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ROLE PLAY TECHNIQUE WITH TALK SHOW VIEWED FROM THE STUDENT'S PERSONALITY FOR THE 12TH GRADE STUDENTS' AT SMAN 7 KEDIRI

SKRIPSI

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

In learning foreign languages, especially learning English, there are important skills that must be mastered by students. These skills consist of listening, speaking, reading, and writing. One of the most important skills that must be mastered by students is speaking skills, because speaking skills are interrelated with other skills (Simbolon & Tambunan, 2014). Speaking is a very important skill for people who want to master a second language or foreign language learners, including high school students studying English, because speaking is important for them to be able to communicate and express their ideas or opinions using English. Speaking is one of the skills that must be learned by all students in learning English. Students are required to master speaking skills as a basis that has a relationship with conversations in everyday life (Syahadati, 2016).

Some factors affect speaking skills, such as external factors or environmental factors where the student lives and internal factors or factors from within the student or commonly called personality (Zubaidah, 2017). Internal factors that influence students' speaking are and psychology, such as feeling embarrassed and not feeling confident when speaking English, poor vocabulary, students have difficulty determining the right vocabulary to use. External factors that influence students' speaking skills are; friends, students have no opponents when they want to communicate using English. Students

also feel embarrassed when friends laugh at them when they speak English. The last external factor is the lack of motivation obtained by students (Zulfitri & Nurlaili, 2020).

Personality is a person's characteristics seen from the way they think, feel and behave. There are two personalities possessed by students, namely introverted and extroverted personalities. An introverted personality is someone who thinks, is not good at socializing, rarely speaks and prefers to be silent, is shy and does not like to involve himself in social activities. Introverted students usually have difficulty expressing what they feel, while students with extroverted personalities are more able to express what they feel and are more social (Prayitno & Ayu, 2018). An extroverted personality is a person who cares more about the circumstances around him compared to his own emotions and thoughts. Usually, extroverts have characteristics such as being sociable, having lots of friends, talking more, and preferring to socialize. Paradilla et al. (2021) stated that a person's personality will affect a person's own speaking skills, such as extroverted students having quite good speaking performance, while introverted students have poor speaking performance. Quiet students do not mean they cannot speak English but because they are afraid of making mistakes.

Introvert and extrovert personalities influence how they respond to stimuli and how they like them. Therefore, a teacher must have awareness of the personality of his students. Most students experience difficulties in speaking such as difficulty constructing sentences, fear of making mistakes,

low motivation and self-confidence (Inayah & Lisdawati, 2017). According to Cohen et al. (2013), speaking skills are an important factor in mastering the target language, and therefore, speaking skills must be further improved. Speaking skills include the ability to speak, listen and interact. To improve the speaking skills of students who have extroverted and introverted personalities, various teaching methods have been proposed. Speaking skills can be developed through several communicative activities which include information gaps, picture puzzles, games, problem solving, and role playing (Oradee, 2012).

Role play is an activity carried out by students playing their roles as other people, for example being a doctor, nurse and starwars. this indirectly they can develop their ability to interact with other people. apart from that, role play will build students' self-confidence(Ladousse, 1987). The same as Maghfiroh's (2022) opinion in her research that role play is very important, because it can provide opportunities for students to practice communicating in different social terms and also in different social situations, so it allows students to be creative and be able to put themselves in other people's places for a while, besides that students can also find themselves to seize opportunities to develop their speaking skills. Suardani (2019) stated that the application of the Role Play method can increase student interest and learning outcomes in reservation processing subjects in communicating English in student reservation processing subjects. Role play is an effective technique to develop students' speaking skills as it provides ample opportunities for students to take on roles

of different person. Apart from that, role play can increase students' vocabulary so that through this role play we can train our students in speaking skill in any situation (Ladousse, 1987). One example of role play according to researchers is the role play technique with talk show.

Talk show is a television entertainment program packaged through conversations with famous people. The main role in role play with talk shows is speaking or communicating. In a talk show there are 3 roles, namely host, guest star or informant, and audience. If one of these roles is missing, then it cannot be called a talk show (Rahmawati, 2018). Talk shows are hosted by presenters who discuss certain topics.

Based on several previous studies above, one of the factors that influences students' speaking abilities is the students' own personality. Students who have extroverted personalities have better speaking skills than introverted students. However, when the researcher had the opportunity to observe students in class while speaking, the researcher discovered an interesting fact. Students who have introverted personalities apparently have better achievements than extroverted students. This makes the author want to know the influence of the role play method with talk shows which can be seen from the students' personalities when speaking.

There are several studies related to the use of role play methods applied to problem-based learning (Rohim, 2014) which focus on students' soft skills such as problem solving, self-organization and self-organization, awareness and hard skills such as students becoming fluent in English. Role playing

encourages student interaction in the classroom with their peers, this can increase student motivation and can also create an environment that does not cause anxiety and fear, and it is easier for students to convey their ideas and thoughts (Alkin, 2002). Pilda (2022) in his research stated that the role play technique with talk shows makes students interested in learning so that students' speaking skills can improve and students are also more confident in speaking English. Role playing through talk shows in class is a method that can increase students' motivation to be brave and active, and can increase students' self-confidence in speaking English (Setyawati, 2019). Different from previous research, this research focuses on the influence of using role play techniques with talk shows on students introverted and introverted personalities in speaking English.

This research is important because it aims to determine the differences in the abilities of students with introverted and extroverted personalities in speaking English using role play techniques with talk shows. Students also still experience difficulties in speaking English. Based on this reality, learning methods are needed to overcome these problems. Researchers will see whether this method can improve the speaking skills of introverted and extroverted students. Therefore, the researcher formulated research entitled: **Role Play Technique with Talk Show Viewed from the Student's Personality for the 12th Grade Students' at SMAN 7 Kediri.**

B. Identification of the Problem

Based on the background above, there are two factors that cause students to experience low speaking skills, namely internal and external factors. Internal factors come from the student's own personality, while external factors come from the environment the student lives in or comes from the people around him. When teaching students who have introverted and extroverted personalities, teachers must use appropriate methods to improve students' speaking skills. To improve the speaking skills of students who have introverted and extroverted personalities, there are many methods or techniques that can be used, such as role-playing techniques with talk shows.

C. Limitation of the Problem

The researcher focuses on teaching speaking using role-play techniques with talk shows based on aspects of student personality, which examines the differences in the influence of introverted and extroverted students' speaking abilities. This research is applied in material related to the use of type 3 conditional sentences and the role play technique used is talk shows. The sample for this research was class 12 MIPA 6, totaling 25 students. The data collection technique for determining student personality is by using a questionnaire.

D. Problem Formulation

1. How is the introvert and extrovert students' speaking skill before being taught using the role play technique with talk show at SMAN 7 Kediri?

2. How is the introvert and extrovert students' speaking skill after being taught using the role play technique with talk show at SMAN 7 Kediri?

3. Is there a significant effect of using the role play technique with talk shows on the introvert and extrovert students' speaking skills at SMAN 7 Kediri?

E. Purpose of the Research

1. To find out the introvert and extrovert students' speaking skill before being taught using the role play technique with talk show at SMAN 7 Kediri.

2. To find out the introvert and extrovert students' speaking skill after being taught using the role play technique with talk show at SMAN 7 Kediri

3. To find out whether there is a significant effect of using the role play technique with talk shows on the introvert and extrovert students' speaking skills at SMAN 7 Kediri.

F. Research Significance

1. Theoretically

   The results of this research can support the theory put forward by Ladousse (1987) which states that role play is a technique that can develop students' language fluency, encourage student interaction, and increase student motivation. Especially by using role-playing techniques with talk shows that focus on students' personalities.

2. Practically
   a. For teachers

   The results of this study will become a new alternative technique in teaching English to improve students' speaking skills and students' self-confidence.

   b. For researcher

   The results of this study can help them obtain information about speaking skills with talk shows viewed from the student's personality.

G. Definition of Key Terms

1. Speaking skill: Speaking is the ability to convey intentions, ideas, and opinions using English orally.

2. Role play technique: Role-play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment.

3. Talk Show: talk show is an entertainment program that displays conversations that often discuss certain topics and the conversation is conducted by the host, guests such as experts or celebrities, and the studio audience

4. Introvert: introvert is someone who prefers to be alone compared to socializing with other people and only has a few friends

5. Extrovert: An extrovert is someone who enjoys being in a crowd and is better at socializing

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

This chapter discusses about review of related literature, review of previous researches, rationale, and hypothesis. The literature review will discuss the variables and sub-variables used in this research. In the review of related research, discuss a systematic description of previous research and its relationship with this research. The rationale contains the conceptual framework that will be used to answer the problems being studied. This conceptual framework was compiled based on theoretical studies and research findings. The hypothesis discusses a brief explanation of the problem being studied based on the theoretical studies and framework of thinking that have been carried out.

A. Literature Review

This literature review explains about speaking, role play, talk show, and personality

1. Speaking

a. Definition of speaking

Speaking is a person's skill in conveying ideas or ideas and thoughts that exist within themselves which involves other people in conveying the information through words or sentence verbally, communicating, making requests, expressing opinions, ideas and sharing meaning using verbal and non-verbal symbols. Speaking is also included in the 4 basic skills in mastering a foreign language, apart from listening, writing and reading. Speaking is a macro skill of the four skills that must be developed as an effective tool or means of

communication in the context of learning English (Boonkit, 2010; Leong & Ahmadi, 2017).

Speaking is not only knowing about vocabulary and grammar, but also mastering several elements, such as connected speech, expressive devices, lexis and grammar, negotiating language so that the message conveyed while speaking is received by all communications (Arung & Jumardin, 2016). Speaking is an activity or action that involves words or sentences used in everyday life. Speaking is also a measure of the success of a language and is also an important skill before reading, writing and listening skills (Kaur & Aziz, 2020).

Speaking is a skill possessed by a person which aims to convey ideas that exist within a person which involves other people in conveying information, making requests and expressing opinions using verbal and non-verbal symbols. Speaking is included in the 4 basic skills for mastering a foreign language, apart from listening, writing and reading. Several elements that must be mastered when speaking is connected speech, expressive devices, lexicon and grammar, language negotiation.

b. **Aspects of speaking**

In studying speaking skills, students must pay attention to several aspects of speaking. There are 5 aspects in speaking according to Bohari (2020); and Mustafa (2022):

1. Vocabularies

    Vocabulary is a linguistic factor consisting of a number of words in a language or a list of words with their meanings. This aspect has a reflection on speaking skills to express their ideas.

2. Grammar

    Grammar is the rules in grammar in pronunciation, morphology and syntax that must be obeyed in order to get good grammar results.

3. Fluency

    Fluency is a measuring tool to show someone can communicate with good speech speed or communicate fluently.

4. Comprehension

    In speaking the speaker and listener must have a good understanding in a conversation and need a subject to respond to the utterance and to start it.

5. Pronunciation

    Pronunciation is a way of making sounds where we have to put stress, using tone and intonation to show how we feel and what we mean. Proper speech that can be easily understood by listeners in every word is usually produced by people who have good speaking skills.

    It is not easy to improve students' speaking aspects, so learning methods and strategies are needed to solve each student's speaking problems (Mustafa, 2022).

c. Factors in Speaking

In speaking skills, there are several factors that influence speaking according to several researchers. Zubaidah (2017) states that there are two groups that influence students' speaking skills, namely internal factors and external factors. External factors relate to things outside the student, for example family, teachers and the educational environment.

Family factors, in these factor students are usually often trained by their parents at home or in the family environment. By training speaking skills, students will get used to talking with other people or speaking in front of the class, therefore the role of parents or family is important in improving students' abilities in speaking skills. The second factor is the school factor, in this factor students are accustomed by the school or teachers to speak in front of the class, communicate with other classmates, communicate with teachers at school, and teachers must continue to support, provide good responses and motivate students, with this communication, students can grow their self-confidence and improve their speaking skills (Magdalena et al., 2021).

Meanwhile, internal factors mean factors from within the students themselves or commonly called personality, which play an important role in learning English (Dewi, 2020). Internal factors that influence students' speaking such as feeling embarrassed and not feeling confident when speaking English (Zulfitri & Nurlaili, 2020).

d. The Purpose of Speaking

There are many purposes of speaking, including expressing ideas or information to others in spoken form, and maintaining social relations by communicating with others. In learning English, speaking aims to make students able to communicate, increase confidence in speaking English, to achieve and expand students' linguistic competence, to be able to analyze and evaluate oral work (Novayana, 2016). Speaking is an important tool for communicating and conveying the speaker's thoughts to others. Besides that, his research also explained that there are four important purposes in speaking, namely, to inform, discuss, entertain and persuade (Anita, 2016).

The purpose of speaking in this research is to improve the speaking skills of high school students, and the type of text used is drama text which aims to entertain. The material used is conditional sentences type 3 which aims to convey an opinion using conditional sentences packaged in a role play with a talk show.

e. Testing Speaking

To find out a student's ability to speak, the teacher can do the testing speaking for the students. The speaking test according Barnabas (2013) is a measurement that is carried out to find out a person's speaking skills by gathering information. In the speaking test, it is not only done with an oral test but also an appearance test or an oral action test. In this test, not only the speech is assessed but also the process of action, action and behavior when producing

the conversation, which means that this test combines several components that are used as test targets. The following components are used as a test:

1) The spoken language used includes: pronunciation, vocabulary and word choice, language structure, style and pragmatics.

2) The contents of the discussion, including: the relationship between the topic of conversation and the content, the structure of the content, the quality of the content, and the quantity of the content.

3) Speech techniques and performances, including: procedures for speaking according to the type of speech, gestures and expressions, volume of voice.

According to Nurkhofifah et al. (2023), there are several categories of speaking skills, namely the first is imitative, the ability to duplicate words, phrases or sentences. The assessment aspects include prosodic, lexical and grammatical aspects of language. The second is extensive, speaking skills that are often used assessment such as intonation, prosodic elements, stress, rhythm and intersection. The third is responsive, which is an assessment activity that includes basic interactions and knowledge such as simple greetings and pleasantries, simple questions and comments, and the like.

f. Teaching Speaking

Teaching speaking is teaching students to be able to produce words to form correct sentences for speaking. The definition of teaching speaking according to Kayi (2006) is teaching students to produce speech sounds in English and their sound patterns, using word and sentence stress, intonation patterns and second language rhythm, choosing the right words and sentences

according to the social environment, audience, situation and appropriate subject matter, Organizes their thoughts in a meaningful and logical sequence, Uses language as a means to express values and judgments, Uses language quickly and confidently with few unnatural pauses, which is called fluency.

Teaching speaking is one of the processes in improving students' speaking skills. Improving speaking skills can start by teaching students how to pronounce the language. Then ask students to apply spoken English without fear of making mistakes. Teachers must be able to provide motivation so that students are enthusiastic about pronouncing several sounds until they are required to use and perform spoken language (Arung & Jumardin, 2016).

In teaching speaking, teachers must create situations that can encourage students to speak confidently and make students not afraid when they make mistakes in speaking. There are many kinds of techniques that can be used by teachers in teaching English speaking, teachers can use many types of techniques that can provide many conveniences or alternatives in speaking for students. One technique that can be used by teachers is role play.

g. **Assessing Speaking**

Assessment is a tool to measure a person's abilities in the learning process. Assessing speaking skills is one of the biggest challenges compared to other language skills, namely listening, reading and writing, because assessing speaking skills must pay attention to many aspects such as fluency, pronunciation, vocabulary, accuracy, interaction and communication (Marlenie et al., 2022). According to Wahyono (2017) Speaking assessment is

an assessment activity for determine someone's speaking ability. In carrying out assessments, quality assessment tools, instruments or rubrics are also required. The assessment tool, instrument or rubric will be said to be of quality if the assessment tool pays attention assessment principles.

There are important aspects in assessing speaking ability include (Wahyono, 2017), Fluency, Accuracy and Oral communicative strategies. The accuracy of speaking in question includes, grammar, vocabulary, and pronunciation. Brown & Abeywickrama (2004) in his research also stated that the components for assessing speaking ability include 5 components, namely, pronunciation, grammar, vocabulary, comprehension, and fluency. All components have a score scale of 1-5.

Table 2.1 Indicators of Assessing Speaking

Adapted from Brown (2004)

Aspects	Score	Criteria
Comprehension	5	Equivalent to that of an educated native speaker
	4	Can understand any conversation within the range of his experience
	3	Comprehension is quite complete at a normal rate of speech
	2	Can get the gist of most conversations of non-technical subjects
	1	Within the scope of his very limited language experience, can understand simple question and statements if delivered with slowed speech, repetition, or paraphrase

Pronunciation	5	Equivalent to and fully accepted by an educated native speaker
	4	Errors in pronunciation are quite rare
	3	Error never interferes with understanding and really disturbs the communication. Accent may be obviously foreign
	2	Accent is intelligible though often quite faulty
	1	Error in pronunciation is frequent, but speaker can be understood by native speaker used to dealing with foreigners attempting to speak his language
Grammar	5	Equivalent to that of an educated native speaker
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Error in grammar is quite rare
	3	Control grammar is good able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar
	1	Errors in grammar are frequent, but speaker can be understood by native speaker used to dealing with foreigners attempting to speak his language
Fluency	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers
	4	Able to use the language fluently on all levels normally pertinent to professional need. Can

		participate in any conversation within the range of this experience fluently
	3	Can discuss particular interest of competence with reasonable ease. Rarely has to group for a word
	2	Can handle with confidence but not facility most social situations including introduction and casual situations
	1	Repeated word and phrase are frequent too many pauses
Vocabulary	5	Speech in all levels is fully accepted by educated native speaker in all its features including breadth of vocabulary idiom, colloquialism, pertinent cultural references
	4	Can understand and participate in any conversation within a range of his experience with his degree of precision of vocabulary
	3	Able to speak the language with sufficient structural accuracy to participate effectively in conversation, vocabulary is broad enough that he rarely has to grope for a word
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions
	1	Speaking vocabulary inadequate to express anything but the most elementary need

2. Role Play

a. Definition of role play

Role play is an action carried out by someone to play a role and act like someone else. Role playing is a method of playing various ways of interacting

with others, promoting interaction in the classroom, increasing motivation, and speaking activities by positioning yourself as someone else (Suryani, 2015). According (Islam & Islam, 2012) Role playing is a communication-based technique so that it can provide opportunities for students to practice communicating with other people by using certain roles, which aim to feel, react and behave as closely as possible to someone they are imitating.

There are several definitions of role play according to the researchers in the Neupane (2019) study, namely:

1) Role play is an activity in which students play a drama and act like someone in the drama.

2) In role play students imagine a role, a situation or both that they will play.

3) Role play is a teaching technique in the classroom that encourages students to be more active in the process of learning English.

4) Role play is a type of student behavior in certain contexts and as a teaching methodology of conscious representation and discussion of roles in groups.

5) Role playing is an effective technique for developing students' language skills by giving students the opportunity to take on roles that suit what they want.

b. Type of role play

There are several types and procedures for using role play in terms of the people who play actors. In Fadilah (2016) research it is explained that:

1) Role play that fits the needs of students in real life. In this category, involves roles such as teacher teaching students, or traders and buyers.

2) Students play alone in various situations whether they have experienced it directly or not. Examples included in this category are drivers of public vehicles.

3) Role playing that is not often experienced by students directly, but easy to play. Examples included in this category are television journalists.

4) Role playing games that are fantasy, fictitious, imaginary, and perhaps absurd.

c. **Aspects of role play**

In a role play there are several aspects that must be known before playing the role play. Role-play aspects of experience and everyday life according to Zaini (2002)

1) Taking on a role, namely the pressure of social expectations on role holders. Example: the roles of teachers and students (teachers as teachers and students as learners)

2) Creating roles, namely the ability of role holders to change from one role to another.

3) Role bargaining, this is something that is done to negotiate in holding a role.

d. **Form of role play**

There are several forms that can be used in role playing. According to Neupane (2019) in his research, there are 3 form of role play, including:

1) Role-play with a full script

This type of role play is suitable for students who have low abilities, because in this type of role play the role play must be written in full, and every word given to students they must understand and memorize the role.

2) Semi-scripted role-play

This type of role play includes a model conversation in which some words are omitted and must be filled in by students with words that are appropriate to the context. That way student can carry out and build conversations in their own way. This type of role play is suitable for students who have a beginner or upper intermediate level.

3) Unscripted role play

In this type of role play, students are only given dialogue and information keywords, or context. In this type students are given great opportunities to use information in a particular situation so that students can express opinions and thoughts based on their own understanding. This type of role play is suitable for students who have intermediate to advanced levels of ability.

3. Talk Show

a. Definition of talk show

A talk show is an activity carried out by chatting with a group of people with the aim of providing information. A talk show is a program that contains talk entertainment, where the talk show itself is an event that is open in general, so that everyone can see how talk show activities are implemented (Palupi,

2016). There are many definitions according to the researchers explained by Rahmawati (2022) in her research, these definitions include:

1. Talk show is a television program that is liked by the younger generation which has real-life talk show topics that most interest viewers.

2. Talk shows are instruments in learning that have high involvement, and have light topics about real life.

3. Talk show is an interesting type of minimalist class theater so that students are interested in being creative and presenting the plays they have learned to present in front of the class.

4. Talk show is a method that can increase student collaboration and can also encourage students to be more active in the learning process

5. Talk show is an event to discuss the latest topics, be it social, cultural, etc.

6. Talk show is a learning method that is considered effective in involving students to be more active in the learning process.

It can be concluded that the definition of a talk show is an interesting and effective method for increasing students' speaking skills, creative and self-confidence, because using the talk show method makes students more courageous in appearing and speaking in public. In the learning context, the talk show technique is an appropriate technique because it can provide students with opportunities to speak, reduce anxiety, increase students' self-confidence, and can motivate students to speak. Talk show are also a suitable strategy for improving students' speaking skills in a fun way (Pilda, 2022).

b. The Procedures of Talk Show

A talk show is an entertainment program that displays conversations that often discuss certain topics. The conversation is conducted by the host, guests such as experts or celebrities, and the studio audience. In the context of religious teaching, talk shows usually take the form of minimalist classroom theater where students write and also perform acts based on what they have learned. In making a talk show, students interpret characters, conflicts, themes and issues to a live audience in the class.

According to Pilda (2022) there are three ways on how a talk show can be done:

1) Students instruct their groups to write the names of each group on the sheet, then the presenter prepares questions that will be answered by the guest stars. and finally, each group focuses on a given theme and discusses with their group friends, and each student carries out their role well.

2) The presenter asks the guest star the first question, and continues with different subsequent questions.

3) Each group consists of 5-6 members to act out a talk show in front of the class.

4. Personality

Personality is something that influences a person's nature, especially how a person thinks, feels and behaves. Personality is also defined as typical human behavior and characteristics as a response to stimuli both from outside or the

environment and from within oneself. According to Paradilla et al. (2021)), there are two types of person's personality, namely, extrovert and introvert.

a. Introvert Personality

A person who has an introverted personality has no interest in the outside world and is only interested in his own internal self. A person who has an introverted personality is also almost reluctant to socialize and prefers to remain silent. Introverts' habits prefer to spend their time in small groups, or just alone with friends, they are also slower in getting to know new people (Shehni & Khezrab, 2020). Inner energy towards thoughts and ideas is usually possessed by someone who has an introverted personality. Their brains have a harder time working in a hyperactive state and they don't look to others for inspiration. An introvert usually makes it difficult for other people to understand them. When making decisions, introverts usually analyze every aspect in detail so that the decisions they make can be relied on.

b. Extrovert Personality

An extrovert personality is someone who has a character that is oriented towards people, activities or things that are outside themselves, in other words an introvert can get their energy from outside. Usually someone with an extroverted personality has an open way of thinking; they also actively interact with groups of people who talk a lot in everyday life. An extrovert can be said to be a person who is good at talking. Someone who has an extrovert personality usually has characteristics such as being friendly, honest, adapting easily to the environment, quickly establishing relationships with other people,

often not having doubts about various things, and also having high self-esteem (Damayanti & Krismayani, 2021; Isma et al., 2022).

B. Review of Previous Researches

Setyawati (2019) found the use of roleplay techniques with talk shows in teaching English. This technique is expected to improve students' speaking skills by expressing opinions. In this research, researchers divided the series of activities into 2 cycles which contained several stages, namely Planning, Implementation, Observation and Reflection. The assessment results from research carried out through cycles 1 and cycle 2 shows that students' speaking skills and self-confidence have increased. The same findings were made by Wijayanti (2017) who conducted research using role play techniques with talk shows which were expected to overcome existing problems and improve students' speaking skills in expressing opinions. This research divides the series of activities into 3 cycles, in each cycle there are planning, action, observation and reflection stages. The results of this research are that from the first cycle to the third cycle, students' speaking skills always increase.

Previous research was conducted by Rahmawati (2022) discussed the appropriateness of using talk shows in improving the speaking skills of class XII students at Madrasah Aliyah Negeri Palopo. And researcher conducted three assessments to collect student data that is accuracy, fluency and completeness. The researcher concluded that the results of the significant stages between after and before using the talk show technique were that the use of the talk show technique could improve students' speaking skills.

On the other hand, Krisdiana et al. (2018) conducted research on the effectiveness of role play combined with word cards on students' speaking skills for communication. Researchers found significant results after implementing the role play method which was integrated with word cards and conducting tests on students which stated that students' grades increased after this application was very effective. Besides that, Manuhutu et al. (2023) in his research examined the application of role play technique strategies to improve students' speaking skills in terms of personality. The results of this research state that the use of this technique can improve students' speaking skills and make students active and creative. Previous research conducted by Aprilia et al. (2023) is also different from this research. Previous research states that to improve students' speaking skills, teachers need to pay attention to students' learning styles first so that the learning process, especially in speaking, can be maximized. Meanwhile, in this research, teachers need to pay attention to students' personalities so that the speaking learning process can be maximized.

This research has similarities from previous research that has been explained. Setyawati (2019), Wijayanti (2017), Rahmawati (2022) use role play technique with talk show, while this research focuses on the role play technique with talk show viewed from student's personality. This research has differences with the research of Krisdiana et al. (2018) and Manuhutu et al. (2023). Krisdiana et al. (2018) use role play technique combined with word cards and Manuhutu et al. (2023) only use role play technique to improve students' speaking skills in terms of personality. Therefore, this research was conducted

because there is still no previous research that examines role play techniques with talk shows viewed from the students' personalities.

C. Rationale

Speaking is a person's skill in conveying ideas or ideas and thoughts that exist within themselves which involves other people in conveying the information through words or sentence verbally, communicating, making requests, expressing opinions, ideas and sharing meaning. There are five main aspects that support speaking skills, namely vocabulary, grammar, fluency, comprehension, and pronunciation. To improve students' speaking skills, teachers must apply suitable methods/techniques, such as using roleplay techniques

Role play is a communication-based method by playing various roles, so that it can provide students with the opportunity to communicate with other people using certain roles. The advantage of this method is that it can increase interaction in the classroom and increase student motivation. It is hoped that using the role play technique with this talk show in learning English is able to improve students' speaking skills because the use of the role play technique with this talk show provides an opportunity for students to act as whoever they want to be more flexible in role playing, so as to improve student's speaking skill in learning English well, especially to improve students' speaking skills which are influenced by external and internal factors or personality.

Personality is something that influences a person's nature, especially how a person thinks, feels and behaves. Personality is also defined as human behavior

and characteristics as a response to stimuli both from outside or the environment and from within oneself. There are two types of person's personality, namely the first is an extrovert or someone who is easy to socialize with and is more confident. second, introverts or people who have difficulty socializing and have low levels of self-confidence. This can have a particular influence on students' speaking performance, where there are some students who do quite well, but there are also those who don't.

D. Hypothesis

The hypothesis is a temporary answer to a problem faced so that it needs to be tested for its validity with more complete data. This research was conducted to find out Role Play Technique with Talk Show Viewed from The Student's Personality for the 12th Grade Students' of SMAN 7 Kediri. The following is the formulation of the hypothesis of this study:

Null Hypothesis (Ho): There is no significant influence on the use of role play techniques with talk shows on the speaking skills of introverted and extroverted students

Alternative hypothesis (Ha): There is a significant influence on the use of role play techniques with talk shows on the speaking skills of introverted and extroverted students.

Norm Hypothesis

The decision norm in this study is from the pre-test and post-test scores. The significance of the test is the decision of the study. There are two hypotheses

as possibilities and those hypotheses can be the result. If the significance is less than 0.05, there is no influence on the use of role play techniques with talk shows on the speaking skills of introverted and extroverted students. If significance is more than 0.05 there is influence on the use of role play techniques with talk shows on the speaking skills of introverted and extroverted students.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents identification of the variable, approach and technique of the research, place and time of the research, population and sample, instrument and technique of data collection, and technique of data analysis.

A. Identification of the Variable

1. Dependent Variable

According to Ridha (2017) the dependent variable is a variable that influences or causes the dependent variable to arise. In this study the dependent variable is speaking skill. Indicators of speaking skills are pronunciation, grammar, good use of vocabulary, correct fluency, fluency, and information transfer (Hadriana, 2008)

2. Independent Variable

According to Ridha (2017) the independent variable is a variable that is influenced or the result of the dependent variable. In this study the dependent variable is role play technique with talk show. Role play technique with talk show is role playing technique using talk shows where students play a role packaged in a talk show.

3. Moderate Variable

According to Dawson (2014), a moderating variable is a form of moderation where there is a relationship between the independent variable and the independent variable which changes according to the value of the moderator. In this study the moderate variable is student personality. There are

2 types of personality, namely introverted personality and extroverted personality.

B. Technique and Approach of the Research

1. Approach

The researcher used a quantitative research design. Quantitative research is concerned with the systematic investigation of social phenomena and uses statistical or numerical data which means that quantitative research can measure a phenomenon. From the students' ability to speaking before and after using role play technique with talk show, the data collected is in the form of numbers, namely the result of the pretest and posttest to determine the students' speaking result. Therefore, a quantitative approach a suitable for this research.

2. Technique

In this study the researcher used the experimental method. The experimental method is the method used to determine the effect of the independent variable on the dependent variable where the data does not yet exist, so it is necessary to give certain treatment to the research subject to be observed or to measure the effect (Jaedun, 2011). There are two types of experiments, namely posttest only control group design and pretest-posttest only control group design (Payadnya et al., 2019).

PRE-TEST	TREATMENT	POST-TEST
O1	X	O2

Where:

O1= Pre-test

The researcher gave a pretest to determine the limits of students' ability to speak English.

X= Treatment by using role play technique with talk show.

O2= Post test

The researcher gave a posttest to find out the increase in students' speaking skill after being given treatment.

Based on the pattern above, the researcher used one class from XII grade at SMAN 7 Kediri as a sample. First, the researcher gives a pretest to students with the aim of knowing the students' speaking result before using role play technique with talk show. Second, students are given treatment, namely being taught using role play technique with talk show. Third, students are given a post-test to find out their speaking result after using role play technique with talk show.

C. Place and Time of the Research

1. Place of the Research

In this study, the researcher conducted research at SMAN 7 Kediri located on Jl. Penanggungan No.4, Bandar Lor, Mojoroto, Kediri. East Java 64117. The reason for selecting high school students, especially class XII

MIPA 6 students at SMAN 7 Kediri in this study, was because students received speaking skills material.

2. **Time of the Research**

This research was conducted during PLP 2, in the first semester of the 2023-2024 school year. Estimated research time is 6 months. The design activities are in the first- and second-months designing titles, the third month developing proposals, the fourth month compiling instruments, the fifth month collecting and the sixth month analyzing data.

Table 3.1 Time Schedule of the Research

No	Activities	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
1.	Preparation	✓					
2.	Pre-test		✓				
3.	Application of the use role play technique with talk show		✓				
4.	Post-test		✓				
5.	Analyzing the data			✓	✓	✓	✓

D. Population and Sample

1. Population

The definition of population according to several experts in Sinaga's research (2014) states that the population is a whole collection of elements in the form of people, objects or transactions that are the object of research with predetermined characteristics. The thing that is examined in the population is not the person or thing, but the data that is produced. The populations in this study were the students of SMAN 7 Kediri. The total population is 12 classes or 398 students.

2. Sample

According to Retnawati (2017) a sample is a part of the entire object to be studied or evaluated which has certain characteristics of a population. The sample in this study was one of the XII grade. For the sampling technique, the researcher used clustering sampling. Clustering sampling is taking samples randomly but in groups. From several classes in grade XII, the researcher chose one class, namely class XII MIPA 6, the number of students in that class was 25 students.

E. Instruments of the Research

The research instrument is a tool used in collecting research data. In this study, the researcher used instruments in the form of questionnaires and tests. Questionnaires are used to determine student personality. Meanwhile, tests are used to measure students' abilities.

1. Questionnaire

Questionnaires were a number of written questions, which are used to gather information from respondents. Questionnaires are relatively quick, can reach a large number of people, and can collect large amounts of data efficiently. Researcher used a questionnaire to determine students' personality. Researcher aim to get data about students' personalities quickly and the number of questions that students need to answer, so a questionnaire is the right way to get information. The questionnaire adapted from Eysenck 1985, it can be seen in the appendix I and below are the questionnaire indicators:

Table 3.2 Questionnaire Indicators

Variable	Indicators	Sub-indicators	Instrument	Item
Students' personality	Introvert	Students tend to be sociable, have high will and effort, are active, and seem impulsive in their behavior.	Questionnaire	9
	Extrovert	Students tend to pay more attention to their own thoughts, are shy, and have strong self-control.		9

2. Test

In this study, the researcher used an oral test. The type of test used is a oral test in the form of a pretest and posttest. The researcher used tests to measure students' writing abilities before and after being taught using role play

techniques with talk shows. The test can be seen in the attachment. The following is a table of test indicators:

Table 3.3: Instrument Development Plan

Variable	Indicators	Sub-Indicators	Instrument
Students' speaking skill	Vocabulary	Students are able to use appropriate vocabulary	Oral test
	Grammar	Students are able to use correct grammar	
	Fluency	Students are able to speak fluently like native speakers	
	Comprehension	Students can understand the language they or their opponents speak	
	Pronunciation	Students can understand and have a native speaker's accent	

After the tests, the researcher uses analytical assessment with the scoring rubric adapted from Brown (2004). The scoring rubric can be seen in appendix IV.

F. Technique of Data Collection

In this study, the data collecting using the procedures below:

1. Questionnaire

The questionnaire using Indonesian to make it easier for students to answer and the questionnaire adapted from Eysenck 1985 which contains questions concerning the behavior, feelings, and actions of students totaling 18 questions, behind each question is provided a place to answer "YES" or NO put a tick (√) in the column "YES" if the answer is yes and column "NO" if the answer is no. Each answer will be calculated for each acquisition of the number of selected answers. The most answers will be the answer regarding the student's personality. The table of questionnaire can be seen in Appendix I.

2. Pretest

Pre-test was conducted before treatment to determine students' ability in speaking skills. This pre-test lasted for one day. The researcher used an oral test to determine students' speaking ability. The researcher asked the student to make dialog with their group then the students present in front of class with their own words.

3. Treatment

Researchers provide treatment in the form of teaching to students using role play techniques with talk shows. Researcher carried out the treatment once. Treatment is carried out twice a week. The treatment was carried out at the meeting after the pre-test. In the treatment, students carry out activities in groups. The steps for implementing the treatment can be seen in the teaching

module in Appendix II. Meanwhile, the student worksheet for the treatment can be seen in Appendix III.

4. Posttest

After the treatment, students do a post-test. The students had the same activity in the pre-test after being given treatment. The researcher given the topic of the conditional sentence, and retells the dialog in his own words. Their speaking realizations have been identified, classified, tabulated, and analyzed. Posttest scores are taken when students appear in dialogue with their friends in front of the class.

G. Technique of Data Analysis

1. Data Analysis

a. Questionnaire

For the questionnaire, the researcher analyzed it using Excel version 2010. There are 18 questions, each question is provided with a place to answer "YES" or NO, put a tick (√) in the "YES" column if the answer is yes and in the "NO" column if the answer is no. Each answer is counted for each number of answers selected. The most answers were answers regarding the student's personality. The table of questionnaire can be seen in Appendix I.

b. Speaking Test

For the test, the researcher used analytical assessment with an assessment rubric adapted from Brown (2004) as a guide in assessing the pre-test and post-test. Researchers assessed the test results using assessment criteria, namely vocabulary, grammar, pronunciation, fluency and

comprehension. Each criterion has a maximum value of 5, so the total value will be added to 100 to get the final score. The scoring rubric can be seen in appendix IV.

c. Uji T

After the pretest and posttest data were obtained, the data were analyzed using SPSS version 29. The researcher used the Paired Sample T-Test method. The significance value is 0.05 or 5%. To carry out the Paired Sample T-Test, the researcher first tested the normality and homogeneity of the data. Data is said to be normal if the significance value is more than 0.05 and if the significance value is less than 0.05 then the data is not normally distributed. Furthermore, if the test data is normal, a homogeneity test is carried out. Data is said to be homogeneous if the significance value is more than 0.05 and if the significance value is less than 0.05 then the data is not homogeneous.

The following is the hypothesis of this study:

a. If the T-score is > 0.05, then Ho is accepted and Ha is rejected.

b. If the T-score is < 0.05 then Ho is rejected and Ha is accepted.

From the results of this analysis will be known whether this research is significant or not.

2. Norm of Decision

The normality test carries out by the researcher using the SPSS 29 program. Testing the normality of research data using the Kolmogorov-Smirnov test, carry out with the following steps:

H_0: the sample comes from a normally distributed population.

H_1: the sample does not come from a normally distributed population.

Thus, the normal criteria are met if the test results are not significant for a certain level of significance (α) $\alpha = 0.05$.

If the test results show significant results, the data normality criteria are:

a. The significance level is $\alpha = 0.05$

b. If the significance obtained is $> \alpha$, then the sample comes from normally distributed population

If the significance obtained is $< \alpha$, then the sample is not derived from a normally distributed population.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents findings the role play technique with talk show viewed from the student's personality for the 12th grade students' at SMAN 7 Kediri. The research finding is described into description of data variable, the analysis, hypothesis testing, and discussion.

A. Description of Data Variable

In this section the researcher presents a description of the data variables. In this study the dependent variable is speaking skills, the independent variable is role play techniques with talk shows and the moderate variable is student personality. The researcher used questionnaires to determine students' personalities. This section presents (1) a description of the student learning style questionnaire, (2) a description of students' speaking skills before being taught using role play techniques with talk shows, (3) a description of treatment, and (4) a description of students' speaking skills after being taught using role play techniques with talk shows.

1. The Description of Questionnaire of Students' Personality

To find out whether students' personalities are extroverted or introverted, the researcher administered a questionnaire that was adopted from Eysenck (1985) and modified to suit the needs of researchers. The questionnaire consists about introvert 9 statements and extrovert 9 statements. So, in total there are 18 statements. Determining personality type is done by

adding the scores together. A score of 1 is given for the answer "Yes" and a score of 0 is given for the answer "No" to each extrovert statement. Conversely, a score of 0 is given for the answer "Yes" and a score of 1 is given for the answer "No" to each introvert statement. The greater the score obtained by a student, the greater the possibility that the student has an extrovert personality type, and vice versa. So, students who get low scores will tend to be an introverted personality type. The following are the results of the questionnaire that was filled in by class 12 MIPA 6 students:

Table 4.1 The Results of Students Questionnaire

No	Initial Name	Extrovert	Introvert
1.	AD	√	
2.	AY		√
3.	BT	√	
4.	CV		√
5.	DM		√
6.	FL		√
7.	GR	√	
8.	JS		√
9.	JM	√	
10.	MA		√
11.	MI	√	
12.	MF		√
13.	NR		√
14.	PC	√	
15.	PS		√
16.	PA		√
17.	QD	√	
18.	SA		√
19.	SN	√	
20.	SP	√	
21.	TM	√	
22.	VAS		√
23.	VAC	√	
24.	YO	√	
25.	YS		√
	Total	**12**	**13**

Table 4.2 Frequency Distribution of Personality

Type of Personality	Total (N)	Percentage (%)
Introvert	13	52%
Extrovert	12	48%
Total	**25**	**100%**

From the table above we can see that there are 12 students who have personalities extrovert and 13 students who have introvert personalities. It can be concluded that there are more students who have introvert personalities than students who have Extroverted personalities in class 12 MIPA 6.

Therefore, the researcher wanted to teach students using interesting methods to encourage them to speak and create good communication based on topic material, wanting to make them brave and not afraid and confident to speak in front of their friends. So, researcher teach using role play techniques with talk shows as the method. With this method, the researcher wants to improve students' speaking skills using this method.

2. **The Introvert and Extrovert Students' Speaking Skill Before Being Taught Using Role Play with Talk Show at SMAN 7 Kediri**

In this section, the researcher wants to describe the introvert and extrovert students' speaking skill before being taught using role play with talk show. The sample of this research was class 12 MIPA 6 with a total number of 25 students. The researcher conducted a pre-test by giving them paper containing instructions for creating conversational dialogues. The researcher

conducted an oral test. So, students create conversations based on the instructions on the paper given. In pairs, students create a dialogue first, then practice in pairs for 10 minutes to communicate with each other, then the researcher gives time to each pair to have a conversation in front of the class. For the detail of pre-test instructions, see appendix III.

Based on the results of this pre-test, there are students who are low at fluency, grammar and comprehension but there are also students who are good at pronunciation and vocabulary. The researcher used analytical assessment with an assessment rubric adapted from Brown (2004) see in appendix IV. Apart from that, for more detail, the researcher also analyzed the frequency of student scores to make it easier for readers to understand the results. The following is the formula for calculating a student's final grade:

(5C+5P+5G+5F+5V) x 4 = 100

Table 4.3 The Result of Introvert Students' Pre-test

NO	NAMA SISWA	C	P	G	F	V	Total
1.	AY	3	4	3	4	4	72
2.	CV	2	3	2	3	3	52
3.	DM	2	3	2	3	3	52
4.	FL	3	3	3	2	4	60
5.	JS	3	2	2	2	3	48
6.	MA	2	2	2	2	3	44
7.	MF	2	3	2	3	3	52
8.	NR	2	3	3	3	3	56
9.	PS	3	4	3	2	3	60
10.	PA	2	3	2	3	3	52
11.	SA	2	3	2	3	3	52
12.	VAS	3	3	2	3	3	56
13.	YS	2	3	3	3	3	56
Total Score		**48**	**60**	**48**	**55**	**63**	**55**

From the table 4.3 above, it can be seen that the total score for all introvert students is 55. The aspect with the highest score is vocabulary (63). It followed by the pronunciation (60), the fluency (55), and the aspect with the lowest score are grammar and comprehension (48). The minimum score from the pre-test is 44 and the maximum score is 72. From the results of the pretest above, it can also be seen that the aspects that are most mastered by introvert students are pronunciation and vocabulary, and the aspects that are least mastered by introvert students are comprehension, grammar and fluency.

Table 4.4 The Result of Extrovert Students' Pre-test

NO	NAMA SISWA	C	P	G	F	V	Total
1.	AD	2	3	2	2	2	44
2.	BT	2	3	2	3	3	52
3.	GR	3	3	3	3	4	64
4.	JM	2	2	2	2	3	48
5.	MI	2	3	2	2	2	48
6.	PC	3	3	3	2	4	60
7.	QD	3	3	3	3	4	64
8.	SN	2	3	2	3	3	52
9.	SP	3	3	3	2	3	56
10.	TM	2	3	2	3	3	52
11.	VAC	3	2	3	3	3	56
12.	YO	3	4	3	4	4	72
	Total	50	58	50	53	63	55,6

From the table 4.4 above, it can be seen that the total score for all extrovert students is 55,6. The aspect with the highest score is vocabulary (63). It followed by the pronunciation (58), the fluency (53), and the aspect with the lowest score are grammar and comprehension (50). The minimum

score from the pre-test is 44 and the maximum score is 72. From the results of the pretest above, it can also be seen that the aspects that are most mastered by extrovert students are pronunciation and vocabulary, and the aspects that are least mastered by introvert students are comprehension, grammar and fluency.

From table 4.3 and table 4.4 it can be concluded that the total score of introvert students higher than extrovert students. Even though they have different total scores, the highest total score for introverted and extroverted students is the same, namely in the pronunciation and vocabulary aspects. Likewise with the lowest total score for those who have the same grammar, namely in the grammar aspect. The table 4.5 below shows the frequency distribution of introvert and extrovert students' pre-test scores:

Table 4.5 Frequency of Introvert and Extrovert Students' Pre-test

Interval		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44-49	5	20.0	20.0	20.0
	50-55	8	32.0	32.0	52.0
	56-61	8	32.0	32.0	84.0
	62-67	2	8.0	8.0	92.0
	68-73	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

4.1 Diagram of Introvert and Extrovert Students' Pre-test
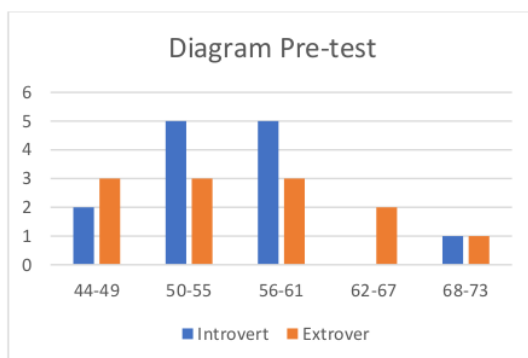
The frequency table above shows that there is a total of 25 data grouped into 5 classes. In the first class there were 5 students (20%), in the second class there were 8 students (32%), in the third class there were 8 students (32%), in the fourth class there were 2 students (8%), class the fifth class had 2 students (8%). The class with the highest frequency is the second and third class and the lowest frequency is the fourth and fifth class. From this data, it can be concluded that the most frequent pretest scores among the students are in the range of 50-61. Therefore, it can be said that the students' speaking skills before being taught using role play technique with talk show are still low.

3. The Description of Treatment

Researcher carried out treatment at the next meeting, namely after carrying out the student personality questionnaire and pre-test. Treatment is only done once. First meeting on the day of treatment, the treatment began with greetings. The researcher opened the lesson by giving advice to students to pray

first and continued by checking the attendance list. At the beginning of the lesson the researcher gave an explanation about role playing with a talk show. After that, the researcher asked students to form several groups to create a role play with a talk show together, then present it in front of the class. All groups determine their group members who will become the host, audience and guest stars. Researcher provide free topics according to something that is trending at that time. The researcher gave time to the entire group to discuss with their group. In the closing activity, the researcher presented plans for the next meeting and finally closed the first meeting.

At the second and third meetings on the day of treatment the teaching and learning process focused on presenting students' performances in playing roles with talk shows in front of the class. The opening activity was the same as the first treatment, namely the researcher gave greetings, then the researcher opened the prayer by offering one of the students to lead the prayer, then continued by checking attendance first. After that, the researcher asked one of the group members to come forward to take the lottery. The lottery is used to determine the group that will go first to present the results of their discussion. In the closing activity, the researcher said that at the next meeting a post-test would be held.

4.1 Pictures of Treatment

Note:

    a) Students act as hosts
    b) Students are acting as hosts and guest stars
    c) Students act as hosts who are welcoming guest stars, and those below are the audience
    d) Students who act as hosts interview guest stars

4. **Introvert and Extrovert Students' Speaking Skill After Being Taught Using Role Play with Talk Show at SMAN 7 Kediri**

After teaching speaking using role play techniques with talk shows, the researcher conducted a post-test. The post-test steps are the same as the pre-test. In the post test activity, Students are asked in pairs to discuss and create dialogue about free topics. Then students present the results of their discussion in front of the class. In this section students are more confident and enjoy conversing with each other. Post-test scores are collected from student performance.

The post-test was carried out to measure how far students' speaking abilities were influenced by role play techniques with talk shows. After the treatment was given, the researcher evaluated the students' speaking skills. Apart from that, for more detail, researcher also analyzed the frequency of student scores to make it easier for readers to understand the results. Table 4.6 and 4.7 show the result of introvert and Extrovert students' post-test:

Table 4.6 The Result of Introvert Students' Post-test

NO	Name	C	P	G	F	V	Total
1.	AY	5	4	4	5	5	92
2.	CV	4	4	3	4	4	76
3.	DM	3	4	3	4	4	72
4.	FL	5	5	4	4	4	88
5.	JS	4	4	3	4	4	76
6.	MA	3	4	3	3	3	64
7.	MF	3	4	3	3	3	64
8.	NR	4	4	4	4	4	80
9.	PS	5	4	4	4	4	84
10.	PA	4	3	4	4	4	76
11.	SA	4	5	3	4	4	80
12.	VAS	4	4	3	4	5	80
13.	YS	4	4	3	4	5	80
	Total	80	82	68	78	82	77,8

From the table 4.6 above, it can be seen that the total score for all introvert students is 77,8. The aspect with the highest score is pronunciation and vocabulary (82). It followed by the comprehension (80), the fluency (78), and the aspect with the lowest score are grammar (68). The minimum score from the post-test is 64 and the maximum score is 92. From the results of the post-test above, it can also be seen that the aspects that are most mastered by

introvert students are pronunciation and vocabulary, and the aspects that are least mastered by introvert students is grammar.

Table 4.7 The Result of Extrovert Students' Post-test

No	Name	C	P	G	F	V	Total
1.	AD	3	3	3	3	4	64
2.	BT	3	3	3	3	4	64
3.	GR	4	5	4	4	4	84
4.	JM	3	4	3	3	3	64
5.	JM	3	4	3	3	3	64
6.	PC	4	5	4	4	5	88
7.	QD	4	5	4	4	4	84
8.	SN	3	4	3	3	3	64
9.	SP	4	4	4	4	5	84
10.	TM	3	4	3	4	4	72
11.	VAC	3	4	4	4	5	80
12.	YO	5	5	4	4	5	92
	Total Score	70	83	70	71	81	75

From the table 4.7 above, it can be seen that the total score for all extrovert students is 75. The aspect with the highest score is pronunciation (83) and vocabulary (81). It followed by the fluency (71), and the aspect with the lowest score are comprehension grammar (70). The minimum score from the post-test is 64 and the maximum score is 92. From the results of the post-test above, it can also be seen that the aspects that are most mastered by extrovert students are pronunciation and vocabulary, and the aspects that are least mastered by extrovert students is grammar.

From table 4.6 and table 4.7 it can be concluded that the total score of introvert students higher than extrovert students. Even though they have different total scores, the highest total score for introverted and extroverted

students is the same, namely in the pronunciation and vocabulary aspects. Likewise with the lowest total score for those who have the same grammar, namely in the grammar aspect. The table 4.8 below shows the frequency distribution of introvert and extrovert students' post-test scores:

Table 4.8 Frequency of Introvert and Extrovert Students Post-test

Interval					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64-69	7	28.0	28.0	28.0
	70-75	2	8.0	8.0	36.0
	76-81	8	32.0	32.0	68.0
	82-87	4	16.0	16.0	84.0
	88-93	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

4.2 Diagram of Introvert and Extrovert Students' Post-test
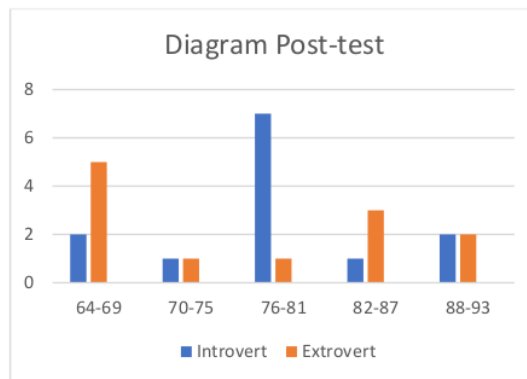
The frequency table above shows that there is a total of 25 data grouped into 5 classes. In the first class there were 7 students (28%), in the second class there were 2 students (8%), in the third class there were 8 students (32%), in

the fourth class there were 4 students (16%), class the fifth class had 4 students (16%). The class with the highest frequency is the third class and the lowest frequency is the second class. From this data, it can be concluded that the most frequent post-test scores among the students are in the range of 76-81. This indicates that students experienced improvement after being taught using role play technique with talk show.

B. The Data Analysis

In this section the researcher discusses data analysis, namely the t-test. To analyses the t-test, researcher must analyse data on introvert and extrovert students' speaking skills before being taught using the role play with talk show technique and analyses data on introvert and extrovert students' speaking skills after being taught using the role play technique with talk show.

The results of this research are reported clearly. The report shows the pre-test, treatment and post-test processes that have been applied to the speaking skills of twelfth grade students at SMAN 7 Kediri. This section also explains the research data itself where students' pre-test and post-test scores are briefly explained.

1. Data Analysis Result

In this section, the results of pre-test score calculations using the Paired-Sample T-test on IBM SPSS Statistics version 29 are displayed. Based on the calculations in the Paired-sample T-test, there are three data outputs, namely Paired Sample Statistics, Paired Sample Correlation, and Sample Test Pair. After calculating the pre-test scores and post-test scores, they are collected,

then compared to determine the increase in the total score of introvert and Extrovert students' speaking skills.

a. Introvert T-Test

1) Mean

Table 4.9 The mean score of Pretest and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Paired Samples Statistics					
Pair 1	Pre-Test Introvert	54.77	13	6.809	1.888
	Post-Test Introvert	77.85	13	8.102	2.247

Based on the paired sample statistic table above, the mean score of the pretest is 54,77 with the standard deviation 6.809. On the other hand, the mean score of post-tests is 77,85 with the standard deviation 8.102. The number participants of each test (N) are 13.

2) Correlation

Table 4.10

		N	Correlation	Significance	
Paired Samples Correlations					
				One-Sided p	Two-Sided p
Pair 1	Pre-Test Introvert & Post-Test Introvert	13	.842	<,001	<,001

In data output of Paired Sample Correlation above, the result present that correlation before and after using role play technique with talk show is 0,842 with the significance < 0,001.

3) T-Test

Table 4.11

Paired Samples Test

		Paired Differences							Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-Test Post-Test	-23.077	4.368	1.211	-25.716	-20.438	-19.050	12	<,001	<,001

In Paired Sample Test Table, the mean presents the differences between pre-test and post-test using SPSS 29 by pre-test minus post-test. It showed that t-test is -19,050 with the degree of freedom 12 and the significant is (two-side p) 0,001<0,005. It can be concluded that t-test is higher than t-table, so Ha is accepted.

b. Extrovert T-Test

1) Mean

Table 4.12

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	55.67	12	8.083	2.333
	Post-Test	74.67	12	10.966	3.165

Based on the paired sample statistic table above, the mean score of the pretest is 55,67 with the standard deviation 8.083. On the other hand, the

mean score of post-tests is 74,67 with the standard deviation 10,966. The number participants of each test (N) are 12.

2) Correlation

Table 4.13

		N	Correlation	Significance One-Sided p	Two-Sided p
Pair 1	Pre-Test & Post-Test	12	.897	<,001	<,001

Paired Samples Correlations

In data output of Paired Sample Correlation above, the result present that correlation before and after using role play technique with talk show is 0,897 with the significance < 0,001.

3) T-Test

Table 4.14

		Paired Differences					t	df	Significance	
					95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
		Mean	Std. Devia tion	Std. Error Mean	Lower	Upper				
Pair 1	Pre-Test - Post-Test	-19.000	5.152	1.487	-22.274	-15.726	-12.775	11	<,001	<,001

Paired Samples Test

In Paired Sample Test Table, the mean presents the differences between pre-test and post-test using SPSS 29 by pre-test minus post-test. It showed that t-test is -12,775 with the degree of freedom 11 and the

significant is (two-side p) 0,001<0,005. It can be concluded that t-test is higher than t-table, so Ha is accepted.

In conclusion, there is an influence of the use of role play technique with talk show on the introvert and extrovert student's speaking skill of 12 grade students at SMAN 7 Kediri in 2024 which Ha accepted. This means that there is an influence on introvert and Extrovert students' speaking skill in 12 grade students at SMAN 7 Kediri in 2024 who use role play technique with talk show.

2. **Interpretation of the Analysis Result**

After the data was analyzed using IBM SPSS Statistics version 29, a comparison of introvert and Extrovert students' speaking skills was found before and after being taught using the role play with talk show technique. This can be seen from the difference in scores between the pre-test and post-test. The research results showed that there was an increase from pre-test to post-test in the speaking skills of introverted and extroverted students.

C. Hypothesis

The effect of role play technique with talk show viewed from the students' personality can be seen from the table of differences level of significant from the t-table and t-score below:

Table 4.15

The differences level of significant from t-table and t-score

| Df | t-score | t-table | | Ha | Ho |
		1%	5%		
12	19,050	3,054	2,178	Accepted	Rejected
11	12,775	3,105	2,200	Accepted	Rejected

Based on the table above, the result of this research shows that t-score of introvert students is 19,050 at degree of freedom 12 and t-table is 3,054 at the level significant of 1%. It means that t-score (19,050) > t-table at the level of significant 5% (2,178). On the other hand, the result of this research shows that t-score of extrovert students is 12,775 at degree of freedom 11 and t-table is 3,105 at the level significant of 1%. It means that t-score (12,775) > t-table at the level of significant 5% (2,200).

The data shows that t-score is higher than t-table in significant 1%. Therefore, the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It can be concluded role playing techniques with talk shows have a significant influence on the speaking skills of introverted and extroverted students in twelfth grade students at SMAN 7 Kediri in the academic year 2023/2024.

D. Discussion

This research was conducted in class XII-MIPA 6 at SMAN 7 Kediri, totaling 25 students. The students were given a diagnostic assessment in the form of a personality questionnaire to determine introverted and extroverted

students. The results of this questionnaire identified 13 introverted students and 12 extroverted students. These results are used as a reference to find out whether introverted or extroverted students' speaking skills are higher when given the same treatment using role play techniques with talk shows.

The researcher conducted a pretest in the form of an oral test. The pretest aims to determine students' speaking skills before being taught using role play techniques with talk shows. The results of this test will answer the first research question, namely how is introvert and extrovert students' speaking skills before they are taught using role play techniques with talk shows at SMAN 7 Kediri. The researcher instructed students to have conversations with their friends using English, taking into account aspects of comprehension, pronunciation, grammar, fluency and vocabulary. These five aspects are used to assess the speaking of introverted and extroverted students. After assessing the students' speaking, the overall score of the introverted students was 55 with the lowest score being 44 and the highest score being 72. The comprehension aspect got a score of 48, pronunciation got a score of 60, grammar got a score of 48, fluency got a score of 55, and vocabulary got a score of 63. Meanwhile The overall score for extrovert students is 56 with the lowest score being 44 and the highest score being 72. The comprehension aspect gets a score of 50, pronunciation gets a score of 58, grammar gets a score of 50, fluency gets a score of 53, and vocabulary gets a score of 63. From these data it can be seen that the aspects with the lowest scores for introverted and extroverted students are comprehension and grammar. This explains that students do not understand

what the interlocutor is conveying and also do not master grammar. Researcher found errors in students' use of grammar, especially in the words 'she' and 'he'. Students often pronounce these two words incorrectly.

Based on the pretest results, it can be concluded that the students' scores are still very low, with the average score of introverted students being 54.77 and the average score of extrovert students being 55.47, which means that the average pre-test score of extroverted students is higher than that of introverted students. This supports the findings of Lestari et al. (2013) which stated that extroverted students' speaking skills were better than introverted students. This is different from the opinion of Rahmawati & Akib (2023) who states that although introverted students are quiet students, it does not rule out the possibility that introverted students have adequate personalities even though they do not like social contact and prefer individual activities such as reading, and are interested in ideas and abstractions, questions about philosophy, and science. However, this could be what makes introverted students have a lot of vocabulary, understanding and good grammar.

The researcher implemented treatment using role play techniques with talk shows to improve students' speaking skills. Treatment is carried out once. The researcher explains the steps in role play with a talk show, in which there are 3 roles that can be played. The first role is the host, who serves as a leader or liaison between the audience and guest stars at an event. The second role is that of a guest star, who serves as a performer at an event or in other words as a speaker. The third role is the audience, whose job is to enliven an event, or

can also serve as a questioner. After explaining the steps in role playing with a talk show, the researcher gave instructions to students to form groups to practice a role play with a talk show in front of the class. The researcher used role play techniques with talk shows with the aim of improving the speaking skills of students with different personalities (introverts and extroverts). This is supported by research conducted by Setyawati (2019) which states that using role play techniques with talk shows can improve students' speaking skills.

The post-test was carried out after applying the role play technique with a talk show. The post-test results will answer the second research question, namely how the speaking skills of introverted and extroverted students are after being taught using role play techniques with talk shows at SMAN 7 Kediri. The post-test results of introverted students showed a total score of 77.8 with an average score of 77.85. The lowest score was 64, and the highest score was 92. All aspects of comprehension, pronunciation, grammar, fluency and vocabulary showed improvement. The aspect with the lowest increase was Vocabulary which only increased by 30.1%. while the post-test results of extrovert students showed a total score of 75, with an average score of 74.67. The lowest score was 64, and the highest score was 92. All aspects of comprehension, pronunciation, grammar, fluency and vocabulary showed improvement. The aspect with the lowest increase was Vocabulary which only increased by 28.5%. However, it is certain that all students show improvement based on test results. These results are in line with research by Palupi (2015) which states 'Role play technique is an interesting technique for students who

are taught using this technique, so that this technique can improve students' speaking skills and also increase students' self-confidence'. This is also in line with research by Nikmah & Zami (2019), which states that the role play technique is an interesting technique that can help students improve their speaking skills. Apart from that, students enjoy speaking practice through role play by creating dialogue freely and being able to express their acting talents.

Based on the pretest and the post-test score of introverted-extroverted students, it can be said that the speaking skills of introverted and extroverted students improved after using role play techniques with talk shows. With the pretest and posttest data, the researcher carried out a t test, namely a paired sample test. The results of this test will answer the third research question regarding the significant influence of role play techniques with talk shows on introverted and extroverted students at SMAN 7 Kediri. The results of the t test for introverted-Extroverted students show that there is a significant influence related to the use of role play techniques with talk shows on introverted and extroverted students. Therefore, the researcher concluded that there was a significant influence from the use of role play techniques with talk shows on the speaking skills of introverted and extroverted students at SMAN 7 Kediri.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the results and discussion of the research described in this study, this chapter offers conclusions and suggestions. The conclusion discusses the results of the description; The influence of using role play techniques with talk shows can be seen from the students' personalities for class 12 students at SMAN 7 Kediri. To follow up on the research findings, recommendations have been made to teachers, schools, future researchers, and anyone else interested in addressing the issue.

A. Conclusion

Based on the research finding and discussion in chapter IV, it can be concluded:

1. Students have different personalities (introvert-extrovert) so teachers must pay more attention to student personality differences so that the learning process, especially in speaking skills, can be maximized.

2. In speaking skills, students experience difficulties in comprehensive and grammatical aspects when applying role play techniques with talk shows.

3. When applying the role play technique with a talk show, students observe and also carry out what has been directed by the researcher properly, so that when applying the role play technique with a talk show it runs smoothly. Although there are some students who don't pay attention. The difficulty that the researcher experienced when teaching was difficulty in managing time in class.

4. After applying the role play technique with talk shows, students experienced an increase in their speaking skills, especially in the aspects of pronunciation and vocabulary

5. From the pretest and posttest results, it can be concluded that there is a significant improvement in students' speaking skills of introverted and extroverted students when using role play technique with talk show. This is evidenced by the higher posttest scores compared to the pretest scores.

B. Implication

1. The conclusion in this research states that all students have different personalities, namely introverted and extroverted personalities, therefore the implication of this research is that teachers must pay attention to non-academic aspects, such as personality aspects.

2. Teachers can use role play techniques with talk shows to improve students' speaking skills, because this technique has been proven to improve students' speaking skills. However, teachers must pay more attention to aspects of speaking skills, such as comprehension and grammar aspects

C. Suggestions

Suggestions are given to teachers, schools and future researchers.

1) For Teachers

Researchers suggest that when teachers apply role play techniques with talk shows in English language learning, especially speaking learning, the teacher must first know the student's personality, because the student's

personality will influence the quality or strategy of learning and can also maximize learning outcomes. Apart from that, teachers must also pay attention to aspects of comprehension and grammar because when learning speaking, students experience difficulties in these aspects.

2) For Future Researchers

For future researchers who want to conduct research using the same methods and techniques, they can add other variables, for example aspects that can influence students' learning skills so that the results are optimal.

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