

ABSTRACT

Ardhyanita, Brigita Yusnia Wuri. (2020). *Students' Perceptions on the Use of Scripted Role-Play in Play Performance Class to Develop Reading Comprehension Skills*. Yogyakarta: Sanata Dharma University.

The aim of the research was to investigate and identify the students' perceptions on the use of scripted role-play in Play Performance class to develop reading comprehension skills. There were two formulated research questions. They are: 1) How does scripted role-play contribute to develop reading comprehension skills? and 2) What are students' perceptions on the use of scripted role-play to develop reading comprehension skills?

This research applied qualitative research and survey method. This research applied qualitative survey research because the data was gathered through survey method and the results were interpreted or described with qualitative interpretation. There were two instruments used in this research namely questionnaire and interview. The researcher used purposive sampling to gather the data for the interview. The researcher interviewed six students who became players and directors to get the various results.

Based on the results, the researcher made two conclusions. First, scripted role-play contributed to develop better reading comprehension skills because of the demonstration in this technique. The demonstration made the students act the story line directly so that reading comprehension developed. Moreover, this technique facilitates students with interesting reading activities because the students can participate actively. Second, most of the student had positive perceptions of scripted role-play to develop reading comprehension skills. Most of the students perceived that they enjoyed doing scripted role-play in Play Performance class. They also considered that scripted role-play develop their reading comprehensions skills because they found lots of unfamiliar words in the script so that they learn to predict the meaning.

The researcher addressed some recommendations for the lecturers of ELESP who teach reading class, the students of Play Performance class, and future researcher. It would be better if the lecturer of ELESP who teach reading class to use scripted role-play technique to develop students' reading comprehension. Next, the students of Play Performance class have to manage their time wisely in preparing the play so they are able to finish the deadline on time. Last, it would be better if the future researchers who had the similar topic with this research have more respondents to enrich the result and get wider answers.

Keywords: role-play, students' perceptions, and reading

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Penelitian ini bertujuan untuk meneliti dan mengetahui persepsi mahasiswa dari penerapan scripted role-play di kelas Play Performances untuk meningkatkan pemahaman membaca. Penelitian ini mempunyai dua pertanyaan untuk dibahas yaitu: 1) Bagaimana kontribusi scripted role-play dalam peningkatan pemahaman membaca? 2) Apa persepsi mahasiswa terhadap scripted role-play untuk meningkatkan pemahaman membaca?

Penelitian ini menggunakan penelitian kualitatif dan metode survei. Penelitian ini menggunakan survei kualitatif karena data diambil dengan metode survei dan hasil penelitian dianalisis dengan pendekatan kualitatif. Peneliti menggunakan dua instrument, yaitu kuesioner dan wawancara. Peneliti menggunakan pengambilan sampel secara purposive untuk wawancara dengan mewawancarai enam mahasiswa yang berperan sebagai pemain dan sutradara di kelas Play Performances untuk mendapatkan variasi jawaban.

Berdasarkan hasil penelitian, peneliti menarik dua kesimpulan. Pertama, scripted role-play berkontribusi untuk meningkatkan pemahaman membaca yang lebih baik karena demonstrasi dalam teknik ini. Demonstrasi tersebut membuat mahasiswa memperagakan secara langsung alur cerita dalam skrip sehingga pemahaman membaca meningkat. Selain itu, teknik ini mampu memfasilitasi mahasiswa dengan kegiatan membaca yang menarik karena semua mahasiswa dapat berpartisipasi secara aktif. Kedua, hampir seluruh mahasiswa memiliki persepsi positif terhadap penerapan scripted role-play untuk meningkatkan kemampuan pemahaman membaca. Mereka menikmati penerapan scripted role-play di kelas Play Performances. Mereka juga menganggap scripted role-play dapat meningkatkan pemahaman membaca karena mereka belajar memprediksi arti dari kata-kata asing dalam skrip.

Peneliti menyampaikan beberapa saran untuk dosen PBI yang mengampu kelas reading, mahasiswa kelas Play Performances dan peneliti selanjutnya. Akan lebih baik jika dosen PBI yang mengampu kelas reading menggunakan teknik scripted role-play untuk meningkatkan kemampuan pemahaman membaca mahasiswa. Selanjutnya, mahasiswa di kelas Play Performances harus bisa mengatur waktunya dengan bijak sehingga semua tugas di kelas ini bisa diselesaikan sesuai batas waktu. Akhirnya, peneliti selanjutnya yang memiliki topik serupa dengan penelitian ini diharapkan memiliki lebih banyak responden untuk memperkaya jawaban untuk hasil penelitian.

Kata kunci: role-play, students' perceptions, dan reading