

**THE USE OF MEDIA IN MICROTEACHING CLASS  
OF ENGLISH TEACHER EDUCATION  
DEPARTMENT AT UIN SUNAN AMPEL  
SURABAYA  
THESIS**

Submitted in partial fulfilment of the requirement for the degree of  
Sarjana Pendidikan (S. Pd) in Teaching English



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The questionnaire were distributed to the participants who were the students of English Teacher Education Department that passed the microteaching 1 class. There were 6 participants consist of 2 students from each different lecturer. And based on the table 4.1 about the finding of this research presents that the statement of number 1 shows that 100% say “yes” to use loud voice when explain materials. All of participants using loud voice when they explain the material.

For the statement of number 2 shows that 50% of participants ask their students to do and listen story telling as the media in learning procces. And 50 % did not asked their students to do and listen story telling.

The next is the statement of number 3 shows that 33% were using music in their teaching learning process and 67% did not use this media. 33% of participants were using the media said that music was appropriate way to use in teaching english. Because it could be improve students’ vocabularies and they could memorize the material easily. It was stated by the participant who use music as the media.

From the table 4.1, it can be conclude that there were 3 common media which are used by the student-teachers; loud voice, story telling and music.





participant who said that play the role is an appropriate way, because this activity would make the students more attractive and did not getting bored easily. It was based on the statement of the participants that said as follow.

The second statement is number 8 showed that 100% participants were choose the answer “yes” and 0% participants were choosing “no”, it means that they did not use body language when teaching English. All of participants said that using body language is an appropriate medium for teaching english. it is used to make the students more understand by looking the body movement of the teacher.

The next statement is number 10 until 14 have the same persentage. The table showed that 17% say yes, they were using stick and bottle as the media to arrange the sentences. The next table showed that 17 % participant using cards in order to match between text cards with the suitable pictures. The last is 17% using snake and ladder to make students more active in learning English. It means that each participant have their choice to use stick and bottle, cards or snake and ladder. This activity is very usefull to engage kinesthetic learners because this type of learness are interest in physical rather than listening to the teacher.

The media that commonly used by student-teachers for teaching kinesthetic learener were only using body language and role play.

In the whole of the finding of this research showed that there were some media which are used in teaching English for VAK learners; the first was using loud voice when explain materials in order to make the students momorize well about the lesson. Second media was asking the students to do and listen story telling to improve their vocabularies. The third was using music to motivate the students and increase their creative thinking. The fourth

media was using pictures in order to make the students feel the real situation of the lesson. Then, fifth was using graphic and diagrams or mind mapping to get the students' interest in reading. Sixth media was using ppt slide to gain and attract students' interest. Seventh media was using animation video in order to improve students' English vocabularies and the achievement of the lesson. The eighth media was using quiz to know the students' understanding about the lesson. The ninth media was role play in order to improve students' speaking skill. The next media was using body language to explain the implicit message of the lesson. Using snake and ladder to help the students increase their knowledge about the target language.

Based on the result above, it can be concluded if there are some media that commonly used by student-teachers based on the students' learning style; the first media for the Auditory learners which were used loud voice, storytelling, and music. The second media for Visual learners which were pictures, Slide (using PPT), and Video Animation. The third media for Kinesthetic learners which were used Body language and role play.

The result have showed that each participants are using different media in their teaching learning process, and they said that not all the media have been used are appropriate. These are the participants statement about appropriateness of media that they have used:















































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