

Development A Spinning Wheel Learning Media To Teach Writing Skill For Tenth Grade Of SMK Hidayatul Mubtadiin Kanigoro

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Abstract

This study aims to develop Spinning wheel media to teach narrative text writing skills. Based on the results of interviews with English teachers and students who are lacking in writing. Researchers used the Borg and Gall R&D model in Sugiono's book, researchers only used 7 of the 10 steps of Borg and Gall, namely: Potential and Problems, Data Collection, Product Design, Design Validation, Design Revision, Product Trial and Product Revision. The purpose of this research is to develop the use of spinning wheel game learning media in the teaching and learning process students who need the ability to write English, and the differences with the previous researcher are the purpose of the study. This research was conducted in SMK Hidayatul Mubtadiin Kanigoro at Tenth Grade which had 27 students, 13 females 14 male. The study was successful with a student satisfaction response rise of 87% which can be said to be Very Valid.

Keywords: Learning Media, Spinning Wheel, Writing Skill

1. INTRODUCTION

Education is such an important issue in today's sophisticated society that it cannot be separated. Education is also part of the effort to help humans live better lives, both individually and in groups. The government has obligated the citizens to obtain the right of education for a period of 12 years, and more is recommended. Education occurs as a result of interactions between teachers and students. Interaction between teachers and students in learning activities is a critical component of the educational process. It is said so because educational goals can be achieved through a process that is marked by changes in student behavior. The word "education" is etymologically or linguistically sourced from the basic word "educare," which has a prefix and a suffix of a suffix. To educate becomes a verb, which means to help kids in mastering various knowledge, skills, attitudes, and values inherited from family and society (Rohman, n.d.). There is a learning process in education that is assistance provided by educators so that students can acquire knowledge and knowledge, skills and character, as well as form attitudes and beliefs. Since the first language learning has also been applied where language is something that is needed in human life from ancient times until now, experts believe that there is no human without language. Human language can be used to communicate and interact with one another, as well as to exchange information.

According to (Suratno, 2009) understanding language, language has a structure and meaning that are independent of their users, serving as a symbol that

accomplishes a function. Until now, language learning has been widely studied, with English being one of the colleagues. Several schools have also implemented an independent curriculum in grade 10, but in grade 11, the old curriculum or K13 is still used. The Independent Curriculum is a curriculum with varied intra-curricular learning in which the content is better optimized so that students have ample time to investigate ideas and develop competence. Teachers have the freedom to select a variety of teaching tools to tailor learning to students' learning needs and interests (Dewi, 2021). Projects to strengthen Pancasila student profile achievement are developed based on government-specified themes. Because the project is not intended to achieve specific learning outcomes, it is unrelated to subject matter (Rahimah, 2022). However, in less advanced schools, there are still many students who are lazy and even reluctant to learn English, such as at the SMK Hidayatul Mubtadiin research site, where there are still many students who are less interested in learning English. Where students complain about the difficulties learning English due to very different writing and reading methods, as well as the provision of very rare vocabulary, causing students to be unable to write English properly and correctly.

Mastery of one of the 4 skills in English is also very important, according to (Saifudin, 2019) It is expected that students will be able to express themselves in written form, which is one of the skills that must be mastered by students of all language abilities. The ability to write is very important and must be mastered by all students, as quoted from (Rofi'ah et al., 2021) the speaking and listening activities is a direct communication, while writing activities and reading is indirect communication. Listen and read is receptive mastery, while speaking and writing are productive mastery. There are many successes in the learning process in schools determined by his writing skills. The teacher at the school only raced with the modules she created, and the vocabulary was obviously lacking, and there was no implementation process, so students gained no development, so the teacher could also be one of the problems in the learning process, where the teacher played an important role in the learning process.

The results of the researcher observations found that many student especially in tenth grade were lacked English. Students sometimes still don't understand the meaning of a single word. Unfortunately, a lot of students intentionally drop these classes because they don't want to study English subjects and find the teacher's approach to instruction uninteresting teacher still utilizes the lecture technique and only focuses on teaching in modules. Students were enrolled in the independent curriculum are expected to be independent, have a noble attitude, adhere to all instructions, and participate actively in the learning process. Based on these problem, teacher must apply or use learning media that can pique students' interest in the English learning process, according to (Arsyad, 2014) learning media is anything that can convey or channel a message from one

learning resources in a planned manner, resulting in a learning environment that is supports where recipients can carry out the learning process efficiently and effective. Teacher can use learning media such as radio, audio, television, or media created by teacher, such as the use of Spinning Wheel learning media. Researcher believe that the Spinning Wheel is one of the media that is simple to use and operate, allowing it to be used for a variety of learning materials. Spinning wheel has the advantage of being able to teach various skills such as writing and reading while learning English.

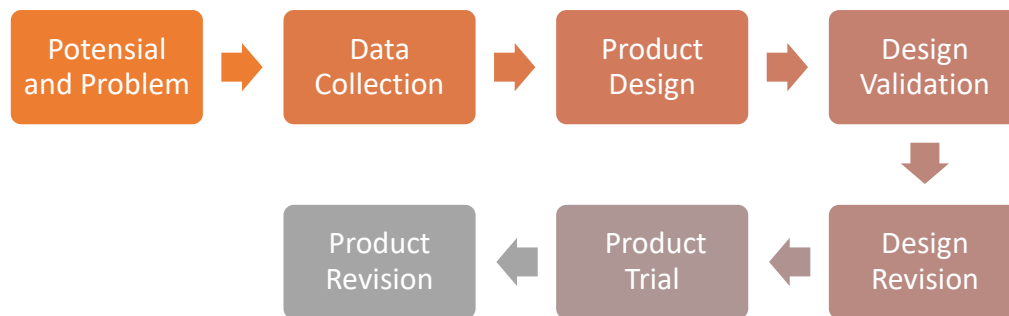
Depending on the objectives and content of the material to be delivered by the teacher, the application of the rotating wheel media can be customized to the use of the skills you want to develop. The researcher developed a variety of media, and as a result, question cards were made that matched the data presented in accordance with the numbers listed on the wheel board. Additionally, the researcher used a variety of media that are already described in the guidebook, including the Spinning Wheel. According to the previous researcher with (Sofyan, 2020) in the research title "The Use of Spinning Wheel Game in Teaching Speaking at The Seventh - Grade Student of SMPN 5 Kota Bima in Academic Year" 2019/2020," The use of the spinning wheel learning media can help the learning process at school, which has the goal of improving students' ability to speak English, the use of spinning wheel media makes students interested and helps. Based on previous research, researcher now want to develop the use of spinning wheel game learning media in the teaching and learning process of students who need the ability to write English, the difference with previous researchers is the use of media in the application of skills, the methods used and also the objects used.

2. RESEARCH METHODOLOGY

Research and Development (R&D) is the form of research that is utilized by researchers. According to Sugiono's explanation of research methods, every study requires a research methodology. It states: "The research method is defined as a scientific method of obtaining data with specific purposes and uses." In the field of education, research methods seek to collect valid data and then prove it so that it can be used to anticipate problems in the field of education.

The method used in this study is RnD, *Research and Development* (R&D) is research that aims to develop previous research findings by producing products and testing their effectiveness (Sugiyono, 2017). However, the researcher only used seven of the ten steps in actual practice. This is due to the fact that phases 8, 9, and 10 are intended for development research with numerous study subjects and big research funds, followed by national seminars and national and worldwide journals, and finally collaboration with a publisher, therefore the researcher decided to only use 7 stages.

Figure 2.1 Research and Development Step by Borg and Gall in Sugiono's Book



The research procedure follows the research and development steps outlined in Sugiyono's book *Qualitative, Quantitative, and Rnd Research Methods* based on this, the researcher simplified all Borg and Gall stages 7 stages according to research needs. Why need 7 procedure, because of the limitations of the researcher only able to do RND research on a small scale according to what stated by Borg and Gall, that one of the problems in RND is that researchers are only able to do it in a limited is deemed to have fulfilled the essence of development research (Sugiyono, 2017). This research conducted in SMK Hidayatul Muhtadiin Kanigoro at Tenth Grade which had 27 students, 13 females and 14 male. The researcher employed the saturated sample technique, which is a sampling method in which all members of the population are used as samples. (Sugiyono, 2017). The method used by the researcher for data collection is observation, interviews and questionnaires. The final value of the item in question is calculated using data analysis techniques applied to the validation result. According to (Arikunto Suharsimi, 2013) the following formula computes the average value.

$$p \frac{\sum x}{\sum x_i} \times 100\%$$

Note:

P = Validity

$\sum x$ = Number of assessment answer

$\sum x_i$ = Highest number of answers

Table 2.1 Percentage of Validity

| Percentage % | Validity Category |
|--------------|-------------------|
| 85%-100% | Very Valid |
| 70%-84% | Valid |
| 55%-69% | Less Valid |
| 40%-45% | Invalid |

From the data above, it can be seen that to calculate validity, the arikunto formula was used, with the following percentages: (1) 40%-45% can be considered invalid, (2) 55%-69% less valid, (3) 70%-84% valid, and (4) 85%-100% very valid.

3. RESULT AND DISCUSSION

Result

There are many types of learning media based from (Tafonao, 2018) Learning media that can be used in the process learning is divided into 3 namely, a) Two-dimensional (graphic) media: pictures, comics, posters, graphics, cartoons, photos, etc. b) Three-dimensional media, specifically in the form of models, such as sectional models, diorama models, stacking models, etc. c) Projection media: slides, film strips, OHP use, ECT. The researcher used a spinning wheel as the three-dimensional media that was created by the researcher, according to (Anggriani et al., 2019) Media Spinning Wheel is a medium in the form of a rotatable wheel and divided into sectors or part, so that it can help the effectiveness of the learning process. It means by applying this spinning wheel media students can think independently concrete / real about the material being taught. Before making the learning media spinning wheel, prepare cardboard or plywood, wire, scissors and folding paper.

This learning medium is 30 cm in diameter and shaped like a windmill, 1)This media is the form of a circle that can be rotated to resemble a windmill, 2)The size of this media is 30cm wide, 3)This media has many colors which also have numbers for each color, 4) This media has command or questions card of 26 students, of which a number are from grade 10 which were studied by the researcher. All results of this research were derived from instrument validation scores, media validation, and material validation. Validation is conducted to examine the veracity or support of the media, materials, and instrument utilized in this study. In instrument validation, the questionnaire that will be distributed to respondents (students) and the expert validator are evaluated (media validation and content validation). In this validation, the validator offers suggestions for enhancing the questionnaire in order to reduce ambiguity and errors in statement interpretation.

Instrument validation was carried out by Mrs. Istina Atul Makrifah, M.Pd with a slight revision where the statements were not in accordance with the instrument, the instructions were clarified and there were also some words that were still wrong, after making several revisions, the researcher has obtained the validation results. The following table is the validation instrument:

Table 3.1 Instrument Validation

| No | Aspect Rating Scale | Score |
|----|--|-----------|
| 1 | Aspects of instrument assessment according to needs | 3 |
| 2 | The use of an easy-to-understand rating scale | 4 |
| 3 | The coherence of the contents of the instrument is appropriate | 3 |
| 4 | The element of the expert assessment instrument is suitable for use | 3 |
| 5 | The assessment aspects of the questionnaire are easy to understand | 3 |
| 6 | The instructions for filling out the validation questionnaire are easy to understand | 4 |
| 7 | The language used in the assessment aspect of the instrument is appropriate | 3 |
| 8 | The number of assessment aspects is sufficient for validation | 4 |
| 9 | Statements in the instrument items can explore the feasibility of the product | 4 |
| 10 | Instruments can be used to collect data | 3 |
| | Total | 34 |

$$\begin{aligned}
 p &= \frac{\sum X}{\sum X_i} \times 100\% \\
 &= \frac{34}{40} \times 100\% \\
 &= 85\%
 \end{aligned}$$

According to the table above the result of the validation is 85%, which means that the result of the instrument validation is Very Valid. After doing instrument validation, the researcher will validate the media with media professionals. With many divisions and an added handbook, Mrs. Winda Khoirun Nisak, M.Pd. verified the media. The following table is the validation media:

Tabel 3.2 Instrument Media Validation

| No | Aspect Rating Scale | Score |
|----|---|-----------|
| 1 | Media materials are durable and long lasting | 4 |
| 2 | The media is easy to use according to the student's grade | 3 |
| 3 | The size of the media made is sufficient to be used during learning | 3 |
| 4 | The font used on the media is clear | 3 |
| 5 | The colors on the media are attractive and not boring | 3 |
| | Total | 16 |

$$\begin{aligned}
 p &= \frac{\sum X}{\sum X_i} \times 100\% \\
 &= \frac{16}{20} \times 100\% \\
 &= 80\%
 \end{aligned}$$

According to the table above the result of the validation is 80%, which means that the result of the instrument validation is Valid. After carrying out instrument and media validation, the researcher will continue validation with material validation material experts which will be validated by Ms. Wulan Jaya

Indah, S.Pd as a teacher of English subjects at Hidayatul Muftadiin Kanigoro Vocational School. The following table is material Validation:

Tabel 3.3 Material Validation

| No | Aspect Rating Scale | Score |
|----|---|-------|
| 1 | The material is in accordance with the media used | 3 |
| 2 | The material is in accordance with the learning objectives | 3 |
| 3 | The material is according to the level of student needs | 4 |
| 4 | The material helps students develop speaking skills | 3 |
| 5 | The material contains clear operating instructions | 4 |
| 6 | Practical and efficient material | 3 |
| 7 | The content of the material is suitable for classroom learning activities | 4 |
| 8 | The material is easy to understand as learning | 3 |
| 9 | The material contains factualization in everyday life | 3 |
| 10 | The material is in accordance with learning outcomes | 3 |
| | Total | 33 |

$$\begin{aligned}
 p &= \frac{\sum X}{\sum X_i} \times 100\% \\
 &= \frac{33}{40} \times 100\% \\
 &= 82,5\%
 \end{aligned}$$

According to the table above the result of the validation is 82,5%, which means that the result of the instrument validation is Valid. After doing all the validation the researcher will enter the next stage, namely conducting product trials in class 10 of SMK Hidayatul Muftadiin with 26 students who will be the sample in this study, after the researcher carry out the practice trials, she will distribute questionnaires to students, the questionnaire aims to assess student satisfaction with the Spinning Wheel learning media. When the researcher trials, not all the students enter the class because there are some students who leave due to illness.

Discussion

Learning English may be a bit difficult and too boring for students who attend schools that are less advanced, and will not find out what the importance of learning a foreign language is for. Coupled with the learning process which is less interesting and so monotonous, students are even reluctant to join the class. This study was undertaken to create instructional resources for Spinning Wheel, and to find out whether this media can get students' interest and also can eliminate students' boredom in learning English. Spinning wheel is a game in the form of a circle various kinds of pictures in it which are played rotating accordingly its axis and stops at one of the numbers in a circle. This game made with the aim that students easily understand learning and make learning more interesting (Hamzah et al., 2019). In this study the school has used an independent curriculum which

requires students to be more independent, critical and have a Pancasila spirit. Thus the purpose of this research is to develop Spinning Wheel learning media which is applied to train writing skills which students are still lacking in mastery, along with the application of writing skills the teacher can also practice speaking skills little by little.

The use of this media is quite easy to implement, 1) the teacher will deliver the material first, 2) the teacher gives examples of questions to be worked on, 3) students are divided into several groups, but if you want to use media individually you can, 4) the teacher puts the media in a place that can be seen by all students, 5) students can advance one by one / representative (if in a group) then rotate the media if the media wheel has stopped at one of the numbers on the wheel then students will get one of the question/order cards according to the number listed on the wheel, 6) students return to their seats and immediately work on the problem. The use of this media can also be applied to other skills, but in this study the researchers focused on writing skills. The development of this media is applied to narrative text, Narrative text is a text that tells a series of events with a chronological system or are connected to each other. Narrative texts are generally imaginative in nature, aka not real or in the form of the imagination of the author, and this text is often equated with English short stories. Narrative text is a type of text whose purpose is to precisely describe the activities or events of the past, to demonstrate a difficult experience and its resolution, and to entertain or instruct the readers (Pardiyono, 2007).

This media is very easy to apply by teachers or students, not only that this spinning wheel media can build communication between teachers and students, it can also make the learning atmosphere more fun and not boring, but the use of this media requires quite a lot of time. The advantages of this spinning wheel learning media are in the form of cards which contains questions about the material being taught including one of them is this spinning wheel game, among other things, to train the activeness of answering students in participating in class learning, motivating students to show more effective learning outcomes, improve the ability of students to argue or give responses, active and fun learning conditions and competition active between groups, solidify the understanding and knowledge of students related to the material presented by (Sari et al., 2017). The application of this game media can be used as an alternative to increase student motivation. Games as learning media involve students in the experience process, get inspired, creative, and interact with fellow student (Dananjaya, 2017). Learning does not only have to be formal and always focused, but learning can also be done by playing while learning, not boring and tends to be more fun for students as well as more interesting to learn English. After the product has been validated as workable or not, the researcher will carry out product revisions. For product that do not

require revisions, a user's manual for utilizing the media is required, along with the addition of command card alternatives or student quiz questions.

4. CONCLUSION

This study concluded that the process of development of learning media implemented at SMK Hidayatul Mubtadiin Kanigoro went smoothly, which the process consists of the use of development measures by Borg and Gall in his book *sugiono*. These media can help students' needs in developing writing skills, side by side by launching students' learning skills. The study was successful with a student satisfaction response rise of 87% which can be said to be Very Valid. Thus this medium can be applied and used for the process of learning English at SMK Hidayatul Mubtadiin Kanigoro.

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