

## CHAPTER IV

### FINDING AND ANALYSIS

#### A. Profile of Madrasah Aliyah Mathali'ul Falah

Madrasah Aliyah Mathali'ul Falah is one of education levels except Madrasah Ibtidaiyah, Madrasah Tsanawiyah and STAIMAFA (Sekolah Tinggi Agama Islam Mathali'ul Falah) in Perguruan Islam Mathali'ul Falah which is in Yayasan Nurussalam shade.

In beginning, Perguruan Islam Mathali'ul Falah (PIM) was known as the Sekolah Arab which was built in 1912. The nesting of this school was the thoughtfulness from K.H Abdullah Salam and K.H Nawawi whom were supported by Mbah Said (Singapore Policeman). Because of *pesantren* teaching system in Kajen at that time was not systematic, PIM began teaching by classical teaching system.

Actually, Sekolah Arab rapidly developed, so during four years (1912-1916), the teaching center which placed in the K.H Abdullah Salam's mosque (Polgarut) was moved in Kulon Banon. This development was blocked by Dutch government that made the regulation "Obligation to Study in Sekolah Jawa". Three pioneers of Sekolah Arab (K.H Abdullah Salam, K.H Nawawi and Mbah Said) made against by asking one of the PATPANDIS employees to be the teacher in general subject.

Because students were over, the location of PIM was moved from Kulon Banon to Masjid Jami' Kajen, then to K.H Nur Hamid's Home, and then K. Fauzan's Home and finally moved to waqaf state (the north side of Kulon Banon) until now.

In 1922, after K.H Mahfudz Salam (K.H M.A Sahal Mahfudz's father) back from Termas *pesantren* (Pacitan), he changed the name of "Sekolah Arab" to be "Mathali'ul Falah" which was adapted from the name of *pesantren* where he studied in Saudi Arabiyah. At that time, there was an organization chart included: *Shohibul Idaroh* (Principals/Directors) were K.H Abdullah Salam and K.H Nawawi, *Mufattisyi* (Supervisors)

were K.H Mahfudz Salam and K.H Thohir Nawawi, *Aminussundug* (Monetary) were K.H Abdullah Qasim and K.H Zubair, and *Muqarrab* (Academic Division) was Sukomaryani. The education system used classical system by using “*Siffir Awal, Siffir Tsani, And Siffir Tsalits*” term.

In 1928, there was a requirement when students want to pass an examination and continue next level that is “*Hafalan* (Memorizing)”. In other hand, PIM forbid the students to study in other schools and join the National Examination. It was based on the point of view of PIM “*Tafaquh Fii Ad-Diin* without *I’timad ‘Ala Al-Ghair*”, so students can more concentrate. There are some of specific characteristics of PIM which are controversy until now.

Talking about evaluation system, PIM used semester evaluation system which applied twice a year (*Rabi’ul Awal* and *Sya’ban*) in 1930. The evaluators and examiners came from *Kiyai-Kiyai* in Kajen. They could ask all of materials which had been learned by students.

In 1951, the general subject curriculum was arranged and included English. The English teacher at that time was K.H Rodli from Jakarta (Ex-chief of PBNU *Syuriyah*) and the principal of PIM was K.H Muhammadun Hadi.

After K.H Muhammadun Hadi died in 1965, the principal of PIM was K.H Muhammad Ahmad Sahal Mahfudz. He added the education level of ALIYAH in 1965. He is believed to hold PIM until now as the principal.

## **B. The Objectives of English Curriculum At Madrasah Aliyah Mathali’ul Falah**

Everything in the world certainly has the objective or purpose. It is as when we eat, we want to be sated. It also happens in curriculum.

Generally, curriculum has the purpose that is to achieve the goal or aim which will be gotten by education implementing process.<sup>1</sup>

Actually, English in Madrasah Aliyah Mathali'ul Falah was taught in 1945's without specific curriculum. Mr. Mu'adz Thohir as the vice principal gave information that when he studied in Madrasah Aliyah Mathali'ul Falah (1950's) he had English subject although it is still simple and did not use specific curriculum yet.<sup>2</sup> In other hand, Mr. Gufron Wachid as an English teacher in Madrasah Aliyah Mathali'ul Falah states that he had ever been told by one of the alumnae of Madrasah Aliyah Mathali'ul Falah who told that he studied English when Indonesia was still domitable of Japan.<sup>3</sup>

In Madrasah Aliyah Mathali'ul Falah English curriculum which is used now is School Based Curriculum (KTSP). Before using it, it used Competence Based Curriculum (KBK). Mr. Gufron Wachid says, "The objective of English curriculum in Madrasah Aliyah Mathali'ul Falah is to make the pupils are able to give benefits to whomever needs them and wherever they stay and live with their capability especially by using English; by English, pupils can explain Islamic learning when they are in abroad."<sup>4</sup> In addition, Mr. Abdul Ghofar Rozin said that by English, pupils can get information deeply. Moreover in this era, everyone can access information easily.<sup>5</sup>

All of them, the main objective is to make pupil can communicate with whoever using English. Mr. Abdul Ghofar Rozin told that in 1982, there was a native speaker named Paul who studied in World Education came in Madrasah Aliyah Mathali'ul Falah made an English course. At that time, the pupils were the alumnae of Madrasah Aliyah

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<sup>1</sup> Ayu W., *Kurikulum*, <http://www.slideshare.net/guest0d26d8/kurikulum-3547308>, Monday, 7<sup>th</sup> March 2011.

<sup>2</sup> Mu'adz Thohir, *Wakil Direktur Bidang Ketatausahaan dan Keuangan*, Friday, January 21, 2011, 10 a.m.

<sup>3</sup> Gufron Wachid, *Guru Bahasa Inggris Kelas 2 Aliyah*, Monday, January, 24, 2011, 2 p.m.

<sup>4</sup> *Ibid.*

<sup>5</sup> Abdul Ghofar Rozin, *Wakil Direktur Bidang Pendidikan Dan Kurikulum*, Monday, January, 24, 2011, 11 a.m.

Mathali'ul Falah. It is the first good step in achieving the English curriculum objective. Comprehensively and qualitatively, the objectives of English curriculum in Madrasah Aliyah Mathali'ul Falah are good and increased.<sup>6</sup>

### C. English Learning Materials at Madrasah Aliyah Mathali'ul Falah

Learning materials or subject matters are parts of human's culture. It means that learning materials can make human live easily. It is also in education side. In other words, subject matter is what the inventor has chosen to invent, and in patent application the inventor must reveal the subject matters (invention) in a way dictated by law.<sup>7</sup>

Madrasah Aliyah Mathali'ul Falah has a point of view that is "*Tafaqquh Fi Ad-Din Menuju Insan yang Shaleh dan Akrom*". To achieve it, Madrasah Aliyah Mathali'ul Falah does not leave English material in the subjects. In Madrasah Aliyah Mathali'ul Falah (grade XI), English materials are composed by English teachers. They use BSE (Buku Sekolah Elektrik) which is composed by Achmad Dody, Ahmad Sugeng and Effendy as their reference. Every CAWU includes of three chapters. Each chapter includes four skills; listening, speaking, reading and writing. Because of each meeting only 30 minutes for Banat and 35 minutes for Banin, teachers have to prepare materials to be effective and efficient.

English learning materials in Banin are more comprehensive and intense than Banat. It is caused the time allotment in Banin is longer than in Banat, but the result of English teaching learning process in Banat is better than in Banin. It depends on the pupils' participation. In Banin, most of pupils do not pay attention to the teacher. They are often did not do assignment and homework.

Madrasah Aliyah Mathali'ul Falah tries to increase the quality of pupils' capability in English by facilitating some supporting media. Those

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<sup>6</sup> *Ibid.*

<sup>7</sup> Mary Bellis, *Definisi Mata Pelajaran*, [http://inventors.about.com/od/definations/g/Subject\\_matter.htm](http://inventors.about.com/od/definations/g/Subject_matter.htm), Monday, March 7<sup>th</sup> 2011.

media can help students in teaching learning process. The media are computer laboratory, language laboratory and multimedia room. Mr. Abdul Ghofar Rozin as a vice principal concerning with curriculum said that English learning materials of XI grade at Madrasah Aliyah Mathali'ul Falah adapt the society's needs which are supported by some media. Besides that, English subject is not main subject at Madrasah Aliyah Mathali'ul Falah. It is only subject supporting.<sup>8</sup>

In giving homework and assignment, English teachers give some portion; low until high difficulties. Commonly, the homework and assignment are collected and will be assessed.

According to Mr. Gufron Wachid as an English teacher in Madrasah Aliyah Mathali'ul Falah, he applied some methods in English teaching learning process which depend on the skills; i.e.: in listening section, he usually uses language laboratory. In this skill, he combined it with speaking, reading and writing. The goal of using language laboratory is the English teaching material can be listened, observed, viewed, and understood how the native speaker uses English in any situation. So, pupils can imitate what the native speaker's states.<sup>9</sup>

In reading skill, he asked pupils to read passage or text at home. Next meeting, pupils have to ask the vocabularies which are felt difficult. After that, he made several group include four or five pupils to discuss the passage or text. Then, some of pupils share their understanding in front of class. In writing skill, he asked pupils to make a written text that depends on text type. For example, the material is procedure text. He asked pupils to make procedure text at home, and then they are divided into several groups and share each other.

Generally, English learning materials which are planned (three chapters) in each CAWU (Catur Wulan) are success in implementing. So, in one year, English learning materials are nine chapters. It can be called

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<sup>8</sup> *Ibid.*

<sup>9</sup> Gufron Wachid, *Op.Cit.*

that the English learning materials are appropriate with the pupils' needs and invention.

Unfortunately, the competence of English teachers at Madrasah Aliyah Mathali'ul Falah is not suitable with the teachers competence in professional side, because almost English teachers there did not graduate from English department.

#### **D. The Implementation of English Curriculum at Madrasah Aliyah Mathali'ul Falah**

Curriculum is one of the main factors in education. J. Gaylen Saylor and Alexander refined their definition of curriculum which is quoted by Peter F. Oliva that specifically, curriculum as the plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for an identifiable population served by a single school centre.<sup>10</sup> According to definition above, English curriculum which is implemented at Madrasah Aliyah Mathali'ul Falah is School Based Curriculum (KTSP).

KTSP has to be developed by point of view and ideological role of the school, goals, conditions, and the special characteristic unit. However, in implementing, KTSP involves many components and one of them is syllabus.<sup>11</sup> Syllabus is the plan of teaching in the group of material or specific theme includes standard of competence, basic competence, teaching materials, teaching activities, indicators, assessment, time allotment and references. Syllabus means the explanation of standard of competence and basic competence in the teaching materials, teaching activities, and indicators as the achieving of competence in assessment.<sup>12</sup>

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<sup>10</sup> Peter F. Oliva, *Developing the Curriculum*, (Boston: Little, Brown and Company, 1982), Page 6.

<sup>11</sup> E. Mulyasa, *Kurikulum Tingkat Satuan Pendidikan*, (Bandung: REMAJA ROSDA KARYA, 2008), Page 172.

<sup>12</sup> *Ibid.*, Page 190.

When we know the explanation of KTSP above, Madrasah Aliyah Mathali'ul Falah is far from the appropriate implementing of KTSP, because in Madrasah Aliyah Mathali'ul Falah English teachers never made lesson plan which is more specific part of syllabus. It is explained by Mr. Gufron Wachid. He said that English teachers in Madrasah Aliyah Mathali'ul Falah only made list of the target of teaching learning process, divided the English subject materials in each meeting without considering of standard of competence and basic competence. They develop English materials in text book with their materials supporting.<sup>13</sup>

One of vice principal concerning with curriculum, Mr. Abdul Ghofar Rozin gave statement that learning materials in Madrasah Aliyah Mathali'ul Falah especially in English are far from other schools. It is known from the planning (without lesson plan), implementing (30-35 minutes each one meeting), and evaluation (three times a year). It is almost totally independent from government (National Education Department).<sup>14</sup>

To last assessment, there is no *Ujian Akhir Nasional* (Last National Examination) for XII grade. The school grades in the last level are found from the school graders of CAWU III. It determines that pupils are passed the examination or failed. It explains that the implementation of English curriculum in Madrasah Aliyah Mathali'ul Falah is independent. It does not like the senior high school generally.

In implementing, curriculum which is appropriate with Madrasah Aliyah Mathali'ul Falah is KBK (curriculum which is implemented before KTSP), because the capability of pupils are different. In this curriculum, pupils must be active and improve their skill to apply science and technology without less of solidarity and cooperating. In the class, pupils were not only objects but also subjects of teaching learning process.

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<sup>13</sup> *Ibid.*

<sup>14</sup> Abdul Ghofar Rozin, *Op.Cit.*

### **E. English Curriculum Evaluation at Madrasah Aliyah Mathali'ul Falah**

Curriculum evaluation refers to the objective of curriculum and applies by paying attention of principles of evaluation. It applies to get feedback as the basic in doing correction.<sup>15</sup>

Generally, curriculum evaluation is carried every four years out, but Madrasah Aliyah Mathali'ul Falah carried the last evaluation in 2004 out. It is not suitable with the ideal curriculum evaluation time. It should do last evaluation in 2007.

In curriculum evaluation problem, Madrasah Aliyah Mathali'ul Falah has an Ad-Hoc committee which is responsible with the input information that can help curriculum evaluation activity. Input information comes from teachers and educators of Islamic boarding school as the vice of pupils' parents, because Madrasah Aliyah Mathali'ul Falah located around the Islamic boarding schools and the distance between pupils and school is approximately in 3 kilometers.<sup>16</sup>

Technically, the procedure of curriculum evaluation in Madrasah Aliyah Mathali'ul Falah is suitable, because the evaluators are teachers, supervisors, conceivers and relevant resource people who are believed can give input.

The curriculum evaluation type of Madrasah Aliyah Mathali'ul Falah is formative evaluation, because this evaluation, Ad-Hoc committee evaluates component by component. It is proved by developing facilitates to support and develop English subject materials in Madrasah Aliyah Mathali'ul Falah. Beside that, English teachers collaborate with Education division of HISMAWATI (Himpunan Siswa Mathali'ul Falah Putri) to create new programs which can develop pupils' capability. One of them is EAC (English Activity Centre).

In Indonesia, almost evaluation system in English subject of grade XI uses semester program. So, in one year, there are twice

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<sup>15</sup> Muhammad Ali, *Pengembangan Kurikulum di Sekolah*, (Bandung: Sinar Baru Algensindo Offset, 2008), Page 67.

<sup>16</sup> Gufon Wachid, *Op.Cit.*



evaluations. They are: odd semester and even semester. Each of them has Mid-test. It is very different that happens in Madrasah Aliyah Mathali'ul Falah.

Madrasah Aliyah Mathali'ul Falah is an Islamic institution which is almost totally independent. It is known by the English subject evaluation which is used. Madrasah Aliyah Mathali'ul Falah still uses CAWU (Catur Wulan) to make an assessment in English subject. Mr. Gufron Wachid as an English teacher in Madrasah Aliyah Mathali'ul Falah states that CAWU (the evaluation three times a year) system can make an assessment to be more accurate and effective than semester (twice a year) system. Beside that, English teachers can know the pupils' capability each skill by achieving the materials in each CAWU (Catur Wulan).<sup>17</sup>

Although the English curriculum evaluation in Madrasah Aliyah Mathali'ul Falah does not prioritize the appropriate time (every four years), it can evaluate procedure evaluation technically and can increase the quality of English capability.

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<sup>17</sup> *Ibid.*