

# Teaching Speaking Skills Using the Spinning Wheel Game in Senior High School

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## Abstract:

Students in Senior High School still have some difficulty speaking English fluently. The researcher of this study investigated the students' speaking skills by using the Spinning Wheel Game media. In this study, the researcher used a qualitative method with a case study design. The researcher focuses on the student's fluency in the English language. The primary data of this study are from observations and the results of the interviews; meanwhile, the secondary data are from books, journals, personal documents, and official written documents. The instruments used in this study are field note observations, an interview guide, and documentation. The purpose of this study is to investigate the use of the Spinning Wheel Game in teaching speaking skills and to examine students' responses to using the Spinning Wheel Game. The result of this study showed that the Spinning Wheel Game helps students in the class. The students were active, enthusiastic, and focused on the material, and they comprehended it well. The Spinning Wheel Game media also helps students improve their fluency and confidence in speaking the English language.

**Keywords:** qualitative research, speaking skill, spinning wheel game

## Introduction

Speaking is a human's medium to deliver their expression so they can appreciate each other (Fatimatussahra et al., 2023). When people speak, they must think about what they will deliver to other people. This will make them creative in thinking by stringing good words together because they have to show their opinion, feelings, and the meaning of what they conveyed. However, speaking is also challenging for teachers to teach students to have better communication with other people. Teachers must have a good strategy and media to improve students' speaking ability and boost their self-confidence in class. The media in this study is using a spinning wheel from a website called *Wheels of Name*. According to

Mardhiyah (2023), Spinning Wheel Game is an instrument that can be used in the teaching and learning process, which has a circular shape and can be turned around. It can help boost students' vocabulary, grammar, pronunciation, fluency, and self-confidence.

According to Fatimatuzzahra et al. (2023), the Spinning Wheel makes students have an interest and have a better reaction in learning speaking skills. The students also get involved in the learning process and engage their friends in a group so that the other friends feel appreciated to learn together. According to Wijaya & Juliana (2024), in their research, they discovered that the Spinning Wheel can upgrade the students' processing speed and memory in learning vocabulary. The researchers also said that the media can increase the students' ability to understand, attract students' interest, and inspire them to study.

This study aims to investigate the use of the Spinning Wheel Game and the students' response to the Spinning Wheel Game in teaching a speaking class. This study is conducted in SMAN 1 Tanjung Bumi for eleventh-grade students. The reason of the researcher chose the title "Teaching Speaking Skill Using Spinning Wheel Game in Senior High School" is to know the use of the Spinning Wheel Game for teaching and learning speaking skills and the response of the students to the Spinning Wheel Game.

## **Review of Literature**

According to Sofyan (2020), speaking is an action that people do to interact with other people. Speaking also occurs everywhere and processes in the class because of its advantages, such as being easy to use and making the students active in the class. The Spinning Wheel Game is important to research for speaking skills because the media can make students more active in the learning process, cooperate with their friends, be interested in learning speaking skills by using interesting media, gain more knowledge faster, and improve their self-confidence, rather than not using the Spinning Wheel media. It is also important for them to know good new media and strategy to boost their speaking skill when they want to learn it alone or with friends.

Senior high learners need both fluency (speed, flow, meaning-focused output) and accuracy/complexity (lexico-grammatical range, discourse management). Classic accounts highlight features of speaking such as real-time processing, negotiation of meaning, and interactional management (Bygate, 1987; Thornbury, 2005; Nation & Newton, 2009).

Classroom constraints—large classes, exam pressure, and varying proficiency—create limited talk time per learner and risk fossilizing ‘safe’ language. Therefore, approaches that multiply turns, rotate participation equitably, and inject spontaneity are valuable at this level.

Game-based learning (GBL) and gamification share overlapping design elements (goals, rules, feedback, chance, rewards) that support engagement and learning (Gee, 2003; Plass, Homer, & Kinzer, 2015; Kapp, 2012). Meta-analyses show generally positive motivational effects of gamification, moderated by context and design quality (Hamari, Koivisto, & Sarsa, 2014; Sailer et al., 2017). In language learning, playful mechanics promote repeated output, experimentation with language forms, and collaboration/competition (Reinhardt & Sykes, 2012; Hwang & Wu, 2012). The spinning wheel is a lightweight, low-tech instantiation of these principles, suitable for large classes and limited resources.

### **Core Mechanics**

A physical or digital wheel divided into segments (topics, functions, vocabulary sets, roles, time limits, bonus “challenge” cards). Spin determines either who speaks, what to speak about, or how to speak (constraints: tense, number of reasons, discourse marker, formal/informal register). For equitable participation, it uses random selection counters, ‘usual volunteers’, and supports quieter students. Then, focus on form in meaning: Teachers can incorporate ‘focus on form’ via post-spin recasts or micro-noticing moments (Ellis, 2003). The benefit of this activity is that framing risk as play can reduce fear of negative evaluation. Segments can be color-coded by difficulty; learners “choose to spin” at an appropriate level.

### **Method**

The researcher of “*Teaching Speaking Skill Using Spinning Wheel Game in Senior High School*” is using a qualitative method with a case study as research design. By using this research design, the researcher will look over the whole process of teaching and learning process by focusing on the interesting Spinning Wheel Game media in the speaking class in SMAN 1 Tanjung Bumi. The instruments of this research are field note observation, an interview guideline, and documentation. The researcher used three techniques for analysing the data that were collected. Those are data reduction, data display, and conclusion.

Qualitative descriptive is suitable because it describes what happens during the game-based speaking sessions and interprets how the game influences participation, confidence, and interaction. Non-participant or participant observation during lessons, using an observation checklist (engagement, turn-taking, interaction patterns, willingness to speak). Field notes for unexpected events, behaviors, or student reactions. It is also important to have document analysis from the lesson plans, teaching materials (spinning wheel prompts), and students' speaking task transcripts if recorded.

## **Results and Discussions**

### **The Use of the Spinning Wheel Game in Teaching Speaking Skills**

During the process of teaching and learning in the class, the researcher focuses on the fluency of the students' speaking. This finding is to answer the first research question by using field note observation and documentation, which is: How is the use of the Spinning Wheel Game in teaching speaking class for the eleventh grade in SMAN 1 Tanjung Bumi?

Here is the process of teaching and learning in the class. The English subject class is at 08.30 a.m. The teacher went to the class and prepared the equipment for teaching and learning, such as a laptop, a projector, and attendance. After the equipment was ready, the teacher greeted them and asked them to pray together to make sure the teaching and learning process ran smoothly. The first thing that the teacher did was teach them the material from the PPT that they had prepared before the class, which is a narrative text. From the PPT, the teacher explains the steps how to learn speaking English by using the Spinning Wheel Game. The teacher explained the steps first to make sure the students remember and understand using the media for their speaking skills in the class. It is proven in the picture below.



Figure 1.  
The Teacher Explained the Narrative Text and the  
Rules to Use the Spinning Wheel Game

The rule of using the Spinning Wheel Game with narrative text is that the students are asked to make a narrative text based on the vocabulary or keywords that are chosen by the spinner, and it must focus on the narrative text structure. The teacher chose four students from the attendance and asked each student to make a sentence that is represented in the narrative text structure, such as orientation, complication, resolution, and re-orientation. The teacher ensured that they fully understood the rules of the game so that there were no misunderstandings in the middle of the game and to save time.

After the explanation of the material and the Spinning Wheel Game, the teacher began the teaching and learning process by using the media. The teacher opened the media on the web and opened it with the teacher's own Wi-Fi. The school did not provide Wi-Fi for online learning at school. The display of Spinning Wheel Game includes the instruction of the game, the spinner, and the keywords that refer to a story. The instruction of the game was on the left side which instructs them to create narrative text based on its structure. On the middle, there was a colourful big spinner that already inserted by the keywords, like student – cigarette – teacher, rat – rice field – snake, and more. These keywords were to make it easier for students to create narrative texts without thinking too long. On the right side, there was a box that can insert and edit the keywords. It could be seen on the picture below.



Figure 2.  
The Display of Spinning Wheel Game

When the teacher clicked the colorful big spinner in the middle, the result appeared. attendance by the teacher created a narrative text based on its structure sequentially. The student who got a score of 4 was when make a sentence in a complicated structure. The student scored 4 in speaking fluency and was a little hesitant with the words. There was a little pause too, but immediately the student continued their sentence until finished. The student's fluency, with score of 4 proven by the transcript below.

S1: *Dimas invites his friend to smoke a vape. When the teacher was...exam... planning the lesson, they started doing it.*

The other student with a score of 3 made many pauses and hesitations in speaking English, so the teacher had difficulty understanding each word from the student. The teacher asked the student to repeat the sentence clearly so that the teacher could understand what the student meant. Besides that, the student was less confident, so the student spoke softly and didn't hear too clearly from the teacher or other students in class. The transcript was as below.

*S2: They were called by the teacher and told to stop. Then teach. the teach..the teach The teacher... the...teacher advised them...not to smoke in class.*

Another student has the same score, which is score 3. The student made a sentence for the orientation. This student paused while speaking because he was confused about the English vocabulary. So, when he had said the wrong vocabulary, he paused and repeated it until the vocabulary was correct. The student also paused because he was thinking about what the right vocabulary was for the next one. The transcript from the description is as below.

*S3: One day, this was a grade eleven student at...SMAN 1 Tanjungbumi.*

Spinning Wheel Game in teaching speaking class for the eleventh grade in SMAN 1 Tanjung Bumi. Researchers have seen that many students were enthusiastic about learning using the Spinning Wheel Game. During the learning process, students were active in participating in the learning process. Although their speaking fluency was lacking, students tried to complete sentences. Not only that, students who were less fluent in speaking were helped by other students and encouraged to continue their sentences until they were finished.

Other students also helped in correcting each word. This shows that learning in the classroom using the Spinning Wheel Game made students help each other and increase closeness in relationships between students.

Furthermore, students being active in the class made the situation in the class more enlightening than not using the Spinning Wheel Game. However, some of them had a problem speaking fluently. The reason was that some of them didn't know much about the English language, and some of them didn't get the chance to make a sentence. The students who didn't get the chance to make the sentence were because of the time of learning and some problems with fluency from students who had made sentences.

Based on the interview (1), when the researcher asked about the students' response to using the Spinning Wheel Game, the teacher stated that the students were more active and enjoyed the learning process in the class. The activeness and enjoyment from the student were because of using the Spinning Wheel Game rather than using a book or just lecturing strategy. It was because the randomness of the Spinning Wheel Game made them active in thinking and speaking.

With the help of Spinning Wheel Game media, the students become more engaged because it has a game in the learning process. Monotonous learning made them lazy to think and absorb information. So, when they are faced with learning that is mixed with games and media, it makes them more curious, and they try to take part in the learning process. It could be seen in the interview (3) below.

R : Do you find it easier to understand the material using a Spinning Wheel?

S1 : It is easier to understand the material because the learning process is not stressful.

S5 : I think using the Spinning Wheel is easier because it is not like normal learning. It has a game for learning and is easier to understand.

Besides being able to comprehend the material well, they could speak English more easily. The reason was that the learning process was using a picture or a visual. Some students could be active in the class when the learning was using visual learning. Visual learning with a variety of pictures and graphics was more attractive than the normal learning, like using a book or listening to the teacher, or just doing the assignment. The learning that was combined with a game made it easier to comprehend and speak, rather than not using a game or media. It is stated by the student in the interview (4) below.

R: Do you find it easier to speak the English language using the Spinning Wheel rather than not using it?

S1 : I think it is easier to use rather than not using it because my criteria are easier to learn using pictures or visual learning.

S5 : I think using the Spinning Wheel makes it easier to speak because it is not like normal learning. It has a learning game and is easier to understand.

Furthermore, some of the students helped each other to make a sentence for the Wheel Game is easier to create and use because it only requires a device and an internet connection. If the teacher used this in the classroom for all students, then additional equipment such as a laptop and LCD projector would be needed. It's a good modern medium to teach students in class in terms of their skills. It is also not used for speaking skills only, but other skills too, such as reading and writing.



According to Rachmaida & Mutiarani (2022), the Spinning Wheel Game has a disadvantage related to the equipment if it is used in class. They stated that the student or the teacher must provide Wi-Fi, a good signal, a laptop, an LCD projector, or a smartphone to use the media through the web. Sometimes the website could also error, and the cause of the error could occur due to a lack of internet connection or from the website itself. Not all schools have regulations for students to bring smartphones to school, and there are also some schools that still have limited facilities, such as an LCD projector.

From the previous study of Isola. (2019), the researcher said that teaching is an activity to ensure that the learners achieve their results from the teaching by the teacher. This research has the result of the teaching and learning process in SMAN 1 Tanjung Bumi in grade eleven. The teacher taught the narrative text material to students by focusing on speaking skills and fluency. The teacher used the Spinning Wheel Game media. It was used to practice their speaking skill in the English language. So, when they were faced to the randomness of the Spinning Wheel Game, they must speak fluently related to the popped-up keywords from the Spinning Wheel. The result of the students after they used the media, they could learn how to make a narrative text, how to be confident in speaking up, and they also practiced their speaking skills in another way of learning. encouragement to the next students who have a problem answering. For example, they are not confident in speaking English language due to the lack of their speaking aspect like fluency, grammar, pronunciation, comprehension, and vocabulary. The encouragement makes them speak up. Using the Spinning Wheel Game in terms of speaking skills in the class makes students close to each other by helping and encouraging them.

Based on the interview with the students, they said that the teaching and learning process is not that tense because of the Spinning Wheel Game media that was used in the class. That means the teaching and learning process is not too strict because the teacher makes them comfortable and relaxed so that they can answer carefully, even though the fluency of their speaking is still lacking, but they enjoy the learning process. It is matched with Bayu et al. (2023)'s statement, where they said that the process of teaching and learning is not too strict, and the students are more fascinated to learn the English subject. It is also matched with Adila (2018) on her advantage statement, where she said that the feel of the class was more exciting and not stiff.

The result of this research is similar to Mardhiyah (2023) in "*The Effectiveness of Spinning Wheel Game Towards Students' Speaking Skill*". The result of this research is that the media makes the students active, interested, and makes

them comprehend the material well, rather than not using the Spinning Wheel Game. They also learn how to speak English well with the help of the teacher and boost their confidence in front of their friends. This media helps students in learning and boosts their speaking skills in the English language, especially in fluency. Students will be more confident.

## **Conclusion**

Based on the research findings for the use of Spinning Wheel Game media in teaching English speaking skills in the class make the students practice more of their speaking aspect, especially their fluency. They also practice their confidence in speaking in front of many people. The students also know that there are new modern media that can practice their speaking skills in the English language. This media can also help student to fix their fluency in speaking if they use the Spinning Wheel Game continuously with the help of a teacher, friends, or even themselves, inside the class or even outside the class. Spinning Wheel Game also makes students comprehend the material well because they are focused on the media.

Even though this research does not use a collaborative strategy, the students help each other in speaking, such as telling them the correct one in vocabulary or pronunciation. Not only that, but students also encourage their friends in the class so they can speak fluently and confidently when they are speaking the English language. This shows that the Spinning Wheel Game can make the students close to each other, responsible for each other, and also practice their speaking skills together in class.

However, there are also disadvantages to the Spinning Wheel Game. The disadvantages are that the teacher or student must have good equipment to make the teaching and learning process go smoothly, such as a laptop, smartphone, LCD projector, Wi-Fi, and a good signal. Another disadvantage is that due to the limited time and large number of students, some of them didn't get the chance to speak. Because of that, students who didn't have a chance to speak are bored and don't focus on the material.

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