

## ABSTRAK

MIR'ATUL KHAYATI. 2024. "UNIVERSITY STUDENTS' PERCEPTIONS TOWARDS THE IMPLEMENTATION OF ROLE-PLAY TECHNIQUE IN ENGLISH SPEAKING CLASS". *Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Siliwangi. Tasikmalaya*

*Role-play telah mendapat banyak perhatian di bidang penelitian. Banyak penelitian membuktikan bahwa role-play mampu meningkatkan kemampuan berbicara siswa. Namun pada kenyataannya, masih ada siswa yang takut untuk berbicara meskipun sudah dilakukannya penerapan teknik role-play di kelas berbicara. Oleh karena itu, penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap penerapan teknik role-play di kelas berbicara. Metode yang digunakan dalam penelitian ini adalah studi kasus deskriptif. Partisipan terdiri dari 4 mahasiswa semester 3 di salah satu universitas di Tasikmalaya. Pengumpulan data penelitian menggunakan wawancara semi terstruktur. Data analisis menggunakan analisis tematik. Temuan penelitian menunjukkan bahwa terdapat persepsi positif dan persepsi negatif terkait persepsi siswa terhadap penerapan teknik role-play di kelas Professional Listening and Speaking. Persepsi positif meliputi role-play sebagai teknik belajar yang baik di kelas Professional Listening and Speaking, yaitu; (1) role-play membawa situasi asli dan bahasa asli; (2) mendorong motivasi siswa untuk belajar; dan (3) meningkatkan kemampuan berbicara siswa. Sedangkan persepsi negatif meliputi kekurangan dari penerapan teknik role-play di kelas Professional Listening and Speaking, yaitu; (1) role-play dalam program pembelajaran bahasa jangka panjang dan topik yang kurang menarik; dan (2) role-play membatasi kesempatan siswa untuk meningkatkan kemampuan mendengarkan. Dengan demikian, guru dapat mempertimbangkan kekuatan dan kelemahan dari role-play sebagai acuan dalam mempertimbangkan role-play sebagai teknik pembelajaran agar kelas berbicara memiliki suasana yang hidup dan menyenangkan dan juga meningkatkan kemampuan berbicara siswa.*

**Kata kunci:** *Role-play, persepsi, meningkatkan kemampuan berbicara, pembelajaran Bahasa Inggris*

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Role-play has received much attention in the research field. Many studies prove that role-play can improve students' speaking skills. However, in fact, there are still students who are afraid to speak even though they have implemented role-play techniques in their speaking class. Therefore, this research aims to determine university students' perceptions towards the implementation of the role-play technique in speaking class. The method used in this research is a descriptive case study. Participants consisted of four students in the third semester at one of the universities in Tasikmalaya. Data collected using semi-structured interviews. Data analysis uses thematic analysis. The research findings show that there are positive perceptions and negative perceptions related to students' perception toward the implementation of role-play techniques in Professional Listening and Speaking class. Positive perceptions include role-play as a good teaching technique in Professional Listening and Speaking class, namely; (1) role-play brings real-life situation and authentic language; (2) boosting students' motivation to learn; and (3) improving students' speaking skills. Meanwhile, negative perceptions include the shortcomings of the implementation of role-play technique in Professional Listening and Speaking class, namely; (1) role-play in long-term language programs and uninteresting topic; and (2) role-play limits the opportunity for students to improve listening skills. Thus, teachers can consider the strengths and weaknesses of role-play as a reference in considering role-play as a teaching technique so that the speaking class has a lively and fun atmosphere as well as improves students' speaking abilities.

**Keywords: Role-play, perception, improving speaking skills, English language learning**