CHAPTER I

INTRODUCTION

Chapter one in thesis proposal discusses about the reason the study conduct. This chapter discuss the problem that underlies the research and the solution to overcome the problem.

A. Background of Study

Learning media is a tool used to help the learning process so that it can be understood more easily and clearly. Apart from that, the use of learning media helps achieve learning objectives effectively. Learning media is a unit that can convey information and understanding in conversational activities between students and teachers. Learning media include physical tools used to convey the content of educational materials including books, videos, images, graphics, television and computers. Therefore, we can conclude that educational tools are part of learning materials. In the process of teaching and learning activities, teaching materials play an important role, especially as tools to create an innovative and effective teaching and learning process. The learning media that use during the learning process must be innovative and effective. Innovative learning media is learning media that is designed to provide a more interesting and interactive learning experience for students. Interactive learning activities occur when students are interested by showing an active attitude of asking questions, there is active communication between teacher and students, active communication between students, and there is a positive response between the media and students. In interactive learning, no one is passive. The thing that needs to be considered when using learning media in the classroom, apart from being innovative is that the learning media used must be effective. Effective learning media means that the learning media used can help teachers achieve learning objectives appropriately according to the lesson plan. According to the theories that discussed above, in practice the problem that the researchers' found was the students had difficulty in differentiating and determining the use of the term "to" and "past". Another problem in the classroom was the students could not state the time in correct order. The correct way to state the time is by mentioning the minute first, then the hour. In practice, most of students made mistake in the order of minute and hour. The problem that faced by students was

caused by the teacher does not use supporting learning media that innovative and effective in teaching and learning process.

The teacher's role in the classroom influences the environment in which students feel enjoy and comfortable during the teaching and learning process. Implementing learning methods and using supporting media in class can be interesting to students and encourage them to actively deepen the content. Teachers must be able to determine a student's personality, strengths, and weaknesses before teaching the material. On this day, teachers strongly support sources of innovative and effective to create their own learning media.

The internship program II which was held for two months (18th September – 18th November 2023) at English Education Department, UIN Sayyid Ali Rahmatullah Tulungagung requires college students to go observing the Field Guide Teacher (GPM) in teaching and college students must teach in school. The purpose of the internship is to train students to deal directly with the school situation and atmosphere. Additionally, teacher must be able to create an effective and innovative learning media. More specifically, this activity also applies to teaching, classroom management, designing lesson plans, and implementing learning methods. Additional services are required for researchers who completed an internship program at SMPN 1 Sanankulon are observed and teach at 7th grade.

In studying English material, students often experience many obstacles, such as students who master grammar well but are not satisfactory in pronunciation or vice versa. During the researcher's internship in SMPN 1 Sanankulon, the researcher who taught in 7th grade needed extra time to explain the material. The obstacle faced by the researcher while teaching in class was the material "Telling Time". Students often made mistakes when saying numbers. Apart from that, students have quite difficulty in determining when to use "to" (used to indicate less than an hour) and "past" (used to indicate past hours) in stating the time. This problem makes researcher must develop strategies to overcome students' difficulties in understanding the material "Telling Time". This problem is because the media used is less innovative and effective. The strategy and solution that can be applied to this problem is to use innovative and effective learning media.

The media that used in this research to improve students' understanding in telling time is visual learning media. Visual learning media has proven to be helpful in the student's comprehension process. This is suggested by Sudjana (2002), that

visual learning media are tools used in teaching learning activities that the eyes and ears can absorb to help teaching activities more active and easily understood. The main function of visual learning media is to lower the abstraction of a concept, so that students are able to capture the true meaning of the concept. Thus, visual learning media has proven to be able to help students understand a material.

Innovative and effective visual media that can be used for improving students' understanding in telling time is by using Telling Time Board. Telling Time Board consists of three parts, there are talking clock, minute board, and question cards. Talking clock is a simple learning media of hours showing the long hand and short hand on both halves given a different colour as the "to" section marker and the "past" section. The research conducted by Niswatul, et al., in 2023 entitled "Development of Props Media Smiling Clock for Teaching Speaking Skill" proved that the use of clock props can be used for effective and innovative learning media in teaching English for foreign language. Another research that conducted by Rika and Astri in 2021 titled "The Use of Smiling Clock as Learning Media in Teaching Telling Time for 5th Grade Students of Elementary School" stated that the use of hour props called smiling clock as the learning media in the telling time materials could help students understand the material, improve students' learning results, and students can tell the time correctly.

Previous research only used visual media of analogue clock called smiling clocks, while this research used and added another media to support the teaching and learning process. Another media that used in the research were minute board and question cards. The minute board contains the vocabulary needed to express the time, such as *to, past, quarter, half,* and *o'clock.* Minute board displayed via LCD Projector. The question cards contain questions such as, "What time do you wake up?", "What time do you breakfast?", and "What time do you go to school?". The researcher provides 25 question cards that suit with the total number of students. Each question cards had different question related to the time in daily activities in order to made students answer based on their own activities and experience.

The use of learning media should follow specific guidelines to ensure that the usage of yields have positive effects. Knowing certain criteria in selecting learning media will make it easier for teacher to select and implement appropriate media for the classes, as the purpose of the media aids the teacher in the teaching and learning process. The function of media would not successfully if teacher do not pay

attention to the criteria when selecting media. This theory supported by Dzakiah (2022) on her research that the media should has the ability to accommodate the presentation of the right stimuli, the ability to accommodate acceptable student responses (written, audio, or physical activity), the ability to accommodate feedback should also considered when choosing the media that used, and choosing primary and secondary media for information presentation or stimulation, as well as practice and testing (practice and testing should ideally be done on the same media).

In practice, the researcher found that it in contrast with the problem that found by the researcher. Teacher often does not pay attention the principles in choosing learning media. Referring to the issues and previous studies, the researcher would improve the students' understanding of VII grade in SMPN 1 Sanankulon in stating the time in English. The study is done by using Classroom Action Research method (CAR). In Classroom Action Research method, the researcher give action to students. The action is in the form of an activity that activities to be filled out by the students to specific activities. The title of the research is "The Use of Telling Time Board to Improve Students' Understanding at 7th Grade in SMPN 1 Sanankulon".

B. Formulation of the Research Problem

Based on the background of the study, this study is formulated as follows: "How is the use of Telling Time Board improve students' understanding at 7th grade in SMPN 1 Sanankulon?".

C. The Purpose of the Study

The purpose of this study is to find out the use of telling time board to improve students' understanding in telling time at 7th grade in SMPN 1 Sanankulon.

D. Significance of the Study

The result of this study is expected to give both theoretical and practical benefits as follows:

1. Theoretically

    The result of this study is expected to find out a strategy of improving students' understanding in telling time by using telling time board.

2. Practically

    a. Teacher

    Teacher will found the interesting, innovative, effective, and interactive learning media.

b. Students

Students will be able to have interactive learning and funny.

E. Scope and Limitation

The scope of this study focused on implementing Telling Time Board to improve students' understanding. The researcher uses 7th grade students of SMPN 01 Sanankulon Blitar as the subject of the research. The limitation is only focused on teach students how to differentiate, how to determine, and how to use the term "to" and "past" according to the context. The researcher concern on makes students have the ability to state the time in correct order by mentioning the minute first, then the hour. The researcher did not pay attention errors in spelling the vocabulary.

F. Definition of Key Term

1. The Students' Understanding

Understanding is a person's ability to understand something after hearing, studying, and remembering. The ability to understand can be interpreted as a person's ability to grasp the meaning of the material that is being studied or has been studied. Understanding concepts describes how someone can guess, explain, generalize, give examples, rewrite, explain again, and conclude what has been learned.

From this definition, when students understand, it means that the student is able to understand something that is already known, understand the meaning of what has been learned by explaining the concepts that have been studied.

2. Telling Time Board

The solution that used for improving students' understanding in telling time is by using telling time board. Telling time board consists of talking clock, minute board, and word cards. Talking clock is a clock props that in both halves have colour label on the minutes indicating usage "past" dan "to". The use of different colours is to make it easier for students to remember the term "to" and "past" and indicating the differences in the use of terms in saying time in English. The minute board contains the vocabulary needed to express the time, such as *to, past, quarter, half,* and *o'clock*. Minute board will be displayed via LCD Projector. The word cards contain questions such as "What time do you wake up?", "What time do you breakfast?", and "What time do you go to school?".