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## Developing An Integrated English Eduliterature Syllabus for MTs Pesantren Al-Amin Mojokerto

Suharyono<sup>1</sup>, Aang Fatihul Islam<sup>2</sup>

<sup>12</sup> Universitas PGRI Jombang

Jl. Patimura III/20 Telp. (0321) 861319 Jombang

Email : <sup>1</sup>[suharyono@upjb.ac.id](mailto:suharyono@upjb.ac.id), <sup>2</sup>[aangfatihulislam.upjb@gmail.com](mailto:aangfatihulislam.upjb@gmail.com),

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### Abstract

Pondok Pesantren Al-Amin Mojokerto is developing an effective English Language Teaching. Language program of Madrasah, under national curriculum, and pesantren, which has no guideline, cannot go together to help students mastering English. The unavailability of syllabus as guideline becomes a major problem. By conducting Research and Development (R&D) the researcher developed an integrated English Eduliterature syllabus for all English teaching in madrasah and pesantren. The syllabus was integrated syllabus for MTs level. It integrated madrasah language teaching, pesantren language teaching covering morning program, conversation and khitobah. Government demand in national curriculum, institution expectation and students' needs are accommodated with this syllabus.

**Keyword:** *Integrated, English Syllabus, Pesantren*

### Abstrak

Pondok Pesantren Al-Amin Mojokerto sedang mengembangkan sebuah pengajaran bahasa inggris yang efektif. Program bahasa di Madrasah, berdasarkan kurikulum nasional, dan pesantren, yang tidak memiliki panduan, tidak bisa selaras dalam membantu siswa menguasai bahasa Inggris. Ketiadaan silabus sebagai panduan menjadi masalah utama. Dengan melaksanakan Penelitian dan Pengembangan (R&D) peneliti mengembangkan sebuah silabus untuk semua pengajaran bahasa



Inggris di madrasah dan pesantren. Silabus tersebut merupakan silabus eduliterature terintegrasi untuk tingkatan MTs yang mampu mengakomodasi tuntutan pemerintah di kurikulum nasional ekspektasi institusi dan kebutuhan siswa.

**Kata kunci:** *Terintegrasi, Silabus Bahasa Inggris, Pesantren*

## Introduction

Syllabus is often used as a basic guideline to design course materials, but it can be one of the most damaging to the course design, if wrongly used or designed. The role of the syllabus is complex, but it clearly satisfies a lot of needs. Teachers need crucially to be aware of the different roles that syllabus plays, so that it can be used most appropriately. Scrutiny about the students and legal policy is essential to convince that the syllabus is well and correctly designed.

The essential of syllabus in English language teaching is also reflected in the high amounts of studies in developing syllabus. Each of the products facilitates different characteristics of language program. It becomes the identity of the language programs since it describes specific situation where the syllabus is developed (Maulidiyah, 2013; Gayatri, 2014; Susilo, 2015; Anshori, 2015; Islam et. al., 2023).

However, teacher should not follow slavishly what are provided in the syllabus. Teacher should not relay on expert, viewing syllabus as a prescription rather than a guide, but should adapt depending on the needs of the micro-society in the classroom. Classroom atmosphere is dynamic and the language contents are interactive events in which students may react in different behavior (Frazee, 1995; Harmer; 2007).

A syllabus should have explicit objectives which become the destinations on the map of learning activities, and which are usually expressed in the introduction (Harmer, 2007). It is a public document that indicates a time schedule, a preferred methodology or approach and recommended materials (O'Brien et. al., 2008; Woolcock, 2006; Mahdi et. al., 2012). The items are ordered considering several aspects such as simple to complex, chronology, needs, prerequisite learning, whole to part or part to whole, and spiral sequencing (Richard, 2001). This ordering may be fairly detailed and rigid, or general and flexible. Another characteristic of the syllabus is that it is available for scrutiny

not only by the teachers who are expected to implement it, but also by the other educators or education staffs.

It is essential for a teacher to have a syllabus to define the constituent parts of language knowledge, thus provide a practical basis for the division of assessment, textbooks, and learning time. It also gives moral support to the teacher and learner. It tells the teacher and the students not only what is to be learnt but implicitly why it is learnt. A syllabus provides a set of criteria for materials selection and/or writing. It defines the kind of teaching methods, activities, assessments or simply the textbook to look for or develop (Huda, 1999; O'Brien et. al., 2008; Mahdi et. al., 2012).

To decide what type of language syllabus, what should be taught, when and how to deliver the materials, syllabus should be designed through scrutiny to match the students' need and institution expectation (Islam et. al., 2023). What has been worried about the implication of the wrongly designed and the unavailability of appropriate syllabus, especially in *pesantren* program, appears to the education institution where the researcher experienced teaching English (*Draft Rencana Pengembangan Pondok Pesantren Al Amin*, 2014). It is in *Pondok Pesantren Al Amin* which is located in Mojokerto, East Java.

Needs analysis, conducted in July 2014 at *Pondok Pesantren Al Amin*, showed that an appropriate design of the syllabus related to the integrated *pesantren* curriculum must be developed. It must refer to the current curriculum and the expectation of the institution. Although, it does not mention specifically the subjects, the observation shows that English is one of the subjects that do not have clear and synchronized description in the two programs, *madrasah* and *pesantren*. It is expected that by developing the syllabus, the quality of the program will improve and the teacher will get clear explanation about how to run the program.

Students are obliged to use English and Arabic in their daily communication. For the current implementation, English and Arabic are used in turn in every other week. This implies that there is a big expectation from the institution, indeed, the students and the parents toward foreign language mastery. However, the students still get difficulties in applying what they have learnt in the classroom. The findings suggest that the proposed syllabus should allow students to develop their competence in using English in daily communication, instead of only the demand of passing the examination.

In *madrasah*, concerning the time allocation for English teaching, the students of grade seventh have five periods (5 x 45 minutes) per week, the students of grade eighth have four periods (4 x 45 minutes) per week, and the students of grade ninth have four periods (4 x 45 minutes) per week. In the odd semester, seventh to ninth grade similarly have sixteen weeks. In the even semester, seventh and eighth grade similarly have fifteen weeks, while ninth grade have eight weeks. It is due to the national examination which is conducted in around April in every year. See Table 1.1.

**Table 1.1** Estimation of Time Allocation for English Teaching in *Madrasah*

Grade	Semester 1		Semester 2	
	Weeks	Periods (45 Minutes)	Weeks	Periods (45 Minutes)
VII	16	80	15	75
VIII	16	64	15	60
IX	16	64	8	32

In *pesantren*, the students have three different programs. Those are morning program (45 minutes per meeting), conversation (45 minutes per meeting) and public speaking (60 minutes per meeting). In a week, commonly the students have 5 meetings for morning program, a meeting for conversation and a meeting for public speaking. Referring to the academic calendar, it can be estimated that in a year the students of seventh and eighth grade have 75 meetings for morning program, 15 meetings for conversation and 13 meetings for public speaking. The students of ninth grade have different time allocation. They have 60 meetings for morning programs, 12 meetings for conversation and 10 meetings for public speaking. See Table 1.2.

**Table 1.2** Estimation of Time Allocation for English Teaching in *Pesantren*

Grade	Semester 1 (Meeting)			Semester 2 (Meeting)		
	Morning Program	Conversation	Public Speaking	Morning Program	Conversation	Public Speaking
VII	34	8	6	41	7	7
VIII	34	8	6	41	7	7
IX	34	7	6	26	5	4

Furthermore, the objective of language program in *Pondok Pesantren Al Amin* at the level of MTs is developing students understanding related to knowledge of language and ability to apply their knowledge by involving in various kinds of monologue; and conversation situation in form of formal, informal, transactional, and interpersonal in daily life. Students' knowledge of language is essential concerning *madrasah* language program which refer to the 2013 Curriculum. It obligates students to pass certain written examinations which evaluate their understanding about the knowledge of language. In addition, in *pesantren*, students are required to use English in their daily life. They have to apply what they have learnt in the classroom to the real-life communication. Sometimes, they are assigned to be involved in public speaking competition. Therefore, speaking skill becomes the main priority of the course.

The materials should cover general topics which are related to students' daily life. It can be situations of daily life such as introduction, invitation, prohibition, borrowing something, buying something, discussion about lesson, and so forth. *Pesantren* literature materialized, dealing with socio-cultural realities. It can be taken from eduliterature, typical literature of local *Pesantren* wisdom such as narrative stories from the yellow books and *Pesantren* story books, which can then be mixed as English teaching materials for educational institutions in *Pesantren* (Islam, 2021; Islam et. al. 2023). on, these religious books are called classical Islamic books or they are also called '*kitab kuning*' (the yellow books) because paper on the pages of some of these books are yellow (Islam, 2022).

It must be started from beginning and basic since the students are considered as new learners of English. It should integrate authentic topics from local knowledge to stimulate students to improve their abilities and cultural

understanding (Islam et. al., 2023). The materials will be synchronized with the existing materials in the student book provided by national curriculum.

The learning activities should be combination of various kinds of techniques. Some suggested techniques are discussion, lecturing, group work, presentation and individual work. Some other techniques which give more chance to the students to practice their language competence are also allowed.

The teaching of English should also be supported with media. Some existing and suggested media are LCD projector, audio device, whiteboard and pictures. These media should be use combinative to encourage students in learning English. It is also to help students to understand the materials easily.

Various appropriate assessments are suggested. Those are performance or practice, assignment, and written test. However, regarding the implementation of national curriculum, the assessment will be combination and adaptation of what originally implemented in national curriculum.

In addition, the teaching of English in *Pondok Pesantren Al Amin* cannot be separated from the implementation of national curriculum which is currently 2013 curriculum. Mostly the form of syllabus will refer to what is provided by the curriculum. It is then adapted and synchronized to develop a course whose scope is more comprehensive covering also the expectation of students and institution regarding *pesantren* language program.

In conclusions, to solve the problems discussed above, Research and Development (R&D) is conducted to develop an integrated English syllabus for MTs *Pesantren Al-Amin* in *Pondok Pesantren Al Amin Mojokerto*.

The syllabus was integrated syllabus for MTs level, which meant that it was not only for MTs (formal) language program, but also for *Pesantren* language program, covering Morning Program, Conversation Program and *Khitobah* Program.

The type of syllabus was adapted from the combination of the national curriculum syllabus, in which the materials is systematically arranged on situational, functional and structural consideration. Different from original form of national curriculum syllabus, it consisted of the identity of the course and school, the core competence (*Kompetensi Inti*), basic competence (*Kompetensi Dasar*) of *Madrasah* language program and basic competences of *pesantren* language programs. From the basic competences, *madrasah* and *pesantren* have its own indicators, topics and subtopics selection (materials), techniques (teaching and learning activities), evaluation system, time allocation and learning

sources (*Kementrian Pendidikan dan Kebudayaan*, 2013). Though, they are different, but they supplemented and supported each other. Furthermore, in discussion of the materials, the integrated syllabus provided information about the programs (*madrasah & pesantren*) in which the materials are delivered. This product became basic guideline for the teachers of both *madrasah* and *pesantren*.

The final product was four in one syllabus. It means four language programs in one syllabus. The integrated syllabus is for *madrasah* language program and *pesantren* language program covering morning program, conversation and *khitobah* program at the level of MTs *Pesantren Al-Amin* Mojokerto. It was also supported by a guidance to use the syllabus and an example of lesson plan developed from the syllabus. It was in a printed form and soft file which is saved in a CD.

### Research Methods

As the purpose of this study is to develop an integrated syllabus for MTs students (level) in *Pondok Pesantren Al-Amin*, the researcher used Research and Development (R&D) research design by Borg and Gall (2003).

Research and Development is the research activity that start from research to find the information about the problem or the need of the subject study in the form of need assessment, studying recent theories of educational product development, developing the product, validating the product to experts and filed testing the products. The typical products are in the form of curriculum, syllabus, textbooks, audiovisual materials, training manuals and equipment of some sort. (Borg and Gall, 2003; Latief, 2011).

Some stages were implemented. The stages were needs analysis, examination of current syllabus in Madrasah, description of the purpose (purpose integration), selection of syllabus type, production of a proto syllabus (objective integration), production of pedagogical syllabus (content integration), expert validation, revision and production of syllabus, try out (field testing) and evaluation (Yalden, 1983; Richard, 2001; Huda, 1999). (See figure 2.1)

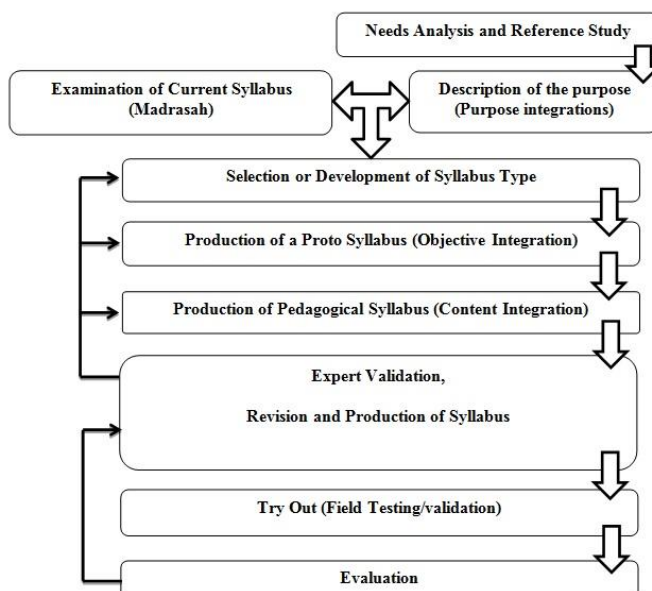


Figure 2.1 Stages in Developing Syllabus

In this study, researcher, as a part of the teachers in language program, collected the data about the school demand and students' need toward English. The sources of the data were available documents, English teachers (Madrasah & Pesantren), the students, Kyai (or his staff) and headmaster. Needs analysis in this research, uses documents, questionnaire, field note and interview guide.

Documents about educational policy such as curriculum of the School, *Buku pedoman Pondok pesantren Al-Amin*, strategic and operation plan blue prints of the institution, current syllabus, existing materials, and other visual documents such a video were studied to get valuable information that was very useful to develop the proposed syllabus (Bogdan and Bilken 2007; Merriam, 2009; Cresswell, 2012).

Questionnaires are documents that provide similar questions to all individuals as the sample (Borg and Gall, 2003). Those were distributed to the MTs students as the subjects of the study. The questions presented in the questionnaire were intended to get information about their expectations toward the English class and about the materials or topics to learn so that this class matched with their needs. There were some questions in the questionnaires that included the expectations of learning English, the proposed topics for English class, language skills and components, the problem encountered in the four skills, the expected method, media, assessments, and time allotment that will be reflected in the proposed syllabus.

There were two sets of questionnaires distributed. The first was adapted from Richard (2001) which was considered as appropriate instrument since it elicits very specific information about the course. It contains 9 questions with offers different kinds of responds. However, after the students submit their feedbacks on the questionnaires, it was found that the information was too specific and lack of several information which is intended to be elicited. Hence, the second set of questionnaires was distributed to the students. It contains 16 questions covering the aim of studying English, the students' preference on the materials, language skills, language components, classroom activities, methods, media, assessment and students' difficulties in mastering the language skills.



35 students were involved to give feedbacks through the questionnaires. They are 10 students from each class of seventh, eighth, ninth grade and 5 students from tenth grade. The students were selected due to their active participation on the language programs. The rationale was the students who actively participated in the programs understand well the language programs and know what works and what does not work for them.

Field notes were texts recorded by the researcher about what the researcher hears, sees, experiences and thinks during an observation in qualitative study (Bogdan and Bilken, 2007; Merriam, 2009; Creswell, 2012). Descriptive field notes and reflective field notes were both used in this study. The researcher used the instrument during needs analysis to record any information that related might support the research data.

In order to get deeper information that was not revealed in the questionnaire, some interviews were done with the head of the *Pesantren* and Madrasah, and the teachers. Vague statements could be clarified straightaway interview. Interview guides, which provide list of questions the researcher intend to ask, and with open-ended questions were used to obtain expected information since it allowed the participants to create the options for responding (Borg and Gall, 2003; Bogdan and Bilken, 2007; Merriam, 2009; Creswell, 2012).

## **Results and Discussion**

### ***Stage 1: Needs analysis***

The data of needs analysis were compiled to elicit information about the students' need, expectations and problems during teaching learning activities. It was also intended to find information about decision makers and English teachers' expectation. The result was used as the basis to develop the proposed syllabus as elaborated in Chapter I, Background of the Study.

### ***Stage 2: Description of Purpose***

The interview with stake holders and practitioners showed that they expected students to master english for daily communication which mostly in pesantren context and passing national examination conducted by government. It is in line with the result of questionnaire which showed that speaking skill becomes the most required skill among others as this skill is chosen by 27 (77%) respondents. Listening becomes the secondary required skill because it is still related with speaking skill. Mostly, students' daily activities will apply these two skills. While the two others, is needed to fulfill the school requirements that will involve reading and writing more.

Therefore, it could be defined that the purpose of language programs in *Pondok Pesantren Al Amin* at the level of MTs was developing students understanding related to knowledge of language and ability to apply their knowledge by involving in various kinds of monologue; and conversation situation in form of formal, informal, transactional, and interpersonal in daily life. The students learned how to communicate which was mostly done in spoken and was supplemented by the ability of communicating in written. It was expected that since in the process of learning the students had been able to apply what they learned in the classroom to their real life communication.

### **Stage 3: Selection of the syllabus type**

The document analysis and interview with stake holders showed that MTs *Pesantren* Al Amin referred to national curriculum. The documents concerning national curriculum indicates that the materials were compiled based on the functions and social aspect of language competence. In example, the materials for beginning seventh grade were greeting, parting, thanking and apologizing. Those explicitly stated in the documents of national curriculum becomes one of the main considerations to develop materials regarding the needs of students in *pesantren*.

In addition, in *pesantren* students were obligated to apply English in their daily communication. They were involved in various kinds of conversation situation. This requirement was basis of deciding the course contents which were actually needed and essential to be mastered.

Those two demands then could be accommodated by two different types of syllabus. The first would be appropriate with functional syllabus, while the later was suitable with situational syllabus. Therefore, a combination of the two different syllabuses, which can be called as situational-functional syllabus, was developed for the English teaching in MTs *Pesantren* Al Amin.

### **Stage 4: Production of the Proto-Syllabus**

Basic aspects, which would be included in the syllabus, were listed based on the result of document analysis on the national curriculum syllabus and students answer on questionnaires. The result showed that the program is a part (three years) of six-year program. It is an integration of four language programs: English teaching in *Madrasah*, Morning Program (*pesantren*), Conversation Program (*pesantren*), Public Speaking (*Pesantren*). English teaching in *pesantren* aims at developing students skills in English daily life communication. English teaching in *Madrasah* is demanded to prepare students to have knowledge and competence as stated in national curriculum (available syllabus / government requirement). English teaching in *Pesantren* aims at preparing students to be able to involve in daily life communication (students' need).

It covered three language components, vocabulary, Grammar and Pronunciation. The contents of the course are dialogue for daily communication (formal, informal, transactional, and interpersonal) and Monologue (short functional text, Short Essay). It is due to the responses of students to the questionnaire. Dealing with the materials, 32 (91%) respondents want to have general topic in their learning activity. Only 4 (11%) respondents want to learn

English materials which are related to *pesantren* topic. The others, 2 (6%) respondents suggest other topics such as topic related to technology and living overseas. See Table 1.5

It is strengthened by another information about speaking skill that becomes the most important skills (see table 1.8) needs to be specified to provide appropriate classroom activities and practices. The result showed that 25 (71%) respondents choose interaction with foreign colleagues. Another 18 (51%) respondents need to learn interaction with friends, 14 (40%) respondents choose asking question and answering in group discussion, 9 (26%) want to participate in presentation of learning materials in classroom activities, 8 (23%) respondents want to be involved in delivering speech, 7 (20%) respondents are interested in interaction with teacher

By those general information, the proto-syllabus was developed to provide the general description of the course, objectives of the course, contents, activities, assessment, type of syllabus, time allotment and references.

#### V. Stage 5: Production of the Pedagogical Syllabus

In this stage, some points that had been identified and provided in proto-syllabus were then developed. The first was the description of the course, which could be described as a combination of English teaching in *madrasah* and *pesantren* including morning program, conversation and public speaking program. It was designed to give students conceptual understanding of language use and ability to apply the knowledge in real life communication. Through this program, students were expected to be able to pass the requirement of government through national curriculum and to be able to use English in daily conversation

The objective of English Integrated Program was to help students to be able to understand and apply social function, structures of text and language features in various kinds of monologue; and conversation situation in form of formal, informal, transactional, and interpersonal

The content of the course covered language components (grammar, vocabulary and pronunciation), dialogue for daily communication (formal, informal, transactional, and interpersonal) and Monologue (short functional text and short essay).

Reviewing the national curriculum and students' preference, the learning experience was developed. The students' responses showed that one of the essential aspects described in the syllabus is the teaching technique. The

following question entails information about it. The result shows that the respondents have high interest in discussion as it is shown by 27 (77%) respondents. Other 14 (40%) respondents select each of lecturing and group work, 5 (14%) respondents want to have presentation. Individual work gets fewest respondents; those are 4 (11%) respondents. See Table 1.18 It would be conducted in 4 different programs: Madrasah Program, Morning Program, Conversation and Public speaking. Mostly, those were student-centered which emphasized on the activity of discussion, lecturing, group work and presentation. Scientific approach was also adapted by implementing observation, questioning, exploration, associating, and communicating.

The students were assessed on the basis of their performance/practice, assignment, and written test. In term of time, daily quizzes, midterm test and final test would be conducted. The assessments entailed students' progress on their knowledge, skills and attitude. It is due to the students' responses to the questionnaire about the types of assessments. It showed that 26 (74%) respondents have a notion that performance/practice is appropriate to what they want to master, 12 (34%) respondents choose assignment, 11 (31%) respondents choose written test. The last, 3 (9%) respondents choose presentation/class participation

Integrated English program was designed for 3 years program. It was divided into three levels according to formal grading from the school. In *madrasah*, the students of seventh grade had four periods (4 x 40 minutes) per week, the students of eighth grade had four periods (4 x 40 minutes) per week, and the students of ninth grade had 4 periods (4 x 40 minutes) per week. In *pesantren*, the students had three different programs. Those were morning program (45 minutes per meeting), conversation (45 minutes per meeting) and public speaking (60 minutes per meeting). In a week, commonly the students had 5 meetings for morning program, a meeting for conversation and a meeting for public speaking.

The last component of pedagogical syllabus was learning sources. Appropriate books had been provided for teaching learning in Madrasah. However, in *pesantren*, the teacher should take the materials from several sources. The teacher could find some material from internet to provide students with various type of learning materials. Some materials needed to be modified to make it appropriate with the context of *pesantren* and students real life.

### **Expert Validation and Revision**

The syllabus was validated by three experts. The first was an expert on the basic construction of the syllabus. She concerned on curriculum and syllabus development. The second expert focused on the appropriateness of the syllabus to the national curriculum. He evaluated syllabus in relation with the implementation of syllabus in the national curriculum. The third expert had enough experience in teaching English in *Pondok Pesantren* Al-Amin, especially in *pesantren* language programs. Therefore, he was chosen to validate the syllabus in term of the appropriateness to current *pesantren* language program.

The experts were guided by three different review guidelines based on the focus of the evaluation. The guideline covered all part of the syllabus such as instruction of how to use syllabus, school information, core competence, basic competence, indicators, materials, learning experience, language program, assessment, time allocation and source of learning. Beside guided questions, the experts were also provided with free comments to note other aspects that were not written in the guideline or syllabus.

The first expert required three-time revision. The first, she suggested that the syllabus should be considered in term of the core competences and the basic competences. She found that the syllabus used old version of the KI-KD draft. She asked the researcher to find the new set of KI-KD and use it as the basis of the syllabus development. Furthermore, the expert could not understand the instruction of how to use the syllabus and some parts of the syllabus. She suggested that the manual of how to use syllabus should be revised to give clear explanation to the next user of the syllabus. After the syllabus was revised based on the feedback from the expert, it was consulted for the second time. The manual of how to use syllabus was clear, but the KI-KD have not matched to the last version. Finally, she provided the researcher with the new set of KI-KD. The syllabus was then revised on the basis of the new set of KI-KD. After the revision, the syllabus was consulted for the third. The result was feedback about the learning experience which still needed to be revised since some of them did not match to scientific approach. It was the last revision.

The second expert suggested that the syllabus should be evaluated on the grading system, indicators, time allocation and assessment. In previous regulation in national curriculum, students' score range from 0 to 4. At that time, the regulation changed. The students' score range became 0 to 100. Therefore, in the aspect of instruction of how to use syllabus, sub topic "Grading System",

was revised based on the feedback. Other component which needed to be revised was the indicators. The revision was not very much. It was only about the choice of operational words which should be used in the indicators. The time allocation needed also minor revision on seventh grade. At first the syllabus allocated 5 periods in a week with 45 minutes for a period. The appropriate one is 4 periods in a week with 40 minutes for each period. The last was assessment. The expert suggested that the syllabus need to be added some explanation and example on how to conduct assessment, since it often became problem for teachers regarding the implementation of national curriculum.

The third expert considered that the syllabus is appropriate to the practice of English teaching in *pesantren*. He only noted that they syllabus should be accompanied with clear information about how to use the syllabus. Because the teacher of *pesantren* has no experience and knowledge about the basic concept of the national curriculum, which of course implements different approach in teaching English.

Beside those revisions, some other components of the syllabus were considered “Above Average” and “Excellent” which mean that they did not need to be revised. The final product of integrated English Syllabus for MTs *Pesantren* Al-Amin Mojokerto is ready to be tried out.

### **Try-Out**

Try-out was conducted in Pondok Pesantren Al-Amin Mojokerto. An English teacher of Madrasah and Pesantren were involved as the participant of the try out. An English teacher of Islamic Junior High School (SMP I) Brawijaya Mojokerto was also involved as consultant in developing lesson plan. The teacher becomes teacher model in implementing national curriculum in his school.

The teachers were given the syllabus and example of lesson plan which was developed from the syllabus. They were in form of printed and soft file. it was to make the process easier because some parts of lesson plan could be copied from the syllabus. On the process of developing lesson plan, the researcher and the consultant teacher always guided the participant teachers. The researcher also observed the process, noted some important points such as comments, questions and suggestion from the participant and consultant teachers.

Some points that needed explanation were learning experience and assessment. The teacher had not understood how to implement the five steps of scientific approach and how to divide into provided time allocation. After getting

explanation, the teacher had no problem in developing learning activities from the syllabus. However, in developing the assessment, teacher still got difficulties. The process of developing assessment was the longest among others. The involvement of consultant teacher was really helpful for them. In three meetings with 90 minutes for each meeting, the try out was done.

The syllabus needed to be evaluated in term of the instruction of how to use syllabus, especially in assessment. Teachers need explanation that not all instruments are used in a lesson plan or one KD. Teacher can take only one of them for each aspect (attitude, knowledge and skill). Teacher also need example of the assessment form. The final product of syllabus should be provided in hard and soft file. It should also be completed with example of developed lesson plan, in hard and soft file.

### **Final Product**

The final product was an integrated English Syllabus for MTs Pesantren Al-Amin. It consists of the identity of the course and school, the core competence (*Kompetensi Inti*), basic competence (*Kompetensi Dasar*), indicators, topics and subtopics selection (materials), techniques (teaching and learning activities), evaluation system, time allocation and learning sources. Furthermore, in discussion of the materials, the integrated syllabus provided information about the programs (*madrrasah & pesantren*) in which the materials are delivered.

It was also completed with a guidance of how to use the syllabus and an example of lesson plan developed from the syllabus. They were in a printed form and soft file which were saved in a CD.

### **Conclusion**

Integrated English eduliterature syllabus is a syllabus for language teaching in *Pondok Pesantren Al-Amin* covering English teaching in formal school (*madrrasah*) and informal English teaching in *pesantren*. In *pesantren*, three programs are covered including morning program, conversation and *khitobah* program. This syllabus covers only junior high school level (MTs). This syllabus is a combination of notional/functional, situational, and structural syllabus.

The expert validation shows that the syllabus fulfils the basic construction and theory of syllabus development. Each element has been analysed and revised based on the result of analysis. Therefore, all parts of the syllabus fit to nature of syllabus development. The syllabus is also appropriate with the 2013 curriculum. It has taken the latest set of KI-KD, and has been transferred into English. The time allocation is also set to match available time in *pesantren*. It



provides indicators that cannot be found in current syllabus of the national curriculum from government. It matches to the expectation of institution and the needs of the students. It can then become a contract between teachers and their students (Musingafi et. al., 2015). It describes the grand design of language program in MTs *Pesantren* Al-Amin Mojokerto. It can play a variety of valuable functions for different groups within an institution such as a communication mechanism, a planning tool for teachers, a course plan for students, a teaching tool or resource, an artefact for teacher evaluation, and evidence for accreditation in relation to the demand of the government (Fink, 2012).

The try-out indicates that the syllabus is really helpful for the teachers. They can easily develop lesson plan on the basis of the syllabus. Most of information that should be attached in lesson plan is provided. They only need to select, omit or modify when it is necessary according to the situation and condition of their class. They are helped to cope with overlapping material between *madrasah* and *pesantren* language program. They also find solution for the missing material that in previous situation was missed in both *Madrasah* and *Pesantren*.

As stated by Fink (2012:2) communication of content such as the course information, instructor information, assignment and grading information and any specific policy information is typically considered basic information that must be provided in a syllabus. In line with that, the integrated syllabus provides information about the identity of the course and school, the core competence (*Kompetensi Inti*), basic competence (*Kompetensi Dasar*), indicators, topics and subtopics selection (materials), techniques (teaching and learning activities), evaluation system, time allocation and learning sources. Furthermore, in discussion of the materials, the integrated syllabus provided information about the programs (*madrasah & pesantren*) in which the materials are delivered.

Generally the syllabus takes syllabus form of the national curriculum. The information about identity of school and the core competence are similar to the provided syllabus in the national curriculum. It will be different when it comes to the information about indicators. Integrated syllabus provides indicators for each KD. Furthermore, it seems to be very “Al-Amin” when it comes to the information about basic competence. The basic competences do not only explain about the competences that should be master by students in *Madrasah*, but also in *pesantren*. From the basic competences provided in the national curriculum

syllabus, the basic competences of pesantren are then developed. It simply explains the materials and the competences that should be mastered in *pesantren*. So, it will not far different from what is taught in *Madrasah*. Both *pesantren* and *madrasah* will supplement each other in term of providing students with set of competences and materials to be mastered in teaching and learning activities.

The materials have been arranged and integrated between *Madrasah* and *pesantren*. Students will not learn materials which so far different in *Madrasah* and *pesantren*. They will not also learn exactly similar material in both programs. In *pesantren*, they will find materials that are really contextual and related to their daily interactions. The topics are adapted form everyday interactions happened in *pesantren*. In more specific, in *pesantren* language program, the three different programs covering morning program, conversation and *khitobah* programs, provide students with interrelated materials and topic. After learning the materials in morning program in a week, the students will be provided with 45 minutes full practice of conversation with related topic to what they have learned in morning program. They will have also chance to deliver speech with certain topic that is also related to what they have learned during one week. It is in *khitobah* program. This set of interrelated programs will help students to master the materials easier.

The learning experiences take scientific approach, the principles of learning process in national curriculum (Jaedun et. al., 2014), as the basis of development. The scientific approach is also implemented in *pesantren* language programs. What makes them different is the focus of students' mastery in attitude, knowledge and skill. The students learning experience in *madrasah*, will mostly be set to help students master knowledge. More theoretical and written activities will be implemented in *Madrasah*. It is due to the assessment that more focus on the written and knowledge. However, it does not mean that students have no chance to develop their speaking skill in *Madrasah*. But they have less proportion. In *pesantren*, students will be drilled with speaking activities. It reflects in the learning experience in Morning program, conversation and *khitobah* program. It is due to the expectation of the institution that students should be able to pass the requirement of government as stated in the national curriculum which is implemented in *Madrasah*. On the other hand, students should also be able to use English in daily life conversation in *pesantren*.

Various assessments are provided in the national curriculum. This syllabus offers flexibility to the teacher to assess the students. However, regarding the focus of *madrrasah* and *pesantren* are slightly different. In *Madrrasah*, teacher should conduct more written assessment. On the contrary, in *pesantren* teacher should conduct more performance assessment for speaking skill.

This syllabus also facilitates teacher with clear information about various learning sources. The information about the title of the book and the page number in which the material of certain topic can be found are served. Teacher can easily select and add some other references when it is necessary.

Despite those features, integrated syllabus has several weaknesses. First, it only covers MTs level, while the grand design of *Pondok Pesantren Al-Amin* is six-year education. Second, the syllabus is not accompanied with course book. Therefore, teacher should find the materials from various references. However, the syllabus has matched to the purpose of this research which focuses on the development of syllabus for MTs level. Those weaknesses are actually a room for further researcher to develop a second half set of syllabus for MA level and the course book. The product of this research in form of integrated English eduliterature syllabus for MTs *Pesantren Al-Amin Mojokerto* is ready to be used. Furthermore, integrated English syllabus for MTs *Pesantren Al-Amin* may become one of supporting elements to prepare the institution for the implementation of the national curriculum.

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