

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter covers a brief summary of Chapter One up to Chapter Four and also the inferences of the writer. This chapter also provides suggestions for the acceleration program at SMAN 5 Surabaya as well as for further study in the respective field.

5.1. CONCLUSIONS

In some schools, the acceleration program has attracted students with above average ability. Even so, running on an acceleration class is not an easy thing to do because it is very expensive since it requires complete facilities, excellent educators, and challenging material. Therefore, only few schools offer this program to their students, and SMAN 5 Surabaya is one of the few.

The acceleration program is a hope for gifted students to, finally, gets proper education based on their intelligence and their nature. She decided to conduct a study about it especially the attitude of the accelerated learners toward it. Then, she found out that SMAN 5 Surabaya is the only senior high school offering the program. The method used in this study is descriptive and qualitative. It used questionnaire in the form of Likert scale to get the representative result and focus group discussion to get the in-depth result. The former involved 45 students, while the latter five students. It was discovered that the learners, in general, held positive attitude toward the acceleration program.

This study discovered that the subjects felt comfortable in the class because of its facilities. The air conditioning kept them cool in the classrooms so that they were able to study better without the disturbance of the high temperature and humidity. They were also able to watch television, play soccer, or make use of other facilities during their free time. Unfortunately, the students were still disappointed with the facilities because the school had not provided all of the facilities that they had promised to the students. Now, they became more open to other friends especially in doing group work assignments. They shared responsibility and gave the responsibility of doing some part of the assignments to their friends something which they did not experience in the regular class since the low or average learners had the tendency to manipulate them. Nevertheless, the subjects preferred the Acceleration Program better to the regular program since they have friends with similar abilities and ways of thinking. They perceived it as an inferential factor to good quality relationship.

Most of the students decided to participate in the acceleration program by their own initiative. It was mainly due to the prestige. Further, they could finish their study earlier, enter the university through PMDK program, or even get full scholarship to study abroad.

There was only a slight difference found in the result for motivation. Some students felt more motivated since having friends with same abilities made higher sense of friendship, while some other students felt unmotivated, as they did not find any significant difference between the regular class and the acceleration class. They believe that the acceleration class has not met their needs in education.

The curriculum in the acceleration program at SMAN 5 Surabaya was accelerated in order to finish the material in 2 years. The students found it was gladden as it avoided re-explaining and materials which were considered to be easy. On the other hand, even though the curriculum and the materials were better than what the regular classes offered, some extraordinary students found them not challenging enough due to the shortage of the in-depth materials. The teachers' asking the students to deliver presentation was also perceived to be ineffective since the other students did not pay attention. The teaching and learning facilities ran well in class because there were not many changes from regular program to the acceleration program. Therefore, the students did not need to fit themselves into the new program. Nevertheless, this program had helped the students to optimize their ability more than what the regular program has offered.

The speed of the material of the acceleration program at SMAN 5 Surabaya encouraged the students to come on time. They also admitted that due to the daily load of the curriculum they could not afford to be absent from the class even for a day absent.

The competition was more intense at the acceleration program. Everyone felt that he was the best and deserved to be the best. It was the reason why they always tried to keep up with the program.

The students also expected better quality of education from the school management. In order to maintain the motivation and positive attitude o the accelerated learners, the school management should be able to create new programs best to fit the needs of the students.

This program had changed the students in a positive way. Having friends with more mature way of thinking and sense of responsibility had changed them to become more aware that there were always particular things that they should put into priority.

5.2. SUGESTIONS FOR SMAN 5 SURABAYA

According to UU Sisdiknas No. 20/2003 section 5 (subsection 4), students with potentially exceptional intelligence and talent deserve to get special education. Gifted children are the ones with outstanding abilities, intelligence, and critical thinking. Therefore, the acceleration program benefits the academic development the gifted children in exploring their abilities and shaping their talents. Furthermore, giving improper education program can turn them into either underachievers or troublemakers, while they, bearing the innate capacity, should be able to be what they expect. Therefore, any feedback and suggestions concerning the acceleration program should be taken into consideration.

1. The writer suggests the raising of the IQ test score standard to be eligible for acceleration program (125). Moreover, she also recommends that the school use other intelligence tests to identify their participants, such as creativity test and product and performance tests since some gifted students could be overlooked by the IQ test.
2. Curriculum plays an important role in gifted education; therefore, the school management is supposed to ensure that the curriculum of the

acceleration program is proper, viewed from the perspective of its content, load, and implementation so that the students are entitled to materials which can stimulate them to be creative thinkers.

3. Responding to the complaints of the students concerning the learning methods used, it is strongly recommends that the teachers should be more proactive in accommodating the students' needs, both personal and academic. The teachers together with the school authority can conduct a discussion forum so that the students are able to share what they feel. Then, both teachers and school authority are able to design new learning methods based on students' needs.
4. It is also a demand that the teachers update their knowledge. The writer also recommends them to be involved in seminars and workshop outside the school. Then, they are proficient in playing the role of facilitators for the students.
5. The students enjoy working on assignments in a group. Therefore, the writer proposes that the school use the cooperative learning method since it stimulates the students participate more on the program, at the same time, it will also give the opportunity to the students to interact more with their friends during the teaching and learning activities. It is worth one of the most valuable life skills.
6. Since most of the students complain about the facilities, the writer also recommends that the school provide all the facilities that have been

promised to the learners to maximize the teaching and learning activities.

7. In line with the outcome of the questionnaire that the students would like to have a work-experience program for accelerated learners, the writer sees it necessary that the school management consider opening field-work program on either mentorships or Internship program in the field of their choice. The writer admits that this is not easy since the school will have to establish cooperation with educational institution and even industries.

The writer understands that it is not easy to fulfill all of the above-mentioned suggestions. Finally yet importantly, the writer is convinced that the fulfillment of the suggestions would lead to the promotion of the school in the eyes of the community.

5.3. RECOMMENDATIONS FOR FURTHER STUDY

The Acceleration Program has been an interesting issue in the society lately. Many people are interested in to know about the Acceleration Program and its implications on the parties involved; the foundation, the school management, the teachers, the students, the parents and the other state holders, and educational bodies.

The research can cover the components of the school administration, the curriculum, the teaching and learning process, the opinion and satisfaction level of both the students and the teachers.

In the wider scope, the acceptance and the satisfaction level of the graduates of the Acceleration Program could be an interesting issue to investigate.

Finally yet importantly, since this study applied a descriptive qualitative method survey using Likert scale and focus group discussion, she recommends other researchers to apply different ways such as written reports from well-trained reporters or open ended questionnaire.

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