

CHAPTER I

INTRODUCTION

In this research, the researcher presented six main parts of the study, including the background of the study, research questions, research objectives, significance of the study, limitation of the study, and definition of key terms.

A. Research Background

English is an international language that plays an important role in communication, education, technology, and global interaction. English is used as a means of communication among individuals from different countries who speak different native languages. Nowadays, a great deal of information and knowledge is conveyed in English. Therefore, proficiency in English helps people, especially students, gain broader access to information and opportunities in the global world. In Indonesia, English is taught as a foreign language starting from junior high school. As a foreign language, English is not commonly used in everyday communication by most students. This condition makes learning English more challenging because students have limited exposure to the language outside the classroom. Therefore, the learning process at school plays an important role in helping students develop their English language skills.

In English learning, there are four language skills that students are expected to master, namely listening, speaking, reading, and writing. Among these four language skills, speaking is considered one of the most important because it is used to convey ideas, opinions, and feelings in real communication. It is the ability to use language orally to express messages. Speaking is a productive skill because it enables learners to interact directly with others. Through speaking, individuals can share ideas, respond to questions, and participate in conversations. It involves not only producing words but also conveying meaning effectively so that communication can occur clearly.

In addition, speaking plays a significant role in language learning because it reflects students' ability to use English actively. Through speaking activities, students are trained to practice English in meaningful situations. Speaking skills also help students build confidence and encourage them to use English more frequently. When students are able to speak, they become more motivated and engaged in the learning process. Therefore, speaking skills require special attention in English teaching, particularly at the junior high school level. However, speaking is often considered the most difficult skill for students. Many students feel shy, lack confidence, and are afraid of making mistakes when speaking English. Based on the results of the pre-observation, the researcher found that the students often made pronunciation mistakes when speaking English, had limited vocabulary, and lacked the confidence to speak

loudly. They also felt shy when they were asked to speak in front of the class. These problems made the students passive during speaking activities and reduced their participation in the classroom. As a result, speaking activities were not carried out effectively, and the students' speaking skills did not develop optimally.

Based on these problems, it was necessary to create a more interesting and interactive learning atmosphere to motivate the students to speak. One way to address these problems was to use creative learning media and encourage students to participate actively. Interesting learning media could reduce students' anxiety and make speaking activities more enjoyable and engaging. One of the learning media that could be used was the Spinning Wheel. The Spinning Wheel is a game-based learning medium that contains speaking prompts based on the lesson material. The prompts are arranged according to the learning objectives so that they are structured and relevant to the topic being taught. By using this media, students are encouraged to speak based on the questions that appear on the wheel.

The implementation of the Spinning Wheel created a more interactive classroom atmosphere and encouraged students to speak with greater confidence because speaking practice was presented in the form of a game. In addition, the Spinning Wheel provided equal opportunities for all students to participate, preventing only active students from dominating the class. Through this media, the students had more opportunities to

practice their speaking skills, enrich their vocabulary, reduce pronunciation errors through repeated practice, and increase their confidence. Therefore, the implementation of the Spinning Wheel was expected to improve the students' speaking skills effectively and confidently.

Based on the issues above, the researcher conducted a study entitled "The Use of Spinning Wheel Media to Improve Speaking Skills of Seventh-Grade Students at SMP Negeri 7 Tempunak."

B. Research Questions

Based on the background of the study above, the researcher formulated the following research questions:

1. How did the use of the Spinning Wheel media improve the speaking skill of seventh-grade students at SMP Negeri 7 Tempunak?
2. What improvements in the students' speaking skill were achieved after they were taught using the Spinning Wheel media?

C. Research Purposes

Based on the research questions above, the purposes of this study were:

1. To find out how the use of the Spinning Wheel media improved the speaking skill of seventh-grade students at SMP Negeri 7 Tempunak.
2. To identify the improvements in the students' speaking skill after they were taught using the Spinning Wheel media.

D. Research Significant

The significance of this study was expected to be beneficial for:

1. For Students

This research was expected to help students improve their speaking skill through the use of the Spinning Wheel media. By participating in interactive and game-based learning activities, the students were expected to become more active and motivated in speaking English. The use of this media was also expected to provide the students with more opportunities to practice speaking in a fun and less stressful learning environment.

2. For English Teachers

This research was expected to provide English teachers with an alternative and creative instructional medium for teaching speaking. The Spinning Wheel media was expected to create a more engaging classroom atmosphere and encourage students to participate more actively in speaking activities. The findings of this study were expected to serve as a reference for teachers in developing more interactive speaking lessons.

3. For the Researcher

This research was expected to enrich the researcher's knowledge and experience in teaching speaking using interactive learning media. It was also expected to help the researcher gain a deeper understanding of students' speaking development and classroom teaching strategies.

Furthermore, this study was expected to provide valuable experience in conducting classroom-based research.

E. Limitation of the Research

Based on the formulated research problem, the researcher limited the study to investigating how the use of the Spinning Wheel media improved the students' speaking skills, how the students performed speaking activities using the Spinning Wheel media related to the learning material, and how the use of the Spinning Wheel media improved the quality of the students' speaking performance among the seventh-grade students of SMP Negeri 7 Tempunak.

F. Terminology

There were several key terms that the researcher used in this study. The definitions of the key terms were as follows:

1. Spinning Wheel Media

Spinning Wheel media in this research referred to a wheel-shaped instructional tool used in the classroom to facilitate students' speaking practice. The wheel was divided into several sections, and each section contained different time prompts related to the topic of telling the time. These prompts were not limited to exact hours but also included various time expressions such as half past, a quarter past, and a quarter to. For example, the wheel contained times such as 1:00 (one o'clock), 1:30 (half past one), 2:15 (a quarter past two), and 5:45 (a quarter to six). These variations allowed students to practice different

forms of time expressions in English, including exact time, past time, and to time.

During the implementation, students took turns spinning the wheel. When the wheel stopped at a certain section, the student was required to express the given time orally in English. For instance, if the wheel stopped at 3:30, the student was expected to say, "It is half past three." If it stopped at 7:45, the student was expected to say, "It is a quarter to eight." This media was designed to create an interactive, engaging, and enjoyable learning atmosphere while encouraging students to participate actively in speaking activities. Through repeated and varied practice, students were expected to improve their understanding and ability to express time accurately and confidently in English.

2. Speaking Skill

Speaking skill in this research referred to the students' ability to express ideas orally in English during classroom speaking activities. It involved not only producing spoken language but also communicating meaning clearly and appropriately in real-time situations. In this study, the students' speaking skills were assessed based on four aspects: grammar, vocabulary, pronunciation, and fluency. Grammar referred to the correct use of sentence structure, vocabulary related to the use of appropriate words, pronunciation focused on the clarity of sounds, and fluency referred to the smoothness of speech.

However, this research mainly focused on fluency and pronunciation because the students were required to respond orally and spontaneously when expressing time using the Spinning Wheel media. These aspects were considered important because they reflected the students' ability to speak smoothly and clearly during interactive speaking activities.