

ABSTRACT

Palupi, Titis Sekar. (2018). *Students' Perception on Cooperative Learning Approach to Enhance Speaking Skill in Play Performance Class*. Yogyakarta: Universitas Sanata Dharma.

In the learning process, the lecturer and students face many challenges. One of the challenges is the level of students' participation. The students' participation is important to enhance students' speaking skill. Speaking is one of the skills that require the students' participation. If the students pay more attention to the lecture, they will have high possibility to get better achievement. The students will concentrate more to the lesson. Further, this problem gives insight that the use of teaching approach is important. In the teaching field, there are some kinds of teaching approach. The most appropriate approach would influence the students' achievement. In this research, the researcher chooses cooperative learning as the most appropriate approach to be applied. Moreover, cooperative learning gives opportunity to the students to learn together.

In this research, the researcher formulated two research questions: (1) What are the students' perception on the use of cooperative learning to improve students speaking skill in Play Performance Class? (2) How is cooperative learning implemented to teach speaking skill in Play Performance Class?

This research used quantitative paradigm. Survey was conducted in this research. This survey was about the students' perception. The researcher conducted survey on students of English Language Education Study Program who have experienced Play Performance Class in Sanata Dharma University. The instrument used in this research was questionnaire. The researcher used close ended and open ended question. The research participants of this research were thirty students.

The result showed that the majority of students had a positive perception on the use of cooperative learning in Play Performance Class. The result showed that the use of cooperative learning was beneficial to be applied in Play Performance Class to enhance students' speaking skill.

Keywords: perception, cooperative learning, play performance class.

ABSTRAK

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Dalam proses pembelajaran, ada berbagai tantangan yang harus di hadapi oleh guru dan siswa. Salah satu tantangan itu adalah tingkat partisipasi siswa. Partisipasi mahasiswa penting untuk meningkatkan kemampuan berbicara. Berbicara adalah salah satu kemampuan yang memerlukan partisipasi dari siwa. Jika mahasiswa memberikan perhatian kepada dosen, mereka akan mendapatkan pencapaian yang lebih. Lebih jauh, masalah ini membaca kita kepada suatu pemikiran bahwa penggunaan pembelajaran kooperatif itu penting. Di dalam dunia pengajaran, kita mengenal berbagai macam pembelajaran. Kesesuaian pendekatan yang bisa kita pilih akan mempengaruhi pencapaian siswa. Di dalam penelitian ini, peneliti memilih *cooperative learning* sebagai pendekatan yang paling sesuai untuk digunakan. *cooperative learning* memberi kesempatan bagi siswa untuk belajar bersama.

Di penelitian ini, peneliti merumuskan dua pertanyaan: (1) Apa persepsi para mahasiswa dalam penggunaan *cooperative learning* di kelas *Play Performance*? (2) Bagaimana *cooperative learning* dapat diimplementasikan untuk mengajar berbicara di kelas *Play Performance*?

Penelitian ini menggunakan paradikma kuantitatif. Survey dilakukan untuk mengerjakan penelitian ini. Survey yang dilakukan membahas tentang persepsi para mahasiswa. Peneliti melakukan survey kepada mahasiswa Pendidikan Bahasa Inggris yang sudah pernah mengambil kelas *Play Performance* di Universitas Sanata Dharma. Instrumen yang digunakan adalah kuesioner. Peneliti menggunakan tipe pertanyaan tertutup dan terbuka. Peneliti memilih tiga puluh orang sebagai responden.

Hasilnya menunjukkan bahwa mayoritas siswa memiliki persepsi yang positif terhadap *cooperative learning* di kelas *Play Performance*. Hal itu menunjukkan bawa *cooperative learning* dapat digunakan di kelas *Play performance* untuk meningkatkan kemampuan berbicara para mahasiswa.

Keywords: perception, cooperative learning, play performance class.