

## CHAPTER I

### INTRODUCTION

This chapter deals with introduction that consist of background of the study, problem of the study, objective of the study, significance of the study, scope and limitation of the research, and definition of key terms.

#### **A. Background of The Study**

The phenomena that happened in recent years is many schools in Indonesia open the exclusive class that is called acceleration class. It was opened based on the the government regulation in *Undang-Undang No.20 of 2003 BAB IV Pasal 5 ayat 4 and BAB V Pasal 12 ayat 1b on National Education System* that says citizens who have the potential of intelligence and special talent are entitled to special education. Every students at every educational unit entitled to a service according their talents, interests, and abilities.<sup>1</sup>

Acceleration is encountering curricular material at either a faster pace than normal or at ages earlier than normal.<sup>2</sup> Acceleration class program in Indonesian schools, according to Hawadi, is generally in the form of grade skipping, where children could complete their study less than the normal

---

<sup>1</sup> Undang-Undang Republik Indonesia Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional, *on line*, UU20-2003-Sisdiknas.pdf

<sup>2</sup> W. Thomas Southern, "Acceleration for Gifted Children: An Interview with W. Thomas Southern", *on line*, <http://www.ctd.northwestern.edu/resources/displayArticle/?id=15>, accessed on Friday 5 of April 2013.

time, which then leads into an early graduation and admission to higher educational level.<sup>3</sup> Because acceleration in Indonesia is formed as acceleration class, the time that is needed to finish the process of study both in Junior High School and Senior High School are two years while normally the students need three years to finish it. While regular class is classes that implement the semester system are already implemented in institutions of Junior High School and Senior High School. The point is the class that provides educational services to complete the study within three years.

Known as exclusive class, there are some qualifications that must be fulfilled by the students who wants to join in, one of them is IQ Test. IQ test be the dominant requirement and the score must be at least 130.<sup>4</sup> They who are accepted in the class are called gifted students or having a high intelligence. In regular class there is also some requirements that must be fulfilled by the students like IQ test, but the test is not to determine whether the students are accepted or not, the test used to arrange the placement class.

Indonesian schools use similar curriculum to both accelerated and regular class.<sup>5</sup> In order to accommodate the gifted children's needs in acceleration, the Department of National Education allows the schools to

---

<sup>3</sup> Reni Akbar dan Hawadi, *Akselerasi: A-Z Informasi Program Percepatan Belajar dan Anak Berbakat Intelektual* (Jakarta: Pt. Grasindo, 2006), 6.

<sup>4</sup> "Kelas Akselerasi SMP: Nilai Tes IQ Jadi Penentu Diterima", *Harian Jogja on line*, <http://www.harianjogja.com/baca/2012/05/16/kelas-akselerasi-smp-nilai-tes-iq-jadi-penentu-diterima-186365>, accessed on Friday 5 of April 2013.

<sup>5</sup> Dedy Gunawan, "Acceleration Class Program in Indonesia: Is It in the Right Track?", *on line*, <http://diskusipendidikan.wordpress.com/2007/10/15/acceleration-class-program-in-indonesia-is-it-in-the-right-track/> accessed on Friday 5 of April 2013.

make modification to the national curriculum.<sup>6</sup> The modification involves many aspects such as the facilities and certain programs that are designed to support the teaching learning activity in acceleration class. Because of these modifications, beside known as the class with a high intelligence, acceleration classes also known as the expensive class. The parents must pay more school fee for their children because the class that is used is full of facilities such as the use of computer for each students, LCD, and Air Conditioner (AC). On the other hand, while in the acceleration class there are many facilities, in the regular class, the students must use the facilities that are supplied by the institution because of the school fee they paid is normal. There are no more facilities like in the acceleration class. They have to finish the study in three years.

As a program, both acceleration and regular class have the advantages and disadvantages. They can be categorized based on the academic, based on the social adaptation, based on the chance in extracurricular program, and based on the emotional adaptation.<sup>7</sup> According to the social adaptation, chance in the extracurricular program, and emotional adaptation, the students of acceleration program has some weaknesses because they have less chance in these cases, but in the academic point of view, they have more acknowledge of achievement from the society. Although the students in regular class have less acknowledge of achievement from the society, but they have a big chance out of the academic program.

---

<sup>6</sup> Ibid.

<sup>7</sup> Hawadi, *Akselerasi: A-Z*, 8.

Instructional strategy is a general pattern of planning interaction between the students and teacher in a learning environment to raise certain educational objective.<sup>8</sup> It involves the planning, implementing, and evaluating. The English instructional strategy which is discussed in this research is the syllabus, the lesson plan, and the teaching learning activity. Based on these points, the research also wants to know the students' achievement and the exciting and unexciting things of acceleration and regular class.

In the teaching learning activity, the teacher as a facilitator has a big role. The teacher is pursued to create the learning situation which makes the students is success in the school achievement. According to Sharon E. Smaldino, the teacher has significance influence to their students. The instructional strategy that is chosen by the teacher has significance to the students' achievement.<sup>9</sup> The teacher must be selective in choosing the strategy. As a guide, the teacher has the responsibility to make sure that the approach which is used is effective enough to help the students to be success in learning.<sup>10</sup>

In doing the research, the researcher chooses MTsN Kanigoro as the setting of the research because this institution is one of the schools in the south part of Kediri that implements both regular and acceleration program.

---

<sup>8</sup> Tim Pengembang MKDP Kurikulum dan Pembelajaran, *Kurikulum dan Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2011), 195.

<sup>9</sup> Sharon E. Smaldino et. al. *Instructional Technology and Media for Learning: Teknologi Pembelajaran dan Media untuk Belajar*, terj. Arif Rahman (Jakarta: Kencana, 2012), 30.

<sup>10</sup> Ibid.

MTsN Kanigoro also has many achievements both academic and non academic achievement.

Based on the background above, the researcher wants to know the English instructional strategy used in acceleration class and regular class, the differences and the similarities of them, the students' achievement based on the instructional strategy, and the exciting and unexciting thing of these classes. The use of strategies in teaching learning activity which are having different background show the different result in the students' achievement or not. By comparing two aspects of them the researcher gives the title of her research **“A Comparative Study between the English Instructional Strategy of Acceleration Class and Regular Class in MTsN Kanigoro”**.

#### **B. Problem of The Study**

Based on the background of the research above, the researcher wants to analyze:

1. What are English instructional strategies in acceleration and regular class at MTsN Kanigoro?
2. What are the similarities and the differences between English instructional strategies of acceleration class and regular class at MTsN Kanigoro?
3. How are the students achievement based on the instructional strategies used in each class at MTsN Kanigoro?
4. What are the exciting and unexciting thing of acceleration and regular class at MTsN Kanigoro?

### **C. Objective of The Study**

The objective of the research based on the problem is:

1. To due the English instructional strategies in acceleration and regular class.
2. To due the similarities and the differences between English instructional strategies of acceleration class and regular class.
3. To due the students achievement based on instructional strategy used in each class.
4. To due to the exciting and unexciting thing of acceleration and regular class.

### **D. Significance of The Research**

The researcher hopes that this research is useful for the school, the teacher, and the students.

#### **1. School**

The research is expected to give some knowledge to school that its students having the different characteristic and ability, so the institution is able to make the decision and the policy that can cover all of the students. It can give a good service both for the students of acceleration class and regular class.

#### **2. Teacher**

The research is expected to give some knowledge to the teachers that they are one of the important persons in the teaching learning activity.

By knowing the characteristics of their students, they are expected able to prepare the lesson plan that can make their students be enjoyed and interested in learning English, so the process of teaching learning in acceleration and regular class will be run well.

### 3. Students

The research is expected to give some knowledge to the students both in acceleration and regular class, so that they are able to maximize their own potential because the facilities is just the complement to make the teaching learning activity be better. The achievement that will be got is from the motivation of their self.

## **E. Scope and Limitation of The Research**

This study attempts to describe English instructional strategies at acceleration and regular classes of MTSN Kanigoro. There are three limitations in this research, they are:

1. The research is limited at the students who join at acceleration class of the first grade, the first semester.
2. The research is limited at the students who join at class VII.E at regular class, the first semester.
3. The research only focuses on English instructional strategy that involves the syllabus, the lesson plan, and the teaching learning activity used in acceleration and regular classes, the differences and the similarities of

them, the student's achievement based on the instructional strategy used, and the exciting and unexciting thing of them.

## F. Definition of Key Terms

In this point, the researcher provides the meaning of the key words to guide the researcher and the reader in understanding the research. In the research, the definitions of key terms are comparative, instructional strategy, acceleration class, and regular class.

### 1. Comparative

Comparative is connected with studying things to find out how similar or different they are.<sup>11</sup> In this case, the comparison is between the English instructional strategy used in acceleration class and regular class in MTSN Kanigoro Kras which involves the syllabus, the lesson plan, and the teaching learning activity, the student's achievement based on the instructional strategy used, and the exciting and unexciting thing of them..

### 2. Instructional Strategy

Instructional strategy is a general pattern of planning interaction between the students and teacher in a learning environment to raise certain educational objective.<sup>12</sup> The instructional strategy that will be discussed in this research involves the syllabus, the lesson plan, and the teaching learning activity of acceleration and regular class.

---

<sup>11</sup> Victoria Bull, *Oxford Learners Pocket Dictionary: Fourth Edition* (New York: Oxford University Press, 2011), 85.

<sup>12</sup> Tim Pengembang, *Kurikulum dan Pembelajaran*, 195.