

CHAPTER V CONCLUSION

A. Conclusion

After holding the research about English curriculum development in Madrasah Aliyah Mathali'ul Falah, the writer now wants to state some conclusions:

1. The objective of English curriculum at 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 and get information deeply. Moreover in this era, everyone can access information easily. All of them, the main objective of English curriculum is to make pupil can communicate with whoever using English.
2. Materials of English subject of grade XI at Madrasah Aliyah Mathali'ul Falah are four skills in general (listening, speaking, reading and writing) which uses BSE (Buku Sekolah Elektronik) as the references. To develop the English subject, Madrasah Aliyah Mathali'ul Falah facilitates several media.
3. Madrasah Aliyah Mathali'ul Falah is far from the appropriate implementing of KTSP (curriculum applied in Indonesia now), because in Madrasah Aliyah Mathali'ul Falah English teachers never made lesson plan which is more specific part of syllabus. The 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.
4. Madrasah Aliyah Mathali'ul Falah carries the English curriculum evaluation out every four years and the last evaluation is 2004. It is not suitable with the principle of curriculum evaluation which stated that curriculum evaluation is carried out once four years. It means that curriculum evaluation in Madrasah Aliyah Mathali'ul Falah is not carried out continuously. 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. Whereas the English subject evaluation process in Madrasah Aliyah Mathali'ul Falah are two steps; Pre-test, and Post-test. Pre-test means the evaluation which is done before the subject begun. Post-test means the evaluation which is done in *Ujian Catur Wulan*.

B. Recommendation

Based on the problems which have been explained in this final project, i.e. English curriculum development in Madrasah Aliyah Mathali'ul Falah, the writer gives some suggestions. They are:

1. English teachers at Madrasah Aliyah Mathali'ul Falah should make lesson plan in each meeting. So that, the English teaching learning process can be effective and efficient. Beside that, their target can be achieved rapidly and it can be a reference and an evaluation for next meeting.
2. Curriculum evaluation at Madrasah Aliyah Mathali'ul Falah should be carried out by giving priority to the principle of the appropriate time. Curriculum in the Islamic institution is done once every four years and the last time is done in 2004. Procedurally, the last curriculum evaluation is in 2008 to prove that Islamic institution gives priority to the principle of appropriate time, so the vice principal concerning with curriculum should pay attention to Ad-Hoc committee which has responsibility in curriculum development problem.
3. Although English is not main subject at Madrasah Aliyah Mathali'ul Falah, teachers should pay attention to pupils' participation in teaching learning process and making it to be enjoyable so that pupils feel far from boredom.