

ABSTRACT

Donat, Markus. (2013). *Fourth Semester Students' Perception on the Classroom Activities to Increase Their Critical Reading and Writing Skills in Critical Reading and Writing II Course*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Nowadays, everyone is required to think, to read and to write critically about what happens around them. It indicates that thinking, reading and writing critically become a required skill which must be learned by many people in many fields including the field of education. In the field of education, those skills are considered as the important skills for students to enhance their critical reading and writing skills. Reading and writing are two things that cannot be separated from their life because they face and work on it every day.

This study investigated the classroom activities in Critical Reading and Writing (CRW) II course of the English Language Education Study Program of Sanata Dharma University. There are two problems addressed in this study, namely, 1) What are the students' perceptions on classroom activities in Critical Reading and Writing II course?, 2) What are the students' suggestions to improve or to foster their critical reading and writing skills in classroom activities of CRW II course?.

This study employed a survey method. The participants of this research were the fourth semester students who join the Critical Reading and Writing II course academic 2011/2012 at English Language Education Study Program of Sanata Dharma University. In gathering the data, the researcher used two instruments namely questionnaires and interviews. The questionnaires were used to answer the problem formulation number one and two. Meanwhile, interview was used to verify the questionnaire result and to gain further information.

Based on the data analysis, the researcher found out that first, the students had positive perception on the classroom activities in CRW II course. This was proved by the majority of the students who answered "strongly agree" and "agree" when they answered the questionnaires. Only a small part of the students had negative perception toward the classroom activities in CRW II course. Second, the students had to read and write more to increase their critical reading and writing skills. Finally, the researcher also gives recommendations for the ELESP lecturers, the ELESP students, and further researchers.

Key words: perception, classroom activities, critical reading and writing

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Dewasa ini, setiap orang dituntut untuk berpikir, membaca dan menulis secara kritis mengenai setiap hal yang mereka jumpai disekitar mereka. Ini mengindikasikan bahwa berpikir, membaca, dan menulis kritis menjadi skill yang harus di pelajari oleh banyak orang dalam banyak bidang termasuk dunia pendidikan. Pada dunia pendidikan, skill tersebut dianggap sebagai skill penting untuk meningkatkan atau meninggikan skill siswa dalam membaca dan menulis kritis. Membaca dan menulis merupakan dua hal yang tidak bisa dilepaskan dari kehidupan siswa yang setiap hari bergelut dan berhadapan dengan dua hal tersebut.

Studi ini mengkaji aktivitas kelas di kelas Critical Reading and Writing II, Pendidikan Bahasa Inggris, Universitas Sanata Dharma, Yogyakarta. Ada dua permasalahan yang dikemukakan dalam penlitian ini yaitu pertama, apa persepsi siswa terhadap aktivitas di kelas Critical Reading and Writing II?. Kedua, apa saran atau usul siswa untuk meningkatkan kemampuan mereka dalam membaca dan menulis kritis di kelas Critical Reading and Writing II?.

Untuk itu, peneliti menggunakan metode survey. Responden penelitian ini adalah mahasiswa semester empat yang ikut kelas Critical Reading and Writing II angkatan 2011/2012 di Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma. Untuk menggumpulkan data pada penelitian ini, peneliti menggunakan dua instrumen penelitian yaitu kuesioner dan interview. Kuesioner digunakan untuk menjawab permasalahan satu, dua. Sementara itu, interview digunakan untuk memastikan hasil kuesioner dan mendapat data lebih jauh.

Berdasarkan analisa dari data yang diperoleh, peneliti menemukan bahwa pertama, mahasiswa memiliki persepsi positif terhadap aktifitas kelas di Critical Reading and Writing II. Hal ini dapat dibuktikan dari mayoritas mahasiswa menjawab "sangat setuju" dan "setuju" dalam menjawab pertanyaan dalam kuesioner. Hanya sebagian kecil dari mahasiswa yang berpersepsi negatif terhadap aktifitas kelas di kelas Critical Reading and Writing II. Kedua, siswa harus banyak membaca dan menulis agar kemampuan mereka dalam membaca dan menulis kritis meningkat. Akhirnya, peneliti memberikan saran untuk dosen Pendidikan Bahasa Inggris (PBI), mahasiswa PBI, dan peneliti selanjutnya.

Kata kunci: perception, classroom activities, critical reading and writing skills.