

ABSTRACT

Wardani, Ignatia Yole P. (2018). *Students' Perceptions on Learning Materials and Learning Strategies of Research Methods Class and Its Contribution to Students' Thesis Writing*. Yogyakarta: Universitas Sanata Dharma.

Research Method Class is the course in ELESP Sanata Dharma University that equips students with the nature of the research and the research problems. Research methodology had a big contribution to write a thesis. Its contribution was clearly presented on Chapter III: Research Methodology of the students' thesis. Research methodology was important to be mastered by the students because it described the design of their whole research. Because Research Methodology was important, sometimes it caused difficulty for the students' thesis writing. It is therefore interesting to know the students' perceptions on Research Method Class especially about the learning materials, the learning strategies, and their contribution to students' thesis writing.

There were two research questions in this study. The first research question was the students' perceptions on the learning materials and the delivery methods in Research Method Class. The second research question was the students' perceptions on the contribution of the learning materials and the delivery methods in Research Method Class to thesis writing.

This study was a quantitative research. The data were gathered by using descriptive survey method. The questionnaire was used as the instrument to collect the data. There were close-ended and open-ended questions in the questionnaire. The close-ended data was used as the main data. Meanwhile, the open-ended data was used as the supporting data to sharpen the main data during the discussion.

The first findings of this study were that the students perceived that the learning materials of Research Method Class were useful and meaningful. The students also perceived that the learning materials delivery methods during Research Method Class were effective to assist students to achieve the aims of the course. The second finding of this study was that the students perceived that the contribution of the learning materials and the learning materials delivery methods of Research Method Class to the students' thesis writing were meaningful and helpful.

Keywords: perception, research methodology, learning material, learning strategy, contribution, thesis

ABSTRAK

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Research Methods Class adalah mata kuliah dalam program studi Pendidikan Bahasa Inggris Universitas Sanata Dharma yang membekali mahasiswa dengan karakteristik penelitian dan permasalahan-permasalahan penelitian. Research Methodology mempunyai kontribusi besar untuk penulisan skripsi. Kontribusi tersebut dengan jelas disajikan pada Chapter III: Research Methodology dalam skripsi mahasiswa. Research Methodology penting untuk dikuasai oleh siswa sebab mendeskripsikan desain keseluruhan skripsi yang ditulis oleh mahasiswa. Karena Research Methodology sangat penting, terkadang Research Methodology menyebabkan kesulitan-kesulitan untuk penulisan skripsi mahasiswa. Lebih lanjut, penelitian ini tertarik untuk mengetahui persepsi para mahasiswa terhadap mata kuliah tersebut terutama pada materi pembelajaran, strategi penyampaian materi, dan kontribusinya dalam penulisan skripsi.

Ada dua pertanyaan penelitian dalam penelitian ini. Pertanyaan penelitian pertama adalah persepsi siswa terhadap materi pembelajaran dan metode penyampaian di Research Methods Class. Pertanyaan penelitian kedua adalah persepsi siswa terhadap kontribusi bahan ajar dan metode penyampaian di Research Methods Class terhadap penulisan tugas akhir.

Penelitian ini termasuk sebagai penelitian kuantitatif. Data dikumpulkan dengan metode deskriptif survei. Kuesioner digunakan sebagai instrumen untuk mengumpulkan data. Terdapat pertanyaan tertutup dan terbuka dalam kuesioner. Data close-ended digunakan sebagai data utama. Sedangkan data open-ended digunakan sebagai data pendukung untuk mempertajam data utama selama diskusi.

Temuan pertama dari penelitian ini adalah siswa memiliki persepsi positif terhadap materi pembelajaran Research Methods Class. Artinya materi pembelajaran Research Methods Class dianggap sebagai bahan pembelajaran yang penuh makna. Para siswa juga memiliki persepsi positif terhadap metode penyampaian bahan ajar. Artinya, metode penyampaian materi pembelajaran selama Research Methods Class efektif untuk membantu siswa mencapai tujuan dalam kelas tersebut. Temuan kedua dari penelitian ini adalah siswa memiliki persepsi positif terhadap kontribusi bahan ajar dan metode penyampaian bahan ajar Research Methods Class terhadap penulisan skripsi siswa. Artinya materi pembelajaran dan metode penyampaian bahan ajar Research Methods Class merupakan bagian yang berguna untuk kontribusi penulisan skripsi siswa.

Kata kunci: persepsi, metodologi penelitian, materi pembelajaran, strategi penyampaian materi, kontribusi, skripsi