



## The Effectiveness of Spinning Wheel Game Toward Students' Ability to Use Simple Present Tense at Junior High School in Padang

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### Abstract

The key objective of this research was to examine 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 study consisted of students who were enrolled in the eighth grade at SMPN 22 Padang. The research employed a cluster random sampling method. The researcher selected VIII.C, including 32 students, as the sample. A total of six meetings were held in order to carry out the researchers' investigation. 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*

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## INTRODUCTION

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.

The Indonesia curriculum, namely the Merdeka curriculum, has added English as a compulsory subject for students since they were in elementary school level (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). He added that tenses are divide into three dimensions: present, past, and future. One of them is simple present tense. 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. In this lesson, students are expected to be able to create simple sentences based on simple present tense patterns. 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 asked students to write 5 sentences based on simple present tense. However, the students were confused and did not know what they were going to write, 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.

According to Aitken (1992), there are several causes of the lack of student's understanding in using the simple present tense. First, students are influenced by their mother tongue. 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 tent 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. The application of these media has demonstrated effectiveness in enhancing the competence of learners in employing the simple present tense. The practical application of learning media in teaching the usage of the simple present tense has a potential to assist the enhancement of students' comprehension.

Another learning medium that might be utilized to assist students in improving their ability to use the simple present tense is the spinning wheel game. It's never been used to learn the simple present tense first. But the point of this study was to prove that students' proficiency with the simple present tense improved after practicing the spinning wheel game. Spinning wheel is circular media. 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. In the 2019-2020 academic year (Bafadal, et al., 2020), the students in the eighth grade of SMPN 7 Mataram were given the opportunity to improve their skill in the use of modal auxiliary verbs through the implementation of the spinning wheel game media. This study found the significant student's skill and motivation change after the implementation of spinning wheel game as a learning medium. 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. Therefore, the researcher hypothesizes that this research aims to fill the gap in investigating the effectiveness of the spinning wheel game toward student's ability to use simple present tense at junior high school in Padang should be conducted.

## **METHODS**

Due to the numerical nature of the data collected and processed statistically, quantitative approaches were employed in this study (Sugiyono, 2022). This pre-experimental study focused on comparing students' pre- and post-test scores in order to determine whether the simple present tense utilizing the spinning wheel game had a statistically meaningful impact.

The design could be illustrated as follows:

**Table 1 - Research Desain**

Pre-test	Treatment	Post-test
O1	X	O2

Source: Gay et al. (2012)

During the 2024/2025 in the academic year, the population for this study comprised of 260 students in eighth grade from SMPN 22 Padang, all throughout ten classes. The researcher conducted an experiment in class VIII.C, which consisted of 32 students.

A written test was utilized by the researcher in order to collect the data that was needed. A pre-test and post-test were administered to them. In order to evaluate students' proficiency in the simple present tense, the researcher devised a selected-response task. The examination consists of 50 questions, which include true/false, multiple choice, and matching word question. Purpura (2004) asserted that these exercises assist students in identifying the proper, optimal, and most suitable answer.

To confirm the test's quality, the researcher carried out validity and reliability assessments; initially, a try-out was undertaken, followed by calculations applying IBM SPSS version 22. The test results indicated that of the 50 questions, 3 were invalid: questions 36, 39, and 45. The Kr reliability coefficient for this instrument was 0.943. The instrument utilised in this investigation was deemed dependable.

The researcher conducted a quantitative examination of the data, employing normality and hypothesis testing through statistical methods. The researcher utilised IBM SPSS software version 22. It means that all the data collection were recorded using IBM SPSS version 22.

## RESULTS AND DISCUSSION

### *Data Description*

#### 1. Schedule of the research

This study consisted of six meetings. Following a pre-test at the first meeting and then two to five meetings were all about implementing the treatment into practice using the spinning wheel game. In the last meeting comprised a post-test. The research schedule was encapsulated in the table below:

Date	Activities
July 19 <sup>th</sup> , 2024	Pre-test
July 23 <sup>rd</sup> , 2024	Experiment
July 24 <sup>th</sup> , 2024	Experiment
July 30 <sup>th</sup> , 2024	Experiment
July 31 <sup>th</sup> , 2024	Experiment
August 7 <sup>th</sup> , 2024	Post-test

2. **The result of students' scores**

The results of the pre-tests and the post-tests that were administered to the students were summarized by the researcher in this study. The following table below displayed the student's score of the pre-test and post-tests:

*Figure 1. Descriptive Statistics*

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test Simple Present Tense	32	27.50	62.50	1307.50	40.8594	9.51674
Post-test Simple Present Tense	32	37.50	85.00	1910.00	59.6875	12.07754
Valid N (listwise)	32					

According to the data presented in Figure 1, a total of 32 students took part in the experiment class. According to the findings of the pre-test, the lowest score was 27.50, and the highest score was 62.50. The total student score was 1307.50, the mean score was 40.8594, and the standard deviation was 9.51674. From the post-test data, the lowest score was 37.50 and the highest score was 85.00. The aggregate of the students' scores was 1910.00, the mean score was 40.8594, and the standard deviation was 12.07754.

3. **The students' rate percentage and frequency**

*Figure 2. Student's Rate Percentage and Frequency*

no	category	score	pre-test		post-test	
			freq	%	freq	%
1.	Excellent	91 – 100				
2.	Very good	81 – 90			2	6,3
3.	Good	71 – 80			4	12,5
4.	Fairly good	61 – 70	1	3,1	7	21,9
5.	Fair	51 – 60	3	9,4	12	37,5
6.	Bad	41 - 50	11	34,4	5	15,6
7.	Very Bad	>40	17	53,1	2	6,3
Total			32		32	

The frequency and percentage distribution of students' ability to use the simple present tense was represented in Figure 2, which was drawn up. When comparing the results of the pre-test with the post-test, there were some differences. Before the spinning wheel game was used as a learning medium,

the results of the pre-test were collected. No students were classified as excellent, very good, and good. One student (3.1%) was classified as fair good, three students (9.4%) as fair, eleven students (34.4%) as bad, and seventeen students (53.1%) as very bad.

The pre-test results, following the implementation of the spinning wheel game as a learning media, indicated that 2 students (6.3%) fell into the 'very bad' category, 5 students (15.6%) were classified as 'bad', 12 students (37.5%) were deemed 'fair', 7 students (21.9%) were rated 'fairly good', 4 students (12.5%) received a 'good' rating, and 2 students (6.3%) were categorised as 'very good'. No students were classified as excellent.

### **Research Finding**

#### **1. Normality testing**

Within the scope of this investigation, the researcher utilised normality testing in order to ascertain whether or not the data displayed a normal distribution. The data took into account not only the pre-test scores but also the post-test scores of the students who were enrolled in the experimental class. Due to the fact that the sample size for this investigation was less than one hundred samples, the Shapiro-Wilk test was utilised in SPSS version 22 for the purpose of conducting a normality test. On the basis of the significant  $\alpha$  value being greater than  $\alpha$  (0.05), the data was classified as normal. The normality test had the following final result, which is displayed in the table below:

**Figure 3. Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Simple Present Tense	.137	32	.131	.942	32	.087
Posttest Simple Present Tense	.099	32	.200*	.974	32	.629

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

It was demonstrated in the preceding figure 3 that the result of the normality test performed on the pre-test was  $0.087 > 0.05$ . meanwhile, the test for normality of post-test was  $0.629 > 0.05$ . the whole calculation procedure had result more than 0.05. It would be concluded that the data were used in this test were normally distributed.

#### **2. Hypothesis testing**

After performing the statistical analysis necessary to determine the pre-test and post-test scores of the students in the class who were given the spinning wheel game as an unusual form of treatment. After this, the researcher tested the hypothesis using a t-test in order to determine whether or not it was valid. The t-test will determine whether or not there was a statistically significant difference between the students' ability to comprehend and use simple present

tense before and after treatment. Application system of SPSS version 22 was utilized for the t-test methodology.

According to the findings of this investigation, the null hypothesis ( $H_0$ ) proposed that the utilization of the spinning wheel game had a negative effect on students' ability to use the simple present tense when they were in the eighth grade at SMPN 22 Padang classrooms. In spite of this, the alternative hypothesis ( $H_1$ ) asserted that the use of a spinning wheel game has positive effects on the students' ability to use the simple present tense when they are in the eighth grade at SMPN 22 Padang. Because the two-tailed significance value was less than 0.05, it is possible to draw the conclusion that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. The fact that the two-tailed significance value was greater than 0.05 indicates that the null hypothesis ( $H_0$ ) was accepted while the alternative hypothesis ( $H_1$ ) was rejected.

**Figure 4. Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired Sample 1 Pre-test simple present tense - Post-test simple present tense	-18,8281	11,5526	2,0422	-22,9933	-14,6630	-9,219	31	,000

In Figure 4 above, the t-test findings indicated that the significance (2-tailed) value of this research was 0.000. The results indicated that the significance (2-tailed) value was below the level of significance (0.05). Consequently, the alternative hypothesis ( $H_1$ ) was accepted, while the null hypothesis ( $H_0$ ) was rejected. The eighth-grade students at SMPN 22 Padang improved their knowledge of the simple present tense after practicing the spinning wheel game.

Additionally, the data revealed that the mean difference was 18.8281. Illustrating the disparity in students' scores between the pre-test and post-test following the application of the spinning wheel game. The 95% confidence interval for the difference ranged from 14.630 to 22.9933. The t-value was derived using the t-test, and the degrees of freedom (df) have been determined as  $n-1$  ( $32-1=31$ ).

According to the result table above,  $t_{\text{count}}$  equals 9.219 with degrees of freedom (df) equal to 31 at a significance level of 0.05. Given that t-table equals 2.037, it followed that  $t_{\text{count}} > t_{\text{table}}$ , as 9.219 was more than 2.040. This indicates that the spinning wheel game significantly influenced the eighth-grade students' ability on using the simple present tense at SMPN 22 Padang.

### ***Discussion***

Here, the researcher outlined the results of the study and how they fit into the theory. The ability of students to use the simple present tense could be enhanced once they have been given through the application of the spinning wheel game. This was clearly demonstrated by the finding on this research.

This study identified two major points that may be discussed. In the first, it was demonstrated that practicing the game of spinning wheel supported students enhance their ability to use the simple present tense. As a learning medium, the spinning wheel game conveyed the teachers the opportunity to assign a variety of tasks to each student (Laila, Rojabi, & Machfudi, 2023) so that they could successfully complete it through the different skills they have.

Second, the game of spinning wheel suggested to be an efficient medium for learning English, especially with regard to learning the simple present tense. This media could attract students' focus because they have never utilized it before (Novela & Muriyanti, 2023). Students were given the opportunity to write a sentence in the simple present tense in front of the class. They felt challenged because the spinning wheel game randomly selected the student's name (Mardhiyah, 2023). So, there was no rejection from the student whose name was chosen.

The spinning wheel game has lots of advantages and disadvantages. Wasiatur Riskiyah (2023) indicated that students who use the spinning wheel game are more likely to answer the questions. This was the most appropriate media to study (Maya, Abdul, & Aziz, 2022). Students might benefit from improving their memory and mental agility. Based on the various perspectives shown before, the advantages of the spinning wheel game included a medium that transformed into an impact that contributed to making enjoyable and interesting game when practiced or adopted for education.

The spinning wheel game had various disadvantages (Bafadal et al., 2020), including the following: first, it needed a lot of energy to play. The spinning wheel game also required more time, space, and resources from teachers because it was done manually. Support for adequate facilities was required so that the learning process could proceed successfully.

The researcher discovered the media's shortcomings during this study. It was caused by school policy considerations. Students were not permitted to use phones in the school location. Nevertheless, the researcher was able to overcome the difficulty



of developing manual media for the spinning wheel game; yet, the negative side of the manual medium was that it provided students with a less pleasant experience.

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