

## **DEVELOPMENT OF SPIN WHEEL TO TEACH EXPLANATORY TEXT IN WRITING SKILL FOR ELEVENTH GRADE**

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### **Abstract**

The aims of this research is to find out the processes and results in developing spin wheels for teaching explanatory text especially in writing skill. This research was conducted because students had difficulty in producing a text. Besides that, the lack of supporting media is also a factor students getting bored in learning. The technique used by the researcher was direct observation and unstructured interview with the English teacher and all student class XI MIA of MA Bustanul Mutaallimin. Researcher also distributed questionnaires to all students at the end of the study to find out whether the spin wheel was decent or not. The media that developed by researcher got a score of 90% from the media expert validation and 87,5% from the material expert validation, both can be said to be “very valid”. While the questionnaire from students responses the researcher got a score 85,75% which means “very decent”. So that, the spin wheel media can be used by the teacher in teaching explanatory text in writing skills to the students.

**Keywords:** Spin Wheel; Explanatory Text; Writing Skill

### **INTRODUCTION**

Everyone realizes that language and human life are interrelated. Communication between humans requires the use of language. Basically language has arbitrary and conventional. The arbitrary and conventional nature of language, made one needs to learn another language to do communication with other people from other country (Saputra et al., 2019). English is an international language that students in Indonesia are required to study (Riadil et al., 2023). Being an international language, English has a significant impact on today's competitive world, where it is employed in a range of industries like science, technology, business, and education (Maya et al., 2022). The role of international language is needed to build relationships and interactions with other nations, so that Indonesia government began to take steps by providing English as a foreign language subjects. Therefore, children from elementary school to high school in Indonesia are taught English with four skills in learning such as speaking, reading, listening and writing. These four skills must involving teachers in teaching and learning process in the classroom. One of four skills that need to be focused on is writing skills. Writing skill is one of the most important aspects of a language for allowing children to freely express their thoughts and emotions (Bala, 2017). However, students had great difficulty distinguishing between the times of the English grammar tenses due to their similarity and the difficulties in writing sentences in the English language, whether they were in the past, present, or future. (Alhabbash et al., 2016). Learning English in high school is that students can understand and write a short text as certain types of content kinds. They are descriptive, procedure, narrative, recount, news item, report, hortatory exposition, analytical exposition, discussion, spoof, explanatory, and review based on the Curriculum 2013 (Aida & Widiyati, 2020).

In this research, the researcher focused on improving students' ability in writing an explanatory text because it is one of the texts which taught in the eleventh grade. Explanatory text is a text which tells how and why something in the world happens. Writing an explanatory text is an activity that contains an explanation of a situation as a result of a problem that has occurred before and causes something else to happen later. Explanatory text has a social function to explain the process of occurrence which has a causal relationship and explanatory text is closely related to natural events and social events (Br Sinulingga et al., 2019). Beside that, (Br Sinulingga et al., 2019) stated that explanatory text is a text that is made based on observations of an event or phenomenon. The observation focuses on the process. Researcher found an interesting media to teach English writing skill and student centered learning activities, namely spin wheel. (Bafadal, 2019) stated that The Spinning Wheel Game is an educational instrument that divides a circle into several sectors. The Spinning Wheel, according to Rahman cited in (Bafadal, 2019) is a teaching method that involves all students in order to make them more active, engaged, and to improve and appreciate the learning process. The researcher interested in using spin wheel games in its research and teaching, because the media has several advantages. On the research by (Rachmaida & Mutiarani, 2022), it shows this researcher found that using the spin wheel to enhance students writing skills in procedural texts can increase students' interest, challenge their thought processes, and enable them to produce procedural texts while playing. Whereas research conducted by (Çetin & Şeyma Cihan Çetin, 2021), namely the effect of story wheel method on creative writing skills, shows that the story wheel method has a positive effect on students' creative writing skills, story elements information and word numbers. In this study, the researcher found the problem of what if students have difficulty writing explanatory texts. Therefore the researcher tries a solution by using spin wheel media to help students in making explanatory texts by themselves. Based on the data, it can be concluded that improving student writing skill is something that the teacher must do. Teaching English using the spin wheel, students are expected to be interested and enjoy writing. Therefore, the students can make writing with good sentences according to tenses. Media development is very necessary in this teaching, so that students do not get bored and learning can be fun. As the result, the researcher gives the title of this research "development of spin wheel to teach explanatory text in writing skill for eleventh grade of MA Bustanul Mutaallimin".

## METHOD

This study uses a development (R & D) approach because it is appropriate with the research objectives to be achieved in this study. In the mean time, the development model used in this research is the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). According to (Angko & Mustaji, 2013) there are several reasons why ADDIE is still very relevant to use. The ADDIE model is widely employed in development research because its phases are systematic. The stages of the ADDIE model only reach the evaluation stage, where the evaluation is obtained from comments and suggestions from validators and students as a reference for improving the product being developed. This study uses qualitative and quantitative data. Qualitative data is obtained from observation and interview techniques to find out the weakness of students at preliminary study. Meanwhile quantitative data obtained from questionnaire about writing explanatory text using spin wheel media to the students in class XI MIA of MA Bustanul Mutaallimin, totaling 20 students consisting of 14 female and 6 male students. The researcher used saturated sampling technique because all members of the population are used as sample (Sugiyono, 2015).

In this research, researcher validated instrument material and media to validator. Instrument validated were carried out to find out whether the measuring instruments that had been prepared were really good and adequate instruments. Whether the instrument is good or bad will affect whether the data obtained is correct or not. This greatly determines the quality of research. A good instrument must meet two important requirements, namely validity and reliability. Product validation was carried out to assess whether the spin wheel media was being developed was valid or not. The product validity test was carried out by media expert.

(Suharsimi Arikunto, 2006) stated that validity is then interpreted using the percentage of results that can be calculated using the following formula:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Note:

P = Validity

$\sum x$  = Number of assessment answers

$\sum xi$  = Highest number of answers

**Table1.** Percentage of validity

Percentage (%)	Validity Category
85% - 100%	Very valid
70% - 84%	Valid
55% - 69%	Less valid
40% - 45%	Invalid

As seen in the table above, the formula from (Suharsimi Arikunto, 2006) was used to determine validity. The percentages are as follows: (1) 40% to 45% can be considered invalid; (2) 55% to 69% can be considered less valid; (3) 70% to 84% can be considered valid; and (4) 85% to 100% can be considered extremely valid.

Researcher used students' responses from questionnaires for quantitative data sources which were analyzed used eligibility formula, as follows:

$$\Sigma = \frac{x}{N} \times 100\%$$

Note:

$\Sigma$  = Eligibility

$x$  = Total score obtained

$N$  = Maximum score

**Table2.** Percentage of eligibility

No.	Percentage (%)	Eligibility Category
1.	< 21%	Very Improper
2.	1 – 40%	Less Feasible
3.	41 – 60%	Decent Enough
4.	61 – 80%	Feasible
5.	81 – 100%	Very Decent

## RESULTS AND DISCUSSION

### Results

The results is the researcher develop spin wheel media to teach explanatory text in writing skill for eleventh grade of MA Bustanul Mutaallimin through several process according to ADDIE. Researcher conduct observations and interviews to find problem on students.

Researcher developed media to help student learning an explanatory text. The media was validated by media validator and material validator. The table below shows the results of material and media validation :

**Table 3.** Validity Result

Validity	Percentage	Validity Criteria
Media validation	90%	Very valid
Material validation	87,5%	Very valid

After design and validated a product, researcher implement it on students. At the end of implementation the researcher distributed student response questionnaires and got a score of 85.75%. From the both validations and students respond it can be conclude that the media is valid to develop and applied according to the comment and suggestion from validators.

## Discussion

In this research there are several problems that must be answered by researcher: 1) How is the process of development of spin wheel to teach explanatory text in writing skill for eleventh grade of MA Bustanul Mutaallimin, 2) How are the results of development of spin wheel to teach explanatory text in writing skill for eleventh grade of MA Bustanul Mutaallimin. The first stage is analysis. Researcher analyzed student need and problems by observing and conducting interview to all students and an English teacher. Based on the results of interview with English teacher at MA Bustanul Mutaallimin, one of the obstacles experienced in learning English is the lack of availability of supporting materials for learning writing skills. Instructional media is needed by teacher to increase student learning interest in honing English writing skills. According to teacher and student worksheet results and observations, children struggled to articulate their thoughts in writing, and their limited vocabulary made it challenging to pick the right words to organize them into effective writing. Their writing is riddled with errors structure and content. Therefore, the researcher tries to develop spin wheel media that is used to teach student writing skill. The second stage is design. The researcher designed a spin wheel according to the K13 class XI syllabus with explanatory text material. At this stage the researcher makes a spin wheel design that will be developed and validated to the validator. The original design was made of A4 sized plywood and there were only 5 sections of explanatory text in a circle. There is a small arrow in the middle of the circle which is less effective when rotated. The validator give a comment and suggestion to researcher for the product.



**Figure 1.** Spin Wheel Design

The third stage is develop. Researcher developed the spin wheel according to the advice from validation expert. A spin wheel that was originally just a piece of plywood became a spin wheel made of wood and has the following specifications: 1) Spin wheel have a pedestal with a

rectangle shape 30cm x 25cm that made of wood, 2) The spin in the form a circle above the rectangle show the 12 title of explanation text, 3) It has an inverted triangle arrow that show where the title is stop, 4) Spin wheel will be colorful that can make students interested, 5) It has a direction how to use the spin wheel in the pedestal.



**Figure 2.** Spin Wheel Product

The fourth stage is implementation. Researcher implements the product to students XI MIA of MA Bustanul Mutaallimin consist of 20 students. The steps of implementation are: 1) Students are divided into four groups, 2) One representative from each group gets a turn to spin the spin wheel until gets one title of explanatory text, 3) Each group writes an explanatory text according to the title they have obtained, 4) The last, each group presented the results of their writing in front of the class.

Researcher also distributed questionnaires after implementation to all students to find out whether the media was decent for use or not. The score from students response, researcher got 85,75% which means “very decent”.



**Figure 3.** Implementation

The final stage is evaluation. In this stage, researcher considered the suggestions and comments from the results of validation experts. Spin wheel media can help students in writing explanatory texts because there are pictures and plots that facilitate students' imagination. According to (Nadiyah Azhar Firdausi, 2023) the game contains numerous colored sections in its sides and is shaped like a rotating, round wheel. According to previous study from Fahria Rachmaida & Mutiarani in 2022 with the title “The Use Of Spinning Wheel Games To Improve Students’ Writing Procedural Texts” show that the use of spin wheel game had significantly



affected to writing skill. Writing is a great instrument for expressing to others our thoughts, feelings, experiences, and opinions in the form of notes with symbols that are methodically created to be easily understood by others (Mutiarani, 2022). This research is expected to provide practical benefits for 1) Students: to develop writing skill and make students more imaginative, 2) Teacher: to help teacher achieve quality learning goals, 3) Researcher: provide additional information for researchers who will conduct additional investigation in the related field. From the data this result it can be conclude that spin wheel media that developed by researcher get 90% from media validation which means “very valid”. While material validation obtained 87,5% which also means “very valid”. In addition, the average result of the students response questionnaire is 85,75% which means it “very decent”.

## CONCLUSION

The researcher can be conclude that, this research was made based on the field conditions of class XI MIA of MA Bustanul Mutaallimin whose students had difficulty in making an explanatory text. Therefore, the researcher developed a media called spin wheel because this media is colorful, has many choices of explanatory text titles, have an imaginative pictures on student worksheets, and the flow of the pictures help students to develop a plot into a whole paragraph. The spin wheel media has been validated by the media validator and the material validator, each of which has a score of 90% and 87.5%. The media also received a good response from students, namely 85.75% which means "very decent" to be applied in eleventh grade learning with explanatory text material.

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