

# PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

## ABSTRACT

Sari, Christine Permata. (2010). *Microteaching Students' Perception on the Use of Video-Recorded Teaching Practice to Improve their Teaching Skills in English Language Education Study Program*. Yogyakarta: Sanata Dharma University.

The use of video-recorded teaching practice in Microteaching class is significant to improve students' basic teaching skills. The students can evaluate their teaching performance and identify teaching strengths and weaknesses through watching the video. Besides, the students' perception influences their behavioral responses which then affect to the teaching skills improvement. Inspired by those reasons and Ackan's research at Bogazici University, Turkey (2010) on Microteaching students' reflection on their teaching practice by watching their video-recorded teaching practice, the researcher conducted this research.

There were three research questions in this research: 1) What is the students' perception on the use of video-recorded teaching practice in improving their teaching skills in Microteaching class of English Language Education Study Program, Sanata Dharma University? 2) What is the feedback the students obtained from the use of video-recorded teaching practice? 3) Based on the students' perception, what are their recommendations to improve and to maximize the use of video-recorded teaching practice in Microteaching class?

To answer the problem formulation, the researcher used survey research. The survey was conducted to Class A, B, C, and E students of Microteaching class. They were from sixth semester in 2010/2011 academic year. The instruments that were used in gathering data were questionnaire and interview.

The result of the research showed that most of the Microteaching students had positive perception on the use of video-recorded teaching class. They considered the video-recorded teaching practice a tool to help them to identify their teaching strengths and weaknesses. Moreover, the students also obtained two-part feedback, feedback on other characteristics related to teaching skills and feedback on basic teaching skills.

The students gave some recommendations to improve and maximize the use of video-recorded teaching practice in Microteaching class. The students also gave beneficial suggestions for the Microteaching lecturers about the video distribution. The recommendations are to help the students to evaluate their teaching performance and improve their teaching skills as soon as possible in order to teach better in the next teaching practice.

*Keywords:* *perception, video-recorded teaching practice, Microteaching, teaching skills*

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Penggunaan video rekaman praktek mengajar di kelas *Microteaching* penting dalam meningkatkan kemampuan dasar mengajar siswa. Siswa dapat menilai penampilan mengajar mereka dan menemukan kelebihan dan kekurangan dalam mengajar melalui menonton video. Selain itu, persepsi siswa mempengaruhi perilaku siswa yang kemudian berpengaruh pada peningkatan kemampuan mengajar. Terinspirasi oleh hal tersebut dan penelitian Ackan di Universits Bogazici, Turki (2010) tentang refleksi siswa *Microteaching* terhadap latihan mengajar dengan menonton video rekaman praktek mengajar, peneliti melaksanakan penelitian ini.

Ada tiga rumusan masalah yang dikaji dalam penelitian ini: 1) Bagaimana persepsi siswa terhadap penggunaan video rekaman praktek mengajar dalam meningkatkan kemampuan mengajar mereka di kelas *Microteaching*, Studi Program Pendidikan Bahasa Inggris, Universitas Sanata Dharma? 2) Umpan balik apa sajakah yang murid dapatkan dari penggunaan video rekaman praktek mengajar? 3) Berdasarkan persepsi siswa, saran-saran apa saja untuk meningkatkan dan memaksimalkan penggunaan video rekaman praktek mengajar di kelas *Microteaching*?

Untuk menjawab rumusan masalah, peneliti menggunakan penelitian survey. Survey dilaksanakan kepada siswa Microteaching kelas A, B, C, dan E. Para siswa berasal dari semester 6 di tahun ajaran 2010/2011. Pengumpulan data dalam penelitian ini menggunakan kuesioner dan wawancara.

Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki persepsi positif terhadap penggunaan video rekaman praktek mengajar. Para siswa menganggap video tersebut sebagai alat untuk membantu mereka menemukan kelebihan dan kekurangan dalam mengajar. Lebih dari itu, siswa juga mampu mendapatkan umpan balik yang dibagi menjadi 2 bagian yaitu umpan balik terhadap karakteristik lain yang berhubungan dengan kemampuan dasar mengajar dan umpan balik terhadap kemampuan dasar mengajar.

Para siswa memberikan beberapa saran untuk meningkatkan dan memaksimalkan penggunaan video rekaman praktek mengajar di kelas

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*Microteaching.* Siswa juga memberikan saran yang bermanfaat bagi dosen kelas *Microteaching* tentang distribusi video. Saran tersebut membantu siswa untuk menilai penampilan mengajar mereka dan meningkatkan kemampuan mengajar sesegera mungkin supaya mampu mengajar lebih baik di praktik mengajar selanjutnya.

*Kata kunci:* persepsi, video rekaman praktik mengajar, *Microteaching*, kemampuan mengajar

