THE EFFECTIVENESS OF SPINNING WHEEL GAMES TO IMPROVE STUDENT'S WRITING SKILLS IN DESCRIPTIVE TEXT

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Abstract

In this research, the researchers used different learning media that are rarely used by an educator, namely Spinning wheel Games learning media to solve problems that occur to students such as laziness, shyness, uninteresting lessons. Related to this, researchers use Spinning Wheel Games learning media to improve students' writing skills, especially on descriptive text. The purpose of this study was to improve students' writing ability through Spinning Wheel Games learning media. The researcher implemented this research on X grade students of Hasyim Asy'ari 1 Pucuk High School in the academic year 2023-2024. The normality test results in this study were 0.341> 0.05 and the t-test results showed that Asymp. Sig. (2-tailed) 0.000 < 0.05. Finally, the researcher concluded that class X at Hasyim Asy'ari 1 Pucuk High School showed an increase in English writing skills especially on descriptive text after using Spinning wheel Games learning media.

Keywords: *Effectiveness, Writing skill, Spinning Wheel Games, Descriptive Text*

INTRODUCTION

Teaching English is the secret to successful global exchange. Learning a language can encourage collaboration around the world, because English is the most widely spoken language in the world. According to Brown, in learning English there are four main skills, these skills include speaking, reading, writing and listening. Achieving is the main goal of the teaching and learning process. The school curriculum requires students to have all four skills in addition to good English language skills. According to Johann Wolfgang Von Goethe, it is

important to learn English well and accurately because those who do not know anything about a foreign language are not familiar with their own language. One of the English skills that must be learned is writing, students lack writing skills because most of their time is spent playing with gadgets, and they start to depend on electronic devices that can provide a wide variety of answers and the results are available on the internet instantly. they do not utilize their time by learning foreign languages that can hone learners' skills.

When we talk about the four language skills, we should also refer to language acquisition. Krashen (1987) states that high levels of anxiety in adults can be the cause of low levels of competence and performance. Therefore, in order to lower it, Krashen points out that a comprehensive input theory is a necessary provision for second language acquisition. Studies on the influence of first language learners and other factors associated with second language writing difficulties show that in order to make proper assessments, it is important to pay special attention to first language-related variations. Currently, few studies have examined these differences in depth. Most studies compare the complexity of writing by non-native speakers (NNS) and native speakers (NS).

Writing skills is also needed to convey or to have indirect interaction. According to Bowker (2007:2), writing is a system of written symbols that represent the sounds, syllables or words of a language, with different mechanisms - capitalization, spelling and punctuation, word form and function. In general, writing is so important that more communication is channeled through writing than any other medium. So, students need effective writing skills to meet academic and workplace needs. Students should improve their writing skills, and teachers should motivate them to have good writing skills, by providing instructions in the writing process and writing rules, such as grammar rules and writing exercises.

English writing is important because it allows students to express their thoughts and feelings freely. It is a complex and time-consuming process that requires writing, planning, drafting, reviewing, and revisiting. It allows one to

explain and connect topics in a series of academic activities by forming meaningful phrases. It involves information, collection, and experience. These difficulties arise from several factors such as vocabulary selection, grammatical accuracy, sentence structure, and paragraph coherence. The writing difficulties experienced by students cannot be caused by one factor alone, but many factors, including the lack of school facilities, teacher unpreparedness, monotonous teaching methods, and teacher ineffectiveness in teaching which results in students being less able to write properly and correctly. Writing texts is a challenge for students, especially for tenth grade high school students who are learning about various types of texts, writing descriptive texts is one of them. Students need to pay attention to the details of the object being described with correct grammar.

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Writing texts is a challenge for students, especially for tenth grade high school students who are learning about various types of texts, writing descriptive texts is one of them. Students need to pay attention to the details of the object being described with correct grammar. according to Wilshon and Burks (1980:379), are texts that describe people, places, or certain objects. According to Husna (2013) descriptive text is a type of writing that contains a description of the characteristics and definition of an object or something. Meanwhile, Gerot and

Wignel (Mardiayah, 2013) state that descriptive text aims to describe a certain thing, person, or place that shows the reader the physical appearance of something clearly. Based on the definition of descriptive text above, it can be concluded that descriptive text is a text that describes people, places, and objects physically from their appearance.

To achieve the learning objectives that have been explained, learning tools or media are needed. Learning media is an important component that needs to be considered in the entire learning process. The media used is intended to increase students' interest and motivation to learn in order to achieve the desired goals. Therefore, it is important to use learning media that is entertaining and easy for students to understand in each class. in places that will be used for research objects, there is still a lack of use of learning media in teaching and learning activities. The researcher decided to help in the teaching and learning process by using the Spinning Wheel media to practice producing sentences while playing.

The Spinning Wheel learning media is designed to improve students' reading, speaking and writing skills while learning English, so that teachers quickly convey these topics to students in a fun way. Spinning wheel games are a pedagogical tool that encourages language learning in English classes because they are "facilitators of knowledge and reduce tension and anxiety" according to Camargo & Lacera (2001). Students feel motivated by these types of games because they provide different activities to choose from and complete. The uncertainty of upcoming activities when spinning the wheel increases motivation and creates worry. Thus, this can be transferred to what Núñez (2010) stated about games for the use of language when reading, games provide opportunities for students to use language to make it more meaningful.

RESEARCH METHODOLOGY

This research uses experimental quantitative method. According to Donald Ary, experimental research involves the study of the effects of systematic manipulation of one variable on another. According to Fraenkel and Wallen

(2009), experimentation includes seeing, trying, and verifying/proving. Then, according to Creswell (2012), experimental research is used when researcher is aimed to determine the causal effect between the independent and dependent variables. This means that the researcher must be able to control all variables that will affect the results except the predetermined independent variable.

According to Creswell (2009), there are three categories of experiments: pre-experimental, quasi-experimental, and true-experiment designs. Pre-experimental designs involve researchers studying one group and providing an intervention during the trial. This design did not include a control group to compare with the experimental group. In this research, the researcher used a pre-experimental design with one set of pretest-posttest results. Cohen (2007) states that the pre-experimental design consists of one-group pretest-posttest design, one-group posttest design, and non-equivalent posttest. The steps done by the researchers are:

1. Pre-test

   The researcher gave a writing test by asking students to describe something based on a predetermined subject. This was done in the first meeting to assess their writing ability. According to Creswell (2012), a pretest is a measure of some features or characteristics given to experimental participants before they are given treatment.

2. Post-test

   The post-test was given at the end of the research after treatment. The post-test was designed to assess students' writing ability to know the result of the students writing skills after the treatment. According to Gay et al. (2012), the post-test scores were compared with the pre-test to measure the success of the treatment.

3. Analyzing data

   Data analyses is used to determine whether the treatment gives good results on students' writing skills in the tenth grade of SMA Hasyim Asy'ari 1 Pucuk.

This research will be supported by quantitative data analysis. The researcher analyses the data by the assistance of SPSS.

In this research, researchers used the Paired Sample T-Test. Paired Sample T-Test is used to compare the means of two samples when each observation in one sample can be paired with an observation in the other sample. Parametric test used to determine whether there is a difference between before and after treatment. This test can be done on the condition that the data must come from a group, numeric data type, interval or ratio data scale, normally distributed data and the variance between the two sample groups must be the same. If the data is not normally distributed, then the researcher will use the Wilcoxon test.

RESEARCH FINDING AND DISCUSSION

A. The Implementation of Spinning Wheel Games in Teaching Writing Descriptive Text

The researcher started looking for problems among the students by conducting observations. The researcher used observation as a way to obtain additional data. The researcher observed how the teaching and learning process took place as well as the state of the students and the class before conducting the observation.

The researcher found during the observation that students' English writing was still lacking. The researcher found that the English class seemed boring and monotonous. Only the classic method, or lecture approach was used by the teacher. Thus, the students experienced fatigue, disinterest, and decreased motivation to learn English. Therefore, the researcher looked for new strategies to help students learn English writing. In the end, the researcher made the decision to use the spinning wheel game to teach while having fun and help the students in writing English. The following table presents the results of the researcher's observations:

No	Categories	Problem
1.	Teaching style - Strategy - Learning Model - Approach - Method	- Basically, teachers do a very good job in teaching, but more creativity is needed to attract students' interest in learning English. - Teacher tend to use classical method. - The teacher only explains the material based on the book. - All the teacher does is provide the pupils with practice questions and an explanation of the content.
2.	Media/Facilities	- The only media for students are textbook and whiteboard - LCD rarely used.
3.	Motivation	The learning process shows that students have little motivation to learn.
4.	Enthusiasm	Some students are active in learning, but most students are lazy.
5.	Writing Skills	The environment is not supportive of creating an action that becomes a habit for students, especially in writing English.

When the researcher classified the problems in the table above, it was known that there were five types of problems found by the researcher in class X SMA Hasyim Asy'ari 1 Pucuk before giving the given treatment. The above problems were obtained from the results of observations at the time before starting learning.

Based on the observation of the researchers during the implementation of spinning game, the students showed different attitude than before, they were more active in teaching learning process, it was supported by the innovation done by the researcher, they were happy bacause they enjoy to study, they usually did to play but they used it to study. The students olso got new motivation and be more enthusiasm in learning, because they could play and learned in the same time, ofcocourse it gave possitive effect on the purpose of learning writing especially writing descriptive text.

B. The Effectiveness of Spinning Wheel Games to Improve Student's Writing Descriptive Text

The results of the pre-test were obtained by asking students to write descriptive texts. This assessment was carried out prior to the course of treatment in order to determine the effectiveness of using spinning wheel games activities to help students write more descriptive texts. Later on, the findings of the pre-test were compared with the results of the post-test. The following indicators are used to evaluate student writing (based on the theory by Jacob V. Huges referenced in Fahria, 2022): Content, Organization, Vocabulary, Language Use and Mechanism.

Table 1. Pre-test Data

No	Name	Pre-Test
1	Ahmad Ramadhan Maulana	56
2	Arina Zulfatul Jannah	68
3	Aulia Puspitasari	76
4	Dennis Saputra	56
5	Dewi Ningseh Bunga Lestari	56
6	Ela Laura	48
7	Erviena Anwar	56
8	Fitriani Mawarni	48
9	Jihan Aulia Renata	56
10	Kholik Afandi	48
11	M. Ibnu Zakaria	52
12	Moh Fairil Maulana Iqbal	48
13	Muhamad Caesar Herlambang	48
14	Muhammad Radit Susanto	52
15	Muhammad Zulian Fanani	52
16	Noval Aditya Saputra	44
17	Nurus Sa'adah	64
18	Rifal Rizki Saputra	44
19	Siti Muawanah Juliati	52
20	Suyaka	48

21	Viana Nur Mawaddah	52

The post-test was give after the researchers implemented the use of spinning wheel in teaching writing descriptive text.. The post-test result data can be seen in the explanation below:

Table 2. Post-test Data

No	Name	Post-Test
1	Ahmad Ramadhan Maulana	68
2	Arina Zulfatul Jannah	72
3	Aulia Puspitasari	80
4	Dennis Saputra	64
5	Dewi Ningseh Bunga Lestari	64
6	Ela Laura	52
7	Erviena Anwar	64
8	Fitriani Mawarni	68
9	Jihan Aulia Renata	84
10	Kholik Afandi	60
11	M. Ibnu Zakaria	68
12	Moh Fairil Maulana Iqbal	52
13	Muhamad Caesar Herlambang	52
14	Muhammad Radit Susanto	60
15	Muhammad Zulian Fanani	60
16	Noval Aditya Saputra	52
17	Nurus Sa'adah	68
18	Rifal Rizki Saputra	60
19	Siti Muawanah Juliati	64
20	Suyaka	56
21	Viana Nur Mawaddah	64

After getting the data of pretest and post-test, than the researcher calculated the result of the two data, the result of the caculation can be seen in the following table.

Table 3. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre - test - post - test	-9.905	6.147	1.341	-12.703	-7.107	-7.384	20	.000

Based on the result of the calculation above, it could be seen that the result of pre-test and post-test scores had been calculated by using SPSS version 2.0 using the paired sample t-test model, it can be seen that the significant value (2-tailed) shows 0.000 lower than 0.05., it means that the use of spinning wheel games was effective to improve students' writing, therefore, it can be concluded that H0 is rejected and Ha is accepted.

CONCLUSION

Based on the resul of the finding and discussion, it can be concluded that the use of spinning wheel gave grat motivation for the students in teaching learning process, the use of the media was also make them convidance to write especially in writing descriptive text.

The use of spinning wheel game to improve students' wrriting descriptive text was effective, because the use of the spinning wheel could improve the students' writing skills compraed from the result of the pre test and post test. The post test was better and higher.

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