

CHAPTER I

INTRODUCTION

In this chapter, it will present about the basic idea from this research. Consists of background of the research, statement of research problems, objectives of the research, significance of the research, scope and limitation of the research, definition of key terms, and organization of study.

A. Background of the Research

The curriculum plays a fundamental role in shaping the educational experiences of students, acting as the blueprint for teaching and learning within schools. Mulenga (2018) defines the curriculum as the content taught in schools, comprising a range of subjects delivered to students. From this perspective, the curriculum serves as a document crafted by schools or educational institutions to outline the design or content of classroom learning. Findikoğlu & İlhan (2016) assert that significant educational advancements originate from curriculum development. Consequently, educational plans and curricula are closely intertwined, fostering a mutually beneficial relationship that enhances both (Campbell-Phillips, 2020). Curriculum revisions in Indonesia have occurred periodically since 1947, with significant updates in 1952, 1964, 1968, 1975, 1984, 2004, 2006, and 2013 to 2022 (Priantini et al., 2022). In accordance with the decree issued by the Minister of Education, Culture, Research, and Technology (Mendikbudristek) of the Republic of Indonesia, number 56 of 2022, guidelines were established for implementing the Curriculum for Recovery Learning. This curriculum was specifically designed to address learning setbacks and disparities resulting from the COVID-19 pandemic. The research conducted by Hadi et al. (2023) provided support for its development prior to its approval and implementation in the 2022/2023 academic year. The focus on independent learning, a fundamental principle of current Indonesian education policy and the precursor to the Merdeka curriculum, stemmed from students' innate desire for unrestricted learning (Setiawan et al., 2022). The evolving English learning curriculum

introduces fresh hurdles in crafting impactful learning strategies, fostering imaginative and significant teaching methods, and assessing learning achievements (Sofiana et al., 2019). Technology is reshaping the learning process for both educators and students (Richards, 2017). In contemporary times, technology assumes a pivotal role in executing curricular strategies.

A study by Kamila & RM (2023) stated that the Merdeka Curriculum is differentiated learning. Additionally, Tomlinson (2011) mentioned that differentiated learning is an effort to adjust the classroom learning process to meet the individual learning needs of each student. Saadah et al.'s (2023) research results regarding the differentiated learning approach, applicable to English subjects, suggest that it can accommodate students' learning needs by considering their readiness, interests, profile, or learning style. Consequently, teachers have developed techniques such as CERIA, Quiz, and Jigsaw as forms of student-centered and differentiated learning (Mulyani, 2023; Zainuddin & Zumrudiana, 2022; Supeno & Suseno, 2020). According to Oxford (1990), language learning strategies play a crucial role in facilitating active learning in classrooms and self-directed progress, which is vital for developing communicative competence. These strategies encompass six fundamental types (metacognitive, cognitive, memory, compensation, social, and affective strategies). Students can employ these strategies in various combinations to achieve the study's objectives, with their application varying based on factors such as the material, subject matter, and individual circumstances. Mukminin, Ali, and Ashari (2015) further emphasize that the utilization of different language learning strategies contributes differently to students' overall language learning and English proficiency. Ihsan and Diem (1997) suggest that understanding learning styles and strategies is crucial when examining why English may be perceived as challenging to learn. Although researchers and language teachers acknowledge that no single strategy is universally employed by all students in a classroom, it is important for students to be aware of various learning strategies when studying languages, as these can enhance their English learning experience. Papilaya and Huliselan (2016) emphasize that "Each

student possesses a distinct manner unique from others. Variations in performance, learning curves, and learning styles among students indicate different approaches to acquiring information during study."

Since learning strategies is an essential factor to succeed in studying language by the language learners', it supposed to be more complex when it's come to implementation of language learning strategies to the Keputusan students at the acceleration class. The acceleration program is the provision of educational services for students who have the potential for intelligence and/or special talents to complete the regular program in a shorter time compared to their peers who do not take the program. This means that students in this group can complete their education in elementary school in 5 years, in junior high school or senior high school in 2 years. In its real application, the implementation of the acceleration program is always accompanied by escalation or enrichment/extra learning time programs to expand and deepen the subject matter (Directorate of Special Education Development, Directorate General of Primary and Secondary Education, Ministry of National Education, 2007: 33).

Nowadays, Indonesia is one of countries which still believes and works using IQ measurement as the criteria for gifted students to get in into the gifted students' programs. In a binary perspective, a child is considered gifted if their IQ (Intelligence Quotient) score exceeds 130 on the Wesler scale or 140 on the Binet scale. This indicates that the standard IQ threshold for gifted children is above 130 on the Wesler scale or 140 on the Binet scale (Wechsler, 2008; Gross, 2002; Lovett, 2006). But as the modern era progresses, research conducted by Hampshire (2012) asserts that the IQ standard—which is used to test intelligence—is outdated and unable to capture an individual's cognitive ability. The results of that study have succeeded in challenging the notion that the IQ standard serves as a measure of intellect. This causes several nations to discontinue using IQ as a criterion for admission to gifted student programs and as a means of measuring intellect. The short memory, cognitive function, and verbal ability are the three spinning vortexes in the human brain that make

up intelligence; therefore, intelligence is not just determined by an individual's ability to pass an IQ test but also by other factors that should also be taken into consideration. This research has provided a logical explanation for the idea that a person's short memory, cognitive capacity, and verbal ability are all interconnected and contribute to their overall IQ.

The research done about English language learning strategies in Indonesia generally focus on communicative competence as the goal of language teaching and learning. One of them is, Astrit Itania (2014) on her thesis, stated that the students at the acceleration class in MAN 3 Tulungagung are used the speaking strategies. It stated that they enjoy using speaking strategies as their guide in learning English, even though they don't look at it in terms of word order and vocabulary, they can still understand what is said by one another. In contrast, Nurhayati's (2008) study delves into language learning strategies concerning language proficiency rather than focusing on the communicative competence model. Consequently, the research outcomes specifically detail strategies like demonstration, personal storytelling, interviews, seeking assistance from friends, outlining stories, conducting group surveys, delivering short speeches, completing speech bubbles, jotting down song lyrics, and creating lists.

Therefore, there is a need for research that delves into the components of communicative competence, including linguistic competence, strategic competence, sociolinguistic competence, actional competence, and discourse competence, to enhance language teaching and learning effectiveness. Among these, understanding strategic competence, as delineated by Celce-Murcia (2007) among the five aspects of communicative competence, holds particular importance. Profiling language learners' strategic competence aids them in channeling their efforts effectively throughout their language learning journey. Oxford (1990) develops tools for identifying learners' strategic competence profiles, which teachers can utilize as a reference to foster strategic competence in classroom instruction. This study is significant because language learning strategies impact how students learn. Therefore, the findings from this research

were anticipated to benefit schools, teachers, and parents by aiding learners in improving their acquisition of the foreign language.

B. Statement of Research Problems

1. Which language learning strategies were the most frequently used by the students at the acceleration class in MAN 1 Tulungagung?
2. What is the perceived contribution of language learning strategy to their language competency?

C. Objectives of the Research

1. To identify the most dominant of English language learning strategy used by the students at the acceleration class in MAN 1 Tulungagung.
2. To explore the contribution of language learning strategy to their language competency.

D. Significance of the Research

By knowing the result of this research, the researcher expects that this research can give contribution for school, teachers, and parents.

For the researched school (MAN 1 Tulungagung), this can be used for self-evaluation, thus improving both the strengths and weaknesses in the implementation of its acceleration program. For other schools, it can provide information and insights into managing accelerated class learning, enabling the positive aspects to be applied.

The results of this research for teachers at the researched school (MAN 1 Tulungagung) can be used for self-evaluation, particularly in managing accelerated classes, thus maintaining or improving the quality of learning management in these classes. For other schools, it can provide information and insights into managing accelerated class learning, enabling the positive aspects to be applied.

And for parents, the results of this research can provide useful information for understanding the general overview of learning management in acceleration

programs. These findings can be a consideration for parents in choosing schools for their children.

E. Scope and Limitation of the Research

The researcher focused this study on the which language learning strategies employed by the students at the acceleration class at MAN 1 Tulungagung, classified according to Oxford's (1990) taxonomy, which includes metacognitive, cognitive, memory, compensation, social, and affective strategies.

Additionally, the researcher investigated the language learning strategies used by the students at the acceleration class at MAN 1 Tulungagung, encompassing coordination between program administrators and stakeholders involved in the acceleration program, the process of identifying and selecting participants for the acceleration program, the teaching and learning process, and supervision techniques for the acceleration program at MAN 1 Tulungagung.

F. Definition of Key Terms

In this case the researcher presents the explanation of key terms to avoid the misinterpretation of the research.

1. A language learning strategy refers to actions undertaken by learners to facilitate easier, more effective, enjoyable, and self-directed learning activities. Employing language learning strategies aids learners in storing, comprehending, and utilizing information associated with the target language. Consequently, learners may utilize various strategies, which can vary depending on individual preferences and needs.
2. The acceleration class is a class provided for student learning programs with above-average abilities, where the learning time will be accelerated compared to regular classes in general.

G. Organization of Study

A language learning strategy refers to actions undertaken by learners to facilitate easier, more effective, enjoyable, and self-directed learning activities. Therefore, each classroom or even students will not have the same learning strategy. It also applied to the acceleration class. An acceleration class is a class provided for student learning programs with above-average abilities, where the learning time will be accelerated compared to regular classes in general. This study is significant because language learning strategies impact how students learn. The researcher makes the research problems that can defined which type of language learning strategies were the most frequently used by the students at the acceleration class in MAN 1 Tulungagung and what is the perceived contribution of language learning strategy to their language competency. To know the objectives of the research, the researcher uses the mixed methods for complementary data methodology that is a case study, which use questionnaire, interview, and also classroom observation protocol for collecting the data. The researcher uses SILL questionnaire by Oxford (1990) and develop 37 questions for the interview guide. The researcher will also observe about how the teacher instructed the accelerated students English language subjects. The findings from this research were anticipated to benefit schools, teachers, and parents by aiding learners in improving their acquisition of the foreign language.