

---

## THE EFFECT OF WORD WHEEL GAMES ON STUDENTS' WRITING ABILITY

Hetty Zaharani

Universitas Potensi Utama

e-mail: tyzaharani@gmail.com

### ABSTRACT

This study investigates the effect of word wheel games on the writing ability of seventh-grade students at SMP Swasta Yabes School. Writing is considered a challenging skill for students due to difficulties in vocabulary use, sentence construction, and idea organization. This research employed a quantitative experimental design using a pre-test and post-test control group. The participants were divided into an experimental group taught using word wheel games and a control group taught using conventional methods. Data were collected through writing tests and analyzed using descriptive statistics and an independent sample t-test. The results revealed a significant improvement in the writing ability of students in the experimental group compared to those in the control group. These findings indicate that word wheel games are effective in improving students' writing ability, particularly in vocabulary mastery, sentence construction, and writing motivation.

**Keywords:** *word wheel games, writing ability, game-based learning, junior high school*

### 1. Introduction

Writing is one of the essential language skills in English learning. However, many junior high school students experience difficulties in writing, particularly in generating ideas, selecting appropriate vocabulary, and constructing grammatically correct sentences. Preliminary observations at SMP Swasta Yabes School showed that seventh-grade students had low motivation and limited participation in writing activities due to the dominance of conventional teaching methods.

To address these issues, innovative and interactive teaching strategies are required. One such strategy is the use of word wheel games. Word wheel games encourage students to form words actively by rotating letters, helping them expand vocabulary and generate ideas for writing. Therefore, this study aims to investigate the effect of word wheel games on the writing ability of seventh-grade students at SMP Swasta Yabes School.

### 2. Literature Review

Writing ability involves the integration of vocabulary mastery, grammar, organization, and mechanics. Teaching writing at the junior high school level should emphasize basic writing skills and provide sufficient scaffolding. Game-based learning has been widely recognized as an effective approach to increase students' motivation and engagement. Word wheel games,

as a vocabulary-based game, support writing development by strengthening vocabulary knowledge and reducing students' anxiety in writing activities. Based on these theoretical perspectives, word wheel games are expected to have a positive effect on students' writing ability.

### 3. Research Methodology

This study employed a quantitative experimental research design with a pre-test and post-test control group design. The research was conducted at SMP Swasta Yabes School. The participants were seventh-grade students divided into an experimental group and a control group.

The independent variable was the use of word wheel games, while the dependent variable was students' writing ability. The research instrument was a writing test assessed using a scoring rubric covering vocabulary, grammar, organization, and mechanics. Data were collected through pre-tests and post-tests and analyzed using descriptive statistics and an independent sample t-test.

### 4. Results and Discussion

The pre-test results indicated that both groups had similar writing ability before the treatment. After the implementation of word wheel games, the experimental group showed a significant improvement in writing scores compared to the control group. The t-test analysis revealed a

significant difference between the post-test scores of the two groups ( $p < 0.05$ ).

These findings indicate that word wheel games effectively improve students' writing ability. The improvement was evident in vocabulary use, sentence construction, and idea organization. The results support game-based learning theories that emphasize the role of motivation and active participation in language learning.

## 5. Conclusion

The findings of this study conclude that word wheel games have a significant positive effect on the writing ability of seventh-grade students at SMP Swasta Yabes School. The use of word wheel games enhances students' vocabulary mastery, writing fluency, and motivation. Therefore, word wheel games are recommended as an alternative teaching strategy for writing instruction at the junior high school level.

## REFERENCES

- Permatasari, A., Al Halim, M. L., & Sriwulandari, N. (2024). The effectiveness of spinning wheel games to improve student's writing skills in descriptive text. *Horizon: Journal of Language, Literature and Linguistics*, 2(1), 32–42.
- Ashari, A. R., Ashari, M. Y., & Heriyawati, D. F. (2025). Improving English writing achievement using game-based learning at the 11th grade students. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*.
- Rachmaida, F., & Mutiarani, M. (2024). The use of spinning wheel games to improve students' writing procedural texts. *Journal of Languages and Language Teaching*.
- Darma, V. P., Solihah, Y. A., & Kartika, V. D. (2025). Exploring the effectiveness of game-based learning (GBL) for enhancing students' creativity in writing class. *Academic Journal Perspective: Education, Language, and Literature*, 13(1), 10–20.
- Lestari, A., Pansuri, F. F., Sunarsih, D., & Fitria, N. (2024). Name wheel application through Basic ABC games for children's language development. *JPU: Jurnal Pendidikan Usia Dini*, 18(1), 129–141.
- Andini, P., Rofiqoh, R., Maf'ulah, M., & Sehang Thamrin, N. (2025). Developing students' vocabulary mastery through the use of Text Twist Game. *ELS Journal on Interdisciplinary Studies in Humanities*, 8(2), 687–692.
- Prastiwi, F. D., & Lestari, T. D. (2025). Digital game-based learning in enhancing English vocabulary: A systematic literature review. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, 4(2), 349–358.
- Kurniawan, L. D., Usuluddin, U., Maysuroh, S., & Prasetyaningrum, A. (2024). The effectiveness of educational games in enhancing English vocabulary for beginners. *Innovative: Journal of Social Science Research*, 4(5), 863–876.
- Wahyudi, M. A. (2024). The effectiveness of word search puzzle game as media for teaching vocabulary. *ELP: Journal of English Language Pedagogy*, 9(1), 43–52.
- Loreana, Y. R., Irawan, N., Ghofur, A., & Pramujiono, A. (2024). Exploring elementary school students' perception of using the "GamestolearnEnglish" web game for vocabulary learning. *Academic Journal Perspective: Education, Language, and Literature*, 12(2), 175–184.
- Arifin, S., & Sulastris. (2024). Enhancing ninth-grade writing skills: Mind mapping and team game tournament techniques. *Jurnal Ilmiah Global Education*, 5(3), 2306–2316.
- Morales, L. M., & Castillo, J. R. (2024). A systematic review on the effectiveness of digital game-based learning in the development of vocabulary skills. *International Journal of Multidisciplinary Studies in Higher Education*, 1(1), 58–66.
- Digital game-based language learning for vocabulary development. (2024). *Computers and Education Open*, 6, 100160.

- Additional relevant article for classroom gamification — Simatupang, D. N. S. (2020). The gamifying teaching elementary English: word search game to reach vocabulary mastery. *Utamax: Journal of Ultimate Research and Trends in Education*, 2(2), 57–65.
- Various studies on gamification and vocabulary improvement may be referenced via literature reviews like *Gamification in L2 Vocabulary Acquisition (2019–2024)* which captures trends across multiple studies.