

Integrating Digital Spinning Wheel Tools to Foster Speaking Engagement in English Language Learning

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ABSTRACT

This research was qualitative research. The purpose of this study was to find out how to use the spinning wheel as a media in learning speaking ability. The writer conducted this research in terms of the use of the Spinning Wheel as a media in learning speaking ability. The writer used questionnaires and interviews for data collection. The results showed that students felt more confident in their ability to speak English with positive results in all participants. The students also have fun learning to used these media. The students feel that learning to speak greatly increases their self-confidence. Spinning Wheel media is very helpful in understanding a material when students learn so that students do not feel bored while studying.

I. INTRODUCTION

English has succeeded in becoming an international language. English has become the world's first universal language. English is the most widely spoken language besides Chinese and Russian. This development is supported on five continents, from Europe, America,

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26

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India, North Africa to Australia. In fact, most likely, English has become the basic language of world civilization.

A language was a tool that used by people for communication easily. The English Language is one of the languages that learn and used by many people in the world because the English Language is a global language.

Everyone knows that language cannot be separated from human life because everyone needs language to communicate with each other. By using language, people can express their ideas and feelings. Therefore, language has a central role in social and emotional development. The development of English is very rapid, including in the world of education. The Indonesian government has decided English as a foreign language. In addition, it is the first foreign language taught as a compulsory subject in schools. In Indonesia, English is one of the foreign languages studied in education starting from the lowest level, namely Kindergarten to Higher Education. At the tertiary level, English is a subject that is classified as a general subject that must be taken by students from all majors.

There are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom. Speaking and writing refers to productive skills while reading and listening refers to receptive skills. In language learning, language skills have four components, namely listening, speaking, reading, and writing skills. Listening and speaking skills are related to spoken language, while reading and writing skills are related to written language. These four skills are closely related to the thought processes that underlie language.

Speaking skills are the ability to pronounce articulated sounds or

words to express, pronounce and convey thoughts, ideas, and feelings. The listener receives information through a series of tones, stresses, and joint placement. If the communication takes place face to face coupled with hand movements and facial expressions (imitating) the speaker. So, if we want to learn a language, the key is to practice. A person's skills in a language depend on the opportunity to use the language.

If seen from the origin, the word "Speaking" comes from the word pronounced "To speak is to express an opinion; to speak; to speak". So here was a way of expressing an opinion, there are many immediate benefits to being able or skilled at speaking. Some of these benefits can facilitate communication between people, facilitate the provision of various information and increase self-confidence. However, many factors contribute to successful mastery of speaking skills, such as they have never practiced speaking English with their friends formally or informally, are afraid of making mistakes, or are afraid to be laughed at by others and are not confident, or sometimes. The student seems unsure of having an idea in their mind if they submit to practicing their speaking.

There are the three types of affective factors that are affect students in the process learning is achievement motivation, self-confidence and anxiety. Brown also added that proficiency language can be achieved if there is learning environment for students have a level of self-anxiety low and the level of self-resistance low. This self-anxiety can cause various difficulties for students to give the right response in speaking activities. This of course it can hinder mastery ability speak fluently.

However, this is a problem for many people who want to learn English. Especially in the learning process in a formal environment, especially foreign language learning, students will face difficulties. A

foreign language and a first language have differences in terms of sound, vocabulary, writing, and grammar. So that they have is the difficulty of expressing the ideas they already have. If asked to describe it in Indonesian, the difficulty disappears. Most of them tend to understand when someone speaks English, but it is difficult for them to respond or answer briefly. A small of them are shy and lack confidence in expressing their ideas in English. This can be seen when the teacher asks for answers and they can answer in short language.

As the research conducted by Fahmi about Developing a Spinning Wheel to Teach Speaking for the Seventh Graders of SMPN 12 Malang. This Research and Development (R&D) study was aimed to develop a board game "Spinning Wheel" teaching media for speaking to the seventh graders of Junior High School. This media was to provide speaking medium for speaking activity. The materials of the teaching medium were chosen on the basis of the syllabus on the Curriculum 2013. The writer assumed that the appropriate method, strategy or media should be choose. It is not easy thing to do when teaching English in speaking ability especially without the complementing of an appropriate method.

Based on information from the English teacher, students have low levels of active learning and speaking ability. Students are shy to speak and tend to remain silent in class. In fact, as teachers are required to be able to guide students to achieve the goals of each subject regardless of the difficulties or obstacles that arise. A teacher is expected to be creative and innovative in dealing with the difficulties experienced by their students.

Therefore, a learning strategy or method is needed in order to improve students' language skills. Some of the students argued that they did not know how to speak and the methods used by the teacher

were boring. They want something new in the teaching and learning process. Every child's point of view is not as good as learning English, especially in speaking skills. Therefore, using the spinning wheel media will make students more interested in learning. To solve the above problems, a new capable planning method is needed provide lots of ideas to students and create fun activities during the teaching and learning process processes. Many activities can be done to create fun activities, such as pictures, cards, and other props

II. METHODS

The research was qualitative research. The questionnaire and the interview used as the instrument for collecting data. The subject of this research is in the school of SMPN 1 Pamijahan. The sample of the research is grade 7. In seventh grade there were nine class in the school but the writer only chooses one class as the research sample. The writer chose the student sample for various reasons, that was recommendation of the English teacher and the students' abilities.

In this research the writer used a non-probability sampling, namely purposive sampling. Non-probability sampling is often associated with case study research design and qualitative research. There are four types of non-probability sampling, such as quota sampling, snowball sampling, judgmental/purposive sampling and Convenience sampling.

The purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience. In this research

the writer used judgmental or purposive sampling, because the participant who used as sample is participant who fit certain criteria determined and in accordance with the data required by the writer. The writer chose 10 from seventh grade students of SMPN 1 Pamijahan as participants.

III. RESULT AND DISCUSSIONS

A. Questionnaire Results

In this study, the questionnaire 10 participants of seventh grade at SMPN 1 Pamijahan, data that presented in this research was data from a questionnaire that were spreading to participants at the seven-grade of 7-8 about the use of spinning wheel as a media in learning speaking ability. Every questionnaire contains 7 questions that have to answer by students. Below, the result of the questionnaire.

Table. 1. 1 Questionnaire Questions

No	Statement	Y	N	Total
1.	Do you think speaking English is difficult?	80%	20%	100%
2.	Do you think practicing speaking English make you nervous or anxiety?	100%	0%	100%
3.	Do you think using Spinning Wheel media is very helpful in practicing your speaking?	100%	0%	100%
4.	Do Spinning Wheel media help you to increase motivation to learn Speaking English?	100%	0%	100%
	Do you agree the Spinning Wheel media increases the confidence to communicate in English?	100%	0%	100%

Do you agree The Spinning Wheel media fosters					
6.	a positive attitude towards English as a language?	100%	0%	100%	
7.	Do you agree the use Spinning Wheel media help you for learning speaking?		100%	0%	100%

Based on the table above, it shows the percentage of the answer frequency by the students. It can be described that point 1 shows that most of the students (80%) said "Yes" that the Speaking English is difficult and a small part of the participants said "No" (20%). the next was point 2, that the most of participants (100%) stated "Yes", participants think that the practice of speaking English makes them nervous / anxiety and also participants said "No" (0%).

Furthermore, point 3 indicates that most of the participants (100%) stated "Yes" All participants said that used Spinning Wheel media is very helpful in practice speaking in English learning .and also participants said "No" (0%).

Then, point 4 shows that most of the participants (100%) stated "Yes" most of the participants said that the use of Spinning Wheel media helped increase their motivation to learn to speak English and also the participants said "No" (0%).

The next, point 5 shows that most of the participants (100%) stated "Yes" all participants agreed that spinning media can increase their confidence in communicating in English and also participants said "No" (0%).

Furthermore, point 6 shows that most of the participants (100%) stated "Yes" all participants agreed that the spinning wheel media can increase positive attitudes towards English as a language and also participants said "No" (0%).

The last, point 7 shows that most participants (100%) stated

"Yes" all participants agreed that using the spinning wheel media could help to learn to speak English and also participants said "No" (0%).

B. Interview Results

In this study, the writer interviewed 10 participants of seventh grade at SMPN 1 Pamijahan, to know more about their about use Spinning Wheel Media. The writer gave five same questions to each student.

Based on the result of the interview, the writer concluded that mostly the 7-8 grade students of SMPN 1 Pamijahan actually never used any media when studying. They only know media spinning wheel after used conducted the research in that school.

Firstly, it can be seen in the question number one, the question was "*have you ever used the Spinning Wheel?*", and "*what kind of activities do you do usually done when you use it?*", all participants were answered never used Spinning Wheel Media in learning English Language.

Secondly, for the question number two was "*do you know what is the media Spinning Wheel?*", the participant six and seven answer know Spinning Wheel Media, and then, the participant number one, two, three, four, five, nine, eight, and ten answer, which were they didn't know about a Spinning Wheel media.

The thirdly, the question was "*does your teacher ever or even often use Spinning Wheel Media when learning English?*", all participants were answered never used any media during learning.

Fourthly, the question was "*When your teacher use Spinning Wheel media in learning English?*", all participants were answered never. Fifthly, the question was "*What do you think of Spinning Wheel media that use by the writer in learning English?*", all participant were answered the media was very fun and helps, make it easier to

understand the material, makes more confident, especially in speaking English and motivates them to learn more.

IV. CONCLUSION

After conducting research and obtaining data, it can be concluded that based on the previous results, most of the class VII.8 students of SMPN 1 Pamijahan think that learning using the spinning wheel media can help increase their confidence in their English speaking ability. These results can be proven by their activeness during the learning process and from their answers most of them were answered "Yes" nearly 100%. So that, it can be interpreted that students felt that the media was very helpful for them in increasing their confidence in speaking ability in learning English.

Students also enjoy learning by using the spinning wheel media. This was not only fun, but students felt not bored when learning by using the media, so that their learning motivation tends to increases, especially in speaking. It wasn't only in terms of motivation in learning, but also made it easier for students to understand the material while studying so that the rest students felt that the media was very helpful for them in learning.

However, in this study there were difficulties in the form of noisy neighboring classes that made students less focused when learning took place and very less time even though the school had started to be active but it was still in a slow stage which made students' schedules roll and time was accelerated. Therefore, it can be assumed that the use of spinning wheel media can improve speaking ability in learning English.

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