

ABSTRACT

COMPARATIVE STUDY OF TEACHING SPEAKING THROUGH ROLEPLAY TO EXTROVERT AND INTROVERT STUDENTS OF SMKN 1 BANDAR LAMPUNG

By

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This study was aimed to find out whether there is a significant difference of the speaking achievement between extrovert and introvert students who are taught through role play technique or not, and the extrovert and introvert students' responses toward role play technique.

This study was quantitative which used one group pretest and posttest design. A set of questionnaire was used to classify the students into extrovert and introvert. The data were obtained by using speaking test and students' responses questionnaire, and it was conducted in second year students of SMKN 1 Bandar Lampung. The data analyzed by using Independent Group T-Test in SPSS 16 were the significant level of 0.05 (two tail).

The result showed that there is no significant difference of the speaking achievement between extrovert and introvert students who are taught through role play technique. The mean scores of the introvert group in the pretest and posttest were gained from 60.7368 to 63.4737 (2.7369 points). Meanwhile the mean score of the extrovert group in the pretest and posttest was gained from 57.6 to 62.4 (4.8 points). T-value was lower than the t-table ($1.210 < 2.042$) with the level of significance at 0.05. The low ability of the students' English mastery and the type of the task were the causes why there is no significant difference between introvert and extrovert students' speaking achievement in performing role-play in this research. The researcher suggests that the English teacher should make some variations in teaching that can help the students more in facing the difficulty of speaking English.

Keywords: *extrovert and introvert students, role-play, speaking achievement.*