

APPENDICES

Appendix 1 Interview Guideline

No.	Sub Aspect	Indicator	Question	Purpose
1.	General Perception	Students' general opinion	Bagaimana pendapat kamu tentang penggunaan Spin Wheel and Role Play dalam kegiatan speaking Bahasa Inggris?	To explore students' general perceptions toward the use of Spin Wheel and Role Play.
2.	Engagement	Active participation	Apakah penggunaan Spin Wheel and Role Play membuat kamu lebih aktif saat kegiatan speaking?	To identify students' engagement and participation during speaking activities.
3.	Motivation	Enjoyment and interest	Apa yang membuat kegiatan speaking menggunakan Spin Wheel and Role Play terasa menarik atau menyenangkan menurutmu?	To explore students' motivation and enjoyment during speaking activities.
4.	Confidence	Self-confidence in speaking	Apakah kegiatan speaking menggunakan Spin Wheel and Role Play membuat kamu lebih percaya diri berbicara Bahasa Inggris ?	To explore students' perceptions of confidence development in speaking.
5.	Communication	Expressing ideas and opinions	Apakah kegiatan Role Play membantu kamu lebih berani menyampaikan ide atau pendapat dalam Bahasa Inggris?	To identify students' willingness to communicate and express ideas orally.
6.	Vocabulary Development	Vocabulary enrichment	Apakah penggunaan Spin Wheel dan Role Play membantu kamu menambah kosakata Bahasa Inggris?	To examine students' perceptions of vocabulary development through the activities.
7.	Fluency	Speaking fluency	Apakah kegiatan speaking menggunakan Spin Wheel and Role Play membantu kamu berbicara lebih lancar dalam Bahasa Inggris?	To explore students' perceptions of fluency improvement.
8.	Idea Generation	Generating speaking ideas	Apakah Spin Wheel membantu kamu menemukan ide saat berbicara Bahasa Inggris?	To identify how Spin Wheel supports spontaneous speaking and idea generation.
9.	Autonomy	Independent participation	Apakah kegiatan Spin Wheel and Role Play membuat kamu lebih berani mencoba berbicara sendiri tanpa bergantung pada teman?	To explore students' independent participation during speaking activities.

10.	Autonomy	Self-expression	Apakah Spin Wheel and Role Play memberi kamu kesempatan untuk menyampaikan ide dengan cara kamu sendiri?	To explore students' self-expression and autonomy in speaking performance.
11.	Challenges	Difficulties during activities	Apa kesulitan yang kamu alami saat mengikuti kegiatan speaking menggunakan Spin Wheel and Role Play?	To identify challenges faced by students during speaking activities.
12.	Challenges	Coping strategies	Bagaimana cara kamu mengatasi kesulitan tersebut saat speaking?	To explore students' strategies in dealing with speaking difficulties.
13.	Learning Experience	Feelings during activities	Bagaimana perasaan kamu saat mengikuti kegiatan speaking menggunakan Spin Wheel and Role Play?	To explore students' feelings and learning experiences during the implementation.
14.	Learning Experience	Comparison of learning experience	Menurut kamu, apa perbedaan kegiatan speaking sebelum dan sesudah menggunakan Spin Wheel and Role Play?	To identify differences in students' learning experiences before and after the implementation.
15.	Evaluation	Students' suggestions	Menurut kamu, apa yang perlu diperbaiki agar kegiatan Spin Wheel and Role Play berjalan lebih baik?	To obtain students' evaluations and suggestions for improvement.

(Adapted from: Lele, 2019)

Appendix 2 Interview Transcription

The interviews were originally conducted in Indonesian. The English version presented in this appendix is a translated and linguistically simplified version of the original transcripts to enhance readability while maintaining the participants' intended meanings. For transparency, the original Indonesian transcripts are also provided below each English transcript.

Transcription 1

Participant Code : S1 (Student 1)

Researcher : What do you think about the use of spin wheel and role play in English speaking activities?

(Apa pendapat kamu tentang penggunaan Spin Wheel dan Role Play dalam kegiatan speaking?)

Student 1 : It's fun because it can train our thinking skills, and usually we are given a limited time. So, it helps us think faster and also improves teamwork with friends, which makes us closer to each other. Since it's in English, at least little by little we can understand things like, "Oh, so the sentence structure is like this, this, and this."

(Seru, soalnya kan bisa melatih kayak kecerdasan, terus kan biasanya kan dikasih waktu. Nah, itu nanti biar kayak kita bisa berpikir lebih cepat, terus bisa melatih bekerja sama antar teman, jadi kayak silaturahmi juga bisa lebih terjalin gitu. Terus, kalau... kan bahasa Inggris ya, jadi kayak kita sedikit-sedikit lah paling enggak itu kayak paham, "Oh, berarti susunan kalimatnya begini, begini, begini," gitu.)

Researcher : Does the use of spin wheel and role play make you more active during speaking activities?

(Apakah penggunaan spin wheel and roleplay membuat kamu lebih aktif saat mengikuti kegiatan speaking?)

Student 1 : Yes, because we cannot just stay silent. We have to respond to our friends, so we interact more often. Usually in class we just sit quietly and listen to the teacher explaining, but now we practice speaking by ourselves.

(Iya, soalnya kan... kita kan juga pastinya enggak cuma diem aja, harus menjawab perkataan teman jadi lebih sering berinteraksi. Biasanya itu di kelas cuma diem toh, dengerin guru menjelaskan, tapi sekarang kayak prakek speaking sendiri.)

Researcher : What makes speaking activities using spin wheel and role play interesting or enjoyable for you?

(Apa yang membuat kegiatan speaking menggunakan spin wheel and roleplay terasa menarik atau menyenangkan menurutmu?)

Student 1 : Before forming groups, we usually play first. Then when it's our turn, we spin the wheel. Even though it's simple, I think it's really fun. The learning process becomes less boring and more exciting, interesting, and funny.

(Kan kita kan sebelum... apa, sebelum menentukan kelompok, kita kan main dulu. Nah, terus nanti kan maju, terus nanti kita nge-spin. Nah, itu kayak walaupun sederhana tapi menurut aku kayak seru aja gitu lho, Kak. Jadi kayak pembelajarannya enggak terlalu membosankan gitu, terus...ya kayak pokoknya seru lah, menarik, lucu.)

Researcher : Do these activities make you more confident in speaking English in class?

(Apakah kegiatan ini membuat kamu lebih percaya diri untuk berbicara dalam bahasa Inggris di kelas?)

Student 1 : Yes.

(Iya.)

Researcher : Why?

(Mengapa?)

Student 1 : After we get the theme, we are given time to prepare, then we come to the front and take turns speaking while the other students listen. It makes me more confident speaking in front of the class because everyone also has to perform.

(Eem, kan kita habis dapat tema di beri waktu, teruskan kita maju, lalu kita gantian ngomong gitu, didengarkan anak-anak yang lain. Terus ya kayak, jadi kayak lebih percaya diri ngomong di depan kelas karna semua nanti pasti juga maju.)

Researcher : Before this, were you often afraid of pronunciation mistakes or embarrassed if you made errors?

(Sebelumnya kamu sering nggak takut dalam pengucapan, terus malu kalau salah, kayak gitu?)

Student 1 : Yes, I was afraid and embarrassed. I used to think, "Ah, I still can't do it. What if I make mistakes?" But because of this activity, little by little I became braver since everyone gets a turn to perform. The teacher also encourages us and corrects us when we make mistakes.

(Iya, takut, malu. Kan pastinya kayak ngerasa , "Ah, aku masih belum bisa, nanti kalau aku salah gimana," gitu pasti. Tapi gara-gara kegiatan ini dikit-dikit jadi

berani karna pasti semua dapat giliran maju. Gurunya juga menyemangati dan kalau salah juga dibenarkan.)

Researcher : Does role play help you become braver in expressing ideas or opinions in English?

(Apakah role play membantu kamu lebih berani menyampaikan ide atau pendapat dalam bahasa Inggris?)

Student 1 : Yes, because there is a theme and we are asked to do role play according to the given situation. When we are preparing, I can suggest ideas like, "What if we make the storyline like this?" Sometimes my friends are confused, so I share my opinion. It really helps increase my courage to express ideas.

(Iya, soalnya... itu kan ada temanya toh, kan disuruh role play sesuai situasi yang udah diberikan. Nah, itu ketika diberi waktu kayak usul, "Eh enakny kalau dibuat alur gini aja gimana ya?". Terus temen-temen juga pada bingung, "Gitu kalau ada pendapat," itu bilang, "Ah, gini, gini, gini, gini." Jadi lumayan lah kayak jadi nambah keberanian gitu memberikan ide.)

Researcher : Do you feel more comfortable because the activities are done with friends?

(Apakah kamu merasa lebih nyaman karena dilakukan bersama teman?)

Student 1 : Yes, I feel more comfortable. If we do it alone, we feel confused and nervous, wondering whether it's correct or not. But when we do it together, we share the responsibility, so it's less embarrassing and more enjoyable.

(Iya, lebih nyaman. Soalnya kan biasanya kan kalau sendiri-sendiri itu kan bingung, iya gugup, "Ini nanti bener apa enggak," gitu. Kalau... kalau rame-rame kan yang pasti kan ditanggung bareng-bareng. Enggak malu sendiri ya, kayak lebih seneng aja gitu kalau bersama-sama, lebih suka.)

Researcher : Do spin wheel and role play help you improve your English vocabulary?

(Apakah Spin Wheel dan Role Play membantu kamu menambah kosakata bahasa Inggris?)

Student 1 : Yes, because we are still learning and there are many words we don't know yet. The teacher usually tells us the meaning, so we learn new vocabulary. Sometimes if we want to say something, we first look for the words in the dictionary.

(Iya, soalnya kan masih belajar, jadi kadang mungkin banyak kosakata yang belum tahu, terus sama gurunya dikasih tahu. Jadi itu biasanya di sini tuh kayak... kayak kepikiran aja gitu, jadi kayak menambah kosakata baru. Misalkan mau ngomong pakai kata-kata ini, cari tahu di kamus dulu.)

- Researcher : Do speaking activities using spin wheel and role play help you speak English more fluently?
(*Apakah kegiatan speaking menggunakan Spin Wheel dan Role Play membantu kamu berbicara bahasa Inggris dengan lebih lancar?.*)
- Student 1 : Yes, because these activities help us practice speaking directly. Before, I often paused for a long time because I was confused about how to make sentences. After joining spin wheel and role play activities, I became more used to speaking English little by little. Even though I'm not completely fluent yet, at least I'm not as afraid to speak anymore.
(*Iya, soalnya kegiatan itu bisa membantu berbicara lebih lancar karena jadi praktek speaking secara langsung. Sebelumnya itu kayak berhenti lama karena mikir kalimatnya dulu bingung. Terus setelah mengikuti kegiatan spin wheel dan role play ini jadi sedikit dikit terbiasa mengucapkan bahasa Inggris, walaupun kayak belum sepenuhnya lancar, tapi kayak udah mulai enggak takut lagi gitu kalau ngomong.*)
- Researcher : Does the spin wheel help you find ideas when speaking English?
(*Apakah Spin Wheel membantu kamu menemukan ide saat berbicara dalam bahasa Inggris?*)
- Student 1 : Yes. Usually in speaking activities we are confused about what to talk about, but with the spin wheel the topic is chosen through a game, so we immediately get an idea like, "Oh, I got this theme, so I can do this, this, and this."
(*Iya, biasanya kalau speaking itu kan bingung mau ngobrolin tentang apa, berhubung spin wheel ini topiknya dipilih pakai games, terus jadi langsung punya gambaran, "Oh, aku dapat tema ini, jadi aku nanti akan gini, gini, gini."*)
- Researcher : Do these activities make you braver to speak independently without depending on friends?
(*Apakah kegiatan tersebut membuat kamu lebih berani mencoba berbicara sendiri tanpa bergantung kepada teman?*)
- Student 1 : Yes, because these activities train me to try speaking by myself and not always follow my friends. Sometimes I even practice alone in front of the mirror.
(*Iya, karena kegiatan tersebut melatih saya untuk mencoba berbicara sendiri dan tidak selalu mengikuti teman. Jadi kayak berlatih sendiri gitu di depan cermin.*)
- Researcher : Do spin wheel and role play give you the opportunity to express ideas in your own way?

(Apakah Spin Wheel dan Role Play memberikan kamu kesempatan untuk mengungkapkan ide dengan cara kamu sendiri?)

Student 1 : Yes, because every student has different ways of expressing ideas. If I have an opinion, I can say, "Maybe it's better like this, this, and this." Sometimes my friends agree with my ideas.

(Iya, kan apa... biasanya kayak ada kan, setiap anak kan punya cara yang berbeda. Terus nanti kalau aku punya pendapat, aku sampaiin kayak, "Ini enak gini, gini, gini." Terus kalau enggak setuju biar yang lain aja, terus ternyata anak-anak setuju gitu.)

Researcher : What difficulties do you experience during speaking activities using spin wheel and role play?

(Apa kesulitan yang kamu alami saat mengikuti kegiatan speaking menggunakan spin wheel and role play?)

Student 1 : Sometimes I'm afraid of getting a difficult theme, and then I feel confused about what to do. But actually, the topics and situations are not too difficult.

(Itu kan takutnya dapat apa... tema yang susah, terus kita kayak bingung, "Nanti ini caranya gimana? Tapi ternyata semua topik situasinya itu enggak sulit-sulit.)

Researcher : How do you overcome those difficulties?

(Bagaimana cara kamu mengatasi kesulitan tersebut?)

Student 1 : My friends and I encourage each other by saying, "It's okay, we can do this." It makes us more optimistic and confident, so the fear disappears because we support each other.

(Kayak mmm, sama teman-teman itu kayak, "Ya enggak apa-apa, ini pasti bisa." Jadi kayak lebih optimis gitu, lebih percaya diri gitu, toh jadi... jadinya rasa takutnya itu kayak hilang gitu saling nyemangatin.)

Researcher : How do you feel when participating in speaking activities using spin wheel and role play?

(Bagaimana perasaan kamu ketika mengikuti kegiatan speaking menggunakan Spin Wheel dan Role Play?)

Student 1 : I feel more enthusiastic because I see that my friends are also confused in the same way, like, "How do we do this?" So the atmosphere becomes more fun. Since we do it with friends, it's less tense. Even though I still feel nervous sometimes, I think it's good practice. Usually we only read dialogues from books, which feels boring. This activity is more challenging.

(Lebih semangat sih, soalnya kan lihat anak-anak yang lain juga gitu kayak, sama bingungnya, "Ini gimana, gimana?" Jadi kayak lebih seru aja gitu suasananya. Terus karena dilakukan sama teman jadi enggak terlalu tegang gitu. Walaupun kadang masih gugup, tapi kayak ini bisa dibuat latihan gitu. Biasanya kan cuman baca dialog dari buku itu kayak boring gitu ya, kayak membosankan. Kalau ini lebih menantang gitu.)

Researcher : In your opinion, what is the difference between speaking activities before and after using spin wheel and role play?

(Menurutmu, apa perbedaan kegiatan speaking sebelum dan sesudah menggunakan Spin Wheel dan Role Play?)

Student 1 : Before using spin wheel and role play, speaking activities were usually just reading dialogues from books together while sitting at our desks. But with these activities, we come to the front of the class, which helps train our confidence.

(Sebelum menggunakan spin wheel and role play tuh kalau speaking paling cuman membaca dialog dari buku bareng-bareng aja di tempat, di bangku. Terus kalau ini maju ke depan kelas bisa melatih percaya diri gitu.)

Researcher : In your opinion, what should be improved so that spin wheel and role play activities can run better?

(Menurutmu, apa yang perlu diperbaiki agar kegiatan Spin Wheel dan Role Play dapat berjalan lebih baik?)

Student 1 : Nothing really. I think everything is already fun and enjoyable.

(Enggak ada sih, Kak. Kayak ini semuanya udah kayak udah seru, udah senang pokoknya.)

Transcription 2

Participant Code : S2 (Student 2)

Researcher : What do you think about the use of spin wheel and role play in Englishspeaking activities?

(Bagaimana pendapat kamu tentang penggunaan spin wheel and role play dalam kegiatan speaking bahasa Inggris?)

Student 2 : I think it makes the activities more interesting. It's not easy to get bored during speaking activities. Usually, we only read or write, but with spin wheel and role play, it feels like learning while playing.

(Menurut aku jadi lebih menarik sih, Kak. Jadi enggak gampang bosan waktu speaking. Soalnya biasanya cuma baca atau nulis aja, tapi kalau pakai spin wheel sama role play jadi kayak belajar sambil main.)

Researcher : Does the use of spin wheel and role play make you more active during speaking activities?

(Apakah penggunaan spin wheel and role play membuat kamu lebih aktif saat kegiatan speaking?)

Student 2 : Yes. Because we work in groups, everyone has to speak. So it's not just one person being active. I also become more confident in trying to speak English more often.

(Iya. Karena kan kerja kelompok juga, jadi semua harus ikut ngomong. Jadi enggak cuma satu orang aja yang aktif. Aku juga jadi lebih sering mencoba ngomong bahasa Inggris.)

Researcher : What makes speaking activities using spin wheel and role play interesting or enjoyable for you?

(Apa yang membuat kegiatan speaking menggunakan spin wheel and role play terasa menarik atau menyenangkan menurutmu?)

Student 2 : Because of the spin wheel, we become curious about what topic we will get. The role play is also fun because we get to act out different roles. So the classroom atmosphere becomes livelier and less sleepy.

(Karena ada spin wheel-nya jadi penasaran dapat topik apa. Terus role play-nya juga seru karena kita kayak main peran gitu. Jadi suasana kelas lebih rame dan enggak mengantuk.)

Researcher : Do these activities make you more confident when speaking English?

(Apakah kegiatan tersebut membuat kamu lebih percaya diri ketika berbicara bahasa Inggris?)

Student 2 : Yes. At first, I was shy and afraid of making mistakes, but over time I became braver because all my friends were also learning together.

(Iya sih, Kak. Awalnya malu sama takut salah ngomong, tapi lama-lama jadi lebih berani karena semua teman juga belajar bareng.)

Researcher : Does role play help you become braver in expressing ideas or opinions in English?

(Apakah kegiatan role play membantu kamu lebih berani menyampaikan ide atau pendapat dalam bahasa Inggris?)

- Student 2 : Yes. Because we are asked to practice speaking based on the given theme, I try to share ideas and speak in English even though it's still simple.
(Iya. Karena kita disuruh praktek speaking sesuai tema yang didapat, jadi aku ikut kasih ide dan mencoba ngomong pakai bahasa Inggris walaupun masih sederhana.)
- Researcher : Before this, did you feel afraid when expressing your opinions?
(Sebelumnya apa kamu merasa takut saat menyampaikan pendapat?)
- Student 2 : Yes, I was afraid of making grammar mistakes and being laughed at by my friends.
(Iya, takut salah grammar sama takut diketawain teman.)
- Researcher : Does the use of spin wheel and role play help you improve your English vocabulary?
(Apakah penggunaan spin wheel and role play membantu kamu menambah kosakata bahasa Inggris?)
- Student 2 : Yes. There are some words that I don't know the meaning of, so I look them up or ask my friends and teacher. That way, my vocabulary increases.
(Iya. Soalnya ada beberapa kata yang belum aku tahu artinya, terus aku jadi cari arti katanya atau tanya teman sama guru. Jadi kosakatanya nambah.)
- Researcher : Do speaking activities using spin wheel and role play help you speak English more fluently?
(Apakah kegiatan speaking menggunakan spin wheel and role play membantu kamu berbicara lebih lancar dalam bahasa Inggris?)
- Student 2 : Yes, because we practice speaking directly more often. So I become more familiar with the pronunciation compared to before when I only wrote things down.
(Iya, karena sering latihan ngomong langsung. Jadi lebih terbiasa sama pengucapannya dibanding sebelumnya yang cuma nulis aja.)
- Researcher : Does the spin wheel help you find ideas when speaking English?
(Apakah spin wheel membantu kamu menemukan ide saat berbicara Bahasa Inggris?)
- Student 2 : Yes. The topic that appears gives me an idea of what I want to talk about.
(Iya. Karena dari topik yang keluar itu jadi ada gambaran mau ngomong apa.)
- Researcher : Do spin wheel and role play activities make you braver to speak independently without depending on friends?

(Apakah kegiatan spin wheel and role play membuat kamu lebih berani mencoba berbicara sendiri tanpa bergantung pada teman?)

Student 2 : Yes. At first, I often waited for my friends to speak first, but now I'm braver to try speaking by myself even though I still get nervous sometimes.

(Iya sih. Awalnya aku sering nunggu teman ngomong dulu, tapi sekarang jadi lebih berani mencoba ngomong sendiri walaupun kadang masih gugup.)

Researcher : Do spin wheel and role play give you the opportunity to express ideas in your own way?

(Apakah spin wheel dan role play memberikan kamu kesempatan untuk menyampaikan ide dengan cara kamu sendiri?)

Student 2 : Yes. During the activities, we can speak according to our own ideas. For example, some friends speak briefly, while others like to explain more. The choice of words can also be different. So I can speak in the way that feels most comfortable and easiest for me to understand.

(Iya. Soalnya waktu kegiatan itu kita bisa ngomong sesuai ide masing-masing. Misalnya ada teman yang ngomongnya singkat, ada juga yang suka menjelaskan lebih panjang. Terus pilihan kata yang dipakai juga bisa beda-beda. Jadi aku bisa ngomong dengan cara yang menurut aku paling nyaman dan gampang dipahami.)

Researcher : What difficulties do you experience during speaking activities using spin wheel and role play?

(Apa kesulitan yang kamu alami saat mengikuti kegiatan speaking menggunakan spin wheel and role play?)

Student 2 : Sometimes I still have difficulty pronouncing some English words. Sometimes I'm also confused about arranging sentences and afraid of saying something wrong.

(Kadang masih susah di pengucapan beberapa kata bahasa Inggris. Terus kadang bingung nyusun kalimat sama takut salah ngomong.)

Researcher : How do you overcome those difficulties?

(Bagaimana cara kamu mengatasi kesulitan tersebut?)

Student 2 : Usually, I try practicing speaking by myself, and if there are difficult words, I ask the teacher or my friends.

(Biasanya nyoba ngomong sendiri, kalau ada kata yang susah ya tanya guru atau teman.)

Researcher : How do you feel when participating in speaking activities using spin wheel and role play?

(Bagaimana perasaan kamu ketika mengikuti kegiatan speaking menggunakan spin wheel and role play?)

Student 2 : I feel happy because before this, I had never learned speaking in that way. So I become more enthusiastic and less bored.

(Senang sih, Kak. Soalnya sebelumnya belum pernah belajar speaking kayak gitu. Jadi lebih semangat sama enggak gampang bosan.)

Researcher : In your opinion, what is the difference between speaking activities before and after using spin wheel and role play?

(Menurut kamu apa perbedaan kegiatan speaking sebelum dan sesudah menggunakan spin wheel and role play?)

Student 2 : Before, I mostly stayed quiet and only listened to the teacher. But after using spin wheel and role play, I became more active in speaking English.

(Kalau sebelumnya lebih sering diam sama dengar guru aja. Tapi setelah pakai spin wheel sama role play jadi lebih aktif ngomong bahasa Inggris.)

Researcher : In your opinion, what should be improved so that spin wheel and role play activities can run better?

(Menurut kamu apa yang perlu diperbaiki agar kegiatan spin wheel and role play berjalan lebih baik?)

Student 2 : Maybe the preparation time before performing could be a little longer. But in my opinion, the activities are already really fun.

(Mungkin waktunya bisa ditambah sedikit buat persiapan sebelum maju. Tapi menurut aku kegiatannya udah seru sih, Kak.)

Transcription 3

Participant Code : S3 (Student 3)

Researcher : What do you think about the use of spin wheel and role play in English activities?

(Bagaimana pendapat kamu tentang penggunaan spin wheel and role play dalam kegiatan bahasa Inggris?)

Student 3 : I think the activities are interesting because they can test how far my English skills have developed. It's also more fun because we learn together with friends, so I become braver to try speaking.

(Menurut saya kegiatan itu menarik karena bisa menguji kemampuan bahasa Inggris saya sudah sampai mana. Terus juga lebih seru karena belajarnya bareng teman teman, jadi lebih berani mencoba speaking.)

Researcher : Does the use of spin wheel and role play make you more active in speaking activities?

(Apakah penggunaan spin wheel and role play membuat kamu lebih aktif dalam kegiatan speaking?)

Student 3 : Yes. Usually, I listen more to friends speaking English, but during those activities I also joined in speaking. So I became more active in practicing speaking.

(Iya. Biasanya saya lebih sering mendengarkan teman yang ngomong bahasa Inggris, tapi waktu kegiatan itu saya jadi ikut berbicara juga. Jadi lebih aktif latihan speaking.)

Researcher : What makes speaking activities using spin wheel and role play more interesting or enjoyable for you?

(Apa yang membuat kegiatan speaking menggunakan spin wheel and role play terasa lebih menarik atau menyenangkan menurutmu?)

Student 3 : Because there is a game, the classroom atmosphere becomes more exciting and not boring. Learning speaking also feels more relaxed, not just sitting and reading materials all the time.

(Karena ada gamenya, jadi suasana kelas lebih seru dan enggak membosankan. Belajar speaking juga jadi lebih santai, enggak cuma duduk sama baca materi terus.)

Researcher : Do these activities make you more confident in speaking English?

(Apakah kegiatan tersebut membuat kamu lebih percaya diri berbicara Bahasa Inggris?)

Student 3 : Yes. After speaking in front of the class, I became more confident to try speaking again. The teacher is also supportive, so I'm not too afraid of making mistakes.

(Iya. Karena setelah pernah maju speaking di depan kelas jadi lebih percaya diri buat mencoba ngomong lagi. Gurunya juga mendukung, jadi saya enggak terlalu takut kalau salah.)

Researcher : Does role play make you braver in expressing ideas or opinions in English?

(Apakah kegiatan role play membuat kamu lebih berani menyampaikan ide atau pendapat dalam bahasa Inggris?)

- Student 3 : Yes, it makes me braver to express my opinions. During the activity, I tried to make my own sentences and practice speaking in English. Over time, I became more used to it.
(Iya, jadi lebih berani menyampaikan pendapat. Waktu kegiatan itu saya mencoba membuat kalimat sendiri dan belajar ngomong pakai bahasa Inggris. Jadi lama-lama lebih terbiasa.)
- Researcher : Does the use of spin wheel and role play help you improve your English vocabulary?
(Apakah penggunaan spin wheel and role play membantu kamu menambah kosakata bahasa Inggris?)
- Student 3 : Yes, it helps increase my vocabulary. Sometimes I find new words from books or from friends during speaking activities. If I don't know the meaning, I usually ask friends or look it up myself.
(Iya, bisa menambah vocabulary. Kadang saya menemukan kata baru dari buku atau dari teman waktu speaking. Kalau ada yang belum tahu artinya biasanya saya tanya teman atau cari sendiri.)
- Researcher : Do speaking activities using spin wheel and role play help you speak English more fluently?
(Apakah kegiatan speaking menggunakan spin wheel and role play membantu kamu berbicara lebih lancar dalam bahasa Inggris?)
- Student 3 : Yes. Because I get to listen and practice speaking directly more often. Even though I'm not completely fluent yet, now I'm not too afraid of making mistakes when speaking English.
(Iya. Karena jadi lebih sering mendengar dan latihan speaking langsung. Walaupun belum lancar banget, tapi sekarang sudah enggak terlalu takut salah waktu ngomong bahasa Inggris.)
- Researcher : Does the spin wheel help you find ideas when speaking English?
(Apakah spin wheel membantu kamu menemukan ide saat berbicara Bahasa Inggris?)
- Student 3 : Yes, it helps. Because the topic and situation are already provided, it becomes easier to arrange sentences according to the given situation.
(Iya, membantu. Karena sudah ada topik dan situasinya, jadi lebih gampang menyusun kalimat sesuai situasi yang didapat.)

- Researcher : Do spin wheel and role play activities make you braver to speak independently without depending on friends?
(Apakah kegiatan spin wheel and role play membuat kamu lebih berani mencoba berbicara sendiri tanpa bergantung pada teman?)
- Student 3 : Yes. It makes me want to study independently so my speaking becomes better than before. At first, I was afraid my friends would think I was showing off my English skills, but now I'm braver to try.
(Iya. Jadi lebih ingin belajar sendiri supaya speaking saya lebih baik dari sebelumnya. Awalnya juga takut dibilang sok bahasa Inggris sama teman, tapi sekarang jadi lebih berani mencoba.)
- Researcher : Do spin wheel and role play give you the opportunity to express ideas in your own way?
(Apakah spin wheel and role play memberikan kamu kesempatan untuk menyampaikan ide dengan cara kamu sendiri?)
- Student 3 : Yes. Because we can express ideas based on our own thoughts. So everyone's speaking style and word choices can be different.
(Iya. Karena kita bisa menyampaikan ide sesuai yang ada di pikiran kita sendiri. Jadi cara ngomong sama pilihan kata tiap orang juga bisa beda-beda.)
- Researcher : What difficulties do you experience during speaking activities using spin wheel and role play?
(Apa kesulitan yang kamu alami saat mengikuti kegiatan speaking menggunakan spin wheel and role play?)
- Student 3 : Sometimes there are words whose meanings I don't know yet, or I get confused about how to pronounce them.
(Kesulitannya kadang ada kata-kata yang belum tahu artinya atau bingung cara mengucapkannya.)
- Researcher : How do you overcome those difficulties?
(Bagaimana cara kamu mengatasi kesulitan tersebut?)
- Student 3 : Usually, I ask the teacher or my friends, then look up the meaning of the words in a dictionary or book.
(Biasanya saya bertanya ke guru atau teman, terus lihat arti kata di kamus atau buku.)
- Researcher : How do you feel when participating in speaking activities using spin wheel and role play?

(Bagaimana perasaan kamu saat mengikuti kegiatan speaking menggunakan spin wheel and role play?)

Student 3 : I feel happy because the activities are more exciting and there are games too. So learning English feels more enjoyable and not boring.

(Saya merasa senang karena kegiatannya lebih seru dan ada game-nya juga. Jadi belajar bahasa Inggris terasa lebih menyenangkan dan enggak membosankan.)

Researcher : In your opinion, what is the difference between speaking activities before and after using spin wheel and role play?

(Menurut kamu apa perbedaan kegiatan speaking sebelum dan sesudah menggunakan spin wheel and role play?)

Student 3 : Before, speaking activities mostly involved listening to the teacher. But after using spin wheel and role play, more students participate in speaking and the class becomes more active.

(Sebelumnya kegiatan speaking lebih banyak mendengarkan guru saja. Tapi setelah pakai spin wheel and role play jadi lebih banyak siswa yang ikut ngomong dan kelas jadi lebih aktif.)

Researcher : In your opinion, what should be improved so that speaking activities using spin wheel and role play can run better?

(Menurut kamu apa yang perlu diperbaiki supaya kegiatan speaking menggunakan spin wheel and role play berjalan lebih baik?)

Student 3 : In my opinion, these activities are already fun and better compared to the previous learning method.

(Menurut saya kegiatan ini sudah seru dan lebih enak dibanding cara belajar sebelumnya.)

Transcription 4

Participant Code: S4 (Student 4)

Researcher : What do you think about the use of spin wheel and role play in English speaking activities?

(Bagaimana pendapat kamu tentang penggunaan spin wheel and role play dalam kegiatan speaking bahasa Inggris?)

- Student 4 : It is interesting. I like it because there are rarely speaking activities that use games like that. Usually, we only study from the whiteboard and take notes, so when we used spin wheel and role play, it felt different and more exciting.
(Menarik. Saya suka karena jarang ada pembelajaran speaking yang pakai permainan seperti itu. Biasanya cuma materi di papan tulis sama mencatat, jadi waktu ada spin wheel and role play terasa lebih beda dan lebih seru)
- Researcher : Does the use of spin wheel and role play make you more active during speaking activities?
(Apakah penggunaan spin wheel and role play membuat kamu lebih aktif saat kegiatan speaking?)
- Student 4 : Yes, more active because the activities are enjoyable and not boring. So students do not just sit and listen, but also directly practice speaking. The classroom atmosphere also becomes more lively and cheerful.
(Iya, lebih aktif karena kegiatannya menyenangkan dan enggak membosankan. Jadi siswa enggak cuma diam mendengarkan, tapi langsung praktik speaking juga. Suasana kelas juga jadi lebih hidup dan lebih ceria.)
- Researcher : What makes speaking activities using spin wheel and role play interesting or enjoyable for you?
(Apa yang membuat kegiatan speaking menggunakan spin wheel and role play terasa menarik atau menyenangkan menurutmu?)
- Student 4 : Because it is more fun than just reading dialogues from books. If we only read, it becomes boring more quickly. But during role play, I can learn the correct pronunciation and work together with friends too. In my opinion, it is more enjoyable than studying alone.
(Karena lebih seru dibanding cuma membaca dialog dari buku. Kalau cuma membaca biasanya lebih cepat bosan. Tapi waktu role play jadi lebih tahu cara pengucapan yang benar dan bisa kerja sama sama teman-teman juga. Menurut saya itu lebih menyenangkan daripada belajar sendiri.)
- Researcher : Do these activities make you more confident when speaking English?
(Apakah kegiatan tersebut membuat kamu lebih percaya diri ketika berbicara menggunakan bahasa Inggris?)
- Student 4 : Becoming more confident still depends on myself because speaking English is still difficult for me. But after performing in front of the class several times, I became a little braver and less shy. During role play, it is also less stressful

because we do it together with friends, so the atmosphere is more relaxed and we joke around a lot too.

(Kalau lebih percaya diri itu masih tergantung diri saya sendiri, karena speaking bahasa Inggris memang masih susah buat saya. Tapi setelah beberapa kali maju ke depan kelas jadi sedikit lebih berani dan rasa malunya mulai berkurang. Waktu role play juga enggak terlalu tegang karena dilakukan bareng teman-teman, jadi suasananya lebih santai dan banyak bercanda juga.)

Researcher : Does role play help you become braver in expressing ideas or opinions in English?

(Apakah role play membantu kamu lebih berani menyampaikan ide atau pendapat dalam bahasa Inggris?)

Student 4 : Yes. Because during role play we have to think of our own ideas for the conversation. So I learn how to express opinions and respond in conversations too.

(Iya. Karena waktu roleplay kita harus memikirkan ide sendiri untuk percakapannya. Jadi saya belajar menyampaikan pendapat dan belajar merespons percakapan juga.)

Researcher : Does spin wheel and role play help you improve your English vocabulary?

(Apakah spin wheel and role play membantu kamu menambah kosakata bahasa Inggris?)

Student 4 : Yes, it helps. When preparing for the role play, I often open a dictionary to look for new vocabulary that matches the theme. So I learn new words and remember the words used during speaking activities better.

(Iya, membantu. Waktu menyiapkan roleplay saya sering membuka kamus untuk mencari kosakata baru yang sesuai dengan tema. Jadi saya jadi tahu arti kata baru dan lebih ingat kata yang dipakai waktu speaking.)

Researcher : Do these activities help you speak English more fluently?

(Apakah kegiatan tersebut membantu kamu berbicara lebih lancar dalam bahasa Inggris?)

Student 4 : Yes. Because when we come to the front of the class, we have to speak directly in English, so it trains our speaking skills more.

(Iya. Karena waktu maju ke depan kelas kita harus berbicara langsung pakai bahasa Inggris, jadi lebih terlatih speaking.)

Researcher : Does the spin wheel help you find ideas when speaking English?

(Apakah spin wheel membantu kamu menemukan ide saat berbicara bahasa Inggris?)

Student 4 : Yes. Because the topics from the spin wheel are chosen randomly, I think it is fairer. The topics we get also make it easier to think of ideas for speaking.

(Iya. Karena topik dari spin wheel dipilih secara acak, jadi menurut saya lebih adil. Dari topik yang didapat itu juga jadi lebih gampang memikirkan ide untuk speaking.)

Researcher : Do spin wheel and role play activities make you braver to speak independently without depending on friends?

(Apakah kegiatan spin wheel and role play membuat kamu lebih berani mencoba berbicara sendiri tanpa bergantung pada teman?)

Student 4 : Yes, because I also often practice speaking English by myself at home. So I do not always depend on my friends when learning speaking.

(Iya karena saya juga sering latihan sendiri di rumah untuk mencoba berbicara bahasa Inggris. Jadi saya enggak selalu bergantung sama teman waktu belajar speaking.)

Researcher : Do spin wheel and role play give you the opportunity to express ideas in your own way?

(Apakah spin wheel and role play memberikan kamu kesempatan untuk menyampaikan ide dengan cara kamu sendiri?)

Student 4 : Yes. Because during role play we can use our own ideas and ways to create conversations. So it feels more comfortable because we do not have to follow the dialogues from the book.

(Iya. Karena waktu roleplay kita bisa menggunakan ide dan cara sendiri untuk membuat percakapan. Jadi lebih nyaman karena enggak harus sama dialog yang ada di buku.)

Researcher : What difficulties do you experience when participating in speaking activities using spin wheel and role play?

(Apa kesulitan yang kamu alami ketika mengikuti kegiatan speaking menggunakan spin wheel and role play?)

Student 4 : The difficulty is that I still often feel nervous when speaking in front of the class because I am not used to speaking English yet. Sometimes I am also afraid of making mistakes and being laughed at by friends.

(Kesulitannya itu saya masih sering gugup waktu berbicara di depan kelas karena belum terlalu terbiasa speaking bahasa Inggris. Kadang juga takut kalau salah terus ditertawakan teman.)

Researcher : How do you overcome those difficulties during speaking activities?

(Bagaimana cara kamu mengatasi kesulitan tersebut saat speaking?)

Student 4 : Usually, I try to stay calm and smile so that my nervousness decreases. I also practice speaking before performing in front of the class.

(Biasanya saya mencoba lebih tenang dan tersenyum supaya rasa gugupnya berkurang. Saya juga latihan speaking dulu sebelum tampil di depan kelas.)

Researcher : How do you feel when participating in speaking activities using spin wheel and role play?

(Bagaimana perasaan kamu saat mengikuti kegiatan speaking menggunakan spin wheel dan roleplay?)

Student 4 : In my opinion, it is more exciting and enjoyable. Even though I still feel nervous sometimes, because it is done together with friends, I become more confident.

(Menurut saya lebih seru dan lebih menyenangkan. Walaupun kadang masih gugup, tapi karena dilakukan bersama teman-teman jadi lebih percaya diri.)

Researcher : In your opinion, what is the difference between speaking activities before and after using spin wheel and role play?

(Menurut kamu apa perbedaan kegiatan speaking sebelum dan sesudah menggunakan spin wheel and role play?)

Student 4 : Before, speaking activities mostly involved writing materials and reading from the whiteboard, so they sometimes felt boring. But after using spin wheel and role play, the class became more active, we practiced speaking more often, and I also became more interested in learning English.

(Sebelumnya kegiatan speaking lebih sering menulis materi dan membaca dari papan tulis, jadi kadang terasa membosankan. Tapi setelah ada spin wheel dan roleplay kelas jadi lebih aktif, lebih sering praktik speaking, dan saya juga jadi lebih tertarik belajar bahasa Inggris.)

Researcher : In your opinion, what should be improved so that spin wheel and role play activities can run better?

(Menurut kamu apa yang perlu diperbaiki supaya kegiatan spin wheel and role play berjalan lebih baik?)

- Student 4 : In my opinion, it is already good enough, so there is nothing that needs to be improved. Maybe activities or games like that should be done more often.
(Menurut saya itu aja udah cukup, jadi udah cukup bagus, enggak ada yang perlu diperbaiki. Lebih sering lagi sih untuk permainan-permainan seperti itu.)

Transcription 5

Participant Code : S5 (Student 5)

- Researcher : What do you think about the use of spin wheel and role play in English speaking activities?

(Bagaimana pendapat kamu tentang penggunaan spin wheel sama roleplay dalam kegiatan speaking bahasa Inggris?)

- Student 5 : In my opinion, the use of spin wheel and role play is something new. Usually, teachers only use the whiteboard as a learning method. They just explain the material and then ask us to do worksheets. As students, we sometimes feel bored. Sometimes we even get sleepy, so we cannot focus well. Especially when learning vocabulary, there are so many words that sometimes it is hard to memorize them.

(Menurut saya, penggunaan spin wheel and roleplay itu sesuatu yang baru. Soalnya biasanya itu untuk guru mapel biasa itu metode pembelajarannya itu hanya melewati papan tulis. Jadi hanya menjelaskan, habis itu disuruh ngerjakan LKS doang kan. Jadi kita sebagai murid itu kayak ngerasa jenuh gitu. Apalagi kayak kadang tuh ngantuk gitu, Kak. Jadi kayak enggak fokus gitu, jadi enggak masuk gitu. Apalagi kayak kalau belajar vocab itu kan banyak ya. Jadi itu kayak kadang tuh enggak hafal gitu.)

- Researcher : Hmm, I see. Does the use of spin wheel and role play make you more active during speaking activities?

(Mm, kayak gitu, oke. Apakah penggunaan spin wheel and role play ini membuat kamu lebih aktif saat kegiatan speaking?)

- Student 5 : Yes, because when we practice, we have to think spontaneously. It feels like testing the vocabulary and knowledge we have learned so far. So it makes me feel more confident.

(Iya, soalnya kan kalau kita praktik nih, kan... kan itu praktik ya habis itu. Itu kan harus kayak spontan gitu, mikirnya kan harus spontan gitu ya. Jadi kayak menguji hafalan selama ini gitu. Jadi merasa PD aja sih.)

- Researcher : What makes speaking activities using spin wheel and role play interesting and enjoyable for you?
(Apa yang membuat kegiatan speaking menggunakan spin wheel and role play itu terasa menarik dan menyenangkan menurutmu?)
- Student 5 : Because the topics from the spin wheel are always different. So we have to be ready for whatever topic appears. It feels more challenging, like, "What will I get? What will I get?"
(Kayak... kan itu kan beda-beda, kan di spin kan beda-beda ya, Kak. Jadi kita itu harus... harus siap gitu, apa pun yang muncul itu harus siap gitu. Jadi kayak lebih merasa tertantang "Ih apa ini, apa ini?" gitu.)
- Researcher : Do speaking activities using spin wheel and role play make you more confident in speaking English?
(Apakah kegiatan speaking menggunakan spin wheel and role play membuat kamu lebih percaya diri berbahasa Inggris?)
- Student 5 : Yes, because we are all students who are still learning together. It is unlikely that someone will laugh at us immediately if we make mistakes.
(Iya, soalnya kita juga sebagai pelajar kan sama-sama belajar ya. Enggak mungkin gitu, Kak, kita salah itu langsung ditertawakan gitu.)
- Researcher : So thankfully your friends are supportive, right?
(Jadi alhamdulillah teman-teman suportif gitu ya.)
- Student 5 : Yes.
(Iya.)
- Researcher : I see. Does role play help you become braver in expressing ideas or opinions in English?
(Oh gitu. Terus, Apakah role play membantu kamu lebih berani menyampaikan ide atau pendapat dalam bahasa Inggris?)
- Student 5 : Yes, because in games like that we have to think as creatively as possible so our group can look good. My competitive side makes me want my group to perform better than the others.
(Iya, soalnya kalau ada game kayak gitu kan kita harus berpikir kreatif mungkin gitu ya, biar kayak kelihatan kelompok kita tuh bagus gitu. Jadi jiwa-jiwa ambis saya tuh kayak... mmm... kayak harus... harus bagus ini dari kelompok lain gitu.)
- Researcher : Does spin wheel and role play help you improve your English vocabulary?

(Apakah spin wheel and role play membantu kamu menambah kosakata bahasa Inggris?)

Student 5 : Yes, it helps increase vocabulary. Usually, I rarely speak English in daily life. During the activities, I learned some new words that were directly used for speaking, so it was easier to remember them compared to just writing the material in a book.

(Iya, menambah kosakata. Soalnya biasanya jarang banget ngomong bahasa Inggris sehari-hari. Waktu kegiatan itu jadi tahu beberapa kata baru yang langsung dipakai buat speaking, jadi lebih gampang inget dibanding cuma nulis materi di buku.)

Researcher : Do these activities help you speak English more fluently?

(Apakah kegiatan tersebut membantu kamu berbicara lebih lancar dalam bahasa Inggris?)

Student 5 : Yes, they help quite a lot. During the activities, we practice speaking directly with friends more often. Even though I am not very fluent yet, I am not too afraid of making mistakes when speaking English anymore. If someone pronounces something incorrectly, we usually correct each other.

(Iya, lumayan membantu. Karena waktu kegiatan itu kita jadi lebih sering latihan speaking langsung sama teman-teman. Walaupun belum lancar banget, tapi saya jadi enggak terlalu takut salah waktu ngomong bahasa Inggris. Kalau ada pengucapan yang salah juga biasanya saling membenarkan sama teman.)

Researcher : Does the spin wheel help you find ideas when speaking English?

(Apakah spin wheel membantu kamu menemukan ide saat berbicara Bahasa Inggris?)

Student 5 : Yes, it helps. Because the spin wheel already provides a theme, it becomes easier to think about what to say. Usually, when speaking, I feel confused about where to start, but when there is already a topic, I just need to arrange the conversation according to the given situation.

(Iya, membantu. Karena dari spin wheel itu kan sudah ada tema yang ditentukan, jadi lebih gampang mikir mau ngomong apa. Biasanya kalau speaking aku bingung mulai dari mana, tapi waktu ada topiknya jadi tinggal menyusun percakapannya aja sesuai situasi yang didapat.)

Researcher : Do these activities make you braver to speak independently without depending on friends?

(Apakah kegiatan tersebut membuat kamu lebih berani mencoba berbicara sendiri tanpa bergantung pada teman?)

Student 5 : Quite yes. Sometimes after learning new vocabulary, I try pronouncing the words by myself or use them while chatting with friends. So little by little, I become more used to it.

(Lumayan iya. Kadang kalau habis belajar kosakata baru aku suka mencoba mengucapkannya sendiri atau dipakai waktu ngobrol sama teman. Jadi sedikit-sedikit mulai terbiasa.)

Researcher : Do spin wheel and role play give you the opportunity to express ideas in your own way?

(Apakah spin wheel and role play memberikan kamu kesempatan untuk menyampaikan ide dengan cara kamu sendiri?)

Student 5 : Yes. During the activities, we are free to express our opinions in our own way based on what we understand. So I feel more comfortable during speaking activities because I am not just reading dialogues from a book.

(Iya. Soalnya waktu kegiatan itu kita bebas menyampaikan pendapat pakai cara sendiri sesuai yang kita pahami. Jadi aku lebih nyaman waktu speaking karena enggak cuma membaca dialog yang ada di buku.)

Researcher : What difficulties do you experience during speaking activities using spin wheel and role play?

(Apa kesulitan yang kamu alami saat mengikuti kegiatan speaking menggunakan spin wheel and role play?)

Student 5 : Sometimes I still doubt my own answers. Even if they are actually correct, I still worry about making pronunciation mistakes or arranging sentences incorrectly.

(Kadang aku masih ragu sama jawaban sendiri. Misalnya sebenarnya sudah benar, tapi masih kepikiran takut salah pengucapan atau salah menyusun kalimat.)

Researcher : How do you overcome those difficulties during speaking activities?

(Bagaimana cara kamu mengatasi kesulitan tersebut saat speaking?)

Student 5 : Usually, I search for the answers on my phone first or ask friends who understand better. Sometimes I also practice speaking by myself so I can feel more confident when speaking in front of the class.

(Biasanya aku cari tahu dulu lewat HP atau tanya teman yang lebih paham. Kadang juga latihan ngomong sendiri supaya lebih yakin waktu speaking di depan kelas.)

Researcher : How do you feel when participating in speaking activities using spin wheel and role play?

(Bagaimana perasaan kamu saat mengikuti kegiatan speaking menggunakan spin wheel and role play?)

Student 5 : I am more interested in speaking activities like that. The groups are also randomized, so all students learn together and do not only depend on friends who are good at English.

(Saya lebih tertarik sama kegiatan speaking yang seperti itu. Soalnya kelompoknya juga diacak, jadi semua siswa belajar bareng dan enggak cuma bergantung sama teman yang jago bahasa Inggris.)

Researcher : In your opinion, what is the difference between speaking activities before and after using spin wheel and role play?

(Menurut kamu apa perbedaan kegiatan speaking sebelum dan sesudah menggunakan spin wheel dan roleplay?)

Student 5 : Before, we rarely practiced speaking directly, so we mostly stayed silent or only read from books. After using spin wheel and role play, we try speaking English more often and become more confident because we have practiced in front of the class.

(Sebelumnya jarang praktik speaking langsung, jadi lebih sering diam atau cuma membaca dari buku. Setelah ada spin wheel dan roleplay jadi lebih sering mencoba ngomong bahasa Inggris dan lebih percaya diri karena sudah pernah praktik di depan kelas.)

Researcher : In your opinion, what should be improved in speaking activities using spin wheel and role play?

(Menurut kamu apa yang perlu diperbaiki dari kegiatan speaking menggunakan spin wheel and role play?)

Student 5 : In my opinion, the activities are already fun.

(Menurut saya kegiatannya sudah seru.)

Transcription 6

Participant Code : S6 (Student 6)

Researcher : What do you think about the use of spin wheel and role play in speaking activities?

(Bagaimana pendapat kamu tentang penggunaan spin wheel and role play dalam kegiatan speaking?)

- Student 6 : It's good. Because the learning process becomes easier to understand and more fun compared to usual.
(Bagus sih, Kak. Karena pembelajarannya jadi lebih gampang dimengerti dan lebih seru dibanding biasanya.)
- Researcher : Does the use of spin wheel and role play make you more active during speaking activities?
(Apakah penggunaan spin wheel and roleplay ini membuat kamu lebih aktif saat kegiatan speaking?)
- Student 6 : Yes. Because during group activities, all members have to speak, so we cannot just stay silent.
(Iya, Kak. Soalnya waktu kelompok semua anggota harus ikut ngomong, jadi enggak cuma diam aja.)
- Researcher : What makes speaking activities using spin wheel and role play interesting and enjoyable for you?
(Apa yang membuat kegiatan speaking menggunakan spin wheel and role play ini terasa menarik atau menyenangkan menurutmu?)
- Student 6 : Because there are games too. So learning speaking is not monotonous, and we can also work together with friends.
(Karena ada permainannya juga, Kak. Jadi belajar speaking enggak monoton dan bisa sambil kerja sama sama teman.)
- Researcher : Do speaking activities using spin wheel and role play make you more confident in speaking English?
(Apakah kegiatan speaking menggunakan spin wheel and role play membuat kamu lebih percaya diri berbicara bahasa Inggris?)
- Student 6 : Yes, I feel somewhat more confident. Because all my friends are also learning and trying to speak English together. So I'm not too afraid of making mistakes.
(Iya, lumayan lebih percaya diri. Soalnya semua teman juga ikut belajar dan sama-sama mencoba ngomong bahasa Inggris. Jadi aku enggak terlalu takut salah.)
- Researcher : What makes your shyness start to decrease when speaking?
(Apa yang bikin rasa malu mulai berkurang waktu speaking?)
- Student 6 : Because we practice and perform together with friends, it feels more relaxed and less tense. The teacher also often gives motivation when someone still makes mistakes.

(Karena maju dan latihan bareng teman-teman, jadi rasanya lebih santai dan enggak terlalu tegang. Guru juga sering kasih motivasi kalau ada yang masi salah.)

Researcher : Does role play help you become braver in expressing ideas or opinions in English
(Apakah role play membantu kamu lebih berani menyampaikan ide atau pendapat dalam bahasa Inggris?)

Student 6 : Yes. Because during group discussions, we have to give ideas and think about the conversation together. So I become braver to speak.
(Iya, Kak. Karena waktu diskusi kelompok kita harus kasih ide dan memikirkan percakapan bareng-bareng. Jadi aku jadi lebih berani ngomong.)

Researcher : Does the use of spin wheel and role play help you improve your English vocabulary?
(Apakah penggunaan spin wheel and role play membantu kamu menambah kosakata bahasa Inggris?)

Student 6 : Yes, it helps. Because during speaking practice, there are many new words that are used directly in conversations, so they are easier to remember.
(Membantu, Kak. Karena waktu latihan speaking ada banyak kata baru yang dipakai langsung di percakapan, jadi lebih gampang diingat.)

Researcher : Do speaking activities using spin wheel and role play help you speak English more fluently?
(Apakah kegiatan speaking menggunakan spin wheel and role play membantu kamu berbicara lebih lancar dalam bahasa Inggris?)

Student 6 : Yes. Because I practice speaking with friends more often before performing, so during speaking activities I do not pause too much.
(Iya. Karena lebih sering latihan ngomong sama teman sebelum maju, jadi saat speaking enggak terlalu banyak berhenti.)

Researcher : Does the spin wheel help you find ideas when speaking English?
(Apakah spin wheel membantu kamu menemukan ide saat berbicara Bahasa Inggris?)

Student 6 : Yes, it helps. Because the topic is already provided from the spin wheel, so it's easier for me to think about what to say.
(Iya, membantu. Karena dari spin wheel sudah ada topiknya, jadi aku lebih gampang mikir mau ngomong tentang apa.)

Researcher : In your opinion, do the topics from the spin wheel help you think faster?

(Menurut kamu topik dari spin wheel itu membantu kamu berpikir lebih cepat nggak?)

Student 6 : Yes, because we have to immediately adjust to the situation we get, so we think of the answers more quickly.

(Iya, karena kita harus langsung menyesuaikan sama situasi yang didapat, jadi lebih cepat mikir jawabannya.)

Researcher : Do spin wheel and role play activities make you braver to speak independently without depending on friends?

(Apakah kegiatan spin wheel and role play membuat kamu lebih berani mencoba berbicara sendiri tanpa bergantung pada teman?)

Student 6 : Yes, because we also have to think of our own answers during speaking activities. So we do not always wait for help from friends.

(Iya, soalnya kita juga harus mikir jawaban sendiri waktu speaking. Jadi enggak selalu nunggu bantuan teman.)

Researcher : Do spin wheel and role play give you the opportunity to express ideas in your own way?

(Apakah spin wheel and role play memberikan kamu kesempatan untuk menyampaikan ide dengan cara kamu sendiri?)

Student 6 : Yes. Because I can use my own sentences and speaking style during speaking activities. So I feel freer to express my opinions.

(Iya. Karena aku bisa pakai kalimat dan cara ngomong versi sendiri waktu speaking. Jadi lebih bebas menyampaikan pendapat.)

Researcher : What difficulties do you experience during speaking activities using spin wheel and role play?

(Apa kesulitan yang kamu alami ketika kegiatan speaking menggunakan spin wheel and role play?)

Student 6 : The difficulty is more about public speaking. Sometimes I still feel nervous, shy and afraid of making pronunciation or grammar mistakes.

(Kesulitannya lebih ke public speaking sih, Kak. Kadang masih gugup, malu, terus takut salah pengucapan atau grammar.)

Researcher : How do you overcome those difficulties during speaking activities?

(Bagaimana cara kamu mengatasi kesulitan tersebut saat speaking?)

Student 6 : Usually, I practice speaking by myself at home so I can become more used to it and less nervous.

(Biasanya aku latihan ngomong sendiri di rumah biar lebih terbiasa dan engga terlalu gugup.)

Researcher : How do you feel when participating in speaking activities using spin wheel and role play?

(Bagaimana perasaan kamu saat mengikuti kegiatan speaking menggunakan spin wheel and role play?)

Student 6 : I feel happy. Because there are games, the classroom atmosphere becomes more lively and less boring.

(Senang sih, Kak. Karena ada permainannya jadi suasana kelas lebih hidup dan enggak membosankan.)

Researcher : In your opinion, what is the difference between speaking activities before and after using role play?

(Menurut kamu, apa perbedaan kegiatan speaking sebelum dan sesudah menggunakan role play ini?)

Student 6 : Before, we mostly wrote things down and listened to the teacher's explanation. After using spin wheel and role play, we practice speaking directly more often.

(Kalau sebelumnya lebih sering nulis dan dengarkan penjelasan guru aja. Setelah pakai spin wheel sama roleplay jadi lebih sering praktik ngomong langsung.)

Researcher : In your opinion, what should be improved from yesterday's activities?

(Menurut kamu, apa yang perlu diperbaiki dari kegiatan kemarin?)

Student 6 : In my opinion, it was already good enough.

(Menurutku udah cukup bagus sih, Kak.)

Transcription 7

Participant Code : S7 (Student 7)

Researcher : What do you think about the use of spin wheel and role play in English speaking activities?

(Bagaimana pendapat kamu tentang penggunaan spin wheel and role play dalam kegiatan speaking bahasa Inggris?)

Student 7 : It's fun because it makes the classroom atmosphere more lively and not easily boring during speaking lessons.

(Seru sih, karena bikin suasana kelas jadi lebih hidup dan enggak gampang bosan waktu belajar speaking.)

- Researcher : Does the use of spin wheel and role play make you more active during speaking activities?
(Apakah penggunaan spin wheel and role play membuat kamu lebih aktif saat kegiatan speaking?)
- Student 7 : Yes, I become more active because all students get the opportunity to speak.
(Iya, saya jadi lebih aktif karena semua siswa dapat kesempatan buat berbicara.)
- Researcher : What makes speaking activities using spin wheel and role play interesting or enjoyable for you?
(Apa yang membuat kegiatan speaking menggunakan spin wheel and role play terasa menarik atau menyenangkan menurutmu?)
- Student 7 : Because I get a new experience while learning English. Usually, we only listen to explanations or read materials, but this activity involves more direct practice.
(Karena saya jadi dapat pengalaman baru waktu belajar Bahasa Inggris. Biasanya kan belajar cuma dengar penjelasan atau baca materi, tapi ini lebih banyak praktik langsung.)
- Researcher : Do speaking activities using spin wheel and role play make you more confident in speaking English?
(Apakah kegiatan speaking menggunakan spin wheel and role play membuat kamu lebih percaya diri berbicara bahasa Inggris?)
- Student 7 : Yes, I become more confident. The activities train me to speak in front of the class, so over time I become braver.
(Iya, lebih percaya diri. Soalnya kegiatan itu melatih aku buat ngomong di depan kelas juga, jadi lama-lama lebih berani.)
- Researcher : Does role play help you become braver in expressing ideas or opinions in English?
(Apakah role play membantu kamu lebih berani menyampaikan ide atau pendapat dalam bahasa Inggris?)
- Student 7 : Yes. During role play, I become more used to speaking English for communication. So I also become braver in expressing my opinions.
(Iya. Karena waktu role play aku jadi lebih terbiasa ngomong bahasa Inggris buat komunikasi. Jadi lebih berani kasih pendapat juga.)
- Researcher : Did spin wheel and role play help you improve your English vocabulary?
(Apakah spin wheel and role play kemarin membantu kamu menambah kosakata bahasa Inggris?)

- Student 7 : Yes, because there were some new vocabulary words that I did not know before. So while preparing, I looked up the meanings of the words too.
(Iya, karena ada beberapa kosakata baru yang sebelumnya belum aku tahu. Jadi waktu prepare aku sempat cari arti katanya juga.)
- Researcher : Do speaking activities using spin wheel and role play help you speak English more fluently?
(Apakah kegiatan speaking menggunakan spin wheel and role play membantu kamu berbicara lebih lancar dalam Bahasa Inggris?)
- Student 7 : Yes, they help. Because during the activities, we often speak in English, so I become more accustomed to speaking.
(Iya, membantu. Karena selama kegiatan kita jadi sering ngomong pakai bahasa Inggris, jadi lebih terbiasa buat speaking.)
- Researcher : Does the spin wheel help you find ideas when speaking English?
(Apakah spin wheel membantu kamu menemukan ide saat berbicara Bahasa Inggris?)
- Student 7 : Yes. Because from the topic I get from the spin wheel, it becomes easier to think about what I want to talk about. So ideas for the conversation come more quickly.
(Iya. Karena dari topik yang didapat di spin wheel aku jadi lebih gampang mikir mau ngomong tentang apa. Jadi ide buat percakapannya lebih cepat muncul.)
- Researcher : Do these activities make you braver to speak independently without depending on friends?
(Apakah kegiatan tersebut membuat kamu lebih berani mencoba berbicara sendiri tanpa bergantung pada teman?)
- Student 7 : Yes, because seeing my friends also trying to speak English motivates me to learn independently and improve my speaking skills.
(Iya, karena lihat teman-teman lain juga berusaha ngomong bahasa Inggris, jadi aku ikut termotivasi buat belajar sendiri dan meningkatkan speakingku.)
- Researcher : Do spin wheel and role play give you the opportunity to express ideas in your own way?
(Apakah spin wheel and role play memberikan kamu kesempatan untuk menyampaikan ide dengan cara kamu sendiri?)
- Student 7 : Yes, because during group work all members are asked to share their opinions. So I also have the opportunity to express ideas in my own way.

(Iya, karena waktu kerja kelompok semua anggota diminta kasih pendapat. Jadi aku juga punya kesempatan buat menyampaikan ide sesuai caraku sendiri.)

Researcher : What difficulties did you experience during the speaking activities?

(Apa kesulitan yang kamu alami saat mengikuti kegiatan speaking itu?)

Student 7 : At first, it was a bit difficult because I rarely spoke in English before. So I was still confused about arranging sentences and pronunciation. But gradually I became more used to it.

(Awalnya agak sulit sih, karena sebelumnya aku jarang ngomong pakai bahasa Inggris. Jadi masih bingung nyusun kalimat sama pengucapannya. Tapi lama-lama mulai terbiasa.)

Researcher : How do you overcome those difficulties during speaking activities?

(Bagaimana cara kamu mengatasi kesulitan tersebut saat speaking?)

Student 7 : I usually practice speaking English by myself more often so I can become more accustomed to it.

(Saya biasanya lebih sering latihan ngomong sendiri pakai bahasa Inggris biar lebih terbiasa.)

Researcher : Did you also practice at home after the activities?

(Apakah kamu juga latihan di rumah setelah kegiatan itu?)

Student 7 : Yes, sometimes I practice by myself or study vocabulary so that I am not too confused during speaking activities.

(Iya, kadang latihan sendiri atau baca-baca kosakata biar pas speaking enggak terlalu bingung.)

Researcher : How did you feel during the activities?

(Bagaimana perasaan kamu ketika mengikuti kegiatan ?)

Student 7 : I felt really happy because besides being fun, I also gained a new experience in learning speaking.

(Senang banget sih, karena selain seru juga jadi dapat pengalaman baru waktu belajar speaking.)

Researcher : In your opinion, what is the difference between speaking activities before and after using spin wheel and role play?

(Menurut kamu, apa perbedaan kegiatan speaking sebelum dan sesudah menggunakan spin wheel and roleplay ini?)

Student 7 : Before, we usually only read dialogues together from books. But yesterday, there was more direct practice, so it felt more like real speaking practice.

(Sebelumnya biasanya cuma baca dialog bareng-bareng dari buku. Kalau kemarin lebih banyak praktik langsung, jadi lebih terasa latihan speaking-nya.)

Researcher : In your opinion, what should be improved so that the spin wheel and role play activities can run better?

(Menurut kamu, apa yang perlu diperbaiki supaya kegiatan spin wheel sama roleplay kemarin itu berjalan lebih baik?)

Student 7 : In my opinion, they were already good. But if possible, activities like that should be done more often so our speaking can become more fluent.

(Menurutku udah bagus sih. Tapi kalau bisa kegiatan kayak gitu lebih sering dilakukan biar makin lancar speaking-nya.)

Transcription 8

Participant Code : S8 (Student 8)

Researcher : What do you think about the use of Spin Wheel and Role Play in English speaking activities?

(Bagaimana pendapat kamu tentang penggunaan Spin Wheel and Role Play dalam kegiatan speaking Bahasa Inggris?)

Student 8 : In my opinion, it is more enjoyable. Usually during speaking activities, we only read dialogues from books, but during these activities I tried speaking by myself based on the topic I got.

(Menurut aku lebih menyenangkan, Kak. Soalnya biasanya kalau speaking cuma ikut membaca dialog dari buku, tapi waktu kegiatan itu aku jadi mencoba ngomong sendiri sesuai topik yang didapat.)

Researcher : Does the use of Spin Wheel and Role Play make you more active during speaking activities?

(Apakah penggunaan Spin Wheel and Role Play membuat kamu lebih aktif saat kegiatan speaking?)

Student 8 : Yes. During the activities, all students tried speaking, so I also became active even though I was shy at first.

(Iya. Karena waktu kegiatan itu semua siswa ikut nyoba ngomong, jadi saya juga ikut aktif walaupun awalnya malu.)

Researcher : What makes speaking activities using Spin Wheel and Role Play interesting or enjoyable for you?

(Apa yang membuat kegiatan speaking menggunakan Spin Wheel and Role Play terasa menarik atau menyenangkan menurutmu?)

Student 8 : Because the activities are different from regular lessons. There is a spin wheel and direct practice, so the class becomes livelier and not quiet.

(Karena kegiatannya beda dari pelajaran biasanya. Ada spin wheel sama praktik langsung, jadi kelasnya lebih rame dan enggak sepi.)

Researcher : So you prefer speaking lessons with direct practice like that?

(Berarti kamu lebih suka belajar speaking yang langsung praktik kayak gitu ya?)

Student 8 : Yes, because it makes the lesson less boring.

(Iya, soalnya jadi enggak gampang bosan.)

Researcher : Do speaking activities using Spin Wheel and Role Play make you more confident in speaking English?

(Apakah kegiatan speaking menggunakan Spin Wheel and Role Play membuat kamu lebih percaya diri berbicara Bahasa Inggris?)

Student 8 : Yes. Because I am often asked to try speaking, little by little I become more used to using English even though sometimes I still mix it up.

(Iya. Karena sering disuruh mencoba ngomong, jadi lama-lama lebih biasa pakai Bahasa Inggris walaupun masih campur-campur kadang.)

Researcher : By “mix it up,” do you mean you still mix English with Indonesian?

(Campur-campur itu maksudnya masih dicampur Bahasa Indonesia juga?)

Student 8 : Yes, sometimes I still forget the vocabulary, so I mix in a little Indonesian.

(Iya, kadang masih lupa kosakatanya jadi campur Bahasa Indonesia sedikit.)

Researcher : Does Role Play help you become braver in expressing ideas or opinions in English?

(Apakah kegiatan Role Play membantu kamu lebih berani menyampaikan ide atau pendapat dalam Bahasa Inggris?)

Student 8 : Yes, it helps. During the activities, I learned to speak in front of my friends and tried answering in English by myself.

(Iya membantu. Soalnya waktu kegiatan itu aku jadi belajar ngomong di depan teman-teman dan mencoba jawab pakai Bahasa Inggris sendiri.)

Researcher : Even though it is still simple, you still dare to try, right?

(Walaupun masih sederhana tetap berani mencoba ya?)

Student 8 : Yes, the important thing is to try speaking first.

(Iya, yang penting mencoba ngomong dulu.)

Researcher : Does the use of Spin Wheel and Role Play help you improve your English vocabulary?

(Apakah penggunaan Spin Wheel and Role Play membantu kamu menambah kosakata Bahasa Inggris?)

Student 8 : Yes, it helps. Sometimes there are new words that I have never heard before, and then I learn their meanings after the teacher or my friends explain them.

(Membantu sih. Kadang ada kata baru yang belum pernah aku dengar, terus jadi tahu artinya setelah dijelaskan guru atau teman.)

Researcher : So you also learn from your friends during speaking activities?

(Jadi kamu juga belajar dari teman waktu speaking ya?)

Student 8 : Yes, sometimes from other groups too.

(Iya, kadang dari kelompok lain juga.)

Researcher : Do Spin Wheel and Role Play help you speak English more fluently?

(Apakah Spin Wheel and Role Play membantu kamu berbicara lebih lancar dalam Bahasa Inggris?)

Student 8 : Yes, because I practice speaking directly more often. So now I am not too afraid when asked to do speaking activities.

(Iya membantu karena jadi lebih sering praktik ngomong langsung. Jadi sekarang enggak terlalu takut kalau disuruh speaking.)

Researcher : So now you are braver to try speaking first even though you are not fluent yet?

(Berarti sekarang lebih berani mencoba ngomong dulu ya walaupun belum lancar?)

Student 8 : Yes, I am braver than before.

(Iya, lebih berani daripada sebelumnya.)

Researcher : Does the Spin Wheel help you find ideas when speaking English?

(Apakah Spin Wheel membantu kamu menemukan ide saat berbicara Bahasa Inggris?)

Student 8 : Yes. Because the spin wheel already provides a theme or situation, so it is easier to think about what to say first.

(Iya. Karena dari spin wheel itu sudah ada tema atau situasinya, jadi lebih gampang mikir mau ngomong apa dulu.)

- Researcher : Do these activities make you braver to speak independently without depending on friends?
(Apakah kegiatan tersebut membuat kamu lebih berani mencoba berbicara sendiri tanpa bergantung pada teman?)
- Student 8 : Yes, even though I am still not very fluent. But now I try answering by myself more often before asking my friends.
(Iya, walaupun belum terlalu lancar. Tapi sekarang aku lebih sering mencoba jawab sendiri sebelum tanya teman.)
- Researcher : So now you do not immediately depend on your friends anymore?
(Jadi sekarang enggak langsung bergantung sama teman ya?)
- Student 8 : Yes, I try answering by myself first.
(Iya, coba jawab sendiri dulu.)
- Researcher : Do Spin Wheel and Role Play give you the opportunity to express ideas in your own way?
(Apakah Spin Wheel dan Role Play memberi kamu kesempatan untuk menyampaikan ide dengan cara kamu sendiri?)
- Student 8 : Yes. Because every student can speak in different ways. So I can use words that are easier for me to use.
(Iya. Karena setiap siswa bisa ngomong dengan cara yang beda-beda. Jadi aku bisa pakai kata yang lebih gampang aku pakai.)
- Researcher : What difficulties do you experience during speaking activities using Spin Wheel and Role Play?
(Apa kesulitan yang kamu alami saat mengikuti kegiatan speaking menggunakan Spin Wheel and Role Play?)
- Student 8 : Sometimes I am still confused about the pronunciation of some English words and afraid of forgetting what to say when speaking in front of the class.
(Kadang masih bingung pengucapan beberapa kata Bahasa Inggris sama takut lupa waktu ngomong di depan kelas.)
- Researcher : When you forget, do you also become nervous?
(Kalau lupa biasanya jadi gugup juga enggak?)
- Student 8 : Yes, sometimes I become confused when standing in front of the class.
(Iya, kadang jadi bingung sendiri pas di depan.)
- Researcher : How do you overcome those difficulties during speaking activities?

(Bagaimana cara kamu mengatasi kesulitan tersebut saat speaking?)

Student 8 : Usually, I practice reading before performing and memorize difficult vocabulary first.

(Biasanya aku latihan baca dulu sebelum maju sama menghafal kosakata yang susah.)

Researcher : How do you feel when participating in speaking activities using Spin Wheel and Role Play?

(Bagaimana perasaan kamu saat mengikuti kegiatan speaking menggunakan Spin Wheel dan Role Play?)

Student 8 : I feel happy because the lessons become more lively and less boring.

(Senang sih, karena pelajarannya jadi lebih hidup dan enggak bikin cepat bosan.)

Researcher : So you become more enthusiastic about speaking lessons?

(Jadi lebih semangat ikut pelajaran speaking ya?)

Student 8 : Yes, more enthusiastic than usual.

(Iya, lebih semangat daripada biasanya.)

Researcher : In your opinion, what is the difference between speaking activities before and after using Spin Wheel and Role Play?

(Menurut kamu, apa perbedaan kegiatan speaking sebelum dan sesudah menggunakan Spin Wheel and Role Play?)

Student 8 : Before, I was more silent during English lessons. But after these activities, I speak more often and practice together with my friends.

(Sebelumnya saya lebih sering diam waktu Bahasa Inggris. Tapi setelah ada kegiatan itu jadi lebih sering ikut ngomong sama latihan bareng teman-teman.)

Researcher : In your opinion, what should be improved so that Spin Wheel and Role Play activities can run better?

(Menurut kamu, apa yang perlu diperbaiki agar kegiatan Spin Wheel and Role Play berjalan lebih baik?)

Student 8 : In my opinion, the activities are already fun, and I hope activities like this will continue to be used during speaking lessons because they make learning English more enjoyable.

(Menurut aku udah seru sih, Kak, dan semoga kegiatan kayak gini tetap dipakai waktu pelajaran speaking karena bikin belajar Bahasa Inggris jadi lebih menyenangkan.)

Transcription 9

Participant Code : S9 (Student 9)

Researcher : What do you think about the use of Spin Wheel and Role Play in English speaking activities?

(Bagaimana pendapat kamu tentang penggunaan Spin Wheel and Role Play dalam kegiatan speaking Bahasa Inggris?)

Student 9 : In my opinion, it is quite enjoyable. Usually during speaking activities, I get confused about what to say, but when using the spin wheel, it helps more because the topic is already provided.

(Menurut aku cukup menyenangkan sih, Kak. Soalnya biasanya kalau speaking itu aku bingung harus ngomong apa, tapi waktu pakai spin wheel jadi lebih kebantu karena sudah ada topiknya.)

Researcher : Does the use of Spin Wheel and Role Play make you more active during speaking activities?

(Apakah penggunaan Spin Wheel and Role Play membuat kamu lebih aktif saat kegiatan speaking?)

Student 9 : Yes, because during the activities all students are involved. So whether I wanted to or not, I also tried speaking.

(Iya, karena waktu kegiatan itu semua siswa ikut terlibat. Jadi mau enggak mau aku juga ikut mencoba ngomong.)

Researcher : What makes speaking activities using Spin Wheel and Role Play interesting or enjoyable for you?

(Apa yang membuat kegiatan speaking menggunakan Spin Wheel dan Role Play terasa menarik atau menyenangkan menurutmu?)

Student 9 : Because the activities are different from usual. The lesson is not only about listening to the teacher, but we also practice directly with friends.

(Karena kegiatannya beda dari biasanya. Jadi pelajarannya enggak cuma mendengarkan guru terus, tapi kita langsung praktik sama teman-teman.)

Researcher : Do speaking activities using Spin Wheel and Role Play make you more confident in speaking English?

(Apakah kegiatan speaking menggunakan Spin Wheel and Role Play membuat kamu lebih percaya diri berbicara Bahasa Inggris?)

Student 9 : Yes. Because when I keep trying to speak, little by little I become more used to it even though I still make mistakes often.

(Iya sih. Karena kalau sering mencoba ngomong jadi lama-lama lebih terbiasa walaupun masih sering salah.)

Researcher : Does Role Play help you become braver in expressing ideas or opinions in English?

(Apakah kegiatan Role Play membantu kamu lebih berani menyampaikan ide atau pendapat dalam Bahasa Inggris?)

Student 9 : Yes. Usually I am afraid to speak by myself, but during the activities I tried to share my opinions even though I used simple sentences.

(Iya. Biasanya aku takut ngomong sendiri, tapi waktu kegiatan itu aku jadi mencoba kasih pendapat walaupun pakai kalimat yang sederhana.)

Researcher : Does the use of Spin Wheel and Role Play help you improve your English vocabulary?

(Apakah penggunaan Spin Wheel and Role Play membantu kamu menambah kosakata Bahasa Inggris?)

Student 9 : It helps a lot. Because there were some words that I heard for the first time from my friends during speaking activities, so I became curious about their meanings.

(Sangat membantu. Karena ada beberapa kata yang baru aku dengar waktu teman-teman speaking, jadi aku penasaran sama artinya.)

Researcher : Do speaking activities using Spin Wheel and Role Play help you speak English more fluently?

(Apakah kegiatan speaking menggunakan Spin Wheel and Role Play membantu kamu berbicara lebih lancar dalam Bahasa Inggris?)

Student 9 : Yes, because I practice speaking directly more often. So now when I am asked to do speaking activities, I do not stay silent all the time anymore.

(Iya, karena jadi lebih sering latihan ngomong langsung. Jadi sekarang kalau disuruh speaking enggak terlalu diam terus.)

Researcher : Does the Spin Wheel help you find ideas when speaking English?

(Apakah Spin Wheel membantu kamu menemukan ide saat berbicara Bahasa Inggris?)

Student 9 : Yes, because from the topic that appears, I get an idea of what I want to talk about. So I am not too confused when starting to speak.

(Iya, karena dari topik yang keluar aku jadi punya gambaran mau ngomong tentang apa. Jadi enggak bingung banget waktu mulai speaking.)

- Researcher : Do spin wheel and role play activities make you braver to speak independently without depending on friends?
(Apakah kegiatan spin wheel and role play membuat kamu lebih berani mencoba berbicara sendiri tanpa bergantung pada teman?)
- Student 9 : Yes, even though I am still not very fluent. But now I try answering or speaking by myself first before getting help from friends.
(Iya, walaupun belum terlalu lancar. Tapi sekarang aku lebih sering mencoba jawab atau ngomong sendiri dulu sebelum dibantu teman.)
- Researcher : Do Spin Wheel and Role Play give you the opportunity to express ideas in your own way?
(Apakah Spin Wheel dan Role Play memberi kamu kesempatan untuk menyampaikan ide dengan cara kamu sendiri?)
- Student 9 : Yes. Because each student can speak in their own way, so not all answers have to be the same.
(Iya. Karena tiap siswa bisa ngomong sesuai cara masing-masing, jadi enggak harus sama semua jawabannya.)
- Researcher : What difficulties do you experience during speaking activities using Spin Wheel and Role Play?
(Apa kesulitan yang kamu alami saat mengikuti kegiatan speaking menggunakan Spin Wheel dan Role Play?)
- Student 9 : Sometimes I forget vocabulary words.
(Kesulitannya kadang lupa kosakata.)
- Researcher : How do you overcome those difficulties during speaking activities?
(Bagaimana cara kamu mengatasi kesulitan tersebut saat speaking?)
- Student 9 : Usually I practice first and review vocabulary notes that I have already learned.
(Biasanya aku latihan dulu sama lihat catatan kosakata yang sudah dipelajari.)
- Researcher : How do you feel when participating in speaking activities using Spin Wheel and Role Play?
(Bagaimana perasaan kamu saat mengikuti kegiatan speaking menggunakan Spin Wheel dan Role Play?)
- Student 9 : I feel happy because the classroom atmosphere becomes more lively and not too tense during speaking activities.
(Senang sih, karena suasana kelas jadi lebih hidup dan enggak terlalu tegang waktu speaking.)

- Researcher : In your opinion, what is the difference between speaking activities before and after using Spin Wheel and Role Play?
(Menurut kamu, apa perbedaan kegiatan speaking sebelum dan sesudah menggunakan Spin Wheel dan Role Play?)
- Student 9 : Before, I was more silent during speaking activities. But after these activities, I try speaking more often even though it is still slowly.
(Sebelumnya saya lebih sering diam waktu speaking. Tapi setelah ada kegiatan itu jadi lebih sering mencoba ngomong walaupun masih pelan-pelan.)
- Researcher : In your opinion, what should be improved so that Spin Wheel and Role Play activities can run better?
(Menurut kamu, apa yang perlu diperbaiki agar kegiatan Spin Wheel and Role Play berjalan lebih baik?)
- Student 9 : Maybe the activities could be done more often during speaking lessons. Because learning like that makes me more enthusiastic about trying to speak English.
(Mungkin bisa lebih sering dilakukan waktu pelajaran speaking, Kak. Soalnya kalau belajarnya kayak gitu jadi lebih semangat buat mencoba ngomong Bahasa Inggris.)

Transcription 10

Participant Code : S10 (Student 10)

- Researcher : What do you think about the use of Spin Wheel and Role Play in English speaking activities?
(Bagaimana pendapat kamu tentang penggunaan Spin Wheel and Role Play dalam kegiatan speaking Bahasa Inggris?)
- Student 10 : It's really fun because from these activities I learned how to speak in English.
(Seru banget, karena dari kegiatan ini saya jadi tahu bagaimana cara speaking dalam Bahasa Inggris.)
- Researcher : What do you mean by learning more about speaking?
(Maksudnya lebih tahu cara speaking itu bagaimana?)
- Student 10 : I became more familiar with how to pronounce English words and became braver to try speaking in front of the class.
(Jadi lebih tahu cara ngucapin kata-kata Bahasa Inggris sama lebih berani buat nyoba ngomong di depan kelas.)

- Researcher : Does the use of Spin Wheel and Role Play make you more active during speaking activities?
(Apakah penggunaan Spin Wheel and Role Play membuat kamu lebih aktif saat mengikuti kegiatan speaking?)
- Student 10 : Yes, these activities make me more active in participating in English speaking activities because they are fun to follow.
(Iya, kegiatan itu mampu membuat saya aktif dalam mengikuti kegiatan speaking Bahasa Inggris karena kegiatannya seru untuk diikuti.)
- Researcher : In what way do you become more active?
(Lebih aktifnya kayak gimana?)
- Student 10 : I participate more often in speaking and discussing with friends during the activities.
(Jadi lebih sering ikut ngomong sama diskusi bareng teman waktu kegiatan berlangsung.)
- Researcher : What makes speaking activities using Spin Wheel and Role Play interesting or enjoyable for you?
(Apa yang membuat kegiatan speaking menggunakan Spin Wheel and Role Play terasa menarik atau menyenangkan menurutmu?)
- Student 10 : Togetherness with friends. At first, we rarely talked together, but then we could laugh together. Besides that, the game method is not boring.
(Kebersamaan dengan teman-teman. Dari yang awalnya kita jarang berbicara bareng, kita jadi bisa tertawa bersama. Selain itu juga karena metode permainannya nggak bikin bosan.)
- Researcher : Do speaking activities using Spin Wheel and Role Play make you more confident when speaking English?
(Apakah kegiatan speaking menggunakan Spin Wheel and Role Play membuat kamu lebih percaya diri ketika berbicara Bahasa Inggris?)
- Student 10 : They make me somewhat more confident because during the activities I practice pronouncing English words more often.
(Lumayan bikin aku lebih percaya diri sih, karena di dalam kegiatan ini aku jadi lebih sering mengucapkan kata-kata Inggris.)
- Researcher : Does Role Play help you become braver in expressing ideas or opinions in English?

(Apakah kegiatan Role Play membantu kamu lebih berani menyampaikan ide atau pendapat dalam Bahasa Inggris?)

- Student 10 : Yes, these activities make me braver to express my opinions in English.
(Ya, kegiatan ini buat aku lebih berani untuk menyampaikan pendapatku dalam Bahasa Inggris.)
- Researcher : Does the use of Spin Wheel and Role Play help you improve your English vocabulary?
(Apakah penggunaan Spin Wheel and Role Play membantu kamu menambah kosakata Bahasa Inggris?)
- Student 10 : It helps a lot because before this, I did not understand many English words.
(Sangat membantu karena sebelumnya aku banyak kurang mengerti kata-kata Bahasa Inggris.)
- Researcher : Do speaking activities using Spin Wheel and Role Play help you speak English more fluently?
(Apakah kegiatan speaking menggunakan Spin Wheel and Role Play membantu kamu berbicara lebih lancar dalam Bahasa Inggris?)
- Student 10 : Yes, they help because these activities train us to speak English more fluently.
(Iya membantu sih, karena kegiatan ini melatih kita belajar untuk lancar berbicara Inggris.)
- Researcher : Does the Spin Wheel help you find ideas when speaking English?
(Apakah Spin Wheel membantu kamu menemukan ide saat berbicara Bahasa Inggris?)
- Student 10 : Yes, it helps because these activities help us find ideas when speaking English. They make us braver to express our ideas.
(Iya, membantu karena kegiatan ini membantu menemukan ide saat berbicara Bahasa Inggris. Karena membuat kita lebih berani untuk mengucapkan ide.)
- Researcher : Do spin wheel and role play activities make you braver to speak independently without depending on friends?
(Apakah kegiatan spin wheel and role play membuat kamu lebih berani mencoba berbicara sendiri tanpa bergantung pada teman?)
- Student 10 : Yes, because after the role play activities, I memorize English vocabulary more often.
(Iya, karena aku lebih sering menghafalkan kosakata Bahasa Inggris setelah kegiatan pembelajaran media Role Play ini dilakukan.)

Researcher : Do Spin Wheel and Role Play give you the opportunity to express ideas in your own way?

(Apakah Spin Wheel and Role Play memberi kamu kesempatan untuk menyampaikan ide dengan cara kamu sendiri?)

Student 10 : Yes, role play activities give me the opportunity to express ideas in my own way because these activities help us become braver in expressing something.

(Iya, kegiatan Role Play memberiku kesempatan untuk menyampaikan ide dengan caraku sendiri, karena kegiatan ini membantu kita untuk lebih berani dalam menyampaikan sesuatu.)

Researcher : What difficulties do you experience during speaking activities using Spin Wheel and Role Play?

(Apa kesulitan yang kamu alami saat mengikuti kegiatan speaking menggunakan Spin Wheel and Role Play?)

Student 10 : Maybe none, because the activities are really fun and enjoyable. The lessons are easier to understand because they use those media.

(Mungkin tidak ada, karena kegiatan ini sangat seru dan menyenangkan. Pelajarannya lebih mudah dimengerti karena menggunakan media tersebut.)

Researcher : How do you overcome difficulties during speaking activities?

(Bagaimana cara kamu mengatasi kesulitan tersebut saat speaking?)

Student 10 : I overcome them by studying harder and memorizing English vocabulary.

(Kalau saya dengan cara belajar lebih giat dan menghafalkan kosakata Bahasa Inggris.)

Researcher : How do you feel when participating in speaking activities using Spin Wheel and Role Play?

(Bagaimana perasaan kamu saat mengikuti kegiatan speaking menggunakan Spin Wheel and Role Play?)

Student 10 : It is very enjoyable because we can learn while playing, and it is not boring.

(Sangat menyenangkan karena kita bisa belajar sambil bermain dan itu tidak membosankan.)

Researcher : In your opinion, what is the difference between speaking activities before and after using Spin Wheel and Role Play?

(Menurut kamu, apa perbedaan kegiatan speaking sebelum dan sesudah menggunakan Spin Wheel and Role Play?)

Student 10 : Before these activities, I was a bit lazy to learn English. After these activities, I became more interested in learning English.

(Perbedaannya, sebelum ada kegiatan tersebut aku agak malas belajar Bahasa Inggris. Setelah kegiatan tersebut aku merasa tertarik dalam belajar Bahasa Inggris.)

Researcher : In your opinion, what should be improved so that Spin Wheel and Role Play activities can run better?

(Menurut kamu, apa yang perlu diperbaiki agar kegiatan Spin Wheel dan Role Play Student 10 berjalan lebih baik?)

Student 10 : In my opinion, nothing needs to be improved because these activities are really fun and interesting to do while learning English.

(Nggak ada sih menurutku soalnya kegiatan ini sangat seru dan menarik untuk dilakukan saat kita belajar berbahasa Inggris.)

Appendix 3 Coding Process for Students' Learning Experiences toward the Integration of Spin Wheel and Role Play

Initial Codes	Category	Theme
Afraid of making mistakes, embarrassed, shy, nervous	Speaking Anxiety	Reconnaissance
Passive listener, rarely spoke English	Limited Speaking Experience	Reconnaissance
Bored, sleepy, lazy to learn English	Low Learning Motivation	Reconnaissance
Practicing speaking independently	Self-Preparation	Planning
Asking teachers and friends for help	Seeking Assistance	Planning
Looking up meanings and vocabulary	Vocabulary Preparation	Planning
Reviewing notes and memorizing vocabulary	Learning Preparation	Planning
Responding to friends during activities	Classroom Interaction	Action and Observation
Working in groups	Collaborative Learning	Action and Observation
All students have to speak	Active Participation	Action and Observation
Thinking spontaneously	Spontaneous Speaking Practice	Action and Observation
Generating ideas for conversations	Creative Thinking	Action and Observation
Becoming more confident	Increased Confidence	Reflection
Becoming braver and less shy	Reduced Speaking Anxiety	Reflection
Becoming more interested in English	Increased Learning Interest	Reflection
Becoming more accustomed to speaking English	Speaking Development	Reflection

Appendix 4 Student Experience of the Integration Spin Wheel and Role Play

Student	Reconnaissance	Plan	Action and observation	Reflection
S1	<i>"Yes, I was afraid and embarrassed. I used to think, 'Ah, I still can't do it. What if I make mistakes?'"</i>	<i>"After we get the theme, we are given time to prepare."</i>	<i>"We have to respond to our friends, so we interact more often."</i>	<i>"It makes me more confident speaking in front of the class because everyone also has to perform."</i>
S2	<i>"At first, I was shy and afraid of making mistakes."</i>	<i>"Usually, I try practicing speaking by myself, and if there are difficult words, I ask the teacher or my friends."</i>	<i>"Because we work in groups, everyone has to speak."</i>	<i>"Over time I became braver because all my friends were also learning together."</i>
S3	<i>"Usually, I listen more to friends speaking English."</i>	<i>"If I don't know the meaning, I usually ask friends or look it up myself."</i>	<i>"During those activities I also joined in speaking."</i>	<i>"After speaking in front of the class, I became more confident to try speaking again."</i>
S4	<i>"Speaking English is still difficult for me."</i>	<i>"I also practice speaking before performing in front of the class."</i>	<i>"During role play we have to think of our own ideas for the conversation."</i>	<i>"I became a little braver and less shy."</i>
S5	<i>"As students, we sometimes feel bored. Sometimes we even get sleepy."</i>	<i>"Usually, I search for the answers on my phone first or ask friends who understand better."</i>	<i>"When we practice, we have to think spontaneously."</i>	<i>"I am more interested in speaking activities like that."</i>
S6	<i>"Sometimes I still feel nervous, shy, and afraid of making pronunciation or grammar mistakes."</i>	<i>"Usually, I practice speaking by myself at home."</i>	<i>"During group activities, all members have to speak."</i>	<i>"I feel somewhat more confident."</i>
S7	<i>"At first, it was a bit difficult because I rarely spoke in English before."</i>	<i>"I usually practice speaking English by myself more often."</i>	<i>"All students get the opportunity to speak."</i>	<i>"I become more confident."</i>
S8	<i>"I was shy at first."</i>	<i>"Usually, I practice reading before performing"</i>	<i>"During the activities, all"</i>	<i>"Little by little I become more"</i>

		<i>and memorize difficult vocabulary first. "</i>	<i>students tried speaking. "</i>	<i>used to using English. "</i>
S9	<i>"Usually I am afraid to speak by myself. "</i>	<i>"Usually I practice first and review vocabulary notes that I have already learned. "</i>	<i>"During the activities all students are involved. "</i>	<i>"Little by little I become more used to it even though I still make mistakes often. "</i>
S10	<i>"Before these activities, I was a bit lazy to learn English. "</i>	<i>"I overcome them by studying harder and memorizing English vocabulary. "</i>	<i>"I participate more often in speaking and discussing with friends during the activities. "</i>	<i>"After these activities, I became more interested in learning English. "</i>

Appendix 5 Coding Process for Students' Perceptions toward the Use of Spin Wheel and Role Play

Initial Codes	Category	Theme
Fun, enjoyable, exciting	Learning Enjoyment	Positive Response
Interesting, not boring	Learning Interest	Positive Response
More active, more enthusiastic	Student Engagement	Positive Response
More confident, braver	Confidence Building	Positive Response
Helps practice speaking directly	Speaking Practice Support	Positive Response
Helps increase vocabulary	Vocabulary Development	Positive Response
Easier to understand	Learning Facilitation	Positive Response
More interested in learning English	Learning Motivation	Positive Response
Nervousness, pronunciation problems, limited vocabulary, fear of mistakes	Learning Challenges	Positive Response

Appendix 6 Students' Perception toward the Use of Spin Wheel and Role Play

Participant	Representative Statements	Perception Category
S1	<i>"It's fun", "more confident", "more enthusiastic", "helps us practice speaking directly"</i>	Positive
S2	<i>"more interesting", "more active", "more confident", "happy and less bored"</i>	Positive
S3	<i>"interesting", "more active", "more confident", "enjoyable and not boring"</i>	Positive
S4	<i>"more exciting", "more active", "more interested in learning English"</i>	Positive
S5	<i>"something new", "more confident", "more interested", "helps increase vocabulary"</i>	Positive
S6	<i>"good", "more fun", "happy", "easier to understand"</i>	Positive
S7	<i>"fun", "more active", "more confident", "really happy"</i>	Positive
S8	<i>"more enjoyable", "more enthusiastic", "braver than before"</i>	Positive
S9	<i>"quite enjoyable", "more active", "happy", "more enthusiastic"</i>	Positive
S10	<i>"really fun", "more interested in learning English", "very enjoyable"</i>	Positive
Total		100% Positive

Appendix 7 Lesson Plan

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Sekolah	MTsN 3 Kediri
Nama Mata Pelajaran	Bahasa Inggris
Tema	Imperative Sentence (Command and Prohibition)
Fase/Kelas/Semester	D/VIII/2
Tahun Pelajaran	2025/2026
Alokasi Waktu	3 JP (120 Menit)
B. KOMPETENSI AWAL	
1. Siswa telah mengetahui dan memahami beberapa kosakata dasar yang sering digunakan dalam perintah atau larangan. 2. Siswa memahami konsep dasar kalimat perintah dan larangan dalam Bahasa Indonesia sehingga lebih mudah menghubungkannya dengan Bahasa Inggris.	
C. PROFIL PELAJAR PANCASILA	
1. Gotong royong, dilaksanakan dalam kerja kelompok. 2. Bernalar kritis, diwujudkan dalam kegiatan tanya jawab terkait materi/soal yang dipelajari. 3. Kreatif, dapat menjawab soal dan mengerjakan tugas sesuai tagihan berdasarkan gaya belajarnya.	
D. TARGET PESERTA DIDIK	
1. Peserta didik kelas VIII (fase D). 2. Peserta didik umum yang tidak mengalami kesulitan dalam mencerna dan memahami materi ajar. 3. Peserta didik yang mengalami kesulitan belajar. 4. Peserta didik dengan kemampuan berpikir tinggi (HOTS).	
E. SARANA DAN PRASARANA	
Sarana	Spidol, papan tulis, buku LKS , materi ajar, laptop, video pembelajaran, handphone, speaker.
Prasarana	Ruang kelas.
F. PENDEKATAN, MODEL, DAN METODE PEMBELAJARAN	
Pendekatan pembelajaran	Pendekatan 4C, Critical Thinking (Berpikir Kritis), Creativity (Kreativitas), Communication (Komunikasi), Collaboration (Kolaborasi).
Model Pembelajaran	<i>Genre Based Approach</i> (GBA)
Metode Pembelajaran	Diskusi, tanya jawab, individu, kerja kelompok, role play.
KOMPONEN INTI	
A. CAPAIAN PEMBELAJARAN	

Menyimak-Berbicara (Listening-Speaking)	Peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail teks lisan yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang diminati secara umum. Peserta didik terlibat dalam diskusi, memberikan pendapat, membuat perbandingan dan/atau menyampaikan preferensi. Peserta didik menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
Membaca-Memirsa (Reading-Viewing)	Peserta didik membaca dan merespons teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Peserta didik mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Peserta didik mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Menulis-Mempresentasikan (Writing-Presenting)	Peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, peserta didik merencanakan, menuliskan, dan menyajikan berbagai jenis teks dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. Peserta didik berupaya untuk menulis kata-kata baru berdasarkan pemahaman mereka terhadap hubungan huruf bunyi dalam bahasa Inggris. Peserta didik menunjukkan pemahaman yang lebih konsisten bahwa teks dalam bahasa Inggris ditulis dengan kaidah (konvensi) yang disesuaikan dengan konteks dan tujuannya.
B. TUJUAN PEMBELAJARAN	
1. Siswa mampu memahami penggunaan kalimat imperative yaitu command (perintah) dan prohibition (larangan) dalam bahasa Inggris dengan tepat sesuai konteks. 2. Siswa mampu membuat kalimat imperative yang sesuai dengan situasi sehari-hari, baik dalam bentuk tulisan maupun percakapan. 3. Siswa mampu menggunakan kalimat imperative dalam komunikasi lisan dan tulisan secara benar dan efektif.	
C. KRITERIA KETERCAPAIAN TUJUAN PEMBELAJARAN (KKTP)	
1. Siswa dapat menjelaskan konsep dan fungsi kalimat imperative berupa command (perintah) serta prohibition (larangan) dengan benar. 2. Siswa dapat menyusun kalimat imperative dalam berbagai konteks kehidupan sehari-hari, seperti di sekolah, rumah, dan tempat umum, baik dalam bentuk tulisan maupun dialog. 3. Siswa dapat menerapkan kalimat imperative dalam percakapan sederhana secara lisan dan tertulis dengan struktur yang tepat.	
D. PEMAHAMAN BERMAKNA	
1. Setelah pembelajaran, siswa dapat menyampaikan instruksi, perintah, atau larangan dengan tepat dalam berbagai situasi, seperti di sekolah, rumah, dan tempat umum. 2. Setelah pembelajaran, siswa dapat menggunakan kalimat imperative dalam percakapan sehari-hari dengan percaya diri.	

3. Setelah pembelajaran, siswa dapat memahami tanda atau instruksi dalam bahasa Inggris, seperti <i>No Smoking</i> , <i>Keep Silent</i> , atau <i>Do Not Enter</i> , sehingga dapat lebih mudah mengikuti aturan dalam berbagai lingkungan		
E. PERTANYAAN PEMANTIK		
1. Have you ever seen signs such as "No Smoking", "Do Not Enter", or "Keep Silent"? What do you think these signs mean? 2. How do you tell someone to do something in a polite way in English? 3. Is there a difference between how to give orders in English and Indonesian? 4. Why is it important for us to understand commands and prohibitions in English?		
F. KEGIATAN PEMBELAJARAN		
PERTEMUAN KE-1		
KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	1. Guru mengucapkan salam pembuka. 2. Guru menanyakan kabar kepada seluruh peserta didik. 3. Guru mempersilakan peserta didik berdoa bersama yang dipimpin oleh ketua kelas. 4. Guru memeriksa kehadiran peserta didik. 5. Guru memberikan motivasi atau ice breaking. 6. Guru melakukan apersepsi dengan mengajukan beberapa pertanyaan terkait aturan, perintah, dan larangan yang sering ditemui peserta didik di sekolah maupun tempat umum. 7. Guru mengaitkan jawaban peserta didik dengan materi yang akan dipelajari, yaitu imperative sentence (command dan prohibition). 8. Guru menyampaikan tujuan pembelajaran yang akan dicapai. 9. Guru memberikan pertanyaan pemantik,	5 Menit
Inti	BKOF (Building Knowledge of the Field)	30 Menit
	1. Guru menampilkan beberapa gambar tanda perintah dan larangan di tempat umum, contoh: - No Smoking -Open Your Book 2. Guru menjelaskan definisi dan fungsi kalimat imperatif (command dan prohibition). 3. Guru menunjukkan contoh kalimat imperative: • Command: "Close the door!", "Please sit down." • Prohibition: "Don't be noisy!", "Do not run in the hallway." 4. Guru menampilkan contoh penggunaan kalimat imperative dan cara meresponnya. 5. Siswa diminta membaca contoh kalimat imperative dan siswi membaca contoh kalimat untuk merespon kalimat tersebut.	
	MOT (Modeling of the Text)	
	1. Guru membaca/memainkan dialog pendek yang mengandung kalimat command dan prohibition. 2. Guru memberi contoh dialog di papan.	

	➤ Teacher : Where are you going, Windi? ➤ Windi : I'm going to go to the library, mam. ➤ Teacher : Okay, but please close the door after you go outside. ➤ Windi : Alright, mam. ➤ Teacher : Oh, wait a minute. Please tell the librarian to meet me after the class over. ➤ Windi : Okay, mam. ➤ Teacher : Thank you, Win. ➤ Windi : You're welcome, mam. 3. Guru menunjukkan struktur kalimat dan makna dari perintah atau larangan dalam dialog. 4. Siswa bersama guru menggarisbawahi kalimat imperatif dari dialog dan mengidentifikasi jenisnya.	
Penutup	1. Sebelum mengakhiri pembelajaran guru mengajak peserta didik menyimpulkan bersama materi yang telah dipelajari hari ini. 2. Guru melakukan refleksi bersama peserta didik. 3. Guru menyampaikan pembelajaran atau topik berikutnya. 4. Guru mengakhiri pembelajaran dengan salam dan doa.	5 Menit
PERTEMUAN KE-2		
KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	1. Guru mengucapkan salam pembuka. 2. Guru menanyakan kabar kepada seluruh peserta didik. 3. Guru mempersilakan peserta didik berdoa bersama yang dipimpin oleh ketua kelas. 4. Guru memeriksa kehadiran peserta didik. 5. Guru memberikan motivasi atau ice breaking. 6. Guru mengingatkan kembali materi pada pertemuan sebelumnya tentang imperative sentence, khususnya command dan prohibition. 7. Guru melakukan apersepsi dengan mengajukan beberapa pertanyaan terkait penggunaan kalimat perintah dan larangan dalam kehidupan sehari-hari. 8. Guru menyampaikan tujuan pembelajaran yang akan dicapai. 9. Guru memberikan pertanyaan pemantik terkait penggunaan command dan prohibition dalam kegiatan role play.	10 Menit
Inti	JCOT (Joint Construction of the Text) 1. Guru membagi peserta didik menjadi beberapa kelompok yang terdiri atas 4-5 orang. 2. Guru menjelaskan aturan kegiatan Spin Wheel Role Play. ➤ Setiap kelompok memutar spin wheel untuk mendapatkan tema percakapan. ➤ Tema yang diperoleh berkaitan dengan situasi sehari-hari, seperti di kelas, di perpustakaan, di kantin, atau saat di rumah. ➤ Tema menentukan penggunaan kalimat command atau prohibition dalam percakapan.	60 Menit

	3. Setiap kelompok memutar spin wheel secara bergantian untuk memperoleh tema percakapan. 4. Peserta didik berdiskusi bersama kelompok untuk menyusun dialog singkat (9–10 baris) berdasarkan tema yang diperoleh. 5. Peserta didik mengidentifikasi dan memasukkan kalimat command atau prohibition yang sesuai ke dalam dialog. 6. Setiap anggota kelompok menentukan peran yang akan dimainkan dalam role play. 7. Guru membimbing dan memberikan arahan kepada setiap kelompok selama proses penyusunan dialog. 8. Empat kelompok pertama maju ke depan kelas secara bergantian untuk menampilkan role play. 9. Guru dan peserta didik memberikan apresiasi serta umpan balik terhadap penampilan kelompok yang tampil.	
Penutup	1. Sebelum mengakhiri pembelajaran guru mengajak peserta didik menyimpulkan bersama materi yang telah dipelajari hari ini. 2. Guru melakukan refleksi bersama peserta didik. 3. Guru menyampaikan pembelajaran atau topik berikutnya. 4. Guru mengakhiri pembelajaran dengan salam dan doa.	10 Menit
PERTEMUAN KE-3		
KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	1. Guru mengucapkan salam pembuka. 2. Guru menanyakan kabar kepada seluruh peserta didik. 3. Guru mempersilakan peserta didik berdoa bersama yang dipimpin oleh ketua kelas. 4. Guru memeriksa kehadiran peserta didik. 5. Guru memberikan motivasi atau ice breaking. 6. Guru mengulas kembali materi command dan prohibition serta kegiatan penyusunan dialog yang telah dilakukan pada pertemuan sebelumnya. 7. Guru mengajak peserta didik mengingat kembali tema dan dialog role play yang telah disusun oleh masing-masing kelompok. 8. Guru menyampaikan tujuan pembelajaran yang akan dicapai. 9. Guru memberikan pertanyaan pemantik terkait penampilan role play yang akan dilakukan oleh setiap kelompok.	5 menit
Inti	JCOT (Joint Construction of the Text) 1. Guru mengulas kembali materi tentang kalimat imperative, khususnya command dan prohibition. 2. Guru memberikan kesempatan kepada kelompok yang belum tampil untuk melakukan persiapan akhir dan berlatih bersama anggota kelompok. 3. Tiga kelompok yang belum mendapatkan giliran tampil maju ke depan kelas secara bergantian untuk menampilkan role play berdasarkan tema yang telah diperoleh pada pertemuan sebelumnya.	30 Menit

	4. Peserta didik yang tidak tampil menyimak penampilan teman dan mengidentifikasi penggunaan kalimat command dan prohibition dalam dialog. 5. Guru memberikan umpan balik terkait penggunaan kalimat imperative, pengucapan (pronunciation), kelancaran berbicara (fluency), serta kerja sama kelompok. 6. Peserta didik memberikan apresiasi, komentar, dan saran secara santun terhadap penampilan kelompok yang tampil. 7. Guru bersama peserta didik mendiskusikan kesalahan umum dan memperbaiki penggunaan kalimat command dan prohibition yang masih kurang tepat. 8. Guru memberikan penghargaan dan apresiasi kepada seluruh kelompok atas partisipasi dan kerja sama selama kegiatan role play.	
Penutup	1. Sebelum mengakhiri pembelajaran guru mengajak peserta didik menyimpulkan bersama materi yang telah dipelajari hari ini. 2. Guru melakukan refleksi bersama peserta didik. 3. Guru menyampaikan pembelajaran atau topik berikutnya. 4. Guru mengakhiri pembelajaran dengan salam dan doa.	5 Menit
PERTEMUAN KE-4		
KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	1. Guru mengucapkan salam pembuka. 2. Guru menanyakan kabar kepada seluruh peserta didik. 3. Guru mempersilakan peserta didik berdoa bersama yang dipimpin oleh ketua kelas. 4. Guru memeriksa kehadiran peserta didik. 5. Guru memberikan motivasi singkat kepada peserta didik. 6. Guru mengulas kembali materi imperative sentence, khususnya command dan prohibition yang telah dipelajari melalui kegiatan role play. 7. Guru melakukan apersepsi dengan mengajak peserta didik menyebutkan contoh kalimat command dan prohibition yang pernah digunakan selama pembelajaran. 8. Guru menyampaikan tujuan pembelajaran dan kegiatan evaluasi yang akan dilakukan. 9. Guru memberikan arahan mengenai tata cara dan aturan dalam mengerjakan tugas individu.	10 Menit
Inti	ICOT (Independent Construction of the Text) 1. Guru membagikan lembar tugas individu kepada peserta didik. 2. Guru menjelaskan petunjuk dan tata cara pengerjaan tugas. 3. Peserta didik mengerjakan tugas secara mandiri berdasarkan materi yang telah dipelajari pada pertemuan sebelumnya. Tugas yang dikerjakan meliputi: ➤ Pilihan Ganda (memilih kalimat imperative yang tepat sesuai konteks).	60 Menit

	➤ True and False (menentukan apakah kalimat termasuk command atau prohibition). ➤ Arrange the Sentence (menyusun kata-kata acak menjadi kalimat imperative yang benar). ➤ Writing Task (menulis 2 kalimat command dan 2 kalimat prohibition berdasarkan situasi yang diberikan). 4. Guru mengawasi jalannya kegiatan dan memastikan peserta didik mengerjakan tugas secara jujur dan mandiri. 5. Setelah selesai, peserta didik mengumpulkan hasil pekerjaannya kepada guru. 6. Guru memberikan umpan balik terhadap hasil pengerjaan peserta didik serta mengklarifikasi jawaban yang masih kurang tepat. 7. Guru memberikan apresiasi kepada peserta didik atas partisipasi dan usaha yang telah dilakukan selama pembelajaran.	
Penutup	1. Sebelum mengakhiri pembelajaran guru mengajak peserta didik menyimpulkan bersama materi yang telah dipelajari hari ini. 2. Guru melakukan refleksi bersama peserta didik. 3. Guru menyampaikan pembelajaran atau topik berikutnya. 4. Guru mengakhiri pembelajaran dengan salam dan doa.	10 Menit

H. REFLEKSI GURU

PERTANYAAN REFLEKSI	YA	TIDAK
1. Apakah pemilihan media pembelajaran telah mencerminkan tujuan pembelajaran yang akan dicapai?		
2. Apakah keseluruhan pembelajaran dapat memberikan makna pembelajaran yang hendak dicapai?		
3. Apakah pemilihan metode pembelajaran sudah efektif untuk membantu tercapainya tujuan pembelajaran?		
4. Apakah pembelajaran hari ini dapat memberikan semangat belajar pada siswa untuk lebih antusias dalam pembelajaran berikutnya?		

I. ASSESMENT

Assesmen Diagnostik	Berbentuk tes tertulis.
Assesmen Formatif	Berbentuk tes tertulis.
Assesmen Sumatif	Berbentuk tes tertulis.

J. REMEDIAL DAN PENGAYAAN

Kegiatan Remedial	Kegiatan remedial diberikan kepada peserta didik yang belum mencapai standar kompetensi. Dalam kegiatan ini, siswa akan membaca kembali materi, menganalisis contoh kalimat, serta berlatih menyusun dan mengucapkan kalimat imperative secara berulang. Guru juga akan memberikan latihan tambahan berupa identifikasi dan koreksi kalimat, serta latihan berbicara dalam kelompok kecil agar siswa lebih memahami penggunaan kalimat perintah dan larangan dalam bahasa Inggris.
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Kegiatan Pengayaan	Kegiatan pengayaan ini ditujukan bagi peserta didik yang telah mencapai atau melampaui standar kompetensi. Dalam kegiatan ini, siswa akan membuat poster atau papan petunjuk yang berisi kalimat imperative dalam berbagai konteks, seperti sekolah, tempat umum, dan rumah. Dengan kegiatan ini, siswa akan lebih kreatif dan mampu mengaplikasikan penggunaan imperative secara lebih nyata. Selain itu, mereka juga akan mempresentasikan hasil karyanya untuk meningkatkan kemampuan berbicara dalam bahasa Inggris.
K. SUMBER BELAJAR/REFERENSI	
1. Link video materi : https://youtu.be/nCWEx37z5gY?si=_cg9V7Gi4_lfe4s2 2. Kamus Bahasa Inggris 3. Buku paket English for Nusantara 4. Buku LKS 5. English Academy	
L. LAMPIRAN	
1. Bahan ajar/bacaan guru dan siswa 2. Media Pembelajaran 3. Daftar Pustaka	

LAMPIRAN
1. BAHAN AJAR/BACAAN GURU DAN SISWA
IMPERATIVE SENTENCE ❖ IMPERATIVE SENTENCE : a sentence used to ask someone to do or not do something. ❖ CHARACTERISTIC a. Use exclamation mark (!) b. No Subject. (Langsung ke kata kerja) Ex : - Wake up! ❖ TYPES OF IMPERATIVE SENTENCE 1. COMMAND (Perintah) “Command” is an expression used to tell someone to do something. a. <u>V1 + C</u> Ex : - Tutup pintu itu! = Close the Door! - Kupas apelnya! = Peel the apple! - Matikan lampunya! = Turn off the lamp! Note : Untuk memperhalus command gunakan : “Please” Ex : - Please, open the door! - Sit down, please! b. <u>Be + ANA</u> Ex : - Jujurlah! = Be honest! - Tenanglah! = Be quiet! - Hati-hatilah! = Be careful!

Beberapa contoh kalimat ungkapan command dan responnya :

COMMAND	RESPONSE
Open the door, please.	Ok
Please take that note book.	Sure, here it is.
Excuse me, would you close the window? too cold in here.	Of course, wait a minute.
Help me to cook this chicken.	My pleasure, I'll help you.
Leave your bag here, please.	Thank you.
Please listen to me carefully.	All right.
Use your mask, Sir, please.	Ok, I'm sorry.
I'm sorry, can you please turn off the music. My baby is sleeping.	Of course, no problem

Conversation :



- Teacher : Where are you going, Windi?
 Windi : I'm going to go to the library, mam.
 Teacher : Okay, but please close the door after you go outside.
 Windi : Alright, mam.
 Teacher : Oh, wait a minute. Please tell the librarian to meet me after the class over.
 Windi : Okay, mam.
 Teacher : Thank you, Win.
 Windi : You're welcome, mam.

2. PROHIBITION (Larangan)

“Prohibition” is an expression used to warn others not to do something.

a. Don't + V1 (Jangan)

- Ex : - Jangan tidur! = Don't sleep!
 - Jangan tinggalkan aku! = Don't leave me!
 - Jangan berhenti! = Don't stop!

b. Don't + be + ANA

- Ex : - Jangan malas! = Don't be lazy!
 - Jangan marah padaku! = Don't be mad at me!

c. No + V-ing (Dilarang)

- Ex : - Dilarang tidur! = Don't be lazy!
 - Dilarang parkir! = Don't be mad at me!
 - Dilarang merokok! = No smoking!

Beberapa contoh kalimat ungkapan prohibition dan responnya :

PROHIBITION	RESPONSE
Don't step the grass, please.	I'm sorry. I didn't know.
Be carefull, don't touch the painting .	Don't worry.
Please don't enter this room.	Oh, ok.
Watch out! It's so dangerous.	Thanks to remind me
Don't feed the animal, please.	Sure, no problem.
Don't play with that scissor!	All right, mom
Don't touch it! It's so hot.	Oh really? Ok
Don't sleep too late. You'll wake up late.	Sure, I wont

Conversation :



- Mother : Ben, I will go to your aunt's house. I'll be back tonight.
 Ben : Alright, mom.
 Mother : Remember, don't go anywhere, and don't leave your sister alone.
 Ben : I know, mom.
 Mother : Your lunch is in the kitchen. So, don't turn on the stove. It's very dangerous.
 Ben : Okay, mom.
 Mother : Your dad will be back at nine. I'm going now.
 Ben : Take care, mom.
 Mother : I will.

2. MEDIA PEMBELAJARAN

Spin Wheel Role Play :

Front :



Behind :



Situation (Inside the envelopes) :

In the library

Don't eat and drink



Return the book to the right place



Borrowing books



In the classroom

Don't playing ball in the classroom



Clean the classroom

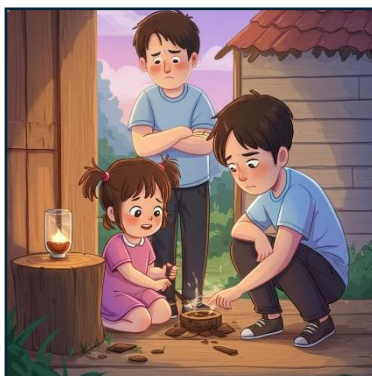


Exam time



In the house

Don't play with fire



Feed the cat

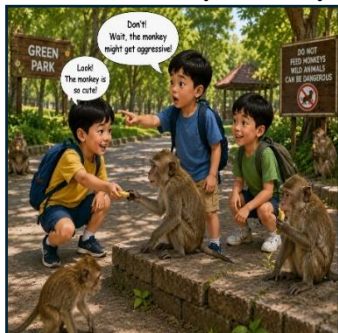


Watch TV too long



In the park

Don't feed monkeys carelessly



Keep the park clean



Pick flowers



In the canteen

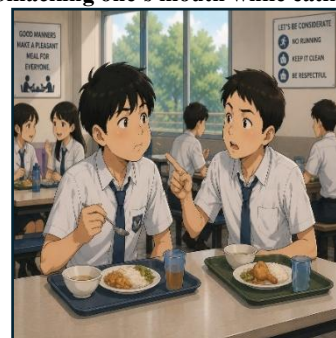
Don't push your friends.



Clean the table after eating.



Smacking one's mouth while eating.



3. DAFTAR PUSTAKA

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Appendix 8 Interview Documentation

Student 1



Student 2



Student 3



Student 4



Student 5



Student 6



Student 7**Student 8****Student 9****Student 10**

Appendix 9 Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI (UIN) SYEKH WASIL KEDIRI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Jokoriyo No. 3, Kel. Ngronggo, Kota Kediri, Jawa Timur. Kode Pos 64127

Telepon: (0354) 689282 | Website: faktarbiyah.uinkediri.ac.id

Nomor : B-1993/Un.33/D2/PP.07.01.05/05/2026 Kediri, 7 May 2026
 Lamp. : -
 Perihal : **Permohonan Izin Riset / Penelitian**

Kepada
 Kepala MTsN 3 Kediri
 di Tempat

Assalamualaikum Wr. Wb.

Dengan hormat kami beritahukan bahwa mahasiswa tersebut di bawah ini :

Nama : ALFI NURROSITA
 NIM : 22202046
 Semester : 8
 Prodi : TADRIS BAHASA INGGRIS

Dalam rangka menyelesaikan studi dan menyusun skripsinya yang perlu melakukan penelitian lapangan. Untuk itu kami memohon agar mahasiswa yang bersangkutan diberi izin dan kesempatan untuk melakukan penelitian di wilayah / lembaga yang menjadi wewenang Bapak / Ibu, dalam bidang-bidang yang terkait dengan judul skripsinya, yaitu :

"Students' Perceptions toward the Use of Spin Wheel and Role Play in Developing Speaking Skills at Class VIII-A MTsN 3 Kediri"

Mahasiswa yang melaksanakan riset/penelitian akan berkewajiban mentaati semua peraturan yang berlaku di lembaga/instansi tempat penelitiannya.
 Demikian atas perkenan dan kerjasama Bapak/Ibu. kami sampaikan terimakasih.

Wassalamualaikum Wr. Wb.

a.n. Dekan Fakultas Tarbiyah dan Ilmu Keguruan,
 Wakil Dekan Bidang Akademik dan Kelembagaan



Dr. Hj. Mu'awanah, M.Pd
 NIP. 196806041998032001

Dicetak pada : 07/05/2026 8:39:43
 Sent To : alfinrstaaa@gmail.com

Appendix 10 Certificate of Research Implementation



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KEDIRI
MADRASAH TSANAWIYAH NEGERI 3**

Jalan Pahlawan Purwoasri Kediri 64154
Telepon. (0354) 529299 Email: mtsnpurwoasri@rocketmail.com
Website: www.mtsnpurwoasri.sch.id

SURAT KETERANGAN

Nomor : B-262/Mts.13.33.03/PP.00.5/05/2026

Yang bertanda tangan di bawah ini :

Nama : Doni Setiawan, M.Pd.
NIP : 198307092009011008
Pangkat/Golongan : Penata Tk. 1 / III d
Jabatan : Kepala Madrasah

Dengan ini menerangkan bahwa :

Nama : Alfi Nurrosita
NIM : 22202046
Semester : 8
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Mahasiswa tersebut telah melaksanakan penelitian di MTsN 3 Kediri .

Demikian Surat Keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Kediri
Pada tanggal : 21 Mei 2026
Kepala,



Doni Setiawan

CURRICULUM VITAE



The writer, Alfi Nurrosita, was born in Kediri on November 9, 2003. She is the first child of two siblings, born to Mr. Suroto and Mrs. Siti Yamunah. She lives in Campurejo Village, Mojoroto District, Kediri City, East Java. She began her formal education at SDN Campurejo 2 Kediri, where she completed her elementary education in 2016.

After completing her study at the elementary level, she continued her education at MTsN 1 Kota Kediri and graduated in 2019. She then pursued her next level of education at SMK PGRI 2 Kediri, where she finished her study in 2022. In the same year, she decided to continue her academic journey at State Islamic University (UIN) Syekh Wasil Kediri by enrolling in the Department of English Education, Faculty of Tarbiyah and Teacher Training. Since then, she has been studying various subjects related to English language teaching and learning as part of her undergraduate study. She is currently completing her undergraduate education by conducting research in the field of English education at State Islamic University (UIN) Syekh Wasil Kediri.