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in the Presentation Activities (A Case in  
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## ABSTRAK

**Ila Holilah.** 2015. Tingkat Berpikir Mahasiswa dalam Kegiatan Presentasi (*Sebuah Keis di Mata Kuliah ELTM 2*). Jurusan Bahasa Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Jakarta.

Evaluasi suatu program pendidikan perlu dilakukan secara reguler, termasuk pengumpulan informasi yang relevan atas implementasi suatu program perkuliahan. Penelitian ini merupakan bagian dari suatu evaluasi pelaksanaan program perkuliahan di Program Studi Pendidikan Bahasa Inggris, JBSIng, Fakultas Bahasa dan Seni Universitas Negeri Jakarta. Penelitian dimaksudkan untuk menggambarkan kegiatan pembelajaran dan menganalisis tingkat berfikir mahasiswa yang berkembang dalam kegiatan presentasi di kelas ELTM 2. Studi kualitatif deskriptif digunakan sebagai desain penelitian ini dengan instrumen analisis dokumen dan catatan lapangan dari observasi kelas. Penelitian dilakukan terhadap tiga orang dosen mata kuliah *English Language Teaching and Methodology 2* dan sampel dari 91 mahasiswa yang dipilih menggunakan teknik purposive sampling. Kegiatan belajar dan penampilan mahasiswa saat presentasi dikategorikan berdasarkan tingkat berpikir di taksonomi Bloom. Hasil penelitian ini menunjukkan bahwa tingkat berpikir mahasiswa yang distimulir dalam kegiatan presentasi adalah kategori mengingat (22%), memahami (24%), menerapkan (27%), menganalisis (15%), mengevaluasi (9%), dan mengkreasikan (3%). Hal ini mengimplikasikan bahwa tingkat berpikir yang paling berkembang adalah dalam kategori *menerapkan* yang masih tergolong tingkat berpikir yang rendah. Pada akhir perkuliahan mahasiswa diharapkan dapat menjadi guru yang reflektif dan kompeten dalam mengajar bahasa Inggris. Oleh karena itu kegiatan pembelajaran di kelas ELTM 2 haruslah dirancang berdasarkan tingkat berpikir yang diperlukan mahasiswa untuk dapat menjadi guru.

**Kata Kunci:** Evaluasi program, tingkat berpikir, kegiatan belajar, Taksonomi Bloom, presentasi, ELTM 2.

## ABSTRACT

**Ila Holilah. 2015.***Students' Level of Thinking Demonstrated in the Presentation Activities (A Case in ELTM 2 Course).***English and Literature Department. Faculty of Languages and Arts. State University of Jakarta.**

Evaluating an educational program implementation needs to be conducted regularly, including collecting relevant information on a course program implementation in a higher education. This study was a part of a course program evaluation implemented at the English Language Education Study Program (ELESP), English Department, The Faculty of Languages and Arts State University of Jakarta. The study focused on portraying learning activities in the presentations activities at English Language Teaching Methodology 2 course and was meant to reveal the students' level of thinking demonstrated during the presentations. This study used a descriptive qualitative design as the research methodology, with the document analysis and field notes resulted from classroom observations. The data resources were the lectures' instructions and 91 students' performance selected by purposive sampling technique. Learning activities and students' performance in presentations activities were analyzed by using Revised Bloom Taxonomy to reveal the students' levels of thinking. The results found that students' levels of thinking stimulated in the presentation activities were in the category of remembering (22%), understanding (24%), applying (27%), analyzing (15%), evaluating (9%), and creating (3%). Overall, applying level of thinking was the most stimulated in learning activities. The objective of ELTM 2 course was students are supposed to get the experiences as a future reflective teacher, be competent in running an English lesson. Therefore, learning activities in ELTM 2 course were designed based on the level of thinking needed to prepare them as a future English teacher.

**Keywords:** Program evaluation, level of thinking, learning activities, Bloom Taxonomy, students' presentation, ELTM 2 course.

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