

ABSTRACT

Pangestu, Theresia. (2013). *Students' Perception of Their Questioning Skill Performance in Microteaching Class*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Microteaching is one of the compulsory subjects in the English Language Education Study Program at Sanata Dharma University. It involves a real classroom teaching situation which allows the Microteaching students to practice and master the basic teaching skills. Questioning skill is a part of the basic teaching skills that the Microteaching students need to master. Questioning skill involves test and create knowledge in the students in the teaching learning process.

There were three research questions presented in this research: (1) How is questioning skill implemented in Microteaching class by the students who act as a teacher? (2) What is the students' perception of their questioning skill performance in Microteaching class? (3) What is the students' feedback to improve their questioning skill performance in Microteaching class?

In order to answer those three research questions, the researcher used Survey method. The researcher employed recorded video observation, questionnaire and focus group discussion as research instruments. This research was conducted in the English Language Education Study Program of Sanata Dharma University. There were 55 Microteaching students who were taking the Microteaching class in academic year 2011/2012 as the research sample. To see the implementation of questioning skill in Microteaching class, the researcher observed the recorded video of 14 participants' teaching performances. The questionnaire was employed to know the students' perception of their questioning skill performance in Microteaching class. The focus group discussion was conducted to verify the questionnaire result and to dig out more information. The data obtained was then classified into several categories. Afterwards, the data gathered from those three instruments were triangulated. The researcher then drew conclusions of this research.

The result of the research showed that most of the participants had implemented good questioning techniques, such as in directing and distributing their questions, asking prompting and probing questions, asking clear and coherent questions, giving pausing and pacing in asking questions. Besides, they also had tried to implement not only lower order cognitive questions but also higher order cognitive questions in their teaching performance. The participants also had positive perception of their questioning skill performance and most of the participants recommended the microteaching students vary their questions, pay more attention to the grammar of their questions and prepare the questioning guideline.

Keywords: perception, questioning skill, microteaching class

ABSTRAK

Pangestu, Theresia. (2013). *Students' Perception of Their Questioning Skill Performance in Microteaching Class*. Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma.

Microteaching merupakan salah satu mata kuliah wajib di prodi Pendidikan Bahasa Inggris di Universitas Sanata Dharma. *Microteaching* melibatkan situasi pengajaran kelas nyata yang memberikan kesempatan bagi siswa *Microteaching* berlatih dan menguasai kemampuan-kemampuan dasar dalam mengajar. Kemampuan bertanya merupakan salah satu bagian dalam kemampuan-kemampuan dasar dalam mengajar yang harus dikuasai oleh siswa *Microteaching*. Menguji dan menciptakan pengetahuan pada siswa dalam proses belajar mengajar merupakan bagian dari Kemampuan bertanya.

Ada tiga rumusan masalah yang dikaji dalam penelitian ini: (1) Bagaimana kemampuan bertanya diterapkan di kelas *Microteaching* oleh para mahasiswa yang berperan sebagai guru? (2) Apa persepsi para mahasiswa terhadap penampilan kemampuan bertanya mereka di kelas *Microteaching*? (3) Apa *feedback* yang diberikan oleh para mahasiswa untuk meningkatkan penerapan kemampuan bertanya mereka di kelas *Microteaching*?

Untuk menjawab ketiga pertanyaan tersebut, Peneliti menggunakan metode survei. Peneliti menggunakan observasi video rekaman, kuisisioner, dan diskusi kelompok terarah sebagai instrument penelitian. Penelitian ini dilakukan di Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma. Sample penelitian adalah 55 mahasiswa yang sedang mengambil matakuliah *Microteaching* tahun ajaran 2011/2012. Peneliti mengamati video rekaman mengajar yang dilakukan oleh 14 partisipan untuk melihat penerapan kemampuan bertanya di kelas *Microteaching*. Kuisisioner digunakan untuk mengetahui persepsi siswa *Microteaching* terhadap penampilan kemampuan bertanya mereka. Diskusi kelompok terarah dilakukan untuk membuktikan hasil kuisisioner dan menggali lebih banyak informasi. Kemudian, data yang terkumpul diklasifikasikan menjadi beberapa kategori. Setelah itu, Data dari ketiga instrumen ditriangulasikan dan Peneliti lalu mengambil kesimpulan dari penelitian ini.

Hasil penelitian menunjukkan bahwa sebagian besar partisipan sudah menerapkan teknik-teknik bertanya dengan baik, seperti dalam pengarahan dan penyebaran pertanyaan, menanyakan pertanyaan *prompting* dan *probing*, menanyakan pertanyaan yang jelas dan koheren, *pausing* dan *pacing*. Selain itu, mereka juga sudah berusaha untuk menggunakan tidak hanya *lower-order cognitive questions* tetapi juga *higher-order cognitive questions* dalam mengajar. Para partisipan juga memiliki persepsi yang positif terhadap penampilan kemampuan bertanya mereka dan sebagian besar partisipan menyarankan untuk memvariasi pertanyaan-pertanyaan mereka, lebih memperhatikan *grammar* dari pertanyaan mereka dan mempersiapkan daftar pedoman pertanyaan.

Keywords: persepsi, kemampuan bertanya, kelas *Microteaching*