

ABSTRACT

Putri, Rizky, Dani. 2024. *The Use of Telling Time Board to Improve Students' Understanding in Telling Time at 7th Grade in SMPN 1 Sanankulon*. Thesis, English Education Department. Faculty of Education and Teacher Training. State Islamic University (UIN) Sayyid Ali Rahmatullah of Tulungagung. Nuriyatul Hamidah, S.S., M.Pd.

Key words: *visual media, telling time board, ability.*

Learning media is the tool that functions to support learning activities. The choice of learning media must be adjusted to the learning objectives and students' needs in order to effective. Visual media can help students understand complex concepts, because students not only imagine but can see them directly.

The research aims to improve students' understanding in telling time by using visual media of an analogue clock. The visual media used is telling time board which consists of a talking clock, minute board and question cards. The progress of students' abilities is measured through written tests.

The classroom action research (CAR) method was used in this research. Classroom action research is divided into four phases, including the planning phase, action phase, observation phase, and reflection phase. The action phase consists of two cycle, each contains two meetings. The activity carried out in the action phase was that the researcher gave an example of stating the time using the talking clock, then called students in turns and randomly to state the time using the telling time board. At the second meeting, students were asked to sit in a circle while singing and the telling time board was played. When the song stops, the student who holds the talking clock is asked to take a question card and answer questions related to the time of day when daily activities are carried out while showing the time on the talking clock. All activities are provided to improve students' understanding in stating the time in English. There were 25 students in class 7H in SMPN 1 Sanankulon who participated in the research. The preliminary phase, observation, and test are used for monitoring the progress of students' understanding before and after using the telling time board as the learning media for telling time material.

The research found the theory that the use telling time board could improve students' understanding in telling time in English. The test result in the preliminary phase was 44% of students could not state the time correctly. The improvement was shown in cycle 2 which 84% of students passed the test. The consistency and significant improvement was shown in cycle 2 where 100% of students were able to achieve the criteria of success. Based on the percentage between the percentages in the preliminary phase, cycle 1, and cycle 2, it can be stated that telling time board has proven to improve students' understanding in telling time material and cycle 1 has been successful.

Based on research findings, English teachers are strongly suggested to use telling time board to teach how state the time. The telling time board, which consists of talking clock, minute board and question cards, is a visual media that has been proven to help students understand telling time material more easily.

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Kata kunci: visual media, telling time board, ability.

Media pembelajaran merupakan alat yang berfungsi untuk menunjang kegiatan pembelajaran. Pemilihan media pembelajaran harus disesuaikan dengan tujuan pembelajaran dan kebutuhan siswa agar pada penggunaannya dapat efektif. Media pembelajaran visual dapat membantu siswa dalam memahami konsep yang kompleks, karena siswa tidak hanya membayangkan namun bisa melihatnya secara langsung.

Penelitian ini bertujuan untuk meningkatkan pemahaman siswa dalam materi telling time menggunakan media visual. Media visual yang digunakan adalah telling time board yang terdiri dari talking clock, minute board, dan question cards. Progres kemampuan siswa diukur melalui written test.

Metode penelitian tindakan kelas (PTK) digunakan di penelitian ini. Penelitian tindakan kelas dibagi menjadi empat fase, meliputi fase perencanaan, fase phase tindakan, fase observasi, dan fase refleksi. Fase tindakan terdiri dari satu siklus, yang memuat dua pertemuan. Kegiatan yang dilakukan pada pertemuan pertama yaitu peneliti memberikan contoh menyatakan jam menggunakan talking clock, lalu memanggil siswa bergiliran dan acak untuk menyatakan waktu menggunakan talking clock. Pada pertemuan kedua, siswa diminta untuk duduk melingkar sambil bernyanyi dan talking clock diputar. Ketika lagu berhenti maka siswa yang memegang talking clock diminta untuk mengambil satu question cards dan menjawab pertanyaan terkait jam dilaksanakannya kegiatan sehari-hari sambil menunjukkan waktu di talking clock. Semua kegiatan diberikan untuk meningkatkan pemahaman siswa dalam menyatakan jam menggunakan bahasa Inggris. Terdapat 25 siswa kelas 7H dari SMPN 1 Sanankulon yang berpartisipasi dalam penelitian. Fase pendahuluan, observasi, dan tes digunakan untuk memantau progres pemahaman siswa sebelum dan setelah menggunakan telling time board sebagai media pembelajaran pada materi telling time.

Penelitian menemukan teori bahwa penggunaan telling time board dapat meningkatkan pemahaman siswa dalam menyatakan waktu menggunakan bahasa Inggris. Hasil tes pada fase pendahuluan sejumlah 44% siswa gagal dalam memenuhi kriteria sukses. Pada siklus 1, kemampuan siswa meningkat 84%. Konsistensi dan peningkatan signifikan ditunjukkan pada siklus 2 yang mana 100% siswa mampu memenuhi kriteria sukses. Berdasarkan perbandingan antara persentase pada fase pendahuluan, siklus 1, dan siklus 2, dapat dinyatakan bahwa telling time board terbukti mampu meningkatkan pemahaman siswa pada materi telling time dan siklus 1 dan siklus 2 telah sukses.

Berdasarkan penemuan pada penelitian, guru bahasa Inggris sangat disarankan untuk menggunakan telling time board dalam mengajar cara menyatakan waktu menggunakan bahasa Inggris. Telling time board yang terdiri dari talking clock, minute board, dan question cards merupakan media visual yang terbukti dapat membantu siswa dalam memahami materi telling time dengan lebih mudah.