invited the santri to recite the closing prayer. ⁵²
3	High	The tutor opens the class with a greeting.	The tutor explains the material.	The tutor closes the lesson by inviting the santri to recite the closing prayer. ⁵³
4	Advance	The tutor writes the material on the board, and then the opening greeting.	The tutor explains the material that has been written, then the santri are trained on how to read it. Afterwards, the tutor organises a game.	The tutor closes the lesson by inviting the santri to recite the closing prayer. ⁵⁴

To determine level advancement, LPBA prepares a mid-year exam. In the middle of the year, LPBA coordinates the learning that has taken place for half a year with the tutors to determine the material that will be included in the exam questions that will be tested on the students. For students who get above the minimum score, they can continue to a higher class. So santri can move up a grade even though the learning has only lasted half a year.

⁵¹Basic Level Satri, Interviewed by the researcher, July 14, 2023, Interview 7, Transcript.

⁵²Middle Level Satri, Interviewed by the researcher, July 14, 2023, Interview 6, Transcript.

⁵³High Level Satri, Interviewed by the researcher, July 14, 2023, Interview 5, Transcript.

⁵⁴Advance Level Satri, Interviewed by the researcher, July 14, 2023, Interview 4, Transcript.

“Untuk kenaikan level, dari kami menyiapkan ujian tengah tahun. Jadi saat pertengahan tahun, kami adakan koordinasi dengan tutor terkait pembelajaran selama setengah tahun tersebut untuk diujikan ke para santri. Bagi santri yang lolos, dia bisa naik ke kelas yang lebih tinggi. Jadi santri bisa naik kelas walaupun hanya setengah tahun.”⁵⁵

LPBA does this not without reason. Because for people whose hearts already like a lesson, the person's curiosity will increase, so that the person can understand it faster. When LPBA checks the mid-year exam results, sometimes they find that there are santri who are in the wrong place. For example, there is a santri who at the beginning of the year entered the Advance class, but apparently after taking the mid-year exam, the results showed that the class was too high for his abilities. So with the exam, LPBA can use it as a means to neutralise the abilities of santri, so that these santri can be put into the appropriate class. This is supported by one of the students who was once put into the Advance class. However, after the exam, it turned out that his ability was still at the High level. So the santri was transferred to a High-level class whose material was suitable for him.⁵⁶

“Alasan kami karena bagi orang yang sudah senang dengan suatu pelajaran, dia jadi lebih ingin tahu, sehingga dia cepat menangkapnya. Dan ketika mengecek pada pertengahan tahun, itu terkadang ada santri yang salah tempat. Misalkan santri tersebut berada di kelas advance, namun kelas tersebut ternyata terlalu tinggi untuk kemampuannya. Jadi ujian tersebut juga kami gunakan untuk menetralsir kemampuan-kemampuan santri. Jadi nanti santri tersebut bisa kami taruh di kelas yang sesuai.”⁵⁷

During the learning process, the tutor's interaction with the students is different. It is depending on the tutor's behaviour. Sometimes there are tutors who are able to explain what is taught and bring the atmosphere of the class well, so that their interaction with students is good. But, there are also tutors who feel less

⁵⁵M.L, Interviewed by the researcher, July 7, 2023, Interview 2, Transcript.

⁵⁶High Level Satri, Interviewed by the researcher, July 14, 2023, Interview 5, Transcript.

⁵⁷M.L, Interviewed by the researcher, July 7, 2023, Interview 2, Transcript.

confident about how the tutor is teaching in class. On the other hand, for tutors who teach Basic, Middle and High classes, because sometimes the santri are older and some are their own seniors at school, tutors feel reluctant to teach them.

“Kalau interaksi itu tergantung pembawaan. Terkadang ada tutor yang dia itu mampu dengan apa yang diajarkan, sehingga interaksinya kepada santri bagus. Tapi, ada yang kurang percaya diri terhadap cara mengajarnya sendiri. Dan juga ada yang sungkan terhadap santri, karena yang mengajar itu juga santri sendiri. Dan terkadang yang diajar itu adalah kakak kelasnya sendiri di sekolah.”⁵⁸

This statement is in line with what is experienced by several santri. For Advance class santri, because the tutors already have teaching experience, learning in class becomes more enjoyable. Santris are also helped when they want to practice public speaking.⁵⁹ In the High, Middle and Basic classes, because the tutors come from the santris themselves, so the way the tutor brings the class is different depending on the tutor. Some are considered fun because there are games,⁶⁰ some are quite fun,⁶¹ and some are less able to carry the class and feel mediocre.

“Kalau itu tergantung tutornya. Kalau kelas high itu tutornya dari santri sendiri, itu bawaannya kurang bisa membawa kelas. Jadi pembawaannya itu biasa-biasa saja. Tapi dulu pernah ikut yang kelas advance itu pembawaan dari tutornya enak, mudah untuk diterima.”⁶²

The tutor who can carry the class is like the Advance tutor. Because the tutor comes from outside the pesantren and graduated from college, he can teach English well. When teaching, the tutor uses references to methods that have been used when teaching in previous days or that have been learnt while still in college. So, the

⁵⁸M.L, Interviewed by the researcher, July 7, 2023, Interview 2, Transcript.

⁵⁹Advance Level Satri, Interviewed by the researcher, July 14, 2023, Interview 4, Transcript.

⁶⁰Middle Level Satri, Interviewed by the researcher, July 14, 2023, Interview 6, Transcript.

⁶¹Basic Level Satri, Interviewed by the researcher, July 14, 2023, Interview 7, Transcript.

⁶²High Level Satri, Interviewed by the researcher, July 14, 2023, Interview 5, Transcript.

tutor understands when teaching needs to prepare before starting the class.

“Persiapan saya biasanya itu memakai referensi metode pembelajaran yang pernah saya gunakan sebelumnya, atau yang pernah saya pelajari dulu waktu masih kuliah. Dulu saya juga lulusan Pendidikan Bahasa Inggris, jadi saya paham ketika mengajar itu tidak bisa asal mengajar. Jadi kita perlu mempersiapkannya terlebih dahulu, entah itu dari segi metode, ataupun sarana dan prasarananya, atau mungkin lembar kerja.”⁶³

Sometimes the tutor also prepares some worksheets to be submitted to LPBA to be copied and submitted to the santris. This is done so that students still have activities in class. So, when learning takes place, santris do not just come to class, record material and practice speaking, but they have a purpose for learning.

“Kadang saya juga menyiapkan beberapa lembar kerja untuk diserahkan ke LPBA untuk kemudian dicopy dan kemudian di serahkan ke anak-anak. Jadi anak punya kegiatan di kelas. Jadi mereka tidak hanya datang, terus mencatat dan praktek berbicara, tapi ada tujuan pembelajarannya.”⁶⁴

This is based on the tutor's argument that a lesson will be successful when before we deliver the material, we prepare the materials first. If our goal is speaking, we prepare the base. Their base will be when they speak, and what are the stages. So they don't necessarily speak immediately, but it is explained first.⁶⁵ So with the enthusiasm of the santri which is quite high and supported by this, all santris can follow the learning well.⁶⁶

When the santri take part in class learning, sometimes some are shy or lack confidence when they want to say something for

⁶³A.L.H, Interviewed by the researcher, July 8, 2023, Interview 3, Transcript.

⁶⁴A.L.H, Interviewed by the researcher, July 8, 2023, Interview 3, Transcript.

⁶⁵A.L.H, Interviewed by the researcher, July 8, 2023, Interview 3, Transcript.

⁶⁶A.L.H, Interviewed by the researcher, July 8, 2023, Interview 3, Transcript.

fear of being wrong. However, some of the students are also quite active and able to learn English well.

“Karena kita tujuannya lebih ke speaking, anak-anak itu kadang malu atau tidak percaya diri ketika mereka ngomong, karena takut salah. Saya tidak tahu alasan pastinya apa. Tapi ada beberapa di antara mereka yang cukup aktif ketika mengikuti kursus seperti ini. Seperti yang masnya lihat tadi, itu ada juga yang belajar Bahasa Inggrisnya juga bagus.”⁶⁷

Basically, the santri have the potential to be able to speak English, but the obstacle is the lack of opportunities to learn English. Some santri whose English is good is because they have gained good English learning experience in the previous year in the same class. Thus, it can form their confidence. In the discussion session, santri with sufficient experience will be more capable in class. Vice versa, santri who have just entered the class, their confidence is still lacking.

“Mereka itu sebenarnya bisa, tapi kesempatan kepada Bahasa Inggris yang kurang. Jadi ada beberapa yang bagus itu karena pada tahun sebelumnya mereka sudah ikut. Kenapa mereka terlihat stand up di kelas, karena mereka sudah ada pengalaman atau mungkin kepercayaan diri mereka sudah terbentuk. Dan ketika mereka disuruh diskusi jawaban mereka hampir sama. Maksudnya untuk anak-anak baru itu tipikalnya masih kurang percaya diri ketika berbicara menggunakan Bahasa Inggris.”⁶⁸

This self-confidence can be seen when the santri introduce themselves. At the beginning of each meeting, tutors always teach santri how to introduce themselves properly. This is done because the introduction itself is a basic thing when you want to get acquainted with new people. However, even so, not everyone can introduce themselves properly. So the tutor teaches it repeatedly until they can introduce themselves professionally.

“Salah satu contoh adalah saat dia memperkenalkan diri. Setiap awal pertemuan, saya selalu mengajarkan bagaimana

⁶⁷A.L.H, Interviewed by the researcher, July 8, 2023, Interview 3, Transcript.

⁶⁸A.L.H, Interviewed by the researcher, July 8, 2023, Interview 3, Transcript.

cara memperkenalkan diri dengan layak. Karena memang perkenalan itu merupakan suatu hal yang basic. Dan biasanya tidak semua orang bisa memperkenalkan diri dengan layak. Ketika saya ajarkan bagaimana cara memperkenalkan diri secara berulang-ulang, secara otomatis anak itu akan bisa memperkenalkan diri mereka secara professional.”⁶⁹

In conducting assessments of santri, tutors usually do not use many assessment categories. Instead, it is enough to use an oral test system that measures the level of fluency of the child's language skills. In addition, tutors complement this oral assessment by giving written tests. By carefully reviewing these tests, tutors can indirectly gather valuable information about the performance of santri who have above-average speaking skills, so that the progress made in learning English during one year at PMH Putra can be known by tutors.

“Kemarin itu kita memakai system oral tes. Mungking yang dinilai hanya fluency mereka. Jadi tidak banyak kategori yang saya nilai, tapi hanya fluency dan pronunciation. Biasanya untk memperkuat penilaian saya secara oral, itu saya adakan written test juga. Jadi secara tidak langsung kita itu tahu ketika ada anak yang speakingnya bagus, kita bisa meninjau ulang dari tes mereka itu hasilnya bagaimana. Pengalaman mereka ketika belajar di sini selama satu tahun itu apa yang mereka dapatkan.”⁷⁰

Although the tutor's teaching method is as described above, it does not rule out the possibility that there are obstacles felt by the tutor while teaching at PMH Putra. The obstacle is usually when meeting with passive santri. Because from a mental point of view, passive children tend to be difficult to communicate with. However, the biggest obstacle is when the tutor has invited him to talk by provoking him with several questions, but the santri is still difficult to talk.

“Kalau kendalanya itu mungkin biasanya kalau ketemu anak pasif. Anak pasif itu biasanya susah untuk diajak

⁶⁹A.L.H, Interviewed by the researcher, July 8, 2023, Interview 3, Transcript.

⁷⁰A.L.H, Interviewed by the researcher, July 8, 2023, Interview 3, Transcript.

ngobrol. Kendala terbesarnya itu kita sudah memancingnya dengan beberapa pertanyaan atau apa, tapi dia itu tetap susah untuk berbicara. Itu kendala terbesar yang saya alami.”⁷¹

In some cases, usually, when the tutor asks some questions to the santri, some of them do not want to answer. This does not mean that the santri cannot answer. But actually, they are able to answer it, it's just that they are afraid of being wrong and afraid of being judged by their own classmates or tutors. Whereas during the learning process in the tutor's class, there is no justification when wrong in answering. But the tutor will just let it go until it's finished talking. Only after finishing will the tutor give directions on how to pronounce it correctly.

“Biasanya ada beberapa kasus di mana ketika saya bertanya kepada anak, itu ada beberapa anak yang tidak mau menjawab. Ini bukan berarti anak itu tidak bisa menjawab tapi sebenarnya dia itu bisa menjawab tapi takut salah saja. Padahal di kelas saya itu tidak ada justifikasi. Maksudnya, ketika anak salah itu saya tidak langsung bilang “itu salah yang benar seperti ini”. Tapi biasanya saya biarkan saja, tapi nanti setelah dia selesai ngomong baru saya betulkan.”⁷²

One method that tutors usually use to overcome this obstacle is to take a personal approach with the santri. They often engage in small talk and jokes with the santri, fostering a sense of camaraderie and building personal relationships. This bonding allows the santri to feel more comfortable and enjoy the learning process in the classroom.

“Biasanya saya dekati secara personal. Kalau ada anak pendiam itu biasanya saya ajak bercanda atau apa. Jadi kalau sudah ada ikatan personal itu mereka bisa enjoy ketika belajar di kelas.”⁷³

With the existence of the CEFR Standard Curriculum for English at PMH Putra, it is hoped that it can help motivate students

⁷¹A.L.H, Interviewed by the researcher, July 8, 2023, Interview 3, Transcript.

⁷²A.L.H, Interviewed by the researcher, July 8, 2023, Interview 3, Transcript.

⁷³A.L.H, Interviewed by the researcher, July 8, 2023, Interview 3, Transcript.

to continue to develop their English. This is as stated by the Advance and Middle-class santris. By learning English they want to be able to have friends from abroad and socialise there. After completing Aliyah Education, some of santris want to continue their English Education to Pare.⁷⁴ Some of them also want to be able to do public speaking.⁷⁵ However, some of them are still not motivated, because they are more interested in Arabic than English.⁷⁶

The findings show that the English learning process in the classroom is determined by the tutor, whether in terms of materials, approaches, methods or learning models. This is adjusted to the profile of the students so that the students can follow the learning well.

3. The Advantages and Disadvantages of Using The Curriculum at PMH Putra

As the researchers have described above, the form of the English curriculum at PMH Putra this year adopts the CEFR standard. So in four language skills, namely listening, speaking, writing and reading, the students will be focused on practical materials. Based on the research results, there are advantages and disadvantages to using the curriculum at PMH Putra. Here are the advantages:

- a. First, with the concept of the CEFR standard curriculum implemented in PMH Putra, this is quite helpful for LPBA to develop a framework for efforts to develop the quality of English Education, such as materials, methods, tutors and so on.
- b. Secondly, implementing the CEFR standardised curriculum system can help motivate the santri and tutors to encourage them to develop their English language skills.

“Kelebihannya, dengan adanya konsep kurikulum CEFR itu sedikit banyak cukup membantu kita untuk melakukan semacam kerangka upaya untuk melakukan pengembangan. Dan ini saya kira sudah mencakup banyak hal. Di sisi lain, ini dapat membantu memotivasi

⁷⁴Advance Level Satri, Interviewed by the researcher, July 14, 2023, Interview 4, Transcript.

⁷⁵Middle Level Satri, Interviewed by the researcher, July 14, 2023, Interview 6, Transcript.

⁷⁶High Level Satri, Interviewed by the researcher, July 14, 2023, Interview 5, Transcript.

santri dan si tutornya itu sendiri untuk mengembangkan keterampilan berbahasa mereka.”⁷⁷

And here are the disadvantages of using the CEFR standardised curriculum at PMH Putra:

- a. First, CEFR in PMH Putra is still a new thing, so the BPA administrators still need adaptation. Even PBA administrators still need a process to understand the concept of the CEFR standard.

“Kalau di sisi kekurangan, satu, hal ini masih merupakan hal yang baru, jadi masih perlu adanya adaptasi. Bahkan pemahaman dari CEFR itu sendiri kan juga masih berproses.”⁷⁸

- b. Second, the PBA administrators who manage the course of language learning activities are from the PMH Putra santri themselves. So, when there is a change in the curriculum system from the old to the CEFR standard, and the LPBA coordinator explains the concept of the CEFR, the PBA administrators still cannot understand it. But when they were given direction on how to implement the technicalities, they were more able to understand. So they learned the technicalities of the CEFR standard while implementing it.

“Yang kedua, pengurus PBA di sini itu dari santri pesantren Maslakul Huda sendiri. Jadi jika ada perubahan kurikulum dan berbicara tentang konsep, mereka masih belum paham. Mereka lebih memahami pada hal yang sifatnya teknis. Kalau berbicara tentang konsep kurikulum, ujung-ujungnya belajar apa, maka mereka hanya berbicara di tataran di mana sudah ditentukan belajarnya apa. Jadi mereka tinggal melaksanakan.”⁷⁹

- c. Third, the position of language development activities at PMH Putra is only as an extracurricular activity. Although in practice PBA requires all students to take language courses,

⁷⁷A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

⁷⁸A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

⁷⁹A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

except for students who are at the 3rd-grade aliyah level in school, but in reality the Language Education activities are only as a complement. In other words, the language activities accommodate some students who really want to develop their language skills.

“Di sisi lain, kedudukan pengembangan Bahasa di sini itu sifatnya ekstrakurikuler. Meskipun secara pelaksanaan ada kursus yang semuanya wajib ikut, kecuali untuk yang kelas 3 aliyah, akan tetapi realitanya kan memang itu hanya pelengkap. Dalam artian mewadahi sebagian santri yang memang berkeinginan untuk mengembangkan kemampuan berbahasanya.”⁸⁰

The results of the interview are in line with what was observed by the researcher. The researcher found that the implementation of the CEFR standard curriculum at PMH Putra was still not well implemented, and the PBA management still did not fully understand the concept of the curriculum. Because the position of English in PMH Putra is only an extracurricular activity, PBA only schedules English learning once a week, on Saturday night only.⁸¹

Based on the explanation above, it is known that the implementing the CEFR standard curriculum in PMH Putra has some advantages. On the other side, the CEFR standard curriculum in PMH Putra also has some disadvantages.

B. Discussion

1. The Common European Framework of Reference for Languages in English Learning Curriculum at PMH Putra Kajen

Referring to the research findings above, it is known that starting in 2023, English at PMH Putra uses a curriculum system that adopts the Common European Framework of Reference for Languages (CEFR) standard, which is an internationally recognised standard for describing language skills. This can be seen from the results of interviews conducted by researchers with the LPBA coordinator and the head of PBA. They said that in the future LPBA would like to use the standards derived from the

⁸⁰A.M.S, Interviewed by the researcher, July 2, 2023, Interview 1, Transcript.

⁸¹Observation by the researcher, July 8, 2023.

CEFR for English. CEFR itself is a kind of competency standardisation used by European countries. This is done by LPBA so that English language learning in PMH Putra has a competency standard. As revealed by Nishimura-Sahi, the CEFR is a standardisation of language proficiency from Europe which has been used as a facility for education and language proficiency reform projects widely by countries in Europe and beyond.⁸² The CEFR itself has been used as a reference point for evaluating language proficiency and encouraging the development of language curricula and programmes. This means that LPBA facilitates language programmes by adopting the CEFR standard as a reference for the English curriculum at PMH Putra.

The CEFR was developed by the Council of Europe as part of a wider effort to promote cooperation between language teachers in all countries in Europe. According to Broek & Ende, the Council of Europe established the CEFR with the aim of promoting unity in foreign language education and cultural exchange among its member states.⁸³ The CEFR serves as a comprehensive guide for language learners and educators, offering a structured framework that outlines the essential skills and competencies needed to effectively use a foreign language in practice.

In determining the level of fluency of learners, the CEFR divides it into six levels. From the most basic level to the level equivalent to native speakers, namely A1, A2, B1, B2, C1 and C2. Based on Afip, Hamid and Renshaw's research, learners' abilities are categorised into six levels of language competence which are then grouped into three main groups: Basic Group (A1&A2 levels), Independent Group (B1 & B2) and Advanced Group (C1 & C2).⁸⁴ Within this framework, there are four ways in which language is used, either through oral or written means or a

⁸²Oshie Nishimura-Sahi, "Assembling educational standards: following the actors of the CEFR-J project," *Globalisation, Societies and Education* 21, no. 03 (2023): 393.

⁸³Simon Broek and Inge van den Ende, "The Implementation of the Common European Framework for Languages in European Education Systems," *Policy Department B: Structural and Cohesion Policies* (2013): 4.

⁸⁴Liyana Ahmad Afip, M. Obaidul Hamid and Peter Renshaw, "Common European framework of reference for languages (CEFR): insights into global policy borrowing in Malaysian higher education," *Globalisation, Societies and Education* (2019): 3.

combination of both: reception, production, interaction and mediation.

In its use outside Europe, Foley in Maryo says that the CEFR has become the most widely used language proficiency framework worldwide.⁸⁵ Japan modified the CEFR by adjusting it to their standards to be compiled as a specialised English curriculum called CEFR-J. Meanwhile, Vietnam also adopted the CEFR as a specialised English curriculum called MOET. The curriculum also has similarities to the student standards found in the CEFR, namely A1, A2 and B1. In addition, the local government will implement the CEFR-V or CEFR-J model curriculum as a programme in line with the target of foreign language learning in Vietnam. On the other hand, Malaysia also has a similar programme aimed at improving foreign language acquisition known as ELQC (English Language and Quality Council), which was established in 2013. This marked the beginning of the implementation of the CEFR programme. However, Malaysia also implemented the Malaysia Education Blueprint (MEB) programme which focuses on improving foreign language proficiency in primary schools. Moreover, in 2018, the Malaysian government officially introduced the CEFR as one of the programmes adopted in schools.

2. The PMH Putra Kajen Implements the Curriculum in English Learning Process

The learning process is defined as a series of activities that occur when a person acquires new knowledge, skills, understanding, or attitudes through experience, instruction or interaction with their environment. Munna and Kalam define a learning process as a permanent change because a teacher brings about changes in students through techniques such as developing skills, changing attitudes, or understanding scientific laws related to learning.⁸⁶ However, in order to be an active learner, students expect to be treated as adult learners who have the right to ask questions and clarify doubts.

⁸⁵Fuad Arifudin Abi Maryo, "The Issues of Implementation of CEFR in Indonesia," *Journal of Applied Linguistics Indonesia (Aplinesia)* 5, no. 1 (2021): 18-19.

⁸⁶Afzal Sayed Munna and Md Abul Kalam, "Teaching and learning process to enhance teaching effectiveness: a literature review," *International Journal of Humanities and Innovation (IJHI)* 4, no. 1 (2021): 1.

Based on the research results previously explained, this year, the learning process, which includes material, learning models, methods and approaches, depends on the tutors themselves. This is done to adjust the material to be taught and the ability of the learners. If the learners are at the beginner level, the tutor will use simple materials and choose appropriate learning models, methods, and approaches. This is in line with what Sibagariang, Sihotang and Murniarti stated that Teachers must have free and independent thinking in designing existing learning according to the needs of learners.⁸⁷ Teachers have the freedom to choose elements of the curriculum to be developed in the learning process according to the needs of learners. The freedom that teachers have in choosing elements in the curriculum must be able to create learning that challenges students to have critical thinking in solving various problems, able to foster creative creativity and have good character in establishing communication and cooperation with others.

The reason why PBA PMH Putra leaves the learning process to the tutors is because the pesantren's English curriculum adopts the CEFR standard which coordinates the tutors to focus more on the addition of vocabulary and the material taught is based on the learner's profile or competency standards. The statement is in line with what is stated by the Council of Europe which says that the determination of the material depends on the varied learning abilities of the learners.⁸⁸ Such variations should be considered alongside concepts such as learning styles or learner profiles. Learner profiles include their language skill level, learning objectives, communication needs and context of language use.

In determining the level, LBPA will run a test in the middle of the year to measure the ability of the learners. The results of the assessment can then be used to determine the level of the learners. Learners are grouped according to the level of language proficiency from basic, middle, high, to advanced. With this stage, students can measure their practical English skills in line with their

⁸⁷Dahlia Sibagariang, Hotmaulina Sihotang and Erni Murniarti, " Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Indonesia," *Jurnal Dinamika Pendidikan* 14, no.2 (2021): 90.

⁸⁸Council of Europe, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (United Kingdom: Cambridge University Press, 2001), 12-13.

real English skills. Based on the Council of Europe, there are general reference points at each level in the CEFR, including:⁸⁹

a) A1 (Beginner)

Learners at A1 (Beginner) level can understand and use familiar everyday expressions and very basic phrases aimed at meeting concrete needs. Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they own. Can interact in a simple way provided the other person speaks slowly and clearly and is ready to help.

b) A2 (Elementary)

At A2 (Elementary) level, learners can understand frequently used sentences and expressions relating to the most relevant areas (e.g. basic personal and family information, shopping, local geography, and work). Can communicate in simple and routine tasks that require a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of background, neighbourhood and immediate needs.

c) B1 (Intermediate)

At B1 (Intermediate) level, learners can understand the main points of clear standardised input on matters commonly encountered at work, school, leisure, etc. Can handle most situations that may arise when travelling in areas where the language is spoken. Can produce simple connected text on topics of familiarity or personal interest. Can describe experiences and events, dreams, hopes and ambitions and give brief reasons and explanations for opinions and plans.

d) B2 (Upper intermediate)

At B2 (Upper intermediate) level, learners can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in their field of specialisation. Can interact with a level of fluency and spontaneity that makes routine interactions with native speakers possible without imposing a burden on either party. Can produce clear and detailed texts on a range of subjects and explain a point of view on a topical issue giving the advantages and disadvantages of various options.

⁸⁹Council of Europe, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, 24.

e) C1 (Advanced)

At C1 (Advanced) level, learners can understand a wide range of demanding, lengthy texts and recognise implied meanings. Can express themselves fluently and spontaneously without much search for clear expression. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured and detailed texts on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

f) C2 (Proficient)

At C2 (Proficient) level, learners can understand easily almost everything they hear or read. Can summarise information from a range of oral and written sources, and reconstruct arguments and explanations in coherent presentations. Can express themselves spontaneously, very fluently and precisely, distinguishing finer shades of meaning even in more complex situations.

3. The Advantages and Disadvantages of Using The Curriculum at PMH Putra

Based on the research results previously described, there are some advantages and disadvantages of implementing the CEFR standard curriculum in PMH Putra. The following are the advantages and disadvantages of implementing the CEFR standard curriculum:

a. Advantages of Implementing the CEFR Standard Curriculum

1) Developing the Quality of English Education

As we know the CEFR aims to provide a common standard to describe language proficiency levels in various contexts and purposes. As Sulistyaningrum and Purnawati have revealed, developing a framework based on the CEFR standards can develop the quality of English language education,⁹⁰ such as increasing teacher and student awareness of learning objectives, encouraging the use of authentic materials that match the context and needs of students and facilitating more objective and transparent assessment.

⁹⁰Siti Drivoka Sulistyaningrum and Purnawati, "Incorporating CEFR bands and ICT-competences in grammar syllabuses of English Language Education Study Program in Indonesia," *Journal on English as a Foreign Language* 11, no. 2 (2021): 341-348.

- 2) Motivating Learners and Tutors
Implementing the CEFR standard curriculum can help motivate tutors and learners to encourage them to develop their English language skills. As Shukor and Sulaiman have explained, the use of the CEFR curriculum can motivate students to learn English,⁹¹ as it provides clear objectives, constructive feedback, and active participation of students in the learning process.
- b. Disadvantages of Implementing the CEFR Standard Curriculum
 - 1) Need for Adaptation to the CEFR Concept
Educational institutions that are new to adopting or recognising the CEFR standard curriculum generally require adaptation to understand its concepts. According to Maryo, these adaptations include:⁹²
 - a) Adaptation to local needs and culture
 - b) Adjustment of teaching materials, teaching methods and assessment tools in accordance with the target.
 - c) The need for training and professional development for English teachers.
 - d) Involve many parties in the curriculum implementation process.
 - 2) Difficulty in Understanding the New Curriculum
When an educational institution has just implemented a curriculum or undergone curriculum changes, it is often difficult for teachers to understand the concept of the curriculum. Astri, Harmoyo, Jaelani and Karma revealed that Curriculum changes often raise new issues, so at the implementation stage there are various obstacles and difficulties felt by teachers.⁹³ This is because the implementation technique needs adaptation by teachers to changes in the previous curriculum that have been commonly applied.

⁹¹Ezzah Abdul Shukor and Nur Ainil Sulaiman, "ESL Teachers' Attitude and Motivation towards CEFR Implementation," *International Journal of Academic Research in Business and Social Sciences* 12, no. 6 (2022): 69-70.

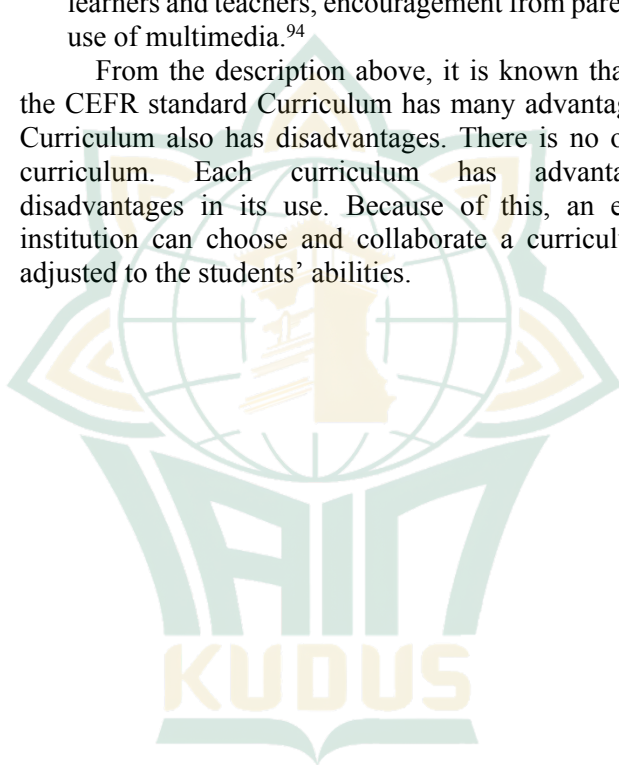
⁹²Fuad Arifudin Abi Maryo, "The Issues of Implementation of CEFR in Indonesia," *Journal of Applied Linguistics Indonesia (Aplinesia)* 5, no. 1 (2021): 20-21.

⁹³Ayu Astri, et.al, "Analisis Kesulitan Guru dalam Penerapan Kurikulum 2013 di Sekolah Dasar," *Renjana Pendidikan Dasar* 1 no. 3 (2021): 176.

3) The Position of the English Course as an Extracurricular Activity

As the author has explained above, PMH Putra includes English Language Education only as an extracurricular activity, so the role of English Language Education is only as a complement to English Language learning at school. According to Isnaini, several things need to be considered when positioning English as an extracurricular activity so that English learning can run well, such as motivation for learners and teachers, encouragement from parents and the use of multimedia.⁹⁴

From the description above, it is known that although the CEFR standard Curriculum has many advantages. CEFR Curriculum also has disadvantages. There is no one perfect curriculum. Each curriculum has advantages and disadvantages in its use. Because of this, an educational institution can choose and collaborate a curriculum that is adjusted to the students' abilities.



⁹⁴Isnaini, "Implementasi Kegiatan Ekstrakurikuler Bahasa Inggris di Madrasah Ibtidaiyah Negeri Sumberjati Kademangan Blitar" (Thesis, UIN Maulana Malik Ibrahim Malang, 2017), 127-129.