Developing Spinning Wheel Game to Teach Speaking Skills for Senior High School Students

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Abstract

The purpose of this research is to develop spinning wheel game as a learning media to teach English speaking skill. Physical spinning wheels enhance learning by boosting student motivation through interactive and tactile engagement. This study uses the Research and Development (R&D) method by applying the ADDIE model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation in developing learning media. Qualitative data were collected from unstructured interviews with English teachers and validator feedback on the Spinning Wheel game. Quantitative data were collected through questionnaires using a Likert scale for validation of instruments, media, materials, and student satisfaction. The instrument expert obtained 90%, the media expert 92%, and the lesson expert 78%, all categorized as "Valid." Student satisfaction reached 81.25%, falling under the "Very Feasible" category. In conclusion, the Spinning Wheel Game effectively can be used to teach tenth grade students' English speaking skills through interactive and engaging learning.

Keywords: Spinning Wheel Game; Speaking Skill; Senior High School Students

INTRODUCTION

In the current educational environment, Indonesia uses the Independent Curriculum which emphasizes the idea of freedom of learning. Emphasizing independence, creativity and resilience, this curriculum encourages students to actively participate in their learning process, think critically and explore their interests. Intiana et al., (2023) said, significant changes have been made to the Indonesian curriculum over the years, most notably the switch from Curriculum 2013 to the Independent Curriculum, which brought significant changes to a number of subjects, one of which is the teaching of English. Annisah et al., (2023) said, in the midst of the era of globalization, English has become very important for everyday life. Quoting from (Pouw & Mulyanti, 2023), English lessons in the Independent Curriculum help students in six basic areas, namely listening, speaking, reading, seeing, writing, and presenting or presenting inclusively in diverse contexts. The six components are divided into three components, namely writing-presenting, reading-seeing, and listening-speaking (Ulfa, 2024). Independent Curriculum aims to foster students' creativity, critical thinking, and problem-solving skills. Likewise in English language learning. Through this curriculum, students can independently plan and develop learning techniques that suit their needs and environment (Fauzan et al., 2023). To achieve the goals of training, techniques, materials, and assessments, both teachers and students must be independent (Utami & Suswanto, 2022). The reality is that many students still have difficulty learning English, although many teachers have tried various methods and media. Moreover, Indonesia is an EFL country, where teaching and learning English is a unique challenge (Farhani et al., 2020). Many students consider English lessons to be scary. This is because English is not the language used by students in their daily lives in their social environment, so they only rely on the learning process in class to practice English consistently. In addition, student motivation, access to various learning resources, and English

language habits outside the classroom are still limited, and the lack of media and learning strategies that can attract students' interest and encourage active participation often hinders their ability to master basic skills such as speaking, listening, reading, and writing (Tanduklangi et al., 2019). The most important English skill among the four skills is speaking (Srinivas Parupalli, 2019). However, speaking is a skill that is difficult for most students to master (Franscy & Ramli, 2022). Although all skills in learning English have their own difficulties, at least students must be able to master one of the skills in English. Speaking English causes students to feel anxious and some of them are not even sure how to speak English well and correctly (Farhani et al., 2020). The results of the study conducted Riadil, (2020), also found the same problem, namely that many high school students experience anxiety and lack of confidence in speaking English. Students' limited vocabulary and lack of confidence when speaking in front of an audience are additional factors that hinder their ability to communicate in English (Santuri et al., 2022). In response to this, there needs to be an evaluation for teachers in developing interesting and innovative learning methods and media.

Erviona, (2021) said that, the problem faced by high school students is the low ability to speak English which is caused by monotonous teaching methods, such as relying too much on textbooks. Ekayanti et al., (2021) also revealed in his research in high schools that the learning media used were not interesting enough, so that students lost interest and motivation to learn to speak. Methods that only focus on explanations and exercises without including activities that encourage active participation make students less involved in English teaching, especially in speaking skills. Therefore, more innovative and interesting teaching resources must be created to increase students' motivation and enthusiasm to learn and improve their speaking skills.

In this case, the researcher also conducted a preliminary study conducted at the MA Syekh Subakir in Nglegok Blitar. The results found by the researcher were that many students have difficulty in speaking English due to lack of confidence, variation in learning strategies, and interesting materials. They also doubt the effectiveness of the learning methods used. To overcome this, a more interactive, creative, and project-based learning strategy is needed to increase students' motivation and confidence in speaking English. Thus, the researcher wants to provide a solution to overcome these problems by using games as a learning media. In previous studies, it was said that various techniques, including role-playing, games, and storytelling, can help improve speaking skills (Biantoro et al., 2023). Therefore, the researcher wants to use the Spinning Wheel game learning media to teach students' speaking skills. The Spinning Wheel game media is a Spinning Wheel Game that divides the circle into several sectors and functions as a teaching tool (Rachmaida & Mutiarani, 2022). In a study conducted by Rohmatu & Rofiqoh, (2024) the results showed that the Spinning Wheel game was considered suitable for use at the high school level. Incorporating educational games with spinning wheels helps boost students' confidence and motivation to practice speaking English because spinning wheels can foster an engaging and exciting atmosphere (Anggraini & Jaya, 2025). Although Spinning Wheel is effective for teaching. This media also has disadvantages, these disadvantages include limited scope, dependence on instructor facilitation, potential interference, fluctuating student participation, and resource intensity (Rachmaida & Mutiarani, 2022). This media allows students to interact directly with learning tools, such as spinning real wheels, writing, or drawing. This activity provides a more in-depth learning experience compared to using digital versions such as those found on various online platforms. In addition, manual media can be easily accessed without the need for electronic devices, thus reducing technical barriers and ensuring equality in learning. This approach is designed so that students can stay focused and actively involved in the learning process with a fun and interactive atmosphere. Therefore, the researcher would like to use the Spinning Wheel media to teach speaking skills to tenth grade high school students. This is a gap that the researcher wants to investigate. This study will focus on developing speaking skills at the high school level. This

study will focus on the development of game-based learning media to teach speaking skills to class X-D students at MA Syekh Subakir Nglelok. The purpose of this research is to develop spinning wheel game as a learning media to teach English speaking skill. Students will spin the wheel with different parts representing various topics in this game. Students will be asked to respond to or complete statements or questions related to each topic. Through several themes discussed in the game, the goal is to teach speaking skills students through descriptive text.

METHOD

The R&D (Research and Development) method was used in this study to develop spinning wheels. Research and Development or commonly called R&D is a research study technique used to create specific items and evaluate their efficacy (Sugiyono, 2013). The research model used in the development of this learning media is ADDIE. The abbreviation ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation, representing a structured framework for creating and improving instructional systems (Hidayat & Nizar, 2021). The subject of this research is class X-D with 24 students of MA Syekh Subakir Nglegok academic year 2024/2025. The qualitative data were obtained from the unstructured interview conducted with the English teacher, validator feedback and suggestions regarding the design, content, and functionality of the Spinning Wheel game. Quantitative data are obtained from the results of questionnaires distributed to students, instrument validator, media validator, and material validator. The Likert scale is used in needs analysis and student satisfaction questionnaires. The following is the Likert Scale table proposed by Sugiyono:

Table 1. Likert Scale by Sugiyono, (2013)

Scale types	Score
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

Researchers utilized the following formula to compute the results of quantitative data:

$$\sum \frac{X}{N} \, x \, 100\%$$

Note:
$\sum$ = Percentage result
X = Total Score Obtained
N = Maximum Score
After obtaining the percentage of student validation, the next step was to determine the variable category of student satisfaction, as shown in the table below:

Table 2. Variable Category of Student Satisfaction Arikunto, (2010)

Percentage %	Criteria
81% - 100%	Very Feasible
61% - 80%	Feasible
41% - 60%	Feasible Enough
21% - 40%	Less Feasible
20%	Very Unfeasible

In the validation questionnaire, the researchers utilized a Likert scale, as shown in the table below:

Table 3. Likert Scale by Sugiyono, (2013)

Scale types	Score
Very Good	5
Good	4
Neutral	3
Poor	2
Very Poor	1

After obtaining the total validation score, the next step was to determine the eligibility criteria, as presented in the table below:

Table 4. Eligibility Category by Arikunto, (2010)

Percentage %	Validity Category
82% - 100%	Very Valid
71% - 81%	Valid
60% - 70%	Enough
49% - 59%	Less Valid
<40%	Invalid

The following formula is used to calculate the speaking test results before and after using learning media. The calculation is based on student scores according to the assessment rubric:

Table 5. Grid of Speaking Test Rubric

No.	Aspects	Criteria	Score
1.	Fluency	Very smooth, without many pauses (4)	1-4
		Quite smooth, slightly annoying pauses (3).	
		Less smooth, often stops (2).	
		Not smooth, many stops (1).	
2.	Pronunciation	Very clear, almost no mistakes (4).	1-4
		Quite clear, minor mistakes (3).	
		Not clear enough, often wrong (2).	
		Unclear, difficult to understand (1).	
3.	Content	Very complete, detailed, and relevant description (4).	1-4
		Quite complete description, there are details (3).	
		Incomplete description, slightly relevant (2).	
		Very inimal and irrelevant description (1).	

	4.	Vocabulary	Vocabulary is very varied, according to context (4). Vocabulary is quite varied, according to context (3). Limited vocabulary, some are less appropriate (2). Very limited vocabulary, often inappropriate (1).	1-4

After obtaining the students' scores based on the assessment rubric, the next step is to analyze the results by applying the following formula:

$$Percentage\ score = \frac{Achieved\ score}{Maximum\ Score} x\ 100$$

RESULTS AND DISCUSSION

Results

The research and development process uses the ADDIE model introduced by Robert Maribe Branch. Based on Branch, (2009) this model consists of five main stages, namely Analyze, Design, Develop, Implement, and Evaluate. The results are:

Analyze

This step involved distributing questionnaires to students to gather information about the teaching and learning conditions of the English subject. The researchers administered a questionnaire to the students to assess their conditions, challenges, and needs supporting the learning process. The results are presented in the table below.

Table 6. Need Analysis Result

No.	Indicator	SA	A	N	D	DS
1.	English is an important subject to learn.	33.33%	58.33%	8.33%	-	-
2.	I find English to be an interesting and enjoyable language to study.	12.5%	70.83%	8.33%	4.17%	4.17%
3.	I feel enthusiastic every time I attend an English class.	4,16%	50.00%	29.17%	4.17%	4.17%
4.	I strive to learn English despite facing difficulties.	29.17%	41.67%	16,66%	12,5%	-
5.	I feel confident when speaking in English, both inside and outside the classroom.	-	8,33%	33,33%	41,66%	16,66%
6.	I prefer reading in English.	4,16%	41,66%	41,66%	12,5%	-
7.	Listening skills in English are my favorite.	16,66%	33,33%	8,33%	29,16%	4.17%
8.	I feel that the more I practice writing in English, the more my writing skills improve.	12,5%	8,33%	33,33%	37,5%	8,33%
9.	I feel that the teaching methods used by my teacher help improve my English skills.	20,83%	12,5%	45,83%	12,5%	8,33%

No.	Statement					
10.	My teacher often uses engaging and interactive methods, including group discussions and games, which make me understand better and enjoy learning English.	8.33%	25,00%	16,66%	37,5%	12,5%
11.	English project activities help me develop my language skills in a practical and meaningful way.	20.83%	25%	41.66%	12.5%	-
12.	I feel more understanding and focused when the teacher uses creative and innovative learning media..	37.5%	50%	-	8,3%3	4,16%
13.	The use of new technology (videos, audio, applications) supports the learning process.	37,5%	33,33%	16,66%	12,5%	-
14.	I am more motivated when learning media varies.	37,5%	4,16%	8,33%	4,16%	8,33%
15.	Media-based projects (such as creating videos or presentations) help me practice my English skills.	4,16%	25,00%	41,66%	20,83%	8,33%

Design

The design stage is carried out to ensure that the Spinning Wheel is made according to the planned design. This design includes making detailed sketches, including size, shape, color, and wheel rotation mechanism. Researchers choose materials such as wood, so that the media is strong and durable. Visual elements such as color and font type are chosen to be clear and easy for students to understand. In addition, flashcards containing 25 question cards are also designed with an attractive and easy-to-read layout before being printed. To support the effectiveness of using this media in learning, a guide paper is also made containing a guide to using the Spinning Wheel as well as instructions for teachers and students. After the entire design is complete, this media is given to craftsmen or carpenters to be made according to the specified specifications.

Development

The development stage begins with the making of the Spinning Wheel by craftsmen or carpenters based on the design that has been designed. This process includes cutting the material, painting, and installing the rotation mechanism so that the wheel can function properly. After the assembly process is complete, a re-check is carried out to ensure that this media has good durability and can be used optimally in learning.

After the Spinning Wheel is finished, the next stage is the production of flashcards. The design of 25 previously designed question cards is printed using quality paper so that it is not easily damaged. These cards are then cut and, if necessary, laminated to increase their durability. In addition, a guide paper is also prepared as a guide for teachers and students in using the
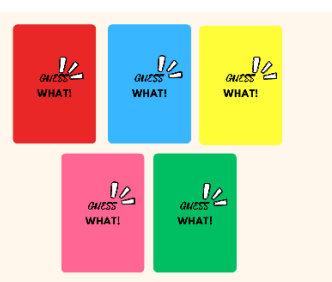
Spinning Wheel. This guide contains instructions on the steps of the game, how to apply media in learning, and evaluation methods that can be used to measure student learning outcomes. The pictures below are the result of the media:
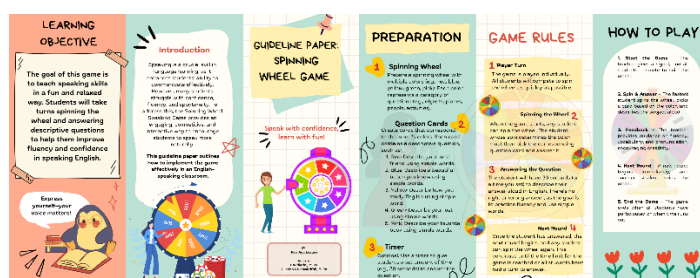

Figure 1. Spinning Wheel Board

Figure 2. Flashcard Front View

Figure 3. Flashcard Back View

Figure 4. User Guide

After the instructional tool was prepared for implementation, the researchers conducted a media evaluation by validating it with an instrument expert, a media expert, and a material expert. The validation was assessed using expert validity questionnaires, where the evaluation was carried out by calculating the percentage of the obtained score in relation to the total possible score from each expert The table below shows the results of instrument, media, and material validation:

Table 7. Instrument Validation Result

Indicator	Score	Category
The questionnaire includes questions related to the research objectives.	5	Very Valid
The questionnaire is capable of measuring what it is intended to measure.	5	Very Valid
The format and response scale support the planned data analysis.	5	Very Valid
Each question in the questionnaire is structured with clear and direct wording.	4	Valid
The questions in the questionnaire are easy for respondents to understand.	4	Valid
The questionnaire format is neat, well-structured, and easy to use.	4	Valid
The language used in the questionnaire is easy to understand.	5	Very Valid
There are no ambiguous or confusing questions.	5	Very Valid
The questionnaire covers all essential aspects of the research.	4	Valid

The number of questions in the questionnaire is appropriate, not too many or too few, so as not to burden respondents.	4	Valid
Total Score	**45**	
percentage	**90%**	**Very Valid**

Table 8. Media Validation Result

Indicator	Score	
The media has design elements that attract attention.	4	Valid
The use of color in the media is contrasting, appropriate, and visually engaging.	5	Very Valid
The media uses clear fonts, appropriate font sizes, and is easy to read.	5	Very Valid
The shape and size of the media make it easy to use.	4	Valid
The information displayed on the media is clear and easy to understand.	5	Very Valid
The user guide for the media is well-structured and easy to follow.	5	Very Valid
The product adheres to standards of accessibility, clarity, and good technical functionality.	4	Valid
The media materials are strong, durable, and not easily damaged.	5	Very Valid
The supporting media uses high-quality paper.	5	Very Valid
The media can spin smoothly without obstacles or technical issues.	4	Valid
Total Score	**46**	
percentage	**92%**	**Very Valid**

Table 9. Material Validation Result

Indicator	Score	
The speaking material using descriptive text is relevant to the learning objectives and incorporates the spinning wheel as an interactive tool.	3	Enough
The material and media are designed with engaging visual or interactive elements to capture users' attention.	4	Valid
The material supports the development of speaking skills, such as pronunciation, intonation, and expression.	4	Valid
The spinning wheel provides various descriptive categories or topics to choose from, offering diversity in speaking practice.	4	Valid
The material is presented clearly and is easy to understand.	4	Valid
The presentation follows a logical and structured flow.	4	Valid
The material supports both spontaneous and structured speaking practice through various options on the spinning wheel.	4	Valid

The material is designed to be engaging.	4	Valid
The media utilizes an innovative approach that aligns with current needs.	4	Valid
The use of the spinning wheel as a medium makes speaking activities more enjoyable and dynamic.	4	Valid
Total Score	39	
percentage	**78%**	**Valid**

The validation results from the instrument, media, and material validators indicate that all aspects are considered valid. This confirms that the media is suitable for use in the learning process. Additionally, the media has been refined based on expert feedback to enhance its effectiveness and usability.

Implementation

After being revised, the media was implemented in learning by entertaining with students of class X-D MA Syekh Subakir. During the implementation stage, the Spinning Wheel game was tested in class with students of X-D to observe their involvement, participation, and how effective the game was in improving their speaking skills. The researcher introduced, demonstrated, and guided students in using the media. A pre-test was conducted before using the media to assess students' initial speaking skills, followed by a post-test on a different day to measure their progress. This test helped spread the impact of the media on students' speaking development and then distributed a questionnaire to assess its feasibility and satisfaction. Below are the pre-test and post-test scores, which illustrate students' speaking abilities before and after using the media:

Table 10. Pre-test and Post-test Result

Student Name	Pre-test	Post-test
S1	62,5	68,75
S2	68,75	75
S3	68,75	75
S4	75	75
S5	56,25	62,5
S6	62,5	68,75
S7	75	75
S8	75	81,25
S9	62,5	75
S10	75	75
S11	56,25	62,5
S12	56,25	62,5
S13	68,75	75
S14	75	81,25
S15	75	75
S16	50	56,25
S17	62,5	68,75
S18	75	75
S19	62,5	68,75
S20	68,75	75
S21	68,75	68,75
S22	68,75	75

S23	56,25	62,5
S24	68,75	75
Total	**1593,75**	**1712,5**
Average	**66,41**	**71,35**
Percentage	**7,45%**	

Based on the results of the pre-test and post-test, there was an increase in the average score from 66.41 in the pre-test to 71.35 in the post-test. This increase indicates that the use of media in learning contributes positively to students' abilities, with an increase percentage of 7.45%. These results indicate that the media used is effective in improving students' speaking skills. After the implementation stage, a student satisfaction questionnaire was distributed to evaluate the effectiveness of the Spinning Wheel media. This questionnaire aims to measure the extent to which the media is interesting, easy to use, and has a positive impact on student learning. The following are the results of student satisfaction with the media:

Table 11. Students Satisfaction Result

Indicator	Score
The Spinning Wheel media helps me understand the learning material on Descriptive Text.	97
Activities using this media train my speaking skills.	97
This media makes learning easier to understand and more enjoyable.	99
I feel enthusiastic about speaking after using this media.	94
The colors and design of the Spinning Wheel media catch my attention.	99
This media motivates me to learn English.	95
The activities using this media feel fun and engaging.	102
This media provides a different and interesting learning experience.	99
I feel more motivated to participate in speaking activities because this media offers challenges and topic variations.	94
The Spinning Wheel media makes speaking practice easier.	99
Total Score	**975**
Percentage	**81,25%**

After processing the questionnaire results, the total score obtained from all student responses is 975, with a satisfaction percentage of 81,25%. This percentage falls into the "Very feasible" category, showing a high level of approval from the students regarding the use of the Spinning Wheel media in learning activities.

Evaluation
In this stage, the researcher gathers feedback from both students and teachers to determine the effectiveness of the media. The feedback helps identify strengths and areas that need improvement to enhance the learning experience. By analyzing the students' engagement,

participation, and test results, necessary adjustments can be made to optimize the use of the Spinning Wheel game in future learning sessions.

Discussion

Based on the findings from the needs analysis questionnaire, many students indicated that they had difficulty in speaking English due to lack of self-confidence, variation in learning strategies, and interesting materials. They also doubt the effectiveness of the learning methods used. To overcome this, a more interactive, creative, and project-based learning strategy is needed to increase students' motivation and confidence in speaking English. Therefore, the researcher wants to provide a solution to overcome these problems by using games as a learning medium. Although students prefer new technology, researcher still decided to use manual media. Physical spinning wheels are innovative learning tools designed to encourage student motivation through interactive experiences, this media is also often considered a simple form of educational technology, which integrates visual, tactile, and mechanical elements in the learning process (Marzuki, E., Irfan, M., & Hermuttaqien, F., P., 2023). This media allows students to interact directly with learning tools, such as spinning real wheels, writing, or drawing. This activity provides a more in-depth learning experience compared to using digital versions such as those found on various online platforms. In addition, manual media can be easily accessed without the need for electronic devices, thus reducing technical barriers and ensuring equality in learning. This approach is designed so that students can stay focused and actively involved in the learning process with a fun and interactive atmosphere. Supporting this, a study conducted by Rohmatu & Rofiqoh, (2024) the results showed that the Spinning Wheel game was considered suitable for use at the high school level. The Spinning Wheel game media was designed and developed according to the predetermined plan. The material used in this media is descriptive text. In addition to the Spinning Wheel board, this media also includes 25 flashcards, each with five different colors representing different types of questions or instructions. The red cards are used to describe people, blue for describing places, yellow for describing activities, green for describing animals, and pink for describing objects. Additionally, this media comes with a guidebook that contains the game rules and instructions on how to use the Spinning Wheel. Once all media and elements were fully developed, a validation process was conducted with the assistance of experts in instrumentation, media, and learning materials. The validation results showed that the instrument received a 90% validation percentage, categorizing it as highly valid, although some minor revisions were needed before use. The media validation scored 92%, indicating that it was also highly valid, with only slight improvements required in the guidebook. Meanwhile, the material validation obtained a 78% validation percentage, meaning the material was classified as valid. After the validation phase, the researcher conducted a trial implementation of the Spinning Wheel game with X-D grade students at MA Syekh Subakir. The trial began with a pre-test to assess students' speaking skills before using the media, resulting in an average score of 66.41. On a different day, the researcher introduced the product, explaining the game rules and how to play it. After completing the game session, a post-test was conducted to evaluate the improvement in students' speaking skills after using the Spinning Wheel media. The post-test results showed an increase of 7.45%, with an average score of 71.35, proving that the Spinning Wheel game was effective in enhancing students' English-speaking skills. In line with research conducted by Mufida et al., (2024), the spinning wheel game is an appropriate and entertaining learning medium. This is reinforced by the results of the trial conducted by the researcher, where student response sheets were collected to measure their satisfaction with the product being tested. The results of the study showed a satisfaction level of 81.25%, which means that students were included in the category very

feasible. Thus, the spinning wheel game can be used effectively as a medium for learning English at the high school level.

CONCLUSION

The study's findings demonstrate that teaching English speaking skills can be accomplished with the help of the Spinning Wheel game. Through interesting and interactive descriptions of people, places, activities, animals, and things, this media aids pupils in honing their speaking skills. Students in high school, especially those in the tenth grade, are the target audience for the game. The Spinning Wheel game was discovered to be well-designed and appropriate for teaching speaking skills during the development and implementation phases. Pupils were more inclined to participate since they enjoyed the learning activities more. During class, they are encouraged to practice speaking and interacting in English thanks to this media. It is anticipated that the creation of this learning tool would result in more interesting and varied teaching and learning activities. More speaking practice opportunities will be available to students, and teachers can experiment with more innovative teaching strategies to successfully meet learning goals. Furthermore, this study can be used as a guide for future research on game-based learning resources in English language instruction.

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