

ABSTRACT

FIRLY MAYSA WULANDARI. 2025. ANALYSIS OF STUDENT ACTIVITY IN BIOLOGY SUBJECT USING CONVENTIONAL LEARNING METHOD WITH TRANSCRIPT BASED LESSON ANALYSIS (TBLA) AND OBSERVATION METHOD (Case Study in Grade X of SMAN 1 Tasikmalaya in the 2024/2025 Academic Year). Department of Biology Education. Faculty of Teacher Training and Education, Siliwangi University,

Various modern learning methods have been developed in the world of education. However, in practice, many schools still use conventional learning methods, especially in biology education. This study aims to analyze student activity in biology education using conventional learning methods by employing Transcript-Based Lesson Analysis (TBLA) and observing learning activities. The study uses a qualitative method with a case study design. The research subjects were one 10th-grade class and a Biology teacher at SMAN 1 Kota Tasikmalaya. Data were collected through video documentation of lessons, transcription of verbal interactions, learning activity observation sheets, and verification interviews. The results of the study indicate that, based on TBLA analysis, the frequency of student conversations was higher than that of the teacher; however, the number of words spoken by the teacher was significantly greater, resulting in an imbalance in the length of utterances. Most student responses were brief answers to closed-ended questions. Observation results showed that student activity was also reflected in nonverbal activities such as listening, observing presentations, and taking notes, which were carried out throughout most of the lesson. The conclusion of this study is that conventional teaching methods in this research context resulted in student engagement both verbally and nonverbally, with the roles of teachers and students complementing each other in the learning interaction.

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Keywords: Biology Learning, Conventional Learning Method, Observation Method Student Activeness, Transcript-Based Lesson Analysis (TBLA)