ABSTRACT

Wijayanti, Lisa. 2007. *Students' Perceptions on the Use of Audio Recording as a Model in Speaking V Class at the English Language Education Study program of Sanata Dharma University.* Yogyakarta: Sanata Dharma University.

Teachers should provide input and experiences to the students because the ability to use a language is a result of the input the students receive and the experiences that accompany the input. One way of providing the input for the students is by giving a model for the students. In this research, the researcher investigated the students' perceptions on the use of audio recording as a model in Speaking V class at the English Language Education Study Program of Sanata Dharma University.

The research investigated the students' perceptions on the use of audio recording as a model in Speaking V classes. There were two research questions proposed in this research: 1) how does the teacher implement the use of audio recording as a model in the Speaking V class, and 2) what are the students' perceptions on the use of the audio recording as a model in the Speaking V class.

In answering the two research questions, the researcher used descriptive research method. Therefore, the instruments that the researcher used were questionnaires, observation sheets, and also interviews guidelines. To answer the first research question, the researcher did class observation. The questionnaires were distributed to answer the second research question. In addition, the researcher also interviewed students to clarify the data that have been obtained.

In the implementation, the teacher taught the class in steps. First, the teacher introduced the topic to the students. Second, the teacher distributed handouts to the students and gave time to the students to study it. Third, the teacher explained the materials to the students. Fourth, the teacher played the audio recording and asked the students to listen to it. Fifth, the teacher asked the students to do the exercises related to the material given. Then, the teacher facilitated the students to discuss the exercises. Next, the teacher gave time to the students to prepare for the speaking practice. Finally, the students were asked to speak out, practice speaking. The researcher found that the students' perceptions on the use of audio recording as a model in Speaking V classes were good. From the data, the researcher found that most students had positive responses on the use of modeling in their Speaking class.

ABSTRAK

Wijayanti, Lisa. 2007. *Students' Perceptions on the Use of Audio Recording as a Model in Speaking V Classes at the English Language Education Study Program of Sanata Dharma University,* Yogyakarta: Pendidikan Bahasa Inggris, Fakultas Kegurusan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Guru seharusnya menyediakan *input* dan pengalaman bagi siswanya karena kemampuan berbahasa adalah hasil dari input yang diterima oleh siswa dan pengalaman yang menyertai *input* itu. Dalam penelitian ini, peneliti menyelidiki persepsi siswa terhadap penggunaan rekaman audio sebagai *model* di kelas *Speaking V* di Program Studi Pendidikan Bahasa Inggris, FKIP, Universitas sanata Dharma.

Penelitian ini menyelidiki persepsi para siswa terhadap penggunaan rekaman audio sebagai *model* di kelas *Speaking V* di Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma. Ada dua pertanyaan yang disampaikan dalam penilitian ini: 1) Bagaimana rekaman audio sebagai *model* tersebut diterapkan di kelas *Speaking V*, 2) Apa persepsi siswa terhadap penggunaan rekaman audio sebagai *model* di kelas *Speaking V* di Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma.

Peneliti menggunakan metode penelitian *Descriptive*. Untuk metode ini, peneliti menggunakan angket, observasi kelas, dan wawancara sebagai instrumennya. Untuk menjawab permasalahan yang pertama, peneliti melakukan observasi kelas. Sedangkan angket dibagikan untuk menjawab permasalahan yang kedua. Untuk mengklarifikasi data yang sudah diperoleh, peneliti juga mewawancarai beberapa siswa yang dianggap mewakili persepsi semua siswa.

Untuk penerapan penggunaan rekaman audio sebagai *model* di kelas *Speaking V* peneliti mengamati bahwa guru di kelas-kelas tersebut mengajar dalam beberapa langkah. Pertama, guru memperkenalkan topik yang akan dibahas. Kedua, guru membagikan *handout* kepada siswa untuk dipelajari sebentar. Kemudian, guru menjelaskan bahasan kepada mereka. Keempat, guru memutar rekaman audio untuk didengarkan oleh siswa. Setelah siswa selesai mendengarkan, guru menyuruh mereka untuk mengerjakan latihan yang tersedia. Selanjutnya, guru berperan sebagai fasilitator dalam pengerjaan dan pembahasannya. Keenam, guru memberi waktu kepada siswa untuk mempersiapkan diri untuk praktek *speaking*. Kemudian, siswa guru menyuruh siswa untuk praktek *speaking*. Peneliti menemukan bahwa persepsi siswa terhadap penggunaan rekaman audio sebagai *model* di kelas *Speaking V* adalah bagus. Dari data yang diperoleh, hampir semua siswa mempunyai tanggapan yang positiv terhadap *model* tersebut.