USING TALK SHOW TECHNIQUE VIEWED FROM STUDENTS' PERSONALITY ON STUDENTS' SPEAKING SKILL

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Abstract

This research aims to investigate the impact of role-playing techniques with talk shows viewed from student personality (introvert-extrovert) for the senior high school students. One group pre-test and post-test design was used in this study by using speaking performance test to collect the data. The collected data then analyzed using t-test computation. 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.

Keywords: Role Play Technique, Talk show, Students' Personality, Introvert, Extrovert, Speaking Skill

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh teknik role-playing dengan talk show ditinjau dari kepribadian siswa (introvert-ekstrovert) pada siswa SMA. Penelitian ini menggunakan desain one group pre-test dan post-test dengan menggunakan tes kinerja berbicara untuk mengumpulkan data. Data yang terkumpul kemudian dianalisis menggunakan perhitungan uji-t. Hasil analisis data menunjukkan bahwa siswa yang introvert lebih banyak dibandingkan siswa yang ekstrovert. Setelah pelaksanaan role play dengan talkshow keterampilan berbicara siswa meningkat, dengan nilai siswa introvert lebih tinggi dibandingkan siswa ekstrovert. Perhitungan uji-t menunjukkan bahwa terdapat pengaruh yang signifikan penggunaan permainan peran dengan talk show terhadap kemampuan berbicara siswa dilihat dari kepribadiannya. Dapat disimpulkan bahwa permainan peran dengan talkshow cocok untuk mengajar berbicara dan disarankan agar guru menerapkan teknik ini dan memberikan perhatian pada identifikasi kepribadian siswa sebelum pembelajaran.

Kata Kunci: *Teknik bermain peran, Talk Show, Kepribadian Siswa, Introvet, Extrovert, Keterampilan Berbicara.*

Background

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.

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. 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 (Prayitno & Ayu, 2018)

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. 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.

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.

The aim of this research is to find out the introvert and extrovert students' speaking skill before and after being taught using the role play technique with talk show at SMAN 7 Kediri. And also, 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.

METHOD

The approach used in this research is quantitative research using one group pre-test and post-test design. The populations in this study were the students of SMAN 7 Kediri. The total population is 12 classes or 398 students. The sample in this study was one of the XII grade, namely class XII MIPA 6, the number of students in that class was 25 students. In this research, data collection uses procedures including, questionnaire, pretest, treatment, posttest. The researcher used pre-test and post-test to get the data. The type of test used is an oral test in the form of a pretest and posttest. 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. the data were analyzed using SPSS version 29. Researcher used the Paired Sample T-Test method

RESULT AND DISCUSSION
RESULT

This section presents (1) a description of the students personality, (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.

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. 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

Type of Personality	Total (N)	Percentage (%)

|		
Introvert	13	52%
Extrovert	12	48%
Total	**25**	**100%**

Diagram 4.1 Diagram of Personality
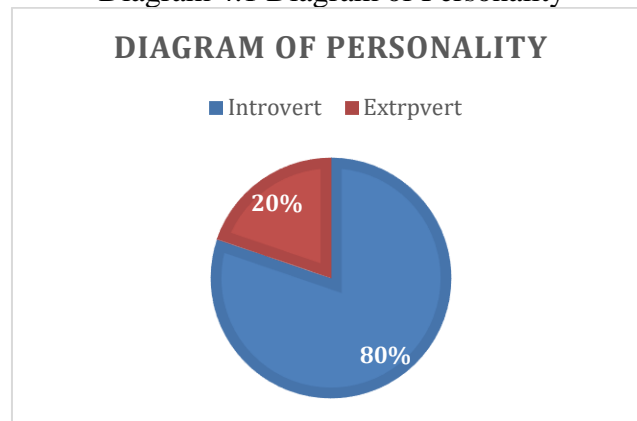
From the table above we can see that there are 12 students who have personalities extrovert and 13 students who have introvert personalities. It can be concluded that there are more students who have introvert personalities than students who have Extroverted personalities in class 12 MIPA 6.

Then to know the students' speaking skills before being taught using role play techniques with talk shows, the researcher used pre-test. The pre-test used an oral test. The diagram below is the result of the introvert and extrovert student's pre-test:
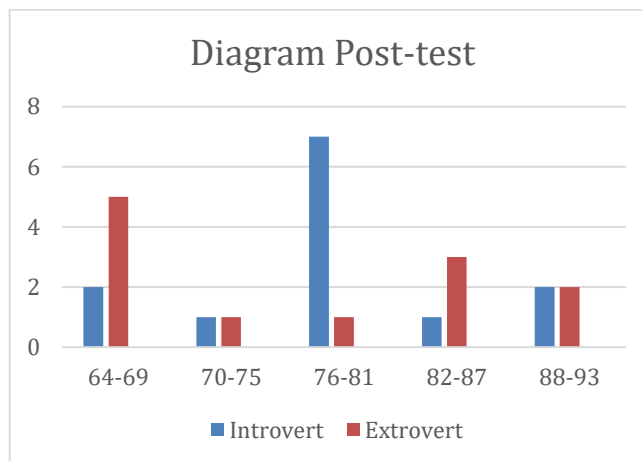
Diagram 4. 1 The Result of the Introvert and Extrovert Student's Pre-test
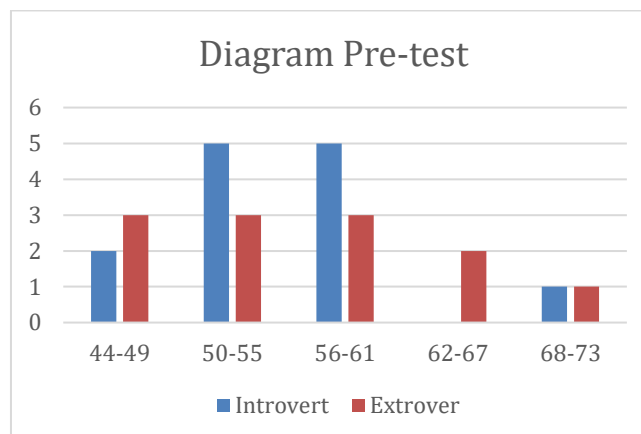
From the diagram above it can be concluded that the class with the highest frequency is the second and third class and the lowest frequency is the fourth and fifth class. The total score of introvert students higher than extrovert students. Even though they have different total scores, the highest total 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. 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 introvert and extrovert students' speaking skills before being taught using role play technique with talk show are still low.

Then 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. The diagram below is the result of the introvert and extrovert student's post-test:

Diagram 4. 2 Result of Introvert and Extrovert Students' Post-test

From the diagram above it can be concluded that the class with the highest frequency is the third class and the lowest frequency is the second class. 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. From this data, it can be concluded that the most frequent post-test scores among the students are in the range of 76-81. Therefore, it can be said that the introvert and extrovert students' speaking skills improvement after being taught using role play technique with talk show.

Then the results of pre-test and post-test score calculations using the Paired-Sample T-test on IBM SPSS Statistics version 29 are displayed. The table below is the mean score of pre-test and post-test student's personality:

Table 4. 1 Paired Samples Statistics of introvert students

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
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.

Table 4. 2 Paired Samples Statistics

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	55.67	12	8.083	2.333

Pair 1	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.

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.

CONCLUSION

From the results and the discussion above, it can be concluded that: first, students have different personalities (introvert-extrovert) therefore the teachers must pay more attention to student personality differences so that the learning process, especially in speaking skills, can be maximized. Then in speaking skills, students' experience difficulties in comprehensive and grammatical aspects when applying role play techniques with talk shows. When applying the role play technique with a talk show, students observed and also carried out what had been directed by the researcher properly, so that when applying the role play technique with a talk show it ran smoothly. Although there are some students who didn't pay attention. The difficulty that the researcher

experienced when teaching was the difficulty in managing time in class. After applying the role play technique with talk shows, students speaking skills increased, especially in the aspects of pronunciation and vocabulary. Finally, from the pre-test and post-test 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 therefore role play with talk show is suitable to be implemented in teaching speaking.

SUGGESTION

Suggestions are given to teachers and future researchers. For the teachers it is suggested that they identify the student's personality, because the student's personality can 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. For the future researchers who want to conduct research using the same methods they can add other variables, for example students' learning styles or students' competence.

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