The Effect of Using *'Letter Blocks Word Builder Game'* and *'Compound Word Game'* in Teaching Writing to Introvert and Extrovert Students (A Case of Writing Students of English Education Program of STKIP SoE)

Adi B. W. Banu[1], Dr. Januarius Mujiyanto[2], M. Hum[3], Dr. Djoko Sutopo, M.Si[3]

[1]Program Studi Pendidikan Bahasa Inggris, Universitas Negeri Semarang, Semarang, Indonesia
addhybewe[at]gmail.com

[2, 3]Program Studi Pendidikan Bahasa Inggris, Universitas Negeri Semarang, Semarang, Indonesia
yanmujiyanto[at]mail.unnes.ac.id

[4]Program Studi Pendidikan Bahasa Inggris, Universitas Negeri Semarang, Semarang, Indonesia
djokosutopo_msi[at]yahoo.com

Abstract: *The objective of this study was to explain the effectiveness of using letter blocks word builder game and compound words game in teaching writing to introvert and extrovert students. This study involved 40 students from English Education of STKIP SoE. Quantitative method used in this study. Experimental study was applied to measure the effectiveness of the games. The result of this study shown that, there was significant between the pre-test and post-test scores. There was increasing of score 21.00 points from pre-test and post-test by using letter blocks word builder game and 17.00 points by using compound words game in teaching writing. It meant that, there was a significant increasing of score from pre-test to post-test. And then, based on the hypothetical test, it was obtained Sig. 0.192 > 0.05. It could be concluded that Howas accepted, and Ha was rejected.The result of research showed that there was an interaction among the use of technique, personality learning styles and writing. As a matter of fact, it is important for the teachers to enhance the students' personality learning styles in teaching writing.*

Keywords: Letter blocks word builder game, compound words game, teaching writing, effectiveness

1. Introduction

Writing becomes the crucial thing to be mastered to develop ideas and the form of written text. It is viewing as an act of communication suggests an interactive process which takes place between the writer and the reader via the text. An approach places value on the goal of writing as well as on the perceived reader audience. Even if we concern with writing at the beginning level, these two aspects of the act of writing are important. In setting writing tasks, the teacher should encourage students to define for themselves the message they want to send and the audience who will receive it.

In curriculum for university level especially for English program, writing is seen as a very important course to be taught since it is one of the skills in teaching English. Writing is one of the most difficult skills that second-language (L2) learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and socio cultural competencies. As many teachers attest, teaching L2 writing is a challenging task as well. However, the success of students in school, in their personal lives, and in the work world is in large part dependent on their ability to communicate in written words, it is vital that teachers know the most effective of teaching writing. Good writing was done from a set of rules and principles, the teachers duty was to relate these rules and students then wrote in response to selected written texts (Nunan, 2003).

In class, students spent a great deal of time in copying models rather than expressing their own ideas creatively. Writing was used to show that students had mastered a particular grammatical rule, rather than had a good idea about the subject method. In class, students spend a great deal of time in copying models rather than had a good idea about the subject matter. In fact, correct spelling, grammar and overall organization were the most important evidence of second language proficiency. A student's ability to form and write the future perfect tense correctly was seen as evidence of a student's ability to write, and moreover, of the students' overall English ability.

Bell and Burnaby in Nunan (1998: 36) said that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level, these include control of content, format sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the researcher must be able to structure and integrate information into cohesive and coherent paragraph and texts. While writing also a process that occurs over period of time, particularly if we take account sometimes extended periods of thinking that precede initial draft. The writer needs time to do some processes inside. The length of

time is different among writers. Some needs longer time to just think about what to write before making the initial draft.

There are some components can be used to evaluate writing ability. They are: contents, grammar, vocabularies and word choices, organization, language used or grammar and mechanics. All those components occur students to write a good writing. The problem is many students refused to write because of lacking vocabularies and miss-structure in writing sentences or paragraph in English. Writing teachers should involve activities and interesting method to engage students' interest in writing.

Lacking of vocabulary became the main problem here. Therefore the researcher chooses vocabulary games instead of another game in increasing students writing ability.

Teaching vocabulary has never been high on priority list of classroom activities. The researcher recognized from my own experience in school and absolute uselessness of vocabulary lists and tests. There was no vocabulary course that could help the students to enrich their vocabularies. Whereas, teaching vocabulary was important for the students to get familiar with the meaning of the words and the used of them in writing, instruction of teaching vocabulary should be enhanced. While vocabulary is closely linked to academic success, it's the main part in writing process. A strong vocabulary is essential to good reading and, because reading and writing are so closely related, essential to writing (Brynildssen 2000, 1). It means that in order to have a good writing and reading, vocabulary had a first place to be success on that. By having much vocabulary then a reading text could be understood and a writing text could be created.

One strategy used for gaining student's interest in writing is by using games. Language games are not mainly aimed to break ice or to kill time (Mubaslat, 2012). Games and especially education games are one of the techniques and procedures that the teacher may use in teaching a foreign language. Games are often used as short warm-up activities or when there is some time left at the end of a lesson. A game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign language, games should be used at all the stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves well for revision the exercises helping learners recall material in a pleasant, entertaining way.

Even games resulted only in noise and entertained students, they are all still worth paying attention to and implementing in the classroom, since they motivate students and improve students' skills in English. When using games in the classroom, they are beneficial for teachers to have a complete understanding of the definition of the games, not only to play concerning rules, competition and an element of fun but also for encouraging students' ability in using technology. The ability to capture students' attention: lower students' stress and give them the chance for real communication. Therefore, games especially online education games may be challenging for teachers to try to add in class in order to develop students' English proficiency especially writing in English.

Nunan (2007: 88) said that writing is the process of thinking to invent ideas, thinking about how to express into good writing and arranging the ideas into statement and paragraph clearly. However, the second semester students of English Education of STKIP SoE also have some difficulties in writing. Semester two is the first semester for them to learn to write in English. Most of the students came from non-English background; it made them confused to share their ideas in writing. Besides, lacking of vocabularies and boundaries of ideas become the problem for them to write. They cannot express their ideas; they just become passive students in the classroom. Many students complain that writing English is too difficult and it makes them bored. That is way the appropriate strategy or teaching media is needed in teaching writing to attract the students interested in learning to write. In order to make the student easier to understand and find an easier way to express their idea, the researcher tries to introduce two online games: Letter blocks word builder game and compound word game. These games are used to increase students' vocabularies before they are writing down their ideas.

Letter blocks word builder game is a game which there is a grid of letter blocks; you need to pick up the letters to form words and destroy the blocks. When choosing the letters, the next letter must be adjacent to the previous one. The longer the word formed the higher the score you earned. The advantages of this game are students can achieve many words as well as they play and enjoy the game. After playing this game, the students have to mention the words then they can write their ideas related to the material given.

Letter blocks word builder game was an online game then students should be dealt with computer. They are required to be able operate the computer to play that game. This game was created for students to enjoy playing it as well as increasing their vocabularies. This game has some levels from the easiest level to the difficult one with different speed of time. The strength of this game is students can improve their ability in arranging words and enrich their vocabularies. Meanwhile, it will be quite difficult for students who are not able to operate the computer; they need some times to learn how to be familiar with the computer so they can enjoy the game. Lacking of vocabulary is also a problem for students in playing the game. They will spend more time to think and arrange the word and come to end the game or game over.

While, compound game is a game which uses to engage their understanding in choosing words and combining form of the words. It conveys a unit idea or special meaning that is not as clearly of quickly conveyed by separates words. This game is required the player to understand each word meaning before combine them to create a new word with new meaning. For many students, a lesson on compound words marks the first time they become aware of the component parts of words. This kicks off the process of learning about word roots, suffixes and prefixes. A compound word game is also an online game that asks students to suggest matches for the small words on each

side, to make them compound words. When all matches are complete, move the dividing compound words again with all of the students. This activity requires students to divide the compound words into their original words. The students get to know what compound word is. They must be able to combine the words to create new meaning in terms of using those words in writing. By playing this game then they will understand how to use the words appropriately in writing. Since, students should develop their ideas and write freely then compound words can help them to understand to use the compound word in writing.

Free writing was taught as the first writing level for students of English Education Program in STKIP SoE. They were taught about the way of getting ideas, choosing topics, writing topic sentences and controlling ideas. The problem is about stringing up the words to become sentences then paragraph. The fact shows that the students cannot write because of lacking of vocabularies. Hopefully, the students' understanding and memorizing of words can be improved, their ability to write freely in good structure and appropriate words also improved after treatment by using these games.

The problem in the classroom was about the classroom management, the students were busy with their own. They did not pay attention to the teachers, they could not answer the teacher's questions and sometimes they refused to present their writing in front of the class. Students spent much more time when writing. They preferred asking to have the writing assignment as their homework. When the students were asked to write a text, they needed longer time but they wrote only two sentences for a paragraph. Their vocabularies became the main problem in order to write.

Besides students' ideas in writing do not really appear in their writing, lacking of vocabulary is also one of the problems here. Students of English Education of STKIP SoE do not have enough self-confidence in terms of writing in English since they are lacking of vocabularies and cannot express their ideas. The writing materials given are too hard for their level even though it is still the basic level. Their ability to develop their ideas in writing should be improved.

To answer that problem, the researcher tries to introduce letter blocks word builder game and compound word game to the students in terms of increasing their vocabulary and help them to write freely. Letter blocks word builder is chosen to be used to help the students creating word. In order o increase their vocabularies and understanding of using the words in writing. Meanwhile compound words game is for getting student understands that a word sometimes comes from combination of two words and has one meaning. They will also recognize the use of the words in writing.

By the problems, the researcher formulated some research questions that may serve to direct his arguments and inquiries as follows:
1) How is the effect of teaching writing by using letter blocks word builder game to introvert students?
2) How is the effect of teaching writing by using letter blocks word builder game to extrovert students?
3) How is the effect of teaching writing by using compound game to introvert students?
4) How is the effect of teaching writing by using compound game to extrovert students?
5) How is the effect of teaching writing by using letter blocks word builder game compared to compound word game to introvert students?
6) How is the effect of teaching writing by using letter blocks word builder game compared to compound word game to extrovert students?
7) How is the effect of teaching writing by using letter blocks word builder game to introvert and extrovert students?
8) How is the effect of teaching writing by using compound words game to introvert and extrovert students?
9) How significant is the interaction among teaching writing, techniques and student's personality?

2. Review of Related Literature

There was a study done by Fitzgerald (2013) about the effect of using games for English as second language. Language acquisition is an important step in becoming effective students and communicator. Teachers cannot afford to oversee the significance of acquiring language skills from early age. He said that the effect that games have on language learning and acquisition, motivation and self-esteem. Through games, teachers can enhance motivation and stimulate further interest. By using appropriate games, teachers can help students build self-esteem and self-confidence, such important elements when dealing with second language learning. The result of this study showed that games can help students acquire new language and memorize words. Games also encourage students to learn, to participate in an activity and to motivate all students to acquire new language not only those who are already interested in doing so.

Yolageldili and Arikan (2011) wrote about the effectiveness of using games in teaching grammar to young learners. This result of this study demonstrated that Turkish EFL teachers have a range of conceptions about using games in grammar teaching similar to those reported in the current literature. According to the teachers, games are important and necessary part of English language teaching and learning in the context of young learners. Games are not one of the best ways to direct young learners' energy into language learning because they like to be physically active; moreover, they are imaginative and creative and they learn subconsciously.

While the other study from Colby (2008) about integrating computer games into the writing classroom was implemented to build students' critical thinking. The study determined that for a writing class, the work/play distinction often relegates games to an object of analysis in which students critique the games but have little invested in the game play itself.

In terms of introvert and extrovert learning styles, Leopold (2012) stated that many instructors teach in the way that reflects their own learning style preferences despite the fact mismatches in teacher-learner styles may result in lower

student's achievement. In a traditional ESL or EAP writing class, students who prefer to learn by reading and writing may be privileged over those who have an introvert, extrovert or kinaesthetic style preference. This described a variety of prewriting tasks that appeal to diverse learners and complement a process-oriented approach to writing. Students can reflect on, write about and discuss their learning style preferences. They can brainstorm learning strategies that they might use to be successful and explore how their cultural or educational background may influence their preferred learning styles.

Gilakjani (2012) defined that one of the most important uses of learning styles is that it makes it easy for teachers to incorporate them into their teaching. There are different learning styles. Three of the most popular ones are introvert, extrovert and kinaesthetic in which students take in information. While students use all of their senses to take in information, they seem to have preferences in how they learn best. In order to help students in learning, teachers need to teach as many preferences as possible. Teachers can incorporate these learning styles in their curriculum activities so that students are able to succeed in their classes. This study is an analysis of learning styles for Iranian EFL university students. Over 100 students completed a questionnaire to determine if their learning styles are extrovert, introvert or kinaesthetic. The finding showed that Iranian EFL students preferred learning style was introvert. The purpose of this study is to increase faculty awareness and understanding of the effect of learning styles on the teaching process.

3. Method

In this study, the researcher used experimental study. Two groups of third semester students of English Education Students of STKIP SoE were chosen as the sample of this study.

In collecting the data, the researcher had to use instrument. Here, the instruments for research consisted of pre-test and post-test and the instrument for supporting the learning process were syllabus and lesson plan. The questionnaire was used to determine the students' type whether he/she is introvert or extrovert students.

Data analysis is the process of analysing data acquired from the result of the research. The data supporting this research were quantitative data. The result of the analysis of quantitative data was to see the significance of the difference between the mean of the writing of the experimental and control group. Before F-test conducted, the researcher conducted pre analysing testing or prerequisite analyses.

4. Findings and Discussion

4.1 Findings

A. Writing Comprehension of introvert students treated byLetter blocks word builder game.
The ability to write and comprehend the words and texts efficiently was crucial for students because the students need to comprehend a mass of words from the game related to their studies. In addition the demanding expectations for academic success for writing students, as EFL learners, need to develop their English writing comprehension abilities to a stronger, more advanced learner. In contrary to learn writing comprehension was not easy especially for EFL's learner. Students would face some difficulties to improve their ability in writing comprehension. The students did not know how to work through their writing difficulties to get the full meaning from the words of the game. They might lack the proper repertoire of writing strategies, and they might not know how to apply writing strategies effectively to improve their writing comprehension. They never exposed to systemic training in writing strategies.

The researcher employed letter blocks word builder game and compound word game in teaching writing comprehension to evaluate the students' writing comprehension achievement after the treatment was given. In this case, the researcher wanted to know the effectiveness of Letter Blocks Word Builder Game and Compound Word Game toward students' writing comprehension of introvert students first. The result of the data was as follows:

Table 1: Mean Score of Introvert Students Taught Using Letter Blocks Word Builder Game

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	41.92	13	9.903	2.747
	Posttest	64.23	13	4.935	1.369

Based on the table above, it could be seen that the means score of pre-test was 41.92 and after the treatment 64.23. So, in this case Ho was rejected. It could be said that the students' mean score treated by Letter blocks word builder game was increased. There was a rising in score before and after the treatment, and it was 22.31 points.

Table 2: Paired Sample Test of Introvert Students Taught Using Letter blocks word builder game

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Posttest	-22.308	8.321	2.308	-27.336	-17.280	-9.667	12	.000

In table 2, the paired sample test showed the Sig. Value was 0.000 and 0.000 < 0.05. This mean that there was differences but not too significance before and after the treatment, and in this case was Letter blocks word builder game. From the data which showed by the table it could be concluded that Letter blocks word builder game had improved students' writing comprehension. In other words, Letter blocks word builder game was effective to be used for

teaching writing comprehension for high achievers. It was not too significant because they were from high category and existed in the same category. So there was no change in group.

B. Writing Comprehension of Extrovert Students Treated by Letter blocks word builder game

Table 3: Mean Score of extrovert students Taught Using Letter blocks word builder game

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	66.25	12	7.111	2.053
	Posttest	79.58	12	7.525	2.172

Based on the table 3 above, it could be seen that the mean score of pretest was 66.25 and after the treatment was 79.58. It could be said that the students' mean score treated with Letter blocks word builder game was increased. There was a rising in score before and after treatment, and it was 13.33 points.

Table 4: Paired Samples test of Extrovert Students Taught Using Letter Blocks Word Builder Game

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Posttest	-13.333	5.365	1.549	-16.742	-9.924	-8.608	11	.000

The paired sample test showed the Sig. Value was 0.000 and 0.000 < 0.05. This mean that there was a significant difference before and after Letter blocks word builder game was used in teaching writing comprehension. Ho was rejected. From the data which showed by the table it could be concluded that letter blocks word builder game had improved students' writing comprehension.

C. Writing Comprehension Introvert Students Using Compound word game

Table 5: Mean Score of Introvert Students Taught Using Compound Word Game

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	44.00	10	6.992	2.211
	Posttest	65.00	10	5.270	1.667

Table 6: Paired Sample Test of Introvert Students Taught Using Compund Word game

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Posttest	-21.000	9.944	3.145	-28.114	-13.886	-6.678	9	.000

The paired sample test showed the Sig. Value was 0.000 and 0.000 < 0.05. This mean that there was a significant difference before and after compound word game was used in teaching writing comprehension. Ho was rejected. From the data which showed by the table it could be concluded that compound word game had improved students' writing comprehension.

D. Writing Comprehension of Extrovert Students Using Compound Word Game

Based on the table 4.10 above, it could be seen that the mean score of posttest for introvert students using compound word game was 65.00. The score were seen after the treatments. It could be said that the students' mean score treated with Compound word game was increased. There was a rising in score before and after treatment for each task.

Table 7: Mean score of Extrovert Students Using Compound word game

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	66.54	13	4.737	1.314
	Posttest	83.08	13	7.228	2.005

Based on the table 7 above, it could be seen that the mean score of post-test for extrovert students using compound word gamewas 83.08. The score were seen after the treatments. It could be said that the students' mean score treated with compound word game was increased. There was a rising in score before and after treatment for each task.

Table 8: Paired Samples Test of Extrovert Students Using Compound word game

Paired Samples Statistics

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Posttest	-16.538	8.987	2.493	-21.969	-11.108	-6.635	12	.000

The paired sample test showed the Sig. Value was 0.000 and 0.000 < 0.05. This mean that there was a significant difference before and after compound word game was used in teaching writing comprehension. Ho was rejected. From the data which showed by the table it could be concluded that compound word game had improved students' writing comprehension.

E. Writing Comprehension of introvert students treated by letter blocks word builder game compared to compound word game

Table 9: Mean Score of introvert Students Taught Using letter blocks word builder game compared to compound word game

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest_LBWBG	64.50	10	4.972	1.572
	Posttest_CWG	65.00	10	5.270	1.667

Based on the table 9 above, it could be seen that the mean score of posttest for introvert students using letter blocks word builder game was 64.50 and by using compound word builder game was 65.00. The scores were seen after the treatments. It could be said that the students' mean score treated with letter blocks word builder game and compound word game was increased. There was a rising in score before and after treatment for each task.

Table 10: Paired Sample Test of introvert Students Taught Using Letter blocks word builder game compared to Compound Word Game

Paired Samples Statistics

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest_LBWBG – Posttest_CWG	-.500	5.986	1.893	-4.782	3.782	-.264	9	.798

The paired sample test showed the Sig. Value was 0.798 and 0.798 < 0.05. This means that there was a significant difference before and after letter blocks word builder game and compound word game was used in teaching writing. Ho was rejected. From the data which showed by the table it could be concluded that letter blocks word builder game and compound word game had improved students' writing comprehension.

F. Writing Comprehension of extrovert students treated by letter blocks word builder game compared to compound word game

Table 11: Mean Score of extrovert Students Taught Using letter blocks word builder game compared to compound word game

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest_LBWBG	78.85	13	7.679	2.130
	Posttest_CWG	83.08	13	7.228	2.005

Based on the table 11 above, it could be seen that the mean score of posttest for introvert students using letter blocks word builder game was 78.85 and by using compound word builder game was 83.08. The scores were seen after the treatments. It could be said that the students' mean score treated with letter blocks word builder game and compound word game was increased. There was a rising in score before and after treatment for each task.

Table 12: Paired Sample Test of extrovert Students Taught Using Letter blocks word builder game compared to Compound Word Game

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest_LBWBG – Posttest_CWG	-4.231	9.757	2.706	-10.127	1.665	-1.563	12	.144

The paired sample test showed the Sig. Value was 0.144 and 0.144 < 0.05. This means that there was a significant difference before and after letter blocks word builder game and compound word game was used in teaching writing. Ho

was rejected. From the data which showed by the table, it could be concluded that letter blocks word builder game and compound word game had improved students' writing comprehension.

G. Writing Comprehension of Introvert and Extrovert Students treated by Letter Blocks Word Builder Game

Table 13: Mean Score of Introvert and Extrovert Students Taught Using Letter Blocks Word Builder Game

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Introvert_LBWBG	63.75	12	4.827	1.393
	Extrovert_LBWBG	79.58	12	7.525	2.172

Table 14: Paired Sample Test of Introvert and Extrovert Students Taught Using Letter blocks word builder game

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Introvert_LBWBG – Extrovert_LBWBG	-15.833	9.731	2.809	-22.016	-9.650	-5.636	11	.000

In table 14, the paired sample test showed the Sig. Value was 0.000 and 0.000 < 0.05. This mean that there was differences but not too significance before and after the treatment, and in this case was Letter blocks word builder game. From the data which showed by the table it could be concluded that Letter blocks word builder game had improved students' writing comprehension. In other words, Letter blocks word builder game was effective to be used for teaching writing comprehension for high achievers. It was not too significant because they were from high category and existed in the same category. So there was no change in group.

H. Writing Comprehension of introvert and extrovert students treated by compound word game

Table 16: Paired Sample Test of Introvert and Extrovert Students Taught Using Compund word game

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Introvert_CWG - Extrovert_CWG	-20	6.667	2.108	-24.769	-15.231	-9.487	9	0

In table 16, the paired sample test showed the Sig. Value was 0.000 and 0.000 < 0.05. This mean that there was differences but not too significance before and after the treatment, and in this case was compound word game. From the data which showed by the table it could be concluded that compound game had improved students' writing comprehension. In other words, compound word game was effective to be used for teaching writing comprehension for extrovert students. It was not too significant because they were from high category and existed in the same category. So there was no change in group.

I. The Interaction effect between techniques and Students' Personality learning styles towards Writing Comprehension of the Students

Based on the table 13 above, it could be seen that the means score of introvert students treated by using letter blocks word builder game was 63.75 and extrovert students was79.58. So, in this case Ho was rejected. It could be said that the students' mean score treated by Letter blocks word builder game was increased. There was a rising in score before and after the treatment.

Table 15: Mean Score of Introvert and extrovert Students Taught Using Compund Word Game

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Introvert_CWG	65	10	5.27	1.667
	Extrovert_CWG	85	10	7.071	2.236

Based on the table 15 above, it could be seen that the means score of introvert students treated by compound word game was 65.00 and extrovert students was85.00. So, in this case Ho was rejected. It could be said that the students' mean score treated by compound word game was increased. There was a rising in score before and after the treatment

To answer the hypothesis whether there was an interaction between techniques and students' learning styles towards writing comprehension also to find the F value for knowing the significance differences, ANOVA analysis was used. The following was the results of ANOVA analysis.

Table 17: The Result of all Variables Between-Subjects Factors

		Value Label	N
Technique	1	Letter blocks word builder game	25
	2	Compund word game	23
Students_type	1	Introvert students	23
	2	Extrovert students	25

Table 18: The Result of Each Subject Effect

Source	Type III Sum of Squares	df	Mean Square	Fcount	Ftable	Sig.
Tests of Between-Subjects Effects						
Dependent Variable: Post-test Score						
Corrected Model	3474.519ª	3	1158.173	28.435		0
Intercept	252685.51	1	252685.51	6203.821		0
students_type	3314.349	1	3314.349	81.372		0
techniques	53.893	1	53.893	1.323		0.256
students_type * techniques	22.012	1	22.012	0.54	0.825	0.466
Error	1792.147	44	40.731			
Total	263400	48				
Corrected Total	5266.667	47				

a. R Squared = .660 (Adjusted R Squared = .637)

F value or F test for task was 0.540 since significant (Sig.) was 0.466> 0.05, then it could be concluded that there was no significant differences between task and students' writing comprehension.

The statistic result of the interaction effect between task the score gain by the students showed on F value or F-test was 0.540 lower than F table since significant (Sig.) was 0.466 > 0.05, then it be concluded that there was no significance difference between students taught by letter blocks word builder game and compund word game in their writing comprehension achievement. It can be said that Ho was accepted. Both tasks had given positive effect. The students taught using letter blocks word builder game showed an increasing of mean score before and after this task was employed. The same thing happened with students who taught using compund word game. Their post-test score was better than pre-test score. These mean that compund word game had positive effect on student's writing comprehension. In other words, both letter blocks word builder game and compund word had improved the students' writing comprehension.

F value or F-Test for students' Type was 81.372 with coefficient of significant Sig.0.000 < 0.05, then it could be concluded that in general, there was significant difference between introvert and extrovert students taught using letter blocks word builder game and compund word in their writing comprehension achievement. So Ho was accepted.

Table 19: The Results of the Variable Mean Score

		Mean	N	Std. Deviation	Std. Error Mean
Paired Samples Statistics					
Pair 1	Pretest_LBWBG	66.25	48	17.103	2.469
	Posttest_CWG	28.19	48	29.02	4.189
Pair 2	Posttest_LBWBG	38.04	48	36.07	5.206
	Posttest_CWG	36.4	48	38.698	5.586

The table 19 above presented the F value for each variable as follow:

Based on the data showed on table 19 above, it was said that there was significance differences between students' learning styles in this case introvert and extrovert students. extrovert students perform better than the introvert students regardless the technique which was employed. Both in the letter blocks word builder game and compund word for extrovert students got score higher than introvert students.

F value or F test for interaction between techniques and students' type showed 0.546 with coefficient significant (Sig.) 0.466. Since significance (Sig.) 0.466 ≥ 0.05 then the interaction between technique and students' learning styles did not affected the students' writing comprehension.

The table 4.24 showed that students' mean score taught using letter blocks word builder game was 85.00 and the mean score of students taught using compound word game was 78.00. This mean that the students taught using letter blocks word builder game performed better that compound word game. In other words, letter blocks word builder game was more effective than compound word game regardless of the students' learning styles.

5. Discussions

In this research, the writer explored that the students in the first class were accustomed to answer the writing test through Letter blocks word builder game. During the process of treatment, the teacher and students were playing the game to get some words by using letter blocks word builder game. The purpose of letter blocks word builder game is to create and find some words known or unknown to be used for writing. By doing this, students were asked to focus on creating letters become words and force them to use the words in sentences and paragraphs. As a start, the teacher conducted a discussion on how to use computer and play the game itself.

On the contrary, the students from the second class were accustomed to test their writing through compound word game. Compound word game is a game which uses to engage their understanding in choosing words and combining form of the words. It conveys a unit idea or special meaning that is not as clearly of quickly conveyed by separates words. This game is required the player to understand each word meaning before combine them to create a new word with new meaning. For many students, a lesson on compound words marks the first time they become aware of the component parts of words. This kicks off the process of learning about word roots, suffixes and prefixes. A compound word game is also an online game that asks students to suggest matches for the small words on each side, to make them compound words. When all matches are complete, move the dividing compound words again with all of the students. This activity requires students to divide the compound words into their original words. The students get to know what compound word is. They must be able to combine the words to create new meaning in terms of using those words in writing. By playing this game then they will understand how to use the words appropriately in writing. Since, students should develop their ideas and write freely then compound words can help them to understand to use the compound word in writing.

The result of test in experiment by using letter blocks word builder game showed that, there was significant between the pre-test and post-test scores without considering the

personality learning styles of the students. It could be seen that there was increasing of score 21.00 points from pre-test and post-test. It meant that, related to the score, there was a significant increasing of score from pre-test and post-test.

The result of test in experiment by using Compound word game showed that, there was significance difference of the pre-test and post-test scores. The increasing scores was 17.00 points from pre-test to post-test. It meant that, there was a significant increasing of score from pre-test to post-test.

And then, based on the hypothetical test, it was obtained Sig. 0.192 > 0.05. It can be concludes that Ho is accepted, and Ha is rejected. It means that, there was no significant difference of students' achievement between the use of letter blocks word builder game and compound word game. The writer can explain that the technique in writing was not significant influencing student's achievement in writing, but the fact shows that, learning styles have significant influence to the students writing achievement (see the table anova test). In this case, there were two kinds of motivation investigated namely high and low motivated students. Based on SPSS output, it is obtained F=86.811 and value of Sig. 0.000 < 0.05. It means that Ha is accepted and Ho is rejected. Therefore, there is a significance of students' achievement between introvert and extrovert students.

There are two possible explanations for the achievement of extrovert students extrovert students tend to be very active in classroom. They are type of people whose attention are directed outside of themselves. Writing is challenging to be taught to these students. Since some of the students are silent and some of them are talkative. They are more confident in oral spoken presentation (Zafar & Meenakshi, 2012). They are more concerned with what is happening around them than in their own emotions and thoughts. Therefore Chastain (1988) stated that extroverts can control the classroom communicative activities with less fear and risk-taking comparing to their introverts peers. It means that extrovert students show their ability to manage their relation with others by good communication.

Thus, the result of research showed that there is an interaction among the use of technique, personality learning styles and writing. As a matter of fact, it is important for the teachers to enhance the students' personality learning styles in teaching writing.

6. Conclusion

Since writing is difficult for students in writing; lacking of vocabularies, grammatical errors and word choices become the main problems for the beginners. For those reasons, letter blocks word builder game and compound word game are used to enrich the students vocabularies and help them to write by using the words they get from the games. The goal of teaching writing by using Letter blocks word builder game and Compound word game is to make the students easier in comprehending the words they get for writing. Besides understanding the meaning of words, the students also learn some skills of writing at the moment like creating new words, guessing the meaning of the words and using the words into sentences or paragraphs.

The result of personal learning styles questionnaire had shown the students' learning styles there. Introvert and extrovert were two students' group of implementing the teaching writing techniques in this case the games. The effectiveness of those games could be seen through the result of pre-test and post-test. However, after the treatment by using the letter blocks word builder game and compound game indicated that generally the students with introvert and extrovert showed their increasing in writing.

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