THE INFLUENCE OF ROLE PLAYING ON INTROVERT STUDENTS AT SMA NEGERI 7 PALEMBANG

A THESIS

By

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ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

2024

APPROVAL

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DECLARATION

I, the undersigned,

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Certify that the thesis entitled "The Influence of Role-Playing Towards Introvert Students at SMA Negeri 7 Palembang" is my own work and I did not do plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia No. 17, 2010 regarding plagiarism in higher education. Therefore, I deserved to the court if I am found to have plagiarized this work.

Indralaya, May 2024

The Undersigned,

Amelia Kurniasari Farouk

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DEDICATION

This thesis is dedicated to:

My dear family, Ayah and Bunda, who never fail to support, encourage, and pray for me. All of my beloved sisters: Nabilah, Deeva, and Deera. I am grateful for your unending love, prayers, and encouragement in completing this study and being able to survive in any situation.

MOTTO

حَسْبُنَا اللَّهُ وَنِعْمَ الْوَكِيلُ

''Allah is a sufficient helper and the best refuge''

(QS. Ali-Imran : 173)

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The Writer

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THE INFLUENCE OF ROLE-PLAYING TOWARDS INTROVERT STUDENTS AT SMA NEGERI 7 PALEMBANG

ABSTRACT

Role-playing is a method of conveying practical knowledge in the classroom and is a source reflection for students to express their feelings toward the government. While introvert personality, a person that has lack self-confidence and avoid communicating with other people. This study is aimed to find out the influence between role-playing method with the score of English learning and also the activeness in learning process towards introvert students at SMA Negeri 7 Palembang. This was a qualitative study with a case study as a method of inquiry and the purposive sampling technique was applied to select the sample which consisted of 8 students and 1 English teacher in SMA Negeri 7 Palembang. The techniques of collecting data were observation, interviews, and documentation. Then, analyzing qualitative data belongs to data reduction, data display, and conclusion. The results showed that students had positive influence of role-playing on introvert students, it can influence their self-confidence, enchancement their grades, and more understand the material, such as in descriptive and procedure text.
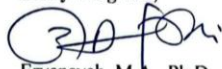
Keywords: *Role-Playing method, introvert students, and learning process.*

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CHAPTER I

INTRODUCTION

This chapter presents (1) the background of the study, (2) the problem of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of the Study

Language is a necessary instrument of communication. Animals and humans are capable of exchanging expressive and informative messages. Additionally, it might help the audience comprehend the speaker's goals. Yilmaz (2020) found that learning a language entails developing the communicative skills necessary for communication in that language.

English is essential in this day and age since it is a universal language. English can also make it easier for an individual to communicate with other individuals from abroad. According to Ilyosovna (2020), English goes beyond merely facilitating communication with native speakers and stands out as the most widely adopted second language globally. Ilyosovna (2020) reports that English is the first language for over 350 million individuals, while approximately 430 million people employ English as their second language. Being fluent in English is a challenging thing, especially for Indonesians, since Indonesian does not speak English as a first language. To speak English fluently, we need to be highly motivated.

Uddiniyah, N. D., & Silfia, E. (2020) say that, a mental stimulus known as motivation stimulates and directs human behavior, including learning. In academic study, motivation is the primary factor that pushes students into learning activities to meet their learning goals. Although motivation can come from outside sources, such as meaningful events, it can also come from within a person. Regarding education, motivation refers to all of a student's mental processes. It helps them participate in classes, maintains their interest in the long learning process, and gives them a clear path forward in their academic career. It has a significant impact on

learning since it makes people feel happy, motivated, and eager to learn new things. Strongly motivated students have the will to fully engage in the learning process, whether in the classroom or outside of it.

In addition to their natural drive to do well academically, friends and family's motivation often boosts their cause even more. Purnama, N. A., Rahayu, N. S., & Yugafiati, R. (2019) pointed out, motivation is recognized as a crucial factor in ensuring the success of students in their pursuit of English language proficiency. You can pursue and acquire more career opportunities by learning English. The labor market is global these days, and many businesses require workers who can communicate with partners and clients anywhere in the world. (Ilyosovna, 2020, p.23).

School is a means for students to learn English. Indonesia is one of the countries that teaches English from an early age because children can learn English quickly. Citing Oktaviani and Fauzan (2017), it was pointed out that Lightbown and Spada contended that childhood represents an optimal period for nurturing simultaneous bilingual children. This is attributed to the plasticity and receptiveness of a child's brain, which enables them to develop a superior aptitude, particularly in acquiring the initial language sets or units. English is not only used as a means of human communication, but also as a subject learned at school in Indonesia. Asworo (2019) stated, recognizing the significance of the English language, the Indonesian Ministry of Education mandates the inclusion of English as a compulsory subject within the school curriculum. The purpose of English instruction is to get pupils ready for the future. It is expected of the students to be able to develop their four language skills: speaking, writing, listening, and reading.

According to Rao, P. S. (2019), the most important ability for learning a foreign or second language is speaking. The study makes use of ideas related to speaking proficiency. As stated by Brown and referenced in Asworo (2019), speaking is thought to be a helpful ability observable through empirical means. Furthermore, Thornbury, quoted in Asworo (2019), emphasizes that speaking is interaction since it refers to face-to-face discussion. Furthermore, Harmer, as cited in Asworo (2019), defines speaking as the ability to process language and

information efficiently in addition to having a solid understanding of linguistic aspects.

According to Hanifa (2018), before speaking, students must be interested in the subjects they are talking about. Pupils who do well in public speaking possess a solid understanding of the topics or subjects they are discussing. The subjects will also motivate students to practice speaking in class (Hanifa, 2018). Matters affect students' development in more ways than just talking. Their interlocutors also influence students' speaking performances. Students become depressed and lose interest in studying and speaking when they hear negative feedback and criticism from friends and teachers during a speech. Students start to become inhibited by it and experience anxiety and fear (Hanifa, 2018). Hanifa (2018) suggests that self-consciousness can also hinder speaking English. Self-conscious students compare their abilities to those of their friends regularly.

Personality traits can influence a student's speaking proficiency, precisely their energy personality, which comprises extroverted and Introvert tendencies. Extroverts enjoy socializing with many people and feel at ease in larger gatherings. An extrovert usually pays more attention to external events than to his thoughts and emotions. Extroverts are usually friendly, like parties, have lots of friends, need someone to talk to, and do not like studying alone (Yan Chen, 2015) as cited in (Paradilla, N., Dj, M. Z., & Hasanah, U, 2021). In other words, extroverts are people who are sociable, relaxed, and prefer to take part in various social activities. It can be leading to notable improvements in their speaking abilities.

According to Aritonang (2023), in contrast, Introvert personalities exhibit characteristics opposite to those of extroverts. Like to think, less social, rarely talk, and are shy if they are not involved in social activities. Introverts prefer to spend time in small groups or alone, and usually like to get to know new people more slowly. However, in reality, they just socialize in different ways. This shows that Introverts are closed, private, and quiet individuals (Paradilla, N., Dj, M. Z., & Hasanah, U, 2021). People with Introvert personalities often encounter challenges

in communication. Some of the issues associated with Introvert personalities include:

1. Introvert individuals often have softer voices, which can be attributed to their tendency to speak softly. Their vocal cords are accustomed to a lower volume, resulting in quieter speech. Consequently, fewer people may engage in conversations with those possessing Introvert personalities.

2. Introvert individuals are often described as shy, reserved, and less inclined to interact socially. Those with Introvert personalities tend to be observers who prefer to watch, listen, and assess others' actions and conversations. They typically share their opinions sparingly, primarily when compelled to respond to questions or when their input is explicitly sought.

3. Individualistic tendencies are a characteristic of Introvert personalities. Individuals find solace in solitude and are not particularly fond of extensive socialization. Introverts feel more comfortable conversing with people they are familiar with, as these interactions create a sense of comfort and ease.

As per from description above, individuals with introvert personalities often encounter challenges in socializing, which can lead to a comparatively lower level of speaking proficiency compared to students with extroverted personalities. Therefore, Introvert individuals tend to dislike social stimulation, require more time to consider ideas before contributing them, and often choose to write rather than speak (Cain, 2012; Condon & Ruth-Sahd, 2013; Davidson, Gillies, & Pelletier, 2015) as mentioned in Flanagan, KM, & Addy, H. (2019). In contrast, extroverts are comfortable with spontaneous thinking and making quick decisions. Extroverts usually prefer talking to others rather than working independently when they are given the choice (Cain, 2012, Condon and Ruth-Sahd, 2013) as cited in Flanagan, K. M., & Addy, H. (2019).

Unlike Introvert learners, who rarely spend time speaking in front of large audiences and prefer to engage passively, rarely ask questions, and only speak if they are asked to answer a question or participate in a class discussion by the

educator. Likewise, Hakim (2017, p. 24) pointed out that Introvert students often feel shy, which causes them to talk less during class.

According to Afshar and Asakereh (2016), this could be because Introvert students dislike situations that encourage them to make mistakes on their own. Like (Hakim, 2015, p. 449), who stated that most of them were nervous about appearing in front of a large group of people.

According to Pinatih, I.G.A.D.P. (2021), students' speaking abilities can be encouraged and stimulated by various teaching strategies. The focus of 21st-century teaching methods is primarily on 4C skills. They are cooperation, creativity, innovation, critical thinking, and problem-solving. Role-playing is a relevant teaching strategy that is in keeping with 21st-century methods. One definition of role-playing is acting out a scenario or mimicking a character. In real life, most students behave differently from one another. During a role-playing exercise, students are assigned roles and are expected to act and speak in those roles. The role-playing method has many benefits and can assist students in resolving issues. Students can improve their English skills and apply the material they have learned through role-playing. This allows them to conduct action research in various fields. Educational methods that can help students learn English (Lahbibi & Farhane, 2023).

Role-playing seems to be an ideal activity to encourage students to use their English creatively, according to Mas (2022). It aims to create a conversational context in which students can discover themselves and offers opportunities to improve their communication skills. Teachers act as guides and mentors at the same time. Teachers provide recommendations about their role, place of residence, character, and events (Sarwat, Hamzah, & Wazeer, 2023).

Numerous research studies have focused on role playing, including investigations into aspects such as the effectiveness of role-playing methods for early childhood emotional social development and independence (Meilina, H., Sugiyo, S., & Astuti, B., 2021), the influence of role-playing learning outcomes of speaking skills in simple interviewing for fifth grade students of SDN 2

Tambakrigadung Lamongan (Huda, M. M., Kharisma, A. I., & Afifah, N. F., 2022), the effect of role-playing methods on the speaking skills of students at university (Idham, S. Y., Subramaniam, I., Khan, A., & Mugair, S. K., 2022). Those of the studies used the statistical calculation of the Mann-Whitney test, the result said that role-playing is effective.

Moreno-Guerrero, A. J., Rodríguez-Jiménez, C., Gómez-García, G., & Ramos Navas-Parejo, M. (2020) says that, therefore role-playing is a way of teaching in which participants take on certain roles and do what they are supposed to do. These game guidelines are usually created based on realistic standards, aiming to bring players as close to the real world as possible. In the 1970s, research began into the benefits and consequences of applying this method. However, in recent years, role-playing has been promoted as a handy tool to be applied in any scientific discipline, with some authors placing special emphasis on its application in education.

Asrifan (2022) states that students learn by using their imagination when playing roles in class. The chosen theme must be adapted to the class and be interesting to students (Krisdiana, Irawati, & Kadarisman, 2018). Students have the opportunity to improve their abilities. The ability to become an effective language user by using language more effectively to communicate more effectively by acting as a character in a story. Students can take part in the learning process by playing roles. Students not only spend time playing games but also studying. They also have the opportunity to experiment creatively with their classmates while role-playing. This method can change the way people learn English from passive to active. After role play is used in the learning process, students can achieve English learning goals, as well as improve their understanding and speaking skills.

Wacana, G. I. (2020) says that, role-playing, with its wide variety and imagination, is a very flexible learning method. Use of various role plays. Better communication methods and greater language fluency improve classroom interactions and increase student motivation. Here, peer learning is encouraged, and teachers and students share responsibility during the learning process.

Role-playing can improve students' speaking skills in any situation and help them interact. However, for shy students, role-playing helps by liberating students who have difficulty in conversation. Plus, it is fun, and most students would agree that fun enhances learning.

However, educators have had difficulty coming up with suitable teaching and learning strategies for introvert students. Which can actively engage them to accomplish objectives. Analyzing the needs behind the behaviour of introvert students during the learning process is one approach to solving this issue. To ascertain which components need to be improved and what the needs and requirements of the students are, a needs analysis is required. This is so that it can support things that meet the needs of the student and is dependent on the kind of assignment, the content, and other variables.

In Senior High School Number 7 Palembang, teachers use role-playing as a teaching method in English classes to encourage students to be more involved in speaking activities. However, this approach challenges introvert students because they try not to actively engage in class discussions.

For the reasons listed above, the researcher wants to learn more about the issue. The researcher will select SMAN 7 Palembang Tenth Grade Students in this instance. The researcher will carry out this study with the title **"The Influence of Role Playing towards Introvert Students at SMA NEGERI 7 PALEMBANG."**

1.2 Problem of the Study

The following question formulates the study's problem: "What is the influence of role-playing on Introvert students at SMA NEGERI 7 PALEMBANG?"

1.3. Objective of the Study

This study aims to find out the influence of role-playing on Introvert students at SMA NEGERI 7 PALEMBANG.

1.4 The Significance of the Study

This study is expected to be beneficial and contribute to the following:

1.4.1 Teachers

The results of this study will help teachers, students, writers, and others by offering useful speaking-related information. The researcher anticipates incorporating role play into the classroom will motivate Introvert students to participate more actively.

1.4.2 Students

The researcher believes that this study will raise students' awareness of speaking and motivation to learn how to speak. The study will be expanded based on additional studies or research, and the researcher anticipates that other researchers will be able to use this study to develop their future research on these traits.

1.4.3 Future Researchers

It is expected that subsequent researchers will learn more about education. The researcher hopes that this research can be a helpful reference for further research related to the use of " Role-Playing" especially in enhancing speaking skills.

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