

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **A. Conclusion**

Based on the research results entitled “An Analysis of Common European Framework of Reference for Languages in English Learning Curriculum at an Islamic Boarding School in Kajen Pati”, the following conclusions can be drawn:

1. PMH Putra started adopting the Common European Framework of Reference for Languages (CEFR) standard as their English curriculum in 2023, which is an internationally recognised standard for describing language skills. CEFR itself is a kind of competency standardisation used by European countries. This was done by LPBA so that English language learning in PMH Putra has a competency standard. However, the implementation was still not in accordance with the target because it was still in its early stages.
2. In implementing the CEFR standard curriculum, tutors were free to determine the learning process which includes materials, learning models, methods and approaches. This was 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 was because this year PMH Putra focused 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, They leave it entirely to the tutor regarding the learning model to be used.
3. There are several advantages and disadvantages of using the CEFR standard curriculum at PMH Putra. The advantages are developing the quality of English Education and motivating learners and tutors. Whereas, the disadvantages of using the CEFR standard curriculum at PMH Putra are the need for adaptation to the CEFR concept, difficulty in understanding the new curriculum, and the position of the English course as an extracurricular activity.

#### **B. Recommendation**

After conducting the research entitled “An Analysis of Common European Framework of Reference for Languages in English Learning Curriculum at an Islamic Boarding School in Kajen Pati”, the researcher can provide the following suggestions:

1. For the Coordinator of LPBA  
The researcher suggested the Coordinator of LPBA to pay more attention to the PBA board's understanding of the concept of the CEFR standard curriculum by holding a certain meeting or periodic socialisation. Thus, the PBA administrators' understanding of the concept can be monitored properly. This can have a good impact on the success in achieving the target of a learning process.
2. For the Head of PBA  
The researcher suggested the Head of LPBA to work together with all PBA administrators to better understand the concept of the CEFR standard curriculum. Because understanding the concept will bring success in achieving the targets of a learning process.
3. For English Tutor  
The researcher suggests that English tutors should take part in understanding the concept of the CEFR curriculum standard. By understanding the concept, tutors can better adjust the material to be taught to the ability of the students so that it is not too light or too heavy.
4. For Future Researcher  
This research can serve as a reference and comparison for future researchers who have similarities in variables, objects, or research subjects. Additionally, future researchers can also carry out studies on the English Curriculum in various educational institutions.