THE USE OF SPINNING WHEEL MEDIA IN LEARNING TO SPEAK IN THE CLASS X SMAN 6 BONTOA MAROS

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ARTICLE INFO	ABSTRACT
Article history: Received: July 31, 2023 Revised: August 11,2023 Accepted: December 16,2023 Published: December 31,2024 *Keywords:* Spinning Wheel Media, Pre-Experimental, Vocabulary, Fluency	This study aims to determine whether there is an influence on the use of spinning wheel media in speaking, especially in the vocabulary and fluency of students in class X Sman 6 Bontoa Maros. This study uses a pre-experimental method to analyze data with a quantitative design. The instruments used were speaking tests and oral tests which consisted of a pre-test, treatment and post-test. The population is students in class X Sman 6 Bontoa Maros and the sample is X MIPA 1 with the use of purposive sampling technique.. This opinion was proven by the results of students' scores in the form of speaking texts, things This can be seen by the higher post-test average scores, namely vocabulary (79.10) and fluency (85.73) compared to the pre-test vocabulary (44.47) and fluency (46.31). Furthermore, there was an increase of 77.0% (vocabulary) and 85.0% (fluency) in learning to use spinning wheel media for six meetings. In addition, the difference in the value of the t-test is higher than the value of the vocabulary t-table (73.262 > 2.101) and fluency (21.075 > 2.101). **

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INTRODUCTION

Education has a very crucial role in preparing young people who have emotional intelligence and high potential abilities and understand several kinds of positive skills. Education is a conscious effort carried out by the community, government, family with

teaching, training and guidance activities carried out in schools throughout life in preparing students to be able to play roles in several environments well in the future.

Nowadays, competition is very tight and information technology is getting more sophisticated, giving us insight, knowledge, and discourse that is getting wider. Sometimes the increasing sophistication of technology that is well-known among children, such as cellphones, creates a high sense of learning, especially in practical lessons in speaking the language, which only uses the mobile technology.

An important part of learning English is speaking. Speaking is the most important of the four language skills for effective communication in today's global setting, according to Rao (2019). cited in Heriansyah (2012), and success is determined by a person's capacity to carry out conversations in the target language.

Speaking is an activity used by individuals to communicate with other individuals. This is done anywhere and has become part of our daily activities. When someone speaks, they interact and use language to express their feelings, thoughts, ideas. They also share information with other people by communication.

The researcher decided to conduct this research at one of the high schools in Maros Regency, named Sman 6 Bontoa. After conducting small discussions through interviews between researchers and one of the English teachers at the school, based on the results of interviews with researchers at the school, several obstacles were found during learning English, especially speaking skills, where learning was done using conventional methods. The use of this method students are less able to attract attention, interest and motivation of students to learn. So that at the time of learning evaluation students do not understand the material that has been taught. teachers need some alternative media to improve students' speaking learning.

To overcome learning outcomes that are less than optimal, researchers prevent this problem by finding appropriate learning media. Researchers provide the use of Spinning Wheel media in learning to speak. This media was chosen because it has the advantage of being able to stimulate students to participate actively and can provide direct feedback. Based on the discussion above, in accordance with the existing problems, the researcher is interested in conducting research on " The use of spinning wheel media in learning to speak in the class x sman 6 bontoa maros".

RESEARCH METHOD

In this study, quantitative research uses pre-experiments to analyze data. One group used the pretest-posttest to measure data. This research design has three stages of testing, namely pre-test, then treatment, and finally post-test by giving a final test. In addition, this research is to find out the improvement of students' speaking through the use of Spinning Wheel media.

The variable of this research is the use of spinning wheel as media independent variables and students' speaking skills in learning (vocabulary and fluency) as the dependent variable.

The population of this research was class X students of SMAN 6 Bontoa. And then this study used one class as a sample, namely class X MIPA 1, which consisted of 19 students. Purposive sampling was used as the sampling method in this study.

The research instrument uses speaking tests and recording in data collection. The researcher asked the students to tell the object they were describing for 2 to 10 minutes and recorded it. In this research, two kinds of tests were used, namely: the first was the pre-test and the second was the post-test.

Collecting data the First, the Pre-test was carried out before the students were given treatment. Researchers distribute in the form of pictures as verbal forms that describe objects. After giving the pretest, then the researcher gave treatment about the object being worked on using the spinning wheel. The last study was given a speaking text in the form of a post-test by describing the objects in the picture.

RESULT AND DISCUSSION

RESULT

The results of this study are obtained from the results of the pre-test and post-test data before and after using spinning wheel media. The following is further analysis of the data from vocabulary and fluency :

Vocabulary (Pre-test)

Table 1 The Percentage of Students' Vocabulary Result in Pre-Test

CLASSIFICATION	SCORE	PRE-TEST	
		FREQUENCY	PERCENTAGE
Excellent	80-100	-	0%
Very Good	66-79	-	0%
Good	56-65	-	0%
Poor	41-55	7	37%
Very Poor	≤40	12	63%
TOTAL		19	100%

Student rate, percentage, and frequency the speaking vocabulary obtained from the pre-test is shown in the table 1. Above the student pre-test table, there are various score. According to the table, none of the 19 children got good grades classification scores because they are lawful in speaking, specifically in vocabulary, 7 students (37%) received a very poor grade, while 12 students (63%) received a poor grade.

Vocabulary (Post-test)

Table 2 The Percentage of Students' Vocabulary Result in Post- Test

CLASSIFICATION	SCORE	POST-TEST	
		FREQUENCY	PERCENTAGE
Excellent	80-100	8	43%
Very Good	66-79	11	57%
Good	56-65	-	0%
Poor	41-55	-	0%
Very Poor	≤40	-	0%
TOTAL		19	100%

Table 2 shows the percentage and frequency of students' speaking vocabulary learned from the treatment. Above the student pre-test table, there are various scores. Based on the 19 students classified, the table shows that students can influence students' speaking and vocabulary. after identifying it in the post-test 11 (57%) students scored very good and then 8 (43%) students scored excellent.

Fluency (Pre-Test)

Table 3 The Percentage of Students' Fluency Result in Pre-Test

CLASSIFICATION	SCORE	PRE-TEST	
		FREQUENCY	PERCENTAGE
Excellent	80-100	-	0%
Very Good	66-79	-	0%
Good	56-65	2	10%
Poor	41-55	8	43%
Very Poor	≤40	9	47%
TOTAL		19	100%

Table 3 shows the classification, percentage, and frequency students' fluency in speaking is determined by pre-test. The data shows that out of 19 students, none of them got excellent grades classification score because they are very lacking in speaking, specialized in fluency. After being identified in the pre-test, 9 (47%) students were classified as very poor. while 8

(43%) students classified as having a poor value, and then 2 (10%) students classified as having a good score.

Fluency (Post-Test)

Table 4 The Percentage of Students' Fluency Result in Post-Test

CLASSIFICATION	SCORE	POST-TEST	
		FREQUENCY	PERCENTAGE
Excellent	80-100	17	90%
Very Good	66-79	2	10%
Good	56-65	-	0%
Poor	41-55	-	0%
Very Poor	≤40	-	0%
TOTAL		19	100%

Table 4 shows rates, percentages, and frequencies students' pronunciation in speaking is determined by the post test. The table reveals that, of the 19 students, classification reveal that students can effect their speaking and student fluency. After being identified in the post-test 2 (10%) students get good grades, and then the final score 17 (90%) students get very good grades. It can be said that the use of Media Spinning Wheel can help students' speaking fluency.

DISCUSSION

This discussion will present the results of using the spinning wheel media.
Student Vocabulary.

Based on data analysis, students' speaking ability in class after using the spinning wheel media in class X MIPA 1 SMAN 6 BONTOA MAROS was proven as a whole above. At the beginning of the meeting students have a bad vocabulary. This can be seen in the pre-test results with an average value of 44 which is included in the less category. And at the end of the meeting the students experienced an increase in the score of 79 included in the very good category. Thus, it can be seen that the use of spinning wheel media is effective in improving students' speaking skills, especially in vocabulary because of an increase in the average score of 77%.

Student Fluency

Based on the ability to speak fluensy using a spinning wheel in class X mipa 1 students of SMAN 6 BONTOA MAROS. At the beginning of the meeting the students had a way of speaking English that was still not fluent, like a little stammered. Student pre-test results where students get an average score of 46.3 which is included in the less category. Then at the end of the meeting students were given a post test after being given treatment showing that there was an increase in students getting an average score of 85.7 which was included in the good category. It is known that the rotating wheel media is effective in improving students' speaking skills in terms of fluency with an increase score of 85.1%.

HYPOTHESIS

Based on the paired sample test table related to vocabulary. It can be seen that the students' T-test scores were in the process after and before using spinning wheel media between pre-test and post-test significant different. The alternative hypothesis (H1) is accepted while it is null hypothesis (H0) is rejected with a significance value of 0.000 which is less than α = 0.05. Where the value of df (degrees of freedom) is 18 = 2.101 and the value of the T-test = 73.262 is greater than the value of df.

That alternative hypothesis (H1) is accepted while the null hypothesis (H0) rejected with a significance value of 0.000 which is smaller than α = 0.05. Where the df value (degrees of freedom) is 18 = 2.101 and the t test value = 21.075 higher than the df value. This means that the use of Spinning Wheel media has an effect on the use of spinning wheel media in class X MIPA 1 at SMAN 6 BONTOA MAROS.

Based on the result of relevant research, Saputri's research (2020) The Effect of Using Spinning Wheel Image Media on the Narrative Writing Skills of Grade IV Students at SDN Batu Bassi Barru. The results of the t test data analysis obtained the value of t is 9.2421. With the results of the frequency (Df) 15-1 = 14 significant 0.05% obtained t table of 2.144. Then H0 is rejected and H1 is accepted.

CONCLUSION
1. The use of spinning wheel media has a significant effect on students' vocabulary. This is evidenced by the post test value (79.10). Then the pretest value (44.47) is included in the sufficient category. That is, the use of the rotating wheel media affects the ability to speak English in the vocabulary as evidenced by an increase of 77%.
2. The use of spinning wheel media affects students' fluency skills. This is evidenced by the post test score (85.73) then the pretest value (46.31) which is included in the sufficient category. This means that students who use rotating wheels have an effect on their fluency in English as evidenced by an increase of 85.12%.

ACKNOWLEDGMENT

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