

The Effect of Using Spinning Wheel Game on Students' Vocabulary Mastery at Ninth Grade of SMP Swasta Asuhan Medan

Pengaruh Penggunaan Permainan Roda Berputar Terhadap Penguasaan Kosa Kata Pada Siswa Kelas IX SMP Swasta Asuhan Medan

Valencia Wijaya^{a,1}, Juliana^{b,2}

^{a,b}Program Studi Pendidikan Bahasa Inggris UPU, Jl. K.L. Yos Sudarso KM 6.5 Tj. Mulia, Medan, 20241, Indonesia

valenciawijaya0411@gmail.com¹, juliana.ssmsi@gmail.com²

ABSTRACT

This research is to demonstrate "The effect of using spinning wheel games on students' vocabulary mastery at ninth-grade students of SMP Swasta Asuhan Medan". Participants were IX-A class and served as the experimental, while the IX-B class served as the control. There were 35 students in each of the classes. A quantitative model was developed for the purpose of this investigation. The vocabulary test using spinning wheel games was the device that was used in this study. The model of random selection was utilized in the selection process for the sample. For the purposes of the data calculation, the researcher utilized SPSS 26. The conclusion drawn from the investigation was that the mean score on the post-test for the control was 60,00, while the mean score for the experimental was 86,00. It appears to indicate that the treatment had a major impact on the results. The spinning wheel games had helped the students in three different ways: it improved vocabulary mastery students'; it helped students to remember vocabulary; and it helped students quickly locate information. To put it more succinctly, it points that the effect of the using spinning wheel games resulted in a notable improvement in the increase students' vocabulary.

Keywords: The effect, Spinning wheel game, Vocabulary mastery

Info Artikel :

Disubmit: 08 Januari 2024

Direview: 09 Februari 2024

Diterima : 06 Maret 2024

Copyright © 2024 - Journal UPU. All rights reserved.

1. INTRODUCTION

Vocabulary constitutes a crucial element of a language. In mastering a language, the vocabulary of the language must be mastered by a learner. Without having knowledge of language vocabulary learners cannot use a language. Vocabulary, in Lehr's definition (2004: 1), Receptive skills used in speaking, listening, reading and writing are the acquisition of lexical knowledge encompasses the understanding of words and their respective meanings in both oral and written communication, as well as their use in productive linguistic contexts. People applied languages as simple tools for communication. Because English is a universal language, it is one of the languages that many people study and use around the world (Juliana, 2018).

According to Steven Stahl (2005) be told, "Knowing a word's definition as well as how it fits into the world indicates vocabulary knowledge, which is knowledge." Vocabulary comprehension is something that develops and deepens throughout life, vocabulary is not something that can be fully mastered. In the process of acquiring, learning, mastering, and using the language learned by students is an important thing in vocabulary. To gain other skills, like writing and speaking. Building vocabulary is a powerful tool for children to use in learning vocabulary. Moras (2001:149) says that advanced learners can generally communicate well after learning and mastering all the basic structures

of the language, one of them are vocabulary. Since everyone depends on language to connect with one another, there is no way to separate language from human life. People are able to communicate their thoughts and feelings through language. As a result, the emergence of social and emotional skills depends heavily on language. English is evolving quite quickly, even in the area of education. English has been designated as a foreign language by the Indonesian government. It is also. The first compulsory subject taught at school is a foreign language (J. Juliana & Pasaribu, 2023).

The spinning wheel game can be classified as a game that might be related to the educational process. Because students directly participate in the game and are required to know the terminology, the spinning wheel media game in this research practice students' reminder and processing rate. Since spinning wheels are a common sight in students' daily lives, the students will have little trouble participating in lessons that use. According to the study done by Asadi and Suryana (2020), in introducing an understanding of English to students is the media play a role. Students will become engaged in studying through media. Students can get impressions from learning through games that will be long-lasting in their memories. The teacher must be skilled at using concepts that are straightforward, engaging, and applicable to students' daily lives in order to capture their attention and encourage them to learn language (Annisa, 2022). According to (Muryanti & Herman, 2019), When introducing English vocabulary to students, teachers must be innovative in the ways and strategies they use to encourage children's language development. As a teaching infrastructure, the usage of learning media is crucial. A spinning wheel game is an instructional tool that can be utilized in a learning environment. A spinning wheel is a rotatable, circular tool with a directional needle and components that are adjusted to the topic under discussion (J. Juliana, 2016).

Depend on the observations of researchers at SMP Swasta Asuhan in Medan, the researchers found issue the development of vocabulary mastery in English, many students had difficulty opening or using English dictionaries. The spinning wheel game is one example of an educational game that can be used in the classroom. Because students directly participate in the game and must be familiar with the word used in the media for spinning wheel games, this study found that these games can improve students' memory and processing speed. The spinning wheel game is also quite common in students' daily lives, thus participation in learning with this spinning wheel media tool and enjoyment of the spinning wheel method of instruction won't be a problem for students.

To make learning intriguing and simple for students to comprehend using the media of the spinning wheel game, this is the aim of commencement English knowledge using the spinning wheel game media. Spinning wheels are commonly filled with vocabulary based on material in English books. The revolve wheel be composed of a pointer and diverse kinds of vocabulary that is assign on the wheel and is used in the establish of a game that can interesting students learning and make it simple for them to understand English language.

2. LITERATURE REVIEW

A. Vocabulary

This research focuses on the approach to assist students in enhancing students' vocabulary mastery, so that students more recognize about vocabulary and vocabulary mastery. When learning vocabulary cannot be separated from a language. In communicating the speaker expresses opinions, ideas, and feelings, this is something that supports understanding. Language be the utterance which is establish by vocabulary or words. Here are some vocabulary definitions to find out what is the meaning vocabulary. According to Richard (2001:4), the focus of vocabulary is one of the most pronounced parts of language and one of the first things to which linguistics can be applied turns their attention. In other

words, linguistics can be used to study vocabulary first. Next, Michael Lessard-Clouston (2013) says that vocabulary is important in teaching English. Students cannot understand without adequate vocabulary and communicate with others or speeds their own ideas. According to Kamil and Hiebert (2007 :282), in the article containing it, vocabulary broadly defines knowledge about words and word meanings. Meanwhile, Hornby (2006: 1645) says that a index of terms together with definitions, particularly in a foreign language book, is described as vocabulary in the *A Current English Dictionary for Advanced Learners* as being: Words can be broken down into four distinct categories: (1) all the words a person is familiar with or uses; (2) all the words in a certain language; (3) all the words a person uses when speaking; and (4) all the words in the English language. It is possible to define vocabulary as a word or list with a meaning that is known by speakers and that is utilized by a group or an individual to communicate. The vocabulary of the students is influenced by two things. Intrinsic and extrinsic factors refer to elements that originate within in students, such as drive, patience, and interest. Extrinsic elements that originate with students and have an impact on their learning include their financial situation, the tools used in the classroom, and the effectiveness of their teachers, including the way they teach. From the definition more than, it can be stated that vocabulary is very paramount in learning English so that we can communicate well with other people using good vocabulary too.

According to the definitions given above, Students employ a vocabulary set of words in a language to express their emotions. Without vocabulary, students are unable to communicate. To improve students' English proficiency, vocabulary is crucial. It could be considered a key to learning English. Vocabulary, as defined by Nation & Newton (1997), is the ability to understand and use a large body of words. Actually, vocabulary is more nuanced than just knowing words and their meanings; mastery of vocabulary also requires familiarity with how words sound and how they are used in context. Miller and Gildea (1987) argue that knowing the meaning of a word in a dictionary and being able to recognize it when you see or hear it are two very different things.

B. Types of Vocabulary

Thornbury (2009:9) distinguished between "grammatical words" and "content words" as two distinct categories of vocabulary. Functional terms like prepositions, conjunctions, determiners, and pronouns make up the bulk of the grammatical vocabulary. Words with a lot of meaning, or "content words," are highlighted. Most of the time, nouns, verbs, adjectives, and adverbs make up content.

- Grammatical Words (Functional Words)

Grammatical words, also known as function words, often encompass prepositions, conjunctions, determiners, and pronouns.

1. The term "preposition" refers to a part of speech in grammar. Prepositions are linguistic elements or phrases employed to indicate the manner in which different words are interconnected. Example: for, of, in, etc.
2. A conjunction is a part of speech that connects words, phrases, or clauses together in a sentence. A conjunction is a type of word that is utilised to establish connections between words, phrases, and sentences. Moreover, conjunctions are linguistic elements that serve to establish connections between sentences, phrases, or clauses. The user's text should be revised to adhere to academic writing conventions. This involves removing informal language and conjunctions such as "and," "so," "but," and "because."
3. Determiners are a grammatical category of words that are used to introduce and specify nouns. They provide information about the number, quantity Determiners encompass a range of grammatical elements, including the definite article, indefinite article, possessives, demonstratives, and quantifiers. The use of articles, such as "the," "a," "an," "my," "this," "some," and so on, is a common feature of language.
4. The term "pronoun" refers to a part of speech that is used to replace a noun in a sentence. Pronoun is term that used in place of a noun or noun phrase. In addition to this, a pronoun is a linguistic element employed to substitute a noun in order to avoid repetition of said term.

The pronouns "I," "you," "we," "they," "he," "she," and "it" are commonly used in English language communication.

- Content Words (Lexical Words)

Content words, also known as lexical words, are a category of words that bear the primary meaning or content of a phrase. These words are typically classified as open-class words.

1. Nouns are a fundamental part of language and serve as the building blocks for communication. They are words that represent people, Nouns are linguistic units that serve as designations for individuals, locations, objects, actions, qualities, or concepts. Nouns possess the capability to function as either the subject or the object of a verb. On the contrary, a noun is a linguistic term utilised to denote a name, location, animal, day, plant, opinion, or the designation of an object in certain instances. The provided examples include various objects such as a table, pencil, book, paper, tree, flower, and so forth.
2. The role and function of verbs in language. Verbs are lexical units or syntactic constructions employed to convey information about an action, experience, or state. In contrast, verbs are lexical units employed to indicate an action or a state of being attributed to the subject. The aforementioned examples encompass a range of basic human actions, including performing tasks, observing, composing written content, perceiving auditory stimuli, engaging in locomotion, engaging in verbal communication, and engaging in restful slumber.
3. The Role and Function of Adjectives in Language. An adjective is a linguistic term that is employed to modify or describe a noun or pronoun by providing an additional descriptive element. In this context, the terms "old," "new," "tall," "weight," and "smart" can be considered as adjectives that describe certain characteristics or attributes of objects or individuals. These terms are commonly used in everyday language to convey information about age, novelty, height, physical mass, and intelligence, respectively.
4. The Role and Function of Adverbs in Language. An adverb is a lexical category that functions to modify or enhance the meaning of a verb, adjective, another adverb, or an entire sentence. In a meticulous manner, within the confines of one's residence, and so forth.

C. Important of Vocabulary

Vocabulary building is an important part of education a foreign language, and for most students, acquiring English vocabulary comes first. They can effectively communicate If individuals possess a proficient grasp of terminology, they can effectively communicate both orally and in written form. Additionally, it is planned that the learners would master the four English language abilities of reading, speaking, writing, and listening by having a large vocabulary. Dellar and Hocking (2002:13) Also mention that there is no discernible improvement in a person's English when they spend the most of their time studying grammar. However, if one learns additional words and expressions, there will be a noticeable improvement. The acquisition, learning, mastery, and utilization of vocabulary holds significant importance for students throughout their language development journey. Acquiring a robust vocabulary seems to be a highly efficacious strategy for students to proficiently develop their oral and written communication abilities. Moras (2001:149) said that advanced learners can generally communicate well after learning and mastering all the basic structures of the language, one of them are vocabulary.

David Wilkins famously says: "One can speak very little with grammar, but without words or vocabulary, one can say nothing". This claim demonstrates the significance of vocabulary in the study of languages. Grammar and vocabulary both play crucial roles in cases. Students learning English will face several challenges due to a lack of vocabulary because they will struggle to express their views without a strong command of the language. Vocabulary instruction can thus aid students in studying English. Nation (2001) provides a more detailed explanation of the interplay between vocabulary knowledge and language use, highlighting their complementary nature. Specifically, vocabulary

knowledge facilitates the effective use of language, while, conversely, engaging in language use contributes to the expansion of vocabulary knowledge. The significance of vocabulary is seen on a daily basis both within and outside of educational institutions. In the school setting, students that excel academically tend to exhibit a more extensive and proficient vocabulary.

C. Vocabulary Mastery

To communicate our ideas, communicate our message, and be able to comprehend what others are saying, we need to have a command of our vocabulary. Webster (1992:23), defines mastery as (1) the power of a lord: power, b. outstanding performance in a contest or competition; superiority, supremacy and (2) the possession or appearance of greatness, b. the knowledge or abilities that enable someone to master a subject. While Hornby (2000:76) describes mastery as having all necessary knowledge or abilities. Mastery refers to complete understanding of a subject or to exceptional abilities that enable someone to master it. The depth of any person's motivation, need, and desire for these concepts determines how much vocabulary they have, (Hatch and Brown, 1995). The term "vocabulary mastery" describes exceptional abilities to interpret a language's words. It is individual success and mastery (Rivers, 1989:119) This suggests that the individual in question shares the primary duty for advancing knowledge. A distinct interest in a language's words and a willingness to increase vocabulary are necessary for success. In addition, to understand the language, vocabulary is the essence of teaching English (Clouston, 2013:287). When someone has mastered vocabulary, he is able to use and produce sentences to build good communication. The aforementioned knowledge leads to the conclusion that vocabulary mastery is the tremendous talent a person has in utilizing words in a language, which is gathered depending on his possess interests and motivational demands. It should be remembered that mastery of information is one of the essential language components, and understanding is key to learning vocabulary, one of the four language talents.

As well as grammar, pronunciation, and spelling, vocabulary is regarded as one of the key components of language learning. The words (vocabulary) that make up a language are what comprise vocabulary, according to Citravelu and Saratha (1996: 214). The kids should be able to master this fundamental skill. Students have the capability to learn the four language skills refer to the fundamental abilities required for effective communication in a given language. These skills encompass Having conversations, reading, writing, and listening and are considered essential the acquisition of vocabulary facilitates the development of listening, speaking, writing, and reading skills. Because of this, the mastery of four language skills depends on the vocabulary one knows. The kids are able to speak effectively and clearly with one another thanks to their strong language skills.

Knowledge of vocabulary is one essential for adopting a foreign language like English. It shows that students have grasped the concept and can use the term correctly. The more terminology they can understand, the more fluently they can speak. Students that have a small vocabulary will have a tough time learning English. By expanding their vocabulary, they can shape their English and view it as a subject for their education. It agrees with John Langan's assertion that a strong vocabulary matters more than all other considerations (Langan 1992: 422). Additionally, it is believed that students will have a larger vocabulary because it is simpler for them to realize new words. So that students can communicate with people from various nations using their English. Knowing the objectives allows for the arrangement or planning of vocabulary mastery to forward the objectives. Students are encouraged to learn English language by their surroundings. One of the most crucial components to improving learners' English proficiency is vocabulary, It can also be spontaneously developed by their experiences in life in accordance with their requirements and education. There is no denying the importance of vocabulary mastering in improving learners' speaking, reading, and writing skills while learning a language like English.

One of the linguistic aspects-related skills that should be fostered and taught is vocabulary. It is undeniable that learning a language will be challenging without becoming fluent in a variety of

vocabulary. Without an adequate vocabulary, one notable properly communicates or show one's purpose in both written and oral form, which is crucial for the normal language learner (Zhihong, 2000:18). Any language acquisition process becomes increasingly dependent on vocabulary development, particularly when introducing and integrating new lexical items. According to the description above, vocabulary and words are always related. Understanding words, their meanings, and their use in sentences are the first steps in learning a language.

Any person's vocabulary knowledge is only as particular as his or her own drive, desires, and need for the terms (Hatch and Brown, 1995). The high ability to process vocabulary Competence refers to an individual's capacity to effectively utilize linguistic expressions within a given language. It is a talent and quality that each person possesses exclusively. (Rivers, 1989:119). This means that the biggest responsibility for knowledge advancement is with each individual. Students must inspire and interested in learning a language's words for them to be successful in expanding their vocabulary competence. Vocabulary is also essential to learning English since it helps students comprehend the language (Clouston, 2013:287). People who have mastered vocabulary can use it to create sentences that will improve communication. According to the description given above, vocabulary mastery is the superior ability a person has in utilizing words in a language, which is developed in accordance with their own interests, requirements, and drive. The four skills of language depend heavily on vocabulary mastery, and it is main to keep in mind that vocabulary is one of the fundamental features of language.

D. Spinning Wheel

The previous technique of hand spinning with a spindle was supplanted by the spinning wheel. The initial step in automating the procedure was to put the spindle horizontally so that a cable surrounding a sizable hand-driven wheel could rotate it. The big wheel is an illustration of this kind, where the wheel is gently turned while the fiber is established in the opposite hand. The required twist was created by possession the thread at a little standpoint to the pivot. Before being wound onto the spindle, the spun yarn was positioned so that it made a right angle with it. Even though they were well-known in Europe by the 14th century, this sort of wheel did not become widely used until much later. The Great Wheel's design made it incredibly effective at producing, soft, drawn out, fluffy fleece but very challenging to produce the sturdy, smooth strands required to produce warp for weaving. It wasn't until the beginning of the 19th century and the industrialization of spinning that spinning wheels were able to spin a range of yarns.

One of the tools that can be utilized to transform students who are lacking in knowledge is the game of spinning wheel. Joice (2009: 193) four groupings in learning consist of: the information processing sources, the confidential sources, the social interaction sources, behavior modification as a source. The four groups of learners most closely related to spinning wheel games are behavior modification as a source.

In this study, the researcher developed a rotary wheel media to establish the media wheel of fortune, using the wheel as a medium. The Spinning Wheel Game, or "Wheel of Fortune is a teaching contraption that makes use of a circle that is divided into many sectors, according to Aulia (2016: 12). Students answer questions in the sector by writing a particular character in the circle to indicate their response. It makes the occurrence that the spinning wheel is a teaching method that engages all students in its use, making for more active and involved learners as well as more effective and pleasurable learning. According to this assertion, the spinning wheel media is split into several portions or sectors, each of which contains words. Additionally, games (games) are used to package this media. This spinning-wheel game media can boost students' comprehension of the information taught by the teacher while also grabbing their interest and motivating them to learn.

3. METHOD

A. Research Design

The researcher employed a quantitative approach and an actual experimental research design in this work. Creswell (2012: 294) states that an experimental research design is used for conducting quantitative research. A true experimental design is a statistical strategy for determining the causes of various variables. Therefore, true-experimental research design is one of effective yet difficult one compared to other type of experimental research design. Three requirements must be satisfied in order to conduct this kind of study: 1) Having a control group: The sample of participants is divided into two groups, one of which undergoes the experiment and changes as a result, and the other of which does not. 2) the existence of an independent variable: independent variables are necessary to allow the researcher to monitor and control changes in the behavior of other variables. 3) Random assignment: Participants must be assigned to groups at random, (Mertler, Vannatta, and Venia, 2021:45). This study employs a true experimental research design, wherein the researcher deliberately assigns participants into two distinct groups: an experimental group and a control group. According to Creswell (2012:67), the researcher employs a random assignment method to allocate individuals to various circumstances of the experimental variable. Participants in the experimental group are administered the experimental treatment, while individuals in the control group are not subjected to such intervention. In the experimental group, the researcher gives a treatment such content words and give a post-test only completing the process, while in the control group, the researcher do not give any treatment because in the control class the researcher teaches material by using Conventional method like Syllabus and Lesson Plan (RPP) of English language of grade IX SMP Swasta Asuhan Medan but the researcher only give the post-test after teaching session In this analysis, the researcher employed two distinct categories.

They are associated with those in the test conditions and those who didn't. The experimental class is taught via spinner games, whereas the control class is taught using the traditional way. The traditional method is taught using an English textbook. The design of the study is as follows: There are 70 pupils in total, with 35 students in each class. Specifically, the control class, denoted as 9a, comprises 35 students, while the experimental class, denoted as 9b, also consists of 35 students. The researcher teaches 9 meetings for the research until the researcher find a valid data during the research. In simple terms, the study's design pattern is as follows:

Table. 1 The Design Pattern of the Study

Class	Pre-test	Treatment	Post-test
Experimental	X1	✓	X2
Control	Y1	-	Y2

B. Research Population

Research population is all objects that studied and analyzed. All of the ninth-grade students of SMP Swasta Asuhan Medan make up the study's population. To take sample for this study, the researcher uses random sampling techniques, that relied on trust and researcher assessment in selecting samples.

C. Research Sample

The population used as a source of data includes the study sample, which can represent the complete population. This study used a random sampling strategy as its sampling method. As stated by Kerlinger (2006:188), a research technique, every person of the population has an equal chance to participate in a basic random sample. This study utilized two classes, namely IX A as the control group

and IX B as the experimental group, for the purpose of obtaining research samples. The experimental group comprises 35 students, whereas the control group also consists of 35 students, resulting in a combined sample size of 70 individuals.

Table 2. Population

NO	Class	Population
1	8 A	35
2	8 B	35
3	8 C	30
4	8 D	30
5	8 E	30
6	8 F	30
7	8 G	30
TOTAL		220

Table 3. Sample

NO	Class	Sample
1	8 A	35
2	8 B	35
Total Number of students		70

D. Data

Data is a collection of numbers or facts that can be processed into useful information and scores obtained from the pre and post assessments. Focusing on analyzing the effect of using spinning wheel game increase vocabulary mastery on students. The data are obtained from the SMP Swasta Asuhan test results in Medan. The results of the test were used to obtain accurate evidence of the effect of using spinning wheel game increase vocabulary mastery on students of the eighth-grade students of SMP Swasta Asuhan Medan. The results of data analysis based on explanations of vocabulary test and exercises. The class VIII-B was taught by used the conventional way and the class VIII-A was taught by using the method spinning wheel games increase vocabulary master on students. Each class consisted of 35 students.

Table 4. Scores of the Students' Pre-Test and Post Test in Control Class

No	Students' Initials	Pre-Test	Post-Test	Gained
1.	ATG	60	80	20
2.	MUB	50	70	20
3.	MRA	50	80	30
4.	MRS	60	90	30
5.	NA	50	80	30

6.	NS	40	80	40
7.	NPD	40	80	40
8.	RA	40	80	40
9.	RS	60	90	30
10.	RIA	50	80	30
11.	RAH	50	80	30
12.	RAY	40	80	40
13.	RAF	60	80	20
14.	RAD	50	80	30
15.	RPS	40	70	30
16.	RF	50	80	30
17.	SA	30	80	50
18.	SS	50	80	30
19.	ST	50	80	30
20.	SN	50	80	30
21.	SNH	40	60	20
22.	SAR	30	80	50
23.	SAH	50	80	30
24.	SMW	50	80	30
25.	SAU	40	80	40
26.	SYA	50	90	40
27.	SYM	40	80	40
28.	SH	50	80	30
29.	T	60	90	30
30.	UKL	50	80	30
31.	WF	40	80	40
32.	WEA	60	90	30
33.	YS	50	70	20
34.	ZP	50	80	30
35.	ZOI	50	80	30
MEAN		1680	2800	1120

AVERAGE			
SCORE	48	80	32

The data shown represents the scores obtained by a group of 35 pupils in their eighth-grade class, namely in class VIII-B. The mean score in the pre-test was 48, with a minimum score of 30 and a maximum score of 60. In the post-test, the mean score was 80, with a minimum score of 60 and a maximum score of 90. The mean score for the gained scores was 32, with the minimum score being 20 and the maximum score being 50. The pre-test and post-test results in the control class exhibited a notable level of significance.

Table 5. Students' Pre-test, Post-test and Gained Scores of Experimental Class

No	Students	Pre-test	Post-test	Gained
1.	LF	20	80	60
2.	LH	60	100	40
3.	MZ	30	80	50
4.	MAS	30	90	50
5.	MIZ	30	80	50
6.	MNR	60	90	30
7.	MY	50	90	40
8.	MZ	30	80	50
9.	NA	30	80	50
10.	NS	20	90	70
11.	NP	40	80	40
12.	NRL	40	90	50
13.	NZA	60	100	40
14.	NSY	50	80	30
15.	NAK	40	90	50
16.	NUF	40	90	50
17.	NHI	30	80	50
18.	NSA	50	100	50
19.	NAR	20	80	60
20.	NAL	30	80	50
21.	KH	30	90	60
22.	RPK	30	80	50
23.	RR	20	80	60
24.	RF	40	90	50
25.	RY	30	80	50
26.	SB	50	100	50
27.	SR	30	80	50
28.	SP	30	90	60
29.	SKS	30	80	50
30.	PA	40	90	50
31.	WA	40	90	50
32.	WDL	30	80	50
33.	WTC	30	80	50
34.	YA	30	80	50
35.	ZA	40	90	50
MEAN		1260	3010	1740
AVERAGE SCORE		36	86	49,7

The above table displayed 35 students in class VIII-A test results. The average value in the pre-test was 36, where the lowest score was 20 and the highest was 60. While the average score in the post-test was 86 with the lowest score being 80 and the highest being 100. In the gained score the average value is the average was 49,7 with the lowest score of 30 and the highest score was 70. It meant that the pre-test and post-test scores in the experimental class were quite significant.

E. Data Hypothesis

The researcher performed a hypothesis test to establish if there was significant variation between the results of the pre-test and the post-test following treatment after determining the normality and homogeneity of the test. SPSS 26 software used in this test. Data calculation by using data was come from those in the test conditions and those who didn't. Then seen from the significant results or alpha of 5% or 0.05.

Table 6. Statistics

Group Statistics					
	Mean	N	Std. Deviation	Std. Error	Mean
Experimental Class	86.00	35	6.945	1.174	
Post-Test Control Class	58.00	35	5.314	.898	

Table 7. Paired T-Statistics

		Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Students' Score	Equal variances assumed	10.703	.002	3.884	68	.000	6.000	1.54485	2.91730	9.0827
	Equal variances not assumed			3.884	66.406	.000	6.000	1.54485	2.91596	9.0827

In contrast to the value of 60.00 that was found in the control group, the experimental group found an average of 86.00 in their data. On the basis of this, one could get the conclusion that there was a material distinction between the post-test experiment and the post-test control. The findings of the T-test, which were presented in table 4.8, indicated that the tcount was 3,884 and that the Sig (2-tailed) value was 0.000. After that, the ttable was incorporated into the tcount in order to determine whether or not the contextual teaching and learning approach has a substantial influence on the level of vocabulary mastery attained by the students. The ttable displayed (n-1), which indicates that (35-1=34), which was 2,032, was present. Table Ttable revealed that 2,064 met the criteria for significance at the 0.05 level. The results of the test supported the hypothesis by demonstrating that tcount (3,884) was more than ttable (2,032) and that the value of sig. (2-tailed) was less than 0.05. The findings show that the alternative hypothesis (Ha) was accepted whereas the null hypothesis (Ho) was rejected. This indicates that the contextual teaching and learning technique had a significant impact on the vocabulary knowledge of the students.

4. RESULT AND DISCUSSION

The information was obtained through a research conducted on each of the two classes separately. The conclusions of the two classes, namely the control and experimental groups, were derived from the consideration of these two elements. To evaluate the significance of the variations between the control and experimental courses, the scores of the students on the pre-test and post-test were compared. Furthermore, the importance of the differences in treatment between the two classes was also shown.

The average pre-test score for the control group was 39.71, while the post-test average was 60.00. Pre-test scores for the experimental group averaged 36, while post-test scores averaged 86. The strategy was found to have a statistically significant effect on students' vocabulary knowledge. The purpose of this research was to analyse the effectiveness of using vocabulary-building spinning wheel activities with eighth-graders at SMP Swasta Asuhan Medan in the 2022/23 school year. In the context of acquiring vocabulary, numerous strategies can be employed within the classroom setting to facilitate the identification of both recognised and unfamiliar words. Educators must possess the capacity to select an appropriate instructional approach that facilitates students' comprehension of the offered content. One strategy that can be employed to enhance students' vocabulary proficiency is the utilisation of spinning wheel activities. By implementing this instructional approach in the classroom, students demonstrated an enhanced ability to retain both familiar and novel terminology.

Statistical data showed that the experimental group data by using the spinning wheel games method showed an average value of 36,00. And the control data group with the conventional method showed an average of 48,00. It meant that there was a difference in the influence between spinning wheel games and conventional learning on students' vocabulary mastery. And the students who were taught by using spinning wheel games was better than those who were taught by using conventional way. Before using the spinning wheel games method many students were lazy to learn and remember vocabulary by English text and found the vocabulary familiar and unfamiliar, so that students were bored and lazy to understand the things they were doing. Therefore, in this case the researcher taught by using the effect of using spinning wheel games increase vocabulary on students at SMP Swasta Asuhan Medan. This method could train students' dexterity to connect the word by word and influence of this activity method which is always repeated, which caused the students' vocabulary mastery in reading text was increase.

In addition, by using contextual teaching and learning, students can gain knowledge and skills in a short time because this method was carried out repeatedly to foster disciplined and routine study habits. Based on the description above, it could be seen that there was an influence of using the spinning wheel games method. It can help students to approach vocabulary mastery.

5. CONCLUSION

Based on the results, it is concluded that students at SMP Swasta Asuhan Medan's eighth grade benefit from playing games with spinning wheels in terms of vocabulary development. It can be seen from the data with the statistical hypothesis of significance level 5% which is calculated by using SPSS 26 version. It showed that the mean score of experimental class after taught by using spinning wheel games was 86,00 and it was higher than the mean score before using spinning wheel games; it was 36,00. The data analysis, moreover, showed that *sig. 2-tailed* (p) < α ; $0.002 < 0.05$. It means that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. As a result, the findings indicated that using games with spinning wheels improved students' vocabulary proficiency. In short, this study demonstrated that students in the eighth grade at SMP Swasta Asuhan Medan had increased vocabulary mastery as a result of playing games using spinning wheels.

ACKNOWLEDGEMENT

The researcher wishes to convey her profound appreciation to the people who helped her accomplish her research by spending their valuable time providing guidance, encouraging words, recommendation, and comment sections. Thanks to University of Potensi Utama and Thanks to my advisor Juliana, SS., M. Si for the worthy experience and understanding and thoughts to consider giving me a solution in working on this article efficiently and successfully.

REFERENCES

- [1] Abdullaeva, S., & Islomova, L. (2020). Vocabulary Teaching Strategies and Techniques. *Мировая наука*, (6 (39)), 7-9.
- [2] Ainiyah, K. (2019). *The effect of object crossword puzzle towards students' motivation and students' vocabulary mastery at MTsN-2 Palangka Raya* (Doctoral dissertation, IAIN Palangka Raya).
- [3] Anisa, W. (2023). *The Effect of Storytelling as Speaking Task Model to Improve Student Speaking Skill Ability at SMPN 1 Sape Academic Year 2021/2022* (doctoral dissertation, Universitas Mataram).
- [4] Atmanegara, Y., & Putri, N. (2022). The Correlation Between Students' Vocabulary Mastery and Writing Descriptive Text Ability of the Eight Grade Students in SMP Negeri 40 Palembang. *Literal: English Teaching and Learning Journal*, 1(1), 17-27.
- [5] Baumann, J. F. (2014). Vocabulary and Reading Comprehension: The nexus of meaning. In *Handbook of research on reading comprehension* (pp. 347-370). Routledge.
- [6] Juliana, -. (2018). The Comparative Impacts of Using Lexical Glossing and Inferencing Strategies on Students' Reading Comprehension. *Advances in Language and Literary Studies*. <https://doi.org/10.7575/aialc.all.v9n.1p.1>
- [7] Juliana, J. (2016). The Effect of Lexical Inferencing Strategies on Students' Reading Comprehension. *Jurnal Melt*, 5(2), 126–143. <https://doi.org/10.24114/reg.v5i2.5345>
- [8] Juliana, J., & Pasaribu, S. (2023). Peningkatan Kemampuan Pemahaman Siswa Melalui Penerapan Metode Pembelajaran PQ4R. *Community Development Journal : Jurnal Pengabdian Masyarakat*, 4(1), 222–227.
- [9] Mahmud, A. F., Khaerullah, M. S., & Wahid, J. H. (2023). The Impact of Snake and Ladder Game the Second Grade Students' English-Speaking Skill at SMAN 1 Kota Tidore. *FOSTER: Journal of English Language Teaching*, 4(3), 108-118.
- [10] Mubarok, M. Z., Hanifa, A., & Wahyuningsih, W. (2022). The Intensity of Playing Mobile Legends Games with College Student Academic Procrastination. *Indonesian Journal of Learning Studies (IJLS)*, 2(2), 40-45.
- [11] Muryanti, E., & Herman, Y. (2019). Introducing English Vocabularies to Children By Joli-Joli Play. *ELP (Journal of English Language Pedagogy)*, 4(2), 27-33.
- [12] Mastura, J., Fauzee, M. O., Bahaman, A. S., Rashid, S. A., & Somchit, M. N. (2012). Effect of low-impact aerobic dance exercise on psychological health (stress) among sedentary women in Malaysia. *Biology of Sport*, 29(1), 63-69.
- [13] Rachma, N. S., Syatriana, E., & Burhanuddin, W. (2021). The Correlation Between Students' habit in Watching English Movie and Their Vocabulary Mastery. *Jurnal Keguruan dan Ilmu Pendidikan (JKIP)*, 8(2), 110-116.

- [14] Sadiyah, W. H., Septiani, W., & Kareviati, E. (2019). Improving English vocabulary mastery by using crossword puzzle. *PROJECT (Professional Journal of English Education)*, 2(2), 110-114.
- [15] Susanto, A. (2017). The teaching of vocabulary: A perspective. *Jurnal Kata: Penelitian Tentang Ilmu Bahasa Dan Sastra*, 1(2), 182-191.
- [16] Setianingsih, T., Rosihan, M., & Pardani, S. (2019). The use of mind mapping to improve motivation in learning vocabulary of second grade students at MTs NW Mispalah Praya. *Journal of Languages and Language Teaching*, 6(2), 125-133.
- [17] Sofyan, A. (2020). *The Use of Spinning Wheel Game In Teaching Speaking At The Seventh-Grade Students of SMPN 5 Kota Bima In Academic Year 2019/2020* (Doctoral dissertation, Doctoral Dissertation, University Of Mataram).
- [18] Nation, P., & Newton, J. (1997). 1 9 teaching vocabulary. *Second language vocabulary acquisition: A rationale for pedagogy*, 238.
- [19] Miller, G. A., & Gildea, P. M. (1987). How children learn words. *Scientific American*, 257(3), 94-99.