

ABSTRACT

Rahajeng, Mawarti. 2007. *The Students' Perceptions on the Use of Video Camera in Microteaching Classes of English Language Education Study Program at Sanata Dharma University*. Yogyakarta: Sanata Dharma University.

There are two main reasons why the researcher conducted this research. The first reason is that the use of video camera in Microteaching classes of English Education Study Program at Sanata Dharma University has possibility to affect the students in learning achievement. The students perception on the use of video camera can influence students' behaviour, which then leads to the students' achievement in learning. The second reason is that the researcher wants to improve and to maximize the use of video camera in Microteaching classes so that this tool is able to direct the students to be autonomous learners which is inspired by Benton-Kupper's research about the microteaching perspective.

This research attempted to answer three research questions. The research questions are (1) What are the students' perceptions on the use of video camera in Microteaching classes? (2) What is the feedback the students obtained concerning their teaching practice from the use of video camera in Microteaching classes? (3) Based on the students' perception, what are possible recommendations to improve and to maximize the use of video camera in Microteaching classes?

To answer the research questions above, the researcher used qualitative method in the form of descriptive research. The researcher distributed questionnaires in the form of close-ended and open-ended questions. Having gathered the questionnaire, the researcher analyzed them by putting the data in the table and discussed them based on the three research questions that the researcher had. Afterwards, the researcher conducted an interview to verify the students' answer in the questionnaire and to dig out more information. Finally, the researcher triangulated the interview result with the other data from the questionnaire.

Based on the data gathered, most of the students had positive perceptions on the use of video camera in Microteaching classes. They considered the video camera as a tool to help them do self evaluation. Moreover, they could not only identify their teaching strengths and weaknesses but also classroom atmosphere and the "students' behaviour." Nevertheless, there were some students who considered the use of video camera in negative way. The use of video camera made them nervous so that they could not perform their teaching practice maximally. Furthermore, the result of their recorded teaching practice was in DVD. They had to watch it in microteaching labs by taking turns. It was time consuming. Facing the problems above, they suggested that the result of their recorded teaching practice should not be in DVD but in VCD as most of them did not have DVD players. They also hoped that the lecturer would provide more time to evaluate the students' performance by watching the students' teaching practice records together with them.

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Ada dua alasan utama penelitian ini dilaksanakan. Alasan pertama adalah bahwa penggunaan kamera video di kelas *Microteaching*, PBI, Universitas Sanata Dharma, dapat mempengaruhi pencapaian prestasi belajar siswa. Hal ini terkait dengan persepsi siswa atas penggunaan kamera video yang dapat mempengaruhi perilaku belajar siswa yang kemudian berpengaruh terhadap atas prestasi belajar. Alasan kedua adalah peneliti ingin meningkatkan dan memaksimalkan penggunaan kamera video di kelas *Microteaching* sehingga alat tersebut dapat membantu siswa menjadi pelajar yang mandiri (*autonomous learners*). Alasan tersebut terinspirasi oleh penelitian Benton-Kupper tentang persepsi *microteaching*.

Dalam skripsi ini ada tiga pertanyaan penelitian yang perlu dijawab, yaitu (1) Bagaimanakah persepsi siswa terhadap penggunaan kamera video di kelas *Microteaching*? (2) Umpan balik apa sajakah yang berkaitan dengan praktek mengajar yang diperoleh siswa di kelas *Microteaching* dengan menggunakan kamera video? (3) Berdasarkan persepsi siswa, saran-saran apa sajakah yang dapat meningkatkan dan memaksimalkan penggunaan kamera video di kelas *Microteaching*?

Guna menjawab pertanyaan tersebut di atas, peneliti menggunakan metode kualitatif berbentuk penelitian deskriptif. Peneliti membagikan kuesioner yang terdiri atas *close-ended questions* dan *open-ended questions*. Peneliti menganalisa jawaban kuesioner tersebut dengan memasukkan data kuesioner ke dalam tabel dan membahasnya sesuai dengan ketiga pertanyaan penelitian di atas. Setelah itu, peneliti melakukan wawancara guna mendapatkan pembenaran dari jawaban kuesioner dan informasi lebih lanjut. Selanjutnya, peneliti melakukan triangulasi terhadap jawaban dari wawancara dan data dari kuesioner.

Berdasarkan data yang diperoleh, secara umum siswa memiliki persepsi yang positif terhadap penggunaan kamera video di kelas *Microteaching*. Kamera tersebut membantu siswa dalam melakukan evaluasi diri. Selain itu, siswa tidak hanya menemukan kelebihan dan kekurangan mereka dalam mengajar tetapi juga informasi suasana kelas dan sikap “murid” di dalam kelas. Akan tetapi, ada beberapa siswa yang menganggap negatif adanya kamera video. Kamera video justru membuat mereka menjadi tegang sehingga mereka tidak bisa berlatih mengajar dengan maksimal. Selain itu, hasil rekaman *teaching practice* mereka berformat DVD. Mereka harus menonton rekaman tersebut di laboratorium *microteaching* secara bergiliran dan menghabiskan cukup banyak waktu. Para siswa menyarankan agar hasil rekaman diberikan dalam bentuk VCD. Mereka juga berharap para dosen meluangkan lebih banyak waktu untuk mengevaluasi performa para siswa dengan menonton hasil rekaman tersebut bersama-sama.