Proceedings the 5th International Conferences on Cultural Studies, Udayana University
Towards the Development of Trans-Disciplinary Research Collaboration in the Era of Global Disruption
Thursday August 29th, 2019

USING ROLE PLAY TECHNIQUES IN IMPROVING ENGLISH SPEAKING COMPETENCY ON THE PERSONALITY TYPES

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ABSTRACT

This study discusses Personality Type on speaking competence. Specifically, this study aims to investigate whether any of the students helped him use the role of play and the conventional techniques he possessed (a) significant difference of speaking competency between students who are taught by using role play technique and who are taught by conventional technique, (b) significant difference of speaking competency between extrovert students and introvert students, (c) the interactional effect of the implementation of teaching techniques and students' personality types in speaking competency, (d) significant difference of speaking competency between extrovert students who are taught by using role play technique and those who are taught by using conventional technique and (e) significant difference of speaking competency between introvert students who are taught by using role play technique and those who are taught by using conventional technique. This research will be conducted on Akademi Komunitas Manajemen Perhotelan Indonesia. State that Post-test only control group design considers two groups where one of them receives experimental assistance, while the other does not. In the end, the two groups were given a post-test. After approval, students are given care. The experimental group entitled Role of Playing Techniques and control groups won with conventional techniques in the form of Chain Drill. The treatment lasts for 8 meetings. At the end of the second class a speaking competency test was given. After that, the data will be combined and analyzed inferentially. Inferential analysis is done to test the research hypothesis and to answer the research questions for this study.

Keywords: Role Play, English Speaking Competency, Personality Types.

INTRODUCTION

One of the most popular languages in the world is English. Even it is known as an international language. Some countries in the world use English as a second language. In Indonesia, English is a foreign language that must be learned; therefore the role of education is very important. In this case, lecturers or teachers have the main role in the success of the government's goals for the development of the nation. Teaching English to students with different personalities is not easy. Students are interested in learning English for their own purposes. Some students see English as a way to pass an exam, get a good job, or go abroad to continue studying. There are some skills that must be learned to master English. But importantly is how they have the desire to speak first. Alexander (1993) states that students' knowledge of English will be judged by the world at large not on their capacity to write the language but to speak it. Supporting that point, Richard (2008) states that a large percentage of the world's language learners study English in order to develop proficiency in speaking. From these quotations it is assumed that in mastering English as foreign language learners, oral ability or speaking skills is really needed.

Besides that, it is almost impossible for humans to communicate with others without using verbal communication. It would be difficult for someone to speak English if he does not know to speak well. All lecturers hope that their students have intrinsic motivation as for learning English, because that is the first important factor in language learning. There are some different behaviors of students in receiving and responding language learning. They have different types of personality. Personality is defined as "the organized" developing system within the individual that represent the collective action of that individual's major psychological subsystems" (Mayer, 2007, p.14). Each Individual has specific personality to behave as a

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respond to a different way in learning. Personality can affect students' behavior in the classroom and academic success, contributing to the relationships students have with their teachers and peers (Matthews, Zeidner,&Robert,2007).Personality type affects the way people respond to stimuli and the way that they prefer to learn (Myers & Hammar, 1998).It also important for teachers to have an awareness of students' personality. To build good communication with tourists is not easy. Being a servant is required to have to master several foreign languages in order to be able to communicate and understand each other what is meant by the speaker with the recipient of the speech (Anggayana, Sari 2018). English as the world standard language an intrinsic part of the global communications because English is the main language of international commerce and trade in the world where these sectors seem increasingly drive the culture and political (Anggayana, Nitiasih, Budasi, 2016).

Based on the reason above, the researcher wants to overcome the students' problem of discouragement in speaking by using role play technique. In relation to it, they still feel doubt and need confidence to speak English well. It can be proven when they continue their studies at university or conduct their training in industry. They still lack in speaking English. This is an indication of how difficult it is to improve or develop students' speaking abilities. Nunan (1987) states that speaking skills involve the ability of pronouncing the distinctive sounds of a language clearly, using stress, rhythmic patterns, and intonation patterns of the language in a good way, using the correct forms of words, putting words together in correct words order, using vocabularies appropriately, using the register or language variety that is appropriate to the situation and the relationship to the conversation partner, making the listener become clear to the main sentence constituents, making the main ideas stand out from supporting ideas or information, and making the discourse hangs together so that people can follow what the speaker said. This theory implies that improving students' competency in speaking is not as easy as we think.

Based on the quotation above, the researcher assumes that Role-Play can be used as the technique of teaching and learning process and helps students to interact in any situation. Role-Play helps the students with different personality and liberates the students with any difficulty in conversation. The researcher thinks that it is fun and most students will agree the enjoyment leads to better learning. In learning speaking is cultural meaning inside. This will have a clear impact when students are dealing in the real world of work where the ability to write requires someone to be able to coordinate aspects of listening, speaking and reading skills to the maximum (Lindawati, Asriyani & Anggayana, 2018). Before students are able to speak, they should have reading and writing skill to understand when they in the work field. As one of the productive skills, writing skills are seen as complicated skills to understand (Lindawati, Asriyani, & Anggayana, 2019). Bali is divided into two, Bali Aga and Bali Dataran. Bali Aga people used to be called as hill villagers because most of them live in the hills; one thing that makes them different is their language (Anggayana, Budasi, Suarnajaya, 2014). Bali Dataran is Balinese as regular. It is also make the different to each other balinese students. The teacher should understand it.

Another reason is to train the students about how to practice English by giving a chance to express their ideas, opinions, and thoughts. In addition, the researcher wants to find out whether Role-Play is an appropriate technique of student's competency in speaking with different type of personality.

Basically, the progress of a nation is largely determined by the quality of education of its population (Anggayani & Osin, 2018). The tourism sector continues to be encouraged because this sector is a mainstay in generating public income and foreign exchange for the country (Suryawati, & Osin, 2019). With the development of a tourism industry will affect the increasing income of the community around attractions and the creation of employment opportunities (Osin, Kusuma, & Suryawati, 2019).

Therefore This research aims at investigating 1) whether or not there is a significant difference of speaking competency between students who are taught by using role play technique and who are taught by conventional technique; 2) whether or not there is a significant difference of speaking competency between extrovert students and introvert students; 3) whether or not there is an interactional effect of the implementation of teaching techniques and students' personality types in speaking competency; 4) whether or not there is a significant

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difference of speaking competency between extrovert students who are taught by using role play technique and those who are taught by using conventional technique; 5) whether or not there is a significant difference of speaking competency between introvert students who are taught by using role play technique and those who are taught by using conventional technique.

MATERIALS AND METHOD

The research design adopted in this study was post – test only controls group design. Fraenkel and Wallen (1993:248) stated that Post – test only control group design involves two groups in which one of them receives experimental treatment, while another does not. In the end, both groups are given post-test.

The population of this study is 153 students of Akademi Komunitas MAPINDO Dalung which were divided into 5 classes. At first, those 6 classes were tested its normality. From this process, the researchers got 4 classes who fulfill the criteria. Those two classes are TB A, TB B, TH A, TH B. As sample of this research, two classes were chosen by using lottery technique. They are TB A and TB B classes. Then, a Homogeneity test was given to these classes. The result showed that the classes were already homogeneous and became the sample of this research.

After choosing the sample of classes, there were some steps to do in gaining the specific data. Firstly, the students were given a Myers Briggs Test, it was done to analyze Students' personality types or who are include in extroverts and included in introverts. Secondly, Selected extroverts' students and introverts' students as the experimental and control groups by flapping a coin. Thirdly, the extrovert and introvert students in experimental class was treated by using role play technique and the extrovert and introvert students in control class was treated by using Conventional technique. The Conventional technique used was named Chain drill technique. The treatment lasted for 8 meetings. Those two classes were given speaking competency test. In the end of the treatments

After that, the data would be described based on the research designs. The analysis was administered by using two-way ANOVA and followed by Tukey test to know the interaction effect.

FINDING AND DISCUSSION

This research aims was to investigate the significant difference in speaking competency between the students who were treated by role play technique and those who were taught by conventional one taking into consideration students' personality types in form extroversion and introversion. The data were categorized into 8 groups, namely (a) group 1A covers the group of the students who were taught by using role play technique, (b) group 1B covers the group of students who were taught by using conventional technique, (c) group 2A covers the group of students with extrovert personality,(d) group 2B covers the group of students with introvert personality,(e) group 1A2A covers the group of students who were taught by using role play technique and having extrovert personality types,(e) groups 1A2B covers the group of students who were taught by using role play technique and having introvert personality types,(f) groups 1B2A covers the group of students who were taught by using conventional technique and having extrovert personality types, (g) group 1B2B covers the group of students who were taught by using conventional technique and introvert personality types.

Based on the result of hypothesis testing, it was found that in the first hypothesis the value of Fob was 54.410 and Fcv was 0.000 It means that there was a significant effect between the speaking competency of the students in experiment and control group. This could be proven by gained mean score. The students' mean score who were taught with Role Play technique was 14.70 while the mean score of the students who were taught by Conventional technique was 13.76. It means there was a significant difference on the implementation of Role Play technique and Conventional technique on the students' speaking competency.

The extrovert students' score was higher than introvert students' score. Based on the result of Anova analysis, it was clearly seen from finding which showed that Fob was 22.034 while the value Fcv was 0.000. Fob was higher than Fcv. It means that there was a significant difference of students' speaking competency between the extrovert students and introvert

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students. Based on the result of hypothesis testing, it was discovered that Fob was 5.508 and Fcv was 0.021. It means that there was interactional effect between teaching techniques and personality types that affect the students' speaking competency.

Based on the result of hypothesis testing, it was discovered that Fob was 15.66 and Fcv was 14.26. It means that there was a significant difference in speaking competency between extrovert students who were taught by using role play technique and those who were taught by using conventional technique that affect the students. There was difference of the students result. The scores of the students with role play technique were better than the scores of the students with conventional technique.

Based on the result of hypothesis testing, it was discovered that Fob was 13.73 and Fcv was 13.26. It means that there was a significant effect in speaking competency between introvert students who were taught by using role play technique and who were taught by using conventional technique. There was a difference of the result. The students after treated by using role play technique got higher scores than the students after treated by using conventional technique.

CONCLUSIONS AND RECOMMENDATIONS

Shortly, the conclusion can be formulated that (1) There was a significant effect between students who were taught by using Role Play technique and the students who were taught by using conventional technique,(2) there was a significant difference of speaking competency between extrovert students and introvert students, 3) there was an interactional effect of the implementation of teaching techniques and students' personality types in speaking competency; 4) whether or not there is a significant difference of speaking competency between extrovert students who are taught by using role play technique and those who are taught by using conventional technique; 5) whether or not there is a significant difference of speaking competency between introvert students who are taught by using role play technique and those who are taught by using conventional technique.

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