

ABSTRACT

Nurtriatmo. 2009. *Teacher's Perception of English for Tourism for Junior High School : A Case Study in SMPN 1 Muntilan*. Yogyakarta: The Graduate Program Of English Language Studies, Sanata Dharma University.

The role of a teacher is believed to be meaningful in the implementation of learning English for tourism for the junior high school students. The teacher needs to have some awareness of what is needed in the learning-teaching activities. For knowing the teacher's perception, we need to do a research. This research attempted to describe and interpret the teacher's perception of English for tourism in the junior high school. The underlying belief is that the teachers teach in a correlated system where public policy about the action of curriculum which places English for tourism as a local content material in junior high school is in question. The goal of this study was to describe and interpret the teacher's perception for better understanding. The research was conducted based on two research questions underlying it namely : (1) What is the teacher's personal perception about English for tourism?, (2) What is the teacher's shared perception about English for tourism?

This study is a qualitative interpretive research which used interviews as the main data collection instrument. The data were narratives. Relevant instruments such as document, written statements, observation, re-interviews and other materials were used as support the data. The participants of this study, three teachers teaching English for tourism at *SMPN 1 Muntilan*, were selected purposively to represent adequate variation and information. The data were analyzed systematically through the coding process.

The finding of research varied. First, it was based on the teachers' length of work experience. It was found that the teacher who had long working experience enjoyed the teaching learning process more than the short ones. Second, the teachers applied the Hammond model from Building Knowledge of Field (BKoF), Modeling of Text (MoT), Joint Construction of Text (JCoT) and Independent Construction of Text (ICoT). But the application was based on their need. They did not apply it fully. The most applied ICoT. Third, teachers intended to have better resource. It was in line with curriculum content, learning material and learning assessment. The interpretation was based on the teachers' personal perception and shared perception based on lived-experience.

The final interpretation of the categories led to the full understanding related to the teacher's perception of English for tourism in the junior high school. In a group, teachers expressed their perception in three main areas: (1) the belief of thought on English for tourism program for junior high school, (2) supportive system which helped teachers in doing the learning process of English for tourism with students' and principal's involvement, (3) application as a result of English for tourism in junior high school.

This study concluded that the goal was necessary to be stated to students in order that it could be understood more easily. Then the process of the teaching learning activities was depended on the teacher's approach, method and technique. It was found that independent or free activity was really preferred to be conducted. It implied the teacher's autonomy in the whole process of their teaching learning activity. The resource was found incomplete and some were out of date. It needed revising or updating. The personal as well as shared perception of the teachers indicated that the existence of the English for Tourism curriculum meant differently to them. In other words, they had their own interpretation of the curriculum.

Key Words : perception, english for tourism, junior high school, qualitative interpretive research

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Peran guru diyakini menjadi bermakna dalam pelaksanaan pembelajaran bahasa Inggris wisata bagi siswa sekolah menengah pertama. Guru perlu menyadari apa yang dibutuhkan dalam kegiatan pembelajaran mereka. Untuk mengetahui persepsi guru, diperlukan penelitian. Penelitian ini berusaha menggambarkan dan menafsirkan persepsi guru terhadap bahasa Inggris wisata bagi sekolah menengah pertama. Pemikiran yang mendasarinya adalah bahwa para guru mengajar dalam suatu sistem yang saling berhubungan di mana kebijakan publik tentang penyelenggaraan kurikulum yang menempatkan bahasa Inggris wisata sebagai salah satu muatan lokal di sekolah menengah pertama. Penelitian dilakukan berdasarkan dua pertanyaan penelitian yang mendasarinya namanya : (1) apa persepsi personal guru terhadap bahasa Inggris wisata, (2) apa persepsi guru secara berkelompok terhadap bahasa Inggris wisata.

Studi ini adalah penelitian kualitatif interpretif yang menggunakan wawancara sebagai alat pengumpulan data yang utama. Data dalam bentuk narasi. Alat yang relevan seperti dokumen, pernyataan tertulis, observasi, dan materi yang relevan juga digunakan sebagai data pendukung. Peserta penelitian ini, tiga guru yang mengajar bahasa Inggris wisata di SMP Negeri 1 Muntilan yang dipilih sesuai tujuan untuk merepresentasikan variasi dan informasi yang memadai. Data dianalisa secara sistematis melalui proses pengkodean.

Penemuan hasil riset bervariasi. Pertama, berdasarkan lama waktu pengalaman kerja, ditemukan bahwa guru yang memiliki masa kerja yang lebih lama menikmati proses belajar mengajar lebih dari pada guru yang masa kerjanya singkat. Kedua, guru menerapkan model Hummond dari *Building Knowledge of Field (BkoF)*, *Modeling of Text (MoT)*, *Joint Construction of Text (JcoT)* dan *Independent Construction of Text (IcoT)*. Tetapi penerapannya berdasarkan kebutuhan mereka. Mereka tidak menerapkannya secara penuh. Sebagian besar guru menerapkan *ICoT*. Ketiga, guru berharap untuk memiliki sumber yang lebih baik di masa depan. Sumber itu berkaitan dengan isi kurikulum, materi pembelajaran dan penilaian pembelajaran. Penafsiran didasarkan pada persepsi personal guru dan persepsi guru secara kelompok berdasarkan pada pengalaman hidup.

Penafsiran kategori yang didiskusikan mengarah pada pemahaman menyeluruh berkaitan dengan persepsi guru tentang bahasa Inggris wisata di sekolah menengah dengan motivasi, sikap dan hasil perkembangan yang berbeda pada masing-masing guru. Secara kelompok, guru menyampaikan persepsi mereka dalam tiga bidang, yaitu: (1) pemahaman pemikiran tentang program bahasa Inggris wisata bagi sekolah menengah pertama, (2) sistem pendukung yang membantu guru dalam melaksanakan proses pembelajaran bahasa Inggris wisata bersama siswa dan kepala sekolah, (3) aplikasi sebagai hasil pembelajaran bahasa Inggris wisata di sekolah menengah pertama.

Penelitian ini menyimpulkan bahwa tujuan perlu dinyatakan kepada siswa agar dapat dipahami dengan lebih mudah. Lalu kegiatan proses pembelajaran tergantung pada pendekatan, metoda dan teknik guru. Penelitian itu menemukan bahwa kegiatan bebas atau individual benar-benar lebih disukai untuk dilaksanakan. Hal itu mengimplikasikan otonomi guru pada keseluruhan proses kegiatan pembelajaran mereka. Sumber pelajaran ternyata tidak lengkap dan beberapa diantaranya sudah kuno. Sumber pelajaran itu perlu direvisi. Persepsi guru baik perorangan maupun kelompok menunjukkan bahwa keberadaan kurikulum bahasa Inggris wisata memiliki makna berbeda bagi mereka. Dengan kata lain, mereka memiliki penafsiran mereka sendiri terhadap kurikulum ini.

Kata kunci : persepsi, bahasa Inggris wisata, sekolah menengah pertama, penelitian kualitatif interpretif.