THE TEACHING OF ENGLISH IN ACCELERATION CLASS

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ABSTRACT

This study aims at describing the teaching process of English in acceleration class at SMUN 3 Malang in terms of teaching materials, media, and teaching techniques. This study is a descriptive qualitative research. The subject was the English teacher in acceleration class at SMUN 3 Malang. Findings shows that the teacher used three different English books and other source material such as English newspaper, pictures, posters, and some materials from the internet as the teaching materials. The teacher used some kinds of media in his teaching, such as: audio media, visual media, and audio-visual media. He used language lab for teaching listening program. For the teaching techniques, the teacher used some kinds of teaching techniques; they are; lecturing, games, simulation, and discussion techniques. Obviously, students speak all at once trying to accomplish their task, and this causes noise that may bother other colleagues. The qualifications of English teachers in acceleration class should be different with the qualification of English teachers in regular class. They also have to conduct a better entrance selection system for acceleration class students. The criteria that must be passed are not only IQ test score, interview, and academic score, but also creativity test score.

Key words: acceleration class, teaching material and media, teaching technique

ABSTRAK

Penelitian ini bertujuan untuk menggambarkan proses pengajaran bahasa Inggris di kelas akselerasi di SMUN 3 Malang dalam hal bahan ajar, media pengajaran, dan juga teknik pengajaran. Penelitian ini merupakan penelitian deskriptif kualitatif. Subjek utama penelitian adalah guru bahasa Inggris di kelas akselerasi tersebut. Dari data dan temuan yang di dapat, dapat dijelaskan bahwa guru menggunakan tiga buku bahasa Inggris yang berbeda dan sumber ajar lainnya seperti surat kabar berbahasa Inggris, gambar, poster, dan beberapa bahan ajar dari internet. Guru juga menggunakan beberapa jenis media dalam mengajar, seperti: media audio, media visual, dan media audio-visual. Guru juga menggunakan lab bahasa untuk melatih kemampuan mendengar. Untuk teknik mengajar, guru menggunakan beberapa jenis teknik mengajar, yaitu ceramah, permainan, simulasi, dan teknik diskusi. Jelas sekali bahwa dalam konteks ini siswa berbicara sekaligus berusaha untuk menyelesaikan tugas mereka, dan kegiatan ini menyebabkan suasana kelas yang sedikit gaduh dan mungkin saja dapat mengganggu siswa lainnya. Kualifikasi guru bahasa Inggris di kelas akselerasi juga harus berbeda dengan kualifikasi guru bahasa Inggris di kelas reguler. Mereka juga harus melakukan sistem seleksi masuk yang lebih baik khususnya bagi siswa kelas akselerasi. Kriteria yang harus dilalui tidak skor hanya IQ tes, wawancara, dan nilai akademik, tetapi juga skor tes kreativitas.

Kata kunci: kelas akselerasi, materi dan media pengajaran, teknik pengajaran

INTRODUCTION

Language is important because it is one of the media used to communicate among people in the society. It is said that language is not an individual behavior but one of many symbolic systems that members of a society use for communication among themselves (Savignon, 1983). It is difficult to have interaction and communication without language. That is why learning a language is important.

Learning a foreign language is not an instant process because it needs a long process to develop the language competence. Developing language competence can be done by a lot of practice, which will form a habit of using the language so that language learners are accustomed to the language they hear and express (Lightbrown and Spada, 1999). A lot of practice is important because foreign language acquisition is more difficult than native language acquisition. Foreign language learners have limited opportunity of being exposed to the target language. In order that learners are exposed to the language, a lot of practice must be the priority of teaching English in Indonesia.

In Indonesia, English is taught since elementary school until high school or university, but only a small number of the learners have mastered the language well. Therefore, it seems controversial when there is a program called 'acceleration class'. The objectives of acceleration class are to facilitate intelligent students to have education which is suitable with their potential and talents, and to balance or minimize the disadvantages of classical-mass class strategy (Widyastono, 2001). To achieve the objectives, one of strategies used is shortening the time of learning that is, reducing three-years study into two-years study. The consequence is that English is also taught in shorter time. The question then is whether it is possible to have effective and successful learning in that kind of class or not.

Related to the shorter time in acceleration class, it is important to know the teaching materials and media taught in acceleration class and teaching techniques used by the teacher in acceleration class. For English subject, the content taught covers the four skills, i.e.: listening, speaking, reading and writing. Mastering those four skills needs enough time to practice while the acceleration class seems to provide limited time to practice. The teachers used some teaching techniques to help them deliver the materials to the students. Dealing with the problem of limitation, there are at least five factors that can support the success of teaching and learning process in acceleration class. Those five factors are: students, teachers, material and media, and teaching techniques.

The teacher should select the materials and media first then they chose the appropriate techniques to help them deliver the materials in the class effectively and efficiently. They had to select the materials and media according to the students' need or the students' characteristics especially in acceleration class. After that, they would choose teaching and learning techniques to help them deliver the materials to the students. Because there is no study about the teachers' aspect only, in terms of selected materials and media and teaching techniques. These factors which can be identified from the teaching process of English in acceleration class.

Based on the background above, the problem of the study is concerned with some matters, namely: the teaching process of English in acceleration class

at SMUN 3 Malang, of which, materials and media used in the teaching of English in acceleration class as well as types of teaching techniques used by English teacher in acceleration class. The purpose of the study is to describe the teaching process of English in acceleration class at SMAN 3 Malang. More specifically, the study is aimed to describe the materials and media of teaching English used in acceleration class and the techniques of teaching English used by the teacher in acceleration class.

In teaching and learning processes, there are many aspects involved. In this study, it is impossible to cover everything of those aspects. Therefore, this study is focused on teachers' aspect only, in terms of the materials and media they select and the techniques they use in teaching English in acceleration class. The study is expected to be useful and beneficial to the following people. They are the English teachers, the principal of the school, the acceleration class program development team, other people or schools planning to develop the same program and future researchers.

It is expected that the findings of this study can give valuable and useful information for the teachers of English, especially the English teachers who teach in acceleration class, as a feedback or reflection of their teaching. This can also serve as feedback for the principal of the school and the acceleration class program development team to evaluate whether the goal of the program developed has been achieved in term of materials and teaching process of English or not. Using the information from this study, the developers will be able to identify the strength and the weaknesses of the program so that the program can be improved.

Concerning with the status of SMUN 3 Malang as a school designed to be national school with international standard (*Sekolah Nasional Berstandard International/SNBI*), the finding of this study will give useful information for other schools and future researchers. For other schools, the strength of the program can serve as a model. The weaknesses of the program can be treated as feedback so that other schools will be able to minimize the weaknesses. For the future researchers, the findings can serve as reference, the strength of the selected materials and media, and teaching techniques can serve as the source of study.

Acceleration class refers to a special class that has shorter time to finish the school program. The standard competence that should be achieved in acceleration class is not different from the standard competence for the regular class that has to be completed in three years. However, students in acceleration classes have to finish it in two years. The contents were generally the same but the time allocated to finish English materials for acceleration program was shortened. The total time of acceleration class program for a year was 160 learning hours/JP (1 *JP* was equal to 45 minutes), while the regular class had 234 hours/*JP* for a year.

Instructional materials are selected materials that are used in the teaching and learning process. Teaching materials can be presented in the form of textbook, handout, or power point. In addition to that, module can be the alternative form of presenting materials. Meanwhile, instructional media are any teaching aids used to facilitate the teaching and learning process of English. Both materials and media are very important because they are closely related. The material selected will influence the selection of media used to

support the delivery of the materials. Accordingly, teaching techniques are the ways in which the information to be learned is presented. Teaching techniques vary in terms of the medium (textbook, video, computer, etc.), structure of the program, how the teacher operates, and how progress is monitored and tested.

Teaching English as a foreign language is not easy. To be affective, it should cover some aspects. They are: syllabus, lesson plan, teaching techniques and instructional materials and media (Richard and Rodgers, 2001). A syllabus is the framework for course study listing the content of that course (Harmer, 1985). Language syllabus will guide language teachers to decide what to teach (selection), the order in which it is taught (gradation), how meaning or forms are conveyed (presentation), what to be done to master a language (repetition), and evaluation of the study. Once a syllabus exists, materials can be written and teachers can decide how long they need to spend on various parts of the syllabus and how long they will need in class to complete it. The syllabus is clearly important since it says what will be taught based on the needs, situation, and students. In language teaching, there are at least six types of language syllabus. They are structural, notional or functional, situational, skill-based, and content-based syllabus (Reily, 1998). The choice of a syllabus is a major decision. Even though there are six types language syllabus, almost all language teaching syllabus are combinations of two or more of those types.

Moreover, teachers usually make very detailed plans in order to help them conduct a classroom interaction in a guided way. This kind of plan is usually called lesson plan, such as: class level,

the overall aim, date, time, activity, materials and aids, time allotment, and skills to be practiced (Rachmajanti, 2006). In Indonesia, lesson plan is usually called RPP (*Rencana Pelaksanaan Pembelajaran*). Based on *"Panduan Pengembangan Rencana Pelaksanaan Pembelajaran"* Depdiknas (2006), there are five steps to develop a lesson plan or RPP. They are 1) mentioning the name of the school, the name of the subject, class/semester, standard competence, basic competence, indicator, and time allotment; 2) mentioning the target of study; 3) the materials; 4) method of teaching; 5) steps/procedure of teaching and learning; 6) sources of reference; 7) and evaluation system (technique, types of instrument, and instrument used).

A good lesson plan is the art of mixing techniques, activities, and materials in such a way that an ideal balance is created for the class (Harmer, 1991). This means that in general language teaching, there will be work on four language skills. Those four skills must be accommodated and developed in balance. In other words, a good lesson plan should include presentation and controlled practice, receptive skills works, productive skills works, and communicative activities.

As far as teaching techniques are concerned, they are defined as "The ways in which the information to be learned is presented" (Richard and Rodgers, 2001:28). In other words, a technique is implementation, meaning that it is something that usually takes place in language teaching and learning in the classroom. All activities that take place in a language class are techniques. Teaching techniques vary in terms of the medium (textbook, video, computer, etc.), structure of the program, how the teacher operates, and how progress in monitored and tested. Language

teachers may develop their own techniques as long as the techniques are still consistent with the assumptions or theories of the methods from which the techniques derived. Techniques not only include the presentation of language material but also the repetition of the material.

There are several teaching techniques usually used by the teacher, namely, lecture and discussion technique, grouping, tutoring, games and simulations. Each of them has different functions and characteristics. Lecture technique is the most economical technique of transmitting knowledge, but it does not necessarily hold the student's attention or permit active participation. However, lectures can be effective, if supported by texts and other references.

The discussion technique is favored in secondary schools, particularly in the social sciences. Discussion not only helps teach material, but it also develops the thinking process, promotes a positive attitude towards learning, and develops interpersonal skills. Group discussion foster interaction between students whose skills, attitudes, and interest differs, and allow the students to use democratic leadership skills to lead the direction of their discussion and participation. In this manner, discussion session help students extend their knowledge through higher level independent thought.

Grouping is a common teaching technique, especially at the elementary level. Organizational arrangements place students together in groups within the classroom to improve the learning conditions. The teacher follows a detailed program of instructions and examples, and then the groups work together to respond to the questions presented to them. Grouping allows teachers to place students of the same achievement level together, making it easier for the teacher to work with them. On the other hand, cooperative learning groups place students of different abilities together, so that students within each group can help each other. These groupings are often effective in raising student's achievement while improving interpersonal skills.

Tutoring is one-on-one instruction that is usually used to help remedy academic deficiencies. The need for tutoring tends to arise when other teaching methods have failed, or students need extra instruction about particular topic or subject with which they are having difficulty. Successful tutoring requires that the tutor has a firm understanding of the material being taught, and is adaptable to the students' learning needs.

The last technique is games and simulation, because games and simulation are fun, teachers have sought to use them as an effective way to foster learning. Simulations tend to focus on current social issues, or historical events. What makes simulation so effective is that they teach problem-solving and decision-making strategies in addition to the facts and principles that define the game. Simulations are becoming increasingly popular for teaching new types of skills. Simulations can create conditions nearly identical to the actual situation. The teaching technique that is best for the students is often not economically feasible, especially in terms of public schooling. Reducing class size is expensive, and many schools do not have the budget to maintain small classes.

Instructional materials are selected materials that are used in the teaching and learning process. Instructional media are any teaching

aids used to facilitate the teaching and learning process of English. Both materials and media are very important because they are closely related. The material selected will influence the selection of media used to support the delivery of the materials.

Teaching material can be presented in the form of textbooks, handout, or power point. In addition to that, newspaper, pictures and posters can be the alternative form of presenting materials (Russel, quoted by Setyosari and Effendi, 1991). In general, instructional media can be classified into three types, which are 1) visual media, 2) audio media, 3) audiovisual (Suyanto, 2006). Visual media is media that can be seen and touched by the students, such as picture, photograph, real objects, map, miniature, and realia. Audio media is a media that can be listened only, such as radio, cassette, tape, audio CD, MP3, etc. Audio-visual media is a media that can be seen and listened, for instance: television, video, VCR, computer, film, etc. In order to be more manageable, some media must have a storage in which the media can be kept (Rachmanjanti, 2006).

Since the focus of this study is about acceleration class, it is important to have review about it. The review is preceded with a discussion about accelerated learning; a learning strategy based on which accelerated class should be designed. Next to that, the review covers the definition of acceleration class, the objectives, and requirement of administering acceleration class.

Acceleration class is a class which has shorter time compared with the regular class, meaning that if the students of regular class need three years to finish their study, the students of acceleration class only need two years to finish their study in Senior High School. It does not mean that the contents of the material taught are fewer compared with the regular class. The contents of the material are still the same (based on National Standard Education), but it is finished in shorter time. Acceleration class program is now becoming a trend in Indonesia primary and secondary school (Kamdi, 2004).

The Department of National Education has provided a legal regulation allowing schools to provide acceleration opportunities for gifted students. In section 5, article 4 of National Education System Act of 2003 it is stated that "Any citizen who has special talent and intelligence should not incompatible with the regulation" (Depdiknas, 2003:160). This program is also based on 'Regulation number 2/1989 about the National Education System (*UUSPN/Undang-Undang Sistem Pendidikan Nasional*)', saying that every citizen who has extraordinary ability and intelligence has the right to get special attention (section 8 article 2) and every student has the right to finish the education program earlier (section 24 article 6) (Widyatono, 2001).

Indonesia has not succeeded in implementing acceleration program because the objective of this program has not been reached. Some students of acceleration program in Indonesia should refer to the other countries that succeeded in implementing acceleration program, such as: USA and Japan. To have successful acceleration program, the concepts of accelerated learning and differentiated curriculum should be adopted. Those two concepts should be supported by qualified teachers.

Accelerated learning is a systematic approach to teaching the whole person, containing specific core elements that, when used together, empower students to learn faster, more effectively, and joyfully (Porter, 2001). An effective accelerated learning

program may include new findings in multiple intelligences, learning styles, neurosciences and cognitive psychology (Lozanov stated in Porter 2001).

Related to the curriculum, accelerated program should use the co-called a differentiated curriculum. A differentiated curriculum is a program of activities that offers a variety of entry points for students who differ in abilities, knowledge and skills (NSW Department of Education and Training, 2007). In addition to that, Theroux (2004) suggested that in a differentiated curriculum teachers should differentiate what students learn (content), how students learn (process), how students demonstrate what they have learned (product), manipulate the environment, and accommodate individual learning styles. However, the curriculum used in Indonesia for acceleration program tends to be telescoping curriculum or compacting curriculum which was still based on national curriculum (Nuraida in *Republika,* 2004). This means that the students get all lessons in national education system as the regular class students do.

To support the success of acceleration program, the qualification of the teacher should be considered. The minimum requirement to be a teacher in acceleration class is that the teacher must have S1 degree. Besides having is this academic qualification, the teacher should have sufficient knowledge and pedagogic experience. In addition to that, Supriyanto (2006) suggests that the teacher of acceleration class have six competencies. The first competence is that the teacher should be able to create differentiated curriculum for his or her own students. To support this competence, the teacher must have ability in identify student's behavior and analyzing task. Second, the teacher ought to have basic knowledge of

managing class in order that the conducive situation and students' creativity can be built. This needs a good teaching strategy which can create active learning situation accommodate many different learning style (James quoted by Supriyanto, 2006).

Third, the teacher must be able to develop his or her own instructional material that is suitable with students' characteristics. Fourth, the teacher must have ability in getting access to material and media from many sources, such as: the Internet, television or printed media. Fifth, the teacher should be creative in creating fun learning. Finally, the teacher must have knowledge or theories about developmental and educational psychology.

Dealing with the teaching and learning process, Alite (2001) suggests seven points that should exist in acceleration class. First, the teachers should create a positive learning environment. He or she can use visual summary posters and music to help create such environment. Second, he or she should focus all feedback on specific performance improvements which can be acted on. Third, he or she must share with the students an overview of content, process and benefits of the learning to come.

Fourth, he or she has to engage learners by posing problems, providing case studies, and challenging thinking. Fifth, he or she should provide opportunities for learners to meet the challenge in a variety of groupings and with multiple ways of representing their understanding. Sixth, he or she has to remember to create space for reflection and meaningful dialogue. Seventh, he or she has to review what has been learned and how it will be used. In addition to that, Sastradihardja stated in Sampoerna (2006) suggests that the students should be grouped into small classes so that

each student gets a chance to learn more. Considerable preparation is required and with the small class sizes there is potentially maximum interaction among students and between the students and the teacher (Yamasa, 2004).

Program of acceleration class is inspired by the fact that there are three types of students classified based on their ability or intelligence. They are students who have average intelligence, students who have lower intelligence (under average), and students who have extraordinary intelligence (above the average). There have been regular classes (classical-mass class) for those who have average intelligence and also remedial class for "slower students" (students who have intelligence under the average). It can be worse if there are geniuses or talented students who join the regular class because they will feel bored to wait or adapt to the speed of study of other average or slower students (Widyastono, 2001). Besides, the research conducted by Widyastono (1993) finds out that most of very clever students like to disturb their friends because they have understood the lesson earlier so that when there is free-time for them, they will disturb the other students who are still trying to listen and understand what is taught by the teacher.

Based on the description above, the objectives of acceleration class are to facilitate extraordinary intelligent students to have education that is suitable with their potentials and talent, and to balance or minimize the disadvantages of classical-mass class strategy (Widyastono, 2001). In other words, acceleration program is designed to compensate for the weaknesses found in the classical class, which is more towards mass instruction (Sampoerna, 2006).

In administering acceleration class, there are at least eight factors that should be considered. They are input or intake of the students, curriculum, teachers, supporting facilities, tuition, management, environment, and teaching and learning process (Widyastono, 2001). In addition to that, advice and consultation (*layanan BK*) should be optimum (Hawadi et al, 2001).

The first factor is input of the students. The input of acceleration class' students should be selected well based on some criteria. There are three criteria that must be used to have the good selection. They are the students' achievement, the score of psycho-test, and health criteria (optional). The students' achievement (which is indicated by the average score of students' progress report (*rapor*), the score of National Examination/NEM/*Nilai Ebtanas Murni*, and or the result of other academic test) should be 2 SD (Standard Deviation) above mean or average. The score of Psycho-test consists of at least 125 of IQ test score, creativity, task commitment, and 2 SD above the mean of EQ test score.

The second factor that should be considered is the curriculum. The curriculum used is the national standard curriculum, but it is modified. Due to the time shortened, the available time should be used wisely so that all material in the national standard curriculum can be covered well. This curriculum is called "differentiated curriculum."

The teachers' qualification is also an important factor that becomes the consideration of administering acceleration program. The teachers of acceleration program should be high qualified to balance the quality of the students. The qualification of the teacher is based on some aspect, such

as: the competence or mastery of the material taught; the mastery of teaching method; and the commitment or responsibility in completing the duty (Widyastono, 2001). In other factors which become the consideration of administering acceleration program are facility and tuition.

The facility must very be very good. It ought to be appropriate or suitable with the students' ability or intelligence. It should be able to fulfill the students' need for studying. In addition to that, the facility has to be able to provide or facilitate students to express their intelligence or their interest. Related to the good facility that must be provided, additional tuition is needed in order that the program runs well.

The school management and the environment of the school are also the factor of the success of administering acceleration program. The school management has to be flexible, realistic, and far future-oriented. The management should be based on commitment, cooperation and collaboration so that a conducive environment can be created in order to develop the students' potency (Widyastono, 2001). The last aspect that plays very important role in the success of the target of the acceleration class is the teaching and learning process. The effective teaching and learning process is needed to achieve the objectives. Besides, the result of the teaching and learning process should be accountable toward the students, parents, institution, and society (Widyastono, 2001).

METHOD

This study is categorized as descriptive qualitative research because it met the characteristics of the descriptive qualitative research mentioned by Bogdan and Biklen (1992). First, the setting was in acceleration class at SMUN 3 Malang and the data was taken from the observation of the class without any intervention from the researcher and the interview with the English teacher in acceleration class. Second, the data was related with the phenomenon of teaching English in acceleration class at SMUN 3 Malang that covers of teaching materials and media techniques, so the data were described in the form of words rather than numbers. Third, the researcher did data analysis after he collected the data. Finally, the researcher was the main instrument in collecting and interpreting data.

This study was conducted at SMU Negeri 3 Malang. The setting was chosen based on four considerations. The first consideration was because this school was one of the favorite Senior High Schools in Malang. Therefore, it was expected that the findings from this research could become the model for other schools. The second consideration was that the school was appointed by the government to be the national school with international standard (*Sekolah Nasional Berstandar Internasional*). The third consideration was that the school had an acceleration class and it had been conducted for 4 years. In this research also, concerning with the objectives of the study mentioned in chapter 1, the specific subject was the English teacher of acceleration class at SMUN 3 Malang. The research was conducted in grade X and the class only had one teacher with 26 students.

The teacher was chosen because this component was considered to be able to provide the data needed, in terms of English teaching process. Teacher's qualification could be identified based on some criteria such as the teacher's

educational background, experiences, and knowledge. The teacher's name was Yusuf Santoso. He had S1 Degree on English Education and he had taught English for 20 years.

The data were taken from the observations, field notes, and interviews. The first activity was the observation of teaching process. It was taken in the acceleration class and other rooms such as language laboratory room. It was 5 times, in June 2nd, 4th, 7th, 9th and June 11th 2008. In the observation activity the researcher observes the teaching process of English that covers of teaching materials and media and teaching techniques that is used by the English teacher in that class without any intervention from the researcher. Next activity was record it into field notes. He did it during the observation and used it to record observation data that were not accommodated in the observation sheet columns. The field notes were made in order to describe all teaching and learning activities in the acceleration class. The last activity was an interview. He did it on June 17th 2008. The researcher did the interview in order to get the information from the English teachers. In the interview guide there were some questions related to the teaching process in acceleration class, such as teaching materials and media, teaching techniques and teacher preparation.

The data of the research were qualitative data. The data were the phenomena about the teaching process of English in acceleration class that were divided into two groups: The instructional materials and the teaching techniques that are used by the teacher. Those data could be obtained from the teacher of acceleration class. Additional data were obtained from the documents, such as Annual Program (*Prota*),

Semester Program (*Prosem*), Syllabus, and Lesson Plan (*RPP*).

Because this study was categorized as qualitative research, the main instrument in this research was human instrument (Bogdan & Biklen, 1992). It means that the researcher, as human instrument, collected the data, displayed the data, reduced the data, organized the data, and concluded the result of the research. In this study, some supporting instruments were used to help the researcher collect and analyze the data. The supporting instruments were observations, field notes and interviews.

The passive observation technique was done to collect the data that was used to answer the aspects of language teaching namely materials and teaching techniques in acceleration class. Using this technique, the researcher was directly in the place where the process of teaching was in progress (acceleration class room and laboratory room), but the researcher did not interact at all with the teacher, the students, or the subject of the research. In other words, the researcher did not actively participate in the process of teaching so that the researcher could keep the natural and original condition in the process of observations. The researcher did it from June 2nd, 4th, 7th, 9th until 11th 2008. There were 5 times classes meeting in two weeks. To make the observation run well, the researcher used supporting instruments, such as: observation sheets and fields notes.

The observation sheet consisted of six columns; they were numbers, teacher's actions columns, checklist column, materials columns, technique columns and notes columns. The numbers column was to show the activities' order. The teacher's actions column was to record what the teacher doing in the teaching process. The

checklist column was to check what the teacher doing in the teaching process. The materials column was to record what materials that is used by the teacher. The teaching technique column was to record what technique that is used by the teacher. In addition, the note column was for writing additional information such as the source books, the instruments used by the teacher, and the time allocation for each teacher's actions.

Field notes were made to support the observation. They represented an attempt to provide a literal account of what happened in the field setting. During the observation, the field notes were made in order to describe all teachers' and students' activities in the acceleration class and others room, such as; language laboratory. Field notes was used to record observation data that were not accommodated in the observation sheet columns.

Besides passive observations, interview was another instrument to answer the phenomenon about the teaching process of English in acceleration class that covers Chapter 1 and 2 but also to collect the deeper information needed. The interview was administered toward the teacher only. An interview guide was used to support the interview process so that the data obtained could be focused on the information needed. The interview guide was made to help the interview process so that focused information could be obtained. In the interview guide, there were some questions that could be grouped into 3 big categories. They were about instructional materials and media, teaching techniques and teaching preparation.

The data gained from the observation were analyzed using the qualitative analysis and reported descriptively. The data was also gained from the field notes. It was made to support the observation. They represented an attempt to provide a literal account of what happened in the field setting. During the observation, the field notes were made in order to describe all teachers' and students' activities in the acceleration class and other rooms, such as; language laboratory. Field notes was used to record observation data that were not accommodated in the observation sheet columns.

The analyses were done while collecting the data. This was done in order that the finding could be described completely, objectively, and systematically (Bogdan and Taylor, 1975). Analysis involved working with data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering what was important and what was to be learned, and deciding what the researcher would tell others. Based on this concept of qualitative analysis, this research was using *interactive model* data analysis as suggested by Miles and Huberman (1984).

Collecting data from the observations, field notes, and interview were the first steps in this process. After the data were collected, the data were reduced and selected. The relevant data would be analyzed while the irrelevant data were eliminated. The collected relevant data were arranged into systematic summaries that were then connected to the literature used. The next step was displaying the data. It could be done by identifying; classifying; arranging; explaining completely, systematically, and objectively. The data that were obtained were classified into two main groups. First was about the teaching materials and media used by the English teacher

in acceleration class. The second was about the teaching techniques used by the English teacher in acceleration class. The last step was making a conclusion based on the findings.

RESULTS AND DISCUSSION

In line with the research problems, it explores the research finding concerning about the teaching materials and media used by English teacher in acceleration class and the teaching technique used by English teacher in acceleration class. Collected data that were relevant to the research objectives are described on the following explanation. The descriptions are all the facts found in the field.

The Teaching Materials and Media Used by English Teacher in Acceleration Class

In the process of teaching language, teaching materials and instructional media are the factors that can support the success of teaching and learning in acceleration class. Instructional materials are selected materials that are used in the teaching and learning process. Teaching materials can be presented in the form of textbooks, handout, or power point. In addition to that, English Newspaper, Pictures and Posters can be the alternative form of presenting materials. Meanwhile, instructional media are any teaching aids used to facilitate the teaching and learning process of English. Both materials and media are very important because they are closely related. The material selected will influence the selection of media used to support the delivery of the materials. The findings from the research are classified and described based on those aspects.

Instructional Materials

In the acceleration class at SMUN 3 Malang, the English teacher not only used text books as the instructional materials but also others sources such as: English Newspaper, Pictures and Posters to teach English. The teacher used at least 3 different books. They were *Look Ahead, Let's Talk and Grammar in Use*. According to the teacher, he chose text books because some reasons. First, the content of those books were useful, meaningful and interesting for the students. Second, those books cover the four language skills, listening, speaking, reading and writing. The third, it had not only clear instructional procedure and methods but also correct, natural, recent, and Standard English. The last was the content of the books relevance with the syllabus. Moreover, those books were also completed with the assignments in every chapter of activities. In the teaching process, the teacher did not teach all the materials included in the books and did not give detailed explanation because he had limited time. For example, in one meeting, the materials taught were from selected material from those three books. The selection of materials was based on the appropriateness of the learners' characteristics (students' characteristics of acceleration class). In this case, the teacher said that the selected material for acceleration class was more complicated than material for regular class. Although the types of texts being taught were the same, the topic would be different. The application of that activity appeared in the process of teaching and learning English in the acceleration class when the observations were being conducted.

The teacher also used the article from English newspaper as his materials. According to him, he use it to

give others information about the issues, add their knowledge especially in vocabulary and improve their skill in writing and reading. He usually took the topic about education, culture and nature. He said that newspapers could be a valuable tool for teachers who work with students in a high level. It is a learning source to develop both reading and life skills. He sees the newspaper as a one of comfortable instructional fit for his students.

During the observation the teacher tried to develop literacy skills. He gave the instruction to his students to read an article from the newspaper in limited time. After that he gave the assignments to them to answer some questions made by the teacher. According to him this activity can develop of skimming and scanning skills, individual study, and development of indexing skills. In this activity the teacher used discussion technique. The class was divided into 5 group consists of 5-6 students. After that the teacher gave a brainstorming to them about the topic and asked them to answer some questions.

He used a picture in teaching reading and writing skills. According to him, pictures are inexpensive, readily available to all teachers, and highly effective as a means of communicating ideas. He usually used sequence picture and flat picture as the material in his teaching process.

The teacher got the picture from his own collection and students' collection. He asked the students to looking for a picture from any sources related with the next topic. Most importantly, he said that working with pictures allows him to increase the amount of English spoken by students. At the same time, pictures are more inviting than a textbook because they visually stimulate learners, encourage participation, and grant students more control and autonomy in class. In the end of the activity, sometimes the teacher asked them to give the comment about the pictures.

Beside that the teacher was also used a posters to improve the students' skill in writing and speaking. He got the poster from his own collection and his students. During the observation in the acceleration class, the teacher usually gave a brainstorming related with the Posters before he moved to the main lesson. In the first ten minutes of class, the teacher used posters to guide student pairs to practice several common English language structures and vocabulary. After that their students practice fifty or more affirmative, negative, and interrogative sentence in English. The teacher was also gave a freedom to their students to express their ideas and comments about the lesson in the end of the activity.

The teacher asked their students to find some information related with the next topic. He gave them a freedom to add their knowledge or information related with the topic from the Internet or others source. For example he asked the students to look for the kind of text type such as spoof and anecdote. According to the teacher, the selection of materials was based on learners' characteristics (students' characteristics of acceleration class) and learner's interest.

They had the individualistic habits, active students, and tend to be the best in the class. They are also not only like the natural situation but also the unique text types, such as: spoof and anecdote. In this case, the teacher said that the selected materials for acceleration class were more complicated than materials for regular class. The level of the selected materials should in the level of intermediate. He avoided the easy materials for their

students, because it can make the students bored in the class. Although the types of texts being taught were the same, the topics would be different.

In the end of every teaching activity, the teacher gave the home assignment from text books or others sources as individual assignment or group assignment. As the assignment, he said that he did not use a workbook (*LKS*) in his teaching and learning process. He asked the students to have one book as their workbook. The assignment was taken from the textbook, because it was already included in the book. That's why the teacher asked the students to have the textbook. After the teacher gave the assignment, next meeting he discusses it with the students and gave his comment to their students' work. He usually corrected in aspect of pronunciation and misspelling. Because, according to him, it is the one of important thing in learning English.

According to the teacher, media played an important role and he always used them in the process of his teaching because the teaching process would be easier. Media would help the teacher in the class, meaning that, media would help him to deliver the lesson without too much explanation.

Based on the interview, the teacher said that he usually used some kinds of media in his teaching, such as: audio media, visual media, and audio-visual media. When the activity was listening, audio media was usually used, such as: cassettes that were played on the tape. Visual media and audio-visual media were also used in the teaching of three skills (reading, speaking, and writing), such as: pictures, Video Compact Disc (VCD), and DVD.

A language laboratory was available in SMUN 3 Malang. Some media were available in the laboratory, such as a set of listening equipment (consisting of a master controller, a teacher tape, 30 students' tapes, and headset), students and teacher's television, VCD/DVD player, 10 sets of computer, 1 cupboard of books, and a cupboard of cassettes (of tape, VCD, DVD).

For English teacher of acceleration class, these school facilities were usually used to conduct the teaching that focused on the listening or speaking skills. Based on the teacher's opinion, he assumed that *IT based teaching* would be more interesting for the students.

The Teaching Techniques Used by English Teacher in Acceleration Class

The definition of teaching technique was the ways in which the information to be learned was presented. Techniques are the tools of the teachers. The effective teacher has a multitude of techniques and must be prepared to select the ones that will be most efficient in leading the learner to the desired terminal behavior. In the interview, the teacher mentioned that he used some techniques such as lecturing, games, simulation, and discussion techniques to help him deliver the materials.

One of the most teaching techniques used by the teacher was discussion technique. Knowledge sharing and interaction is fundamental for enhanced learning in a small-group student-centered environment. Small-group student-centered learning creates a safe and active learning environment for all abilities of learners to participate freely in the educational process. The application of those techniques appeared in the process of teaching and learning English in the acceleration class when the observations were being

conducted. Discussion or conference techniques are the activities that tend to develop and interchange of ideas between the teacher and the learner and among learners themselves. The basic procedure is to present a topic or an issue.

According to the teacher, using this technique can make his students work together and all members of the group have the responsibility like the pieces of the machine, if one does not work well, a malfunction may occur. Obviously, for lazy or irresponsible students, this is not a problem because the other members will take over and will make the machine work somehow. The atmosphere of the class was noisy, because each student speaks all at once trying to accomplish their task, and this causes noise that may bother other colleagues. Sometimes the teacher had to speak aloud to their students because they make a noise, for example "Silent Please!" He also asked them to speak in English with their friends in the group, as the examples "Please, use English in your discussion!"

Based on the information from the teacher, the acceleration class had fixed group. Fixed group means that the group had the same members for some period of time and each group consists of three students. This technique was not use in the regular class. The members of the group were changed every two or three weeks. The changes were based on the topic or material that the students had finished. Group work supports and reinforces the application of the multiple intelligences theory in which learners make use of their individual abilities to accomplish a task. In this way, the students can participate by doing what they like or are very good at, for example, drawing, writing, reporting. The condition of the class was noisy. After they make a group

discussion, the teacher asked them to make a report. It was only implemented in acceleration class. It was not implemented in regular classes. Based on the teacher's explanation, a report was a notebook in which the students wrote about students' feeling and reaction or response toward the texts that had been read by the students.

Teaching material and instructional media are the factors that can support the success of teaching learning in acceleration class. Both materials and media are very important because they are closely related. The material selected will influence the selection of media used to support the delivery of the materials. The findings from the research are discussed in the following section.

Though students should be the center of instruction, in many cases, teachers and students rely on materials, and the materials become the center of instruction. Since many teachers are busy and do not have the time or inclination to prepare extra materials, textbooks and other commercially produced materials, such as: English newspaper, pictures and posters, are very important in language instruction. The use of selected material from many text books were one plus point in acceleration class due to the students' characteristics and students' interest in acceleration class. Using this strategy (selecting materials), the teacher did not need to teach all materials in the textbooks because some materials that were considered easy for acceleration students could be skipped. He chose the intermediate level for the materials and the natural situation as the acceleration students' interest. For easy materials, the students could study it by themselves. This could avoid boring situation in class. This was in line with the teaching material technique as

suggested by Nuraida in Republika (2004) who said that only essential and difficult materials were taught, while the others material could be learned by the students themselves. Therefore, it is important for teachers to know how to choose the best material for instruction, how to make supplementary materials for the class, and how to adapt materials.

Allwright (1990) emphasizes that materials control learning and teaching. They help learning and teaching. In many cases teachers and students rely heavily on textbooks, and textbooks determine the components and methods of learning, that is, they control the content, methods, and procedures of learning. Based on the finding, the English teacher of acceleration class in SMUN 3 Malang used 3 different books. He chose text books because some reasons. First, the content of those books were useful, meaningful and interesting for the students. Second, those books cover the four language skills, listening, speaking, reading and writing. The third, it had not only clear instructional procedure and methods but also correct, natural, recent, and Standard English. The last was the content of the books relevance with the syllabus. Moreover, those books were also completed with the assignments in every chapter of activities.

In the teaching process, the teacher did not teach all the materials included in the books and did not give detailed explanation because he had limited time. For example, in one meeting, the materials taught were from selected material from those three books. The selection of materials was based on the appropriateness of the learners' characteristics (students' characteristics of acceleration class). In this case, the teacher said that the selected material for acceleration class was more complicated than material for regular class. Although the types of texts being taught were the same, the topic would be different. Students learn what is presented in the textbook, and the way the textbook present materials is the way student learn it.

English teacher usually used authentic texts in teaching English. One of the sources of authentic material is a daily newspaper like The Jakarta Post. The newspaper is suited for teaching reading and writing. The teacher can introduce reading techniques to the students namely, skimming and scanning, understanding vocabulary from context, separating fact from opinion and critical reading. The data showed that the teacher use it to give others information about the issues, add their knowledge especially in vocabulary and improve their skills in writing and speaking. The teacher usually took the topic about education, culture and nature. It can be a valuable tool for teachers who work with students in a high level. It is a learning source to develop both reading and life skills. The teacher sees the newspaper as a one of comfortable instructional fit for his students.

Based on the finding from the observation, the teacher tried to develop literacy skills when he used newspaper as the teaching materials. He gave the instruction to his students to read an article from the newspaper in limited time. After that he gave the assignments to them to answer some questions made by the teacher. According to him this activity can develop of skimming and scanning skills, individual study, and development of skimming and scanning skills, individual study, and development of indexing skills. The newspaper can be inexpensive and effective instructional tool to use in the classroom. Certainly its currency and its

availability outside the classroom make it relevant and "real" material for the learners to use (Fenholt, 1985).

The English teacher in acceleration class used a flat picture as his materials. Flat pictures are a highly important phase of audio-visual materials. They are inexpensive, readily available to all teachers, and highly effective as a means of communicating ideas. Based on the finding obtained from the observation showed that the teacher used a picture in teaching reading and writing skills. According to him, pictures are inexpensive, readily available to all teachers, and highly effective as a means of communicating ideas. He usually used sequence picture and flat picture as the materials in his teaching process.

Most importantly, he said that working with pictures allows him to increase the amount of English spoken by students. At the same time, pictures are more inviting than a textbook because they visually stimulate learners, encourage participation, and grant students more control and autonomy in class. Wittich and Schuller (1953) said that the selection of good flat pictures for teaching involves consideration of their artistic quality, clarity, truthfulness, interest, suitable for teaching purposes, and size. Good classroom procedure with flat pictures involves the selection of pictures in term of specific purposes, their integrated use in the lesson, and the use of few rather than many pictures.

The poster is a simple, dynamic medium. It must present its message in compact form that is capable of being comprehended at a glance. The data obtained from the observation showed that the teacher was also used a posters to improve the students' skill in writing and speaking. He got the poster from his own collection and their students.

During the observation in the acceleration class, the teacher usually gave a brainstorming related with the posters before he moved to the main lesson. In the first ten minutes of class, the teacher used posters to guide student pairs to practice several common English language structures and vocabularies. After that their students practice fifty or more affirmative, negative, and interrogative sentences in English.

Wittich and Schuller (1953) said posters are large-scale simplified pictorial illustration designed to attract attention to key ideas, facts, or events. They are inherently simple and dynamic. Their function is primarily to motivate, arouse interest, remind, or advertise. The teacher asked their students to find some information related with the next topic from the Internet or other sources. For example he asked the students to look for the kind of text type such as spoof and anecdote.

In terms of quantity and variety, the media used in acceleration class were sufficient. There were audio, visual, and audio-visual media. The way the teacher used each type of media was appropriate, such as audiotape for teaching listening and audiovisual media for teaching writing, and speaking.

The findings showed that the teacher of acceleration class used several techniques in teaching English, they are lecturing, games, simulation, and discussion technique but one of the most teaching techniques used by the teacher was discussion techniques. The teacher said that those techniques that were implemented by the teacher for acceleration class were suitable with the characteristic of the students who tended to be individualistic as the teacher claimed. The individualistic

behavior that appeared in class was actually the effect of high degree of competition among the students. They competed to be the best in the class. The teacher usually gave the topic with the real life.

Discussion is a generic term covering a multiplicity of techniques in which three or more students are assigned a task that involves collaboration and self-initiated language. (Brown, 2001). Three important aspects should be highlighted in this definition. The first one is collaboration, in other words, cooperation. Students have to work together for the completion of the task. All the members of the group are like the pieces of a machine, if one does not work well, a malfunction may occur. Of course, all the members work together, discuss, come out with new ideas, change certain thing, but if one does not comply with his or her role, the work is paralyzed.

The second and third aspects are related. Self-initiated language refers to students using what they know and have learned in class to communicate with others in the classroom. The data obtained from the interview showed that the teacher used this technique almost in every meeting. He said that the frequency of using this technique was much more that regular class. The atmosphere of the class was noisy, because each student speaks all at once trying to accomplish their task, and this causes noise that may bother other colleagues. But as Doff (1991:14) states *"The noise created by group work is usually 'good' noise since students are using English and are engaged in a learning task"*.

For many years English teachers have been using a variety of techniques to encourage interaction and participation among learners. One of the most common activities that teachers do is grouping. As everything in teaching, group work has also disadvantageous, that is related to noise. What a teacher can do to solve the "noise problem" is to make students aware that they do not need to shout to be heard and this will help to keep noise at a moderate level. In implementing cooperative learning, the memberships of groups were changed periodically by the teacher. The teacher called them as "fixed group". Small-group student-centered learning creates a safe and active learning environmental for all abilities of learners to participate freely in the educational process. Fixed group can be affective to apply the concept of learning community.

Whenever they finished one topic, they could change the member of the group for the next topic so that they could cooperate with other students. The changes could give opportunity to get more experience of having group interaction because students had to interact with different member of the class. In addition to that, having group interaction was a good approach because they tended to be more enthusiastic to work harder and contribute individual strengths to the completion of the task. Group work gives students more chance to interact and use the target language more freely. Instead of just having a few seconds to talk in teacher-fronted classes, students can participate longer in a small group and feel more confident to give their opinions and even make mistakes when just three or four classmates are looking at them. Brown (2001) states that small groups provide opportunities for student initiation, for face-to-face give and take, for practice negotiation of meaning, and for extended conversational exchanges, and for student adoption of roles that would otherwise be impossible.

CONCLUSION

The findings show that the selected materials and media and teaching techniques used by the teacher in acceleration class have some strengths and weaknesses. They are discussed as follows. The strength of instructional materials and media is that the teacher uses selected materials from three books and also used others sources such as: English newspaper, pictures, and posters in overcoming the limited time. In terms of instructional media, the acceleration class has sufficient teaching media and facilities. He used media to help him deliver the teaching materials and language laboratory to teach listening. The weakness of the others materials source is that the English newspaper, pictures and posters cannot cover the development of all four skills. The emphasis is only on the reading and writing skills.

In the acceleration class the teacher uses not only discussion technique, but also fixed grouping technique. The strength of those techniques is that the teacher used them to foster interaction between students whose skills, attitudes, and interest differ, and allow them to use democratic leadership skills to lead the direction of their discussion and participation. The weakness is related to noise. Obviously, students speak all at once trying to accomplish their task, and this causes noise that may bother other colleagues.

In conclusion, the teaching learning of English in acceleration class needs to be improved, in terms of teaching preparation of English in acceleration class. It is important because the acceleration class has small, the teacher should not only used the materials that only covered two or three aspects of language but he should create others source of teaching materials which covered 4 aspects language in learning English. The teacher also not only to be the police officers whose stand behind the student's back in order to correct everything they say or do but also should be the facilitators and guides. As the facilitators, the teacher should give the facilitates the students need to improve their skills or knowledge, such as teaching materials, assignment and any activities related with learning task and as the guide, the teacher has the responsibility to make the teaching and learning goes well.

For the English teacher of acceleration class, he should work hard to increase the quality of the teaching learning process of English. Firstly, he ought to plan the teaching activities well in advance by designing syllabus especially for acceleration class. The difference of syllabus designed for acceleration class compared with for regular class should not be only on the shortened time allotment, but also on the teaching materials and techniques. This is to accommodate the gifted students. Second, the teacher should design others source of materials that can cover the development of the four language skills and students' individual learning pace. Third, the teacher should be the facilitators and guides not to be the police officers whom stand behind the student's back in order to correct everything they say or do. The last, the teacher ought to be creative in providing the teaching and learning activities that are suitable with the students' characteristics, talents, and preferences.

For the school or principal and acceleration program development team, they have to make a specific qualification for the teachers who will teach the acceleration class or program. The qualifications of English teachers in acceleration class should be different

with the qualification of English teachers in regular class. They also have to conduct a better entrance selection system for acceleration class students. The criteria that must be passed IQ test score, interview, and academic score, but also creativity test score. In addition to that, the school should be able to identify kinds of intelligence that the students have, such as logical mathematical, linguistic, musical, visual spatial, bodily kinesthetic, and spiritual intelligence. For the next researcher, the writer suggested to conduct research about the same aspects with others focus, such as: teaching method only. By conducting more specific studies, the teaching method of English in acceleration class can be described and analyzed more deeply.

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