THE EFFECTS OF DIGITAL SPINNING WHEEL MEDIA ON STUDENTS' SPEAKING PERFORMANCE

(An Experimental Research at the Seventh Graders of MTs Wachid Hasyim Jagalempeni in Academic Year 2023/2024)

RESEARCH PROJECT

Submitted as Partial Fulfilment of the Requirements for the Degree of *Sarjana Pendidikan* in English Education

By

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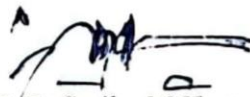Dr. Hanung Sudibyo, M.Pd
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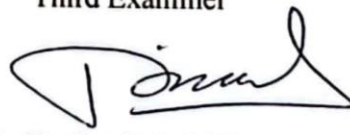NIDN. 0601077705

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STATEMENT OF ORIGINALITY

I state that my research project entitled "The Effects of Digital Spinning Wheel Media on Students' Speaking Performance (An Experimental Study at the Seventh Graders of MTs Wachid Hasyim Jagalempeni in Academic Year 2023/2024)" is definitely my own work.

In writing this Research Project, I do not plagiarism or citation which in inconsistent with scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this Research Project. Others' opinion or findings included in this Research Project are quoted or cited adjusted to the ethical standard.

Tegal, 23 July 2024
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MOTTO AND DEDICATION

MOTTO

"Allah does not burden any soul with more than it can bear…" – Al-Baqarah:286

"It's fine to fake it until you make it, until you do, until it true." – Taylor Swift

DEDICATION

I dedicated this research project for:

- ❖ My beloved parents and family, my mother Solikha, my father Sahri, my brothers Alwani, Alam, and Ridho who always give me everything I need in my life, especially always give me support and pray in every single day.
- ❖ My dearest advisor, Dr. Taufiqulloh, M.Hum, and Drs. H. Rofiudin, M.Hum, who always help and enlighten me from the beginning until the completion of this research project.
- ❖ My best friends who always cheer me up Laznah Azizah and Anissa'atun Solikhah. My dearest friends "Manusia-manusia kuat" who always help me during writing research project, Lutfiatul Maulidah and Tarisna Dwi Rahmasari.

PREFACE

In the name of Allah SWT, The Most Gracious and Merciful, Praised and gratitude to Allah SWT who has given the mercies and blessing so the research project which discusses about "The Effects of Digital Spinning Wheel Media on Students' Speaking Performance" can be finished.

This research project is presented as partial fulfilment of the requirements for the degree of Sarjana Pendidikan (S1) in English Department of the Faculty of Teacher Training and Education, Pancasakti University Tegal.

The researcher consider that this research project can be finished because of advice and guidance from several parties. Therefore, the researcher would like express her appreciation and sincere thanks to:

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9. All Grade VII students of MTs Wachid Hasyim Jagalempeni for the 2023/2024 academic year have become samples of this study.

10. Myself. Thank you for being this strong. I believe that your tears and labour will pay off.

11. My parents, who have provided support and prayers. A word of thanks for all the happiness you bring to my life. I love you with all my heart.

12. All my friends in English Department who has become a part of my life.

13. All people who cannot mention one by one, who have been support and help.

All of them may Allah, the almighty, bless. Finally, the researcher acknowledges how far from flawless this study project still is. Therefore, in order to improve this study effort, criticism and suggestions are required. The researcher therefore expects that the progress of language teaching will benefit from this study project.

ABSTRACT

Sadiyah, Laellatul. 2024. 1620600048: *"The Effects of Digital Spinning Wheel Media on Students' Speaking Performance* (An Experimental Research at the Seventh Graders of MTs Wachid Hasyim Jagalempeni)". Research Project, Strata I Program, Faculty of Teacher Training and Eucation, Pancasakti University Tegal, The First Advisor is Dr. Taufiqulloh, M.Hum and The Second Advisor is Drs. H. Rofiudin, M.Hum.

Key words: Digital Spinning Wheel, Speaking Performance, Descriptive Text

This research investigates the effect of Digital Spinning Wheel media on students' speaking performance. The objectives of this research are to find out the effectiveness of Digital Spinning Wheel media on students' speaking performance at the seventh graders of MTs Wachid Hasyim Jagalempeni, and to determine whether Digital Spinning Wheel media gave significant differences on speaking performance between students' who are taught using Digital Spinning Wheel media and those who are not.

The researcher applied true-experimental with two groups pre-test and post-test design. The population of this research is all of seventh-grade students and the sample is 60 students of Mts Wachid Hasyim Jagalempeni in academic year 2023/2024. This research uses cluster random sampling technique with two group design, experimental and control groups.

The result of post-test is 78.07 as mean of the experimental group and 68.90 as mean of the control group. The findings of this research indicate that the students' speaking performance improved after being taught using the digital spinning wheel media. The results of the paired & independent t-test, the sig. (2-tailed) value is 0.000 which is lower than 0.005 (0.000 < 0.05). This means that the use of digital spinning wheel media is effective to improve students' speaking performance, and there is significant difference on speaking performances between students who are taught using digital spinning wheel media and those who are not. It can be stated that the null hypothesis (H0) is rejected, while the alternative hypothesis (Ha) is accepted.

It can be inferred that the utilization of digital spinning wheel media had a positive effect on students' speaking performance. Hence, employing digital spinning wheel as learning media was deemed successful in enhancing speaking performances. The results of this research are expected to add to the insight into knowledge related to the research in the field of speaking with the help of digital spinning wheel that are applied in classroom.

ABSTRAK

Sadiyah, Laellatul. 2024. 1620600048: *"Pengaruh Media Roda Berputar Digital Terhadap Keterampilan Berbicara Siswa* (Sebuah Studi Eksperimen pada Siswa Kelas VII MTs Wachid Hasyim Jagalempeni)*"*. Proyek Penelitian, Program Strata I, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pancasakti Tegal, Pembimbing I Dr. Taufiqulloh, M.Hum dan Pembimbing II Drs. H. Rofiudin, M.Hum.

Kata kunci: Digital Spinning Wheel, Performa Berbicara, Teks Deskriptif

Penelitian ini menyelidiki pengaruh media roda berputar digital terhadap performa berbicara siswa. Tujuan dari penelitian ini adalah untuk mengetahui efektivitas media roda berputar digital terhadap performa berbicara siswa kelas tujuh MTs Wachid Hasyim Jagalempeni, dan untuk mengetahui apakah media roda berputar digital memberikan perbedaan yang signifikan terhadap performa berbicara antara siswa yang diajar dengan media roda berputar digital dan yang tidak.

Peneliti menggunakan metode true-experimental dengan desain dua kelompok pre-test dan post-test. Populasi penelitian ini adalah seluruh siswa kelas tujuh dan sampelnya adalah 60 siswa Mts Wachid Hasyim Jagalempeni tahun ajaran 2023/2024. Penelitian ini menggunakan teknik cluster random sampling dengan desain dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol.

Hasil post-test adalah 78,07 sebagai rata-rata untuk kelompok eksperimen dan 68,90 sebagai rata-rata untuk kelompok kontrol. Temuan dari penelitian ini menunjukkan bahwa performa berbicara siswa meningkat setelah diajar dengan menggunakan media roda pemintal digital. Hasil dari uji-t berpasangan & independen, nilai sig. (2-tailed) adalah 0.000 yang lebih rendah dari 0.005 (0.000 < 0.05). Hal ini berarti bahwa penggunaan media digital spinning wheel efektif untuk meningkatkan kemampuan berbicara siswa, dan terdapat perbedaan yang signifikan pada kemampuan berbicara antara siswa yang diajar dengan menggunakan media digital spinning wheel dan yang tidak. Dapat dinyatakan bahwa hipotesis nol (H0) ditolak, sedangkan hipotesis alternatif (Ha) diterima.

Dapat disimpulkan bahwa penggunaan media digital spinning wheel berpengaruh positif terhadap performa berbicara siswa. Oleh karena itu, penggunaan media digital spinning wheel sebagai media pembelajaran dianggap berhasil dalam meningkatkan kemampuan berbicara. Hasil dari penelitian ini diharapkan dapat menambah wawasan terkait pengetahuan mengenai penelitian di bidang berbicara dengan bantuan roda putar digital yang diterapkan di dalam kelas.

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CHAPTER I

INTRODUCTION

In this chapter discusses six topics related to this research. These topics include the background of the problems, identification of the problems, limitation of the problems, statement of the problems, objectives of the research, and the significance of the research.

1.1 Background of the Problems

Today's modern world and global community, understanding English is essential. Humans need to communicate to fulfil their basic needs. As the language of knowledge and technology, English can be used by everyone to develop insights and overcome certain problems. According to Asrifan et al., (2020) English is used by every individual from any country in the world, both foreigners and people from countries that do not use English unofficially. Therefore, from elementary school to high school in Indonesia, students are instructed in English across four key skills: speaking, writing, reading, and listening.

One of the most useful and crucial English skills is speaking. Mastery of speaking is a crucial component of English proficiency, given that daily communication involves the exchange of hundreds of thousands, if not millions of words. According to Miranda & Wahyudin (2023), speaking involves an individual's capability to articulate sounds and convey thoughts originating from their mind. Speaking skills are one aspect of basic skills in

language, because speaking skills are useful for communicating and interacting with others. Prastyawan et al., (2021) stated that speaking is a key productive essential for students to acquire, enabling them to communicate or directly impart knowledge to others. Therefore, students English speaking skills must be developed and practiced independently.

In the 21st century, developing speaking skills to communicate is essential. There are various ways to communicate, including exchanging ideas, thoughts, questions and answers. According to Sunjayanto Masykuri (2023), developing speaking skills is a critical linguistic competence for learners of English as a second language. It is widely acknowledged that among the four core language skills, speaking poses the greatest challenge. Generally, students experience several speaking problems due to various factors. Chen & Hwang (2020) stated that speaking is the skill that causes the most anxiety when learning a foreign language. Furthermore, Maya et al., (2022) also stated that students experience several problems in speaking, including lack of vocabulary, self-confidence, motivation, fear of being wrong and nervousness. Moreover, technology significantly contributes to the educational process.

Education in science and technology is expanding swiftly. With the onset of the fourth industrial revolution, technology has become essential across various sectors, particularly within education and instructional methodologies. According to Fitria (2023), the use of technology helps connect students to study in a more genuine and meaningful way. The

emergence of learning media in the form of e-modules, applications, web, and software specifically designed for learning is very useful. In addition, the education process is also influenced by the increasing use of new technologies such as mobile phones, social media, and platforms, Saleem, Noori, and Ozdamli (2022). Fitria (2021) stated that with technology, teachers and students can now learn outside the classroom at any time. In order to create an engaging, creative and innovative learning environment, teachers should start implementing digital teaching platforms into their lesson plans. The use of technology is a very useful alternative to improve speaking and communication skills.

Communicating using digital media is one way to improve speaking skills and can be supported by technology. There is no doubt that media plays a crucial role in the educational process. Puspitarini et al., (2019) stated that teaching media is a supporting instrument, both concrete and abstract, which is implemented by the teacher in the process of delivering educational content to students, with the aim of increasing the effectiveness and efficiency of learning. When employed correctly within the educational process, learning media serves as a valuable asset in attaining the set educational goals. Roemintoyo and Budiarto (2021) stated that to help students prepare for relevant new skills in 21st century, teachers must develop innovative teaching materials with the development of digital learning media. Therefore, teachers as facilitators at school, must teach English speaking skills by using the right digital learning media so that learning can run effectively and optimally.

Based on the researcher's preliminary observation, students speaking performance at MTs Wachid Hasyim Jagalempeni is considered low. The researcher identified a number of obstacles faced by students when communicating orally. The main problem experienced by students is that they have difficulty speaking in public. This is caused by several factors, including students not maximizing their practice during the learning process, lack of vocabulary, not confident, feeling nervous and experiencing anxiety when required to speak in front of the class. In addition, the lack of motivation and interest in learning English speaking causes students to be uninterested and bored when receiving subject matter. This is because teachers still use conventional media, namely only using book media and lecture methods during the learning process. Teaching media is less considered important, even though there are many teaching media that can be used by teachers. One of the teaching media that can be used is the digital spinning wheel.

Based on these problems, researcher decides to use digital spinning wheel as a learning media tool to improve the students' speaking performance. The spinning wheel is a form of digital learning tool that can be applied in the educational and instructional process. Spinning wheel is a spinning game media featuring questions in multiple sectors. This media includes a variety of questions concerning several learning resources that are taught in the classroom and include every student in order to boost the process's effectiveness, enjoyment, and level of activity.

According to Rachmaida and Mutiarani (2022), spinning wheel as an educational medium, serves as an effective platform for English language acquisition. It is appeal lies in its ability to engage students' attention through vivid colours and creative imagery, thereby simplifying the process for learners to cultivate and enhance their conceptual thinking. Arifin (2021) argues that the design of the spinning wheel is specifically tailored to reflect the intrinsic traits of students, so it is important to optimise its visual appeal. Hasan et al. (2021) also stated that the rainbow spin or spinning wheel educational tool offers ease of customization, as it can be constructed and modified with an assortment of educational materials and methods. A number of research claim the effectiveness of spinning wheel, including research conducted by Maya, Bte Abdul, and Azis (2022), Fatimatuzzahra, Muin, and Septiana (2023) and Çetin and Cihan (2021). Findings from the three studies reveal that the utilization of spinning wheel media positively influences student learning achievements. The adoption of digital spinning wheel tools emerges as a viable alternative for enhancing the oral proficiency of learners.

Digital spinning wheel media was chosen by the researcher to improve students speaking performance because this media makes learning more interesting and interactive, motivates students to participate more actively, students get immediate responses that help them improve their speaking performance. Then, a supportive learning environment through the use of this technology can reduce anxiety and increase confidence. In addition, the digital spinning wheel can be accessed anywhere, providing more

opportunities to practice. This research is expected to provide evidence on how modern technology such as digital spinning wheel media can be effective in improving students speaking performance.

In relation of the gap in this study, the researcher presents digital spinning wheel as a tool aimed at enhancing the oral communication performance of seventh grade students. This study was conducted to determine the effect of digital spinning wheel media on the speaking performance of grade seven junior high school students, with a specific focus on descriptive texts material about describing people. The selection of the seventh graders stems from its position as the introductory level in junior high school, where there is syllabus content that aligns with the research topic. Consequently, the research is titled "The Effects of Digital Spinning Wheel Media on Students' Speaking Performance (An Experimental Study at the Seventh Graders of MTS Wachid Hasyim Jagalempeni)".

1.2 Identification of the Problems

Based on the problems mentioned above, the research can be identified as follows:

1. Speaking practice is lacked by students during the learning process.

2. Students are not confident, nervous and anxious to speak in front of others using English.

3. Students have difficulty expressing words or sentences due to lack of vocabulary.

4. Lack of motivation and interest in learning to speak English.

5. There is lack of utilization or use of media during the teaching process.

6. A monotonous learning atmosphere causes students to be less interested in learning.

1.3 Limitation of the Problems

In this study, the researcher establishes several limitations to ensure focus and relevance. The study focuses on the effects of digital spinning wheel media on students' speaking performance. The study is limited to seventh-grade students at MTs Wachid Hasyim Jagalempeni. The digital spinning wheel media used in this study is web-based, chosen for its ease of use and accessibility for students. This study limits teaching descriptive text about describing people using digital spinning wheel media.

1.4 Statement of the Problems

Based on the background provided above, the statement can formulate the following problems:

1. How effective is Digital Spinning Wheel media on students' speaking performance at the seventh graders of MTs Wachid Hasyim Jagalempeni?

2. Is there any significant differences on speaking performance between students' taught using Digital Spinning Wheel media and those who are not taught by using Digital Spinning Wheel media?

1.5 Objectives of the Research

Based on the problem formulation above, the objectives of this study are as follows:

1. To find out the effectiveness of Digital Spinning Wheel media on students' speaking performance at the seventh graders of MTs Wachid Hasyim Jagalempeni.

2. To determine whether Digital Spinning Wheel media gave significant differences on speaking performance between students' who are taught using Digital Spinning Wheel media and those who are not taught by using Digital Spinning Wheel media.

1.6 Significances of the Research

This study, theoretically is expected to provide additional knowledge, offering invaluable insights and serving as a pivotal reference point for both educators and readers concerning the application of technological advancements in English language education, with a focus on the digital spinning wheel media as a tool for enhancing student speaking performance.

Practically, this research is expected to inspire English educators to embrace innovation and diversity their instructional strategies. For students, the insights gained from this research could significantly boost their enthusiasm and motivation for acquiring in spoken English. Moreover, this study aims to serve as a rich resource for fellow researchers, providing them with comprehensive data, references and the inspiration needed to forge new paths in the exploration of digital tools like the spinning wheel media in

educational contexts. For the researcher themselves, this research is expected to deepen the understanding and expertise in crafting engaging and innovative educational experiences, especially on the use of digital spinning wheel media to encourage the improvement of students' speaking performance, as a provision to become a teacher in the future.

CHAPTER II

REVIEW OF RELATED THEORIES, THEORITICAL FRAMEWORK, AND HYPOTHESIS

This chapter is comprised several parts related to this research. Covered are the previous studies, review of related theories: definition of spinning wheel, definition of digital media, definition of speaking, and definition of speaking, the theoretical framework, and the hypothesis.

2.1 Previous Studies

As a theoretical basis, there are several research results that are relevant to the application of spinning wheel media in speaking performances. This relevant study is used as a reference framework and as a source of information for researchers. Among them are as follows:

First, research conducted by Maya, Bte Abdul, and Azis (2022) with the title "Bridging Students' Speaking Skill Through Spinning Wheel Media at SMP Negeri 1 Bontomarannu". The objective of the study was to find out the effectiveness of spinning wheel media in enhancing the speaking skills of first grade at SMP Negeri Bontomarannu, focusing on pronunciation and vocabulary. Utilizing a pre-experimental methodology, the researchers adopted a one group pre-test and post-test design. The study involved a class of sixteen students from VII 3. The findings revealed that there was a notable increase in the students' pronunciation scores, with the post-test average rising to 53.12 from a pre-test average of 34.37. Similarly, vocabulary scores

improved significantly, from a pre-test average of 42.18 to a post-test average of 75, with a hypothesis t-test value of 6.54 indicating this enhancement. The research thus demonstrated a substantial positive effect of spinning wheel media on students' speaking capabilities, particularly in pronunciation and vocabulary, leading to the conclusion that this media serves as an effective bridge in developing speaking skills among students before and after the treatment.

Second, research conducted by Fatimatuzzahra, Muin, and Septiana (2023) with the title "Enhancing Students' Speaking Skill By Utilizing Spinning Wheel at MTS Al-Ma'arif Kabupaten Serang". The aim was to determine the impact of spinning wheel media on the enhancement of students' speaking skills. This research used quasi-experimental method and techniques in collecting data through observation, interviews and speaking tests. This research was conducted with class VIII B serving as the experimental group and class VIII A as the control group. The introduction of the spinning wheel media in the experimental class sparked enthusiasm and a positive learning engagement among students, indicating the media's effectiveness in fostering student participation. The findings indicated a noticeable improvement in the experimental group's performance compared to the control group, with the experimental class achieving an average post-test score of 73.5 compared to 68.8 in the control class. This significant difference underscores the effectiveness of spinning wheel media in enhancing the speaking skills of eight grade students at MTS Al-Ma'arif.

Third, research conducted by Çetin and Cihan (2021) with the title "The Effect of Story Wheel Method on Creative Writing Skills, Story Elements and Word Numbers". The focus was to assess how the story wheel method influences students' creative writing skills, story elements information and word number. This research engaged 13 third grade students from a Siirt school throughout the 2019-2020 school year. The researchers used pre-test and post-test experimental design without a control group to collect quantitative data. The analysis of student writings during the pre-test phase revealed a word of range from 23 to 109 words, which notably increased in the post-test phase to a range between 51 and 332 words, demonstrating a significant improvement in the length and possibly the quality of students' writings. The use of the story wheel method led to an enhancement in creative writing skills, as evidenced by the students producing longer stories after the story wheel method. Moreover, the students reported finding the writing process more enjoyable and engaging, with the story wheel aiding in their creative process by facilitating a more innovative amalgamation and development of story ideas.

This study shares similarities and differences with previous studies. A striking similarity among the three previous studies above is the utilization of spinning wheel media in teaching. Both the first and second previous studies, applied the spinning wheel media to improve students' speaking skills, with the research subjects being junior high school students. Then, the third

previous studies above used the same research method, namely the experimental research.

Compared to the existing research, this research shows differences from previous research. The three previous studies utilised a manual spinning wheel, while this study implemented a digital spinning wheel. In the first and third previous studies, both applied pre-experimental research design, in the second previous research using a quasi-experimental research design, while in this study using a true experimental research design. In addition, geographical differences and participants involved in this study are different from previous studies. In relation of the gap in this research, the researcher presents digital spinning wheel as teaching media to improve students' speaking performance at seventh graders of MTS Wachid Hasyim Jagalempeni, with a specific focus on descriptive text material.

2.2 Review of Related Theories

2.2.1 Spinning Wheel

A. Definition of Spinning Wheel

The spinning wheel is round-shaped media that can be moved in a circle and can be used as a medium in learning. According to Bafadal, M.F. Alimah, and Sibawaeh (2020) the spinning wheel is a circular learning tool and there are several sectors in each section. This teaching media involves all students so that they become more active and are able to improve and accelerate the learning process. Bayu et al. (2023), also stated that Spinning wheel is a circular game with different pictures on it. The wheel spins around and stops

at one of the pictures. This element of chance and anticipation is commonly found in game shows, casinos, and other recreational activities. Players eagerly await the outcome, as the position of the wheel determines the prize or consequence in the game.

Furthermore, according to Paul Ginnis cited in Huda (2020) the spinning wheel is a media that takes the form of a game with challenging advantages, which can encourage students to participate in solving problems from the rotating wheel. The spinning wheel media, designed as a game, captures the interest, curiosity, and motivation of students to learn. Thus, it is evident that the spinning wheel media, characterized by its circular shape divided into segments containing questions relevant to the study material, serves as an engaging educational tool.

According to Maya, Bte Abdul, and Azis (2022) spinning wheel has a distinctive shape, which can attract students' interest so that they are not bored during the learning process. Various images are included in the spinning wheel media as an effort to engage students and motivate them to participate actively in the teaching process. This spinning wheel media has a needle and has several pictures around it. Students can rotate and direct their hands to the pictures using the spinning wheel media, this game media features attractive colours and music so that it can encourage students to speak. From the discussion provided, it is clear that the spinning wheel media is an appropriate tool to use in improving students' speaking performance.

B.   Advantages of spinning wheel media

According to Aulia (2016) the spinning wheel media has several advantages, including the following:

1. Spinning wheel media resembles a game show on television, so that students can learn.

2. Students can be inspired to fully participate in learning activities.

3. The difficulty level of this spinning wheel media can attract students' interest.

4. Students' cognitive speed can be trained with spinning wheel media.

5. With this media, students can hone their ability to solve the problems.

Unlike the manual spinning wheel, the advantage of this digital spinning wheel is that it can be played at any time conveniently using the internet, thus saving time, energy and space.

C.   Disadvantages of spinning wheel media

According Aulia (2016) spinning wheel media also has several disadvantages, including the following:

1. Careful planning and preparation are needed to use spinning wheel media, because this media is in manual form.

2. To prevent interference with the learning process, students must be strictly controlled during the learning process.

3. Using this spinning wheel media is quite time consuming.

However, the disadvantages of spinning wheel media used in this study has difference with the disadvantages described above, namely if the use of digital

spinning wheels often occurs problems with internet connections, so it requires an adequate network, Wi-Fi, mobile phone or laptop.

D.   Steps to Use Digital Spinning Wheel Media

1.   The researcher presents the starting screen on the digital spinning wheel website, featuring the names of all students in the class. Then, click the needle in the middle of the spin to start.

Figure 2. 1 Step 1 The Use of Digital Spinning Wheel

2.   After that, the wheel will spin for approximately five to ten seconds until the music stops, and the wheel will stop spinning. Then, one student's name will be selected to answer the question as the first participant.

Figure 2. 2 Step 2 The Use of Digital Spinning Wheel

3. The student chosen will step forward to spin the wheel for a second time, which will have questions and images or other items according to the material that will be given by the researcher.
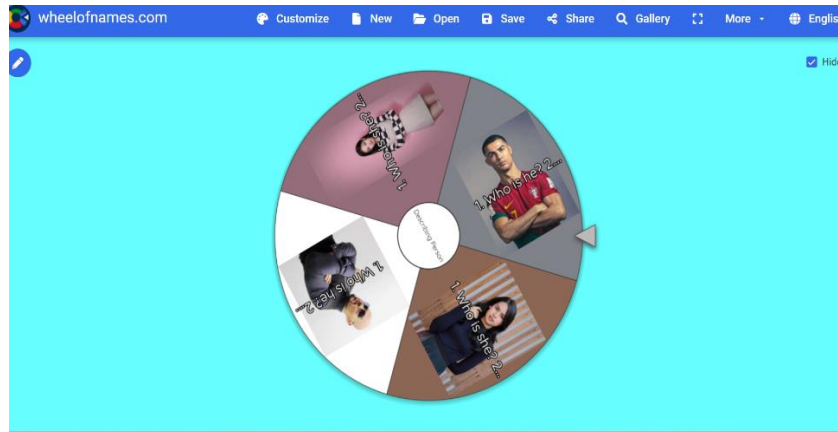
Figure 2. 3 Step 3 The Use of Digital Spinning Wheel

4. After the student has finished spinning the second round of the wheel, the student will get a question, picture, or other item that must be answered according to the instructions from the researcher.
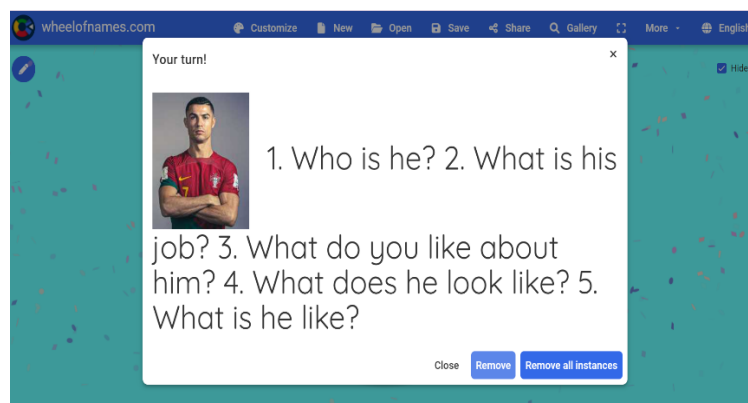
Figure 2. 4 Step 4 The Use of Digital Spinning Wheel

5. After the first student answers the question, the researcher will spin the wheel again to give the question to the next student.

Figure 2. 5 Step 5 The Use of Digital Spinning Wheel

6. The digital spinning wheel media will continue to run until every student get the opportunity to answer the questions.

Figure 2. 6 Step 6 The Use of Digital Spinning Wheel

2.2.2 Digital Media

A. Definition of Digital Media

M. Hasan et al. (2021) stated that media is a means to transfer or convey messages. Educational media is defined as a medium that transfers messages during the learning process. Using media is essential; coordinating learning activities effectively cannot be achieved without it. The flexibility of media stems from its suitability for learners at various levels and its application across divers educational activities. It also promotes a sense of accountability

among learners, urging them to take charge of their educational journey and adopt a broader outlook on their learning process.

Learning media refers to tools that carry instructional content or messages, utilized within the teaching process. It serves as a medium to transmit messages or information with educational goals. Learning media is media that conveys messages or information that contains learning objectives. According to Suripah and Susanti (2022) Teaching media is an indispensable tool for educators, enabling the delivery of instructional content in a way that enhances students' creative engagement and focus during the teaching process. Lange and Costley (2020) also stated that learning media are created to make the subject matter and its purpose clearer to learners.

Learning Media is useful for increasing effectiveness and efficiency teaching process. Puspitarini and Hanif (2019) stated that when teaching media is applied correctly, it improves the efficiency and effectiveness of the educational process in reaching the teaching objectives. In summary, teaching media serves as an instrument for educators to deliver teaching material in a clearer and engaging manner, stimulating students' curiosity throughout the learning journey, with the ultimate goal of maximizing student achievement.

Numerous media options are available for use in the process of education, requiring educators to carefully select the most appropriate types. Today's digital era, educators must skilfully employ not only conventional teaching tools but also modern educational technologies. Digital learning media is a way of producing or sharing material using digital resources.

Sunjayanto Masykuri and Basuki (2022) defined that the learning materials, delivery method, and media utilized in digital media diverge significantly from those found in traditional books. By utilizing technological advances, the goal of digital learning media is to assist students in comprehending concepts and theories as they progress through the learning process. According to Roemintoyo and Budiarto (2021) to provide students with crucial skills needed in the 21st century, educators need to create innovative instructional media that incorporate advancements in digital teaching media.

Digital media in education encompasses the utilization of digital technologies and media to bolster teaching, learning, and educational procedures. In both academic and business contexts, the term "digital media" holds significant importance. Klein (2023) defines digital media as digital content that encompasses the entire process of distribution to devices and individuals for consumption. This includes the utilization of various service systems and contemporary network technologies for disseminating information. The advent of digital media signifies a significant advancement in the realm of human information dissemination and storage.

The adoption of digital media in education is motivated by several factors: the need to ready students for a rapidly evolving world, the aim to boost student involvement and drive, and the recognition of digital media's potential to offer tailored and adaptable learning experiences. Digital media serves various educational purposes, including teaching, evaluation, and communication, and can be incorporated into different educational

environments like classrooms, online courses, and informal learning setups. The benefits of using digital media in education include enhanced accessibility and flexibility, increased student engagement and motivation, and improved opportunities for personalized and diverse instruction.

Nonetheless, effectively harnessing digital media in education necessitates careful planning, execution, and assessment, alongside continuous professional development for educators. To sum up, digital media in education is a swiftly developing area that brings numerous chances for enhancing educational results and enriching the learning journey. Yet, it also brings forth challenges and demands thoughtful consideration of both the advantages and risks linked with its utilization.

B.   Functions of Learning Media

According to Daradjat in M. Hasan et al. (2021) there are five functions of learning media, including:

1. Educational function, this is because learning media affects the learning process and results which will certainly also affect education.

2. Social function, through learning media students get opportunity to develop and expand interactions between students, interactions with society and interactions with the surrounding nature.

3. Economic function, meaning that learning resources can be used extensively; for instance, one tool can benefit multiple students and be utilized continuously, this happens because of technological advances.

4. Political function, meaning that learning media can be used by educational authorities to express views and teaching between the centre and regions in the implementation of teaching.

5. The function of cultural arts, through educational media students can obtain and recognise various results of human cultural arts.

2.2.3 Speaking Performance

A.   Definition of Speaking

Harmer (2007) stated that speaking performance involves being able to convey smoothly with linguistic skills and to think and use language instantly. According to Ladouse as cited in Agustin, Laksmi, and Suharyadi (2021), speaking performance is defined as the ability to express thoughts clearly, provide detailed descriptions of events or situations, and communicate ideas coherently. It can be concluded that speaking performance is the observable and measurable act by which a person communicates their message clearly to the listener.

There are various definitions of speaking. Brown (2019) stated that speaking is an ability that is observable and measurable through practical means. However, this observation is influenced by how well the person being tested listens, affecting the dependability and credibility of tests that assess speaking ability. The conclusion can be drawn that speaking is an ability that can be assessed directly by the listener. According to Harmer (2007) speaking as the skill to communicate effectively, involving immediate processing of language and information, and comprehension of its various aspects. People

share ideas and opinions through speaking with the expectation of receiving feedback from the listener. Thus, speaking can be said to successful if we are able to express our ideas or points of view clearly and concisely and ensure that our partners understand what we say. Speaking can be said to be successful depending on the ability of the speaker and the listener to understand a topic being discussed.

Saed et al. (2021) also stated that speaking is a significant oral practice that requires the listener to understand every word spoken because it uses a foreign language. Someone who has the ability to speak will more easily communicate their interesting ideas orally. According to Suwandi and Taufiqulloh (2009), speaking or oral language is involves the exchange of ideas between a speaker and a listener with the aim of effectively communicating thoughts or information. One can deduce that speaking plays a crucial role in communication that allows individuals to convey thoughts, ideas, emotions, and information through verbal expression.

Based on some definitions of speaking above, the researcher defines speaking as an activity that produces words through sound, which involves speakers and listeners, or as means to communicate with others during the learning process. The communication process definitely occurs during learning. It will be difficult to communicate for someone who has low oral skill. Therefore, speaking is the most important basic skill for students to learn in language teaching, because by speaking, people can convey their ideas.

B.   The Component of Speaking

Out of the four linguistic abilities, speaking ranks as the most challenging to perfect and to evaluate with precision. According to Brown (2019) there are five components in analysing speaking ability, including the following:

1.   Pronunciation

The process of providing actual letter sounds, proper accents, and the syllable counts is known as pronunciation. Pronunciation involves the ability to apply correct stress, rhythm, and tone while speaking a language.

2.   Grammar

One of the elements used to structure each word in a phrase is grammar. Grammar is a linguistic category that is often characterized by syntactic or morphological elements, such as sentence structure and word form. Grammar is very important because it is useful for constructing proper sentences during conversation.

3.   Vocabulary

For beginners in foreign language learning, building a vocabulary is among the most crucial steps. Vocabulary is the linguistic component that stores all the information about meaning.

4.   Fluency

Fluency defines as the capability to speak, read, or write in a way that is smooth, expressive, and effortless. In other words, the

speaker can connect meaning and context when reading, understanding and responding in a language in a clear and concise manner.

5. Comprehension

    Refers to understanding the message communicated when having a conversation. This comprehension focuses on the student's knowledge of the conversation.

C. Types of Speaking

As stated by Brown (2019), there are five basic types of speaking:

1. Imitative

    The initial form of oral expression entails imitative exercises, which involve the instructor employing drilling techniques during the instructional process. This method provides students with the chance to audibly replicate designated vocabulary and phrases.

2. Intensive

    Intensive speaking expands upon mere imitation by encompassing any speaking activity specifically designed to practice certain aspects of language, such as pronunciation or grammar. In this type of activity, speakers need to pay attention to the meaning of what they are saying in order to respond appropriately.

3. Responsive

    Responsive speaking performance entails the ability to provide meaningful replies to questions or comments in genuine contexts. This involves interactive exchanges and assessing comprehension, albeit

typically within the constraints of brief conversations, standard greetings, casual chatter, straightforward requests, and comments.

4. Interactive

    Interactive speaking involves engaging in dialogues, focusing on transmitting or exchanging precise information. It signifies a high-level application of language that is responsive in nature. As an illustration, consider the pair work conversation provided here.

5. Extensive

    Tasks involving extensive oral production, such as delivering speeches, giving oral presentations, and narrating stories (monologues), limit the listener's opportunities for verbal participation significantly, often restricting them to nonverbal feedback or shared control of dialogue.

    Based on description provided, this research concentrates on intensive speaking. This focus is due to the goal of practicing speaking that includes specific grammatical elements of the language. In other words, intensive performance involves a speaking exercise where students closely observe the structures of the language.

D. The Function of Speaking

According to Richards (2008) three purposes of speaking in human contact are identified, including speaking being used as a transaction, as an interaction, and as a performance. However, speaking has different purposes,

each of which requires different training and teaching methods, the following is an explanation:

1. Speaking as interaction

    Speaking as interaction is a type of communication commonly used when exchanging thoughts and information with two or more people. Therefore, speaking clearly is essential for communicating with others. In other words, speaking as interaction is the process of building social relationships while focusing on the understanding of the message by others.

2. Speaking as a transaction

    Speaking as transaction focusing on the actual message being communicated, particularly when it involves sharing ideas or information with others to make sure they understand it completely and correctly.

3. Speaking as a performance

    Speaking as a performance is a type of talk that refers to public speaking to convey information before a crowd. Examples include presentations, speeches, debates, and public announcements.

    In accordance with the explanation of three functions of speaking above, this research focuses on the third function of speaking, namely speaking as a performance, because through this type of speaking function, students can express themselves and their ideas more effectively in front of the public. Being able to speak effectively in

public shows you have good communication skills, which are important for many parts of life, including schooling, work, and social events. Through this research, it is hoped that effective strategies and methods can be found to enhance students' speaking performance, in order that students can be more confident and effective in delivering their massages or presentations to the audience.

E. **Models of Teaching Speaking**

Solahudin (2008) mentioned several speaking learning models, including following:

1. Main class and study club

    In the main class, the teacher acts as the students' advisor and plays a crucial role in all class activities. The study club, on the other hand, involves group learning sessions where the students can review class materials with their peers, providing an opportunity for more interactive in teaching process.

2. Conversation on the way

    The aim of this activity is at eliminating boredom by allowing students to share their daily activities, making conversations clearer, more engaging, and comfortable.

3. Discussion group

    In the speaking class, discussion groups focus on practice English speaking skills by discussing easy topics. The aim is to help students articulate English more distinctly.

4. Describing picture

The goal of this activity is students can describe a picture at the front of class. Each participant receives a picture then describes the picture to practice speaking English and improve their imagination skills. The researcher chose the picture description model because of its effectiveness in improving students' descriptive speaking skills. This activity aims to help students become more comfortable speaking English by providing visual clues, making speaking easier when they have a clear idea of what to talk about. The goal is to make classes more fun and interesting for students.

F.   Teaching Speaking on Seventh Grade of Junior High School

According to Sunjayanto Masykuri (2023) developing speaking skills is a critical linguistic competence for learners of English as a second language. One of the goals of teaching English to seventh-grade students in junior high school is to improve their speaking and writing skills. To achieve this goal, teachers and students must work together in teaching, curriculum development, and learning activities. Teachers play a crucial role in developing these skills by implementing the appropriate media or methods to improve students' speaking abilities as well. In this context, the Kurikulum Merdeka syllabus specifies various text genres to be taught in the seventh grade at the junior high school level, including narrative, descriptive, procedure, short message, and advertisement. For the seventh-grade students

of MTs Wachid Hasyim Jagalempeni, the researcher has selected descriptive texts as the primary focus for speaking lessons.

Using descriptive texts for speaking instruction provides a valuable opportunity for students to interact with language in context, enhancing both their speaking comprehension and overall language acquisition. By incorporating the appropriate media into these lessons, teachers can create a vibrant and engaging learning environment that boosts students' interest and enjoyment in practicing speaking skills. At MTs Wachid Hasyim Jagalempeni, students were encouraged to regularly practice their speaking skills, both individually and in groups. Through structured speaking activities and discussions, students not only improve their speaking comprehension but also develop their communication abilities. Therefore, the researcher integrates descriptive texts in the materials designed according to the syllabus for seventh-grade students at MTs Wachid Hasyim Jagalempeni for the 2023/2024 academic year.

2.2.4 Descriptive Text

A. Definition of Descriptive Text

As stated by Fitriani et al. (2019) descriptive text is a form of writing that is employed to depict real objects such as people, things, and places. Its purpose is to help readers gain a clearer understanding of these objects. Put simply, descriptive text is crafted with the specific purpose of detailing a particular individual, location, or object. Descriptive text conveys information about subject by describing its characteristics without a

subjective point of view. Knapp & Watkins cited in Fitriani et al. (2019), also stated that this type of text is utilized by writers and individuals to explain various subjects whether they be objects, animals, places, or events to readers or listeners. It can be inferred that descriptive text is a type of text that provides information about people or object that can change the reader's understanding and disseminate knowledge extensively.

B.   Generic Structure of Descriptive Text

Fitriani et al. (2019) stated that descriptive texts generally have two main parts:

1.   Identification: This part introduces what will be described.

2.   Description: This part provides details like behaviour, appearance, and quality of the subject.

C.   Language Features of Descriptive Text

1.   Uses adjectives, numbering, and classification.

2.   Uses simple present tense.

3.   Uses mental verbs.

4.   Uses adverbs to provide details about the character or adjective being described.

D.   How to Describe People

There are two points in describing people. The two points in describing people typically refer to:

1.   Physical Description

This includes observable characteristics such as height, weight, hair colour, eye colour, age, clothing style, and any distinctive features like tattoos or scars. Describing someone based on their physical appearance involves several aspects. The face can be characterized by its shape, such as long, oval, heart, triangle, square, or round. Eyes are described by their colour, including black, brown, hazel, or green. Hair can be described using terms such as long, short, curly, straight, wavy, dark, blond, neat, or messy. Skin is identified by its colour, such as light, normal, tan, brown, or dark. Lastly, the body is described with terms like thin, fat, tall, or short.

2.   Personality Description

This encompasses traits, behaviours, attitudes, and emotional characteristics that define a person's temperament, demeanour, and overall psychological profile.

2.3   Theoretical Framework

The effects of digital spinning wheel media on the speaking performance of seventh graders at MTs Wachid Hasyim Jagalempeni are examined in this research. Comprehension of a subject is gained by students through learning. Therefore, a teacher must strive for classroom learning class to be effective in helping students' understanding, with learning outcomes determined by students' ability to grasp the subject content that has been presented by the teacher. The digital spinning wheel is an education tool that can be utilized as teaching aids to bolster the teaching process; by using this

media, it is expected to improve students' speaking performance at seventh graders of MTs Wachid Hasyim Jagalempeni. The figure below can be seen as illustrating the theoretical framework of this research:

Figure 2. 7 Theoretical Framework

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┌─────────────────────────────────────────────┐
│    Speaking performance of seventh graders    │
└─────────────────────────────────────────────┘
                      │
┌─────────────────────────────────────────────┐
│  Students' speaking performance at MTs Wachid │
│         Hasyim Jagalempeni is considered low. │
└─────────────────────────────────────────────┘
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| Students' lack of speaking practice | Students' lack of vocabulary | Students' lack of motivation and interest | Lack of utilization or use of learning media |

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┌─────────────────────────────────────────────┐
│      Teachers need appropriate learning media │
└─────────────────────────────────────────────┘
                      │
┌─────────────────────────────────────────────┐
│  Digital spinning wheel as a learning media   │
│     to improve students' speaking performance │
└─────────────────────────────────────────────┘
                      │
┌─────────────────────────────────────────────┐
│  The improvement of students' speaking        │
│  performance by using digital spinning wheel  │
│  media                                        │
└─────────────────────────────────────────────┘
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2.4 Hypothesis

According to Sugiyono (2022) a temporary conjecture on a research topic before it is validated by the data collected is hypothesis. A hypothesis serves as a provisional solution to a problem statement, deemed temporary as it relies solely on the theoretical foundations without incorporating factual evidence. It can be inferred that hypothesis is a statement or response to the question under research to find out whether or not there is a relationship or difference in the research process and the results can be tested. There exist two categories of hypotheses: the alternative hypothesis (Ha) and the null hypothesis (H0).

The hypotheses in this study are formulated as follows:

1. Alternative hypothesis (Ha)

    There is positive effect of students' speaking performance by using digital spinning wheel media at the seventh graders of MTs Wachid Hasyim Jagalempeni.

2. Null Hypothesis (H0)

    There is no positive effect of students' speaking performance by using digital spinning wheel media at the seventh graders of MTs Wachid Hasyim Jagalempeni.

CHAPTER III

RESEARCH METHODOLOGY

In this section of the research, consists of approach, type and design of the research, population, sample, and technique of sampling, research variables, data collecting technique, research instrument, and technique of analyzing data.

3.1 Approach, Type and Design of the Research

3.1.1 Approach of the Research

Quantitative research was used in this research to measure the effect of digital spinning wheel media on students' speaking performance. Sugiyono (2022) defines quantitative research as a positivist-based research methodology that involves collecting research instruments, analyzing quantitative or statistical data, and testing predetermined hypotheses on certain samples.

3.1.2 Type of the Research

Experimental research was used in this research. According to Sugiyono (2022) it is stated that the impact of independent variables (treatment) on the dependent variable (outcome) under controlled conditions is identified through the use of experimental research, a quantitative research technique. To find a causal relationship researchers need experimental research. Typically, experimental research involves employing two separate groups: experimental group and control group. However, it was also possible to carry out experimental research with just one group. Upon conclusion of

the research, outcomes were analysed and compared to determine the effect of the treatment. In this research, the effect was determined by noting a notable distinction in the performance of students who were taught using digital spinning wheel media compared to those who were not.

3.1.3 Design of the Research

True experimental research with pre-test and post-test control group design was used in this research. Sugiyono (2022) stated true experimental research design as a methodology where the researcher has the ability to manage all external variables influencing the experiment's progress. This capacity ensured a high quality of research design execution. A defining feature of this design was the random sampling of samples for experimental group and control group from a specified population. Essentially, its hallmark features include the presence of a control group and the random sampling of participants.

In this experimental research, a true experiment design was used, with two groups, experimental and control groups. The experimental group received treatment through application of digital spinning wheel media, while the control group used the conventional media. At the beginning, the researcher conducted a pre-test. Following the pre-test, treatments were applied in experimental class by the researcher. Subsequently, at study's conclusion, researcher conducted post-test to both classes. This was to ascertain differences in learning achievements between students instructed with digital spinning wheel media and those through conventional media

without its use. Each class studied the same material with the same time. The test that students did was a speaking test. Sugiyono (2022) stated the research design is as follows:

Table 3. 1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental group	O_1	X	O_2
Control group	O_3	-	O_4

O_1 = Pre-test experimental group

O_2 = Post-test experimental group

X = Treatment experimental group

O_3 = Pre-test control group

O_4 = Post-test control group

3.2 Population, Sample, and Technique of Sampling

3.2.1 Population

Sugiyono (2022) defines the population as a collection of subjects or entities sharing specific attributes and characteristics chosen by the researcher for examination in order to formulate conclusions. Population for this study encompassed all seventh-grade students at MTs Wachid Hasyim Jagalempeni during the 2023/2024 academic year, as detailed in the following table:

Table 3. 2 Population of the Study

Classes	Number of students'
VII A	30
VII B	30
VII C	30
Total	90

Referencing the table provided, the research population comprises all seventh-grade students at MTs Wachid Hasyim Jagalempeni for the 2023/2024 academic year, with the total 90 students.

3.2.2 Sample

Sugiyono (2022) defines a sample involves selecting a portion of the population that reflects its characteristics and numbers. This subset was utilized for research purposes when the entire population was too extensive to examine comprehensively. Therefore, a sample encompassed the participants from whom data was gathered for analysis. The researcher intentionally chose two seventh grade classes at MTs Wachid Hasyim Jagalempeni for the sample. These two sampled classes were then divided into two groups, experimental and control groups. Class VII B, which comprised of 30 students, was assigned as the experimental group, while class VII C, with 30 students, acted as the control group. Total of the sample was 60 students.

3.2.3 Technique of Sampling

This research employed cluster random sampling. In this sample, each member of the population had an equal opportunity to be chosen. The population in this study was homogeneous, therefore this research used cluster random sampling technique for sample selection. In the selection process, the researcher used random numbers to determine which classes would be chosen as the sample of the research. The samples selected for this study were students from class VII B as the experimental class and VII C as the control class at MTs Wachid Hasyim Jagalempeni.

3.3 Research Variables

According to Sugiyono (2022) research variables as characteristics, traits, or levels of variation in individuals, objects, or events that researchers decide to investigate in order to reach conclusions. This study utilized two types of variables: the independent variable (X) and the dependent variable (Y). The independent variable is the factor that influences or initiates changes in the dependent variable, whereas the dependent variable is one that is affected or emerges as a result of the independent variable's influence.

1. Digital spinning wheel media was the independent variable in this research (X).

2. Students' speaking performance was the dependent variable in this research (Y).

3.4   Data Collecting Technique

Key aspect of study involved the gathering of data and information to ascertain the outcomes. According to Brown (2019) a test served as a means to assess an individual's skill or knowledge in a specific area. Thus, tests could be used as a tool to measure how much student achievement increased.

In this case, tests helped researchers to obtain data and information related to the effects of digital spinning wheel media on students' speaking performance. In this study, speaking tests were used by researcher for collecting data. Below are several techniques that will be utilized in gathering research data, including:

3.4.1 Pre-test

Before initiating treatment in both the experimental and control classes, a pre-test was planned to assess the students' initial speaking performance. This preliminary evaluation aimed to establish a baseline of their performance. The pre-test, conducted in experimental and control groups, utilized uniform materials and question types to ensure comparability. The purpose of employing the same test format for both pre-test and post-test was to accurately assess the students' abilities and the effect of the treatment.

3.4.2 Treatment

In this study, treatment conducted in twelve times in experimental class by using digital spinning wheel media, which contained pictures in the form and questions related to descriptive text material. The students were then instructed by the researcher to simply describe the pictures orally. The

researcher taught speaking using digital spinning wheel as the learning media, while in control class, the researcher delivered the treatment without using digital spinning wheel media.

3.4.3 Post-test

After treatment, post-test was conducted for students in the experimental group and control group. The post-test was employed to examine the improvement of students' speaking performance in both groups after receiving treatment using digital spinning wheel media and without using digital spinning wheel media. The post-test outcomes revealed whether the students' speaking performance had improved significantly and whether the students' scores after being given the treatment were higher or not than before.

3.4.4 Documentation

Documentation can be a useful source of data assistance in quantitative research. Sugiyono (2022) defines documentation as a process of collecting data and information from written figures, photographs, books, archives, papers and other sources to create findings and information that can be used to bolster research. Documentation was intended to be evidence of observational findings. In addition, there were also recordings of student speaking and photos taken when conducting research activities.

3.5   Research Instrument

In this research, the data was collected using a speaking test as the instrument. Brown (2019) stated that in simple terms, a test is method to assess an individual's performance or knowledge in a specific area. A test serves as useful initial step. It is an instrument that includes a set of techniques, procedures, or other elements requiring the test taker to perform. This study employed a speaking test in the form of an oral test consisting of five questions. the researcher selected this instrument because it was deemed the most suitable for measuring students' speaking performances.

Research instruments according to Sugiyono (2022) are tools used to collect data, so that research is easier to do because the data is detailed and organized. There were two aspects that needed to be considered in assessing a research instrument, namely validity and reliability. Here is a description of reliable and valid instruments.

A.   Validity

Sugiyono (2022) defines a valid instrument is described as a tool for gathering reliable data. An instrument is deemed valid if it effectively measures what it is supposed to measure. The objective of conducting a validity test is to ascertain whether the measuring tool is appropriate for what it intends to measure within the research. This test is performed to evaluate the credibility and appropriateness of the research instrument applied to participants. In this research, the researcher employed expert validity. It is essential to validate the speaking test as an instrument before administering it

to the research sample. The evaluation or validity test was carried out in terms of content validation. The objective of this validation is to evaluate the validity and practicability of the speaking test prior to its application in the study.

The aim of this research was to determine the effect of digital spinning wheel media on enhancing students' speaking performance, the speaking test had been evaluated by two English teachers who served as academic expert validators. The product validation was conducted by presenting the speaking test sheet to experts. Afterwards, the experts as validators signed the test sheet. Consequently, the speaking test was deemed valid based on expert validation.

B. Reliability

Reliability test was conducted by researcher after the validity test. According to Sugiyono (2022) an instrument was considered reliable if it could measure the same thing several times and give consistent results. The consistency of a measurement was its reliability. A test is deemed reliable when it consistently yields stable and dependable results. Therefore, the test results were similar or identical regardless of how the test is conducted. In this research, the researcher used analytic oral language scoring rubrics to measure students' speaking performance. The following is the analytic rubric that will be used by researcher:

Table 3. 3 Oral Language Scoring Rubrics

No	Criteria	Score	Explanation
1	Grammar	5	Very high grammatical and lexical accuracy.
		4	Very accurate, some errors. But meaning is always clear.
		3	Frequent errors, sometimes meaning is not always clear.
		2	Almost always errors, meaning is difficult to understand.
		1	Hardly able to communicate.
2	Fluency	5	Speaks fluently and without hesitation or stammering.
		4	Slightly hesitant and sometimes pauses to search for words.
		3	Moderately hesitant, with limited vocabulary and structure.
		2	Very hesitant, with very limited language.
		1	Hardly able to communicate.
3	Pronunciation	5	Very clear, intonation and stress help clarify meaning.
		4	Clear, natural intonation and stress.
		3	Often frequent errors, meanings are not always clear to understand.
		2	Very frequent errors, very difficult to understand.
		1	Hardly able to communicate.
4	Vocabulary	5	Good word choice.
		4	Mostly good word choice.

		3	Frequent mistakes in choosing the right words.
		2	Inappropriate word choice
		1	Hardly able to communicate.
5	Comprehension	5	Understand basic conversations.
		4	Understands most of the conversation, despite some repetition.
		3	Understands most conversations at a slower pace with repetition.
		2	Only able to understand simple conversations with slow pronunciation and frequent repetition.
		1	Hardly able to understand even simple conversations.

Adapted from Brown (2019)

Maximum score = 25

$$\text{Score} = \frac{\text{The score obtained X 100}}{\text{Maximum score}}$$

The classification of score

Table 3. 4 Classification of Score

The score	Level of achievement
86 – 100	Excellent
71 – 85	Good
56 – 70	Fair
46 – 55	Poor
0 – 45	Very poor

Adapted from Ismail (2018)

3.6 Technique of Analyzing Data

Following data collection, the researcher proceeded to analyze the data. This process involved a comparison between the pre-test and post-test scores of students in both the experimental and control groups. For this purpose, descriptive statistics and the t-test were employed for data analysis. The approach taken by the researcher for analysing the data was through quantitative data analysis. Statistical methods were applied to the data, with SPSS version 26 being utilized for analysing the pre-test and post-test results of both the experimental and control groups.

Descriptive statistics technique was used to analyse research data before and after the experiment. Additionally, to ascertain if the findings of this research hold statistical significance for the first and second hypothesis, t-test were utilized in the analysis of data. Furthermore, a pre-analysis test was conducted by the researcher before the hypothesis test to determine if the data were normally distributed and homogeneous. Then, if these tests had been conducted, the results of these tests were used as the basis of the finding of this study.