

THE EFFECT OF USING ADVENTURE GAME AND PICTURE TO IMPROVE EXTROVERTED STUDENTS' SPEAKING SKILL

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Abstrak: Artikel ini menyajikan hasil penelitian yang bertujuan untuk menguji apakah siswa ekstrovert yang diajar dengan menggunakan adventure game memiliki keterampilan berbicara dalam teks deskriptif lebih baik daripada siswa ekstrovert yang diajar dengan menggunakan media gambar. Penelitian ini menggunakan metode kuasi eksperimen. Populasi penelitian ini adalah siswa kelas VIII SMPN 1 Talamau yang terdaftar pada tahun ajaran 2011/2012 yang terdiri 125 siswa yang tersebar dalam lima kelas. Dengan menggunakan lotre, diperoleh kelas VIII 5 sebagai kelas eksperimen dan kelas VIII 4 sebagai kelas control. Masing-masing kelas terdiri dari 25 siswa. Sebelum diberikan treatment dilakukan penentuan siswa yang memiliki kepribadian introvert dan ekstrover. Setelah ditentukan peneliti fokus pada siswa ekstrover. Data penelitian dikumpulkan melalui tes (post test only) dan angket. Analisis data dalam penelitian ini menggunakan uji t. Hasil analisis data menunjukkan bahwa Keterampilan berbicara siswa ekstrovert yang diajar dengan menggunakan adventure game lebih baik daripada keterampilan berbicara siswa ekstrovert yang diajar dengan menggunakan media gambar. Dari temuan, dapat disimpulkan bahwa penggunaan adventure game memberikan pengaruh lebih yang signifikan terhadap keterampilan berbicara siswa ekstrovert di SMPN 1 Talamau daripada penggunaan media gambar.

Kata kunci: keterampilan berbicara, siswa ekstrovert, adventure game, media gambar

INTRODUCTION

Speaking is a crucial part of second and foreign language learning and teaching. The students are considered successful if they can speak or communicate in the foreign language. If they can not speak English, they are assumed unable to communicate in foreign language. They can not convey their idea in spoken form to other people without speaking. It can be understood why speaking skill can not be ignored in teaching language. Murcia (2003) explains that the goal of teaching speaking component in a language class should encourage the acquisition of communication skills and foster real communication in and out classroom. It means that every activity in the classroom should give meaningful for students in communication

In the curriculum, it is stated that the objective of teaching English in Junior High school is to develop students' ability to communicate in English which realized in four language skills, listening, speaking, reading and writing. The students are expected to be able in expressing the meaning of interpersonal, ideational and textual function in various interactions and monologue spoken text, especially in descriptive, recount, report, narrative and procedure. For descriptive text, the students

are expected to describe place, person and thing by using monologue and transaction text. Monologue is a kind of report or speech. Transaction is to describe things or person in conversation.

Author found the students were quite difficult to express meaning in simple short monologue in descriptive form. In other word, most of students were not be able to describe the objects or place in simple description. They only memorized or repeated what the teacher described. If the teacher described school, they were only able to describe the school. They could not describe other places. It can be said that the objective of curriculum is not achieved yet.

Improving quality of teaching and learning process can be seen from students' achievement in learning. Students' achievement in learning is determined by internal and external factors (Soekamto 1992). Internal factors come from students selves, like motivation, intelligence, interest, student learning strategies and personality. External factors are influenced by outside factors like, learning environment, teaching technique and teaching media.

This article is limited on one of internal factors; personality especially extrovert and one of external factor; media which consist of adventure game and

picture. It is assumed that both of those factors influence students' achievement in learning especially speaking.

Personality is one of internal factors that influence students' achievements in learning especially in speaking. Personality-extrovert and introvert- influences how the students handle the feelings that are evoked during the learning process, what kind of motivation they bring to the learning task, as well as personal values, beliefs and attitudes related to learning; whether they prefer to work alone or in groups, and the kind of relationship the students prefer to have with the teacher and other learners.

Platt and Platt (1998) define personality as aspects of individual's behavior, attitude, beliefs, thought, action and feelings that which is seen as typical and distinctive of that person and recognized as such that person and other. Jung (in Naisaban 2003) states that personality is the supreme realization of the innate idiosyncrasy of a living being. He finds that human have two orientations or basic tendencies to express their attention, energy and all of their abilities. The tendency which guides people to express their attention to outside is extrovert. On the other hand,

tendency which guides people to express their attention into their self is introvert.

Research has shown that extroverts and introverts process information differently using the part of the brain and different neurotransmitter. The extroverts draw upon small of information their short term memory in developing his thought, while the introverts recall thoughts in their long term memory to build more complex associations. The introverts need more time, to develop their ideas and express them (Isaacs 2009). Based on these differences, the extroverted students and the introverted students perform differently in the classroom. Introverts are energized by quiet, privacy and being alone or in small groups, and are drained by noise, distraction and crowds. They are oriented toward an inner life. Extroverts learn communally through sharing and arguing, introverts are still processing what someone said 3 minutes ago. By the time they know what to say, someone else has already made that point, or the class has moved on. As a result, classroom discussions can be taken over by extroverts, making introverts appear unengaged, which is far from the truth.

Media support the effectiveness of learning and teaching process. Furthermore,

media bring the meaning of language for students. Language has lack meaning when it is introduced with its translation. Brinton (2001) explains that media can help teachers to motivate students by bringing a slice of life into the classroom and by presenting language in its more complete communicative context. Media can also provide a density of information and richness of cultural input. They can help students to process information and free the teacher excessive explanation and they can provide contextualization and a solid point of departure of classroom activities.

There are many kinds of media that can be used for teaching speaking. One of them is game. Games offer students a fun-filled and relaxing learning atmosphere. Uberman (1998) states that games encourage, entertain, teach, and promote fluency and communicative skills. After learning descriptive vocabularies, students have the opportunity to practice language through a game. Moreover Deesri (2002) states that games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication. The games can capture students' attention and participation. They can motivate students to learn more and they can transform a boring class into a

challenging one. Jung (2005) explains that while playing games, the learners' attention is on the message, not on the language rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win.

However, when teachers use game in the classroom they should consider the level of the game to fit their students' language level. Mei and Jing (2000) give some suggestion for the teacher in choosing games as followed: (a) game must be fun, (b) game should involve "friendly" competition (c) a game should keep all of the students involved and interested (d) game should encourage students to focus on the use of language rather than on the language itself, (e) game should give students a chance to learn, practice, or review specific language material. In this research the researcher designs adventure game for teaching speaking especially descriptive text.

Adventure game is one kind of board games. The author designs this game by adapting from monopoly game. Adventure game has double boards; top and basic. Top board, like usual board; consist of interesting places in Indonesia like lembah anai waterfall, Mentawai Island, mount Jayawijaya, lake Toba. Those interesting

places make a sense that students have adventures on the board. The players are invited to explore those interesting places on the board based on number at the dice. On the basic board, there are cards which consist of instruction for players to speak, time to speak and point for players if they can do the instruction well.

There have been some researches conducted by researchers which related to the use of game. First, Lastrawati (2008) conducted a research about communicative game in teaching speaking at SMPN 4 Batusangkar. She found that communicative game improved students' speaking skill. Communicative game helps the students to use appropriate vocabulary and correct grammar. It also helps the students to have correct pronunciation and have good self confidence.

Then, Jamaludin (2010) did a research about the effectiveness of secret topic game to third year students in MA Zainul Anwar Kraksaan Probolinggo. He found that applying secret topic games is one of successful and interesting ways that can help teachers in overcoming speaking problem the students have. Games are used not only for fun, but more notably, for the useful practice and review of language

lessons, thus leading to the goal of improving learners' communicative competence.

Based on finding above, it is clear that game gives contribution on students' speaking skill that has been proven by previous research. Beside adventure game, picture is also one kind of media that can help students in learning speaking. Pictures help students in defining the words with suitable objects. Goodman (2006) state that using pictures really appeals to visual learners who may suffer in a speaking and listening based classroom. Moreover, Kayi (2006) suggests some activities to promote speaking in second language. One of them is picture describing. This activity fosters the creativity and imagination of the learners as well as their public speaking skill.

Some researches showed that the effectiveness pictures in learning and teaching process. Andriati (2008) did a research about the effectiveness of pictures. She has surveyed students SMPN 3 Sawahlunto Sijunjung. She found that teaching by using pictures can improve students' motivation to speak English. The students have self confidence to tell about the pictures presented. They are not afraid to make the mistakes. Jamrah (2008) also

conducted the use of pictures to improve students' motivation and interaction in speaking English at SMA N 2 Sungai Tarab Tanah Datar. She found that teaching by using pictures can improve students' motivation and interaction to speak English in the class.

From the explanation above, it is assumed that adventure game and picture are effective media to be used in teaching speaking especially for descriptive text. Thus, the writer wants to test whether adventure game and picture give significant effect on extroverted students' speaking skill on descriptive text.

The purpose of this research was to test whether the introverted students' speaking skill on descriptive text taught by using adventure game better than extroverted students' speaking skill who taught by using picture at grade VIII of SMPN 1 Talamau.

METHOD

This article retrieved from the research on the effect of using adventure

game and picture in teaching speaking and students' personality on students' speaking skill at SMPN 1 Talamau West Pasaman Regency. The design of this research was a quasi experimental research. Experimental is a form of quantitative research. It compared the result of two researches group. The researcher manipulated the independent variable then control other variable and observed the effect of dependent variable. According to Gay (2000) experimental research is the only type of research that can test hypotheses to establish cause and-effect relationships.

The population of this research was the second grade students of *Sekolah Menengah Pertama* (SMP) Negeri 1 Talamau for academic year of 2011/2012. The sample was randomly selected. Before it was selected, the researcher analyzed the homogeneity and normality of population. Class VIII 5 was selected as experimental class which taught by using adventure game. Class VIII 4 was selected as control class which taught by using picture.

In this research, the data were collected by using questionnaire of students' personality and test of speaking skill. Questionnaire was used to identify students' personality whether they are extrovert or introvert. Before the instruments used, the

researcher consulted the instruments to the validators to know whether the instruments were valid or not. The questionnaire of students' personality arranged as follows:

Table 1. List of personality Questionnaire Indicators

Variable	Indicators	Number of Items
Eight Jungian types (1921/1971)	1. Introversi on-thinking	12,13,17,10,15,19,21,29
	2. Extraversi on-thinking	5, 31, 1,2,3,22,25,30,32
	3. Introversi on-feeling	7,8,18,20,23,30,32
	4. Extraversi on-feeling	3,9,27,28,6,14,24,34
	5. Introversi on-sensation	11, 16
	6. Extraversi on-sensation	
	7. Introversi on-intuition	
	8. Extraversi on-intuition	

The test is aimed to know the students' speaking skill especially in descriptive text through teaching speaking

by using adventure game and picture. The test which given was giving instruction and directions. The students were asked to describe place in simple description. The duration of the test was about 5 minutes for each student. Test used to measure students' speaking skill in descriptive text. It was arranged based on the indicators of speaking for descriptive text as follow:

Table 2. List of speaking test Indicators

Variable	Indicators
Speaking descriptive text (describing place)	<ol style="list-style-type: none"> State identification ; students mention topic sentence to introduce the place State descriptions; students mention supporting sentences to describe the place by using descriptive vocabularies Use correct simple present Have good Fluency

The data were collected through both of speaking test and personality questionnaire. It assigned at the end of

treatment (post-test) for both experimental and control group. For speaking skill variable, the researcher administered the test and she distributed the questionnaire of personality to the students at the end of the treatment. The average score of each group computed statistical manually.

DISCUSSION

Based on data analysis, it was gained that there were 13 extroverted students and 12 introverted students in experimental

class. Then, there were 12 extroverted students and 13 introverted students in control class. In this research the researcher took 13 extroverted students from experimental class and 13 students from control class. After doing speaking test, it was gained that the data about speaking score of introverted students. The data of speaking skill score was in the form of score which had interval 1 – 16. The result of the test described as follow:

Table 3. Etroverted students' speaking score of Experimental class and Control Class

Students	Speaking Score of experimental class	Speaking Score of Control Class
	Extrovert	Extrovert
S1	8	8
S2	10	9
S3	10	9
S4	11	10
S5	11	10
S6	12	10
S7	12	10
S8	12	11
S9	14	11
S10	14	13
S11	15	13
S12	15	14
Mean	12	10.6
Minimum Score	8	8
Maximum Score	15	14
Standard Deviation	2.1742	1.827
Variance	4.7272	5.7575
N	12	12

Based on the data of speaking skill above, the mean score of experimental class was 12, but the mean score of control class was 10.6. It meant that mean score of speaking skill of experimental class in which the extroverted students were taught by using adventure game was better than mean score of speaking skill of control class in which the introverted students were taught by using picture.

After the data collected, they were analyzed by normality testing, homogeneity testing, and hypotheses testing. Normality testing was analyzed toward the data group: speaking skill score data of extroverted students in experimental class and speaking skill score data of extroverted students in control class. The testing was analyzed by using Lilliefors test at the level of significance .05. More detail, see the Table 4 below:

Table table 4. Summary of Normality Testing

Variable	L _{observed}	L _{table}	Note
Speaking skill score of extroverted in	0.0902	0.24	Lo < Lt Norma

experimental class			1
Speaking skill score of extroverted in control class	0.2088	0.24	Lo < Lt Norma 1

Homogeneity was tested to know whether each group had the same variance or not. It was tested by using Variance Test (F Test). The summary of homogeneity testing result could be seen from Table 5 below:

Table 5. The summary of Homogeneity Testing

Variable	F _{observed}	F _{table}	Conclusion
Speaking Skill of extroverted students	1.21	2.82	homogenous

In order to find out the effect of using adventure game toward students'

speaking skill, it used t test. The test was used to test the hypotheses of research. To answer the hypotheses, the effect of adventure game, pictures and students' personality on speaking skill were tested.

Hypothesis: Speaking skill of extroverted students who are taught by using adventure game is better than those who taught by using picture. The result of T test of speaking skilltest of introverted student for both of experimental class and control class could be seen at Table 6 below.

Table 6. Summary of T Test of Introverted students Speaking Skill at Experimental and Control Class

Variable	Class	N	\bar{X}	$T_{observed}$	T_{table}	Note
speaking skill of extroverted students	Experimental	12	12	8.27	2.07	Significant better than students 'speaking skill of
	Control	12	10.6			

Based on analysis of hypothesis by using T Test, it was computed that mean of extroverted students speaking skill score of experimental class students was 12, but mean of extrovert students' speaking skill score of control class was 10.6.

Corresponding t for $df = 22$ required for significance at the .05 level was 1.671. Since $t_{observed} = 8.27$ was higher than $t_{table} = 2.07$, it could be concluded that t situated on rejected area of H_0 . It meant alternative hypothesis (H_a) – extroverted students speaking skill of in experimental class is better than extroverted students speaking skill taught by using picture– accepted.

Speaking skill of extroverted

students who are taught by using adventure game was better than students 'speaking skill of extroverted students who are taught by using pictures. Adventure game is suitable with extroverted students who tend to be active, expressive, like speaking and like to work in the group. Adventure game provided opportunity for those characters because playing adventure game was

a kind of cooperative learning where the students worked in the group. Each of group members discussed every question and helped to prepare their member to speak during playing adventure game. This finding was supported by Feist and Feist (2008) that say that extroverted people are more influenced by their surrounding and they feel more comfortable in the group settings.

Then, extroverted students were interested to get involve in playing adventure game because it was competitive and challenging. They like new things and challenging. Extroverted students were easy to be stimulated from outside. Adventure game stimulated students to win the game. This motivated them to get reward that is value for them. Since challenging and reward were very important for

them, they were motivated to work hard in the group to do task in playing game as well as they could. This finding was supported by Naisaban (2003) who says that extroverted need support from surrounding and they will be satisfied if people admire their work. Beside to motivate the students to do task as best as they can during the game, reward also makes extroverted students longer to remember their speaking activities. Since reward is necessary for them, hence they would remember task which they got reward in long term.

CONCLUSION

This research issue was made to determine whether the use of adventure game to teach speaking to the second grade students of SMPN 1 Talamau was more effective than the use of pictures. The result of this research pointed out that the students who were taught using adventure game

have higher speaking achievements than those taught using pictures since $t_{\text{observed}} (8.27) >$ was higher than $t_{\text{table}} (2.07)$; thus H_0 was rejected, meaning that the experiment plays a significant role in improving the students' achievement. It indicates that adventure game gives more contributions than picture to extroverted students in describing object or place. Adventure game is compatible media to enhance students' speaking skill, because it provides language practice in the speaking skill and encourages students to interact and communicate during playing. The author hopes that her study would give some contributions to the teaching of EFL speaking, especially the usefulness of adventure game as a new media in cooperative learning for EFL students to be used in fun speaking classes to increase students' speaking skill.

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