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



By:

Nourma Agustin NIM D75215098

ENGLISH TEACHER EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UIN SUNAN AMPEL SURABAYA
2020

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini,

Nama : Nourma Agustin

NIM : D75215098

Jurusan/ Program Studi : Pendidikan Bahasa / Pendidikan Bhasa Inggris

Fakultas : Tarbiyah dan Keguruan

Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya buat ini benarbenar merupakan hasil karya saya sendiri, bukan merupakan pengambil alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan saya sendiri.

Apabila kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi yang telah ditetapkan.

Surabaya, 3 Marct 2020

Yang membuat pernyataan ini,

SO WITTEN

2103AJX285361141

(Nourma Agustin) D75215098

ADVISOR APPROVAL SHEET

This thesis by Nourma Agustin entitled "The Use of Media in Microteaching Class of English Teacher Education Department at UIN Sunan Ampel Surabaya" has been approved by thesis advisor for further approval by the board examiners.

Surabaya, March 3rd 2020

Advisor I,

Dr. Irma Soraya, M.Pd

NIP.196709301993032004

Advisor II,

Rizka Safriyani, M. Pd

NIP. 198409142009122005

EXAMINER APPROVAL SHEET

This thesis by Nourma Agustin entitled "The Use of Media in Microteaching Class of English Teacher Education Department at UIN Sunan Ampel Suraba: "has been examined March, 9th 2020 by the board

examiners.



9630/231993031002

xaminer I,

Moh. Syaifuddin, M. Ed. Ph. D NIP. 197310131997031002

Examiner II.

Dr. M. Salik, M. Ag NIP. 196712121994031002

xaminer III,

NIP. 196709301993032004

Examiner IV,

NIP. 198602102011012012



KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300 E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Nama	: NOURMA AGUSTIN
NIM	: D73215098
Fakultas/Jurusan	: Tarbiyah clan keguruan / pendidikan Bahasa Inggris
E-mail address	: nour mangustin 22 @gmail. com
Demi pengemba	
UIN Sunan Amp ☑ Sekripsi □ yang berjudul: ☐ We U	el Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya Ilmian : Tesis Desertasi Lain-lain () a of Media In Microteaching Class of English
UIN Sunan Amp ☑ Sekripsi □ yang berjudul: ☐ We U	ngan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan el Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah : Tesis

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara fulltext untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya,

Penulis, 3 Maret 2026

(NOURMA AGUSTIN)
nama terang dan tanda tangan

ABSTRACT

Agustin, Nourma. (2020) "The Use of Media at Microteaching Class of English Teacher Education Department at UIN Sunan Ampel Surabaya" An Undergraduate Thesis English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University. Advisor I: Dr. Irma Soraya, M. Pd., Advisor II: Rizka Safriyani, M. Pd.

Key Word: Common Media, Challenge, Teaching English

Teaching learning process is the activity where the teacher and students doing communication each other. Teacher as the facilitator have an important role to gain the successful of the objectives of the study. They are expected to be able to select the appropriate media for the students. The teacher should know their students' learning styles in order to reach the goal of teaching learning process. there 3 types of students learning styles; the first is Visual Learners, Auditory Learners and Kinesthetic Learnes or its can be called as VAK learners. Qualitative case study research the common media that commonly used by the student-teachers in teaching English for VAK learners and challenges faced by them based on the criteria that have been selected. Questionnaires about common media and interview guidelines are used as the instrument of this study. Questionnaire was conducted in 3 days for 6 different student-teachers from different lecturer to find out the common media that commonly used. The Interview was conducted to find out the challenges faced by studentteachers based on the media in the quetionnaire. The result of this study show the media that are commonly used, there are; (1) loud voice, (2) story telling, (3) music, (4) pictures, (5) graphic, (6) diagram, (7) role play, (8) body language, (9) slide (Powerpoint), (10) stick and bottle, (11) video animation, (12) guizes, (13) cards, (14) snake and ladder. There are find the challenges faced by student-teachers based on the media. These are the challenges; how to deal with the students who have little vocabularies in English, how to handle a big class, manage the available time, using the appropriate music, the available facilities of the class, how to deal with the introvert and timid students and teachers' creativity in creating interesting slide.

TABLE OF CONTENTS

TITTLE SHEET	i
ADVISOR APPROVAL SHEET	ii
EXAMINER APPROVAL SHEET	iii
MOTTO	iv
DEDICATION SHEET	v
ABSTRACT	vi
ACKNOWLEDGEMENT	vii
PERNYATAAN KEASLIAN TULISAN	ix
TABLE OF CONTENTS	X
LIST OF APPENDICES	xii
CHAPTER I: INTRODUC <mark>TI</mark> ON	
A. Background of Research B. Research Questions C. Objective of The Research D. Scope and Limitation of the E. Significance of The Study F. Definition of Key Term.	1 4 4 4 5 5
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Definition of Media B. Technique of Selecting Media C. Common Media D. Challanged E. Review of Related Study	8 10 14 14 16
CHAPTER III: RESEARCH METHOD	
A. Research Design B. Subject and Setting of the Study	18 18
C. Data and Source of Data	19
D. Research Instrument E. Data Analysis Technique	

F. Chec	king Validity of Findings	22
	arch Stages	
CHAPTER IV	7: RESEARCH FINDING	
A. Find	ings	
	fommon Media for VAK Learners	
2. C	hallenges Based on The Media	32
B. Disc	ussion	
1. C	ommon Media	
a	Common Media for Auditory Learners	35
	. Common Media for Visual Learners	
c	Common Media for Kinesthetic Learners	41
2. C	hallenges Based on The Media	
a		
b	. Challenges for Visual Learners	45
c	Challenges for Kinesthetic Learners	45
CHAPTER V	: CONCLUS <mark>IO</mark> N AND S <mark>U</mark> GGESTION	
A. Conc	clusion	47
B. Sugg	estion	48
REFERENCE	S	49

CHAPTER I

INTRODUCTION

This chapter discussed about the background of the study. Then, the research questions followed by the objectives that explain the aims of the study. Scope and limitation and definition of keyterms that presents the explanation of each variable.

A. Background of study

Teaching learning process is the activity where is some people with different characteristics; such as social, culture and styles in learning become in one class to do some interactions in order to gain new knowledge. In this activity there is a facilitator and mediator that usually called as a teacher. They are the person who deliver the materials of the lesson to the students and lead them while doing discussion together. While discussion the teacher have an important role, they were required to deliver the materials in interesting way in order to make the students still focus teaching learning process. This interesting situation is not only for the also the students who are the new learner in teacher but understanding new knowledge and information about the lesson. Every students want to create their learning process become joyful learning and one of the main factors that determine joyful learning and the success of receiving the material by students is through the media that can be receipt by them, appropriate with their need and reach the objectives of the lesson. Media have an important role in teaching learning process, because missunderstanding of the lesson will be explain detail by the media, such as teaching procedural text which are need media to practice how to make something. Media can represent unclear information which are difficult to convey through words¹ and media are irreplaceable component in order to gain the teaching learning process efficiency and effectiveness.² In this case,

-

¹ Elis Mediawati, *Pembelajaran Akuntansi Keuangan Melalui Media Komik Untuk Meningkatkan prestasi Mahasiswa*, hlm 69, 2011.

² Muhammad Ragil, Analisis Karakter Media Pembelajaran Berdasarkan Gaya Belajar Peserta Didik, Volume 3, No. 7, hlm 3, Mei 2017. (FKIP

teacher's creativity is required to create fun activities in teaching learning process, both inside and outside the classroom. Nowadays, there are a lot of kinds of technology to create the media in order to support teaching learning process to transfer the material to the students. But, most of the teachers still confused in operating the new technology and only elect to use.³

It is true that media is one of the main factors in teaching learning process in order to attract students attention. Selecting the media are not as easy as people think, the researcher need to know more some criteria in selecting media, such as indicators, students' learning styles, facilities and others. Most of teachers are faced by some challenges in selecting an appropriate media for VAK Learners for supporting their activities, not only in selecting but also in operating the media that have created. While the teachers are not enough have the knowledge about media, but they must have the ability to select and use the media.⁴

Media will explain unclear information that can not be explained by words, it is the reason why the media have an important role in teaching learning process, and some students say that have an experience about the challenges in selecting appropriate teaching media, so all of teachers should know the appropriate media that commonly used for VAK learners by considering some aspects. In selecting media, teachers are not suggested to create a media based on their interesting or because the teachers want to use the media, but it must be based on the students need and the media for teaching learning process was created after considering some aspects. By selecting the media based on the students' need, then the teacher and students can enjoy teaching learning process and the

_

Universitas Ahmad Dahlan Yogyakarta)

 ³ Lestiana Fanrianti, Adelina Hasyim, Ujang Suparman.
 Pengembangan Media Pembelajaran Bahasa Inggris Berbantuan
 Komputer Menggunakan Instructional Games untuk SMA Kelas XI di
 Kabupaten Lampung Timur. (FKIP Unila Bandar Lampung), 2015.
 ⁴ Said Alwi, Problematika Guru dalam Pengembangan Media
 Pembelajaran, FTIK IAIN Lhokseumawe, 2017.

objectives of the study will achieve by the students easily. It will be better if the future teachers learn how to select an appropriate criteria of media based on students' need since they become the students of English Teacher Education or before going to be a real teacher.

Fortunately, at English Teacher Education Department of UIN Sunan Ampel Surabaya, there is a course which is learn about teaching in real class and creating appropriate media to teach English lesson. The course is called as Microteaching 1 (PPL1), although the students are their friends in microteaching class, but it is required to consider some aspects which are might happen in a real class.

Based on the problems above, the researcher wants to know some media that commonly used by the student-teachers for VAK learners in English teaching and the challanges faced by them based on the media at Microteaching 1of UINSA Surabaya, exactly at English Teacher Education Department. The researcher conduct this research at English teacher departrment, because the reason is based on the competence of graduation from this major are able to create Instructional media in real teaching. To support these research, there are some previous studies that relates to this research; The first previous study of this research is Problematika Guru dalam Pengembangan Media Pembelajaran.⁵ This research is talk about the teachers who are less in using teaching learning media, whereas the function of teachers as educators are facilitate and make the students understand about the lesson. Therefore, in this research stated that to overcome the problem teachers must increase their knowledge about learning media.

The second previous study of this research has done by Dr. Eng Wassan and Hala A. Hashim with entitled "Selection of Appropriate Media and Technology for Distance Education".⁶ This

⁵ Said Alwi, *Problematika Guru dalam Pengembangan Media Pembelajaran*, Vol. 8, No. 2, Juli- Desember 2017.

⁶ Eng. Wassan Adnan Hashim & Hala A. Hashim, Selection of Appropriate Media and Technology for Distance Education, Vol. 4, Issue 11, November 2015.

research talked about media selection in distance education for students who are not physically on site or it can be held in different place. In this research stated that there is no one best instructional media, and combining media is always the best way to create an appropriate media.

On the whole, the differences of this research with the previous was the focus of the research. The first study was focused on the teachers problematic in teaching media development and second study was focused on using technology as a medium for distance education. Generally, those previous research only focused on how to operate the media in teaching process than creating the media based on criteria. Then, this study is focused on the challenges faced by student-teachers based on the media that they used at microteaching class.

B. Research Question

According to the background of study above, questions of this study are:

- 1. What the media that are commonly used by student-teachers in microteaching class for teaching English?
- 2. What are the challenges faced by student-teachers based on the media in microteaching class?

C. Objectives of the study

Based on the research question above, the objectives of this study are following:

- 1. To investigate the media that are commonly used by student-teachers in microteaching class for teaching English.
- 2. To investigate the challenges faced by student-teachers based on the media in microteaching class.

D. Scope and Limitation

This research focuses on the media that are commonly used by student-teachers in teaching English and the challenges that are faced by sixth semester students of English Teacher Education Department based on the media that have elected about students' learning styles; there are visual learners, auditory learners and kinaesthetic learners. Because of the standard graduation of English teacher education, if the students must be able to create appropriate and good media. The researcher only focuses on microteaching class where are the students, as the next teacher, it is necessary to be more creative in selecting media based on students' learning style and prepared themselves for the real class. Before going to create an appropriate media, the teacher should know about general learning styles of their students.

E. Significance of The Study

This research is doing for analyse the student-teachers' in selecting English teaching media and the challenges based on the media that they used, hopefully the findings will give contribution for: 1) the teachers, will help them to know some media that commonly used based on students' learning styles (Visual, Auditory and Kinaesthetic) and the challenges based on the media. 2) student teachers, it will help them to know earlier about the appropriate media that should be used for teaching based on the students' learning styles, the challenges faced by them based on the media, hopefully its make the teachers to be more creative in selecting media for teaching learning process or the teacher do not creates the media based on what teachers want to create. In the future, the teachers will be aware of the objectives of the study in creating or modifying the media. And the media can be appropriate with the learning styles of the students.

F. Definition of Keyterms

The researcher writes definition of keyterms in order to explain to the reader about uncommon words and to make the readers have same perception with the researcher. These are some definition of keyterms:

A. Media

Media is a tool which used by the teachers to transform new knowledge based on the lesson in teaching learning process.

B. Student-teachers

Student teachers or usually called as trainee teacher is a person who trained to be a teacher. It means that student-teachers are refer to the sixth semester student at microteaching class of English teacher education department of UINSA Surabaya. They are the person who will learn specialized knowledge detail and not only theoretically but also in a practical lesson or students teachers will practice teaching directly with their friends as the students.

C. Microteaching Class

Microteaching class is a course that used as a teacher training before going to the real class situation of teaching in the school. Microteaching class is a good course for student-teachers to make them confidence and develop their ability in practicing teaching learning process. From the explanation above, the researcher conclude that microteaching class is a course to improve student-teachers ability in teaching learning process and to be a good future teachers.

D. Difficulties

Difficulties in this research question are the challanges that faced by student-teacher based on the media that they have used at microteaching class.

E. Selecting Media

Selecting media is a process that was done by the teachers to determine an appropriate tool which is used to deliver the message of the lesson. Selecting English teaching media is not only based on the teacher interest but also consider the objectives of the lesson and students characteristic and the media are the best tools to used in combining with the variety

⁷ Carol Fletcher, "Jargon Buster". *Dudley Metropolitan Borough Council* (http://www.dudleygovernors.org.uk/become_a_governor/jargon_buster.asp, accessed on December 5th 2014)

⁸ Hemalatha Kalaimathi dan Asur Julius, Micro Teaching; *A Way To Build Up Skills*. Laxmi Book Publication, India, 2015, hlm.3.

instructional materials and techniques.9

F. Criteria

Criteria or elements are a tool which is used as a guidance to select English teaching media. This guidance are considered in order to make fun media or joyful learning in teaching learning process.



_

⁹ K. Sampath, A. Panneerselvam, S. Santhanam, *Introduction to Educational Technology*. Sterling Publisher Pvt. Ltd, New Delhi, 2007, hlm 84.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about all of related literature of the study. They are; definition of Media, techniques of selecting media, and criteria of media. In this chapter also presents the review of related of the study.

A. Definition of Media

Media is a tool which is commonly used by the teacher to support their material in teaching learning process. The media are usually based on students, classroom management, and other aspects which are correlate with the teaching learning process. Creating media is not only based on the teachers' interest or because they want to make those media but also considering some aspects that have mentioned above in selecting or creating appropriate media for the students based on their learning styles. A medium is a source of information and it is used for communicate each other, medium has a meaning "between" in Latin word, it refers to any information between source and a receiver. ¹⁰

Cepi Riyana said that media is a mediator or an introduction of the lesson. And then some expert stated that media are: 1) the technology which is used for the learning needs. 2) all the things which can stimulate students' mind, feeling and attention and willingness to learn. 11 In selecting teaching media the teacher should aware about some principles which are used as a guidance in order to optimize teaching

¹⁰ Sharoon E, (et al), *Instructional Technology and Media for Learning (Eight Edition)*, Meril Prentice Hall, 2004.

¹¹ Čepi Riyana, *Media Pembelajaran*, Direktorat Jenderal Pendidikan Islam Kementrian Agama Republik Indonesia, 2012.

learning process. These are some principles. 12

1. Effectiveness

Selecting teaching media should be based on the effectiveness in teaching learning process and its should achieve the objectives of the lesson.

2. Relevance

The suitability of teaching media which is selected or created with the characteristics of the lesson, learners' potential, available time, objectives and students' learning styles. It has mentioned that every student has their learning styles or different ways in achieving new information or new knowledge, and there are 3 general styles, include; visual, auditory, and kinaesthetic. 13

3. Efficiency

Creating educational media need a high budget depend on the media that teachers will be used after knowing about situation and condition of the learners and also the environment. But, it is more efficient if the teachers can minimize the budget of media. That is why the educational media should be efficient, it means that media does not need high budget but still can delivered or represent the objectives of the study. While creating the media does not take long time and then only need less energy. If In general, the efficiency of media are something used to deliver the materials of the study with low budget, need a little time in creating and can be used for all students.

¹² Rusman, Belajar & Pembelajaran, Berorientasi Standar Proses Pendidika, 2017.

¹³ Abbas Pourhossein Gilakjani, Visual, Auditory, Kinaesthetic Learning styles and Their impact of English Language Teaching, vol. 2, no. 1 (2012), p. 105-106.

¹⁴ Rusman, Belajar & Pembelajaran, Berorientasi Standar Proses Pendidikan, 2017.

Basically, selecting media have some requirements that must be considered by the teachers. The first, the effectiveness of the media that can reach the objectives of the study and students does not take a long time in understanding the message of media. Second is relevance, which is means the correlation between material, students' learning styles and media which are used. The last is media efficiency that consider the use of media, energy and the available time.

B. Techniques of Selecting Media

As professional teachers, we should guide the teaching learning process in interesting ways. One of the interesting ways is selecting and creating the media which are appropriate with the students' need and its were used as a tool to transform the knowledge while teaching learning process. In one class, there are a lot of children with many kinds of character, social and culture with the different learning styles each student, so the teacher must be aware of an appropriate media which are used in teaching learning process, thus the students can engage the learning. There are some steps which are needed in selecting media, create some interesting media and fun teaching learning process. ¹⁵

1. Analyze Learners

To select the appropriate media for the learner, the first step that we should do is analyze characteristics of the learners, specific entry competencies and learning style. An explanation in the scope and limitation of this research that there are three general types of learning styles; the first is visual learners who are learn and memorize the information or the lesson through pictures, shapes, maps, diagrams, flow chart, and visual symbol. In this case the learner also make a note about the material that have presented. This individuals will change the text or written information in form of maps

-

¹⁵ Robert Heinich, (et all), *Instructional Media and Technologies for Learning*, Meril Prentice Hall, 2002.

or diagrams to gain the meaning of the lesson.

The second is Audio learners, this individual type will gain the main point of the lesson from listening instruction. They will focus on teachers' words while explaining, sometimes they will take notes to avoid the forgetfulness, then they will read aloud in order to memorize if they have forgotten the material.

The third type of learning styles is Kinaesthetic learners, they learn through move around and touching the lesson or experienced by themselves about the information. This individuals always memorize all of the things that have done in the past and they need the real things to be touched and memorize.

Every students learn in different way or learning style, but one individual may have more than one learning styles. Detecting students' learning styles are very important than teachers' style in teaching, because the objectives of the study are tended for the students not the teachers. ¹⁶ So, defining students' learning styles in the first step is important in order to modify the educational media with the task that they use in the class and can be applied for the whole students.

2. State Objective

After knowing the common characteristic of the learners, include of students' learning styles. Then, second step is to state the objectives of the lesson. Every teacher will make their lesson plan before going to teach, in this plan teacher will state the objectives of the lesson or what students should understand from teaching learning process. And every subject have different objectives based on the target that the teachers want to gain from students. It is same in English lesson which have four skills: they are speaking, listening, writing and reading, and every skills have different

_

¹⁶ Filiz Kayalar, The Effect of Auditory Learning Strategy on Learning Skills of Language Learners, Volume 22, Issues 10, 2017.

objectives. Based English Curriculum, there are some general objectives for the students. ¹⁷ The first is students gain the plasure and tha aims from the language activity. Second is develop listening skill and appreciate the significance of tone, facial expression and gesture. The third is students will be able to understand about oral language interaction and use oral language in a variety of social situations. Fourth is improving vocabularies and command of grammar, syntax and punctuation. Fifth is students are able to communicate the ideas and experiences fluently.

3. Select Media

Selecting media means a process that was done by the teachers to determine an appropriate tool which is used to deliver the message of the lesson. After analyzing students characteristic at the first step, it makes easier while considering which are the media and learning sources will be used. Selecting English teaching media is not only based on the teacher interest but also consider the objectives of the lesson and students characteristic and media are the best tools to combine with the variety instructional materials and techniques. 18 Analyze students is important because the appropriateness between learning style and media determine the students' interest, motivation and convenience in learning process.¹⁹ There are lot of media formats such as flip charts (using image and text), slides (image in power point slide and using projector), audio (voice and music), video (TV) and computer multimedia (graphics, text and moving

¹⁷ English Language (English Curriculum), published by The Stationery Office, 2013.

¹⁸ K. Sampath, A. Panneerselvam, S. Santhanam, *Introduction to Educational Technology*. Sterling Publisher Pvt. Ltd, New Delhi, 2007, hlm 84.

¹⁹ Muhammad Ragil Kurniawan, *Kesesuaian Proses Perkuliahan dengan Gaya Belajar*

Mahasiswa terhadap Prestasi Belajar, Teknodika Jurnal Penelitian Teknologi Pendidikan, Vol 13, No. 2, 67, 2015.

images on a monitor).

4. Utilize Media

After selecting media which are appropriate with the learners and objectives of the lesson, then the teacher apply the media in teaching learning process. Each media has a different level of difficulties in use, so the teacher must consider the time to prepare the media before use in teaching learning process and check up the facilities which are needed to support the media.

5. Require the Learner Participation

The next step is students' responses about the media, as a teacher we should know that the goals of media created or selected are to make students understand about the materials which are ambiguous for them. Media focus is not only about the cover but also the function or clarity in delivering the message, appropriate with the students' learning styles and reach the objectives of the lesson. A good and appropriate medium is if the media can assist the teacher in transferring the lesson and create the joyful activities. The teacher can see the learners responses toward the media which are used whether they interest or not. Besides of doing observation directly, the teachers can create small special questionnaire in order to express students' interest with the media.

6. Evaluate and Revise

The last step of the ASSURE model is doing assignment whether the media assist the learners understanding about the lesson and achieve the objectives. this evaluation aims to produce a decision about the value of an object. The essence of evaluation is to compare with the objectives of the lesson. In the other hand, evaluation aims to know the level of students' achievement of competence, diagnose the students' difficuties in learning, to know the result of the lesson, encourage students to learn and the main point is to encourage the teachers to teach better.

C. Common Media

Every students have their characteristics that should be concerned by the teacher because these are very important in order to mix or combined the appropriate media, then each of the studenta are able to attend, enjoy and understand the lesson. It is important to know that educational media were created to improve learning achievement. The media will run well if the media have combined with the variety of other instructional materials and techniques. There are some factors which are influenced the media in order to reach the objectives of the study and appropriate with the students.

Hilyatun Nafis have stated some media for VAK learner.²⁰The first criteria for Auditory learner is using loud voice when teaching or explaining material. The second is doing and listening story telling to improve vocabulary. The third is using music, those three criteria are the media which commonly used in teaching Auditory learner because they will do well by hearing.

There are some media which are used in teaching Visual learners, the first is using picture to teach material when it can not be explained by words. Second is using graphic to attract students' attention. The third is using diagram as visual summary of facts and ideas that will be described.

The last is media for Kinesthetic learners, the first is using role play in order to acting out or practice directly about the character. Second is using body language when explaine difficult material to be understood. The third is using hand-on approach in teaching English.

D. Challenges

In teaching learning process, especially using media in transforming new information or new knowledge to the students have their challenges for each part. It means that every media

²⁰ Hilyatun Nafis, Students' Preference Of Language Learning Style In English Classroom, 2016/2017.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

which are used have their defiance that sould be considered by the teachers to establish the situation of the class become enjoyable for all the students. Mazlina Che Mustafa, et al. have stated that the challenge is how to deal with the students who have lack of vocabularies when the teacher explain material, so they will gain difficulties in understanding the meaning of the lesson.²¹ Another challenge also stated by R. Craige, who have said that the avilable time in applying the media in that could engage all the students in the class. 22 It is not only for the available time, but also the class facilities to support the media, this statement have stated by Sowarno, Hasmiana and Faiza.²³ The students' interest, such as music genre become the challenge for the teacher because their music style is different from each other, it have stated by Cecilia Wallersetd.²⁴ The confidence of each students in the class become the challenge for the teachers, especially to handle the timid students to appear in front of the class, it was stated by Nurul Nadwa Ahmad Zaidi, et. al.²⁵

_

Komputer di SD Negeri 10 Banda Aceh". *Jurnal Pesona Dasar*. Vol. 2. No. 4, 2016, 28-39.

Mazlina Che Mustafa, et. al., "Early Childhood Teachers' Challenges in Using English to Interact with Young English Language Learner". *International Journal of Academic Research in Business & Social Science*. Vol. 8. No. 6, June 2018, 60-73.

²² R. Craige Roney, "Storytelling in the Classroom: Same Theoritical Thoughts". *Storytelling World*. Vol. 9, 1996, 7-9

²³, et. al. "Kendala-kendala yang Dihadapi Guru dalam Memanfaatkan Media Berbasis

²⁴ Cecilia Wallersetd. "Didactic Challenges in the Learning of Music-Listening Skills" *Research Gate*, (https://www.researchgate.net, accessed on December, 2nd 2019).

²⁵ Nurul Nadwa Ahmad Zaidi, et. al. "Challenges in Performing Roel-Play as an Assessment Student's views". *International Journal of Academic Research in Business and Social Sciences*. Vol. 7. No. 12, 2017.

E. Review of Related Study

The first previous study of this research is *Problematika Guru dalam Pengembangan Media Pembelajaran*. ²⁶ This research is talked about the teachers who are less able to use teaching learning media, whereas the function of teachers as educators are facilitate and make the students understand about the lesson. Therefore, in this research stated that to overcome the problem teachers must increase their knowledge about learning media.

The second previous study of this research has done by Dr. Eng Wassan and Hala A. Hashim with entitled "Selection of Appropriate Media and Technology for Distance Education". This research talked about media selection in distance education for students who are not physically on site or it can be held in different place. In this research stated that there is no one best instructional media in designing the distance education. Usually, combining media is always the best way to create an appropriate media.

The third previous study is from Bahar Baran, Dokuz Eylu University, Turkey with entitled "Experiences from the Process of Designing Lessons with Interactive Whiteboard: ASSURE as a Road Map". This study talked about students' of university experiences in designing lessons with the interactive whiteboard as an instructional medium. They were using ASSURE model as a roadmap. The result showed that none of the students of university had used the interactive whiteboard before the course of designing lessons started. After the course and using interactive whiteboard during the lesson, their opinions become positive. In the other hand, ASSURE model lead them step by step.

²⁷ Eng. Wassan Adnan Hashim & Hala A. Hashim, Selection of Appropriate Media and

Technology for Distance Education, Vol. 4, Issue 11, November 2015.

²⁶ Said Alwi, *Problematika Guru dalam Pengembangan Media Pembelajaran*, Vol. 8, No. 2, Juli- Desember 2017.

The fourth study is "Media Education: Definition, Approaches and Development around the Globe" by Alice Y. L. Lee, Hong Kong University. This research stated that media education has rapidly grown in school system, thus it is important to bring the media in new era in order to rise new interactive media. The result of this study is although every country have different ways in defining the media education, they share common goals of media.



CHAPTER III

RESEARCH METHOD

This chapter discusses about: research design, subject and setting of the study, data and sources of data, data collection technique, research instrument, data analysis technique, checking validity of findings, and research stages.

A. Research Design

This research was Descriptive Qualitative research, the researcher were explain some challenges about English teaching media and the ways that commonly used by the students at microteaching class in selecting English teaching media. The researcher presents the result of the research in a form of descriptive in order to share the media that commonly used by student- teachers and challenges based the used of the media.

B. Subject and Setting of the study

The location of the study was in English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya. This research was done at this class because at microteaching students practice how to be a real teacher before going to PPL II which is held in a real school. Students also learned how to select and create the appropriate media used in their teaching learning process at this class.

The subject of this research were the students at Microteaching of English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya. The researcher selected the participants randomly, they were the students who were already passed the microteaching 1 class, willing to be the participants, and creating the media while teaching English in a class. The researcher took questionnaire and interview from the students who already passed the microteaching class.

C. Data and Sources of Data

Data

The data were from gathering some aspects include questionnaire that the result influenced to the next interview which was tended to each students of microteaching class at English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya. It was about the media for VAK learner and some challenges which were faced by them based on the media that they used.

2. Sources of Data

The researcher took the data from the questionnaire and interview with the students of microteaching class which were choosen randomly, it was consist of two students from different lecturer. The students where selected randomly of microteaching class achieved the questionnaire from the researcher about some media for VAK learner and continued with an interview about challenges that faced by student-teachers based on the media they have choosen in questionnaire for VAK learners.

3. Data Collection Technique

a. Questionnaire

Questionnaire have been done in another meeting out of the PPL class. The questionnaire were used to collect the information for the first research question that showed the media for teaching English which were usually used by student-teachers for VAK learners at microteaching class. (see Appendix 1)

b. Interview

The researcher hold interviews to the participants

through by phone.²⁸ This section were used to answer the second research question which were give more information about the challenges based on the media they have choosen in questionnaire about English teaching media for VAK learners. (see Appendix 2)

After collecting all the data which were needed, then the researcher anlyzed the data from questionnaire and interview. For the first data from questionnaire answered the media that commonly used by student-teachers in teaching English. The second data were interviews which is used to answer the challenges faced by student-teachers based on the media that have been used in teaching learning process.

D. Research Instrument

Instruments were used to collect the data to find the result of this research. In collecting the data, the research used questionnaire and interview which were given to the student-teachers. The result analyzed with the theory as explained in the literature review.

1. Questionnaire

This questionnaire were used to know the answer of the first research question about "What are the media that are commonly used by student-teachers for VAK learner at microteaching class?", the questionnaire taken from the related review of theory.

2. Interview

The researcher conducted little interview with the student- teachers about challenges in selecting English teaching media based on the media that have been used in their teaching or based on the questionnaire about the

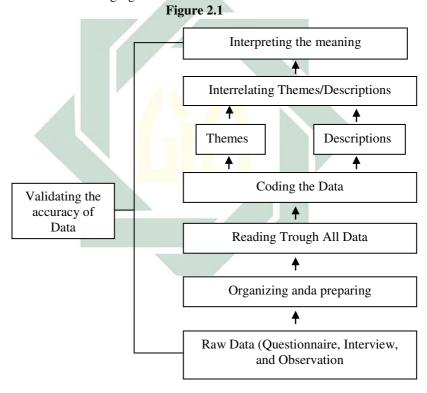
²⁸ John W. Creswell, *Research Design; Qualitative, Quantitative and Mixed Method Approache*, SAGE Publications, 2014, hlm. 239.

-

media. This interview were used to answer the second question of the research about "What are the challenges faced by student-teachers in selecting English teaching based on the media in the questionnaire."

E. Data Analysis Technique

This research uses descriptive qualitative method. According to Creswell, there are many steps to analyze the data as this following figure.²⁹



 29 John W. Creswell, Research Design; Qualitative, Quantitative and Mixed Method Approache, SAGE Publications, 2014

_

The data of this research involves questionnaire about the media that commonly used by student-teachers for teaching VAK learners and the interview to gather student-teachers' challenges about the media. after collecting the data by contributing questionnaire to the participants, then the researcher organize the data according to their type. For example, the researcher gather the first media with the challenges based on participants' answer and it will be applied for the next media and their challenges.

The next step is the researcher read all the data which are from the questionnaire and the interview. From this step, the researcher know about the media that commonly used by student-teachers and their challenges by using those media.

After that, the researcher will classify the main points that showed by participants and start to analyze deeply in order to understand the implicit message from the participants. The reseracher will describe more detail each part of the main points from the data that have been coding. The last step is analyze the data with the theory and explain the result in chapter IV, finding and discussion.

F. Checking validity of Findings

Validity is one of the ways in checking the accuracy of finding research by utilyzing specific procedures. The use of this triangulation method in checking validity means to offer additional support for the validity of findings.³⁰ The researcher also check the finding of the research by crosschecking with the theory and the expert lecturer, including the advisor.

G. Research stages

1. Take a preliminary research

-

³⁰ Paul Baker and Jesse Eghbert, Triangulating Methodological Approaches in orpus-Linguistic Research, Routledge, 2016.

Some of students in English Teacher Department stated that they have common media for teaching VAK learners and found some challenges in selecting a good media based on the criteria. However, they have passed the instructuctional material and learning development course, which is learn about how to create appropriate media.

2. Conduct the research

a. Collecting data

The researcher collected the data by conducting a questionnaire which was contain of some media and participants selected the media that commonly used by them for VAK learner in their teaching learning process. In this stage the research gain what were the media that commonly used by the students-teacher of English teacher for VAK learners and the challenges based on the media.

b. Analyzing data

After distributing questionnaire to the student-teachers of English teacher, then the reseracher analyzed the data based on the media that they have been choosen. There were some media mentioned in questionnaire and they have chosen based on their media in teaching English.

c. Interviewing subjects

The researcher conducted an interview with the participant one by one in order to gain the information about challenges faced by them based on the media that they have chosen in the questionnaire.

d. Concluding the result of the research

The result of this anlysis were collected, the researcher created the conclusion based on questionnaire that have been analyzed and write the result of the interview.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the collected data from students of microteaching 1, English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya. This is including the analysis and the results of the research about challanges faced by student-teachers for teaching VAK (Visual, Auditory, and Kinaesthetic) learners based on the media that commonly used by the sudents of microteaching 1.

A. Research Finding

In this part, the researcher presents the data about the research question. There were 1) what are the media that commonly used by student- teachers in teaching English?. 2) What are the challenges faced by student- teachers based on the media that have been selected?. The data was gained by distributing the questionnaire to the participants in order to know the answer of those research question. The participants of this research are students of English teacher education department of Islamic state university of Sunan Ampel Surabaya. The participants consist of 6 students who already passed the microteaching 1 class.

There are have some classes in microteaching 1 and 3 different lecture who are teach to those class. And the researcher took 6 students randomly are from 3 different lecturer. The questionnaire consist of 9 media which were used for VAK learner and two choices for each statement. Selected the answer "Yes" for the participants who were used the media and the answer "No" for the students who did not used the media. The participants also incude additional media that they used and did not have on the questionnaire. The media that commonly used and the appropriateness of those were analyzed from the answer "Yes" by the participants. The detail explanation about the finding of this research are presented below:

1. The Media which are used by student-teachers in teaching English.

Media is a tool that used by the teachers in order to transform new knowledge. It is an important tool because media can represent unclear information of the material. The researcher identify the media that commonly used by distributing the questionnaire to the participants who already passed microteaching 1 class. From the data there are some media that commonly used by the student-teacherss from each different type of students' style in learning English; 1) is using loud voice when teaching material. 2) doing and listening story telling as the media in learning English. 3) using music when teaching listening. 4) using pictures to teach the material. 5) using graphics to attract students' attention. 6) using diagram as visual summary of the facts and ideas that will be described. 7) do the role play by acting out the character directly. 8) using body language when explain material. 9) slide (power point). 10) stick and bottle to arrange words and sentences. 11) video animation and quize. 12) ask the students to do the quize in order to measure students' understanding about the material. (13) matching the cards with available sentences and changing sentences. 14) traditional snake and ladder to improve vocabulary and knowledge about English.

Based on the results of the questionnaire, the media divided into 3 categories based on the students' learning styles. There are explain more detail as below:

Table 4.1

Questionnaire results of media for Auditory Learners

No.	Statements	Answer	
		Yes	No
1.	Loud voice	100%	0%
2.	Story telling	50%	50%
3.	Music	33%	67%

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 process. 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.

Table 4.2

Questionnaire results of media for Visual Learners

No.	Statements	Answer	
		Yes	No
1.	Pictures	100%	0%
2.	Graphic	17%	83%
3.	Diagram	17%	83%
4.	PPT (power point)	67%	33%
5.	Video Animation	33%	67%
6.	Quiz	33%	67%

Table 4.2 showed that result about media in teaching learning process for VAK learnes. The statement of number 4 showed that 100% of participants were using opictures as the medic represent the material that can be explained by words.

There were 100 % of participants said that using pictures are the appropriate was in teaching english, because sometimes the students do not understand the meaning of some explanation. But there was a participant stated that using picture was not an appropriate media, because it was not efficient if the pictures seen unclear for the students.

Next statement showed that 17% participants are using this media and 83% did not use graphic to attract students attention. 17% participant who wes using ghrapic as the media said that it was not an appropriate media, because based on their experience graphic need high order thinking skill to understand the meaning of graphic.

Media number 6 gives the same result with the number 5. Only 17% participants were using diagram as their media, and about 83% did not use diagram in teaching learning process. Diagram or usually called as mind mapping was a

familiar medium and there is participants said that using diagram as visual summary of facts and idea was appropriate for teaching english, student would interested to th mind mapping.

There were 6 participants who have mentioned their additional media besides on the questionaire. The first, there were 67% participants using ppt slide for explaining material. Second results of additional media showed that 33% participants who were using video animation. The third media showed that there were 33% participants using quize in order to measure students' understanding.

Based on the data in table 4.2, it showed that there were some media which are used by student-teachers; pictures, diagrams, ppt slide, video animation and quiz. But, not all of these media were commonly used by them, the common media were pictures, ppt slide and video animation.

No.	Statements	Answer	
		Yes	No
1.	Role Play	83%	83%
2.	Body language	100%	0%
.3.	Stick and bottle	17%	83%
4	Cards	17%	83%
5.	Snake and ladder	17%	83%

The result of the table 4.3 about the media that commonly used in teaching English for VAK learners consist of 3 statements. The first media number 7 showed that there were 83% who have selected the answer yes and 17% were selecting no. It means that 83% participants ask their students to do rele play to avoid bored situation in the classroom. Most of participants were asking their students to do role play. It was supported by the statement of the

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 eight media was using quiz to know the students' understanding about the lesson. The ninth media was role play in order to improves students' sepaking skill. The next mediawas 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:

Table 4.4
The appropriateness of media

No.	Statements	%
1.	Loud voice	100%
2.	Story telling	50%
3.	Music	33%
4.	Pictures	100%
5.	PPT (power point)	60%
6.	Video Animation	33%
7.	Role Play	83%

Based on the table 4.3 about the appropriateness of media for the first media statement that 100% of participants were agree that using loud voice when teaching English was an appropriate way. It means that all of participants of this research were using this media and said that it was an appropriate for teaching English. Second statement is about asked the students to do and listen story telling, and 50% of all participants who were use the media agree that story telling was an appropriate media. In the third statement showed that 33% participants who were using music as their medium to teach listening said agree that it was an appropriate to teach listening for Auditory learners. The next is fourth statement, the table showed 100% participants said that using pictures were the appropriate media to teach English. It means that all of participants of this research were agree if using pictures were the approprate media. The fifth statement were asking the students to play the role by acting out someone's character directly, the table showed the result that 83% participants were used this way for teaching English. Those participants said that it was the appropriate media. The sixth media was using body language, and all of participants stated that it was the appropriate way, not only for teaching English but also another lessons.

The participants also said their opinion about the media that was used for teaching English besides of the optional media on the questionnaire. For the additional media or the seventh media is slide for teaching English, and 60% participants who were used this media stated that it was an appropriate media. There are 33% participants were using video animation to gain students' interesting in learning new knowledge about second language and said that it is an appropriate media.

2. The challenges faced by student-teachers based the media.

The challenges are collected by conduct an interview to 6 students from different lectures of PPL 1 in English teaching Education Department. Each parts of the media have their challenges based on the experience of the participants. This participants are the person who already passed the PPL 1 that train them to create media for teaching. There are 9 types of common media for teaching VAK leaerner that have been stated on questionnaire. But, the question asked to the participants are based on the media that they used in teaching English. For example, if the partcipant using loud voice when explain the materials, then the researcher asked further interview question about the appropriateness of the media and the challenges faced by them. For this interview guideline can be seen in Appendix 2.

Based on the result of the interview showed that all of the participants consist of 6 students of microteaching class found the challenges based on the media that commonly used by them for teaching VAK learners. Each of media that were used have the challenges that faced by participants in teaching learning process. The challenges are stated on the table as follow:

Table 4.4

The results of Interview

The number of student-teachers who are faced some challenges based on the media

No.	Statements	
1.	Loud voice	5
2.	Story telling	3
3.	Music	1
4.	Pictures	4
5.	PPT (power point)	4
6.	Video Animation	2
7.	Role Play	5

The table 4.5 showed about the result of interview section about the challenges faced by student-teachers based on the media that they used in teaching English for VAK learners. The result said that 5 of 6 participants who were use loud voice when explain material faced a challenge. There were 3 participants who had select story telling as their media stated that they were faced challenges, it was about 3 of 3 from 6 participants. The next is 1 of 2 from 6 participants who were use music also had some challenges. For the statement of number 4 showed that 4 of 6 participants faced challenges by using pictures as the media when the materials could not explained by words. There are 5 of 5 from 6 participants who were faced challenges by asking their students to play the role in teaching learning process. The next data showed that only one from all of participants faced challenge by using their body language when explain the material.

There are some challenges faced by student-teachers based on the media that have been choosen and the additional media.

Table 4.5
Challenges faced by student-teachers based on the media

No.	Challenges
1.	Students who have lack of vocabularies
2.	Manage the available time and handle the class
3.	The differences of students' genre about music
4.	Cassroom facilities
5.	Timid students
6	Creating interesting PPT

The first challenge faced by student-teachers is how to deal with the students who have lack of vocabularies, it means that students gain difficulties in understanding the material. Second challenge is manage the available time and handle the class, in applying media, participants need to consider the time and how to manage the class whether all of the students will achieve the material or not. The third is about music genre, every students have different music style, so the teacher must consider what the common genre that the student interested in. Fourth challenge is classroon facilities, especially the media that used LCD projector to apply. Fifth challenge is how to deal with the timid students, this type of students have low confident in any situation. The last challenge is creating interesting PPT, it is used to gain student attention while explaining material.

B. RESEARCH DISCUSSION

This research have found that student-teachers at microteaching class have the common criteria of media in teaching English for VAK learners and their challenges. The teachers must be understand their students' learning styles in order to combine the best media that will be used for teaching English. It would decrease classroom situation which make students getting bored and to make teaching learning

process more interesting because teachers can engage all of their students.

This part of the research presents the discussion based on the finding concerned about the criteria of media that commonly used by student-teacher for VAK learners in teaching English. There are some media that commonly used by student-teachers in teaching English for VAK learners:

1. The Media which are used by student-teachers in teaching English.

Media are the important part for teaching learning process, especially for teaching English as a second language, in order to make the materials could be understand well by the learners and achieve the objectives of the study. From the finding of this research have found some media that commonly used by the student-teachers in teaching English for VAK learners.

a. The media which are used for teaching Auditory Learners.

For the first was the common media for teaching Auditory learners was using loud voice when explaining materilas. All of participants stated that they always explaining in loud voice especially when teaching in a big class. based on the data showed Auditory learners are the students who learn well by hearing or listening teachers' explanation or their voice by speak up the new knowledge from clasroom activity in order to memorize well about the lesson.

"I think using loud voice when I explaining material is needed in teaching or transform information about the material. Because when I used loud voice, the students could hear my voice clearly especially in a big class and the main point is students can undersatand about the material that I have expained."

The participants' statement above have showed that using loud voice in explaining material and the voice are clearly heard by the students could help them to understand the lesson.

It was supported by the theory from Filiz Kayalar who said that the loudness of voice, it can be from themselves or the teacher's voice is important for them to catch and memorize new knowledge.³¹

Second criteria was asking the students to do and listen story telling. Story telling is the next appropriate media for learning English. Students doing and listening story telling in order to improve speaking and listening skills, and this activity is very interesting way for Auditory learner who learn best through hearing. Based on the participants stated that using story telling would arise their vocabuaries in English.

"By using story telling the lesson will run in interesting way because they were enthusias to hear the next story from their friend. Beside of that, students also get a lot of new vocabularies by doing and listening story telling."

The statement from participant above said that storrytelling improve students' new vocabularies through doing and listening the story by themself. It was also based on the theory by Farzaneh Kalantari and Mahmood Hushermian who were stated that students would improve students' new vocabularies by listening story telling.³² This statement also supported by the previous study by Filiz Kayalar said that students will produce new ideas and change their way of

3

³¹ Filiz Kayalar, The Effects of Auditory Learning Strategy on Learning Skills of Language Learners, Volume 22, 2017.

³² Farzaneh Kalantari-Mahmood Hashemian, A Story-Telling Approach to Teaching English to Young EFL Iranian Learners, Canadian Center of Science and Education, 2016.

thinking from the story.³³

The third was using music as the media for teaching listening. Music could be another alternative to learn new knowledge for Auditory learners beside of listening teachers' explanation. It could improve students' creative thinking about the music and also used to motivate students in learning the materials. Based on the result of this study, some participants said that using music was an appropriate media as a motivator, increase students' listening skill and make the students more creative through listening music.

"Because, based on my little observation if some of the students are interesting in listening music, they listen music as their motivation in learning. Beside of those interesting in listening music, music also can engage the students to think creatively about the message of music. I have an experience in applying music when I teach English and my students could memorize the material easily by using music."

The statement from participant whove showed that music could engage the students and motivate them to think creatively about the message of the music, and students could memorize the lesson easily.

Based on the theory from Barbara M. Britisch and Amy Dennison-Tansey stated that using music could improve students craetivity and their listening skills.³⁴ It was supported by Patrick John who said that music could improve students' ability about the target language and

³⁴ Barbara M. Britsch – Amy Dennison-Tansey, *Using Music and Stories in the Classroom*

(Colorado: Teacher Ideas Press, 1995), 9-10.

³³ Filiz Kayalar, The Effects of Auditory Learning Strategy on Learning Skills of Language Learners, Volume 22, 2017.

music could be used for students' motivation.³⁵

Based on the explanation above, its showed that commonly media used by student-teachers in teaching English for Auditory learners were using loud voice to memorize the doing and listening story telling to improve vocabularies and using music to increase students' creative thinking and motivate the students.

b. The media which are used for teaching Visual Learners.

The finding of this research showed that the common criteria of media for teaching Visual learners was using pictures. Its were used to teach the materials that could not be explained by words. Students would understand more by observing the pictures that provided by the teachers. Pictures would make students think imaginatively about the material and the data of this research showed that students could memorize the materials in long-term memory by seeing the pictures. The pictures also help the students feel the class become real situation. Its also according to the theory finding from Jeongsun Bang found that pictures were usefull to increase the students' memory skill.³⁶ This finding supported by Christine Canning-Wilson stated that pictures as visual media was very important to make the students feel real of learning process.³⁷

Using graphic organizer was an effective tool to as the

³⁵ Patrick John, "Music in English Language Teaching: Theory into Practice". National and International Research Articles. No., Oktober 2016, 9.

³⁶ Jeongsun Bang - Sungmook Choi. Studies in English Education. " The Effects of pictures on Short and Long-term Retention of Congruent and Incongruent English Collocations". (Kyungpook National University, 2018).

Christine Channing-Wilson, Using Pictures in EFL and ESL Classroom (Abu Dhabi: Educational Resources Information Center (ERIC), 1999).

representation of knowledge by drawing the diagrams to show the relationship between ideas and concepts. In this reasearch pasrticipants stated that they should know about students' characteristic in order to devided that graphic is an appropriate tool for them, because the teacher needs give more explanation about the instruction in order to get the students' interest about reading. Based on the theory, Visual learners could learn better by picturing up what they had know about new knowledge from the teacher. They would be understand the written information through graphic and diagram as represents of the pictures about the lesson.³⁸ It was also stated on the theory from Defence Language Institute Foreign Language Center Presidio of Monterey stated that using graphic could reach students' proficiency in reading.³⁹

Another media which is used for teaching English is using slide (Power point). Slide using power point have provided various types of interesting graphics and teachers could create attractive material, thus students will interest to the ppt slide and curious about the information in the next slide. It also stated by Kheira Altaher Musa & Zamzam Emhemmad Mari Al-Ders that various graphics, visual, audio-visual which are including to ppt will attract students' attention. ⁴⁰ The statement suppoted by the research from Fatimah Suliman said that adding pictures, colors and sounds make

³⁸ Hilyatun Nafis: "Students' Preference of Language Learning Style in English

Classroom".(Banda Aceh: Ar-Raniry State Islamic University Darussalam), 20.

³⁹ Defense language institute foreign language center presidio of monterey, Dialog on Language Instruction, Volume 27, Number 1, 2017.

⁴⁰ Kheira Altaher Musa & Zamzam Emhemmad Mari Al-Ders, "Advantages of Using PowerPoint Presentation in EFL Classroom & the Status of its Use in Sebha Universit". *International Journal of English Language & Translation Studies*. Vol. 1. Libya 2013, 3-16.

the students more interest and active to learn the lesson.⁴¹

The data above showed the common media was using animation video in order to improve students' vocabularies in English, because it was one of requirement to master the target language. The statement above was based on the theory that the students' post-test score were high after the teacher applying animation video in English teaching learning processed. It was supported by the results of the research the use of animation video in contextual teaching that was done by Sri Wahyuni, which was showed that the score of the pre-test got high point after using animation video in learning new vocabularis. It

To measure students' understanding about material, teachers do the quiz and their score showed the result of their knowledge. Quiz was not only for the final test, but it helps students to improve their English ability in some aspects such as speaking skill. The theory from the artucle about "Quiz that Promote Motivation Learning" showed that it can help students improve their learning in English. 44 Siti

⁴¹ Fatimah Suliman Odeh Abu Mansour, Thesis: "The Impact of Using PowerPoint Pesentation on Students' Achievement and Information Retention in Teaching English Language at Public

Schools in Amman". (Amman: Middle East University, 2019), 2.

⁴² A. F. Mubarok, S. Sundari, E. Wahjuningsih, "The Effect of Using Animation Video on the Eight Grade Students' Vocabularies Achievement at SMPN 5 Jember". *International Seminar and Workshop on ELT*, 2017, 136.

⁴³ Sri Wahyuni, Degree of Sarjana Pendidikan: "The Use of Animation Video on Contextual Teaching to Improve Students' Vocabularies Mastery at SMPN 1 Watang Pulu". (Parepare: State Islamic Institute, 2019), 40.

⁴⁴ Merily Simbolon, Nina, Nurfitrini Ramadhani, " Quizzes that Promote Motiation in Learning".

Scope of English Language Teaching Literature and Linguistics. Vol. 2 No. 2, desember 2019, 91.

Fadilah, et al. found that telegram autobot quize have positive impact which is help the students improving their spelling skills. 45

Based on the explanation above showed that common media used by student-teachers in teaching were using pictures to make the students feel the real situation by seing the pictures and using graphic to get students' interest, using ppt slide to gain and attract students' interest about the material, improving students' vocabularies and students' achievement through animation video, the last common media for teacing Visual learners was using Quiz in order to know the students' understanding about the lesson.

c. The media which are used for teaching Kinesthetic Learners.

There were some media that commonly used by the participants to teach kinesthetic learners. The first common criteria for teaching Kinesthetic was using body language while teaching or explaining materials. All of body movements such facial expression, moving hand an others are include to the body language, and its would give more explanation about the implicit message of the lesson. Based on the theory from Daria Gluhavera showed that most of teachers in school using their body language while teaching English spontaneously. He in teaching learning process, based on the previous study, Body Language could improve the quality of the study, students' interest by the teachers' movement or facial expression and to make the students

⁴⁵ Siti Fadilah Abu Bakar, Faten Hanani Fauzi, Nur Faiqah Mohd Yasin, Melor Md Yunus, "Compound Chunk: Telegram Autobot Quiz to improve Spelling on Compound Nouns".

International Journal of Academic Research in Progressive Education & Development. Vol. 8 No. 1, februari 2019, 59.

⁻

⁴⁶ Daria Gluhavera, "Training with rhythmic beat gestures benefits L2 pronounciation in discourse-demanding situations. *Languagae Teaching Research*. Vol. 21 (5), 2016, 609-631.

understand about the point of the lesson.⁴⁷

Second media was using role play to improve students' speaking skill by acting out the character. Based on the finding of this research showed that using role play in the classroom was an appropriate way to teach Kinesthetic because they learn well by performing the material and students could decrease their anxiety in speaking English as the foreign language. This finding was based on the theory from Hilyatun Nafis who stated that Kinesthetic learners would learn the material in easy way through performing new task. It also supported by said that role play could be as the media to make the students to decrease their fearness in speaking. 49

Students need a mediator to improve their knowledge about some information in learning process, it is in order to increase their memory. Using snake and ladder will help all aspect of students' development, they can play and increase their knowledge about the theory that make them arise high outcomes. It also stated by Satrianawati that playing snake ladder has the advantages and one of them is improve students' cleverness in learning new knowledge.⁵⁰ The statement above, supported by a research from Mohammad Latifatul, et al. showed the result that snake ladder media can improve students' cognitive learning outcomes.⁵¹

⁴⁷ Xialing Yang, "The Use of Body Language in English Teaching". *Theory and Practice in Language Studies*. Vol. 7, No. 12. December 2017, 1333-1336.

⁴⁸ Hilyatun Nafis, Thessis: "Students Preference of Language Learning Style in English Classroom" (Banda Aceh: Ar Raniry State Islamic University Darussalam, 2016), 22.

⁴⁹ Anna Kusnierek, "Developing Students' Speaking Skills through Role-Play"". *World Scientifife News*. Vol. 7, 2015,85.

⁵⁰ Satrianawati, *Media dan Sumber Belajar* (Sleman: CV. Budi Utama, 2013), 73.

⁵¹ Mohammad Latifatul Amin, et al, "The Increase of the Students science cognitive using Snake Ladder Media". *Journal of Primary*

There were found the media which comonly used by student-teachers for Kinesthetic learners; using body leanguage when explain the material to get students' interest and increase the quality of study, using role play to improves students' speaking skill, using snake and ladder to help the students increase their knowledge.

2. Challenges faced by student-teachers in teaching English based on the media.

Media in teaching learning process was very important as the connector between the teacher and the students to get the same understanding about the lesson. There were a lot of media for teaching English, it could be based on the students' learning styles or the way of learning new knowledge. This section presents the discussion about challenges for each students' learning style based on the criteria of media that had used by the participants.

a. The challenges based on the media for teaching Auditory Learners.

Based on this research finding, it showed that the challenges for teaching Auditory learners by using loud voice was missunderstanding about the materials between teacher and students bacause of lack vocabularies of the student. Although the teacher had explained the lesson in a loud voice, but when the students had little vocabularies or students who were lack in hearing then it would be difficult for them to understand the meaning of the message. It means that the teacher faced the challenge how to explain to the beginer learners who were unfamiliar with the new word of English although using loud voice while explaining. It was the challenge that argued by some participants who were using loud voice when explain the materials. It was also based on the theory stated by Mazlina Che Mustafa, et.al that

Education. Vol. 9 No. 1, April 2019, 71.

the teachers are faced by the students who were lack of understand about the meaning of the words in English when they want to explain the meaningful lesson.⁵² it was supported by Jane Paterson, every students have their way in understanding, sometimes some students quickly and another need more explanation to gain the meaning of the lesson 53

Other challenges from the finding of this research was the readiness of the students when they asked to do storytelling. It took a long time to manage or to handle the teaching learning session because of the students confused what they had to do with the material. The challenge was supported by R. Craige said that the lesson spend a lot of time because teacher did not observe about their students' mental 54

There was also found that using music as the media for listening need to observe the students' music genre were different from one student to others. In this result of the study showed that participants were challenged in selecting the genre of the music. It also stated by Cecilia Wallersetd that teachers could not do the research about students genre of music 55

The challanges faced by student-teachers based on the in teaching Auditory learners were; lack of criteria

⁵² Mazlina Che Mustafa, et.al., "Early Chidhood Teachers' Challenges in Using English to Interact with Young English Language Learners". International Journal of Academic Research in Business & Social Science. Vol. 8. No. 6, June 2018, 60-73.

⁵³ Jane Paterson, Teaching Pilate for Postural Faults, Illnes and Injury. (Philadelpia: Butterworth Henemann Elsevier, 2009), 243.

⁵⁴ R. Craige Roney, "Storytelling in the Classroom: Same Theoritical Thoughts". Storytelling World. Vol. 9, 1996, 7-9.

⁵⁵ Cecilia Wallersetd. "Didactic Challenges in the Learning of Music-Listening Skills" Research Gate, (https://www.researchgate.net, accessed on 2 December 2019).

vocabularies of the students, how to handle a big class and manage the available time, selecting music genre that could be engage all of students.

b. The challenges based on the media for teaching Visual Learners.

The common challenge based on the result of this study for teaching Visual Learners were the available facilities to support the media that were created by the teachers. Some participants faced the challanges about the available of LCD in the class, if there were no LCD then the media could not run well. Based on the theory from Sowarno, Hasmiana dan Faiza, facility of the class influence the teaching media process, especially using pictures, graphic and diagram as their media. The class was the main factor to make successful of teaching learning process.

Based on the result above, the first challenge for Visual learners faced by student-teachers was the facilities of the class such as LCD to show the pictures as the media in learning English.

b. The challenges based on the media for teaching Kinesthetic Learners.

Kinesthetic learners were the students who learn best by experiencing, moving activity or touching the materials.

Komputer di SD Negeri 10 Banda Aceh". *Jurnal Pesona Dasar*. Vol. 2. No. 4, 2016, 28-39.

 $^{^{56}}$ Soewarno, et. Al. "Kendala-Kendala yang Dihadapi Guru dalam Memanfaatkan Media Berbasis

⁵⁷ Farah Kausar."A Study of Relationship Between Physical Facilities in Classroom and Student's Performance". In Dr. Munir Ahmad (Ed).

^{17&}lt;sup>th</sup> International Conference on Statistical Science. (Pakistan: National College of Business Administration & Economics, 2019), 224.

Based on the finding showed that how to deal with an introvert becomes the challenge for the participants. According to the Nurul Nadwa Ahmad Zaidi, et. al. on their article showed that the teachers faced with the timid students, the classroom situation became not conducive, how to deal wuth the students who had little Vocabularies.⁵⁸

In this research also find a challenge in applying role play as a medium to improve students' speaking skills. Sometimes teacher confused how to handle the big class still in conducive situation and how to deal with the availble time while to do role play need a lot of time. This challenge also stated by the theory from Jane Paterson about selecting and managing the time, but the lesson need more time to explain in detail.⁵⁹

From the data, it can be conluded that the challenge faced by student-teachers in teaching Kinesthetic learner was how to deal with introvert or timid students and using the available time as well.

Based on the discussion above, it can be concluded that there were some challenges based on the criteria faced by student-teachers in teaching English for VAK learners. There were; lack vocabularies of the students, the available time, managing a big class, the available facilities of the class, how to deal with introvert or timid students.

5

⁵⁸ Nurul Nadwa Ahmad Zaidi, et. al. "Challenges in Performing Role-Play as an Assessment:

Student's Views". International Journal of Academic Research in Business and Social Sciences.

Vol. 7. No. 12, 2017.

⁵⁹ Jane Paterson, *Teaching Pilate for Postural Faults, Illnes and Injury*. (Philadelpia: Butterworth Henemann Elsevier, 2009), 244.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusess about the conclusion of student-teachers' media that commonly used for teaching VAK learners and their challenges by using the media. Some suggestions in the matter of the study also presents in this chapter.

A. Research Conclusion

Based on the research finding, the researcher concludes two main points as follow:

1. Student-teachers media that commonly used for teaching VAK (Visual, Auditory and Kinesthetic) learners.

To create a medium as a tool in teaching learning process, it is necessary to consider students' learning styles in order to arise the objectives of the study. Based on the research how the media are often used by the student-teachers, there are some media that commonly used for teaching VAK learner; loud voice, story telling music, pictures, ppt slide, video animation, role play and body language.

2. Student-teachers challenges in using the media for VAK (Visual, Auditory and Kinesthetic) learners.

There are some challenges of each media that they used in using the media for VAK learners. The main points of challenges are how to avoid missunderstanding between teacher and students in a big class, explaining difficult lesson to the students who are lack of vocabularies, save the energy or self control because of explaining in loud voice, make the students gain their confidence while doing the activities; such as story telling or play the role, handle a big class and how to make the students interest with the media and enjoy the teaching learning process.

B. Suggestion

Based on the result of this study, the researcher stated some suggestion as follow:

1. For the student-teachers

For the student-teachers, if they want to use the media they should know the learning styles of each students. To make the media more effective, then they can combine some media become one activity in learning process, more creative to create new media that can be engage all of the students with the different learning style because they can enjoy the lesson.

2. For the teacher

Nowadays, students are able to learn the material of the lesson from many sources. Then, the teacher must be able to create and select the appropriate media for them. The teacher should join to the seminar about selecting or creating media, especially based on the students' learning style. The teacher must be able to make the students interest or enjoy the activities and they can achieve the objectives of the study easily because they learn based on the way they study.

3. For the future researcher

For the feature researcher, hopefully the next researchers will analyze about the teachers' difficulties in combining appropriate media based on students'learning styles. They may analyze the challenges of the teacher in combining some of media become new inovation that can engage all of students by different background of learning English. This research may be as the source for the next researcher.

REFERENCES

- Adem Ekmekci, 2015. "A Case Study for Comparing the Effectiveness of a Computer Simulation and a Hands-On Activity on Learning Electric Circuits" *Eurasia Journal of Mathematics, Science & Technology Education*, 15 February 2015.
- Alwi, Said. Problematika Guru dalam Pengembangan Media Pembelajaran, Vol. 8, No. 2. 2017.
- Amin, Muhammad Latifatul, et al. 2019. "The Increase of the Students science Cognitive using Snake Ladder Media". Journal of Primary Education. Vol. 9 No. 1, April 2019. 71.
- Asemota, Henry Erhamwenmwonyi. The Role of Media in English Language Development. College of Education. Benin-City. Nigeria. 2015.
- Bakar, S.F.A., Fauzi, F.H., Yasin, N.F.M., & Yunus, M.M. 2019. "Compound Chunk: Telegram Autobot Quiz to Improve Spelling on Compound Nouns". *International Journal of Academic Research in Progressive Education & Development.* Vol. 8 No. 1, Februari 2019. 59.
- Baker, Paul and Eghbert, Jesse. Triangulating Methodological Approaches in orpus-Linguistic Research, Routledge. 2016.
- Bang, Jeongsun Sungmook Choi, Studies in English Education: "The Effects of pictures on Short and Long-term Retention of Congruent and Incongruent English Collocations".

 Kyungpook National University, 2018.
- Britsch, Barbara M, Amy Dennison-Tansey. *Using Music and Stories in the Classroom*. Colorado: Teacher Ideas Press, 1995.
- Canning-Wilson, Christine. Using Pictures in EFL and ESL Classroom. Abu Dhabi: Educational Resources Information

- Center (ERIC), 1999.
- Creswell, John W. Research Design; Qualitative, Quantitative and Mixed Method Approache, SAGE Publications. 2014.
- Defense language institute foreign language center. Dialog on Language Instruction, Volume 27, Number 1, 2017. Presidio of monterey. 2017.
- E, Sharoon, et al. *Instructional Technology and Media for Learning* (*Eight Edition*), Meril Prentice Hall. 2004.
- English Language (English Curriculum), published by The Stationery Office. 2013.
- Fanrianti, Lestiana, et al. Pengembangan Media Pembelajaran Bahasa Inggris Berbantuan Komputer Menggunakan Instructional Games untuk SMA Kelas XI di Kabupaten Lampung Timur. FKIP Unila Bandar Lampung. 2015.
- Fletcher, Carol. "Jargon Buster". *Dudley Metropolitan Borough Council*,

 (http://www.dudleygovernors.org.uk/become a governor/jargon_buster.as p, accessed on December 5th 2014).
- Gilakjani, Abbas Pourhossein. Visual, Auditory, Kinaesthetic Learning
- Gluhavera, Daria "Training with rhythmic beat gestures benefits L2 pronounciation in discourse-demanding situations. Languagae Teaching Research. Vol. 21 (5), 2016, 609-631.
- Hashim, Eng. Wassan Adnan & Hala A. Hashim. Selection of Appropriate Media and Technology for Distance Education, Vol. 4, Issue 11, 2015.
- Heinich, Robert, et al. Instructional Media and Technologies for Learning, Meril Prentice Hall. 2002.

- John, Patrick. "Music in English Language Teaching: Theory into Practice". *National and International Research Articles*. No., Oktober 2016, 9.
- Kalaimathi, Hemalatha & Julius, Asur. Micro Teaching; *A Way To Build Up Skills*. Laxmi Book Publication, India, hlm.3. 2015.
- Kalantari, Farzaneh, Mahmud Hashemian. A Story-Telling Approach to Teaching English to Young EFL Iranian Learners, Canadian Center of Science and Education, 2016.
- Kausar, Farah. "A Study of Relationship Between Physical Facilities in Classroom and Student's Performance: A secondary Level Study". In Dr. Munir Ahmaad (Ed). 17th International Conference on Statistical Science, 224. Pakistan: National College of Business Administration & Economics, 2019.
- KAYALAR, Filiz. The Effect of Auditory Learning Strategy on Learning Skills of Language Learners. Volume 7, no. 12. Namuk Kemal University. 2017.
- Kurniawan, Muhammad Ragil. *Kesesuaian Proses Perkuliahan denganGaya Belajar Mahasiswa terhadap Prestasi Belajar* Teknodika Jurnal Penelitian Teknologi Pendidikan, Vol 13, No. 2, 67, 2015.
- Kusnierek, Anna., 2015: "Developing Students' Speaking Skills through Role- Play". World Scientific News. Vol. 7, 2015. 85.
- Mansker, Vicki, Rebecca Fulks, Brittany Peters, Ruth Marion Curtner, Godum- Charles Ogbeide. Learning by Doing: A case Study of Hospitality Students' Learning Experience via Service Learning/Hands-on Experience. Arkansas: Travel and Tourism Research Association; Advancing Tourism Research Globally, 2018.

- Mansour, Fatimah Suliman Odeh Abu., Thesis: "The Impact of Using PowerPoint Presentations on Students' Achievement and Information Retention in Teaching English Language at Public Schools in Amman". Amman: Middle East Unoiversity, 2019).
- Mc. Casthy, 1980; Felder, Silverman, 1988. Coffield et al, 2004.
- Mediawati, Elis. Pembelajaran Akuntansi Keuangan Melalui Media Komik Untuk Meningkatkan prestasi Mahasiswa. 2011, 69.
- Mubarok, E. F., Sudari, S., Wahjuningsih, E., "The Effect of Using Animation Video on the Eight Grade Students' Vocabularies Achievement at SMPN 5 Jember". *International Seminar and Workshop on ELT*, 2017. 136
- Musa, Kheira Altaher., Zamzam Emhammed Mari Al- Dersi. "Advantages of Using PowerPoint Presentation in EFL Classroom & the Status of its Use in Sebha University". International Journal of English Language 7 Translation Studies. Vol. 1, Libya 2013, 3-16.
- Muslich, Mansur. KTSP (Kurikulum Tingkat Satuan Pendidikan) dasar pemahaman dan pengembangan, Bumi Aksara. 2012.
- Nurul Nadwa Ahmad Zaidi, et. al. 2017. "Challenges in Performing Role-Play as an Assessment: Student's Views". *International Journal of Academic Research in Business and Social Sciences.* Vol. 7. No. 12, 2017.
- Ragil, Muhammad. *Analisis Karakter Media Pembelajaran Berdasarkan Gaya Belajar Peserta Didik.* Volume 3 No. 7 p. 3.FKIP Universitas Ahmad Dahlan Yogyakarta. 2017.
- Riyana, Cepi. *Media Pembelajaran*, Direktorat Jenderal Pendidikan Islam Kementrian Agama Republik Indonesia. 2012.
- Roney, R. Craige. 1996. "Storytelling in the Classroom: Same Theoritical Thoughts". *Storytelling World*. Vol. 9, 1996, 7-9.

- Rusman. Belajar & Pembelajaran, Berorientasi Standar Proses 2017.
- Sampath, K. Panneerselvam, A. Santhanam, S. Introduction to Educational Technology. Sterling Publisher Pvt. Ltd, New Delhi. 2007.
- Satrianawati. *Media dan Sumber Belajar*. Sleman: CV. Budi Utama, 2013.
- Simbolon, Merily., Nina., Ramadhani, Nurfitrini. 2019. "Quizzes that Promote Motivation in Learning". *Scope of English Language Teaching Literature and Linguistics*. Vol. 2 No. 2, Desember 2019. 91.
- Soewarno, et. al. 2016. "Kendala-Kendala yang Dihadapi Guru dalam Memanfaatkan Media Berbasis Komputer di SD Negeri 10 Banda Aceh". *Jurnal Pesona Dasar*. Vol. 2. No. 4, 2016, 28-39.
- Tileston, Donna Walker. 10 Best Teaching Practices: How Brain Research, Learning Styles, and Standards Define Teaching Competencies. 2nd ed, Sage Publicatioons Company, California, 2000, 24.
- Wahyuni, Sri., Degree of Sarjana Pendidikan: "The Use of Animation Video in Contextual Teaching to Improve Students' Vocabulary Mastery at SMPN 5 Watang Pulu. Parepare: State Islamic Institute. 2019.
- Wallersetd, Cecilia. 2019. "Didactic Challenges in the Learning of Music- Listening Skills" *Research Gate*, (https://www.researchgate.net, accessed on 2 December 2019).
- Yang, Xialling. 2017. "The Use of Body Language in English Teaching". *Theory and Practice in Language Studies*. Vol. 7, No. 12, December 2017. 1333-1336.

Zaidi, Nurul Nadwa Ahmad et all. Challenges in Performing Role-Play as an Assessment: students' views. Volume 7, No. 12. Academy of Language Studies. Malaysia, 2017.

