

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents six topics related to this study. This includes background of study, research question of the study, objective of the study, scope and limitation of the study, significance of the study, and definition of key terms.

A. Background of The Study

In learning English, generally there are 4 skills that students must master, including listening, speaking, reading and writing. These four skills are important skills that students must hone and master to make it easier for them in the English language learning process. Among these four skills, speaking skill is one of the main keys for students so that they can master English, especially orally (Maya et al., 2022; Yuliana et al., 2024). This is because if students master these skills, it will make it easier for them to communicate, exchange information and ideas and give instructions to someone, particularly when they go to a country where the majority of the population uses English as the language of daily communication. Therefore, students' speaking skills are an important thing that they must master not only for the sake of their fluency in English lessons but also to make communication easier for them.

Regarding the importance of students mastering speaking skills, it turns out that many students feel that they are weak in learning to speak. This happens because several psychological factors emerge, such as feeling less confident,

nervous, and afraid of making pronunciation mistakes when speaking, and a lack of motivation to learn to speak (Rahmadani et al., 2024). Apart from psychological factors, there are several other factors such as students' lack of vocabulary mastery, difficulty focusing and low use of English in daily interactions which of course causes them to be unfamiliar with using English orally (Jaelani & Zabidi, 2020; Palomargareta & Astutik, 2024; Pardede et al., 2022).

Based on the various obstacles experienced by students in speaking skills above, it turns out that these obstacles also occur in grade 7 students at MTs. Hidayatus Sholihin Gurah Kediri. The researcher found out about these obstacles at the school as well as the results of the researcher's observations. Based on the results of an interview with an English teacher in that school on June 24th 2025, the researcher found that students' obstacles in speaking skills in grade 7D of MTs. Hidayatus Sholihin Gurah Kediri include a lack of vocabulary mastery in the sense that they do not know certain English words and a lack of confidence when speaking in front of the class to present a topic orally. In addition, based on the observation in the class, the researcher found out that the learning model used by the English teacher during the process of teaching speaking at the school is quite monotonous. A learning model that only asks students to discuss and then present the results of their discussion without text in front of the class certainly makes students feel bored. This is because there are no interesting, interactive and fun activities in the speaking learning process.

Based on the speaking difficulties identified among grade 7 students, the researcher proposes a pedagogical intervention to address these issues, namely the

use of a spinning wheel as an instructional medium to enhance students' speaking skills. A spinning wheel can be interpreted as a tool with a shape like a wheel accompanied by arrows that can be rotated when played and contains various quizzes or challenges on each piece (Anggraini et al., 2024). In this study, the conventional spinning wheel uses images of some Indonesian heroes along with descriptions of these figures.

A study conducted by Maya et al. (2022), entitled "Bridging Students' Speaking Skills through Spinning Wheel Media at SMP Negeri 1 Bontomarannu," demonstrates that the use of a spinning wheel as an instructional medium in speaking classes enhances the speaking proficiency of seventh-grade students, particularly in students' vocabulary development and pronunciation accuracy. Then, there is research with a quasi-experimental design that has been carried out by Fatimatuzzahra et al, (2023) entitled "Enhancing Students' Speaking Skill by Utilizing Spinning Wheel at MTs. Al-Ma'arif, Serang Regency" proves that the use of spinning wheels as a learning medium has a significant influence on improving speaking skills in grade 8 students at MTs. Al-Ma'arif, Serang regency. This was proven by the post-test scores of students in the experimental class being much higher than those in the control class. Lastly, experimental research conducted by Yuliana et al, (2024) entitled "The Use of Spinning Wheel Media in Learning to Speak in the Class X SMAN 6 Bontoa Maros" also proves that the use of spinning wheel as a learning medium significant increase in the speaking abilities of class X MIPA 1 students, especially in speaking fluency.

Although several previous studies have shown that spinning wheel media can improve students' speaking skills, the current study has some differences from

the previous ones. First, most previous studies used a digital spinning wheel or experimental designs, while this study uses a conventional spinning wheel that is operated manually to match the limited classroom facilities. Second, this research applies a Classroom Action Research (CAR) design, which focuses on improving the teaching and learning process through cycles of planning, acting, observing, and reflecting, not only on comparing students' scores. Third, this study focuses on descriptive text, especially the topic of describing people, which was not the main focus of previous studies on spinning wheel. Therefore, this research provides a different approach by combining a conventional teaching medium, a CAR design, and a specific speaking topic in the junior high school context.

Based on the description above, the researcher conducts a research entitled “Improving Junior High School Students’ Speaking Skill through Conventional Spinning Wheel at MTs. Hidayatus Sholihin Gurah Kediri”. This study aims to improve the speaking skills of seventh-grade junior high school students, particularly in descriptive texts (describing people), at MTs. HIDAYATUS SHOLIHIN GURAH KEDIRI through the use of a conventional spinning wheel as an instructional medium.

B. Research Question

Based on the background of the study, the research question of the study is: *How can a conventional spinning wheel improve junior high school students’ speaking skills at MTs. Hidayatus Sholihin Gurah Kediri?*

C. Objective of The Study

Based on the research question, the study aims to examine how the use of a conventional spinning wheel can improve junior high school students' speaking skills at MTs. Hidayatus Sholihin Gurah Kediri.

D. Scope and Limitation of The Study

The scope and limitation of this study are the speaking skills of class 7D students which consist of 28 students at MTs. Hidayatus Sholihin Gurah Kediri in descriptive text topic (describing people). The study only focused on four speaking aspect namely vocabulary, pronunciation, fluency and grammar.

E. Significance of The Study

This study is expected to provide contributions to several stakeholders, including students, teachers, and future researchers

1. For students, the implementation of the spinning wheel media is anticipated to improve their speaking skills as well as increase their confidence in using English during speaking.
2. For teachers, this study offers an alternative interactive instructional medium that can be used to create a more engaging speaking classroom environment.
3. Furthermore, for future researchers, the findings of this study may serve as a valuable reference for conducting further studies related to the use of innovative learning media, particularly the spinning wheel, in the teaching of speaking.

F. Definition of Key Terms

The following are some definitions of important terms that are used in this study.

1. Speaking Skill

According to Finocchiaro & Brumfit (1983), speaking can be defined as an oral communication process used to convey information, exchange ideas, feelings or messages to others. Speaking is also one of the most important skills in everyday life (Maya et al., 2022; Yuliana et al., 2024). Meanwhile, according to Brown (2004), speaking skill is an active oral skill that involves the use of language to exchange information. In language learning, Harmer (2007) says that “Speaking skill in language learning is the ability to produce spoken language that can be understood by others in the context of meaningful communication.”

2. Conventional Spinning Wheel

A spinning wheel is a wheel-shaped object that can be rotated when played. According to Anggraini et al (2024), spinning wheel is a wheel-shaped game that contains several questions or materials and has a needle direction. The way to play the spinning wheel is to turn the wheel until it stops at the appropriate number pointed by the needle / arrow. After that, the person who spins the spinning wheel will answer the quiz/challenge based on the number he gets. In this study, researchers used a conventional spinning wheel as a speaking learning media. This is due to technological limitations, namely the LCD and projector in the class that will be the object of data collection at MTs. Hidayatus Sholihin Gurah Kediri. The spinning wheel that the researchers used in this study contains images of 4 Indonesian heroes along with descriptions of the images of these famous figures.

3. MTs. Hidayatus Sholihin Gurah Kediri

MTs. Hidayatus Sholihin Gurah Kediri is one of the private Islamic lower secondary schools located in Turus Village, Kec. Gurah, Kediri Regency East Java. This school is an Islamic boarding school-based private school accredited B, which excels in learning that combines science and religion. Therefore, the school is highly sought after by many people who wish to pursue both scientific and religious knowledge. Despite its relatively simple facilities, the school remains competitive with other institutions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses review of related literature of this thesis. This chapter discusses pertinent ideas and reviews of previous findings.

A. Definition of Speaking

Speaking can be defined as a complex language skill and involves more than just the ability to pronounce words (Azzahra et al., 2019). Brown (2004) stated that speaking is an active process that involves the production of meaningful sounds to convey messages, where the speaker must consider linguistic and non-linguistic aspects in the communication process. In the context of language learning, Harmer (2001) emphasizes that speaking is a productive skill that requires continuous practice so that students are able to use it spontaneously, fluently and accurately in various communication situations.

Meanwhile, according to Lestari (2021), speaking is a person's ability to express thoughts, feelings, ideas and information verbally to other people. This is one of the basic skills in language which not only involves the ability to pronounce words clearly, but also requires an understanding of context, grammar and appropriate vocabulary. Specifically, speaking in English language learning includes the ability to convey messages effectively by paying attention to aspects such as pronunciation, fluency, appropriate use of language structures (grammar), and selection of relevant vocabulary (vocabulary) (Huda et al., 2024). In practice, speaking is not just about talking a lot, but also about how someone is able to communicate clearly, structured, and can be understood by the person they are

speaking to. Therefore, speaking is an important skill that supports successful communication, both in academic, social and professional contexts (Zakaria et al., 2021).

Thus, the researchers concluded that speaking is a complex ability that involves cognition, social interaction, and overall language mastery to convey and construct meaning in real life.

B. Teaching Speaking

Teaching speaking can generally be interpreted as a learning process designed to help students develop speaking skills in the target language, especially English (Tamala et al, 2021; Pratiwi et al., 2021). The main aim of teaching speaking is to equip students with the skills to convey ideas, respond to interlocutors, and actively participate in various oral communication contexts, both formal and informal (Farizi et al., 2022).

Therefore, teaching speaking requires an interactive and communicative approach so that students can learn naturally and are motivated to speak. Meanwhile, according to Uyun (2021), teaching speaking is an important part of the language learning process which must be directed at real language use. Brown (2001) also explains that teaching speaking must reflect the use of language in everyday life so that students not only know the theory, but are also able to apply it practically.

C. Students' Problems in Speaking

Speaking problems can be defined as the various difficulties students experience when trying to communicate orally in a second or foreign language, especially English (Maji et al., 2022). These problems include lack of self-confidence, limited student understanding, inappropriate use of grammar, incorrect pronunciation, and anxiety when having to speak in front of the class (Dayansyah et al., 2024). Because speaking is a productive skill, students not only need to understand the language, but also be able to use it fluently and appropriately in real situations. Based on research conducted by Jaya et al (2022), students often feel afraid of making mistakes or worried about being ridiculed by friends, so they prefer to remain silent even though they already know the answer. Apart from that, they also have difficulty conveying ideas due to poor understanding and unclear pronunciation (Maji et al., 2022). This can happen because the lack of speaking practice in class or in everyday life also makes it increasingly difficult for students to speak English.

D. Descriptive Text

Descriptive text is a type of text that aims to describe a person, place or object clearly and specifically so that listeners or readers can imagine the described subject. According to Laoli et al. (2026), descriptive text presents detailed information through organized descriptions and appropriate language use. Similarly, Loka (2020) states that descriptive text is intended to describe a particular person, place, animal, or thing by explaining the characteristics and features in detail. In speaking activities, descriptive text helps students express

ideas orally by describing people, objects, or places systematically and communicatively.

E. Spinning Wheel

Spinning wheel in the learning context is a visual media in the form of a spinning wheel that is used to increase student involvement interactively in the learning process (Hutami et al., 2024). The spinning wheel usually contains quizzes or challenges on each slice that students must answer during the learning process. In the spinning wheel there are several main components, including the wheel board, pointer and wheel support so that the spinning wheel can rotate smoothly (Maya et al., 2022). This learning media can be used in various class activities such as quizzes and games or even group discussions.

Meanwhile, the spinning wheel is divided into 2 types, namely digital spinning wheel and conventional spinning wheel. A conventional spinning wheel is usually physically made from materials such as cardboard, wood, or plastic, and spun manually by a teacher or student. Meanwhile, the digital spinning wheel is a modern version presented through technological devices and designed using websites such as Wordwall where how to use it is displayed via a projector such as a computer, tablet or projector. A digital spinning wheel generally takes the form of interactive applications or websites that can be easily customized, is more practical for distance learning, allows the addition of visual and sound elements to attract students' attention.

F. Previous Studies

In this study, there are several previous studies found by the researcher related to the research topic. The first study was conducted by Purwaningsih et al (2024) entitled "Enhancing Speaking Skill through Spinning Wheel Media of Students Majoring in Travel Management at Triatma Mulya University" aimed to improve the speaking skills of students majoring in Travel Management through the use of spinning wheel media. This study used a mixed-methods approach with a one-group pre-test and post-test design. The subjects were 16 students from the Travel Management study program. Data were collected through observations, speaking tests (pre-test and post-test), and interviews to explore students' perceptions of the media. The results showed an increase in the average score from 67.25% (pre-test) to 84.75% (post-test). There was significant improvement in fluency, coherence, vocabulary mastery, pronunciation, and speaking engagement. Overall, students' speaking ability improved by 30.45%. The interviews also revealed that students felt more challenged, motivated, and interested in speaking class because the spinning wheel activity was fun and interactive. In conclusion, this research proved that spinning wheel media can be an effective way to improve students' speaking skills.

The second study was conducted by Fatimatuzzahra et al (2024) entitled "Enhancing Students' Speaking Skill by Utilizing Spinning Wheel at MTs. Al-Ma'arif Kabupaten Serang." This research aimed to find out whether the spinning wheel media could improve the speaking skills of seventh-grade students at MTs. Al-Ma'arif Kabupaten Serang. The study used a quasi-experimental design, involving two classes, class VIII A as the control group and class VIII B as the

experimental group. The results showed that students who learned using the spinning wheel media got better speaking scores than those who did not use it. The average post-test score in the experimental class was 73.5, while the control class got 68.8. A t-test also showed a significant result with $t_0 = 4.2$, which is higher than the t-table value of 1.67, meaning the improvement was statistically significant. In conclusion, this study proved that spinning wheel media is effective in improving students' speaking skills.

The third study was conducted by Maya et al (2022) entitled "Bridging Students' Speaking Skill through Spinning Wheel Media at SMP Negeri 1 Bontomarannu" aimed to find out the effectiveness of spinning wheel media in improving students' speaking skills, especially in pronunciation and vocabulary. This study used a pre-experimental method with a one group pre-test and post-test design. The subject of the research was 16 seventh-grade students from class VII-3 of SMP Negeri 1 Bontomarannu, selected using a cluster random sampling technique. The results showed an improvement in the average score of pronunciation from 34.37% to 53.12%, and vocabulary from 42.18% to 75%. The t-test score was 6.54, which was higher than the t-table value of 2.13, meaning there was a significant difference between the pre-test and post-test results. These findings prove that using spinning wheel media is effective in improving students' speaking skills, especially in pronunciation and vocabulary.

The last study was conducted by Yuliana et al (2024) entitled "The Use of Spinning Wheel Media in Learning to Speak in the Class X SMAN 6 Bontoa Maros" aimed to find out the effect of using spinning wheel media on students' speaking skills, especially in terms of vocabulary and fluency. This study used a

pre-experimental method with a one group pre-test and post-test design. The subjects were 19 students from class X MIPA 1 at SMAN 6 Bontoa Maros. The results showed a significant improvement. The average vocabulary score increased from 44.47 to 79.10, and the average fluency score increased from 46.31 to 85.73. The t-test results also showed that the vocabulary score (73.262) and fluency score (21.075) were much higher than the t-table value (2.101), indicating a significant difference between the pre-test and post-test. Therefore, this research proves that using the spinning wheel media is effective in improving students' speaking skills, especially in vocabulary and fluency.

