

ABSTRACT

Suyana, Dionisia Novianti. (2009). *Students' Perception on the Use of Observation Sheets as Peer Feedback in Developing Students' Teaching Skills in Microteaching Class*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

The use of observation sheets as one of assessment media in microteaching class is important to evaluate students' teaching performances. Besides, students' perception on the media of assessment will affect the process of learning which then will affect the achievement of students' teaching skills. Because of those reasons, the researcher was inspired to explore and to analyze the students' perception on the use of observation sheets. There were three research questions in this research: 1) What are the students' perceptions on the use of observation sheets in Microteaching classes as peer feedback? 2) What are the feedback the students obtained from the use of observation sheet? 3) What are the students' suggestions towards the use of observation sheets for further implementation?

To answer the problem formulation, the researcher employed survey research. The researcher took 100 respondents from sixth semester students who were taking microteaching class in the academic year of 2008/2009 at the English Education Study Program, Sanata Dharma University. The data were obtained by using questionnaire and interview as the instruments. The questionnaire consisted of 20 close-ended questions and 3 open-ended questions. The questionnaire used Likert Scale to measure the students' attitudes towards the questions. The interview was conducted to verify the questionnaire result and to dig out more information. The data gathered were put in the table and were coded into some categories. Afterward, the researcher triangulated the data and drew a conclusion.

The result of the research showed that the majority of the students perceived the use of observation sheets positively. The researcher determined the feedback students obtained into four categories. They were feedback about the students' teaching performances, feedback that enhance reflection, feedback that enhance motivation and general score of their teaching performances. All of those feedback helped the students to improve the students' teaching skills. By knowing the strengths and weaknesses of their teaching skills and receiving constructive feedbacks, the students were encouraged to study and performed better.

The students gave some recommendations to maximize the use of observation sheets. Mostly the students suggest that the observer should be honest and objective in giving feedback. Another suggestion is to provide bigger columns to write comments. The students also give a beneficial suggestion for the microteaching lecturers about the implementation of observation sheet. The recommendation is to add more criteria of teaching skills that will be evaluated on the observation sheet.

Keywords: perception, observation sheet, peer feedback

ABSTRAK

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Penggunaan lembar observasi sebagai salah satu media evaluasi di kelas *microteaching* penting untuk menilai penampilan mengajar siswa. Selain itu, persepsi siswa terhadap media evaluasi akan mempengaruhi proses pembelajaran yang kemudian akan mempengaruhi pencapaian kemampuan mengajar siswa. Oleh karena itu, peneliti terinspirasi untuk menyelidiki dan menganalisa persepsi siswa terhadap penggunaan lembar observasi. Ada tiga rumusan masalah yang dikaji dalam penelitian ini: 1) Bagaimana persepsi para siswa terhadap penggunaan lembar observasi dalam kelas *microteaching* sebagai umpan balik siswa? 2) Umpan balik apa saja yang siswa peroleh dari penggunaan lembar observasi? 3) Saran-saran apa saja yang para siswa berikan terhadap penggunaan lembar observasi untuk implementasi lebih lanjut?

Untuk menjawab rumusan masalah tersebut, peneliti menggunakan penelitian survei. Peneliti mengambil 100 siswa sebagai responden yaitu mahasiswa semester 6 yang sedang mengambil kelas *microteaching* tahun ajaran 2008/2009 pada Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma. Data diperoleh dengan menggunakan kuesioner dan wawancara sebagai instrumen penelitian. Kuesioner terdiri dari 20 pertanyaan tipe tertutup dan 3 pertanyaan tipe terbuka. Kuesioner menggunakan Skala Likert untuk mengukur tingkah laku siswa terhadap pertanyaan-pertanyaan. Wawancara dilakukan untuk membuktikan hasil kuesioner dan untuk menggali lebih banyak informasi. Data yang terkumpul dimasukkan ke dalam tabel dan di *coding* kedalam beberapa kategori. Kemudian, peneliti mengtriangulasi data dan mengambil kesimpulan.

Hasil penelitian menunjukkan bahwa sebagian besar siswa menerima penggunaan lembar observasi secara positif. Peneliti membagi umpan balik yang diterima siswa kedalam empat kategori yaitu, umpan balik mengenai penampilan mengajar siswa, umpan balik yang meningkatkan refleksi, umpan balik yang meningkatkan motivasi, dan nilai umum keseluruhan mengajar. Dengan mengetahui kelebihan dan kekurangan dari kemampuan mengajar mereka dan mendapatkan umpan balik yang membangun, siswa termotivasi untuk belajar dan tampil lebih baik.

Para siswa memberikan beberapa rekomendasi untuk meningkatkan penggunaan lembar observasi. Kebanyakan siswa memberikan saran kepada pengamat untuk jujur dan objektif dalam memberikan umpan balik. Saran lain adalah penyediaan kolom yang lebih besar untuk menuliskan komentar. Para siswa juga memberikan saran yang bermanfaat untuk dosen kelas *microteaching* mengenai implementasi lembar observasi yaitu menambah lebih banyak kriteria-kriteria keahlian mengajar untuk dinilai di dalam lembar observasi.

Kata kunci: persepsi, lembar observasi, umpan balik siswa