THE IMPLEMENTATION OF CLOCK AS MEDIA IN TEACHING GRAMMAR

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Abstrak:
Grammar means a lesson about principles on creating and clustering words into sentences. So that, grammar is very important for people who wants conquering words in English well, because it can guide us to cluster words and sentences correctly. As EFL students almost most of them difficult to mastery English grammar, they found it difficult when they have to use it in their practices. The most difficult part is the verb changing is rather annoying to use. This research aim's to investigate the implementation of clock as media in teaching grammar in Madura University. It employs a qualitative design. The data of the research were collected through observation, interview and documentation with the descriptive approach. This study focuses on how the clock is applied as a learning media on changes of verbs form, especially irregular verbs. This research was conducted in English Education department of Madura University. Research subjects are students who take Structure class academic Year 2018/2019 Class A. From the data there are 53.3% of students give positive respond toward the implementations of clock as media in teaching grammar especially in changes of verb form. It help them to memorize the irregular verbs.

Keywords: *clock, grammar, verb*

A. BACKGROUND

Grammar is an analysis of the language structure in both writing and speech. According to Jeremy Butterfield (2008: 148), grammar is a common way of referring to every aspect of language. Language users have a set of internal rules for using the language.

The terms "English Tense" and "English Grammar" are two related and complementary topics. Therefore it is necessary to briefly explain these two terms. English Grammar not only includes tenses, but also "capital", adjectives, adverbs, noun clauses, relative clauses and many other topics. Tenses in English, become part of English grammar, are usually explained as past, past, present, future in most grammar books.

Tense is related to time, and time refers to the 'moment' of action. This is to show the timing of an action in relation to when speaking '(Cowan, 2008, p. 350). Salaberry & Shirai (2002, p. 2) tenses are categories that place the time situation in relation to some other time, usually when speaking '. Tense has three 'dimensions': 'present', 'past', and 'future' (Cowan, 2008, p.350). Therefore, it is necessary to build several important points to then be able to find the time situation of three

'dimensions' in English which are reflected in the form of verbs

Students have difficulty understanding English as a foreign language because most of them do not understand grammar. They find it difficult when they have to practice it. Mastering grammar means that you can produce sentences correctly, so that the recipient of the message can easily receive messages from the speaker or writer.

The most difficult part is changing the shape of the verb. That is too difficult to understand. Changes in the form of verbs have their own rules, there are two types of verbs Azhar (1989) regular verbs and irregular verbs. When the regular verb has a simple rule, it only needs to end it with -ed at the end of the verb to make it in the past form, but irregular verbs have unique rules. They do not have the right pattern, verb forms change without specific rules, students who learn English must memorize the form of verb pattern changes.

A teacher can determine the most efficient and effective media in teaching grammar. According to Yuliarsih (2016) using new media for learning makes students interested in learning English in class. Using a clock as a medium can help students become more interested in learning changes in verbs. In this study, the authors are interested in using media hours to teach grammar because we use it in our daily activities. In addition Sadiman (2007) said media is everything that can be used to distribute messages to convey to the recipient so that the stimulus of thoughts, feelings, attention and students read abilities in such a way that the learning process can occur.

Dohrn-van Rossum (1997) clock are instruments for showing time coordination. The word clock comes from the word Celtic *clagan* and *clocca* means "bell". A silent instrument missing like a striking mechanism has traditionally been known as a timepiece. In general use today "clock" refers to any device to measure and display time. According to Dohrn-van Rossum (1997) there are several types of clocks: (a) Analog clock, (b) Digital clock, (c) Auditory clock, (d) Word clock, (e) Projection clock, (f) Tactile clock, (g) Multi-display clock Based on the explanation above, the researcher decided to use clock as a media in teaching grammar. This research took

place at Madura University. Based on the results of preliminary observations that students at Madura University have some problems in grammar mastery. This study aims to: describe the implementation of the clock as a media in teaching grammar at Madura University

B. RESEARCH METHODS

This research is descriptive qualitative research. Qualitative research is used to reveal a phenomenon experienced by research subjects in the form of behavior, perception, motivation, action, etc., holistically and described in the form of words, in a natural context and by utilizing various scientific methods (Moeleong, 2014). Descriptive research is a study intended to investigate a situation, condition, situation, event, activity, etc., and the results are presented in the form of a research report (Arikunto, 2010: 3).

This study focuses on how the clock is applied as a learning media on changes of verbs form, especially irregular verbs. The instrument in this study are observation, interview and documentations. This research was conducted in English Education department of Madura University.

Research subjects are students who take Structure class Academic Year 2018/2019 Class A. the number of subjects are 25 students.

Data analysis method uses descriptive analysis. This means that the analysis carried out by the researcher is based on the results of reports on activities in the field, and using theme analysis. Data analysis stages: (1) Collecting data, (2) Classification, (3) Data verification, (4) Analyze data, (5) Draw conclusion

C. DISCUSSION

According to Dohrn-van Rossum (1997) there are several types of clocks: (a) Analog clock, (b) Digital clock, (c) Auditory clock, (d) Word clock, (e) Projection clock, (f) Tactile clock, (g) Multi-display clock. However, based on the results of the study, lecturers at Madura University only used one type of clock as a learning media, namely an analog clock with the reason that this type was easier to use as a media and students were already familiar with analog clocks. One important reason for using this analog clock is because this type of clock has components that can be used to facilitate understanding.

According to Sadiman, et al (2007) also state there are four factors in choosing the media are: (a) The availability of local resources, (b) Considering the lack of funds, personnel and facilities in use, (c) Factors concerning for a long time, (d)Cost effectiveness over a long period.

Analog clock usually shows the time using angles (which are formed from two sides, namely the side of the main needle clock and the second side of the minute indicator). Many clock combine with the third pointer, the third needle as a second pointer. The most common clock display uses a fixed number. It has a circular scale of 12 hours, which can also function as a 60 minute scale, and 60 seconds if the clock has three stylus.

This angle division is used as a medium to facilitate students in remembering changes in the form of verbs which are used as guidelines in English tense. Lecturers at Madura University prioritize the use of this clock to show changes in the first form verb (infinitive), second form verb (past) and third form verb (past perfect). This can be seen in the picture below:
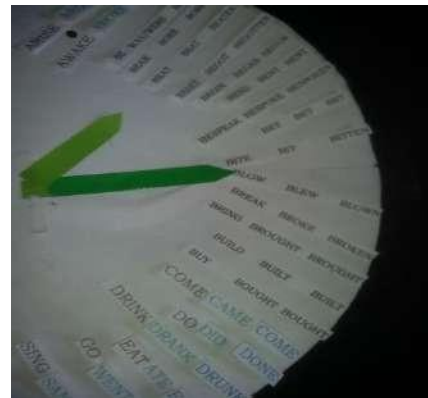
Sadiman (2007) Media is anything that can be used to distribute messages to convey to the recipient so that the stimulus of thoughts, feelings, attention and students read abilities in such a way that the learning process can occur. During this time learning tenses is a scary thing for students. A good teacher must be able to choose the right learning media to make it easier for students to understand the lesson. Based on the results of research data the response of Madura University students to the application of the clock as a learning medium was very positive. According to them this media makes it easy for them to remember changes in the form of the verb that they must use with appropriate tenses. This can be seen in the table below:

Table 1: The students' respond toward the use of clock as media in teaching grammar

No.	Range	Category	%

1	15 – 17	Very positive respond	3.3
2	12 – 14	Positive respond	53.3
3	9 – 11	Average respond	40
4	6 – 8	Negative respond	3.3
5	3 – 5	Very negative respond	-
Total			100

From the table above there are 53.3% of students give positive respond toward the implementations of clock as media in teaching grammar especially in changes of verb form. It help them to memorize the irregular verbs, easy to use, and easy to make.

D. CONCLUSION and SUGGESTION

Based on the discussion above the implementation of clock as media in teaching grammar especially verb changing of irregular verb in Madura University able to improve the students' grammar ability. In this clock as media in teaching grammar the lecture has an important role to succeed the program of improving skill. Clock as media in teaching grammar when students apply and experience what is being taught referencing real problems. Clock as media in teaching grammar emphasizes higher-level thinking. Knowledge

transfer across academic disciplines, and collection, analyzing and synthesizing information and data from multiple sources and viewpoints. The students have positive respond toward the implementation of clock as media in teaching grammar. The lectures used analog clock because this type of clock has components that can be used to facilitate understanding, easy to make and familiarity factor.

Based on the result of the research and the data analysis totally, so with capability limitation, the researcher want to give some suggestion that are approximately can give a valuable input for Madura University especially for English Department, English lecture, surely in the implementation of clock as media in teaching grammar especially in changes of verb form. It help them to memorize the irregular verbs. The lecture should improve or develop the knowledge and ability of implementing clock as media in teaching grammar to make sure that the teaching and learning process can run well. The capability of using the technology media in teaching learning system should be obtained to support the teaching and learning process. The giving spirit to the students is very helpful for them who feel that the implementation of clock as

media in teaching grammar is very enjoyable.

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