

THE EFFECT OF SPIN WHEEL APPLICATION ON TENTH-GRADE STUDENTS' DESCRIPTIVE TEXT WRITING SKILL AT SMAN 1 TANJUNGBUMI

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ABSTRACT

This study investigates the effect of the Spin Wheel application on the descriptive text writing skill of tenth-grade students at SMAN 1 Tanjungbumi. Writing descriptive text remains one of the most challenging skills for senior high school students, who often struggle to generate relevant topics, use appropriate vocabulary, and organize ideas coherently. The Spin Wheel application, a game-based digital learning tool that randomly displays topics, pictures, or keywords, was employed as an instructional medium to stimulate students' ideas and increase their engagement in writing class. This research used a quantitative pre-experimental method with a one-group pretest-posttest design, involving 30 tenth-grade students from class X-1 as the research sample selected through cluster sampling. Data were collected through a written essay test administered before and after treatment, then analyzed using a normality test and a paired sample t-test with the assistance of IBM SPSS version 25. The results showed that the students' mean score increased from 54.80 in the pretest to 85.57 in the posttest. The paired sample t-test produced a significance value of 0.000 ($p < 0.05$), indicating that the alternative hypothesis (H_1) was accepted. These findings confirm that the Spin Wheel application has a significant positive effect on students' descriptive text writing ability, particularly in the aspects of vocabulary and grammar. This study suggests that English teachers can utilize the Spin Wheel application as an interactive and motivating medium to support the teaching of descriptive text writing.

Keywords: *Spin Wheel Application; Descriptive Text; Writing Skill; Pre-Experimental Research*

ABSTRAK

Penelitian ini bertujuan mengkaji pengaruh aplikasi Spin Wheel terhadap kemampuan menulis teks deskriptif siswa kelas X di SMAN 1 Tanjungbumi. Menulis teks deskriptif masih menjadi salah satu keterampilan yang paling sulit dikuasai siswa SMA, yang sering kesulitan menemukan topik yang relevan, menggunakan kosakata yang tepat, serta menyusun gagasan secara koheren. Aplikasi Spin Wheel, sebuah media pembelajaran digital berbasis permainan yang menampilkan topik, gambar, atau kata kunci secara acak, digunakan sebagai media pembelajaran untuk merangsang ide siswa dan meningkatkan keterlibatan mereka dalam

pembelajaran menulis. Penelitian ini menggunakan metode kuantitatif pre-eksperimen dengan desain one-group pretest-posttest, melibatkan 30 siswa kelas X-1 sebagai sampel penelitian yang dipilih melalui teknik cluster sampling. Data dikumpulkan melalui tes esai tertulis yang diberikan sebelum dan sesudah perlakuan, kemudian dianalisis menggunakan uji normalitas dan uji-t sampel berpasangan dengan bantuan IBM SPSS versi 25. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa meningkat dari 54,80 pada pretest menjadi 85,57 pada posttest. Uji-t sampel berpasangan menghasilkan nilai signifikansi sebesar 0,000 ($p < 0,05$), yang menunjukkan bahwa hipotesis alternatif (H_1) diterima. Temuan ini membuktikan bahwa aplikasi Spin Wheel memberikan pengaruh positif yang signifikan terhadap kemampuan menulis teks deskriptif siswa, khususnya pada aspek kosakata dan tata bahasa. Penelitian ini menyarankan agar guru bahasa Inggris dapat memanfaatkan aplikasi Spin Wheel sebagai media pembelajaran yang interaktif dan memotivasi untuk mendukung pengajaran menulis teks deskriptif.

Kata Kunci: Aplikasi Spin Wheel; Teks Deskriptif; Keterampilan Menulis; Penelitian Pre-Eksperimen

A. Introduction

Writing is one of the most demanding language skills for senior high school students to master, particularly when it comes to producing descriptive text. Many students experience difficulty in finding relevant topics, choosing appropriate vocabulary, and arranging their ideas into a logical and coherent paragraph. Writing skill itself can be defined as students' capacity to communicate ideas, facts, and experiences through written language while attending to vocabulary, grammar, content organization, and writing mechanics (Atasoy, 2021). Because writing requires both conceptual understanding

and the ability to organize thoughts systematically, it is considered one of the most crucial language competencies that must be developed gradually through structured instruction (Myhill et al., 2023).

At SMAN 1 Tanjungbumi, writing descriptive text has been identified as one of the most challenging tasks for tenth-grade students. Many students still use limited and repetitive vocabulary, which restricts their ability to express ideas accurately and vividly in their compositions. This limitation often results in writing that is monotonous and lacks descriptive detail. According to Lugina (2024), writing is a fundamental skill that must

be taught gradually, creatively, and contextually, and the success of this instruction largely depends on the strategies and media used by the teacher. Effect et al. (2023) further emphasize that writing skill involves students' ability to express thoughts, feelings, and opinions in English while attending to several essential components. The combination of monotonous teaching techniques and a lack of engaging instructional media frequently leads to low motivation and limited creativity among students when composing descriptive texts.

One alternative medium that has recently gained popularity in language classrooms is the Spin Wheel application, a digital game-based learning tool that displays randomized prompts, vocabulary items, pictures, or topics through a spinning wheel interface. According to Ulfa (2025), the use of spinning wheel games makes students more active, enthusiastic, and focused on the learning material. Gusdiana et al. (2020) describe Spin Wheel as a game-based learning tool shaped like a spinning wheel that contains several categories or components related to a specific text type. Several studies suggest that

digital gamification tools such as Spin Wheel can increase student engagement, stimulate creativity, and reduce anxiety during writing tasks, while the randomized nature of the prompts helps students generate ideas more quickly and makes the writing process more enjoyable.

Closely related to this idea-generation process is the brainwriting technique, a collaborative strategy in which students independently note down their ideas, share them with classmates, and build upon each other's contributions. Unlike conventional brainstorming, which relies on verbal interaction and may be dominated by more vocal students, brainwriting emphasizes silent and individual idea development, ensuring more balanced participation among all students. Apriliana et al. (2022) explain that this technique supports two essential stages of the creative process, namely divergence (generating many ideas) and convergence (selecting and refining ideas). Aidafani et al. (2024) add that this approach is particularly effective in fostering fluency, creativity, and elaboration in writing tasks. When applied in the writing classroom, brainwriting-related strategies help

enrich students' vocabulary use and strengthen their capacity to produce coherent descriptive compositions.

Vocabulary mastery itself plays a decisive role in determining the quality of students' descriptive writing. Tibertius et al. (2024) point out that a rich and contextual vocabulary significantly affects meaning accuracy, fluency of expression, and text coherence. Students who only rely on basic vocabulary tend to produce writing that is repetitive and unable to vividly describe the intended object, person, or place. The Spin Wheel application, with its slots filled with words, phrases, pictures, and numbers related to descriptive text, offers a practical solution to this problem. By spinning the wheel, students identify the topic, object, or prompt that needs to be developed into a descriptive paragraph. Setyaningrum et al. (2023) note that this medium was selected for its simple layout, ease of use, and capacity to create an enjoyable and dynamic learning atmosphere that increases students' motivation to articulate ideas, construct coherent sentences, and build well-organized paragraphs.

Several previous studies have examined the use of Spin Wheel and

related game-based strategies in language learning. Rachmaida and Mutiarani (2022) found that spinning wheel games could help students generate procedural texts, while other research has applied brainwriting-related techniques to narrative and explanatory writing. Most of these studies reported positive outcomes regarding student engagement, idea generation, and overall writing quality. Ulfa (2025) specifically applied the Spinning Wheel Game to improve students' oral communication skills, including fluency, pronunciation, and self-confidence in speaking English. However, these earlier studies mostly focused on different student levels, different text types, or different skill areas such as speaking and procedural writing. There remains limited research that specifically investigates how the Spin Wheel application affects senior high school students' descriptive text writing ability, particularly within the context of SMAN 1 Tanjungbumi. This gap forms the basis and motivation for the present study.

Based on this background, the present study aims to investigate the effect of the Spin Wheel application on the descriptive text writing skill of tenth-

grade students at SMAN 1 Tanjungbumi. The problem formulated in this research is whether the Spin Wheel application significantly affects students' capacity to write descriptive texts. Accordingly, the objective of this study is to ascertain whether the Spin Wheel application has a significant effect on the descriptive text writing ability of SMAN 1 Tanjungbumi students. This study is expected to contribute both theoretically and practically to English language instruction, especially in the teaching of writing skills. Theoretically, it offers empirical evidence regarding the effectiveness of the Spin Wheel application as a teaching tool, contributing to the existing body of knowledge on writing instruction, particularly descriptive prose. Practically, this study introduces English teachers to an interesting and interactive teaching method that can make the classroom more participatory, while also serving as a reference for future researchers interested in game-based learning media and writing skill instruction.

B. Method

This study employed a quantitative pre-experimental method

using a one-group pretest-posttest design to objectively examine the effect of the Spin Wheel application on students' descriptive text writing skill. In this design, there is no control group; a single group of students received the treatment and was measured both before and after the intervention. Students first completed a pretest to determine their initial writing ability prior to treatment. They were then introduced to the Spin Wheel application as part of the writing instruction, after which they completed a posttest to determine whether their writing ability had improved. This design can be summarized as O1-X-O2, where O1 represents the pretest score, X represents the treatment using the Spin Wheel application, and O2 represents the posttest score. A paired sample t-test was subsequently used to determine whether there was a statistically significant difference between the pretest and posttest scores, thereby supporting the research hypothesis with quantifiable and systematic results (Tumanggor, 2023).

The population of this study consisted of tenth-grade students at SMAN 1 Tanjungbumi in the 2025-2026 academic year, comprising two classes

(X-1 and X-2) with a total of 68 students. Using a cluster sampling technique, the researcher selected class X-1, consisting of 30 students, as the research sample. Cluster sampling was chosen because it allows the learning method and media to be applied uniformly to an entire intact class, making the implementation more practical and the results easier to analyze. This study involved two main variables: the Spin Wheel application as the independent variable, and students' descriptive text writing ability as the dependent variable.

The research instrument used to collect data was a written essay test administered as both a pretest and a posttest, in which students were asked to describe their feelings in a single paragraph. This test was designed to assess five aspects of writing: vocabulary, grammar, organization, content, and mechanics. The validity of the instrument was examined using the Pearson correlation technique with the assistance of SPSS 23.0, comparing the calculated *r*-value with the *r*-table value at a significance level of 0.05; an item was considered valid if *r*-count exceeded *r*-table. The reliability of the instrument was tested using the

Cronbach Alpha technique, with a coefficient above 0.70 considered to indicate adequate reliability for use in this research.

Data collection was carried out in three stages. First, students completed a pretest without using the Spin Wheel application to establish their baseline writing ability. Second, treatment was administered through two meetings in which the teacher introduced the Spin Wheel concept, demonstrated how to use the spinning feature to select descriptive topics, and guided students through the stages of prewriting, drafting, revising, final checking, and publication. During this treatment, students used the Spin Wheel to generate keywords related to emotional expressions, which served as the foundation for their descriptive paragraphs, and received feedback from both peers and the teacher throughout the process. Third, students completed a posttest using the same essay prompt as the pretest, allowing the researcher to directly compare their writing ability before and after the treatment.

The collected data were analyzed using both descriptive and inferential statistical techniques with the

assistance of IBM SPSS version 25. Descriptive analysis was used to characterize the pretest and posttest scores through measures such as the mean, median, standard deviation, minimum, and maximum values. Inferential analysis began with a normality test using the One-Sample Kolmogorov-Smirnov test, where data were considered normally distributed if the significance value exceeded 0.05. Once normality was confirmed, a paired sample t-test was conducted to examine whether the difference between the pretest and posttest scores was statistically significant. The hypotheses tested in this study were formulated as follows: H0, which states that there is no significant effect of using the Spin Wheel application on the writing ability of tenth-grade students at SMAN 1 Tanjungbumi, and H1, which states that there is a significant effect of using the Spin Wheel application on the writing ability of tenth-grade students at SMAN 1 Tanjungbumi. H1 was accepted if the significance value (2-tailed) was less than 0.05.

C. Result and Discussion

The Result of Pretest, Treatment, and Posttest Scores

The pretest and posttest results focused on students' descriptive text writing ability across four aspects: vocabulary, grammar, organization, and mechanics. These two tests were administered to compare students' writing performance before and after the Spin Wheel treatment was applied.

Pretest

The pretest was administered to 30 students and assessed across the four aspects mentioned above. The results indicated that students' vocabulary knowledge was particularly limited, while their performance in the other aspects was also still inadequate. On average, students obtained 20% in vocabulary, 15% in grammar, 20% in organization, and 25% in mechanics. Grammar emerged as the lowest-performing aspect, indicating that students struggled significantly with sentence structure and grammatical accuracy, while mechanics was the comparatively highest-performing aspect, although it still remained insufficient overall. The students' average pretest score was 54.80, reflecting their limited word awareness

and confidence in expressing ideas through descriptive writing prior to treatment.

Treatment

Treatment was administered across two meetings, during which the teacher introduced the Spin Wheel concept, prepared vocabulary-based exercises, and explained how to use the spin feature to select descriptive topics. Students wrote their names on their papers before spinning the wheel to randomly determine their writing topic. After a topic was selected, students used the Spin Wheel to generate ideas before composing a descriptive essay that emphasized grammar and vocabulary accuracy. Following the writing activity, the teacher reinforced students' vocabulary understanding through word-ordering exercises, word-guessing games, and class discussions aimed at correcting common errors. Students were also guided to identify grammatical elements that required improvement and were given the opportunity to use the Spin Wheel again for additional practice.

Posttest

The posttest results showed a mean score of 85.57, derived from the

cumulative assessment of vocabulary, grammar, organization, and mechanics, each contributing 25% to the overall score. Vocabulary obtained the highest average score (88.00), followed by grammar (87.00), organization (84.00), and mechanics (82.84). This total average represented an improvement of approximately 30.77 points compared to the pretest score of 54.80, demonstrating the effectiveness of the Spin Wheel application in enhancing students' descriptive text writing ability. Grammar emerged as one of the most notably improved aspects, a meaningful result considering that many students had previously struggled with correct tense usage and sentence structure. This improvement can be attributed to the spinning mechanism itself, which encouraged students to spontaneously construct grammatically correct descriptive sentences based on the topics displayed, providing repeated and contextual practice in applying the Simple Present Tense that dominates descriptive text writing. Through consistent engagement with the topic-spinning and word-matching activities, students gradually internalized correct sentence construction patterns, resulting in more accurate tense usage

and more varied sentence structures in their final compositions.

Improvement was particularly evident in two aspects. In vocabulary, activities such as topic spinning and word matching helped students expand their vocabulary related to describing people, places, and objects. In grammar, students demonstrated improved use of tenses and more appropriate sentence structures in their descriptive texts after engaging with the Spin Wheel application. However, this improvement was not entirely uniform across all students; those who were more actively engaged during the Spin Wheel sessions tended to show more substantial gains, while less active students experienced more moderate improvement. This suggests that active participation during the learning process plays an important role in

determining the extent of students' progress. Qualitative feedback further supported these findings, as several students reported that the Spin Wheel application made writing activities more enjoyable and engaging, helping them remember vocabulary and construct sentences more easily because the interactive, game-based format reduced the stress typically associated with writing tasks. Overall, the total posttest score across all students was 2,567, compared to a total pretest score of 1,601, confirming a clear improvement following treatment.

Normality Test

Before conducting the hypothesis test, the pretest and posttest data were examined using the One-Sample Kolmogorov-Smirnov normality test, as presented in Table 1.

Table 1. One-Sample Kolmogorov-Smirnov Test

Statistic	Unstandardized Residual
N	30
Mean	0.0000000
Std. Deviation	6.22049634
Absolute Difference	0.128
Positive Difference	0.128
Negative Difference	-0.095
Kolmogorov-Smirnov Z	0.700
Asymp. Sig. (2-tailed)	0.711

Based on Table 1, the normality test using One-Sample Kolmogorov-Smirnov obtained an Asymp. Sig. (2-tailed) value of 0.711, which is greater than 0.05. This indicates that the data from students' pretest and posttest scores are normally distributed, allowing the analysis to proceed to a parametric hypothesis test.

Paired Sample T-Test

Since the data were confirmed to be normally distributed, a paired sample t-test was conducted to examine whether there was a significant difference between students' pretest and posttest scores. The descriptive statistics for both tests are presented in Table 2.

Table 2. Paired Samples Statistics

Test	Mean	N	Std. Deviation	Std. Error Mean
Pretest	54.80	30	11.397	2.081
Posttest	85.57	30	6.246	1.140

Table 2 shows that the mean score increased from 54.80 in the pretest to 85.57 in the posttest, indicating a clear difference between students' writing

ability before and after treatment. The correlation between the two sets of scores is presented in Table 3.

Table 3. Paired Samples Correlations

Pair	N	Correlation	Sig.
Pretest & Posttest	30	0.090	0.635

Table 4. Paired Samples Test

Mean Difference	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
-30.767	12.492	2.281	-13.490	29	0.000

As shown in Table 4, the paired samples test produced a Sig. (2-tailed) value of 0.000, which is smaller than 0.05. This result indicates that H1 (the alternative hypothesis) is accepted, meaning that there is a statistically significant effect of using the Spin Wheel application on the descriptive

text writing ability of class X-1 students at SMAN 1 Tanjungbumi.

Discussion

The results of the data analysis using a quantitative pre-experimental method with a one-group pretest-posttest design confirm that the Spin Wheel

application had a positive impact on the writing skill of grade X-1 students at SMAN 1 Tanjungbumi. Two aspects in particular illustrate how this medium contributed to students' improvement: vocabulary and grammar.

Vocabulary (Matching)

In the vocabulary aspect, students were directly involved in matching and spinning activities in which they connected words to appropriate descriptive contexts. This process required students to actively read, guess, and revise their word choices, which stimulated critical thinking and sharpened their language sensitivity. For instance, when students matched adjectives such as "beautiful," "tall," or "spacious" to specific descriptions of a place or person, they not only memorized the meaning of the word but also understood how it functioned within a sentence's context. As a result, the average vocabulary score increased from 9.2 in the pretest to 12.8 in the posttest, indicating that the Spin Wheel strategy successfully enriched and strengthened students' vocabulary mastery. This finding differs from approaches that rely on direct memorization of word meanings without contextual depth, which tend to leave

students passive and less critically engaged in the vocabulary-learning process. By contrast, the contextual and interactive nature of the Spin Wheel activity engaged students in meaningful vocabulary practice, producing a measurable improvement that passive memorization alone could not achieve.

Grammar (Understanding)

Improvements in grammar were closely linked to students' growing understanding of sentence structure as they engaged in the Spin Wheel activities. When students matched words to the correct descriptive context, they simultaneously learned how sentence structures are properly formed, considering not only word choice but also grammatical appropriateness, such as correct subject-verb-object order and the use of Simple Present Tense in descriptive writing. This activity required students to comprehend the function of words within a sentence more thoroughly. Consequently, the average grammar score rose from 8.5 to 11.9 in the posttest, reflecting a clear improvement in students' understanding of language structure.

Overall, the Spin Wheel application proved effective in improving students'

writing skill both before and after its implementation. This finding is consistent with the view that interactive vocabulary-based activities can increase students' motivation to learn and support their language acquisition. The turn-based nature of the Spin Wheel activity also allowed students to focus individually and gradually understand the material without excessive pressure. Taken together, these findings demonstrate that the Spin Wheel strategy was effective not only in strengthening vocabulary mastery but also in positively influencing grammar comprehension and students' ability to organize ideas logically within descriptive text. This confirms that the application of Spin Wheel in English language learning can serve as an innovative strategy with a significant and measurable impact on students' writing skills.

D. Conclusion

This study set out to determine whether the Spin Wheel application has a significant effect on the descriptive text writing skill of tenth-grade students at SMAN 1 Tanjungbumi. The findings demonstrate that students' writing ability improved substantially following treatment, with the average score

increasing from 54.80 in the pretest to 85.57 in the posttest. The paired sample t-test yielded a significance value of 0.000, which is below the 0.05 threshold, confirming that the alternative hypothesis (H1) is accepted and that the Spin Wheel application has a statistically significant effect on students' writing ability. The most notable improvements were observed in the vocabulary and grammar aspects, where the interactive, game-based nature of the Spin Wheel encouraged students to engage more actively with word choice, sentence structure, and contextual meaning. These results suggest that the Spin Wheel application can serve as an effective and motivating instructional medium for teaching descriptive text writing, offering English teachers a practical alternative to conventional, less engaging methods. For future research, it is recommended that this medium be examined across different grade levels, text types, or in combination with a control group to further strengthen the evidence regarding its effectiveness.

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