# BRIDGING STUDENTS' SPEAKING SKILL THROUGH SPINNING WHEEL MEDIA AT SMP NEGERI 1 BONTOMARANNU

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| ARTICLE INFO | ABSTRACT |
|---|---|
| | This research aimed to verify whether the use of Spinning Wheel Media effective to bridging students' speaking skill in term of pronunciation and vocabulary after being taught through Spinning Wheel Media at the first grade of SMP Negeri 1 Bontomarannu. The researcher applied pre-experimental method with one group pre-test post-test design and the data were collected by giving pre-test, treatment and post-test. The sample of the research was VII 3 of SMP Negeri 1 Bontomarannu which consisted of 16 students. The population of this study was the first grade students of SMP Negeri 1 Bontomarannu which consisted of 296 students in the academic year of 2021/2022. The sample was taken by cluster random sampling technique to select the sample of the research. The technique used for obtaining data was speaking test. The research findings show that the mean score of the students in pronunciation is proved by post-test 53.12 is higher than the mean score of the students in pre-test 34.37. Mean score of the students vocabulary is proved by pre-test 42.18 and post-test 75 and the hypothesis t-test value were 6.54. It means that Ha is accepted. Based on the findings that there is significance difference between the result of pre-test and post-test. Spinning Wheel Media is very good in enhance the students speaking skill in terms of pronunciation and vocabulary.<br><br> |

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## INTRODUCTION

Speaking is an essential element of daily life. Every individual in the universe speaks every day without realizing it. Every human individual speaks thousands or perhaps millions of words. Speaking is a key aspect of learning English. That is in accordance with Rao's (2019) assertion that speaking is the most crucial of the four language skills for effective

communication in today's global environment. According to Nunan (1991), cited in Heriansyah (2012), gaining speaking skills is one of the most important components of learning a second or foreign language for most people, and success is measured by the ability to hold a conversation in the language.

Many variables contribute to difficulty in speaking, according to Ur (1996:117) in Afisa (2015), including inhibition, nothing to say, poor or unequal involvement, and first language. Furthermore, Raba'ah (2005:15) in Afisa (2015) identifies a number of issues it makes it tough to communicate in English some of these qualities are related to the students themselves, while others are related to teaching strategies, curriculum, and the surrounding environment. Many students, for example, lack the language necessary to express meaning and hence are unable to establish eye contact. Lack of strategy and communication abilities is another reason for not being able to continue engagement.

When the researcher interned at SMP Negeri 1 Bontomarannu, the researcher found several causes that led to difficulty speaking among students, such as the use of the mother tongue, fear of being wrong, low participation, lack of vocabulary, lack of confidence, awkwardness, and motivation are all issues that people face. (Brown, 2000) the three forms of emotional elements achievement motivation, self-confidence, and anxiety are all factors that influence students' learning outcomes, according to the study. Brown further stated that language competency can be obtained if self-anxiety and self-resistance are low among students and are in a learning environment. According to many studies, self-anxiety factors are one of the most affective elements influencing participants in deep instructor English speaking activities in class. This self-consciousness might make it difficult for kids to respond appropriately in speaking exercises (Brown, 2000).

The researcher aims to use Spinning Wheel media to alleviate the different obstacles that students' confront when speaking. According to some students, the difficulty is that they have no concept how to communicate and the teacher's manner is uninteresting. They desire a fresh approach to teaching and learning. As a result, researchers seek to employ a Spinning Wheel media to pique students' interest in learning because the Spinning Wheel is a media with a unique and engaging ambiance, ensuring that students are not bored while studying.

Students become bored by books or textbooks. Students simply practice page after page in their textbooks without speaking about it. Students can practice using the materials supplied in the Spinning Wheel spokes by using the Spinning Wheel media. Everyone can

analyse their own experiences using the Spinning Wheel. It gives people the impression that they have a chance to apologize or express their feelings if something goes wrong.

To address the issues raised above, we need a new teaching style that can provide students with a wealth of ideas and engage them in fun activities during the teaching and learning process. Pictures, cards, and other visual aids can all be used to make an entertaining activity. The Spinning Wheel is an example of a useful activity.

## RESEARCH METHOD

Research Design

The study used a one group pre-test and post-test design and used a pre-experimental research approach. The condition before and after treatment was twisted in this type of research (Sugiyono, 2012). This research has been carried out at SMP Negeri 1 Bontomarannu class VII 3 with a sample of 16 students. The sample were selected by used cluster random sampling technique.

Research Procedure

In this study there are several steps used, firstly As a pre-test, the students were given an oral test to measure and examine their past knowledge of English pronunciation and vocabulary. A one meeting was required for the pre-test. Secondly, through treatment this research was handled in the following way; the teacher provided background information on pronunciation and vocabulary, the Spinning Wheel media was explained by the teacher, the teacher demonstrated how to use Spinning Wheel media by using it as an example. The teacher forms three groups. Each group representative came forward to try using the Spinning Wheel, after the board stops, the topic to be discussed can be known and this continued to the next group until everyone gets the topic to be discussed. Each group discussed the topics that had been obtained. After discussing, each student present the result discussed and the other groups respond. The last, after treatment students were given a post-test to see if they had improved their pronunciation and vocabulary.

Data Acquisition

How to test and obtain data using manual calculations with six formulas about pre-test and post-test students' correct answers, percentage of the students' achievement, calculating the mean score of students', calculating the improvement of the students' score, finding out the significant between pre-test from calculating values, and finding out the significant between the pre-test and post-test by calculating the value of the test. After that,

the researcher compared the t-test value to the t-table value to arrive at the conclusion. If the t-test value was more than t-table value, it was assumed that there was a substantial difference between the pre-test and post-test, hence Spinning Wheel media was a suitable tool to use to determine the bridging of students' speaking skill.

## RESULT AND DISCUSSION

### Research findings

The results of this study's speaking test demonstrate that employing Spinning Wheel Media with first-grade students in VII 3 of SMP Negeri 1 Bontomarannu improves students' engagement in terms of pronunciation and vocabulary. The following table shows how Spinning Wheel Media bridged the gap between students' pronunciation and vocabulary in first grade pupils at SMP Negeri 1 Bontomarannu:

Table 1. Mean Score of Speaking Pronunciation and Vocabulary

| Indicator | Mean Score | | Bridging |
|---|---|---|---|
| | Pre-test | Post-test | |
| Pronunciation | 34.37% | 53.12% | 54.55% |
| Vocabulary | 42.18% | 75% | 77.80% |

Table 2. Result of Hypothesis

| Result of Comparison | Hypothesis | |
|---|---|---|
| | H0 | Ha |
| t-test>t-table | 2.13 | 6.54 |

The total t-test value of the research was 6.54, with 15 degrees of freedom (df) and a significance threshold of 0.05, resulting in a t-table value of 2.13, indicating that the t-test value was greater than the t-table (6.54 2.13).

The criterion of the best was used to refuse H0, if the t-test was higher or same with the t-table (t-test> or = t-table), it means Ha was accepted and if t-test value was lower than t-table (t-test< or = t-table) H0, was rejected. The calculating shows that the t-test value higher than t-table. It means that the students' bridging in speaking was better after taught by used Spinning Wheel Media, so Ha was accepted.

### Discussions

Based on the results of the research described in the data analysis, descriptive of the results of the recapitulation of students' speaking skills class VII 3 SMP Negeri 1 Bontomarannu using the Spinning Wheel Media, in the pre-test (before treatment), the maximum pronunciation value was 50 and the Besides that, the maximum vocabulary value was 50, and the minimum vocabulary value was 25, while in the post-test, the maximum pronunciation can be seen to be 75. The minimum value was 25, and the overall vocabulary value gets a value of 75. From the results of the data analysis described above, the mean value was obtained average students' speaking skills before using the Spinning Wheel Media (pre-test) was 40.62. While the results of data analysis indicate the value of mean (average) speaking skills after using the Spinning Wheel Media (post-test) was 63.28. Based on the data above, it shows that the post-test results are higher than the pre-test scores.

The research results described above are descriptive statistical analysis, while the hypothesis of this research can be described by the results of inferential data analysis using the t test formula, it was known that the t-test value of 6.54 with a frequency (df) of 16-1 = 15, at a level of significance of 0.05, we obtained t-table of 2.13. Therefore t-test > t-table on the significance level was 0.05, then H0 was rejected and Ha was accepted which means that the use of Spinning Wheel Media affects speaking skills students of class VII 3 SMP Negeri 1 Bontomarannu.

Based on the result of relevant research, the following:

a. Saputri (2020) investigate writing student narrative essays. She found that the use of the Spinning Wheel media had an increasing effect on the skills of writing narrative essays, with a t-test value of 9.2421 and a t-table of 2.144, meaning that H1 was accepted and H0 was rejected.

b. Huda (2020) in her research, using the Spinning Wheel media in learning Qawaid Nahwu. The results showed that the used of Spinning Wheel media was effective in improving the learning process of Qawaid Nahwu. The final result was indicated by the independent t-test, which has a significance value of 0.000<0.05, with the basis of decision Ha being accepted.

c. Sartika (2019) the researcher focused on the use of the Spinning Wheel in teaching the speak of narrative texts. The researcher discovered that employing the Spinning Wheel in narrative text speaking learning had an effect, with statistical results from the experimental and control classes being t-table 5% t-test>1% or 2.002<86>2.65 indicating that Ha was accepted and H0 was rejected.

Based on the several previous relevant studies have been conducted, it can be concluded that the Spinning Wheel Media there was an effect of speaking skill of class VII 3 students of SMP Negeri 1 Bontomarannu, after treatment with using the Spinning Wheel Media in learning to speak got higher results. So it can be said that learning with the Spinning Wheel provides opportunities for students to express ideas, attract students' attention, be motivated in the process learning and can be used as a learning resource.
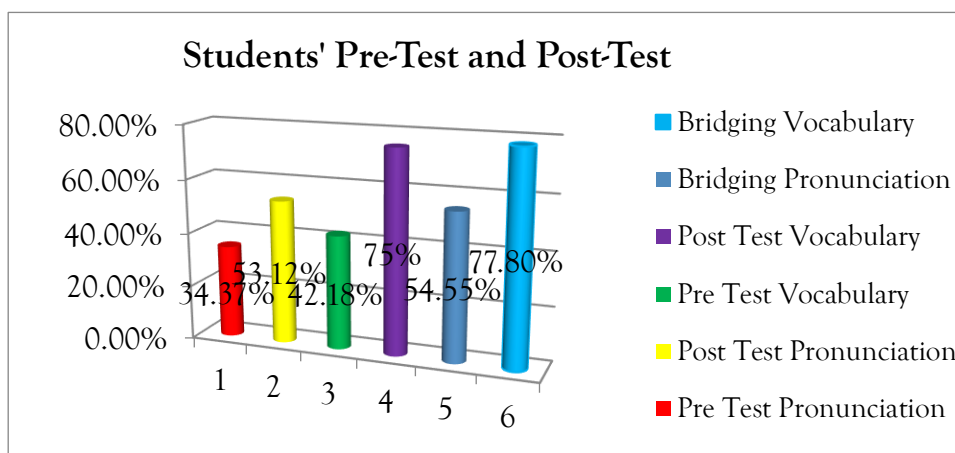
**Mean score**



Fig. 1. The Mean Score and Bridging of the Students' Speaking Skill in Term of Vocabulary and Pronunciation

The mean score of pronunciation was 34.37 percent in the pre-test bridge and 53.12 percent in the post-test bridge. In terms of vocabulary, the mean score was 42.18 percent, with a 75 percent bridge from the post-test. Based on the findings, it can be stated that using Spinning Wheel Media to teach speaking has a substantial impact on pronunciation and vocabulary.

**CONCLUSION**

The researcher concluded that Spinning Wheel Media was bridging the students' pronunciation and vocabulary before and after giving treatment, as evidenced by the mean score of pronunciation before and after giving treatment of 34.37 to 53.12, and students vocabulary was bridged before and after giving treatment, as evidenced by the mean score of vocabulary before and after giving treatment of 34.37 to 53.12. It signifies that there was a difference in importance before and after the treatment.

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