

CHAPTER I

INTRODUCTION

This chapter presents and discusses research background, research problem, research objectives, formulation of hypothesis, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background Of The Study

Speaking skills are a crucial aspect of learning English, playing a crucial role in oral communication, both for academic and social purposes. When focusing on language learning, speaking skills are considered a key indicator of a person's communication success because speaking is a form of linguistic expression that can be directly observed in everyday life.¹ Speaking skills not only require students to be able to convey ideas or opinions verbally, but also require the ability to organize ideas, use accurate language structures (grammar), mastery of vocabulary (vocabulary), correct pronunciation (pronunciation), and fluency (fluency). Speaking skills are also one of the most complex skills because they involve linguistic, psychological, and social aspects simultaneously during the communication process. In line with this, Bygate emphasizes that speaking is a complex skill that involves both production and comprehension simultaneously, and requires rapid planning and monitoring so that speakers can

¹ Syahrani, A., Adrias, A., & Syam, SS (2025). Students' speaking skills as a supporting factor in the self-confidence of lower grade elementary school students. *Nakula Journal: Center for Educational Sciences, Language and Social Sciences*, 3(2), 280-290.

adapt to unexpected communicative situations.² This makes speaking skills one of the basic competencies that students must master in learning English.³

In Indonesia, English language learning is provided from elementary school to university level, with the aim of equipping students to communicate in English. Based on the current English language learning curriculum at the junior high school/Islamic junior high school level, speaking skills are included as one of the core competencies that students must achieve as part of their communicative abilities. The curriculum emphasizes the importance of building communicative competence through meaningful language activities, one of which is through interactive speaking activities. This shows that speaking skills are not only learned as linguistic material, but also as a communication tool that is applicable in everyday life and the academic world.⁴

Despite this, students' speaking skills at the junior high school level remain relatively low. Several studies have shown that students often face obstacles such as limited vocabulary, imprecise pronunciation, and a lack of confidence in speaking English. This is supported by a research that states speaking is the most difficult skill for students to master because it requires intensive practice and real-life communication experience. This situation is further exacerbated by the lack of opportunities for students to practice speaking

² Bygate, M. (1987). *Speaking*. Oxford university press.

³ Anggraeni, R., Harmayanthi, VY, & Nurhasanah, N. (2021). The Relationship between Self-Confidence and English Speaking Ability. In *Proceedings of the National Seminar on Education, STKIP Kusuma Negara III* (pp. 268-274).

⁴ Naiborhu, R. (2019). Efforts to improve English speaking skills through role-playing methods. *Global Journal of Education*, 3(1), 7-12.

during classroom activities.⁵ The problem of low speaking skills is also found in various junior high schools in Indonesia. One cause is the use of traditional, teacher-centered learning methods. Teachers often use lectures and written exercises rather than providing opportunities for students to speak actively. This leads to students being passive, less engaged in learning interactions, and lacking the courage to speak up for fear of making mistakes and being ridiculed by their peers.

Based on my experience at SMPN 3 Kedungwaru when I do intership, the speaking skills of students in class A and F are still low. Many students have difficulty expressing ideas in English orally, even though they understand the material. Furthermore, the learning environment remains monotonous and does not encourage active student engagement in speaking. Teachers tend to use textbooks and dialogue memorization exercises without providing a variety of interactive learning media. This results in low student enthusiasm and participation in speaking lessons. Along with the development of learning innovation, the use of interactive learning media has become one solution to increase students' motivation and courage in speaking. One potentially effective tool for speaking lessons is the Smart Wheel. This interactive spinning wheel contains questions, topics, or speaking assignments that can be randomly selected as the wheel rotates. This tool combines elements of gamification,

⁵ Widiarini, W., & Arini, F. (2022). Training on the Use of Communication Strategies to Overcome Students' Speaking Problems. *Indonesian Journal of Community Service and Empowerment (JPPNu)*, 4(2), 155-162.

challenges, and collaboration to create a fun learning environment and encourage active student participation.⁶



Figure 1.1 Smart Wheel Media

The use of Smart Wheels in learning is designed to facilitate speaking activities through spontaneous, hands-on practice, allowing students to improve their fluency in a more communicative classroom environment. Previous research has shown that game-based media such as spinning wheels, literacy wheels, and digital wheels have been shown to improve students' learning motivation and English speaking skills. However, research on the use of Smart Wheels specifically at the junior high school level is still limited, particularly in the context of public schools like SMPN 3 Kedungwaru.

⁶ Yumarni, A., Natalia, D., Harjono, AA, Aulia, P., & Putra, RA (2025). THE EFFECTIVENESS OF INTERACTIVE LEARNING METHODS IN IMPROVING ENGLISH SPEAKING SKILLS IN GRADE IX-8 OF SMPN 18 BENGKULU CITY. *Journal of Islamic Education*, 23(1), 298-308.

Based on previous research conducted by Sartika, D. The Effect of using a Spin Wheel as Supporting Media to Teach Vocabulary Mastery and Speaking Skills. Hadist, MK, Ratnasari, A., & Ristiani, VC. The Use Of Spinning Wheel As A Media In Learning Speaking Ability. Hutami, Y., & Wiyannah, S . Developing Spinning Wheel as an Assessment Media in Speaking. Most studies only assess the influence of learning media on motivation or learning outcomes in general, but few have specifically examined the effectiveness of Smart Wheel in improving speaking skills, including fluency, accuracy, pronunciation, and confidence. Therefore, there is a research gap that needs further study, particularly in the context of speaking instruction in public schools.

Based on the description of the problems above, the author feels the need to conduct a study entitled **"The Effectiveness of Smart Wheel Media in Enhancing Students' Speaking Skills at the Seventh Grade of SMPN 3 Kedungwaru."** This study is important to determine the extent to which Smart Wheel media is effective in speaking learning and its impact on students' speaking skills. innovative learning and become a reference for further research in the field of English education.

B. Problem Formulation

Is there any significant effect of the smart wheel media in improving the students speaking skills at the seveth grade of SMPN 3 kedungwaru?

C. Research Objective

This study aims to determine the effectiveness of using Smart Wheel media in improving the speaking skills at the seventh grade of SMPN 3 kedungwaru.

D. Research Hypothesis

The following hypothesis can be formulated:

1. Null Hypothesis (H_0)

There is no significant effect between students who use smart wheel media and those who do not use the smart wheel media to improve student speaking skills at the seventh grade of SMPN 3 kedungwaru.

2. Alternative Hypothesis (H_1)

There is a significant effect between students who use smart wheel media and those who do not use the smart wheel media to improve student speaking skills at the seventh grade of SMPN 3 kedungwaru.

E. Significance Of The Study

a. For Students

This research is expected to help improve students' English speaking skills through engaging and interactive learning activities. It is also expected to increase students' confidence in expressing ideas orally.

b. For Teachers

can be an alternative innovative learning media that can be used in teaching speaking skills in a more creative and student-centered classroom.

c. For Schools

It is hoped that it can contribute to improving the quality of the English learning process in schools and can be one of the learning innovations that can be implemented as part of developing the quality of active, creative, and enjoyable education.

d. For Researchers

- a) To be a reference and reference material for further research related to Smart Wheel learning media or improving speaking skills.
- b) Provides an empirical overview of the application of interactive learning media in the context of junior high schools.

F. Scope And Limitation Of Research

This study focuses on the application of Smart Wheel media in English learning to improve the speaking skills of seventh-grade students of SMPN 3 Kedungwaru. This study includes an analysis of the effectiveness of Smart Wheel on four main aspects of speaking skills, namely fluency, accuracy, pronunciation, and confidence. The subjects of the study were seventh-grade students of SMPN 3 Kedungwaru, while the object of the study was the use of Smart Wheel media as an interactive learning tool that is expected to create a more communicative and enjoyable learning atmosphere.

This study used a quantitative approach with a pre-test and post-test design to compare students' speaking skills before and after treatment.

G. Definition Of Keyterms

This clarification of terms is provided to avoid extensive discussion and to avoid misunderstandings in understanding the terms used in the research entitled *The Effectiveness of Smart Wheel Media in Enhancing Students' Speaking Skills at the seventh Grade of SMPN 3 Kedungwaru Tulumgagung*

a. Smart Wheel Media

Interactive learning media in the form of a digital or manual spinning wheel game that serves to increase student engagement in the learning process. This media combines elements of game-based learning and interactive multimedia, motivating students to actively speak through competitive and fun activities.⁷

b. Speaking skills

Speaking skills are a person's ability to convey ideas, opinions and feelings verbally by paying attention to aspects of fluency, accuracy, pronunciation, vocabulary and comprehension.⁸

⁷ Ghazy, A., Wajdi, M., Sada, C., & Ikhsanudin, I. (2021). The use of game-based learning in English class. *Journal of Applied Studies in Language*, 5(1), 67-78.

⁸ Alqahtani, M. (2021). *A Case Study of the Factors that Influence Male Saudi Students' Participation in University Classrooms in the United States* (Doctoral dissertation, Tennessee State University).