

**ENGLISH CURRICULUM IN ISLAMIC SCHOOL
(A CASE STUDY OF ENGLISH CURRICULUM
DEVELOPMENT AT MAN 1 LANGSA IN ACADEMIC
YEAR OF 2015-2016)**

THESIS

Submitted in Partial Fulfilment of
The Requirement for Bachelor Degree

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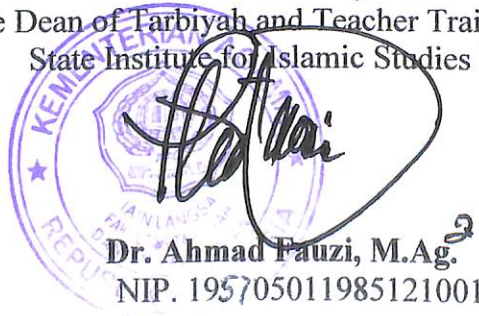
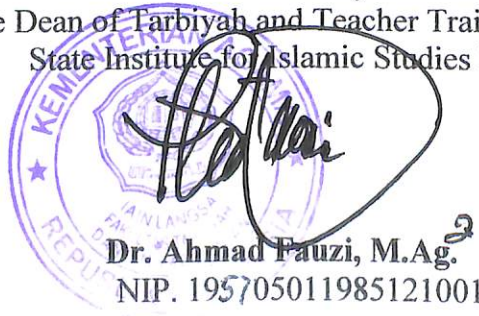
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ABSTRACT

Madrasah Aliyah Negeri (MAN) 1 Langsa is one of senior high school that is located in Langsa is under the Ministry of Religious Affairs that organizes education based on Islamic values. One of development forms transpired in English is the interaction between English as western culture as well as language and Islamic values. The interaction between English along with the culture and Islamic values is stronger happened in Islamic schools. As one of instruments in education, teaching learning activity must be provided in a curriculum. It may be implemented in the current curriculum, the government allows schools to adjust it based on the socio-culture, available infrastructure, and supporting resource.

This study attempted to explore teachers' strategy in MAN 1 Langsa to develop English curriculum contextually based on the condition of school and students and to investigate the way collaborate and build Islamic value through teaching learning activity in classroom. This research used qualitative approach where the data are collected and compiled through interview. The data were analyzed descriptively and triangulated with the other findings. The finding indicated that the teachers developed English curriculum by adopting learning syllabus from the other excellent schools, but they adjusted to the condition of the school. In learning activity, the teachers paid attention to the psychological readiness of the students, then collaborate and build Islamic value through providing some materials related to the religion and asking students to perform prayer in the beginning of the time. Through this method, the students were trained to have high discipline and responsibility to the obligation.

Keywords: *English Curriculum Development, Islamic School*

CHAPTER I

INTRODUCTION

A. Background of the Study

World community necessity to master English is highly growing up. Moreover, in some countries, English becomes the second language beside their native language. English in Indonesia commonly is taught as a foreign language. The term of “foreign language” in a teaching language activity is totally different from “second language”. Foreign language refers to a non-native language that is taught in an educational institution but it is not used as a communication tool in public space. In other side, the second language refers to a non-native language but commonly the residents speak with the language in communal area in the country.

For instance, English in Singapore is a second language. Mass media, communication channel, and public interaction in the country are frequently done in English. Furthermore, Kachru classifies the countries whose the citizen speaks with English into three categories.¹ The first category is the countries whose the civilians use English as a native language. They are England, Canada, Australia, New Zealand, and the United States. They are well-known as Inner Circle Countries. The second one is the countries that have historical and institutional relationship to the United Kingdom. Consequently, English plays an essential role especially in the field of education, government, literature, and popular culture.

¹ Ferit Kilickaya, *World Englishes, English as an International Language and Applied Linguistics*, (English Language Teaching Vol. 2 No. 2, September 2009), 35.

They are like Nigeria, Singapore, and India, which are called Outer Circle Countries. The third type is the countries whose the community speaks English for some interest, but they do not use it dominantly in their daily conversation. They are called Expanding Circle Countries. Indonesia, Russia, and China are the example of the countries.

The popularity of English is not only due to the endeavor from Inner Circle Countries to spread the language, but also due to the people awareness of mastering English is essential. It cannot be denied that the information is globally expanded in English. Thus, to access the news, the people must have a skill regarding to English.

Some questions are addressed along with the need of communication skill in English. Why does English become a main subject in any level of education in Indonesia but actually Dutch is historically closer to Indonesia? The answer can be seen from the communication aspect that shows that Dutch is not strong enough to influence international interaction. Based on reason, Indonesian government decides English as a main subject in all level to prepare the students are able to compete globally. In addition, to master English is going to make them easier to access the information, to dig out the knowledge, and to develop the technology.

Curriculum is a planning contains main instructions, objectives, levels, and materials that are given during each level, subjects that are taught in any grade by observing the age of students, and activities that are done in any level in a

subject.² Curriculum has a central role in a teaching-learning activity. It—may be created, developed, or repaired—aims to grab the educational goals, to deliver a student to survive among their community. It allows students not only have an ability to do the tasks formally, but also through the instruction students can enhance their capacity. The explanation shows that curriculum becomes an essential thing in education because it is not related to the goal and direction of educational policy but also to organization of the instruction and students' experience. More expectation in English curriculum is the students can grow their verbal capacity to communicate actively toward their communicant.

In 1967, English was taught as a foreign language in junior and senior high school in order to give a chance for students to access knowledge and technology and to strength the relation among nations in the world. In contrary, the implementation was more emphasized to reading skill than listening, speaking, and writing skill.

In 1984, communicative approach was presented by adopting Communicative Language Teaching (CLT). Reading was still the most important skill and was added the grammar skill. These did not effectively improve the verbal communication skill. The condition became more serious because the most of teachers did not have sufficient understanding about CLT and they were hard to implement it in the class. The curriculum was reorganized by presenting Meaning-based Curriculum in 1994. On the contrary, unsuitability is among learning material, student's expectation, and teacher understanding to the curriculum

² S. Nasution, *Asas-asas Kurikulum* (Jakarta: Bumi Aksara, 2008), p. 3-6.

implementation. The slightest prior knowledge and experience made the students hard to express their ideas. The condition made the government revised the curriculum.

The government offered the Competence-based Curriculum in 2004. The curriculum contains any authentic learning materials that were adopted from the culture of English so that the students have enough comprehension regarding to the customs of English speaker country. It was difficult to the teachers and students for lack of knowledge toward western countries and their traditions.

In order to amend the curriculum, the government presented the policy that each educational institution is allowed to design learning material based on the context. In this curriculum, the students are permitted to construct their intelligence based on what they have learned or found in daily activity. To complete the curriculum above, the government revised the curriculum. The new curriculum emphasized to scientific learning and applied problem-based learning, discovery learning, and project-based learning model that is well-known as *Kurikulum 2013*. However, the implementation of the curriculum was cancelled. The government re-implements the prior curriculum because the contextual curriculum is better to apply in the archipelago country like Indonesia that allows all institutions to develop their learning materials based on their condition and surroundings.

Each subject has the characteristic. The characteristic is drawn in the curriculum. The first characteristic of English in Islamic senior high school is not to comprehend the concept of English, but to habituate the use of English in any

kind of social activity. Therefore, the subject should not be focused on teacher-centered activity.

One of development forms that transpired in English talking is the interaction between English as western culture as well as language and Islamic values. This interaction is not only happened in the process of communication, but also in teaching and learning process. In addition, a teacher—includes an English teacher—is not only to stimulate, to transfer, to train, and to increase students' ability but also to build up good character to students. A teacher must pay attention to their character building and stimulate their religious sides of the students. This process interaction between English along with the culture and Islamic values is stronger happened in Islamic-based schools. Certainly, as one of instruments in education process, the realization of teaching learning activity must be provided in a school curriculum. It may be implemented in the current curriculum, the government allows schools to adjust the realization based on the socio-culture, available infrastructure, and supporting resource.

Madrasah Aliyah Negeri (MAN) 1 Langsa is one of senior high school that is located in Langsa is under the Ministry of Religious Affairs of the Republic of Indonesia that organizes education based on Islamic values. Different from the schools under the Ministry of Education and Culture, MAN 1 Langsa has more time allocation for the lesson about Islam. Islamic subject in this school is divided into several subject, such as *Qur'an Hadith* (Holy Koran and Hadith), The History of Islamic Culture, *Fiqh* (Islamic Jurisprudence), and *Aqidah Akhlak* (Theology

and Morals). Islamic character building in any other subjects may also be done, because all students in the school are Moslems.

Based on the problem above, the researcher is interested in investigating how the institution develops English curriculum and constructs Islamic character building by conducting a research entitled *“English Curriculum in Islamic School (A Case Study of English Curriculum Development at MAN 1 Langsa in Academic Year of 2015-2016).”* The result of the study is an attempt to describe thoroughly the relation between teaching English and Islamic character building in the school.

B. Problem of the Study

From the background above, a primary issue to be answered in this study is how the development of English curriculum in MAN 1 Langsa. Seen from a primary issue above, the researcher will discuss various issues in some more specific research questions associated with it, as follows:

1. How do the English teachers in MAN Langsa develop English curriculum contextually based on the condition of school and students?
2. How do the English teachers collaborate and build Islamic value through teaching learning activity in classroom?

C. Purpose of the Study

The purpose of this study is to determine clearly and accurately the information about the development of English curriculum in Islamic school,

especially in MAN 1 Langsa. Therefore, in detail the purposes of this study formulates as follows:

1. To explore the English teachers' strategy in MAN Langsa to develop English curriculum contextually based on the condition of school and students
2. To investigate the way of English teachers' to collaborate and build Islamic value through teaching learning activity in classroom

D. Significance of the Study

This study is expected to have theoretical and practical significance. They are:

1. Theoretical significance

The study is expected to provide related information to everyone who is interested in the issue of English curriculum development, especially in Islamic school. It also becomes a reference or preliminary study to everyone who wants to conduct a research in the same issue so that the next research will find the result more comprehensively.

2. Practical significance

This study is expected to identify the strength and weakness of the curriculum implementation because the research result is going to link the students and student perception. Thus, the result can be a consideration to construct a better English curriculum in the school in the future.

E. Operational Definition

This study seeks to describe and map the development of English curriculum in MAN 1 Langsa. To avoid the differences in either understanding or interpreting in this study, the researchers will explain the terms used in this study, include the following:

1. Curriculum Development

Curriculum development in this research means the way and strategy to arrange a set of English teaching equipment appropriately based on to the condition and capability in order to create a proper teaching-learning activity in English at MAN 1 Langsa in academic year 2015-2016.

2. Islamic Values

Some Islamic education experts define the term of Islamic value. The term that used in this research simply refers to three points, they are having *iman* (faith of Islam), the awareness of doing *Ibadah* (God service), and having good ethics during teaching-learning activity.

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