

Abstract

There were various teaching methodologies used to enhance students' speaking skills. One of them is communicative language teaching (CLT). One of CLT technique is role play. Roleplay has many benefits for students language learning, especially in the classroom. The benefits of role play could be optimally perceived by students unless the role play is implemented well. This study aims at the implementation of role play from students' perspective as well as students' responses on the implementation of role play. A qualitative method with descriptive qualitative as a research design was used to obtain the research objectives. The interview was done towards three participants from Literary Appreciation course in English Language Education Department at one private Islamic university at Yogyakarta. Based on the interview, there were nine stages done in implementing role play such as announcing the role play assignment; distributing teaching material used in role play; showing the example of role play; grouping members of role play; distributing roles in the role play; giving time to prepare the role play; creating a role play; role play performance; and giving feedback. Also, there were six responses from students about the role play implementation such as students are happy to have role play; students are not feeling bored in role play; students are shocked when role play assignment was announced; students are entertained through role play assignment; students experience anxiety in doing role play; and students are enthusiastic to welcome the role play.

Keyword: CLT, role play, students' responses.