

## ENHANCING SPEAKING SKILL THROUGH SPINNING WHEEL MEDIA OF STUDENTS MAJORING IN TRAVEL MANAGEMENT AT TRIATMA MULYA UNIVERSITY

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### Abstract

*Speaking skills, especially in presenting something like destinations, attractions and etc are critical for students to comprehend, particularly those majoring in travel management. Communication is deemed good when a tour guide can convey information or facts about a location or anything to guests in a clear and efficient manner. Several strategies are used to develop the speaking abilities of travel management students, one of them is by using a spinning wheel media which consists of several questions which are then answered by the students within a predetermined amount of time. This study investigated the efficacy of employing a spinning wheel media to improve the speaking abilities of students majoring in travel management and also to address the demand for practical and engaging speaking activities suited to the unique context of travel management students. A mixed-methods approach was used, with pre and posttest evaluations, observations, and students' feedback. Overall, the findings indicated that implementing creative and interactive speaking exercises, such as the spinning wheel media, can considerably improve speaking skills among travel management students which was demonstrated by an increase in students' pretest scores from 67.25% to 84.75% at the post test. Similarly, students claimed that they were more passionate about learning through this media since they were more pushed and challenged to be able to talk more about the topics they had learned. Further research is needed to determine the long-term impacts and potential applicability of this strategy in other educational settings.*

*Keywords: speaking, presentation, spinning wheel, travel management students*

### 1. Introduction

In the travel and tourism sector, there are several important components need to be considered such as tour operator, travel agencies, attractions and activities, food and beverage, travel services, infrastructure, and so on. Tour guides

play an important part in the travel service aspect by offering informative and interesting experiences and also insights for travellers. Therefore, as a tour guide has to comprehend speaking skills as a crucial competency which allows them to: (a) impart information by offering facts

and history about travel sites, (b) deliver instructions, answer questions, and address any issues that arise during the tour, (c) successfully connect with travellers from varied cultural backgrounds while respecting cultural variances and expectations; (d) engage and excite travellers by narrating stories and offering interactive presentations to ensure a good tour experience.

Travel management students of Triatma Mulya University is one of the majors that prepares its graduates to become qualified tour guides in their field. This major prepares graduates to provide excellent and memorable travel experiences by integrating theoretical knowledge with practical experience and placing a strong emphasis on communication skills. Therefore, speaking skill is one of the basic skills emphasized in this major, as it is in accordance with (Rao, 2019) assertion that speaking is the most crucial of the four language skills for effective communication in today's global environment. Speaking is an essential component of language (Purwaningsih, NK, Dewi, 2019) learning. It improves vocabulary,

grammar, pronunciation, fluency and coherence which contributes to total language ability.

According to (Reddy & English, 2016), the value of the English language stems from its international use. This suggests that, being an international language, English is crucial to acquire in this day especially for travel management students since it allows them to expand their knowledge and receive more information.

Unfortunately travel management students frequently confront a number of problems in honing their speaking abilities, which are essential for their future roles in the travel and tourism industry. According to a preliminary study, it was discovered that many students become frightened, anxious, or even doubt their own talents while speaking in front of groups, which can impede their ability to communicate successfully. Their lack of understanding of cultural and customs had an impact on communication as well.

Many students had a restricted vocabulary, which

hampered their capacity to express themselves clearly and precisely. Numerous students had difficulty generating complicated phrases might impede their capacity to deliver precise or nuanced information. Mispronouncing words also caused confusion and made it harder for listeners to understand their message. They also made frequent hesitation and lengthy pauses which made them looked hesitant or unprepared.

Moreover, boredom while in class also hindered students' ability to absorb information. Therefore, it required attention from the lecturer. Lecturer had to solve this challenge by creating an engaging, inventive, and appropriate learning method. One approach to accomplish this was by creating unique learning materials to increase student excitement and enthusiasm for learning.

According to (Sakat et al., 2012), using media in education can broaden students' intelligence, which is essential for skill acquisition. The phrase suggests that media has an impact on the learning process, making it easier for lecturers to give courses and students to absorb them.

It also motivates students to expand their knowledge. Therefore, in this study, spinning wheel was used as the media to help students overcome challenges when speaking.

The spinning wheel media consisted of several questions which were then answered by the students within a predetermined amount of time. As a result, this study aimed to delve deeper into the utilization of spinning wheels through testing and feedback provided to students.

Several prior studies had been undertaken on the utilization of spinning wheels. According to (Maya et al., 2022) on their research about "Bridging Students' Speaking Skill through Spinning Wheel Media at SMP Negeri 1 Bontomarannu" merely emphasized to the improvement of the pronunciation and vocabulary meanwhile in this study tried to improve more aspect like fluency, coherence, vocabulary, pronunciation and engagement.

(Azhari & Wachidah, 2016) on their study about the effect of picture and picture model with spinning wheel could help the students to improve their writing skill.

The differences with this study was this study focused to improve speaking skill with some topics in it about travel and tourism which were totally different with Azhari's study which just emphasized on using the picture to gain students' interest and ability in writing.

Therefore, this study aimed to understand the implementation of spinning wheel, determine the pretest and posttest results of adopting a spinning wheel to improve students' speaking abilities and also to understand students' perceptions of the use of this media.

## 2. METHOD

The researcher conducted observation in order to obtain useful information. Then, a one-group pre-test-post-test design employed and sampled one class. (Arief Furchan, 2005) conducted a pretest-posttest on the experimental group, measuring the dependent variable before treatment and again after treatment. The control class was not used in this process.

In a pre-test-post-test strategy, the group will receive a pre-test prior

to treatment. Following that, the researcher did a post-test. Pre-testing allows researchers to compare scores before and after therapy.

Next, interviews were used to obtain data. (V. Wiratna Sujarweni, 2014) defines interviews as gathering pre-prepared information using diverse ways.

The study involved 16 students majoring in travel management. The data acquired from each patient was unique to their specific situations, preventing generalization.

## 3. RESULTS AND DISCUSSIONS

### A. The Implementation of Spinning Wheel in Enhancing Students' Speaking Skill

The spinning wheel was an interesting speaking gamified tool (Maya et al., 2022) The spinning wheel media was intended to introduce students to a wide range of travel-related themes, and also broadening their knowledge and awareness of the travel business, preparing them for future employment as a tour guide.

Here's the detailed procedures conducted during applying this game in enhancing travel management students' speaking skill:

- a. the lecturer prepared a range of subjects related to the travel and tourism business. These may include: (i) specific travel destination, including its attractions, activities, and local culture. (ii) famous landmarks around the world and their significance to travellers, (iii) create and describe a travel itinerary for a couple days, including transportation, accommodation, and activities, (iv) share practical travel tips for different types of travellers, such as families, solo travellers, or budget travellers. (v) focusing on dos and don'ts for travellers, (vi) travel Insurance and different types of coverage available to travellers, (vii) local cuisine of a specific destination, including popular dishes and dining etiquette.
- b. Create a digital version of the wheel using online tools and apps (such as: word wall)
- c. Explain the aim of the spinning wheel and establish clear guidelines and objectives for each session.
- d. Students spin the wheel and must talk for a set length of time on the topic that the wheel lands on.
- e. Preparation Time: Allow the student a limited period (e.g., 2-3 minutes) to gather their thoughts and prepare.
- f. Presentation: The student talked for a set amount of time on the chosen topic.



Picture 1. Spinning Wheel Media

## B. The Pretest and Post test Results of Adopting Spinning Wheel

During the pretest, students got speaking exam before they participated in the spinning wheel activity. Fluency, coherence, vocabulary, pronunciation, and engagement had been evaluated during the exam. Post test was

conducted by implementing spinning wheel using the same or a similar speaking test to assess any progress in the same areas.

**(i) The Mean Score of Pretest and Posttest**

$$\bar{X}_{pre} = (60+65+70+55+68+75+62+66+71+64+70+72+68+71+69+70) : 16 = 67.25\%$$

$$\bar{X}_{post} = (75+85+88+70+79+90+83+84+89+83+88+89+85+71+69+70) : 16 = 84.75\%$$

The mean score of pretest and posttest showed the increase of speaking ability of travel management students using spinning wheel.

**(ii) The Percentage Improvement Result Based on Each Criteria**

Criteria	Pretest Average Score	Posttest Average Score	Improvement (%)
Fluency	68	85	25%
Coherence	61	76	24.59%
Vocabulary	65	80	23.07%
Pronunciation	63	81	28.57%
Engagement	60	75	25%
<b>Overall</b>	<b>63.4</b>	<b>79.4</b>	<b>30.45%</b>

The result above was obtained through this formula:

$$\text{Percentage Improvement} = \frac{(\text{Post-Test Score} - \text{Pretest Score}) \times 100}{\text{Pretest Score}}$$

The interpretation of the above result is as follows:

- The average score of fluency increased by 25%, demonstrating that regular usage of the spinning wheel helped students talk more smoothly and with fewer pauses.
- In coherence aspect, the random topic selection in spinning wheel media required students to think quickly and formulate their comments clearly. A 24.59% rise indicated that students improved their ability to organize and deliver their ideas logically.
- A 23.07% increase in exposure to a variety of themes increased their vocabulary and encouraged the usage of various words and phrases.
- Students focused on perfect pronunciation through repeated speaking practice and timely feedback, as evidenced by the 28.57% increase in the pronunciation aspect.
- A remarkable 25% increase in engagement suggests that the spinning wheel's dynamic and interactive nature made

presentations more appealing and engaging.

### **C. The Students' Perception of the Use of Spinning Wheel**

According to (Robbins, S. P., & Judge, 2017), perception is the process by which we organize and interpret sensory inputs to give meaning to our surroundings. Students' perception is the cognitive process by which students process information about a real item by viewing it with their sensory systems in order to interpret and arrange the information that they receive.

To assess students' perception of utilizing the spinning wheel as a tool to improve speaking skills, it was important to examine their feedback on various components of the exercise through interview. Based on the interview conducted, the finding showed that students found the spinning wheel was entertaining and interesting, which adds to the learning experience. The spinning wheel's gamified aspect kept students engaged and driven. They loved how participatory, engaging, and practical

the exercise was, making learning more pleasurable and successful.

The randomization of the themes like specific travel destination, famous landmark, travel itinerary, travel tips, dos and don'ts for travellers and also local cuisine provided interest and variation to the practice sessions, minimizing boredom and keeping students engaged. Exposure to a wide range of topics helped students develop their vocabulary and knowledge base, both of which were required for efficient communication in the travel management program.

Students also learned to organize and articulate their thoughts more clearly through frequent speaking practice, which improved their coherence and fluency.

Unfortunately, some students may find the unpredictability of the topics unsettling, especially if they felt unprepared or lack understanding about specific subjects. While some discomfort may develop initially, it may be alleviated with clear instructions, encouraging feedback, and careful management.

#### 4. CLOSING

The use of spinning wheel media in speaking practice for travel management students had proven to be a successful approach for improving speaking abilities. The gamified method boosts engagement, motivation, and confidence while simultaneously boosting fluency, coherence, pronunciation, and cultural understanding. The positive outcomes, which include higher confidence, improved speaking abilities, and better preparedness for real-world settings, demonstrate the spinning wheel's effectiveness as an instructional tool in travel management programs. The data also revealed an improvement in speaking abilities among travel management students, as evidenced by an increase in pretest scores from 67.25% to 84.75% at the post-test. It is proposed that more research be done to assess the long-term effects and potential applicability of this method in other educational contexts.

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