

## ABSTRACT

Diasti, Krismalita Sekar. (2018). *Students' Responses to Peer Spoken Feedback in PBI Micro Teaching Class*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Teaching is not an easy thing to do because teaching is not only explaining materials to the students but also managing the class in order to be effective and also engaging the students in the learning process. In the Faculty of Teachers Training and Education, micro teaching is an obligatory course which helps the pre-service teachers to master the teaching skills. One of the micro teaching lecturers of *Pendidikan Bahasa Inggris (PBI)* of Sanata Dharma University used peer spoken feedback in the learning activity. This study was conducted to analyze feedback aspects in peer spoken feedback and students' responses to peer spoken feedback. Therefore, there were two research questions: (1) With reference to Micro Teaching Guidelines, what aspects of feedback are addressed to in *PBI* Micro Teaching class F batch 2015? (2) What are the students' responses to peer spoken feedback in *PBI* Micro Teaching class F batch 2015?

The theoretical bases to address the problems were that of feedback aspects in micro teaching class (Ali & Al-Adawi, 2013), of response (Power, 1987, as cited in Rao & Kumar, 2004; Braun & Linder, 1979; and McKechnie, 1981), of attitude (Altman et al., 1985; Ary et al., 2010), and of motivation (Loganathan & Zafar, 2016, Long et al., 2013; Hadriana et al., 2013).

The researcher employed mixed method in conducting this study. Mixed method is an approach that collects, analyzes, and mixes both quantitative and qualitative data in a single study. The data in this study were quantitative and qualitative. The participants of this study were twenty-three students of *PBI* Micro Teaching class F batch 2015 of Sanata Dharma University. The video recording was used to gather qualitative data. The questionnaire was used to obtain quantitative data. An interview was conducted to gain more information about students' responses to peer spoken feedback.

The findings of this study showed that there were four feedback aspects of peer spoken feedback in Micro Teaching class F. They were (1) teaching skills, (2) classroom management, (3) personal appearance, and (4) language proficiency. The findings of this research also showed that the students had positive responses to peer spoken feedback in micro teaching class.

Based on the data analysis, it can be concluded that there are four feedback aspects of peer spoken feedback in Micro Teaching class F batch 2015. The students also have positive responses to peer spoken feedback in Micro Teaching class. The students consider peer spoken feedback beneficial to them. The students become more motivated and well-prepared in the teaching practice. There are three recommendations, namely, for lecturers of Micro Teaching classes, students in Micro Teaching classes, and future researchers.

**Keywords:** *micro teaching, peer spoken feedback, response*

### **ABSTRAK**

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Mengajar bukanlah hal yang mudah karena mengajar bukan hanya menjelaskan materi kepada siswa, tetapi juga mengatur kondisi kelas agar efektif serta melibatkan siswa dalam kegiatan belajar. Di Fakultas Keguruan dan Ilmu Pendidikan, pengajaran mikro (*micro teaching*) merupakan mata kuliah wajib. Salah satu dosen pengajaran mikro Pendidikan Bahasa Inggris (PBI) di Universitas Sanata Dharma menggunakan umpan balik lisan sejawat (*peer spoken feedback*) di kegiatan belajar. Maka, penelitian ini fokus terhadap umpan balik lisan sejawat di kelas pengajaran mikro. Ada dua rumusan masalah dalam penelitian ini: (1) Mengacu pada pedoman pengajaran mikro, aspek umpan balik apa saja yang ditujukan di pengajaran mikro kelas F angkatan 2015? (2) Respon (*response*) apa yang diberikan mahasiswa terhadap umpan balik lisan sejawat di pengajaran mikro kelas F angkatan 2015?

Teori-teori yang digunakan untuk menjawab rumusan masalah adalah aspek umpan balik di kelas pengajaran mikro (Ali dan Al-Adawi, 2013), respon (Power, 1987, yang dikutip dalam Rao & Kumar, 2004; Braun & Linder, 1979; McKechnie, 1981), sikap (Altman et al., 1985; Ary et al., 2010) dan motivasi (Loganathan & Zafar, 2016; Long et al., 2013; Hadriana et al., 2013).

Peneliti menggunakan metode campuran. Metode campuran adalah salah satu metode dimana peneliti mengumpulkan, menganalisa, dan menggabungkan kuantitatif dan kualitatif data. Data dalam penelitian ini adalah kuantitatif dan kualitatif. Partisipan dalam penelitian ini adalah 23 mahasiswa pengajaran mikro kelas F angkatan 2015 di program studi PBI, Universitas Sanata Dharma. Rekaman video digunakan untuk mendapatkan data kualitatif, kuesioner digunakan untuk mendapatkan data kuantitatif, dan wawancara digunakan untuk menggali lebih banyak informasi dari mahasiswa.

Hasil dari penelitian menunjukkan ada empat aspek tanggapan di pengajaran mikro kelas F yaitu (1) keterampilan-keterampilan mengajar, (2) manajemen kelas, (3) penampilan pribadi, dan (4) kemampuan berbahasa. Hasil penelitian menunjukkan bahwa mahasiswa mempunyai respon positif terhadap penggunaan umpan balik lisan sejawat di kelas pengajaran mikro.

Berdasarkan analisis data, dapat disimpulkan bahwa ada empat aspek umpan balik dalam umpan balik lisan sejawat di pengajaran mikro kelas F angkatan 2015. Mahasiswa juga mempunyai respon yang positif dan menjadi lebih termotivasi serta lebih mempersiapkan diri dengan baik dalam praktik mengajar. Ada beberapa rekomendasi yang ditujukan kepada dosen kelas pengajaran mikro, mahasiswa kelas pengajaran mikro, dan peneliti selanjutnya.

**Kata kunci:** *micro teaching, peer spoken feedback, response*