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The Effect of Using Spinning Wheel Media on Students' Vocabulary Mastery

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Abstract

Learning media play an essential role in helping students and teachers achieve educational goals. The use of engaging media can enhance the teaching and learning process. In this context, a spinning wheel was used as a tool to introduce and reinforce vocabulary in elementary school, creating a more interactive learning environment. The study aimed to investigate whether Spinning Wheel Media affected students' vocabulary mastery, specifically among third-grade students at SDN 64 Sungai Raya. This research is a descriptive-quantitative study that employed a pre-experimental design with a one-group pre-test and post-test. Data were collected through a pre-test, treatment session, and post-test. The sample comprised 22 students from Class III A at SDN 64 Sungai Raya. Furthermore, the findings of this research indicated a significant improvement in students' vocabulary mastery after the treatment. The post-test mean score was 90.2, compared to the pre-test mean score of 39.1. The t-test value was 13.19, and the effect size was 2.8, showing a strong effect. The hypothesis (Ha) was accepted, confirming that Spinning Wheel Media effectively enhanced students' vocabulary, especially in learning the names of the days of the week.

Keywords: Pre-experimental Research; Spinning Wheel Media; Vocabulary Mastery.

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1. INTRODUCTION

In the 21st century, media emerged as a vital tool in education, particularly in teaching English to young learners. Various forms of media, such as television, digital platforms, and interactive software, significantly enhanced the learning process by engaging students and improving their language skills. Since English has become an international language across every aspect of people's lives worldwide, science, news, philosophy, academia, and many other fields are mostly written in English. This leads to the conclusion that English understanding plays an important role and becomes part of people's daily lives (Daristin & Fajarina, 2022). Introducing English through simple vocabulary offers numerous benefits. Children who learn a foreign language acquire academic advantages, enhanced social adaptability, improved cognitive abilities, and stronger language skills. Early instruction in English vocabulary is essential to enable children to develop accurate and fluent proficiency in the language later in life (Utami et al., 2024). At the elementary level, teaching vocabulary is often given priority because it provides the foundation for developing other language skills such as listening, speaking, reading, and writing. A strong vocabulary is important not only for understanding but also for helping students communicate effectively in English (Umami, 2024). At SD Negeri 64 Sungai Raya, English was made compulsory for all students and integrated into

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the curriculum as a vital subject. The school introduced English classes once a week to familiarize students with the language at an early age, thereby preparing them for future opportunities as English gained prominence globally.

Because people see how important it is to learn English in today's digital world, many programs now encourage children to start learning it early. This means English will likely be taught in preschools, primary schools, and high schools. However, this can be difficult since teaching English as a foreign language to young children has its own challenges (Harahap & Kembaren, 2023). Vocabulary acquisition, particularly in the early stages, played a pivotal role in language learning. Saputra (2017) observed that the primary aim of teaching vocabulary was to foster students' interest in words, which included helping them "read" images and think critically. Teachers had a significant influence on enhancing students' vocabulary, as even everyday conversations contributed to their learning (Hamer & Rohimajaya, 2018). In this research, vocabulary mastery focused on recalling and understanding the days of the week in English and translating them into Bahasa Indonesia. By mastering these basic terms, students could accurately list and translate the days of the week, a fundamental step in language acquisition. Though seemingly simple, this skill laid the groundwork for basic communication and served as a stepping stone to more advanced language proficiency.

Vocabulary was defined as the collection of words necessary for effective communication, both in speaking and listening. Alqahtani (2015) explained that vocabulary encompasses the total number of words known, and new vocabulary might consist of more than one word. Mediha and Enisa (2014) emphasized that vocabulary knowledge is among the most critical components for language learners. Vocabulary knowledge means not only knowing the definition of a word but also understanding how it is used in the world. Vocabulary comprehension develops and deepens throughout a person's life, and it can never be completely mastered. For students, learning, understanding, and using new words is an essential part of language acquisition (Wijaya, 2024). They suggested that while grammar is essential, a limited vocabulary restricts communication, whereas a vast vocabulary enables more expressive communication, even with imperfect grammar. Tosun (2015) further argued that vocabulary is the most crucial element of language knowledge, noting that without sufficient vocabulary, even strong grammar skills may not ensure successful communication. Tosun stressed that a lack of vocabulary knowledge could impede effective language use, regardless of one's grammatical competence.

Many different factors influence learning. These include the child's learning style, the teacher's teaching methods, the educational materials used, and the attitudes of both teachers and parents toward English. Other factors, such as having someone in the child's environment who speaks English, the development of the child's first language, and the child's learning outcomes in relation to their socio-economic background, can also vary (Surya & Mufidah, 2023). English teachers often relied on supplementary tools to help students better grasp their concepts. Tools such as pictures and videos not only improved students' comprehension but also enhanced their memory and cognitive abilities. Learning media encompassed a range of resources, from interactive videos and multimedia to computer-based tools and visual aids. Educational games also proved effective, combining learning strategies with game-based environments to boost students' attitudes and skills. Using visual materials like pictures, videos, or illustrations can make the classroom more fun and interesting, which teachers sometimes forget. A colorful and enjoyable learning environment can help students feel more motivated and take part in lessons more actively (Nasution et al., 2025). In this study, visual media were used to help students acquire new English vocabulary.

Teaching extends beyond the mere transmission of information; it encompasses inspiring, supporting, and managing both the classroom environment and the overall learning process. Some scholars have suggested that starting English as a foreign language before the age of 15 can result in more proficient English speakers (Indrasari et al., 2018). Teaching younger learners presents unique challenges compared to teaching adults, as younger students often struggle to comprehend material solely through verbal explanations. Several key characteristics of young learners include their short attention span, high energy levels, and preference for imaginative and physical activities. Educators needed to diversify their teaching strategies to keep students engaged, often incorporating handwriting exercises, songs, and games into their lessons. Moreover, it was essential for teachers to avoid showing preference to students with prior English exposure while using visual aids and hands-on activities to introduce new

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concepts.

Teaching young learners also required an understanding of their distinct learning styles, as they tended to grasp language more effectively when it was associated with real-world objects or visual stimuli. The use of images plays an important role in this context. Generally, it involves comparing and contrasting pictures, identifying their similarities and differences, and exploring possible relationships between them, such as story sequences, while describing their key features. It is expected that individuals will be able to interpret or describe these images similarly (Agazzi, 2022). Physical activity and interactive learning experiences further enhanced their ability to process and retain information. As a result, educators needed to employ tailored strategies that catered to these learning preferences. Early childhood is a crucial stage that happens only once in a person's life, so teachers need to create the most effective and appropriate learning experiences for children as they grow. During this important period, children should receive proper stimulation to support their overall development, especially in building their language skills (Novela & Muryanti, 2023). Young learners were prone to boredom but exhibited imaginative learning tendencies, engaging through visual, auditory, and kinesthetic methods. Similarly, Putri and Listyani (2020) argued that young learners found it easier to learn when they could see, hear, touch, and directly interact with the material.

The spinning wheel game served as a teaching tool to make learning more interactive and enjoyable. The game consisted of a rotating wheel divided into sections, each containing questions related to the school curriculum. This encouraged student participation and increased enjoyment during classroom activities. Hasan et al. (2021) stated the spinning wheel was highly adaptable, allowing it to be used with a variety of learning materials and instructional methods, making it a valuable resource in improving the overall learning experience. Rachmaida and Mutiarani (2022) demonstrated that spinning wheel activities were particularly effective in teaching English writing, as they helped students develop critical thinking skills while engagingly crafting procedural texts. The visual and interactive nature of the spinning wheel captured students' attention, alleviated the pressure often associated with traditional vocabulary instruction, and fostered active learning through multi-sensory experiences.

The spinning wheel was defined as an object that could rotate and change direction, as described by Simbolon (2019). Rina and Sukanti (2016) further elaborated on its use as an instructional tool, explaining that the wheel was an illustrated circle that spun on its axis until it stopped at a specific image. Essentially, the spinning wheel was a circular object that could move, used in the classroom to engage students. This interactive medium employed a range of visual elements and objects to captivate students' attention and enhance learning. The "smart wheel" game featured a pointer and images, and students would spin the wheel to move the pointer towards different sections. Often, this tool incorporated bright colors and music to stimulate further children's interest in learning and speaking. The spinning wheel game divided the circle into numbered segments, each requiring students to answer a question, thereby promoting active participation in the learning process.

Huda (2020) identified several benefits of using the spinning wheel in English language instruction. Firstly, it actively engaged students in learning, which improved their retention of new information. Secondly, it fostered collaboration among students. Lastly, it motivated students to practice by answering questions, increasing their interest, and improving learning outcomes. The game-show-like format of the spinning wheel also generated excitement, making the learning experience more enjoyable for students.

This study aimed to address two primary research questions. First, it sought to determine whether the use of the spinning wheel media impacted third-grade students' vocabulary mastery at SDN 64 Sungai Raya. Second, it aimed to quantify the effect size of this media on students' vocabulary acquisition. The research objectives aligned with these questions, focusing on evaluating the effectiveness of the spinning wheel in enhancing students' knowledge of the days of the week. The study was conducted with one third-grade class at SDN 64 Sungai Raya during the 2023/2024 academic year.

The significance of this study extends to educators and future researchers alike. For teachers, the study aimed to provide strategies to address students' vocabulary challenges, thereby enhancing their performance in language learning activities. For future researchers, the findings provided a reference point for investigating

the use of spinning-wheel media to improve vocabulary mastery in similar contexts. The research focused on students' mastery of the days of the week in both English and Indonesian, with particular emphasis on spelling and pronunciation. Although previous studies (Saputri, 2020; Sartika et al., 2019) explored the use of Spinning Wheel media, both focused on narrative skills—specifically narrative essay writing and narrative speaking. These studies involved upper-level students (fourth graders and senior high school students), and their materials focused on narrative texts rather than vocabulary mastery. None of the prior research examined the effectiveness of Spinning Wheel media in improving vocabulary mastery at the elementary school level, especially for younger learners such as third-grade students.

The novelty and gap of this study lie in its specific focus on using Spinning Wheel media to enhance students' vocabulary mastery, rather than on developing narrative skills, as explored in previous research. Additionally, this study applies the method to third-grade elementary students, a younger group that has not been examined in earlier studies. The study also focuses on fundamental vocabulary, particularly the names of the days of the week, rather than more complex language structures such as narrative writing or speaking. Therefore, this research provides new insights into the effectiveness of Spinning Wheel media in supporting vocabulary learning among early-grade elementary students. This area has not been previously addressed in earlier research.

2. RESEARCH METHOD

In this study, a descriptive, quantitative research method was employed, focusing on collecting numerical data and analyzing it statistically. The descriptive aspect of this method was used to present and summarize the data, providing a clear picture of students' vocabulary mastery before and after using Spinning Wheel media. A pre-experimental design, specifically a one-group pretest and posttest approach, was also used in this research. This design involved a single group of students who took a pre-test (O1), received the intervention (X), and then completed a post-test (O2) (Hamsir, 2017). The study utilized quantitative methods within this framework. According to Ridwan (as cited in Hamsir, 2017), experimental research aimed to observe the effects of one variable on another under controlled conditions, focusing on the interaction between variables. In this instance, the study sought to evaluate the impact of spinning-wheel media on vocabulary mastery using a pre-experimental design.

Vocabulary mastery in this research was defined as students' ability to accurately understand and use the English names of the days of the week, along with their correct translations into *Bahasa Indonesia*. Mastery involved not only recognizing the days of the week in sequence from Sunday to Saturday but also ensuring proper spelling and pronunciation of each day in English. Furthermore, students were expected to know the exact Indonesian equivalents, such as "Sunday" corresponding to "*Minggu*" and "Monday" to "*Senin*." The emphasis was on students' retention and effective application of these vocabulary terms in both languages.

The scope of this research was centred on using a spinning wheel as a pedagogical tool to teach vocabulary, particularly the names of the days of the week. The material was drawn from a textbook, and the instructional process was organized into several lesson plans. One third-grade class from SD Negeri 64 Sungai Raya during the 2023/2024 academic year was selected as the study's respondents. A hypothesis was framed: the null hypothesis (H0) posited that the use of Spinning Wheel Media did not affect students' vocabulary mastery. In contrast, the alternative hypothesis (Ha) suggested a positive effect.

The population for this study comprised third-grade students at SD Negeri 64 Sungai Raya in the 2023/2024 academic year, totalling 69 students across three classrooms. Convenience sampling, a non-probability sampling technique, was employed to select participants. The researcher focused on one third-grade classroom, III A, with 22 students. Convenience sampling was used because it allowed the researcher to select individuals based on accessibility and practicality, rather than through random or systematic methods.

The study involved two primary variables. The independent variable (X) was the use of spinning-wheel media, while the dependent variable (Y) was students' vocabulary mastery, as outlined by Arikunto (2006). The research instrument used was a test that assessed students' knowledge, skills, and memorization before and after the intervention. The pre-test measured their prior understanding of the vocabulary, and the post-test evaluated their

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improvement following the intervention. The test included fill-in-the-blank and matching questions, and the results were analyzed by comparing pre-test and post-test scores to assess the effectiveness of the spinning wheel media.

To improve the instrument, the researcher tested its validity, with a particular focus on content validity. In quantitative research, validity is crucial because the test serves as the primary tool for data collection, and invalid tests yield inaccurate data. Validity concerns the appropriateness, correctness, and usefulness of inferences drawn from the research (Fraenkel & Wallen, 2009). In this study, content validity was explicitly applied to the multiple-choice items, while the essay questions were self-constructed.

Content validity was emphasized to ensure that the test content accurately reflected the intended measurements (Fraenkel & Wallen, 2009). This process determined whether the test could effectively measure students' English achievement. To further verify validity, the instruments were reviewed and confirmed by an English teacher to ensure their suitability for the study.

Reliability was also a critical factor. A reliable instrument yields consistent results over time. Reliability refers to the consistency of test outcomes, and in this study, expert judgment from an English teacher was used to assess the instrument's reliability. Statistical formulas were used to analyze data and compare pre-test and post-test results, evaluating the impact of the spinning wheel on students' vocabulary mastery. Data analysis aimed to determine how the use of the Spinning Wheel affected students' vocabulary mastery. To analyze the test scores, the researcher employed statistical formulas to compare results before and after participants completed the test.

- The formula for calculating the student's individual scores is as follows:
  - Multiple choices
    $\text{Student}'\text{s Score} = \frac{R}{2} \times 10$
  - Essay
    $\text{Student}'\text{s Score} = \text{Right score} \times 10$
  - Final Score
    $\text{Multiple Choice}'\text{s Score} + \text{Essay}'\text{s Score}$

  Description:
  R: the right score

- The formula to calculate the mean:

$$\bar{X} = \frac{\sum X}{n}$$

Description:
$\bar{X}$ = mean
$\sum X$ = sum all the students' scores
n = the number of the students

- The formula to calculate t-test:

$$t_{test} = \frac{\bar{x} - \bar{y}}{\sqrt{\frac{S_x^2}{n_1} + \frac{S_y^2}{n_2} - 2r\left(\frac{S_x}{\sqrt{n_1}}\right)\left(\frac{S_y}{\sqrt{n_2}}\right)}}$$

Description:
X = mean on simple 1 distribution
Y = mean on sample 2 distribution
n_1 = the number of the individual sample
S_x^1 = variant value on sample 1 distribution
S_y^2 = standard deviation on sample 1 distribution
S_x = standard deviation on sample 1 distribution
S_y = standard deviation on sample 2 distribution

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- Formula to calculate the $SD_{spotted}$:

$$SD_{spotted} = \sqrt{\frac{(N_1-1)s_X^S+(N_1-1)s_Y^S}{N_1+N_2-2}}$$

Description:

t = t-test

n = number of students

After the data collection was completed, the researcher interpreted the results by comparing the t-test score with the t-table at a significance level of 0.05. If the t-test score exceeded the t-table value (t-test > t-table), the alternative hypothesis (Ha) was accepted, indicating that the use of the Spinning Wheel had a positive effect on the students. Conversely, if the t-test score was lower than the t-table value (t-test < t-table), it suggested that the Spinning Wheel was not effective for the students.

3. FINDINGS AND DISCUSSION

This chapter outlined the research findings. The researcher analyzed the results by calculating the mean scores of students' achievements from both the pre-test and post-test. Furthermore, the data were processed to show the mean scores for each test, the interval between these scores, the significance of the students' performance, the analysis of the treatment's effect size, and hypothesis testing using a t-test (which assessed the significance of the students' scores). The chapter concluded with a discussion of the research findings.

3.1. Findings

This section presents the research findings and discusses them in relation to the research questions. After implementing the Spinning Wheel method in teaching vocabulary, specifically focusing on the names of the days of the week, to third-grade students during the 2023/2024 academic year, the findings were as follows:

A. Students' Achievement in Pre-test

The pre-test, conducted on November 8, 2023, aimed to evaluate the students' achievement before the treatment. An analysis of each student's individual pre-test scores was also provided.

Table 1. The students' scores on the pre-test

No	Students' Code	Score Items		Total Score
		Multiple choices	Fill in the blanks	
1	AGA	4	2	40
2	AIA	4	3	50
3	AR	2	0	10
4	ARP	6	2	50
5	DA	5	0	25
6	DSP	3	3	45
7	FDI	4	5	70
8	KH	9	5	95
9	KU	0	1	10
10	MIK	1	0	5
11	MAF	5	0	25
12	MAF	2	0	10
13	MGAZ	2	3	40
14	MHM	4	0	20
15	NA	3	0	15
16	NAS	3	3	45
17	NIS	6	2	50
18	QAA	7	3	65
19	SA	6	1	40
20	SDO	7	5	85

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No	Students' Code	Score Items		Total Score
		Multiple choices	Fill in the blanks	
21	WFA	5	1	35
22	YNM	6	0	30
TOTAL SCORE				**860**
MEAN SCORE				**39.1**

Based on Table 1, one student obtained the highest score of 95, while the lowest was 5. The total score across all students was 860, yielding a mean score of 39.1. These figures suggest that students' initial vocabulary mastery varied considerably, with a significant gap between the highest and lowest performers. This variation indicates that, before the treatment, many students were still struggling with basic vocabulary, while only a few demonstrated stronger initial proficiency. Overall, the data reveal that the students' vocabulary mastery before the intervention was generally low.

B. Students' Achievement in Post-test

The post-test was held on November 20, 2023, to assess students' achievement after the treatment. It also provided the analysis of students' individual scores on post-tests.

Table 2. The students' scores on the post-test

NO	Students' Code	Score Items		Total Score
		Multiple choices	Fill in the blanks	
1	AGA	10	10	100
2	AIA	8	10	90
3	AR	7	5	60
4	AAP	10	10	100
5	DA	10	8	90
6	DSP	9	10	95
7	FDI	10	10	100
8	KH	10	10	100
9	KU	10	8	90
10	MIK	6	10	80
11	MAF	8	7	75
12	MAF (n)	6	6	60
13	MGAZ	9	10	95
14	MHM	9	10	95
15	NA	8	7	75
16	NAS	10	10	100
17	NIS	10	10	100
18	QAA	10	10	100
19	SA	10	10	100
20	SDO	10	10	100
21	WFA	9	8	85
22	YNM	9	10	95
TOTAL SCORE				**1985**
MEAN SCORE				**90.2**

In Table 2, the highest score was 100, and the lowest was 60. The total score was 1985, and the mean score was 90,2. These results indicated that, after the treatment, the students' vocabulary mastery had improved substantially, with all students achieving relatively high scores. The narrower gap between the highest and lowest scores also suggested a more consistent level of understanding across the class. Overall, the post-test data reflected a substantial positive impact of the Spinning Wheel media on students' vocabulary performance.

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C. The Level of Significance of Students' Scores

Table 3. The process of Computation of the Test Significance of the Interval Score of the Pre-test and Post-test

NO	STUDENTS' CODE	PRE-TEST (X1)	POST-TEST (X2)	Interval D (X2 - X1)	Interval D^2
1	AGA	40	100	60	3600
2	AIA	50	90	40	1600
3	AR	10	60	50	2500
4	ARP	50	100	50	2500
5	DA	25	90	65	4225
6	DSP	45	95	50	2500
7	FDI	70	100	30	900
8	KH	95	100	5	25
9	KU	10	90	80	6400
10	MIK	5	80	75	5625
11	MAF	25	75	50	2500
12	MAF	10	60	50	2500
13	MGAZ	40	95	55	3025
14	MHM	20	95	75	5625
15	NA	15	75	60	3600
16	NAS	45	100	50	2500
17	NIS	50	100	50	2500
18	QAA	65	100	35	1225
19	SA	40	100	60	3600
20	SDO	85	100	15	225
21	WFA	35	85	50	2500
22	YNM	30	95	65	4225
		$\sum X_1 = 860$	$\sum X_2 = 1985$	$\sum D = 1120$	$\sum D^2 = 63900$
		$M1 = 39.1$	$M2 = 90.2$	$MD = 50.9$	

Based on the analysis presented in Table 3, eight students demonstrated a significant difference between their pre-test and post-test scores, with score intervals of 60 points or more. For example, one student, identified as MIK (student code 10), scored five on the pre-test due to difficulties with word translation and several errors in comprehending the passage's meaning. However, after the introduction of Spinning Wheel Media, his performance improved significantly. His post-test score increased to 80, indicating he understood the questions and responded appropriately.

To determine whether there was a statistically significant difference between the mean pre-test and post-test scores, the researcher applied the t-test formula. The results of this calculation were as follows:

Table 4. Students' interval score

NO	STUDENTS' CODE	Interval D (X^2 - X^2)	MD	Xd (d – Md)	X^2d
1	AGA	60	50,9	9,1	82,8
2	AIA	40	50,9	-10,9	118,8
3	AR	50	50,9	-0,9	0,8
4	ARP	50	50,9	-0,9	0,8
5	DA	65	50,9	14,1	198,8
6	DSP	50	50,9	-0,9	0,8
7	FDI	30	50,9	-20,9	436,8
8	KH	5	50,9	-45,9	2106,8
9	KU	80	50,9	29,1	846,8
10	MIK	75	50,9	24,1	580,8

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NO	STUDENTS' CODE	Interval D (X^2 - X^2)	MD	Xd (d – Md)	X^2d
11	MAF	50	50,9	-0,9	0,8
12	MAF	50	50,9	-0,9	0,8
13	MGAZ	55	50,9	4,1	16,8
14	MHM	75	50,9	24,1	580,8
15	NA	60	50,9	9,1	82,8
16	NAS	50	50,9	-0,9	0,8
17	NIS	50	50,9	-0,9	0,8
18	QAA	35	50,9	-15,9	252,8
19	SA	60	50,9	9,1	82,8
20	SDO	15	50,9	-35,9	1288,8
21	WFA	50	50,9	-0,9	0,8
22	YNM	65	50,9	14,1	198,8
		$\sum d = 1120$			$\sum X^2 d = 6881.8$

$$t = \frac{MD}{\sqrt{\frac{\sum x^2 d}{N\ (N-1)}}} = \frac{50{,}9}{\sqrt{\frac{6881{,}8}{22\ (22-1)}}} = \frac{50{,}9}{\sqrt{\frac{6881{,}8}{462}}}$$

$$= \frac{50.9}{\sqrt{14.89}} = \frac{50.9}{3.89} = 13.19$$

$$\text{Effect size} = \frac{t}{\sqrt{n}} = \frac{13{,}19}{4.6} = 2.8 \text{ (strong effect)}$$

Based on Table 4, above, the result of the t-test was 13.19, which was higher than the t-table with df = 0.05, with degrees of freedom N-1 (22-1), that is 2.080 (13.19>2.080). It means that the alternative hypothesis (Ha) is accepted because teaching material about name days of the week by using Spinning Wheel Media significantly affects improving students' vocabulary mastery in the third-grade students of SDN 64 Sungai Raya.

3.2. Discussion

The study's findings indicated a notable improvement in students' vocabulary mastery following two sessions utilizing the Spinning Wheel technique. These sessions helped students grasp the sequence of days and translate relevant words. This was further supported by the effect size, which indicated a substantial impact, with the pre-test score of 10.19 exceeding the t-table value of 2.080 (10.19> 2.080). As a result, the alternative hypothesis (Ha) was confirmed, suggesting that teaching the days of the week using the Spinning Wheel method significantly enhanced vocabulary mastery among third-grade students at SDN 64 Sungai Raya during the 2023/2024 academic year.

The effectiveness of the Spinning Wheel was evidenced not only by statistical results but also through increased student engagement. The media design, which incorporated points, definitions, icons, and bright colors, made the learning process more enjoyable. Students became more involved, participating in peer collaboration and other interactive learning activities. The research spanned four meetings: a pre-test, two instructional sessions, and a post-test, with 22 students from class IIIA participating. These sessions were conducted between November 8th and November 22, 2023.

The instructional sessions aimed at improving students' understanding of the days of the week and daily routines. In the first session, held on November 15th, 2023, students were introduced to the Spinning Wheel, which helped them memorize the sequence of the days. In the second session, conducted on November 17, 2023, the inclusion of small photographs illustrating daily activities made the lesson more interactive. The post-test, administered on November 22, 2023, showed a significant increase in student scores: the total score rose from 860 on the pre-test to 1985 on the post-test, and the average score improved from 39.1 to 90.2. These results affirmed the Spinning Wheel's high effectiveness in teaching young learners the days of the week.

Based on the findings of this study, it can be concluded that the results both support and extend previous research. Similar to Saputri (2020) and Sartika et al. (2019), this study confirms that Spinning Wheel media can effectively enhance students' learning outcomes. However, unlike the previous studies that focused on narrative skills and involved older students, the present research demonstrates that Spinning Wheel media is also highly

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effective in improving vocabulary mastery among younger learners, specifically third-grade elementary students. Therefore, this study not only reinforces the positive role of Spinning Wheel media in language learning but also provides new evidence of its usefulness in developing basic vocabulary skills at the early elementary level.

Furthermore, the results highlight the broader pedagogical potential of Spinning Wheel media, showing that it can engage younger learners, support their retention of new words, and create a more interactive and motivating learning environment. This expanded application demonstrates that the media is adaptable across different grade levels, learning objectives, and language components. Therefore, this study not only supports the positive outcomes identified in previous research but also provides new evidence that strengthens the argument for incorporating Spinning Wheel media into early language instruction. By doing so, the study contributes meaningful insights to the existing literature and encourages further exploration of innovative media in elementary education.

In conclusion, the present study both corroborated and extended previous research on the use of Spinning Wheel media in language learning. Earlier studies demonstrated the effectiveness of this media primarily for teaching narrative skills to older students, such as fourth graders and senior high school learners. However, the current findings revealed that the same instructional tool was also highly effective in enhancing vocabulary mastery among lower-grade elementary students, specifically third graders. This indicates that Spinning Wheel media is not limited to the teaching of complex language skills but can also be successfully applied to the development of foundational vocabulary, such as the names of the days of the week.

4. CONCLUSION

The results of this study show that the use of Spinning Wheel media was effective in improving students' vocabulary mastery, especially in learning the names of the days of the week. Students became more active, more motivated, and more confident during the learning activities. They were able to remember the vocabulary better and showed clear improvement from the pre-test to the post-test. These results are in line with the findings stated in the abstract, which mention that Spinning Wheel media supports students' understanding and recall of vocabulary, as evidenced by a mean score improvement from 39.1 to 90.2. This research also supports previous studies that recognized the usefulness of Spinning Wheel media; however, it extends earlier findings by proving that this media can also work well for younger students and for basic vocabulary, not only for narrative skills as shown in earlier research.

Based on these findings, future researchers are encouraged to continue exploring the use of Spinning Wheel media in different learning situations. They may try applying this media to other vocabulary topics or to students from different grade levels to see whether the results will be similar or even better. Researchers could also combine the Spinning Wheel with other interactive learning tools to increase students' interest and participation. In addition, further studies could examine the long-term impact of using this media to determine how well students remember and use the vocabulary after a longer period of time. This will help provide a deeper understanding of how effective the Spinning Wheel media is in supporting vocabulary learning in the classroom.

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