ENHANCING ELEMENTARY EFL LEARNERS' UNDERSTANDING OF TIME EXPRESSIONS THROUGH INTERACTIVE WORKSHEETS

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ABSTRACT

Understanding time concepts and their linguistic expressions remains a significant challenge for elementary EFL learners due to the lack of engaging and contextual learning materials. This Classroom Action Research aimed to enhance Grade III students' mastery of "Telling Time" by implementing interactive, picture-based worksheets that connect abstract concepts with daily routines. The study followed the Kemmis and McTaggart model across two cycles, involving 29 participants at an elementary school in Central Kalimantan. Data collection methods included pre-tests, post-tests, classroom observations, and semi-structured interviews. The quantitative findings revealed a substantial improvement in academic performance, where the average score increased from 67 in the pre-test to 88 in the post-test, with 100% of students successfully achieving the Minimum Completion Criteria (KKM). Qualitatively, the intervention transformed the classroom dynamic from teacher-centered to student-centered, resulting in heightened motivation, reduced anxiety, and increased confidence in using English time expressions. The study concludes that utilizing visually stimulating and contextualized worksheets is highly effective in bridging the gap between abstract mathematical concepts and language application, thereby significantly boosting both cognitive comprehension and affective engagement in young learners.

Keywords: *Telling Time, Worksheet-based Learning, Elementary Students, Classroom Action Research, Learning Outcomes.*

ABSTRAK

Memahami konsep waktu dan ekspresi linguistiknya masih menjadi tantangan signifikan bagi pembelajar EFL tingkat dasar karena kurangnya materi pembelajaran yang menarik dan kontekstual. Penelitian Tindakan Kelas ini bertujuan untuk meningkatkan penguasaan siswa kelas III dalam "Menyebutkan Waktu" dengan menerapkan lembar kerja interaktif berbasis gambar yang menghubungkan konsep abstrak dengan rutinitas sehari-hari. Studi ini mengikuti model Kemmis dan McTaggart selama dua siklus, melibatkan 29 partisipan di sebuah sekolah dasar di Kalimantan Tengah. Metode pengumpulan data meliputi pre-test, post-test, observasi kelas, dan wawancara semi-terstruktur. Temuan kuantitatif menunjukkan peningkatan substansial dalam prestasi akademik, di mana nilai rata-rata meningkat dari 67 pada pre-test menjadi 88 pada post-test, dengan 100% siswa berhasil mencapai Kriteria Penyelesaian Minimum (KKM). Secara kualitatif, intervensi tersebut mengubah dinamika kelas dari berpusat pada guru menjadi berpusat pada siswa, menghasilkan peningkatan motivasi, pengurangan

kecemasan, dan peningkatan kepercayaan diri dalam menggunakan ekspresi waktu dalam bahasa Inggris. Studi ini menyimpulkan bahwa penggunaan lembar kerja yang merangsang secara visual dan kontekstual sangat efektif dalam menjembatani kesenjangan antara konsep matematika abstrak dan penerapan bahasa, sehingga secara signifikan meningkatkan pemahaman kognitif dan keterlibatan afektif pada pembelajar muda.
Kata kunci: *Menentukan Waktu, Pembelajaran Berbasis Lembar Kerja, Siswa Sekolah Dasar, Penelitian Tindakan Kelas, Hasil Belajar.*

INTRODUCTION

The ability to understand the concept of time is a fundamental skill that bridges the disciplines of mathematics and language, which should be mastered by students as early as elementary school. Mastering expressions of time not only helps children organize their daily tasks but also serves as a tool to link linguistic competence with practical real-world situations. Ideally, learning English as a Foreign Language (EFL) should provide functional understanding so that students can communicate effectively regarding their schedules and routines (Isnata, 2025; Ramadilla et al., 2025). However, in reality, many third-grade students still face significant obstacles in reading traditional analog clocks and understanding technical terminology such as the use of the words *past* and *to*. This gap is often caused by a lack of active student engagement in the learning process, where they tend to only memorize vocabulary without understanding the actual context of its use. This problem becomes increasingly complex when the material presented fails to trigger students' visual and cognitive interests, leaving their ability to connect time concepts with daily actions at a very low level (Anshari et al., 2024; DEWI et al., 2025; Febriyanto et al., 2025).

Based on initial observations conducted at an elementary school in the Central Kalimantan region, there is a very striking disparity in student academic achievement related to telling time. Data shows that the class average score was only 67, providing a strong signal that the majority of students have not yet reached the minimum mastery criteria set by the school. Realities on the ground show a highly unequal distribution of scores, where some students achieved scores above 65, while many others struggled with very low scores, some even touching 20. This data gap indicates that the conventional teaching methods applied thus far have not been able to accommodate the diverse learning styles of students in the classroom. These low scores reflect systemic difficulties in understanding English instructions related to numbers and the positions of clock hands. Without proper intervention, failure to master these basic concepts will hinder the development of students' language literacy at higher levels of education, given that time is a key element in grammatical structures.

The main problem in this learning process is often rooted in a pedagogical approach that is one-way or teacher-centered, where the teacher is the sole center of information while students remain passive recipients. Learning patterns that rely only on memorization without contextual practice leave students feeling anxious and lacking confidence when asked to use time expressions in conversation. Students tend to feel confused when having to distinguish between the concepts of minutes and hours in English, which often have different structures than their mother tongue. Ideally, the classroom environment should transform into an interactive and student-centered space to stimulate curiosity (Isnata, 2025; Oktarina et al., 2025; Syahrani et al., 2025). The need for learning methods that are more engaging and visually stimulating has become urgent to overcome student boredom. The lack of innovative teaching media relevant to children's daily routines makes the material of telling time perceived as an abstract and tedious cognitive burden. Therefore, a breakthrough is needed that can change the

classroom dynamics to be more vibrant and provide opportunities for every student to explore their language abilities independently (Anggraeni, 2023; Caru et al., 2026; Mahriani & Jannah, 2025; Muhsin, 2023).

As a solution to these problems, this research introduces an innovation in the form of interactive worksheets based on images as the primary learning medium. The novel value of this research lies in the integration of attractive visualizations with tasks that directly connect time concepts to students' daily routines, such as breakfast time or school departure time. Through the use of these worksheets, students are encouraged to understand what they see, discuss answers with peers, and apply English expressions in meaningful contexts. Illustrative clock images help visual learners grasp the concepts of *past* and *to* more quickly and accurately. This innovation aims to bridge the gap between abstract mathematical concepts and practical language application. By involving interactive elements, these worksheets function not only as evaluation tools but also as media capable of increasing students' intrinsic motivation. This approach is expected to reduce linguistic anxiety levels and build student confidence in communication, so that the English learning process becomes more enjoyable and is no longer viewed as just a memorization subject (Nur et al., 2026; Saputri et al., 2024).

This study employs a Classroom Action Research (CAR) model that follows a systematic cycle from planning to reflection to ensure continuous improvement in learning outcomes. The implementation of this method has provided a significant contribution, evidenced by a drastic leap in student academic achievement across two research cycles. This innovation not only improves test scores but also equips students with the functional ability to use English accurately in real life. Thus, this research offers an important reference for educators to continue exploring the use of creative worksheet-based media in teaching other complex topics at the elementary school level.

METHOD

This study employs a Classroom Action Research (*CAR*) design rooted in the cyclical model proposed by Kemmis and McTaggart, which encompasses four distinct phases: planning, acting, observing, and reflecting. This methodological approach was selected to address specific pedagogical challenges regarding the mastery of time expressions in an English as a Foreign Language (*EFL*) context. The research was conducted at an elementary school in Central Kalimantan, involving a total of 29 third-grade students as the primary participants. To ensure the intervention was practical and relevant, the researcher collaborated closely with the class teacher to identify baseline difficulties. The procedure spanned two cycles, with each cycle consisting of multiple sessions to ensure the intervention interactive picture-based worksheets was effectively implemented and refined based on immediate feedback. The use of this iterative design allowed for continuous adjustments to instructional strategies, ensuring that the specific learning needs of the young learners were met dynamically throughout the study.

To obtain comprehensive empirical evidence, data collection was executed using both quantitative and qualitative instruments. The primary quantitative instrument consisted of pre-tests and post-tests containing multiple-choice and short-answer questions designed to measure students' cognitive grasp of time concepts, such as reading analog clocks and using terms like *past* and *to*. Simultaneously, qualitative data were gathered through semi-structured interviews with both the teacher and selected students to gain insights into their perceptions and psychological responses to the new materials. Additionally, observation checklists and field notes were utilized during the instructional process to document student engagement, enthusiasm, and classroom dynamics in real-time. This triangulation of data sources—

combining test scores with behavioral observations and personal feedback—was essential to validate the findings, ensuring that improvements in academic performance were corroborated by observable changes in student motivation and interaction within the classroom environment during the implementation of the worksheets.

The analysis of the collected data was conducted using a systematic mixed-method approach to evaluate the efficacy of the intervention. Quantitative data derived from the pre-test and post-test scores were analyzed using descriptive statistics, specifically calculating the mean scores, percentages, and improvement margins to quantify academic progress. Success was determined based on the students' ability to meet the Minimum Completion Criteria (*KKM*) set by the school. On the other hand, qualitative data from interviews and observations underwent thematic analysis to identify recurring patterns related to student behavior, anxiety levels, and learning autonomy. The findings from both analysis streams were integrated to interpret how the interactive worksheets influenced the learning process. This analytical procedure allowed the researcher to move beyond mere numerical outcomes, providing a holistic understanding of how visual aids and contextual learning strategies facilitated the transition from passive memorization to active, student-centered language acquisition in the context of telling time.

RESULT AND DISCUSSION

Result

Tabel 1. The Quantitative Analysis From The Excel Data Showed Clear Improvement

Assesment	Lowest	Higest	Average
Pre-Test	11	100	67
Post-Test	60	100	88

During Cycle I, students began to show increased participation and accuracy in identifying hours and minutes. The worksheets, containing illustrated clocks, helped visual learners grasp the concepts better. Some students still misused "past" and "to," but their confidence in answering orally improved. In Cycle II, the worksheets were refined with clearer visuals and contextual prompts such as "What time do you have breakfast?" and "When do you go to school?" Post-test results demonstrated that all students achieved the KKM (minimum competence criterion), and the score gap between high- and low-achievers significantly decreased.
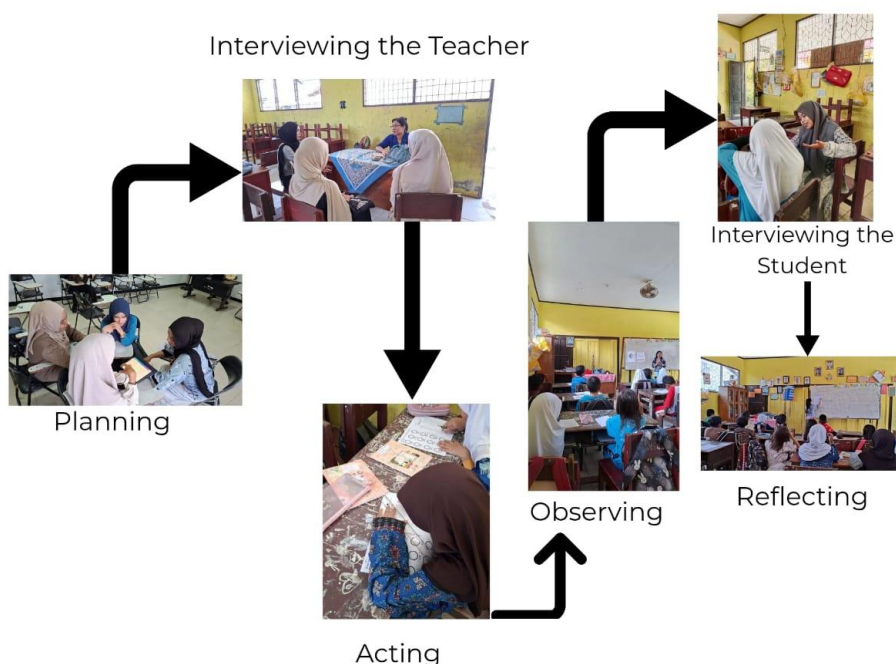
The quantitative analysis demonstrated a strong and consistent improvement in students' mastery of the "Telling Time" concept following the implementation of interactive worksheets. The students' average pre-test score was 67, ranging from 11 to 100. After two cycles of research, the students' average post-test score improved to an 88. All of the students achieved Minimum Completion Criteria or In Indonesian Kriteria Ketuntasan Minimal (KKM), which represented an increase of 21 points that signifies achievement and a better understanding and retention of the material (Table 1).

Students showed improvement in reading time correctly in Cycle I; however, some students evidenced continued confusion surrounding the terms "past" and "to". Following suggested design changes to the worksheets in Cycle II, including stronger visuals and context-based prompts, students provided evidence of improving understanding of both the concept of time and its English expressions. Students were able to connect learning to their own experiences when making sentences like "I wake up at six o'clock" or "I have dinner at seven". Overall, the improving trajectory points to interactive worksheets with visuals and context as valuable mediums for supporting cognitive and linguistic student learning outcomes.

The data collected from interviews supported the quantitative findings. Observations indicated that students displayed higher motivation, engagement, and confidence in manipulating time in the L2. During group activities, for example, students were able to work collaboratively, often assisting peers as they tried to read patterns on the clock or offering peer support for pronunciation. Interviews also revealed that most students preferred the worksheets with illustrations compared to simply learning time through traditional textbook activities. Students mentioned that the illustrations assisted in their understanding faster, stating that based on their perception "learning time became fun." These responses align with the engagement aspect of emotions related to students learning a target language, and support literature that discusses the benefits of interactive materials that can allow students an increased sense of autonomy, enjoyment, motivation, and retention

As a general observation, and relevant to the intervention, the overall classroom dynamics changed significantly. In the beginning of the semester, the class was quite, more teacher centered, and after the intervention the dynamics were shifted towards being more student centered with students feeling freer to interact in more open ways. This is consistent with constructivist ideas that students actively construct meaning rather than being a person that receives information passively.

Figure 1. Classroom Action Research (CAR) Cycle Diagram

Discussion

A comprehensive analysis of quantitative data demonstrates that interventions utilizing interactive worksheets have a highly significant impact on students' mastery of English time concepts. The increase in average scores from 67 during the pre-test to 88 in the post-test indicates a substantial cognitive leap following two learning cycles. The achievement of the Minimum Mastery Criterion (KKM) by 100% of students by the end of the second cycle confirms that this method is not only effective for high-achieving students but also inclusive of those who previously struggled. This success was not instantaneous; rather, it was achieved through a gradual improvement process from Cycle I to Cycle II, where the comprehension gap between high- and low-ability students was significantly narrowed. This proves that the use of

learning instruments specifically designed to facilitate visual needs and structured practice can radically transform student learning trajectories, ensuring an equitable understanding of concepts across the entire class (Martallata et al., 2026; Muzekki & Januar, 2026; Sholichah & Rahayuningsih, 2025).

The effectiveness of these worksheets is closely linked to the integration of visual elements that serve as cognitive scaffolding for students. In Cycle I, students' confusion in distinguishing between the terms "past" and "to" was still evident; however, design revisions in Cycle II—featuring clearer clock visualizations—successfully overcame these hurdles. Visual literacy theory supports these findings, suggesting that the use of imagery helps students process information through dual coding, which strengthens memory retention and renders abstract concepts more concrete. For primary-level foreign language learners, visual illustrations are not merely aesthetic ornaments but mental bridges connecting time concepts to their linguistic representations. Consequently, the refined visual media within the worksheets played a vital role in reducing students' cognitive load, allowing them to grasp the complex patterns of telling time more quickly and accurately than through verbal or textual explanations alone (Adilah & Syarifuddin, 2025; Muzekki & Januar, 2026; Purnamawati et al., 2025; Yuliana et al., 2025).

Beyond the visual aspects, the success of the learning process was driven by a contextual approach that linked the subject matter to the students' daily realities. Worksheets designed with questions about daily routines, such as breakfast or school departure times, allowed students to construct meaning through their personal experiences. This approach aligns with the principles of constructivism, where new knowledge is built upon a foundation of existing experience. When students are asked to compose sentences about their own activities, the learning process shifts from mere vocabulary memorization to a meaningful communicative activity. The relevance of the material to the real world ensures that English is no longer perceived as an alien or isolated subject, but as a functional tool for communication. This contextualization proved to strengthen students' long-term memory because they were emotionally and cognitively engaged with the material, making the foreign language acquisition process more natural and deeply embedded (Jayanti et al., 2025; Mahbubillah et al., 2025; Nurjanah et al., 2025; Purwanigara, 2026).

The impact of this intervention was also clearly visible in the affective domain and classroom social dynamics, where a transformation from teacher-centered to student-centered learning occurred. Observations and interviews revealed that student anxiety levels dropped drastically due to the collaborative activities facilitated by the worksheets. Group work created a low-risk environment where students felt safe helping one another with pronunciation or problem-solving without the fear of making mistakes. Increased learning motivation was reflected in the students' enthusiasm, as they noted that learning became enjoyable due to the helpful visuals and engaging activities. This active involvement is a crucial indicator of emotional health in language learning, where enjoyment and autonomy contribute positively to academic success. The more vibrant and interactive classroom atmosphere indicates that the worksheets were successful not only as cognitive evaluation tools but also as instruments for building students' self-confidence and social skills in interacting using the target language (Dila et al., 2025; Purwanigara, 2026; SARI et al., 2025).

Methodologically, the success of this research underscores the importance of the reflective process in Classroom Action Research (CAR) as a foundation for improving instructional quality. The reflection cycles conducted between Cycles I and II enabled the teacher to identify initial design weaknesses and make precise modifications, leading to optimal final results. The implications of this study suggest that educators should not be confined to

rigid textbook materials but should instead venture to develop creative teaching materials that are adaptive to student needs. Data-driven instructional adjustments based on observations proved capable of bridging the comprehension gap among students. In conclusion, the integration of contextual visual materials and collaborative strategies is key to enhancing student competence holistically, encompassing cognitive, linguistic, and affective aspects. This approach offers a sustainable and effective learning model for application within the context of teaching English as a foreign language at the elementary school level.

CONCLUSION

Students' learning outcomes in the subject of "Telling Time" were significantly improved by the use of worksheet-based exercises, as evidenced by the increase in the mean score from 67 to 88 and the achievement of 100% mastery. In addition to enhancing academic performance, the illustrated and contextual worksheets promoted active student engagement, peer cooperation, and meaningful connections to real-life activities. These worksheets helped make abstract concepts like time more tangible and relatable.The students' confidence in their ability to read clocks, relate time expressions to daily activities, and use English more accurately all saw improvements. These results underscore the effectiveness of student-centered, visual learning resources in supporting various learning styles. To further enhance conceptual understanding and student motivation, it is recommended that teachers continue to integrate similar worksheet-based approaches with real-life examples, visual aids, and guided discussions when teaching other mathematical and linguistic topics.

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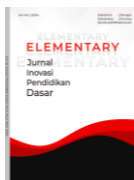
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