

ABSTRACT

Adipranata, Silvestra Maria Indrat Yessy (2009). *Students' Perceptions on the Use of Role Play Technique in Speaking Class in the English Education Study Program of Sanata Dharma University*. Yogyakarta: Sanata Dharma University.

This study is aimed at investigating and identifying the students' perceptions on the use of role play in speaking class in English Education study program of Sanata Dharma University. There are two research problems discussed in this study. They are: 1) How does the implementation of role play technique in speaking class in English Education study program reflect the feature of a good role play? And 2) What are the students' perceptions on the use of role play technique in speaking class in English Education study program?

To solve both research problems, the researcher employed survey study. The instruments used in this study were observation and questionnaire. The researcher also interviewed seven respondents in order to obtain more information, The respondents of this study were 51 first semester students in English Education study program of Sanata Dharma University in the academic year of 2007/2008 who belonged to the speaking A and E classes. The interview guidelines consisted of 5 questions related to the use of role play technique.

Based on the results, there were two conclusions. First, the role play was well implemented. The implementation of the role play technique was in accordance with the theory of a good role play which stated that role play should be based on a familiar situation, allows the students to speak naturally, and develops the students' creativity. The type of role play which used in this class was a Simple Role Play. The role play implemented by asking the students to make a group to perform the play based on certain topics in which they had already prepared the script and property. Second, all of the students had positive perceptions on the use of role play technique in speaking class. Role play was considered to bring about positive contribution to help them improve their language skills, especially Speaking. Finally, there are some suggestions for the lecturer of Interactional Speech class, the students of Interactional Speech Class and next researchers. The lecturer of Interactional Speech class is expected to select the member of the group, minimize the number of the group's member, improve the theme of the play and facilitate an outdoor activity. Furthermore, the students of Interactional Speech class are hoped to pay more attention to the pronunciation in their role play performances so that the audience can understand the conversation clearly. Moreover, the next researchers are also hoped to have more preparation and respondents, add more aspects of the role play and be more detailed.

ABSTRAK

Adipranata, Silvestra Maria Indrat Yessy (2009). *Students' Perceptions on the Use of Role Play Technique in Speaking Class in the English Education Study Program of Sanata Dharma University*. Yogyakarta: Sanata Dharma University

Penelitian ini bertujuan untuk meneliti dan mengetahui persepsi siswa terhadap kegunaan teknik *role play* dalam kelas Speaking di program studi pendidikan bahasa Inggris Universitas Sanata Dharma. Ada dua pertanyaan yang di bahas yaitu: 1). Bagaimana penerapan teknik *role play* dalam kelas Speaking di program studi pendidikan bahasa Inggris mencerminkan syarat *role play* yang baik? dan 2). Apa persepsi siswa terhadap kegunaan teknik *role play* dalam kelas Speaking di program studi pendidikan bahasa Inggris?

Untuk menjawab semua pertanyaan, peneliti menggunakan studi survai. Adapun instrumen yang digunakan adalah observasi dan kuesioner. Peneliti juga melakukan wawancara terhadap tujuh responden untuk mendapatkan informasi lebih banyak lagi. Responden dari penelitian ini adalah 51 siswa dari semester pertama program studi pendidikan bahasa Inggris Universitas Sanata Dharma dalam tahun akademik 2007/2008 yang mengikuti kelas Speaking A dan E. Wawancara terdiri dari 5 pertanyaan yang berkaitan dengan kegunaan *role play*.

Dari hasil, diperoleh dua kesimpulan. Pertama, *role play* diterapkan dengan baik. Penerapan teknik *role play* sudah sesuai dengan teori tentang *role play* yang baik yang menyatakan bahwa *role play* harus didasarkan pada situasi umum, memperbolehkan siswa untuk berbicara secara alami, dan mengembangkan kreatifitas siswa. Tipe *role play* yang digunakan adalah *Simple Role Play*. *Role play* diterapkan dengan cara meminta siswa untuk membentuk kelompok untuk menampilkan drama dengan topik tertentu yang naskah dan perlengkapannya telah mereka persiapkan sebelumnya. Kedua, semua siswa memiliki persepsi positif terhadap penggunaan teknik *role play* dalam kelas Speaking. *Role play* dianggap membawa kontribusi yang positif untuk membantu siswa dalam mengembangkan kemampuan berbahasa mereka, khususnya ketrampilan berbicara. Akhirnya, ada beberapa saran yang ditujukan bagi dosen dari kelas *Interactional Speech*, siswa dari kelas *Interactional Speech* dan peneliti berikutnya. Dosen dari kelas *Interactional Speech* diharapkan memilih langsung anggota grup, meminimalkan jumlah anggota kelompok, mengembangkan tema *role play* dan memfasilitasi kegiatan luar kelas. Disamping itu, siswa-siswa dari kelas *Interactional Speech* juga diharapkan lebih memperhatikan pelafalan kata dalam penampilan mereka sehingga dapat dipahami jelas oleh penonton. Dan bagi para peneliti berikutnya yang akan melakukan penelitian sejenis, diharapkan punya persiapan lebih lagi dan memperbanyak responden, menambah aspek dari *role play* dan lebih rinci dalam meneliti.