ENHANCING THE STUDENTS' TELLING TIME WRITING SKILLS BY USING TELLING BOARDS AND WORD CARDS

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Abstrak: This research investigates the effectiveness of telling boards and word cards in improving students' telling time writing skills, which aims to enhance students' telling time writing skills. It also seeks to prove the significance of telling boards and word cards for mastering telling time writing skills. The writer applied a quantitative approach and analyzed the results descriptively. The result showed that the average class score in the pretest (pre-test 1-6) was 73.45, while in the first cycle (post-test 1-6), it was 86.05. Cycle 2 focused on further developing writing skills and using word cards more extensively. The teacher created more complex and varied writing questions and materials relevant to the study goal: to enhance writing abilities connected to telling time. The results showed positive results, with students performing well on most tasks. The average class score in the second cycle (post-test 1-4) was 83.71. The findings revealed that using telling boards and word cards significantly improved the students' telling time writing skills.

.**Kata Kunci**: Writing Skills, Telling Time, Telling Boards, Word Cards

PENDAHULUAN

Education is an important activity in the human experience. Education has dramatically advanced human civilization, whether we choose to admit it or not. Education is a mechanism for improving people's quality of life in all areas. The educational system of a nation reflects both the character of its people and the nation's progress. Consequently, education makes a substantial and indirect contribution to raising the standard of living in the country. Therefore, a top-notch educational system is needed to generate inventive, creative, and productive human resources.

To improve the learning process, educators need to put effort into creating suitable teaching tactics. This is because engaging students is essential to meaningful teaching and learning. If students are actively involved in the process—acting, analyzing, forming attitudes, and creatively creating situations that facilitate teaching and learning— learning will have meaning and be intellectually and emotionally stimulating.

The educational process at school will accomplish the learning goals established by The changes that occur in a student's mind after going through the learning process, including patterns of action,

values, understandings, attitudes, appreciation, and skills, known as learning outcomes. These changes may or may not affect cognitive, affective, and psychomotor functions. Djamarah and Zain (in Supardi, 2013) state that examining students' daily progress and incomplete tasks can help identify the markers of learning achievement. When a student meets the predetermined amount or the learning criteria, that is the acceptable learning outcome. According to Sudjana (2009), a fundamental result of students' learning is a shift in behavior brought about by learning more thoroughly that incorporates cognitive, emotional, and psychomotor skills.

During observations, low learning outcomes were found in SDN Simomulyo VIII/497 Surabaya's class 3A's English, Telling Time topic. The mean pupil did not meet the 75 minimal completeness criteria (KKM) outlined in the curriculum after studying for the English Mid Semester Exam 1. It was found that, of the 35 students in class III, only nine had completed their coursework, and the remaining 26 had not after taking the final semester exam. The students' performance was excellent, with the highest possible score of 88 and the lowest score of 25. With this information in mind, the researcher tried to rectify himself and identify problems with the English language.

According to Sumiati and Asra (2009), visual media uses the sense of sight. Nonverbal and spoken messages can be communicated through visual media. Verbal-visual signals consist of written words, often known as verbal language. On the other hand, nonverbal visual symbols transmit nonverbal-visual messages. Media can be called visual language because nonverbal visual signals replace spoken discourse. Then, utilizing this visual language, the visual media software is developed. " One of the functions of teaching media, especially visual media, according to Daryanto (2011).

Students benefit significantly from using visual media in the learning process because it helps them meet their learning objectives, which include gaining the most knowledge possible. Word cards and narrative boards are the visual mediums employed in this study. The purpose of telling boards, visual aids in the form of boards or photographs, is to facilitate pupils' comprehension of the information teachers present. In the meantime, word cards can be used as a teaching tool for both English and Indonesian vocabulary. Word cards with terms in both English and Indonesian are used for this strategy. This approach has the advantage of creating learning materials from discarded items, which makes it very affordable and convenient for instructors to utilize even in settings where they live or teach in a place

with limited resources. Teachers can also involve students in developing learning materials and encourage them to be imaginative when working with their papers.

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RESEARCH METHODS

This classroom action research investigated the effectiveness of using telling boards and word cards to improve third-graders writing skills in telling time. The study involved 35 students (14 male and 21 female) from class IIIA at SDN Simomulyo VIII Surabaya, Indonesia, and was conducted between October 16th, 2023, and January 15th, 2024. The research employed a descriptive approach within a cyclical CAR (classroom action research) framework. Based on the Kemmis and McTaggart model, this framework involved planning, implementation, observation, and reflection stages repeated across two cycles. To assess the effectiveness of the intervention, the researcher used a combination of quantitative and qualitative data collection techniques. Pre- and post-tests were used to measure student learning before and after using the visual media, while additional data may have been gathered through observation or student feedback (depending on what the author mentions later). The quantitative data collection techniques in this research are as follows:

1. Observation

Assessment of learning implementation takes the form of a checklist on the same instrument. Apart from observing the implementation of the learning process, researchers also observed changes in behavior. A team of collaborators changes student behavior by observing student behavior during learning.

2. Documentation

Documentation is collecting, selecting, processing, and storing information in the field of knowledge, documenting data held by schools and teachers by the data and facts needed to solve research problems, and documenting when learning is carried out.

3. Post Interview and Questionnaires.

An interview is a qualitative data collection technique that involves a face-to-face conversation between the researcher and the participant.

4. Test

A test is a test that asks several questions to see student learning outcomes. This test consists of questions in essay form—the written test functions to measure the ability of a concept that has been mastered. Data obtained in this way uses quantitative techniques.

RESULTS AND DISCUSSION

Before implementing the action, This section describes the initial assessment of

students' understanding of telling time before implementing the intervention using telling boards and word cards.

Pre-Interview: Conducted with the teacher to understand current teaching methods and student engagement, revealed limitations of traditional methods and a need for more engaging activities. Students reported finding telling time difficult and conventional methods boring.

Pre-observation focused on students' baseline knowledge of time concepts and English vocabulary related to time and utilized participant observation and short question-and-answer sessions—to identify difficulties in understanding the relationship between hands on a clock and time representation.

Pre-Test: A series of six tests were conducted to assess student comprehension across various aspects of telling time. Tests involved drawing clocks, matching time phrases with numbers, converting phrases to numerical forms, and reading time from clocks. Results showed a range of understandings:

1. High scores in matching time phrases with exact numbers (85.42 and 86.36).
2. Lower scores in converting phrases with "to" (64.17) and reading time from clocks (62.05).
3. Pre-tests identified a need for improvement in understanding time concepts and writing time using phrases like "past" and "to." 4. Limited vocabulary related to numbers was also observed.

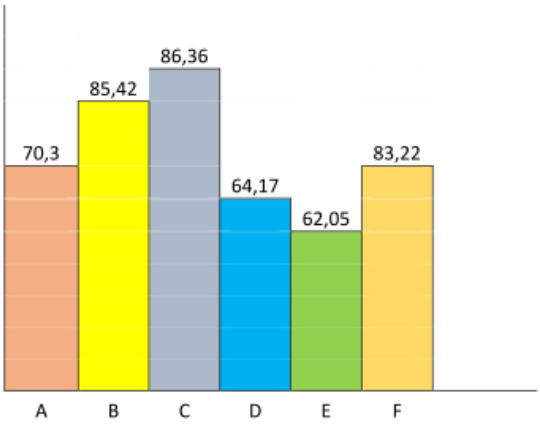

Diagram 1. Pretest result

Note:

A = Draw the clock with the correct short and long-hand position
B = Match the correct time 1
C = Match the correct time 2
D = Write into Number
E = Look at the clock and write the correct time
F = Answer the question with the correct time

Data Description Of The First Cycle In the Classroom.

This cycle focused on using telling boards (analog clocks) and word cards to improve students' writing skills in telling time.

1. Planning

The researcher and teacher collaborated to develop a plan for Cycle 1. The teacher prepared lesson plans, observation sheets, analog clocks, post-tests, and a writing skills rubric. Interactive

teaching strategies were planned, including using telling boards, word cards, group activities, and play-based learning to create a fun and engaging environment.

2. Action

The cycle consisted of six meetings, each lasting 35 minutes. During each meeting, the teacher introduced basic telling time concepts using analog clocks, explaining terms like "a.m." and "p.m." Students practiced by manipulating their clocks. Play-based learning was incorporated through icebreaker activities using number cards. In later meetings, word cards were introduced to help students compose sentences indicating time, including using the words "past" and "to." Students participated in activities like arranging word cards to show the correct time. Post-tests were administered after each meeting to assess student learning. A series of six tests were conducted to assess student comprehension across various aspects of telling time. Tests involved drawing clocks, matching time phrases with numbers, converting words to numerical forms, and reading time from clocks. Results showed a range of understanding:

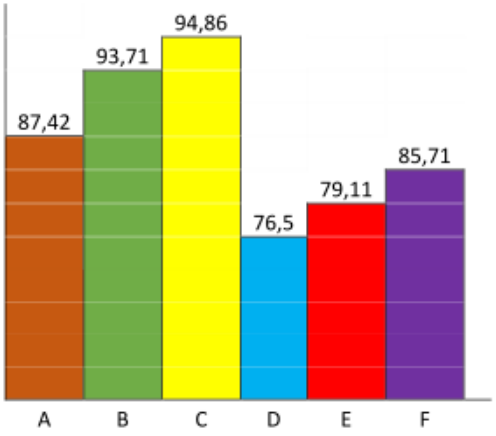

Diagram 2. Postest Cycle 1 Result

Note:

A = Draw the clock with the correct short and long-hand position
B = Match the correct time 1
C = Match the correct time 2
D = Write in number
E = Look at the clock and write the correct time
F = Answer the question with the correct time

3. Observation

The researcher observed student progress by analyzing post-test results and student engagement during activities. Data analysis showed a significant improvement in students' abilities to understand time concepts and solve time-related problems using word cards and analog clocks. Observations of student interactions and communication during group work were also planned to gain further insights into their learning process. A writing skills rubric assessed students' involvement, comprehension, participation, and writing accuracy. Overall, the cycle achieved positive results, with high average scores on post-tests for most question types.

4. Reflection

The teacher and researcher discussed the findings of Cycle 1. Based on post-test results and comparisons with pre-test scores, it was determined that five students still needed extra support in reaching the minimum competency criteria (MCC). The effectiveness of the learning materials was reviewed, focusing on the "Write into Number" questions, which had the lowest average score. Analysis of these questions revealed that converting phrases with the word "to" into numerical forms was the most challenging aspect. This identified the need to reinforce this concept in Cycle 2.

Data Description of the Second Cycle In Classroom

Cycle 2 aimed to further enhance these gains by incorporating more complex writing exercises and strengthening areas that need improvement.

1. Planning

The researcher and teacher collaborated to develop a plan for Cycle 2. The teacher prepared lesson plans, observation sheets, surveys, and writing assessments. Play-based learning with icebreaker activities and word cards was incorporated to create an engaging environment. Group work activities were introduced to promote peer learning and collaboration. The teacher created more complex and varied writing questions focusing on sentence arrangement, phrase translation, and reading comprehension related to telling time. Four writing skill assessment rubrics were developed to evaluate students' readability, involvement, vocabulary knowledge, and progress in understanding content. Using telling boards and word cards, a survey was designed to gather student feedback on the learning experience.

2. Action

The cycle consisted of four meetings, each focusing on specific writing skills:

- Meeting 1: Reviewed composing sentences with time vocabulary using word cards. Students practiced writing sentences with "past" and "to" prepositions.
- Meeting 2: Focused on creating phrases using random words and word cards. Students practiced counting and using number vocabulary collaboratively.
- Meeting 3: Addressed translating sentences from Indonesian to English related to telling time. Students used word cards and dictionaries to assist with translation.
- Meeting 4: Emphasized reading comprehension of text passages related to telling time. Students worked in groups to answer questions based on the text.

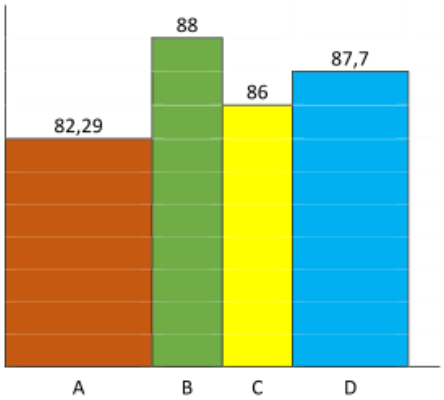

Diagram 3. Postest Cycle 2 Result

Note:

A = Arrange the jumbled words into good sentences
B = Translate into English
C = Read the text and answer the questions,
D = Write into Number 2

Student interactions and communication during group project averages and individual student data analysis are used to identify outliers or areas requiring additional support. Participant observation, where the researcher observed student behavior while actively involved in learning. Student feedback was obtained through interviews and surveys to understand their experiences and preferences.

3. Reflection

The reflection phase involved Gathering student feedback through interviews and surveys and analyzing observation sheets to monitor student engagement, participation, and understanding and reviewing student performance on writing assessments and post-tests, identifying students who still scored below the Minimum Competency Criteria (MCC) for further support.

4. Results,

Using word cards significantly improved students' vocabulary related to telling time. Scores on the "Write into Number" post-test increased, demonstrating improvement in converting time-related sentences into numerical forms. Group activities were well-received by students, fostering collaboration and communication skills. Introducing more complex writing tasks challenged students and helped them understand telling time concepts better. Student interactions and communication during group projects.Class averages and individual student data analysis to identify outliers or areas requiring additional support. Participant observation, where the researcher observed student behavior while actively involved in learning. Student feedback was obtained through interviews and surveys to understand their experiences and preferences about telling boards and word cards.

5. Reflection

The reflection phase involved Gathering feedback from students through interviews and surveys. Analyzing observation sheets to monitor student engagement, participation, and understanding. Reviewing student performance on writing assessments and

post-tests. For further support, identify students who still scored below the Minimum Competency Criteria (MCC)

CONCLUSION AND SUGGESTION

Based on the research conducted in the third grade of SDN Simomulyo VIII/497 Surabaya 2023-2024 academic year, it can be concluded that the telling board (an analog clock) and word card have been proven to improve students' time-writing skills and enhance them rapidly. The findings demonstrate that this approach yielded positive results, with students showing significant improvement in their writing skills related to time-telling. According to this data analysis:

1. Pre-Interview and Survey: The pre-interview identified challenges students faced, including abstract concepts, math difficulties, distinguishing clock hands, limited focus, lack of real-life connection, and a preference for problem-solving over memorization. The survey revealed that most students lacked confidence in writing time and found analog clocks and telling boards helpful for learning. Word cards were seen as beneficial for writing skills, and both telling boards and word cards were viewed as creating a more engaging learning environment.
2. Post-Test Results: The post-test results for Cycle 1 (Tests 1-6) were encouraging, with all tests exceeding the minimum passing score (MCC). This indicates a strong grasp of the material and highlights the effectiveness of the teaching methods. Scores showed significant improvement in all areas, with tremendous gains observed in converting time expressions into numerals ("Write into Number") and writing time-based on the clock ("Look at the clock and write the correct time").
3. Cycle 2 Results: Cycle 2 focused on further developing writing skills and using word cards more extensively. The results continued to be positive, with students performing well on most tasks. However, some challenges remained, particularly with converting time expressions into numerals ("Write into Number") and reading comprehension ("Read the text and answer the questions").
4. Survey on Learning Preferences: The survey revealed that students found both telling boards and word cards valuable tools. However, some students found word cards challenging due to the limited depiction of time, rote memorization emphasis, and lack of engagement. Improvements were suggested to focus on understanding rather than memorization and catering to different learning styles.

5. Alignment with Research Objectives: The research objectives were to improve students' telling time writing skills by using telling boards and word cards. The second is to prove the significance of telling boards and word cards for mastering telling time and writing skills. The positive results from the pre-test and post-test comparisons and the positive survey feedback prove that both objectives were achieved. Using telling boards and word cards significantly improved students' writing skills related to time-telling.

6. Telling Boards and Word Cards Improve Writing Skills: First, Visualization and Clarity: Telling boards provide a visual representation of time using hands on a clock, aiding students in understanding abstract concepts like hours, minutes, and seconds. Second, vocabulary building: word cards introduce and reinforce time-related vocabulary, including numbers, terms like "past" and "to," and full expressions for writing time (e.g., "quarter past five"). Third, engaging practice: Interactive activities using the telling boards and word cards, like the "clap your hands and count the numbers" icebreaker, encourage participation and make learning time telling more enjoyable. This can particularly benefit kinesthetic learners, who learn best through movement.

7. Significance of Telling Boards and Word Cards for Writing Skills: first, Addressing Challenges: Telling boards and word cards address students' writing challenges. The visual representations on the boards help overcome difficulties with abstract concepts, while word cards provide practice with vocabulary and writing time expressions. The second supportive learning environment: These materials create a more inclusive environment catering to different learning styles. Visual learners benefit from the telling boards, while word cards support verbal-linguistic learners. Third, Improved Confidence: The survey results indicate a significant increase in students' confidence in writing the time in English after using telling boards and word cards.

8. This classroom action research, guided by the theories of multiple intelligences and play-based learning, successfully improved students' time-telling writing skills through telling boards and word cards. The data analysis, informed by Jerome Bruner's play-based learning theory and Howard Gardner's multiple intelligences theory, reveals promising results and highlights areas for further improvement. First, by supporting play-

based learning, the positive student engagement observed aligns with Bruner's theory. Activities like the "clap your hands and count the numbers" icebreaker incorporated movement and participation, making learning time-telling enjoyable (Bruner, 1960). This active approach caters to students who learn best through kinesthetic experiences and fosters a positive association with learning time. Second, to enhance multiple intelligences, using telling boards and word cards addresses Gardner's theory of multiple intelligences (Gardner, 1983). Telling boards utilize visual representations, appealing to students with solid visual-spatial intelligence. Word cards, on the other hand, cater to verbal-linguistic learners by providing written time expressions.

9. This multimodal approach allows students to learn through their preferred intelligence, promoting a more inclusive learning environment. Third, Key Findings and Areas for Improvement: The post-test results demonstrate a significant increase in student performance across all tests, exceeding the minimum passing score.

This improvement suggests that the telling boards and word cards effectively taught time-telling concepts. However, the data also reveals that students faced challenges with "Write into Number" tasks, indicating a need for further targeted instruction in converting written time expressions to numerals

SUGGESTION

This study provides valuable insights into the effectiveness of telling boards and word cards for teaching time-telling. Based on the findings, here are some recommendations for future practice:

First, reinforce "Write into Number" skills: Analyze students' challenges in converting written time expressions to numerals (Table A1). Provide additional practice exercises and targeted instruction to ensure all students master this concept.

Second, consider individual needs: Incorporate Gardner's theory by offering differentiated instruction that caters to students' preferred learning styles.

Third, maintain playful learning. Continue to integrate play-based activities like the "clap your hands and count the numbers" icebreaker to keep students engaged and motivated. Future research could explore enhancing word cards to address student feedback and improve their effectiveness for diverse learning styles.

However, further research can expand our

understanding of this area. Future studies could investigate the impact of these tools in different contexts, such as various grade levels or cultural settings.

Additionally, exploring how telling boards and word cards can be integrated with technology or adapted for diverse learners holds promise for enhancing the learning experience for all students. Moreover, longitudinal studies can track students' progress in time-telling skills over time, providing insights into the long-term impact of these teaching tools. By addressing these suggestions, researchers can further expand their knowledge base on the effectiveness of telling boards and word cards for teaching time-telling and contribute to developing more effective instructional strategies for this essential skill

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