

TEACHING SPEAKING THROUGH ROLE-PLAY TO EXTROVERT AND INTROVERT STUDENTS

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ABSTRACT

Tujuan penelitian ini adalah (1) menemukan perbedaan prestasi berbicara antara siswa ekstrovert and introvert yang diajar melalui teknik *role-play*, dan (2) mengetahui tanggapan siswa terhadap teknik *role-play*. Data dikumpulkan melalui tes berbicara dan kuesioner, dan dihitung dengan menggunakan SPSS 16.0. Hasil analisis data menunjukkan bahwa skor rata-rata dari kelompok introvert pada *pretest* dan *posttest* mengalami kenaikan dari 60.7368 menjadi 63.4737. Sementara itu skor rata-rata dari kelompok ekstrovert pada *pretest* dan *posttest* mengalami kenaikan dari 57.6 menjadi 62.4. *t-value* lebih rendah daripada *t-table* ($1.210 < 2.042$). Ini berarti bahwa tidak ada perbedaan signifikan dari prestasi berbicara antara siswa ekstrovert dan introvert yang diajar melalui teknik *role-play*. Kelemahan penguasaan bahasa Inggris siswa dan jenis tugas yang diberikan adalah penyebab mengapa tidak ada perbedaan yang signifikan.

The purposes of the research were: (1) to find out the difference of speaking achievement between extrovert and introvert students who are taught through role-play technique, (2) to find out the students' responses toward role-play technique. The data were collected by using speaking test and questionnaire, and were computed by using SPSS 16.0. The results showed that the mean score of the introvert group in the pretest and posttest was gained from 60.7368 to 63.4737. Meanwhile the mean score of the extrovert group in the pretest and posttest was gained from 57.6 to 62.4. T-value was lower than the t-table ($1.210 < 2.042$). It means that there was no significant difference of the speaking achievement between extrovert and introvert students who were taught through role-play technique. The debility of the students' English mastery and the type of the task were the causes why there is no significant difference between introvert and extrovert students' speaking achievement in performing role-play in this research.

Keywords: extrovert and introvert, role play, speaking achievement.

INTRODUCTION

Byrne (1984) defines speaking as a two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. Speakers talk in order to give information and share opinion. They ask the listeners questions to get them provide information. They request things to make the listeners give it. They build and share meaning through language. Since English is a foreign language in Indonesia, most of the students might feel difficult and unfamiliar to speak English.

Based on the researcher's experience when she conducted a teaching practice program, it was found that the problems of speaking English were caused by several things. First, the way of learning English at school was dominated by writing and grammar tasks. Second, the teachers did not trigger the students to open their mind or do brainstorming. Third, there were several teachers who spoke Indonesian in delivering materials while they were teaching speaking, so that the students think that they had chance not to speak English because their teachers do not speak English. Meanwhile, the teaching and learning process of speaking English at school should provide classroom activities that give opportunity for students to communicate each other in the target language. Fourth, the students might not be supported with the environment or condition to practice the language outside the classroom. Therefore, teachers should make a classroom

environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language (Kayi, 2006).

Communicative Language Teaching (CLT) as a method in teaching English, of which the goal is to make use of real-life situations that necessitate communication, might be a recommended method to implement for teaching English as foreign language. There are several techniques of teaching language that are developed from CLT, i.e. information gap, role-play, jigsaw, simulation, drama, problem solving, mind mapping, games, debate, story telling, etc (Larsen-Freeman, 2000). Role play might be suitable with the students' conditions because it gives the opportunity to the students to practice real-life dialogue, builds self-confidence, and enriches their vocabulary that is needed to talk about common utterances. Role play can promote students' confidence, motivation, and it is fun to play characters in this activity and to speak as someone else.

Courtney in Huang (2008) reveals that characteristics of role-play, which are acting, play, and thought, are interrelated. They are mechanisms by which the individual tests reality, gets rid of his anxieties, and masters his environment (Courtney in Huang, 2008). Mc Caslin in Huang (2008) states that role-play is also a tool used by psychologists and play therapists. Related to those statements, role-play is assumed as technique that could overcome anxiety and problem of self-confidence in communication, in which those things could be brought from their personality.

In a classroom, the students might have different personalities. There are extrovert and introvert group of students. Introversion-extroversion has been identified as reliable dimension of personality by the most popular psychology researchers, Raymond Cattell and Hans Eysenck (Schmeck and Lockhart, 1983). Extrovert person tends to be active, sociable, easy-going, friendly, talkative, aggressive and a risk-taker, whereas introvert person tends to be passive, quiet, reserved, introspective, and seldom behaves in an aggressive manner. It can be assumed that the difference of students' performances in the classroom is influenced by their personality differences. Ali (2008), from Transit Middle School, East Amherst, New York, who has done research on assessing and accommodating extroverted and introverted learners in role-play, also states that not every student performs similarly on every assigned activity and many teachers have failed to recognize their students as individuals, opting to treat them equally through their instruction and assessments.

Therefore, the purposes of this research were (1) to find out whether there is a significant difference of the speaking achievement between extrovert and introvert students who are taught through role play technique, (2) to find out the extrovert and introvert students' responses toward role play technique.

METHOD

This quantitative research was conducted at 11th grade of Office Administration major of SMKN 1 Bandar Lampung in the second semester of 2013/2014 academic year. The students were classified as extrovert and introvert students. For the material, the researcher took transactional dialogue. The topics were about invitation, permission, and opinion. This research was conducted through several procedures, those are, determining population and selecting samples, determining the instruments of the research, selecting speaking material, distributing questionnaire of personality, conducting pretest, treatments (teaching speaking), conducting posttest, distributing questionnaire of role play activity, transcribing, analyzing, and concluding the data.

The researcher used three instruments in this research. Those are personality questionnaire, speaking test, and students' response questionnaire. The students' scores of speaking test in pre-test and post-test were tabulated and calculated using *Independent Groups t-test of SPSS (Statistical Package for Social Science)* 16.0 version for Windows.

RESULTS AND DISCUSSION

Results

Based on the results of the personality questionnaire, 19 students were classified as introvert, 15 students were classified as extrovert, and 2 students were

classified as ambivert. So that, there were 34 students from introvert and extrovert group who followed the pretest, treatment, and posttest. The ambivert students also followed the treatment but they did not join the pretest and posttest, because the focus of this research is on introvert and extrovert students. To make sure that the questionnaire was reliable, the researcher analyzed it by using SPSS 16. Then, the researcher used Cronbach Alpha Coefficient between 0 and 1. The result showed that the alpha was 0.58 ($\alpha > 0.5$). It was reliable to measure the type of students' personality. The reliability of the questionnaire was average to measure the type of students' personality. But, the researcher had to apply it due to the research schedule. It was as result of the limitation of time to conduct the research. In this case, the students were going to face the semester examination, so that the researcher should use the time efficiently.

The result of speaking test showed that the mean score of introvert group in the pretest was 60.7368. Meanwhile, the mean score of the extrovert group in the pretest was 57.6 The mean score of introvert group in the posttest was 63.4737. Meanwhile the mean score of the extrovert group in the posttest was 62.4. The mean score of introvert group was higher than the mean score of extrovert group in the pretest and posttest. The result of the data analysis can be seen below:

Table 1. Group Statistics

Personality	N	Mean	Std. Deviation	Std. Error Mean
Gain 1	19	2.7368	5.12989	1.17688
2	15	4.8000	4.76895	1.23134

Table 2. Independent Samples Test

		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
Gain	Equal variances assumed	.314	.579	-1.201	32	.239	-2.06316	1.71841	5.56345	1.43714
	Equal variances not assumed			-1.211	31.085	.235	-2.06316	1.70330	5.53668	1.41036

Table 1 showed that the gain score of the introvert group in the speaking test was 2.7369 point. The gain score of the extrovert group in the speaking test was 4.8. It means that the gain of extrovert group was higher than the introvert group's in the speaking test. Table 2 showed that t-value was lower than t-table ($1.210 < 2.042$). The significant value was higher than 0.05 ($0.239 > 0.05$). It means that there is no significant difference between introvert and extrovert students' speaking achievement in performing role play.

From the result the students' responses questionnaire, there were 100% of introvert students and 87% of extrovert students who felt the increase of their speaking ability after being taught through role play. There were 84.2% of introvert students and 73.3% of extrovert students who experienced the difficulty

of speaking English in role play activity. There were 47.3% of introvert students and 53.3% of extrovert students who had the difficulty of expressing idea. There were 94.7% of introvert students and 80% of extrovert students who felt the excitement in doing role play activity. There were 63.1% of introvert students and 53% of extrovert students who felt the nerve while performing in role play activity.

Discussion

The researcher expected that there was a significant difference between introvert and extrovert students' speaking achievement in performing role play. The researcher expected that the extrovert students would perform better in speaking through role play activity. In fact, the result of the research shows that there is no significant difference between introvert and extrovert students' speaking achievement in performing role play. The researcher also found that the mean score of the pre-test and post-test in the introvert group was higher than in the extrovert group. But, the gain score in the extrovert group was higher than in the introvert group.

There were three influencing factors that made the mean score of the pre-test and post-test in the introvert group was higher than in the extrovert group. First, there were 3 introvert students who obtained high score. In the pre-test, introvert students with name initials AM, FK, and SN, obtained score above 70. In the post-test, they also obtained score above 70. Meanwhile, the other introvert

students obtained score below 70. In the pre-test, there was no extrovert student who obtained score ≥ 70 . In the post test, there was only one extrovert student who obtained score above 70, and two students obtained score 70. This condition made the mean score of the pre-test and post-test in the introvert group was higher than in the extrovert group.

Second, the introvert group obtained the higher mean score for the pre-test and post-test than the extrovert group was probably influenced by their English proficiency. The researcher expected that the extrovert students who had easy going and talkative characteristics would have better performance in speaking. The results of previous linguistic research examining extraversion and language learning were based on measuring the performance of second language students and classifying them into two categories, good learners or bad learners. Researchers expected that extroverts would be classified as good language learners because they would be more linguistically motivated outside of the classroom. However, this hypothesis was not found to be true as extraversion did not correlate with language superiority (Smart et al., 1970; Naiman et al., 1978; Busch, 1982).

Busch (1982) conducted a comprehensive study to explore the relationship of extraversion (as measured by the EPI) to English proficiency in adult Japanese ESL students In Japan. Her hypothesis that extrovert students would be more proficient than introverts was not supported. In fact, her finding that the

pronunciation of the introverts was significantly better than the extroverts was quite contrary to the common belief that extraverts are frequent and willing participants in class activities (Brown, 1987).

Third, related to the influence of the role play, the finding of the students' responses that 100% of the introvert students felt the increase of their speaking ability through role play activity implied that the introvert students showed their confidence, optimism, and positivism. It is in line with Ladousse (1995) who states that role play liberates them as they no longer feel that their own personality is implicated. Meanwhile, 87% of the extrovert students felt the increase of their speaking ability after being taught through role play.

The other finding in this research was the gain score in the extrovert group was higher than in the introvert group. There were two causes of this finding. First, the extrovert group was good at adapting with their surroundings (Crow and Crow, 1958:187). Second, the responses of the extrovert group also supported the findings that they felt performing role play in English was difficult at the beginning but when they tried to do it, they could enjoy and explore their imagination.

That the difference between the gains of the extrovert and introvert students' speaking achievement was not significant, was also supported by the result of the students' responses. Some of extrovert students responded that they were afraid of making mistake when they were speaking English through role play activity

because they said English was difficult and some of them stated that they did not like English. It is contrast with the theory of extrovert's characteristic that extrovert was carefree. It is also not in line with Crow and Crow (1958) who states that extrovert people are usually fluent in speaking English and feel free of feeling worry and not get easily ashamed and awkward. It means that the students' personality does not give a significant influence to the students' speaking achievement through role play activity. The fear of making mistake and the assumption that English was difficult, that were felt by some of the extrovert students, came from their English mastery. From the beginning of the pre-observation until the post-test that were conducted, the researcher found that most of the students' English proficiency did not master English well. Only few of students have a good English mastery. The researcher assumed that the better the students master English, the more the students produce the words.

Besides, we can see the cause from the type of the task. Role play is a fabricated task in which the students follow the situational setting on the role card and the students plan what they will say in the dialogue. Even though the teacher had liberated the students to make variation and their own creation of the dialogue, not to copy-paste the model of dialogue from the teacher, the students had a tendency to follow the teacher's model. Even though the students responded that they could explore their imagination, in fact their dialogues were mostly influenced by the teacher's model. The students followed the arrangement of the teacher's model of the dialogue. This is also the factor that made no significant difference between

the extrovert and introvert students' speaking achievement in performing role play.

Even though there was no significant difference between introvert and extrovert students' speaking achievement in performing role play, we could see the differences of their behaviour in doing the task. Their personality influenced them in doing the tasks that were given by the researcher. The introvert students, who are thoughtful, passive, controlled, calm, careful, reliable, peaceful, and even-tempered, tended to be very careful in doing the task. They wanted to do it well. It happened during the recording of their voice that they asked the researcher to re-record because they thought their performances were bad and they were afraid they put a wrong expression. The fact was their performances were not as bad as what they thought, even it seemed better than the extrovert students' performance. They also tended to extend the time when the researcher started to record.

CONCLUSIONS

Based on the research findings and discussion, the conclusions can be drawn as follows: (1) there is no significant difference between extrovert and introvert students' speaking achievement in performing role play, (2) the debility of the students' English mastery and the type of the task are the causes why there is no significant difference between introvert and extrovert students' speaking achievement in performing role play in this research.

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