

ABSTRACT

Mutiara, Leonie Irina. 2011. *The Mastery of Microteaching Class Students in Formulating Learning Objectives in Lesson Plans*. Yogyakarta: Sanata Dharma University.

This research aimed to figure out how well Microteaching class students formulated learning objectives in lesson plans as well as to find out what problems might occur in their formulation. There were two research questions presented in this study: (1) How is the students' mastery in formulating learning objectives? (2) What problems might occur in students' learning objective formulation?

To answer the research questions, the researcher conducted document analysis. The documents analyzed were students' lesson plans which were used for their teaching practice in Microteaching class in 2010/2011 academic year. Then, the learning objectives which were found in those lesson plans were categorized based on some requirements of good learning objectives and were judged how well they were. Furthermore, the researcher would also discuss problems that might occur in the learning objectives.

From the analysis, the researcher concluded that students' mastery in formulating learning objective was various depending on the requirements. Participants' mastery was good (76.25%) in audience element and insufficient (61.25%) in behaviour element. However, participants did not master learning objective formulation dealing with condition (7.50%) and degree element (27.50%). In another side, their mastery was very good (93.75%) in formulating learning objectives which were derived from the Basic Competence, very good (86.25%) in formulating learning objectives which were relevant with the activities, very good (96.25%) in formulating learning objectives which were relevant with the materials, and good (78.75%) in formulating learning objectives which were relevant with the assessments. Then, the researcher also found some problems in the learning objectives. The formulation was not clear, complete, and well-ordered. Other problems were also caused by the irrelevancy between the learning objectives and the Basic Competence, the learning objectives and the activities, the learning objectives and the materials, and the learning objectives and the assessments. Besides, learning objectives having no activities and assessments were also included as problems in this research.

In brief, participants' teaching preparation in Microteaching class which was presented from their lesson plans was regarded as good enough, which supported their teaching performance. They were ready to be English teachers. Then, the researcher also addressed some suggestion to lecturers, students, and future researcher.

Keywords: *Microteaching class, learning objectives, lesson plans*

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABSTRAK

Mutiara, Leonie Irina. 2011. *The Mastery of Microteaching Class Students in Formulating Learning Objectives in Lesson Plans*. Yogyakarta: Universitas Sanata Dharma.

Penelitian ini bertujuan untuk mengetahui seberapa baik mahasiswa kelas Pengajaran Mikro merumuskan objektif pembelajaran dalam RPP mereka dan untuk menemukan masalah yang mungkin terjadi dalam rumusan tersebut. Ada dua pertanyaan dalam penelitian ini: (1) Seberapa baik penguasaan mahasiswa dalam merumuskan objektif pembelajaran? (2) Masalah apa yang mungkin terjadi dalam rumusan objektif pembelajaran mahasiswa?

Untuk menjawab pertanyaan-pertanyaan tersebut, peneliti mengadakan analisis dokumen. Dokumen yang dianalisis adalah RPP mahasiswa yang digunakan untuk praktek mengajar mereka di kelas Pengajaran Mikro tahun ajaran 2010/2011. Lalu, rumusan objektif pembelajaran yang ditemukan dalam RPP tersebut dikategorikan berdasarkan beberapa syarat objektif pembelajaran yang baik dan dinilai seberapa baik objektif pembelajaran tersebut. Selanjutnya, peneliti juga mendiskusikan masalah-masalah yang mungkin ditemukan dalam objektif pembelajaran tersebut.

Dari hasil analisis, peneliti menyimpulkan bahwa penguasaan mahasiswa dalam merumuskan objektif pembelajaran berbeda-beda, tergantung syaratnya. Penguasaan peserta bagus (76.25%) dalam elemen *audience* dan tidak cukup (61.25%) dalam elemen *behaviour*. Tetapi, peserta tidak menguasai objektif pembelajaran yang berhubungan dengan elemen *condition* (7.50%) dan *degree* (27.50%). Di sisi lain, penguasaan mereka sangat bagus (93.75%) dalam merumuskan objektif pembelajaran yang diturunkan dari Kompetensi Dasar, sangat bagus dalam merumuskan objektif pembelajaran yang relevan dengan aktifitas (86.25%) dan materi (96.25%), dan bagus (78.75%) dalam merumuskan objektif pembelajaran yang relevan dengan penilaiannya. Lalu peneliti juga menemukan beberapa masalah dengan objektif pembelajaran. Rumusannya tidak jelas, komplis, dan urut. Masalah lainnya juga disebabkan oleh ketidakrelevanan antara objektif pembelajaran dan Kompetensi Dasar, objektif pembelajaran dan aktifitas, objektif pembelajaran dan materi, dan objektif pembelajaran dan penilaian. Di samping itu, masalah juga timbul karena objektif pembelajaran tidak mempunyai aktifitas pendukung dan tidak menyebutkan penilaiannya.

Secara singkat, persiapan mengajar peserta di kelas Pengajaran Mikro yang direpresentasikan dari RPP yang dibuatnya, cukup baik. Hal ini mendukung performa mengajar mereka. Mereka siap menjadi calon guru bahasa Inggris. Kemudian, peneliti juga memberikan beberapa saran untuk dosen, mahasiswa, dan peneliti lainnya.

Kata kunci: kelas Pengajaran Mikro, objektif pembelajaran, RPP