

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABSTRACT

Indriani, Lucia Etri. 2011. *The Use of Video Materials in Grade IX Students' Learning Activities of SMP Pangudi Luhur Sedayu: A Study on Students' Perceptions*. Yogyakarta: Sanata Dharma University.

Video has been commonly used in the English language learning field. The widely-provided video is authentic products which present students the real language use. The video has been a powerful tool to increase students' motivations. In fact, perception strongly influences students' motivations. This study is about the students' perceptions towards the use of video materials in *SMP Pangudi Luhur Sedayu*.

This study is aimed at answering two research questions. They were (1) "How does the teacher implement the video materials in English teaching-learning activities in *SMP Pangudi Luhur Sedayu*?" and (2) "What are the ninth grade students' perceptions towards the use of video materials in the English teaching-learning activities carried out at *SMP Pangudi Luhur Sedayu*?"

A descriptive research was carried out in this study. The instruments used were questionnaire and interview. The questionnaire items dealing with students' perceptions were presented in form of yes/no questions. Cluster sampling was employed to choose the questionnaire respondents. A simple random sampling was done to choose five respondents to be interviewed. It was aimed to know the students' perceptions towards the use of video materials.

Through the data analysis, two findings were obtained. First, there are three types of video which were used in students' learning activities. Animated video, documentary videos, and language learning videos had been applied in most of students' learning activities. Thus, the video materials were implemented in various learning activities, such as answering comprehension questions, finding out difficult vocabularies, and composing narrative and descriptive texts.

Second, most of the students in class had positive perceptions towards the implementation of video in learning activities, as well as towards the video itself. The students' positive perceptions were affected by the interesting teaching and learning activities. However, several students negatively perceived the implementation of video materials especially in listening comprehension activities. They had negative perceptions because they thought that the activities were uninteresting and boring. Due to this problem, the teacher has to find suitable video materials and design interesting activities to be applied in the English teaching and learning process.

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Video telah digunakan secara umum dalam pembelajaran Bahasa Inggris. Secara luas, video disediakan dalam bentuk produk autentik yang menyajikan penggunaan bahasa secara nyata. Video sudah menjadi alat yang manjur untuk meningkatkan motivasi siswa. Kenyataannya, persepsi sangat mempengaruhi motivasi siswa. Penelitian ini mengkaji persepsi siswa terhadap penggunaan materi video di SMP Pangudi Luhur Sedayu.

Penelitian ini bertujuan untuk menjawab dua permasalahan utama. Permasalahan tersebut adalah (1) Bagaimana guru menerapkan materi video dalam aktivitas belajar mengajar Bahasa Inggris di SMP Pangudi Luhur Sedayu? dan (2) Apa persepsi siswa terhadap penerapan materi video dalam aktivitas belajar mengajar Bahasa Inggris di SMP Pangudi Luhur Sedayu?.

Penelitian ini adalah penelitian deskriptif. Instrument penelitian yang digunakan berupa kuesioner dan wawancara. Kuesioner disajikan dalam bentuk pertanyaan ya/tidak (*yes/no questions*). Sampling kelompok digunakan dalam memilih respondent untuk kuesioner. Sampling acak digunakan untuk memilih lima subjek wawancara. Hal tersebut bertujuan untuk mengetahui persepsi siswa terhadap penggunaan materi video dan bagaimana video digunakan dalam aktivitas belajar mengajar.

Melalui analisa yang telah dilakukan, diperoleh dua hasil. Satu, ada tiga tipe video yang digunakan dalam kegiatan belajar siswa. Video animasi, video dokumenter, dan video pembelajaran Bahasa Inggris telah digunakan dalam sebagian besar kegiatan belajar siswa. Materi video diterapkan berbagai macam kegiatan belajar seperti menjawab pertanyaan-pertanyaan, mencari kosa kata yang sulit, dan membuat teks naratif dan deskriptif.

Dua, sebagian besar siswa mempunyai persepsi positif terhadap penerapan video dalam kegiatan belajar begitu juga dengan video yang digunakan. Persepsi siswa yang positif dipengaruhi oleh aktivitas belajar mengajar yang menarik. Akan tetapi, ada beberapa siswa yang berpandangan negatif terutama dalam kegiatan menyimak (*listening*). Mereka mempunyai persepsi negatif karena mereka menganggap kegiatan menyimak sebagai sesuatu yang tidak menarik dan membosankan. Oleh karena itu, guru harus mencari materi video yang sesuai dan merencanakan kegiatan yang menarik untuk digunakan dalam proses belajar mengajar Bahasa Inggris.