EXPLORING THE USE OF TEACHING MEDIA: TEACHING PRACTICE STUDENTS' EXPERIENCES

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Exploring the Use of Teaching Media: Teaching Practice Students' Experiences

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka saya akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 19 April 2025

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ABSTRACT

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Using teaching media also provides opportunities for personalized learning experiences. Every student has unique strengths and challenges, and teaching media offers numerous ways to tailor lessons to individual learning needs. For example, students who struggle with reading may benefit from audio versions of texts or video explanations. Moreover, educators must receive proper training and professional development in effectively utilizing teaching media. Familiarity with the latest technologies and pedagogical strategies is essential for maximizing the impact of media in the classroom. Schools and educational institutions should provide teachers with ongoing support and resources to empower them to leverage teaching media effectively, ensuring a smooth transition into modern learning environments. The findings of this research are anticipated to enhance the teaching and learning of English as a foreign language in schools while also offering insights into the use of teaching media in English education. This research used qualitative methods by interviewing five Department of English Language UIN Ar-Raniry students who have taken a teaching practice program (PPL). The research results show that teaching media has a positive impact and benefit in helping students understand English or other subjects in school.

AR-RANIRY

TABLE OF CONTENTS

COVER
APPROVAL LETTER
DECLARATION OF ORIGINALITY
ACKNOWLEDGEMENTS ..... **iv**
ABSTRACT ..... **v**
TABLE OF CONTENTS ..... **vi**
LIST OF APPENDICES ..... **vii**
CHAPTER I INTRODUCTION **1**
A. Background of Study 1
B. Research Questions 4
C. Research Aim 4
D. Significance of the study 4
E. Terminology 4
CHAPTER II LITERATURE REVIEW **6**
A. Teaching Media 6
1. Definition of Teaching Media 6
2. Type of Teaching Media 9
B. The Advantages and Disadvantages of Teaching Media 11
1. The Advantages of Teaching Media 11
2. The Disadvantages of Teaching Media 13
C. Previous Study 15
CHAPTER III RESEARCH METHODOLOGY **18**
A. Research Design 18
B. Research Location and Participants 19
1. Research Location 19
2. Research Participants 19
C. Method of Data Collection 20
D. Method of Data Analysis 21
CHAPTER IV FINDING AND DISCUSSION **23**
A. Finding 23
1. Variety of Teaching Media 23
2. Alignment with Learning Objectives 24
3. Enhancing Understanding 26
4. Students' Engagement and Motivation 27
5. Challenges in Media Usage 28
B. Discussion 31
CHAPTER V CONCLUSION AND RECOMMENDATION **33**
A. Conclusion 33
B. Recommendation 35
REFERENCES **37**
APPENDICES **41**

LIST OF APPENDICES

Appendix A: Appointment Letter of Supervisor 41
Appendix B: Interview Questions 42
Appendix C: Transcript of Interview 43

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AR-RANIRY

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching media, encompasses all the tools and resources that empower both teachers and students in the teaching and learning process. These media are especially vital in language education, particularly in foreign language instruction, because they establish a direct link between sounds and symbols, as well as words and the objects they represent. By using instructional media, educators can vividly illustrate meanings, enriching the learning experience. Utilizing these resources is essential for teachers committed to enhancing educational quality and fostering a deeper understanding in their students.

Using teaching media allows teachers to explain, demonstrate, and present their lessons more efficiently and effectively than relying solely on words (Hindle, 1998). Azikiwe (2007) defines teaching media as any resources the teacher utilizes to engage all five senses: sight, hearing, touch, smell, and taste during lessons. According to Adegun (1997), teaching media are designed to enhance the effectiveness of teaching and facilitate easier learning for students. In today's era, various types of learning media are available that can be utilized according to the specific needs and conditions of the classroom during teaching and learning activities. These media can include print materials, videos, audio recordings, multimedia presentations, or several formats. The primary purpose of utilizing learning media is to enhance the teaching and learning process, making it more

AR-RANIRY

effective, engaging, and interactive. This, in turn, helps students better understand the material being studied.

There are various types of learning media, including print media. Print media is a traditional form of learning resource that remains effective as a teaching media in the classroom. It is usually physical and can be seen and held, such as books, newspapers, magazines, worksheets, posters, and other printed materials. According to Prytherch (2016), Printed materials are all forms of publications, documents, or notes in newspapers, magazines, pamphlets, books, photos, pictures, transcriptions of magnetic tapes, and various other forms of printed materials. This media can be found anywhere and anytime, and we can reach it in the nearest shops at a relatively cheaper cost. In everyday life, print media is related to printing. Print media is more directed at the communication field, which is about disseminating information to meet the community's or the masses' needs. Therefore, print media is part of mass media, whose role is to gather information, process, print, and disseminate it.

When developing learning media for high school students, it is essential to consider their unique characteristics and diverse needs. High school students are at a critical stage in their cognitive and social development, and effective learning materials should engage and motivate them. In high schools, the learning media commonly used in teaching activities include various types of visual media, such as PowerPoint presentations; audiovisual media, like educational documentaries; printed materials, such as textbooks and learning modules; and interactive media, including mobile-based learning applications.

Teaching in PPL and English course are different. PPL is a formal education while the English course is a non-formal education. According to Dib (1988), formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms. Whereas, non-formal education is educative processes endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students (Dib, 1988). The number of the students are limited in English course teaching than those at school and the students are more interested in learning English at the course than at school (Rahmayanti, personal communication, August 08, 2018). Besides, teaching at school is more complicated than at English courses because the teachers need to give extra effort in building the students' motivation to learn English (Faradita, personal communication, August 12, 2018).

In line with this issue, there have been some relevant studies conducted. Sari (2016) in her thesis "Students' Perception on the Impact of Micro Teaching Class to their Teaching Practice Ability" found that the students' perceived that micro teaching class positively affected to their teaching practice ability. They viewed micro teaching as a valuable instrument that could help them develop not only their teaching methods, but also their awareness of being an effective teacher.

Based on the information presented, there are several shortcomings in other types of teaching media that lead teachers to continue using printed materials or another mainstream teaching media. In this study, the researcher aims to determine what are the benefit of using teaching media to teaching practice students.

B. Research Questions

Based on the background of the study above, the research question of this study is “What type of teaching media that benefit to students by teaching practice students’ experiences”.

C. Research Aim

In accordance to the problem statement above, the aim of this study is “To find out what type of teaching media that benefit to students by teaching practice students’ experiences”.

D. Significance of the study

The outcome of this research are expected to contribute to the teaching and learning of English as a foreign language in schools and provide insights about using teaching media in English education.

1. For teacher, the research findings will serve as a valuable tool for teachers to effectively teaching English to the students with using teaching media.
2. For students, hopefully this study will positively impact students' understanding of how to learn English using teaching media.

E. Terminology

1. Teaching Media

   Heinich et al. stated that media is the plural of medium which means tools for communicating (2002). This term refers to anything that

mediates information between the giver and the recipient. In addition, Carey (in Wamalwa & Wamalwa, 2014) state that instructional media includes all materials and physical facilities that can be used by teachers to convey instructions and facilitate the achievement of student learning objectives.

2. Teaching Practice Program

Teaching practice program (PPL) is one curricular component which requires integration between mastery of materials and practice. Related to College of Education at Grand Canyon University (as cited in Sari, 2016) states that teaching practice program (PPL) is an opportunity for teacher candidates to observe and participate in diverse educational settings and to apply the theories and concept learned in program course work. In this study, PPL is a course that the students should take to practice their knowledge in real teaching situation or schools as a place for their teaching-learning implementation.

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