

**THE EFFECTIVENESS OF SPINNING WHEEL GAME TOWARDS  
STUDENTS' SPEAKING SKILL**

**THESIS**

**By**

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**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TARBIYAH AND TEACHER TRAINING**

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVESITY MALANG**

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STUDENTS' SPEAKING SKILL**

**THESIS**

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment  
of The Requirement of the Degree of English Language Teaching (S.Pd) in the  
English Education Department*



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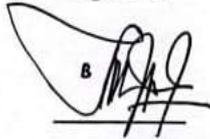
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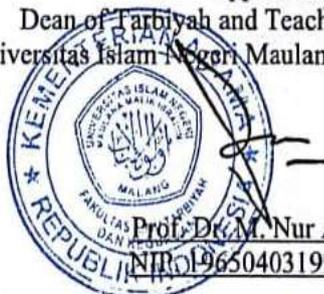
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*Assalamu'alaikum Wr. Wb.*

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

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**MOTTO**

*“Although it is a small step, it is still a step.” – Dita*

## **DEDICATION**

This thesis is warmly dedicated to my father, the best father in the world, Drs. H. Muhammad Adnan and my beloved mother Hj. Nurhasanah S.E. who has always prayed millions of good prayers for me so that I can complete this thesis, thank you for all the motivation, support, and also trust that you both give me.

To my older brother, M. Imaduddin Akbar S.E. who always motivates me, especially in terms of education.

To my two younger brothers M. Fathan Mubin and M. Ibadurrahman, both of you are so adorable.

To all my friends who always motivate, entertain, help, and support me in completing this thesis.

Lastly, I do not forget to dedicate this thesis to myself. Thank you for being strong and able to finish what you have started.

I love you all.

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Praise to Allah SWT, the lord of the world, the master of the day after, the creator of everything in this universe, and thanks to the abundance of His mercy and grace so that researcher can complete a thesis entitled "The Effectiveness of the Spinning Wheel Game towards Students Speaking Skill at the Second Grade Students of MTsN 1 Bima". peace and solutation always be greeting to the last proved Muhammad SAW. who has moved our soul from bad character to good one, who has guided us from the darkness into the brightness, from the stupidity to the cleverness, from the Jahiliyah era to the Islamiyah era namely Islamic religion.

This thesis is written as one of the requirements for obtaining a bachelor's degree in English education at Maulana Malik Ibrahim State Islamic University Malang. This thesis cannot be separated from the help of many parties. So that the researcher expressed her gratitude and highest appreciation to:

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5. Mr. Rendhi Fatrisna Yuniar M.Pd as the writer's instrument validator
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10. All of the writer's close friends who cannot be mentioned one by one their names and helps. The writer learned many things from her friends, thanks to the happiness, sadness, and precious experiences we went through together. All of this became a valuable lesson for the writer.

Malang, June 27 2023  
The Researcher,



Radhyatan Mardhiyah

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## LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

### A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

### B. Long Vocal

Long Vocal (a)	= â
Long Vocal (i)	= î
Long Vocal (u)	= û

### C. Diphthong Vocal

أو	= aw
أي	= ay
أو	= ũ
إي	= î

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## ABSTRAK

Mardhiyah, Radhyatan. 2023. *Efektivitas Permainan Spinning Wheel terhadap Keterampilan Berbicara Siswa*. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Alam Aji Putera M.Pd.

Kata Kunci: Keefektivan, Spinning Wheel, Keterampilan Berbicara.

Bahasa Inggris memiliki peran penting sebagai bahasa universal. Banyak sektor dan profesi yang membutuhkan orang-orang yang dapat berbicara dan menulis bahasa Inggris dengan mahir. Akibatnya, tidak mengherankan bila semakin banyak siswa di seluruh dunia belajar bahasa Inggris di usia muda, terutama di negara-negara seperti kita di mana bahasa Inggris tidak digunakan secara luas. Hal ini dilakukan untuk mengembangkan sumber daya manusia yang terampil untuk masa depan. Oleh karena itu, peneliti tertarik untuk mengetahui efektivitas permainan Spinning Wheel terhadap kemampuan berbicara siswa kelas dua MTsN 1 Bima.

Tujuan dari penelitian ini adalah untuk mengetahui apakah permainan spinning wheel efektif dalam keterampilan berbicara bagi siswa kelas dua di MTsN 1 Kota Bima. Peneliti menggunakan metodologi penelitian kuantitatif dalam penelitian ini. Desain penelitian ini adalah kuasi-eksperimental. Penelitian ini bertujuan untuk mengetahui apakah permainan Spinning wheel memiliki dampak atau pengaruh yang besar terhadap kemampuan berbicara siswa. Data dikumpulkan dengan menggunakan tes lisan. Para peserta dibagi menjadi dua kelas (kelas Eksperimen dan Kontrol).

Hasil penelitian ini menunjukkan bahwa kemampuan berbicara siswa meningkat setelah diajarkan menggunakan media pembelajaran permainan spinning wheel. Artinya penggunaan media spinning wheel efektif untuk meningkatkan kemampuan berbicara siswa. Hal ini ditunjukkan dengan hasil Mann Whitney U-test yang menunjukkan Sign. (2-tailed) lebih rendah dari 0,05 (0,000 <0,05). Bahwa hasil uji U Mann Whitney menunjukkan bahwa hipotesis nol (H<sub>0</sub>) ditolak dan hipotesis alternatif (H<sub>a</sub>) diterima. Oleh karena itu, penggunaan permainan roda berputar sebagai media pengajaran berhasil untuk meningkatkan keterampilan berbicara.

## ABSTRACT

Mardhiyah, Radhyatan. 2023. *The Effectiveness of the Spinning Wheel Game towards Students' Speaking Skill*. Thesis. English Education Department. Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Dr. Alam Aji Putera M.Pd.

**Keywords:** Effectiveness, Spinning Wheel. Speaking Skill.

English plays a crucial role as a universal language. Many sectors and professions require people who can speak and write English proficiently. As a result, it is not surprising that more and more students around the world are learning English at a young age, especially in countries like ours where the English language is not widely spoken. This is conducted to develop skilled human resources for the future. Therefore, the researcher is interested in knowing the effectiveness of the Spinning Wheel game toward students speaking skills at the second-grade students of MTsN 1 Bima.

The objective of this study is to determine whether the spinning wheel game is effective in speaking skills for second-grade students at MTsN 1 Kota Bima. The researcher uses a quantitative research methodology in this study. This study's design is quasi-experimental. This study aims to ascertain whether the Spinning wheel game has a big impact or effect on the students' speaking abilities. The data were collected by using an oral test. The participants are divided into two classes (Experimental and Control class).

The findings of this study indicate that the students' speaking ability increased after being taught using the spinning wheel game learning media. This means that the use of spinning wheel media is effective to improve students' speaking ability. This is indicated by the results of the Mann-Whitney U-test showing Sign. (2-tailed) is lower than 0.05 ( $0.000 < 0.05$ ). That the results of the Mann-Whitney U-test showed that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Therefore, the use of spinning wheel games as teaching media is successful in increasing speaking skills.

### مستخلص

مرضية ، راضياتان. ٣٢٠٢ فاعلية لعبة العجلة الدوارة على مهارات التحدث لدى تلاميذ الصف الثاني الأساسي في مدرسة تسانويا نيغري ساتو بيما. اطروحه. قسم إدریس اللغة الإنجليزية. كلية التربية وتدريب المعلمين ، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور علام آجي بوتيرا ماجستير.

=====

### الكلمات المفتاحية: الفعالية ، عجلة الغزل ، مهارات التحدث

تلعب اللغة الإنجليزية دورا حاسما كلغة عالمية. تحتاج العديد من القطاعات والمهن إلى أشخاص يمكنهم التحدث والكتابة باللغة الإنجليزية بكفاءة. نتيجة لذلك ، ليس من المستغرب أن المزيد والمزيد من الطلاب حول العالم يتعلمون اللغة الإنجليزية في سن مبكرة ، خاصة في بلدان مثل بلدنا حيث لا يتم التحدث باللغة الإنجليزية على نطاق واسع. يتم إجراء ذلك لتطوير الموارد البشرية الماهرة للمستقبل. لذلك اهتم الباحث بمعرفة فاعلية لعبة العجلة الدوارة تجاه طلبة مهارات التحدث لدى طلبة الصف الثاني الأساسي في مدرسة تسانويا نيغري ساتو كوتا بيما

الهدف من هذه الدراسة هو تحديد ما إذا كانت لعبة العجلة الدوارة فعالة في مهارات التحدث لطلاب الصف الثاني في المدرسة السنوية نيغري ساتو كوتا بيما. يستخدم الباحث في هذه الدراسة منهجية البحث الكمي تصميم هذه الدراسة شبه تجريبي. تهدف هذه الدراسة إلى التأكد مما إذا كانت لعبة العجلة الدوارة لها تأثير كبير أو تأثير على قدرات الطلاب على التحدث. تم جمع البيانات باستخدام الاختبار الشفوي. ينقسم المشاركون إلى فئتين (فئة تجريبية وفئة مراقبة).

تشير نتائج هذه الدراسة إلى أن قدرة الطلاب على التحدث زادت بعد تعليمهم باستخدام وسائط تعلم لعبة العجلة الدوارة. هذا يعني أن استخدام وسائط عجلة الغزل فعال لتحسين قدرة الطلاب على التحدث. يشار إلى ذلك من أقل من 0.05) 0.000 < 0.05) (الذيل 2) Sign. الذي يظهر Mann Whitney U خلال نتائج اختبار قد تم رفضها وقبلت الفرضية البديلة (H0) أظهرت أن الفرضية الصفرية U أن نتائج اختبار مان ويتني لذلك ، فإن استخدام ألعاب عجلة الغزل كوسائط تعليمية ناجح لزيادة مهارات ا. (Ha).

# **CHAPTER I**

## **INTRODUCTION**

The researcher discusses topics related to the introduction in this chapter, including the background of the research, research problem, research objective, the significance of the study, the scope and limitations of the study, and the definition of the key term.

### **1.1 Background of the Study**

English is one of the languages that have to understand in this advanced era. English plays an essential role as an international language in the contemporary, connected world of communication. English is important in many different fields, including trade, education, science, and technology, in today's competitive globe. English plays a crucial role as a universal language. Many sectors and professions require people who can speak and write English proficiently. As a result, it is not surprising that more and more students around the world are learning English at a young age, especially in countries like ours where the English language is not widely spoken. This is conducted to develop skilled human resources for the future.

As we know, speaking plays a significant role in daily life. Everyone in the world speaks every day, whether or not they're aware of it. Speaking is an essential skill for learning English because everyone communicates hundreds or perhaps millions of words every day. It suits Rao's (2019) statement that in today's globalized environment, speaking is the most

crucial of the four language skills for effective communication. One of the linguistic skills that students must develop is speaking. Dialogues, interviews, and speeches are just a few examples of speaking activities that can be utilized in the teaching and learning process. Speaking English is not an easy thing because students still have problems in speaking. They are unable to talk in front of the class in English. Making errors, though, is a regular occurrence in both teaching and learning. If students consistently strive to converse and practice, every error they make can be fixed. c

قَوْلٌ مَّعْرُوفٌ وَمَغْفِرَةٌ خَيْرٌ مِّنْ صَدَقَةٍ يَتَّبِعُهَا أَذَى ۗ وَاللَّهُ عَنِّي حَلِيمٌ

Kind words and forgiveness are better than alms accompanied by hurtful actions. Allah is Rich, Most Forbearing. (Q.S. Al-Baqarah (2): 263)

Surah al-Baqarah verse 263 orders to communicate well with beggars. The message of this verse is that even though you cannot give those who expect help from us, give good words because good words or communicating are better than something that can hurt the feelings of those who ask. Requirements in communication are how the message arrives, and what you want to convey to the other person. One way to communicate is to communicate in a way that is easily understood by others. It is very unethical to use language that seems to "demean" other people who may not understand the language the speaker is using, let alone dealing with a different audience. That's why people need to learn or teach students how to

speak or communicate well with the interlocutor in an educational environment.

There are nations where English is not widely spoken or utilized in daily life where English is taught as a foreign language. English is believed to function as an EFL in several Middle Eastern nations as well as China, Indonesia, and Japan. English is a foreign language that students in Indonesia study as a subject in school. Sulistiyo (2016) claims that a number of problems are making it difficult to teach EFL in Indonesia. First, EFL instructors are required to instruct students in big classes, frequently with more than 50 students. Second, not every student who enrolls in English classes is motivated. Third, reading skills are the primary focus of English instruction at both the secondary and tertiary levels, with less emphasis placed on grammar and vocabulary (Sawir, 2005).

Unfortunately, despite spending ten years learning English in structured junior high, senior high, and university, it can still be difficult for Indonesian learners to practice their language skills on a regular basis because they might receive high marks for English on their progress reports. They are unable to speak English fluently at this time (Musthafa, 2001). It is true that many English as a Foreign Language (EFL) teachers lament the fact that many of their students do not actively participate in speaking activities during speaking courses (Abadi, 2015).

Umardiyah (2020) stated that learning media can enhance the learning experience for both students and teachers, thus they should use them in the process of learning and teaching. Arsyad (2011) stated that to accomplish educational goals generally and learning objectives in schools, media is one of the crucial components of the teaching and learning process. The utilization of interesting learning materials is crucial to the learning process and can aid teachers in effectively and efficiently teaching students the topic. The attainment of learning objectives is influenced by a variety of elements, including the role of teachers as educators, the role of students as learners, the environment, methods and strategies, and media learning. For students to achieve the best learning outcomes and performances, the development of the best learning model attempts to build learning environments that encourage active and enjoyable learning.

There are many different kinds of learning media available, including interactive videos, multimedia, computer-based media, and visual learning media. Another alternative learning media is game-based media or games called educational games which are learning strategies that integrate games to improve attitudes and skills in fun situations (Yaumi, 2018).

According to Anyaegbu, Ting and Li, (2012), games help learning in EFL classrooms for a variety of reasons. The game, in the first place, provides learning the English language a purpose. Second, playing games helps kids learn other languages faster. Third, playing games encourage students to become better people and language learners. Fourth, games

highly motivate and arouse the interest of students to learn English. Indeed, games are tools for EFL teaching and learning activities because games can facilitate and enhance the students learning of foreign languages.

Rainbow Spin Media is a different educational game that can be applied in the teaching and learning process. A rotating gaming medium with questions in several sectors or parts is called Rainbow Spin or a spinning wheel. In this area/section, there are a lot of questions about some learning material taught in schools that involve every student to increase student engagement, effectiveness, and enjoyment of the learning process. According to Hasan (2021), spinning wheel media is adaptable since it can be created and adjusted using other learning methods and resources. As a result, this educational technology efficiently supports the process of teaching and learning in the classroom, making the environment more enjoyable.

Arifin (2021) stated that the spinning wheel has been designed to most effectively represent the characteristics of students, it should be as attractive as possible. The content on the learning media for both the smart wheel is valid or practicable to use, and based on the results of the assessment, the smart spin wheel learning media is appropriate. The feasibility level of this smart wheel learning media is obtained based on the assessment of experts, including content experts and learning design experts.

Some studies that use the spinning wheel as learning media are as follows; Ira Maya in 2022 conducted pre-experimental research of Bridging Students Speaking Skill Through Spinning Wheel Media at SMP Negeri 1 Bontomarannu. The result of this study is that the use of spinning wheel media can significantly enhance students' speaking abilities in terms of vocabulary and pronunciation. Fahria Rachmaida (2022), spinning wheel instructs students on English writing strategies that can spark their attention, test their reasoning, and help them create procedural texts while having fun. As a result, students can learn to create procedural text in a fun and engaging way by using these games. Students can use the spinning wheel game to help them write procedure manuals clearly and accurately.

In short, the writer wants to find out something different to fill the gap in research discussing the spinning wheel. There are some gaps in the previous study. The researcher wants to research the potential use of the spinning wheel game in learning speaking for second-grade students. The writer chooses VIII grade students because it is the transition period from VII to IX and there is material in for the students related to the topic of this research a variety of creative media are required to make studying more engaging and compelling to develop students' speaking abilities.

## **1.2 Research Problem**

Based on the background above, the research question was formulated as follows

1. How effective is the use of the spinning wheel game toward students' speaking skills for the second-grade students of MTsN 1 Bima?

## **1.3 Research Objective**

The objective of this study is to determine whether the spinning wheel game is effective in the speaking skills of the second-grade students at MTsN 1 Kota Bima.

## **1.4 Significance of the Research**

Theoretically, the findings of the study can be utilized as a guide when researching how English is learned. Practically, as a result of this study, English teachers are encouraged to offer a variety of learning methodologies and to exercise greater creativity. Moreover, The researcher believes that teachers will have this learning media as a choice to help students during their learning process. In line with the relevance discussed above, it will be assumed that adopting the spinning wheel game learning media has a considerable impact on the speaking abilities of second-grade students at MTsN 1 Kota Bima.

## **1.5 Scope and Limitation of the Study**

The scope of this research is the spinning wheel game as a tool to help the student to learn the speaking skill of second-grade students. While on

the other side, the researcher has to set research limitations. It is meant to prevent issues and support the researcher's ability to concentrate on the research. The study focuses on how well the spinning-wheel game learning technique improves speaking abilities. This research is only conducted on the second-grade students of MTsN 1 Kota Bima. The spinning wheel game was selected by the researchers as a learning approach since it is simple to operate. The English class is the main topic of this study, particularly speaking.

## **1.6 Definition of Key Terms**

The researcher defines the following key terms in this study to avoid any misconceptions:

### **2.6.1 Spinning wheel games**

The Spinning Wheel Game is a learning media in the form of a circular tool that can move and circle, usually filled with pointers, clues, pictures, and material to be discussed.

### **2.6.2 Speaking skill**

Speaking skill is the ability to express ideas and thoughts in a way that the other person can understand. The goal of communication is to spread ideas so that others can respond to the provided information.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this Chapter, The researcher outlines several theories and the meanings of the research's variables. To do research, theories must be supported. These theories include the definition of spinning wheel games, the advantages and disadvantages, the definition of speaking, the function of speaking, the aims of speaking, and the aspect of speaking.

#### **2.1 Spinning Wheel**

##### **2.1.1 Definition of Spinning wheel game**

Spinning Wheel Game is a tool that is circular in shape can move and can spin around which can be used as a learning medium. According to Jaelani (2012), learning media spinning wheel can be defined as a circular object or circle that can spin or change direction since it is a tool in the shape of an illustrated circle that is rotated, moving on its axis until it stops in one portion of the image or item. In other words, it was a rotating circle or item called the Spinning Wheel. Additionally, this media shows a variety of visuals or objects designed to catch students' attention and stimulate learning. In this game, this smart wheel consists of a directional needle and is surrounded by several images or items. With the smart wheel media, students can rotate and direct the clock hands to the images or items provided and these games are supported by attractive colors and music so that they can attract children's speaking interest. Bafadal

(2019) states that The Spinning Wheel Game is a learning tool where a circle is divided into sectors. Some questions must be answered by students in the sector, which is listed as a number in the sector circle. teaching like this Involves all students to be more active, involved, and enhance and enjoy the learning process.

### **2.1.2 The Advantages of the spinning wheel game**

Aulia (2019) states that the Spinning Wheel game has a few advantages. The list of items is as follows:

- a) This type of game is very familiar to students because it is used by many game shows on television so this game can arouse students' learning motivation.
- b) This game can encourage students to actively participate.
- c) This game is challenging and can arouse students' enthusiasm.
- d) This game can train students' speed of thinking.
- e) This game can practice the student's understanding of solving problems.

### **2.1.2 The disadvantages of the spinning wheel game**

Aulia (2019) states that the Spinning Wheel game has a few disadvantages. The list of items is as follows:

- a) The application of learning using this spinning wheel game requires careful planning and preparation.

- b) In this learning, strong control of students is needed so that they are not noisy in the learning process.
- c) Learning by using this game requires sufficient timing.

### 2.1.3 Step to use the spinning wheel game

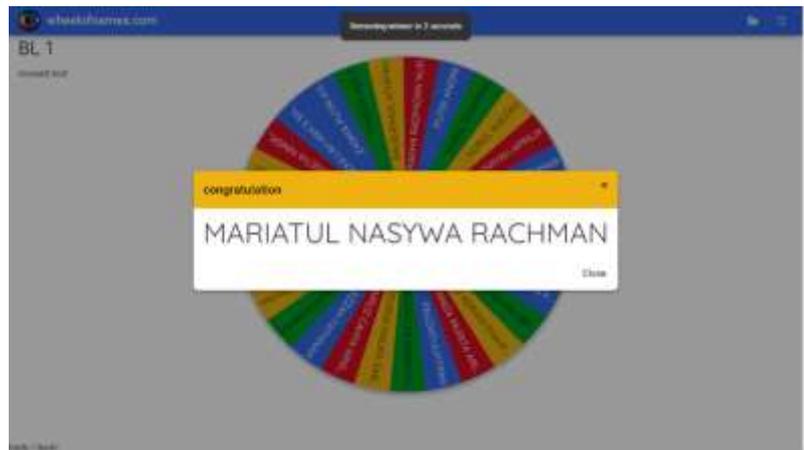
- a) The initial display for the spinning wheel game web before starting the game, contains the names of all students in the class. We can start this game with one click in the middle of the spin.



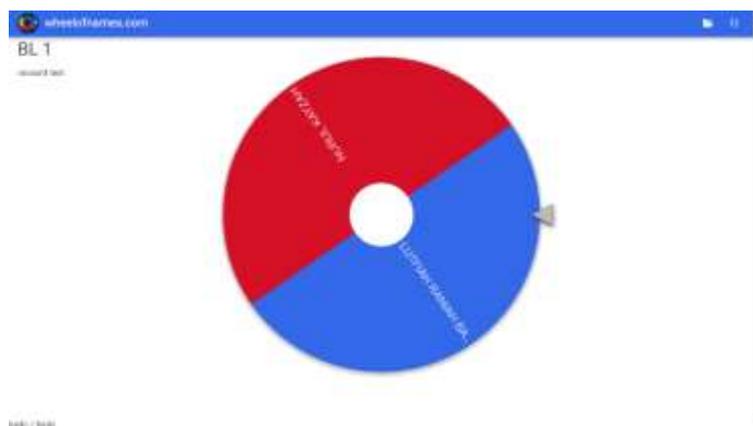
- b) After one click, the spin will spin for about ten seconds until the music finishes and then one student's name will appear who has been selected to play the game as the first participant.







- f) The game will run like that until all students get the opportunity to play the spinning wheel game.



## 2.2 Speaking Skill

### 2.2.1 Definition of Speaking

The student has to accomplish all four aspects such as speaking, writing, listening, and grammar—to master English. One of the abilities that students must master is speaking. Speaking is a practical talent that enables speakers to express their emotions and encourage involvement. Putri (2019) stated that speaking skills are an interactive communication method that links listeners and

speakers to exchange information and ideas. The expert highly advised the kids to learn speaking skills because of their purpose and significance.

In the classroom, the focus was not on oral abilities. It is clear that speaking did not predominate during the teaching activities during the learning process. Keeping in mind that speaking is a challenging talent to learn. Speaking abilities are rarely honed by students in language programs for a variety of reasons. The absence of speech as the primary teaching strategy is the first justification. Second, it was caused by teaching methods that prioritized writing activities over speaking activities. Heini and Marja (2019) claim that Written language and grammatical precision are prioritized as learning objectives in teaching strategies and materials because the majority of exams are written tests. The teachers' sometimes-uncertainty regarding their spoken language skills, vowels, and pronunciation during educational activities is another related factor. The teacher frequently provides students the opportunity to speak, however, students also seem to be scared of making errors and being criticized and facing the same issues.

### **2.2.2 The function of speaking**

According to Brown (2000), Speaking has three purposes for human contact, according to his classification: speaking as interaction, speaking as a transaction, and speaking as performance.

However, each function of speaking involves different activities and teaching approaches.

1. Speaking as interaction

Speaking as interaction serves as daily communication when individuals converse with two or more individuals to share information and ideas. As a result, Speaking abilities are necessary to get our point through to others. In other words, establishing a social connection while concentrating on how others can understand a message is referred to as speaking in interaction.

2. Speaking as a transaction

Speaking as a transaction is largely concerned with the concepts or details that people convey to others to ensure their complete and accurate understanding. For instance, rather than interacting socially with others, students and teachers frequently concentrate on understanding their conversation.

3. Speaking as a performance

In this context, the speaking function prioritizes monologue tasks over tasks requiring communication, such as speaking and reading news., etc.

### **2.2.3 The aspect of speaking**

In the process of improving their speaking skills, students need to learn several aspects of speaking skills to assess whether speaking

falls under the good speaking or bad speaking category, There are a few speaking requirements that must be achieved. (Hariani, 2018).

The aspects are:

1. Pronunciation is a proper way to pronounce a word. Learners of English must be able to pronounce words well so that others can comprehend them.
2. Grammar is a method or set of guidelines for structuring a particular linguistic pattern into effective sentences.
3. Vocabulary is a series of words that form a part of a specific language and are understood by specific groups.
4. Fluency is a gauge of a person's oratory skills. A person who speaks a language well is typically able to communicate effectively and swiftly.
5. Comprehension is an individual's ability to understand the purpose and meaning of discourse. A person's capacity to speak may be impacted by how well they grasp things.

### **2.3 Previous Studies**

As a theoretical basis, this study includes several studies related to the use of the Spinning wheel game towards speaking skills. First, research was conducted by Ira Maya in 2022 regarding pre-experimental research of Bridging Students Speaking Skill Through Spinning Wheel Media at SMP Negeri 1 Bontomarannu. The objective of this study is to determine whether using Spinning Wheel Media to teach first-graders at SMP Negeri 1

Bontomarannu is helpful in bridging students' speaking skills in terms of pronunciation and vocabulary. The study's research findings demonstrate that students' average scores in pronunciation and vocabulary on the post-test were higher than their mean scores on the pre-test. It indicates that Ha is accepted. In other words, According to the findings of this study, using Spinning Wheel Media can significantly enhance students' speaking abilities in terms of vocabulary and pronunciation. Therefore, the study's researcher concluded Spinning Wheel Media was bridging the students' pronunciation and vocabulary before and after treatment.

Second, research conducted by Fahria Rachmaida and Mutiarani in 2022 under the title The Use of Spinning Wheel Games to Improve Students' Writing Skill Procedural Texts and the goal of this study is to determine whether or not teaching students to use the Spinning Wheel improves their ability to write procedure texts. This study employed a descriptive research methodology. The ultimate product is a game that mimics the Spinning Wheel Game while instructing students on English writing strategies that can spark their attention, test their reasoning, and help them create procedural texts while having fun. Following the researcher's explanation of the material related to the process text, the spinning wheel was used. As a result, the game is one of the resources for learning English; there are also various learning media for developing writing abilities. The game Spinning Wheel can be applied. Students can learn to create procedural documents in a fun and engaging way by using games. Students

can use the spinning wheel game to help them write procedure manuals clearly and accurately. Several researchers and high school students have assessed this game. Writing procedural text can be learned a lot from this game. With the help of these games, students can enjoyably and fully challenge their way of thinking.

Third, the research was conducted by Muhammad Khoerul Hadist, Ana Ratnasari, Hidjanah, and Vera Claudi Ristiani, in 2022 entitled *The Use of Spinning Wheel as a Media in Learning Speaking Ability*. The goal of this study was to determine the best way to teach speaking skills using a spinning wheel as a teaching tool. The author of this article did a study on the use of the spinning wheel as a medium for teaching speaking skills. Interviews and questionnaires were utilized by the author to gather data. The majority of the class VII students at SMPN 1 Pamijahan believe that learning using the spinning wheel media can boost their confidence in their English-speaking skills, according to the research that was done and the data that was collected. These findings can be supported by their participation in the learning process and the majority of their responses, which were almost entirely "Yes" responses. Therefore, it can be concluded that students believed that the media was highly beneficial for them in boosting their confidence in their speaking abilities while learning English. Students also appreciate utilizing the spinning wheel as a teaching tool. Students did not feel bored while learning with the use of media, which increased their drive to learn, particularly in speaking. In addition

to increasing learning motivation, it also made it simpler for students to comprehend the subject while they were studying, which gave the remaining students the impression that the media was very beneficial to their academic progress. It follows that the usage of spinning wheel media can enhance speaking skills in English language learning.

## **CHAPTER III**

### **RESEARCH METHOD**

The research method used in this study is explained in this section, including the research design, time and setting of the research, the research variable, the research population and sample, the subject of the study, the data sources, the research instruments, the data collection technique, the validity and reliability testing, and the data analysis and also the research procedure.

#### **3.1 Research Design**

The researcher uses a quantitative research methodology in this study, meaning that it fulfills all the requirements for a testing relationship, cause, and effect. Sugiyono (2012) stated that the experimental research method is described as a research strategy used to examine how different therapies affect people under carefully controlled circumstances. This study's design is a quasi-experiment posttest-only design with nonequivalent groups. According to Hatsarjo (2019) quasi-experiment posttest-only design is a classic method that supports counterfactual inference in experiments to create a control group that does not receive the treatment and makes the control group selected as closely as possible to the experimental group that receives the treatment. Not using the pretest is based on the assumption that the pretest will make the subject more sensitive so it will affect the posttest score. This study aims to ascertain whether the Spinning wheel game has a big impact or effect on the student's speaking abilities. The treatment used in this study is the Spinning wheel game and

with the students, the teacher played a game of spinning the wheel. The following is an overview of the research design. In this design, the researcher provides experimental treatment in one of the groups (experimental class) and gives the usual treatment in the other group (control class). Class Experiments were treated, namely learning with spinning wheel game media and control classes with learning Conventional.

*Table 3.1 Description of the posttest-only control group design*

Group	Treatment	Post-Test
Experimental	X	Y <sub>2</sub>
Control	-	Y <sub>2</sub>

In this design, there are two groups. First is the experimental group which received treatment from the researcher and the control group which does not receive any treatment from the researcher. The experimental group was treated by the researcher from the first meeting to the eighth meeting. The control group merely receives regular instruction from the teacher and no treatment from the researcher. At the end of the section, an spoken test would be given to both groups as the posttest. The results are determined by comparing the oral test scores of the two groups. In addition, to collecting data on students' habits and behavior during the class, and during the course of the treatment, the results are narratively recounted in the findings.

### **3.2 Time and Setting of The Research**

This research was conducted at the MTsN 1 Bima, which is located at Sultan Hasanuddin Street, Rasanae Barat Bim, West Nusa Tenggara. This

research was carried out in the even semester of the 2022/2023 school year, to be exact, in January and February 2023. The setting was chosen because the MTsN 1 Kota Bima is already familiar with technology in its learning, but learning media has never been used in the form of an application to learning English especially to focus on speaking. In addition, English teachers at MTsN 1 Kota Bima need effective learning media for the students, especially in learning a second language.

*Table 3.2 Time Schedule*

No	Activities	Oct 26	Des 17	Des 21	Jan 9	Jan 12	Jan 16	Jan 19	Jan 26	Feb 15	Mar 30	Jun 27
1.	Preparation Proposal											
2.	Submission of proposal											
3.	Submission of a research permit											
4.	Validity and Reliability Test											
5.	Pretest											
6.	Treatment											
7.	Posttest											
8.	Research data processing											
9.	Writing research report											
10.	Seminar											

### **3.3 Research Variable**

#### **3.3.1 Independent variable**

Learning media for the spinning wheel game serves as the independent variable (X) in this study.

### **3.3.2 Dependent variable**

A dependent variable is a variable that is affected by an independent variable Sugiyono (2017). Speaking ability is the research's dependent variable (Y).

## **3.4 Research Population and Sample**

### **3.4.1 Population**

The researcher chose MTsN 1 Bima as a school to be observed. The researcher researched the second grades in that school. All of the participants in this study were eighth-grade students, namely class VIII regular 1, VIII regular 2, VIII BL 1, VIII BL 2, and VIII PA. VIII BS PI, VIII IT, VIII MT PA, VIII MT PI, VIII Biometrics, and VIII Qiraat at Islamic junior high school 1 Bima which totaled 408 students. The researcher visited the school to conduct research because, during the teaching and learning process there, the researcher discovered issues in the pre-experiment.

### **3.4.2 Sample**

The samples of this research was taken from two classes from the existing population, then both classes were randomly assigned one class as the experimental class and one class as the control class the researcher chose class VIII BL 1 as the experimental class and class VIII BL 2 as the control class. There are 35 students in Class VIII BL 1 consisting of 12 boys and 23 girls, while for Class VIII BL 2, there are 35 students consisting of 21 males and 14 females. This research takes the subject

of this research because the characteristics of students are not much different from getting the same treatment from the teacher.

### **3.5 Data Sources**

The data sources in this study were carried out to obtain the information needed as a complement to achieve the research objectives. Since obtaining data is the primary goal of the research, data collection is an essential part of the research (Sugiyono 2015). In this study entitled "The Effectiveness of spinning wheel game toward students speaking skill at the second-grade student of MTsN 1 Kota Bima " researcher collected data based on a Test.

#### **3.5.1 Primary Data**

Primary data sources or commonly referred to as main data sources are data that is given to researchers directly. In this study, the primary data obtained was in the form of responses, and the results were filled in by students as respondents. This research was conducted using a test that produced data that was taken from the post-test scores of both the experimental group's and the control group's students.

#### **3.5.2 Data Source Secondary**

Secondary data is additional data that has no direct relationship with primary data. In this study, secondary data is additional data that can be taken from books, journals, personal documents, and official written documents.

### **3.6 Research Instrument**

Sugiyono (2016) stated that research instruments are used to measure the type of occurrences to be observed and their nature. According to Arikunto (2013), a research instrument is a tool used to gather information in order to produce thorough, accurate, and organized study results. Consequently, a speaking test is the research instrument. To determine the outcome of this research, this instrument test consists of a post-test. The outcomes of the students both before and after the treatment should be known by the researcher to determine whether the spinning wheel game learning approach improves the speaking abilities of second-graders at MTsN 1 Kota Bima. The speaking questions used as instruments in this study were four questions that had fulfilled the requirements and could represent indicators of notice and short message material. Notice and short message material was chosen for use in this research, apart from being able to hone students' speaking skills by explaining the intent and purpose of a notice and short message. This material is also material contained in basic competencies that must be learned and mastered by second graders of junior high school.

Furthermore, in this study, The researcher evaluated the students' speaking abilities using various criteria. The scoring rubric used in this study is an evaluation instrument that quickly identifies the success or other criteria for each of the parts of any subject's work, including comprehension, pronunciation, grammar, fluency, and vocabulary. According to Suwandi and

Taufiqulloh's work, teachers can categorize students' scores into different speaking competency levels by utilizing predetermined criteria. The researcher used the Speaking Fluency Assessment Rubric by David P. Harris as followed:

*Table 3.3 Grading rubric*

No.	Aspect	Score	Description
1.	Pronunciation	5	Has a few of traces of foreign accent.
		4	Always intelligible, though one is conscious of defined accent.
		3	Pronunciation problem necessities concentrated listening occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2.	Grammar	5	Make a few (if any) noticeable errors of grammar and words order.

		4	Occasionally makes grammatical and or words order errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3.	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.

		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4.	Fluency	5	Speech as fluent and effortless as that of native speaker.
		4	Speech seems to be slightly affected by language limitations.
		3	Speed and fluency are not strongly affected by language problems.
		2	Usually hesitant, often forced into silence by language limitations.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible
5.	Comprehension	5	Appears to understand everything without difficulties.
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		3	Understand most of what is said at slower than normal speed without repetition.

		2	Has great difficulty following what is said can comprehend only social conversation spoken slowly and with frequent repetition.
		1	Can not be said to understand even simple conversational English.

### **3.7 Validity and Reliability**

In research, the test is one of the crucial phases of data collection. A reliable test device effects the veracity and precision of the data obtained. Therefore, at the end of the research, it affect the results of the research whether they can be generalized or not. To determine if the test instruments used in this research were valid and reliable, researchers conducted validity and reliability tests.

#### **3.7.1 Validity**

A validity test is carried out to determine whether the measuring tool used to measure the instrument that is supposed to be measured in the research is appropriate to use or not. To determine if the oral test (research instrument) granted to the research subjects was valid or not, a validity test was conducted in this study. Using Pearson Product Moment and SPSS.25 version, the researcher evaluated the reliability of this study tool. The validity test bases its conclusions on the same factors as other statistical tests:

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{[\sum X^2 - (\sum X)^2][\sum Y^2 - (\sum Y)^2]}$$

**Description :**

**R<sub>xy</sub>** = Correlation coefficient between variables X and Y

**N** = Number of Respondents

**$\sum X$**  = Total score of the items

**$\sum Y$**  = Sum of the total scores

**$\sum X^2$**  = Sum of the squared scores of the items

**$\sum Y^2$**  = Sum of the total scores for the squares of the items

**Value of r count  $\geq$  r table in sig. 0,05 with db : n-2 then the item is valid.**

In this study, the instrument used in the form of speaking test questions. The researcher tested 21 questions in 9th-grade students, namely class IX Bilingual class. After the try-out was completed, from 21 questions, it turned out that 11 questions were valid after being tested using SPSS.25 version. The questions are questions number 1, 3, 4, 6, 7, 10, 13, 14, 15, 16, and 19. There are 11 questions that have valid results. The \* (star) is a symbol that states that the question has a valid correlation coefficient. One \* (star) means that the significance level of the correlation coefficient is 1%. Conversely, the character \*\* (two stars) implies that the significance level correlation coefficient is 5%. Therefore, the conclusion is that 11 questions are declared valid.

Table 3.4 Result Table Of Validity Test

		Correlations																					jumlah skor
		soal 1	soal 2	soal 3	soal 4	soal 5	soal 6	soal 7	soal 8	soal 9	soal 10	soal 11	soal 12	soal 13	soal 14	soal 15	soal 16	soal 17	soal 18	soal 19	soal 20	soal 21	
soal 1	Pearson Correlation	1	0,21	0,24	0,374	0,022	,454*	,621**	0,269	0,167	,653**	-0,122	0,242	,569**	,712**	0,247	0,303	0,014	0,102	,603**	0,178	0,4	,663**
	Sig. (2-tailed)		0,374	0,308	0,105	0,927	0,044	0,003	0,251	0,482	0,002	0,61	0,303	0,009	0	0,293	0,194	0,954	0,669	0,005	0,453	0,081	0,001
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
soal 2	Pearson Correlation	0,21	1	0,369	0,251	0,237	,460*	,532*	0,138	0,063	0,249	0,131	0	0,113	0,178	0,375	0,309	0,373	0,042	0,042	0,169	0,093	0,386
	Sig. (2-tailed)	0,374		0,11	0,286	0,315	0,041	0,016	0,562	0,793	0,29	0,583	1	0,635	0,452	0,104	0,184	0,105	0,86	0,86	0,477	0,695	0,093
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
soal 3	Pearson Correlation	0,24	0,369	1	0,296	,490*	0,232	0,18	0,157	0,024	0	0,249	0,017	0,065	0,317	0,272	0,165	0,043	0,168	0,048	0,096	0,427	,485*
	Sig. (2-tailed)	0,308	0,11		0,206	0,028	0,324	0,449	0,508	0,921	1	0,29	0,944	0,787	0,173	0,245	0,487	0,858	0,478	0,84	0,686	0,061	0,03
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
soal 4	Pearson Correlation	0,374	0,251	0,296	1	0,253	0,371	0,226	0,221	0,332	0,132	0,042	0,253	0,044	0,223	0,225	0,217	0,305	0,426	0,221	0,186	0,281	,603**
	Sig. (2-tailed)	0,105	0,286	0,206		0,281	0,107	0,339	0,349	0,152	0,579	0,859	0,281	0,854	0,344	0,34	0,359	0,192	0,061	0,349	0,433	0,229	0,005
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
soal 5	Pearson Correlation	0,022	0,237	,490*	0,253	1	0,351	0,035	,556*	0,352	0,249	0	0,087	0,332	0,175	0,025	0,015	0,192	0,247	0,216	0,434	,480*	0,418
	Sig. (2-tailed)	0,927	0,315	0,028	0,281		0,13	0,882	0,011	0,128	0,289	1	0,715	0,152	0,462	0,917	0,949	0,418	0,293	0,359	0,056	0,032	0,066
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
soal 6	Pearson Correlation	,454*	,460*	0,232	0,371	0,351	1	0,307	0,4	0,169	,471*	-0,048	0,156	0,273	0,317	0,217	0,357	0,065	0,157	0,157	0,21	0,266	,704**
	Sig. (2-tailed)	0,044	0,041	0,324	0,107	0,13		0,187	0,08	0,476	0,036	0,842	0,512	0,244	0,173	0,359	0,122	0,784	0,509	0,509	0,375	0,257	0,001
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
soal 7	Pearson Correlation	,621**	,532*	0,18	0,226	0,035	0,307	1	0,021	0,269	,644**	0,131	0,035	0,373	0,433	0,398	0,427	0,022	0,164	,530*	0,051	0,154	,590**
	Sig. (2-tailed)	0,003	0,016	0,449	0,339	0,882	0,187		0,931	0,252	0,002	0,583	0,882	0,105	0,056	0,082	0,061	0,925	0,489	0,016	0,832	0,517	0,006
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

soal 8	Pearson Correlation	0,269	0,138	0,157	0,221	,556*	0,4	0,021	1	,508*	0,193	0,186	0,051	0,242	0,102	0,058	0,167	0,127	,485*	0,279	0,228	0,219	0,384
	Sig. (2-tailed)	0,251	0,562	0,508	0,349	0,011	0,08	0,931		0,022	0,414	0,432	0,832	0,305	0,67	0,807	0,481	0,593	0,03	0,234	0,333	0,353	0,095
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
soal 9	Pearson Correlation	0,167	0,063	0,024	0,332	0,352	0,169	0,269	,508*	1	0,395	0,028	0,199	0,219	0,361	0,189	0,221	0,067	0,114	0,212	,516*	0,048	0,159
	Sig. (2-tailed)	0,482	0,793	0,921	0,152	0,128	0,476	0,252	0,022		0,085	0,906	0,4	0,353	0,118	0,424	0,348	0,777	0,631	0,369	0,02	0,84	0,504
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
soal 10	Pearson Correlation	,653**	0,249	0	0,132	0,249	,471*	,644**	0,193	0,395	1	-0,092	0,415	,619**	,459*	,454*	0,333	0,052	0,148	,679**	0,118	0,065	,536*
	Sig. (2-tailed)	0,002	0,29	1	0,579	0,289	0,036	0,002	0,414	0,085		0,701	0,069	0,004	0,042	0,044	0,152	0,827	0,534	0,001	0,619	0,784	0,015
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
soal 11	Pearson Correlation	0,122	0,131	0,249	0,042	0	0,048	0,131	0,186	0,028	0,092	1	0,16	0,275	0,294	,598**	0,251	0,403	0,057	0,057	0,152	0,189	0,259
	Sig. (2-tailed)	0,61	0,583	0,29	0,859	1	0,842	0,583	0,432	0,906	0,701		0,501	0,241	0,208	0,005	0,286	0,078	0,812	0,812	0,523	0,425	0,271
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
soal 12	Pearson Correlation	0,242	0	0,017	0,253	0,087	0,156	0,035	0,051	0,199	0,415	0,16	1	0,249	0,044	,525*	0,212	0,192	0,093	0,247	0,227	-0,12	0,345
	Sig. (2-tailed)	0,303	1	0,944	0,281	0,715	0,512	0,882	0,832	0,4	0,069	0,501		0,289	0,855	0,017	0,369	0,418	0,697	0,293	0,336	0,614	0,136
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
soal 13	Pearson Correlation	,569**	0,113	0,065	0,044	0,332	0,273	0,373	0,242	0,219	,619**	0,275	0,249	1	0,292	0,263	,449*	0,366	0,148	,797**	0,039	0,065	,501*
	Sig. (2-tailed)	0,009	0,635	0,787	0,854	0,152	0,244	0,105	0,305	0,353	0,004	0,241	0,289		0,212	0,263	0,047	0,112	0,534	0	0,869	0,784	0,024
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
soal 14	Pearson Correlation	,712**	0,178	0,317	0,223	0,175	0,317	0,433	0,102	0,361	,459*	-0,294	0,044	0,292	1	0,222	,489*	0,156	0,047	0,305	0,145	,585**	,512*
	Sig. (2-tailed)	0	0,452	0,173	0,344	0,462	0,173	0,056	0,67	0,118	0,042	0,208	0,855	0,212		0,347	0,029	0,512	0,846	0,191	0,542	0,007	0,021
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
soal 15	Pearson Correlation	0,247	0,375	0,272	0,225	0,025	0,217	0,398	0,058	0,189	,454*	,598**	,525*	0,263	0,222	1	0,344	0,299	0,062	0,24	0,273	0,039	,531*

	Sig. (2-tailed)	0,293	0,104	0,245	0,34	0,917	0,359	0,082	0,807	0,424	0,044	0,005	0,017	0,263	0,347		0,137	0,2	0,794	0,308	0,244	0,869	0,016
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
soal 16	Pearson Correlation	0,303	0,309	0,165	0,217	0,015	0,357	0,427	0,167	0,221	0,333	0,251	0,212	,449*	,489*	0,344	1	0,086	0,038	0,415	0,094	0,024	,544*
	Sig. (2-tailed)	0,194	0,184	0,487	0,359	0,949	0,122	0,061	0,481	0,348	0,152	0,286	0,369	0,047	0,029	0,137		0,719	0,875	0,069	0,695	0,92	0,013
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
soal 17	Pearson Correlation	0,014	0,373	0,043	0,305	0,192	0,065	0,022	0,127	0,067	0,052	0,403	0,192	0,366	0,156	0,299	0,086	1	0,058	0,234	0,312	0,022	0,208
	Sig. (2-tailed)	0,954	0,105	0,858	0,192	0,418	0,784	0,925	0,593	0,777	0,827	0,078	0,418	0,112	0,512	0,2	0,719		0,807	0,322	0,18	0,928	0,378
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
soal 18	Pearson Correlation	0,102	0,042	0,168	0,426	0,247	0,157	0,164	,485*	0,114	0,148	0,057	0,093	0,148	0,047	0,062	0,038	0,058	1	0,099	0,132	,463*	0,262
	Sig. (2-tailed)	0,669	0,86	0,478	0,061	0,293	0,509	0,489	0,03	0,631	0,534	0,812	0,697	0,534	0,846	0,794	0,875	0,807		0,678	0,579	0,04	0,265
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
soal 19	Pearson Correlation	,603**	0,042	0,048	0,221	0,216	0,157	,530*	0,279	0,212	,679**	0,057	0,247	,797**	0,305	0,24	0,415	0,234	0,099	1	0,161	0,037	,521*
	Sig. (2-tailed)	0,005	0,86	0,84	0,349	0,359	0,509	0,016	0,234	0,369	0,001	0,812	0,293	0	0,191	0,308	0,069	0,322	0,678		0,496	0,878	0,018
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
soal 20	Pearson Correlation	0,178	0,169	0,096	0,186	0,434	0,21	0,051	0,228	,516*	0,118	-0,152	0,227	0,039	0,145	0,273	0,094	0,312	0,132	0,161	1	0,114	0,228
	Sig. (2-tailed)	0,453	0,477	0,686	0,433	0,056	0,375	0,832	0,333	0,02	0,619	0,523	0,336	0,869	0,542	0,244	0,695	0,18	0,579	0,496		0,632	0,333
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
soal 21	Pearson Correlation	0,4	0,093	0,427	0,281	,480*	0,266	0,154	0,219	0,048	0,065	-0,189	-0,12	0,065	,585**	0,039	0,024	0,022	,463*	0,037	0,114	1	0,428
	Sig. (2-tailed)	0,081	0,695	0,061	0,229	0,032	0,257	0,517	0,353	0,84	0,784	0,425	0,614	0,784	0,007	0,869	0,92	0,928	0,04	0,878	0,632		0,06
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
jumlah skor	Pearson Correlation	,663**	0,386	,485*	,603**	0,418	,704**	,590**	0,384	0,159	,536*	0,259	0,345	,501*	,512*	,531*	,544*	0,208	0,262	,521*	0,228	0,428	1
	Sig. (2-tailed)	0,001	0,093	0,03	0,005	0,066	0,001	0,006	0,095	0,504	0,015	0,271	0,136	0,024	0,021	0,016	0,013	0,378	0,265	0,018	0,333	0,06	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### 3.7.2 Reliability

The concept of reliability is used to assess how much confidence may be placed in a measurement's results. When determining whether or not to use an instrument in research, reliability is used to show that it can be trusted as a data collection tool (Arikunto S., 2006). In other words, reliability is the consistency with which an instrument delivers the same result on several testing occasions or with different raters.

The word "reliability" refers to a metric used to evaluate how much a measurement's results may be trusted. This reliability test makes use of the Alpha Cronbach formula, and the results of the reliability calculation will be assessed using the criteria of the Alpha Cronbach formula.

#### a. Scale Reliability

Cronbach's Alpha formula could be applied to determine a scale's or questionnaire's reliability as follows:

$$r_{tt} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum S_1^2}{S_t^2} \right]$$

#### Description :

$R_{tt}$  = Instrument reliability coefficient (total test)

$k$  = Number of valid questions

$\sum S_1^2$  = Number of item variants

$S_t^2$  = Variant of the total score

**Value of r count > r table 5 %, then the item is accepted**

b. Test Reliability

To set the reliability of the test using the formula KR -20 . because the test is dichotomous, namely the correct answer is given a score of 1, and the wrong answer is given a score of 0. The KR-20 formula is as follows:

$$R_{tt} = \left[ \frac{k}{k-1} \right] \left[ \frac{v_t - \sum pq}{v_t} \right]$$

**Description :**

**R<sub>tt</sub>** = Test reliability

**k** = Number of valid items

**v<sub>t</sub>** = Varian Total

**p** = Proportion of subjects who answered the questions correctly

**q** = Proportion of subjects who answered the questions incorrectly

$\sum pq$  = Number of multiplication results between p and q

**Value of r count > r table 5 %, then the item is accepted**

In this study, all items were tested for validity (Table 3.4) and then a reliability test could be carried out. After obtaining a valid value, the 21 questions were reduced, 11 items were valid and their reliability could be tested. The data from the 11 questions are entered into SPSS 25 by testing its reliability using Cronbach's Alpha and showing the results as shown below.

Table 3.5

Result Table Of Reliability Test

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.841	11

Based on table 3.5 it can be seen that the reliability value of the 11 question items is worth 0.841 following the Interpretation of the Correlation Coefficient Value indicating high reliability. Therefore, it can be interpreted that the 11 question items are reliable and appropriate to be used as research instruments.

### **3.8 Data Collection Technique**

The researchers collect data relevant to this research using an appropriate methodology to obtain the data. The researcher use data collection strategies to gather the information required to meet the research objective. To gather information on speaking abilities, a speaking test was performed in this study. The treatment was carried out three times, and post-testing took place in the last meeting. The following actions were taken to gather the data:

#### **3.8.1 Treatment**

The researcher treated every student in the experimental class, while the teacher in the control class conducted the regular treatment. The treatment used is a spinning wheel game. The spinning-wheel game is a

teaching method that can enhance communication abilities. The researcher uses the following process to put this learning technique into practice:

- a. The researcher will begin the learning process by explaining the learning material to students.
- b. Then, the researcher gives time to students to read the learning material and also allows asking questions to students who don't understand the learning material.
- c. The researcher instructs the class to put their books away, and she has set up laptops, projectors, as well as a spinning wheel game.
- d. The researcher explains the rules and how to play the spinning wheel game to students.
- e. The student moves forward according to the name spin that is carried out and then the student answers the questions in the spine.
- f. And the game will continue until all students get the opportunity to answer questions from the researcher.
- g. As encouragement for the learning process, the researcher will give rewards to students who respond enthusiastically and accurately.

- h. The researcher invites students to reflect on the topics they have learned in this lesson's last section. Together, the researcher and the students make conclusions and finish the lessons.

### **3.8.2 Post-Test**

A Post-test will be given to both the experimental and control classes to measure their speaking skills. This test will be given during the last meeting. During the posttest implementation students carried out speaking exam by answering four questions that given by the researcher.

Table 3.6 Blueprint for post-test Questions

**KISI-KISI INSTRUMEN PENELITIAN**

**Mata Pelajaran : Bahasa Inggris**

**Kelas : VIII (Delapan)**

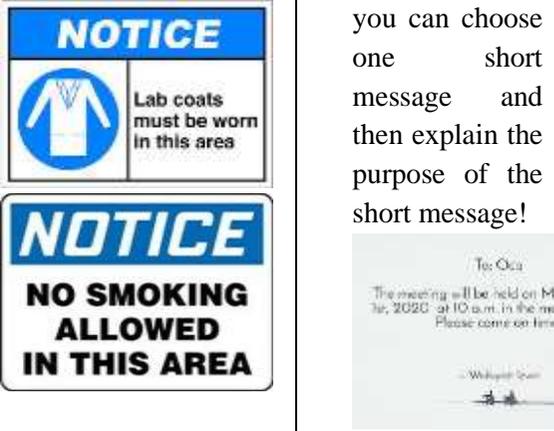
**Tahun Ajaran : 2022/2023**

Kompetensi Dasar	Indikator	Materi	Bentuk Soal	Nomor Soal	Ranah Kognitif	Questions		
						1	2	3
3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan ( <i>notice</i> ), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai	Siswa dapat menjelaskan fungsi sosial teks khusus berupa pesan singkat dan pengumuman/ pemberitahuan ( <i>notice</i> ).	Short messages and notices	Lisain	1	C2	1. When you are in a public place where there is usually a notice such as a smoking ban and so on. How would you respond if you found someone who didn't heed the notice?	1. In several places you must have read a notice, what did you do after reading the notice?	1. Where will probably you find a Notice?

dengan konteks penggunaannya.	Siswa dapat menjawab pertanyaan terkait teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (notice)			2	C2	<p>rater :</p> <p>Dear Jonathan</p> <p>Please don't forget to pick up our son at 12 o'clock at his school and also don't forget to take him for lunch, he would love to have some spaghetti and ice cream.</p> <p>With love,</p> <p>Sarah.</p> <p>(Source:Englis hclas.com)</p> <p>2. who is sending this short message?</p>	<p>rater :</p> <p>Dear Jonathan</p> <p>Please don't forget to pick up our son at 12 o'clock at his school and also don't forget to take him for lunch, he would love to have some spaghetti and ice cream.</p> <p>With love,</p> <p>Sarah.</p>	<p>rater :</p> <p>Dear Jonathan</p> <p>Please don't forget to pick up our son at 12 o'clock at his school and also don't forget to take him for lunch, he would love to have some spaghetti and ice cream.</p>
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						(Source : Englishclas.com) 2. Who is receiving this short message?	With love, Sarah. (Source : Englishclas.com) 2. Why does the writer send the Text?
	Siswa dapat mengidentifikasi isi dari short messages atau notice yang didengar atau dibaca.			3	C3		<p>To: Liza Sorry, honey, I can't keep my promise to go with you to the Mall tonight. I've to meet Mrs. Cathy at 07.00 pm. Please, don't be angry.</p> <p>Dear Mira, I'm sorry I have to tell you that I can't come to your house to work on our project as we have planned before. Unexpected thing happens.</p>

						3. How should the visitors respond to the notice?	Sender Mom  3. How is Liza's mother feel about her promise?	My grandma must be hospitalized soon. I'll tell you about our plan later. Dinda 3. The writer's aim in writing the Text is to...
	Siswa dapat membuat teks khusus dalam bentuk pesan singkat dengan memberi dan meminta informasi terkait kegiatan sekolah.			4	C6	4. Sometimes you need to send a short message to your friend so please make an example of a short message that you will send to your friend!	4. Sometimes you need to send a short message to your mom or other family members. So, please make an example of a short message that you will send	4. Sometimes you need to send a short message to your teacher so please make an example of a short message that you will send to your teacher!

							to your family members!	
<p>4.12 Teks pesan singkat dan pengumuman/pemberitahuan (notice).</p> <p>Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah.</p> <p>4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan</p>	<p>Siswa dapat menjelaskan makna dari gambar pengumuman/pemberitahuan (notice) yang di pilihnya.</p>			<p>5</p>	<p>C2</p>	<p>5. In certain places such as airports, offices, and other public places, you may usually find several examples of the notice below, choose one notice then explain the meaning of the notice you have chosen!</p> 	<p>6. In certain conditions someone usually needs to send short messages to friends, family, or even their teacher. so from the several short messages below you can choose one short message and then explain the purpose of the short message!</p> 	<p>5. Choose one of several pictures below then explain the reason why the notice/short message was made!</p> 

<p>seederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>							
	<p>Siswa dapat menjawab pertanyaan terkait teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (notice)</p>		<p>6</p>	<p>C4</p>	 <p>6. In some public places you may find a notice like this. So, in your opinion, what is the writer's intention to</p>	 <p>6. In some public places you may find a notice like this. So, in your</p>	 <p>6. In some public places you may find a notice like this.</p>

						write the notice?	opinion, what is the writer's intention to write the notice?	So, in your opinion, what is the writer's intention to write the notice?
	Siswa dapat mempresentasikan Teks pesan singkat dan pengumuman/pemberitahuan (notice) yang dibuatnya.			7	C6	7. Please make a notice that we can find in the school area!	7. Could you make a notice that we can find in the tourist area!	7. You have to make a notice that we can find in the office area!

## 3.9 Data Analysis

### 3.9.1 The Normality Test

The data being studied must have a normal distribution. A normality test is used to determine whether the pre-test and post-test data have a normal distribution. SPSS.25 was used to examine the normalcy of the teaching reading score as represented by pre-test and post-test data. The significance value provided the conclusions (sig). The data of the two classes are normally distributed if the value of sig > 0.05, whereas the data of the two classes are not normally distributed if the value of sig < 0.05.

### 3.9.2 Homogeneity Test

The homogeneity test is a test that is intended to find out whether the variance of the data from the abilities contained in the control class and the experimental class is homogenous or not. This homogeneity test is also seen from the pretest value in each control group and the experimental group. The normality test, homogeneity test, and hypothesis test in this research were carried out using SPSS.25.

a. Hypothesis :

$H_0$ : Gain score data group comes from a population that has homogeneous variations

$H_1$ : Gain score data group comes from a population that has **non-homogeneous** variations

b. Significance Level :  $\alpha = 0.05$

c. Statistical Test :

Using the *t-Test : Two-Sample Assuming Equal* pada excel.

d. Decision criteria :

$H_0$  is rejected if  $\text{Sig.} \leq \alpha 0.05$

### 3.9.3 Hypothesis Test

The paired t-test (t-test) was used in this study's hypothesis testing with a significance level ( $\alpha$ ) = 0.05 or 5%. The provisions are as follows:

a. If  $\text{sig} < 0.05$  then the null hypothesis is rejected and the alternative hypothesis is accepted.

b. If  $\text{sig} > 0.05$  then the null hypothesis is accepted and the alternative hypothesis is rejected.

#### **Description :**

**n** = average gain score for the experimental class

a. Significance Level:  $\alpha = 0.05$

b. Test Statistics:

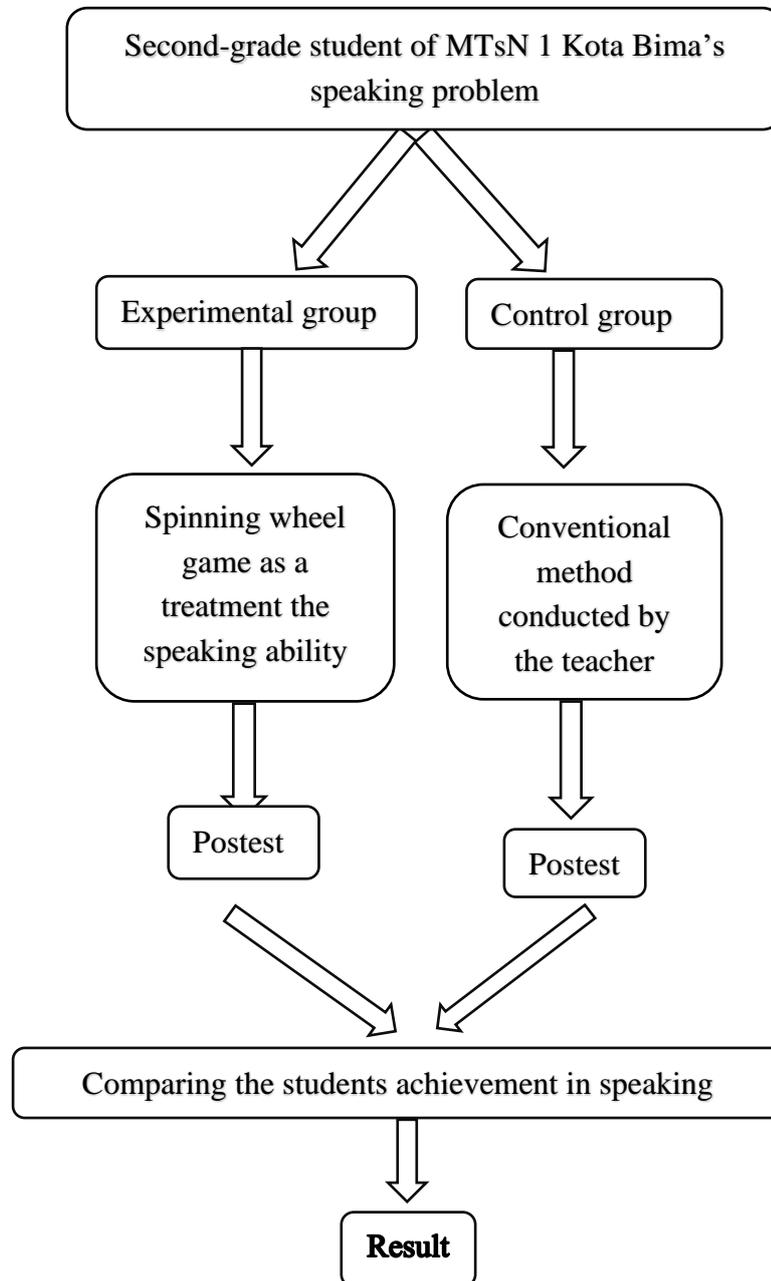
Using the *t-Test : Two-Sample Assuming Equal* pada excel.

c. Decision Criteria:

$H_0$  is rejected if  $\text{Sig.} \leq \alpha 0.05$ .

### 1.10 Research Procedure

Below were some of the procedures that would be carried out in this study:



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter contains the data description and research findings. This chapter describes the data that has been obtained from the research process, the results of the normality and homogeneity test, data analysis, and the results of hypothesis testing.

#### **4.1 Finding**

##### **4.1.1 Data Description**

This data description section serves to describe the data that has been collected from field data sources. The purpose of this study is to determine the effectiveness of learning by using the media spinning wheel games. The effectiveness of learning with the spinning wheel game media can be seen from the learning achievement of students in the speaking abilities of bilingual class students at MTsN 1 Bima. The sample of this research was seventy students taken from 2 classes, namely bilingual class 1 as the experimental class and bilingual class 2 as the control class. The control class is a class whose learning uses conventional methods or lectures while the experimental class uses spinning wheel game media. The data in this study are in the form of students' post-test scores. The data that has been obtained is presented in tabular form. Then the data was analyzed and interpreted by the researcher to answer the research problem, namely whether there is influence or effectiveness in the use of spinning wheel game media in improving students' speaking abilities. The following is from the results of data analysis and discussion of research results. The table below provides the score of students for each class who took the oral test.

1. Data of experimental class

The post-test activity in this experimental class was carried out on February 13th, 2023. The post-test was carried out after the students were given, where the treatment was playing the spinning wheel game. In this post-test activity, students were asked to answer 4 spoken test questions given by the researcher. The purpose of this post-test is to find out the students' speaking achievement after being given the spinning wheel game treatment. The results of the student post-test are presented in Table 4.1 below.

Table 4.1 Post-Test Score Of Experimental Class

Experimental Class	
Students Name	Post-Test Score
AAS	73
AS	74
AAH	75
ACK	73
AN	80
AR	75
ARP	82
AU	81

AF	74
AM	76
AF	81
FK	81
FC	73
FNS	76
FFP	76
F	79
FK	76
KMA	64
LAS	82
LRB	75
MAP	80
MHI	64
MRB	77
MNR	83
MF	76
MZ	76
NH	76
NZ	74
NIA	84
NF	86

NK	76
NS	75
PA	67
RRN	82
RA	77

## 2. Data of control class

The post-test activity in the control class was also carried out on February 13th, 2023. The post-test was carried out after students were given conventional teaching and learning treatment or not using a spinning wheel game. In this post-test activity, students were also asked to answer 4 oral test questions given by the researcher. The purpose of this post-test is to find out the students' speaking achievement without being given the spinning wheel game treatment. The post-test results of control class students are presented in Table 4.2 below.

Table 4.2 Post-Test Score Of Control Class

Control Class	
Students Name	Post-Test Score
AAG	70
AT	63
A	57
AKZ	63

AV	63
DA	64
EKS	61
FA	61
HAA	62
HK	57
IM	60
IBZ	57
IF	61
MDDS	56
MDM	61
MFA	64
MIR	63
MSS	62
MF	65
MZAF	63
MASP	62
MDF	68
MRR	64
MRH	62
MRN	65
MZ	71

MS	66
NBA	66
NFO	65
NFS	61
NA	63
QA	60
RAP	60
RP	62
TKN	66

#### 4.1.2 Oral-test Result

Table 4.3 Descriptive Statistic Of Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Experiment	35	64	86	76,54	4,973
Post-test Control	35	56	71	62,69	3,367
Valid N (listwise)	35				

Table 4.3 above shows the oral test scores of the Experiment group and the Control group which interprets that the lowest oral test score in the Experiment group was 64 while the highest score was 86. The average oral test score was 76.54 and the standard deviation was 4.973. The number of participants who took the test from the Experimental group was 35 students. Whereas in the control group, the lowest score was 56 and the highest score was 71. The average oral test was 62.69. and the standard deviation is 3.367. the same as the experimental class, the total

number of participants who took the oral test from the control group was also 35 students. The total number of participants from both groups was 70 students.

### 3.1.3 Normality Test

This normality test is an absolute test that must be performed before testing parametric statistics. The data used in the normality test is interval data. So, after conducting a post-test on the two classes sampled in this study, the researcher calculated the results of the normality test for each of the data obtained from the post-test to apply this normality test to find out whether the data were normally distributed or not. In this study, researchers used two normality tests. the first test is Kolmogorov-Smirnov and the second is Shapiro-Wilk. This test was carried out using SPSS.25. The data is said to be normally distributed (symmetric) in the Kolmogorov-Smirnov and Shapiro-Wilk tests if the Sig. greater than 0.05.

Table 4.5 Normality Test Result

Tests of Normality							
	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Students Learning Outcomes	Post-test Experiment	0,152	35	0,039	0,925	35	0,02
	Post-test Control	0,12	35	,200*	0,963	35	0,272
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

According to the results shown in the table from SPSS above, the table shows that the significance value of the experimental class with the Kolmogorov-Smirnov test = 0.039 and the Shapiro-Wilk test = 0.02. This shows that the post-test data for the experimental class are not

normally distributed because of the significance value (0.039), (0.02) <(0.05). while the results of the normality test on the post-test data for the control class showed a significance value of  $0.200 > 0.05$  (Kolmogorov-Smirnov) and  $0.272 > 0.05$  (Shapiro Wilk). This shows that the post-test data in the control class are normally distributed.

#### 4.1.4 Homogeneity Test

This homogeneity test aims to determine whether the data used is homogeneous or not. the data used is the post-test scores of students in the experimental class and the control class. This data was tested using SPSS.25. The following concludes the results of the homogeneity test of learning outcomes in the experimental class and the control class.

Table 4.6 Homogeneity Test Result

<b>Test of Homogeneity of Variance</b>					
		Levene Statistic	df1	df2	Sig.
Students Learning Outcomes	Based on Mean	2,759	1	68	0,101
	Based on Median	2,128	1	68	0,149
	Based on the Median and with adjusted df	2,128	1	57,972	0,15
	Based on trimmed mean	3,017	1	68	0,087

Based on Table 4.6 above, the data from the homogeneity test results of the study results of the control class and the experimental class can be seen that the significance value is 0.101, it can be concluded that in the post-test results, the experimental class and the control class have a homogeneous variant, this is due to the significant value sata experimental class and control class is greater than 0.05.

#### **4.1.5 Hypothesis Test (Mann Whitney U-test)**

This Mann-Whitney U-test aims to determine whether there is a significant difference between the Experiment and Control groups or whether there is no significant difference between the Experiment and Control groups. the researcher chose this test because the Mann-Whitney U-test is a test that does not require normal data or homogeneous data. As written in Table 4.5 regarding the results of the data normality test, the data in this study were not normally distributed. hence, the researcher chose the Mann-Whitney U-test to test the hypothesis in this study.

The Hypothesis is; If the value of Asymp. sig.  $< 0.05$   $H_0$  (null hypothesis) will be rejected and  $H_a$  (Alternative Hypothesis) will be accepted, which means the rates of the mean score above the experimental group are higher than the control group. The spinning wheel game improves the student's speaking ability. Whereas, if the value of Asymp.sig,  $> 0.05$ ,  $H_0$  (null hypothesis) will be accepted and  $H_a$  (Alternative Hypothesis) will be rejected which means the rates of

the mean score above the experimental group are the same or lower than the control group. The spinning wheel game does not significantly impact speaking ability.

Table 4.7 Mann Whitney Statistic

<b>Ranks</b>				
	Class	N	Mean Rank	Sum of Ranks
Students Learning Outcomes	Post-test Experimental Class	35	52,31	1831
	Post-test Control Class	35	18,69	654
	Total	70		

Based on statistical table 4.7, the average oral test for the Experiment Group was 52.31 out of 35 participants and the average for the Control Group was 18.69 out of 35 participants. The number of participants who took the oral test was 70 students

Table 4.8 Mann Whitney U-Test

<b>Test Statistics</b>	
	<b>Students Learning Outcomes</b>
<b>Mann-Whitney U</b>	<b>24</b>
<b>Wilcoxon W</b>	<b>654</b>
<b>Z</b>	<b>-6,926</b>
<b>Asymp. Sig. (2-tailed)</b>	<b>0</b>
<b>a. Grouping Variable: Class</b>	

Based on the Mann Whitney U-Test Asymp. sig table. The value of the Oral Test for the Experiment Group and the Control Group was 0.00 which means  $<0.05$ . Because of the Asymp. sig.  $<0.05$   $H_0$  (null hypothesis) will be rejected. And  $H_a$  (Alternative Hypothesis) will be accepted, which means that the average score of the experimental group above is higher than that of the control group. It concluded that the spinning wheel game is strongly effective in improving students' speaking skills.

## **4.2 Discussion**

In this study, the researcher chose to use the spinning wheel game learning media in learning in the experimental class to overcome students' difficulties in learning to speak and attract students' interest and motivation to learn. so that they can improve their English speaking skills.

The researcher as the teacher who taught in the experimental class which consisted of 35 students had given treatment by using a spinning wheel game learning media in the learning process. The use of spinning wheel game learning media makes students more active in learning to speak English. Students were very interested in the learning media of this spinning wheel game, it is evident that when the game is carried out students are very focused and eager to pay attention to waiting for each result determined by the spinning wheel, even though it was not their turn to spin the spinning wheel, each student continues to encourage each other who gets a turn to play and explain the picture he gets from the rotating wheel media. By using this spinning wheel learning media, it can change the mindset of

students that learning English, especially learning to speak English, is a difficult and boring subject to become a fun subject.

During the process of giving treatment to the experimental class, the researcher did not only focus on the spinning wheel game, but when the students answered the questions incorrectly and there were errors in speaking, the researcher also immediately corrected these errors according to aspects of speaking such as grammar, pronunciation, comprehension, vocabulary and also the student speaking fluency then each student has to repeat answers that have been answered correctly after being corrected by the researcher. This can also have a good influence on students' speaking skills because they not only speak but also know the mistakes in every pronunciation or grammar they do. Students can also understand how to speak English properly, according to aspects of speaking. Therefore, when students were faced the post-test, the speaking level of students in the experimental class was better than students in the control class.

The control class, which consisted of 35 students, was not given the spinning wheel game treatment. In the learning process, the teacher applied conventional learning, where the teacher taught not using the media, but only relying on student textbooks. Students are not very interested in following the learning process, because they feel bored. After all, the teacher teaches without learning media.

After the control and experimental classes were given different treatments, the post-test average scores for the two classes were different. The control class obtained an average post-test score of 62.69. The experimental class obtained an

average post-test score of 76.54. The next step is to test for normality and homogeneity and in testing the normality of the data, the data is not normally distributed, while in the homogeneity test, the data is homogeneous. because the data is not normally distributed, as an alternative the Mann Whitney U-test is performed in testing the hypothesis because the Mann Whitney U-test is a test that does not require normal data or homogeneous data.

The hypothesis test in this study used the Mann-Whitney test because the data were not normally distributed and were not homogeneous. The results of the statistics that have been carried out obtain an asymp.Sig. (2-tailed) value of .000. Based on the explanation above, it can be said that  $H_a$  (Alternative Hypothesis) is accepted and  $H_0$  (null hypothesis) is rejected because  $.000 < 0.05$ . It can be concluded that there is a significant effect of the use of spinning wheel game learning media on the speaking skills of second-grade students of MTsN 1 Bima.

The results of this study relate to the previous research conducted by Fahria Rachmaida and Mutiarani in 2022 regarding learning English using Spinning wheel games to improve students' writing skills in procedural texts. The results of his research stated that the spinning wheel game is effective in improving students' writing skills. Students can learn to create procedural documents in a fun and engaging way by using games. Students can use the spinning wheel game to help them write procedure manuals clearly and accurately. Several researchers and high school students have assessed this game. Writing procedural text can be learned a lot from this game. With the help of these games, students can enjoyably and fully challenge their way of thinking.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains conclusions from the discussion of the previous chapter, and also some suggestions for students at MTsN 1 Kota Bima, English teachers at MTsN 1 Kota Bima, and other future researchers. This research was conducted in February-March on the second-grade students of MTsN 1 Kota Bima.

#### 5.1 Conclusion

Based on the results of hypothesis testing in the findings of this study, there was a significant difference between the post-test scores in each class, namely the control and experimental classes. Therefore, it can be concluded that students' speaking ability increased after being taught using the spinning wheel game learning media. This means that the use of spinning wheel media is effective in learning speaking. This is indicated by the results of the Mann-Whitney U-test showing Sign. (2-tailed) is lower than 0.05 ( $0.000 < 0.05$ ). That the results of the Mann-Whitney U-test showed that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Therefore, the use of spinning wheel games as teaching media is successful in increasing speaking skills.

In addition, the use of spinning wheel media motivates and gives new experience for the students in learning English especially speaking. Students were active and interested in learning using this spinning wheel media, where students will be given the opportunity and they will face a situation that requires them to speak, students will try to speak. Overall, it can be said

that the spinning wheel game is a suitable and effective medium towards students' speaking skills.

## **5.2 Suggestion**

### **5.2.1 Student**

Students are advised to be able to retain what they have learned and mastered. students are also advised to spare lots of practice time to improve their English speaking skills.

### **5.2.2 Teacher**

Spinning wheel games are an interesting medium for teaching speaking. So, English teachers must use it as a medium in teaching speaking to make students more motivated to speak English, and English teachers must also always motivate students to speak English because many students are reluctant to speak. After all, they are afraid of making mistakes.

### **5.2.3 Further Research**

For further research, the authors suggest holding research on spinning wheel game learning media at other educational levels such as high school students. The researcher also hopes that further research can be conducted on different materials, or try to use this media for other skills such as writing, reading, or grammar.

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## APPENDICES

### Appendix 1 (Research Permission Letter)



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Nomor : 103/Un.03.1/TL.00.1/01/2023 18 Januari 2023  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

Kepada  
Yth. Kepala MTsN 1 Kota Bima  
di  
Bima

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Radhyatan Mardhiyah  
NIM : 19180052  
Jurusan : Tadris Bahasa Inggris (TBI)  
Semester - Tahun Akademik : Genap - 2022/2023  
Judul Skripsi : The Effectiveness of Spinning Wheel Game Towards Students Speaking Skill at The Second Grade Students of MTsN 1 Bima  
Lama Penelitian : Januari 2023 sampai dengan Maret 2023 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**

An. Dekan,  
Dekan Bidang Akademik  
  
Muhammad Walid, MA  
19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

*Appendix 2 (Oral Test Guideline)*

**Oral Test Guideline**

My name is Radhyatan Mardhiyah, and I am a student. I am currently studying for a bachelor's degree at the English Education Department, Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. I conducted this research to fulfill the undergraduate requirements entitled "The Effectiveness of Spinning Wheel Game towards Students Speaking Skill at Second Grade Students of MTsN 1 Bima".

The oral test below consists of 8 questions about short message and notice” that can be completed in no more than 8 minutes. All the responses will be kept confidential to maintain the participant's and institution's reputation. Filling out this oral test indicates that you consent to be a part of this research.

In assessing the students’ speaking performance, the rater will have assessed since the speaker come and started to speak about “short message and notice”. However, the grading rubric of oral proficiency test scoring categories is used to determine the student’s speaking performance. The researcher used the speaking fluency assessment rubric by David P. Harris as followed:

No.	Aspect	Score	Description
1.	Pronunciation	5	Has a few of traces of foreign accent.
		4	Always intelligible, though one is conscious of defined accent.
		3	Pronunciation problem necessities concentrated listening occasionally lead to misunderstanding.

		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2.	Grammar	5	Make a few (if any) noticeable errors of grammar and words order.
		4	Occasionally makes grammatical and or words order errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3.	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.

		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4.	Fluency	5	Speech as fluent and effortless as that of native speaker.
		4	Speech seems to be slightly affected by language limitations.
		3	Speed and fluency are not strongly affected by language problems.
		2	Usually hesitant, often forced into silence by language limitations.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible
5.	Comprehension	5	Appears to understand everything without difficulties.

		4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty following what is said can comprehend only social conversation spoken slowly and with frequent repetition.
		1	Can not be said to understand even simple conversational English.

*Appendix 3 (Instrument of Oral Test)*

**Oral Test Guideline**

The questions below are aimed to find out the speaking skill performance of students.

Instruction: you only have about 30 seconds to one minute to answer each question.

1. When you are in a public place where there is usually a notice such as a smoking ban and so on. How would you respond if you found someone who didn't heed the notice?



2. How should the visitors respond to the notice?
3. Sometimes you need to send a short message to your friend so please make an example of a short message that you will send to your friend!
4. In certain places such as airports, offices, and other public places, you may usually find several examples of the notice below, choose one notice then explain the meaning of the notice you have chosen!





Appendix 4 (Worksheet Post-test )

**POST-TEST FOR ENGLISH SPEAKING TEST**

**Name :**

**Date :**

**Class :**

<b>Indicator of Speaking</b>	<b>Score</b>
Pronunciation	
Grammar	
Vocabulary	
Fluency	
Total Score	

Instruction: you only have about 30 seconds to one minute to answer each question.

1. When you are in a public place where there is usually a notice such as a smoking ban and so on. How would you respond if you found someone who didn't heed the notice?



2. How should the visitors respond to the notice?
3. Sometimes you need to send a short message to your friend so please make an example of a short message that you will send to your friend!
4. In certain places such as airports, offices, and other public places, you may usually find several examples of the notice below, choose one notice then explain the meaning of the notice you have chosen!



*Appendix 5 (Instrument Validation Letter)*



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : B- 0260/Un.03/FITK/PP.00.9/01/2023 16 Januari 2023  
Lampiran : -  
Perihal : Permohonan Menjadi Validator (Ahli Instrumen)

Kepada Yth.  
Rendhi Fatrisna Yuniar, M.Pd  
di -  
Tempat

*Assalamualaikum Wr. Wb.*

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Radhyatan Mardiyah  
NIM : 19180052  
Program Studi : Tadris Bahasa Inggris (TBI)  
Judul Skripsi : The Effectiveness of Spinning Wheel Game Towards  
Students Speaking Skill at the Second Grade Students  
of MTsN 1 Bima  
Dosen Pembimbing : Dr. Alam Aji Putra, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator media skripsi tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

KEMENTERIAN AGAMA  
Maulana Malik Ibrahim  
Bid. Akademik  
  
Muhammad Walid, M.A  
NIP. 197308232000031002

Appendix 6 (Validation sheet)

Validation Sheet

English Speaking Test

**“The Effectiveness of Spinning Wheel Game towards Students Speaking Skill at Second Grade Students of MTsN 1 Bima”**

Validator : Rendhi Fatrisna Yuniar, M.Pd  
 NIP : 199406182020121003  
 Expertise : English Speaking  
 Instance : Maulana Malik Ibrahim State Islamic University Malang  
 Validation Date : 10/02/2023  
 (dd/mm/yyyy)

A. Introduction

This validation sheet is used to get an assessment from the validator (Mr/Ms) on the research instrument that I use. Every feedback and suggestion is essential for increasing the quality of the instrument. Thank you so much for your willingness to become a validator in my study.

B. Guidance

In this part, please give a score to each item with a sign (√) in the following columns below:

- 1 = Very poor
- 2 = Poor
- 3 = Average
- 4 = Good
- 5 = Excellent

C. Assessment Rubric

No.	Indicator	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	The research instrument is in accordance with the basic competence.  Basic competence					V	

	3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan ( <i>notice</i> ), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya. 4.12 Teks pesan singkat dan pengumuman/pemberitahuan ( <i>notice</i> ).						
2.	The research instrument is relevant with the research objectives.					V	
3.	The research instrument used good/correct language.					V	
4.	The research instrument is well constructed.					V	
5.	The question that is made do not cause double interpretation or misunderstanding.				V		
6.	The research instrument is communicative and easy to understand.					V	
7.	The research instrument can help the researcher find out students' abilities in speaking skills.					V	

D. Conclusion

Based on the validation sheet above, it can be concluded that the instrument that has been made is:

*Please cross out the answer that doesn't match the conclusion that you gave.*

1. The instrument can be used without revision.
2. The instrument can be used with slight revision.
3. The instrument can be used with many revisions.
4. The instrument cannot be used.

Malang, 2 februari 2023

Validator



Rendhi Fatrisna Yuniar, M.Pd

NIP. 199406182020121003

*Appendix 7 (Oral Test of Post-test Transcript)*

Student 1

Class : Experiment

Question 1 : Maybe I will announce him and inform him to accept the notice.

Question 2 : Maybe, I think they should wash hand and sometimes a visitors should announce it.

Question 3 : Dear Alfi, I think I can't come to your party because, because in my home it becomes rain. My apologize, arfin.

Question 4 : This nitice is, the purpose of this notice is to flash the toilet after using it so the visitors must flash the toilet after using it.

Student 2

Class : Experiment

Question 1 : I will tell them about the notice and we have to follow the instruction of the notice..

Question 2 : I will follow the notice and wash my hand.

Question 3 : Dear Rian, I want you to meet me after school because I have something to tell you, thanks.

Question 4 : The purpose of this notice is to tell everyone not to smoking in this area.

Student 3

Class : Experiment

Question 1 : I will tell her to remember the notice.

Question 2 : I will wash my hand because the spread of covid.

Question 3 : Dear Fifi, meet me at canteen, I will tell you something. With love, filsa.

Question 4 : I choose this, to inform people to flash the the toilet after they use it.

Student 1  
Class : Control

Question 1 : I will tell people about the notice.

Question 2 : The visitor should follow the notice and then wash hands.

Question 3 : Please come to my party tonight

Question 4 : This notice is not to smoking in this place.

Student 2  
Class : Control

Question 1 : I will I will tell to follow the notice.

Question 2 : The visitor wash hands because of covid 19.

Question 3 : Dear Alvin don't forget come to my house.

Question 4 : No smoking in this area.

Student 3  
Class : Control

Question 1 : I tell the people

Question 2 : We we wash hands because of covid 19

Question 3 : To Rara, don't forget come to my house this afternoon.

Question 4 : We cannot playing phone when we working.

Appendix 8 (Research Completion Letter)



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KEMENTERIAN AGAMA KOTA BIMA  
MADRASAH TSANAWIYAH NEGERI 1 KOTA BIMA  
Jln. Sultan Salahuddin No. 33 Bima Telp. (0374) 42560  
Email : mtsblma@yahoo.co.id

**SURAT KETERANGAN**

Nomor : B- 126/ MTs.18.29/KP.01.2/03/2023

Sehubungan dengan surat dari Universitas Negeri Maulana Malik Ibrahim Malang Fakultas Ilmu Tarbiyah dan Keguruan Nomor : 89/Un.03.1/TL.00.1/01/2023 tanggal 16 Januari 2023 Perihal : Izin Survey, maka Kepala MTsN 1 Kota Bima dengan ini menerangkan nama mahasiswa di bawah ini :

Nama : Radhyatan Mardiyah  
NIM : 19180052  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan Universitas Negeri Maulana  
Malik Ibrahim Malang

Benar telah mengadakan penelitian di MTsN 1 Kota Bima pada tanggal Januari s.d Maret 2023 guna melengkapi data pada penyusunan Skripsi yang berjudul : "THE EFFECTIVENESS OF SPNNING WHEEL GAME TOWARDS STUDENTS SPEAKING SKILL AT THE SECOND GRADE STUDENTS OF MTsN 1 KOTA BIMA".

Demikian Surat Keterangan dibuat untuk dapat dipergunakan seperlunya.



*Appendix 9 (Documentation)*







*Appendix 10 (Lesson plan)*

**RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : MTsN 1 Bima  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/Genap  
Materi Pokok : Short Message and Notice  
Alokasi Waktu : 2×40 menit (pertemuan ke 1, 2 & 4)

**A. TUJUAN PEMBELAJARAN**

1. Siswa dapat menangkap informasi spesifik yang ada pada short message dan notice.
2. Siswa dapat mengetahui tujuan komunikatif dalam short message dan notice.
3. Siswa dapat menjelaskan fungsi sosial dari sebuah short message dan notice.

**B. LANGKAH-LANGKAH PEMBELAJARAN**

Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembukaan	<p>Guru mengucapkan salam dan menanyakan kabar peserta didik.</p> <p>Guru dan siswa berdoa Bersama-sama sebelum memulai pelajaran.</p> <p>Guru melakukan absensi di kelas dan menanyakan siswa yang tidak hadir kepada siswa yang hadir di kelas.</p> <p>Guru memberikan pertanyaan-pertanyaan singkat yang berkaitan dengan materi, contoh:</p> <ul style="list-style-type: none"><li>- Have you ever been in a public area before?</li><li>- What kind of public place have you visited? A mall? Beach? And what about others?</li><li>- Have you ever seen a picture containing a prohibition for visitors? such as “no smoking”, “don’t park in this area” and others.</li></ul> <p>Guru mempersiapkan materi pembelajaran</p>	20 Menit

Kegiatan Inti	<p>Guru menjelaskan materi pembelajaran secara runtut.</p> <p>Siswa diberikan kesempatan bertanya terkait materi yang belum di pahami.</p> <p>Apabila semua pertanyaan sudah terjawab, guru akan mereview materi yang telah di pelajari dengan memberikan beberapa pertanyaan kepada beberapa perwakilan siswa.</p>	50 Menit
Penutupan	<p>Guru memberikan kesimpulan terkait materi yang dipelajari.</p> <p>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa.</p>	10 Menit

Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembukaan	<p>Guru mengucapkan salam dan menanyakan kabar peserta didik.</p> <p>Guru dan siswa berdoa Bersama-sama sebelum memulai pelajaran.</p> <p>Guru melakukan absensi di kelas dan menanyakan siswa yang tidak hadir kepada siswa hadir di kelas.</p> <p>Guru menyiapkan media pembelajaran Spinning Wheel Game'.</p>	10 Menit
Kegiatan Inti	<p>Guru mwnjelaskan kembali tata cara permainan menggunakan media Spinning wheel.</p> <p>Siswa secara bergiliran maju kedepan untuk melakukan permainan.</p>	75 Menit
Penutupan	<p>Guru mengakhiri kegiatan pembelajaran dengan mengajak siswa doa bersama.</p>	5 Menit

Pertemuan ke-4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembukaan	<p>Guru mengucapkan salam dan menanyakan kabar peserta didik.</p> <p>Guru dan siswa berdoa Bersama-sama sebelum memulai pelajaran.</p>	5 Menit

	Guru melakukan absensi di kelas dan menanyakan siswa yang tidak hadir kepada siswa hadir di kelas. Guru menjelaskan tentang tata cara ujian speaking yang akan dilaksanakan.	
Kegiatan Inti	Guru memanggil siswa satu persatu untuk melakukan ujian speaking.  Guru memberikan penilaian terhadap setiap jawaban siswa pada lembar penilaian.	70 Menit
Penutupan	Guru mengakhiri kegiatan pembelajaran dengan mengajak siswa doa Bersama.	5 Menit

### C. PENILAIAN

#### ENGLISH SPEAKING TEST

**Name :**

**Date :**

**Class :**

Indicator of Speaking	Score
Pronunciation	
Grammar	
Vocabulary	
Fluency	
Total Score	

Guru Pamong



Anita, S.Pd  
NIP. 197910052006042015

Malang, May 2023  
Peneliti



Radhyatan Mardhiyah  
NIM. 19180052

Appendix 11 (speaking assessment rubric)

SPEAKING TEST SCORE VIII BILINGUAL 1 ( Experimental Class)																						
No.	Students Name	Comprehension				Vocabulary				Grammar				Pronunciation				Overall Vluency				Total Score
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	ASS	3	5	5	5	4	4	3	3	3	3	4	4	3	4	4	3	3	4	3	3	73
2	AS	3	5	5	5	3	4	3	4	3	3	4	4	3	3	4	4	3	4	4	3	74
3	AAH	4	5	5	4	4	4	3	4	3	3	3	4	3	4	4	3	4	4	4	3	75
4	ACK	3	5	5	4	4	4	3	4	3	3	4	3	4	3	4	3	4	4	3	3	73
5	AN	4	5	5	5	4	4	4	3	4	4	4	4	4	3	4	4	4	4	4	3	80
6	AR	3	5	5	4	4	4	4	3	3	3	4	4	4	4	4	4	3	3	4	3	75
7	ARP	4	5	5	4	4	3	4	4	3	5	4	5	3	4	4	4	5	4	4	4	82
8	AU	4	5	5	4	4	3	4	4	4	4	4	4	4	3	4	4	4	4	5	4	81
9	AF	4	5	5	4	3	4	4	3	3	3	4	4	3	4	4	4	3	3	4	3	74
10	AM	3	5	5	3	4	4	3	4	3	4	4	3	4	4	3	3	4	5	4	4	76
11	AF	3	5	5	5	4	4	4	4	3	3	4	4	4	3	5	5	4	5	4	3	81
12	FK	3	5	5	4	4	4	4	4	5	3	3	4	4	4	5	3	4	5	4	4	81
13	FC	3	5	5	3	4	3	4	4	3	3	4	3	3	3	4	4	3	4	4	4	73
14	FNS	3	5	5	4	4	4	3	3	3	3	4	3	3	4	4	4	4	5	4	4	76
15	FFP	4	5	5	5	4	4	4	4	3	3	4	3	4	3	4	3	3	4	4	3	76
16	F	4	5	5	4	4	4	4	4	5	3	3	3	4	4	3	4	3	5	4	4	79
17	FK	3	5	5	4	4	3	4	4	3	3	4	4	3	4	4	4	3	5	4	3	76
18	KMA	3	4	3	3	3	3	4	3	3	3	3	3	3	3	4	3	3	4	3	3	64
19	LAS	4	5	5	4	4	4	4	4	4	4	4	4	4	4	4	3	4	5	4	4	82

20	LRB	4	5	5	4	3	4	4	3	3	3	3	4	4	4	3	3	3	5	4	4	75
21	MAFP	4	5	5	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	4	4	80
22	MHI	3	4	4	4	4	3	3	3	3	3	3	4	2	3	3	3	3	3	3	3	64
23	MRB	4	5	5	4	4	4	4	4	4	3	4	4	3	3	4	3	3	5	4	3	77
24	MNR	4	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	3	5	4	4	83
25	MF	3	5	5	5	4	4	3	4	3	3	4	4	3	4	3	4	4	4	4	3	76
26	MZ	3	5	5	5	3	4	4	2	4	3	4	4	4	4	3	4	4	3	4	4	76
27	NH	4	5	5	4	4	3	3	4	3	3	4	4	4	4	3	4	4	5	3	3	76
28	NZ	4	5	5	4	4	4	4	3	3	3	4	4	3	4	4	3	3	3	4	3	74
29	NIA	4	5	5	5	4	4	4	4	5	5	4	4	4	4	4	4	4	4	4	3	84
30	NF	4	5	5	5	4	4	4	5	5	4	4	4	4	4	4	4	4	5	4	4	86
31	NK	3	5	5	5	3	3	4	3	3	3	4	4	4	4	4	4	4	3	4	4	76
32	NS	3	5	5	5	3	3	3	4	3	3	4	4	4	3	4	3	4	5	4	3	75
33	PA	4	4	3	4	3	4	3	4	3	3	3	4	3	4	3	3	3	3	3	3	67
34	RRN	4	5	5	4	4	4	3	4	4	4	4	4	4	4	3	4	5	5	4	4	82
35	RA	3	5	5	4	4	4	4	4	3	3	4	3	4	4	3	3	4	5	4	4	77

SPEAKING TEST SCORE VIII BILINGUAL 2 ( Control Class)																						
No.	Students Name	Comprehension				Vocabulary				Grammar				Pronunciation				Overall Vluency				Total Score
		1	2	3	4	3	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	AAG	3	4	3	3	4	3	4	3	3	3	3	3	4	4	4	4	4	4	4	3	70
2	AT	2	4	3	3	3	3	3	3	2	3	3	3	3	4	3	4	4	4	3	3	63
3	A	2	3	3	2	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	57
4	AKZ	4	3	3	2	4	4	3	3	3	3	3	2	2	3	3	4	3	4	3	4	63
5	AV	3	3	3	3	3	4	4	3	3	3	2	2	3	3	4	3	3	4	4	3	63
6	DW	4	3	3	4	3	3	3	3	2	3	3	3	4	4	3	3	3	3	3	4	64
7	EKS	3	3	3	4	2	3	3	2	3	3	2	2	4	3	4	4	3	3	4	3	61
8	FA	3	3	2	3	3	4	3	3	2	3	3	2	4	3	3	3	3	4	3	4	61
9	HAA	3	4	3	3	2	3	3	3	3	2	3	2	3	3	4	4	3	3	4	4	62
10	HK	3	3	2	2	3	2	3	2	2	3	2	2	4	4	3	3	3	4	4	3	57
11	IM	4	3	2	2	2	2	2	3	3	3	3	2	3	3	4	4	4	3	4	4	60
12	IBZ	3	3	2	2	2	2	3	2	2	3	3	3	4	3	4	3	3	4	3	3	57
13	IF	2	3	3	2	2	3	3	2	3	3	3	3	4	3	4	4	4	3	3	4	61
14	MDDS	3	3	3	2	2	3	3	2	3	3	2	2	3	3	3	3	3	4	3	3	56
15	MDM	4	3	2	3	2	3	2	3	3	3	3	3	4	3	3	4	3	3	3	4	61
16	MFA	4	4	2	4	2	4	3	3	2	3	3	3	3	4	3	3	3	4	4	3	64
17	MIR	3	3	3	3	2	3	3	3	3	2	3	3	4	4	3	3	3	4	4	4	63
18	MSS	3	3	3	3	3	4	3	2	3	3	3	2	3	4	3	3	3	4	4	3	62
19	MF	2	4	3	3	3	4	3	3	3	3	2	3	4	3	3	4	3	4	4	4	65
20	MFAF	3	3	3	3	3	3	4	3	3	2	3	3	3	4	3	4	3	3	4	3	63

21	MASP	4	2	4	4	3	3	3	2	2	3	3	3	4	3	3	3	3	4	3	3	62
22	MDF	4	3	4	4	3	4	4	3	3	3	3	2	4	3	3	4	3	4	4	3	68
23	MRR	3	2	3	4	4	3	3	3	3	3	3	3	3	3	4	3	3	4	4	3	64
24	MRH	3	3	2	4	3	3	4	3	3	3	2	2	4	3	4	3	3	3	4	3	62
25	MRN	3	4	4	3	3	3	3	3	3	3	3	3	3	4	3	3	3	4	3	4	65
26	MZ	3	3	4	4	3	3	3	4	4	3	3	3	3	4	4	4	4	4	4	4	71
27	MS	4	2	2	3	3	3	3	3	2	3	3	3	4	4	4	4	4	4	4	4	66
28	NBA	4	3	3	4	3	3	3	3	3	3	3	3	3	4	4	4	3	3	4	3	66
29	NFO	4	4	4	2	4	3	3	3	3	3	2	2	3	3	4	4	4	4	3	3	65
30	NFS	3	3	4	2	3	3	3	3	3	3	3	2	3	3	3	3	3	4	4	3	61
31	NA	4	4	4	2	2	3	2	3	3	3	3	2	3	4	4	3	4	4	3	3	63
32	QA	4	3	2	2	3	3	2	2	3	3	3	2	4	3	4	3	3	4	4	3	60
33	RAP	3	2	3	3	3	3	3	3	2	3	3	2	3	3	4	3	4	4	3	3	60
34	RP	4	3	3	2	2	3	2	3	3	3	3	2	3	3	3	4	4	4	4	4	62
35	TKN	4	2	4	3	3	4	3	3	2	2	2	3	4	4	4	4	4	4	4	3	66

Appendix 12 (Thesis Consultation logbook)



**UNIVERSITAS ISLAM NEGERI  
MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMA TARBIYAH DAN KEGURUAN**  
Jalan Gajayana No. 50 telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://tarbiyah.uin-malang.ac.id> email : tbi\_uinmalang@vmail.com

**BUKTI KONSULTASI SKRIPSI**

Nama : Radhyatan Mardhiyah  
 NIM : 19180052  
 Judul : The Effectiveness of the Spinning Wheel Game towards Students Speaking Skill at the Second Grade Students of MTsN 1 Bima  
 Dosen Pembimbing : Dr. Alam Aji Putera M.Pd  
 NIP : 19890421201802011153

No.	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Dosen Pembimbing
1.	26/10/2022	Konsultasi judul	
2.	18/11/2022	Chapter 1 : background of study, research problem.	
3.	30/11/2023	Chapter III : validity, reliability, data Analystist.	
4.	5/12/2022	Chapter I, II, dan III.	
5.	16/12/2023	Rubrik penilaian speaking.	
6.	31/01/2023	Blueprint soal/instrument tes	
7.	01/02/2023	Revisi blueprint/ Instrument tes	
8.	16/02/2023	Validasi instrument dan mulai penelitian.	
9.	12/05/2023	Chapter IV dan Chapter V	
10.	23/05/2023	Revisi chapter IV	
11.	26/05/2023	Revisi chapter V	
12.	29/05/2023	Appendix	

Malang, May.....2023  
Ketua Jurusan,

Dr. H. Langgeng Budiarto, M.Pd  
NIP. 197110142003121001

*Appendix 13 (Curriculum Vitae)*

**CURRICULUM VITAE**

Nama Lengkap : Radhyatan Mardhiyah  
Tempat, Tanggal Lahir : Bima, 14 Mei 2001  
Jenis Kelamin : Perempuan  
Agama : Islam  
Fakultas, Jurusan : FITK, Tadris Bahasa Inggris  
Perguruan Tinggi : UIN Maulana Malik Ibrahim  
Malang  
Alamat Rumah : Tolotando Kec. Mpunda Kota  
Bima  
No. HP/Telepon : 082236054235  
Alamat E-mail : [Rhadiathan123@gmail.com](mailto:Rhadiathan123@gmail.com)  
Nama Wali : Drs. H. Muhammad Adnan



**Riwayat Pendidikan**

- |                                     |               |
|-------------------------------------|---------------|
| 1. TKIT Insan Kamil                 | 2006-2007     |
| 2. MIN Tolobali Kota Bima           | 2007-2013     |
| 3. MTsN 1 Kota Bima                 | 2013-2016     |
| 4. MAN 2 Kota Bima                  | 2016-2019     |
| 5. UIN Maulana Malik Ibrahim Malang | 2019-sekarang |

Malang, May.....2023  
The Researcher,

Radhyatan Mardhiyah

NIM. 19180052