THE USE OF SPINNING WHEEL MEDIA IN LEARNING TO SPEAK IN THE CLASS X SMAN 6 BONTOA MAROS

(A Pre-Experimental Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Part Fulfillment of the Requirements for the Degree of Education In English Education Department

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MOTTO AND DEDICATION

"Pessimists see difficulties in every opportunity, but optimists see opportunities in every difficulty."

ALI BIN ABITHALIB

This thesis is dedicated to my beloved parents and my extended family

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ABSTRACT

Yuliana, 2023. The use of spinning wheel media in teaching speaking in class X of Sman 6 Bontoa Maros. Department of English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. (Supervised by Eny Syatriana and Hijrah).

This study aims to determine whether there is an influence on the use of the spinning wheel media in speaking, especially in vocabulary and fluency after being taught through the Spinning Wheel media in tenth grade SMA Negeri 6 Bontoa Maros. The study applied the pre-experimental method with a one-group pre-test post-test design and data collection was carried out by giving pre-test, treatment, and post-test. The sample of this study was students of class X MIPA 1 SMA Negeri 6 Bontoa Maros, which consisted of 19 students

The population of this study was class X students of SMA Negeri 1 Bontoa Maros, totaling 163 students in the 2022/2023 academic year. Samples were taken by purposive sampling technique to select study samples. The technique used to obtain data is an oral speaking test.

The results showed that the students' average score in vocabulary was proven by the post-test of 79.10 which was higher than the average score of students in the pre-test of 44.47. The average score of students' fluency was proven by the pre-test of 46.31 and the post-test of 85.73. Based on the findings that there is a significant difference between the pre-test and post-test results. In other words, using the Spinning Wheel media is very good at improving students' speaking in terms of vocabulary and fluency.

Keywords: Spinning Wheel Media, Pre-Experimental, Vocabulary, Fluency

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ABSTRAK

Yuliana, 2023. Penggunaan media spinning wheel dalam pembelajaran berbicara di kelas X Sman 6 Bontoa Maros. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. (Dibimbing Oleh Eny Syatriana dan Hijrah).

Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh pada penggunaan media spinning wheel dalam berbicara terutama dalam kosa kata dan kelancaran setelah diajarkan melalui media Spinning Wheel di kelas sepuluh SMA Negeri 6 Bontoa Maros. Peneliti menerapkan metode pre- experimental dengan one-group pre-test post-test desain dan pengumpulan data dilakukan dengan pemberian pre-test, treatment dan post-test. Sampel penelitian ini adalah siswa kelas X MIPA 1 SMA Negeri 6 Bontoa Maros yang berjumlah 19 siswa

Populasi penelitian ini adalah siswa kelas X SMA Negeri 1 Bontoa Maros yang berjumlah 163 siswa pada tahun ajaran 2022/2023. Sampel diambil dengan teknik Purposive sampling untuk memilih sampel penelitian. Teknik yang digunakan untuk memperoleh data adalah tes lisan berbicara.

Hasil penelitian menunjukkan bahwa nilai rata-rata siswa dalam kosa kata dibuktikan dengan post-test 79,10 lebih tinggi dari nilai rata- rata siswa pada pre-test 44,47 nilai rata-rata kelancaran siswa dibuktikan dengan pre-test 46,31 dan post-test 85,73. Berdasarkan temuan bahwa ada perbedaan yang signifikan antara hasil pre-test dan post-test. Dengan kata lain, menggunakan media Spinning Wheel sangat baik dalam meningkatkan berbicara siswa dalam hal kosa kata dan kelancaran.

Kata kunci: Media Roda Berputar, Pra-Eksperimen, Kosa Kata, Kelancaran

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Makassar, July 2023

Yuliana

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CHAPTER I

INTRODUCTION

A. Background

Young individuals who possess emotional intelligence, high prospective abilities, and an understanding of various positive skills are prepared in large part through education. With teaching, training, and guidance activities carried out in schools all throughout a student's life, education is an intentional effort made by the community, government, and family to prepare kids to be able to perform roles in many environments well in the future.

English has become a language that is essential to master in this age of globalization. English serves a crucial role as an international language in today's world of modern and cross-cultural communication. With its widespread use in industries like science, technology, commerce, and education, English plays a significant role in today's competitive world. The ability to speak and write English well is a requirement for many industries and professions. Therefore, it should come as no surprise that English is being taught to a growing number of individuals around the world at a young age, especially in non-English speaking nations, in order to develop a pool of future skilled laborers. The purpose of teaching foreign languages, particularly English, is to improve pupils' communication skills with the global community.

According to the standard contents (application of standards English content) from the Indonesian Ministry of Education and Culture in 2013, teaching a foreign

language, particularly English, seeks to improve students' capacity to communicate with global society. It is therefore taught to students in a range of grade levels. All four language skills—listening, speaking, reading, and writing—as well as the individual microskills are taught. To complement this skill, the student must acquire the necessary terminology.

Without realizing it, everyone in the universe communicates every day. There are possibly millions or perhaps thousands of words spoken by every solitary human being. An important part of learning English is speaking. Speaking is the most important of the four language skills for effective communication in today's global setting, according to Rao (2019). According in Heriansyah (2012), and success is determined by a person's capacity to carry out conversations in the target language.

Speaking is an activity used by individuals to communicate with other individuals. This is done anywhere and has become part of our daily activities. When someone speaks, they interact and use language to express their feelings, thoughts, ideas. They also share information with other people by communication. In some situations, Speaking is the use of spoken language to comunicate with others, according to Flutcher (2003:23). speaking is used to give instructions or to get something done, such as describing something or someone, complaining about people's behavior, asking for and providing services, and so on. In the learning process, teachers are required to be more creative.

Many variables contribute to difficulty in speaking, according to Ur (1996:117) in Afisa (2015), including inhibition, nothing to say, poor or unequal involvement,

and first language. Furthermore, Raba'ah (2005:15) in Afisa (2015) identifies a number of issues it makes it tough to communicate in influence students' learning outcomes, according to the study. Brown further stated that language competency can be obtained in self-anxiety and self-resistance are low among students and are in a learning environment. According to many studies, self-anxiety factors are one of the most affective elements influencing participants in deep instructor English speaking activities in class. This self-consciousness might make it difficult for kids to respond appropriatelly in speaking exercises (Brown, 2000).

Learning feel comfortable and students will be happy if there is comfort through the teacher, both learning styles, delivery times, learning media, learning methods and others. The use of a spinning wheel game is one of the alternative media that can be used to implement the teaching and learning process in improving students' speaking skills. By using these media, students can learn to use a more exciting and interesting way. The spinning wheel game also makes it easier for teachers to teach because the use and construction that is not too difficult makes it easier for teachers to teach.

The researcher decided to conduct this research at one of the high schools in Maros Regency, named Sman 6 Bontoa. After conducting small discussions through interviews between researchers and one of the English teachers at the school, based on the results of interviews with researchers at the school, several obstacles were found during learning English, especially speaking skills, where learning was done using conventional methods. The use of this method students are less able to attract attention, interest and motivation of students to learn. So that at

the time of learning evaluation students do not understand the material that has been taught. teachers need some alternative media to improve students' speaking learning.

To overcome learning outcomes that are less than optimal, researchers prevent this problem by finding appropriate learning media. Researchers provide the use of Spinning Wheel media in learning to speak. This media was chosen because it has the advantage of being able to stimulate students to participate actively and can provide direct feedback. Based on the discussion above, in accordance with the existing problems, the researcher is interested in conducting research on " The use of spinning wheel media in learning to speak in the class x sman 6 bontoa maros".

B. Problem Statement

Based on the background described above, there are several problems from this research, namely:

1. Is there any improvement in students' speaking, especially in terms of vocabulary with the use of spinning wheel media in the class X SMAN 6 Bontoa Maros?
2. Is there any improvement in students' speaking, especially in terms of fluency with the use of spinning wheel media in the class X SMAN 6 Bontoa Maros?

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C. Objectives of the Research

Based on this research object, the research objectives are:

1. To find out whether there is an increase in student speaking in student vocabulary by using the spinning wheel media in class X SMAN 6 Bontoa Maros.
2. To find out whether there is an increase in students' speaking fluency by using the spinning wheel media in class X SMAN 6 Bontoa Maros.

D. Signifant of the Research

Significant in this research is expected to be useful in providing teaching and learning outcomes to teachers, students or researcher, among others:

1. Teacher

   The use of spinning wheel media can contribute to the use of teaching and learning and provide new teaching innovations for English teachers to start teaching how to improve the quality of teaching that is more interesting.

2. Student

   Students may be able to get motivation to learn, can improve their speaking knowledge, not only that students may be interested in the spinning wheel learning media.

3. Researcher

   The spinning wheel media is an alternative media that can support researchers to provide support in subsequent research for the teaching process of speaking in the use of the spinning wheel.

E. Scope of the Research

Based on the formulation of the problem above, the researcher focuses on the use of spinning wheel media as learning to speak and as one aspect of speaking English is vocabulary and fluency.

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CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research Findings

In this research, there are several elements that support this previous research which gives an opinion about the spinning wheel learning media for students in classroom learning.

According to Saputri (2020) The purpose of this study was to determine the impact of employing Spinning Wheel visual media on fourth graders at SDN Batu Bessi in Barru Regency's ability to write narrative essays. Pre-experimental research with a one group pre-test-post-test design was the method used in this study.

Sartika (2019) the goal of this research was concluded that the students' responses were very positive towards the success of the spinning wheel media use of teaching speaking narrative text, in particular spinning wheel can help attract attention in the learning process, in terms of helping the selection of discussion topics and assignment themes. Data collection was carried out through observation, interviews with students and teachers. sample selection used two classes. They are experimental and control class. The experimental class is the group that gets treatment using a spinning wheel, while the control class is the group that received conventional teacher treatment method.

Research conducted by Chairina (2022) entitled "Development of spinning wheel media towards speaking skills in learning thematic in class IV SDS Al – Washliyah 25

". Based on the purpose of this research, it was to fulfill the successful use of rotating wheel learning media more effectively in Thematic learning in class IV students. The results of the student response trials in this research showed progress in students' speaking skills This shows that speaking skills also get an initial percentage of 60% and a final percentage of 85%, so that there is an increase in students' speaking skills before and after the development of spinning wheel media in the thematic learning process. This research uses Research and Development (R&D) type research with models ADDIE (Analysis, Design, Development, Implementation, Evaluation).

Similar to Rachmaida with Mutiara research (2022), this research discusses "Utilizing Spinning Wheel Games in Students Writing Procedure Text" learning the benefits of using a spinning wheel, stating that using a spinning wheel is effective in increasing students' insight by learning new, comfortable media. This data on the benefits obtained by students. It is very helpful for teachers who want to start using a rotating wheel media tool for delivery of material, and is perfect for anyone who wants to help students be more active. Class XI IPS 2 is a sample consisting of 30 students. This research method uses quantitative methods. Pre-test and post-test were used to collect data. Based on the results of the pre-test score was 1707 with an average value of 57, then the post-test results were 2186 with an average value of 73. The results of the pre-test and post-test calculations used the t-test and showed that the t-count was 4.000 with t-table 1.701 at a significance level of 0.05. Thus, this shows that the use of the Spinning Wheel in the ability to write procedural text has increased from the results of the pre-test and post-test results.

The application of rotating wheel media is suitable for students who want new learning methods with speaking, listening, reading and writing materials. Therefore some schools mostly use this strategy to start teaching new and advanced material. After all the actions performed are collected. From some of the information above, there is evidence that this action has succeeded in increasing the results of the problems studied with the impact that after using the spinning wheel the average final result has increased.

It can be concluded that based on the research discussed above, there are similarities between previous research and this research. Have an equation, namely the equation by using the Spinning Wheel media in learning. The research in this case, the research arraged this research somewhat differently from previous studies where in this study the focus will on problems improve speaking vocabullary and fluency students in the class X Sman 6 Bontoa Maros.

B. Some Pertinent Ideas

1. The Concept of Speaking

a. Definition of Speaking

In speaking one thing that cannot be separated is language learning. When someone learns a particular language, the main goal is to speak that language fluently. While one expert, Sari (2019), states that speaking is when several people communicate orally and there are two roles in their communication, listeners and speakers. His statement shows that speaking activities require more than one person to be involved. Based on the article written by Anizar, et all (2019), there are three main points to

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completely define speaking. The point is the transfer of information, verbal and nonverbal symbols, the number of people involved. The full definition, speaking is the process of transferring data through verbal or nonverbal symbols with at least two people involved speaking activity.

The full meaning of the pronouns is cover based on the above definition. Speaking is an exchange of information that arises from ideas and feelings experienced during daily activities in order to establish contact between the speaker and the listener.

b. Difficulties in Speaking Factors

The difficulty of speaking English exceeds the difficulty of reading and writing it. Moreover, the researchers agree with this statement. Mismatches between written and spoken versions of words or phrases are the most common cause of difficulty when speaking in English. In addition, there are other challenges that students face when speaking English, as shown by research conducted by Afisa (2015).

a. Students find it difficult to follow the limited vocabulary competence and lack of understanding of speaking accuracy.
b. Children have difficulty pronouncing some words because English terminology has different pronunciations and spellings.
c. Students are still having trouble stringing words together. Then some additional grammatical errors were made.
d. For fear of making mistakes, students often avoid communicating in English.

c. Assessment of Speaking

There are many factors that determine how effectively a person can speak a language, judgment in speaking is difficult. In terms of vocabulary, grammar pronunciation, and fluency and are all aspects of assessing speaking that must be learned and understood in order to communicate effectively. five aspects of which are aspects of speaking as follows:

1. Vocabulary

   Vocabulary is primary to verbal exchange if acquirer do now not recognize the meaning of the key words utilized by folks that deal with them, they'll be unable to participate within the communication. It is also very critical for the acquisition process(Furqon, 2017). Richard (2002 in Munir 2016) stated that vocabulary is one of the maximum obvious components of language and one of the first things carried out linguists turned their interest to. Vocabulary is list of words with their meanings, specially in a e book for gaining knowledge of a foreign language.

2. Grammar

   To measure in speaking the use of grammar is very important. According to Nunan (2003 in jufri 2022) grammar is a set of criteria that aims to make word patterns correctly so as to form a sentence. The communication

process will not run well if the use of vocabulary and grammar is made with many errors so that it is not easy to understand. With the rules in grammar will help students in the process of speaking more accurately. These components aim to achieve an appropriate grammatical preparation process with the aim of implementing a good speaking process.

3. Pronounciations

Pronunciation is the manner of a language or a word is typically verbal, the manner in which a person express a word by the mouth. Consistent with the definitions above, Hornby (1995) mention that pronunciation is the manner wherein a language is express by the mouth, the way wherein a word is stated, the way someone tell the words of a language. From the definitions above, it shows conclusion that pronunciation is the manner individual utters a phrase or a language.

4. Fluency

Fluency is the ability to speak quickly and automatically, with markers such as speed of speech and few pauses, and is used to characterize the classification of a person's ability to communicate (Brown and Richards in Putri, 2020). In this definition, someone is fluent in a language when they are able to use grammatical structures and patterns accurately, quickly, and automatically when needed at normal conversational speed.

Students misunderstand with the concept of fluency, thinking it is the ability to speak quickly. Therefore, when they learn a language and speak it

quickly, they consider themselves fluent in that language (Browne & Fulcher, 2017). Although fluency is related to speed, it's not the only aspect to consider. It is also related to rate; hesitation; repetition; and fix.

5. Comprehensibility

Comprehensibility is the procedure of expertise of the utterances despatched with the aid of speaker done by way of the listener. Also comprehensibility in talking method that human beings can understand what we say and we are able to understand what they are saying. In step with Harmer explains that, comprehensibility can occur if humans want to make communique to every other, they have to speak due to the fact they have extraordinary data. If there is between them, it isn't an amazing verbal exchange if the people still confuse with what they say. Similarly Clark and Clark defines that, comprehensibility has two not unusual senses. In its slender experience it denotes the building of which means and utilizes the speech act conveyed.

6. Smoothness

Smoothness is the ability to speak English through good clustering and reduced form (Brown in Hamid, 2015 : 29). Good clustering is fluent in English with phrases. This means that English cannot be spoken word for word, and the reduced form uses English with contractions, omissions, and diminished vowels (Hamid, 2015 : 29).

d. The Importance of Speaking

In speaking activity students are hoped to be able in communicating with different human beings due to the fact through speaking ability the students ought to explicit

their ideas and know greater approximately the information they need. According to According to EduBirdie's article, speaking is a efficient ability in which speakers expresses and responses their ideas by using using language. From that statement, we can see that talking may be very important in our daily activities. Talking assist us to interact one every different to provide facts and the opposite as gets records in our community. There are three function of speaking, those are speaking as interaction, speaking as transaction and speaking as performance (Juhari, 2016 : 12-14).

Speaking skills enable people to find new ways to talk about any topic or experience with others. Speaking fluently and correctly, with correct intonation and pronunciation, especially in a second or foreign language, adds to the 13 speaker's strengths. Excellent use of this ability to speak a second language can make the speaker a proficient communicator. Effective communication skills are one of the teacher standards in many countries around the world (Aslam, 2011).

In fact, a second language follows the same learning pattern as a first language: pre-production (where learners just listen), early production (they can use short speeches), language development (they try short conversations with friends), intermediate fluency and advanced fluency (students whose abilities are near-native speakers). Talking about the language in the target language is the best strategy for learning spoken language (Maguire, et al., 2010). Teacher education programs need to be strengthened for effective oral English instruction and assessment (Wedell, 2008).

2. The Concept of Media

a. Definition of Learning Media

Sadiman, et al. (2014) argues that learning media is anything that is used to transmit messages from the sender to the recipients that can stimulate the thoughts, feelings, interests and attention of students so that the learning process can occur. Meanwhile, Munadhi in Wahyuni (2017) suggests that learning media is something that is used to convey and distribute messages in a planned manner that can be make the learning process conducive, efficient and effective.

Based on the opinion above, it can be concluded that media is a tool used to inform a certain learning process so that it can take place successfully, according to the statement in the previous paragraph. In addition, the media can function as a liaison between informants and news consumers. The use of the media as a channel between the ulama and the ulama is what is meant by "becoming literate". In other words, active learners need media access in order to prepare the material to be studied.

b. Benefits of learning media

Rusman in Oktaviana (2016) benefits of the following learning media when discussing the teaching process:

1. Instruction can raise awareness and inspire students to learn.
2. The curriculum is made clearer so that students can more easily understand and achieve program objectives more successfully. Teaching methods are more

varied; it does not only involve verbal communication with the teacher through student guidance. As a result, neither the student nor the teacher will experience tension, even if the teacher is required to teach each lesson throughout the class.

3. Students are more involved in the learning process because they do not only research the teacher's explanations but are also involved in extracurricular activities such as observing, doing, demonstrating, and the like.

Based on the paragraph above, it can be concluded that the benefits of learning media are tools used by teachers to convey information or lessons to students. These tools can help students develop critical thinking skills, build self-confidence, and make the educational process more efficient and effective. Therefore, the teacher must ensure that the learning materials are appropriate so that information is conveyed clearly and accurately. Thus, the educational process can run effectively.

c. Criteria of choosing learning Media

Arsyad (2016) states that there are six criteria need to be considered in choosing learning media, namely:

1. In accordance with the learning objectives to be achieved. Learning media is selected based on the specified instructional objectives.
2. Appropriate to support the content of the lessons that are facts, concepts, principles, and generalizations. In order for the learning process to take place affectively, the media chosen must be in accordance with the needs of the learning task and the abilities of the students.

3. Practical, flexible, and enduring. This criterion requires teachers to choose media that are readily available around them, easy to obtain, easy to make, and can be used anytime and anywhere.
4. Teachers are skilled at using it. Teachers must be skilled in using various types of media used in the learning process.
5. Target grouping. Learning media that are effective for large groups are not necessarily effective for small groups. Therefore, teachers must adapt the learning media used to target students in the learning process.
6. Technical quality. The development of learning media must meet certain technical requirements.

Based on the description above, it can be concluded that in choosing media learning must be based on certain criteria in order to obtain media proper learning. For example, learning media must be appropriate learning objectives to be achieved, student needs, support lesson content, practical and flexible, right on target, and good media quality. With using the right media, can make the learning process takes place effectively, efficiently and optimally.

3. The Concept of Spinning Wheel

a. The definition of Spinning Wheel

Spinning Wheel is a tool in the form of a circular cutting board with the goal is as a learning media that can make it easier for students to understand it learning concept. As a result, the Spinning Wheel can be interpreted as an object having the shape of a circle or circles that can rotate or change direction. Spinning Wheel in other

words is a rotating circular item or circle. Aulia (2016) adds that the wheel of fortune is a learning medium which uses a circle that is divided into several sectors, then in that sector there are questions that will be answered by students which are listed in the form of certain images in the sectors in the circle. According to Paul Ginnis (2008:190) Spinning Wheel media is a game media with a challenging advantage, which encourages students to participate in solving problems or questions from the spinning wheel.

Figure 2.1 Picture of Spinning Wheel

According to this assertion, the spinning wheel media is a circle-shaped object that can be rotated in various directions, there is a sector for selecting topics to be discussed and can solve a learning problem. Wheel of fortune media and Wheel media have the same characteristics, namely using wheels or circles and can be classified into various sectors or fields that have open questions. Furthermore, this media is in the form of games. In this wheel game, spinning media can increase students' interest, motivation, and understanding of the subject matter.

b. How to use the Spinning Wheel

The research decid to choose Spinning Wheel for this research namely spinning wheel game development. This is steps to play the spinning wheel game:

1. The teacher gives instructions about spinning wheel.
2. Then students are asked to form groups.
3. Next the teacher opens google chrome page.

Figure 2.2 Picture of tutorial using spinning wheel

4. And then Type the link to enter Spinning wheel nets; spinnerwheel. Com.

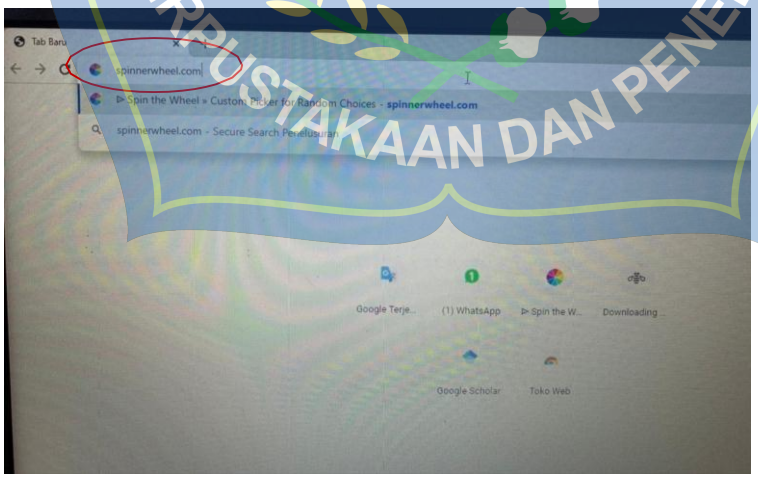

Figure 2.3 Picture of tutorial using spinning wheel

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5. The teacher typed several choices of the theme have been taught and students will choose topics assisted by the spinning wheel.
6. Tap to spin wheel.

Figure 2.4 Picture of tutorial using spinning wheel

7. Then students play the to determine selected topic.
8. Then each group is asked to write down selected theme. For example describing people or things.
9. After everything is finished, each group presents the results of their work.

c. The Advantages of Spinning Wheel

Sadiman, et al. (2014) gives the opinion that the advantages, namely:

1. The process of this media can entertain and increase students' enthusiasm for learning. Not only that, in this midea, students are enthusiastic in carrying out learning activities because this media is competitive.

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2. The media process can involve all students, not only one or two people but all participate to learn. As is known, effective learning can make students active in learning. This game can cover all students in the learning process.
3. The process of this media can get feedback between students and teachers. Feedback that is done can be a good and more effective interaction.
4. The media process has the application of the concept through the important role in the community. This spinning wheel media has many benefits that can be applied in our daily lives rather than formally conveyed learning.

d. Disadvantages of Spinning Wheel

According to Huda (2020) Sinning Wheel has several weaknesses. The following is a list of items:

1. From students who are lazy, the objectives of this learning media cannot be achieved.
2. It takes sufficient time to apply this spinning wheel media.

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C. Conceptual Framework

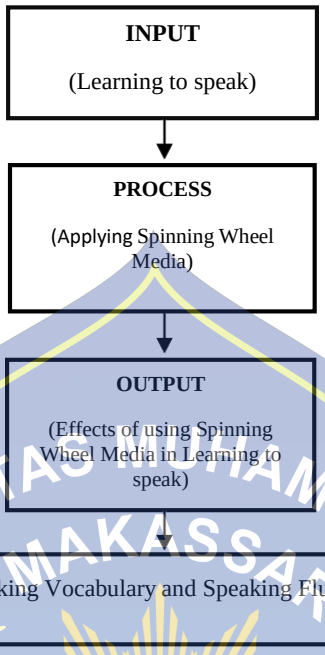

Figure 2.5 Conceptual Framework

1. Input

In this section, the research provides an overview of the Spinning Wheel media used in speaking lessons as a tactic to help students improve their speaking aspects.

2. Process

Proper process-oriented media is a factor. Media that is not good in class can make students bored and less active in the learning process in terms of speaking focus on vocabulary and fluency, students need learning media to overcome this problem. In this section using Spinning Wheel media. This teaching material can be useful for students.

3. Output

In terms of vocabulary, after doing the research implementing the spinning wheel. the results of the study showed that the students' vocabulary and fluency increased.In this section, the research will provide an overview of the Spinning Wheel media which will be used in speaking lessons as a tactic to help students improve their speaking aspect.

D. Hypothesis

1. H0 (Null hypothesis) : There is no significant effect of using Spinning Wheel media in learning speak.
2. H1 (Alternative hypothesis) : There is significant effect of using Spinning Wheel media in learning speak.

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CHAPTER III

RESEARCH METHOD

A. Research Design

In this research used a one-group pre-test and post-test design and used a pre-experimetal research approach. Research with pre-experimental is a research where the experiment is not serious because there are still external variable that may also impact the formation of the dependent variable (Sugiyono, 2017:109). According to the one group pretest-posttest pattern, it is drawn as follows:

O1 X O2

Sugiyono, (2016)

O1 = Pretest

X = Treatments

O2 = Posttest

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B. Research Variable

Based on this researcher, there are two variables analyze, namely:

The variable of this research is the use of spinning wheel as media independent variables and students' speaking skills in learning (vocabulary and fluency) as the dependent variable.

C. Population and Sample

1. Population

The research was focused on tenth grade students at SMAN 6 BONTOA located in Kel. Bontoa District, Kab. Maros. The population of this research was class X students of SMAN 6 Bontoa which consisted of 2 majors, namely MIPA and Social Sciences. Total students are 163 divided into six classrooms.

2. Sample

Determination of the sample is one of the important things that must be considered. A good sample is selected using the correct technique. purposive sampling is a sampling technique with certain considerations not based on area or level. sampling method that takes into account the factors. Purposive sampling was used as the sampling method in this study. In class X MIPA there are 3, namely MIPA 1, MIPA 2, and MIPA 3. Then this study used one class as a sample, namely class X MIPA 1, which consisted of 19 students. This class has been selected as a sample by the researcher based on observations with the

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results of interviewing the English teacher that this class still lacking in speaking skills.

D. Research Instrument

The research instrument uses speaking tests and recording in data collection. The researcher asked the students to tell the object they were describing for 2 to 10 minutes and recorded it. In this research, two kinds of tests were used, namely: the first was the pre-test and the second was the post-test. The pre-test was carried out to find out and measure students' initial abilities in speaking, especially vocabulary and fluency before they were given treatment using a spinning wheel. speaking, before being given treatment, while the post-test aims to determine the effect on aspects of speaking, especially in terms of vocabulary and fluency of students after being given treatment at the last class meeting. This research was given an evaluation of learning to speak and tested students' speaking skills using the Spinning Wheel media. This text is in the form of an essay consisting of two pre-test questions (in the form of a picture with the desired image choice) and a post test (using a spinner wheel as an image choice).

E. Procedure of Collecting Data

1. Pre-Test

Before carrying out the treatment, the researcher first gave a meeting pre-test to determine students' basic abilities in speaking skills. In the initial test, the researcher asked students to describe the pictures that had been provided because they related to the material to be taught, namely descriptions of objects

and then recorded by the researcher to make it easier to identify students' speaking, especially in vocabulary and fluency.

2. Treatment

After being given the pretest, the researcher gave the students six treatments on different days. Treatment means that researchers use "Media spinning wheel" its application in teaching speaking skills then students express opinions by describing the results of the choice of topics through the media "Spinning Wheel" according to learning materials.

3. Post-Test

Post test is the final data collection method. The post-test was given by the researcher to find out the students' speaking ability after the students were given treatment. Just like the pre-test segment, in the post-test segment, the researcher asked students to describe the images that had been provided using the "Spinning Wheel" media when it was recorded.

F. Data analysis

After all the data needed by the research has been collected, the next step is to analyze the data. Data analysis used in this research is quantitative analysis. Data analysis techniques in quantitative research use formulas to calculate. These results were tested using SPSS to determine significant differences in students' speaking ability before and after using the rotating wheel media. Research collects data through pre-test and post-test analysis with the following formula:

A. Vocabulary

Table 3. 1 Scoring of students vocabulary

Classification	Score	Criteria
Excellent	80-100	Perfect looking vocabulary and formal native speaker vocabulary.
Very Good	66-79	The perfect vocabulary is broad and precise, while the general vocabulary is sufficient to deal with a wide variety of practical difficulties and social situations.
Good	56-65	The perfect language is adequate for discussing specific interests; generic vocabulary allows for some circumlocutions when discussing any nontechnical issue.
Very Poor	41-55	Some words are misused, and a lack of terminology precludes discussion of some common professional and societal issues.
Poor	<40	Only basic personal and survival vocabulary is available (time, food, transportation, family, and so on).

(Destager in Insani, 2020)

B. Fluency

Table 3. 2 Scoring of students Fluency

Classification	Score	Criteria
Excellent	80-100	Their talk is very easy to understand and like native speakers.
Very Good	66-79	Their conversation is very understandable.
Good	56-65	They spoke hesitantly and slightly distracted.
Very Poor	41-55	They spoke intermittently, hastily, and hesitated.
Poor	<40	They speak in a hurry and stutter often stop more sentences that are not clear.

(Destager in Insani, 2020)

3. In addition, the researchers conducted manual checks, as well as the researchers processing data using SPSS 25 and Microsoft Excel.

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CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

In this chapter the researcher presents the findings after the research was carried out and a discussion section relating to what the researcher got. This study aims to determine the effect of using a spinning wheel as a learning medium in learning speaking students at SMAN 6 Bontoa Maros. The results of this study are obtained from the results of the pre-test and post-test data before and after using spinning wheel media. The treatment was carried out 6 meetings, includes pre-test, treatment and post-test with 19 treatment samples without using a control class. The research's conclusions are as follow: hypothesis testing of matched sample including mean score, and t-test of significance.

1. Descriptive Statistic

The results obtained by the researchers reported in this chapter are based on the analysis of data collected using the pre-test and post-test (before and after treatment). The findings obtained are related to vocabulary and fluency of MIPA 1 class students at SMAN 6 BONTOA MAROS.

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a. Descriptive Statistic Pre-Test And Post-Test Vocabulary

Table 4.1 Descriptive Statistic Pre-Test and Post-Test Vocabulary

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
POSTEST	19	75.00	90.00	79.1053	5.64599
PRETEST	19	40.00	55.00	44.4737	6.21261
Valid N (listwise)	19				

Based on the data above, D stands for the difference between matches post-test pairs minus pre-test scores, $\bar{X}$ is the average pre-test score and $\bar{X}$ is the post-test average score. It was found that in the pre-test minimum score of 40 and maximum score of 55 with an average total score is 44.47 and the standard deviation is 6.212. It was also found that in the post test the minimum score of 75 and maximum scores were 90 and with an average total score. is 79.10 and the standard deviation is 4.691 which means it is higher than the pre-test.

b. Descriptive Statistic Pre-Test And Post-Test Fluency

Table 4.2 Descriptive Statistic Pre-Test and Post-Test Fluency

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
POSTEST	19	76.00	100.00	85.7368	6.13589
PRETEST	19	30.00	65.00	46.3158	9.69566
Valid N (listwise)	19				

Based on the data above, D stands for the difference between matches post-test pairs minus pre-test scores, $\bar{X}1$ is the average pre-test score and $\bar{X}2$ is the post-test average score. It was found that in the pre-test minimum score of 30 and maximum

score of 88 with an average total score is 46.31 and the standard deviation is 9.695. It was also found that in the post test the minimum and maximum scores were 76 and 100 with an average total score is 85.73 and the standard deviation is 6.135 which means it is higher than the pre-test.

2. Results of Hypothesis Testing

Researchers used the SPSS 25 program to analyze the t-test on the data. The t-test was conducted to determine the significance level of the pre-test and post-test, then for that researchers used hypothesis testing using static inferential. The significance value can be seen from the results of the T test below.

a. T-Test Vocabulary

Table 4.3 Paired sample T-test Vocabulary

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	vocabulary posttest - vocabulary pretest	34.63158	2.06049	.47271	33.63846	35.62470	73.262	18	.000

Based on the table above, it is known that the students' T-test scores on the use of the rotating wheel media between where the average pre-test vocabulary score is 44.47 then the post-test vocabulary result is 79.10. significant influence on the use of spinning wheel media. it is known that the alternative hypothesis (H1) is accepted while

the null hypothesis (H0) is rejected with a significant value of 0.000 which is smaller than α = 0.05. Where the df value (degrees of freedom) is 19- 1 = (df) 18 = 2.101 and the t test value = 73.262 is greater than the df value.

b. T-Test Fluency

Table 4.4 Paired sample T-test Fluency

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	Sig. (2-tailed)
Pair 1	fluency posttest - fluency pretest	39.42105	8.15350	1.87054	35.49119	43.35091	21.075	18	.000

Based on the table above, it is known that the students' T-test scores on the use of the spinning wheel media where the average pre-test fluency score is 46.31 then the post-test fluency result is 85.73 results show that there is a significant influence on the use of spinning wheel media. it is known that the alternative hypothesis (H1) is accepted while the null hypothesis (H0) is rejected with a significant value of 0.001 which is smaller than α = 0.05. Where the df value (degrees of freedom) is 19- 1 = (df) 18 = 2.101 and the t test value = 21.075 is higher than the df value.

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B. Discussion

The findings in this chapter, some discussion results from the findings are presented from the pre-test and post-test. In conducting the research, a pre-test was carried out at the beginning of the implementation of speaking skills without using the media and then using the spinning wheel media with the implementation of the treatment and then by presenting the results of the post-test. This discussion will describe the results of using the spinning wheel media.

a. The Students Vocabulary

In improving students' speaking skills, especially for them vocabulary researcher uses the media of spinning wheel in teaching speaking. Where using the spinning wheel media can help students to add vocabulary and remember it more easily because of the existing media on the spinning wheel.

The classification system proposed by Sartika (2019) ranges from poor to excellent or from a score of 0 to 100 using the criteria. The data already demonstrates that a large number of pupils received ordinary grades while no kids performed particularly well on the pre-test. Some students had a lot of trouble speaking during the pre-test, as some of them couldn't talk because they lacked the language necessary to express what they wanted to say. Some of them scored higher on the post test than they did on the pre-test, which is a significant difference. After treatment, students make great progress and speak more fluently than before the test.

Based on table 4.1, the average score of students' speaking ability accuracy related to vocabulary is 44.47% which can be concluded that speech accuracy related to vocabulary including a good classification. Post test results of 79.10% can be categorized as very good.

By using the media of the spinning wheel, the vocabulary increases. According to Aulia in Ahmad (2020), it can be seen that students are more motivated to participate in the spinning wheel media, which is a game with elements of a good way. To memorize vocabulary. Students are interested in this famous game. This medium is a fantastic resource for preparing to learn to speak. Students can increase their memory capacity and memory flexibility.

b. Student Fluency

To improve students' speaking related to fluency researchers used the media of the spinning wheel in learning to speak. Where this media helps students to improve their fluency.

Chairina (2022) proposed categorization from poor to excellent or from a score of 0 to 100 with criteria. The data already demonstrates that many students receive good results on the pre-test. Some students experienced a lot of speaking problems during the pre-test, particularly with fluency. For example, some students had a large vocabulary but didn't know how to pronounce it. In contrast to the post-test, where some of them performed exceptionally well and received excellent grades, only two pupils did so this time. They talk more fluently than before the test.

From table 4.2, the average score of students' speaking related to fluency in the pre-test is 46.31% which can be categorized as a good classification. While the results of the post test 85.73% can be categorized very good classification. It can be concluded that students got significant progress in speaking skills, especially in fluency by using a spinning wheel media. This media provides a selection of topics to improve speaking skills in fluency. There is also a function to check students pronunciation through student voice recordings Anggraini S, (2022).

Based on the relevant research above that has been done is it can be concluded that the Spinning Wheel media has an influence speaking skills of class X MIPA 1 SMAN 6 BONTOA MAROS, after being given treatment using the Spinning Wheel media in learning with the use of the spinning wheel media provides opportunities for students to express ideas, provide creative learning to speak, motivated in the learning process and can used as a speaking learning tool.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The use of spinning wheel media has a significant effect on students' vocabulary. This is evidenced by the average value of the post-test (79.10), included in the very good category that is higher. Then, the average score of pretest (44.47) which is included in the sufficient category. That is, the use of spinning wheel media affects students' English proficiency, especially vocabulary, as evidenced by an increase of 77%.
2. The use of spinning wheel media affects students' fluency skills. This is evidenced by the average post-test score (85.73) which is included in higher good category. Then, the average pre-test score (46.31) which is included in the sufficient category. This means that students who use spinning wheel media affect students' English language skills, especially fluency, proven by an increase of 85.12%.

B. Suggestion

Based on after the spinning wheel learning media was carried out reviewing the findings and discussion, researchers provides the following suggestions that may be helpful:

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1. For Teachers Recommended for English teachers at SMAN 6 BONTOA MAROS will continue to be motivated for their students to be able to provide guidance on their speaking learning and improve their speaking. for spinning wheel learning media to be able to help students train how to choose the right topic by using this Spinning Wheel media. Give enthusiasm to learn to students with the media spinning wheel. and then, the teacher can feel the students' oral communication skills.
2. For students to be more diligent in practicing speaking so they can build confidence to be fluent in speaking and diligent in reciting vocabulary and increasing vocabulary. students are able to provide cooperation between teachers so that learning is comfortable and orderly. and then often repeat the previous English lesson so that you can get used to the English material.
3. For researchers, lastly for writers to be aware of things there are many limitations and errors in this study. Therefore, greetings and suggestions of constructive criticism are highly expected by the author. it is recommended for other researchers who can create updates from the use of spinning wheel media.

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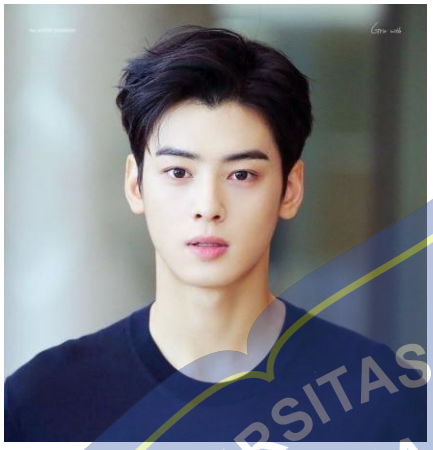
A P P E N D I C E S

UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

APPENDIX A

Pre-Test



Instruction:

1. Look at the picture.
2. Choose one picture.
3. Explain what do you know about the picture?
4. Each students' have time two minutes to explain the pictures.
5. To answer, mention your name and attendance number.

UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

POST-TEST

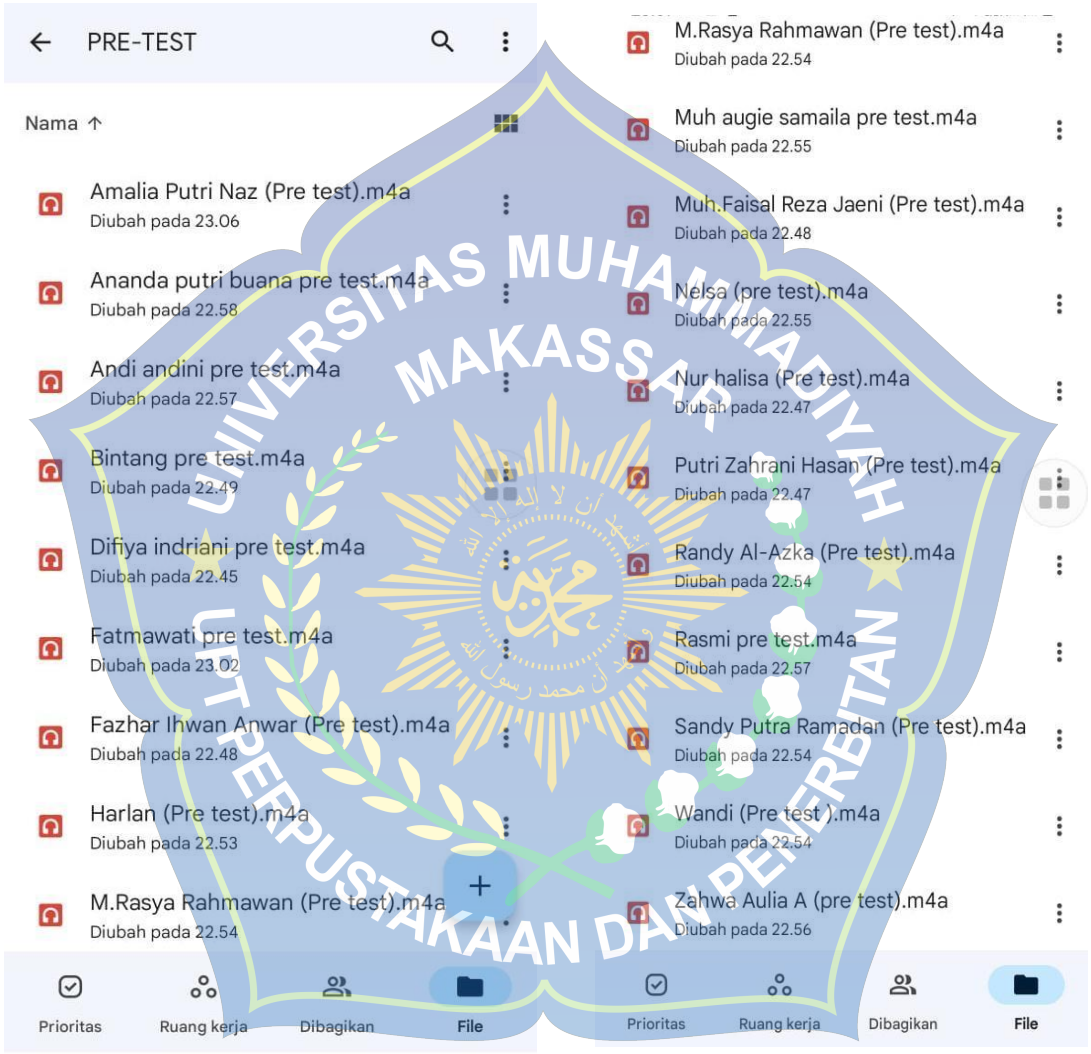
Instruction :

1. Look at the picture.
2. Choose one picture.
3. Explain what do you know about the picture?
4. Each students' have time two minutes to explain the pictures.
5. To answer, mention your name and attendance number.

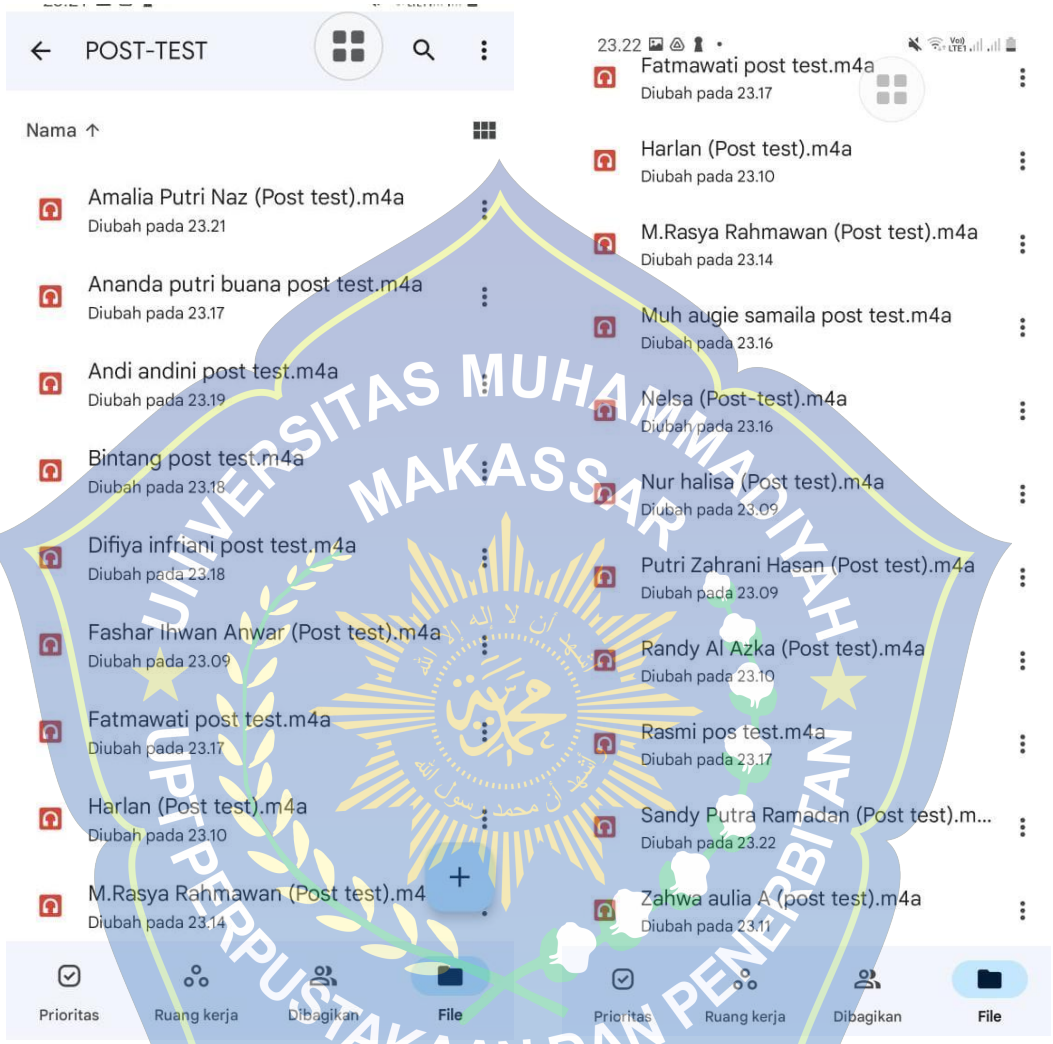
UNIVERSITAS MUHAMMADIYAH MAKASSAR PERPUSTAKAAN DAN PENERBITAN

THE RESULT STUDENTS OF PRE-TEST AND POST-TEST

- **PRE-TEST**



- **POST-TEST**


POST-TEST
Nama
Amalia Putri Naz (Post test).m4a
Diubah pada 23.21
Ananda putri buana post test.m4a
Diubah pada 23.17
Andi andini post test.m4a
Diubah pada 23.19
Bintang post test.m4a
Diubah pada 23.18
Difiya infriani post test.m4a
Diubah pada 23.18
Fashar Ihwan Anwar (Post test).m4a
Diubah pada 23.09
Fatmawati post test.m4a
Diubah pada 23.17
Harlan (Post test).m4a
Diubah pada 23.10
M.Rasya Rahmawan (Post test).m4
Diubah pada 23.14
Prioritas
Ruang kerja
Dibagikan
File
23.22
Fatmawati post test.m4a
Diubah pada 23.17
Harlan (Post test).m4a
Diubah pada 23.10
M.Rasya Rahmawan (Post test).m4a
Diubah pada 23.14
Muh augie samaila post test.m4a
Diubah pada 23.16
Nelsa (Post-test).m4a
Diubah pada 23.16
Nur halisa (Post test).m4a
Diubah pada 23.09
Putri Zahrani Hasan (Post test).m4a
Diubah pada 23.09
Randy Al Azka (Post test).m4a
Diubah pada 23.10
Rasmi pos test.m4a
Diubah pada 23.17
Sandy Putra Ramadan (Post test).m...
Diubah pada 23.22
Zahwa aulia A (post test).m4a
Diubah pada 23.11
Prioritas
Ruang kerja
Dibagikan
File

SPINNING WHEEL MEDIA

UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

ATTENDANCE

No	NAME	Pre-Test	Treatment				Post-Test
			1	2	3	4	
1.	Amalia Putri Naz	✓	✓	✓	✓	✓	✓
2.	Ananda Putri Buana	✓	✓	✓	✓	✓	✓
3.	Andi Andini R	✓	✓	✓	✓	✓	✓
4.	Bintang	✓	✓	✓	✓	✓	✓
5.	Difiya Indriani	✓	✓	✓	✓	✓	✓
6.	Fashar Ihwan Anwar	✓	✓	✓	✓	✓	✓
7.	Fatmawati	✓	✓	✓	✓	✓	✓
8.	Harlan	✓	✓	✓	✓	✓	✓
9.	M. Rasya Rahmawan	✓	✓	✓	✓	✓	✓
10.	Muh. Augie Samaila	✓	✓	✓	✓	✓	✓
11.	Muh. Faisal Reza Jaeni	✓	✓	✓	✓	✓	✓
12.	Nelsa	✓	✓	s	✓	✓	✓
13.	Nur Halisa	✓	✓	✓	✓	✓	✓
14.	Putri Zahrani Hasan	✓	✓	✓	✓	✓	✓
15.	Randi Al Aska	✓	✓	✓	✓	✓	✓
16.	Rasmi	✓	✓	✓	✓	i	✓
17.	Sandy Putra Ramadan	✓	✓	✓	✓	✓	✓
18.	Wandi	✓	✓	✓	✓	✓	✓
19.	Zahwa Aulia Ariyanto	✓	✓	✓	✓	✓	✓

Description:

S : Sickness

i : Permission

a : Absent

UNIVERSITAS MUHAMMADIYAH MAKASSAR UPT PERPUSTAKAAN DAN PENERBITAN

APPENDIX B

Findings

THE RESULT OF STUDENTS' SPEAKING VOCABULARY AND FLUENCY IN PRE-TEST AND POST-TEST

NO	STUDENTS INITIAL	Pre-Test		Pos-Test	
		Vocabulary	Fluency	Vocabulary	Fluency
1	APN	55	50	88	90
2	APB	40	30	75	83
3	AAR	40	50	75	90
4	BTG	40	40	80	85
5	DI	55	65	90	100
6	FIA	40	55	75	87
7	FMW	55	60	90	95
8	HR	40	40	75	83
9	MRR	40	40	75	85
10	MAS	50	45	85	80
11	MFR	40	40	75	88
12	NLS	40	30	75	83
13	NH	50	55	80	83
14	PZH	40	40	75	85
15	RA	50	55	80	80
16	RZ	40	40	75	83
17	SPR	40	40	75	78
18	WND	40	50	75	76
19	ZAA	50	55	85	95
TOTAL		**1.045**	**880**	**1.503**	**1.629**
MEAN		**44.47**	**46.31**	**79.10**	**85.73**

UNIVERSITAS MUHAMMADIYAH MAKASSAR UPT PERPUSTAKAAN DAN PENERBITAN

THE SCORE OF PRE-TEST VOCABULARY AND FLUENCY

NO	STUDENTS INITIAL	PRE-TEST		
		VOCABULARY	FLUENCY	SCORE
1	APN	55	50	52,5
2	APB	40	30	35
3	AAR	40	50	45
4	BTG	40	40	40
5	DI	55	65	60
6	FIA	40	55	47,5
7	FMW	55	60	57,5
8	HR	40	40	40
9	MRR	40	40	40
10	MAS	50	45	47,5
11	MFR	40	40	40
12	NLS	40	30	35
13	NH	50	55	52,5
14	PZH	40	40	40
15	RA	50	55	52,5
16	RZ	40	40	40
17	SPR	40	40	40
18	WND	40	50	45
19	ZAA	50	55	52,5
TOTAL		**1.045**	**880**	**862,5**

UNIVERSITAS MUHAMMADIYAH MAKASSAR UPT PERPUSTAKAAN DAN PENERBITAN

THE SCORE OF POST-TEST VOCABULARY AND FLUENCY

NO	STUDENTS INITIAL	POST-TEST		
		VOCABULARY	FLUENCY	SCORE
1	APN	88	90	89
2	APB	75	83	79
3	AAR	75	90	82,5
4	BTG	80	85	82,5
5	DI	90	100	95
6	FIA	75	87	81
7	FMW	90	95	92,5
8	HR	75	83	79
9	MRR	75	85	80
10	MAS	85	80	82,5
11	MFR	75	88	81,5
12	NLS	75	83	79
13	NH	80	83	81,5
14	PZH	75	85	80
15	RA	80	80	80
16	RZ	75	83	79
17	SPR	75	78	76,5
18	WND	75	76	75,5
19	ZAA	85	95	90
TOTAL		**1.503**	**1.629**	**1405,5**

UNIVERSITAS MUHAMMADIYAH MAKASSAR UPT PERPUSTAKAAN DAN PENERBITAN

THE MEAN SCORE OF STUDENTS' PRE-TEST AND POST TEST

A. PRE-TEST

1. Students' Vocabulary

$$X = \frac{\sum x}{N}$$

$$X = \frac{1.045}{19}$$

$X = 44{,}47$

2. Students'Fluency

$$X = \frac{\sum x}{N}$$

$$X = \frac{880}{19}$$

$X = 46.31$

B. POST-TEST

1. Students' Vocabulary

$$X = \frac{\sum x}{N}$$

$$X = \frac{1.503}{19}$$

$X = 79.10$

2. Students'Fluency

$$X = \frac{\sum x}{N}$$

$$X = \frac{1.629}{19}$$

$X = 85.73$

C. CALCULATING DATA IN STUDENT EFFECT USING SPINNING WHEEL

1. **Students effect using spinning wheel in Vocabulary**

$$\% = \frac{X1 - X2}{X1} = x\ 100$$

$$\% = \frac{44.47 - 79.10}{44.47} = x\ 100$$

$\% = 78\ \%$

2. **Students effect using spinning wheel in Fluency**

$$\% = \frac{X1 - X2}{X1} = x\ 100$$

$$\% = \frac{46.31 - 85.73}{46.31} = x\ 100$$

$\% = 85{,}12\ \%$

UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Distribution of T-table

Titik Persentase Distribusi t (df = 1 – 30)

df	Probability (p)			
	0.10	**0.05**	**0.01**	**0.001**
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.941
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.859
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.405
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.697	2.042	2.750	3.646

(Gay, 1981)

APPENDIX C

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Negeri 6 Bontoa Maros
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X MIPA 1/Genap
Materi Pokok : Informasi Terkait Describing places
Alokasi Waktu : 90 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi gambar-gambar yang di berikan dan dapat mnyebutkan fasilitas yang di sekitar tempat, benda, karakteristik, warna, dan jarak tempat.
- Melafalkan kata noun dan jumlah benda-benda di sekitarnya dengan nyaring, jelas, dantepat sesuai dengan gambar.
- Memahami struktur teks deskriptif dalam memberi dan meminta informasi terkait teks describing places.
- Memahami unsur kebahasaan dari teks deskriptif dalam memberi dan meminta informasi terkait describing places.
- Melafalkan teks dengan nyaring, jelas, tepat, dan percaya diri.

B. Media/alat, Bahan dan Sumber Belajar

Media : Lembar kerja (siswa), Lembar penilaian, dan Media Spinning Wheel
Alat/Bahan : Spidol, papan tulis, Laptop & infocus
Sumber Belajar : Buku Bahasa Inggris Siswa Kelas X, Kemendikbud, Tahun 2020; Internet, Kamus bahasa inggris

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Describing places dari sebuah gambar***	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, dan mengamati. Guru memberikan penjelasan tentang penggunaan media Spinning Wheel dan bahan materi terkait ***Describing places dari sebuah gambar***
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi ***Describing places dari sebuah gambar***
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ***Describing places dari sebuah gambar***
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***Describing places dari sebuah gambar.*** Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Peserta Didik	Siswa melakukan refleksi tentang pelaksanaan pembelajaran dan pelajaran apa yg di peroleh setelah belajar tentang topik. Membuat ringkasan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran yg baru di lakukan.
Guru	Melakukan penilaian. Memberi tugas kepada peserta didik (PR) dan mengigatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya. Menutup kegiatan belajar mengajar dengan berdoa.

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMA Negeri 6 Bontoa Maros
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X MIPA 1/Genap
Materi Pokok : Informasi Terkait Describing The Family
Alokasi Waktu : 90 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi gambar-gambar yang di berikan dan dapat mnyebutkan terkait dengan sifat, ciri-ciri, keahlian, dan kepribadian.
- Mengidentifikasi struktur teks dari tindakan memberi dan meminta informasi terkaitdengan sifat, ciri-ciri, keahlian, dan kepribadian.
- Memahami struktur teks deskriptif dalam memberi dan meminta informasi terkait teks describing family.
- Memahami unsur kebahasaan dari teks deskriptif dalam memberi dan meminta informasi terkait describing family.
- Melafalkan teks dengan nyaring, jelas, tepat, dan percaya diri.

B. Media/alat, Bahan dan Sumber Belajar

Media : Lembar kerja (siswa), Lembar penilaian, dan Media Spinning Wheel
Alat/Bahan : Spidol, papan tulis, Laptop & infocus
Sumber Belajar : Buku Bahasa Inggris Siswa Kelas X, Kemendikbud, Tahun 2020; Internet, Kamus bahasa inggris

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Describing family dari sebuah gambar***	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, dan mengamati. Guru memberikan penjelasan tentang penggunaan media Spinning Wheel dan bahan materi terkait ***Describing family dari sebuah gambar***
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi ***Describing family dari sebuah gambar***
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ***Describing family dari sebuah gambar***
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***Describing family dari sebuah gambar.*** Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Peserta Didik	Siswa melakukan refleksi tentang pelaksanaan pembelajaran dan pelajaran apa yg di peroleh setelah belajar tentang topik. Membuat ringkasan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran yg baru di lakukan.
Guru	Melakukan penilaian. Memberi tugas kepada peserta didik (PR) dan mengigatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya. Menutup kegiatan belajar mengajar dengan berdoa.

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMA Negeri 6 Bontoa Maros
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X MIPA 1/Genap
Materi Pokok : Informasi Terkait Describing transportation
Alokasi Waktu : 90 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi gambar-gambar yang di berikan dan dapat mnyebutkan model dengan benar seperti merek kendaraan, kegunaannya, ukuran, dan warna sesuai dengan gambar.
- Melafalkan kata noun dan kata sifat dengan melafalkan kata seperti merek kendaraan, kegunaannya, ukuran, dan warna dengan nyaring, jelas, dan tepat sesuai dengan gambar.
- Memahami struktur teks deskriptif dalam memberi dan meminta informasi terkait teks describing transportation.
- Memahami unsur kebahasaan dari teks deskriptif dalam memberi dan meminta informasi terkait describing transportation.
- Melafalkan teks dengan nyaring, jelas, tepat, dan percaya diri.

B. Media/alat, Bahan dan Sumber Belajar

Media : Lembar kerja (siswa), Lembar penilaian, dan Media Spinning Wheel
Alat/Bahan : Spidol, papan tulis, Laptop & infocus
Sumber Belajar : Buku Bahasa Inggris Siswa Kelas X, Kemendikbud, Tahun 2020; Internet, Kamus bahasa inggris

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Describing transportation dari sebuah gambar.***	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, dan mengamati. Guru memberikan penjelasan tentang penggunaan media Spinning Wheel dan bahan materi terkait ***Describing transportation dari sebuah gambar***
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi ***Describing transportation dari sebuah gambar***
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ***Describing transportation dari sebuah gambar***
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***Describing transportation dari sebuah gambar***. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Peserta Didik	Siswa melakukan refleksi tentang pelaksanaan pembelajaran dan pelajaran apa yg di peroleh setelah belajar tentang topik. Membuat ringkasan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran yg baru di lakukan.
Guru	Melakukan penilaian. Memberi tugas kepada peserta didik (PR) dan mengigatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya. Menutup kegiatan belajar mengajar dengan berdoa.

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMA Negeri 6 Bontoa Maros
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X MIPA 1/Genap
Materi Pokok : Informasi Terkait Describing Artist
Alokasi Waktu : 90 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi gambar-gambar yang di berikan dan dapat mnyebutkan terkait dengan talenta, karakter, sifat dan profesi.
- Melafalkan kata sifat terkaitdengan talenta, karakter, sifat dan profesi.
- Memahami struktur teks deskriptif dalam memberi dan meminta informasi terkait teks describing Artist.
- Memahami unsur kebahasaan dari teks deskriptif dalam memberi dan meminta informasi terkait describing Artist.
- Melafalkan teks dengan nyaring, jelas, tepat, dan percaya diri.

B. Media/alat, Bahan dan Sumber Belajar

Media : Lembar kerja (siswa), Lembar penilaian, dan Media Spinning Wheel
Alat/Bahan : Spidol, papan tulis, Laptop & infocus
Sumber Belajar : Buku Bahasa Inggris Siswa Kelas X, Kemendikbud, Tahun 2020; Internet, Kamus bahasa inggris

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Describing Artist dari sebuah gambar***	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, dan mengamati. Guru memberikan penjelasan tentang penggunaan media Spinning Wheel dan bahan materi terkait ***Describing Artist dari sebuah gambar***
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi ***Describing Artist dari sebuah gambar***
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ***Describing transportation dari sebuah gambar***
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***Describing Artist dari sebuah gambar.*** Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Peserta Didik	Siswa melakukan refleksi tentang pelaksanaan pembelajaran dan pelajaran apa yg di peroleh setelah belajar tentang topik. Membuat ringkasan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran yg baru di lakukan.
Guru	Melakukan penilaian. Memberi tugas kepada peserta didik (PR) dan mengigatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya. Menutup kegiatan belajar mengajar dengan berdoa.

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

APPENDIX D

DOCUMENTATION OF STUDENTS ACTIVITIES

(Pre-test)

(Treatment)

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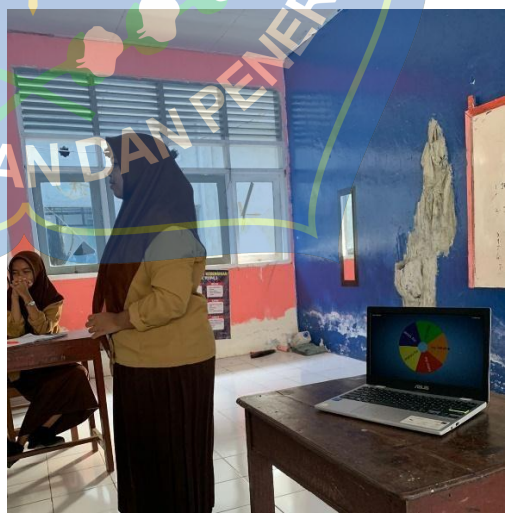
UPT PERPUSTAKAAN DAN PENERBITAN

(Pos-test)



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SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar, Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Yuliana
Nim : 105351101418
Program Studi : Pendidikan Bahasa Inggris

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No	Bab	Nilai	Ambang Batas
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Makassar, 31 Juli 2023
Mengetahui
Kepala UPT- Perpustakaan dan Pernerbitan,

Nursinah, S.Hum., M.I.P
NBM. 964 591

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 1429/05/C.4-VIII/V/1444/2023 — 18 Syawal 1444 H
Lamp : 1 (satu) Rangkap Proposal — 08 May 2023 M
Hal : Permohonan Izin Penelitian

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di –
Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13473/FKIP/A.4-II/V/1444/2023 tanggal 3 Mei 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **YULIANA**
No. Stambuk : **10535 1101418**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE USE SPINNING WHEEL MEDIA IN LEARNING TO SPEAK IN THE CLASS X SMAN 6 BONTOA MAROS"

Yang akan dilaksanakan dari tanggal 11 Mei 2023 s/d 11 Juli 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr. Ir. Abubakar Idhan,MP.
NBM 101 7716

05-23

UNIVERSITAS MUHAMMADIYAH MAKASSAR
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PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 6 MAROS
Alamat: Jl. Pendidikan No.20, Kel. Bontoa, Kecamatan Bontoa
Kabupaten Maros 90554 Sulawesi Selatan

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor : 421.6/093/SMAN.6/MR/DISDIK/2023

Yang bertandatangan di bawah Kepala SMA Negeri 6 Maros menerangkan bahwa :

Nama : **YULIANA**
NIM : 105351101418
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

Benar yang bersangkutan telah melaksanakan penelitian/pengumpulan data di SMAN Negeri 6 Maros dari tanggal 11 Mei 2023 s.d 11 Juli 2023 dalam rangka penulisan skripsi berjudul "***The Use Spinning Wheel Media In Learning To Speak In The Class X SMAN 6 Maros)***"

Demikian keterangan ini dibuat untuk dipergunakan seperlunya.

Maros, 29 Mei 2023
Kepala SMA Negeri 6 Maros

Umar, HR, S.Pd, M.Si
NIP. 196609161991031009

UNIVERSITAS MUHAMMADIYAH MAKASSAR
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Website: bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Yuliana
NIM : 10535110116
Judul Penelitian : The use of spinning wheel media in learning to speak in the class x SMAN 6 Bontoa Maros (A pre-Experimental Research)
Tanggal Ujian Proposal : 28 Maret 2023
Tempat/Lokasi Penelitian : SMAN 6 Bontoa / Maros Utara

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	kamis, 04 Mei 2023	Introduction and pre - test	Saharir.S.pd.M.pd	
2	kamis, 11 Mei 2023	Treatment 1	Saharir.S.pd.M.pd	
3	Sabtu, 13 Mei 2023	Treatment 2	Saharir.S.pd.M.pd	
4	Jumat, 19 Mei 2023	Treatment 3	Saharir.S.pd.M.pd	
5	Selasa, 23 Mei 2023	Treatment 4	Saharir.S.pd.M.pd	
6	Kamis, 25 Mei 2023	Post - test	Saharir.S.pd.M.pd	
7				
8				
9				
10				

Mengetahui,

Makassar, 29 Mei 2023

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977807

Pimpinan/Kepala sekolah/Instansi

Umar HR, S.Pd., M.Si
NIP/ID. 196609161991031009

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بســـم اللـه الرحمن الرحيـــم

LETTER OF ACCEPTANCE
0796/BG-FKIP/LOA/B/VIII/1445/2023

Dear YULIANA
It is our pleasure to inform you that, after reviewing your paper:
THE USE OF SPINNING WHEEL MEDIA IN LEARNING TO SPEAK IN THE CLASS X SMAN 6 BONTOA MAROS
The manuscript ID: 1018
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology,** ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at *eltm@bg.unismuhmakassar.ac.id*

Makassar, 1 August 2023 M
14 Muharram 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

CURRICULUM VITAE

Yuliana was born in Maros on March 29, 2000. She is from three children and she is the second child of Nasaruddin and Nur Asia. He started it education at SDN 100 Balosi and graduated in 2012. Then continued his education at SMPN 13 Bontoa and graduated in 2015. After that, he continued his studies at SMKN 1 MAROS and graduated in 2018. Furthermore, he continued his studies at Muhammadiyah Makassar University, majoring in Department of English Education in 2018.At the end of his studies, he produced a research thesis entitled "The use of the spinning wheel in learning to speak in class X SMAN 6 BONTOA MAROS".

Email: uliylnuli@gmail.com

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