

ABSTRACT

Zamili, Qoni'. 2007. "*The teaching of English in Acceleration Class at SMPN 1 Malang*" Thesis, Study Program of English Language Education, Faculty of Letters, State University of Malang. Advisors: (1) Fachrurrazi, M.A., Ph.D and (2) Dra. Furaidah, M.A.

Key words: teaching English, acceleration class.

Developing language competence needs a long process. Therefore, it is interesting to investigate how can acceleration class which shortens the students' learning time develop the language competence. This study was intended to describe the teaching and learning process of English in acceleration class at *SMP N 1 Malang*. It was expected that the description of this study was beneficial as a feedback for the teacher and school in developing the acceleration program.

This study was a descriptive qualitative research. The subjects were the acceleration class of *SMP N 1 Malang* of 2006/2007 academic year. Data were obtained from the teacher and the students of acceleration class. The main instrument in the study was the researcher, who was supported by some instruments, i.e.: observations, interview, and questionnaires.

From the findings, it could be concluded that the teaching and learning processes in acceleration class had strengths and weaknesses in some aspects. The strengths were on the qualification of the teacher, the use of selected materials, the complete facility of media, the implementation of cooperative learning and authentic assessment which were in the form of anecdotal record and response journal. The weaknesses were on the teaching preparation, the module designed by the teacher, and how the teacher implemented portfolio assessment. The teaching and learning process were supported by the good qualification of the students and students' various ways of learning English, such as: reading a lot, watching English television programs or movies, doing English exercises, listening to the western music, trying to speak English at home, playing English games, joining English extracurricular activities, and joining English private courses.

Based on the research findings, some suggestions were given for the betterment of teaching and learning process of English in acceleration class. For the school and acceleration program development team, they have to conduct a better entrance selection system for acceleration class students, and develop better differentiated curriculum. For the English teacher of acceleration class, she should work harder to increase the quality of the teaching learning process of English by implementing differentiated curriculum correctly, planning the teaching activities well in advance, designing better standard module which can cover the development of four language skills, and being creative in providing the teaching and learning activities which are suitable with the students' characteristics, talents, and preferences. For the next researchers, it is suggested to conduct research about teaching English in acceleration class with more specific focus so that the teaching of English in acceleration can be described and analyzed more deeply.

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