

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is a creation of human culture which always develops. But, sometimes it gets a decrease in its quality. As the result, it will be damaged in line with the development of era. Ideally, education must be a meaningful thing. Education will be more meaningful if it can educate pragmatically suitable with the human era. Therefore, education must be perceived as a process to give the human a lot of abilities to do and to overcome the life's problems.

Education of a nation with other nations will not be the same for every nation and the State has a certain educational philosophy and goals. It is influenced by various aspects in terms of religion, ideology, culture, and needs of the State itself. The curriculum is a means to achieve national education goal, It should be implemented by teachers and students in teaching and learning to achieve the purpose and curriculum is a teacher's guide in teaching and learning process to do properly in order to achieve educational goals.

The curriculum based on the traditional definition consist of a systematic arrangement of course or subjects to meet the needs of certain group of corse or students (Risk,1958:34). Definition as such is not generally accepted any more. A contemporary definition seems to be acceptable. It is developed broader rather than what is stated in the traditional one. It says that "curriculum consist all of

the organized or supervised experience of the students under the direction of the school. The broader definition of the curriculum is also stated by Sailor and Alexander that curriculum encompasses all of learning opportunities provided by the school. In other sense, the curriculum of an individual pupil includes the learning opportunities he actually select and experience.

The curriculum conducted in school facilitates the students with various opportunities to develop their prior knowledge. One of the school program is acceleration program. It is a program in which the students can have an opportunity to develop their own talent and competence, so that they are able to finish their study faster than the time determined by certain institution, such as from 6 years shorted to be 5 years at elementary school and from 3 years shorted to be 2 years only at junior and senior high school. It is clearly stated in the Indonesian Culture and Education Ministry Decision number 054/U/1993 section 16 verse (1) "The students having a special talent, a gifted-talented students, may accomplish their program study faster than the target defined .and they have completed the program for at least two year in Junior High School", then verse (2) "The program in verse (2) is legalized by the Director of General" There by the students who have special talent and competence can take this program through some requirements being determined by the school. The students have to be selected as objective as possible to avoid mistaking in deciding the appropriate ones. They will have a wide change to develop their competence in limited time provided in the acceleration program.

Acceleration program was started in the 2004/2005 academic year as it was declared by SMP Negeri 1 Wonogiri. For the first year, it could recruit 20 students whose qualification standard according to the requirements determined by the school. While in 2005/2006 academic year there were 20 students again, and in 2006/2007 it could recruit only 19 students. In the last three academic years, 2011/2012, 2012/2013, and 2013/2014, this school has two grades of 20 students on each grade. They come from various regents either inside or outside of the town in Wonogiri.

As for requirements having been determined by SMP Negeri 1 Wonogiri to follow this program are as follows: (1) the average mark of each subject matter of civic, Indonesian, math, Science, and social from class 4 until 6, not less than 7. It must be proved by showing their report copy paste; (2) they also have to follow the academic test held by the school resulting at least 8.0; (3) their intelligent quotients are at least 130. In this case the school cooperate with UNS Surakarta as a tester; (4) the candidate students must be healthy stated by the doctor license; and (5) there is an interview between school examiners and the students themselves with their parent(s) to know their intends and commitment in following the program (Surat Keputusan Kepala Sekolah nomer: 433/152/2004).

Meanwhile, the characteristics of the talented or gifted students in Indonesia as stated by Balitbang Dikbud (1989 b) in which the researcher tries to translate in English are as follows: (1) they have reading ability in the early time; (2). They have strong curiosity; (3) they have a large intend and many hobbies;

(4) they can do by themselves or independently; (5) they have sharp observation; (6) they like to try something new; (7) they have critical opinion; (8) they have strong imagination; (9) they don't feel satisfied with their success; (10) they like to solve the problem; (11) they have highly abstract power; (12) they are creative and innovative; (13) they have more vocabularies; (14) their behavior lead to their purpose; and so on.

Related to the explanation above, it can be seen that actually the students of acceleration program have been selected as the requirements norms. Academically they are cleverer, smarter, more intelligence, than the common students. It means that they have more capability than the other students from regular class. However, the fact doesn't show as what we hoped before that they must be smart in all kinds of subject matter. As a matter of fact that they are as human beings also have the weaknesses in certain things. These are caused by many factors. One of them is from extrinsic influence which doesn't support their talented and intelligent competence to master English well for the abundance material to cope with. The students have to master English as well as the ones in the regular class or even much more sophisticated in a shorter term compared with the regular class.

Since the role of English as an international language and the dominant language in many fields of activity, the instructional design of English in acceleration program have to meet a proper students' need exactly. The students have to be provided with materials to develop their activities in other subjects.

The field of activities such as science, technology, business and banking, industry and commerce, transportation, tourism, sports, international diplomacy, advertising, pop music and so on, need a good mastering in English. The result is English has become the common language of scientific discourse in a world where relative development of a nation can best be measured in terms of its access to science through English. On the other hand, especially in education sector, the role of English implies that it is very important to be learned as the foreign language. As a foreign language to teach in a school of acceleration program of Junior High School it needs a clear instructional design.

Building high quality learning designs is a very important and demanding task. It is also a difficult task that it was started to address already a decade ago by progressively building an instructional engineering method, a delivery system and a graphical knowledge modeling editor (Paquette, 1996: 2002).

Instructional design specifically addresses learning through products and contexts which facilitate the development of knowledge (Parrish, 2005). The traditional methodology of the instructional design field encompasses the analysis, design, development, implementation, and evaluation of instructional processes and products (Reiser, 2001). Other professional fields of design, such as interface design, systems engineering, information sciences, industrial design, technical communications, and new media design have similarly strong understandings in psychology, community context, implementation, and social value (Wilson, 2005).

There is no best approach to curriculum design, and that forward design, central design and backward design might work well in different circumstances. Any language teaching curriculum contains the elements of content, process, and output. Curriculum approaches differ in how they visualize the relationship between these elements, how they are prioritized and arrived at, and the role that syllabuses, materials, teachers and learners play in the process of curriculum development and enactment (Richard, 2013).

As stated by Richard that there is no best curriculum design and it may differ in any circumstances in visualizing its elements, it is interesting to know how the instructional design in teaching English in acceleration program. The students of acceleration program have a shorter time to accomplish their study compared to the students of regular program. The acceleration program students have to accomplish their study in two years but the regular students accomplish their study in three years. They have to master the same materials but in the different time target to finish their study as defined in syllabus of curriculum contents. The acceleration programs students are necessary to meet a proper instructional design.

From the previous discussion, the researcher knows that instructional design in teaching learning process, included English is very important. It is why the researcher wants to know the instructional design in the English teaching learning process in the acceleration program of SMP Negeri 1 Wonogiri. The researcher becomes interested in making a research related to the instructional

design in English teaching learning process at SMP Negeri 1 Wonogiri, especially to know about the syllabus used by teachers, the learning objectives, the instructional materials, the teaching procedures, the classroom activities, the teachers and learners role, the teaching media, and the evaluation.

B. Research Problems

Based on the above background, the problems of this research can be stated as follows:

“What is the instructional design applied for the teaching learning process of English in acceleration program at SMP Negeri 1 Wonogiri?”

To answer this problem, the researcher raises some subsidiary research questions, they are as follows:

1. What syllabus is used by the teachers?
2. What are the learning objectives?
3. What are the instructional materials given to students?
4. What are the classroom procedures?
5. What are the classroom activities?
6. What are the teaching media used in the teaching learning process?
7. What are the teacher's and student's roles?
8. What are the evaluation models conducted?

C. Limitation of the Study

To avoid the research becomes wider, it is necessary to limit the research.

The limitation is as follows:

1. The subjects of this research are the English teachers and the students, especially the acceleration program students of SMP Negeri 1 Wonogiri.
2. The object of this research is the instructional design in the teaching learning process of English at acceleration students of SMP Negeri 1 Wonogiri.

D. Objectives of the Study

Based on the formulation of the problems above, the research aims at: describing the instructional design in teaching learning process of English at SMP N 1 Wonogiri, especially it covers about:

1. The syllabus used by the teachers.
2. The learning objective.
3. The instructional materials given to students.
4. The conducting of classroom procedures.
5. The conducting of classroom activities.
6. The teacher's and learner's role.
7. The media used in the teaching learning process.
8. The conducting of evaluation.

E. Benefits of the Study

The researcher expects that this study will be beneficial for:

1. Theoretical Benefit

- a. The result of this study will enlarge and deepen the researcher's knowledge related to instructional design in teaching learning process of English.
- b. The result of this study can give some input to other researchers who want intend to analyze the instructional design in teaching learning process of English.
- c. The result of study can be used as the references for those who want to conduct an instructional design research in teaching learning process of English.

2. Practical Benefit

- a. The result of this study will give some information and knowledge about instructional design in the teaching learning process of English at acceleration program students of junior high school.
- b. The result of this study will give readers a larger knowledge deals with teaching learning process of English.
- c. The researcher can find the strengths and weaknesses of instructional design in the teaching learning process of acceleration program students of SMP Negeri 1 Wonogiri.

F. Paper Organization

Research paper organization is arranged in order to make the reader easier in understanding the research paper. This research paper is divided into five chapters. In chapter I, the researcher explores the background of the

study, problem of the study, limitation of the study, objective of the study, benefit of the study, and paper organization. Then in chapter II, the researcher exposes about previous research and theoretical review. The theories which deal with this research are teaching and learning theories related to the topic. Next in chapter III, It consists of type of research, subject of the study, object of the study, data and source of the data, method of collecting data, and technique for analyzing data. In chapter IV, the researcher gives the analysis of result and discussion of the instructional design of English in acceleration program of SMP Negeri 1 Wonogiri and the problem faced by the teachers. And the last, in Chapter V, the researcher gives conclusion and suggestion.