# ENGAGING SECONDARY SCHOOL LEARNERS IN A VOCABULARY COURSE THROUGH A SPINNING WHEEL GAME

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**Abstract:** Vocabulary is essential for students learning English since they can comprehend texts in English more easily once their vocabulary improves. Some teachers in schools continue to use conventional approaches to learning vocabulary, such as distributing textbooks and providing no multimedia resources in the learning environment. These conventional situations bring boredom and a lack of enthusiasm to learners. This study explores the use of spinning wheel media in vocabulary classrooms in one of Jember's private junior high schools. The current study used a qualitative approach, with data gathered through observation, interviews, and document review. The results demonstrated that the spinning wheel media could be used in vocabulary classrooms since it can engage learners, boost their enthusiasm, and improve their vocabulary. Furthermore, the teacher's notes and evaluation showed that this game fosters an engaging and interactive classroom environment.

**Keywords:** game, secondary school learners, spinning wheel game, vocabulary

## INTRODUCTION

The issue of vocabulary mastery for EFL students has emerged as a challenge in recent decades. Students' difficulties include difficulties remembering new vocabulary so that they face obstacles when trying to encode the vocabulary into their long-term memory, the ability to communicate in conveying messages with limited vocabulary and

grammar rules, and students being unmotivated and less engaged in conventional classroom activities (Elmahdi & Hezam, 2020). Game-based learning can be a solution to overcome students' boredom and increase their active participation in class activities (Baimbetova, 2020; Singh & Ghazal, 2016).

Furthermore, Thornbury asserted that vocabulary acquisition is critical, just as expressing a story in English is more manageable if someone has a basic understanding of grammar. Vocabulary constitutes the substance of the language, while grammar serves as a foundation for structure (Thornbury, 2002). For effective oral and written communication, students must possess an appropriate vocabulary to use languages proficiently. Mastering a lot of vocabulary will make it easier to understand every word in English. Hence, those who want to learn English need to master vocabulary to facilitate learning English that can be used in writing, reading, listening, and speaking skills. From the explanation above, it can be concluded that students must obtain mastery of vocabulary because mastery of vocabulary is essential for every aspect of English language skills, both for expressing themselves and communicating situations, information, and understandable intentions.

An initial investigation was undertaken in one of the junior high schools in Jember, East Java, Indonesia, through a combination of observation and interviews with an English teacher. Observation and interview sessions unveiled several factors that contribute to the challenges teachers face when instructing English. These include the following: students' varying capacities require the use of appropriate instructional media; a limited vocabulary renders word interpretation for each lesson material unnecessary and reduces the effectiveness of learning; students' use of their native language, apprehension regarding making mistakes, low participation, lack of confidence, and motivation all contribute to these difficulties.

Considering these challenges, instructors can play an important role in creating classes engaging so that students are more actively engaged in the classroom (Rojabi, et al., 2022; Rojabi & Femilia, 2023). Due to the wide range of subject matter in English, it is the instructor's responsibility to select the appropriate techniques, strategies, and media when teaching vocabulary in English to achieve learning goals. This can stimulate students' interest and motivate them to learn. Inadequate media, techniques, and strategies can make it difficult for students to understand the instructor's explanation, and the

instructor may fail to deliver the material. As a result, teachers need to design effective strategies to engage students and expand their vocabularies in vocabulary classrooms. Consequently, instructors may employ educational media to facilitate the process of instruction and learning and assist learners in comprehending the material being presented. Teaching media is defined as information-carrying media to facilitate the learning and instruction process. In addition, learning media may also enhance the students' accomplishments as well as the instructional processes (Rojabi, et al., 2022; Sudjana & Rivai, 2013).

Some benefits of games exist, particularly when it comes to teaching vocabulary: First, by providing students with comfort and enjoyment, games facilitate the acquisition and retention of new vocabulary. Secondly, games typically feature amicable competition, which serves to sustain the curiosity of learners. These encourage English language learners to engage with and participate in the learning activities. Thirdly, EFL instructors can benefit from acquiring vocabulary through games by comprehending the pivotal significance of games in vocabulary acquisition and language instruction for communication (Fatimah & Masduqi, 2021; Rojabi, et al., 2022).

Incorporating games can potentially improve cognitive performance and alter classroom interaction (Adipat et al., 2021; Çakiroğlu & Kiliç, 2018; Ho, 2020; Rojabi, et al., 2022). One of the games that can be utilized as a medium for acquiring English vocabulary is the game of spinning wheels. A rotating wheel is a visual tool that can be rotated on its center point until it stops at a particular part of an image and is therefore suitable as an educational tool (Bafadal et al., 2019). This digital spinning wheel game is effective and engaging because it can improve students' language skills (Rachmaida & Mutiarani, 2022).

Several prior investigations have examined the instructional and learning aspects of the spinning wheel game. Providing a summary of several prior studies can serve as a reference or guideline for the researchers as they execute the current research, which is expected to be different from previous investigations. Sartika (2019) pointed out the substantial beneficial impact of using the spinning wheel in teaching speaking of a narrative text by using the experimental approach. The greater engagement during lectures regarding English instructional content demonstrates how learners obtain speaking instruction with narrative-based material while keeping engaged. Furthermore,

Izati and Saputra (2016) also pointed out that spinning wheel games can be applied to acquiring English vocabulary, particularly in the context of words. Similarly, Maya et al. (2022) highlighted how spinning wheel media can increase student engagement in terms of pronunciation and vocabulary.

Previous studies have investigated the use of a spinning wheel game in an EFL or ESL context using a quantitative or qualitative approach. However, studies focusing on the spinning wheel game in an Indonesian Islamic junior high school context are scarcely being investigated. Since language learning in Islamic schools focuses on two languages: English and Arabic, some students prefer to learn English while others prefer Arabic. As a result, further in-depth investigation is required to determine whether game-based learning can increase their engagement in English language classroom activities. Thus, this current study attempted to explore the use of the spinning wheel game in the Islamic junior high school context to answer the following research questions: 1) What are the goals of the teaching of vocabulary through the spinning wheel game? 2) What are the procedures for teaching vocabulary through the spinning wheel game? and 3) What is the evaluation of the teaching vocabulary through the spinning wheel game?

**METHOD**

**Research Design and Context**

The researchers employed a qualitative approach. Miles et al. (2014) assert that qualitative research serves as a valuable means of producing thorough and insightful narratives and explanations of individuals' experiences. Qualitative research centers on the continuing procedure as well as the conclusion. This study aims to provide an overview of the utilization of spinning wheel games as a method for teaching vocabulary to seventh-grade students in a private Islamic junior high school located in Jember, East Java, Indonesia.

Furthermore, the researchers employed phenomenological study, which seeks to carefully and accurately organize the exploration of facts and populations within a particular geographic area. This study employed a descriptive approach to gather data, which involved collecting data both in the form of written words and visual images. Furthermore, the representation is not depicted in numerical form, but rather based on an authentic portrayal of the instruction and learning process, devoid of any manipulation.

Considering this, the present study employs descriptive phenomenology to delve into and articulate the creative approaches employed by English teachers in instructing vocabulary using the spinning wheel game. The researchers delineate the challenges inherent in this study by drawing upon the truths of the process of learning.

**Research Participants**

The researcher employed the purposeful approach to carefully choose the participants. On the other hand, the individuals who are involved as participants are English teachers and seventh-grade students. The names of participants are also written as pseudonyms. The English teacher was selected as the research subject due to his expertise and active involvement in the teaching and learning process. Furthermore, the researchers selected seventh-graders for observation due to the implementation of the spinning wheel game by the instructor. It is worth noting that the students participating in this study engage voluntarily, without any external pressure.

**Data Collection Method**

The researchers used non-participant observation in this study, in which they only observed the actions of teachers and students in the classroom without actively participating during the teaching and learning process. The researchers can figure out the instructional methods used by the teacher in teaching English, as well as the activities performed by the students in the classroom, through observation. The information gathered is relevant to the goal of teaching students vocabulary acquisition through the use of a spinning wheel game.

Semi-structured interviews were used by the researchers to create adaptable and informal settings, fostering a sense of comfort and encouraging participants to freely disclose their insights. The researchers interviewed both the English teacher and several students. One teacher was interviewed, and three students took part in the interview.

**Data analysis and data validity**

This study employed the data analysis framework that Miles et al. (2014) devised, which posits that qualitative data analysis consists of three phases. The phases can be elucidated as follows: (1) data condensation involves selecting, paying attention, simplifying, summarizing, and converting the data into written form. This process includes observation notes, interview transcripts, and documents (syllabus, lesson plans, teacher's evaluations, and teacher's feedback), (2) data display presents data collected in

the form of excerpts, (3) conclusion, derive the conclusion from the data acquired, and summarize the research findings. Therefore, to establish the credibility of the data collected, the researcher employed triangulation to ensure data validity.

Moleong (2008) defines triangulation as assessing data reliability by comparing it with another source. In this study, the researchers employed source triangulation and triangulation methods. Source triangulation refers to verifying the reliability of collected data by cross-referencing it with information obtained from multiple or diverse sources to obtain consistent results. To ensure its validity, the researchers cross-referenced the data from various sources, such as observations, interviews, and document reviews. The triangulation technique involves gathering data through various methods, such as observation, interviews, and document review, to ensure accuracy and reliability. The researcher obtained the data by conducting a comparative analysis of information gathered through interviews, observations, and document reviews.

In summary, during the process of data triangulation, researchers analyze and compare information gathered from interviews, observations, and document reviews to determine whether there are any similarities in the results gathered from the data sources, including documents, interviews, and observations conducted by researchers. The researchers use multiple data collection techniques to collect similar data in triangulation techniques.

## FINDINGS

### The Goals of Teaching Vocabulary Through the Spinning Wheel Game

An effective process of instruction and learning occurs when the teacher successfully attains their instructional objectives. Before commencing the course of instruction, learning goals are strategically formulated. In this context, the teacher employs the spinning wheel game as a medium for teaching vocabulary. The spinning wheel game is a learning tool that promotes vocabulary acquisition. During the interview, Yudi as the English teacher elucidated the aims of utilizing the spinning wheel game as a method for teaching vocabulary.

*"I am typically obligated to provide instruction to students in adherence to the established KI KD. Therefore, to facilitate learning, the learning objectives must be aligned with the KI KD. By employing the spinning wheel media to teach vocabulary, my objective is to engage children actively in the learning process while, of course, enhancing their vocabulary to facilitate their comprehension of English in all subject matter. This*

*spinning wheel media has the potential to enhance my communication skills and pique children's interest in the English language" (Yudi)*

As evidenced by the interviews mentioned earlier, the teacher establishes instructional goals that pertain to fundamental and core competencies. The objective of utilizing the spinning wheel game to teach vocabulary is to increase students' confidence when speaking English and increase their participation in the learning process. This will also facilitate the acquisition of a greater vocabulary in English, which is particularly beneficial for shy students who find it difficult to communicate in the language. By incorporating spinning wheel games into vocabulary instruction, instructors can motivate students to engage in the process and facilitate the delivery of material.

The instructor commences the instructional session by greeting learners and requesting that they engage in collective prayer, assessing their well-being, inquiring about their orientation, and communicating the intended learning outcomes, all following the observations. The instructor discloses a subset of the learning objectives, including the ability of students to correctly identify and name specific nouns as well as pronounce the words in class. The instructor then introduces the subject matter to the learners.

**The Procedure of Teaching Vocabulary Through Spinning Wheel Game**

Since every teacher manages their class differently, the teacher should establish the procedures required for a smooth-running classroom before teaching the students. Yudi commented on how vocabulary was taught using the spinning wheel game:

*"Following the explanation of the school object material, I utilized a spinning wheel game for teaching vocabulary. Students are very familiar with this game. By creating a spinning wheel, I intended to instruct students on various school object topics. Four different types of questions comprise the game circle. I divided the students into six groups, with a leader for each group. To save time, I instructed the leader of each group on the game procedure so that he could repeat it to his peers. In this game, one group will be given four questions, and it is possible to earn bonus points by providing answers to five questions. First, the spinning wheel game can be initiated by pressing the play button. When the arrow reaches a specific question type, the first member of each group who is prepared to provide an answer will be able to raise their hand. It will be repeated five times in a round; the method is competitive. Following the completion of the five bonus questions, we will move on to the subsequent session in which each group will be assigned a question and will be required to discuss the answer. Once all groups have completed their responses, they will stand in their designated areas and read the answers aloud" (Yudi)*

It is evident from the preceding statement that the instructor initially prepares the spinning wheel materials. A leader supervised each of the six groups into which the students were separated. Each group is assigned four mandatory questions, each consisting of a unique question type. In addition, they have the opportunity to earn bonus points by answering five questions. The instructor then instructs each leader on how to play the game so that he may relay the information to his group members. To participate in the game, simply click the "Spin It" button. The teacher will read aloud a specific type of question when the arrow reaches that type; the member of the class who has the answer to that question will raise their hand. After the game of spinning wheels concludes, students will read and discuss the responses to the mandatory questions in their designated areas.

Mr. Yudi's statement was confirmed by one of the students in the 7D class, Kaila and Alma commented:

*"On the spinning wheel, four distinct types of questions are available for play. Therefore, during the rotation of the wheel, the arrow comes to rest on a specific category of inquiries. Those in the group who have the answer may raise their hand" (Kaila)*

*"Each student is required to collectively utter the phrase "spin it" to participate in the spinning wheel game. When the arrow reaches a specific question type, the group that possesses the answer raises its hand. Subsequently, the chairman proceeds to read the question, which is subsequently responded to by the members of the group" (Alma)*

The aforementioned statement illustrates the general nature of the spinning wheel activity utilized in vocabulary lessons. However, there are four distinct categories of inquiries about school-related topics (e.g., the teacher, classmates, history, etc.) that are presented while the spinning wheel is in motion. When the arrow stops on a particular category of question, students are obligated to respond to that particular question. Additionally, the field observation corroborated the aforementioned statements, as illustrated in the accompanying picture (See Figure 1).

Figure 1. Explaining the game's rules and modeling how to play the game

The instructor divides the students into the six groups depicted in the preceding image or the field. After that, he demonstrated the game to each group leader while describing the rules and instructions of the game to the students. The students are required to use active speaking. Students will hinder the efficiency of the game with their passivity. As a result of working in groups, students are required to collaborate and can effectively practice English through gameplay. Students will contribute to the success of the game by participating actively and following the rules.

The teacher will first press the "spin it" button to begin the game procedures. Then, if the arrow comes to a stop on one type of question, the group leader who raises her hand must first answer the questions. There are four types of questions in the spinning wheel game. Students must respond based on the type of questions they receive in the game. The first type of question is "Say it in English" in which students translate sentences into English, for example, "Mr. Collins Adalah Guru Sejarah". Students are asked to translate these sentences into English, "Mr. Collins is a history teacher". In contrast, the first type of question has "say it in Indonesian" and the second type of question does not. The student will translate the word into Indonesian in this case. For example, if the word obtained is "parents", the student must pronounce it as "orang tua" in Indonesian, and there is a third type of question called "guess me". In this case, students are given instructions that lead to an object, and they will guess the object, such as "a person in the same class as you at school", and the answer will be classmates. The spinning wheel game can be seen in the following Figure 2.

Figure 2. The spinning wheel game

Furthermore, "spell me" is a type of question. In this case, students will be given an object name and will be asked to spell it. If they get an English word, for example, they must spell it i-en-Ji-el-ai-es-eij. While others respond, other groups must assess whether the player's response is correct or incorrect based on structure and grammar. If the answer is correct, the correct group will receive points. The group with the most correct answers wins. After explaining the game's rules and instructions, the teacher and students play the spinning wheel together (See Figure 3).



Figure 3. Teacher and students play the media spinning wheel game together

As depicted in Figure 3, when the teacher and students were playing the spinning wheel game in the picture above, some groups were still confused about how to play the spinning wheel game. The learning atmosphere changed when the students began to

understand how to play in the second round of the spinning wheel game, and students were more active than before. As explained by Yudi as an English teacher:

*"When I use spinning wheel media to teach, the students become more enthusiastic and active in class. The game is entertaining so that children are interested in learning English and can determine the extent of their mastery of English vocabulary, particularly about objects in class other than that they were more confident in speaking English"* *(Yudi)*

The aforementioned statement indicates that the spinning wheel game successfully enhances students' level of engagement and enthusiasm toward learning the English language. Furthermore, students exhibit increased self-assurance and a heightened sense of competitiveness when responding to vocabulary-related inquiries. Rada and Alma also made the same comments as follows:

*"Yesterday, the experience of learning media spinning was enjoyable and engaging. Additionally, we were encouraged to promptly raise our hands to respond to questions, fostering a sense of competitiveness with other groups and boosting our confidence in speaking English. Moreover, our mastery of vocabulary also improved"* *(Rada)*

*"I prefer utilizing multimedia in teaching as it prevents boredom and drowsiness among my peers and me. This method differs from traditional teaching approaches, making it more enjoyable and stimulating. The classroom atmosphere becomes dynamic, and everyone is enthusiastic about answering numerous questions"* (Alma)

Spinning wheel games enhance students' engagement and enthusiasm during class observations, as they confidently express their thoughts and actively participate in correcting their peers' answers and mistakes while learning English vocabulary. The games are enjoyable and have the potential to inspire students to learn English with confidence, without feeling pressured. The teacher requests that representatives from each group step forward to present their responses after the vocabulary instruction using the spinning wheel game is completed. Following that, the teacher responded to the responses provided by students and concluded the instructional process by summarising the material and conducting a collective prayer.

**The Evaluation of the Teaching Vocabulary Through the Spinning Wheel Game**

An assessment was required to ascertain the student's comprehension of the lesson, the extent of the student's vocabulary proficiency, and the areas for improvement in the upcoming session. Yudi commented as follows:

*"The technical aspects that required evaluation were the functionality of the LCD projector, which unfortunately did not work properly. It would have been beneficial to allocate more time for this purpose to avoid any rush. Yesterday, we should have appreciated the convenience of having a functional projector. Despite my early preparations before starting the class, it turned out that the laptop, which should have been confirmed beforehand, was not as effective in terms of time management"* (Yudi)

The teacher entered the classroom to set up the audiovisual aids before starting the class, based on their observation. However, eventually, the media became unusable. Eventually, the teacher instructed the students to bring a substitute cable to the teacher's room due to issues with the projector cable and laptop software. Due to the delayed start of the class caused by the late ringing of the bell, the teacher resorted to using a mobile phone as a temporary replacement for the spinning wheel game.

Some students disengaged from participation and preferred to engage in their activities when the teacher led students in summarising the material covered at the end of class. The condition was because prayer time was approaching, resulting in crowded conditions outside the classroom, which affected conditions inside the classroom. As a result, some students got involved with personal matters and ignored the teacher's lecture. A similar situation occurred when a class became overcrowded due to members looking for seats. Teachers could overcome these issues by asking students to remain calm and pay close attention to the teacher's instructions, preventing overcrowding from disrupting other classes.

After careful observation and conducting interviews, the researchers concluded that media utilization was inefficient. Furthermore, the researchers discovered that students' busy schedules did not diminish their engagement and enthusiasm for vocabulary lessons delivered through the medium of spinning wheel games. As the teacher expertly managed the learning process, the material was effectively delivered. However, due to time constraints, the teacher was unable to assign homework immediately after the lesson. Nonetheless, given the time constraints, the teacher could effectively assist students in gaining a comprehensive understanding of the material covered by the end of the lesson.

## DISCUSSION

### The Goal of Teaching Vocabulary Through the Spinning Wheel Game

According to the findings, the English teacher used a spinning wheel game as a pedagogical tool to help students with vocabulary instruction and content delivery. Students can use the media to participate actively in vocabulary acquisition. This discovery aligns with Puspitarini and Hanif's (2019) study, which verifies that educational materials successfully provoke students' emotions, thoughts, motivation, and focus, promoting learning. Coşkun (2021) reinforces that obtaining a thorough and mindful media education guarantees the accurate interpretation of media messages. Furthermore, with the proliferation of media tools, which have become integral to contemporary society, including the realm of education, students must participate actively in learning and teaching.

The purpose of teaching and learning is the objective that students aim to accomplish during the process of education. The teacher's objectives in teaching vocabulary through the spinning wheel game are outlined in the aforementioned findings. Firstly, the students can discern and recognize objects within the school premises and the surrounding vicinity. Secondly, the students can articulate and refer to the names of objects found in the school and its surrounding environment. Furthermore, the students can compose a list of the items they possess, draw from both the nouns associated with school objects and objects belonging to the school, and employ suitable linguistic components.

Furthermore, the students demonstrate autonomous pronunciation and intonation of the objects they possess, exhibiting accuracy and confidence. Cahyono and Widiati (2008) argue that vocabulary teaching has the objective of enabling students to comprehend the meanings of foreign words, expand their vocabulary, and effectively utilize words for communication. Asyiah (2017) supports the notion that teaching and learning vocabulary is highly effective in enhancing students' cognitive abilities and is connected to their ability to recall, comprehend, and utilize vocabulary in everyday communication. To enhance the other four language skills-speaking, listening, writing, and reading, students must possess a comprehensive understanding of the correct pronunciation, adeptness in the vocabulary being instructed, and a thorough

comprehension of its meaning. This is because vocabulary forms the fundamental basis for improving English language proficiency.

**The Procedure of Teaching Vocabulary Through the Spinning Wheel Game**

The spinning wheel game was utilized as a method for instructing students in vocabulary acquisition. The procedure involves initially dividing students into multiple groups and explaining the four distinct question types in the spinning wheel game. Next, the teacher will activate the "spin it" button, causing the wheel to rotate. If the arrow lands on a particular type of question, the group that promptly raises their hand will be granted the opportunity to answer the corresponding questions. Furthermore, in cases where certain groups cannot participate in question-and-answer sessions, they can still contribute by completing the questions assigned by the teacher for the entire group. Furthermore, students engage in discussions with their peers, sharing and exchanging answers, which are subsequently presented by the group leader in their designated seats. Furthermore, the team that provides the highest number of accurate answers emerges as the victor. Bafadal et al. (2019) outline the prescribed steps for utilizing the spinning wheel game as follows: Begin by creating a collection of cards that feature a question on the front and numerical values on the reverse side. Cards are composed of the total number of students in the class. Next, fabricate a "Spinning Wheel Game" using a cardboard material. Partition the wheel into sections or segments based on the quantity of cards produced, and subsequently assign numerical values to these divisions. Subsequently, construct player figurines using cardboard and thumbtacks to be utilized on the media. The outcome resembles a "Twister" wheel.

Furthermore, the instructor presents a comprehensive summary of the media used in the Spinning Wheel game. Students should read the game instructions before beginning the activity. Subsequently, students utilize the media to ascertain the acquired text. Furthermore, students engage in the act of reading the text and subsequently answer the provided questions. Furthermore, if the student provides a correct response to the question, they will be awarded a score. Nevertheless, in the event of a discrepancy in the result, the student will not be awarded any points or have their score reduced. Both procedures and teachers are nearly identical. The distinction lies in using cardboard in Bafadal's spinning wheel game, whereas the teacher relies on the pre-existing spinning wheel provided on the website, and the instructions also vary.

During gameplay, students exhibit heightened levels of activity and enthusiasm in their engagement with learning English, confidently expressing their thoughts and actively responding to their peers' answers and errors. This game is enjoyable and allows players to assess the extent of their vocabulary proficiency. According to Bafadal et al. (2019), the use of spinning wheel game media can captivate attention, generate interest, and enhance motivation to learn, thereby improving students' comprehension of the subject matter. This can enhance students' engagement and concentration in the learning process. Consequently, students do not experience a sense of compulsion to acquire knowledge. Furthermore, Sartika's (2019) discovery also corroborated the aforementioned findings, which highlight the numerous benefits of utilizing a spinning wheel game as a means to enhance students' comprehension of the provided material. In addition, this medium is adaptable as it can be customized and adjusted to incorporate various materials and skills. It also enhances student engagement by actively involving them in activities. Moreover, it enables prompt feedback, ensuring the effectiveness and efficiency of the learning process.

**The Evaluation of the Teaching Vocabulary Through the Spinning Wheel Game**

The teacher assesses the effectiveness of vocabulary instruction by utilizing the spinning wheel game as a concluding activity in the discussion. Specifically, various technical errors have been appropriately addressed, despite their negative impact on the efficiency of the lesson hours, as a result of the absence of a media spinning wheel as described in Rachmaida and Mutiarani's (2022) findings. Playing requires a significant amount of time and demands additional energy, space, and time. To facilitate the learning process of the spinning wheel game, it is necessary to have adequate support for appropriate facilities, equipment, and resources.

In addition, Carter (1998) asserts that acquiring vocabulary poses a challenge for students. Expanding one's vocabulary is a multifaceted and labor-intensive endeavor. Students encounter numerous challenges when acquiring vocabulary. The common causes of this issue are: Firstly, focusing on pronunciation. Studies indicate that words pose greater difficulty in terms of pronunciation and acquisition. Words that may pose difficulties are typically those that include sounds that are unfamiliar to certain groups of students.

Furthermore, spelling and words often include silent letters, which can pose challenges. Such words include listening, respecting, foreign, honest, etc. Furthermore, the topic of discussion is grammar. The grammar can be particularly problematic when it deviates from the equivalent in one's first language. Fourthly, the concept of meaning. Learners often experience confusion when two words have overlapping meanings.

Acquiring vocabulary appears deceptively simple when it comes to language acquisition, yet it proves to be a formidable challenge. This is because acquiring vocabulary entails more than simply understanding word definitions. During the process of studying vocabulary, students will acquire knowledge about various elements related to words, including usage, pronunciation, grammar, and more. Students frequently encounter challenges in comprehending vocabulary. Nevertheless, it has been observed that vocabulary lessons can be effectively conducted by employing appropriate media and delivery of materials. The researcher's conclusion states that the assessment of vocabulary instruction using the spinning wheel game necessitates a significant investment of time and preparation to execute, thereby demanding additional energy, space, and time from the teacher. The use of the spinning wheel game media requires appropriate facilities to ensure a smooth learning process.

**CONCLUSION**

The current study attempted to investigate the use of the spinning wheel game in an Islamic junior high school context in terms of the goals of teaching vocabulary through the spinning wheel game, the procedures of teaching vocabulary through the spinning wheel game, and the evaluation of the spinning wheel game. Using the spinning wheel game to teach vocabulary, students can identify objects in the school and surrounding environment; students can mention the names of objects in the school and surrounding environment. The students can write the names of the objects they have based on the nouns in the school objects and objects owned by the school by using the appropriate language elements. The students can independently pronounce the objects they have with correct and confident pronunciation and intonation. The procedure for teaching vocabulary through the spinning wheel game follows the lesson plan. Students participate in class because the teacher makes the material interesting and fun to learn. The evaluation of vocabulary teaching through the spinning wheel game requires a significant amount of

time and preparation, so the teacher requires additional energy, space, and time. In addition, the spinning wheel game media requires adequate facilities to ensure that the learning process runs smoothly.

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