

**IMPROVING JUNIOR HIGH SCHOOL STUDENTS'
SPEAKING SKILL THROUGH SPINNING WHEEL GAME**

THESIS



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**ENGLISH EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
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THESIS

Submitted to State Islamic University Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements of
bachelor's degree of Sarjana Pendidikan (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Department

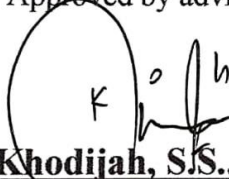


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THESIS

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MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ^١

Surely Allah will not change the fate of people except the people themselves who change what is in themselves...(QS ar-ra'ad:11)¹

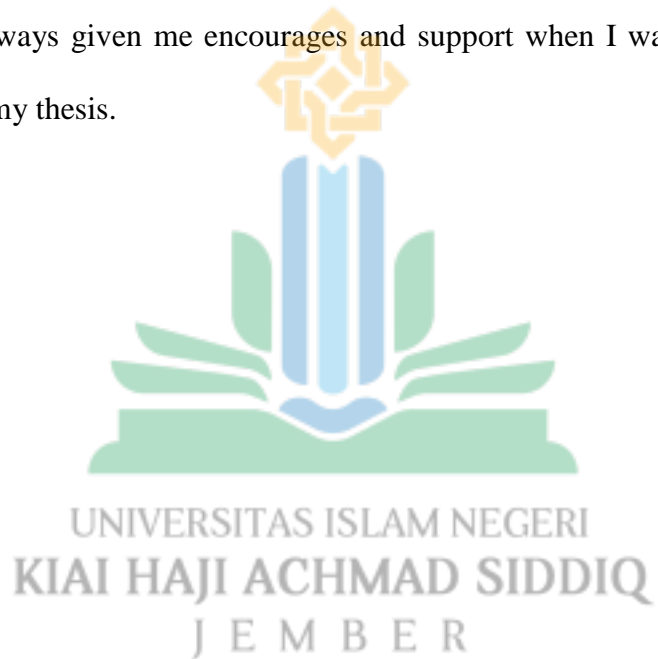


*Muhammad Habib Shakir, The Noble Qur'an (Ahlul Bayt Digital Islamic Library Project: 2010), <https://quran.al-islam.org/>)

DEDICATION

I proudly dedicated this thesis to:

1. My beloved parents Mr. Agus Salam and Mrs. Asmiyati for their never ending love, pray, and support.
2. My beloved Husband and sister, Mohammad Jufri and Deybi Febriyani Salam who have always given me encourages and support when I was down while working on my thesis.



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The researcher realized that this undergraduate thesis would not finish without help and guidance from other people. Therefore, in this occasion I am as researcher would like to express my special gratitude to the following people:

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I wish Allah SWT gives His blessing to all of you. However, the writer is aware that this undergraduate thesis is far from being perfect. Therefore, the writer hopes this undergraduate thesis will be useful for the readers and the other researchers who need it.

Jember, 2023
The researcher



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ABSTRACT

WasiaturRiskiyah, 2023. *"Improving junior high school student speaking skill through spinning wheel game".*

Key words: *Speaking skill, media, spinning wheel game*

Speaking is considered as important skill to be accomplished by students. Learning speaking means learning interactive processing of constructing meaning that involves producing, receiving, and processing information. This research was about improving student speaking skill through spinning wheel game at the seventh grade of SMP 3 Bondowoso. This study was done based on the problems found in English speaking skill at the seventh grade of SMP 3 Bondowoso. Based on the data of preliminary study, it was found that the previous semester score was 28% with 69 as the average score, that was a very low score. There were 9 students from 32 students passed the test. From those scores, it is noticed that most of those students entered the next grade of the English class with very limited speaking skill caused by some reasons, such as having less ability in speaking comprehension, having less level of confidence, and having less level of courage. Hence, the researcher decided to improve students speaking skill by using spinning wheel game.

Based on the above issues the research question of this research problem discussed in the research how does spinning wheel game improve student speaking skill at SMP 3 Bondowoso 2022/2023? And the research objective of this classroom action research is intended to improve the student speaking skill through spinning wheel game at SMP 3 Bondowoso.

This research was conducted at class VII grade of SMP 3 Bondowoso. This research was classified as Classroom Action Research (CAR) of Kemmish and Taggart which consist of four procedures, namely planning the action, implementing the action, observing and reflecting. In this research, the researcher conducted one cycle. The cycle applied on May 2023 which consisted of three meetings, two meetings to implement the action and one meeting to student's speaking test. In collecting the data, the researcher used the student's speaking test or post test, observation, interview, and document review. The test was used to find out the improvement of students' speaking ability after implementing the action.

In addition, after implementing the action, the result of the implementation of spinning wheel game indicated that there were improvements of student's speaking ability. It was proven by the data showed that 84% of students had passed the criteria of success with 79 as the average score. The research would success if there was 70% of students could pass the test score that was 75 based on the agreement of the researcher and the collaborator.

According to data analysis process, it was concluded that students were interested in learning by using spinning wheel game and they felt enthusiastic in doing the task. So, the teaching learning process ran well and students enjoyed the learning activity. The classroom situation also could be handled well.

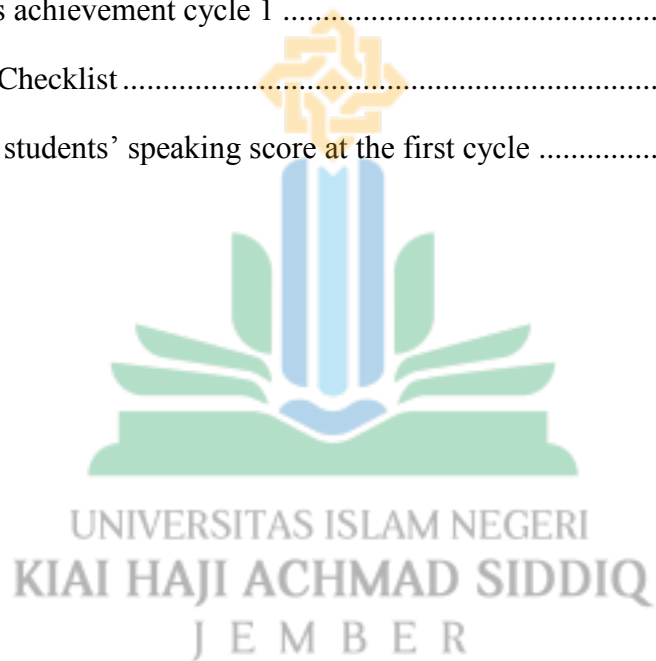
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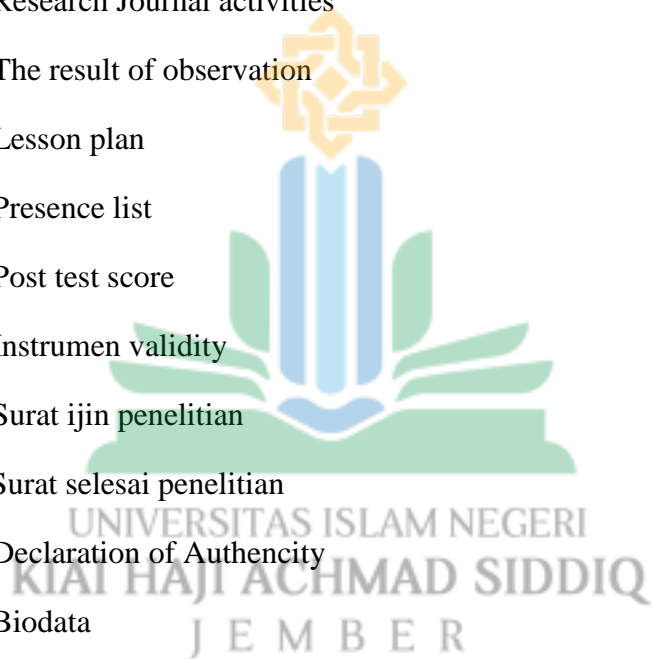
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CHAPTER 1

INTRODUCTION

This section presents an introduction of the research. The parts of this chapter are background of research, research question, objective of the study, significance of the study, limitation of the study, definition of the key terms.

A. Background of Research

Speaking is considered as important skill to be accomplished by students. Harmer said that the ability to speak fluently presupposes not only knowledge of English features, but also the ability to process information and language. Learning speaking means learning interactive processing of constructing meaning that involves producing, receiving, and processing information.² As stated by Holy Qur'an, Surah Thaha, 25-28:

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ﴿٢٥﴾ وَبَسِّرْ لِي أَمْرِي ﴿٢٦﴾ وَأَحْلِلْ عُقْدَةً مِّنْ لِّسَانِي ﴿٢٧﴾ يَفْقَهُوا قَوْلِي ﴿٢٨﴾

Musa said: O my God! Open for me my chest (grant me self-confidence, contentment, and boldness). And ease my chest And loose knot (the defect) from my tongue, (i.e remove the incorrectness from my speech) That occurred as a result of a brand of fire which Musa (Moses) put in his mouth when he was an infant. That they understand my speech.³

Imam Syafi'i stated that good speaking skill can be reached if it is practiced and done continuously. Speaking skill becomes priority aspect and visual aspect that shows up verbal intelligences. Speaking is not just about to communicate each other, but it also to show thoughts, wishes, also opinions.

² J. Harmer, *The Practice of English Language Teaching*, 269

³ Tadabur Al-Qur'an, Al Qur'an QS Thaha 25-28

Speaking skill also influences language aspects, such as writing and reading. They usually speak up from the sentences which taken from book or newspaper.

Speaking skill is a tool that is needed in teaching and learning process. If the teacher or the students have bad speaking skill, it impacts for teaching and learning process. Based on the interview to the english teacher at VII grade of SMP 3 Bondowoso, researcher found several problems such as the students are still difficult and feel nervous to speak up in front of their classmates. In addition the students often forget about what they are going to speak and share their ideas. In the end, their time is just enough to think and memories what they are going to share, but the practice is not running well. So, to solve the speaking problem at VII grade of SMP 3 Bondowoso, the researcher intends to solve the problem with a learning media which is game in this term. Such as guessing game, flashcard and spinning whell game.⁴

Guessing game is activity that includes intraction between individuals oof groups as spiring to prescribe aims.⁵ While flashcards is a small card which contains picture, texts or simbols that remain and guidess student imagination⁶And spinning wheel game is a wheel shaped media that can be rotated and divided into several sector or sections in which there are a question cards.⁷ Here, the researcher provides a way out of this problem by providing

⁴ Nurul insiyani, interview english teacher SMP 3 Bondowoso

⁵ Karyati, nuraini *the implementation of guessing game in teaching speaking at tenth grade of senior high school*

⁶ Nuligar hatiningsih, *implementing flashcard to improve the early reading skill*, atlantis press

⁷ Moh.fauzi bafadal, *the use of spenning wellgame media to improve the ability using modal auxiliary verbs for student in class VII SMPN 7 mataram*,

alternative media in teaching English specially in speaking using spinning wheel game.

According to Harmer, media is an aid of teaching and learning process which makes the students understand better to the material. He said that media is the basic of the material it self and can relate with whole of the material's topic and content.⁸ Media is often related with means of communication. The term media often refers of some devices that bring information from the source of message to the destination. In our daily life, we can see some examples such as television, radio, record, and pictures, those are some devices that assist an instructor to transmit to learner fact, skills, attitude, knowledge, and appreciate or additional materials used when using a particular teaching method to make learning is more easy, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. Media such as slides and films delivered information in more concrete, therefore it is more effective ways than lectures and books did.⁹ Based on the theory above spinning wheel game is a wheel-shaped media which can be rotated and divided into several sectors / sections in which there are question cards.

The use of a spinning wheel game is one alternative media that can be used to improve speaking ability in students. Sugiono argues that learning media is used to channeling message from the sender to the recipient that can stimulate students' thoughts, feelings, interests, and attention so that the

⁸ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2001), 134)

⁹ Roblyer, *Influsing Social Media in Teaching and Learning* (UK: The Press Syndicate of The University of amridge, 2010), 40)

learning process can occur.¹⁰ At the same time, Munadhi argues that learning media is something that is used to deliver planned messages that can be making the learning process conducive, efficient, and useful.¹¹ Using these media, students can learn in ways that are more interesting and exciting. The spinning wheel game also makes it easier for teachers to teach because of the use and construction that is not too difficult to make teachers easier to teach. By using unique and interesting media, the teacher ensures that students do not get bored while learning.

Spinning wheel game is a learning media that bridges and facilitates participants in solving a problem by doing practice questions using speaking skills related to the material that has been determined. Practice questions arranged in a wheel-like shape and can be rotated. The use of a spinning wheel game is one alternative media that can be used to improve speaking ability in students. Using these media, students can learn in ways that are more interesting and exciting.

The researcher believes that spinning wheel game is one of the most appropriate, exciting media to be used. Several people have also studied the spinning wheel game. Such as Ira Maya from English Education Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar with the title "Bridging Students' Speaking Skill Through Spinning Wheel Media at SMP Negeri 1 Bontomarannu" The researcher concluded that Spinning Wheel Media was bridging the students' pronunciation and

¹⁰ Sugiono. 2015:7 pengaruh penggunaan media vol-3. Yogyakarta Budi Ari Suara

¹¹ Munadhi, yudhi. 2017:2 Media Pembelajaran. Jakarta: GP Press Group

vocabulary before and after giving treatment, as evidenced by the mean score of pronunciation before and after giving treatment of 34.37 to 53.12, and students vocabulary was bridged before and after giving treatment, as evidenced by the mean score of vocabulary before and after giving treatment of 42.18 to 75.¹² It signifies that there was a difference in importance before and after the treatment.

In addition the researcher conducted this research at SMP 3 Bondowoso is one of the state of junior high school in Bondowoso regency at java province, have two english teacher in SMP 3 Bondowoso the english teacher not only focus on learning in class but also help students overcome challenges in learning english. The teacher's job is not only to educate but also to make students to be success and get a good communication with a lot of people outside. The teacher has a big responsibility towards students and make students understand everything related to lessons in school in this term is speaking in English. There are many problems that must be solved by the teacher related to the speaking lessons. Teachers must understand how to treat students and how to improve students' speaking skills. Teachers must have a different way of teaching. Interviews conducted by the researcher, grade VII students of SMP 3 Bondowoso experienced problems in learning, especially in speaking lessons and teachers only use book as a media for teaching. Here, the researcher provides a way out of this problem by providing alternative media in teaching English using spinning wheel game.

¹² Ira Maya, *Bridging Students' Speaking Skill through Spinning Wheel Media at SMP Negeri 1 Bontomarannu*, 2022

Based on the background described above, the spinning wheel game is an alternative media to help students in learning. Therefore, the researcher used the spinning wheel game in his research as an alternative media in this research, and the title is “Improving Student Speaking Skill Through Spinning Wheel Game at SMP 3 Bondowoso”

B. Research Question

Based on the background described above, the research problem discussed in the research is: How does spinning wheel game improve Students' speaking skill at SMP 3 Bondowoso 2022/2023 ?

C. The Objective of the research

Based on the background, the objective of this Classroom Action Research is intended to improve the students' speaking skill through spinning wheel game at SMP 3 Bondowoso in academic year 2022/2023.

D. The Significance of the research

The findings of the research are expected to give benefits both theoretical and practically.

1. Theoretical Benefits

The results of this study can add existing knowledge about Spinning wheel game as media to improve students' speaking skill.

2. Practical benefits

a. For English Teacher

The result of the research can be used for the English teacher as a reference to increase students speaking ability by using spinning wheel game.

b. For Future Researchers

Hopefully this research can be used as a reference for the other researchers to conduct a further research with a similar topic by using different research area, research design, and media.

E. Limitation of the research

Based on the observation in SMP 3 Bondowoso and interviewed the English teacher and students, the researcher limits the research foci on the implementation of spinning wheel game to improve students' speaking skill at the seventh grade of SMP 3 Bondowoso especially in class seventh in 2022/2023 academic year. The material be used in this research was describing animals.

F. Definition of the Key Terms

The research considers that it is essential to define some terms used in this study. The terms used are as follows:

1. **Speaking**

Thornberry considers "speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at a speed of

high level. Each participant has a purpose or an intention that she/he achieve in the interaction." ¹³

Speaking is activity of producing word by sound that including speaker and listener or to communicate with other while in the learning process. Every process in learning must have a communication process.

2. Media

According to harmer, media is an aid of teaching and learning process which makes the students understand better to the material. He said that media is the basic of the material it self and can relate with whole of the material's topic and content. ¹⁴

Media is something that is channeling message and it can stimulate the thoughts, feeling, and willingness of the students so that it can encourage the learning process.

3. Spinning Wheel Game

Aulia said that the spinning wheel game is a learning medium that uses a circle divided into several sectors. The sector has questions to be answered by students listed in a specific number/symbol in the circle. ¹⁵

Spinning wheel game is a learning media that bridges and facilitates participants in solving a problem by doing practice questions using speaking skills related to the material that has been determined.

Practice questions arranged in a wheel - like shape and can be rotated.

¹³ Thornburry, scott. 2005. *How to teach speaking*. Oxford: macmillan

¹⁴ Jaremy Harmer, *The Practice of English Language Teaching* (New York: Longman,2001), 134)

¹⁵ Aulia, 2016. *Linguittics and english language teaching journal*

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature. It consists of relevant previous studies, theoretical and conceptual framework.

A. Previous Studies

There are some previous studies that can be references for this research. The researcher has chosen five recent researchers.

1. The first previous study was conducted by Ahmad Sofyan, state Muhammadiyah University Mataram, 2020, entitled "The use of spinning wheel game in teaching speaking at the seventh grade students of SMPN 5 kota Bima in academic year 2019/2020" In this research, the researcher used a quasiexperimental design with 60 students as the population. Cluster random sampling is a sampling procedure divided into two groups; 30 students were used in class A as an experimental, and 30 in class B as a control group. To analyze the data, the researcher used the SPSS program. The data analysis results showed that the experimental class's average score is 72.15, with a degree of 80. The control class's average score is 61.85, with 75 degrees. It can be concluded that there is a difference in the average student learning outcomes between students who are taught with the spinning wheel game media compared to students who do not use the spinning wheel game media¹⁶. Therefore, the spinning wheel game has

¹⁶ Ahmad Sofyan, *The use of spinning wheel game in teaching speaking at the seventh grade students of SMPN 5 kota Bima in academic year 2019/2020*

effect, or H_a is accepted in teaching speaking at the seventh-grade students of SMPN 5 Kota Bima in the academic year 2019/2020.

2. The second previous study was conducted by Marlina, 2018. entitled "Developing Spinning wheel game for Teaching Vocabulary to seventh grade of SMP Laboratorium Universitas negeri malang" From the results the media was deemed suitable and applicable. According to the experts it fulfilled 82.5 % of the criteria while according to the teacher it fulfilled 90%. Then the spelling and grammatical error of the media were corrected by the researcher. After being revised the product was tried out at SMP Laboratorium UM Malang in 7B class. The class consisted of 32 students and then they were divided into four groups. The researcher interviewed the teacher distributed questionnaire to the students and observed the process while the students were playing the game to build their vocab. From the tryout the media was 92 % suitable and very applicable.¹⁷
3. The third previous study was conducted by Dewi Sartika, 2019. Entitled "The Effect of Using Media Spinning Wheel in Teaching Speaking of Narrative Text to The Tenth Grade Student of State Senior High School 6 Muaro Jambi" The researcher can conclude that there is a Positive Relationship Significance Between the use of spinning wheel in Senior High School 6 of Muaro Jambi. The significant effect of using spinning wheel on the students' ability in speaking a narrative text the experimental method shows a significant positive effect of usingspinning wheel in

¹⁷ Marlina, *Developing Spinning wheel game for Teaching Vocabulary to seventh grade of SMP Laboratorium Universitas negeri malang*, 2018

teaching speaking. Is how students receive speaking learning with narrative text material not to feel bored can be seen from the increase in activeness about English learning material in class.¹⁸Based on the results of the research obtained, the process of analysis and discussion, it can be concluded that there is a significant positive effect with the use of the experimental method in narrative text material, especially in speaking learning.

4. The fourth previous study was conducted by Fahria Rachmaida & Mutiarani, 2022. From Journal of Languages and Language Teaching. Entitled "The use of spinning wheel games to improve students' writing procedural texts. Spinning Wheel Game while teaching English writing techniques that can increase students' interest, challenge their thinking and enable them to produce procedural texts while playing. The spinning wheel was used after the researcher explained the material about the procedure text. Students are asked to make groups and each group gets a different theme. Themes are randomized with spinning wheel games by web wheelofnames.com. Therefore, the game is one of the tools that can be used in learning English, there are many learning media for learning writing skills. One game that can be used is Spinning Wheel. By using games students can learn to write procedure texts in a fun and interesting way. The spinning wheel game can be chosen as a tool for students to write procedure texts correctly and clearly. This game has been evaluated

¹⁸ Dewi Sartika, *The Effect of Using Media Spinning Wheel in Teaching Speaking of Narrative Text to The Tenth Grade Student of State Senior High School 6 Muaro Jambi*, 2019

by several researchers and high school students. This game is very helpful in learning to write procedure text. These games can make students challenge their way of thinking, fun and enjoyable.¹⁹

5. The fifth previous study was conducted by Moh. Fauzi Bafadal, Sitti Alimah, M. Sibawaeh, 2019. From *Linguistics and English Language Teaching Journal*. Entitled "The Use of Spinning Wheel Game Media to Improve the Ability to Use modal auxiliary Verbs for Class VIII students of SMPN 7 Mataram Academic Year 2019-2020" Based on the results of the research that has been described, it can be concluded that: the use of the Spinning Wheel media can improve learning outcomes of English material on the Use of Capital Verbs in Mataram 7th Grade SMPN 7 students in the Academic Year 2019/2020. This can be seen from: Individual ability based on learning outcomes in pre-cycle shows 34.29% has high ability 51.43%, and 14.28% has low ability individual ability. Cycle 1 shows that 45.72% have high ability, 48.56% have medium ability, and 5.72% have low individual abilities. Cycle II shows that 94.29% have high ability, 5.71% have medium ability, and 0% have low ability.²⁰

¹⁹ Fahria Rachmaida & Mutiarani, The use of spinning wheel games to improve students' writing procedural texts, From *Journal of Languages and Language Teaching*, 2022

²⁰ Moh. Fauzi Bafadal, Sitti Alimah, M. Sibawaeh, *The Use of Spinning Wheel Game Media to Improve the Ability to Use modal auxiliary Verbs for Class VIII students of SMPN 7 Mataram*, *Linguistics and English Language Teaching Journal*, 2019

Table 2.1
Similarities and Differences of Previous Research

NO	Research Title	Similarities	Differences
1	2	3	4
1	Thesis by Ahmad Sofyan "The use of spinning wheel game in teaching speaking at the seventh grade students of SMPN 5 kota Bima in academic year 2019/2020"	<ul style="list-style-type: none"> • Both researchers used spinning wheel game • Both researchers analysis seventh grade students 	Previous research used a quasi experimental design while this research used classroom action research
2	Thesis by Marlina, 2018. Entitled "Developing Spinning wheel game for Teaching Vocabulary to seventh grade of SMP Laboratorium Universitas negeri malang"	<ul style="list-style-type: none"> • Both researchers used spinning wheel game 	Previous research used design based reseach method while this research used classrom action research
3	Thesis by Dewi Sartika "The Effect of Using Media Spinning Wheel in Teaching Speaking of Narrative Text to The Tenth Grade Student of State Senior High School 6 Muaro Jambi"	<ul style="list-style-type: none"> • Both researchers used spinning wheel 	Previous research analysis at senior high school students while this research analysis at junior high school students
4	Journal of Languages and Language Teaching "The use of spinning wheel games to improve students' writing procedural texts"	<ul style="list-style-type: none"> • Both researchers used spinning wheel game 	Previous research was improved writing while this research improve speaking
5	Linguistics and English Language Teaching Journal "The Use of Spinning Wheel Game Media to Improve the Ability to Use modal auxiliary Verbs for Class VIII students of SMPN 7 Mataram Academic Year 2019-2020"	<ul style="list-style-type: none"> • Both researchers used spinning wheel game • both researchers used classroom action research as the research design. 	Previous research improved the Ability to Use modal auxiliary Verbs while this research improve speaking

Based on the Table 2.1, it could be seen that all of researches had their own ways to analyze their subject of the research. Hence, this research improving speaking skill through spinning wheel game and titled “Improving junior high school students’ speaking skill through spinning wheel game” This reaseach used Classroom action research.

B. Theoretical Framework

1. Speaking

a. Definition of speaking

In improving students’ achievement one of the factors that support them is the level of students’ skill. If they have high level, it means the more superior the achievement of students. Speaking plays on an important role in everyday. Speaking is interpreted as the ability to pronounce sounds articulation or words to express thoughts, ideas and feeling. It can be said that speaking is a system of signs that can be heard (audible) and it can be seen (visible) that utilizes a number human body muscles for the purpose and the goals of ideas.

The definitions of speaking are many variations. According to Mead and Rubin, speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal component.²¹

According to Haryadi and Zamzani speaking is delivery intention (ideas, thoughts, feelings) to the others by using spoken

²¹ Mead, nancy A AND Rubin 1985. *Assessing listening snd speaking skill. ERICT DIGEST*. <http://www.ericdigest.org/pre-923/speaking.htm>. Retrieved september 12,2008

language so that the intent can be understood by other people.²² Consequently, if we can convey our thoughts or opinions properly and correctly and we can make our partner understand what we are talking about, then the speaking activity can be said to be successful. Because the key of speaking is the listener and the speaker are able to understand the topic in speaking. Besides that, Henry Guntur Tarigan said that speaking is ability to pronounce an articulation sounds or words to express and convey thoughts, ideas, and feeling.²³ Ergo, speaking is one form of oral communication that involves several things namely the party communicating, the information being communicated and the tools of communication. By speaking, social relations between parties will be established. That is, speaking means transfer of messages from a source to another.

According to Homby defines speaking is make use of words in an ordinary voice.²⁴ Lawtie states that speaking is fundamental to human communication.²⁵ O'Malley states that speaking is negotiating intended meanings and adjusting one's speech to produce the desire effect on the listener.²⁶

²² Haryadi dan Zamzani, *Peningkatan Keterampilan Berbahasa Indonesia* (Jakarta: Dedikbud, 1997), 56

²³ Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa Bandung, 2008), 16

²⁴ Hornby 1990. *Oxford advanced learner's dictionary of curent english*. New york: Oxford University Press

²⁵ Lawtie. 2007. Problem during speaking activities in the classroom. *TESL Jurnal* (www.teachingenglish.org.uk)

²⁶ J. Michael O'Malley and pierce 1996. Authentic assessment for english

Based on the definitions above, the researcher gives the definitions of speaking as an activity of producing word by sound that including speaker and listener or to communicate with other while in the learning process. Every process in learning must have a communication process. Someone who has low skill in speaking will be difficult to carry out a good communication process with others. Therefore, language skill verbally is the main basis of language teaching because ability spoken language is a mode frequently used expressions and also it is the first form of ability which is usually studied by students.

b. Aspects of speaking

According to Brown there are five aspects of speaking, they are: pronunciation, grammar, vocabulary, fluency and comprehension²⁷

1) Pronunciation

It is the process of learning accent that is not like learning grammar and vocabulary which is very systematic and complex. We must pay attention to our pronunciation in speaking because people evaluate our speaking from our pronunciation. Most Indonesians do not study about pronunciation, so they use their own regional dialect in speaking English. In learning pronunciation, we can start from the easiest thing, which is to learn how to read their dictionary. For example, if we want to study about British

²⁷ H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (United States of America: San Francisco State University, 2003), 151

accent we can study the Oxford dictionary and if we want to learn about American accent we can study the Longman dictionary. In these two dictionaries we can learn about vowel, consonant, pop sound, final sound, syllable and stresses.

2) Grammar

Grammar is the set of structured rules that arrange the composition of phrase and word in any language.

3) Vocabulary

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four-language skill, there are listening, speaking, reading, and writing.²⁸ So, the writer can conclude that vocabulary is an important aspect of speaking. If we do not master a lot of vocabularies, it will be difficult to arrange sentences and it will be difficult to express our thoughts.

4) Fluency

Everyday definition of fluency are often based on listener's impression of smooth and effortless, native-like speech, but the numerous definition of fluency that have appeared in research literature (Chambers, 1997) imply that it is a complex and multi-

²⁸ Marianne Celc e-Murcia, *Teaching English as a Second or Foreign Language* (USA: Heinle&Heinle, 2001), 285

faceted, fluid concept. Fluency has been analyzed quantitatively as speech temporal phenomenon with a focus on automation, speech rate and length of pauses, but also qualitatively as increasing length of linguistic units.²⁹

5) Comprehension

Comprehension becomes an important factor in speaking. It measures the understanding of conversation. It is the study how well students understand a language. In sum, comprehension can be defined as the ability to understand about spoken English. Comprehension in speaking is the aim of many language learners.

From the explanation about the aspects of speaking above, this research uses all of the aspects of speaking because the material is about describing thing. So, all of the aspects should be used to improve students' speaking ability.

c. Types of speaking

Brown divided the types of speaking into five parts, they are

1) Imitative

This type is like a simply parrot back. It is only imitate the word or a phrase or probably a sentence. The listening skill has a role play here because the speaker must listen and imitate it.

²⁹ Heini, "Teaching Speaking", Apples. Vol.13. No. 1, vertaisarvioitu kollegial granskad peer 2019, 98

2) Intensive

This type is focus on the ability to produce a short stretches of oral language, design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonology relationship. The example is directed respond task and read aloud.

3) Responsive

This type is the ability to perform the short standard conversation, greeting and small talk, simple request, and command.

4) Interactive

The characteristic of interactive type is same with the responsive type. The difference is in the length and complexity of the interaction, which sometime include the multiple participants.

5) Extensive

This type is oral production task including speeches, oral-presentation, and storytelling.³⁰

Based on the explanation above, this research focuses on intensive speaking because it related to the function of intensive that is designed to practice speaking with some grammatical aspects of language. It means that intensive performance is activity of practicing speaking which is the students focus on forms of language

³⁰ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Longman, 2004), 141-142

2. Media

a. Definition of Media

The meaning of media is often related with means of communication. The term media often refers of some devices that bring information from the source of message to the destination. In our daily life, we can see some examples such as television, radio, record, and pictures, those are some devices that assist an instructor to transmit to learner fact, skills, attitude, knowledge, and appreciate or additional materials used when using a particular teaching method to make learning is more easy, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. Media such as slides and films delivered information in more concrete, therefore it is more effective ways than lectures and books did.³¹

Based on the definition above, it can be said that the notion of media is something that is channeling message and it can stimulate the thoughts, feeling, and willingness of the students so that it can encourage the learning process. The use of media creatively will enable the students are better in learning and it can improve their performance in accordance with the desired goals accomplished. In addition, the learning media is very decisive the learning process of students, so that it will overcome difficulties in achieving educational goals. Media is also facilities, resources or tools to utter expressions of

³¹ Roblyer, *Influsing Social Media in Teaching and Learning* (UK: The Press Syndicate of The University of amridge, 2010), 40)

art, the line that is used by people to produce message or information. There are some components around the students that can convey messages that can motivate the students in learning English. It can be a form of communication whether printed or audio visual as well as the instruments are a means that transmits message from transmitter to receiver and enables human being to influence other people who do not have contact with him/her immediately.

b. Kinds of Media

Learning media is also an instructional component that includes messages, people, and equipment. Namely, a vehicle for channeling learning information or information messages. There are many types of learning media and kinds. We can utilize various types of media available to support the learning process, especially in this day and age, the role of technology has been felt. It has entered into multiple aspects, including the world of education.

It is not surprising that many educators and teachers teach their students using various types of learning media, examples of learning media that are commonly found, such as projectors, videos, DVDs, and so on.

The classification and classification of learning media is very diverse and different; according to Anderson (1997), there are several media: audio (audio cassettes, radio broadcasts, CDs, telephones), print (textbooks, modules, brochures, leaflets, pictures), audio- print

(audiotapes with written material), stationary visual projections (Overhead transparency, slides), motion optical audio (Video / VCD, Television), physical objects (tangible objects, models, specimens), humans and the environment (teachers, librarians, laboratory assistant).³²

2.1 Strength of The Media

The strengthened of media from Oktaviana states the benefits of learning media in the learning process, namely:

- 2.1.1 Teaching can attract attention and foster student motivation.
- 2.1.2 The teaching material becomes clearer, meaning students can be more easily understood and mastered and achieve reasonable learning goals. Teaching methods are more varied, not only verbal communication through teacher's speech, so students do not feel bored because the teacher does not run out of energy, especially if the teacher has to teach every class time.
- 2.1.3 Students are more active in learning activities because they listen to the teacher's description and carry out other activities such as observing, doing, showing, and so on.

Based on the experts' opinions above, it can be concluded that strengthened media can make the media useful where it's more interesting, enjoyable, make it easier to teach,

³² Anderson, Mark and Anderson, kathy. (1997). *Text types in english 2*. South Yarra: Macmillan Education Australia PIY LTD

and make students more active in learning it becomes something interesting.³³

3. Spinning wheel game

a. Definition of Spinning Wheel

In the Indonesian Dictionary Jaelani the wheel is a round item (circular and usually barred)". So, the wheel is a round or circular object. Whereas in the Indonesian Dictionary Jaelani "turning has a definition: movement spinning or spinning; around; change direction; turn; get around". So, turning is a movement around or changing direction. So it can be concluded that the Spinning Wheel is a circular or circular object that can produce a movement around or changing direction. In other words, Spinning Wheel is a circular or circular object that can be rotated. In this study, researchers developed the Spinning Wheel media which is the development of the Spinning Wheel Game which both use wheels as media.

Wahyuni states that the Spinning Wheel Game is a wheel-shaped media which can be rotated and divided into several sectors / sections in which there are question cards. Aulia added that the Spinning Wheel Game is a learning medium that uses a circle that is divided into several sectors. Within the sector there are questions to be answered by students that are listed in the form of a certain number in

³³ Oktaviana, intan narweda. 2016. *Pengaruh penggunaan media vol-3*. Yogyakarta: Budi Ari Suara

the sector in the circle.³⁴ While Rahman suggested that the Spinning Wheel Game is a learning technique which in its use involves all students so that it can make students more active, interactive, the learning process becomes more optimal and enjoyable.³⁵

From these statements, it can be concluded that the media of the Spinning Wheel Game and the media of the Spinning Wheel have the similarity of using a wheel or circle which is divided into several sectors or sections in which there are questions. In addition, this media is packaged in the form of games (games). So that the Spinning Wheel game media can attract attention, interest and motivation to learn, and increase students' understanding of the material. Based on the description above, it can be concluded that the Spinning Wheel media is a game media in the form of a wheel or circle which is divided into several sectors or sections in which there are questions.

In its use, this media can attract attention, interest and motivation to learn, make students more active, interactive, increase understanding, and the learning process can take place in a fun and optimal way.

³⁴ Wahyuni, Dwi. 2017. *Pengaruh Penggunaan Media Permainan Roda Keberuntungan Terhadap Kemampuan Berbicra Hanzi pada Siswa Kelas XI*

³⁵ Rahman, 2013. *Penerapan Teknik Pembelajaran Roda Keberuntungan Terhadap Pemahaman Konsep Matematis Siswa Kelas VII SMP Negeri 11 Padang*

b. How to Use Spinning Wheel Game

In this study, researchers used the Spinning Wheel game media, which is the development of the spinning wheel game. Ginnis in Aulia mentions the steps to use the spinning wheel game are as follows:³⁶

- 1) Make a set of cards with a question on the front and numbers on the back. Cards are made up to the number of students in the class.
- 2) Create a media " Spinning Wheel Game" from the carton, and divide the wheel into sectors or parts according to the number of cards that have been made then give a number to these sectors. Next, make arrows from cardboard and thumbtacks that act as players on the media. The result looks like a "Twister" wheel
- 3) The card is spread with the numbers side up.
- 4) One of the students representatives came forward to the class to rotate the media wheel. After the arrow points to a number, the student draws the card according to the number obtained from the wheel media. Then students answer the questions contained on the card
- 5) The teacher discusses with all students in the class. If students answer the question correctly, then the card is considered forfeited. If on the contrary, the card is returned again so that other students can try to answer the questions on the card.

³⁶ Aulia, 2016. *Linguistics and English Language Teaching Journal*

- 6) Students rotate the media wheel alternately. Students who have rotated and answered questions appoint other students to rotate it.

If the next student gets a scorched number, then the student must turn it back to get a number that has not yet been scorched. The steps of using the media in this study are different from the steps of using the media Spinning Wheel Game proposed by Ginnis. So the steps for using the Spinning Wheel game as follows:

- 1) The teacher gives a briefing about the media of the Spinning Wheel game.
- 2) Students read game instructions before playing.
- 3) Then students play the media to determine the text obtained.
- 4) Next, students read the text and answer the questions that are available.
- 5) If the question can be answered correctly, then the student will get a score.
- 6) If the result is different, the student does not get a score or score reduction.

c. The Strength of Spinning Wheel Game

Ginnis in Aulia states the advantages obtained by the Spinning Wheel Game as follows:³⁷

- 1) This Spinning Wheel Game can encourage students to participate.

³⁷ Aulia, 2016. *Linguistics and English Language Teaching Journal*

- 2) Spinning Wheel Game media is a game with challenging advantages such as game shows on TV. This game is very familiar and can excite students.
- 3) This media is very good to be used in test preparation.
- 4) Train students' memory and thinking speed.
- 5) Practice understanding in solving various problems faced by students, so that learning outcomes will improve.

d. The Weakness of Spinning Wheel Game

Aulia reveals the weakness of Spinning Wheel Game as follows:³⁸

- 1) Requires a lot of time when playing it.
- 2) Teachers need more energy, space and time. This is because the Spinning Wheel Game media used is manual learning media.
- 3) Requires the support of facilities, tools and adequate costs so that the learning process can run smoothly.

³⁸ Aulia, 2016. *Linguistics and English Language Teaching Journal*

CHAPTER III

RESEARCH METHOD

This chapter presents about research methodology that consist of research design, location of research, subject of the research, technique of collecting data, technique of data analysis, validity of data, criteria of success.

A. Research design

The design of this research is Classroom Action Research. It is called as CAR because it is focused on students' problem and a group of students in Classroom. According to Pelton, action research which is conducted in the school setting, is a systematic approach which is the goal is to improve teaching practice.³⁹ According to Kemmis and McTaggart stated that action research is an action which is conducted to inquire self-reflective and improve his or her instruction by evaluating his or her own practice⁴⁰.

Classroom Action Research design is usually done in collaborative between the researcher and the teacher. The teacher is the English teacher of Junior High School of Bondowoso 3. The teacher as collaborator, who involved the process of the research. The collaborator should complete an observation sheet which is given by the researcher.

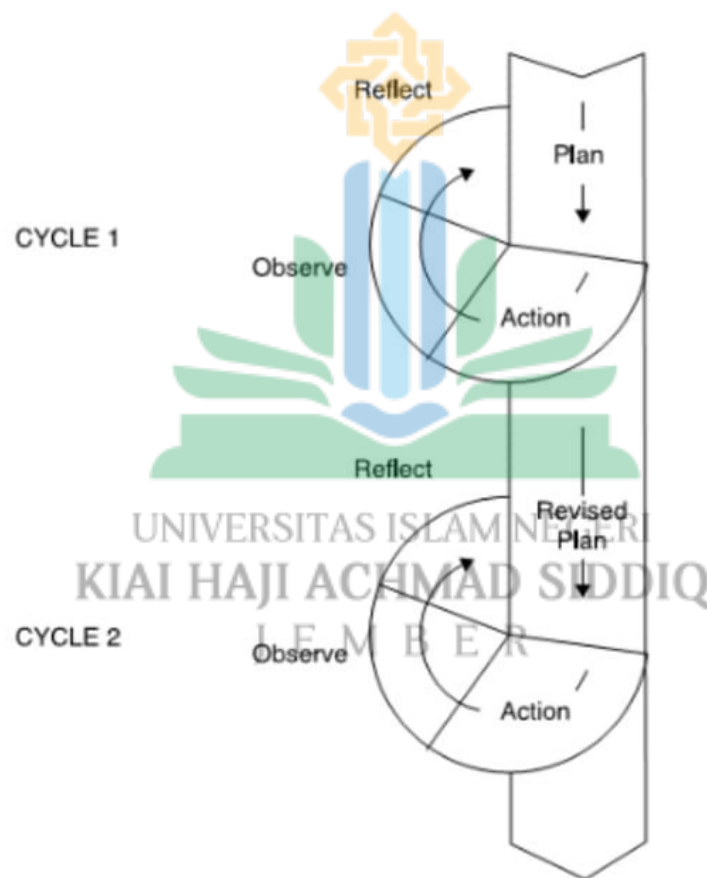
In the Classroom Action Research (CAR), the researcher applied spinning wheel game technique. The researcher acted as English teacher that implemented spinning wheel game technique in the class while observed the students' performance in the teaching and learning process. In observing the

³⁹ Pelton, Robert P, *Action Research for Teacher Candidates: Using Classroom Data to Enhance Instruction*, (2010)

⁴⁰ Kemmis and McTaggart, *Models of Action Research*, (Burns,1988)

students' activities, the researcher was helped by the English teacher of the school. This research was intended to improve students' speaking skill through spinning wheel game technique.

According to Kemmis and McTaggart, there are four basic steps in the action research. There are planning, acting, observing, and reflecting.⁴¹



Cycle of classroom Action Research adapted from Kemmis and McTaggart

(1990)

⁴¹ Kemmis and McTaggart

1. Planning

A planning was done after identifying and diagnosing students' speaking problem occurred in the class proven by observing and interviewing the English teacher. In this phase, the researcher should prepare lesson to teach the students in order to improve their speaking skill.

The action which was planned should be suitable with the situation as well as possible. In this research, the planning that would be carried out by the researcher are:

- a. Establishing research schedule

Table 3.1
Research schedule

No	Activities	April				May				June			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Pre-research												
2	Treatment 1 (cycle 1)												
3	Treatment 2 (cycle 1)												
4	Post-test 1 (cycle 1)												
5	Report												

- b. Preparing lesson plan
- c. Preparing media and material
- d. Preparing the guidance of observation
- e. Establishing criteria of succes

Planning was arranged based on preliminary study, such the teacher requires the early observation of class and students' situation. From this

activity, the teacher got the general description about the problem in the class. Then, the teacher and the observer do the implementation of teaching learning process in the classroom.

2. **Acting/implementing**

The acting phase is a realization from an act which had been planned before, such as what the media to be used, what material to be taught and others.⁴² In this phase, the researcher with the collaborator would do some steps as follows:

- a. The researcher explained about the material
- b. The researcher gave example of spinning wheel game
- c. The researcher told the rule of spinning wheel game technique

3. **Observing**

In this step, the researcher collaborated with the teacher as the collaborator to observe the classroom while implementing the action in each cycle and they observed the class situation, the students' speaking activities, the students' responses to the materials in the teaching learning process, the students' interaction, and the students' enthusiastic participation in discussion.

4. **Reflecting**

Reflecting reflects the previous action or treatments for the next cycle. In this step, the researcher and the teacher analyzed the data and make the conclusion act based on the data gathered then compares them to

⁴² Suharsini Arikunto, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, 2009), 21-23)

the criteria of success. In this step, the researcher and the observer or teacher discussed and evaluated the teaching and learning process which had been done by the researcher. If there was a weakness in the previous action, the researcher and observer discuss to be implemented in the next meeting. The reflection' result was used as the source for the next action cycle.

The research was carried out by the researcher and the English teacher as the observer. This collaboration gave contribution to this study.

B. Location of Research

This research was conducted at the 7th grade of SMP 3 Bondowoso. It is located in badean Bondowoso. The reason why the researcher chose this school because spinning wheel game had never been applied by english teacher of SMP 3 Bondowoso and the Head Master of SMP 3 bondowoso had given permission to conduct this research. Then, the researcher decided to take a research in SMP 3 Bondowoso.

C. The Subject of the Research

The subject of the research was the 7th grade students SMPN 3 Bondowoso. The class consisted of 32 students; 16 males and 16 females. This grade was chosen because the students had problem in speaking skill and it needed to be improved. The technique was needed to help them in improving students' speaking skill. In addition the researcher decided spinning wheel game technique because it was appropriate to solve their problem.

D. Technique of Collecting Data

The technique of collecting data which was used by researcher to get the data were:

1) Observation

In this case, the researcher observed teaching and learning process to know the condition in class of 7th grade, also the students' response about speaking skill.

2) Interview

Interview used to get the data about students' speaking problem in the classroom. The researcher asked the English teacher about students' speaking problem, students' condition involving in English class activity and students' score in speaking skill. Besides, the researcher also asked the students to know the problem of speaking that made their score in speaking was still low. So, from the interview with the English teacher and the students, the researcher got the data about students' speaking skill.

3). Speaking test

To get the result of the research and the students' activity in teaching and learning process, the researcher gave speaking test. The test that was used was oral test. The test that is used was individual test, the material is (describing animal). The students made spinning wheel game about (describing animal) got by the students. From this test, the researcher and the collaborator could take the students' scores and this can check the improvement of student' speaking skill.

In this speaking test, the researcher would be successful when there was 70% of students could pass the test score that was 70 based on the agreement of the researcher and the collaborator teacher and the mastery level criterion (KKM) was 75 (seventy five).

To evaluate the aspect of speaking the researcher has prepared the scoring rubric for speaking test. The scoring rubric is below:⁴³

Table 3.2
Scoring rubrics

No	Criteria	Scale	Description
1	Pronunciation	5	Easy to understand and has native speaker's accent
		4	Easy to understand with certain accent
		3	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding
		2	Difficult to understand because there is problem in pronunciation, asked to repeat
		1	Pronunciation is so bad and it cannot be understood.
2	Grammar	5	There is no or little mistake in grammar
		4	Sometimes makes mistake in grammar but it does not influence the meaning
		3	Often makes mistake in grammar and it influences the meaning
		2	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence
		1	The grammar mistake is so bad and it is difficult to be understood
3	Vocabulary	5	Using a variety vocabulary
		4	Sometimes using vocabulary which is not appropriate

⁴³ H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (United States of America: San Francisco State University, 2003), 172-173

		3	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
		2	Using wrong vocabulary and it is limited it is difficult to understand
		1	Vocabulary is so limited so conversation impossible to occur
4	Fluency	5	Speaks fluently and little hesitation
		4	Speak with some hesitations
		3	Speech is frequently hesitant and jerky, sentence may be left uncompleted
		2	Speak frequent confused and unwell
		1	Speech is so halting and fragmentary that conversation is virtually impossible
5	Comprehension	5	Understand all without any difficulties
		4	Understand almost all, although there is repetition in certain part
		3	Understand most of what she/he talks in slow speaking
		2	Difficult to understand what she/he talks
		1	Cannot understand although in simple conversation

Maximum score = 25

$$\text{Score} = \frac{\text{The score obtained}}{\text{Maximum score}} \times 100$$

4). Document review

The researcher used document review to collect the data, such the students' presence list, the data of school profile which was included the background of the school, the vision and the mission of the school, and the data these are needed in the research.

E. Technique of Data Analysis

The data analysis used in this research is the observation students' activities during teaching and learning process and interview before and after implementing Classroom action Research (CAR). In analyzing the data, first the researcher tries to get the average of students' speaking test score. It is used to know how well students' speaking score in speaking skill. It uses the formula:

$$x = \frac{\sum x}{n}$$

X: Mean

Σ: total score of stuentis

N: number of students

Second, the researcher tried to get the class percentage which pass the minimum mastery level criterion (KKM 75) which was adapted from school agreement at SMPN 3 Bondowoso. It uses the formula:

$$P = \frac{F}{n} \times 100\%$$

P: the class percentage

F: total percentage score

N: number of students

F. Validity of Data

Validity is the most requirement for instrument evaluation. It means that a test can be said valid if the test measures what it will be measured. Arthur Hughes stated that “ a test is said to be valid if it accurately what it is attended to be measure”, from that's statement, it means that data and test can

be said that it is valid if it can be proven. Validity should be determined by the purpose will be reached by using test. Therefore, validity refers to the result of an evaluation procedure that uses for they are attended. Simply, in Indonesia “valid” means “shahih”. There are some types of validity. They are content validity, face validity, construct validity, empirical validity, and consequential validity.

In this research, the research uses content validity. Brown stated that a test actually samples the subject matter about which conclusions are to be drawn, and it requires the test taker to perform the behavior that is being measured. It can claim content-related evidence of validity, often popularly referred to as content validity.⁴⁴ Simply, content validity is talking about the content of the test. The test that will be given should be made by the expert or understand about the test. Then, the test should be suitable with the curriculum. The content of the test should be suitable with the material and also see the test according to the purpose. Besides it we will know the test is suitable with aspects or not.

G. Criteria of Success

Classroom Action Research (CAR) is considered to be called successful if it can exceed the criteria which had been determined. The researcher and English teacher held a collaboration for determining the criteria used in the success of learning process. In this study, the research would be successful when there was 70% of students could pass the test score that was

⁴⁴ H. Douglas Brown. *Language Assessment Principle and Classroom Practice* (New York: Prentice Hall, 2001), 22-23)

70 based on the agreement of the researcher and the collaborator teacher and the mastery level criterion (KKM) was 75 (seventy five).



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research finding and discussion based on the result of the analysis of collected data and data description.

A. Research Findings

This research consists of the finding of the research. In this research, the researcher prepared one cycle and it consisted of three meetings. The findings of each meeting were below:

1. The first cycle
 - a. Planning

In this phase the researcher did pre-observation in SMP 3 Bondowoso. After knowing the condition of the students based on the discussion with the English teacher as the collaborator, the researcher prepared media and materials. The researcher also prepared the lesson plan that had been arranged with the collaborator. The lesson plan included selected appropriate material. The teaching and learning process was focused in oral presentation using Spinning wheel game as a learning media, and the material is "Describing Animal". The researcher and the teacher designed two meetings for teaching Describing animal using spinning wheel game and one meeting for post test.

b. Acting

Acting phase is the implementation of the planning phase that had been planned by the teacher and the researcher as well. The researcher acted as the teacher who did the action in teaching students at the seventh grade of SMP 3 Bondowoso using spinning wheel game learning media. The activities in the class consisted of three activities they are pre-activity, main activity and post activity. The pre-activity included opening the teaching and learning process, such as greeting, praying, checking attendance list, giving motivation, and reviewing the last material. The main activity was showing the spinning wheel game to the students and explain them how to use it related with the material, performances of the students in oral presentation using spinning wheel game The post-activity was reviewing the lesson. Here, the description of the action that was implemented.

1) Findings of the First Meeting



Picture 4.1 The Researcher explained the material

The illustration above shows that the first meeting was Monday, May 24 at 08.05-09.25. Before starting the class, the researcher made a plan or action research based on the problems faced by students about speaking. In this case, the researcher decides to choose materials, strategies, and media to be used in the learning process. The researcher chose to use "describing animal" material which would be delivered to students. The first, the researcher explains about the parts of the animal body which are divided into 3, namely (Head, body, and leg). And Animals activity. In addition, the researcher also prepared criteria success. This research will be successful if the number of students who achieve a minimum score (75) is equal to higher of 70%. After preparing all the materials, the researcher started class with greetings, asking the class leader to lead the prayer, check the attendance list of students and tell students what we will do in this meeting. Researchers started explain the material by giving examples of part of animal body.

Heads	Body	Leg
head : kepala horns : tanduk ears: telinga eyes: mata nose: hidung nostrils: lubang hidung mustache : kumis beak : paruh mouth : mulut teeth : gigi fangs: gading tongue : lidah elephant trunk: belalai	body : body stomach : perut fins : sirip scales: scales fur (cat): bulu wings : sayap	leg : kaki nails: kuku claws : cakar tail : ekor

gills : insang antenna : antenna		
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After that students say the word together.

After explaining about the part of animal body, the researcher explained and gave several examples of animal activity to students. There were several students who were active and helped the researcher cite examples of animal activity. Then the researcher gave several examples of animal pictures and gave examples of how to describe these animals. The researcher asked student representatives to take pictures forward to describe them, some students were very enthusiastic about taking pictures and describing them.

Next is to introduce the spinning wheel game, the researcher used this media to ensure that students have an understanding of the "Describing Animal" material and to improve students' speaking skills, the researcher shows the media to students. Spinning wheel game in the form of a wheel that can be rotated and divided into several sectors. The sector has questions that must be answered by students listed on the number in which there is a question card. The researcher explained how to use the spinning wheel game to students. Students will alternately go forward to play the spinning wheel game and take question cards according to the number they get, then students must answer the questions on the card.

After the researcher explained how to train students' speaking skills by using a spinning wheel game. The researcher gave several

examples of animal pictures on the question cards and asked students to describe them. Students are very enthusiastic to describe it. Students are very active in describing the animal from the head, body, legs and animal activity. Some students said "I'm very excited to come to the front Miss, I want to answer the questions" wow that's great.

In this meeting, the researcher noticed that the 7D class students were very interested in following the lessons given through the spinning wheel game. However, some students still found problems in their pronunciation. When the researcher asked there were some students who were still confused about describing it. Researchers try and see an increase in students' speaking skills in the second meeting.

2) Finding of the Second Meeting



4.2 students learning used spinning wheel game

That picture was illustrated for the second meeting that was conducted on Saturday, 27 May 2023 at 08.05-09.25. The researchers

and collaborators enter the class and start the teaching and learning process starting with greetings, praying, and checking the student attendance list. Before the researcher told them what to do in this second meeting, the researcher and the students did a brainstorm together.

To ensure that students still remember the material given at the first meeting. The researcher asked the students what is describing animal and examples. There were 5 students who were very brave in giving examples of describing animals, and I tried to choose one student to give an example and it turned out that the selected student was able to describe it. I asked all students to name three verbs part of animals body randomly to check their understanding of it.

After explaining the material the researcher asked all students to get ready to come forward one by one to play the spinning wheel game and answer the question cards. After students come forward and answer the question card. They did very well. They can already answer the question cards and play the spinning wheel game properly and correctly. It can be seen that all students are very enthusiastic to move forward and answer the question cards optimally

Before the researcher closed the meeting, the researcher and students concluded and reviewed the material that day. After that, the researcher told them that there would be a speaking test at the next meeting. The Researchers provide input to students and close the class.

3) Finding of the third Meeting



4.3 Post test cycle 1

The third meeting was conducted on Monday, 5 June 2023 at 08.05-09.25. In this meeting the researchers gave a speaking test to the students. The researcher has tried his best to carry out the experiment to improve students' speaking skills, then the researcher conducted a speaking test on students to find out the improvement in students' speaking skills. At this third meeting the researcher started the lesson by greeting the students and praying before the exam started. Then the researcher asked about their condition while checking the students' attendance. Before starting the test the researcher asked the students to be silent and explained the direction of the speaking test to the students.

In this speaking test, the material used "describing animal". The researcher used animal pictures on the question cards. To test

students' speaking skills, students must describe the parts of the animal body and animal activity in the pictures they get on the question cards when playing the spinning wheel game. Students must come forward and describe the animal pictures on the question cards after playing the spinning wheel game. From this activity, the researchers and collaborators will take scores to check the improvement of students' speaking skills. The researcher tells the students that they have to do it (describing animals) individually. The researcher asked the students to describe pictures of animals on the question cards that had been prepared by the researchers about the parts of the animal body and animal activity. Students are not allowed to consult their vocabulary. From these tests, the researchers and collaborators will take a score to check the improvement of students' speaking skills.

The researcher started the test, and called the students' names in turn according to the attendance list. Some students describe animals fluently and correctly because they understand. Some of them are still confused but they try to describe it even if only a little but they can. Then the researcher gave a score to find out the increase in students' speaking skills. After the researcher gave the speaking test to the students, the researcher concluded the material again to make them understand more. Students are happy because they can answer them.

And finally the researcher motivates the students and closes the lesson by praying together.

The results of the post test showed that students' speaking ability was increased from 69 in preliminary research to 76 in the post test. The data could be seen in the table 4.1



Table 4.1
The Students' Speaking Achievement in Cycle One Test

No	Name	Teacher					Total	Researcher					Total	Average	Criteria of succes	Fail/pass
		P	G	V	F	C		P	G	V	F	C				
1	AAM	5	4	4	3	4	80	5	4	4	4	4	84	82	75	PASS
2	AF	4	4	4	4	3	76	4	4	3	4	4	76	76	75	PASS
3	AAA	4	5	4	4	3	80	4	4	5	4	4	84	82	75	PASS
4	AND	5	4	5	4	4	88	5	4	5	4	4	88	88	75	PASS
5	APG	4	5	4	4	3	80	4	4	5	4	4	84	82	75	PASS
6	AFHP	4	3	3	4	4	72	4	3	3	4	4	72	72	75	FAIL
7	AZF	5	3	4	4	4	80	4	4	5	4	4	84	82	75	PASS
8	AS	5	4	5	4	4	88	5	4	5	4	4	88	88	75	PASS
9	APAZ	4	4	3	4	4	76	4	4	4	3	4	76	76	75	PASS
10	AAPS	4	4	4	4	3	76	4	3	4	4	4	76	76	75	PASS
11	AKM	3	3	4	3	3	64	3	3	4	3	3	64	64	75	FAIL

12	BJSF	5	4	4	4	4	84	5	4	4	4	4	84	84	75	PASS
13	EMJ	4	3	5	4	3	76	4	4	5	3	3	76	76	75	PASS
14	FZM	5	4	5	4	4	88	5	4	5	4	4	88	88	75	PASS
15	FAZNU	4	3	4	4	4	76	4	4	4	3	4	76	76	75	PASS
16	KDO	5	4	4	4	4	80	4	4	5	4	4	84	82	75	PASS
17	KAP	4	3	4	4	4	76	4	4	4	4	4	80	78	75	PASS
18	KATD	4	4	3	4	4	76	4	4	3	4	4	76	76	75	PASS
19	MFH	4	4	5	4	4	84	4	4	5	4	4	84	84	75	PASS
20	MWAY	4	3	4	4	4	76	4	4	5	3	4	80	78	75	PASS
21	NUW	4	3	4	3	3	68	4	3	4	4	3	72	70	75	FAIL
22	NK	4	4	5	4	3	80	4	4	5	4	3	80	80	75	PASS
23	NA	4	3	4	4	4	76	4	3	4	4	4	76	76	75	PASS
24	NAAM	4	4	5	4	4	84	5	4	5	4	4	88	86	75	PASS
25	NSAF	4	3	5	4	4	80	4	4	5	4	4	84	82	75	PASS
26	RLP	4	4	5	4	4	84	4	4	5	4	4	84	84	75	PASS

27	TAA	4	3	4	4	4	76	4	4	4	4	3	76	76	75	PASS
28	VAA	3	4	4	3	3	68	3	4	4	3	3	68	68	75	FAIL
29	VMIF	4	4	4	4	4	80	4	4	5	4	4	84	82	75	PASS
30	WHL	4	4	4	3	3	72	4	4	4	3	3	72	72	75	FAIL
31	WC	4	5	4	4	4	88	4	5	5	4	4	88	88	75	PASS
32	YM	4	4	5	4	3	80	4	4	5	4	3	80	80	75	PASS
TOTAL													2.534			

NB:

P : Pronunciation **G** : Grammar **V** : Vocabulary

F : Fluency **C** : Comprehension

In the post test 1, the total of students' score was 2.454 and the total of students who did the test was 32. So, mean of the students' score was:

$$\begin{aligned} x &= \frac{\sum x}{n} \\ &= \frac{2.534}{32} \\ &= 79 \end{aligned}$$

After knowing the students' average score, the researcher tried to get class percentage which passed the minimal mastery level criterion (KKM 75). The formula as follow:

$$\begin{aligned} P &= \frac{F}{n} \times 100\% \\ &= \frac{27}{32} \times 100 \\ &= 84\% \end{aligned}$$

Explanation:

P: the class percentage

F: total percentage score

N: number of students

Based on the table 4.1, the data showed that the mean score of post-test was 79. There were 27 students or 84% of the students who got the score above the Minimum Mastery Criterion (KKM 75), while five students were below that criterion. It can be conclude that the first cycle had achieved the criteria of success.

c. Observing the Action

In observing phase the researcher and the collaborator observed the situation in the class while teaching learning process, students' participation, the students' enthusiastic during the learning process and their braveries in speaking lesson. The data were described as follows:

Table 4.2
Observation Checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1	Students pay attention to the researcher as a teacher				√		4
2	Students interest in playing spinning wheel game as media					√	5
3	Students answer teacher's question				√		4
4	Students ask question to clarify understanding				√		4
5	Students enthusiasm in doing the task					√	5
Total							22

1 = Very bad

2 = Bad

3 = Fair / enough

4 = Good

5 = Very Good

The score of the observation as follows:

$$P = \frac{S}{N} \times 100$$

$$= \frac{22}{25} \times 100$$

=88%

According to observations checklist above, it was concluded that students are interested in carrying out learning activities using the spinning wheel game and they are very enthusiastic in carrying out their assignments. So that the learning process goes well and students are happy in learning activities. Based on the observation notes taken by the collaborators, the researcher's performance in teaching English has implemented the spinning wheel game as a medium in a good way, class management and time are quite good, control class situations can also be handled by him, so when students describe animals in front of the class by playing the spinning wheel game, overall the students looked enthusiastic because they had enough time to practice speaking. The students also look more courageous and confident to speak English.

d. Reflecting

In this step, after giving the treatment in cycle one, the researcher concluded that implementing a spinning wheel game could improve students' speaking skills because students were more motivated to speak in front of the class. This can happen because the researcher not only teaches the material but also provides an explanation of vocabulary related to describing animals so that students understand more about the material. The action research was stopped for two reasons. First the teacher only gave 2 weeks. Second,

Students have met the criteria for speaking skills in describing animals required in 1 cycle, with a data value of $79 > 75$ (KKM). Hence this research is complete.

B. Discussion of the research

This section presents the discussion of the research findings which related to theories. The implementation of the spinning wheel game can help students improve their speaking skills. This can be seen from the value of students who gradually increased. From the data of preliminary study, the students' mean score in previous semester was 69.34 and the percentage of students who achieved a minimum score was 28%. It can be proven that students' speaking skills are still low.

Based on the results of students' speaking test scores in cycle 1, the results showed that the mean score was 79, there were 27 students or 84% of students who got the score above the minimum mastery criterion (KKM 75). While five students were under the criterion. It could be said to be successful because the results of the students' speaking test score could achieve the criteria of success.

The implementation of spinning wheel game received a good response from the students. This can help students improve their speaking skills. The students had more chance in practicing their speaking in front of class. In the teaching and learning process the presence of the media (Spinning Wheel Game) has an important meaning, because in this activity if the material presented is not clear, it can be helped by presenting the media as an

intermediary which Arif said that learning media is a tool that has several function and can be used to convey learning messages.⁴⁵ Meanwhile, according to Harmer media is a teaching and learning process aid that makes students understand the material better. He said that the media is the basis of the material itself and can relate to all material topics and content.⁴⁶ So the researcher chose visual media such as the spinning wheel game. Wahyuni states that the Spinning Wheel Game is a wheel-shaped media that can be rotated and divided into several sectors/sections in which there are question cards⁴⁷. Aulia says that the Spinning wheel game is a learning medium that uses a circle which is divided into several sectors. The sector has questions that must be answered by students which are listed on a certain number/symbol in the circle.

The researcher made spinning wheel game and cards according to the theme that related to the material (Describing Animal). Each student describes a picture of an animal part of animal body and animal activity. Each students took turns advancing according to the attendance list to play the spinning wheel game and take the card according to the number they get.

The spinning wheel game shows positive progress in students' speaking skills because in playing the spinning wheel game students taking their question cards in front of the class and students must have ideas/material,

⁴⁵ Arif S Sadiman, *Media Pendidikan, Pengembangan, dan Pemanfaatannya* (Jakarta: PT Grafindo Persada, 2008), 6

⁴⁶ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2001), 134

⁴⁷ Wahyun, Dwi. 2017. *Pengaruh penggunaan media permainan roda keberuntungan terhadap kemampuan menulis hanzi pada siswa kelas XI*

courage, and expression. Spinning wheel game is very suitable for use in learning speaking skills. The students also need something different that makes them interested in understanding the material. Therefore the researcher used a spinning wheel game and some pictures of animals in the question cards that have been provided which are related to the material. It can make students easier and happier to understand the material.

Teaching speaking by using spinning wheel game has advantages and disadvantages for students and teachers. Students enjoy more in class and they can talk without feeling nervous because they have time to practice before describing animals using the Spinning wheel game media. In addition, researchers must have good preparation in making the media because the media must be in accordance with the material that has been explained in class. Regarding the problems above, Ginnis in Aulia stated in a journal about the advantages of the spinning wheel game. There are 5 advantages of using a spinning wheel game. Spinning wheel games can encourage students to participate, Media Spinning Wheel Games are games with challenging advantages like game shows on TV, these games are very familiar and can arouse students' enthusiasm, are very good for use in exam preparation, train students' memory and speed of thinking, and train understanding in solving various problems faced by students, so that learning outcomes will increase.⁴⁸ Besides that, the spinning wheel game had disadvantages, as what Aulia said in his journal. It takes a lot of time when playing it, needs more effort, space

⁴⁸ Aulia, 2016. *Linguistics and English Language Teaching Journal*

and time. This is because the Spinning Wheel Game media used is manual learning media. Requires the support of adequate facilities, tools and costs so that the learning process can run smoothly. Regarding the shortcomings of the spinning wheel game, the teacher prepares the media as well as possible so that it is ready for use in class and the teacher must prepare several pictures of animals on the question cards that are appropriate and according to students' abilities.

After implenting Spinning wheel game, the researchers got data of first cycle. The results of the research showed that there was a significant effect on improving students' speaking skills. This can be seen from the students' speaking test scores and student participation during teaching and the learning process. The results of all students' speaking test scores are as follows:



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Table 4.3
The result of students' speaking score at the first cycle

No	Name	Teacher					Total	Researcher					Total	Average	Criteria of succes	Fail/pass
		P	G	V	F	C		P	G	V	F	C				
1	AAM	5	4	4	3	4	80	5	4	4	4	4	84	82	75	PASS
2	AF	4	4	4	4	3	76	4	4	3	4	4	76	76	75	PASS
3	AAA	4	5	4	4	3	80	4	4	5	4	4	84	82	75	PASS
4	AND	5	4	5	4	4	88	5	4	5	4	4	88	88	75	PASS
5	APG	4	5	4	4	3	80	4	4	5	4	4	84	82	75	PASS
6	AFHP	4	3	3	4	4	72	4	3	3	4	4	72	72	75	FAIL
7	AZF	5	3	4	4	4	80	4	4	5	4	4	84	82	75	PASS
8	AS	5	4	5	4	4	88	5	4	5	4	4	88	88	75	PASS
9	APAZ	4	4	3	4	4	76	4	4	4	3	4	76	76	75	PASS
10	AAPS	4	4	4	4	3	76	4	3	4	4	4	76	76	75	PASS
11	AKM	3	3	4	3	3	64	3	3	4	3	3	64	64	75	FAIL

12	BJSF	5	4	4	4	4	84	5	4	4	4	4	84	84	75	PASS
13	EMJ	4	3	5	4	3	76	4	4	5	3	3	76	76	75	PASS
14	FZM	5	4	5	4	4	88	5	4	5	4	4	88	88	75	PASS
15	FAZNU	4	3	4	4	4	76	4	4	4	3	4	76	76	75	PASS
16	KDO	5	4	4	4	4	80	4	4	5	4	4	84	82	75	PASS
17	KAP	4	3	4	4	4	76	4	4	4	4	4	80	78	75	PASS
18	KATD	4	4	3	4	4	76	4	4	3	4	4	76	76	75	PASS
19	MFH	4	4	5	4	4	84	4	4	5	4	4	84	84	75	PASS
20	MWAY	4	3	4	4	4	76	4	4	5	3	4	80	78	75	PASS
21	NUW	4	3	4	3	3	68	4	3	4	4	3	72	70	75	FAIL
22	NK	4	4	5	4	3	80	4	4	5	4	3	80	80	75	PASS
23	NA	4	3	4	4	4	76	4	3	4	4	4	76	76	75	PASS
24	NAAM	4	4	5	4	4	84	5	4	5	4	4	88	86	75	PASS
25	NSAF	4	3	5	4	4	80	4	4	5	4	4	84	82	75	PASS
26	RLP	4	4	5	4	4	84	4	4	5	4	4	84	84	75	PASS

27	TAA	4	3	4	4	4	76	4	4	4	4	3	76	76	75	PASS
28	VAA	3	4	4	3	3	68	3	4	4	3	3	68	68	75	FAIL
29	VMIF	4	4	4	4	4	80	4	4	5	4	4	84	82	75	PASS
30	WHL	4	4	4	3	3	72	4	4	4	3	3	72	72	75	FAIL
31	WC	4	5	4	4	4	88	4	5	5	4	4	88	88	75	PASS
32	YM	4	4	5	4	3	80	4	4	5	4	3	80	80	75	PASS
TOTAL													2.534			

From the table above it can be seen that the students' average scores increased significantly from the previous semester (**see appendix 2**) up to post-test in cycle one. This shows that the spinning wheel game is effective in improving students' speaking skills. The speaking skills and classroom action research were successful. In the preliminary research, the average of student score was only 69, while the percentage of students was 28%. It means that only 9 students who passed the Minimum Mastery Criterion (KKM 75). While the others (23 students) were below that criteria of success.

In the first cycle, the students average score was 79 while the percentage of students was 84%. It means that 27 students who passed the Minimum Mastery Criterion criteria (KKM 75), while five other students were below that criterion. So, there was the improvement of students' speaking score in the preliminary research up to cycle one.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion obtained post test and the improvement of students' speaking skill by using hand puppet. The description based on research finding and discussion.

A. Conclusion

After implenting research, the researcher concluded that spinning wheel game can improve students' speaking skills. The researcher implemented spinning wheel game according to the theme of the material at the first meeting and the second meeting. In the first and second meetings students practice describing animals individually and in the third meeting students practice describing animals in front of the class.

There was improvement on students' speaking test scores from previous semester up to the first cycle. In the previous semester, the average of students score was only 69 while the percentage of the students was 28%. It means that only 9 students who pass the Minimum Mastery Criterion (KKM 75), while the other 23 students were below that criterion. So, the students' speaking skills in the previous semester was still low and need to improve it. In the first cycle, the student average score was 79, while the percentage of the students was 84%. It means that 27 students who passed the Minimum Mastery Criterion (KKM 75), while the other five students were below that criterion. So, there was improvement on students' speaking scores in the previous semester up to cycle one.

In conclusion, the implementation of spinning wheel game can improve the students ability was successful because the results of the students' speaking test scores could achieve the criteria of success. The students are more active and participate in the teaching and learning process. Therefore, the spinning wheel game can be an effective media for teachers to teach speaking in class.

B. Suggestion

Considering the results that application of spinning wheel game as media could improving student speaking skill through spinning wheel game at SMP 3 Bondowoso in the 2022/2023 academic year. Some suggestions are given to the following people:

1. For English teacher

It is suggested that the English teacher can use spinning wheel game as an alternative media to attract students' attention in learning English especially speaking because the media really helps students to understand the material as well and helps them to transfer their ideas.

2. Future Researcher

The future researchers or the English teachers who have the same or similar problems with teaching of speaking are suggested to conduct a classroom action research by applying spinning wheel game to improve the students' speaking ability.

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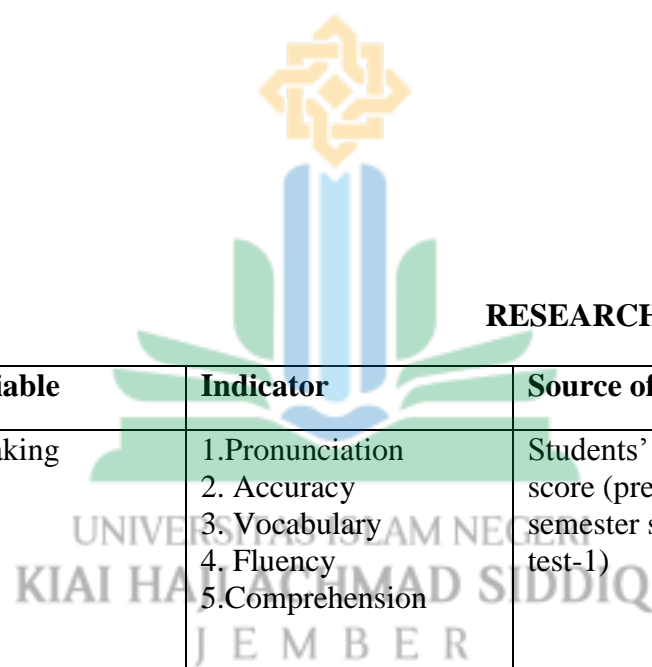
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Wahyuni, Dwi. 2017. *Pengaruh Penggunaan Media Permainan Roda Keberuntungan Terhadap Kemampuan Berbicara Hanzi pada Siswa Kelas XI*



APPENDIX 1



RESEARCH MATRIX

Title	Variable	Indicator	Source of data	Research method	General question
Improving student speaking skill through spinning wheel game at junior high school (A classroom action research)	Speaking Spinning wheel game	1.Pronunciation 2. Accuracy 3. Vocabulary 4. Fluency 5.Comprehension 1. Definition of spinning wheel game 2.Spinning Wheel Game as media in teaching speaking 4. The techniques of using spinning wheel game	Students' speaking score (previous semester score and post test-1)	1. Research Design <ul style="list-style-type: none"> • Classroom Action Research (CAR) 2. Data Collection Method <ol style="list-style-type: none"> a. Observation b. Interview c. Test d. Document review 3. Stage of CAR <ol style="list-style-type: none"> a. Planning b. Implementing c. Observing d. Reflecting 4. Validation of Data <ul style="list-style-type: none"> • Content of validity 	How can spinning wheel game to improve students speaking skill at junior high school?



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$$x = \frac{\sum X}{N}$$

Notes:

X= mean

Σ = total score of students

N= number of students

5. Criteria of Success

$$P = \frac{F}{N} \times 100\%$$

Notes:

P= the class percentage

F= total percentage score

N= number of students

APPENDIX 2**PREVIOUS SEMESTER SCORE**

No	Initial	Total Score	Criteria of Success	Fail/pass
1	AAM	70	75	Fail
2	AF	65	75	Fail
3	AAA	50	75	Fail
4	ADN	65	75	Fail
5	APG	70	75	Fail
6	AFHP	55	75	Fail
7	AZF	72	75	Fail
8	AS	70	75	Fail
9	APAZ	80	75	Pass
10	AAPS	65	75	Fail
11	AKM	55	75	Fail
12	BJSF	78	75	Pass
13	EMJ	65	75	Fail
14	FZM	70	75	Fail
15	FAZNU	68	75	Fail
16	KDO	65	75	Fail
17	KAP	78	75	Pass
18	KATD	70	75	Fail
19	MFH	70	75	Fail
20	MWAY	75	75	Pass
21	NUW	65	75	Fail
22	NK	70	75	Fail

23	NA	80	75	Pass
24	NAAM	63	75	Fail
25	NSAF	75	75	Pass
26	RLP	65	75	Fail
27	TAA	79	75	Pass
28	VAA	69	75	Fail
29	VMIF	72	75	Fail
30	WHL	60	75	Fail
31	WC	90	75	Pass
32	YM	75	75	Pass
TOTAL		2.219		



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APPENDIX 3

DOCUMENTATION



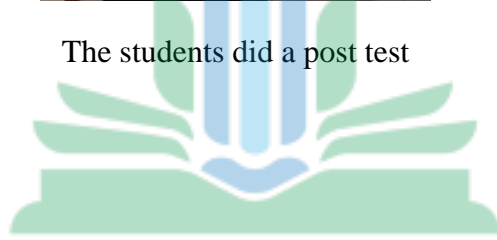
The researcher explained the material



The researcher did an interview with the english teacher



The students did a post test



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APPENDIX 4

RESEARCH JOURNAL ACTIVITIES

RESEARCH JOURNAL ACTIVITIES

Name : Wasiatur Riskiyah
 Nim : T20196089
 Title : IMPROVING STUDENT SPEAKING SKILL THROUGH SPINNING WHEEL GAME AT JUNIOR HIGH SCHOOL
 Location : SMP 3 BONDOWOSO

No	Day/Date	Activity	Initials
1	Monday, 24 April 2023	Initial observation with the English teacher	<i>W.R.</i>
2	Monday, 22 May 2023.	The researcher gives a "Surat permohonan penelitian" to the school.	<i>W.R.</i>
3	Monday, 29 May 2023.	The researcher implements the action (first meeting) cycle 1	<i>W.R.</i>
4	Saturday, 3 June 2023.	The researcher implements the action (second meeting) cycle 1	<i>W.R.</i>
5	Monday, 5 June 2023	The researcher implements the Action POST-TEST (third meeting) cycle 1	<i>W.R.</i>
6	Monday, 12 June 2023	The researcher asks for a letter of research findings	<i>W.R.</i>

Bondowoso, June 2023
 The head master of SMP 3 Bondowoso

 ELOK RISKIYAH S.Ag M.Pd
 NIP: 19740904 199403 2 007

APPENDIX 5

THE RESULT OF OBSERVATION

Time and Place of interview

1. Day : Sunday
2. Date : 24th April 2023
3. Time : 08.30-finish

Respondent

1. English Teacher
2. Students of class 7D

Note

R : Researcher

ET : English Teacher

S : Student



THE SCRIPT OF INTERVIEW WITH ENGLISH TEACHER

R : Bu, bagaimana perkembangan Bahasa Inggris siswa di kelas VII?

ET : Perkembangannya biasa saja mbk, tapi ada beberapa murid yang sudah bisa memahami bahasa Inggris baik writing maupun speaking namun hanya beberapa saja

R : Apakah kemampuan siswa kelas VII rata-rata sangat rendah di speaking bu?

ET : iya mbak, sekitar 50% siswa rendah di speaking

R : Kira – kira menurut njenengan, faktor apa saja yang membuat mereka rendah dalam speaking bu?

ET : Menurut saya, kebanyakan siswa malas untuk menghafal kosakata padahal sudah saya kasih arahan dan mereka jarang praktik setiap kosakata yang mereka temui mungkin karena lingkungan kita masih belum terbiasa jika ada yang mengucapkan bahasa Inggris, malah di bilang sosk-sok an, padahal itu malah menghambat perkembangan berbahasa mereka. tidak percaya diri untuk berbicara bahasa Inggris di depan kelas karena malu dengan teman jika berbicara bahasa Inggris, mereka takut dikoreksi oleh teman-teman mereka dan juga mereka tidak terlalu sering praktik bicara bahasa Inggris di dalam kelas, jika membuat kalimat saja mereka hanya

mengetahui kosakata yang familiar untuk kosakata yang jarang mereka temui masih kurang akibatnya ketika berbicara di depan kelas mereka kebingungan harus kosakata mana lagi yang akan mereka pakai, dan tidak terlalu tertarik mempelajari bahasa Inggris karena sudah tidak tau kosakata maupun artinya, jadi mereka merasa tidak begitu memahami maknanya.

R : Ooo begitu bu. Untuk strategy atau media apa yang sudah bapak gunakan di kelas untuk meningkatkan speaking siswa?

ET : Saya kadang menggunakan media berupa gambar-gambar yang sesuai dengan tema, kadang praktik ke depan kelas satu persatu hanya itu saja mbk karena kita dikejar dengan materinya dan target, jadi saya jarang menggunakan strategy. Jika mbaknya mau menggunakan media atau yang lain malah bagus mbak

R : Rencananya saya akan menggunakan media hand-made bu, Bagaimana jika saya menggunakan media Spinning wheel game di kelas VII bu ?

ET : Seperti apa itu sistemnya nanti mbak ?

R : Jadi nanti saya buat spinning wheel game yang berbentuk lingkaran dan dibagi menjadi beberapa sektor bu, Setelah anak-anak bermain spinning wheel game, anak-anak mengambil kartu soal yang sudah saya siapkan. dan siswa bisa praktik langsung di depan kelas dengan menggunakan media tersebut Bu.

ET : iya mbak tidak apa-apa, boleh kok mbak asalkan dapat membantu siswi untuk meningkatkan speaking mereka dan bisa membantu saya juga.

R : Baik pak, untuk jadwal mengajar di kelas VII hari apa saja dan jam berapa nggeh bu?

ET : Nanti Masuk di kelas VII D ya mbk. Sabtu jam 07.25-08.45 dan Senin jam nya sama mbk

R : Trimakasih bu atas waktunya, maaf sudah mengganggu. Jika ada yang masih ingin saya tanyakan saya akan menghubungi njenengan kembali

ET : Iya sama-sama mbak, iya nanti langsung WA saya saja mbk

R : Baik bu

THE SCRIPT OF INTERVIEW WITH THE STUDENTS

R : Kalian suka pelajaran bahasa Inggris atau tidak?

S : Biasah saja miss

R : Kenapa kok biasa saja? apa bahasa Inggris sulit bagi kalian?

S : Iya miss sulit banget, gak suka miss

R : Kenapa kok kalian merasa sulit, sebutkan coba alasannya

S1 : Gak tau artinya

S2 : Kata-katanya sulit

S3 : Bacanya sulit

S4 : Banyak rumusnya

R : Kalo untuk ngomong bahasa Inggrisnya gimana? Sulit apa tidak ?

S : Sulit banget miss. Gak tau apa yang mau diomongin

R : Kuncinya untuk berbicara bahasa Inggris kalian harus banyak mengetahui kosakata bahasa Inggris, dengan cara menghafal atau banyak membaca buku berbahasa Inggris, mendengarkan lagu atau menonton film

S : Saya nonton film gak liat bahasanya miss, tapi lihat subtitle nya

R : Wah itu yang harus jadi PR ya, kalo bisa kita nonton itu jangan lihat subtitle

S : Iya miss. insyaAllah

R : Nah kalo miss kiky beri kalian media untuk membuat kalian menambah kosakata dan percaya diri ngomong di depan kelas mau tidak ?

S : media apa miss ?

R : namanya spinning wheel game, media ini bisa membantu kalian untuk memperbanyak kosakata bahasa Inggris juga untuk mengembangkan speaking kalian dalam bahasa Inggris

S : Di coba aja miss biar kita lebih paham

R : oke kita coba ya, tapi sebelumnya terimakasih ya atas jawabannya, saya juga minta kerjasamanya untuk penelitian saya ini supaya berjalan lancar

S : iya miss siapp

APPENDIX 6

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP 3 Bondowoso

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VII

Materi Pokok : Describing animal

Tahun peajaran : 2022/2023

Alokasi Waktu : 2 pertemuan

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, bertanggung jawab, peduli (toleran, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan beradaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KD	Indikator
3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.	3.7.1 Mengidentifikasi fungsi sosial, struktur dan fungsi kebahasaan teks deskriptif terkait binatang. 3.7.2 Membandingkan fungsi sosial, struktur dan fungsi kebahasaan teks deskriptif terkait sifat binatang 3.7.3 Menganalisis fungsi sosial, struktur

	<p>dan fungsi kebahasaan teks deskriptif terkait ciri- ciri binatang.</p> <p>3.7.4 Mengaplikasikan unsur kebahasaan deskriptif terkait binatang</p>
<p>4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>4.7.1 Mempraktekan teks deskriptive lisan dan tulis yang sangat pendek dan sederhana tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.</p>

C. Tujuan pembelajaran

1. Menyebutkan nama nama binatang dengan lafal dan intonasi yang benar
2. Peserta didik dapat menjelaskan binatang yang ada di gambar dalam beberapa kalimat singkat dengan jelas.
3. Peserta didik dapat menganalisis fungsi sosial, struktur teks dan fungsi kebahasaan teks deskriptif terkait ciri- ciri binatang dengan benar.
4. Peserta didik dapat mendeskripsikan gambar binatang sesuai konteks.

D. Materi Pembelajaran

Describing animal

Pronoun atau kata ganti apa yang biasanya digunakan untuk hewan. Pronoun yang biasa sebagai kata ganti hewan, antara lain: It. Digunakan untuk mengacu pada hewan tunggal, atau kata ganti hewan tertentu secara umum.

He/ she. Biasanya digunakan untuk mengacu pada hewan peliharaan atau hewan yang memiliki ikatan personal dengan kita. Digunakan sebagai kata ganti hewan jamak, atau kata ganti hewan tertentu secara umum.

Berikut adalah contohnya:

- I saw a stray dog. **It** kept wagging its tail.
- This is Thor. **He is** my dog.

Part of animal body

-Bagian-bagian tubuh binatang (parts of animal's body).

-kegiatan yang biasa binatang lakukan (animal activity), dll.

Parts of Animals Body

3 bagian yaitu: kosakata pada bagian Head (kepala), Body (badan), dan Leg (Kaki).

Head

Kepala : head

Tanduk : horn

telinga : ears

mata : eyes

hidung : nose

lubang hidung : nostril

kumis : whiskers

paruh : beak

mulut : mouth

gigi : teeth

taring : tusk

lidah : tongue

belalai gajah : trunk

insang : gill

antena : antenna

Body

tubuh : body

punggung : back

perut : stomach

sirip : fin



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sisik : scales

cangkang : shell

bulu (kucing) : fur

bulu (ayam) : feathers

sayap : wings

Leg

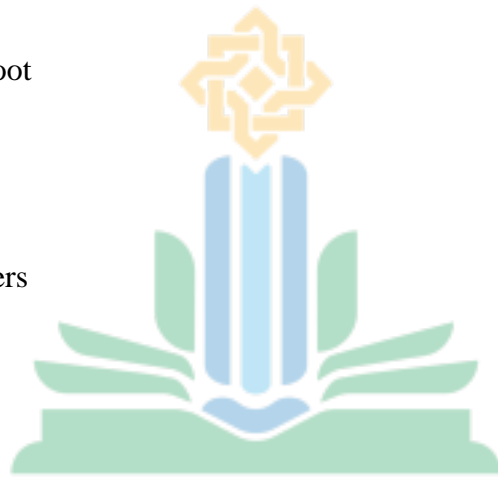
kaki : leg / foot

kuku : nail

cakar : claws

capit : tweezers

ekor : tail



Animals Activity

berjalan: walk

berlari : run

melata : slither

memanjat : climb

melompat : jump

terbang. : fly

berenang : swim

merayap : crawl

menggonggong: bark

maraum : roar

mengeong : purr

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Animals Size

Besar : big

kecil : small

pendek. : short

tinggi : tall

Panjang : long

tajam : sharp

-characters (s+to be+adjective)

-apperance (have/has)

-activity (s+verb)

EXAMPLE:



elephant

(Characters)

-the elephant is big

-its strong and Smart

(Appearance)

-It has four legs



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-it has trunk

-it has big ears

-it has big body

(Activity)

-it lives in the jungle

-it eats grass

E. Metode pembelajaran

Menggunakan pendekatan saintifik dengan metode diskusi

F. Media pembelajaran

- Spinning wheel game
- Gambar gambar

G. Sumber pembelajaran

- Buku when English ring a bell k13
- Kamus

H. Kegiatan pembelajaran

Pertemuan pertama

Tahap	Kegiatan	Waktu
Kegiatan pendahuluan	<ol style="list-style-type: none">1) Guru menyampaikan salam dan menanyakan kehadiran peserta didik2) Salah satu peserta didik memimpin doa (bergantian setiap pertemuan)3) Guru memberi motivasi siswa sebelum pelajaran4) Apersepsi: guru menanyakan materi sebelumnya dan kaitannya dengan	10 menit

	<p>materi yang akan di pelajari berikutnya</p> <p>5) Guru menyampaikan tujuan pembelajaran</p> <p>6) Peserta didik dibagikan lembar berisi kosakata dan gambar binatang terkait materi yang akan dipelajari dan mencocokkan terjemahannya dengan Bahasa Indonesia yang telah tersedia.</p>	
<p>Kegiatan inti</p>	<ol style="list-style-type: none"> 1. Mengamati (Observasi) <ul style="list-style-type: none"> • Peserta didik bersama Guru memeriksa lembar kosakata yang sudah diberikan • Peserta didik membaca lembar kosa kata dan contoh nya • Guru meminta siswa menyebutkan kosa kata dan nama nama hewan yang sudah diberikan • Guru memberikan contoh cara membaca kosa kata yang berhubungan dengan binatang dengan pelafalan yang benar 2. Menanyakan <ul style="list-style-type: none"> • Guru memancing siswa untuk bertanya (what animal is it?) • Dengan bimbingan dan arahan guru, siswa mempertanyakan ciri fisik dan perilaku binatang di sekitar siswa dalam Bahasa Inggris dan Indonesia. 3. Mengeksplorasi <ul style="list-style-type: none"> • Guru memancing siswa untuk menyebutkan nama binatang (it 	<p>60 menit</p>

	<p>is ..., They are ..., There is...)</p> <ul style="list-style-type: none"> • Siswa menggambarkan ciri fisik dan perilaku binatang di sekitar mereka • Guru memperlihatkan media spinning wheel game • Guru memberikan contoh penggunaan media spinning wheel game • Guru meminta perwakilan siswa untuk maju ke depan bermain spinning wheel game dan mengambil kartu soal • Guru memberikan 3 contoh describing Animal pada kartu soal <p>4. Mengkomunikasikan</p> <ul style="list-style-type: none"> • Guru dan peserta didik berdiskusi bersama tentang materi Describing Animal menggunakan spinning wheel game • Siswa diminta mencoba maju dan bermain spinning wheel game serta menjawab karu soal 	
Kegiatan penutup	<ul style="list-style-type: none"> • Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini • Guru menyampaikan informasi materi pada pertemuan berikutnya, yaitu mereview pelajaran yang telah dipelajari • Salah satu peserta didik memimpin doa dengan bahasa inggris (bergantian setiap 	10 menit

	<p>pertemuan)</p> <ul style="list-style-type: none"> • Guru menutup dengan salam 	
--	---	--

2. Pertemuan kedua

Tahap	Kegiatan	Waktu
Kegiatan pendahuluan	<ol style="list-style-type: none"> 1) Guru menyampaikan salam dan menanyakan kehadiran peserta didik 2) Salah satu peserta didik memimpin doa (bergantian setiap pertemuan) 3) Guru memberi motivasi siswa sebelum pelajaran 4) Apersepsi: guru menanyakan materi sebelumnya dan kaitannya dengan materi yang akan di pelajari berikutnya 5) Guru menyampaikan tujuan pembelajaran 	10 menit
Kegiatan inti	<p>Mengamati (Observasi)</p> <ul style="list-style-type: none"> • Guru menyampaikan kembali materi tentang describing animal kepada peserta didik untuk lebih meningkatkan pemahaman peserta didik • Guru menunjukkan kembali contoh describing animal • Peserta didik mulai mengamati kembali ciri ciri contoh yang diberikan guru <p>Menanyakan</p> <ul style="list-style-type: none"> • Guru memberi kesempatan kepada peserta didik untuk 	60 menit

	<p>bertanya yang belum dipahami</p> <ul style="list-style-type: none"> • Peserta didik bertanya tentang materi yang belum dipahami <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Guru membrikan contoh penggunaan spinning wheel game • Guru mengajak peserta didik untuk bermain spinning wheel game dan menjawab kartu soal • Guru meminta bergantian maju kedepan untuk mencoba bermain spinning wheel game <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Guru dan peserta didik berdiskusi bersama tentang materi Describing Animal menggunakan spinning wheel game • Peserta didik mulai berlomba lomba untuk berlatih berbicara dengan bermain spinning wheel game dan menjawab kartu soal 	
<p>Kegiatan penutup</p>	<ul style="list-style-type: none"> • Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini • Guru menyampaikan informasi pertemuan berikutnya, yaitu mengadakan post-test • Salah satu peserta didik memimpin doa dengan bahasa inggris (bergantian setiap 	<p>10 menit</p>

	<p>pertemuan)</p> <ul style="list-style-type: none"> • Guru menutup dengan salam 	
--	---	--

- 1) Teknik penilaian
 - Sikap : observasi
 - Pengetahuan : Tes lisan
- 2) Instrumen penilaian

Scoring rubric of speaking

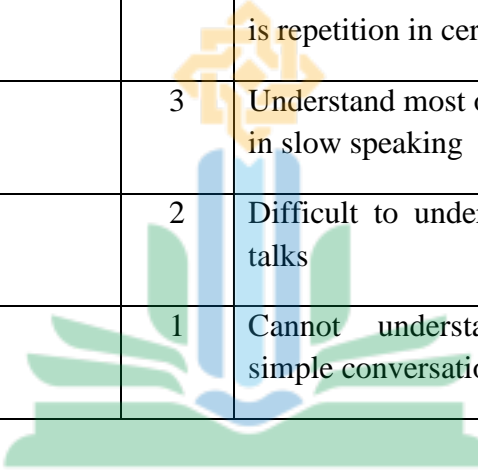
No	Aspects	Score				
		1	2	3	4	5
1	Pronunciation					
2	Vocabulary					
3	Grammar					
4	Fluency					
5	Comprehension					

- Analytical scoring rubric

No	Criteria	Scale	Description
1	Pronunciation	5	Easy to understand and has native speaker's accent
		4	Easy to understand with certain accent
		3	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding
		2	Difficult to understand because there is problem in pronunciation, asked to repeat

		1	Pronunciation is so bad and it cannot be understood.
2	Grammar	5	There is no or little mistake in grammar
		4	Sometimes makes mistake in grammar but it does not influence the meaning
		3	Often makes mistake in grammar and it influences the meaning
		2	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence
		1	The grammar mistake is so bad and it is difficult to be understood
3	Vocabulary	5	Using a variety vocabulary
		4	Sometimes using vocabulary which is not appropriate
		3	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
		2	Using wrong vocabulary and it is limited it is difficult to understand
		1	Vocabulary is so limited so conversation impossible to occur
4	Fluency	5	Speaks fluently and little hesitation
		4	Speak with some hesitations
		3	Speech is frequently hesitant and jerky, sentence may be left uncompleted

		2	Speak frequent confused and unwell
		1	Speech is so halting and fragmentary that conversation is virtually impossible
5	Comprehension	5	Understand all without any difficulties
		4	Understand almost all, although there is repetition in certain part
		3	Understand most of what she/he talks in slow speaking
		2	Difficult to understand what she/he talks
		1	Cannot understand although in simple conversation



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Nilai maksimal = 25
Nilai = $\frac{\text{Nilai yang di dapat}}{\text{Nilai maksimal}} \times 100$

APPENDIX 7

The Presence list of VII D Class

No	Name
1	Ahmad amir musha
2	Ahmad fikri
3	Aidan afkar abigal
4	Akhdan davin nuraga
5	Akmal putra G
6	Alfiano febrian heksa p
7	Atiqah zahra f
8	Aurelia safa
9	Ayriney putri a n
10	Ayu aulia p s
11	Azhar kamal m
12	Bara jingga s f
13	Elma maydatul j
14	Fairuz zalfa m
15	Fiqa alaieq zi n u
16	Kevin dimas o
17	Keysha anandha p
18	Khanza almira t d
19	Muhammad fardan h
20	Muhammad walid a y
21	Nadila ulfana waddahnia

22	Nadine khoirunisa
23	Nafisah amatilah
24	Nesa amira a m
25	Nur siti aisyah f
26	Rendy laksamana p
27	Talita anindya a
28	Vanesh ariansyah a
29	Vanessa mahra izza f
30	Wiratama hadi l
31	Wirda cahyaningsih
32	Yusril mahendra



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Appendix 8

The Students' Speaking Achievement in Cycle One Test

No	Name	Teacher					Total	Researcher					Total	Average	Criteria of succes	Fail/pass
		P	G	V	F	C		P	G	V	F	C				
1	AAM	5	4	4	3	4	80	5	4	4	4	4	84	82	75	PASS
2	AF	4	4	4	4	3	76	4	4	4	3	4	76	76	75	PASS
3	AAA	4	5	4	4	3	80	4	4	5	4	4	84	82	75	PASS
4	AND	5	4	5	4	4	88	5	4	5	4	4	88	88	75	PASS
5	APG	4	5	4	4	3	80	4	4	5	4	4	84	82	75	PASS
6	AFHP	4	3	3	4	4	72	4	3	3	4	4	72	72	75	FAIL
7	AZF	5	3	4	4	4	80	4	4	5	4	4	84	82	75	PASS
8	AS	5	4	5	4	4	88	5	4	5	4	4	88	88	75	PASS
9	APAZ	4	4	3	4	4	76	4	4	4	3	4	76	76	75	PASS
10	AAPS	4	4	4	4	3	76	4	3	4	4	4	76	76	75	PASS



11	AKM	3	3	4	3	3	64	3	3	4	3	3	64	64	75	FAIL
12	BJSF	5	4	4	4	4	84	5	4	4	4	4	84	84	75	PASS
13	EMJ	4	3	5	4	3	76	4	4	5	3	3	76	76	75	PASS
14	FZM	5	4	5	4	4	88	5	4	5	4	4	88	88	75	PASS
15	FAZNU	4	3	4	4	4	76	4	4	3	4	4	76	76	75	PASS
16	KDO	5	3	4	4	4	80	4	4	5	4	4	84	82	75	PASS
17	KAP	4	3	4	4	4	76	4	4	4	4	4	80	78	75	PASS
18	KATD	4	4	3	4	4	76	4	4	3	4	4	76	76	75	PASS
19	MFH	4	4	5	4	4	84	4	4	5	4	4	84	84	75	PASS
20	MWAY	4	3	4	4	4	76	4	4	5	3	4	80	78	75	PASS
21	NUW	4	3	4	3	3	68	4	3	4	4	3	72	70	75	FAIL
22	NK	4	4	5	4	3	80	4	4	5	4	3	80	80	75	PASS
23	NA	4	3	4	4	4	76	4	3	4	4	4	76	76	75	PASS
24	NAAM	4	4	5	4	4	84	5	4	5	4	4	88	86	75	PASS
25	NSAF	4	3	5	4	4	80	4	4	5	4	4	84	82	75	PASS



26	RLP	4	4	5	4	4	84	4	4	5	4	4	84	84	75	PASS
27	TAA	4	3	4	4	4	76	4	4	4	4	3	76	76	75	PASS
28	VAA	3	4	4	3	3	68	3	4	4	3	3	68	68	75	FAIL
29	VMIF	4	4	4	4	4	80	4	4	5	4	4	84	82	75	PASS
30	WHL	4	4	4	3	3	72	4	4	4	3	3	72	72	75	FAIL
31	WC	4	5	5	4	4	88	4	5	5	4	4	88	88	75	PASS
32	YM	4	4	5	4	3	80	4	4	5	4	3	80	80	75	PASS
TOTAL													2.534			

APPENDIX 9

INSTRUMEN VALIDITY

INSTRUCTION

1. Put a check mark (✓) in the column according to your opinion
2. If there is a need to be revised, please write in the column

No	Aspek yang di nilai	Skala penilaian				Catatan
		1	2	3	4	
A Isi						
	1. Isi materi sesuai dengan kompetensi inti dan kompetensi dasar 3.7 dan 4.7				✓	
	2. Indikator soal sesuai dengan materi				✓	
	3. Petunjuk pengerjaan soal sesuai dengan soal yang disediakan				✓	
	4. Pedoman penskoran sesuai dengan rubric skor yang telah ditetapkan				✓	
	5. Kesesuaian alokasi waktu dengan soal yang telah disediakan				✓	
B Konstruk						
	1. Soal di susun menggunakan tes lisan untuk mengetahui kemampuan "speaking" siswa				✓	
	2. Soal speaking test di susun sesuai dengan teori speaking yang mana mengharuskan siswa untuk berbicara				✓	
	3. Penilaian kemampuan speaking siswa didaptasi dari buku Douglas Brown				✓	
C Bahasa						
	1. Petunjuk soal menggunakan kaidah bahasa inggris yang benar dan sesuai dengan grammatical				✓	
	2. Rumusan soal tidak menggunakan				✓	

	kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian					
	3. Rumusan soal tidak mengandung kata-kata yang menyinggung peserta didik				✓	

Note :

4 = Sangat baik

3 = Baik

2 = Kurang

1 = Sangat kurang



Jember, 06 Juni 2023

The validator

(Nurul insiyani S.Pd)
NIP.1967117 199512 2 005

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 10



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-2434/In.20/3.a/PP.009/05/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala UPTD SPF SMP NEGERI 3 BONDOWOSO

Jl. A yani 123 Bondowoso, dabasah, kec. Bondowoso Kab. Bondowoso

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196089
Nama : WASIATUR RISKIYAH
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Improving Student Speaking Skill Through Spinning Wheel Game at Junior High School"; selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Elok Riskiyah, S.Ag M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 21 Mei 2023

an. Dekan,
Wakil Dekan Bidang Akademik,



Appendix 11



PEMERINTAH KABUPATEN BONDOWOSO
DINAS PENDIDIKAN
UPTD SPF SMP NEGERI 3 BONDOWOSO
Website : <http://www.smpn3bws.sch.id> Email : smpn3bondowoso@gmail.com
Jalan Jenderal Ahmad Yani Nomor 123 Telp (0332) 421815
KECAMATAN BONDOWOSO
BONDOWOSO

Kode POS. 69211

Bondowoso, 28 Agustus 2023

Nomor : 421.5/337/430.9.9.3.003/2023
Lampiran : -
Perihal : Pemberitahuan telah menyelesaikan Penelitian

Kepada Yth. :
Dekan Fakultas Tarbiyah dan Ilmu keguruan
Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
di

Tempat

Assalamu'alaikum Wr.Wb.

Berdasarkan surat permohonan saudara Wakil Ketua 1 Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember Nomor: B-2434/In.20/3.a/PP.009/05/2023, maka yang bertanda tangan di bawah ini :

Nama : ELOK RISKIYAH, S.Ag, M.Pd
NIP : 19740904 199903 2 007
Jabatan : Kepala UPTD SPF SMP Negeri 3 Bondowoso

Memberitahukan bahwa mahasiswa :

Nama : WASIATUR RISKIYAH
NIM : T20196089
Jurusan : Tarbiyah dan Ilmu keguruan
Program Studi : Tadris Bahasa Inggris

Telah selesai melaksanakan Penelitian dalam mengumpulkan data untuk tugas akhir yang berjudul "Improving Student Speaking Skill Trough Spinning Wheel Game at Junior High School" selama 30 (tiga puluh) hari mulai tanggal 22 Mei 2023 sampai dengan 22 Juni 2023 di Lembaga UPTD SPF SMP Negeri 3 Bondowoso.

Demikian surat pemberitahuan ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Kepala UPTD SPF SMP Negeri 3 Bondowoso

ELOK RISKIYAH, S.Ag, M.Pd
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Appendix 12

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Wasiatur Riskiyah
Place, date of birth : Situbondo, 02 April 2001
Address : Kembang sambi, Situbondo
Faculty : Education and Teacher Training
Program : English Education

State that thesis entitled "Improving Student Speaking Skill Through Spinning Wheel Game at Junior High School" is truly my original work. It does not incorporate any material previously written or published by another person except those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other.

KIAI HAJI ACHMAD SIDDIQ
JEMBER

Jember, 18 September 2023
Author


Wasiatur Riskiyah
NIM: T20196089

Appendix 13

BIODATA



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Nim : T20196089
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Educational Background

TK DHARMA WANITA

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SMP NURUL JADID

MAN 2 SITUBONDO

UNIVERSITAS ISLAM NEGERI
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JEMBER