

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

**SKRIPSI**

**Presented as Partial Fulfillment of the Requirement of Obtain the Sarjana  
Degree (S. Pd) of English Education Department Faculty of Teacher  
Training and Education University of Nusantara PGRI Kediri**



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**2024**

## APPROVAL PAGE

### APPROVAL PAGE

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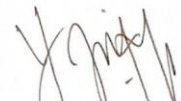
Entitled:

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Approved by the Advisors to be Proposed to the English  
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Date: July 15<sup>th</sup>, 2024

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Kediri, July 15<sup>th</sup>, 2024



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## **MOTTO AND DEDICATION**

**“A life that doesn't match your dreams isn't a failed life, and a life that matches your dreams isn't necessarily a successful life”**

**( \_Twenty-Five Twenty-One\_ )**

### **Dedicated to:**

1. My beloved parents, who always give me mental support.
2. My brother who always gives me motivation and advice
3. All my best friends, thank you for all help and support.
4. My special someone who has given motivation and time to accompany me.
5. For myself who has successfully pursued this skripsi

## ABSTRACT

**Nur Hasnani Putri Akhmad Jaeni** Role Play Technique with Talk Show Viewed from Students' Personality for the 12<sup>th</sup> Grade Students' at SMAN 7 Kediri, Skripsi, English Education Department, FKIP UN PGRI Kediri, 2024.

Keyword: Role Play, Talk Show, Personality, Extrovert, Introvert, speaking.

The aim of the research of this research is to find out the speaking skills of introverted and extrovert students before being taught using role play techniques with talk shows at SMAN 7 Kediri, to find out the speaking skills of students after being taught using role play techniques with talk shows at SMAN 7 Kediri, to find out whether there is 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.

The researcher used a quantitative approach with a one-group-pretest-posttest design. The research population sample were students of class XII-MIPA 6 at SMAN 7 Kediri. She collected data through questionnaire, pretest and posttest scores and then analyzed the data using the T-Test.

The findings of this research are, there are 13 introvert students and 12 extrovert students out of a total of 25 students, the speaking skills of introvert and extrovert students before being taught using role play techniques with talk shows show relatively low results with the average score of students introvert 54.77 and extrovert students 55.47, students' speaking skills after being taught using the technique role play with talk shows showed very good results with an average score of introvert students 77.85 and extrovert students 74.67, and the result t-test of introvert showed that t-test is -19,050 with degree of freedom 12 and the result t-test of extrovert showed that t-test is -12,775 with the degree of freedom 11 and the significant both of them are (two-side p)  $0,001 < 0,005$ . It can be concluded that t-test is higher than t-table, so  $H_a$  is accepted. So, there was a significant increase in students' speaking skills when using the role play technique with talk shows.

The conclusion of this research is the results of the data analysis showed that there are more introverted students than extroverted students. After the implementation of role play with talk show the students' speaking skills increased, with the scores of the introverted students were higher than those of the extrovert students. The t-test computation showed that there is significant effect of using role play with talk show to the students' speaking ability viewed from their personality. It can be concluded that role play with talk show is suitable to teach speaking and it is suggested that the teacher should apply this technique and pay attention on identifying the students' personality before teaching.

## ACKNOWLEDGEMENT

First and foremost, the writer would like to express her deepest gratitude to Almighty God, for marvelous and amazing grace, and for the countless blessings and love so the writer has finally completed this thesis.

The writer is also expressing her extremely grateful to:

1. Dr. Zainal Afandi, M.Pd. as Rector of University of Nusantara PGRI Kediri.
2. Dr. Agus Widodo M.Pd. as Dean of Faculty of Teacher Training and Education.
3. Dr. Khoiriyah, M.Pd. as Head of English Language Education Department.
4. Dr. Yunik Susanti, M.Pd. as the first advisors who generously provided guidance and suggestions.
5. Dr. Diani Nurhajati, M.Pd. as the second advisors who also offered valuable guidance and suggestions.
6. Drs. Lukijan as the headmaster of SMAN 7 Kediri who given permission to conduct the research.
7. Ana Dwi Sulistyowati, S.Pd. as the supervisor teacher of SMAN 7 Kediri who has given the opportunity and experience to teach in class.

The researcher realizes that this skripsi still has shortcomings, therefore criticism and suggestions will be very helpful.

Kediri, July 15<sup>th</sup>, 2024

**Nur Hasnani Putri Akhmad Jaeni**  
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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 (Syhadati, 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 star wars. 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 extroverted 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 12<sup>th</sup> 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 introvert and extrovert personalities, teachers must use appropriate methods to improve students' speaking skills. To improve the speaking skills of students who have introvert and extrovert 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

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