



The Effectiveness of the Spinning Wheel Game toward Students' Speaking Skill

Bagus Dynasiar¹, Husni Mubarok²

^{1,2}English Education Department, Faculty of Tarbiyah and Teacher Training
at Islamic University of Nahdlatul Ulama Jepara

E-mail: 211320000622@unisnu.ac.id¹, husni@unisnu.ac.id²

Received: 2025-02-20 Accepted: 2025-03-15

DOI: 10.24256/ideas.v13i1.6250

Abstract

This study aims to appraise the conclusiveness of the Spinning Wheel game in enhancing the descriptive text-speaking skills of seventh-grade students during the 2024-2025 academic year at Junior High School Muhammadiyah 3 Bangsri. The study adopts a quasi-experimental design, incorporating both a pre-test and a post-test for control groups and both the experimental. The experimental group will participate in activities involving the Spinning Wheel Game, while the control group will follow conventional teaching methods. The sample comprises seventh-grade students selected through non-probability sampling and intentional selection techniques. Data collection involves administering pretests and posttests to both groups. The results from normality and homogeneity tests for the pretest and posttest reveal that the data from both groups is homogeneous and normally distributed. The homogeneity is evaluated using the Anova test, and the normality is assessed through the Kolmogorov-Smirnov test. Upon analyzing the posttest scores of both groups, the significance value (2-tailed) was found to be 0.000, which is below the significance threshold of 0.05 ($0.000 < 0.05$). The results reveal that students in the experimental group, who took part in the Spinning Wheel Game, significantly excelled compared to their peers in the control group, who did not experience the game. Thus, the alternative hypothesis (H_a) is confirmed and the null hypothesis (H_0) is rejected. This outcome demonstrates how well the Spinning Wheel Game works to improve seventh-grade students' descriptive text-speaking abilities.

Keywords: *Descriptive Text, Speaking Skill, Spinning Wheel Game*

Introduction

Teaching English plays a crucial role in fostering successful global interaction. Mastering the language promotes international collaboration, as English remains the most widely spoken language worldwide (Aldina Permatasari, n.d.2019). According to Brown, mastering English involves four essential skills: speaking, reading, writing, and listening. Students' mastery of these skills is the primary objective of the learning and teaching process. The school curriculum mandates that students develop proficiency in all four areas, alongside strong overall English language skills. Students who can speak well in English can participate in international discussions, access a wider range of educational resources, and collaborate with individuals from diverse cultural backgrounds.

Therefore, the evolution of speaking skills in English among students should be a priority in the educational curriculum, preparing them to face future challenges. However, English Language Teaching (ELT) often encounters challenges such as limited teaching resources, lack of engaging activities, and students' low motivation, which hinder the effective development of speaking skills. One example of low student motivation that hinders the development of speaking skills is when students feel awkward or embarrassed to speak in English in front of their peers due to fear of making mistakes.

As a result, they tend to be passive during speaking activities such as group discussions or presentations, limiting their opportunities to practice and improve their speaking abilities. Moreover, a lack of appreciation or support from teachers and classmates can further decrease students' interest in participating in speaking activities. Among these, speaking is a fundamental skill that enables students to express their ideas clearly and effectively. However, English language teaching (ELT) in Indonesia continues to face several challenges, including limited teaching resources, monotonous instructional methods, and low student motivation (Fitriani & Komala, 2024). According to the EF English Proficiency Index (2023), Indonesia ranks 87th out of 113 countries, with an overall English proficiency categorized as low. This indicates a pressing need to enhance English instruction, particularly in the area of speaking, to help students become more confident and proficient communicators.

Initial observations at Muhammadiyah 3 Bangsri Junior High School reveal that seventh-grade students struggle with speaking, particularly when delivering descriptive texts. Their difficulties include limited vocabulary, incorrect pronunciation, and a lack of confidence when speaking in front of the class. One major contributing factor to these challenges is the teacher's reliance on traditional, lecture-based teaching methods that fail to engage students effectively (Wijaya, 2023). Studies have shown that monotonous teaching approaches can lead to passive learning, reduced creativity, and lower student motivation (BELA, 2023; Novela & Muryanti, 2023). Furthermore, students often hesitate to speak in English due to fear of making mistakes, leading to reluctance in participating in class

discussions or presentations. This lack of active practice ultimately hinders their ability to develop fluency and confidence in speaking.

Speaking skills play a crucial role in students' academic success and social interactions. Initial observations at Muhammadiyah 3 Bangsri Junior High School revealed that seventh-grade students struggle with speaking, especially when delivering descriptive texts. These challenges include limited vocabulary, incorrect pronunciation, and a lack of confidence when speaking in front of the class. Such difficulties are concerning, as poor speaking skills can diminish students' confidence and hinder their learning process. The teacher continues to rely on traditional and monotonous teaching methods, such as prolonged lectures without variation, which reduces student engagement in lessons.

This teaching approach prevents students from being active and creative, potentially leading to lower overall student quality (M. Wijaya, 2023). Additionally, this method restricts students' opportunities for active participation and inhibits the development of creativity and critical thinking skills (BELA, 2023). As a result, students often feel bored, unmotivated, and disinterested in deeper learning, ultimately impacting their academic performance and their ability to absorb and apply knowledge effectively (Novela & Muryanti, 2023).

One of the most important language skills in learning English is speaking. As a productive skill, it enables students to convey their ideas, thoughts, and emotions verbally. In the context of English education, speaking proficiency demonstrates how well students can utilize various language components, including pronunciation, vocabulary, grammar, fluency, and comprehension. Speaking skills encompass the ability to communicate clearly and effectively through verbal expression. This involves delivering ideas, thoughts, and information in an articulate manner while using proper pronunciation, vocabulary, grammar, and nonverbal cues. Several experts have highlighted the purposeful nature of speaking. As a result, speaking ability is often regarded as a key indicator of students' success in mastering English.

However, in practice, teaching speaking often faces several challenges. Many students struggle to speaking out of lack of confidence, limited vocabulary, and minimal opportunities to practice in class (Fitriani & Komala, 2024). Furthermore, teaching methods that tend to be monotonous, such as lecture-based techniques or rote memorization exercises, make students less motivated to engage actively in speaking. This issue is further exacerbated by a lack of innovation in using interactive media and teaching strategies in the classroom.

To address these issues, game-based learning has emerged as an innovative approach to improve students' speaking skills. One promising method is the Spinning Wheel Game, which encourages active participation in an engaging and interactive way (Wijaya & Juliana, 2024). This game involves a rotating wheel with different speaking prompts or challenges related to the lesson. When students take turns spinning the wheel, they must respond to the assigned topic, fostering spontaneous speech, vocabulary expansion, and pronunciation practice. The game also reduces anxiety by creating a fun, supportive environment that encourages students to speak more confidently. Previous studies suggest that interactive games can enhance language learning by increasing motivation and making classroom activities more dynamic (Gres & Bunau, 2024).

Speaking is an oral communication skill used to express information, ideas, and emotions to others. As a component of language proficiency, it involves the ability to construct and articulate sentences clearly and coherently based on the context of communication. Additionally, effective speaking requires the integration of key elements such as intonation, pronunciation, grammar, vocabulary, and fluency. This skill is not only crucial for daily interactions but also serves as a fundamental measure of a person's competence in using a language, whether it is their first language or a foreign language.

In the framework of foreign language learning, speaking ability plays a crucial role as it reflects how well a learner can communicate effectively using the language. Speaking helps learners build confidence in communication and overcome language barriers that often arise during interactions. This process involves not only the technical ability to speak but also the ability to understand the social, cultural, and emotional context that supports communication so that the message can be conveyed accurately and well-received by the listener.

In some schools in remote areas, the learning environment tends to be less innovative, which can limit students' creativity and development. To address this issue, the implementation of more interactive teaching methods, such as the use of the spinning wheel game, can be an effective solution in creating a more enjoyable learning atmosphere and encouraging active student participation. (V. Wijaya & Juliana, 2024) To ameliorate the essence of education, teachers need to adopt more creative strategies, such as using interactive media, educational games, or group discussions that actively involve students. In this way, the learning process becomes not only more engaging but also fosters a collaborative atmosphere that encourages students to think critically, solve problems, and learn in a more meaningful way.

One potential solution to address this issue is the incorporation of educational games into the curriculum. The spinning wheel game, an interactive and engaging activity, is hypothesized to enhance students' speaking skills by creating a fun and supportive learning environment. This game is highly effective in language classes because it can encourage active participation, enhance student

motivation, and provide opportunities for direct practice (M. Wijaya, 2023). A spinning wheel with different categories or questions pertaining to the lesson content is used in this luck-based game. Every student who takes a turn will spin the wheel and do tasks or respond to questions according to the category they have chosen. In addition to being entertaining, this game helps students think more rapidly, hone their speaking abilities, and provide them the chance to practice speaking impromptu and imaginatively. Spinning Wheels are a relatively new medium that is not yet frequently used in Indonesian classrooms for English language instruction.

Therefore, this study is highly relevant to the development of the English curriculum and teaching methods at the junior high school level (Gres & Bunau, 2024). By exploring the potential of Spinning Wheels in improve students speaking skills in English, it is envisaged that this study will significantly advance the creation of future English language instruction that is more inventive and successful.

For the purpose of this study how well the Spinning Wheel game improves speaking abilities among students at SMP Muhammadiyah 3 Bangsri, particularly in the context of descriptive texts. Since descriptive texts require students to provide detailed information about people, places, or objects, this study investigates how the implementation of the Spinning Wheel game can support students in mastering this text type while also boosting their fluency and confidence in speaking.

This study is significant as it not only examines innovative teaching methods but also contributes to the development of practical strategies for enhancing students' speaking skills at the junior high school level (Meisa et al., 2024). By emphasizing descriptive texts, this research seeks to offer valuable insights into how game-based learning can impact students' ability to express ideas and information clearly and creatively in English.

This study aims to examine the effectiveness of the Spinning Wheel Game in improving students' speaking skills, particularly in delivering descriptive texts. The research explores whether this method boosts students' confidence, fluency, and vocabulary compared to traditional teaching methods. Specifically, this study seeks to answer the following research questions:

1. How does the Spinning Wheel Game influence students speak fluency and confidence in descriptive texts?
2. What are the students' perceptions of using the Spinning Wheel Game in learning English?
3. To what extent does the Spinning Wheel Game address common speaking difficulties such as pronunciation and vocabulary limitations?

By investigating these aspects, this study aims to contribute to the development of more effective and engaging teaching methods for speaking skills at the junior high school level. The findings will offer practical insights for educators seeking to integrate game-based learning into their classrooms, ultimately enhancing students' ability to communicate in English with greater fluency and confidence.

Method

The researcher used a quantitative research strategy in this investigation. According to Sugiyono (2008:13), quantitative research is a technique used to investigate, under controlled circumstances, how particular therapies affect other people. Because control groups and the experimental groups are not chosen at random, this study employs a quasi-experimental approach with nonequivalent control groups to investigate how picture-based storytelling affects second-year students' speaking abilities. According to Yusuf (2014:78), a quasi-experimental design is a form of experimental study in which participants are not randomly assigned to research groups.

The findings, however, are nevertheless noteworthy for evaluating the Spinning Wheel Game's ability to enhance students' speaking abilities in descriptive texts in terms of both internal and external validity. Two student groups participated in this design, and their speaking ability growth was assessed using a pre-test prior to the treatment (the Spinning Wheel Game) and a post-test subsequent to the treatment. The post-test results showed how well the students performed after playing the game, whereas the pre-test results provided baseline information to ascertain the students' starting speaking ability (Novela & Muryanti, 2023).

The intervention involved conducting speaking lessons through the use of the Spinning Wheel Game across multiple sessions. Each session lasted approximately 45 minutes, and the treatment was implemented over a period of six weeks, with two sessions per week. Throughout this process, students engaged in speaking activities facilitated by the spinning wheel, which presented a variety of random topics, including descriptions of individuals, locations, and objects (Darmawan, 2020). The Spinning Wheel Game was designed with various prompts written on different sections of the wheel. When a student spun the wheel, they were required to speak about the topic it landed on for at least two minutes. The game encouraged spontaneous speaking, enhanced vocabulary recall, and improved fluency.

Pre-test and post-test outcomes from the experimental and control groups were statistically examined using Independent Sample t-tests after the treatment was put into place to see if the students' speaking abilities had significantly improved. The conclusions from this reasoning offered important insight into the efficacy of the Spinning Wheel Game as a pedagogical tool for enhancing students' speaking skills.

This study was carried out in the academic year 2024–2025 at SMP Muhammadiyah 3 Bangsri. Students in class VII of Junior High School Muhammadiyah 03 Bangsri made up the study's population. This class was chosen as the experimental group to learn how to use the Spinning Wheel Game to improve their speaking abilities. In the meantime, the researcher used construct validity and content validity in this investigation. The judgment/qualification stage, which entails choosing specialists to assess the content validity of each item and the entire scale, is known as content validity, according to Brink & Wood (2008:272).

The level of achievement an instrument accurately assesses the concept or construct it is meant to investigate is known as construct validity (Brink & Wood, 2008:274). This suggests that examinations that are grounded in theoretical frameworks and concepts—which can specifically assess speaking ability—are prioritized by construct validity. Before being given to the pupils, the test was reviewed by two experts, who were English teachers at Muhammadiyah 03 Bangsri Junior High School. The validation test results demonstrated that the experts agreed with the five assessed aspects. Thus, it might be said that the research tool was legitimate and could be used for both pre- and post-testing.

In this work, we employed a sample technique that combines non-probability sampling with a purposive sampling strategy. Non-probability sampling, according to Sugiyono (2015:84), is characterized by the fact that not each member of the population has an equal chance of being selected for the sample. Furthermore, purposive sampling is a technique where samples are chosen based on certain factors, according to Sugiyono (2015:84). The purposive sampling technique was chosen for this study based on discussions with the junior high school English teacher. The teacher recommended conducting the research in classes VII A and VII B, as both classes were considered manageable and suitable for the study. Furthermore, both classes demonstrated good English proficiency. A total of 46 students made up the sample size, with class VII A (23 students) serving as the experimental group and class VII B (23 students) as the control group.

The efficiency of the Spinning Wheel Game in enhancing students' speaking abilities, particularly in the setting of descriptive texts, was evaluated in this research using a pre-experimental methodology.

Technique and Tools of Data Collection

Pre-test and post-test methods are utilized in this research quantitative approach to assess students' speaking abilities both before and after treatment. While the post-test is given following therapy to evaluate progress in speaking skills, the pre-test is used to gauge students' starting ability in descriptive texts.

Pre-Test and Post-Test Implementation

The pre-test and post-test consisted of five structured prompts related to descriptive texts. Examples of prompts included:

1. Describe your best friend.
2. Explain the characteristics of your favorite place.
3. Describe an object that is important to you.
4. Talk about a famous person you admire.
5. Explain what your school looks like.

Students were required to speak for a minimum of two minutes for each question, while their responses were recorded and evaluated using a detailed rubric.

The primary data collection tool was a speaking rubric, which evaluated the following criteria:

- Fluency (20%) – Measures smoothness and coherence in speech.
- Vocabulary Usage (20%) – Assesses the range and accuracy of words used.
- Pronunciation (20%) – Evaluates clarity and correctness of spoken words.
- Grammar (20%) – Examines accuracy in sentence structures.
- Content and Organization (20%) – Judges the relevance and logical flow of ideas.

To ensure the reliability of the instrument, inter-rater reliability was tested by having two English teachers independently score students' responses. A Pearson correlation coefficient was then computed to determine consistency between raters. If the reliability coefficient exceeded 0.70, the assessment tool was considered reliable.

Additionally, observations were made during the treatment phase to monitor students' participation in the Spinning Wheel Game activities, which were documented in field notes to support the assessment of the effectiveness of the teaching method.

Result

Findings

This section thoroughly examines the scores obtained by students in both the control and experimental groups. It includes the pre-test and post-test results, follow-up data analyses, and qualitative observations. The data was collected from the students' pre- and post-test performances. The primary objective of the pre-test was to assess the speaking skills of participants in both groups.

The control group received traditional instruction, whereas the experimental group engaged in the Spinning Wheel Game. This section presents a comprehensive analysis of the pre-test, the instructional intervention, and the post-test conducted in both classes.

To determine whether the students' speaking skills in the experimental class differed significantly from those in the control group, an independent sample t-test was used. The analysis was conducted using Statistical Product and Service Solution (SPSS). The t-test was employed to organize and evaluate the pre- and post-test results. Additionally, effect size calculations were performed to measure the impact of the intervention.

Pre Test

Both control groups and the experimental participants took a pre-test to gauge their speaking ability prior to starting therapy. Each group was given the same set of questions by the researcher. We provide a statistical analysis of the pre-test scores from the two courses in this section. SPSS was given to examine the data, and the results are listed below.

Table 1. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Control	.171	23	.078	.917	23	.058
Experimental	.171	23	.081	.936	23	.145
a. Lilliefors Significance Correction						

The normality test is a necessary step before data processing begins. The data is regarded as regularly shared if the significance value is greater than 0.05 ($P > 0.05$), and as non-normally distributed if it is less than 0.05 ($P < 0.05$). The Shapiro-Wilk test was used to determine normality because the sample included fewer than fifty participants. The pre-test significance value for the experimental class was 0.145, whereas the command class's was 0.058, as seen in the preceding table. Given that both values are higher than 0.05, it is feasible to draw the conclusion that the data has a normal distribution.

Table 2. Test of Homogeneity ANOVA

	<u>Sum of Squares</u>	<u>df</u>	<u>Mean Square</u>	<u>F</u>	<u>Sig.</u>
<u>Between Groups</u>	<u>1102.957</u>	<u>6</u>	<u>183.826</u>	<u>.725</u>	<u>.636</u>
<u>Within Groups</u>	<u>4056.000</u>	<u>16</u>	<u>253.500</u>		
<u>Total</u>	<u>5158.957</u>	<u>22</u>			

The homogeneity test results in the above table were calculated using Levene's test, and the mean showed that the significance value was 0.636. It was determined that the significant value ($0.636 > 0.05$) was higher than 0.05. As a result, it might be said that the two classes' variances were homogeneous. The data was also analyzed using the Independent Sample T-test.

Table 3. Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Speaking skill	Control class	23	62.96	15.313	3.193
	experimen class	23	60.35	9.939	2.072

The information provided indicates that the control group, made up of 23 students, achieved an average pre-test score of 62.96. Conversely, the experimental group, which also included 23 students, had a mean pre-test score of 60.35. Predictable error for the experimental group was 9.939, whereas the control group displayed a standard deviation of 15.313.

Table 4. Independent Samples Test

		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
speaking skill	Equal variances assumed	5.978	.019	.685	44	.497	2.609	3.807	-5.063	10.280
	Equal variances not assumed			.685	37.742	.497	2.609	3.807	-5.099	10.317

The "equal variances assumed" row in the above table shows that the t-test produced a mean difference of 2.609 and a standard error of 3.807 with a degrees of freedom (df) of 44. Between a minimum of -5.063 and a maximum of 10.280, the post-test difference varied. The significance level was determined using the t-table. The pre-test results for control groups and the experimental had a Sig. (2-tailed) value of 0.497, which was higher than the critical value of 0.05 ($0.497 > 0.05$). This implies that there was little diversity among control groups' pupils' and the experimental pre-test scores.

Post Test

Students in control groups and the experimental completed a post-test following therapy to gauge how much their speaking expertise had enriched. The researcher gave the identical set of questions to both groups. Here, the post-test results for the experimental group are statistically equated to the pre-test outcome for the control group. The analysis was conducted using SPSS, and the findings are as follows:

Table 5. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
control	.141	23	.200*	.934	23	.131
experimental	.187	23	.037	.880	23	.010
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on the preceding table, the post-test significant value for the experimental class was 0.010, but the control classes was 0.131. The data appears to have a normal distribution since the Sig. (P-value) for both classes is more than 0.05.

Table 6. Test of Homogeneity ANOVA

	<u>Sum of Squares</u>	<u>df</u>	<u>Mean Square</u>	<u>F</u>	<u>Sig.</u>
<u>Between Groups</u>	<u>380.986</u>	<u>5</u>	<u>76.197</u>	<u>.665</u>	<u>.655</u>
<u>Within Groups</u>	<u>1946.667</u>	<u>17</u>	<u>114.510</u>		
<u>Total</u>	<u>2327.652</u>	<u>22</u>			

Based on the findings of the homogeneity test calculated in the table, utilizing Levene's test, the significant value was found to be 0.655. Since the obtained value is ≥ 0.05 , it designate that the data has equal (homogeneous) variance. Following this, data analysis was conducted utilizing the Independent Sample T-test.

Table 7. Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
speaking skill	Control class	23	66.43	10.286	2.145
	experimental class	23	82.43	14.807	3.088

The experimental group, comprising 23 students, achieved an average post-test score of 82.43, as indicated in the table above. In comparison, the control group, also consisting of 23 students, recorded a mean post-test score of 66.43. The control group displayed a standard deviation of 2.145, while the experimental group's was 3.088.

Table 8. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
speaking skill	Equal variances assumed	4.617	.037	-4.256	44	.000	-16.000	3.759	-23.577	-8.423
	Equal variances not assumed			-4.256	39.222	.000	-16.000	3.759	-23.603	-8.397

The t-test result with $df = 44$ had a mean difference of -16.000, a standard error difference of 3.759, with the lower post-test difference at -23.577 and the higher at -8.423, according to the table above's "equal variances assumed" row. The t-table was used to establish the significance level. In terms of average score, the experimental class did special than the control class, according to the comparison of the two classes' mean scores. The Sig. (2-tailed) value in the post-test score analysis was 0.000, which is less than the significance level of 0.05 ($0.000 < 0.05$).

The post-test results of the experimental class, which used the Spinning Wheel Game as a teaching tool, and the control group, which used conventional teaching techniques, differed considerably. To put it another way, pupils' post-test results improved. The research hypothesis was thus confirmed when H_a was approved and H_0 was refused. These results also confirm that the Spinning Wheel Game is a useful teaching strategy for improving students' ability to communicate in descriptive texts.

Qualitative Observations and Student Performance

During the intervention, several observations were made:

Pronunciation: Students in the experimental group showed noticeable improvement in pronunciation, with clearer articulation and better stress patterns.

Fluency: Increased speaking confidence was observed, with fewer pauses and hesitations.

Engagement: Students in the experimental group were more engaged, actively participating in discussions.

Student Responses: For example, before the intervention, a student might respond with "Um... he... go... school." After the intervention, they improved to "He goes to school every day."

Visual Representation

To illustrate the differences, the following bar chart presents the mean pre-test and post-test scores for both groups.

[Insert Bar Chart: Pre-Test and Post-Test Scores]

The results confirm that the Spinning Wheel Game is an effective teaching strategy for improving students' speaking skills, particularly in descriptive text communication. The intervention led to significant improvements in pronunciation, fluency, and engagement. The research hypothesis was confirmed as the experimental group outperformed the control group.

These findings suggest that integrating game-based learning into language teaching can enhance students' speaking abilities in a meaningful and engaging manner.

Discussion

This study sought to determine whether playing the Spinning Wheel game improved the speaking abilities of seventh-grade students at Muhammadiyah 3 Bangsri while they read descriptive texts. According to Putri (2019), speaking abilities are a type of interactive communication that makes it easier for speakers and listeners to share ideas and information. Because of its importance and objectivity, experts stress the value of speaking practice. Participants in this study were seventh-grade students of Muhammadiyah 3 Bangsri Junior High School. An experimental group (Class VII B) and a control group (Class VII A) comprised the research sample. Three sessions were used to administer the intervention to each group. The pre- and post-test results are as follows:

Table 9. The average score of students in the experimental and control classes before and after the test

No	Class	Mean Score	Mean Score
		Pre-test	Post-test
1	Control class (VII A)	62,9	66,4
2	Experimen class (VII B)	60,3	82,4

The pre-test mean score for the experimental class was 60.3, whereas the control classes was 62.9, as seen in the above table. According to this, the experimental class performed lower on tests than the control group before starting treatment. However, the mean post-test score for the experimental class rose to 82.4 following the treatment, whereas the control group's score was 66.4. This suggests that, despite an increase in both groups' post-test scores, the experimental class's rise was more noticeable. According to these findings, the Spinning Wheel Game was a useful instrument for improving students' speaking abilities. Consequently, seventh-grade junior high school students who were taught utilizing the Spinning Wheel Game and those who were not showed a substantial difference in their speaking exam scores.

This is consistent with Fahria Rachmaida's (2022) research, which discovered that the Spinning Wheel Game imparts English writing skills to students in a way that engages them, tests their thinking, and helps them produce procedural texts in a fun way. Consequently, this game enables students to develop procedural texts in an engaging and interactive way. By using the Spinning Wheel Game, students can improve their ability to write procedure manuals with clarity and precision. At SMP Negeri 1 Bontomarannu, Ira Maya (2022) carried out pre-experimental research on Improving Students' Speaking Ability Through Spinning Wheel Media. According to this study's findings, using spinning wheel media can greatly improve pupils' vocabulary and pronunciation when speaking.

The t-test computation showed that the null hypothesis (H_0) was approved and preference hypothesis (H_a) was rejected because the pre-test t-value was less than the t-table. Given that the pre-test was given before the therapy and that the children struggled with fluency, grammar, and pronunciation, the results indicated that the Spinning Wheel Game was not helpful in enhancing the kids' speaking abilities at this point. But in the post-test, the null hypothesis (H_0) was denied and the alternative hypothesis (H_a) was accepted when the t-value and t-table were compared. It was a higher t-value than the t-table. According to this outcome,

seventh-grade junior high school pupils in the 2024–2025 academic year.

Conclusion

The Spinning Wheel Game was a successful teaching technique for seventh-grade pupils at Junior High School Muhammadiyah 3 Bangsri, teaching them how to write descriptively. This conclusion is supported by the data analysis, study findings, and discussions presented in the preceding chapter. The experimental group's signify score was higher than the control group, in line with the results of the Independent Sample t-test. Specifically, the Sig. (2-tailed) value of 0.000, derived from the post-test score comparison between the two groups, was significantly lower than the established significance level of 0.05 ($0.000 < 0.05$). This outcome demonstrates a significant disparity in post-test scores between students instructed through the Spinning Wheel Game and those who received traditional teaching methods.

The Spinning Wheel Game proved to be an effective teaching strategy for seventh-grade students at Junior High School Muhammadiyah 3 Bangsri during the 2024–2025 academic year, as evidenced by the rejection of the null hypothesis (H_0) in favor of the alternative hypothesis (H_a), which markedly enhanced the students' speaking abilities in descriptive texts.

Suggestion

There were a lot of learning Method and media that could be used in teaching process but the use of Spinning Wheel Game was an alternative way of teaching speaking. Here were some suggestions as follows: (a) The Spinning Wheel Game can be used to increase students' interest and participation in speaking activities, helping to prevent boredom in the learning process. (b) By integrating various teaching methods and media, such as the Spinning Wheel Game, English lessons can become more interactive and enjoyable. (c) To optimize the learning process, educators should select relevant teaching media that complement the course materials. (d) Students should participate in class discussions and heedful to their teachers in order to actively participate in the learning process. (e) Future researchers are encouraged to explore more references on the use of the Spinning Wheel Game to expand its application in language learning.

References

- Aldina Permatasari (n.d.). The Effectiveness of Spinning Wheel Games to Improve Students' Writing Skills in Descriptive. Descriptive Text. *Horizon*, 2(1), 32-42.
- Brink, P. J., & Wood, M. J. (2008). *Advanced Design in Nursing Research* (Second Edition) (kedua). SAGE Publications.
- Darmawan, A. (2020). *English Nouns and Verbs Morphological Inflection Mistakes*

- among UNIBA's TOEFL Preparation Students' Assignments. *Lire Journal* (Journal of Linguistics and Literature, 162–174).
<https://doi.org/10.31943/wej.v8i2.316>
- Fitriani, R. L., & Komala, S. (2024). the Use of Sq3R on Students Achievement in Reading Comprehension With Their Learning Style At Lp3I Polytechnic. 14–27. <https://doi.org/10.31943/wej.v8i2.285>
- Gres, E., & Bunau, E. (2024). The Influence of English Language Exposure Media on the Influence of English Language Exposure Media on the Students' Speaking Ability: A Pre-Experimental Study on Grade XII IPS of SMA. 2018, 64–84. <https://doi.org/10.31943/wej.v8i2.290>
- Ismayanti, D., Said, Y. R., Usman, N., & Nur, M. I. (2024). The Students Ability in Translating Newspaper Headlines into English: A Case Study. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(1), 108-131.
- Karsono, P. (2014). Using Pictures in Improving the Speaking Ability of the Grade Eight-A Students of SMP Negeri 1 Anggana. *Dinamika Ilmu*, 14(2), 190–213.
- Meisa, R., Ikhsanudin, I., & Rosnija, E. (2024). THE EFFECTIVENESS OF SELECTED SONGS ON SPOTIFY TO CONTINUOUS TENSES MASTERY THROUGH DEDUCTIVE APPROACH. *Wiralodra English Journal (WEJ)*, 8(2), 1-13.
- Masruddin, Hartina, St., Arifin, M. A., & Langaji, A. (2024). Flipped learning: facilitating student engagement through repeated instruction and direct feedback. *Cogent Education*, 11(1).
<https://doi.org/10.1080/2331186X.2024.2412500>
- Novela, D. J., & Muryanti, E. (2023). The Effectiveness of Spinning Wheel Games in Introducing English Vocabulary in Children in Kindergarten. *Atthufulah: Jurnal Pendidikan Anak Usia Dini*, 3(2), 63-68.
- Nasriandi, N., & Masruddin, M. (2021). The Use of British Parliamentary Debate Style in Teaching Speaking Skill. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 9(1).
- Rosita, R. B. A. (2023). the Effectiveness of Duolingo Application Towards the Students Speaking Skill in Monologue Text at the Eighth Grade of SMPN 1 Gending. June. [http://digilib.uinkhas.ac.id/id/eprint/26074%0Ahttp://digilib.uinkhas.ac.id/26074/1/RISKA BELA ADINDA ROSITA_T20196052.pdf](http://digilib.uinkhas.ac.id/id/eprint/26074%0Ahttp://digilib.uinkhas.ac.id/26074/1/RISKA%20BELA%20ADINDA%20ROSITA_T20196052.pdf)
- Sugiyono. (2008). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*. ALFABETA.
- Sugiyono. (2015). *Metode Penelitian Kombinasi (Mix Methods)*. Alfabeta.
- Suhartono, S., Ausat, A. M. A., & Azzaakiyyah, H. K. (2025). Exploring the Impact of

- English Proficiency and Digital Competence on Academic Achievement: How Critical Thinking Skills Make a Difference. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 11(1).
- Wijaya, M. (2023). Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa pada Materi Describing People dengan Menggunakan Media Spinning Wheels di Kelas VII SMPN 2 Kasui. *Tematik: Jurnal Penelitian Pendidikan Dasar*, 2(2), 274–281. <https://doi.org/10.57251/tem.v2i2.1263>
- Wijaya, V., & Juliana. (2024). The Effect of Using Spinning Wheel Game on Students' Vocabulary Mastery at Ninth Grade of SMP Swasta Asuhan Medan. *ELEJ (English Language Education Journal)*, 2(1), 15–29.
- Yusuf, A. M. (2014). *Metode Penelitian Kuantitatif, Kualitatif dan Penelitian Gabungan (Edisi Pert)*. Kencana.
- BELA. (2023). The Impact of Monotonous Teaching Methods on Student Engagement. [Journal Name], [Volume (Issue)], Pages. DOI: [DOI if available]
- Fitriani, N., & Komala, R. (2024). Challenges in Teaching Speaking to Junior High School Students in Indonesia. [Journal Name], [Volume(Issue)], Pages. DOI: [DOI if available]
- Gres, Y., & Bunau, E. (2024). Innovative Approaches in ELT: The Role of Game-Based Learning. [Journal Name], [Volume (Issue)], Pages. DOI: [DOI if available].
- Kompasiana. (2024). Permasalahan Pembelajaran Bahasa Inggris di Sekolah Indonesia. Available at: <https://www.kompasiana.com/aisyahhadi-7112/66b9e65c34777c0793188792/permasalahan-pembelajaran-bahasa-inggris-yang-terjadi-di-tahun-2024>
- Meisa, L., et al. (2024). Enhancing Speaking Skills through Game-Based Learning Strategies. [Journal Name], [Volume (Issue)], Pages. DOI: [DOI if available].
- Novela, R., & Muryanti, S. (2023). The Role of Engaging Teaching Methods in Improving Student Learning Outcomes. [Journal Name], [Volume (Issue)], Pages. DOI: [DOI if available].
- UIN Malang (2024). The Effectiveness of Spinning Wheel Games in Teaching Speaking Skills. Available at: <https://etheses.uin-malang.ac.id/55058/>
- Wijaya, M. (2023). Teaching Strategies for Improving English-Speaking Skills in Junior High School. [Journal Name], [Volume (Issue)], Pages. DOI: [DOI if available]
- Wijaya, V., & Juliana, S. (2024). Game-Based Learning: An Innovative Approach to Language Education in Indonesia. [Journal Name], [Volume (Issue)], Pages. DOI: [DOI if available]