

Interactive Spin Wheel in English Learning: Student's Perspective at SMPN 13 Surabaya

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Abstract

This article aims to analyze students' perspectives on the implementation of manual spin wheel media in English learning. This study employed a descriptive-quantitative method involving 25 eighth-grade students from SMPN 13 Surabaya, using a Google Forms survey. The results of the study show that manual spin wheel making learning easier to understand, not only easy to understand, learning media has been recognized as interactive when used in learning. Students of SMPN 13 Surabaya, specifically class 8G, admitted to being interested in the learning process, because learning using media developed by researchers makes learning more enjoyable. Learning media must also have an impressive design to achieve student perspectives, and it is proven that students agree that the spin wheel media has a stunning design. The learning media succeeded in providing an overview of the theoretical concept being taught, in the class containing the material of degree of comparison, students were instructed to make word changes. As a result, by delivering the material by using media, learning succeeded in making amazing learning. The results of this study demonstrate that creating interactive media has been shown to improve the quality of learning, making learning objectives easier to achieve. This study provides insight to teachers to always improve their competence in creating interactive learning media, which has significant implications for future education.

Keywords: English class, Interactive media, Student's perspective.

INTRODUCTION

Education is responsible to ensure that students can learn the skills and knowledge that will be used to become members of society who have an independent attitude, have great responsibility, and make a strong contribution (Education, 1995). Education plays a crucial role in a nation's development (Ma'arif et al., 2021). Therefore, the government is making efforts to improve the quality of education in Indonesia. This includes implementing changes to the curriculum and improving teachers' skills in providing facilities and supporting media for students' learning. Media can help teachers in expanding the concept of student understanding. Various types of media used by teachers will be a source of new knowledge for students. The use of learning media can increase the desire, interest, and stimulate students to learn. In using these media, teachers can convey the information they want to convey to students (Yafrizal et al., 2019). In the current climate, English is important for many people in the world. English is a tool used to exchange information by sharing thoughts or opinions. This has an impact on education, especially in learning English. Learning should enable students to solve problems. Therefore, using learning media will bring students closer to their goal of solving problems using REACT (Relating, Experiencing, Applying, Collaborating, Transferring) learning strategies (Dwijayani, 2019). The REACT theory was implemented in the learning activities at that time using a spin wheel. Students were first asked questions by the researcher about the words they had learned, then they brainstormed how to solve the questions. Next, the students solved the questions collaboratively in groups, and their answers were directly corrected by the researcher. Finally, they concluded what needed to be added to determine whether the comparison was regular or irregular. Students concluded that regular degrees of comparison are added with what kind of supporting words and if irregular degrees of comparison were added with what kind of supporting words.

Teaching English is increasingly important to equip students to live their lives in the future. Learning English is a lifelong learning process and requires the right strategy to learn it. However, many

teachers are still contextual in providing the information they want to convey, teachers still convey material using books and conveying it directly. This will trigger learning to not be completely successful (Novasyari & Fauziah, 2022). The use of teaching media in English learning determines the success and level of quality of learning in the classroom. Diverse learning media can increase students' interest in learning (Soybatul Aslamiah Ritonga et al., 2023), This is the first step to ensuring children are willing to participate in learning. Before children can begin learning, they must first be willing to participate. Among the skills teachers must master is the ability to develop teaching materials, particularly interactive learning media. Interactive media will motivate students to learn and increase their enthusiasm in class. External factors that play an important role in English language learning include the influence of English teachers, learning methods, media used, peer interactions, family support, learning atmosphere, and learning facilities obtained (Supriyanto & Savitri, 2024). The role of teachers in the 21st century is to make learning student-centered. The use of interactive media can provide students with opportunities to understand information and be proactive in completing assignments. This allows teachers to truly facilitate student understanding.

Teaching media is also a reference for intermediaries that maximize the learning process, by adding the use of media aimed at supporting the material to be more clearly understood by students. One of the media that can be used is demonstration media because this tool plays an important role as a tool to help create an effective learning atmosphere. Some elements that indicate the process of learning achievement are materials, methods and tools, and evaluation. Elements that cannot be separated are methods and tools that function as ways or techniques of learning (Supriyatin, 2024). In implementing English learning at the junior high school level, learning media is an important aspect. Media has an important role in helping students learn. One of the most important media that can facilitate students' motor development is by using Educational Game Tools in their environment, for example word spinners. The use of this type of physical media is effective in improving communication language from each instruction from the teacher. By using a word spinner, it can support students in increasing their vocabulary (Apsari et al., 2020). By using this type of Educational Game Tool, it will make students feel comfortable in learning. This will ensure a smooth teaching and learning process. Observations conducted by class 8G at SMPN 13 Surabaya revealed that English teacher does not use interactive media. They tended to rely solely on textbooks to support English learning. Undoubtedly made students feel uncomfortable and less engaged. As a teacher, never assume that students will understand what the teacher means (Cervený, 2003). Modeling the use of learning tools will facilitate learning objectives. The teacher's teaching model using media or not will have an impact on students' acquisition of information (Joyce, 1997). The appropriate learning strategy can increase students' learning motivation (Putu et al., 2025). The use of learning media is important in supporting the process of student understanding.

METHODOLOGY

This study used a quantitative approach to explore perspectives related to the use of manual spin wheel media developed by researchers. The data of this study are from students' perceptions of media use, and the data source is students at SMPN 13 Surabaya. This research uses descriptive quantitative, quantitative research with descriptive analysis is a type of research that collects numerical data and analyzes the data obtained by explaining the phenomena that occur in the data. The data of this study are from students' perceptions of media use, and the data source is students. This study will cover students' perceptions of the media that has been developed by the researcher, namely the manual spin wheel, based on the frequency of use and academic performance as well as the level of students' interest in using visual aids in learning English.

The data collection technique was a questionnaire survey using Google Forms, Indonesian language questionnaire. Google Forms were distributed to 25 respondents using the accidental sampling technique. The survey questionnaire had three indicators, namely positive, neutral, and negative perceptions. Students' answers to each item consisted of five choices, namely: strongly agree,

agree, neutral, disagree, strongly disagree, and strongly disagree. The Google Forms consisted of 12 question items. The indicator measured is the score given by students as a representation of what they felt while using the media. Descriptive analysis was used to identify patterns and characteristics of the data obtained, aimed at explaining phenomena in the field from a statistical perspective. This approach was chosen based on the consideration of data collected using questionnaires and observations.

RESULT AND DISCUSSION

Researcher have obtained information in the form of student perspectives regarding learning tools that have been developed by researchers. The first step taken by researchers is to develop media first, this is based on the results of class observations, children tend to feel bored if they only use a blackboard and books every day. After the observation results, researchers conducted research by distributing questionnaires to students in the class, namely 31 students, but of the 31 students, 6 students were absent in the class. So the data obtained are the results that are actually produced by students who directly use the spin wheel media in class that day, namely 25 students. From the results of the questionnaire obtained, students' perspectives were divided into 5 Likert scales.

The first data obtained was regarding the profiles of 25 respondents concerning personal data who had filled out the student perception questionnaire regarding the use of media manuals in class with regular degree of comparison and irregular degree of comparison learning materials.

1. An Appropriate Learning Tool Enhance Learning Comprehension

Penggunaan media spin membuat materi pelajaran lebih mudah saya pahami
29 responses

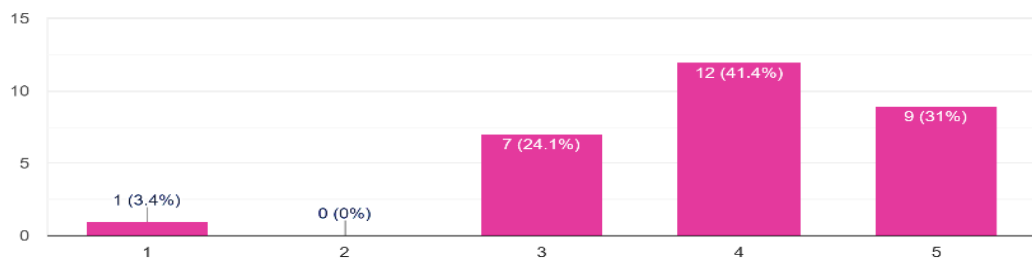


Figure 1. Survey results: The use of spin media can make the lesson material easier for student to understand.

Based on Figure 1. The results of the student survey show that 3.4 percent of students strongly disagree, 0 disagree, 7 neutral, 12 agree, and 9 strongly agree. This demonstrates that the media presented by the teacher provides a more easily understood version of the learning process. Children can learn more quickly through the use of media, and students will learn together through vocabulary acquisition (Altamimi & Ogdol, 2023). By increasing vocabulary from frequent exposure to words, students can develop understanding. The number of students with agree and strongly agree answers was higher than the other answers, indicating that the teacher's use of manual media in the form of a spin wheel can provide students with greater understanding in the learning process. Using media also allows children to increase their vocabulary when their friends answer questions.

2. Enhancing Student's Comprehension Through Interactive Media

Seberapa interaktif media spin bagi anda dalam pembelajaran?
29 responses

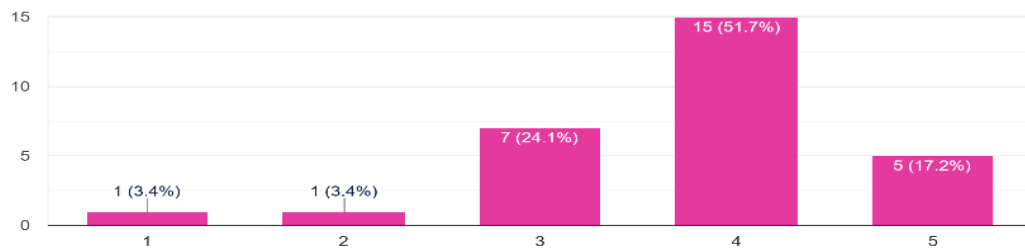


Figure 2. Survey results: The use of spin media is an interactive media for students in learning.

Based on Figure 2. The survey results show that 1 student strongly disagree, 1 student disagree, 7 students were neutral, 15 students agree, and 1 student strongly agree. The number of students who answered agree and strongly agree was 16 students, proving that these answers were more numerous than the other answers. This proves that the children felt that the media manual presented by the teacher was interactive for learning. The use of interactive media in learning, involving students in its use, can provide optimal understanding and achieve better learning goals (Asbah et al., 2025). Learning with interactive media also plays a crucial role in helping students master complex concepts in a simple and applicable way.

As a result Students provide the perspective that the use of media as a learning tool is interactive and makes it easier for them to understand the material being taught.

3. Enhancing Student's Motivation Toward Interested Learning

Penggunaan media membuat saya tertarik untuk ikut berpartisipasi dalam kegiatan pembelajaran
29 responses

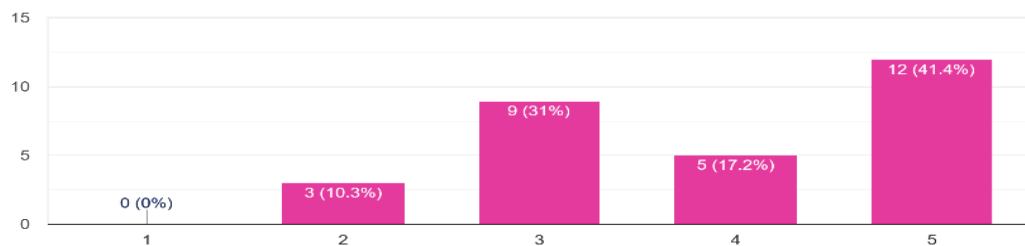


Figure 3. The use of spin media can make students interested in participating in learning.

Based on Figure 3, the survey results show that 0 students strongly disagree, 3 students disagree, 9 students were neutral, 5 students agree, and 12 students strongly agree. These results indicate that the number of students who agree and strongly agree was greater than the number of other responses. This proves that the spin wheel media manual in learning has succeeded in attracting students' interest in participating in learning. Game-based learning using media will become the norm in the 21st century classroom (Bhat et al., 2023). As a result Students believe that a learning environment that implements media developed by researchers can increase their participation in learning.

4. Student's Engagement Toward Fun Learning Media

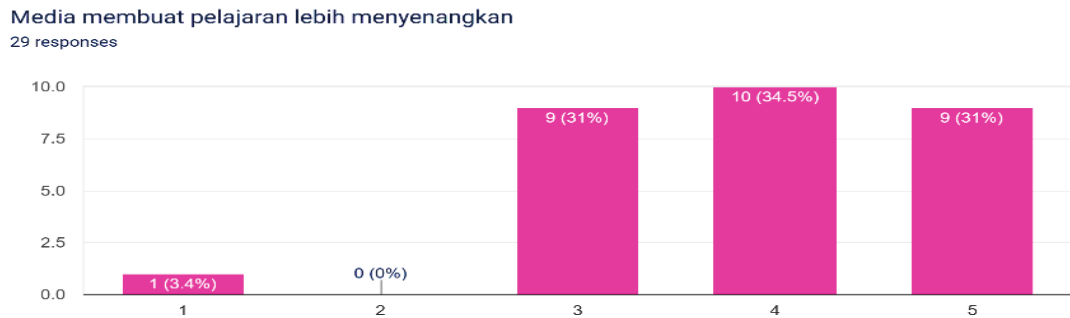


Figure 4. The use of spin media can make fun learning.

Based on Figure 4. The survey results show that 1 student strongly disagree, 0 disagree, 9 neutral, 10 agree, and 9 strongly agree. The number of agree and strongly agree responses was greater than the other responses. Therefore, it can be proven that learning English using the spin wheel can make the classroom atmosphere more enjoyable. Teachers should strive to provide enjoyable learning for their students (Bukit et al., 2023). Students, as the subjects of learning, need enjoyment as a fundamental part of human life. Students who feel comfortable, happy, and stress-free during learning will be able to follow the learning process well, accompanied by enjoyment. As a result successful media makes students happy to learn.

5. Visual Media as a Tool for Interactive Learning

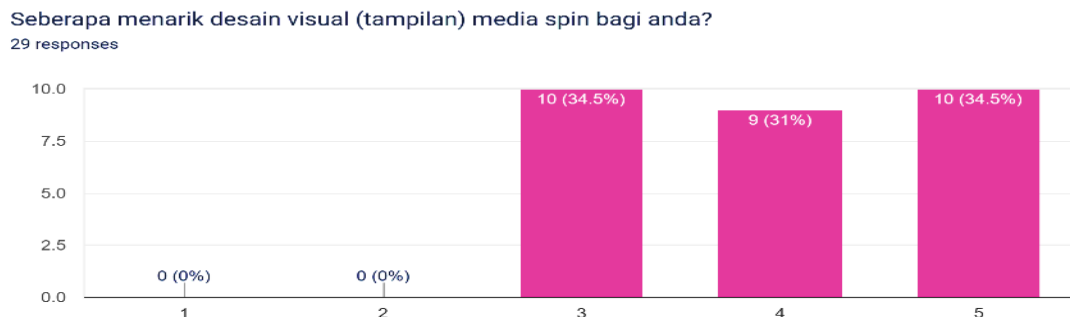


Figure 5. Visual display of media

Based on Figure 5. The survey results show that 0 students strongly disagree, 0 disagree, 9 agree, and 10 strongly agree. The number of agree and strongly agree responses was greater than the other responses. Designing learning media can be done using a visual communication design approach (Said & Dian, 2017). Visual communication design aims to solve problems by arranging visual elements into a visual language that captures students' attention and conveys the information contained in the media being developed. This demonstrates that the spin wheel media's visual design is attractive, making it essential for learning media to not only support learning but also provide an attractive visual display.

6. Visualizing the Concept of Understanding Through Interactive Media

Media membantu saya untuk dapat membayangkan konsep yang tidak bisa terbayangkan sebelumnya
29 responses

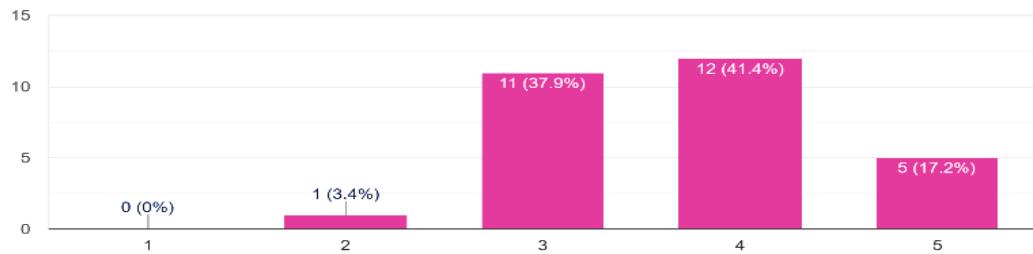


Figure 6. The use of media can help to visualize the concept of understanding.

Figure 6 shows that 0 students strongly disagree, 1 student disagree, 11 students were neutral, 12 students agree, and 5 students strongly agree. Of these, the number of agree and strongly agree responses was higher than the other responses. This demonstrates that media also helps students visualize concepts to improve understanding when answering questions (Kuosa et al., 2016). Therefore, visual analysis can be used by students to learn the topics they are studying.

As a result, the students' perspectives on the media provide sufficient visual design to effectively explain the concepts of the material being studied, and teachers can more easily evaluate how students understand the material presented in the learning media.

7. The Implementation on Using Interactive Media

Figure 7.



Implementation on using manual spin wheel

Figure 7 shows that The classroom atmosphere when using the manual spin wheel media developed by the teacher. Students appeared enthusiastic and impatient to spin the wheel, wondering which word they would get. Based on their perceptions, the media they used at that time was a learning aid that made learning interactive. Researcher not only distributed questionnaires but also actually used the media in the classroom, allowing them to directly observe the children's expressions as they learned while playing. The enthusiasm displayed on the children's faces as they spun the wheel proved that the media developed by the researchers was indeed a satisfying learning tool.

CONCLUSION

The use of media manual is important to support teachers in English learning, making it easier to achieve learning objectives. The results show that students' perceptions regarding the implementation of English learning are: The use of spin wheel is considered to facilitate student comprehension of the material being taught. This media simplifies concepts and makes them easier to digest, enabling students to grasp new information more quickly. As an interactive tool, this media requires students to be directly involved in the learning process, making them more focused and enthusiastic during the learning process. This is crucial for teachers. By motivating students, they will be able to move forward in achieving their learning objectives. A positive attitude among students makes them more interested in participating in completing assignments. This not only increases student engagement, but also helps them improve their learning experience.

The visual elements presented by the researchers are interactive and engaging, creating a pleasant learning environment. The use of media, combined with the implementation of games, can create a positive atmosphere, reduce anxiety, and allow students to be more comfortable and open while learning. Visual appeal is crucial for conveying information. The media design is not only informative but also aesthetic, with structured colors used to attract students' attention. Using this media helps students visualize concepts and establish a more lasting understanding of the learning theories they have learned.

This research shows that teachers are not permitted to rely solely on traditional methods such as textbooks and board. Using interactive media can enhance student understanding and interest in learning. Teachers are encouraged to be more creative in creating interactive and informative learning tools. The survey results provide a positive perspective on the interactive media developed by the researchers, providing an important signal for schools to facilitate teachers by providing adequate data sources and training for successful learning. This demonstrates the importance of improving teacher quality in developing learning tools.

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