

I. INTRODUCTION

This introduction consists of background, problems, objectives, uses, scope, and definition of terms.

1.1. Background

Byrne (1984) defines speaking as a two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. Speakers talk in order to give information and share opinion. They ask the listeners questions to get them provide information. They request things to make the listeners give it.

Speaking seems easy to do, but we do not only speak. We communicate each other with people by using language. Since English is a foreign language in Indonesia, most of the students might feel difficult and unfamiliar to speak English. Therefore, teachers should be creative in arranging meaningful activities in the classroom to teach speaking English in order to encourage the students communicative skill. This is in line with Kayi (2006) who states that today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Since English is taught as a foreign language in Indonesia, students might feel unfamiliar with it. Richards (2002) points out several problems which are faced by poor learners in learning English as a foreign language. First, students cannot sustain spoken interaction beyond short segments. Second, students experience frequent communication breakdowns and misunderstandings. Third, students lack of vocabulary that is needed to talk about common utterances. Fourth, students lack of communication strategies. Fifth, students speak slowly and take too long to compose utterances. Sixth, students cannot participate actively in conversation. Seventh, their spoken English does not sound natural.

However, based on the researcher's experience when she conducted a teaching practice program, it was found that the problems of speaking English were caused by several things. First, the way of learning English at school was dominated by writing and grammar tasks. It became a habit that made the students shy and lazy to speak English because they seldom got treatment that could trigger their motivation to speak English. Second, the teachers did not trigger the students to open their mind or do brainstorming, so that the students could not get ideas to deliver and say the ideas in English. Third, there were several teachers who speak Indonesian in delivering materials while they were teaching speaking, so that the students thought that they had chance not to speak English because their teachers did not speak English. Meanwhile, the teaching and learning process of speaking English at school should provide classroom activities that give opportunity for students to communicate each other in the target language. Fourth, the students might not be supported with the environment or condition to practice the language

outside the classroom. Therefore, teachers should make a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language (Kayi, 2006).

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

Role play can promote students' confidence, motivation, and it is fun to play characters in this activity and speaking as someone else. Larsen-Freeman (2000) also states that Role-plays are very important in the Communicative Approach because they give students opportunity to practice communicating in different social contexts and in different social roles.

Courtney in Huang (2008) reveals that characteristics of role-play, which are acting, plays, and thought, are interrelated. They are mechanisms by which the individual tests reality, gets rid of his anxieties, and masters his environment (Courtney in Huang, 2008). Mc Caslin in Huang (2008) states that role-play is

also a tool used by psychologists and play therapists. Related to those statements, role-play is assumed as technique that could overcome anxiety and problem of self-confidence in communication, in which those things could be brought from their personality.

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

Based on the background of this research, the writer conducted a research about the implementation of role-play technique on the students that they are seen as individuals who have different personalities, i.e. extrovert and introvert.

Therefore, the researcher entitled her script **Comparative Study of Teaching Speaking through Role Play To Extrovert and Introvert Students of SMKN 1 Bandar Lampung.**

1.2. Problems

Based on the background above, the researcher formulates the problems as follows:

1. Is there any significant difference of the speaking achievement between extrovert and introvert students who are taught through role play technique?
2. What are the extrovert and introvert students' responses toward role play technique?

1.3. Objectives

The objectives of this research are:

1. To find out whether there is a significant difference of the speaking achievement between extrovert and introvert students who are taught through role play technique or not.
2. To find out the extrovert and introvert students' responses toward role play technique.

1.4. Uses

The uses of the research are as follows:

1. Theoretically

This research can be used as a reference for those who will conduct further research and enrich the theory about role-play technique in teaching speaking.

2. Practically

The finding of this research can be used by English teachers as the information to teach students' speaking skill.

1.5. Scope

This quantitative research was conducted at class 11 Office Administration major of SMKN 1 Bandar Lampung. The researcher took one class as the sample and it was the class that was suggested by the English teacher at the school. The researcher involved variable of personality in this research. In this case, the students were classified as extrovert and introvert students. This research focused on the difference of extrovert and introvert students' speaking performance through role-play technique. For the material, the researcher took transactional dialogue. The topics were about invitation, permission, and opinion.

1.6. Definition of Terms

Ambivert

A personality trait that is the combination of both introvert and extrovert.

Extrovert

Type of personality in which the individuals like to be sociable, friendly, outgoing, confident about themselves in social situation, and are involved in others' lives.

Introvert

Type of personality in which the individuals enjoy thinking and are more concerned with their thoughts and feelings. They often avoid social situation to energize themselves by being alone.

Role Play

Role-play refers to technique of teaching speaking, in which students assume role or character of real life situation.

Speaking

Bryne (1984) defines speaking as a two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding.

Teaching Speaking

Teaching speaking is to teach learners to produce speech sound patterns with appropriate words and sentences according to the proper social setting, audience, situation and subject matter, and also organize their thoughts in a meaningful and logical sequence. (Nunan in Kayi, 2006)

Transactional Dialogue

Speaking activity in which the speaker is getting information from someone else, or information is being shared between both people.