



STUDENTS' PERCEPTION OF SUPER SPIN APP AS A TEACHING MEDIUM OF "ASKING AND OFFERING FOR HELP" MATERIAL

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Abstract

This qualitative study assessed junior high school students' perceptions of the Super Spin App as the learning medium in teaching "Asking and Offering for Help" material for students of VIII grade in Junior High School. An interactive learning media design with gamified instructional tools concerns its efficacy in teaching the English language function to enhance engagement and motivation in language learning. It features four main components: direction, materials, video, and quizzes. All designed to provide a comprehensible and enjoyable learning activity through an interactive and multimodal learning experience. Data collection involved Observation notes and semi-structured interviews to obtain in-depth insights into students' attitudes and learning experiences during the implementation of this learning application. The findings reveal that the Super Spin App produced a positive impact on students' participation, comprehension, and motivation to learn English. Moreover, this also reduced anxiety due enjoyable and enduring to the learning process. The predominant student response was favorable, indicating that the medium facilitated improved understanding of the target expressions and their practical application. Consequently, the study concludes that Super Spin represents a beneficial alternative teaching medium for English language instruction, particularly in cultivating active learning and functional language acquisition.

Keywords: Super Spin App, Student Perceptions, Learning Merdia, Active Learning

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Article History	Received	Revised	Accepted	Published
	2025-11-11	2026-07-07	2026-07-14	2026-09-15

INTRODUCTION | مقدمة

The advancement of technology in this digital era has driven education in one of the most crucial transformations since it fundamentally affected the way of transforming knowledge and determined the nation's competitiveness in the global arena (Murcahyanto, 2023). This change has made technology one of the key pillars in enhancing the quality of human resources in terms of knowledge, skills, character, and all of which are essential for addressing future challenges (Zetty Azizatun Ni'mah, 2025). In terms of English teaching and learning, the integration of information and communication technology (ICT) helps education grow faster, with the creation of various ICT educational media. Teachers can use these media in their teaching. Ratu and Komara (2021) stated that learning media support teachers during the classroom teaching and learning process. Interactive media now provide a significant difference from earlier education models. In the past, learning media were limited to simple forms, such as blackboards with chalk or whiteboards with markers, to deliver materials. Therefore, former teaching methods and recent education are not similar. In addition, Mallila and Irwandi (2022) argued that learning

media play an important role in enhancing the learning process by boosting students' motivation, interest, and engagement. Interactive learning media also help students understand complex materials more simply, especially in English learning, since not all students can easily grasp English.

English has become one of the most important subjects for students to survive in the globalized world. However, understanding English as a foreign language is difficult, especially for Indonesian students. Therefore, searching for effective efforts to improve students' speaking skills is important. An interesting learning medium can serve as a bridge to help students gain the needed knowledge. Nurohmat et al. (2023) added that media play a fundamental role in learning. They generate motivation, interest, and activeness among students. Similarly, Aiman Faiz (2023) also stated that the use of learning media to deliver the instructional content has given significant positive impacts and changed the educational practice paradigm as a whole. Moreover, Sholihah et al. (2025) emphasized that the paradigm shift demands educators to be more creative and innovative in reconstructing the teaching and learning process so that technology becomes more meaningful in the educational process.

In relation to the statements above, many researchers have conducted research to investigate the impact of learning media on the teaching and learning process. For instance, Sofia & Anggraeni (2021) conducted research that focused on the impact of visual media in teaching English to students. They found that visual media assisted teachers in teaching English and encouraged students to communicate simply in the classroom. Moreover, Sayekti et al. (2023) stated that, in the findings of their research, PowerPoint learning media have boosted students' learning motivation and outcomes. Previous research also pointed out that the use of social media not only gave huge advantages for both teachers and students but also made the learning process more meaningful and cheerful. The students gain the objective of learning as well as feel happy during the class, because the learning process is interactive.

However, the previous research mentioned above mostly focuses on the use of learning media/ learning platforms in general for teaching the English language. Very few studies of the research examine the learning media in a specific topic of English. Therefore, this research is needed due to the importance of students' responses after using the learning media that has been created for a specific topic of English, which is the Super Spin App, basically made from PPT, for teaching "Asking and offering for help" for junior high school students.

The Super Spin App is an emerging digital tool aimed at enhancing students' pragmatic competence by providing interactive teaching scenarios and various teaching materials for practicing asking and offering help in English. The development of this application is grounded in the principles of gamification and mobile-assisted language learning (MALL), which have been widely recognized as effective strategies for increasing learners' motivation, engagement, and retention of target language forms (Kukulska-Hulme, 2020; Stockwell & Hubbard, 2013; Stocker, 2020). By embedding a spin-wheel game mechanism into a PowerPoint-based platform, the app transforms a conventional presentation tool into an interactive learning space that encourages spontaneous language production, a component considered essential for developing pragmatic competence in speech acts such as requests and offers (Reinders & Darasawang, 2012). This application is designed with four main features: (1) Direction, (2) Material, (3) Video, and (4) Quiz. The first feature, Direction, provides users with technical guidance on how to operate the Super Spin application. The second feature, Material, focuses on the topic of Asking and Offering for Help, systematically organized into several sub-sections to facilitate students' comprehensive understanding of the concept. The third feature, Video, functions as a contextual illustration by

demonstrating the practical use of asking and offering for help expressions in real-life situations. The final feature, Quiz, is intended to evaluate students' comprehension by integrating the learned material into authentic contexts through a gamification-based assessment design. Collectively, these four features complement one another, moving learners progressively from receptive understanding (Direction and Material) to modeling (Video), and finally to productive, communicative practice (Quiz). This sequencing provides a more structured and pedagogically grounded rationale for the app's design, distinguishing it from a stand-alone gamified tool that lacks such a scaffolded learning pathway.

Previous studies have demonstrated that mobile-assisted language learning (MALL) can increase learner motivation, engagement, and language retention, particularly in speaking and pragmatics (Kukulka-Hulme, 2020; Stockwell & Hubbard, 2013). However, the effectiveness of any learning medium significantly depends on learners' perceptions, which influence their attitudes, willingness to use, and overall learning outcomes (Viberg & Grönlund, 2013). Therefore, this study aims to explore students' perceptions of the Super Spin App as a learning medium, specifically in teaching the pragmatics of asking and offering help. Understanding these perceptions is essential for educators and developers to optimize app design and pedagogical strategies, ensuring the technology supports communicative language teaching effectively (Reinders & Darasawang, 2012). By examining students' attitudes, usability experiences, and perceived benefits, this research contributes to the broader discourse on digital pragmatics instruction and mobile language learning. Furthermore, this research comes with two fundamental questions:

- How do the students perceive the use of the Super Spin app in learning "asking and offering for help" material?
- How do students compare the use of the Super Spin App with traditional teaching methods in learning "Asking and Offering for Help"?

METHOD

منهج

Research Design

This research employs a qualitative descriptive research design, as it enables the researcher to obtain a rich, contextualized understanding of a phenomenon as it naturally occurs, rather than to test predetermined hypotheses (Creswell & Creswell, 2017). Creswell and Creswell (2017) further explain that a qualitative descriptive design is appropriate when a study aims to describe and interpret participants' experiences and perceptions within their natural setting, which corresponds directly with the purpose of this study, namely to investigate students' perceptions of the Super Spin App as a teaching medium for the "Asking and Offering for Help" material. In line with this, Mohajan (2018) argued that qualitative research is a systematic and subjective approach used to highlight and explain daily life experiences and to give them further proper meaning. The qualitative approach is systematically appropriate for this research as it enables the researcher to conduct observations, in-depth interviews, and document analysis to obtain a holistic comprehension of the phenomenon from the participants' point of view.

Participant (Subject) Characteristics

This study is conducted at a private Junior High School located in Batu, Malang. The school was selected basically because of accessibility, the educational system design which fully uses technology as learning media, and the conformity of the English curriculum with Super Spin App learning media, especially for its design and material. The VIII-grade students, who contain 30

students, become participants of this research due to the suitability of this learning media with targeted materials that need to be learned by them in the class, and have been using the Super Spin app in learning 'asking and offering for help' material as learning media. The purposive sampling technique is used to recruit participants, a non-probability method that enables deliberate selection of individuals who can provide rich, relevant insight based on the needs of the research. Inclusion criteria will enable the participants to have a meaningful outcome with the learning media and to clearly express their ideas and experiences. Rather than setting the participant in certain numbers in advance, the sample of interview participants is determined based on data saturation—data collection will continue until interviews no longer yield new or significant findings, ensuring a thorough understanding.

Instrument

Primary data collection hinges upon semi-structured interviews and observation notes. Semi-structured Interviews were chosen for their flexibility, which allows for initial guiding questions while simultaneously enabling the researcher to probe deeper into emerging themes and unexpected insights. These interviews will encourage participants to elaborate freely on their experiences, feelings, and thoughts regarding the Super Spin App media, ensuring a nuanced understanding of their perceptions. All interviews are audio-recorded with explicit consent from the participants and meticulously transcribed verbatim to preserve the original voice and context. Complementing the interview data, field notes are meticulously maintained throughout the research process. These notes capture observational details, non-verbal cues, contextual information during interviews, and researcher reflections, serving to enrich and triangulate the primary data. Ethical considerations, including obtaining informed consent from both students and their guardians, ensuring anonymity, and guaranteeing the right to withdraw at any point, will be paramount throughout the data collection phase.

The qualitative data collected undergo rigorous thematic analysis, following the systematic steps outlined by Braun & Clarke (2006). This process involves an initial phase of familiarization with the data through repeated reading and listening, followed by the generation of initial codes, where relevant snippets of data are systematically labeled; subsequently, these codes are grouped to identify broader, overarching themes that directly address the research question. A critical review of these themes will then be conducted to ensure their internal consistency and external distinctiveness, leading to a clear definition and naming of each theme. Finally, the findings will be presented as a coherent narrative, substantiated by rich, illustrative direct quotations from the participants. To ensure the trustworthiness of the research, several qualitative rigor measures will be applied: credibility will be enhanced through data triangulation (comparing interview data with field notes) and potentially member checking; transferability will be supported by providing thick, detailed descriptions of the research context and participants; dependability will be established through an audit trail documenting all research decisions and processes; and confirmability will be maintained by ensuring the interpretations are demonstrably linked back to the raw data, minimizing researcher bias.

Table 1. Summary of Research Instruments

Instrument	Purpose	Focus / Aspect Captured	Data Recording Procedure
Semi-structured interview	To obtain in-depth, first-person accounts of students' perceptions, attitudes, and experiences of the Super Spin App	Students' feelings, comprehension, motivation, confidence, and comparison with traditional teaching methods	Audio-recorded with participants' explicit consent and transcribed verbatim

Observation notes	To capture students' real-time behavior and classroom dynamics during the implementation of the Super Spin App	Verbal and non-verbal cues, engagement, participation frequency, and interaction with peers, teacher, and the app	Written field notes recorded by the researcher throughout the teaching and learning process
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RESULT | نتائج

This section presents the key findings derived from the thematic analysis of students' interview transcripts and field notes, offering a comprehensive insight into their perceptions of the Super Spin App as a teaching medium for "Asking and Offering for Help." The discussion subsequently interprets these findings in light of contemporary literature, highlighting their significance and implications for English language teaching (ELT) at a private Junior High School located in Batu, Malang. The findings are organized to answer the two research questions: how do the students perceive the use of the Super Spin App in learning "asking and offering for help" material, and how do the students compare the use of the Super Spin App with traditional teaching methods. To provide a clearer overview before the detailed narrative, Table 1 summarizes the three main themes that emerged from the thematic analysis.

Table 2. Summary of Thematic Findings on Students' Perceptions of the Super Spin App

Theme	Key Findings	Main Data Source
1. Heightened Engagement and Sustained Motivation	Students showed enthusiasm, active participation, reduced anxiety, and greater confidence to speak English; passive/less-motivated students became actively involved.	Observation notes; interview statements of Student A & B
2. Enhanced Comprehension and Practical Application	Interactive visuals, video modeling, and immediate feedback deepened understanding of grammatical structure and pragmatic function; real-time practice improved speaking and listening skills.	Interview statements of Student A & B; app feature analysis
3. User-Friendliness and Accessibility	Simple layout, clear icons, and the familiar PPT-based interface allowed students of varying digital literacy to operate the app with minimal difficulty.	Interview statements of Student A & B

The students' responses to the Super Spin App

To answer this research question, the findings of the semi-structured interview are integrated with the observation results. The integration of the data is aimed at capturing the students' perception of the Super Spin App as a learning medium in teaching 'Asking and Offering for Help' holistically. The findings have significantly proved that the Super Spin App created interactive learning, engaging students in cheerful and enjoyable learning, and boosting their creative ideas to express the materials in a more realistic way based on daily life conversations.

The systematic analysis of the qualitative data revealed several prominent and interconnected themes concerning students' perceptions of the Super Spin App, underscoring its impact on their learning experience:

Heightened Engagement and Sustained Motivation

Based on the observation notes, during the teaching and learning process, students performed enthusiastically and found the classroom activities more enjoyable. This can be seen from the students' expressions during the class. They gave more attention, actively got involved in all activities, and have big willingness to participate when the app is implemented. These expressions are reflected not only in verbal cues, but also physical expressions such as smiling, laughing, showing excitement, or any other attentive body language. In addition, the observation notes reveal the improved frequency of students' interaction with their classmates, teacher, and

the app itself, as well as their ability to complete the quizzes. Participants frequently described the game-like format as "fun," "exciting," and a significant departure from conventional, often monotonous, classroom activities, which fostered a genuine desire to participate and learn.

Moreover, the interview data showed that the students felt enjoyment during the learning activity because the atmosphere was designed like playing a game. It made them more confident to express their ideas and explore the materials with their friends inside the classroom. Commonly, the learning activity tends to be serious and less attractive, which affects students' learning outcomes. Yet, by integrating the Super Spin App learning media into learning activities, students gain a more enthusiastic understanding of the materials more easily. Here are the students' statements:

Student A: *"I became more enthusiastic about joining the lesson. Usually, I am shy to speak English, but with Super Spin, it feels like playing a game, so I am more confident."*

Student B: *"I became a bit more enthusiastic, but sometimes also nervous because I had to answer quickly."*

From the statements above, both students A and B argued that the Super Spin App made them enjoy the process of learning. They tend to be more enthusiastic than in the previous lesson before the App was applied. The pleasant atmosphere significantly reduced students' anxiety and increased their confidence. It was proved by a clear statement from student A who said that *"Usually, I am shy to speak English, but with Super Spin, it feels like playing a game, so I am more confident"*. However, in certain conditions, students may still experience nervousness when they are required to answer the question quickly. It was mentioned by student B during the interview session by saying, *"but sometimes also nervous because I had to answer quickly"*.

In terms of engagement, the use of the Super Spin App encouraged the students to have high involvement in classroom activities. The various activities designed in the Super Spin App offer an alternative way for students to learn English material, which is different from the conventional activity. Here are some results of the interview:

Student A: *"Yes, absolutely. My friends were also enthusiastic, and no one slept as usual. I myself wanted to keep joining."*

Student B: *"Yes, because all students get a turn. So, they can't just be quiet or passive."*

From the results of the interview, it can be understood that students feel more active in the class because of the use of learning media. They also said that students who are usually less motivated and prefer to sleep inside the classroom are willing to learn and are actively involved in class activities. This indicated that Super Spin App is a valuable learning platform that enhances students' motivation. In more detail, students A and B expressed that the positive learning environment created by the app attracted them to take part in learning activities, which indicated that Super Spin App successfully changed the classroom dynamic from a passive, teacher-centered environment to an active, student-centered environment. Therefore, these findings support the idea that Super Spin App is effective for teaching 'Asking and Offering for Help'.

Enhanced Comprehension and Practical Application

Students consistently reported that Super Spin App substantially facilitated their understanding of the grammatical structures and pragmatic functions related to "Asking and Offering for Help." They particularly highlighted the efficacy of the interactive visual elements,

the immediate feedback mechanisms from teachers, and the repeated opportunities for contextualized practice, which collectively deepened their conceptual grasp and ability to apply the expressions appropriately.

The features that started with direction, continued to materials that provide students with fundamental principles of "asking and offering for help" with contextual examples in using the expression, assisted the students in understanding the topic practically, while the video section shows the students how to pronounce the expressions to enhance the students' understanding of the topic. In addition, this app provides opportunities for practical application for all the students by various gamification designs such as card games, character role-plays, and so on. Since every student gets the same opportunity to participate, they were encouraged to apply the expressions in real communication with their peers in the classroom rather than passively observing. This practice enables learners to transfer their knowledge from theory to actual conversation. As a result, students demonstrated better English skills and greater confidence in using English for communication.

The results of the interview reinforced the findings, where students clearly stated that the use of the Super Spin App for teaching 'Asking and Offering for help' assisted them in comprehending and applying the expression at the same time. Here are some results:

Student A: *"Yes, because I can practice right away. When it's my turn, I have to think quickly to respond, and that makes me keep remembering the sentences."*

Student B: *"It's quite helpful, because I can practice right away and also listen to my friends using those sentences."*

Student A's response indicated that the app fosters spontaneous language production by forcing them to give fast responses during their turn. It can be recognized from the statement *"When it's my turn, I have to think quickly to respond, and that makes me keep remembering the sentences,"* which Student A used to express the experience during the learning session. Meanwhile, Student B argued that the use of the Super Spin App media enhanced not only in the matter of speaking skills but also listening skills when the conversation happened in the classroom. Listening to classmates using the expressions in conversation provides modeling and strengthens the memory to remember the expressions. These collaborative and interactive activities proved that language skills are easily acquired when social interaction is growing. Moreover, in some quizzes provided in the app, the students are placed in a situation that requires them to have real-time cognitive processing, which contributed to their speaking skill improvement. These facts prove that Super Spin App facilitates the students to enhance both comprehension and practical implementation in authentic classroom settings.

User-Friendliness and Accessibility

From the interview results, the students agreed that the use of Super Spin App is highly intuitive and user-friendly, which hugely supported their learning experience. The simple layout of the app, clear icons, and step-by-step instructions from the direction feature have created a great understanding of how to operate the app. Students did not spend much time finding out how to use the platform. Moreover, PPT (PowerPoint Text), as the basic application in creating the App, has been widely known by all students. Thus, instead of worrying about the technical aspects, students could directly concentrate on grasping and practicing the material.

Several students commented on this ease of use in their positive feedback. For instance, student A explained, *"It's easy to understand; by reading the direction feature carefully, we can*

know how to operate this app and where to start, what to do with each feature". This statement has proved that the direction features effectively helped the student to understand how to use the app properly. Similarly, student B expressed, *"I can understand how to use it because I read 'Direction' for the first time. The explanation is clear enough. So, I follow it."* Both responses illustrate that the accessibility of the app plays a vital role in keeping the students engaged with the learning goal rather than being distracted by technological difficulties.

In addition, the simple design of the app made it suitable for varying levels of digital literacy. Student with low digital skills and commonly less confidence in using digital platforms reported that they had no problems operating the app comfortably after being taught by their classmates.

The comparative perspective of the Super Spin App and Traditional Teaching Method

The second research question concerns students' personal statement and their experience in utilizing the Super Spin App as a learning medium for practicing "asking and offering help" compared with traditional learning activities. Through semi-structured interviews, various results are collected regarding students' comparative arguments between the use of the Super Spin App and traditional teaching methods. The findings provide diverse arguments regarding the effectiveness of the Super Spin App compared with conventional methods. One of the interview sessions stated, *"What is your opinion on the comparison between learning using Super Spin and conventional methods (such as lectures or written exercises)?"* Student A replied, *"I am more active when using Super Spin. With regular exercises, sometimes I just write without really understanding."* Similarly, student B also stated that *"It's more fun using Super Spin. If it's just listening to the teacher or only writing, I get bored quickly."* Both arguments declared that teaching using the Super Spin App causes an interactive and fun activity rather than a conventional method, which mostly leads to boredom and ineffectiveness.

Overall, students reported that the Super Spin App gamified features and real-time practice opportunities generated enthusiasm, decreased their anxiety, and motivated them to participate actively. This situation contrasts with traditional learning, where some students tend to remain passive, experience pressure when called upon, or feel less motivated to engage. Moreover, the app's interactive design appears to enhance creativity by prompting students to think quickly and respond spontaneously, thereby reinforcing their understanding of the material in a practical context. In this way, the Super Spin App not only assists comprehension but also transforms the classroom atmosphere into a more lively, collaborative, and motivating space, providing a stark difference from the relatively rigid and less stimulating nature of traditional teaching methods.

Suggestion for Improvement

Additional data also revealed several suggestions from students to enhance the effectiveness and enjoyment of the Super Spin App in future learning contexts. These suggestions, summarized in Table 2, indicate that the Super Spin App has great potential to evolve into a more effective and entertaining learning tool for teaching "Asking and Offering for Help."

Table 3. Summary of Students' Suggestions for Improving the Super Spin App

Suggestion	Illustrative Statement	Rationale / Implication
Add sound effects and animation	<i>"It would be more enjoyable and interesting if there were sound effects and additional moving animations."</i>	Would make the activity livelier, more dynamic, and reduce boredom.

Extend quiz time allocation	"We need more time to think about finishing the quizzes. Sometimes we could not give the best because we lacked time."	Reduces pressure and allows students to formulate more accurate responses.
Add a practice/exercise feature before the quiz	"I think, before we get the quiz, it's better to have exercises first to understand how the quiz should be done."	Provides scaffolding, builds confidence, and smooths the transition from practice to authentic use.

Additional data also reveal some suggestions from students to enhance the effectiveness and enjoyment of the Super Spin App in future learning contexts. Several participants expressed concerns about the importance of integrating sound effects and animation into the application. They assumed that the improvement would make the application more interactive and make the activity more dynamic and engaging. Consequently, this improvement would reduce boredom and maintain joyfulness during the learning activity. For instance, one student mentioned, *"It would be more enjoyable and interesting if there were sound effects and additional moving animations."* By incorporating sound effects and animations, the App would make the learning activity livelier and more enjoyable.

Another suggestion often mentioned was the need to provide extra time to deal with the quiz's activity. Several student responses indicated that the time allocation was too short for executing the challenges, which contributed to the suboptimal results because the students could not formulate accurate responses. One of them expressed, *"We need more time to think about finishing the quizzes. Sometimes we could not give the best because we lacked time."* Thus, giving more time to think and execute the challenges would allow them to prepare the proper answers, reduce pressure, and improve the quality of their work. This recommendation proves that the learners pay critical attention to the use of the Super Spin App. They not only enjoyed the learning process, but also evaluated the weaknesses of the App to support more effective learning activities.

In addition, another perspective has been delivered by a student who stated that this app needs an exercise feature before jumping into the quizzes to ensure that all students are ready to work with it. One of the students explained, *"I think, before we get the quiz, it's better to have exercises first to understand how the quiz should be done."* This statement views the urgency of scaffolding in the learning process, as rehearsal *assists* the students to be more prepared and build confidence before dealing with the quizzes. Furthermore, such rehearsal features could strengthen the mastery of the material and facilitate smoother transitions from practice to authentic use of the expression in real conversation.

Overall, the students' suggestions show the needs of balancing between educational purpose and enjoyment in the development of the App platform. Adding sound effects and animations would elevate the entertainment aspects of the App. These suggestions come due to the students' awareness of the importance of both engagement and comprehension, and they indicate that the Super Spin App has great potential to evolve into a more effective and entertaining learning activity in teaching "Asking and Offering for Help"

DISCUSSION | مناقشة

The findings of this study provide strong evidence that the Super Spin App is perceived as a highly effective and motivating pedagogical platform to support teaching and learning activities in the classroom, especially in "Asking and Offering for Help" material for junior high school students. The observed increase in students' involvement, activeness, frequency of interaction,

and motivation to follow the learning process has supported the current educational trends of a gamified learning model for teaching the English Language. As contemporary researches suggest that integrating game elements in learning activities could significantly revitalize students' interest and active participation (Stocker, 2020; Zeng et al., 2024). The feeling of enjoyment and eagerness to learn is also reported by Çınar et al. (2022) and Matviienko et al. (2025), who stated that gamified classroom settings boost dynamic participation and increase students' enthusiasm to learn the targeted language.

Furthermore, the students reported that comprehension improvement and practical application of the language expression further highlight the positive outcome of interactive digital applications. This finding is consistent with the previous research demonstrating that the combination of visual, audio, and interactive elements of digital platforms facilitates deeper understanding and better retention of linguistic structures (Suwastini et al., 2020; Yadav et al., 2025). Moreover, the immediate feedback given by both the teacher and the Super Spin App reinforced correct usage and quickly addressed errors. This has been identified by Puspitasari et al. 2021; Lin & Lan, 2025), who stated that the benefit of using digital tools is the use of prompt feedback for language acquisition. Ultimately, Martinez & Perez (2023) also confirmed that a multimedia-rich digital platform enhances the ability to recall and apply learned information.

A notable finding of this research is the improvement of students' speaking confidence, which automatically affected the students' level of anxiety reduction. This finding pervasively addressed the challenge in EFL contexts, where students often face a high level of FLSA (Foreign Language Speaking Anxiety) (Tang & He, 2023). The dynamic activities provided by the Super Spin App have motivated the students to take part in classroom conversation. This allowed the student to have extra practical experience that reduced their speaking anxiety and enhanced self-confidence in uttering the targeted language expression. Almazova et al. (2021) even stated that creating a supportive language environment could significantly improve students' speaking confidence and eliminate anxiety. Moreover, the app's user-friendly design helps minimize the cognitive effort required to operate it, fostering students to focus directly concern on the main activities and communication directly, a factor consistently associated with reduced anxiety in technology-assisted learning (Zhao et al., 2022).

Finally, while the user-friendliness and accessibility were highly appreciated, the minor technical/design suggestions provided by the students are invaluable for future improvements. This constructive feedback underscores the importance of continuous iterative design in educational technology development, ensuring that tools remain adaptable and optimally tailored to learner needs (Chiu & Chai, 2020; Sofia, 2023). The overall findings thus advocate for the strategic integration of engaging and interactive digital media like Super Spin App into junior high school English curricula in SMP Al Hikmah IIBS Batu and similar contexts, not only to make learning more enjoyable and efficient but also to cultivate greater communicative confidence among young learners.

CONCLUSSION | خاتمة

The findings of this study indicate that Super Spin App is an effective and engaging teaching medium for helping students learn the expressions used in "asking and offering for help." Students responded positively to the use of this interactive game, as it made the learning process more enjoyable and less intimidating, especially in speaking activities. The media encouraged active participation, improved students' confidence, and enhanced their ability to

use the target expressions in meaningful contexts. Overall, the Super Spin App supported a more student-centered and communicative classroom environment.

Given these results, Super Spin can be an alternative learning medium for teaching English, especially for "asking and offering for help," particularly in junior high school settings. The ability to combine learning with fun and interactive games increases student motivation. It makes abstract language concepts more accessible by providing real-life practice for all students while playing the spin game.

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