

CHAPTER IV

FINDINGS AND DISCUSSION

This section delves into the study's results and methodology. Findings are the information gleaned from the field. In contrast, discourse is how a decision or conclusion is reached regarding the problem of this study, which is the use of Spinning Wheel media to teach speaking abilities. Follow these steps to understand the results and the discussion:

A. Description of research objective

1. The profile of Junior High School Tamiang Layang

Junior High School Tamiang Layang Is the first junior high school in East Barito district. Islamic religious values are supplemented by the obligatory subjects covered in the classes, which are attached to the national curriculum.

This middle school includes 22 rooms, including 12 classrooms, 2 instructors and Principal's rooms, 1 teacher's restroom and 2 student bathrooms, a school library, 1 UKS room, 1 OSIS room, 1 computer room, 1 science room, and 1 social studies room. Junior High School staff include a principal, 12 teachers, civil servants, three honorary teachers, an officer librarian, and one guard. But now the school is in the process of renovation, three eighth grade rooms have been temporarily moved to Senior High School Tamiang Layang.

Secondary education aims to prepare students for further study by enhancing their intellect, knowledge, personality, noble character, and deedededeabilities to live independently. To fulfill these goals of secondary

education, Junior High School Tamiang Layang has a vision of "forming knowledgeable people, superior in quality who are environmentally conscious with a foundation of faith and piety". Junior High School Tamiang Layang also has a mission, including: developing students' potential based on Islamic values. organize education and teaching in a contextual, active, creative, effective and enjoyable manner for all groups. foster a competitive spirit in the application of science. foster students in sports and arts activities.

B. Findings

The researcher should be given the data that will be used as the basis for the analysis. According to the prior discussion, the researcher collected data through interviews, observations, and document reviews. Following the interview, document review, and observation, the researcher provided an in-depth analysis of the research findings:

1. The steps of teaching speaking skill through Spinning wheel media at the eight grade of Junior High School Tamiang Layang.

First of all, the teacher entered the class in the second lesson at 07.40 WIB and started the English subject in the eighth grade with the theme of professions, after that the teacher greeted the students and started praying. Then, asked the students what professions they knew, the students answered several professions such as police, teachers, doctors and others. After that, the teacher also helped to explain various professions and how they work.

The teacher took out the spinning wheel media, usually teachers use spinning wheel media in online form or using a website, but because the

school was under renovation, the seventh and eighth grades were temporarily moved to the Senior High School Tamiang Layang hall and because of that the teacher made his own spinning wheel media because the learning media was incomplete. The spinning wheel media is made manually by the teacher using cardboard that is shaped into a circle. Then, the teacher cuts seven parts that will later form a triangle to stick pictures of professions including doctors, police, teachers, fishermen, traders, singers and journalists who will later be described by the students, after that the teacher makes a hole in the middle of the spinning wheel media circle which will later be inserted a small wood the size of a straw so that the spinning wheel can spin. Then, the teacher also sticks the wood into the Styrofoam to make it easier for the spinning wheel to spin.

In the class there are 27 students where the teacher will divide them into groups of 4 and 3 people in one group and there are 7 groups. Then the students stand in line backwards beside their desks. And the teacher starts spinning the spinning wheel when it stops the students at the front of each group describe the profession that has been selected by the spinning wheel media within five minutes, After five minutes, the students in the front row move to the back row and are followed by the second row to explain the next profession. if more than that then the student will be disqualified.

After they finish describing, the students whose members are still many or still intact are the winners and the teacher gives prizes to the winning group. The teacher also re-explains several professions that some students may have difficulty describing.

At the end of the lesson, the teacher gives students an assignment related to professions, namely the teacher asks them to write down what profession they want to be in the future and why? And the teacher closes the lesson and then leaves the class on time.

Regarding to the process of the teaching speaking skill through Spinning Wheel, Mrs. SR said that :

“I use this spinning wheel so that students don't get too bored in learning and at the same time lighten the atmosphere, including students who are still stiff or don't have the confidence to appear in front of the class. In the steps of the espionage method, I use six steps, namely, 1) divide the students into one group consisting of five or six people, 2) appoint one of the students to be the group leader, 3) give pictures about human professions to each group, 4) ask about them who is chosen to be the leader to start explaining to the other groups in it 5 minutes, 5)change group leader and move on to another group to describe after 5 minutes, 6) the leader returns to origin group.”

Based on interview above, the teacher uses 6 steps in using the spinning wheel media. Using a spinning wheel to teach speaking skills had several obvious benefits, such as helping students gain self-assurance when speaking in front of a group, improving their pronunciation, and helping them retain more of the material covered in class.

2. The challenges and solution of teaching speaking skill through spinning wheel at the eight grade of Junior High School Tamiang Layang.

The challenge for teachers in learning English using the spinning wheel media is that when dividing groups, there are several groups whose students are not confident or are still stuttering in speaking English, and there are also students who give up before describing the profession that has been chosen by the spinning wheel media, and those who try to ask

permission to go to the bathroom so that their turn is skipped or even those who complain to the teacher so that they get a profession that is easy for them to describe, this is due to them being lazy in memorizing vocabulary and grammar which results in them being less fluent in speaking English also because they feel that English is a difficult subject besides Arabic and mathematics.

There are only three to four students who are quite fluent in pronouncing English and they also try to help friends who have difficulty speaking English. They are good at using English because their parents put them in English lessons outside of school, so they can be good at speaking English.

From the description above, it can also be concluded that parental encouragement is also very important to improve children's learning abilities. Because the majority in Tamiang Layang, especially in Matabu Village, some of the parents are rubber harvesters where their children are asked to help them during holidays, and if there is no desire to learn in the children, they may have difficulty understanding the subject matter, completing assignments, and actively participating in class. This can lead to decreased grades and lagging behind in academic achievement. Motivation is key to developing effective learning skills. Without willingness, children may not develop good study habits, such as time management, self-discipline, and the ability to complete work well. When children are not motivated and have difficulty learning, they may begin to feel less confident. This can have an impact on how they see themselves and their potential. Low motivation can affect a child's emotional well-being. They

may feel frustrated, anxious, or dissatisfied with themselves, which can have an impact on social relationships and interactions with peers.

according Mrs. SR as the English teacher of 2nd Grade of Junior High School Tamiang Layang:

“The challenges in learning speaking using the Spinning Wheel are definitely the students' limitations with vocabulary and pronunciation in English which are also related to grammar which hinders students' self-confidence to appear in public.”

Based on interview above, it could be seen that the challenges for Mrs. SR is the students' lack of memorization of vocabulary which results in damaged grammar thus inhibiting the students' lack of self-confidence to appear or speak in front of the class.

The same thing was also conveyed by AD as student of 2nd grade of Junior High School Tamiang Layang said that:

“We still don't feel confident in speaking English because we don't remember enough vocabulary and grammar formulas so we don't feel confident about appearing in front of the class. In fact, we also have lessons to memorize vocabulary and grammar, but for us one of the most difficult lessons is English because some of us always think English is a difficult subject so we easily give up on the material contained in learning English”

From the interview above, it explains that students feel that learning English is one of the most difficult subjects in their opinion, therefore they give up easily which makes them not confident to appear in front of the class because their English pronunciation is still limited.

The solution that can be given by the teacher because of the ineffectiveness of the teacher's method for learning English, the teacher wants to provide the latest method in learning related to vocabulary and grammar so that they are more interested and a little motivated to learn English. and also the teacher wants to help students more by starting a little

English conversation outside of class hours so that students gradually remember the vocabulary.

Similar to the teacher's solution, students not only want to memorize more vocabulary and grammar formulas, they also want to start conversations using English so that it can help them remember vocabulary little by little.

Using everyday conversation in English has many benefits, both in the context of learning and in everyday life. Regular conversation practice helps improve your speaking skills and reduces nervousness when speaking in English. Listening to everyday conversations improves your understanding of native speakers' accents, intonations, and speaking speed. Using English in everyday contexts helps to enrich your vocabulary and use of relevant phrases. Everyday conversations provide an opportunity to practice speaking and listening in a more relaxed situation, increasing your confidence when using English.

According Mrs. SR as the English teacher of 2nd Grade of Junior High School Tamiang Layang:

“For me, the solution that I can give is by providing new methods and media for learning vocabulary and grammar to increase students' interest in remembering vocabulary and learning grammar to increase students' interest so that they are more fluent in English and make students more confident in appearing in front of the class.”

The same thing was also conveyed by SS as student of 2nd grade of Junior High School Tamiang Layang said that:

“Our solution for my friends and I to be more confident in front of the class is to remember more vocabulary and grammar formulas so that it is easier for us to speak English and also to increase our conversation using English so that we can speak English fluently.”

C. Discussion

This section embodies the researcher's idea; the conversation centered on explaining and interpreting the significance of the results in light of prior knowledge of the examined subjects, as well as explaining any new knowledge that evolved as a consequence of the investigation. The researcher also discussed the research findings after analyzing them.

There are two points to be discussed in this term. 1) The Step of Teaching Speaking Skill through Spinning Wheel Media at The Eighth Grade of Junior High School Tamiang Layang. 2) The Challenges and Solution of Teaching Speaking Skill through Spinning wheel Media at The Eight Grade of Junior High School Tamiang Layang.

1. The step of teaching speaking skill through spinning wheel media at the eighth grade of Junior High School Tamiang Layang

The Steps in using the spinning wheel used by teachers, usually teachers make spinning wheels through the website but at the time of observation the school was under renovation in seven grade and eight grade therefore the class was moved to Senior High School Tamiang Layang and due to limited learning media therefore the teacher made spinning wheel media with cardboard processed into a round shape and made a hole in the middle of the circle to hook wood the size of a straw and put it together with Styrofoam so that the spinning wheel can spin and become a spinning wheel. After the teacher made the spinning wheel media there the teacher attached several professions including doctors, police, teachers, fishermen, traders, singers and journalists in the spinning wheel section for English learning media related to speaking.

The teacher only gives 5 minutes for each person to describe the profession. After that, the teacher divides the students into groups of three to four people and each group of students stands on the side with a straight back position, after that the teacher spins the spinning wheel media and stops at one of the professions, then the students in each group who are at the front must describe the profession that has been selected in the spinning wheel media within five minutes. And after five minutes are finished, all students in row number two come forward to describe the next profession for five minutes. If more than five minutes the students will be removed from the group.

Regarding to the process of the teaching speaking skill through Spinning Wheel Method, Mrs. SR said that :

“I use this spinning wheel method so that students don't get too bored in learning and at the same time lighten the atmosphere, including students who are still stiff or don't have the confidence to appear in front of the class. In the steps of the espionage method, I use six steps, namely, 1) divide the students into one group consisting of five or six people, 2) appoint one of the students to be the group leader, 3) give pictures about human professions to each group, 4) ask about them who is chosen to be the leader to start explaining to the other groups in it 5 minutes, 5)change group leader and move on to another group to describe after 5 minutes, 6) the leader returns to origin group.”

The teacher's use of the Spinning Wheel to teach speaking is evident. The following are the six steps the teacher followed when utilizing the Spinning Wheel medium, as outlined by Nisa (2020), 1) The teacher gives lesson plans. 2) Students listen as the teacher explains the course topic. 3) Students have the option of working alone or in small groups. 4) The medium with the spinning wheel is either hung or supported by the teacher. 5) The teacher or student spins the media wheel until it stops, and the pointer indicates the segment that has been chosen. The lesson continues

with the teacher having the students read aloud from the practice questions.

- 6) The teacher then instructs the class to review the sample questions included in the exam.
- 7) The teacher re-checks the results of the exercises that the students have done together.
- 8) The highest points from the results of the scores worked on by students in groups or individually will receive a prize from the teacher according to the agreement between the teacher and the students.

In the research above there are various similarities in the steps of the spinning wheel media, the teacher uses 6 steps in implementing the spinning wheel media, whereas in theory there are 8 steps in using the spinning wheel.

The difference in the steps used between Mrs. SR and Nisa is that they carry out more or less the same steps. However, according to Nisa, the steps she uses start from when she enters the class, while Mrs. SR starts these steps only when the spinning wheel media is used.

The instructor can also help pupils to become more confidence in public speaking. It may be observed in the exercise in which the instructor offered them some photographs, asked them to grasp the idea of the pictures individually and in groups, and then presented their own picture to the other groups in a change-by-change format. Based on the interview and observations, it is possible to conclude that the instructor serves as a facilitator, assisting students in completing the appropriate task. Furthermore, the teacher gave important experience. It expects to achieve proficiency in the data processing stage. This program aimed to increase students' fluency and confidence in speaking, as well as their pronunciation.

It is to communicate their opinions briefly while also developing strong and proper language skills.

2. The challenges and solution of teaching speaking skill through spinning wheel at the eight grade of Junior High School Tamiang Layang .

The challenges for teachers in learning speaking using spinning wheel media is the lack of confidence of students in speaking English which makes students not fluent in speaking English. If students are not sure about the topic to be discussed or feel inadequate in their knowledge of the material, they may hesitate to speak. And if students do not feel prepared enough or do not have clear material, they may feel unsure and reluctant to speak. Using the target language can make the nervous learner feel even more self-conscious. A teacher's assumptions about a student's aptitude for language acquisition or motivation to put in the effort necessary for high performance could be skewed if the student consistently receives poor test scores and struggles in language classes Fadillah (2009).

Only a few students are fluent in English and confident to appear in front of the class. Students who feel they are below the level of their classmates' abilities may feel inferior and hesitate to speak. Feelings of shame or fear of social judgment from classmates can hinder students' self-confidence.

Not being a native English speaker makes it very challenging for students to become fluent in the language. Motive is a component that determines whether people learn and teach foreign languages successfully

or not. Success in learning English hinges on one's level of motivation Fadillah (2014).

Having positive relationships with fellow students is thought to be a factor that helps boost motivation. The positive traits of the students' classmates undoubtedly had a role in their ability to get along with one another, creating an enjoyable and engaging English session. The classroom environment would be more inspiring as a result.

The reason why students are not confident in speaking English in front of the class is because of limited vocabulary and grammar which causes students to stutter in using English, and also causes students to be less confident in appearing in front of the class. Anxieties about speaking the target language have long been acknowledged as a barrier to learning a second or foreign language. To state it again, worrying about speaking a foreign language is an unpleasant emotional condition that can hinder one's ability to learn the language. Anxiety over speaking a foreign language is a known emotional component of learning a new language Sadiq (2017).

Although there was no statistically significant difference in the anxiety levels of males and females concerning the impact of foreign language anxiety on achievement, there was a negative correlation between anxiety and listening and speaking performance, as well as vocabulary creation Fadillah (2009).

Some students may have difficulty understanding or remembering new words because they lack understanding of the context or how the words are used in sentences. Students may not find the words they have to

memorize relevant or interesting to them. If they don't see the connection between vocabulary and their interests, they may be less motivated.

The challenge according to the students besides the difficulty of memorizing vocabulary and grammar is that they consider English as one of the difficult subjects, therefore they give up easily in learning English. And also the lack of encouragement from parents to be enthusiastic about learning, even some of them mostly do homework while at school, they as parents should remind their children to finish their schoolwork after that and then let them play outside.

English language understanding must be strengthened to students as it has become an international language. Due to the related complexity of the English language, which necessitates not only an understanding of its meaning but also the ability to write and pronounce words in accordance with the English pronunciation standard, students may find it less motivating to learn and speak English than Indonesian Susanthi (2021).

In this study, the majority of their parents' jobs are as rubber harvesters and on holidays parents usually ask their child to help them harvest rubber. So they may have more time to help their parents than to do schoolwork. Because the area of places dictates the quality of the school, a child's educational possibilities are impacted by their parents' occupation. The children of city workers have greater opportunities than those of peasants because of the superior educational resources available to them in urban areas, and the children of intellectuals have an advantage over everyone else because of the extra help they receive at home. Because the

area of dwellings dictates the quality of the school, a child's educational possibilities are impacted by their parent's occupation. The children of city workers have greater opportunities than those of peasants because of the superior educational resources available to them in urban areas, and the children of intellectuals have an advantage over everyone else because of the extra help they receive at home Fadillah (2014).

The solution provided by the teacher for students who are not yet good at English, which causes them to lack confidence in appearing in front of the class, is to change the vocabulary and grammar learning method to be more enjoyable so that students are more interested in learning English. Teachers will also use more interactive methods such as language games, role-playing, or group discussions to make speaking English more fun and less intimidating. A method is a structured approach to work, which can help get things done in a way that gets you closer to your goals. Therefore, with a strategy in place, specific objectives will be better organized and simpler to execute Anjani et al.,(2020).

Creating a positive, non-judgmental classroom environment, where mistakes are seen as part of the learning process, can reduce anxiety. Providing constructive feedback and praising small progress can help build confidence. And providing lots of opportunities for students to practice speaking English through conversations, group presentations, or language games. And providing small milestones and progress in learning English can motivate students and boost their confidence.

Anxiety is a factor that can influence the learning and teaching of a foreign language. Students may struggle to articulate their thoughts in English due to this fear. As English instructors, it's important to address this issue. One promising solution is to develop a learning paradigm that focuses on reducing negative anxiety, potentially leading to improved learning outcomes Fadillah (2015).

There are some teachers who only complete the material without paying attention to the students' progress in the subject, and there are still teachers who are not yet able to determine and develop effective learning methods in conveying knowledge to their students.

The solution given by the students is to memorize more vocabulary and grammar formulas. In addition, the students also want to use several conversations in English so that they can be fluent and remember more vocabulary and grammar. The main purpose of speaking is to gather and exchange information with others. By speaking, humans can interact with each other to provide information - information that is known to others and for listeners can get various information that is not yet known. Karina Setiani (2016).

The use of spinning wheel media at Junior High School Tamiang Layang was less effective due to students' lack of knowledge of vocabulary and grammar formulas and lack of parental attention and support for learning which made students not confident in speaking or appearing in front of the class.

