The comparative study on students' speaking ability of analytical exposition text between students with extrovert and introvert personality through role-play technique

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Abstract: The objectives of the study were to find out the difference of speaking achievement of analytical exposition text between students with extrovert and introvert personalities who were taught through role-play technique and to find out extrovert and introvert students' perception toward role-play technique. The subject of the research was the second-grade students of Senior High School 1 Gedongtataan. XI Science 1 was chosen as the experimental class and there was no control class. A set of the questionnaire of personality was used to classify students into the introvert and extrovert groups. Independent group T-Test was applied in this research. The result indicated that there was no statistically significant difference in speaking achievement between students with introvert and extrovert students after being taught through role-play technique since the significant value was higher than 0,05 (0.799). It was assumed that personality was not the only factor that influences students' speaking achievement and role-play was a structured-task. Besides, a set of the questionnaire of students' perception was used to find out the students' perception toward the role-playing technique. It was found students' positive perception although there were some problems during the implementation of the role-play technique. Thus, it was suggested for English Teachers who wanted to implement a role-playing technique to make a setting like in the real-life and allow students to modify the task.

*Keywords***:** *speaking achievement, analytical exposition text, extrovert and introvert students, role-play*

I. INTRODUCTION

Speaking is one of the important skills in English which must be mastered by learners. Nunan (2003) says that speaking is a productive oral skill and it consists of producing utterances to convey meaning. Speaking is important because learners need the experience to produce their ideas in oral form and also how to respond to someone's ideas. When learners can speak means they can communicate with each other to send meaningful ideas.

Although English is not the first language in Indonesia the role of English is unavoidable to use in world communication. By considering this fact, English becomes a compulsory subject which is taught in Indonesia as the first foreign language. It is taught since junior high school; in some cases, there are elementary schools implement these subjects, it is based on the school policy. Although English is a subject in school, in reality, there are a lot of senior high school students that are unable to speak it whereas they have learned it

for many years. According to Noprival (2016), some possibilities influence this case. First, there is a limited time for this subject in the class. Second, some schools teach English by using the Indonesian language. That is why the use of English is not frequently in the education field.

However, teachers must be more creative to create a joyful atmosphere in the classroom to teach speaking English to improve their communicative skills because Bavi (2018) states that the use of fun activities in the teaching-learning process is more effective than the traditional one. It indicates that if we can make a fun situation in the class, we can achieve the maximum result than using the conventional one. Kayi (2006) also states that the goal of speaking should improve students' communicative skills in today's world because students have to express and show their idea and also they have to learn how to follow social and cultural rules which is appropriate in that communication circumstances.

Communicative Language Teaching (CLT), one of the methods in teaching English is a recommended method to be applied in teaching English which goals are to enable students to communicate in the target language. Communicative Language Teaching (CLT) is regarded more as an approach since the aims of CLT is: a) to make the communicative competence the goal of language teaching and b) to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richards and Rodger in Setiyadi (2006). The main point of CLT is an info-gap in every communication. When they talk in English there will be an info-gap during the conversation so it will be a good way to improve their confidence if they always practice. According to Larsen-Freeman (2000), there are some techniques which are associated with CLT such authentic material, scrambled sentence, language games, picture strip story, role-play, etc.

Role-play is one of the techniques which are developed by Communicative Language Teaching. In the role-play, students will be given some situation and roles which must be played. It may be suitable for the student because it gives chances for them to talk with each other and also it can improve their ability in speaking English by playing someone's roles. Larsen-Freeman (2000) states that Role-plays are very important in the communicative approach because they allow students to communicate in different social contexts and roles. It can improve their confidence to speak up because it is fun to play someone's character in this activity and subconsciously they may feel free to speak up because they pretend to be someone's character.

Also, in the classroom, students may have different personalities. There are students with introvert and extrovert personality. According to Eysenck in Effendi (2014), Extrovert person tends to be sociable, outgoing, talk active, responsive, easy-going, lively, carefree, and leadership while an introvert person is the opposite of extrovert student, mostly, they are more calm, even-tempered, reliable, controlled, peaceful, thoughtful, careful, and passive.

However, it is believed that personality may also influence the students' performance in the class so that the researcher applies to role-play to see whether there is a different result between students' performance before and after being taught through role-playing. Effendi (2014) on her research's finding states that the introvert and extrovert students speaking achievement in performing role-play are not significantly different. Rofi'i (2017) says that extrovert students get higher average English speaking scores than introvert students because of extrovert students good in three aspects of speaking: pronunciation, vocabulary, and fluency while the introvert students good in two aspects: grammar and comprehension.

From the background of research, the writer researches the implementation of role-playing technique to see the comparison of the students with extrovert and introvert personalities in the speaking class.

II. METHODS

Participants
The subject of this research was the second-grade students of Senior High School 1 Gedongtataan. XI Science 1 was chosen as the experimental class and there is no control class.

Instruments
There are three instruments of this research: the questionnaire of personality, the speaking test, and the questionnaire of students' perception.

Data Analysis
After obtaining the scores of pre-test and post-test, the researcher tabulated the results and calculated the scores by using Independent Group T-Test of Statistical Package for Social Science (SPSS). The researcher used SPSS to calculate the mean of pre-test and post-test. The researcher also found the normality of data. The normality of the test is used to determine if the data was set well-modeled by a normal distribution and to compute how likely it was for a random variable underlying the data set to be normally distributed. More operationally, the data were tested by *One- sample Kolmogorov-Smirnov Formula*(SPSS16.0 for Windows). To analyze the significance of the difference between extrovert and introvert students' speaking achievement she used Independent Group T-Test. To see which aspect improve the most between students with extrovert and introvert personality, she used Repeated Measures T-Test. Then, she interpreted and concluded the T-Test data. Meanwhile, to see students' perceptions, the researcher shared an open-ended questionnaire.

III. RESULTS AND DISCUSSIONS

Results

There are 16 students are classified as an introvert, 14 students are classified as extrovert, and 2 students are classified as an ambivert. So, 32 students follow the pre-test, treatments, and post-test but there are two students with ambivert personalities who are not counted in pre-test and post-test scores since the focus of the research is on introvert and extrovert students.

Then, after administering both pre-test and post-test, the mean of the pre-test is compared with the mean of the post-test. The mean of the introvert group is from 55.75 up to 76.37. The gain of the introvert group in the speaking test is 0.465989 points. The mean of the extrovert group is from 53 up to 75.71. The gain of the extrovert group in the speaking test is 0.483191 points. It can be concluded that the gain of the extrovert group is higher than the introvert group in the speaking test and the mean score of introvert students is higher than extrovert students.

To see the difference in speaking achievement between students with extrovert and introvert personality who are taught through role-play technique, the researcher uses an independent group T-test of Statistical Package for Social Science (SPSS). The researcher uses the level of significance 0.05 in which the hypothesis is proved if sign < p. It means that the probability of error in the hypothesis is only 5%. If $p<0.05$ H1 is accepted. If $p>0.05$ H0 is accepted.

Table 1. Hypothesis Testing Result

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
									Lower	Upper
Score	Equal variances assumed	.023	.881	.257	28	.799	.66071	2.57348	-4.61082	5.93225
	Equal variances not assumed			.258	27.795	.799	.66071	2.56418	-4.59351	5.91494

It shows that *H0* is accepted and *H1* is rejected since t-table is higher than t-value. The result shows that the t-value is .257. Meanwhile, the t-table at the level of significance of

two-tail 0.05 is 2.048. It implies that the introverted students' and extroverted students' speaking achievement in performing role play is not significantly different.

To see which aspects of speaking improve the most after being taught through role-play technique. The researcher analyses it from the score which is given from the first and second-rater. The researcher uses Repeated Measures T-test of Statistical Package for Social Science (SPSS). The researcher uses the level of significance 0.05 in which the hypothesis is proved if sign < p.

Table 2. The Improvement of Students' Speaking Achievement

Aspects of Speaking	Personality	Mean		Gain	T-Value	Sig.
		Pre-Test	Post-Test			
Pronunciation	Introvert	10.75	13.75	0.324324	9.604	.000
	Extrovert	10.71	15.42	0.506997	8.252	.000
Grammar	Introvert	11	15	0.444444	5.745	.000
	Extrovert	9.43	14	0.432356	12.798	.000
Vocabulary	Introvert	10.25	15.25	0.512821	8.660	.000
	Extrovert	9.85	14.71	0.478818	10.670	.000
Fluency	Introvert	11.5	16	0.529412	7.268	.000
	Extrovert	11.71	15.85	0.499397	6.109	.000
Comprehension	Introvert	11.3	16.37	0.582759	7.764	.000
	Extrovert	11.28	15.71	0.508028	9.282	.000

The table shows that there is statistically significant improvement in all aspects of speaking including pronunciation, grammar, vocabulary, fluency, and comprehension since t-value of each aspects are -9.604, -8.252, -5.745, -12.798, -8.660, -10.670, -7.268, -6.109, -7.764, and -9.282 with the significance level of less than 0.05 (0.000 < 0.05). Both of introvert and extrovert students get the highest improvement in comprehension, but introvert students get the lowest improvement in pronunciation and extrovert students in grammar. It also can be concluded that in pre-test the lowest mean score of an introvert is vocabulary (10.25) and the highest mean score is comprehension (12.25). The lowest mean score of the extrovert group is grammar (9.43) and the highest mean score is fluency (11.75). In the post-test, the lowest mean score of the introvert group is pronunciation (13.75) and the highest mean score is comprehension (16.37). The lowest mean score of the extrovert group is grammar (14) and the highest mean score is fluency (15.85).

To see the students' perception toward the role-play technique, the researcher uses qualitative research by distributing the open-ended questionnaire in written form to see students' perceptions. Here, the researcher would like to see students' perceptions of role-playing techniques. The researcher provides five questions to the students. There are five categories of perception to bring up students' perceptions such as students' speaking improvement, students' speaking difficulty, students' difficulty in expressing the idea,

students' excitement toward role-play technique, and students' nerves. For the coding purpose, the researcher makes a symbol for each category. The symbols are (+) for positive perception and (-) for negative perception toward role-play technique. Besides, the data of students' perception are presented below:

Table 3. Students' Coding Data of Perception

No	Categories	Personality	Students' Perception	
			+	-
1	Speaking Improvement	Introvert	100%	0%
		Extrovert	85.75%	14.25%
2	Speaking Difficulty	Introvert	75%	25%
		Extrovert	100%	0%
3	Difficulty in Expressing the Idea	Introvert	43.75%	56.25%
		Extrovert	57.14%	42.86%
4	Excitement toward Role-play Technique	Introvert	100%	0%
		Extrovert	100%	0%
5	Students' Nerve	Introvert	56.25%	43.7%
		Extrovert	71.42%	28.57%

The result above shows the result of each category. The first category is to see students' speaking improvement. There are 16 introvert students and 85.7% of extrovert students say "Yes" because they all feel the increases in their speaking during practice through role-play technique. The second category is to see speaking difficulty. There are 75% introvert students and 100% extrovert students who say that they find difficulty and the rest say that they do not find the difficulty in speaking English through role-play activity. The third category is to see the difficulty in expressing the idea. There are 43.75% introvert students and 57.14% extrovert students who say that they find difficulty and the rest say that they do not find the difficulty in expressing ideas in role-play activity. The fourth category is to see students' excitement toward role-play technique. 100% introvert and extrovert students say that role-playing is fun. The fifth category is to see students' nerves. There are 56.2% introvert students and 71.42% extrovert students who say that they are nervous and the rest say that they are not nervous.

Discussions

1. Discussion of the Introvert and Extrovert Students' Speaking Achievement

The researcher tests the hypothesis by using Independent Group T-Test of Statistical Package for Social Science (SPSS) for window version 20, the result shows that t value is lower than t-table. T-value is .257. Meanwhile, the t-table at the level of significance of two-tail 0.05 is 2.048. It means that Ho is accepted and H1 is rejected.

The researcher also finds that the mean score of pre-test and post-test in the introvert students is higher than extrovert students. From the result of the research, it is found that in the pretest the mean of the introvert group is 55.75 and the mean of the extrovert group

is 53. In the post-test, the mean of the introvert group is 76.37, and the mean of the extrovert group is 75.71. It is in line with Samand, Sailand, and Lio (2019) on their result of research that states that introvert students are better than extrovert students in speaking English performance because of introvert students may have the patience and focus to attend to clear articulation in a foreign language. It is also supported by Condon and Sahd (2013) who state that some quiet students also can improve their ability to speak in public with practice and support.

Two factors make there is no significant difference between students with extrovert and introvert personality in performing role-play. First, personality is not the only factor that influences students' speaking achievement. It is in line with Khasinah (2014) who says that individual differences play an important role in second language acquisition. Those factors are motivation, attitude, age, intelligence, aptitude, learning style, and also personality. The researcher assumed that although extrovert is believed more active than introvert if introvert students have good English proficiency, it does not make sense for extrovert students to speak better than introvert students or vice versa. It can be concluded that the better the students master English, the more students produce the words. The researcher finds that most students have a low ability in English and only a few students who have good English.

In this research, the researcher also finds that that personality does not give much influence to the students' speaking performance because during the research the researcher finds that introvert and extrovert students can talk and discuss in a group normally. There are no introvert students who silent and extrovert who talkative in that class. Leung (2015) says that at a young age, some introverts become adept at acting like an extrovert because the society values that extrovert characteristic is ideal. It shows that introvert may act like extroverts in the class. For example, although extrovert is curious, it doesn't mean that introvert cannot be curious. They all are almost the same. It is supported by Ozbay, Aydemir, and Atasoy (2017) who report that there is no statistically significant relationship between non-native students' personalities and their foreign language achievement.

Second, Role-play is a structured-task. The researcher gives them a role card consisting of different situation and role which must be played by the students in the form of conversation. It is supported by Larsen-Freeman (2000) who states that role-play is a technique which is required students to practice speaking by playing some roles provided. In the beginning, the researcher gave an example of how to make a conversation based on the role and situation and asked the students to make something new based on different roles and situations. The idea is new but the arrangement of the conversation was mostly similar. This may be one of the reasons why there is no significant difference between extrovert and introvert students' speaking achievement in performing role-play.

In addition, related to the influence of the role-play technique, the finding of students' perception shows that 100% of introvert students feel the increases in their speaking ability through role-play technique. It shows us that role-play works to provide a mask for introvert students to pretend to be other people based on the role and they enjoy it

(Effendi, 2014). Meanwhile, only 85.7% of extrovert students feel the increases in their speaking ability through role-playing. So, it makes introvert students achieve a higher mean score than extrovert students.

Moreover, the other finding reports that the gain of extrovert students is higher than introvert students. It is matched with one of the character extroverts that is adaptable. So, although performing role-play is hard in the beginning but they can adapt and enjoy it during the process.

In the first treatment, all students are taught how to give an opinion about social issues and express them in the form of debate competition. So, they pretend as a debater in debate hall who compete and they must defend their argument. Those topics are: Smoking must be banned, National examination should be deleted, Full day school must be deleted, Social media is good, Death Penalty must be deleted, and online transportation is the best. The researcher divides them into several groups consisting of 3-4 four students randomly. The researcher takes note both introvert and extrovert students are enthusiastic to do that because it is something new for them. But in the process, the students who came forward to the researcher to asked something is mostly from extrovert than introvert students. Most of the introvert students, they decide to be focus to solve their problem or ask the other student in their group to ask something to the researcher. The debate is running well but when the researcher asks the student whether they understand or not what the opponent says during the debate. Mostly they say they cannot understand and they only speak up about their argument.

The researcher thinks about how to solve the problem in the first meeting and the answer is about the time. The time is very limited only 1.5 hours. So, at the second meeting, the researcher gives them time to discuss it in a group in one day and they perform it in the next meeting. The setting is in the direction meeting so they would be a leader of the organization, committee, or company and the rest were as the audience. The topics are Three Reasons Why You Have To Choose Us as a Solution for Your Children, Three Criteria to Expel Member, Three Reasons Why We Choose *MalinKundang* Story, Three Requirements to be New Member of Our Organization, Three Requirements to be the leader of the student council, and Three Reasons why you choose us as sponsorship. The researcher finds that they are enjoying the discussion in the small group although at the first they discuss using Indonesian the researcher pushed them to try to speak English and asked them to don't be afraid of making mistakes.

In the third meeting, the researcher asks one of the groups to present the result of their discussion. Then, there is one group that comes forward to present their result. The researcher warns them to pay attention because, in the end, they have to give their opinion about that group so it would be impromptu. The discussion is running well although some students still mix their language into Indonesian-English. Then, because of the limitation of the time, after the discussion, the researcher introduces them to a new role which is a presenter. So, the researcher teaches them some expressions of how presenters open and close the program, how to ask the guest star, and how to guide the program.

And at the last meeting, which is a post-test, the researcher gives them a new role and situation. Those topics are about the Music industry in Indonesia increases every year, the diversity of culture in Indonesia is well-accepted by Indonesian people, Education in Indonesia is good, the Economy in Indonesia increases in every year, and Indonesian culinary is famous in the world. Every group consists of three students. The roles are presenter, a guest star who agree with the issues and guest star who disagree with the issues. The researcher gives them 20 minutes to discuss and after that, they perform it in front of the class. In the post-test, the researcher finds that there are improvements than before but some of the students still bring notes. Introvert students show that they comprehend what they talk about and they are also good in fluency and vocabulary. They seem to avoid making mistake and their utterance is easy to understand. Meanwhile, extrovert students enjoyed role-play activity. Sometimes they ignore making a grammatical mistake and they seem confident.

Based on the discussion above, the researcher concludes that two factors cause why there is no significant difference between students with extrovert and introvert in performing role-play. Those factors are personality is not the only factor that influences students' speaking achievement and the type of task in role-play activity is structured-task.

Besides, it can be concluded that in extrovert students, the aspect with the highest increase is comprehension. It happens because of extrovert person tends to be active, easy-going, sociable, friendly, and talk active. So, when introvert and extrovert work in a group together, it makes extrovert students take advantage of introvert students which can comprehend the ideas well. So, extrovert who practices every meeting in a group with an introvert is easier to socialize and they also can be brave to ask something that they do not understand before.

There is a statistically significant improvement both from introvert and extrovert students in all aspects of speaking including pronunciation, grammar, vocabulary, fluency, and comprehension because t-value is higher than t-table with the significance level of less than 0.05. It is found that both introvert and extrovert students get the highest increase in comprehension. For introvert students, it happens because mostly introvert students can comprehend the idea well so when they are asked to practice every day it makes them used to do it and it is easy for them to produce their idea. It is in line with Kayaoglu (2013) who says that Introvert learners consciously concern goal-oriented specific behavior and mental operation to ease the acquisition and use the information for both comprehension and production. For extrovert students, It happens because of extrovert person tends to be active, easy-going, sociable, friendly, and talk active. So, when introvert and extrovert work in a group together, it makes extrovert students take advantage of introvert students who can comprehend the ideas well. So, extrovert who practices every meeting in a group with an introvert is easier to socialize and they also can be brave to ask something that they do not understand before.

Besides, after being taught through role-play, the lowest mean score of the introvert group is pronunciation and the highest mean score is comprehension. The lowest mean score of the extrovert group is grammar and the highest mean score is fluency. Introvert students

are best in comprehension because it is in line with one of their characters that is thoughtful. It makes them comprehend first before talking so that they could understand what they are talking and they got the lowest mean score in pronunciation because they always think whether they are good or bad and they are too afraid of making a mistake that makes them hesitant to pronounce the word. It is in line with Saman, Sailand, and Lio (2019) who say that introvert students may have the patience and focus to attend to clear articulation in a foreign language. Meanwhile, extrovert students get the highest mean score in fluency and lowest score in grammar. It is also in line with two extrovert characteristics that are lively and carefree. They seem to enjoy doing conversation and sometimes they ignore making a grammatical mistake and they seem confident.

2. Discussion of Students' Perception

From the result of the questionnaire, it is found that there are 100% introvert students and 85.7% of extrovert students feel the improvement of their speaking ability when they performed role-play activity. It shows us that role-play can be a mask for them to pretend to be someone's character and it is fun to do. It is in line with Saptono (2010) who reports that role-play can improve students' enjoyment and test scores. Students are more excited when they work cooperatively together than alone and also they can develop their interaction skills.

Although, most of the introvert and extrovert students say that they feel the increases but they also feel some difficulty. Based on the result of the questionnaire of students' responses, 75% of introvert students find the difficulty, and the rest do not find any difficulty. Meanwhile, 100% of extrovert students find difficulty in performing role-play. It can be like this because of their minds who always say that they cannot do this, English is so hard, they are not used to speak English, etc. It is in line with Hosni (2014) who said that most of the students who learn English as a foreign language always think that making a mistake when speaking English in front of the class is so embarrassing. At first, they do this. They are always shy and more often to not speak but in the process, they are used to do it and feel enjoy.

Some of them also find difficulty in expressing their idea of performing role-play. 43.7% of introvert students feel the difficulty and the rest do not feel the difficulty. Meanwhile, 57.1% of extrovert students feel the difficulty and the rest do not. Most of them say that they find difficulty; they state that it is hard in expressing an idea in English. It is in line with Zhang (2019) who argues that speaking is the difficult skill to master for the majority of English learners is and they are still not able to communicate orally in English.

For those who say that they do not find any difficulty, most of them state that they can discuss it first with their group. Also, some of them say that it is not so hard because the researcher has given the topic and it is easy for them to develop it. It is in line with Morales (2008) who says that getting students to talk is not an easy way because they may be afraid of ridicule or dismissal of their topics so that by giving them a role and situation which they must play is one of way to ask them to be brave to speak. The topic

is one of the keys that make students are brave to speak up, it is in line with Harmer (2007) who says that getting students to speak up is easy; the students will participate in the speaking class freely and enthusiastically if the teacher gives them a suitable topic and task.

On the other hand, there were 100% introvert and extrovert students who think that role-play is fun because they feel acting as someone's character and it is changed in every meeting. They say that because of different roles which they play makes them feel used to talk to each other and they say that fun activity can help them to understand English more instead of a formal one. It is supported by Bavi (2018) who states that the use of fun activities in the teaching-learning process is more effective than the traditional one.

Although they said that role-play is fun, most of them also nervous to speak up in front of the class. The result of the questionnaire shows that 56.2% of introvert students are nervous and the rest are not. Meanwhile, 71.4% of extrovert students are nervous and the rest are not. As a foreign language learner, most of them give a reason because they are not used to speak in English in front of the class and they are shy with their friends. It is supported by Juniati, Jabu, and Salija (2018) who say that most of the students keep silent due to lack of confidence. They feel that they have low competence, they are fear being judged by others, they also lack vocabulary and motivation, and they also have a different personality.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

After conducting the research in the second year students of SMAN 1 Gedongtataan and analyzing the data, it could be concluded that the introvert and extrovert students' speaking achievement in performing role play is not significantly different. It happens because personality is not the only factor that influences students' speaking achievement and role play is a structured-task. Besides, students have a positive perception toward role-play technique. Students perceive that their speaking performance after being taught through role-play technique is improved. They also perceive that they find difficulty in speaking and also in expressing their idea but it is solved by practice in every meeting. They perceive that role play is a fun activity although, at first, it makes them nervous when implementing it.

Suggestions

Relating to the conclusion, the researcher would like to present some suggestions. Suggestion for the English teacher, it is suggested for the English teacher who wants to implement role-play technique to make the conversation like in the real-life, for example when the teacher makes a setting as a chef, the teacher should let them dressed-up like a chef or set the class looks like a kitchen so that it could not make students felt bored and teacher should give students opportunity to modify the task by asking them to find out more example from some sources and they must recreate it and also it is suggested for

English teacher to make a group consisting extrovert and introvert students because of they can work together. The extrovert students can learn from introvert students vice versa. Then, Suggestion for further research, It is suggested for further research to conduct research related to the effect of major background and study program which may influence students' speaking achievement and It is suggested for further research to conduct the treatment for more than three meetings to get more accurate data.

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