

**PERCEIVING THE IMPACT OF VISUAL MEDIA: A
PHENOMENOLOGICAL STUDY ON TEACHER EXPERIENCES IN
TEACHING ENGLISH TO ELEMENTARY SCHOOL AT MIN 2 LANGSA**

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LANGSA
2023

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**PERCEIVING THE IMPACT OF VISUAL MEDIA: A
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Submitted of Tarbiyah And Teacher Training IAIN Langsa as a Particular
Fulfillment of The Requirement For The Degree of *Sarjana Pendidikan (S.Pd)* In
English Education Department

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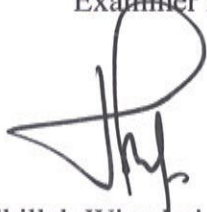
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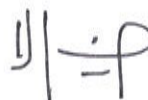
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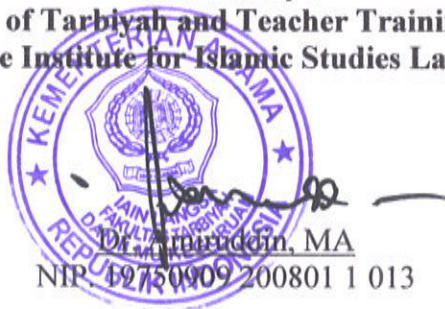
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Dengan ini menyatakan bahwa skripsi saya yang berjudul **“Perceiving The Impact Of Visual Media: A Phenomenological Study On Teacher Experiences In Teaching English To Elementary School At Min 2 Langsa”** adalah benar hasil karya sendiri dan original sifatnya. Apabila dikemudian hari ternyata/terbukti hasil plagiat karya orang lain, maka akan dibatalkan dan saya siap menerima sanksi akademik sesuai dengan peraturan yang berlaku.

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DEDICATION

My beloved father, Sumarno, S.Ag

My beloved mother, Fitriani

MOTTOS

**“DO NOT GRIEVE OVER WHAT HAS PASSED UNLESS IT MAKES
YOU WORK HARDER FOR WHAT IS ABOUT TO COME.”**

[Umar Bin Khattab]

ACKNOWLEDGMENT

Alhamdulillah Robbil ‘Aalamin, the researcher expresses her sincere gratitude to the almighty God, Allah Subhanahu Wata’ala, for guidance, mercy, and good health, so that the researcher could finish this thesis. Salam and shalawat are addressed to the final, chosen, religious messenger, the prophet Muhammad Shalallahu ‘Alaihi Wassalaam.

The researcher realized that in carrying out the research and writing this thesis, many people have contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore the researcher would like to acknowledge them.

1. The researcher would like to express her profound gratitude to her parents, **Sumarno, S.Ag** and **Fitriani** for their prayer.
2. **Prof. Dr. Ismail Fahmi Arrauf Nasution, MA**, the Rector of The Ministry of Religious Affair State Institute For Islamic Studies Langsa.
3. **Dr. Amiruddin, MA**, the Dean of Tarbiyah and Teaching Science Faculty.
4. **Fakhrurrazi, S.Ag., M. Hum** and **Shafrida Wati, MA**, as the Head and Secretary of English Education Department of Iain Langsa, who gave her valuable contribution and suggestions in writing this thesis.
5. My greatest thanks are due to my first consultant **Wahidah, M.Ed** and **Zahratul Idami, M.Pd** as the second consultant who have given their valuable time and patient, to support assistance and guidance to finish this thesis.
6. Then staff and all the lecturers of Tarbiyah and Teaching Science Faculty especially to the lecturers of English Education Department who taught her for many years.
7. The headmaster of MIN 2 Langsa, **Uziana, S.Ag., M.Hum**, and the English teachers who have given permission for the researcher to conduct the study there, and also the school administration staff thanks for the cooperation.

8. The English teacher of MIN 2 Langsa **Asriani Lubis, S.Pd**, who gave their time to participate in this research.
9. Special thanks to the researcher's family such as: brother (**Ibnu Shina**), and sister (**Raudhatul Jannah**), who always give their love, support, motivation, and suggestion.
10. A million thanks to the researcher's closed friend **Mardyah**, who always gives their unlimited time for supporting me in every cases.
11. Biggest thanks to the researcher's friend of **PBI Unit 2** who have given their unlimited support, motivation, suggest, and love.
12. Finally, for everyone who cannot be mantioned one by one, may Allah SWT, the Almighty God be with us now and forever.

Langsa, December 19th 2023

Sri Sholeha Hafsa
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ABSTRACT

Sri Sholeha Hafsa, 2023. Perceiving the Impact of Visual Media: A Phenomenological Study on Teacher Experiences in Teaching English to Elementary School at MIN 2 Langsa .

Supervisor (1)Wahidah, M.Ed **(2)**Zahratul Idami, M.Pd

This research aimed to find out (1)The visual media used by English teachers in teaching English to elementary students at MIN 2 Langsa; (2) The teacher experiences in using visual media in teaching English to elementary students at MIN 2 Langsa. The data were conducted on December 2023 of the English teacher of fifth grade students at MIN 2 Langsa. This research used qualitative method with phenomenological approach. The instruments were an observation and interview. The observation was used to observe the teacher's media of the fifth grade students at MIN 2 Langsa and the interview was distributed to the English teacher to get more information of the teacher's experience in using visual media. The findings of this research showed that the kinds of media used by the teacher when teaching English were a whiteboard, English textbook, dictionary, poster, picture, game, and other object around. The result of the teacher's interview that the teacher used visual materials depend on the topic and visual materials make English lesson became simpler and students understood it better.

Keywords: *Visual Media, Teacher's Media in Teaching English, and Young Learners.*

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is the most important foundation for managing, advancing and improving the quality of human resources. Education can be successful and one of them is supported by professional and good teachers. Teachers who promote the implementation of national education must be professional. Professional teachers are teachers who have the authority and responsibility for education and students, both individual and classical.¹ Educators play a role in fulfilling the wishes of the community. Forming students to be disciplined and have responsibility. Educators have the ability to create a fun, meaningful, creative, dynamic and interactive educational environment.²

Language has an important role in shaping the personality and culture of a nation as a medium of communication.³ Indonesia itself has the principle of mastering the mother tongue, national language, and international language, namely English. In the context of Indonesia and other developed countries, foreign language learning plays an important role in the education system, it is included in the advancement of human resources. Learning a foreign language is

¹B. Baharuddin & R. Kanada, "Pengembangan Profesionalisme Guru Melalui In House Training", *Elldare: Jurnal Manajemen Pendidikan Islam*, 3(2), 2017, 1–20.

²G. Falloon, From Digital Literacy to Digital Competence: The Teacher Digital Competency (TDC) Framework, *Educational Technology Research and Development*, 68(5), 2020, 2449–2472.

³H. Ibda, "Urgensi Pemertahanan Bahasa Ibu di Sekolah Dasar", *Journal of Islamicate Multidisciplinary*, 2 (2), 2017.

one of the important skills in the current era of globalization to be able to interact and cooperate with others around us.⁴

Today we are moving towards the era of globalization, and teaching languages to children is very important, especially English.⁵ In today's global and technological era, English is one of the foreign languages that play an important role in the international world. Students can reach the world of information and technology by being competent and skilled in using English to access the information and technology environment, so good English language skills are needed. Therefore, it is very important to start teaching English as early as possible.⁶ However, the reality is that there are still pros and cons to teaching English in Indonesian schools, especially in the primary grades. English learning for early childhood (students in elementary school) is very different from adults. Mulyati says that a child's world is a world of play, children prefer to learn while playing.⁷ In early childhood, where learning activities should be fun for children, choosing fun learning activities is the best course of action for students.

The teachers must make creative and interesting activities to make students enjoy, interested and active in the learning process so that they will not be bored or just sit quietly. According to Scott and Ytreberg as cited in Rahmadani, children have very short attention and concentration span, they do more

⁴Hamidulloh Ibda, et.all., "Game Innovation: A Case Study Using the Kizzugemu Visual Novel Game with TyranoBuilder Software in Elementary School", *Indonesian Journal of Electrical Engineering and Computer Science (IJECS)*, 28(1), 2022, 460–469.

⁵M. Ekowijayanto, "Partner Reading Strategy to Improve Students' Reading Comprehension", *International Journal of English Education and Linguistics (IJoEEL)*, 4 (1), 2022.

⁶M. Sugiono, "Learning English at Elementary School Level Using Computer Based Intruction (CBI) Method", *Computer Journal*, 14(1), 2019, 33–42.

⁷M. Mulyati, "Menciptakan Pembelajaran Menyenangkan Dalam Menumbuhkan Peminatan Anak Usia Dini Terhadap Pelajaran", *Journal of Islamic Education*, 1(2), 2019, 277–294.

duplication of language and get it through hands, eyes, and ears.⁸ According to Azis and Rifah, two factors prevent students from understanding English, the first is that students consider English difficult because vocabulary and English are not their native languages, the second is the teacher's less interactive factor in teaching English material to be interesting to students.⁹ The purpose of teaching English to young learners is to introduce English as a second language for them, build basic knowledge of English and give them motivation in the process of learning English by giving appreciation for their needs and interests in this language in the future.

Teaching English to young learners is different from teaching English to adults. It is because the way children learn foreign languages is different from the way adults learn. Cahyati, Parmawati, and Atmawidjaja, assume that teaching for young students especially English must have good planning such as teaching methods, good material, and techniques and approaches that will be used.¹⁰ The learning process of children requires something realistic. According to Pinter, as cited in Lelawati, Dhiya, and Mailani, young learners find it difficult to know an abstract thing because they have limited knowledge about the word.¹¹

The general characteristics of elementary school students are that they like interesting and interactive pictures, like to play, and like to feel and do things

⁸S. Rahmadani, "Investigating the Implementation of TPR Approach in English Language Teaching for Children", *Doctoral Dissertation*, UIN Ar-Raniry Banda Aceh, 2019.

⁹A. Aziz, & D. Rifah, "The Effectiveness of Using Audio-Visual Media to Develop Students' pronunciation in Speaking Skill (An Experimental Research the Second Grade of SMP Negeri 2 Bajeng)", *Brilliance Journal*, 3(02), 2018.

¹⁰S. S, Cahyati, A. Parmawati & N. S. Atmawidjaja, "Optimizing English Teaching and Learning Process to Young Learners (A Case Study In Cimahi)", *Journal of Educational Experts*, 2(2), 2019, 107–114.

¹¹S. Lelawati, S. Dhiya & P. N. Mailani, "The Teaching Of English Vocabulary to Young Learners", *PROJECT (Professional Journal of English Education)*, 1(2), 2018, 95–100.

directly. The view from schools shows that educators tend to use fewer medium when learning. In this situation, students' understanding of the essence of the subject matter is less than optimal because classroom learning becomes less interesting and student satisfaction decreases interest in learning. The special learning media for students serves as a learning stimulation tool that stimulates students' curiosity, desire to learn, and allows them to achieve optimal learning. Learning media activates and engages children to provide meaningful learning experiences. Teachers often use media as a teaching tool because it can meet the needs of many students.¹²

The importance of using media for teaching is that the media can be used to help students in their studies so that the teaching and learning process is more effective and efficient. By using media, the concrete material is interesting and easier to understand. Lynch as cited in Mustafa, Hermandra, and Zulhafizh, explains that the use of media can increase student willingness in the learning process.¹³ There are several advantages to using media in the teaching-learning process. There are: to increase student motivation, to avoid boredom of students, to make students easily understand teaching material, to make teaching and learning process more systematic.¹⁴ The problem is some educators still use the old method where educators only use one method and model of learning English,

¹²A. H. Fansury, et.all., "Digital Content for Millennial Generations: Teaching the English Foreign Language Learner on COVID-19 Pandemic", *Journal of Southwest Jiaotong University*, 55(3), 2020.

¹³M. N. Mustafa, Hermandra, & Zulhafizh, "Teachers' Strategies to Design Media to Implement Communicative Learning in Public Schools", *Journal of Educational Sciences*, 3(1), 2019, 13–24.

¹⁴Senjaya, G. Batan & Myartawan, "An Analysis of Instructional Media used by the English Teacher in Relation to Students' Learning Interest and Motivation in SMP Laboratorium Undiksha", *Jurnal Pendidikan Bahasa Inggris undiksha*, 5(2), 2018.

even though educators are required to use English learning methods and models more than one, it aims so that learning English in the classroom will be fun so that students become children who are children active, creative and innovative.

Many types of media can be used by teachers in the process of teaching and learning English to young learners such as audio media, visual media, audio-visual media and the teacher itself as a model. According to Akmal, there are types of media such as manual media and electronic media which are media that can be used in the teaching-learning process.¹⁵ Media manuals are like tools that are in the classroom or around the place of learning (blackboards, markers, erasers, and leaflets). Electronic media such as computers, language laboratories, films, HP, Infocus and goods that use electricity.

Visual media are media for conveying information to students through visuals. According to Jannah in Pratama as cited in Harisma, Ilmiah, and Yana, visual media is one type of media that can be seen and touched by teachers and students related to research subjects.¹⁶ According to Heinich, et al as cited in Sanjaya, Batan, and Myartawan, types of visual media are visuals that are not projected, visual projections, document cameras, overhead projections, slides, digital images, and digital image projections.¹⁷ Visual media can also foster student interest and can provide a relationship between the content of the subject

¹⁵Akmal, "The Use of Audio-Visual Media in Speaking Ability of English Speaking Club Students at STMIK Royal Kisaran", *Journal Of Science And Social Research*, 43(7), 2019, 1–6.

¹⁶I. Harisma, G. Ilmiah & Y. Yana, "Improving Students' Writing Ability Through Project Based-Learning Using Visual Media", *PROJECT (Professional Journal of English Education)*, 2(3), 2019, 364-370.

¹⁷Sanjaya, G. Batan & Myartawan, "An Analysis of Instructional Media Used by the English Teacher in Relation to Students' Learning Interest and Motivation in SMP Laboratorium Undiksha", *Jurnal Pendidikan Bahasa Inggris Undiksha*, 5(2), 2018.

matter and the real world. In an effort to improve the quality of education, every educational institution must create an effective and efficient learning process and visual media is quite influential on students.

The lack of activity of students when learning takes place can be proven as the lack of students paying attention to learning. Teachers' use of learning media in teaching and learning activities is not always ideal, causing students' interest and attention to learning to be less than optimal, resulting in low student involvement in the learning process. Therefore, it is necessary to improve the learning process so that student activities and learning outcomes are achieved optimally. Teachers should use media in learning according to each stage of students' cognitive development. One of the tools that may be able to help achieve learning objectives and improve student activity and learning outcomes is the use of visual media aids. Visual media is media that can be seen only, does not contain sound elements. Visual media are media that involve the sense of sight.

With this background, the purpose of this study is to analyses the impact of visual media based on teacher experiences in teaching English to elementary schools. The researcher intended to conduct a qualitative research entitled *“Perceiving the Impact of Visual Media: A Phenomenological Study on Teacher Experiences in Teaching English to Elementary School at MIN 2 Langsa.”*

B. Problem of the Study

Based on the background above, the problem of the research can be formulated in the following question:

1. What are the visual media used by English teachers in teaching English to elementary students at MIN 2 Langsa?
2. How does the teacher experiences in using visual media in teaching English to elementary students at MIN 2 Langsa?

C. Objective of the Study

Responding with the statement of the problems, the objective of the study are stated as follows:

1. To find out the visual media used by English teachers in teaching English to elementary students at MIN 2 Langsa.
2. To find out the teacher experiences in using visual media in teaching English to elementary students at MIN 2 Langsa.

D. Scope of the Study

This research used phenomenological study. This research focused on describing the visual media that was used by the English teacher in teaching English and the teacher experiences of the visual media in teaching learning process at the fifth grade students at MIN 2 Langsa.

E. Significance of the Study

The significances of this research were expected to provide some advantages for English teaching and learning process. The significances of this research such as :

1. Theoretically, the results of this research are expected to be useful for readers, to enrich their insights into English learning theory. The results of this research are also expected to be useful for researchers for further studies.
2. Practically, the benefits that can be obtained from this study are divided into three such as : for teachers, for students, and for researchers.
 - a. For the English teacher, this research is expected to be useful for teachers to improve and create their creativity in teaching English especially in teaching elementary school as young learners.
 - b. For the students, this research is expected to be useful information for the students to encourage them to master the skills in funny ways of learning English.
 - c. For the researcher, this research is expected to give the information and knowledge about the impact of visual media on teaching English to elementary school as young learners.

F. Terminology

To have some interpretation of these key terms, here the researcher provided the meaning below :

1. Media are tools of mediator in teaching learning process. Media has function as a mediator to bring information from a sender (teachers) to receiver (students). In teaching learning process, media can be a determiner for the score of students. Teachers who using good media will make the students interest with the lesson and for the result students can get high score. The purpose of media is to facilitate communication and learning.¹⁸ Nowadays many examples of media that can be used in our activity, we can use media that appropriate with our need.
2. Visual media are media that can be seen by students' eyes, for example pictures, map, graphic, white board, real object, and diagram. The visual object that can be easily found in class is a real object because it has already been surrounding the teachers and students every day. According to Soulier, visual media are real objects or the things we come in contact with every day. Since we do not plug them in, we often fail to realize that as a resource they may be as important to the math and English teacher as they are to the basketball coach and the medical professor.¹⁹
3. Young learners mean children from the first years of formal schooling (five or six years old) to 11 or 12 years of age. So that Young learners are the student in kindergarten and elementary school.²⁰ Scott and Yterberg stated that young children love to play and learn best when they are enjoying themselves, but

¹⁸E. Smaldino Sharon and D. Russell James, *Instructional Technology and Media for Learning*, (Ohio: Merrill Prentice Hall, 2003), p. 9.

¹⁹Steven Soulier, *The Instructional Media Library: Real Object And Models*, (New Jersey: Educational Technology Publications, 1981), p. 7.

²⁰S. Philip, S, *Young Learners*, (England: Oxford University Press, 1996), p. 2.

they also take themselves seriously and like to think that what they are doing is real work.²¹

²¹*Ibid*, p. 2.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used qualitative method with phenomenological approach to conduct this research. Qualitative research is an approach to social science research that emphasizes collecting descriptive data in natural setting, uses inductive thinking, and emphasizes understanding the subject point of view.⁵¹ The researcher concluded that qualitative research is the studies about science based on the phenomena that happened. Phenomenology is a design that treats reality and experiences individually and is based on the objectivity of the researcher as much as possible.⁵² Denzin and Lincoln state that qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible.⁵³ This means that qualitative research study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.⁵⁴

According to Creswell, Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively

⁵¹C. Bogdan Rober, & Sari Knopp Biklen, *Qualitative Research for Education: An Introduction to Theories and Methods*, (Boston: Pearson Education, 2006), p. 274.

⁵²R.E. Christensen, T.E. Cottrell, and D.M. Baker, *Qualitative Research Design*, (California: Sage Publication Inc, 2018), p. 32.

⁵³Denzin and Lincoln, *Handbook of Qualitative Research*, (Yogyakarta: Pustaka Pelajar, 2009), p. 56.

⁵⁴Jane Ritchie & Jane Lewis, *Qualitative Research Practice a Guide for Social Science Students and Reserchers*, (Britain: The Cromwell Press Ltd, 2003), p. 3.

building from particulars to general themes, and the researcher making interpretations of the meaning of the data.⁵⁵

According to the statement above, the researcher only investigates the phenomenon of the research in the fifth grade at MIN 2 Langsa. In this way, the data gathered from an English teacher that taught the fifth grade students at MIN 2 Langsa.

B. Research Location and Time

This research took place at MIN 2 Langsa. It is located on Jendral Ahmad Yani Street no 150, Paya Bujok Tunong District, Langsa Baro Regency, Langsa City. The researcher selected this school based on their familiarity with its condition and prior observation. This study will be carried out with the English teacher of the fifth grade at MIN 2 Langsa throughout the academic year 2023-2024. This research was conducted during November and December 2023.

C. Research Subject

The participant of this research is an English teacher and the fifth grade students at MIN 2 Langsa. There was an English teacher who taught all classes in different time. She came to this school every Monday and Tuesday to teach the students at grade four to six. In this research, the researcher joined in grade five. There were 32 students in that class. They learned English every Tuesday at 7.30 a.m.

⁵⁵John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (USA; SAGE Publications, Inc, 2014), p. 32

D. Research Instrument

There were two kinds of instrument that were used in this research to collect the data from MIN 2 Langsa. The researcher collect the data by using two instruments, those were:

1. Observation

Observation is design to general data on activities, behavior, and generally focuses on setting. Observation was aimed to know the visual media used by English teacher in teaching English to the fifth grade students at MIN 2 Langsa. The researcher conducted the observation about 3 days. The researcher joined the English class from beginning till end to observe and analyze the visual media used by English teacher in teaching English to the fifth grade students at MIN 2 Langsa.

2. Interview

An interview is a process in which researchers conduct interviews using an interview guideline. A face to face question and answer process in which the interviewer and the interviewee or respondent exchange information for research objectives using a tool called an interview guide.⁵⁶ In this case, the researcher used open-ended question interview. Open-ended questions are used alone or in combination with other interviewing techniques to explore topics in depth, to understand processes, and to identify potential causes of observed correlations.

⁵⁶M. Nazir, *Metode penelitian*, (Jakarta: Penerbit Ghalia Indonesia, 2005), p. 6.

Open-ended questions are inquiries that permit a person to provide a free-form response. The researcher used this interview to find out the teacher experiences used visual media in teaching English to elementary students at MIN 2 Langsa. The interview will be conducted after the observation to get more information from the English teacher. There are 10 questions that will be asked by the interviewer to the English teacher. Interview will take about 10 to 15 minutes.

E. Technique of Collecting Data

There were several steps in collecting the data. In collecting data the researcher applied the procedures as follows:

1. Methods for gathering data through observation are:
 - a. The researcher asked permission to the teachers first in order to join in the class.
 - b. The researcher came to the class while the teacher began the subject.
 - c. The researcher used video recording to record some activities in grade five during English lessons.
 - d. The researcher observed the English teacher to ascertain the specific medium utilized for teaching English in the classroom..
2. Data Collection Procedures for interview
 - a. The researcher made some questions for the teacher who was selected as the subject of this research.
 - b. The researcher made an appointment with the English teacher to conduct the interview.

- c. The researcher interviewed the teacher face to face and records the answers.

f. Technique of Data Analysis

The data analysis technique used in this research was an interactive model of analysis. According to Miles and Huberman, in this model there are four analysis components, namely data collection, data reduction, data display and conclusion drawing.⁵⁷ The four activities in interactive model analysis can be explained as follows:

1. Data Collection

After identifying the problem, the researcher collected the data by observing the student and learning process and interviewing teacher as informan and to gain more supporting data. All the recording data and observation checklist were collected and then the researcher wrote the transcription of the recording from the transcription, the researcher got data. At this stage, the researcher identified the media used by English teacher and teacher's experiences used visual media in teaching English to elementary school.

2. Data reduction

It is process of minimizing the amount of the data that needs to be stored in a data storage environment. In this research, the researcher select data obtained at the time of research regarding the user information about the media used by teacher in teaching English, and then the data classifies and choose simply.

3. Data display

⁵⁷B. Mathew Miles & Michel Huberman, *Qualitative of Data Analysis*, (Jakarta: UIP, 1992), p. 16.

At this stage, the researcher developed a structured description of information to draw conclusion and take action. The presentation of data commonly used in this research is narrative text form. The purpose of narrative text is that the researcher described previously classified information about teacher's experiences of the visual media used by teacher in teaching English then conclusions were presented in narrative text form. It analyzed and described the data qualitatively.

4. Conclusion drawing

The researcher drawn conclusion and verified by looking for the meaning symptom obtained from the object of this research. At this stage, the researcher draw conclusion from the data that has been previously concluded, then matches the notes and observation made by the researcher at the time of doing analyzing.

CHAPTER IV

RESEARCH FINDING DISCUSSION

A. Findings

In this part, the researcher explains the findings and discussion after the researcher conducted the observation and interview with the English teacher at MIN 2 Langsa. Based on the observation and interview, the researcher found that the English teacher at MIN 2 Langsa teaches every Monday to Tuesday for grade four to six. In one meeting, each class learnt English in two hours lesson. The finding and discussion were divided into two parts. They were the result of the media used by the English teacher that was taken by observation checklist and the result of the teacher's experience in using visual media was taken by interview with the English teacher.

1. Media Used by the Teacher in Teaching English

Based on the observation checklist, the researcher found that the kinds of visual media were used by the teacher in teaching English. There were seven various visual media that the teacher used in teaching English, namely whiteboard, English textbook, dictionary, poster, picture, game, and etc.

a. Whiteboard

Whiteboard is a hard smooth white surface used for writing or drawing on with marker. Whiteboard is categorized as visual media which is the most tools used by teacher in teaching and learning process. Based on the observation, the teacher used whiteboard to write-down the materials which taught to students. The

teacher was easily delivered the subject by writing on the whiteboard. Writing on whiteboard help students take note of the materials. In addition, the teacher instructed the students to provide examples of the items by writing them on the whiteboard. The students have mustered the courage to step forward and articulate their understanding by writing the materials.

The teacher used whiteboard media in learning to explain complex concepts to students. The use of a whiteboard has several advantages, such as its ability to visualize information directly, allowing direct interaction between teachers and students, and facilitating quick note-taking by students. However, as with all learning media, using a whiteboard also has some difficulties.

Difficulties I Experienced in Using Whiteboard Media:

- 1) Time Limitations: When using a whiteboard, time is often an important factor. I have to make sure that I explain concepts quickly and efficiently so as not to lose students' focus. Sometimes, this can be difficult especially if the concept being explained is complex and takes more time.
- 2) Lack of Retention of Material: Students may have difficulty retaining information presented on the board, especially if they do not take good notes. This can be a problem when students need to remember material for a test or assignment.

b. English Textbook

English book is the media used by the English teacher teach English in the classroom. It contains material or verbal information of the subject. English book

also is categorized as print media which used as basic instructional guide by the teacher. Based on the observation, the teacher used English book by delivering the material about grammar focus (there is and there are). At the time, the teacher explain the material and asked the students to do exercise. The pictures used were the pictures that contained what the topics the teacher taught. If teachers taught about vocabularies about “what's in class”, Teacher will brought teacher such as, chair, desk, bag or anything that included in classroom.

In the teacher's experience in this research, English textbooks are often the main source of information that helps expand vocabulary, grammatical understanding, and reading and writing skills.

One of the advantages of using English textbooks is their systematic structure, which allows students to learn gradually, from basic concepts to more complex levels. Textbooks usually come with a wide variety of exercises and activities designed to help students teach their skills in relevant contexts.

Several difficulties faced by teachers in using English textbooks:

- 1) Lack of variety in learning methods. Some students may feel bored or lose interest if they rely too heavily on uniform teaching methods from textbooks.
- 2) Some textbooks may be less relevant to students' interests or needs. This can result in a lack of motivation or difficulty in understanding the material being taught.
- 3) For students who are not native English speakers, English textbooks can pose challenges in terms of comprehension. Complex

vocabulary, complex grammatical structures, and a reading speed that is too fast can be obstacles to good comprehension.

c. Dictionary

Dictionary is the print media contains the words from alphabet A-Z that has the meaning and how to pronounce it well. Based on the observation, the teacher asked students to use dictionary when they did not know the meaning of vocabulary. The students find on the dictionary meaning of the words that they did not know.

In experience, the teacher said that, the dictionary helped him to expand my vocabulary in the language being studied. The teacher also said that he could easily look for the meaning of new or previously unknown words. The dictionary not only provides definitions of words, but also helps the teacher understand how the words are used in different contexts. This helped him improve his understanding of the language I was learning.

Several difficulties faced by teachers in using Dictionary:

- 1) Looking up words or phrases in a dictionary is often time-consuming, especially if the teacher is speaking or writing in real time.
- 2) Possibility of misinterpretation: Sometimes, the teacher's interpretation of the definition of a word in the dictionary can be wrong or not appropriate to a particular context. This can result in inaccurate understanding or incorrect use of the word.

d. Poster

Poster media is a medium that is considered appropriate in receiving information. Posters are images or paintings in the form of media that aim to convey the content of messages and information that have a function also to attract attention. The teacher choose the topic of material, then used her own poster related to the topic of the material. The used of poster as the learning media make students become more intersting, attractive and the learning environment goes very well.

The teacher teaches English to elementary school students at MIN 2 Langsa. To improve their English language skills, the teacher decided to use posters as a teaching tool. This idea arose because posters can be a visual tool that attracts students' attention and helps them understand the material better.

Several difficulties faced by teachers in using Poster:

- 1) Time limitations: Making attractive and high-quality posters requires a lot of time and effort. Sometimes, time constraints mean that I have to prioritize the materials that will be made into posters, so that some materials cannot be presented through poster media.
- 2) Care and storage: After use, posters need to be cared for properly so that they remain durable and can be reused in future teaching sessions. However, storing posters properly also requires sufficient storage space.

e. Picture

Pictures as media has become the best choice in teaching English. Pictures are important to help the students in learning English because they attract

student's attention and help encourage them to focus on the subject in hand. Pictures are useful to focus the students' attention to imagine on what the text says. Pictures are not ambiguous, a picture should contain only what the word means. Teacher usually used this kind of visual learning by bringing it to the classroom and sticking it on the whiteboard. The teacher used picture to help students to understand and comprehend something clearly and easily.

The teacher's experience using image media in teaching English at MIN 2 Langsa is very useful. Students at the elementary school level tend to be more responsive to visualization, and image media gives them the opportunity to understand English concepts more easily.

One very useful experience was when the teacher used pictures to teach vocabulary. The teacher prepared pictures depicting English words such as "apple", "cat" (cat), "tree", and so on. The students were very enthusiastic when they saw the pictures and quickly identified the appropriate words. They also remember the vocabulary more easily after seeing the related picture.

Several difficulties faced by teachers in using Poster:

- 1) Resource limitations. Even though the teacher tries to provide images that are relevant to the learning material, sometimes it is difficult to find images that are appropriate to the context of English teaching in that area.
- 2) There is also the challenge of matching the difficulty of the images to the students' level of understanding. Some students may

understand simple pictures quickly, but others need extra help to understand more complex pictures.

f. Game

The game used by the teacher is a puzzle game which the teacher thinks can improve students' understanding of the English language: like word-composing games..

As a teacher at MIN 2 Langsa, the teacher decided to use game media as a tool in teaching English to elementary school students. The teacher believes that this approach can increase student interest and involvement in learning, as well as make the classroom atmosphere more interactive and fun.

First of all, the teacher chooses games that suit the level of understanding and interest of elementary school students. One of the games the teacher uses is "Word Bingo". create bingo cards with English words that are relevant to the learning material, such as nouns, verbs, or adjectives. Each student gets a different bingo card, and they have to look for the words called out by the teacher and mark them on their bingo cards. The student who successfully completes the bingo pattern first will be the winner

Several difficulties faced by teachers in using Game:

- 1) The difficulty faced when using this game media is ensuring that all students can be actively involved in the game. Some students may have different language skill levels, so it is necessary to provide additional help for students who are struggling. He must also ensure

that the rules of the game are well understood by all students before the game starts, so that there is no confusion during the game process.

- 2) The teacher also faces challenges in choosing games that suit the curriculum and learning objectives he wants to achieve. The teacher must ensure that the game chosen can help students understand the English concepts being taught, and is not just entertainment.

2. Teacher's Experience in Using Visual Media

The interview is used to get clear and deep information about the teacher's experience of the visual media in teaching English. Based on the interview conducted by the researcher, it aims to find out the teacher experiences in using visual media in teaching English to elementary students at MIN 2 Langsa. The interview consisted of 10 questions. The researcher got deep responses from the interview session with the English teacher.

a. Sudah berapa lama Ibu mengajar bahasa Inggris di sekolah ini?

"Saya sudah mengajar bahasa Inggris di MIN 2 Langsa ini sejak tahun 2013, berarti sudah ada 10 tahun."

b. Menurut Ibu apakah bahasa Inggris itu penting untuk diajarkan kepada murid sejak dini?

"Ya nak sangat penting, dikarenakan anak-anak usia dini itukan otaknya masih sangat fresh untuk menerima hal-hal baru. Jadi mengajarkan bahasa Inggris pun akan lebih cepat dikuasai jika sudah diperkenalkan sejak dini. Sama juga seperti anak bayi yang bahkan belum mengenal satu bahasa pun, ketika dia selalu diperkenalkan bahasa tertentu baik bahasa Aceh kah, bahasa Indonesia kah, atau

bahasa apapun itu yang selalu di input oleh orang tuanya, maka bahasa tersebut pula yang akan menjadi bahasa output si bayi. Begitu juga dengan anak-anak usia dini ini nak, jika sejak dini sudah diperkenalkan tentang bahasa Inggris, maka akan semakin mudah bagi siswa untuk mempelajarinya di jenjang-jenjang berikutnya. Semakin dini diajarkan suatu bahasa, maka akan lebih baik. Karena waktu terbaik mengajarkan sesuatu hal yang baru itu memang usia dini. Daya ingat mereka masih kuat, daya tarik dan semangatnya pun sangat membantu ketika proses pembelajaran berlangsung.”

c. Selama Ibu mengajar bahasa Inggris di sekolah ini, metode apa yang sering Ibu gunakan? dan kenapa Ibu menggunakan metode tersebut?

“Sebenarnya ada banyak metode yang sudah ibu terapkan dan pastinya ibu ganti-ganti agar siswa tidak merasa bosan ketika belajar. Disisi lain ada beberapa pertimbangan dengan digunakannya metode tertentu, yang pastinya disesuaikan dengan materi ajar, level siswa dan budget. Kalo ditanya metode apa yang sering digunakan, yang paling sering itu cooperative learning dengan menggunakan beberapa alat peraga/media untuk membantu siswa dalam memahami materi, cooperative learning juga membangkitkan rasa kerja sama anak dalam memecahkan masalah. Seperti yang kakak peneliti lihat sendiri waktu observasi, metode cooperative learning sangat efektif diterapkan karena siswa jadi lebih aktif, yaitu aktif dalam berdiskusi dengan teman kelompoknya. Mereka bisa saling mengajarkan satu sama lain sesama anggota kelompoknya, mencoba untuk memecahkan masalah jika ada kesulitan dalam mengerjakan latihan, dan proses pembelajaran juga jadi lebih semangat karena ada nilai kompetitif antar

kelompok. Ada banyak hal positif lainnya dengan menggunakan metode cooperative learning ini seperti: siswa bisa bekerja sama dengan teman-teman yang lain, membangun nilai sosial antar siswa, membuat siswa jadi lebih mandiri, secara psikologi pun siswa bisa belajar untuk memahasi emosi diri dan teman-temannya, siswa jadi lebih kreatif dalam mengusulkan ide-idenya, timbulnya daya saing untuk menjadi lebih baik, dan memudahkan guru untuk menguasai kelas. Kalo untuk ceramah juga sering digunakan tapi lebih sering diskusi. Karena kalo ceramah kan yang aktif hanya gurunya saja. Paling saya gunakan jika ada materi tertentu saja.”

d. Selama Ibu mengajar disini khususnya di kelas 5, pernahkah Ibu menggunakan alat bantu mengajar dalam bentuk visual? Contohnya apa saja?

“Pastinya saya menggunakan alat bantu ketika mengajar, baik dalam bentuk visual, audio, atau juga audio-visual. Tapi memang saya lebih banyak menggunakan media visual. Karena media visual kan banyak sekali, budgetnya juga sangat murah, dan mudah juga kalo mau buat sendiri sebagai bahan persiapan sebelum mengajar. Contoh media visual yang ibu gunakan seperti: papan tulis, buku pedoman, kamus, gambar, poster, atau objek yang ada disekitar.”

e. Dari alat bantu visual yang sudah Ibu sebutkan, manakah yang sering Ibu pakai saat mengajarkan bahasa Inggris?

“Saya lebih sering menggunakan buku pedoman dan alat bantu gambar. Karena media gambar memiliki warna warni dalam suatu materi sehingga membantu

meningkatkan motivasi siswa dalam mengerjakan tugas-tugas selama proses pembelajaran berlangsung. Media gambar juga sangat menarik karena pastinya saya membawa beberapa gambar yang berbeda-beda.”

f. Sebelum Ibu mengajar menggunakan alat bantu visual, kira-kira apa saja yang perlu dipersiapkan?

“Ya benar sekali. Sebelum memulai proses pembelajaran pastinya ibu mempersiapkan rancangan pembelajaran terlebih dahulu. Yaitu rancangan pembelajaran yang akan digunakan didalam kelas, karena siswa kelas 5 sudah menggunakan kurikulum merdeka. Kalo untuk menentukan alat bantu visualnya, pertama, ibu lihat dulu materinya apa. Kedua, memikirkan alat bantu yang cocok dengan materi tersebut. Ketiga, kalau alat bantunya sudah cocok bisa langsung dibuat atau dipersiapkan sebelum proses pembelajaran.”

g. Biasanya alat bantu visual tersebut ibu dapatkan dari mana? sumbernya? Ibu membuat sendiri atau mengambil dari internet?

“Kan ibu sering menggunakan alat bantu visual berupa gambar, jadi ibu cari digoogle dan ibu print. Jadi siswa lebih tertarik dengan gambar-gambar tersebut daripada ibu harus menggambar sendiri. Tapi ada juga alat bantu visual yang ibu harus buat sendiri, seperti hand puppet. Tapi itu jarang digunakan karena susah buatnya. Ada juga alat bantu visual yang ibu bawa real jika itu mudah didapatkan seperti buah-buahan, bunga, dan sayur-sayuran”

h. Apakah Ibu menemui kesulitan dalam mengajarkan Bahasa Inggris kepada murid kelas 5 menggunakan alat bantu visual? Dan bagaimana cara Ibu mengatasi kesulitan tersebut?

“Namanya juga mengajarkan bahasa asing apalagi untuk anak usia dini sudah pasti ada kesulitan atau tantangannya tersendiri. Ibu kan sering menerapkan metode cooperative learning yang mana siswa belajar secara kelompok, dalam tiap kelompok juga pastinya ada siswa yang kemampuannya lebih dan ada juga siswa yang kemampuannya kurang. Sebagai guru juga harus bisa memantau dan memperhatikan hal-hal tersebut, jangan sampai siswa dengan kemampuan kurang merasa berkecil hati atau minder, tapi guru harus membantu siswa-siswa tersebut agar memiliki kemampuan dan pemahaman yang setara dengan teman-teman kelompoknya.”

i. Apakah ada perbedaan pada murid di kelas 5 saat Ibu mengajar dengan menggunakan atau dengan tidak menggunakan alat bantu visual?

“Ada perbedaan pastinya kak ketika ibu menggunakan alat bantu visual dengan tidak. Kalo ibu menggunakan alat bantu visual, siswa jadi lebih paham tentang materi yang disampaikan dari pada hanya menggunakan buku atau mendengarkan saya menjelaskan materi. Siswa juga jadi lebih antusias karena mereka kan suka tuh melihat hal-hal yang baru. Kalo ibu suruh kedepan juga mereka pasti akan berlomba-lomba buat maju. Kan proses pembelajaran juga jadi lebih aktif dan penuh antusias.”

j. Menurut Ibu seperti apakah respon para murid saat Ibu mengajar menggunakan alat bantu dalam bentuk visual?

“Respon siswa pastinya positif semua. Mereka menunjukkan ketertarikan dan minat yang tinggi dalam mengikuti proses pembelajaran. Siswa jadi lebih semangat lah pokoknya. Makanya ibu selalu mempersiapkan media visual yang

cocok dengan materi agar siswa selalu aktif dikelas atau kadang ibu selingi juga dengan game. Makanya Ibu senang mengajar bahasa Inggris, karena ibu sudah tau karakter murid dalam belajar itu pastinya meeka ingin pembelajaran yang menyenangkan.”

Based on the results of the interview above, it could be concluded that the English teacher was very experienced in teaching English, having taught for 10 years. In addition, the teacher agreed that English should be taught to students from an early age or elementary school. The answer of number 3, the teacher stated that she often used cooperative learning method in teaching English to fifth grade students. There are several reasons why she often uses the method such as: students become more active, trains students to be more independent in solving problems, psychologically students can learn to recognize the emotions of themselves or their friends around. The answer of number 4 and 5, can be concluded that the English teacher ofte uses several visual media in teaching English. However, the most visual media that usually used by the teacher are English textboox and picture. The answer of number 6, the teacher prepares 3 things before teaching using visual media, such as: First, the teacher looks at the material to be learn by the students. Second, think about visual media that suits with the learning material. Third, create or prepare the required visual media. The answer of number 7, the teacher admitted that she like taking pictures to be used as visual media sources from internet because those pictures are very interesting rather than having to draw herself. On the other hand, teacher was also make their

own visual media such as hand puppets, but it rarely used. Moreover, the teacher will bring real visual media if it is easy to carry such as vegetables, fruits, and flowers. The answer of number 8, the teacher said that there were difficulties in teaching English using visual media to grade 5 students. The English teacher admitted that she often used cooperative learning method which were the students learn in group, any each student definitely has different abilities. Therefore, teacher must be aware and able to help students with low abilities so that they can be equal with their friends in groups. The answer of number 9, there is a difference between teaching using visual media and not. Teacher who teach by visual media will help students to understand the material easily, students become enthusiastic and learning becomes more active. The answer of number 10, students give positive respond to the English teacher who teach by using visual media. Student become more enthusiastic in participating the learning process. Teacher believe that students need interesting media and enjoyable learning atmosphere.

B. Discussion

The findings from the study conducted at MIN 2 Langsa reveal several interesting insights into the teaching methods used by the English teacher. The teacher's approach to teaching English is multifaceted, incorporating various visual media to engage students and enhance their understanding of the subject. The results of the observation and interview were divided into two parts: the media used by the teacher and the teacher's experience in using visual media.

1. Media Used by the Teacher in Teaching English

The observation checklist identified seven different visual media used by the English teacher: whiteboard, English textbook, dictionary, poster, picture, game, and more. Each of these media serves a unique purpose in the teaching process.

- a. Whiteboard: The whiteboard is a versatile tool used to write down materials for students, making it easier for them to take notes and follow along. The teacher also instructed students to provide examples by writing on the whiteboard, which helps to reinforce their understanding of the material.
- b. English Textbook: The English textbook is a print media that serves as a basic instructional guide for the teacher. It contains materials on grammar focus, which the teacher uses to teach the students.
- c. Dictionary: The dictionary is another print media that the teacher uses to help students understand unfamiliar vocabulary. Students are encouraged to use the dictionary to find the meaning of words they do not know.
- d. Poster: Posters are used to convey content and attract students' attention. The teacher chooses a topic and creates a poster related to the material, which makes the learning environment more interesting and interactive.
- e. Picture: Pictures are an essential part of teaching English, as they attract students' attention and help them focus on the subject. The

teacher uses pictures to help students understand and comprehend the material more easily.

- f. Game: The teacher uses games, such as word-composing games, to improve students' understanding of the English language. These games are interactive and engaging, making learning more enjoyable for students.

2. Teacher's Experience in Using Visual Media

The interview with the English teacher provided insights into her experience in using visual media in teaching English to elementary students at MIN 2 Langsa. The interview consisted of 10 questions, and the teacher's responses were detailed and informative.

- a. Experience in Teaching English: The teacher has been teaching English at MIN 2 Langsa since 2013, which is a significant amount of teaching experience.
- b. Importance of Teaching English Early: The teacher believes that teaching English from an early age is crucial, as it helps students develop a strong foundation in the language.
- c. Cooperative Learning: The teacher often uses the cooperative learning method, where students work in groups to solve problems and learn from each other. This approach encourages students to be more active and independent in their learning.

- d. Use of Visual Media: The teacher frequently uses visual media, such as whiteboards, textbooks, dictionaries, posters, pictures, and games, to enhance her teaching.
- e. Preparation for Teaching with Visual Media: The teacher prepares three things before teaching with visual media: looking at the learning material, considering the appropriate visual media, and creating or preparing the required visual media.
- f. Sources of Visual Media: The teacher uses a variety of sources for her visual media, including internet pictures and real objects like vegetables, fruits, and flowers.
- g. Challenges in Teaching with Visual Media: The teacher acknowledges that teaching English to grade 5 students using visual media can be challenging, as students have different abilities. She must be aware of these differences and provide support to students with lower abilities to ensure they can keep up with their peers.
- h. Differences in Teaching with and without Visual Media: The teacher believes that using visual media in teaching makes the learning process more active and engaging, which helps students understand the material more easily. Students also respond positively to this teaching method, which makes them more enthusiastic about learning. In conclusion, the findings from this study highlight the importance of using visual media in teaching English and the positive impact it has on students' learning. The English teacher at

MIN 2 Langsa effectively uses a variety of visual media to engage students and enhance their understanding of the subject. The interview with the teacher provides valuable insights into her experience and the challenges she faces when teaching with visual media.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings of the research, the researcher would make conclusion by showing the result of the observation checklist and interview towards the English teacher.

1. There were seven kinds of visual media that the teacher used when teaching English namely whiteboard, English textbook, dictionary, poster, picture, game, and other object around..
2. According to the teacher's interview, the teacher has enough experience in teaching English by using visual media. in the other hand, the teacher should have consideration in choosing the visual material. So, that's why an English teacher should deeply understand the material that they have in class. Beside that a teacher should be careful to decide kind of visual materials to support their teaching, the inappropriate visual material sometimes can make the student feel bored.

B. Suggestions

From the findings presented earlier in chapter four, there are some suggestions that can be taken as a consideration for English teacher and the students.

1. For the English teacher

It is suggested the English teacher must be creative to choose the visual media that appropriate with the materials that are taught. Not only one or two visual media but the teacher is expected to be able in using various media in order to interest the students toward the material and help students understand the materials easily. In addition, the teacher also must pay attention to the students who do not focus on teaching and learning process. The teacher also must play again the media to make students more understand and catch the meaning of the media. The teacher is expected to explore another creative media in teaching and learning process to create comfortable classroom for students with different background.

2. For the students

In English lesson, it is suggested that the students should make the best use of the learning process in the classroom and give positive contribution, so they get effective learning. They also need to be aware of their own needs and find additional materials from any sources. To be master English well students should attempt to get more learn and study hard do not have to be afraid of making mistakes. On the other hand, the students also need to pay attention to their teacher, so they can be easy to understand the materials.