

# PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

## ABSTRACT

Paramandhita, Venentia Ayuni. (2012). *The Microteaching Students' Perception on the Implementation of Set Induction Skill*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Microteaching is a course that is used to prepare the students of English Language Education Study Program of Sanata Dharma University before they teach in the schools. In this course, the students were prepared to master five basic teaching skills. One of those skills is set induction skill. Set induction skill is the first teaching skill that the teachers need to implement in the teaching- learning activity which is used to gain the students' attention. To gain the students' attention, the teachers need to conduct an interesting set induction.

This research was attempted to find out the answers of the three research questions. They are 1) How is set induction skill implemented in Microteaching class? 2) What are the Microteaching students' perceptions on their performances on implementing set induction skill? and 3) What are Microteaching students' suggestions to improve the implementation of set induction skill in teaching practice? This research was done in English Language Education Study Program of Sanata Dharma University. The participants were 145 Microteaching students in the academic year 2011/2012. To answer those research questions, the researcher used three instruments. To see the implementation of set induction skill, the researcher observed the videos of teaching performances. To see the Microteaching students' perception, the researcher used questionnaire which consisted of two parts. The first part was aimed to see the Microteaching students' perception as teachers, when they practiced teaching in front of their classmates. The second part was aimed to see the Microteaching students' perception as students, when they played role as their classmates' students. The researcher also used focus group discussion which was used to dig deeper information of the questionnaire result. Then, the data gathered from those three instruments were triangulated.

From the videos, the researcher saw that most of the teachers have not implemented a good set induction skill in their teaching performances. But then, the researcher found a different result shown by the videos of teaching performances. The Microteaching students have positive perception towards the implementation of set induction skill. When the Microteaching students played role as teachers, they perceived that they had implemented a good set induction skill. The same result was shown by the other part of the questionnaire. When the Microteaching students played the role as students, they perceived also that their peers had implemented a good set induction skill. Since the data gathered from the videos of teaching performances showed a different result to the data gathered from the questionnaire and from the focus group discussion, the suggestions from the Microteaching students may be useful to improve the implementation of set induction skill.

Keywords: perception, set induction skill, microteaching

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## ABSTRAK

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Mata kuliah Microteaching dirancang untuk melatih dan mempersiapkan mahasiswa Program Studi Pendidikan Bahasa Inggris di Universitas Sanata Dharma sebelum mereka melaksanakan kegiatan pembelajaran di sekolah. Para mahasiswa tersebut diharapkan dapat menguasai lima keterampilan dasar mengajar, yang salah satunya ialah keterampilan membuka pelajaran. Keterampilan ini sangatlah penting mengingat pelajaran pada umumnya diawali dengan diterapkannya keterampilan ini. Untuk itu, para guru hendaknya mengawali pelajaran dengan melakukan kegiatan yang menarik perhatian siswa. Apabila guru mampu menarik perhatian dan minat siswa sedari awal pelajaran, guru akan dengan lebih mudah mengajak siswa terlibat dalam pelajaran inti.

Penelitian ini dirancang untuk menjawab pertanyaan mengenai 1) bagaimana para mahasiswa menerapkan keterampilan membuka pelajaran di kelas Microteaching, 2) bagaimana pendapat para mahasiswa mengenai penerapan keterampilan membuka pelajaran baik yang dilakukan oleh mereka sendiri maupun teman, dan 3) apa saran para mahasiswa agar keterampilan membuka pelajaran dapat diterapkan dengan lebih baik di kemudian hari. Penelitian ini dilakukan di ruang lingkup Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma dengan para mahasiswa yang mengambil mata kuliah Microteaching pada tahun akademik 2011/2012 sebagai partisipannya. Untuk melihat penerapan keterampilan membuka pelajaran, peneliti melakukan pengamatan menggunakan video rekaman mengajar yang dilakukan para mahasiswa. Untuk mengetahui pendapat mahasiswa mengenai keterampilan ini, peneliti menggunakan kuisioner yang berisi dua bagian. Bagian pertama digunakan untuk mengetahui pendapat mereka mengenai penerapan keterampilan membuka pelajaran yang mereka lakukan saat mengajar. Bagian kedua digunakan untuk mengetahui pendapat mereka mengenai penerapan keterampilan membuka pelajaran yang teman-teman mereka lakukan. Peneliti juga menggunakan focus group discussion untuk mendapatkan informasi lebih lanjut mengenai pendapat para mahasiswa mengenai penerapan keterampilan membuka pelajaran.

Terdapat perbedaan hasil antara hasil pengamatan video dengan hasil survei. Video penampilan mengajar para mahasiswa menunjukkan bahwa mereka belum cukup baik dalam menerapkan keterampilan membuka pelajaran. Namun, pada umumnya para mahasiswa beranggapan bahwa mereka memiliki keterampilan membuka pelajaran yang bagus. Mereka juga beranggapan bahwa teman-teman mereka memiliki keterampilan membuka pelajaran yang baik. Karena perbedaan inilah, peneliti mencantumkan beberapa saran dari para mahasiswa yang dapat diikuti guna memperbaiki dan meningkatkan penerapan keterampilan membuka pelajaran.

Kata kunci: perception, set induction skill, microteaching