

## CURRICULUM DEVELOPMENT ASSISTANCE FOR ENGLISH PROGRAM AT ATTARBIYATUL ISLAMIYAH BOARDING SCHOOL PROBOLINGGO

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### Abstract

In contrast to the highly important position of curriculum in teaching-learning process, English Program at Pesantren Attarbiyatul Islamiyah Paiton Probolinggo Islamic Boarding School has not yet had its curriculum document. This community service activity is intended to give assistance to the administrators of the Attarbiyatul Islamiyah Islamic Boarding School in compiling the English Language Program curriculum document. By using the curriculum development steps by Tyler and Taba, this activity will have output in the form of the curriculum document of English Program the Attarbiyatul Islamiyah Islamic Boarding School, which includes: Statement of General Goals, Diagnosis of Needs, Formulation of Objectives, Selection of content, Organization of Content, Selection of Learning experience, Organization of learning Experience.

**Keywords:** Curriculum, English Program, Islamic Boarding School

### Abstrak

Berbeda dengan posisi kurikulum yang sangat penting dalam proses belajar-mengajar, Program Bahasa Inggris di Pondok Pesantren Attarbiyatul Islamiyah Paiton Probolinggo belum memiliki dokumen kurikulum. Kegiatan pengabdian kepada masyarakat ini dimaksudkan untuk memberikan pendampingan kepada pengurus Pondok Pesantren Attarbiyatul Islamiyah dalam menyusun dokumen kurikulum Program Bahasa Inggris. Dengan menggunakan langkah-langkah pengembangan kurikulum oleh Tyler dan Taba, kegiatan ini akan memiliki luaran berupa dokumen kurikulum Program Bahasa Inggris Pondok Pesantren Attarbiyatul Islamiyah, yang meliputi: Pernyataan Tujuan Umum, Diagnosis Kebutuhan, Perumusan Tujuan, Pemilihan Isi, Organisasi Isi, Pemilihan Pengalaman Belajar, Organisasi Pengalaman Belajar.

**Kata kunci:** Kurikulum, Program Bahasa Inggris, Pondok Pesantren

### INTRODUCTION

Curriculum is from New Latin (a post-medieval form of Latin used mainly in churches and schools and for scientific coinages), in which language it means “a course of study.” It shares its ultimate root in classical Latin, where it meant “running” or “course” (as in “race course”), with words such as corridor, courier, and currency, all of which come from Latin currere “to run”(Webster, n.d.). As is the case with many nouns borrowed directly from Latin, there is often some confusion as to the proper way to form its plural. Both curricula and curriculums are considered correct. This word is frequently seen in conjunction with vitae; a curriculum vitae (Latin for “course of (one’s) life”) is “a short account of one’s career and qualifications prepared typically by an applicant for a position” – in other words, a résumé. Curriculum vitae is abbreviated CV, and is pluralized as curricula vitae (Webster, n.d.).

As mentioned above that curriculum comes from Latin word which means a race course It means there is a distance that must be traveled by a car or horse in a race from start to finish. This implies that in a curriculum there is a goal to be pursued by the contestants within a predetermined period of time. The meaning of the curriculum that comes from sports then is applied in the field of education.

In the field of education, the term curriculum gets many interpretations from curriculum development experts. For example, Krug (1960, in (Nasution, 2006) states that curriculum contains statements about mean used to achieve predetermined school goals. Meanwhile Kerr (1968: 16 in (Nasution, 2006)) states that curriculum is all kinds of learning designed and directed by a school, whether done in groups or individually, inside and outside school. Similar expression is also uttered by Kerr, Saylor and Alexander (1956 in (Nasution, 2006)) who says that curriculum is all efforts made by schools to influence learning, both in the classroom and on school grounds.

Meanwhile, Stern (Stern, 1987), states that the term of curriculum refers to two interrelated aspects. The first aspect refers to substance of a study program from educational institution. School curriculum, university curriculum, or school curriculum in France, or educational curriculum in Russia are the examples of this category. Another aspect of curriculum, in addition, refers to the content of a course. Mathematics curriculum, or the history curriculum are examples of this aspect. In the latter concept, the term curriculum is similar to the term syllabus for a course given at universities and schools in England.

Later, the term curriculum does not only refer to the content of a course but also refers to the whole teaching process which includes the selection and development of teaching materials, the use of teaching aids, administration of examinations, as well as training of teachers. In short, we may conclude that curriculum relates to everything called education. It relates to schools or subjects of a program. In other words, curriculum is concerned with “what can and should be taught to whom, when to teach it, and how to teach it” (Eisner and Vallance, 1972 in (Stern, 1987)).

In line with the opinion above, Tyler (1949, in Taba (Taba, 1962)) previously also states that curriculum generally contains statements about the general goals and specific objectives of an educational program, the selection and arrangement of teaching material content, the determination of teaching and learning patterns or the determination of learning experiences. students, as well as ways to evaluate the results of a lesson and ways to evaluate the curriculum that has been implemented.

Meanwhile Cohen et al (1979 in Nunan (Nunan, 1990)) states that curriculum is a broad and complex concept and is used in a variety of ways. In some contexts, curriculum means a study program, while in other contexts curriculum refers to all aspects related to planning, implementation, evaluation, and management of educational programs.

In developing a curriculum, in addition, it is necessary to pay attention to the philosophical orientation which is used as a basis because the basis will influence the orientation, the determination of objectives, the selection of content and the teaching methods. Ofcourse it will also guide the selection and the development of teaching materials. In developing general objectives of an educational program, for example, curriculum developers need to understand the current and long-term needs of learners and society, and their beliefs on educational institution, learners, and teachers. The beliefs and values that they adhere becomes the basic philosophy in organizing educational program and in designing the objectives of the educational program (Eisner and Vallanve, 1974 in Stern (Stern, 1987)).

Concerning this basic philosophy in education, Stern (Stern, 1987) states that there are seven philosophical orientation in education. The first philosophy is curriculum as a cognitive process. In this philosophy, the main function of an educational institution is not to transfer the contents of courses to students, but rather to provide training in skills of how to search for information independently. When this conception is applied in language education field, the main purpose of language teaching is to provide training of how to learn a language.

The second philosophy there is concept of curriculum as self-actualization. To this philosophy, curriculum must provide meaning at each stage of growth for learners and not just provide experiences that are only useful when they are adults. However, when this concept is applied in foreign language learning, the position of language in the curriculum can raise various questions. It is quite confusing because, in general, learning a foreign language is perceived as learning its relevance in the future, not about what learners can do with the language!

In the third orientation, there is a concept where curriculum is oriented as social reconstruction. This conception emphasizes the existence of community needs. In Canada, for example, there are immersion programs offered to English speaking students to become dual language students. The government considers the bilingualism of its citizens to be important in unifying society through the differences in languages that exist in society. According to Richards (Richard, 2001) schools and learners can and should play an important role in thinking about and overcoming social injustice and inequality. Hence, curriculum development is not seen as a neutral process. According to this concept, schools do not seem to provide equal opportunities for citizens, but schools only seem to be a reflection of differences in rights and injustice in society. Furthermore, according to this conception, schools must involve teachers and students in studying social problems and personal problems, and find solutions to overcome these problems. This process is known as 'empowerment' process. Teachers must empower students so they can recognize class systems in society, racial or gender

issues, and work fields issues. This is in line with what was stated by Morris (1995, in (Richard, 2001)). Morris states that:

Curriculum derived from this perspective focuses on developing knowledge, skills and attitudes which will create a world where people care about each other, the environment, and the distribution of wealth. Tolerance, the acceptance of diversity and peace would be encouraged. Social injustices and inequality would be central issues in the curriculum.

This conceptual view is represented by a very persuasive and well-known movement known as 'critical theory' and 'critical pedagogy'. The famous figure in this 'critical pedagogy' is Freire (1972, in Richards (Richard, 2001)). Freire argues that teachers and learners must be involved in a joint process in exploring and reconstructing knowledge. Learners are not an object of knowledge; they must find ways to recognize and reject all forms of control over themselves and society. Auerbach's work (1992, in Richards (Richard, 2001)) is a form of application of critical pedagogy which emphasizes that teaching must find ways to empower learners and assist them in making changes in themselves.

The fourth orientation is academic rationalism curriculum. This conception emphasizes that the core and main contents of a curriculum are related to the tradition of passing on knowledge that is academic in nature. Language teachers are familiar with this tradition because they think that language is a way to develop and enjoy a nation's literary works. Richards (Richard, 2001) further explains that the general purpose of the academic rationalism curriculum is to emphasize the importance of conveying the intrinsic value of a subject and its role in developing intellectual abilities and human values of students, as well as their ability to think rationally. The content of the different subjects is seen as the basis of a curriculum and mastery of the content of the subject matter is the ultimate goal of learning and not a means to solve social problems or provide an efficient way to achieve the general goals set by policy makers. The role of educational institutions is to provide access for students to master certain cultural traditions and understand the insights they gain after patiently studying various knowledge. Latin and Greek are always included in the high school curriculum in Western countries because it is believed that these two languages can be used to develop the mental discipline of the students.

This conception, which is also known as classical humanism, has main desire to improve broad intellectual abilities such as the ability to remember and the ability to analyze and classify and reconstruct knowledge. Thus, the abilities they have acquired can be used to overcome various life challenges they will face in the future. This conception of academic rationalism is also used as a justification for providing foreign language teaching in the curriculum of an educational institution. And this foreign language teaching is given not as a means of communication but as an aspect of a social study. Besides that, this understanding is also used as a reason to include literature courses in language education program.

The fifth orientation is technology curriculum. In this conception values are no longer questioned or consciously established. However, in this technological approach, efficiently identifying goals and ways to achieve these goals is highly prioritized. This conception only treats value as it is and assumes that this technological approach must be value-free.

The sixth orientation is the economic and social efficiency curriculum. This conception emphasizes the practical needs of learners and society and emphasizes the role of educational program in producing productive learners in the economic field. People can improve themselves and their environment through a rational planning process. The social, economic, and other needs of a community can be identified and planned through task analysis, through setting specific goals for each task, and through teaching skills as an independent unit. This approach uses an ends-means approach.

This socioeconomic view that emphasizes the needs of community can be used as a reason for teaching English at educational institution. Economic success in the 21st century is based on increasingly growing knowledge, and most of the world's knowledge is communicated in English. In Japan, the reason for the economic down turn in the late 1990s was thought to be due, in part, to the poor mastery of English by Japanese citizens. This is used as the basis that curriculum should emphasize the provision of knowledge and skills that are relevant to the daily lives of learners and the curriculum should be designed taking into account the practical needs of society.

The seventh part there is learner-oriented curriculum or often referred to as learner-centered curriculum (Learner-centeredness). This learner-centered curriculum incorporates an educational philosophy that emphasizes individual needs of learners. It emphasizes the role of their personal experiences, the need to develop awareness and abilities for self-reflection, ability to think critically,

ability to develop own learning strategies, as well as other qualities and skills that are believed to be important for the self-development of learners. Clark (1987, in (Richard, 2001)) who uses the term progressivism states that orientation sees education as a way to provide learners with learning experiences that can be used to seek knowledge by doing their own business. According to Clark, growth through experience is the key concept.

Meanwhile according to Marsh (1986, in Richards (Richard, 2001)), the issue of this learner-based curriculum reappears every decade or so and can refer to several things, namely: individual teaching, students learn by doing something practical, does not have a neatly arranged curriculum because the curriculum is only based on the learner's momentary interests, creative self-expression of learners, carry out practical activities that lead to the fulfillment of community needs. In teaching language, according to Clark, this educational philosophy emphasizes the learning process rather than learning products, centered on the individual differences of the learners, on the strategies of the learners, and on the autonomy and independence of the learners. One understanding that is developing is that education must pay attention to cultural pluralism.

This concept argues that educational institutions should prepare students to be involved in different cultural activities and not solely carry out cultural activities from very dominant social and economic groups. Brown (Brown, 1989) argues that students in multicultural societies such as in the United States need to develop cross-cultural competency or what is often termed intercultural communication. This is intended so that one cultural group is not considered as a group that is superior to other cultural groups and so that various perspectives regarding different cultural groups can be developed through a curriculum. This philosophy of cultural pluralism tries to solve the problems of racism.

In America, the American Council on the Teaching of Foreign Languages (ACFTL) identified three dimensions in intercultural competency approach through foreign language education programs, namely the need to study a culture, compare it, and engage in intercultural exploration. Besides that, in multi-cultural societies such as in Canada, America and Australia, cultural pluralism has encouraged the need for a bilingual approach in teaching English (Burnett 1998, in Richards (Richard, 2001)).

Moreover, White (White, 1989), ideology or curriculum orientation is closely related to one's view of the purpose and nature of education. In line with the above views, White (White, 1989) conveyed that there are three curriculum concepts which can be grouped into classical humanism, progressivism, and reconstructionism.

Classical humanism concepts relates with its characters. Matthew, Arnold, and Eliot as quoted by White (White, 1989), emphasizes the importance of conveying a noble cultural heritage for future generations; while progressivism is viewed as the growth and self-actualization of learners. The last, namely reconstructionism must be understood as a tool for social change.

In the field of language teaching, each of these concept can be seen in terms of the selection of objectives, content of teaching materials, and methodologies, each of which is different from one another. The grammar-translation method, for example, is a reflection of classical humanism; while the audio-lingualism method and the notional and functional syllabus are realizations of reconstructionism. Meanwhile, the process syllabus proposed by Krashen (Krashen, 1989) with its procedural syllabus can be said to be a product of progressivism.

Reconstructionism, on the other hands, is related to a systems-behavioral approach which is the application of the principles of operant-conditioning psychology proposed by Skinner (Skinner, 1974). According to this understanding, each learning step must be based on learning steps that have been done before. In addition, this understanding also believes that if students are given adequate learning activities, these students can master the material being taught as long as there is sufficient time. In terms of syllabus design this view can be seen in terms of the grouping and sequencing of the items in the structural or grammatical syllabus.

The next concept is progressivism. Progressivism is related to education of solving a problem. Basically adherents of this view are very concerned about the actual life situations of students and also their perceptions as decision makers. This concept has two main educational concepts, namely praxis and dialogue. Praxis is reflection and action on the world with the aim of transforming it; whereas dialogue is an educational context in which praxis takes place with the intention of providing stimulation for the emergence of new ideas, opinions and perceptions and thus not merely to divert old ideas, opinions and perceptions.

While progressivism relates to 'doing things for' or 'doing things with' learners, reconstructionism emphasizes "doing things for" (doing things to) learners. This understanding also emphasizes the

importance of planning, efficiency and rationality, as well as the importance of improving the quality of teachers and members of educators who are highly trained and carefully selected because they are agents of cultural change.

In short, in contrast to the importances of the curriculum as presented above, Attarbiyatul Islamiyah Paiton Probolinggo Islamic Boarding School, a pesantren whose goal, among other things, is to provide assistance to students who are also students in secondary education in learning English, until the date of observation has not had curriculum for the program. The language learning activities, therefore, is neither guided nor well organized due the absence of the guidance called curriculum.

Data that have been gathered from the initial observations illustrates that English learning activities in the pesantren rely heavily on successor cadres. The successors are transferred from the seniors. The impact that arises, then, is difficulty to develop because the cadres can only continue the knowledge they got from their previous seniors. This community service, therefore, is intended assist English tutors at Attarbiyatul Islamiyah Paiton Probolinggo Islamic Boarding School in preparing constructing the curriculum documents of English Program in the pesantren.

**Statement of the Problem**

The problems to be answered in this community service activity are:

1. What is the general goals of English Program in Pesantren Attarbiyatul Islamiyah Paiton Probolinggo?"
2. What is the students' needs to be considered in the program?
3. What are the objectives of each subjects?
4. What is the organization of the contents of each subjects?

**Objectives of the community service**

In general, the objective of this activity is to give assistance to the teachers and administrators in Pesantren Attarbiyatul Islamiyah Paiton Probolinggo to construct curriculum document for English language program. The assistance covers the followings.

1. To find out the the general goals of English Program in Pesantren Attarbiyatul Islamiyah Paiton Probolinggo.
2. To find out the students' needs to be considered in the program?
3. To find out the objectives of each subjects?
4. To find out the organization of the contents of each subjects?

**METHOD**

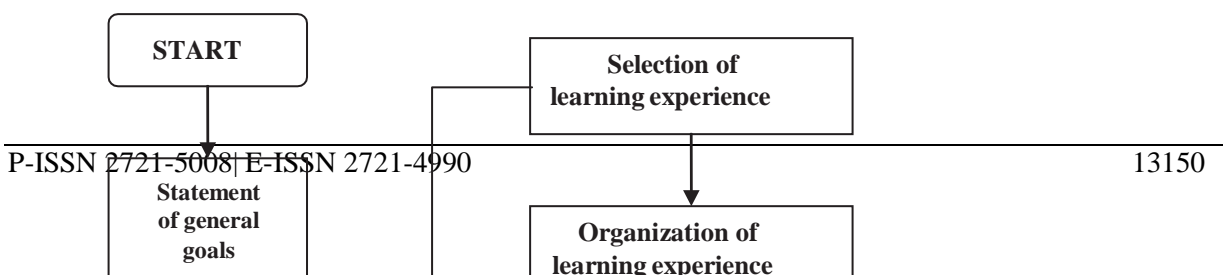
Stern (1984, in White (White, 1989)) reveals that the objective model or 'means-ends' is a very popular model among language curriculum developers. This model is then developed by Taba and Tyler (Taba, 1962). The model is called the rational planning model because it argues that it is very rational to think about the end result of a lesson before students are involved in a learning activity. Figure 1 below shows the activity flowchart of the rational planning model.

Event though Tyler and Taba's Curriculum Development model starts with making statement of general goals and ends at implementation procedures, this activity, however, is only providing of statement of general goals, diagnosing students' needs, formulating the objectives, selecting the contents, and organizing contents. The rest steps are recommended for next devotion.

Concerning the steps, therefore, devotees conducted deep interview with the chairman of the pesantren as for the first step. After interviewing him, a draft of statement of general goals was made. Unless the chairman agreed with the draft, discussions was held to find the suitable concept according to the chairman.

After the statement of the general concept is clear, diagnosis of needs was conducted. In this step, the devotees construct a draft and then the draft is presented to the chairman. Again, the next step was allowed when the chairman gave his approval upon the draft.

The next step, namely formulating objectives was conducted together in the form of Focus Group Discussions (FGD). This was chosen for formulating objectives should be highly relevant with the goals and the students' needs.



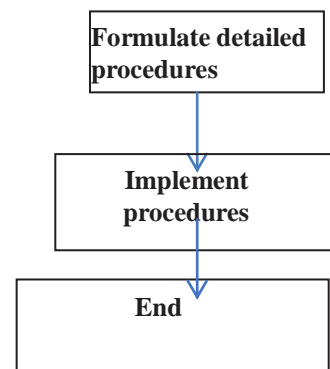


Figure 1 Tyler and Taba's Curriculum Development models.

These steps, according to White (White, 1989), are called rational planning model for it distinguishes between goals, aims and objectives. Goals are broader learning objectives and are general in nature. Meanwhile, aims are learning objectives that are more specific and long-term in nature and target-oriented or learning outcomes to be obtained. The last, objectives are short and medium term goals. However, Richards (Richard, 2001) does not distinguish between goals and aims. The two terms can be used interchangeably and refer to a description of the general goals of a curriculum. While objectives refer to a more specific and concrete description of objectives.

According to Richards, the purpose of writing aims is to provide clear boundaries regarding the objectives of a program, to provide guidance for teachers, learners, and authors of teaching materials, to assist in providing the focus of teaching, to describe the important changes that can be realized through teaching. The statement about aims reflects the curriculum adhered to and shows how the curriculum will be carried out in realizing these general goals. White (White, 1989) explains the difference between aims and objectives as follows: "Satisfying hunger" is aims, while "A plate of meat sticks" is objectives. The equivalent of the concept in Indonesian context is that aims are General Instructional Objectives while objectives correspond to Special Instructional Objectives.

The next step, after accomplishing formulating the objectives, the devotees initiates an activity of selecting contents. When it was done, again an FGD between the chairman and the devotees was held. This second FGD was also held to discuss the organization of the contents.

At the end of the session, again the last FGD was held to present the whole from stating the general goals to organizing the materials. Some corrections and revisions were experienced to be interesting for both parties gave an open discussion and argumentation to make the concept perfect.

## RESULTS

The curriculum constructed in this community service activity covers only stating general objectives, diagnosing students needs, formulating objectives, selecting suitable materials, and organizing materials. Curriculum evaluation activities are not done in this activity because they will be conducted in the next community service activity, namely curriculum evaluation and updating.

### The General Goals of the English Program

English Program at Attarbiyatul Islamiyah Islamic Boarding School aims at:

- a. the students are able to carry out daily conversations, scientific presentations, and to teach English to their juniors (speaking competence);
- b. the students are able not only to understand English newspapers or magazines, English reference books, and abstract of an article, but also to criticize reading materials (reading comprehension);
- c. the students are able to make correct sentences in the form of simple sentences, compound sentences, complex sentences, and compound and complex sentences (In terms of grammar competence).

**The Diagnose of Student Needs**

Even though the input of the students of Attarbiyatul Islamiyah Islamic Boarding School are different in terms of age and school year, but their competences in English are relatively the same. In terms of grammar, for example, the students are still at elementary level: their grammar skills are still at the level of understanding simple sentences; their speaking skills are still learning daily conversation; and their reading skills are still at the level of simplified or adapted texts. They are also found at a serious difficulty to understand original academic book or newspapers.

Responding this situation, therefore, English Program must be designed consisting three levels of competences, namely elementary level, intermediate level, and advanced level. The achievement targets and learning objectives at each level can be explained in the following description.

**The Formulation of Learning Objectives**

The objectives of each level are described as the followings.

**1) Elementary Level**

Elementary level is designed to make the students will be able to (1) carry out daily conversations with friends when they are in pesantren area, (2) read material from simplified and adapted texts, and (3) to understand and arrange simple sentences in the form of present tense, past tense, and future tense.

**2) Intermediate Level**

In intermediate level, the student are trained to (1) share ideas in the form of retelling what they have read, (2) read originalo English texts that are taken form newspapers, magazines, or reference books, (3) compose a simple short story, and (4) doing peer teaching.

**3) Advanced Level**

In this level, the learning process is intended to train students to be able to (1) arrange English sentences in form of compound sentences, complex sentences, and compound and complex sentences, (2) read English texts from original sources, abstract and criticizing the texts discussed, and (3) presenting material in the form of scientific discussions and seminars;

**Selection of Materials and Organization of Materials**

For the selection of materials, and how they are organized are described in the following tables.

**1) Elementary Level**

As mentioned above, Elementary level is designed to make the students able to (1) carry out daily conversations with friends when they are in pesantren area, (2) read material from simplified and adapted texts, and (3) to understand and arrange simple sentences in the form of present tense, past tense, and future tense.

To achieve this goal, three subjects that are provided, namely Speaking I, Reading I, and Grammar I. Speaking I is designed to make the students (A) able to speak up with their friends in their daily activities (B) fluently (C) at the end of the semester (D). The materials and its organization is presented as the following table.

NO	Planned final capability	Indicator	Subject matter	Learning Activities	Time Allotment
1	Students are able to memorize vocabulary that is used everyday	Students are able to pronounce the vocabulary correctly memorized	Daily activity words	Read dictionary	1 x 90

2	Students are capable of conducting conversations on activities in the morning	Students are able to implement daily conversations in activities in the morning (Morning)	Talk about daily activities (give and answer questions)	-Taking prayers (dawn) -Breakfast -Going to school	1 x 90
3	Students are capable of carrying out conversations or activities in the afternoon and evening	Able to implement fish activities in the afternoon (Afternoon)	Talk about daily activities (give and answer questions)	-Taking prayer (dzuhur-ashar) - ConversationF ace-to-face	1 x 90
4	Students are capable of conducting conversations or activities at night	Able to implement fish activities at night (Night)	Talk about daily activities (give and answer questions)	-Taking Pray (evening- isya') -Give and answer questions	1 x 90

Table 1 Teaching Materials and Learning Activities for Speaking I in Elementary Level

**Reading I**

**Description: Reading I is designed to make the students (A) able to understand (B) the content of Jakarta Post (C) correctly (D) Learning**

Table 2 Materials and Teaching Learning Activities for Reading I

NO	Planned final capability	Indicators	Subject matters	Learning Activities	Time Allotment
1	Students are able to pronounce (pronounce) words in English correctly and clearly	Able to pronounce vowels, consonants, and v2 (verb two) Correct	-Vowels - Verb two	Lecture	1 x 120
2	Students understand the contents of the story and how to read the short story “Benjamin Franklin”	Be able to understand all the contents of the short story “Benjamin Franklin”	Short story	Reading	1 x 120
3	Students understand the contents of the story and how to read the short story “What will the country be like in 2000?”	Able to understand all the contents of the short story “What will the county be like in 2000”	Short Stories	Reading	1 x 120
4	Reading newspaper (students can get used to reading accurately and fluent)	Able to read and accurately	News-reading	Reading	1 x 120



**Grammar I****Description:**

Grammar I is designed to make the students (A) able to construct sentences in the form of present tense (B) correctly.

Table 3 Materials and Teaching Learning Activities for Grammar I

NO	Planned final capability	Indicators	Subject matter	Learning Activities	Time Allotment
1	Students understand the structure of words and the use of the present tense	Able to compose sentences of present tense correctly	-Present tense -To be -Do/Does	-Lecture -Give and answer questions	1 x 120
2	Students understand the structure of words in the use of verbal in the present tense	Able to compose verbal sentences correctly	-Present tense -Verbals	-Lecture -Give and answer question	1 x 120
3	Students understand the structure of words in the use of nominal in the present tense	Able to compose nominal sentences correctly	-Present tense -Nominal	-Lecture -Give and answer questions	1 x 120
4	Students understand the structure of words and the use of past tense	Able to compose sentences on use of past tense	-Past tense -To be -Did	-Lecture -Give and answer questions	1 x 120
5	Students are able to change V1 to V2 and understand the difference between regular verbs and irregular verbs	Able to change V1 to V2 with correct and able to distinguish regular and irregular verbs	-Past tense -V1 to V2 -Regular and irregular verbs	-Lecture -Give and answer question	1 x 120
6	Students understand the structure of words in verbal sentences and nominal in past tense correctly	Able to compose nominal and verbal sentences correctly	-Nominal -Past tense -Verbals	-Lecture -Give and answer question	1 x 120
7	Students understand the structure of words and the use of the perfect tense	Able to construct sentences using the perfect tense correctly	-Perfect tense -have/has	-Lecture -Give and answer questions	1 x 120
8	Students are able to change V1 to V3 correctly	able to change V1 to V3	-Perfect Tense -V1 To V3	-Lecture -Give and answer questions	1 x 120
9	Students understand the structure of words in verbal and nominal sentences in the perfect tense	Able to distinguish verbal and nominal sentences with appropriate	-Perfect Tense -Verbals -Nominal	-Lecture -Give and answer questions	1 x 120

**2) Intermediate Level**

In intermediate level, we have Writing I, Speaking II, Reading II, and Teaching Program I, **Writing I**

Description: Writing I is designed to make the students to be able to understand (C) short stories well (D)

Table 4 Materials and Teaching Learning Activities for Writing I

NO	Planned final capability	Indicator	Subject matter	Learning Activities	Time Allotment
1	Students understand how to determine the theme or idea	Able to create interesting topics and ideas	Short story	-Lecture -Practice	1 x 90
2	Students understand how to determine the character according to the theme story	Able to create a character or characters in stories	Short story	-Lecture -Practice	1 x 90
3	Students understand how to determine the right atmosphere according to the characteristics of the characters in storyline	Be able to describe the setting of the place and atmosphere using sentences descriptive one	Short story	-Lecture -Practice	1 x 90

**Speaking II**

Description: The students (A) are able to speak (B) fluently (C) without thinking (D)

Table 5 Materials and Teaching Learning Activities for Speaking II

NO	Planned final capability	Indicator	Subject matter	Learning Activities	Time Allotment
1	Students master and understand the correct gestures	Able to practice gestures that fit the storyline	Telling story	-Lecture -Practice	1 x 120
2	Students understand the high and low sound according to the sentence what was conveyed	Able to speak with good intonation	Telling Story	-Lecture -Practice	1 x 120
3	Students master & understand against facial expressions correctly during performance	Able to distinguish facial expressions (sad, happy, disappointed, annoyed)	Telling Story	-Lecture -Practice	1 x 120

**Reading II**

Description: Students (A) comprehend original texts taken from academic books and English newspapers (B) correctly (C) at the end of the process (D)

Table 6 Materials and Teaching Learning Activities for Reading II

NO	Planned final capability	Indicator	Subject matter	Learning Activities	Time allotment
1	Students understand the meaning and intent of the contents of a book (Democracy Work)	Able to translate the sentences in the story	Reading Modern English Book II	Reading	1 x 90
2	Students understand the meaning and intent of the contents of a book (Officials of Government)	Able to translate sentences is in the story	Reading Modern English Book II	Reading	1 x 90
3	Students are able to master fast reading in daily activities	-Ability to read quickly - able to retell what has been read	Reading newspaper (article)	Reading	1 x 90

**Teaching Program I**

**Description: Students (A) are able to implement peer teaching techniques (B) so that their students are active (C) in the laboratory situation (D).**

Table 7 Materials and Teaching Learning Activities for Teaching Program I

No	Planned final capability	Indicators	Subject matter	Learnin g Activitie s	Time Allotment
1	Students understand how to teach well and understand the character of each student	able to explain passive voice material in Simple Present and present Continuous with appropriate	-Passive Voice (Simple Present) -Passive Voice (Present ontinuous)	-Lecture - Discussion	1 x 120
2	Students understand how to teach well and understand the character of each student	Be able to explain passive voice material in Simple Past and Present Continuous appropriately	-Passive Voice (Simple Past) -Passive Voice (Present Perfect)	-Lecture - Discussion	1 x 120
3	Students understand how to teach well and understand the character of each student	Be able to explain passive voice material in Past Continuous and Past Perfect exactly	-Passive Voice (Past Continuous) -Passive Voice (Past Perfect)	-Lecture - Discussion	1 x 120
4	Students understand how teach well	Able to explain passive voice material	-Passive Voice (Simple future)	-Lecture - Discussion	1 x 120
	and understand the character of each student	Simple Future and Future Perfect exactly	-Passive Voice (Future Perfect)		
5	Students understand how to teach well and understand the character of each student	able to explain the definition of Conditional Sentence and Conditional Sentence Type 0 exactly	-Definition Conditional Sentences -Conditional Sentence Type 0	-Lecture - Discussion	1 x 120

6	Students understand how to teach well and understand the character of each student	Be able to explain Conditional Sentence Type 1 correctly	-Conditional Sentence Type 1	-Lecture - Discussion	1 x 120
7	Students understand how to teach well and understand character every student	Be able to explain Conditional Sentence Type 2 correctly	-Conditional Sentence Type 2	-Lecture - Discussion	1 x 120
8	Students understand how to teach well and understand the character of each student	Be able to explain Conditional Sentence Type 3 correctly	-Conditional Sentence Type 3	-Lecture - Discussion	1 x 120

**A. Advanced Level**

Advanced level consists of Grammar II, and Reading III. The materials and the organization of the materials are presented in the following table.

**Grammar II**

**Description:**

Students (A) understand and are able to use English Grammar used in compound, complex, and compound and complex sentences (B) correctly (C) in classroom and out of classroom activities (D)

Table 8 Materials and Teaching Learning Activities for Grammar II

NO	Planned final capability	Indicators	Subject matter	Learning Activities	Time Allotment
1	Students master the meaning of gerunds, types of gerunds and can apply them in everyday life	Able to understand the definition of gerund types	- Introduction to gerund -Types of Gerunds (subject of sentence)	-Lecture -Discussion	1 x 120
2	Students master the types of gerunds, the use of gerunds and can apply them in everyday life	Able to understand the types and uses gerund	-Gerund type (Subjective complement and objective complement)	-Lecture -Discussion	1 x 120
3	Students master the use of gerunds and can apply them in everyday life	Able to understand the use of gerunds	-Use of Gerund (Compound noun/modifier and gerund as head)	-Lecture -Discussion	1 x 120
4	Students master the use of the gerund and can apply it everyday	able to understand use of gerunds	-Use of Gerund (behind the word "no" and behind the Grammar Book possessive adjective/possessive noun)	-Lecture -Discussion	1 x 120

5	Students master the use of gerunds and can apply them in everyday life	Able to understand the use of gerunds	-Use of the Gerund (used in the expression and after prepositions)	-Lecture -Discussion	1 x 120
6	Students master the use of gerunds and can apply them in everyday life	Able to understand the use of gerunds	-Use of Gerund (Gerund after certain verbs)	-Lecture -Discussion	1 x 120
7	Students master the use of gerunds and can apply them in everyday life	Able to understand the use of gerunds	-Use of Gerund (Gerund after a group of words or phrases and denotes an expression or idiomatic expressions)	-Lecture -Discussion	1 x 120

**Reading III**

**Description: Students (A) are able to understand, summarize, and present the content of the text discussed (B) correctly (C) in class (D)**

Table 9 Materials and Teaching Learning Activities for Reading III

No	Planned final capability	Indicators	Subject matter	Learning Activities	Time Allotment
1	Students understand the correct understanding of the concept of reading	Able to read quickly and understand the content of the story	Comprehensive reading: JJ Rousseau	Reading and discussion	1 x 90
2	Students understand the correct understanding of the concept of reading	Able to read quickly and understand content story	Reading comprehensive: the most Important Person	Reading and discussion	1 x 90
3	Students understand the correct understanding of the concept of reading	Able to read quickly and understand content story	Comprehensive reading: Master Hammarks Jold	Reading and discussion	1 x 90
4	Students understand the correct understanding of the concept of reading	Able to read quickly and understand the content of the story	Reading Newspapers	Reading and discussion	1 x 90
5	Students are able to analyze the structure and organization of writing systems in journals systematically well	Able to understand the contents of the journal	The structure of texts	Reading and discussion	1 x 90

6	Students are able to analyze the arrangement of structures and systems for organizing writing in songs well	Able to understand the content of the song	the f kids song on	Reading and discussion	1 x 90
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**CONCLUSIONS**

The followings are the conclusion of the community service activity. The The General Goals of English Program at Attarbiyatul Islamiyah Boarding School are as (a) the students are able to practice daily conversations, scientific presentations, and to teach English to their juniors (speaking competence); (b) the students are able not only to understand English newspapers or magazines, English reference books, and abstract of an article, but also to criticize reading materials (reading comprehension); (c) the students are able to make correct sentences in the form of simple sentences, compound sentences, complex sentences, and compound and complex sentences (In terms of grammar competence).

These achieve these general goals, the students needs must be clear. It is found that the students' needs are (a) even though the input of the students of Attarbiyatul Islamiyah Islamic Boarding School are different in terms of age and school year, but their competences in English are relatively the same. In terms of grammar, for example, the students are still at elementary level: their grammar skills are still at the level of understanding simple sentences; their speaking skills are still learning daily conversation; and their reading skills are still at the level of simplified or adapted texts. They are also found at a serious difficulty to understand original academic book or newspapers.

Responding this situation, therefore, English Program must be designed consisting three levels of competences, namely elementary level, intermediate level, and advanced level. The achievement targets and learning objectives, as well as the materials and the organization of materials are then elaborated in the form of some tables.

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