ABSTRACT

Paradewari, Dirtya Sunyi. (2015). *ELESP Students' Perception on the Use of Scripted Role Play to Improve Speaking Ability in Play Performance Class.* Yogyakarta: Sanata Dharma University.

Teaching students to speak confidently is challenging. The teachers should think about the appropriate technique to motivate them to speak. In this study, the researcher tries to find the appropriate technique that makes students learn to speak English fluently and accurately. The researcher wants to use a scripted role play as the technique to improve speaking ability. Since the use of a scripted role play has been applied in Play Performance class, the researcher wants to find out whether it is a successful or unsuccessful technique to improve speaking ability. Thus, the researcher is interested in digging out the students' perception on the use of a scripted role play.

There were two research problems discussed in this study. They are: (1) How is a scripted role play implemented to improve speaking ability in Play Performance class? and (2) What is the students' perception on the use of scripted role play to improve speaking ability in Play Performance class?

This research employed survey research. The instruments used in this study were a questionnaire and an interview. There were 61 semester six students in the English Language Education Study Program of Sanata Dharma University who were taking Play Performance class in the academic year 2014/2015. For the interview, there were thirteen students from 61 students who were the actors and actresses in Play Performance class.

After the researcher analyzed the data, the results showed that the majority of participants had a positive perception on the use of a scripted role play. Based on the results, there were two conclusions. The first was that the implementation of the scripted role play has been applied well in Play Performance class. The second was that the students had a positive perception on the use of a scripted role play. They all agreed that using a scripted role play makes them improve their speaking ability especially in front of people. Besides the speaking ability, they got some benefits after performing the scripted role play. They got more confidence to speak English fluently and accurately and learned how to pronounce the words well.

There are also some suggestions for the lecturers of Play Performance class, the students of Play Performance class, and the future researchers. For the lecturers of Play Performance class, they may develop students' strategy in the implementation of the scripted role play. For the students of Play Performance class, they may use a scripted role play to improve speaking ability. For the future researchers, they may conduct the use of a scripted role play in different courses.

Keywords: scripted role play, students' perception, and speaking ability.

ABSTRAK

Paradewari, Dirtya Sunyi. (2015). *ELESP Students' Perception on the Use of Scripted Role Play to Improve Speaking Ability in Play Performance Class.* Yogyakarta: Universitas Sanata Dharma.

Mengajar siswa untuk berbicara dengan percaya diri adalah sebuah tantangan. Guru harus berpikir mengenai teknik yang tepat untuk memotivasi siswa dalam belajar Bahasa Inggris. Dalam penelitian ini, peneliti mencoba untuk menemukan teknik yang tepat yang membuat siswa belajar berbicara bahasa Inggris dengan lancar dan akurat. Peneliti ingin menggunakan scripted role play *sebagai teknik untuk meningkatkan kemampuan berbicara. Dalam hal ini, penggunaan* scripted role play *telah diterapkan di kelas* Play Performance *sehingga peneliti ingin mengetahui apakah penggunaan* scripted role play *sukses atau gagal dalam meningkatkan kemampuan berbicara. Dengan demikian, peneliti tertarik menggali persepsi siswa tentang penggunaan* scripted role play.

Ada dua masalah penelitian yang dibahas. Masalah tersebut adalah: (1) Bagaimana penggunaan scripted role play *diimplementasikan untuk meningkatkan kemampuan berbicara dalam kelas* Play Performance*? dan (2) Apa persepsi siswa terhadap penerapan* scripted role play *dalam meningkatkan kemampuan berbicara di kelas* Play Performance*?*

Penelitian yang digunakan dalam adalah studi survai. Instrumen yang digunakan adalah kuesioner dan wawancara. Terdapat 61 mahasiswa semester enam di Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma yang mengambil kelas Play Performance *pada tahun akademik 2014/2015. Dalam wawancara, terdapat tiga belas siswa sebagai aktor dan aktris di kelas* Play Performance.

Setelah peneliti menganalisa data, hasil penelitian menunjukkan bahwa mayoritas peserta memiliki persepsi positif terhadap penggunaan scripted role play. *Berdasarkan hasil penelitian, terdapat dua kesimpulan. Pertama ialah implementasi pengguanaan* scripted role play *sudah terlaksana dengan baik di kelas* Play Performance. *Kedua ialah siswa memiliki persepsi positif dalam menggunakan* scripted role play. *Mereka sepakat bahwa menggunakan* scripted role play *dapat meningkatkan kemampuan berbicara di depan orang. Selain itu, mereka memiliki beberapa keuntungan setelah melakukan* scripted role play. *Mereka menjadi lebih percaya diri untuk berbicara bahasa Inggris dengan lancar dan tepat dan belajar bagaimana melafalkan kata-kata dengan baik.*

Terdapat juga saran untuk dosen, siswa di kelas Play Performance *dan peneliti selanjutnya. Bagi dosen* Play Performance*, untuk membangun strategi mahasiswa dalam penerapan* scripted role play. *Bagi siswa kelas* Play Performance*, tetap menggunakan scripted* role play *untuk meningkatkan kemampuan berbicara. Bagi peneliti selanjutnya, untuk menggunakan* scripted role play *pada mata kuliah berbeda.*

Kata kunci*:* scripted role play, students' perception, and speaking ability