

Development Of Props Media “Smiling Clock” For Teaching Speaking Skill

Niswatul Khamidah¹, Siti Rofi’ah², Widiarini³

¹²³ Universitas Nahdlatul Ulama Blitar

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Abstract

In the seventh grade of MTs Ma'arif Kawedusan, it was found that the understanding of English material was relatively low, because there weren't enough learning tools available to spark kids' interest in studying English. The purpose of the research is to develop props media Smiling Clock for teaching the speaking of telling time material.. In this learning media development research used the ADDIE method, where in this method researchers carried out as many as five stages. Analysis, design, development, implementation, and evaluation. After going through several processes until the product was finished, the researcher validated it. The first validation, the instrument validation, was based on instrument experts' evaluations, it received a score of 93% with the category "Very Valid". The second validation the media validation, was based on media experts evaluations, it received a score of 81% with the category "Valid". The last validation, the material validation was based on material experts' evaluation, it received a score of 90% with the criteria "Very Valid". Furthermore, revise the product according to the advice of media experts, products that are ready to be tested on students. Trials on students obtained data from student responses to learning, the percentage of answers from student responses that met the standard of "Very Good" was 91%. By considering the result of the research, it can therefore say that the props media Smiling Clock can be used for effective and efficient learning.

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Corresponding Author:

Niswatul Khamidah

Universitas Nahdlatul Ulama Blitar

khamidahniswatul@gmail.com,

1. INTRODUCTION

Learning media is a tool that can assist the teaching and learning process to make the meaning of the message delivered clearer and to effectively and efficiently accomplish the goals of education or learning (Nurrita, 2018). Because learning media are highly helpful in the growth of knowledge that a person possesses, especially for students in the learning process, they are a very crucial aspect in improving student learning outcomes and increasing student motivation to learn (Audie, 2019). Speaking learning is one of the important language skills in communication. (Tarigan & Siagian, 2015) The ability to pronounce articulated sounds or words to express, say, and convey thoughts, ideas, and feelings is suggested to be a necessary component of speaking skills. Speaking lessons prepare students to communicate meaningfully and contextually in everyday situations. (Hussin et al., 2022). As previously stated by (Siti Rofi’ah, Widiarini et al., 2022), the attempt team works to help partners resolve issues by teaching enjoyable English to students using a variety of teaching strategies and learning tools. By improving learning on speaking skills, hopefully the students to be more confident in speaking English and improve communication.

Based on findings from studying observations in seventh grade MTs Ma'arif Kawedusan which were conducted on January 25, 2023, the researcher found that the learning process used lecture, assignment and question and answer methods. In addition, the teaching material used by

the teacher are only commercial book or commercial students worksheet or what can be called (LKS) meaning that using learning resources is relatively minimal. Based on a conversation with a teacher of English, there were problems during the learning process students only relied on the teacher to translate English into Indonesian because students were lazy to bring a dictionary. So that students have difficulty translating a sentence or understanding the material because of the limited English vocabulary they have. Based on the respon of a questionnaire , 18 students who filled out the questionnaire given, it proved that students were less interested in speaking because students had difficulty in pronouncing English vocabulary. From this survey, it can be concluded that vocabulary became the main source of speaking problem. Other publications also reported that the lack of vocabulary mastery becomes the main problem in speaking (Widiarini et al., 2023; Widiarini & Arini, 2022).

Furthermore, interviews with students at MTs Ma'arif Kawedusan found that students faced difficulty to understand English because of the limitations of the learning media used and students find it difficult to understand telling time material because the material is difficult to understand, students find it difficult to determine past, to, a quarter, a half, etc. Previous research found the value of understanding the role of media as a conduit for information transmission, and how the creation of media can be used as a workaround for these issues, (Santuri et al., 2022) that teaching speaking requires media. In addition, The usage of learning media has shown to promote student speech, particularly among younger students (Wahyuningsih, 2022). Children who live in Panti Asuhan Al-Kahfi were taught English using educational props. Because the teacher uses educational tools when teaching, pupils' aptitude for learning English improves along with their enthusiasm and drive in studying English.

Due to the importance of speaking to communicate with other people. Conversely, speaking is a more complex and challenging skill than most people realize. (Risnaedi, 2001), the researchers are eager to develop learning to teach speaking, especially in telling time material. Considering the preliminary and previous study, the conclusion is learning speaking skills requires an interesting learning media, with the aim of facilitating the delivery of the subject matter effectively and efficiently. The purpose of this study is to learn more about the development of Props Media's "Smiling Clock" for teaching speaking technique, including its steps and outcomes.

2. METHOD

This researcher conducted research that falls within the category of research development, also referred to as research and development (R&D). In this study, it used the model of ADDIE. The researcher consideration of using the ADDIE model that it can be created methodically and using theoretical design education. This research produces products in three-dimensional form (Cahyadi, 2019) mentions there are 5 stages in this ADDIE model, namely (a) Analysis, (b) Design, (c) Development, (d) Implementation, and (e) Evaluation.



Figure 1. Research Procedure (Cahyadi,2019)

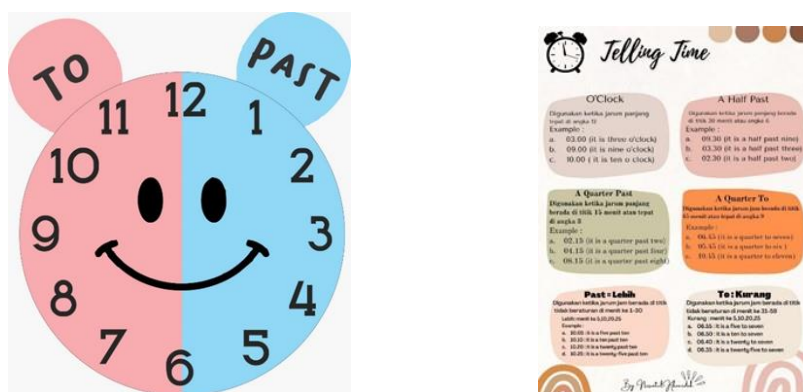
Analysis At this stage, it aimed to explore information from the problems found through learning observations, interviews with class teachers and also some students and the provision of questionnaires for students which was carried out on January 25, 2023 at MTs Ma'arif kawedusan. **Design**, The product design produced was to create a media props called Smiling Clock to teach speaking skills on Telling Time material. **Development** Activities at this stage included material

collection activities, design making, and product printing. The purpose of media validation was to assess the viability of the created learning resources and get suggestions for improvement before conducting trials on students. **Implementations** The produced learning media were put to use in this phase. The media must first be approved by media and subject matter experts before being used in classrooms. **Evaluation** Formative and summative evaluations were conducted during the final phase. Summative evaluation was conducted to ascertain the impact of the props medium, while formative evaluation was used to gather data at each stage as a means of improvement.

3. RESULTS AND DISCUSSION

Results

This research discusses the development of Props Media "Smiling Clock" using the addie model. Therefore, the results were focused on how to develop material using the model. The results were grouped by stages, including analysis, design, development, implementation and evaluation. **Analysis** based on a learning observation's outcome in seventh grade MTs Ma'arif Kawedusan which were conducted on January 25, 2023, the researcher found that the learning process used lecture, assignment and question and answer methods. In addition, the teaching material used by the teacher are only creatorbook or what can be called (LKS) meaning that the use of learning media is relatively minimal. Based on interview with English Teacher, There were difficulties when learning, the teacher was the only source of Indonesian translation for the students because students were lazy to bring dictionary. So that students have difficulty translating a sentence or understanding the material because of the limited English vocabulary they have. Based on interviews with students at MTs Ma'arif Kawedusan that due to the limits of the instructional resources used, children have trouble understanding English and students find it difficult to understand telling time material because the material is difficult to understand, students find it difficult to determine past, to, a quarter, a half etc. Based on the respon of a questionnaire , 18 students who filled out the questionnaire given, it proved that students were less interested in speaking because students had difficulty inpronouncing English vocabulary. **Design** The researcher design of the media used in the study is as follows: (1) The material used is in accordance with the curriculum. (2) There is vocabulary related to the material. (3) the media has a size of 50x50 cm. (4) The shape of the clock resembles the head of a Mickey Mouse with the addition of a smile in it.(5) has two sides of the basic color namely blue and pink.(6) Black color in numbers 1-12 to make it clear and easy to read. **Development** After designing the product, then produce a product called smiling clock. The following pictures are the result of the development of smiling clock.



Picture 1. Smiling Clock

The next step is for the product to be validated to experts for assessment. The assessment was carried out by giving questionnaires to 3 experts, including: expertise in languages, materials, and the media. After getting the score, it is then assessed qualitatively using the average score.

$$P = \frac{\sum x}{\sum xi} \times 100$$

Note : p = percentage
 $\sum x$ = total score of answer
 $\sum xi$ = total score

According to (Sugiyono, 2015) the final score obtained is then adjusted to the response table in the following table :

Table 1. Percentage of validation

| Percentage (%) | Validity category |
|----------------|-------------------|
| 85% - 100% | Very valid |
| 70% - 84% | Valid |
| 55% - 69% | Less valid |
| 40% - 54% | Invalid |

Expert Assessment Results

Table 2. Assesment Result

| Validation | percentage | Validity category |
|-----------------------------|------------|-------------------|
| Validation linguist | 93% | Very valid |
| Validation material experts | 90% | Very valid |
| Validation media experts | 81% | Valid |

Implementation At the implementation stage, the purpose to evaluate the effectiveness of the creation of smiling clock media to be used with speaking learning materials for telling time. To find out about the success in the media can be known by giving a response questionnaire to students. Researchers conducted a product trial on May 23, 2023 to seventh-grade students of MTs Kawedusan. The students presented at that time amounted to 16 students. Researchers distributed the media by displaying the media in front of the classroom so that students could see it directly. Researchers practiced how to use media and how to learn to speak using these media. In practice, researchers first show the time on the media, then researchers sound the time on the media using English. After that, students were asked to guess the time that had been shown to the media by saying directly using English. **Evaluation** After getting data from the result of trials that have been carried out, the next step is to calculate data from the result of trials. Below will be presented a table of student response results.

Table 3. Results of Students Response

| No. | Aspect | Scoring | Percentage | Category |
|-----|--|---------|------------|-----------|
| 1 | Media pembelajaran <i>Telling Time</i> mudah untuk dipahami ? | 59 | 92% | Very good |
| 2 | Media pembelajaran <i>Telling Time</i> mudah untuk digunakan ? | 61 | 95% | Very good |
| 3 | Media pembelajaran <i>Telling Time</i> menarik minat belajar tentang waktu ? | 59 | 92% | Very good |

| | | | | |
|----|--|----|-------|-----------|
| 4 | Media pembelajaran Telling time menyenangkan untuk belajar tentang waktu ? | 60 | 93% | Very good |
| 5 | Materi dalam media pembelajaran Telling Time mudah dipahami ? | 56 | 87,5% | Very good |
| 6 | Gambar/tulisan dalam media Telling Time jelas untuk dilihat ? | 62 | 96% | Very good |
| 7 | Gambar/tulisan dalam media Telling time berfungsi sebagai alat bantu ? | 62 | 96% | Very good |
| 8 | Media pembelajaran Telling Time sesuai dengan materi yang diajarkan guru ? | 58 | 90% | Very good |
| 9 | Penggunaan media pembelajaran Telling Time merupakan pengalaman baru di dalam kelas ? | 62 | 96% | Very good |
| 10 | Dengan media pembelajaran Telling Time dapat membantu saudara mempelajari materi tentang waktu? | 62 | 96% | Very good |
| 11 | Dengan media pembelajaran Smiling Clock dapat membantu belajar berbicara bahasa inggris / Speaking ? | 53 | 82% | Good |
| 12 | Dengan media pembelajaran Smiling Clock dapat mempermudah mengasah skill berbahasa inggris / Speaking Skill ? | 54 | 84% | Good |
| 13 | Apakah belajar berbicara Bahasa Inggris / Speaking menyenangkan menggunakan media Smiling Clock ? | 62 | 97% | Very good |
| 14 | Apakah media Smiling Clock cocok untuk digunakan dalam pembelajaran berbicara Bahasa Inggris / Speaking ? | 54 | 84% | Good |
| 15 | Selain berbicara Bahasa Inggris / Speaking , apakah media Smiling Clock bisa digunakan untuk belajar Reading, Writing, dan Listening dalam materi Telling time ? | 56 | 87,5% | Very good |
| | Total | | 91% | Very Good |

In general, it can be seen from the results of table 3. Shows that students' assessment of smiling clock media gets satisfactory results and positive responses. The data also shows that the media used can help students learn telling time material.

Discussion

Considering how the challenge was formulated and presented, this development research aims finding out how the procedure of developing props media Smiling Clock and how it turned out of the development of smiling clock props media. The first step taken by researcher is to analyze the needs of the class. In this step, data is found in the form of 1) Learning is still in the form of questions and answers between teachers and students, so learning is less interesting 2.) Students have difficulty in interpreting English because many students are lazy to bring dictionaries to school 3.) Limitation of

using media in learning, learning only focuses on books belonging to students and teacher. Referring to the outcome of the study, the lack of learning media causes students to be less enthusiastic when learning, the researcher decided to do research through creating learning media so that later students at MTs Ma'arif Kawedusan could be motivated to be more enthusiastic in learning English. Learning media are forms of media that are used by teachers to share information with their students (Puspitarini & Hanif, 2019). Learning media are utilized to supplement learning activities rather than simply serving as a replacement for traditional teaching methods (Isma Ramadhani Lubis & Jaslin Ikhsan, 2015). As said at the beginning the use of learning media to support student learning is very important, with this researchers choose the right and suitable media for learning seventh grade students MTs Ma'arif Kawedusan. In this study, researcher chose a teaching aid media called smiling clock. Props are anything that can channel messages, can pique students' interest, can arouse their emotions, and can increase their readiness to support the development of a learning process in themselves (Nomleni et al., 2018). Props are tools that serve to accelerate students' understanding of one of the subjects in a particular field of study (Kaltsum, 2017). This smiling clock props media is used in telling time material and this research is focused on speaking skills. Smiling Clock is a learning tool that aids children in learning how to tell time or read the time in English (Septiani et al., 2023). Speaking is a real activity that a speaker engages in to share ideas and engage with listeners (S Thornbury, 2005). One of the four language skills, along with listening, reading, and writing, is speaking. Speaking is a talent that involves using articulated sounds or words to transmit feelings, thoughts, or other concepts. (H.G Tarigan, 2008).

After the class needs analysis, the researcher next design the product that will be produced.. From the design results then the researcher makes a product that is ready to be validated first. Validation is carried out in 3 stages, 1.) Instrument validation to linguists 2.) Media validation to media experts 3.) Validation of the material to the material expert. At the validation stage experts provide assessments, comments and also suggestions on instruments, media and materials. With this aims so that researchers can revise or add deficiencies to instruments, media and materials for research. Assessment of each expert using questionnaires. 1.) Instrument validation validated by instrument validation, according to the outcomes of the instrument validation, a percentage of 93% with the criteria of "very valid". 2.) Media validation validated by media validation, according to the outcomes of the media validation, a percentage of 81% with the criteria "valid". 3.) Material validation validated by material validation, according to the outcomes of the material validation, a percentage of 90% with the criterion "very valid". After validating and revising according to the advice of experts, proceed to product test research. The product trial research was carried out on May 23, 2023 with 16 MTs Ma'arif Kawedusan seventh grade students in attendance. The product trial research went smoothly without any problems. The students looked enthusiastic and enthusiastic in learning English, students felt helped in understanding the telling time material using smiling clock media, smiling clock media can train students to dare to speak using English. The final result of the development of smiling clock props media was discovered from the outcome of giving student feedback. Based on the results obtained from student response data to learning using smiling clock media get a percentage of 91% with the criteria of "very good".

4. CONCLUSION

The development of teaching speech material using the ADDIE model then produced a product called the smiling clock. In the research model, ADDIE has five stages that must be passed. 1) Analysis, at this step research is performed which aims to identify needs of the class. 2) Design, at this step the researcher do designs the product to be developed. 3.) Development, at

this step researchers validate experts including instrument expert validation, media validation expert, and material validation expert. 4) Implementation, the researcher conducts product testing with students, and from the outcome of product testing student feedback data is obtained. 5) Finally, in the evaluation stage, at this step the data from the result of product trials are processed and then the results of the development of the smiling clock product can be concluded.

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