

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABSTRACT

Senduk, Bertha Lestari. 2011. *Students' Perception on the Teaching Learning Activities in Book Report Course*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Though many people know reading is beneficial and important, reading interest keeps decreasing nowadays. Reading hours at school is one way to develop reading interest for students. English Language Education Study Program of Sanata Dharma University helps its students to develop their reading interest and increase it, and *Book Report Course* is one way to make it. Based on that, the researcher was inspired to have a research on the teaching and learning in *Book Report Course*. There were three problems formulated in this research: 1) How are the teaching and learning processes in *Book Report Course*? 2) How are the assessments conducted in *Book Report Course*? And 3) What is the students' perception on *Book Report Course*?

According to Academic Guidelines of English Language Education Study Program of Sanata Dharma University year 2007, *Book Report Course* was designed to introduce students to English novels, increase their interest and improve their ability in reading literary works in particular novels. However, there are many reasons why learners are successful or failed in achieving the aim of learning. The students' learning achievement will affect their attitude on the course, and it shows whether the teaching learning in *Book Report Course* has been able to help students to achieve the aim of the course or not.

To answer the problems, the researcher conducted a survey research. There were 87 respondents. They were the students of English Language Education Study Program of Sanata Dharma University from the fourth semester (2009 academic year) who have taken *Book Report Course*. The data were obtained by using a questionnaire and an interview as the research instruments.

From the analysis, it showed that 1) the students experienced the same steps and processes in *Book Report Course*. However the researcher found out that the absence of the regular meetings in class made the reading process harder to be monitored. The researcher also found out that 2) the assessments in *Book Report Course* were good because it did not assess only the students' comprehension but also asked for personal responds to create interaction with the story. Besides, 3) most students had positive perception on *Book Report Course*. They had positive perception on the teaching learning process in *Book Report Course*, the assessments, and the course itself.

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Some suggestions were provided to make a better *Book Report Course*. The suggestions were for the students, lecturers of *Book Report Course*, and other researchers.

Keywords: perception, *Book Report Course*



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ABSTRAK

Senduk, Bertha Lestari. 2011. *Students' Perception on the Teaching Learning Activities in Book Report Course*. Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma.

Walaupun banyak orang tahu bahwa membaca itu penting dan bermanfaat, namun minat baca terus menurun dewasa ini. Jam membaca di sekolah adalah salah satu cara untuk mengembangkan minat baca bagi siswa. Pendidikan Bahasa Inggris di Universitas Sanata Dharma mendukung para muridnya untuk mengembangkan minat baca mereka dan mengembangkannya, salah satunya melalui mata kuliah *Book Report*. Karena itu, peneliti terinspirasi untuk melakukan penelitian tentang kegiatan belajar-mengajar di mata kuliah *Book Report*. Ada tiga permasalahan yang dirumuskan dalam penelitian ini: 1) Bagaimanakah proses belajar mengajar di mata kuliah *Book Report*? 2) Bagaimana evaluasi dilakukan di mata kuliah *Book Report*? 3) Bagaimana persepsi siswa pada mata kuliah *Book Report*?

Menurut Panduan Akademik Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma tahun 2007, mata kuliah *Book Report* dirancang untuk memperkenalkan siswa pada novel-novel Bahasa Inggris, meningkatkan minat baca mereka dan menambah kemampuan mereka dalam membaca karya sastra pada novel-novel tertentu. Bagaimanapun juga, ada beberapa alasan mengapa siswa sukses atau gagal dalam mencapai tujuan pembelajaran yang telah dirancang. Pencapaian hasil belajar siswa akan mempengaruhi sikap mereka terhadap mata kuliah tersebut, dan itu menunjukkan apakah kegiatan belajar mengajar di kelas *Book Report* sudah mampu membantu siswa mencapai tujuan dari mata kuliah ini.

Untuk menjawab rumusan masalah, peneliti melakukan penelitian survei. Respondennya berjumlah 87 siswa. Mereka adalah siswa-siswa semester 4 (angkatan 2009) Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma yang telah mengambil mata kuliah *Book Report*. Untuk mencari data yang diperlukan, peneliti menggunakan kuesioner dan wawancara sebagai instrumen.

Hasil penelitian menunjukkan bahwa 1) semua siswa memiliki pengalaman yang sama dalam menjalani mata kuliah *Book Report*. Tetapi peneliti menemukan bahwa ketidakhadiran pertemuan di kelas yang teratur membuat proses membaca sulit diawasi. Peneliti juga menemukan bahwa 2) evaluasi di mata kuliah *Book Report* sudah baik karena tidak hanya mengevaluasi pemahaman siswa namun juga menanyakan pendapat pribadi siswa tentang cerita untuk menciptakan interaksi antara siswa dan cerita. Selain itu, 3) hampir semua siswa memiliki persepsi yang positif pada mata kuliah *Book Report*. Mereka memiliki persepsi positif terhadap kegiatan belajar mengajar, evaluasi, dan mata kuliah *Book Report* itu sendiri.

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Ada beberapa saran untuk membuat mata kuliah *Book Report* menjadi lebih baik. Saran-saran ditujukan kepada para siswa, dosen pengampu mata kuliah *Book Report*, dan peneliti lainnya.

Keywords: persepsi, mata kuliah *Book Report*

