THE DEVELOPMENT OF SPINNING WHEEL MEDIA TO TEACH VOCABULARY AT JUNIOR HIGH SCHOOL

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Abstract

This study focuses on the development of a spinning wheel media for English vocabulary learning, employing the systematic Borg and Gall Research and Development (R&D) model. The spinning wheel media is designed to enhance vocabulary acquisition and address the vocabulary poverty prevalent among students. The research methodology follows the stages outlined in the Borg and Gall R&D model, including needs assessment, media development, expert validation, pilot testing, and final evaluation. Throughout these phases, data are collected, analyzed, and iteratively refined to ensure the efficacy and validity of the spinning wheel media. Initial findings from the needs analysis reveal More than 70% (21 out of 30 students) at MTs Nurul Huda Ngadirejo demonstrate shortcomings in vocabulary, affecting their proficiency in learning English. To address this issue, it's imperative to integrate additional interactive learning tools to stimulate students' engagement and elevate their participation levels. Drawing upon pedagogical theories and instructional design principles, the spinning wheel media is developed to engage students actively in vocabulary learning. The result of expert validation media and material achieved 82.55 and 95% as a result spinning wheel media is appropriate for usage in vocabulary learning. The result of students satisfaction analysis indicates that spinning wheel is effective to increase students interest in learning vocabulary.

Keywords: Spinning Wheel Media; Vocabulary Learning Media; Teaching Vocabulary

INTRODUCTION

In Blitar, English is known as the local content subject at elementary school and as the compulsory subject at secondary school. However, not all elementary schools teach English for their student, it caused by the regulation of Permendikbud No. 67 Th. 2013 that mention English has been removed from the curriculum. As a result the elementary school students who continue their study in a junior high school level still have many difficulties in learning English due to the lack of vocabulary. Mastering vocabulary is a fundamental aspect of learning a foreign language, as it lays the groundwork for how learners speak, comprehend speech, read texts, and write words or sentences. (Richards & Renandya, 2002). By having enough vocabulary students are able to improve their language skill overall and feel more confident in using English in various communicative context. In addition, vocabulary also provide numerous benefits. It enhances communication, comprehension, reading, writing, critical thinking, academic success, cultural understanding, confidence, career advancement, enjoyment of literature, and promotes lifelong learning (Barcroft, 2017). Research on effective methodologies for teaching vocabulary and educational tools for vocabulary instruction remains a compelling area of inquiry within the academic discourse. (Hidayah et al., 2023). Research in the field of vocabulary instruction and learning media remains relevant because it addressed the evolving needs of learners, incorporates new insights from language acquisition studies, harnesses technology, and strive to improve teaching practices for diverse group of students.

In this case the researcher has collected some data from need analysis in 7th grade student of MTs Nurul Huda. According to the observation, over 70% (21 students) of 30 students at MTs Nurul Huda Ngadirejo exhibit deficiencies in vocabulary, leading to an impact on their English learning proficiency. As a solution, the incorporation of other interactive learning media is necessary to spark students' interest and increase their level of involvement. By using interactive and non-internet-based learning media, we can reduce students' dependency on the internet while still providing an engaging and effective learning experience. These media not only promote active learning but also provide a more controlled and focused environment for the learning process. Additionally, they can be used both in the classroom and for self-directed learning, making them versatile and accessible for students in various settings.

Based on this awareness, the author then searched for previous research related to flashcards and turntables. However, the author has not found any media that combines both tools. So far there has been no research that mentions the use of a turntable as a learning media. The researcher found a media closest to turntable, namely spinning wheel. The use of spinning wheel as a learning media has also been extensively studied. One of the research that has been conducted is *Penggunaan Media Pembelajan Spinning Wheel dalam Pembelajaran Qawa'id Nahwu* (Huda, 2020), which was conducted in Arabic language learning. This serves as a gap with the current research being conducted in English language learning.

METHOD

The research in question adopts the development model known as Research and Development (R&D), as delineated by Borg and Gall. This model serves as a systematic approach for creating and validating educational products. The sequential steps involved in this process are illustrated in the diagram below:
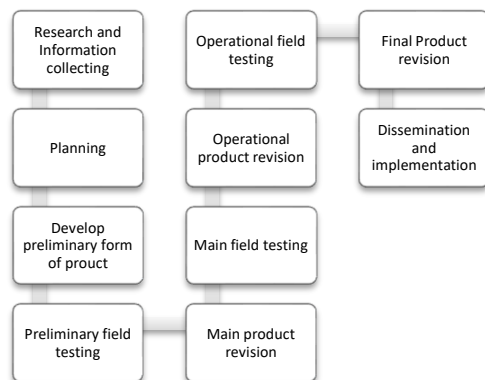

Figure 1. Step of The Research According to Borg and Gall

In this research researcher has limited this research to eight-steps development procedures and only take two experts to validate because of the short timeline, this learning media will be developed only for students, and learning media only tested and used in MTs Nurul Huda Ngadirejo. In addition, the participants in this study were students in 7th grade at MTs Nurul Huda Ngadirejo. The steps used by the researcher are as follows: (1) Research and information collecting, during this stage, the researcher analyzed the conditions of learning in the classroom through observations and interviews. (2) Planning, during this step the researcher analyzed what the students' needs to learn and planned a media product to vocabulary learning according to a research and information collecting step and curriculum for seventh-grade. (3) Product development, in this stage researcher makes a product planned to help students to develop vocabulary learning, namely spinning wheel media. (4) Preliminary field, in this stage the results of making spin wheel media that have been ready for validation testing in the form of products. The researcher conducts a validation test on the product that has been made, which

includes a media test and a design test. This validation test determines whether the product can be used effectively for learning vocabulary. (5) Main product revision, in this stage researcher revises the product according to the direction of the validator. (6) Product trial, after the product is revised it will be tested again in vocabulary learning. (7) Product revision, in this stage the researcher evaluates the product, to maximize the product at the final stage. (8) Dissemination and implementation, in this stage the researcher socializes the products that have been developed so that it can be applied in the school.

This research conducted validity and reliability test in this research, the researcher used SPSS 25 to count the validity and reliability of the research.The researcher used unstructured interview, observation, and questionnaire for data collection technique. For description data the researcher using qualitative analysis technique to analyze the data and quantitative data analysis applied to analyze numerical data from questionnaire sheet. In this study, the questionnaire used by the researcher was given to several experts, namely media experts and material experts and also given to students. The questionnaire given were using likert scale with four levels namely, *Very Good, Good, Not Good,* and very *Not Good.* These data calculated with following formula. The formula can be expressed as:

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

Information:
P   = needed percentage
$\sum xi$ = ideal number of answers in 1 item
$\sum x$ = total respondents
100   = constant

The percentage that has been obtained is then adjusted to the following parameters:

Table 1. Qualification Criteria for Percentage Analysis

No	Percentage	Criteria	Information
1	81%-100%	Very Good	Valid or Feasible
2	61%-80%	Good	Valid or Feasible
3	41%-60%	Good Enough	Invalid or Not Feasible
4	21%-40%	Bad Enough	Invalid or Not Feasible
5	0%-20%	Bad	Invalid or Not Feasible

Source: adapted from (Rahmawati & Mubarok, 2023).

RESULTS AND DISCUSSION

Results

Result of Need Analysis
The researcher obtained information from the first interviews on 9th of March 2023 with students in seventh grades, revealing that several elementary schools in Blitar are following the regulation about removing English material at elementary school. When asked about English lessons at the elementary school level, several students admitted that they did not receive English materials when they were at elementary school. This has resulted in some students experiencing difficulties in keeping up with the lessons.
According to the researcher's first observation on 9th of March 2023, there was 70% (21 students) of 30 students at MTs Nurul Huda Ngadirejo exhibit deficiencies in vocabulary, leading to an impact on their English learning proficiency. This is evident from the fact that out of the approximately 20 questions posed by the teacher, only 5-10 were successfully answered. In addition, based on the discussions with the students, it was revealed that lacked vocabulary

According to the researcher's second observation on 6th – 9th of April 2023, the limited vocabulary of students is not solely attributed to their absence of early exposure to English. But, resulting in English being foreign to them, this condition is also caused by their study habits. At MTs Nurul Huda Ngadirejo, students primarily rely on text-based learning. Additionally, the current 7th-grade students previously experienced primary school during the COVID-19 pandemic, which restricted their learning activities to online textbooks and assignments. As a result, students tend to answer questions by quickly searching the internet and do not thoroughly study the subject matter.

Result of Development Media

The initial process development of spinning wheel learning media involves identifying problems through an analysis of the needs of students. This stage aims to address issues that hinder student engagement and ease of learning. The researcher chose 7th grade as an object of the research due to the availability of appropriate descriptive text material in the media created for 7th grade. However, 9th grade was not recommended by the school as a subject for the research. after selecting the research object, researcher was determine the learning indicators based on specific competencies, such as basic competencies 3.7 and 4.7 with a focus on vocabulary material. This step involves outlining the key areas of focus and content for the learning media. After that the researcher determine that the product have following criteria:

Table 2. Specification of The Product

No.	Name of Part	Criteria
1.	Spinning Wheel	The spinning wheel is made of a circle board with 30 cm of diameter
		This spinning wheel will be divided into several colors like a pie chart
		Each color section will be matched with the flashcard's color
2.	Flashcard	The flashcard is made of paper with a size of 15x10 cm
		The flashcard will display a picture with the name of the picture along with how to pronounce it
		The flashcard will be colored as the spinning wheel section
3.	Guide Book	The guidebook is in the form of a small book
		The guidebook will contain an explanation of how to use Spinning Wheel Media step-by-step

Based on criteria shown in table above, the researcher developed the media, the researcher made design of product using adobe illustrator application and printed the media so the media ready to test by media and material expert.

Table 3. Result of Media Development

Spinning Wheel Media

Picture 2. Flashcard

Picture 1. Spinning Wheel

Result of Validity and Reliability

Testing validity of instrument used Product Moment Correlation technique with help of SPSS 25 program. The subjects of this study were 17 students of 7th grade at MTs Nurul Huda Ngadirejo. Due to relatively small number of students, the sampling method used were saturated sampling. The use of the saturated sampling technique is because the sampling class used has a small capacity where the total population in one class is less than 30 (Sugiyono, 2013) in (Rahmawati & Mubarok, 2023). This sampling is taken from the total number of students in the class.

The validity test involves calculating the Pearson correlation coefficient (r) for each statement item in a questionnaire and comparing these values with a critical value (r table) to determine the validity of each statement item. For each statement item in the questionnaire, researcher calculated the Pearson correlation coefficient (r). The critical value (r table) for research was determined to be 0.456. This value is often obtained from statistical tables with 17 number of respondents and 5% significance level. For each statement item, the calculated r count value was compared with the critical value (r table). If the calculated r count value is greater than the critical value (r count > r table), then the statement item is declared valid. If the calculated r count value is lower than the critical value (r count < r table), then the statement item is declared invalid.

Table 4. Result of Validity Test Using SPSS

P09	Pearson Correlation	.487[*]
	Sig. (2-tailed)	0.047
	N	17
P10	Pearson Correlation	.549[*]
	Sig. (2-tailed)	0.022
	N	17
P11	Pearson Correlation	.605[*]
	Sig. (2-tailed)	0.010
	N	17
P12	Pearson Correlation	0.470
	Sig. (2-tailed)	0.057
	N	17
P13	Pearson Correlation	.543[*]
	Sig. (2-tailed)	0.024
	N	17
P14	Pearson Correlation	.773[**]
	Sig. (2-tailed)	0.000
	N	17

Correlation

P15	Pearson Correlation	.498*
	Sig. (2-tailed)	0.042
	N	17
P16	Pearson Correlation	1
	Sig. (2-tailed)	
	N	17

		P16
P01	Pearson Correlation	.616**
	Sig. (2-tailed)	0.008
	N	17
P02	Pearson Correlation	.554*
	Sig. (2-tailed)	0.021
	N	17
P03	Pearson Correlation	.572*
	Sig. (2-tailed)	0.016
	N	17
P04	Pearson Correlation	0.461
	Sig. (2-tailed)	0.062
	N	17
P05	Pearson Correlation	.616**
	Sig. (2-tailed)	0.008
	N	17
P06	Pearson Correlation	.506*
	Sig. (2-tailed)	0.038
	N	17
P07	Pearson Correlation	.675**
	Sig. (2-tailed)	0.003
	N	17
P08	Pearson Correlation	.548*
	Sig. (2-tailed)	0.023
	N	17

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, the researcher interpreted that 10 items were greater than 0.456 and claimed valid. After the result of validity have been known, the researcher held reliability test. A variable is considered reliable if fulfill several conditions, the positive r-α is greater than the r-table and the negative r-α is less than the r-table.

The next condition is that the Cronbach's alpha value is greater than 0.6. If these conditions are met, then a variable can be considered reliable (Priyatno, 2013). The process and result of reliability test can be seen in the following table:

Table 5. Result of Reliability Test

Case Processing Summary

		N	%
Cases	Valid	17	100.0
	Excluded[a]	0	.0
	Total	17	100.0

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR01	49.3529	24.743	.556	.823
VAR02	49.6471	24.868	.481	.826
VAR03	49.5294	23.765	.469	.826
VAR04	49.6471	24.618	.344	.834
VAR05	49.3529	24.743	.556	.823
VAR06	49.5294	24.265	.393	.831
VAR07	49.4118	23.632	.604	.818
VAR08	49.7059	23.346	.417	.832
VAR09	49.5882	24.757	.388	.831
VAR010	49.4706	24.890	.476	.826
VAR011	49.4706	24.015	.522	.823
VAR012	49.4706	24.890	.371	.832
VAR013	49.5294	24.890	.468	.827
VAR014	49.5882	22.882	.718	.810
VAR015	49.5294	24.015	.371	.834

The information provided indicates that the data analysis was conducted using the SPSS

Reliability Statistics

Cronbach's Alpha	N of Items
.836	15

program, resulting in a Cronbach's alpha value of 0.836 for the instrument used in the research. According to Sugiyono(2007) in (Rahmawati & Mubarok, 2023), an instrument is considered reliable if its alpha value is at least 0.60. Since the alpha value obtained in this study surpasses this threshold, being 0.836 it signifies a high level of reliability for the instrument utilized in collecting research data. Consequently, it is affirmed that the instrument has been deemed reliable for the research purposes.

Result of Experts Judgment

After the media developed, then researcher brought the media to material expert and media expert to be assessed or validated. The first assessment was conducted by media expert. Media expert provides an evaluation about the size, design, and usability of the learning media. A Likert scale with four categories was employed as the measurement scale. The assessment results are presented in the table below:

Table 6. Result of Media Assessment by Media Expert

No	Aspects	Assessment Criteria	Media Expert	Amount of Each Aspect	Percentage
1	Size	1	4	7	87.5%
		2	3		
2	Design	3	3	14	70%
		4	3		
		5	2		
		6	3		
		7	3		
3	Use	8	4	12	100%
		9	4		
		10	4		
	Total	10	33	33	82,5%
		Category			Very Good

Based on the table above the following data the size of spinning wheel media gained score of 87.5%, then the spinning wheel media obtained score of 70% for design and 100% for usability. The average score obtained from media expert was 82.5% that can be categorized as "Very Good" media.

The second assessment was conducted by material expert. The material expert in this research provides evaluation about the content eligibility, presentation feasibility, and language eligibility aspects. The material expert of this research was Mrs. Wahyu Ika Oktavia, S. Pd as an English teacher in Junior High School. The measurement scale utilized a Likert scale with four categories. The assessment results were presented in the following table:

Table 7. Result of Material Assessment by Material expert

No	Aspects	Assessment criteria	Material Expert	Amount of Each Aspect	Percentage
1	Content Eligibility	1	4	26	92,85%
		2	3		
		3	4		
		4	4		
		5	3		
		6	4		
		7	4		
2	Presentation Feasibility	8	3	26	92,85%
		9	4		
		10	4		
		11	3		
		12	4		
		13	4		
		14	4		
3	Language Eligibility	15	4	24	100%
		16	4		
		17	4		
		18	4		
		19	4		
		20	4		
	Total	20	76	76	95%

Category	Very Good

According to the table, the evaluation of the material's feasibility within the spinning wheel media yielded 92.85% for content eligibility, 92.85% for presentation feasibility and got 100% score for language eligibility. The average score of assessment by material expert was 95%. This data was then interpreted and classified into feasibility percentage categories such as "Very Good" criteria.

Revision

The media expert provided suggestion about guide book. The guide book will be greatly needed by students when they are about to learn to use the media, so it is advisable to create a guide book that is appropriate and easy to understand by users. After that, the researcher created an interesting and easy-to-understand guide book with concise and clear contents. The guide book content were presented in the following picture:

Picture 3. Guide Book

Tryout

The tryout was conducted after the media revised and ready to use. The tryout was conducted once at MTs Nurul Huda Ngadirejo, with all students in 7th grade present and actively participating in the learning process. The tryout involved 17 students, supervised by the English teacher at the school. This is because the spinning wheel will be utilized as a learning media by teachers and students in the future.

Result of Student Satisfaction

Following the trial, the researcher conducted a product assessment with students to gauge their satisfaction level with the product. Questionnaires were distributed upon completion of the product trial, with 17 students participating as respondents. The results of the questionnaire were presented in the following table:

Table 8. Result of Students Satisfaction Analysis

No	Assessment Indicator	Scoring	Expected Score	Percentage
1	Attractiveness of the media	63	68	92,64%
2	The use of media to learn material	58	68	85,30%
3	The use of media to understand the material	60	68	88,24%
4	The use of media to motivate student	58	68	85,30%
5	Attractiveness of the media to learn English	63	68	92,64%
6	Good experience during use the media	60	68	88,24%
7	Attractiveness of learning method using media	62	68	91,17%

8	Punctuality of learning time	57	68	83,82%
9	Interest in learning with media	59	68	86,76%
10	The ease of understanding material with media	61	68	89,70%
11	The use of media for vocabulary retention	61	68	89,70%
12	Enthusiasm for learning with media	61	68	89,70%
13	Interest in learning with the spinning wheel media	60	68	88,24%
14	The efficiency of learning with the spinning wheel	59	68	86,76%
15	Attractiveness of the spinning wheel	60	68	88,24%
	Total	**902**	**1020**	
	Feasibility Percentage		**88,43%**	

Based on the table above, the level of student satisfaction in learning using the media was on the 88.43%. This score can interpreted into feasibility percentage and claimed or classified as Very Good Criteria. From this result of satisfaction of students the researcher conclude that this media was achieved its goal of capturing students' interest in learning.

Discussion

The aim of this developmental research is to elucidate the process involved in developing a spinning wheel media for vocabulary learning according to Borg & Gall development model, particularly focusing on descriptive text material for 7th-grade students at MTs Nurul Huda Ngadirejo. The first step conducted by researcher in developing the spinning wheel media was to conduct a needs analysis in the 7th grade class at MTs Nurul Huda Ngadirejo. From the data obtained through the needs analysis, the conclusion drawn was that students faced difficulties in learning English due to their lack of vocabulary. After that, the researcher designed, and developed the media for vocabulary learning. The design results of the media were then taken to media experts and material experts for assessment. The revision suggested by the media experts was to add a guidebook as a complement to the media.

After being revised and validated by subject matter experts and media experts, the spinning wheel media was tested on 7th-grade students at MTs Nurul Huda. The trial was conducted on January 9th, 2024, with the participation of 17 students from the class. In this trial, the researcher acted as a facilitator and was assisted by the subject teacher. The first step the researcher took during the trial was to initiate the teaching and learning activities, then explain how to use the spinning wheel media according to the guidebook, and finally, accompany the students in playing while learning. After the activity concluded, the researcher distributed questionnaires to be filled out by the students. The questionnaire aimed to assess the students' satisfaction level in utilizing the media.

The researcher also looked previous study about spinning wheel and flash card. The use of spinning as a learning media has also been extensively studied. One of the studied about the spinning wheel is *Penggunaan Media Pembelajan Spinning Wheel dalam Pembelajaran*

Qawa'id Nahwu (Huda, 2020) with the result there exists a notable disparity in the scores of Qawaid Nahwu learning and exercises before and after the implementation of the spinning wheel media. for female students in Grade VII of Pondok Pesantren Darul Qur'an Wal Irsyad, Wonosari, Gunungkidul, Yogyakarta. The final results are indicated by an independent test with a significance value of $0.000 < 0.05$, leading to the acceptance of the alternative hypothesis (Ha). The other research was Penggunaan Media Pembelajaran *Spinning Wheel* pada Mata pelajaran Bahasa Inggris di SD Negeri Cibogo (Prasetyo et al., 2022) with The result that learning with the spinning wheel could help increase students' interest in learning English. Then, a research from (Wiratama, 2021)stating that the validity level of learning using flashcards was 90%. These previous research supported this research about development spinning wheel media for learning due to its focus on language and education. However, it also presents a gap due to differences in language fields and research subjects.

Meanwhile, this study indicates a validity rate was greater than 0.456 that claimed valid, reliability rate indicate that cronbarch alpha value was greater than 0.60 and claimed reliable. Then, assessment results from media expert got value 82.5% percent interpreted to very good criteria, and assessment result from material experts got 95% percent and the level of student satisfaction reaches 88.43%. From here, it can be stated that this research was appropritate to be utilized as a vocabulary learning media, particularly focusing on descriptive text material.

CONCLUSION

Students of 7th grade at MTs Nurul Huda Ngadirejo are need of learning media as a new ambiance and motivation in studying English especially in vocabulary learning. As a solution, the writer has created an offline learning media based on the students' needs based on observations that have been conducted. The media is called the spinning wheel. After the media was developed, the spinning wheel media underwent testing by both a media expert and a material expert. The result of the test was found to be 82.5% from media expert, got 95% from material expert thus categorizing the media as valid and suitable for implementation in learning. In addition to being tested by experts, the media was also subjected to user satisfaction testing conducted among students of 7th grade at MTs Nurul Huda Ngadirejo. From the test 88.43% score of satisfaction was obtained, which means the media is enjoyable and suitable for use in learning activities.

ACKNOWLEDGMENTS

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