

ABSTRACT

Cokrowihasto. 2011. *The Perception of the Process Standard Model of English Education at the Vocational School in Bantul*. Yogyakarta: English Language Studies, Graduate Program, Sanata Dharma University.

Teaching English at Vocational High Schools need to be planned well in order to achieve its objectives. Teachers should prepare all teaching and learning activities and make sure that the process standards meet the requirements of the School-Based Curriculum.

This research tries to describe and interpret the perception on the process standard model of English education at the vocational school. It attempts to answer the research question *'What is the teachers' perception on the process standard of English education at the vocational school in Bantul?'* The setting of the research was the Vocational High School in Bantul in which the English teachers applied the process standard in their teaching and learning activities. The data were collected through interview and documents. The research participants consisted of some English teachers, some students, and the headmaster. They were interviewed to get rich data. The teachers were observed during their teaching-learning activities. The documents related with teaching-learning process were collected to support this study. The regulation concerning with the process standard stated in *Badan Standar Nasional Pendidikan/BSNP* (The Board of National Education Standard). For it was a qualitative research, the report was in the form of descriptive and interpretive text.

The findings show that teachers perceive that the development of the syllabus is based on the content standard and the graduate competency standard. While the lesson plan partly pays attention to the gender difference, the previous ability, the intellectual step, interests, talents, learning motivation, potential, social abilities, emotion, learning styles, specific needs, speed learning, culture backgrounds, norms, values, and learners' environment. The students need some books and other sources to help and motivate them. The teachers partly teach the lesson in a way that create interactive, inspiring, fun, and challenging activities. The teaching-learning processes always contain introduction, core and closing. The teacher-participants always try to make students get the same opportunity to do exploration, elaboration, and confirmation during the teaching-learning process. The supervision is still done by the curriculum vice principal. The supervision and the evaluation of the teaching-learning process are not done periodically by the headmaster and the supervisor.

There were some recommendations. The teaching-learning activities were to be improved to make students more active. Teachers should make some changes in making the syllabus to meet the need of the study program they taught. The design of the lesson plan should be different from one class to another class due their ability levels.

Hopefully, this research will have a positive and significant contribution to the English learning science, research participants, learning audiences, and researcher.

ABSTRAK

Cokrowihasto. 2011. *The Perception of the Process Standard Model of English Education at the Vocational School in Bantul*. Yogyakarta: English Language Studies, Graduate Program, Sanata Dharma University.

Pengajaran Bahasa Inggris di Sekolah Menengah Kejuruan perlu direncanakan dengan baik untuk mencapai tujuannya. Para guru harus menyiapkan segala persiapan kegiatan belajar mengajar dan memastikan bahwa standar proses yang mereka gunakan telah memenuhi persyaratan Kurikulum Tingkat Satuan Pendidikan.

Penelitian ini mencoba untuk mendeskripsikan dan menginterpretasikan persepsi pada model standar proses pendidikan bahasa Inggris di sekolah kejuruan. Penelitian ini mencoba untuk menjawab pertanyaan “Apa persepsi Guru pada standar proses bahasa Inggris di Sekolah Menengah Kejuruan di Bantul? Tempat dari penelitian ini adalah salah satu Sekolah Menengah Kejuruan di Bantul di mana guru bahasa Inggris mereka telah menerapkan standar proses dalam pengajaran dan proses belajar mengajar. Data akan dikumpulkan melalui wawancara dan dokumen. Responden dari penelitian ini adalah beberapa guru, beberapa siswa dan kepala sekolah. Mereka diwawancarai untuk mendapatkan data yang banyak. Guru diobservasi pada pembelajarannya. Dokumen yang terkait dengan juga dikumpulkan untuk mendukung penelitian ini. Aturan yang berkenaan dengan standar proses tertera pada Badan Standar Nasional Pendidikan. Karena penelitian ini adalah penelitian kualitatif maka uraian akan disampaikan dalam bentuk deskriptif interpretative.

Hasil dari penelitian ini adalah guru memberikan persepsi bahwa silabus dikembangkan didasarkan pada standar isi dan standar kompetensi lulusan. Sedangkan rencana pembelajaran belum sepenuhnya memperhatikan perbedaan gender, kemampuan awal, perkembangan intelektual, minat, bakat, motivasi belajar, latar belakang budaya, norma, nilai, dan lingkungan peserta didik. Siswa perlu penambahan buku dan sumber lainnya untuk membantu dan memotivasi siswa. Guru belum sepenuhnya mengajarkan pelajaran dengan menyenangkan, interaktif, inspiratif dan menantang. Pembelajaran berisi pendahuluan, inti dan penutup. Para guru telah mencoba untuk membuat siswa mendapatkan kesempatan yang sama untuk melakukan eksplorasi, elaborasi dan konfirmasi. Supervisi masih diwakilkan ke wakil kepala sekolah bagian kurikulum. Pengawasan dan evaluasi proses pembelajaran tidak dilakukan secara berkala dan berkesinambungan oleh kepala sekolah dan pengawas.

Rekomendasinya adalah kegiatan belajar ditingkatkan sehingga siswa menjadi aktif. Guru membuat semacam perubahan dalam membuat silabus sesuai dengan jurusan yang mereka ajarkan. Desain dari rencana pelajaran harus berbeda dari satu kelas ke kelas lainnya yang disesuaikan dengan kemampuan siswa.

Mudah-mudahan, penelitian ini akan memiliki kontribusi positif dan signifikan terhadap ilmu belajar bahasa Inggris, responden penelitian, pembaca, dan peneliti.