The Use of Spinning Wheel Game Media To Improve The Ability Using Modal Auxiliary Verbs For Students In Class VIII Smpn 7 Mataram Academic Year 2019 - 2020

Moh. Fauzi Bafadal1, Sitti Alimah2,, M. Sibawaeh3

[fauzi.bafadal@gmail.com1](mailto:fauzi.bafadal@gmail.com1)\*,

Muhammadiyah University of Mataram1

SMPN 7 Mataram2,3

|  |  |
| --- | --- |
| ARTICLE INFO | ABSTRACT |
| Article history:  Received  Revised  Accepted | Learning English subject matter using Modal auxiliary verbs is felt difficult for students especially in creating simple sentences. Based on the results of the initial researchers' observations at SMPN 7 Mataram, English learning is still dominated by conventional learning. Therefore class VIII must be given an action in the form of more effective learning process through the use of spinning wheel game in using the modal auxiliary verbs on English subjects. The research question in the following research is "How does the use of the spinning wheel game to improve the students ability using modal auxiliary verb in creating simple sentences for class VIII students at SMPN 7 Mataram in the academic year 2019/2020. The design of this study is Classroom Action Reseach. The data collection method used is observation, documentation and task. The subject of this research are students of class VIII G. While ini analyzing the data the researcher used qualitatively and quantitatively approach. Based on the results of the study it can be concluded that the use of spinning wheel games can improve the ability of students in using Modal auxiliary verbs in creating simple sentences of class VIII students in SMP 7 Mataram in the academic year 2019/2020. Based on the results of the study obtained from individual abilities in pre-cycle, cycle 1, cycle II experienced a significant increase, namely individual ability in pre-cycle showed 34.29%, has a high ability of 51.43%, and 14 , 28% have low ability. The individual ability of cycles I showed 45.72% had high ability, 48.56% had medium ability, and 5.72% had low ability. Individual ability in cycle II showed that 94.29% had high ability, 5.71% had medium ability, and 0% had low ability  . |
| Keywords:  Modal Auxiliary Words, Spinning Wheel Game |

# Introduction

Education takes place through a process of interaction between the teacher and students. The interaction between teachers and students in learning activities is an important activity. It is said so because through that process educational goals can be achieved which are marked by changes in student behavior. Educational objectives as stated in the National Education System Law No. 20 Article 3 of 2003. namely the development of the potential of students to become human beings who have faith, devote to God Almighty, have good character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Efforts to realize the educational goals above, will be determined by various elements that support it.

According to Dzajuli (1997: 24) there are several elements found in learning activities. Some of these elements are first, namely: students, with all the potential and characteristics that seek to develop themselves as optimal as possible through learning activities. The Potency of students that can be developed are interests, talents, intelligence, motivation, and so on. The second element is the goal, which is expected after the existence of teaching and learning activities. This goal is related to students' mastery of a number of competencies expected according to the objectives or indicators set by the teacher. This mastery includes three domains, namely affective cognitive, and psychomotor. The third element is the teacher, always trying to create the right situation in teaching and learning activities so as to allow the learning process to occur.

Likewise, by optimizing the effectiveness of teaching and learning activities will achieve the objectives expected after the teaching and learning activities. This is related to students' mastery of a number of competencies expected according to the objectives or indicators set by the teacher. This mastery includes three domains, namely cognitive, affective, and psychomotor. The three areas mentioned above, the teacher always strives to create the right situation in teaching and learning activities so as to allow the learning process to occur. In addition, the teacher must be the creator of a climate or atmosphere of conducive learning in teaching and learning activities in the classroom or outside the classroom. One way to create a conducive learning atmosphere is to use learning media, including games; one of them is Spinning Wheel Game Media. The availability of media in learning such as the Spinning Wheel Game Media is expected to increase the ability of students to absorb and increase students' motivation to learn effectively.

Due to the elements of learning media, the teacher's position becomes very strategic, where every teacher is required to be able to develop their creativity in managing teaching and learning process. One form of creativity that can be applied by teachers is the use of media in classroom activities. The presence of teachers in using media is related to the willingness and ability of teachers. This needs to be emphasized, because the reality on the ground is that many teachers rely on textbooks alone. Even though it is known that it is not easy for students, especially students in junior high schools, to understand the contents of textbooks.

Various obstacles faced by students in understanding learning material, among others, are caused by various things. Among these are the description of the material in the text books presented in a way that is too general, the presentation of the subject matter and the exercise of the task is too difficult, and the answers to the questions are not in the textbook. Get around the above problems, then the use of game as one of the learning media in the field of English studies is something that teachers should do. This needs to be done because media such as games are able to provide motivation and creativity to students in completing tasks related to the material, including in developing skills in writing simple sentence.

The efforts to realize the above objectives, will be successful if supported by adequate requirements. According to Djoyonegoro (in Mulyasa, 2005: 3), there are three main requirements that must be considered so that the education process can contribute to improving the quality of human resources. The three conditions, namely: building facilities, good book quality, as well as professional teachers and education staff, who are capable of high creativity in managing learning, which are not only able to use the media that is available, but are expected to be able to create their own media that is more attractive to motivate student learning. With these three conditions teachers are expected to develop the potential of students, optimize teaching and learning activities, and use learning media that supports the achievement of the objectives of the teaching and learning process. The reality on the field is that many teachers ignore the use of media in the classroom learning process. Realizing that, the writer was interested in conducting research with the title "The Use of Spinning Wheel Game Media to Improve the Ability to Use modal auxiliary Verbs for Class VIII students of SMPN 7 Mataram Academic Year 2019-2020"

# Review of Related Theory

## Definition of Learning Media

The word media is the plural form of the word medium which means intermediary or introduction. So in language, the media means the introduction or intermediary. AECT (Association of Education and Communication Technology) sets limits on the media which is everything that is used by someone to distribute messages / information (Sukiman, 2012: 28). Heinich, and his colleagues in Arsyad (2016: 3-4) add that the medium is an intermediary that delivers information from the source to the recipient.

If the media provides information or messages that contain learning purposes, then the media is called learning media. This opinion was reinforced by Arsyad in Sukiman (2012: 28) who revealed that learning media is a tool used to convey or deliver information or messages that contain learning intentions. This is in line with the opinion expressed by Pringgawidagda in Nataliya (2015: 347) which states that instructional media are tools or tools used by teachers in delivering material to students. 11 Sadiman, et al. (2014: 7) argues that learning media is anything that is used to channel messages from the sender to the recipient that can stimulate students' thoughts, feelings, interests and attention so that the learning process can occur.

Whereas Munadhi in Wahyuni ​​(2017: 2) argues that learning media is something that is used to convey and distribute messages in a planned manner that can make the learning process conducive, efficient and effective. Based on the opinions of some of the experts above, it can be concluded that learning media is a tool used by the teacher to convey information or learning messages to students that can attract the attention, interests of students, and can make the learning process conducive, efficient and effective.

Therefore, teachers must prepare learning media well so that learning information or messages can be conveyed properly. So the learning process can take place optimally. b. Benefits of Learning Media Rusman in Oktaviana (2016: 19) states the benefits of learning media in the learning process, namely:

* Teaching can attract attention and foster student motivation.
* The teaching material becomes clearer meaning so that students can more easily understand and master and achieve learning goals well. Teaching methods are more varied, not only 12 verbal communication through teacher's speech, so students do not feel bored and the teacher does not run out of energy, especially if the teacher has to teach every class time.
* Students are more active in learning activities, because they not only listen to the teacher's description, but also do other activities such as observing, doing, demonstrating, and others.

Meanwhile Arsyad (2016: 29-30) states the practical benefits of using instructional media in the teaching and learning process as follows:

* Clarify the learning material, so that it can expedite and improve the process and learning outcomes.
* Increase and direct the attention of students, so they can foster motivation to learn, direct interaction between students and the environment, and students can learn independently.
* Overcoming the limitations of the senses, space and time:

1. Objects or objects that are too large can be displayed through pictures, photos, slides, reality, film, radio, or models.
2. Objects or objects that are too small can be displayed through a microscope, film, slide, or image.
3. Rare events that occurred in the past or happened once in decades can be displayed through video recordings, films, photos, slides.
4. Very complex objects or processes such as blood circulation can be displayed through films, drawings, slides, or computer simulations.
5. Hazardous events or experiments can be simulated through computers, films and videos.
6. Natural events or processes that take a long time can be displayed through time-lapse for movies, videos, slides, or computer simulations.

* Provide experience to students about events that occur in the environment, and students can interact directly with teachers, the community, and the environment.

Based on the experts opinion above, it can be concluded that learning media is very useful in the learning process, such as: being able to attract attention, foster interest and motivation to learn, and increase students' understanding of learning material. In addition, learning media can overcome the limitations of the senses, space and time. Therefore, the learning process can take place effectively, efficiently and optimally.

## The Function of Learning Media

Daryanto (2013: 8) argues that learning media functions as a messenger or information from the teacher to students. The method is a procedure used to help students receive and process information so that learning objectives can be achieved.

The function of the media in the learning process From the picture above, it can be concluded that the teacher acts as the source or sender of the message. While students act as recipients of messages. The teacher uses the media to convey messages to students. So, the media is an intermediary between the teacher and students in the learning process. While Levie & Lentz in Arsyad (2016: 20-21) mentioned the function of learning media there are four namely:

* Attention function Attracts and directs the attention of students to concentrate on the subject matter.
* Affective function This function is seen from the level of student enjoyment when learning to read pictorial text.
* Cognitive function Streamlining the purpose of understanding and remembering information or messages contained in images.
* Compensatory function Provides context for understanding text and helps students who are weak in reading activities to organize information and recall it

Based on the expert opinion above, it can be concluded that the learning media functions as a tool or means used by the teacher in delivering material to students. In addition, learning media can attract attention and help students understand the material. So the learning process can take place effectively and optimally, and the achievement of learning objectives

## The Criteria in Choosing Media

Arsyad (2016: 74-76) argues that there are six criteria that need to be considered in selecting media, i.e:

* In accordance with the learning objectives to be achieved. Learning media are chosen based on the instructional goals set.
* Appropriate to support the content of lessons that are facts, concepts, principles, and generalizations. In order for the learning process to take place affective, the media chosen must be in accordance with the learning task needs and the students' abilities.
* Practical, flexible, and enduring. This criterion requires the teacher to choose media that is already available in the vicinity, is easily obtained, is easily made, and can be used anytime, anywhere.
* The teacher is skilled at using it. The teacher must be skilled in using various types of media used in the learning process.
* Targeting. Effective learning media for large groups is not necessarily effective for small groups. Therefore, the teacher must adjust the learning media used with the target students in the learning process.
* Technical quality. Development of learning media must meet certain technical requirements.

This is in line with what was stated by Solihatin in Hanum (2014: 20) states that in the selection of media, the criteria that must be considered are: goals, students' objectives, characteristics of the media concerned, time, cost, availability, context of use and technical quality of the media.

Based on the description above, it can be concluded that in choosing learning media must be based on certain criteria in order to obtain the right learning media. For example, learning media must be in accordance with the learning objectives to be achieved, student needs, supporting the content of the lesson, practical and flexible, right on target, and good quality media. By using the right media, it can make the learning process take place effectively, efficiently and optimally.

## Spinning Wheel Game

### Definition of Game

In the current era of technology and information development, games (games) are very popular with students, especially junior high school students. Sadiman, et al. (2014: 75) suggests that games are any context in which there is interaction between players by following certain rules in order to achieve certain goals as well. In its use, games (games) are not only used as mere entertainment media but can be used as entertainment media as well as learning media. In this study, researchers developed the game as a learning medium.

It is hoped that with game media, students can learn while playing. So students do not feel that students are actually learning. 19 Sopiawati in Ningsih (2015: 22) revealed that "le jeu représente à la fois une source de motivation, de plaisir et le moyen d'exercer de compétences linguistique". The purpose of these opinions is that games are activities that can provide motivation, fun, and ways to practice linguistic skills in learning a language. Arsyad (2016: 154) added that if a game program is well designed, it can foster motivation, and improve students' abilities and skills. Therefore, game media must be well designed so that learning materials can be conveyed properly.

Sadiman, et al. (2014: 78-80) states that the game has several advantages such as :

* Games are fun and entertaining. In addition, the game is something interesting because in it there is an element of competition, so we do not know who will win and lose.
* Games make students more actively participating in learning. As we know, good learning is active learning. The game is able to involve students in the learning process actively.
* The game can provide immediate feedback. Feedback on what we do for a more effective learning process.
* The game allows the application of concepts or roles in situations and roles in the community. Skills learned through games will be easier to apply in everyday life than skills acquired through regular delivery of lessons.
* The game is flexible. The outstanding characteristic of the game is its flexibility, because the game can be used for various educational purposes by changing a few tools, rules and problems.
* Games can be easily created and reproduced. In making a good game does not require someone who is an expert and expensive materials. Costly material or cost is not a good measure of how bad a game is. The types of games (games) are very diverse.

In this study, the game in question is an educational game whose contents and objectives are in the context of learning. This is reinforced by the opinion of Tarigan in Oktaviana (2016: 22) which reveals that the type of educational game is a game whose content and purpose refers to the learning process.

Based on the description above, it can be concluded that the game can not only be used as entertainment media, but can be used as entertainment media as well as learning media. It is hoped that with game media, students can learn while playing. In addition, game media can attract attention, foster interest and motivation to learn, make students actively participate, can improve students' abilities and skills, the learning process becomes more effective, flexible, and can easily be created and reproduced. Therefore, game media can make the learning process take place effectively, efficiently and optimally.

### b. Definition of Spinning Wheel Game

In the Indonesian Dictionary (Jaelani, 2012: 11), "the wheel is a round item (circular and usually barred)". So, the wheel is a round or circular object. Whereas in the Indonesian Dictionary (Jaelani, 2012: 12), "turning has a definition: movement spinning or spinning; around; change direction; turn; get around ". So, turning is a movement around or changing direction. So it can be concluded that the Spinning Wheel is a circular or circular object that can produce a movement around or changing direction. In other words, Spinning Wheel is a circular or circular object that can be rotated. In this study, researchers developed the Spinning Wheel media which is the development of the Spinning Wheel Game which both use wheels as media.

Wahyuni ​​(2017: 2) states that the Spinning Wheel Game is a wheel-shaped media which can be rotated and divided into several sectors / sections in which there are question cards. Aulia (2016: 12) added that the Spinning Wheel Game is a learning medium that uses a circle that is divided into several sectors. Within the sector there are questions to be answered by students that are listed in the form of a certain number in the sector in the circle. While Rahman, et al. (2013: 2-3) suggested that the Spinning Wheel Game is a learning technique which in its use involves all students so that it can make students more active, interactive, the learning process becomes more optimal and enjoyable.

From these statements, it can be concluded that the media of the Spinning Wheel Game and the media of the Spinning Wheel have the similarity of using a wheel or circle which is divided into several sectors or sections in which there are questions. In addition, this media is packaged in the form of games (games). So that the Spinning Wheel game media can attract attention, interest and motivation to learn, and increase students' understanding of the material. Based on the description above, it can be concluded that the Spinning Wheel media is a game media in the form of a wheel or circle which is divided into several sectors or sections in which there are questions.

In its use, this media can attract attention, interest and motivation to learn, make students more active, interactive, increase understanding, and the learning process can take place in a fun and optimal way.

## How to Use Spinning Wheel Game

In this study, researchers developed the Spinning Wheel game media, which is the development of the spinning wheel game. Ginnis in Aulia (2016: 28-29) mentions the steps to use the spinning wheel game are as follows:

* Make a set of cards with a question on the front and numbers on the back. Cards are made up to the number of students in the class.
* Create a media " Spinning Wheel Game" from the carton, and divide the wheel into sectors or parts according to the number of cards that have been made then give a number to these sectors. Next, make arrows from cardboard and thumbtacks that act as players on the media. The result looks like a "Twister" wheel.
* Students sit in a large circle. The card is spread with the numbers side up.
* One of the students representatives came forward to the class to rotate the media wheel. After the arrow points to a number, the student draws the card according to the number obtained from the wheel media. Then students answer the questions contained on the card.
* The teacher discusses with all students in the class. If students answer the question correctly, then the card is considered forfeited. If on the contrary, the card is returned again so that other students can try to answer the questions on the card.
* Students rotate the media wheel alternately. Students who have rotated and answered questions appoint other students to rotate it.

If the next student gets a scorched number, then the student must turn it back to get a number that has not yet been scorched. The steps of using the media in this study are different from the steps of using the media Spinning Wheel Game proposed by Ginnis. So the steps for using the Spinning Wheel game media as follows:

* The teacher gives a briefing about the media of the Spinning Wheel game.
* Students read game instructions before playing.
* Then students play the media to determine the text obtained.
* Next, students read the text and answer the questions that are available.
* If the question can be answered correctly, then the student will get a score.
* If the result is different, the student does not get a score or score reduction.

## d. The Strength of Spinning Wheel Game

Ginnis in Aulia (2016: 29) states the advantages obtained by the Spinning Wheel Game as follows:

* This Spinning Wheel Game can encourage students to participate.
* Spinning Wheel Game media is a game with challenging advantages such as game shows on TV. This game is very familiar and can excite students.
* This media is very good to be used in test preparation.
* Train students' memory and thinking speed.
* Practice understanding in solving various problems faced by students, so that learning outcomes will improve.

In addition to the Strength raised by Ginnis, the Spinning Wheel game media also have the following advantages:

* Spinning Wheel game media, including new media for learning French.
* The game media is packaged with an attractive appearance (animation, images, sounds, and colors), so it can attract students' attention.
* Increase students' understanding of the material provided.
* Flexible and flexible, because this media can be developed and modified according to other materials and skills.
* Make students more active, because students are directly involved in activities.
* Provide immediate feedback, so the learning process takes place effectively and efficiently.

## The Weakness of Spinning Wheel Game

Aulia (2016: 29) reveals the weakness of Spinning Wheel Game as follows:

* Requires a lot of time when playing it.
* Teachers need more energy, space and time. This is because the Spinning Wheel Game media used is manual learning media.
* Requires the support of facilities, tools and adequate costs so that the learning process can run smoothly.

Based on the description above, it can be concluded that there are deficiencies in Spinning Wheel media, namely: it takes a long time to play, requires more power, space and time, and requires the support of adequate facilities, tools and costs. To overcome and minimize these shortcomings, the researchers developed by developing a manual form of media into a Spinning Wheel media in the form of game applications. In this media there is direct feedback, so students do not need a long time to play it. In addition, the Spinning Wheel media is practical to be able to carry anywhere and can be used anywhere. So that this media does not require more energy, space and time.

# Research Method

This class action research was conducted in the 2019/2020 Academic Year at SMPN 7 Mataram. The subjects of this study were 32 students of class VIII of SMP 7 Mataram in the academic year 2019/2020 totaling 32 people consisting of 12 men and 20 women. The implementation of this class action research was assisted by one teacher as a partner researcher (as an observer), namely an English teacher in class VIII of SMP 7 Mataram. To be able to solve the problems that have been formulated, there are several factors that will be examined in this study, namely: During the learning process which includes initial, core and final activities with reference to the learning plan and learning activities that and student learning outcomes in realizing the learning outcomes of each material presented specifically about the material Use of Assistive Verbs, and the readiness of students to follow the process of learning and teaching activities. Expectation variable used in this study is Learning Outcomes. The intended learning outcomes are test scores. The expected test scores are student learning outcomes, especially in the eyes of the English material Capital Auxiliary can, may, must, has and has to above the KKM is 70.

The action variable used in this study is the use of a rotating wheel media. Spinning wheel media is a learning tool in the shape of a circle that can spin like a wheel made of cardboard which has 8 numbers or pictures. Each number / picture contains a question or question, besides that there are two bags, a bag containing a question card and one bag containing an answer card. This research is a classroom action research conducted to improve student learning outcomes in English through the use of a rotating wheel media. The process of implementing it through four stages is recycled (as a cycle) starting from

* (1) the action planning stage,
* (2) the stage of implementing the action,
* (3) observation stage (observation), and
* (4) reflection phase

In this classroom action research, there are two kinds of data collected in this study, namely: quantitative data in the form of student learning outcomes tests on Auxiliary Capital material. In this case the data analysis technique used by researchers is descriptive statistics. Descriptive statistics are statistics used to analyze data by describing or describing collected data as it is. The action of this research is successful if:

* Student learning outcomes in English have reached a minimum completeness criteria (KKM) value of 70
* Student learning outcomes in English have reached 85%, meaning 85% of students have scored ≥70.

# Findings

Based on the learning that has been carried out in pre-cycle research shows that the results are less than optimal, therefore it is necessary to make improvements in cycle 1 - these improvements are mainly in the core learning activities that have not been carried out according to the learning implementation plan. Capital shows 12 people with high ability, 18 people with medium ability. and 2 low ability people. This is still not as expected because there are still some students who do not pay attention and are less enthusiastic in learning using capital assistive verbs. The average value of students has increased after research with the spinning wheel game.

Most students become more enthusiastic and eager to follow the learning. Through the Spinning Wheel game media students gain ease, and new experiences. Based on the results of reflection both from the test and learning process in the first cycle of learning that has not been achieved expected results. The results of this reflection are used as a reference to correct the deficiencies that occur in the first cycle of learning. Therefore, the second cycle was held to overcome the shortcomings that occurred in the first cycle so that the expected target can be achieved properly The teacher makes improvements in the second cycle, namely:

* the teacher prepares a more mature learning plan, starting from the learning plan to the delivery of the teacher's material in the classroom using English and Indonesian by alternating, not in a hurry, and loudly speaking,
* the teacher makes variations of learning and gives examples of sentences in the use of auxiliary verbs
* The teacher shows an open attitude towards student responses, understanding one by one the difficulties of students by guiding them thoroughly when working individually and in groups;
* the teacher is more disciplined in the classroom, so there are no more students who are chatting, sleepy, and pacing back and forth in the classroom while learning by using the Spinning Wheel game in progress,
* The teacher makes learning interesting again and involves the active participation of students in learning
* Pay attention to each group member to actively participate in group discussions because there are still students who are passive in the group. Familiarize students with getting used to actively participating in both individual and group activities and training students to express ideas / opinions in front of their peers.
* The teacher monitors the development of student learning processes well. Monitor by visiting and checking the results of student writing one by one and provide input to students.

The teacher also provides attractive rewards for students so that students are excited to explore the potential of students in compiling the words using correct verb assistive capital. With some of these improvements, in learning to use capital assistive verbs it is expected that students' abilities will improve. Student negative behavior decreases and changes in a positive direction that supports the implementation of effective learning in cycle II.

Learning using the auxiliary verb Modal with spinning wheel in the second cycle conducted by the teacher can be followed by students well. In the learning process, students look enthusiastic while participating in learning. Students have shown great attention when researchers explain the material and learning objectives to be achieved. Class conditions are calm, students are in their seats, and students have prepared books relating to the subjects being taught. Students respond well to explanations from the teacher, students pay attention to examples of assistive verbs submitted by the teacher, and students are not noisy in the learning process. Students are also more deft in doing each stage, so that the time used is right and not less. The teacher has made improvements in the pre-cycle, cycle I and applied to cycle II and student learning outcomes have improved very well

# Discussion

Before researchers conduct research, a preliminary study was conducted. This is done in order to find out the initial conditions of students about writing compound sentence skills. From the results of interviews with subject teachers, it turns out that so far the teacher has never used game media and only delivered material conventionally. This is what makes students feel difficulty in pouring their ideas when making sentences using capital assistive verbs. The results of writing scores of students' sentences reach the class average included in the normal category. This value is also far from the KKM value determined by the school. After conducting pre-cycle research, researchers then conduct research conducted in two cycles, namely cycle I and cycle II.

Cycle II is carried out if in Cycle I there are some deficiencies that can be identified from the test results. From the test results it can be concluded what activities should be carried out to improve learning in the next cycle. The researcher used the Spinning Wheel game to improve the ability to use auxiliary verbs in simple sentences for class VIII students of SMPN 7 Mataram. Based on the results of the study, the ability of individuals to use the auxiliary verbs in simple sentences for students of class VIII of SMP 7 Mataram increased in the pre-cycle, cycle I, and cycle II stages. The following is a recapitulation of students' individual abilities

1. Recapitulation of Individual Capability using Capital verbs in each cycle

|  |  |  |  |
| --- | --- | --- | --- |
| Abilities | Precycle | Cycle I | Cycle II |
| High | 34,29% | 45,72% | 94,29% |
| Medium | 51,43% | 48,56% | 5,71% |
| Low | 14,28% | 5,72% | %0 |

Based on the data above, individual abilities in pre-cycle showed 34.29% had high ability 51.43%, and 14.28% had low ability. Individual ability in cycle 1 showed 45.72% had high ability, 48.56% had moderate ability. . and 5.72% have low ability. Individual ability in cycle II shows that 94.29% have high ability, 5.71% have medium ability, and 0% have low ability.

# Conclusion and Suggestions

Based on the results of the research that has been described, it can be concluded that: the use of the Spinning Wheel media can improve learning outcomes of English material on the Use of Capital Verbs in Mataram 7th Grade SMPN 7 students in the Academic Year 2019/2020. This can be seen from:

* Individual ability based on learning outcomes in pre-cycle shows 34.29% has high ability 51.43%, and 14.28% has low ability individual ability.
* Cycle 1 shows that 45.72% have high ability, 48.56% have medium ability. and 5.72% have low individual abilities.
* Cycle II shows that 94.29% have high ability, 5.71% have medium ability, and 0% have low ability.

Suggestions that can be raised by researchers from the results of this study are as follows:

* For class teachers are expected to be able to use the media on other material and subjects.
* Materials on the media need to be further developed by adding new materials,
* Principals are expected to adopt policies for the use of various media in teaching and learning in schools.

##### References

1. Afriyanti, Gezi dkk. 2014. Penerapan Teknik Pembelajaran Roda Keberuntungan Terhadap Pemahaman Konsep Matematis Siswa Kelas XI IPS SMAN Padang Tahun Pelajaran 2013/2014.
2. Arsyad, Azhar. 2016. Media Pembelajaran. Jakarta: PT Raja Grafindo Persada.
3. Daryanto. 2013. Media Pembelajaran: Perannya Sangat Penting dalam Mencapai Tujuan Pembelajaran. Yogyakarta: Gava Media.
4. Fitri, Yona Marga. 2014. Pengaruh Penerapan Strategi Roda Keberuntungan Terhadap Pemahaman Konsep Matematis Siswa Kelas VII SMPN 1 Pulau
5. PunjungKabupatenDarmasraya.Diaksesdari http://download.portalgaruda.org/article.php?article=316978&val=6304&title=PENGARUH%20PENERAPAN%20STRATEGI%20RODA%20KEBERUNTUNGAN%20TERHADAP%20PEMAHAMAN%20KONSEP%20MATEMATIS%20SISWA%20KELAS%20VII%20SMPN%201%20PULAU%20PUNJUNG%20KABUPATEN%20DHARMASRAYA
6. Pri, Benny A. 2014. Modul Pelatihan: Pengertian dan Perkembangan Konsep Media Pembelajaran serta Teori Belajar yang Melandasinya. Diunduh dari https://sumberbelajar.belajar.kemdikbud.go.id/PPB/Konten%20 materi/16%20Uwes%20Chaeruman/diklat%2024/modul%2070/Buku/Belajar%20Berbasis%20Aneka%20Diakses.pdf
7. Rahman, Shinta Meylia dkk. 2013. Penerapan Teknik Pembelajaran Roda Keberuntungan Terhadap Pemahaman Konsep Matematis Siswa Kelas VII SMP Negeri 11 Padang. Diakses dari http://download.portalgaruda.org/article.php?article=263744&val=6304&title=PENERAPAN%20TEKNIK%20PEMBELAJARAN%20RODA%20KEBERUNTUNGAN%20TERHADAP%20PEMAHAMAN%20KONSEP%20MATEMATIS%20SISWA%20KELAS%20VII%20SMP%20NEGERI%2011%20PADANG
8. Sadiman, S. Arief dkk. 2014. Media Pendidikan: Pengertian, Pengembangan, dan Pemanfatannya. Jakarta: PT Raja Grafindo Persada.
9. Sugiyono. 2016. Metode Penelitian Kualitatif, Kuantitatif dan R&D. Bandung: Alfabeta.
10. Sukiman. 2012. Pengembangan Media Pembelajaran. Yogyakarta: PT Pustaka Insan Madani, Anggota IKAPI.
11. Tarigan, Henry Guntur. 2015. Membaca Sebagai Suatu Keterampilan Berbahasa. Bandung: CV Angkasa.
12. Wahyuni, Dwi. 2017. Pengaruh Penggunaan Media Permainan Roda Keberuntungan Terhadap Kemampuan Menulis Hanzi pada Siswa Kelas XI
13. Bahasa SMA Negeri Cerme Tahun Ajaran 2016/2017. Diakses dari http://jurnalmahasiswa.unesa.ac.id/article/22095/117/article.pdf
14. Yunniartie, Ersa .2017. Penggunaan Media Roda Pintar Untuk Meningkatkan Hasil Belajar Matematika Materi Keliling dan Luas Segitiga Kelas IV SDN 1 Dasan Tereng Tahun Ajaran 2017/2018 http://eprints.unram.ac.id/10509/1/ERSA%20YUNNIARTIEN.pdf diakases Oktober 2019