

**THE USE OF SPINNING WHEEL GAME IN TEACHING SPEAKING  
AT THE SEVENTH-GRADE STUDENTS OF SMPN 5 KOTA BIMA  
IN ACADEMIC YEAR 2019/2020**

**Presented as A Partial Fulfillment of the Requirement for the Bachelor  
Degree in English Language Teaching**



**BY**

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2020**

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**THE USE OF SPINNING WHEEL GAME IN TEACHING SPEAKING  
AT THE SEVENTH-GRADE STUDENTS OF SMPN 5 KOTA BIMA  
IN ACADEMIC YEAR 2019/2020**

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**Student's Number : 116120017**

**Approved on : December, 2020**

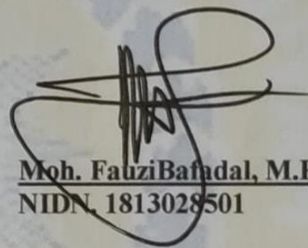
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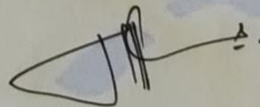
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ACCEPTANCE

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IN ACADEMIC YEAR 2019/2020

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Kota Bima In Academic Year 2019/2020" presented as a fulfillment for the  
requirement in bachelor degree is my own work. Except where otherwise  
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Mataram,..... December 2020

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## **MOTTO**

**Strengthen prayer and effort. Prayer is not substituted for effort but  
strengthens the effort.**

**“The prayer to God in a state of certainty that it will be granted, and know  
that God does not answer the prayer from a negligent heart”.**

**(HadithAt-Tirmidzi: 3479)**



## **DEDICATION**

This thesis is dedication to:

1. My beloved moom (St. Nurhaidah) and the late my father (Hsbullet), who gave pray, love, support, and educated me without any reward. May Allah will give you heaven.
2. My beloved brothers, sisters, cousins, and my big family. Thank you for your love, prayer, and motivations.
3. My first and second consultants (Dr. Lukman, M.Pd and Moh. Fauzi Bafadal, M.Pd) who patiently provide guidance during the preparation of this thesis
4. All my best friends Syaidul Anam and and all of my friends
5. My brothers and sisters in ESA and HW
6. My beloved Almamater of UMMAT.



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3. Hidayati, M.Hum as the Head of the English Language Education Program
4. Dr. Lukman, M.Pd as my first consultant who has the correction, encouragement, knowledge and time for the researcher.
5. Moh. Fauzi Bafadal, M.Pd as my second consultant who has the correction, encouragement, knowledge and time for researcher.
6. The English Education Program lecturers who have shared my knowledge and taught.
7. Headmaster of SMPN 05 Kota Bima who has given the researcher permission to conduct the research at the school, English teacher Mrs. Suhadah, S.Pd, the English Teacher and all of the staff at SMP 05 Kota

Bima, and all the students SMP 05 Kota Bima who have helped me in doing a research.

Finally, the researcher realizes that this thesis is still far from being perfect because of the limitation of the knowledge and ability of the researcher. Therefore, the researcher asks for suggestions and criticisms that are constructive for perfection and hopefully useful for us.

Mataram, December 2020  
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## ABSTRACT

Sofyan Ahmad, 2020. A Thesis "**The Use of Spinning Wheel Game in Teaching Speaking at the Saventh-Grade Students of SMPN 5 Kota Bima in Academic Year 2019/2020**". English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

Spinning wheel game one of teaching media, the researcher provides a way out of this problem by providing alternative media in teaching English by using spinning wheel game to determine whether the spinning wheel game has an affect or not in learning speaking by using spinning wheel game and find out significant differences between students who are taught using the spinning wheel game and without using the spinning wheel game in speaking at seventh-grade students of SMPN 05 Kota Bima in 2019/2020. In this research, the researcher used a quasi-experimental design with 60 students as the population. Cluster random sampling is a sampling procedure divided into two groups; 30 students were used in class A as an experimental, and 30 in class B as a control group. To analyze the data, the researcher used the SPSS program. The data analysis results showed that the experimental class's average score is 72.15, with a degree of 80. The control class's average score is 61.85, with 75 degrees. It can be concluded that there is a difference in the average student learning outcomes between students who are taught with the spinning wheel game media compared to students who do not use the spinning wheel game media. Therefore, the spinning wheel game has effect, or  $H_a$  is accepted in teaching speaking at the seventh-grade students of SMPN 5 Kota Bima in the academic year 2019/2020.

*Keywords: Teaching speaking, Media, Spinning wheel game*

## ABSTRACT

Sofyan Ahmad, 2020. A Thesis "**The Use of Spinning Wheel Game in Teaching Speaking at the Saventh-Grade Students of SMPN 5 Kota Bima in Academic Year 2019/2020**". English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

Permainan roda putar salah satu media pembelajaran, peneliti memberikan jalan keluar dari permasalahan tersebut dengan menyediakan media alternatif dalam pembelajaran bahasa Inggris dengan menggunakan permainan roda berputar untuk mengetahui apakah permainan roda berputar berpengaruh atau tidak dalam pembelajaran berbicara dengan menggunakan permainan roda berputar dan Mengetahui perbedaan yang signifikan antara siswa yang diajar menggunakan permainan roda berputar dan tanpa menggunakan permainan roda berputar dalam berbicara pada siswa kelas VII di SMPN 05 Kota Bima tahun 2019/2020. Dalam penelitian ini peneliti menggunakan desain eksperimen semu dengan populasi 60 siswa. Cluster random sampling adalah prosedur pengambilan sampel yang dibagi menjadi dua kelompok; 30 siswa digunakan di kelas A sebagai eksperimen, dan 30 di kelas B sebagai kelompok kontrol. Untuk menganalisis data, peneliti menggunakan program SPSS. Hasil analisis data menunjukkan bahwa nilai rata-rata kelas eksperimen adalah 72,15 dengan derajat 80. Skor rata-rata kelas kontrol adalah 61,85 derajat. Dapat disimpulkan bahwa terdapat perbedaan rata-rata hasil belajar siswa antara siswa yang diajar dengan media permainan roda berputar dibandingkan siswa yang tidak menggunakan media permainan roda berputar. Oleh karena itu, permainan roda berputar berpengaruh, atau  $H_0$  diterima dalam pembelajaran berbicara pada siswa kelas VII SMPN 5 Kota Bima tahun pelajaran 2019/2020.

Kata kunci: *Pengajaran berbicara, Media, Permainan roda berputar*

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## **APPENDIC**

# **CHAPTER I**

## **INTRODUCTION**

This chapter explains the background of the study, the research question, purpose of the study, the significance of the study, the scope of the study, the hypothesis of the study, and the definition of key terms.

### **1.1 Background of the Study**

In this globalization era, the English language is essential for our lives. It is the second most spoken language in the world. Globalization made the use of the English language change. The ability to speak and to write English properly has been one essential benchmark skills in world communication. Learning English in Junior High Schools is important given other to preparation in the 2.0 era, but as a junior high school student to continue to higher education.

Developing the ability of Junior High School students to be globalized by speaking skills, speaking has an essential role in the learning process. According to Fulcher and Davidson (127:2006), "speaking is the verbal use of language to communicate with others." Maxom (2009) states that "speaking is the most important skill in English language teaching to be mastered in school." Through speaking, students express their ideas, feelings, and desires to others. In school, the student learns how to talk in English easier because some teachers and friends can be their facilitators and pairs to practice English. So, speaking is the ability of people to communicate with other people by using verbal language".

Speaking is an activity used by someone to communicate with others. It takes place everywhere and has become part of our daily activities. When someone

speaks, they interact and use the language to express their ideas, feelings, and thought. They also share information with others through communication. In some situations, speaking is used to give instructions or to get things done, such as describing things or someone, complaining about people's behavior, asking and delivering services, and others. In the teaching and learning process, teachers are required to be more creative.

The teacher's job is not only to educate but also to make students the right people. The teacher has a big responsibility towards students, where the teacher must make students understand everything. There are many problems that must be solved by the teacher, one of which is how students can understand the lessons well in school. The challenge is to make teachers more active in approaching students to find out what students need. With that, teachers can understand how to treat students and improve students' speaking skills, one of them. Teachers must have a different way of teaching. Interviews conducted by the researcher, grade VII students of SMPN 05 Kota Bima experienced problems in learning, especially in speaking lessons and teachers only use book as a media for teaching. Here the researcher provide a way out of this problem by providing alternative media in teaching English using spinning wheel game.

The use of a spinning wheel game is one alternative media that can be used to improve speaking ability in students. Using these media, students can learn in ways that are more interesting and exciting. The spinning wheel game also makes it easier for teachers to teach because of the use and construction that is not too difficult to make teachers easier to teach.



The researcher believe that this spinning wheel game is one of the most appropriate, exciting media to use. Several people have also studied the spinning wheel game. One of them is Fitri Henni from UIN Medan with the title " The Application of the Spinning Wheel on the Stand Type Cooperative Learning Model to Improve Mathematics Learning Outcomes of Grade-IV Students of State Elementary Schools 001 Empat Balai Kecamatan Kampar Regency, West Bangkinang" and Amaliyah from UIN Yogyakarta with the title " The Effectiveness of Iqra Wheel Games' to Improve Arabic Reading Skills of Grade VII Students at MTs Thahiriyah Banjarnegara Academic Year 2014/2015."

From two studies that prove, that can be concluded that the Spinning Wheel Game is an alternative media to help students in learning. Therefore, the researcher use the spinning wheel game in his research as an alternative media in this research, and the title is "The Use of Spinning Wheel Games in Teaching Speaking in Class VII at SMPN 05 City of Bima."

## **1.2 Research Question**

In this research, the researcher formulated the problems as follows:

1. Does the Spinning Wheel Game affect teaching speaking at the seventh-grade students of SMPN 5 Kota Bima in the academic year 2019/2020?
2. Is there any significant difference between the students taught using the Spinning Wheel Game and without utilizing a Spinning Wheel Game at the seventh-grade students of SMPN 5 Kota Bima in the academic year 2019/2020?

### **1.3 Purpose of the Study**

Based on the formulation of problems, the purposes of the research is as following:

1. To investigate whether the Spinning Wheel Game use affect or not on teaching speaking at the seventh-grade students of SMPN 5 Kota Bima in the academic year 2019/2020.
2. To analyze the significant difference between the students who are taught using the Spinning Wheel Game and without using Spinning Wheel Game at the seventh-grade students of SMPN 5 Kota Bima in the academic year 2019/2020.

### **1.4 Scope of the Study**

1. This study is about the use of the Spinning Wheel Game in students' speaking skills as teaching media
2. The research subjects are the students in the seventh-grade of SMPN 5 Kota Bima in the academic year of 2019/2020.
3. The subject matter is descriptive text; the material is obtained from the book Bahasa Inggris (LKS) by Erman Haris, Pt. Erlangga 2020.

### **1.5 Significance of the Study**

This study is expected to able beneficial, influencing the students, teachers, and other the researcher who are divided into theoretical and practically significant.

## 1. Theoretically

This research may give an alternative media in teaching speaking to support the previous theory about teaching speaking by using Spinning Wheel Game.

## 2. Practically

Students are motivated and interested in learning English, especially in learning to speaking. This research is expected to develop teachers in teaching and develop student abilities, and the Spinning Wheel Game is attractive for teachers to teach in the learning process at their school.

### **1.6 The hypothesis of the study**

The research is based on the following hypothesis:

1. To investigate whether the Spinning Wheel Game affect on teaching speaking at seventh-grade students of SMPN 5 Kota Bima in the academic year 2019/2020.

- a. The Null hypothesis (Ho):

The Spinning Wheel Game has no affect on teaching speaking to the seventh-grade students of SMPN 5 Kota Bima in Academic Year 2019/2020.

- b. The Alternative Hypothesis (Ha):

The Spinning Wheel Game has affect teaching speaking at the seventh-grade students of SMPN 5 Kota Bima in Academic Year 2019/2020.

2. To analyze the significant difference between the students who are taught using the Spinning Wheel Game and without using Spinning Wheel Game at the seventh-grade students of SMPN 5 Kota Bima in the academic year 2019/2020.
  - a. This reasech has significant difference between the students who are taught using the Spinning Wheel Game and without using Spinning Wheel Game
  - b. This reasech has not significant difference between the students who are taught using the Spinning Wheel Game and without using Spinning Wheel Game

### **1.7 Definition of the Key Terms**

The research considers that it is essential to define some terms used in this study. The terms used are as follows:

#### **1.7.1 Speaking**

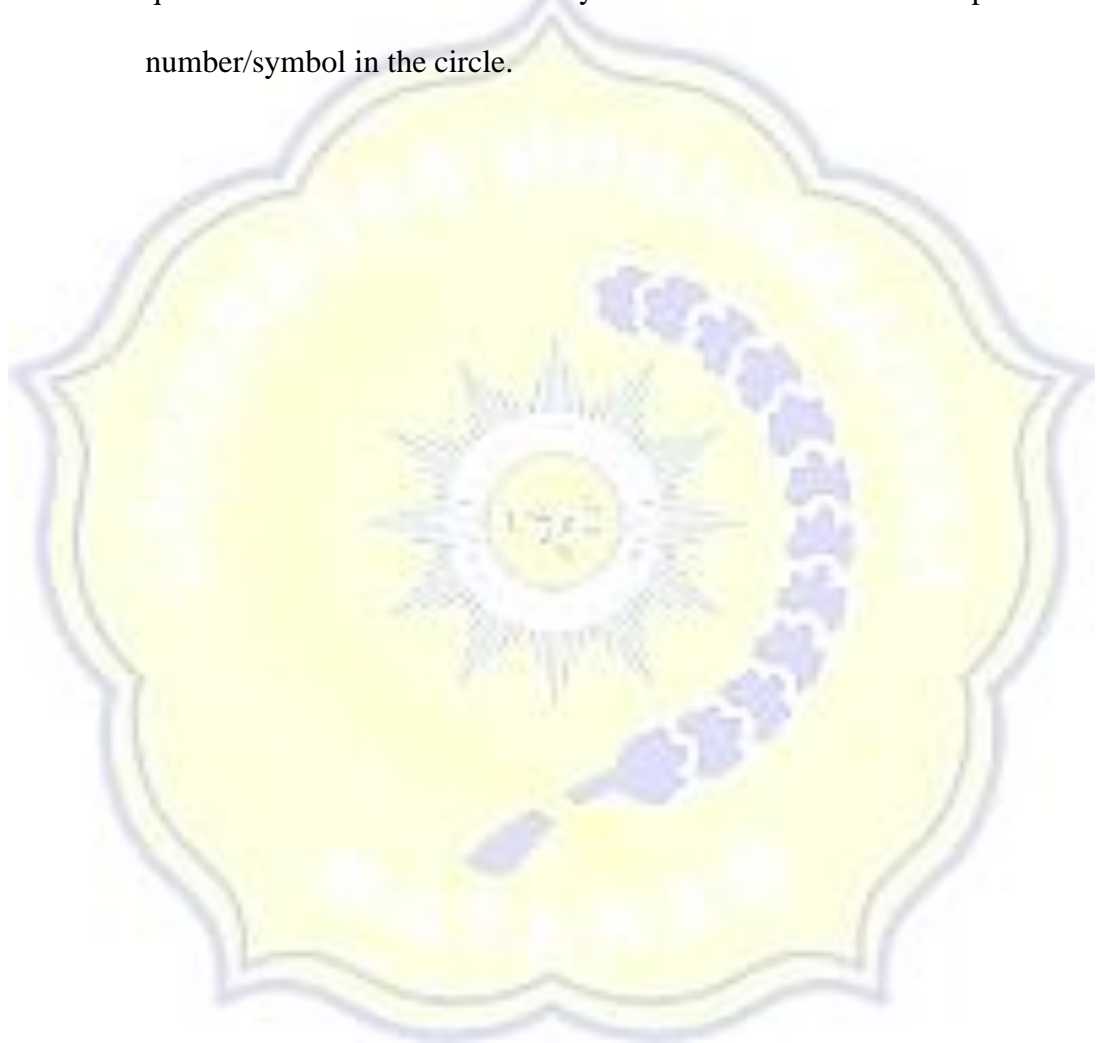
Thornberry (2005: 19) considers "speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at a speed of high level. Each participant has a purpose or an intention that she/he achieve in the interaction."

#### **1.7.2 Media**

Sugiono (2013: 7) media is used to channel messages from the sender to the recipient that can stimulate students' thoughts, feelings, interests, and attention so that the learning process can occur

### 1.7.3 Spinning Wheel Game

Aulia (2016: 12) said that the spinning wheel game is a learning medium that uses a circle divided into several sectors. The sector has questions to be answered by students listed in a specific number/symbol in the circle.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents speaking, media, spinning wheel game, and previous studies

#### **2.1. Speaking**

The researcher discusses some aspects that support the concept of talking, here the definition of speaking, and teaching speaking

##### **2.1.1 Definition of Speaking**

Speaking is one of the essential English skills. Cameron (2001: 40) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise language details is required to speak in a foreign language to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and needs to organize the discourse so that the listener understands. Another expert, Thornbury (2005: 19), considers speaking or oral communication as an activity that includes two or more people in which hearers and speakers have to react to what they hear and contribute at a speed of high level. Each participant has a purpose or an intention that she/he achieve in the interaction. Kayi (2006) states that speaking is the process of building and sharing meaning through verbal and non-verbal symbols in a variety of contexts.

Speaking is a productive skill; it involves people using speech to express meanings to other people Scott (2005: 34). However, speaking is different from writing in some aspects. Brown (1994) in Weigle (2002) mentions a list of

characteristics that differentiates written language from the spoken one. The factors are permanence, production time, distance, orthography, complexity, formality, and vocabulary.

Based on some of the experts' opinions above, it can be concluded that speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips.

### **2.1.2 Teaching Speaking**

Here are some techniques which are useful to promote speaking, Harmer (2007: 269-271) mentions some elements of speaking, that is language feature and mental/ social processing as follow:

#### **2. Language Features**

There are four elements applied in the language features:

- a) The first element is the connected speech. A speaker should not only be able to produce the individual phonemes of English.
- b) The second elements are expressive devices. A speaker should be able to do what native speakers of English do. Native English speakers change the pitch and stress of particular parts of utterances, unusually volume and speed, and use paralinguistic features to show what they are feeling.
- c) The third element is lexis and grammar. Speaker can make a spontaneous speech by using several common lexical phrases, especially in the performance of specific language functions

d) The fourth element is the negotiation of meaning. Speaking requires the ability of the speaker to negotiate the sense used to seek clarification and to show the structure of what he or she is saying

### 3. Mental/ social processing

There are three components of mental/ social processing:

- a) The first component is language processing. Speakers need to be able to process language in their head and put it into coherent order so that they can be comprehensible and convey the meanings that are inherited.
- b) The second component is interacting with others. Speaking involves a good deal of listening to other participants, understanding or how they are feeling, and also the ability on how to take turns or allow them to do so.
- c) The third component is information processing.

Based on some of the experts' opinions above, it can be concluded that teaching speaking is a rule that guides the teacher on how to teach students correctly. The guide asks teachers to give their best efforts in teaching their students to be better.

## **2.2 Media**

### **2.2.1 Definition of Media**

The word media is the plural form of the word medium, which means intermediary or introduction. So, in language, the media represents the introduction or intermediary. AECT (Association of Education and



Communication Technology) sets limits on the media, which is everything that is used by someone to distribute messages/information. Heinrich and his colleagues in Arsyad (2016: 3-4) add that the medium is an intermediary that delivers information from the source to the recipient

The media provides news or messages containing learning purposes; then, the media is called learning media. This opinion was reinforced by Arsyad (2016: 28), who revealed that learning media is a tool used to convey or deliver information or messages that contain learning intentions. His opinion is in line with the view expressed by Nataliya (2015: 347), which states that instructional media are tools or tools used by teachers in delivering material to students.

Sugiono (2013: 7) argues that learning media is used to channel messages from the sender to the recipient that can stimulate students' thoughts, feelings, interests, and attention so that the learning process can occur. At the same time, Munadhi (2017: 2) argues that learning media is something that is used to deliver and deliver planned messages that can be making the learning process conducive, efficient, and useful.

Based on some of the experts above, it can be concluded that instructional media is a tool used by the teacher to convey information or learning messages to students that can attract the attention, interests of students and can make the learning process conducive, efficient and effective. Therefore, teachers must prepare learning media well so that

learning information or messages can be adequately conveyed. So, the learning process can take place optimally.

### **2.2.2 Kind of Media**

Learning media is also an instructional component that includes messages, people, and equipment. Namely, a vehicle for channeling learning information or information messages. There are many types of learning media and kinds. We can utilize various types of media available to support the learning process, especially in this day and age, the role of technology has been felt. It has entered into multiple aspects, including the world of education.

It is not surprising that many educators and teachers teach their students using various types of learning media, examples of learning media that are commonly found, such as projectors, videos, DVDs, and so on.

The classification and classification of learning media is very diverse and different; according to Anderson (1997), there are several media: audio (audio cassettes, radio broadcasts, CDs, telephones), print (textbooks, modules, brochures, leaflets, pictures), audio- print (audiotapes with written material), stationary visual projections (Overhead transparency, slides), motion optical audio (Video / VCD, Television), physical objects (tangible objects, models, specimens), humans and the environment (teachers, librarians, laboratory assistant)

There are several types of media, and the Spinning Wheel Game is meant as a visual object media category because it is a real object that can be touched.

### **2.2.3 Strength of The Media**

The strengthened of media from Oktaviana (2016: 19) states the benefits of learning media in the learning process, namely:

1. Teaching can attract attention and foster student motivation.
2. The teaching material becomes clearer, meaning students can be more easily understood and mastered and achieve reasonable learning goals.

Teaching methods are more varied, not only verbal communication through teacher's speech, so students do not feel bored because the teacher does not run out of energy, especially if the teacher has to teach every class time.

3. Students are more active in learning activities because they listen to the teacher's description and carry out other activities such as observing, doing, showing, and so on.

Based on the experts' opinions above, it can be concluded that strengthened media can make the media useful where it's more interesting, enjoyable, make it easier to teach, and make students more active in learning it becomes something interesting.

### **2.3 Spinning Wheel**

The spinning wheel game is one of the media used to change students who do not know. Joice (2009: 193) four groupings in learning consist of: the



divided into several sectors or sections in which there are questions. Also, this media is packaged in the form of games (games). The media of this spinning wheel game can attract attention, interest, and motivation to learn and increase students' understanding of the material.

### **2.3.2 The Steps of Spinning Wheel Game**

In this study, the researcher developed the spinning wheel game; Ginnis in Aulia (2016: 28-29) mentioned the steps to use the spinning wheel game as follows:

1. Make a set of cards with a question on the front and numbers on the back. Cards are made up of the number of students in the class.
2. Create a media "Wheel Game" from cardboard, divide the wheel into sectors or parts according to the number of cards made, and then give a number to these sectors. Next, make arrows from cardboard and thumbtacks that act as players on the media. The result looks like a "Twister" wheel.
3. Students sit in a large circle. The card is spread with the numbers side up
4. One of the representatives of students came forward to the class to rotate the media wheel. Arrow points to a number, and the student draws the card according to the number obtained from the wheel media. Then students answer the questions contained on the card.
5. The teacher discusses with all students in the class to give punishment to students can't answer

6. Students rotate the media wheel alternately. Students who have rotated and answered questions appoint other students to rotate it. If the next student gets a scorching number, the student must turn it back to get a number that has not yet been scorched.

Based on some of the experts above, it can be concluded that the steps of the spinning wheel game are a rule of how we play the spinning wheel game so fun.

### **2.3.3 The Strength of Spinning Wheel Game**

Aulia (2016: 29) states the benefits of the wheel of fortune as follows:

1. The spinning wheel game can encourage students to participate.
2. Spinning wheel media game is a game with challenging advantages such as game shows on TV. This game is very familiar and can excite students.
3. This media is excellent to be used in test preparation.
4. Train students' memory and thinking speed.
5. Practice understanding in solving various problems encountered

Based on the opinions of some of the experts above, it can be concluded Strength of the Spinning Wheel Game is a media where it becomes a force that makes the spinning wheel game fun and relaxed when it is playing or used for learning media

### **2.3.4 Teaching Speaking by Spinning Wheel Game**

Aulia (2016: 124) explains how the steps in using the spinning wheel game in teaching are:

1. Play the spinning wheel game until the wheel is stationary and the instructions on the smart wheel media show the numbers printed on the intelligent wheel media
2. Students take the question card following the numbers in the media
3. Students discuss the answers to the questions obtained by members of their respective groups
4. Students come forward and explain the results of the discussion
5. The teacher matches the students' answers with the answer cards on the spinning wheel game

#### **2.4. Previous Studies**

In this case, the study of student learning outcomes has also been examined by Fitri Henni, entitled "The Application of Twister (Wheel Turning) on the Stand Type Cooperative Learning Model to improve mathematics learning outcomes of Grade-IV Students of State Elementary School 001 Four Balai, Bangkinang Barat District, Kampar Regency."

Based on the results of research that has been carried out through two cycles, in the first cycle, it is known that the mathematics learning outcomes of students above the KKM of 12 people (60%) and in the second cycle increased again to reach 18 people (90%). The similarity with the research that the author wrote is the same as improving mathematics learning outcomes. However, the difference is the research conducted by sister Fitri guided by the Stand Type Cooperative learning

model. At the same time, what the authors did with the application of the lucky wheel learning model.

Amaliyah (2015), in her research entitled: 'The Effectiveness of Iqra Wheel Games' to Improve Arabic Reading Skills of Grade VII Students at MTs Thahiriyah Banjarnegara Academic Year 2014/2015. This study proves the research by using the iqra 'wheel game effectively improves the Arabic reading skills of VII grade students of Thahiriyah Banjarnegara Mts. This study showed an increase in pre-test and post-test from the control class to the experimental class. This study uses the media and capabilities to be achieved, namely wheel-shaped media that can be rotated for reading skills. The difference lies in the research objectives, namely in the research conducted by Aaliyah, which tries to measure the media's effectiveness to improve reading skills. In contrast, this study attempts to develop learning media for reading skills.

Based on two previous studies with the research, this study focuses on the use of the spinning wheel game, two previous studies focuses on mathematics in class IV Elementary School and iqra in class VII MTs, while the researcher has been doing is English subjects and where the research subjects are students of class VII SMPN 05 Kota Bima.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the research design, population, sample, instrument, data collecting, data collection technique, and data analysis techniques.

#### **3.1 Research Design**

In the research design, the researcher used Quasi-Experimental; According to Sugiyon (2013: 72) Quasi-Experimental is the provision of pre-test and post-test; By using the control group there is no random determination of the subject. The researcher has treated the experimental class with the Spinning Wheel Game, and the control class does not get the same treatment as the experimental class.

#### **3.2 Population and Sample**

##### **3.2.1 Population**

A population is an object or subject with the writer's quality and characteristic to study then conclude Sugiyon (2013: 80). This research population is the seventh-grade students of SMPN 5 Kota Bima in the academic year 2019/2020. The number of the population is 208 students divided into seventh classes

**Table. 3.1 Population of students**

Class	Number of students
VII 1	30
VII 2	30
VII 3	27
VII 4	30
VII 5	30
VII 6	30
VII 7	31
Total	208

### 3.2.2 Sample

A statement from Arikunto (2013: 174) states that "the sample is a smaller part of the population that taken as an object of research." According to Margono (2004: 127), this technique uses when the populations are not composed of individuals but consist of individual groups or clusters. Sampling techniques are used to determine samples. The researcher uses cluster sampling in taking the sample from the population. According to Sugiyon (2013: 110), cluster sampling is a sampling method based on a particular group or area. The purpose of the cluster sampling method, among others, is to examine a matter in different parts within an agency.

**Table 3.2 Sample of Students**

Class	Number of students
VII 2 (X1)	30
VII 3 (X2)	30
Total	60

### 3.3 The Technique of Data Collection

In data collection, the researcher have obtained data from pre-test, treatment, and post-test. The researcher have given pre-tests to subjects before being trained using the Spinning Wheel Game. The researcher have provided a post-test after receiving treatment using data collection media. The data collection steps are oral tests. The researcher has to concern the aspect like accent, grammar, fluency, vocabulary, and component in giving students' scores. Everything must follow the FSI (Floor Space Index) Procedure (Hughes, 2003:131).

**3.4 Table of The Description of FSI procedure**

No		Level	Criteria
1.	Accent	1	Pronunciation frequently unintelligible
		2	Frequently gross errors and a hefty accent make understanding difficult, require frequent repetition
		3	"Foreign accent" requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar to vocabulary
		4	Masked "foreign accent" and occasional mispronunciations with do not cause interference with understanding
2.	Grammar	1	Grammar almost entirely inaccurate except in short phrase
		2	Content errors showing control of very few significant patterns and frequently preventing communication
		3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
		4	Occasional errors showing imperfect control of some patterns but no weakness that is causing misunderstanding
3.	Vocabulary	1	Vocabulary inadequate for even the most straightforward conversation
		2	Vocabulary limited to necessary personal and survival areas (time, food, transportation, etc.)
		3	Choice of words sometimes inaccurate, limitation of vocabulary prevents discussion of some typical professional and social topics
		4	Provisional vocabulary discusses social interest; general vocabulary permits discussion of any not-technical subject with some circumlocution
4.	Fluency	1	Speech is so halting and fragmentary that conversation is virtually impossible
		2	Speech is prolonged and uneven except for short or routine sentence
		3	Speech is frequently hesitant and jerky
		4	Speech is occasional hesitant, with some unevenness caused by rephrasing and grouping for words
5.	Comprehension	1	Understand too little for the simplest type of conversation
		2	Understand only slow, elementary speech
		3	Understand carefully, somewhat simplified speech
		4	Understand quite well normal educated speech

The FSI table allows the researcher to find out about students' abilities that can be measured by formulas:  $\frac{Jumlah\ Total\ Nilai}{Nili\ total\ Maximal} \times 100$  and to find out students get good, fairly good, poor, fairly poor the researcher can look at the conversation table

### 3.5 The conversation table to the report of the FSI

Element				
	Good	Fairly good	Poor	Fairly poor
Accent	4	3	2	1
Grammer	4	3	2	1
Vocabulary	4	3	2	1
Fluency	4	3	2	1
Comprehension	4	3	2	1

#### 3.4.1 Pre-Test

The researcher have given a pre-test to both groups between the experimental class and the control class as the research sample. The pre-test was given to determine the students' speaking ability before the treatment. The test is oral, and the material is in the form of descriptive text or describes something. The pre-test data is compared with the post-test data to determine whether there is a significant affect and difference after treatment using the Spinning Wheel Game.

#### 3.4.2 Treatment

The researcher needs different treatment for both groups. The researcher teaches students by using the Spinning Wheel Game in speaking to the experimental class and without the Spinning Wheel Game to the control class. First, in pre-activity, the researcher greeting, explain the primary materials about a descriptive text, or describe something of learning. Second, in the primary

activity, the researcher gave the students Spinning Wheel Game to tell something, ask students to comprehend the content. Third, in closing, the researcher asks the student to describe something, and the researcher reviewed the learning material and closing the meeting.

### **3.4.3 Post-Test**

The researcher has tested the post-test on all students as a sample for the experimental class and the control class. The exam is oral, and the material describes something. The pre-test data was compared with the post-test data to determine whether there was any influence and significance after the Spinning Wheel Game was treated.

## **3.5 The Technique of Data Analysis**

To analyze the data, the researcher used SPSS 21.00, the data collecting from pre-test and post-test. In the probe, data of SPSS, the researcher used the Normality Test. If the data was normal, the researcher used Paired t-Test. While the data was not normal, the researcher used the Wilcoxon test. To investigate the significant differences between the students taught using Spinning Wheel Game and without using the Spinning Wheel Game, the researcher used Homogeneity Test. If the data was Homogenous, the researcher used an Independent test. While the data is not homogenous, the researcher used the Mann Whitney Test.

### **3.5.1 Descriptive Data**

Descriptive statistical data is useful for explaining and describing research data, including the amount of data, maximum score, minimum score, average score, and others.

### 3.5.2 Normality Test

- a. A normality test is done to find out whether the research data is normally distributed or not.
- b. Normal data is an absolute requirement before we do parametric statistical analysis.
- c. In parametric statistics, two types of normality tests are often used: the Kolmogorov -Smirnov test and the sharpie-will test.

If the significance (Sig) score is more  $>$  (great) than 0.05, then the data is normally distributed, while if the significance (Sig) score is more  $<$  than 0, 05, then the data is not normally distributed.

### 3.5.3 Paired t-Test

- a. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs
- b. Requirements in the paired sample t-test are normal distribution data
- c. For homogeneous variant data, it is not a requirement in the paired sample t-test.
- d. The paired sample t-test in this research is used to answer the problem statement.
- e. A paired sample t-test is conducted to answer the problem's formulation, on the pre-test experimental class data with the post-test experimental class, then the pre-test control class data with the control class post-test data.

### **3.5.4 Wilcoxon Test**

- a. Test Wilcoxon aims to determine whether there is a difference in the average of two samples paired in pairs
- b. The research data used in the Wilcoxon test is ideally ordinal or interval data
- c. Wilcoxon test is part of non-parametric statistics, so in the Wilcoxon test, there is not needed for research data that are normally distributed
- d. Wilcoxon test is used as an alternative to the sample t-test diagnostic test if a study is not normally distributed.

### **3.5.5 Homogen Test**

- a. Homogen test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous
- b. Homogen data is one of the requirements in the independent sample t-test.
- c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not.

If the significance (Sig) score is based on mean  $> 0,05$ , then the data variant is homogenous, while if the significance (Sig) score is based on mean  $< 0,05$ , then the data variant is not homogenous.

### **3.5.6 Independent t-test**

- a. The independent sample t-test is used to determine whether there are differences in the average of two unpaired samples.

- b. The basic requirements in the independent sample t-test are data that is normally distributed and homogeneous.
- c. The independent sample t-test in this research is used to answer the problem formulation.
- d. To answer the problem's formulation, the independent sample t-test was conducted on the post-test data of the experimental class with control class post-test data.

### **3.5.7 Mann Whitney t-test**

- a. Mann Whitney test aims to determine whether there is a difference in the average of two unpaired samples.
- b. The number of samples used does not have to be the same.
- c. The Mann Whitney test is part of non-parametric statistics, so in the Mann Whitney test, there is not needed for research data that is normally distributed and homogenous.
- d. Mann Whitney test is an alternative to independent sample t-test if the research data is not normally distributed and not homogeneous.