

Developing Spinning Wheel as an Assessment Media in Speaking

Yuka Hutami¹, Sri Wiyanah²

yukahutami76@gmail.com

Universitas PGRI Yogyakarta

sriwiyanah@upy.ac.id

Universitas PGRI Yogyakarta

ABSTRACT

This research endeavors to confront the impediments in teaching English speaking skills to junior high school students in Indonesia. It acknowledges the prevalent skepticism and monotony linked with conventional language learning approaches. To address this, the study introduces the Spinning Wheel, an inventive assessment tool designed to invigorate student engagement in English speaking. Employing a Research and Development (R&D) strategy and the ADDIE model by Dick and Carey, the study focuses on 8th-grade students at SMPN 2 Sentolo. Validation from teachers, material experts, and media experts serves as the research instrument. The Spinning Wheel is systematically developed and integrated into the classroom to create a more enjoyable and effective learning experience. Evaluation indicates positive outcomes, demonstrating heightened student interest and confidence in speaking English. The findings suggest that incorporating innovative assessment media, like the Spinning Wheel, positively influences language learning. The research starts with an in-depth Analysis, identifying the specific needs of eighth-grade students in speaking skills. The subsequent Design phase shapes the Spinning Wheel Assessment Media, aligning it with curriculum goals. Development ensures pedagogical soundness, and Implementation brings the tool to life for 32 students in an engaging environment. The Evaluation phase gauges the media's efficacy, with teacher, material expert, and media expert assessments categorizing it as "very good" and "good."

Keywords: assessment media, junior high school, language learning, speaking, spinning wheel

1. INTRODUCTION

Teaching English to junior high school students in non-English-speaking countries is challenging due to skepticism and boredom with traditional methods. This research introduces the Spinning Wheel as an innovative assessment tool to enhance student engagement in speaking tasks. The multifaceted assessment system at SMPN 2 Sentolo provides a comprehensive evaluation, and a teacher at the school acknowledges three types of assessments. Traditional teaching methods may not fully engage students, creating an opportunity to explore innovative approaches like the Spinning Wheel. Recognizing the

need for enjoyable lessons, the study proposes a gamified approach to improve students' overall learning experience and outcomes, aligning with the potential of gamification in education.

The Spinning Wheel tool is extremely useful in understanding study materials and preventing monotony in the learning process.(Khoerul Hadist et al., 2018) The assessment system, with its twofold aims, not only acts as a tool for students, aiding in their learning journey, but also serves as an indicator to educators regarding the efficiency of their teaching approaches and methods.(Aleksandra, n.d.) The combination of gamification and conventional learning strategies can improve students' learning results(Cheung & Ng, 2021) Learning media are tools, both physical and virtual, that teachers employ to help pupils learn information more effectively and efficiently. so that pupils would more readily embrace the teaching materials in their entirety and be motivated to study more.(Puspitarini & Hanif, 2019) Numerous examples of instructional media are available to educators, including LCDs, computers, modules, and more. However, some teachers may encounter challenges or lack ideas when it comes to effectively implementing and developing these learning tools.(Kusumawanti, n.d.) Assessment is like a careful process of checking how students are doing and whether the educational programs are working well. It is a way of planning, doing, checking, and improving to help students learn better and grow.(Tontus, n.d.) Students employ four criteria to assess their speaking skills, namely pronunciation, fluency, vocabulary, and accuracy. Moreover, some students include comprehension as one of the criteria in their assessment of speaking abilities.(Aisyah, 2021) Although both teachers and students share responsibility for the students' weak speaking abilities, teachers are more accountable due to their professional training and experience.(Khan & Ali, 2010)

Teaching speaking should be designed to provide students with opportunities for practicing this skill, enabling them to attain a high level of proficiency in speaking.(Baidawi, 2016) speaking assessments are inherently subjective, it's essential to exercise careful consideration during their development.(Rahmawati, 2014) English teacher has not been incorporating or cultivating project-based speaking assessments for students. Similarly, the students have not been engaged in any speaking projects as part of their learning experiences(Setiawan et al., 2018) there is a meaningful improvement in students' speaking abilities when employing cue cards as a teaching tool(Irawati, 2017) The creation of the Spinning Wheel learning media for the English language subject is an effort to assist teachers in efficiently delivering English language materials to students and

introducing English to them.(Prasetyo et al., 2022) Using videos to teach speaking is a great way to make learning English interesting.(Khairissa et al., n.d.)

2. RESEARCH METHOD

This research is a research and development type (R & D). Using the ADDIE model created by Dick and Carey. Research in the field of education is typically conducted to verify, adapt, or generate new knowledge pertaining to fundamental phenomena within the realm of education. This is commonly referred to as either the basic approach, which involves the foundational principles and practices in education, or the applied approach. (Gustiani & Sriwijaya, 2019) Research design includes the stages of analysis, design, development, implementation, and evaluation. The research samples consist of 8th-grade students from SMPN 2 Sentolo These students participated in the testing of the spinning wheel assessment media during their language learning sessions. The subject of the research is eight grade students from SMPN 2 Sentolo. There are 4 classes, and this research enclosed 32 students from one class, 17 female and 15 male. The instrument testing on this research was done by material and experts to get a performance assessment of a spinning wheel.

Preparation for all the documents for administration at the school and carefully crafted following the ADDIE model, an instructional design framework widely recognized for its five key phases: Analysis, Design, Development, Implementation, and Evaluation. A questionnaire is a prevalent tool for gathering information, the researcher visited the junior high school and introduce the spinning wheel as an assessment media to 8th grade teacher and interview them to improve the media. In this study used the measurement of Likert scale in the answer of a media feasibility questionnaires with five kinds of answers in each question item.

3. RESULTS AND ANALYSIS

In this chapter, researcher examines the functionality of the Spinning Wheel Assessment Media. The researchers systematically developed this tool using the ADDIE method. Now, researcher aim to observe its practical application in real classrooms.

3.1 Analysis

On October 25th, Researcher conducted an interview with an 8th-grade teacher as part of this research. The purpose of this interview was to gain valuable insights and perspectives

on the educational practices related to the assessment of speaking skills in junior high school.

Here is some crucial point from the interview:

- a. Discusses the need to present the material to the students before conducting assessments. This preparation is crucial for effective assessment.
- b. Various types of assessments are mentioned, including initial assessments, ongoing assessments, and final assessments. These types of assessments help gauge students' understanding throughout the learning process.
- c. The interviewee emphasizes the importance of engaging students in the assessment process and mentions the use of names to ensure participation and understanding.
- d. The interviewee also discusses the importance of providing clear instructions for assessments.
- e. The interview touches on the idea that different students may have different learning levels and understanding, and this should be considered when designing assessments.
- f. The interview suggests creating assessments that are clear and easy for students to understand.
- g. The discussion about using modern methods for assessments, as opposed to traditional methods like "raising hands," highlights the need for innovative and effective assessment tools.
- h. The mention of preparing materials and how to connect with students and their learning levels is essential for successful assessments.

3.2 Design

The design of the Spinning Wheel Assessment Media is a fusion of the researcher's innovative ideas and practical suggestions provided by the 8th-grade teacher. Drawing inspiration from a collaborative approach, the researcher synthesized their conceptual framework with the teacher's insights into effective language learning. The design aims to encapsulate a dynamic blend of engaging features and pedagogical elements that cater to the specific needs and preferences identified through this collaborative process.

The spinning wheel assessment media boasts distinct specifications across two primary sections: the brainstorming section and the assessment section.

The homepage serves as the gateway to our interactive learning platform, and its design is meticulously crafted to offer an inviting and thematic introduction.



Home page

The brainstorming section of the assessment media involves an interactive exploration of materials drawn directly from the students' textbooks.



Brainstorming section

In the assessment section, the focal point is the spinning wheel—a dynamic and engaging tool that adds an element of excitement to the evaluation process.



Assessment section

3.3 Development

The spinning wheel that created is divided into two main parts, like two sides of a coin. The first part is the brainstorming section, where students get their creative juices flowing.

Here, they think about what to say and how to say it. It's like the warm-up before a race, getting the brain ready.

Several notable modifications have been implemented in the assessment media since the initial draft, following a thorough evaluation by both the material expert and media expert. Their insightful feedback and expertise have played a pivotal role in refining and enhancing the overall functionality and effectiveness of the tool. The collaborative evaluation process led to strategic adjustments, addressing specific concerns and ensuring that the assessment media aligns seamlessly with educational objectives.

In response to the material expert's input, certain elements related to content appropriateness and alignment with curriculum goals were fine-tuned. This step aimed to optimize the tool's capacity to effectively evaluate the target language skills. Simultaneously, the media expert's evaluation prompted adjustments to the user interface, ensuring a more intuitive and user-friendly design. These refinements are aimed at enhancing the overall user experience, making the assessment media accessible and engaging for both educators and students.

Several notable modifications have been implemented in the assessment media since the initial draft, following a thorough evaluation by both the material expert and media expert. Their insightful feedback and expertise have played a pivotal role in refining and enhancing the overall functionality and effectiveness of the tool. The collaborative evaluation process led to strategic adjustments, addressing specific concerns and ensuring that the assessment media aligns seamlessly with educational objectives.

Through this collaborative evaluation and refinement process, the assessment media has evolved to better meet the standards of educational excellence. The incorporation of expert feedback has been instrumental in elevating the tool's functionality, ensuring that it not only meets but exceeds expectations in serving as a valuable resource for language learning assessment.

3.4 Implementation

The implementation phase of the Spinning Wheel Assessment Media took center stage at SMPN 2 Sentolo, where real-world application brought the concept to life within the school setting. This critical stage marked the transition from theory to practice, as the Spinning Wheel was introduced to the 8th-grade students in a tangible and interactive manner. The school served as the dynamic backdrop for observing the tool's impact, effectiveness, and reception among students. Through firsthand interaction and

observation, the researcher delved into the practical intricacies of integrating this innovative assessment medium into the daily learning environment, seeking to uncover valuable insights that would contribute to the refinement and optimization of the tool.

Here is the result of the assessment:

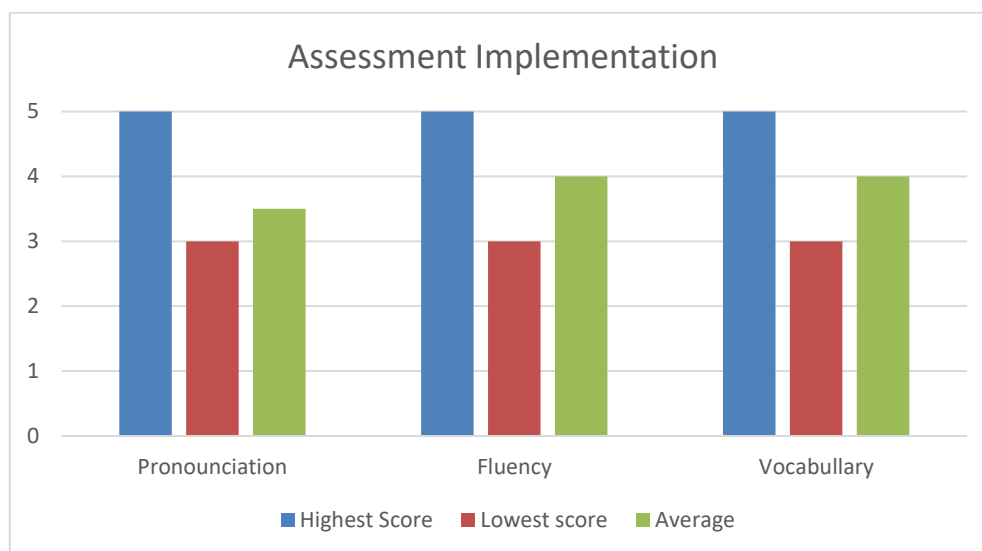


Figure 1. Assessment Implementation

3.5 Evaluation

The validation process of the assessment instrument involved valuable input from various perspectives, including teachers, material experts, and media experts. The results of this meticulous evaluation underscore a highly positive reception. The feedback from the teachers yielded an impressive score of 4.13, signifying a "very good" rating, attesting to the tool's efficacy in the instructional setting. Material experts, with a commendable score of 3.71, also expressed their endorsement, deeming the assessment media as "good" in terms of its alignment with educational content.

Moreover, media experts provided a score of 3.89, indicating a "good" rating, highlighting the well-received attributes of the assessment tool from a multimedia perspective. These validation scores collectively affirm the careful consideration and effectiveness of the Spinning Wheel as an assessment media, as perceived by the experts involved in its evaluation.

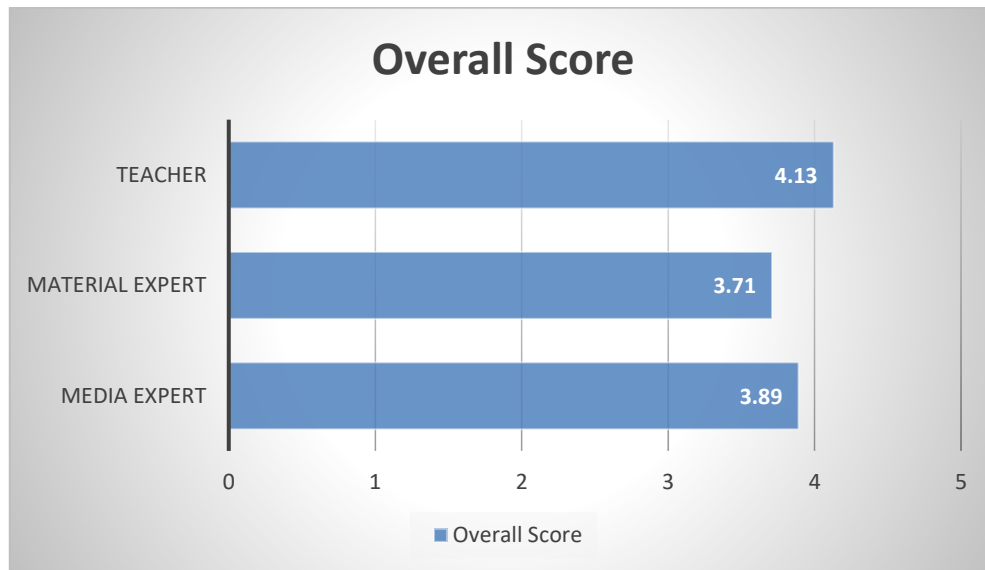


Figure 2. Overall Score

a. The Result of Feasibility Test for Material Expert (Teacher)

1. The Content Appropriateness

The mean value of this aspect is 4.00. The value falls into the "Good" category and is in the 4.00 X 5 range. It is obvious that the materials are appropriate for spinning wheel assessment media. Some of the options received a 4, second highest possible score.

2. The Language's Appropriateness

The mean value of this aspect is 4.00, as can be seen from the results. The value falls into the "Very Good" category and is in the 4.01 – 5.00 range. Majority of the option received a score of 4.00, which is the second higher number.

3. The Presentation's Appropriateness

The mean value of this aspect is 4.40, according to the table. The value falls into the "Very Good" category and is in the 4.01 - 5 range. It is obvious that the materials in spinning wheel assessment media is well presented.

b. The Result of Feasibility Test for Material Expert

1. The Content Appropriateness

The mean value of this aspect is 3.80, as shown in the table. The value falls into the "Good" category. It is obvious that the materials are appropriate for spinning wheel assessment media. Some of the options received a 4, second highest possible score.

2. The Language's Appropriateness

The mean value of this aspect is 3.75, as can be seen from the results. The value falls into the "Good" category and is in the 3.01 – 4.00 range. Majority of the option received a score of 4.00, which is the second higher number.

3. The Presentation's Appropriateness

The mean value of this aspect is 3.60, according to the table. The value falls into the "Good" category and is in the 3.01 – 4.00 range. It is obvious that the materials in spinning wheel assessment media is well presented.

d. The Result of Feasibility Test for Media Expert

1. The Screen Appearance's Appropriateness

The mean value of this aspect is 3.69, according to the table. The value falls into the "Good" category and is in the 3.01 – 4.00 range. It shows that the lowest scores are for the color of the screen appearance.

2. The Language's Appropriateness

The average value of this aspect is 4.00, as shown in the table. The value falls into the "Good" category and is in the 3.01 – 4.00 range. All of the options received a 4, which is the second possible score.

3. The Presentation's Appropriateness

The mean value of this aspect is 4.00, as shown in the table. The value falls into the "Good" category and is in the 3.01 – 4.00 range. All the questions share the same score.

Here is the chart:

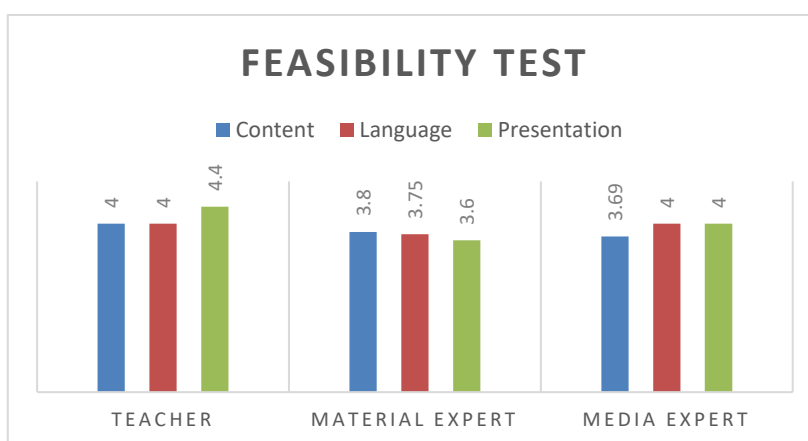


Figure 3. Feasibility Test

3.6 Research Limitation

In creating the assessment tool using PowerPoint 2019, it is important to note some limitations. The tool relies on special features in PowerPoint 2019, like morph transition, to work smoothly. However, these features are not available in older versions of PowerPoint. So, if you have an older PowerPoint version, the tool might not work as well. Some features may be missing, affecting how the tool functions. To get the best experience and make sure everything works correctly, it's recommended to use PowerPoint 2019 or a newer version.

4. CONCLUSION

As researcher bring this study to its conclusion, it is essential to reflect on the key findings and insights uncovered throughout our exploration of the spinning wheel as an assessment media for junior high school students. This journey has taken through the perceptions, experiences, and feedback of students, providing a nuanced understanding of the tool's impact on learning. In this concluding chapter, researcher synthesize these observations to draw comprehensive conclusions that shed light on the effectiveness, challenges, and potential refinements of the spinning wheel in the context of language learning. Let delve into the conclusive insights derived from the exploration.

Analysis (A): In the analysis phase, the research delved into understanding the existing challenges in teaching speaking skills to junior high school students. It identified a gap in engagement and interest, prompting the need for an innovative assessment media.

Design (D): The design phase involved crafting the Spinning Wheel Assessment Media based on identified needs. This phase focused on ensuring the tool's alignment with language learning objectives, incorporating features to enhance engagement, and considering the overall user experience.

Development (D): The development stage implemented the designed assessment media. This involved creating the spinning wheel, integrating interactive elements, and ensuring technical compatibility. Prototyping and refinement were key aspects during this phase.

Implementation (I): The implementation phase involved deploying the Spinning Wheel in a real classroom setting at SMPN 2 Sentolo. The tool was introduced to 32 students for a comprehensive trial to assess its effectiveness in a practical learning environment.

Evaluation (E): The evaluation stage was crucial for gauging the tool's impact. Through interviews with teachers and students, valuable feedback was gathered regarding usability, engagement, and the enhancement of speaking skills.

In essence, the development journey of the spinning wheel epitomizes a fusion of innovative ideation, technological integration, and a steadfast commitment to delivering an assessment tool finely attuned to the unique requirements of language learners in junior high school settings. By providing clear instructions, promoting collaboration, and creating a positive and enjoyable learning atmosphere, teachers can maximize the effectiveness of the spinning wheel as an assessment tool and contribute to a vibrant language learning environment.

Developers of assessment media play a crucial role in shaping the landscape of educational tools, and several key considerations can enhance the effectiveness and user experience of these resources. First and foremost, a user-friendly design is paramount, ensuring that both teachers and students can navigate the interface effortlessly. The ability to customize assessments to accommodate diverse learning styles is another crucial aspect, empowering educators to tailor assessments to the unique needs of their students.

ACKNOWLEDGEMENTS

Alhamdulillah, praise to Allah SWT the Almighty and the Most Merciful. Special thanks to the Department of English Education (PBI) at Universitas PGRI Yogyakarta (UPY) for their invaluable support and collaboration in the creation of this article. Your expertise and resources have greatly contributed to the development and dissemination of knowledge in the field of English education. We appreciate the dedication and commitment of PBI UPY in fostering academic excellence and research initiatives. Researcher expect that the article can contribute to the advancement of the teaching and learning process at school. However, researcher realize that this undergraduate thesis writing is far from being perfect. Therefore, any critics, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

REFERENCES

- Aisyah, E. (2021). *STUDENTS' WAYS AND CRITERIA IN ASSESSMENT SPEAKING*.
Aleksandra, G. (n.d.). *HOW IMPORTANT IS THE ASSESSMENT IN THE TEACHING PROCESS?-THE ROLE OF FORMATIVE ASSESSMENT IN EFFECTIVE LEARNING ENVIRONMENTS*.
<https://ok.ceo.org.pl/czesto->
Baidawi, A. (2016). USING VISUAL MEDIA IN TEACHING SPEAKING. In *OKARA Journal of Languages and Literature* (Vol. 1).

- Cheung, S. Y., & Ng, K. Y. (2021). Application of the Educational Game to Enhance Student Learning. *Frontiers in Education*, 6. <https://doi.org/10.3389/feduc.2021.623793>
- Gustiani, S., & Sriwijaya, P. N. (2019). RESEARCH AND DEVELOPMENT (R&D) METHOD AS A MODEL DESIGN IN EDUCATIONAL RESEARCH AND ITS ALTERNATIVES. *HOLISTICS JOURNAL*, 11(2).
- Irawati, R. (2017). CUE CARD AS MEDIA FOR TEACHING SPEAKING. In *ICoTE PROCEEDINGS* (Vol. 1).
- Khairissa, S., Fauzia, A., & Syafei, R. (n.d.). CREATING A VIDEO PROJECT FOR TEACHING SPEAKING AT SENIOR HIGH SCHOOL. *Journal of English Language Teaching*, 7(2). <http://ejournal.unp.ac.id/index.php/jelt>
- Khan, N., & Ali, A. (2010). Improving the speaking ability in English: The students' perspective. *Procedia - Social and Behavioral Sciences*, 2(2), 3575–3579. <https://doi.org/10.1016/j.sbspro.2010.03.554>
- Khoerul Hadist, M., Ratnasari, A., & Claudi Ristiani, V. (2018). THE USE OF SPINNING WHEEL AS A MEDIA IN LEARNING SPEAKING ABILITY. In *JELLi JOURNAL OF ENGLISH EDUCATION* (Vol. 1, Issue 1).
- Kusumawanti, D. T. (n.d.). *DEVELOPING LEARNING MEDIA ACCOUNT SPIN GAME IN CLASSIFICATION TYPES OF ACCOUNT FOR CLASS X ACCOUNTING AT SMK N 1 WONOSARI*.
- Prasetyo, T., Brawijaya, A., Fitriliani, A., & Kurniawati, S. (2022). Penggunaan Media Pembelajaran Spinning Wheel Pada Mata Pelajaran Bahasa Inggris Di SD Negeri Cibogo. *INCOME: Indonesian Journal of Community Service and Engagement*, 1(2), 12–20. <https://doi.org/10.56855/income.v1i2.28>
- Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, 4(2), 53–60. <https://doi.org/10.29333/aje.2019.426a>
- Rahmawati, Y. (2014). *DEVELOPING ASSESSMENT FOR SPEAKING* (Vol. 1, Issue 2).
- Setiawan, A., Anggani, D., & Bharati, L. (2018). English Education Journal Developing HOT Project-Based-Speaking Assessment to Stimulate the Students' Critical Thinking and Creativity. *EEJ*, 8(3), 301–307. <http://journal.unnes.ac.id/sju/index.php/eej>
- Tontus, O. (n.d.). *Concept of Assessment and Evaluation Health Promotion View project Tüm Yönleriyle Sağlık Turizmi Ülkeler View project*. <https://www.researchgate.net/publication/344750546>

BIOGRAPHIES OF AUTHORS

Yuka Hutami is a dedicated scholar majoring in English Language Teaching with a focus on developing innovative assessment media. His research aims to enhance language learning experiences, particularly in junior high school contexts, by introducing engaging and effective assessment tools like the Spinning Wheel. Yuka's work strives to address challenges in traditional language education methods and explore creative approaches to foster active student participation and motivation.

Sri Wiyanah is a lecture at the English Language Education Department, Universitas PGRI Yogyakarta. Her areas of interest include teachers' role and professional development, teaching media and method, teaching listening and speaking and teaching using IT.