

THE EFFECTIVENESS OF THE SPINNING WHEEL GAME TOWARD
STUDENTS' ABILITY TO USE SIMPLE PRESENT TENSE AT JUNIOR
HIGH SCHOOL IN PADANG

A THESIS

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ABSTRACT

Rahmi, Annisa A (2024): The Effectiveness of the Spinning Wheel Game Toward Students' Ability to Use Simple Present Tense at Junior High School in Padang.

In the Merdeka curriculum, the government added English as a compulsory subject. One of the materials taught was simple present tense. After studying it, students were able in employing the simple present tense both in written and spoken forms. In actually happening, there were several problems in learning the simple present tense at SMPN 22 Padang, for example the learning media used was less interesting and boring. Consequently, in this study, to help students truly comprehend the simple present tense, the researcher used a media that calls for spinning wheel game. The key objective of this research was to look into how possessing of a spinning wheel game affected the students' proficiency with the simple present tense. it used a pre-experimental approach to conduct their quantitative analysis. During the academic year 2024/2025, the population of the research was formed of students who were enrolled in the eighth grade at SMPN 22 Padang. The investigation adopted a cluster random sampling method. The researcher chose VIII.C, which consisted of 32 pupils, as the sample. Six meetings had been scheduled to facilitate the researchers' study. For the purpose of collecting the data, the researcher employed both pre-test and post-test activities. In this study, the instrument that was utilized was a written test. On the fundamental components of the findings of the research, it was determined that the significance level of the two-tailed paired sample t-test was lower than 0.05. It might be concluded that the null hypothesis (H_0) was rejected while the alternative hypothesis (H_1) was demonstrated to be accepted. Because of this, the students in the eighth grade at SMPN 22 Padang were able to demonstrate the beneficial effect of the spinning wheel game on their ability to use the simple present tense.

Keywords: Spinning wheel game, learning Media, Simple present tense

ABSTRAK

Rahmi, Annisa A (2024): Keefektifan Penggunaan Spinning Wheel Game terhadap kemampuan penggunaan simple present tense siswa SMP di Padang.

Dalam kurikulum Merdeka, pemerintah menambahkan Bahasa Inggris sebagai mata pelajaran wajib. Salah satu materi yang diajarkan adalah simple present tense. Setelah mempelajarinya, siswa mampu menggunakan simple present tense baik dalam bentuk tulisan maupun lisan. Dalam kenyataannya, terdapat beberapa kendala dalam pembelajaran simple present tense di SMPN 22 Padang, misalnya media pembelajaran yang digunakan kurang menarik dan membosankan. Oleh karena itu, dalam penelitian ini, untuk membantu siswa benar-benar memahami simple present tense, peneliti menggunakan media spinning wheel game. Tujuan utama penelitian ini adalah untuk menguji pengaruh kepemilikan permainan spinning wheel terhadap kemampuan siswa dalam menggunakan simple present tense. Penelitian ini menggunakan pendekatan pra-eksperimental untuk melakukan analisis kuantitatif. Pada tahun ajaran 2024/2025, populasi penelitian ini adalah siswa kelas VIII SMPN 22 Padang. Penelitian ini menggunakan metode cluster random sampling. Peneliti memilih kelas VIII.C yang berjumlah 32 siswa sebagai sampel. Sebanyak enam kali pertemuan dilakukan untuk melakukan penelitian ini. Untuk tujuan pengumpulan data, peneliti menggunakan kegiatan pra-tes dan pasca-tes. Dalam penelitian ini, instrumen yang digunakan adalah tes tertulis. Pada komponen dasar temuan penelitian, ditentukan bahwa tingkat signifikansi uji-t sampel berpasangan dua sisi lebih rendah dari 0,05. Dapat disimpulkan bahwa hipotesis nol (H_0) ditolak, dan hipotesis alternatif (H_1) diterima. Dengan demikian dapat disimpulkan bahwa terdapat pengaruh permainan spinning wheel terhadap kemampuan siswa kelas VIII SMPN 22 Padang dalam menggunakan simple present tense.

Kata Kunci: Spinning wheel game, Media pembelajaran, Simple present tense

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Hopefully, the writer is aware that there are still weaknesses in this thesis. Therefore, the writer hopes for suggestions and advice from readers to complete this thesis.

Padang, 17 August 2024

Annisa Arifa Rahmi

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Learning and mastering English has become extremely important. It is a tool or medium of communication that connects a person with other people in the world (Johnson, 2017). Additionally, he stated that Indonesian high school students do not struggle with any challenges when learning English as a foreign language in this modern era. To be proficient in English, we have to master the building component, one of the building components is grammar (Cowan, 2008). Grammar provides the structure language learners need to construct sentences and thoughts comprehensively (Enesi, Strati, & Trifoni, 2023).

Grammar is description of rules that contain a meaning as the formation of sentences and thoughts (Thornbury, 1999). It is essential for students to improve their communicative competence and language proficiency. Grammar is not only competence but also a skill. Hence, it needs to be considered and practiced with other English language skills (Crystal, 2003). Grammar can be used as a foundation in helping students communicative meaningfully and accurately. Grammar is a structural foundation that provides information through communication to express ourselves. The more we learn about it works, the more we come to understand the basic principle and beneficial effects of language use (Enesi et al., 2023).

Therefore, grammar is much more complicated than just rules to be learned and used in sentence. Grammar can improve accuracy, identify ambiguity, and achieve communication in English.

Since the beginning of the elementary school level, students in Indonesia have been required to take English as part of compulsory subject in the Merdeka curriculum, which is the curriculum that is now in Indonesia. (Kemendikbud, 2024). They also offer grammar that will be taught to students at phase D or junior high school level. The grammar taught is simple tenses. It is a type of tenses that are only marked by one verb (Davidson, 2017). Tenses are rules in expressing an event or activity based on the time signal (Cowan, 2008). According to him, there are three dimensions that are used to differentiate tenses: the present, the past, and the future. Among these is the simple present tense in its most basic form. It is offered to students at the end of grade seven and it is offered again at the beginning of grade eight to improve their ability to use the simple present tense (Kemendikbud, 2024).

Every learning material taught in school has learning objectives that all students should achieve after learning is done. For the objective of this lesson, it is intended that students will be able to construct short sentences using structures related to the simple present tense. However, in reality, only the learning material continues and change but the learning objectives cannot be achieved as expected.

It was based on the researcher's pre-observations when carrying out teaching practices at SMPN 22 Padang. At the first meeting of grade 9 students, the teacher requested students to write 5 sentences based on simple present tense. On

The other hand, the students felt confused and had no idea what assignment they had been assigned to write it out. Their familiarity with the concepts of the simple present tense and its proper construction was seriously lacking. The problem involved the ninth-grade students. A large percentage of students struggled to comprehend the construction of basic sentences, particularly in the simple present tense.

As stated by Aitken (1992), there are several factors that contribute to the lack of comprehension that students have when it comes to the utilization of the simple present tense. They assume that all languages have the same attitude and concept about the relationship between time and verbs. For example, unlike Indonesian language which does not give influence of time to verbs, English language pays attention to time in expressing verbs. Second, students do not master the rules of sentence patterns. Most of them ignore the importance of sentence patterns. They make continuous mistakes in using, understanding, and applying sentence patterns.

The third cause is learning media. Teachers tend to use traditional learning media, such as only using books. This is a big impact on students' understanding and enthusiasm in learning. Students think their learning is boring because they do not understand and are not interested in the lesson. In order to enhance students' comprehension of the simple present tense, teachers are required to make use of learning media that is not only active and funding but also creative.

There are a lot of research that also explains appropriate learning media in teaching simple present tense. Some of them are drawing, multimedia, and jigsaw (Aki & Rorintulus, 2023; Bimo, Murni, Yustina, & Dartani, 2021; Solihat & Syahrizal, 2020). The results of the studies showed that each media can improve students' understanding in learning. In the application of these media, they could stimulate students' intention and focus on their studies. Learners' proficiency in using the simple present tense has been shown to be improved through the utilization of these various forms of media, which have been applied successfully. Students' understanding could be improved by the practical application of learning media for instructing them how to use the simple present tense.

Another learning medium that might be utilized to assist students in improving their ability to use the simple present tense is spinning wheel game. The simple present tense has never been learned first through the use of this media. However, the objective of this research was to demonstrate that the spinning wheel game enhanced students' ability to use the simple present tense. It divided into several parts. In each section, students are given questions, statements, or pictures. There are advantages and disadvantages to this media. When employed as a learning tool, the spinning wheel game offers the following advantages: students will be actively engaged and motivated to learn, and they will be able to independently solve the task, as each student receives unique questions based on the results of the game. Despite the numerous advantages, there are also disadvantages, such as the fact that it will consume more time and money if operated manually.

The spinning wheel game has been carefully investigated as an English learning media, despite the fact that there is presently no research on its use in the simple present tense. The students in the eighth grade at SMPN 7 Mataram were provided with the opportunity to enhance their skill in the use of modal auxiliary verbs through the implementation of the spinning wheel game media throughout the 2019-2020 academic year (Bafadal, et al., 2020). This opportunity was made available to them in order to help them improve their skill. According to the findings of this study, the use of a spinning wheel game as a learning medium resulted in considerable changes in both the learners' abilities and their levels of motivation. Riskiyah (2023) used the spinning wheel game to improve junior high school student's speaking skills. The research indicated that students exhibited increased engagement and participation during the learning process.

Even though much research has been conducted on applying a learning medium such as the spinning wheel game, the study focuses more on teaching simple present tense is barely experimented. Because of this, the researcher has a hypothesis that this research should be undertaken in order to fill the gap in the investigation of the usefulness of the spinning wheel game in terms of students' ability to utilize simple present tense at junior high school in Padang.

B. Identification of the Problem

Considering the background mentioned earlier, there are numerous potential areas for research. One could examine the impact of learning media on grammar instruction. Another could examine students' proficiency in using the simple present

tense, their challenges in comprehending patterns of the simple present tense, the impact of a spinning wheel game on students' motivation and enthusiasm for learning, and finally, the effectiveness of the spinning wheel game toward students' ability to use the simple present tense.

C. Limitation of the Problem

It would be impossible to carry out all of the research projects in general. The scope of this study is restricted to determining whether or not the effectiveness of the spinning wheel game on the second-grade students at SMPN 22 Padang on their ability to use the simple present tense.

D. Formulation of the Problem

With reference to the background information presented earlier, the formulation of this research may be characterized as follows: "Is the spinning wheel game effective for the eight-grade students of SMPN 22 Padang toward their ability to use simple present tense?"

E. Purpose of the Research

The goal of this study is to assess the impact of the effectiveness of the spinning wheel game on students' ability on using simple present tense at the eight-grade students of SMPN 22 Padang.

F. Significant of the Research

The findings of this investigation are anticipated to be theoretically valuable and practically advantageous. Theoretically, the outcome of this investigation is anticipated to provide additional resources for further research. This study could assist them in performing the pertinent research. For the practical component, the researcher must provide information regarding suitable medium for instructing tenses, particularly the simple present tense. The researcher aimed to enhance students' motivation, engagement, creativity, and enjoyment in learning. The researcher aimed to enhance their proficiency in utilizing the simple present tense. Consequently, they might employ the simple present tense in daily life.

G. Definition of the Key Term

1. Spinning wheel game

The spinning wheel game is a circle-shaped game used as a learning medium. Inside the circle, there are several sectors containing images or statements, or words.

2. Learning medium

Learning media is a physical tool that facilitates understanding and attracts students' interest in learning.

3. Simple present tense

The simple present tense is a sentence to states or express an action or event that happens now, frequently, routinely, or repeatedly.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After conducting the research on the effectiveness of the Spinning Wheel Game toward students' ability to use simple present tense at junior high school in Padang. It could be concluded that there was an effect of Spinning Wheel Game of student's ability on using Simple Present Tense at the eighth grade of SMPN 22 Padang. The spinning wheel game is a circular learning media consisting of several sectors. Each sector consists of statements or questions given to students so that they can improve students' ability to use simple present tense. Based on the findings of this research, the Spinning Wheel Game is a learning media that can help students' ability to use simple present tense. This is evidenced by the increase in students' post-test scores compared to their pre-test scores. The mean score of the post-test was higher than the mean score of pre-tests.

B. Suggestions

Based on the findings and conclusions of this research, the researcher provides recommendations for students, teachers, and other researchers. First, the researcher hopes that students will pay more attention to the use of simple present tense so that they can state or express something that is happening now, routinely and repeatedly correctly. Second, the researcher suggests that teachers utilize the use of spinning

wheel game as learning media to improve students' understanding of the use of simple present tense. Finally, the researcher provides encouragement to other researchers who want to conduct research on the use of spinning wheel game learning media for the same or different English language skill elements. The researcher also supports the use of this study as a reference for further research.

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