

# THE EFFECT OF USING ADVENTURE GAME AND PICTURE ON INTROVERTED STUDENTS' SPEAKING SKILL

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**Abstrak:** *Artikel ini menyajikan hasil penelitian yang bertujuan untuk menguji apakah siswa introvert yang diajar dengan menggunakan adventure game memiliki keterampilan berbicara dalam teks deskriptif lebih baik daripada siswa introvert 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 introver. 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 introvert yang diajar dengan menggunakan adventure game lebih baik daripada keterampilan berbicara siswa introvert yang diajar dengan menggunakan media gambar. Dari temuan, dapat disimpulkan bahwa penggunaan adventure game memberikan pengaruh lebih yang signifikan terhadap keterampilan berbicara siswa introvert di SMPN 1 Talamau daripada penggunaan media gambar.*

**Key Words:** *Adventure Game, Pictures, Introverted Students, Speaking Skill*

## 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.

Based on researcher's observation in SMPN 1 Talamau, it was found that 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 introvert 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.

Personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behavior. Traits contribute to individual differences in behavior, consistency of behavior over time, and stability of behavior across situations. Traits may be unique, common to some groups, or shared by the entire species, but their pattern is different for each individual. Thus, each person though like others in some ways has a unique personality. Characteristics are unique qualities of an individual that include such attributes as temperament, physique, and intelligence.

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.

Introverts get their energy internally through quiet time, contemplation, and emotion. People sometimes see them as bookish or unsociable. Introverts aren't anti-social—they are just social in a different way (Thompson 2012). They may not much talk, but they may be able to speak at length about topics that interest them. Introverts will take more time to process information because they process more deeply. They think out what they will say before speaking. The introverts are comfortable when allowed to observe and uncomfortable when pressure to perform.

At SMPN 1 Talamau, speaking activity in the class was dominated by several students. Many students tend to be passive in speaking. They did not participate well during learning speaking. Based on writer's observation, most of the teacher did not use interesting media to catch students' attention. In this case, the teachers usually write descriptive vocabularies in the whiteboard and asked the students to copy to their book, then asked them to describe the place or things. It seems that teachers need to use appropriate media to attract students' attention and to help them in speaking.

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. Jufrihadi (1984) states that medium is a tool to deliver the message to stimulate mind, feeling, attention and students' interest for

studying. There are many researches which showed that the effectiveness of media for teaching speaking like slide, video, film, picture, game, cards, story telling pieces, puppets and other.

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. 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 researcher 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.

Adventure game is a competitive game where the students divided into some groups. Every group works hard to win the game. According to Deesri (2002) when playing games, students are trying to win or to beat other teams for themselves or on the behalf of their

team. They are so competitive while playing because they want to have a turn to play, to score points and to win. In this game, students are divided into five groups. Each group has 5 members from different ability level. The teacher forms group that consist of high, medium and low ability of students. So, each group has same strength in competition. After the students have been divided into some groups, they sit in their group in circle.

Each group chooses one leader to play the game in front of class. The teacher invites each leader of groups one by one to play the game in front of class. The group leader throws dice and moves the pawn based on number on the dice. Next, she or she takes the card on the basic board and reads aloud twice in front of class, for example “describe your math teacher”. Then, the leader goes back to the group and discuss in the group. After discussing, the group asks one of group members to do the instruction. The teacher and other students correct what that student say. If he or she speaks based on instruction well, the group gets the point written in the card. If he or she cannot speak well, the teacher gives the chance to the next group. If the group can answer well, it gets the point. However, if it is still wrong the chance will be given to others group. The group which gets the highest score is the winner of the game.

Adventure game guides the students into cooperative learning. The students discuss in their group before doing the instruction in this game. This activity guides the students to share each other because every group member has responsibility to make his/her group

as a winner. The smart students will help their friends who have low ability in their group. The students are motivated to work hard in their group to win the game. Although, goal of the group task is to win the competition first but this activity gradually also motivate and help the students who have low ability to speak.

There have been some researches conducted by researchers which related to the use of game. First, Nurbadri (2006) conducted a research about using English game to improve students’ speaking skill and learning motivation at SMKN 2 Sawahlunto. She found that English game help the students to improve their speaking skill. The games also improve students’ motivation in learning process, because the game makes students enjoy doing the task during learning and teaching process.

Second, 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.

Third, Septiana (2009) conducted a research about using board game to improve vocabulary learning of fourth grade students in SDN Kesatrian II Malang. She found that implementing of board game succeeded in improving the students’ vocabulary. This can be seen that the students showed the positive responses toward the board game: they were more interested in

studying English than before because they memorized easily new vocabulary using board game, their vocabulary learning atmosphere was really lively.

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.

Picture describes the situation around and can give meaning or tell something to the students. Picture stimulates students to express their idea. However, the teacher needs to consider in choosing picture for

teaching. The picture should be appropriate for the age and interest levels of the students and be relatively free of cultural bias. Then, pictures should be big enough and visible enough for the students to see.

Some researches showed that the effectiveness pictures in learning and teaching process. First, 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. They are also not afraid anymore to ask the teacher if they have difficulty. They can practice English well. The situations indicate that the students have high motivation to speak English through pictures.

Second, 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. It was proved by students' improvement from cycle to cycle and students' statement who said that pictures help them speaking because they did not confuse what to say after seeing pictures.

Third, Liliswati's research (2008) showed that teaching and learning for speaking class by using pictures improved the speaking skills of students at SMKN 8 Padang.

They had assessment of speaking skill which reveals four aspects; they were utterances, fluency, vocabulary and understanding.

Moreover, Asrol's research (2008) showed that the application of pictures series had a significant effect on the students' reading comprehension at SMPN 1 Kinali Pasaman Barat due to the significant difference between pre-test and post-test of the students' reading comprehension.

Then, Defrita (2008) found that using pictures series as media could improve students' writing ability special in recount text in SMPN 1 Kecamatan Luak Lima Puluh Kota. Pictures series could stimulate and motivate the student to write in recount text.

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 introverted 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 is better than introverted 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.Introversion-thinking	12,13,17
	2.Extraversion – thinking	10,15,19,21,29
	3.Introversion feeling	5, 31
	4.Extraversion feeling	1,2,3,22,25,30,32 7,8,18,20,23,30,33
	5.Introversion-sensation	3,9,27,28
	6.Extraversion-sensation	6,14,24,34
	7.Introversion-intuition	11, 16
	8.Extraversion-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)	1. State identification; students mention topic sentence to introduce the place. 2. State descriptions; students mention supporting sentences to describe the place by using descriptive vocabularies. 3. Use correct simple present 4. Have good Fluency

Based on variable and indicators above, researcher proposed rubric for assessing speaking especially descriptive text as follows:

**Table 3. Rubric of assessing speaking skill (adapted from: O'malley and Hugges)**

Focus/ Rating	1	2	3	4
Identification	No identification	State identification; uses wrong topic sentence	State identification; uses topic sentence almost correct	State identification; uses topic sentence correctly
Description	Uses less than five descriptions with few mistakes	Uses less than five descriptions with no more two mistakes	Uses five descriptions with no more two mistakes	Uses five or more descriptions correctly
Grammar (Simple Present)	Uses simple present almost entirely inaccurate	Uses simple present with more than two mistakes	Uses simple present with no more than two mistakes	Uses simple present correctly
Fluency	Speaks very slowly and often repeats the sentences	Speaks of hesitantly because of searching for words	Speaks with occasionally hesitation	Speaks fluently

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.

After the data collected, they were analyzed by normality testing, homogeneity testing, and hypotheses testing. The normality testing was done to observe whether the data collected from both groups are normally distributed or not. It was analyzed by Lilliefors Test. Homogeneity testing was done to see whether the data in both of treatment groups are homogeneity or not. The



homogeneity was analyzed by Variance test (F-test).

Then, hypothesis testing computed by using t-test (Polled test). The formula as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Whether:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

**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 12 introverted students from experimental class and 12 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 4. Introverted students' speaking score of Experimental class and Control Class**

Students	Score of experimental class	Score of control class
S1	9	7
S2	9	7
S3	9	7
S4	10	8
S5	10	8
S6	10	8
S7	11	9
S8	12	9
S9	13	9
S10	13	11
S11	13	12
S12	14	12
<b>Mean</b>	11.08	8.91
<b>Minimum Score</b>	9	7
<b>Maximum Score</b>	14	12
<b>Standard Deviation</b>	1.839	1.839
<b>Variance</b>	3.35	3.35
<b>N</b>	12	12

Based on the data of speaking skill above, the mean score of experimental class was 11.08, but the mean score of control class was 8.91. It meant that mean score of speaking skill of experimental class in which the introverted 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.

Next, the experimental class in which the introverted students were taught by using adventure game involved 12 students. From the data of students' score of speaking skill at experimental class, it was computed minimum score and maximum score was 9 and 14, respectively. Its mean score was 11.08, the standard deviation was 1.83 and the variance was 3.35. Frequency distribution of introverted students' score of speaking skill of experimental class presented on the table below:

**Table 5. Frequency Distribution of introverted Students Speaking Skill Score of Experimental Class**

Students' Score (X)	Frequency (F)	Percentage (%)
9	3	25
10	3	25
11	1	8.33
12	1	8.33
13	3	25
14	1	8.33
<b>Total</b>	<b>12</b>	<b>100.00</b>

Then, at control class in which the introverted students were taught by using picture involved 12 students. From the data of extroverted students' score of speaking skill at this class, it was computed minimum score and maximum score, respectively, was 7 and 12. Its mean score was 8.91, the standard deviation was 1, 83 and the variance was 3.35. Frequency

distribution of introverted students' score of speaking skill in control class presented on the Table 6 below:

**Table 6. Frequency Distribution of Introverted Students speaking skill Score of Control Class**

Students' Score (X)	Frequency (F)	Percentage (%)
7	3	25
8	3	25
9	3	25
11	1	8.33
12	2	16.67
<b>Total</b>	<b>12</b>	<b>100.00</b>

In conclusion, based the data of speaking skill above, the mean score of experimental class was 11.08, but the mean score of control class was 8.91. It meant that mean score of speaking skill of experimental class in which the introverted 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 introverted students in experimental class and speaking skill score data of introverted students in control class. The testing was analyzed by using Lilliefors test at the level of significance .05. More detail, see the Table 7 below:

**Table 7. Summary of Normality Testing**

Variable	L <sub>observ</sub>	L <sub>tabl</sub>	Note
Speaking skill score of introverted students in experimental class	0.219	0.24	Lo < Norm
Speaking skill score of introverted students in control Class	0.234	0.24	Lo < Norm

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 8 below:

**Table 8. The summary of Homogeneity Testing**

Variable	F <sub>observe</sub>	F <sub>tabl</sub>	Conclusion
Speaking of Skill Introverted student	1.0	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 introverted students who are taught by using adventure game is better than those who taught

by using picture. The result of T test of speaking skill test of introverted student for both of experimental class and control class could be seen at Table 9 below:

**Table 9. Summary of T Test of Introverted students Speaking Skill at Experimental and Control Class**

Class	$\bar{X}$	$T_{\text{observed}}$	$T_{\text{table}}$
Experimental	11.08	2.81	2.07
Control	8.91		

Based on analysis of hypothesis by using t test, it was computed that mean of introverted students speaking skill score of experimental class students was 11.08, but mean of introverted students' speaking skill score of control class was 8.91. Corresponding  $t$  for  $df = 22$  required for significance at the .05 level was 1.671. Since  $t_{\text{observed}} = 2.81$  was higher than  $t_{\text{table}} = 2.07$ , it could be concluded that  $t$  situated on rejected area of  $H_0$ . It meant alternative hypothesis ( $H_a$ ) – speaking skill of introverted students in experimental class is better than introverted students speaking skill taught by picture– accepted.

Speaking skill of introverted students who was taught by using adventure game is better than those who were taught by using pictures. It could be explained by some reasons. First, adventure games helped lower students' anxiety to speak, made them comfortable, and wanted to learn more. When they played adventure game, they relaxed and have fun. Since the student answered or spoke after discussing with her/his friends in the group and his/her friends supported him/her, it made them having more confident to

speak. When students are free from worry and stress, they can improve their fluency and natural speaking styles. Deesri (2002) argues that games are effective because they provide motivation, lower students' stress, and gives them the opportunity for real communication.

Second, adventure game leads the students to use language. This game encourages students' productive skills and elicits their speech fluency. The students who want to take part in the activities, must understand what others are saying or or have written in the card. They acquire new vocabulary along with its spelling and pronunciation. Students begin to realize that they have to speak or pronounce the words clearly if they want others to understand what they are saying. Jung (2005) explains that while playing adventure game, the students' 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.

Next, adventure game gives time for students to think before speaking. The time to answer the question or to describe is written in every game card, for example to describe one place like Lembah Anai the students given 3 minutes to think and discuss in their group before speaking for class. Giving time to think may encourage introverted students to answer and avoid extroverted students' domination. Introverted students need more time to process information because they process more deeply. It is related to their brain work. Kern (2012) states that an introvert's brain sends the information on a longer path, mainly through the "thinking" portion of the

brain. An introvert ponders slowly and synthesizes deeply to tie multiple ideas together into a whole.

Then, adventure game provides opportunity for every student to perform in the class. This game gives the same chance for each student to participate in playing game. Adventure game is played by rotating the chance to each group and each member in the group. A student is not allowed to perform in the class for secondly if other member doesn't perform yet. Therefore, classroom activity can not be dominated by several students. Extroverted students will raise their hand whether have answer or not. The introvert will wait, thought comes before action. Many introverts will speak up when asked, but not always take the initiative themselves. That is why it is so important to give all students a chance to formulate an answer before calling on someone. Hansen (in Uberman 1998) proposes that games can give shy students more opportunity to express their opinions and feelings. Moreover, Isaac (2009) states that designing rotation so that all students are asked to participate will make the introverts more a part of the class.

Introverts tend to be people who are shy and don't like to talk much, especially in large groups. Introverted students prefer to work independently, but they may perform well in small groups. How much the introvert participates will depend upon the temperament of the other members. Adventure game divides students into several small group works. Introvert students prefer working in smaller groups, because fewer voices and ideas will bombard them at once. Before having a whole-class discussion or

perform, they work and prepare themselves in small groups. Through playing adventure game, even if the introvert seldom speak in front of the whole class, his/her ideas from the small discussion can still be shared by another group member, in order to benefit everyone. Extroverts who recognize the intelligence of introvert can encourage him to be more active to discuss in the group because introverts often are good at explaining material to other. Isaac (2009) states that student sitting in the back may be an interested introvert and not an unmotivated student. When gently invited to participate in discussion, introverts can offer valuable insights.

In addition, adventure game motivated students in learning. Naturally when playing adventure game, students were trying to win or to beat other teams for their team. As in the adventure game, students were so cooperative doing task as good as possible in their group and so competitive to beat other team that they wanted to finish fast and won the game. Adventure game can motivate students to learn more. Moreover, it could transform a boring class into a challenging one. Avedon (1971) states that games encourage motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other course. It also reduced the stress in the classroom. In a way, students acquire language unconsciously since their whole attention is engaged by the activity. The students learned from every task in their group and other group, when they did task well or when they did mistake.

Moreover, one of characteristics of introverted people is difficult to forget their mistake or punishment. In adventure game every task or question corrected by all students in the classroom and teacher. The students and teacher discussed together to correct every question and task. If one group did mistake, the chance was given to other group to revise the mistake. When introverted students did a mistake, they were not easy to forget it. They learned from the mistake and they would be careful for the future. Speaking activities in adventure game helped the introverted students to improve their mistake.

Actually, adventure game and picture give the same benefit to students. According to Ersoz (2000) games are highly motivating since they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication. Goodman (2006) states that using pictures really attract to visual learners who may suffer in a speaking and listening based classroom. However in this research adventure game gives more contribution to the students, because adventure game encourages students to interact and communicate and create a meaningful context for language use. As a result, speaking skill of introverted students taught by using adventure game is better than those who are taught by using picture at grade VIII of SMPN 1 Talamau.

### **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 introverted students who were taught by using adventure game have higher speaking achievements than those taught by using pictures since  $t$  obtained  $(2.81) > t$ . 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 introverted 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.

### **SUGGESTION**

Based on the conclusion of this research, it is suggested for the English teachers to be able to use adventure game as a new media in cooperative learning for EFL students to be used in fun speaking classes to increase students' speaking skill. Besides, it is also suggested for the English teachers that they should consider the students' personality in speaking. As personality is one of factors affecting the students in speaking.

It is important to note that in this study, only 50 students were involved and the treatments were given only 8 times to both of the groups. For better results, future researchers might involve more students and classroom meetings. Having these limitations the researcher realizes that this research is far from being perfect, but the teacher will know a new medium in cooperative learning which can be

used to enhance the students' speaking skill. The researcher also hopes that other researchers who are interested in this topic will do the same research in longer time for treatments, hold in many junior high schools in Indonesia and use many teachers which have the same competence statistically.

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