

ABSTRACT

PUTRI, ARIMA RENNY DAYU. 2012. *The Effect of Reflection for Micro Teaching Students' Teaching Skill Improvement in the Micro Teaching Class*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Weekly reflection is one of teaching and learning strategies which aim to improve students' teaching skills. By making reflection, Micro teaching students observe their weaknesses and strengths during their teaching practices. It helps the micro teaching students to recall their teaching experiences and develop it in the next chances. However, based on the researcher's experience there were some of Micro Teaching students who considered weekly reflection as a meaningless assignment. It is important to conduct a study which aims to find out the effect of weekly reflection on the students teaching skill improvement.

This study investigated two problem as follows. (1) What are the contents of micro teaching students' reflection? (2) What are significant improvements made by the micro teaching students from the first teaching practice to the second teaching practice?

Since this research investigated the quality of the relationship between weekly reflection and the microteaching students' teaching skill improvement, this research was included in qualitative research. In more specific, this was a survey study. The researcher collected data from a group of sixth semester students of Micro Teaching class through survey study.

The data analysis showed that the contents of all micro teaching students' reflection consisted of the evaluation about the weaknesses and strengths made during the teaching practices. Moreover, the 70% of respondents wrote their evaluation on method or strategy in delivering teaching and lesson or material designed for teaching learning activities. There were 10% of the respondents who wrote their goals for the next teaching practice in the reflection web blog. Moreover, there were 50% of respondent reflection that consisted of their evaluation about the improvement and development of their teaching skills. In addition, there were 30% of respondents who wrote that reflections become a plan to do action from what they learnt. The result of the second teaching practice observation revealed that there were 40% of respondents who implemented reflective teaching good. Moreover, there were 30% of respondents who reached few amount of improvements. In addition, there were 30% of respondents who did not make any improvements.

Key words: Micro Teaching, reflection, teaching skill

ABSTRAK

PUTRI, ARIMA RENNY DAYU. 2012. *Efek dari Refleksi terhadap Peningkatan Kemampuan Mengajar pada Mahasiswa Micro Teaching di Kelas Mikro Teaching*. Yogyakarta: Pendidikan Bahasa Inggris, Universitas Sanata Dharma.

Refleksi mingguan adalah salah satu aktivitas pembelajaran yang bertujuan untuk meningkatkan kemampuan mengajar. Dengan membuat refleksi, mahasiswa Mikro Teaching akan menulis kelemahan dan kelebihan selama proses praktek mengajar. Maka, refleksi membantu mahasiswa Mikro Teaching untuk mengingat proses mengajar dan mengembangkannya pada kesempatan berikutnya. Namun, sesuai pengalaman peneliti, ada beberapa mahasiswa Mikro Teaching yang menganggap refleksi mingguan adalah tugas yang kecil manfaatnya. Maka, hal ini penting untuk mengadakan penelitian yang bertujuan untuk menemukan efek dari refleksi mingguan terhadap peningkatan kemampuan mengajar.

Penelitian ini mencari (1) isi dari mahasiswa Mikro Teaching refleksi, (2) peningkatan yang dicapai oleh mahasiswa Mikro Teaching dari praktek mengajar yang pertama ke praktek mengajar yang kedua. Penelitian ini menggunakan penelitian kualitatif karena meneliti kualitas dari hubungan refleksi mingguan dan peningkatan kemampuan mengajar. Lebih spesifiknya, penelitian ini tergolong survey karena peneliti mencari data dari sebuah grup mahasiswa semester 6 dari kelas Mikro Teaching terhadap efek refleksi yang bersangkutan dengan peningkatan kemampuan mengajar.

Analisa data menunjukkan bahwa semua responden menuliskan kelemahan dan kelebihan pada proses mengajar. Kemudian 70% dari responden menulis evaluasi terhadap metode dan strategy dalam mengajar dan materi mengajar. 10% responden menuliskan pencapaian peningkatan pada proses mengajar berikutnya. 50% responden menuliskan perkembangan yang telah mereka capai. 30% responden menuliskan bahwa refleksi berguna sebagai rencana untuk melakukan tindakan dari apa yang telah dipelajari.. Hasil dari penelitian pada praktek mengajar yang kedua menunjukkan bahwa 40% responden telah menjadi pengajar yang reflektif secara maksimal. Kemudian 30 % responden melaksanakan sedikit peningkatan. Dan 30% responden tidak melaksanakan peningkatan.

Kata Kunci : Micro Teaching, reflcetion, teaching skill