

## Spin Wheel Games on Students' Writing Descriptive Text Skill; Experimental Research

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### ABSTRACT

Writing is necessary for academic purposes that through writing, the students can convey the thoughts and feelings in order to understand by the reader. One of media that use to teach writing descriptive text is Spin Wheel Game. The aim of study is come across the significant of written work of descriptive text by using Spinning Wheel Game in two classes; experiment and control class. The study was conducted for 3 months by using quasi-experimental. The samples were 57 students. The data was students' score of test. The instrument was analyzed by SPSS 22 statistics program. In the finding, there was a significant difference in students' score in experimental class that use spinning wheel game in writing descriptive text and control class that it did not use spinning wheel game. The value of sign (2-tailed) is 0,000 and the value of the ttest (4,919) is greater than the t-table (2,004) at a significance level are 0,25 in degree of freedom (df) = 57. It means that there was a difference score in the post- test experiment and the control class significantly. So that, the researcher could come to the conclusion that Ho was rejected and Ha was accepted. Spinning Wheel Game can be implemented to improve the students' writing descriptive text.

**Keywords:** Writing English; Descriptive Text; Spin Wheel Game

### INTRODUCTION

Education is something that is seen as a process or the right way to improve the quality of human resources who are capable, have skills, have systematic, critical thinking, and have high competitiveness in various fields of life. The success or failure of an education is the most important factor in assessing the progress and proficiency of a country in improving human resources towards an independent nation. When teaching learning processes can be completed successfully and effectively, it called the education is successful. An achievement of transferring this knowledge requires a good communication between students and teachers. The learning design prepared by the teacher ought to be able to attract the students' attention so that learning becomes effective and efficient. One way to work up the interesting in teaching learning is the use of interesting learning media. Almost all of students are more excited in learning English skills by playing a game (Izati & Saputra, 2016). The other word, media is any form of physical tool that can convey message and stimulate students to learn. It means that in examining the media in educational practice, it can be as; object of learning, media in teaching learning, tools in learning social networked environment and the teachers have to be able to create a creative and innovative media in learning (Knaus, 2023).

Spinwheels game is one of the most fun media. The spinning wheel game makes it simpler for teachers to instruct their students due to its straightforward design and easy to use functionality. Normally, it fills with the number for learning media, is now filled with imagers and phrases from the material to be delivered later. The contents of spinning wheel board, which consists of directional needles and serial number plots, are customized to the topic that will be presented at each number. As result, the smart who is spherical device that can move rotate, or go around and can be utilized as a medium. Spinning Wheel is a circumference element which it can be played (Bafadal et al., 2019). It supported by (Wahyuni, 2017).

The spin wheel game can implemented to all skill, such as in mathematic subject. A study by (Nastalia & Zulfa, 2022)state that in Mathematics subject, Spin wheel game are very valid, practical and effective. It can be showed that the effectiveness of pretest and posttest obtained average in 0.73 with the high criteria. Another study done about "Pengaruh Pendidikan Kesehatan Metode Permainan Spinning Wheel terhadap Pengetahuan Pendidikan Seksual pada Siswa SMPS Plus karya Persada" which found there was significant effect of educational

by using spinningwheel toward the knowledge. But it needs a expansion of an android based spinningwheel to simplify the teaching learning process about sex education (Saputra & Juliana, 2022). In teaching learning English, a study done about teaching writing procedural texts by using spinning wheel games that found spinning wheel game is very helpful in motivate the students in writing English, such as procedure text. It was challenge the students's method in thinking with fun, and enjoyable (Rachmaida & Mutiarani, 2022).

Writing English is one of learning English activity that uses foreign language. Writing is a skill which the writer use their eyes, brain, and hands to arrange the ideas into words, sentences and paragraphs (Ingale, 2018). It is an activity in order to convey the writer's thoughts and feelings in written form, expecting the reader to understand the writer's mean. The language used must be as simple as possible in order to the readers can easily to understand and enjoy every word the reader read. Almost students have struggle to properly combine ideas, construct sentence structure, and still feel hesitant in writing English (Adam et al., 2021; Budjalemba & Listyani, 2020; Mustafa et al., 2022). In teaching writing, sometimes the teacher neglects to prepare the understudies in writing English, as though in pcik the suitable dictation, use proper grammar, or organize the ideas to use random sentences. In writing English, the teacher has to aid the students. In the way, they could acquire and exhibit the comparing ability.

Considering the past studies, it challenges the writer to experience in teaching by using spin wheel game for writing descriptive text. Descriptive text itself has known by almost the students since middle school. A descriptive text usually describe about people, an animal, or a thing that use simple present tense. An objective of writing descriptive text is to explain object or person or other things hat he author interest (Maghfur, 2019). A descriptive text consists of two part, introduction and description. Actually writing descriptive text has been educated since middle school, but even at the beginning of the semester, the students' still have difficulties in composing based on the generic structure and the generic feature. Sometimes, the text was difficult for the students to comprehend, they lacked enthusiasm for the subject and they difficult to find the ideas (Fitri et al., 2022; Juriati et al., 2018; Khasanah, 2017). Descriptive text is simple text, but the students have to udesrtand well five components in writing such as content, how to organization, choose the right grammar, choose the suitable vocabulary, and mechanic (Fitri et al., 2022; Khasanah, 2017; Kurnia & Kareviati, 2021). The experience of teaching by using Spinning Wheel Games in Digital Form is very challenging. This is due to wheteher Spinning Wheel games is effectiveness in learning descriptive text, and the students can till focus on the lesson or instead focus on other things. This study is only to know the effectiveness of spinningwheel games to the seventh grades students in learning writing descriptive text at SMPN 1 Sugio Lamongan in years 2023/2024. Considering the explication above, the researcher conduct the study with entitled *SpinningWheel Games in Students' Writing Descriptive Test Skill; Experimental Resaerch*. It use experimental research in a part of quasy-experimental.

## METHODS

The design of study is experimental in a part of quasi-experimental. The students' divedid into experiment group and control group which is choosen by randomly. The group which is given treatment is experimental group. The dependent variable of study is students' writing descriptive text which symbolized (y) and independent of study is spinning wheel gamewhich symbolized (x). The populations of study were the seventh grade of SMPN 1 Sugio Lamongan that consists of 7A-7Gthat every class consists of 28 students. It means the total students of seveth grade are 196 students. The samples of study are 7E which consists of 29 students and 7F that consists of 28 students. So the total samples of study were 57. The instrument ofstudy was students' written test in descriptive text that given before and after treatment. The data collection has obtained from score of pre-test, treatment, and post-test from the students' writing descriptive text. The data analysis is scoring's result ofthe students' test. The classification in scoring content and organization was by (Dastgeer & Afzal, 2015) that can seen below;

In knowing the effectiveness of Spinning Wheel Games in writing descriptive text, the writer use SPSS V.22. SPSS V22 is to enhance its predictive analytics methods with upgraded tools, results, and user-friendly features (Field, 2009). This updateconcentrates on enhancing the analytical abilities of the program.

## RESULTS AND DISCUSSION

The study was done for third meetings. As explained above, the study divided into control group and experimental group. The result of pre-test in control group which is calculated by SPSS 22 was known. The top rate was 70 and the lowest rate was 45. It found mean value (mean) achieved through the control group pre-test was 59,61; mode are 60; the median is 60,00; and the standard deviation is 7,861. It shown below;

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 45	2	7.1	7.1	7.1
50	6	21.4	21.4	28.6
60	9	32.1	32.1	60.7
65	5	17.9	17.9	78.6
67	2	7.1	7.1	85.7
70	4	14.3	14.3	100.0
Total	28	100.0	100.0	

It shown that the score of 45 got by 2 students, the score of 50 got by 6 students, the score of 60 got 9 students, the score of 65 got by 5 students, the score 67 got by 2 students and the score of 70 got by 4 students. It means that almost 50 percentage of students still under the KKM.

However, there is any significant increasing the post-test. The top score was 70 and the lowest score was 50. SPSS 22 uses to calculate the mean, so the average score (mean) achieved by students in the control group was 62,29; mode are 60; the median are 62,50; and the standard deviation are 5,925. It shown below;

Table of Students' Post-Test Score in Control Group

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
50	3	10.7	10.7	10.7
55	1	3.6	3.6	14.3
60	10	35.7	35.7	50.0
65	7	25.0	25.0	75.0
67	1	3.6	3.6	78.6
68	1	3.6	3.6	82.1
69	1	3.6	3.6	85.7
70	4	14.3	14.3	100.0
Total	28	100.0	100.0	

Considering the table above, there are 3 students with 50 points, 1 student was 55 points, 10 students was 60 points, 7 students was 65 points, 1 student was 67 points, 1 student was 68 points, 1 student was 69 points, and 4 students was 70 points. The pre-test's mean in the control class was 59,61. Meanwhile, the post-test's mean in the control class was 62,29. Thus, the mean of the pre- test was lower than that of post-test score. Besides the mean value has been improved, there was an enhancement of the classification of scoring improved from poor to good. It known that writing descriptive texts in the control class got up slightly after treating them with traditional technique. In addition, the standard deviation (SD) of the pre-test was 7,861 and the post-test was 5,925. The standard deviation of the pre-test is thus higher than that of the post-test. Then it can be interpreted that the students who wrote the descriptive text of the control class based on the results of pre-test and post-test were homogenous. It shown in statistical data below;

Data	Pretest	Posttest
Number of cases	28	28
Mean	59.61	62.29
SD	7.861	5.925

Second, the result of pre-test in experimental group has shown by using SPSS 22. In the pre-test, the top score was 80 and the low score was 50. By SPSS 22, it known that the average score (mean) achieved by students in the experimental group pre-test was 67,41; mode namely 70; the median is 70,00; and the standard deviation was 7,273. It shown below;

Table of Pre-Test Score in Experimental Group

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
50	2	6.9	6.9	6.9
60	4	13.8	13.8	20.7
65	7	24.1	24.1	44.8
70	10	34.5	34.5	79.3
75	4	13.8	13.8	93.1
80	1	6.9	6.9	100.0
Total	29	100.0	100.0	

The table above shown that 2 students who gained 50 score, 4 students who got score 60, 7 students who had score 65, 10 students who has 70 score, 4 students who has 75 score, and 2 student who got 80 score. A post-test of the experimental class was to determine the results of the student learning achievement after the treatment. The data form post-test showed that the top score achieved was 85 and the lowest score was 55.

In the post-test, the median of experimental class was 70,59; mode is 70a; median is 70,00; and the standard deviation is 6,769. It shown below;

Table of Students' Post-Test Score

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
55	1	3.4	3.4	3.4
58	1	3.4	3.4	6.9
60	1	3.4	3.4	10.3
65	6	20.7	20.7	31.0
70	7	24.1	24.1	55.2
73	1	3.4	3.4	58.6
74	1	3.4	3.4	62.1
75	7	24.1	24.1	86.2
77	1	3.4	3.4	89.7
80	2	6.9	6.9	96.6
85	1	3.4	3.4	100.0
Total	29	100.0	100.0	

The table above shown, there was 1 student gets score 55, 58 for a student, 60 for a student, 65 for 6 students, 70 for 7 students, 73 for a student, 74 for 1 student, 75 for 7 students, 77 for a student, 80 for 2 students, and 85 for a student. There were the differences between the pre-test and post-test scores in the experimental class in writing descriptive text. It shown below;

Statistical data of the experimental class

Data	Pretest	Posttest
Number of cases	29	29
Mean	67,41	70,59
SD	7,273	6,769

The mean value was 67,41 in the pre-test of the experimental class. The mean value was 70,59 in the posttest. The data shows that the average posttest score is higher than the initial test. It can be seen from the increase in the score categorization from low category to very high category. It means writing ability the experimental class increased significantly after being treated using *spinning wheel* game.

Considering the result of study, the discussion find out there were the effectiveness of *Spinning Wheel Games* in teaching students' writing descriptive text. It can help them to understand well about descriptive text by developing their ideas and arranging them into descriptive text (Bafadal et al., 2019; Rachmaida & Mutiarani, 2022; Saputra & Juliana, 2022). The effectiveness can be seen by the improvement of students' writing descriptive text score from pre-test to post-test. There were differences between the control group and the experimental group. Based on calculation of post-test score, the average value of experimental group was 70.79 while for the control group was 62.29. It could mean that the average the score of the control group instructed using conventional or traditional techniques is lower than experimental class taught by using a *spinning wheel game*. In this case, *Spinning wheel* game can help students to improve their writing descriptive text in the post-test.

## CONCLUSION

Considering the finding and discussion, it can be concluded that *Spinning Wheel Games* as media in teaching writing descriptive text is very compelling. The students were more active in learning, dan they felt happy. Based on an interview some of the students, they feel more happy because they

teaching learning process is not boring. As the students know that learning English is very difficult for them, since English is an unknown dialect. They always find difficulty in learning English because of some aspect, such as low in vocabulary, low in grammar, low in knowledge of texts, moreover writing in English. Although descriptive text is a simple text that only consists of introduction and description, when they learn by conventional or traditional technique or method or media, they would find difficulty in learning. Hopefully, the teacher find out the other alternative media in educating writing English, especially writing descriptive text (Pratiwi et al., 2015). It also supported by other researcher that state to develop students' ability in writing descriptive text the teacher is better to use media (Vanesa & Setiawati, 2021). In short, the use Spinning Wheel Games is very suitable in teaching writing descriptive text.

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