

**THE STUDENTS' PERCEPTION ON THE USED OF MEDIA
BASED ON PROTOTYPE CURRICULUM AT SMAN ARJASA**

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
In partial fulfillment of the requirements
For bachelor degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

By:
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UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
**STATE ISLAMIC UNIVERSITY OF KH ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
DECEMBER 2022**

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JEMBER

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It has been examined and approved by the board of examiners in a partial fulfillment of the requirement for the bachelor degree of education (S.Pd)
Faculty of Teacher Training and Education
English Education Program

Day : Thursday
Date :29 December 2022

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MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

*Who has taught (the writing) by the pen [the first person to write was Prophet
Idrees, Has taught man that which he knew not. (QS Al Alaq 4-5)***



** Departemen Agama RI, Al-Quran dan Terjemahannya, (Surabaya: Fajar Mulya, 2015) 250.

¹ Aulia Ika Haya and Fitrawati, "Students' Perception on Multimedia Used by the Teacher during Online Learning Activity in SMAPembangunan Laboratorium UNP" 1 (2021): 1.

² Brien J. Jennings, *What Is Media?* (Raintree, 2019). 11

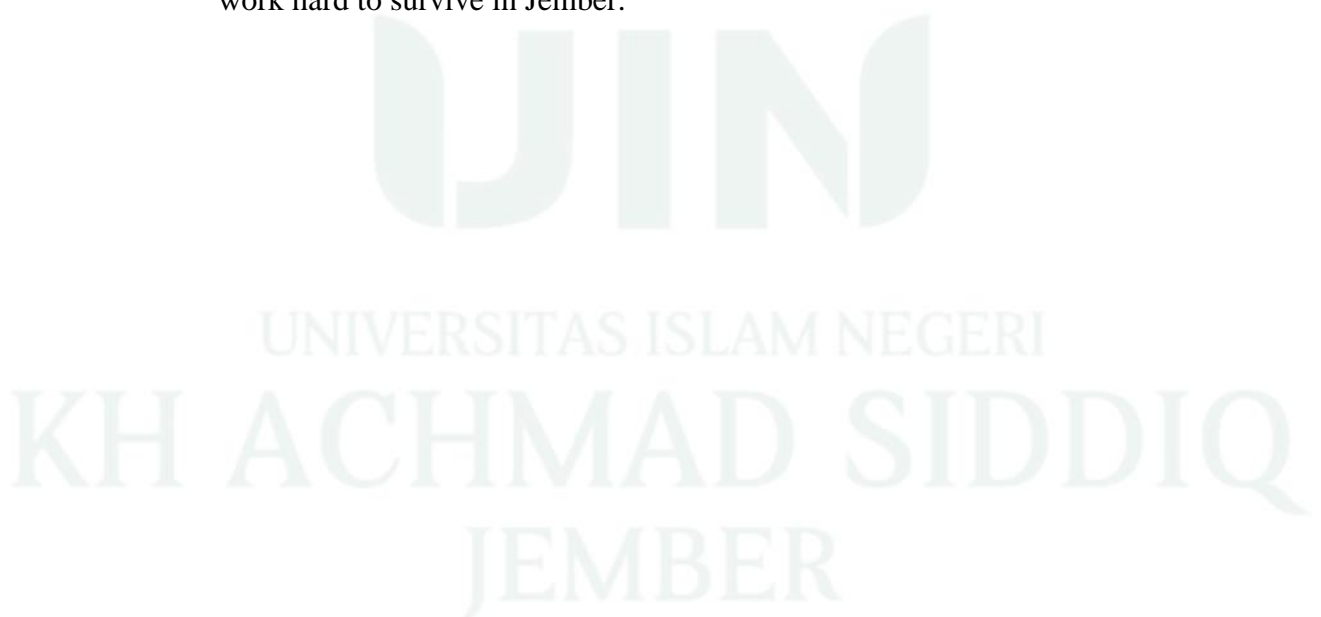
³ David Nunan, *Teaching English to Young Learners* (California USA: Anaheim University Press,

DEDICATION

Appreciatively, I dedicated this thesis to:

1. My big lovely family, My biological parent My Father Suparlan and y Mother Nurhasanah. My Mom thank you for being an amazing single parent. I know there must be something that makes you decide to separate each other. At first of course I blamed you all. As the time goes by, I accepted and realize that problem made me strong. I will take lessons from that for my future life. thank you to my brothers, you guys who made me excited to finish my final project and graduate soon. My little brother, you are stronger than me. I am sure that you can finish your school.
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3. My teacher of Kindergarten of TK Almanar, Elementary School of SDNU Kradenan, Junior High School MTs Roudlotul Muta'allimin, Senior High School MA Roudlotul Muta'allimin, Quran educational group of TPQ Nabatul Hasanah. Especially for My teacher Ustad Miftahul Hidayat, M.Pd who teach me everything such as journalism knowledge, religion knowledge, general knowledge. Ustad, Thank for being my support system, saving me from the dazzling world of youth, helping me avoid promiscuity when I was at the lowest point in my life. The most important thing is thank you for providing a loan to pay for college when my scholarship has not been disbursed.

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7. Last but not least, I would like to thank me, I would like to thank my self for having faith in me, I would like to commend my self for putting so much effort and for having no days off both to finished my thesis and work hard to survive in Jember.



ABSTRACT

Intan Shelly Amanda., 2022. *The Students' Perception on The Used of Media Based on Prototype Curriculum at SMAN Arjasa.* Thesis. English education Program. Tarbiyah and Teacher Training Faculty. Kiai Haji Achmad Siddiq State Islamic University Jember.

Advisor: Ninuk Indrayani M.Pd

Keywords: students' perception, media, teaching writing, narrative text.

Science and technology advancement are progressively encourages efforts in the use of technological outcomes in teaching and learning proces. English as a global language which makes people around the world communicate freely. Therefore, in Indonesia, English becomes an obligatory subject either in junior or senior high school. From several skills in english, writing is the most challenging skill. Even, some of the native speakers do not have the ability in writing. Teacher should be creative to improve students' ability in writing. In order to know is it efficient or not the teacher should know the students' opinion. Thus, the problems in this research are; How is teaching and learning proces of writing narrative text using media and how are students' perception on it? The objective of this research are to decribe teaching and learning proces of writing narrative text using media and students' perception on it.

This research used descriptive research by qualitative approach. The subject of this research are 21 students at grade XI of SMAN Arjasa. The data was collected by Observation, Interview and Document Review. The data was analyzed by using technique by Miles and Huberman. The technique consists of data collection, data condensation, data display and conclusion drawing. In order to check the validity of data the researcher used triangulation. Those are source triangulation and method triangulation.

The findings of this research are 1. Teacher always adjusts the trend among students. Therefore, teaching and learning proces of writing narrative text at that school used conventional and modern media. It combined with the implementation of prototype curriculum and competition based test. Implementing prototype curriculum means dan teaching and learning proces should be project based. It increases students' motivation 2. Students have two perception those are positive and negative perception. Each perception based on several factors such as students' understanding, students' difficulties, compatibility of media, teachers' ability in operating learning media.

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The beauty of the day and night is due to Allah, the Almighty One God, whose mercies and blessings have been extended to and felt by every single person in the universe. There are no other appropriate words to express other than “*Alhamdulillah*” for everything, we feel healthy and spirit.

The *Salawat and Salam* may always be extended to the greatest human being ever created, Prophet Muhammad SAW. His existence has the power to transform the world of stupidity to be smartness, the *Jahiliyah* Era to the Islamic Era.

All praises belong to Allah SWT for all his mercies and guidance which enabled the author to finish this thesis entitled “THE STUDENTS’ PERCEPTION OF THE MEDIA USED BY TEACHER IN TEACHING WRITING NARRATIVE TEXT AT SMAN ARJASA” to achieve an undergraduate degree from the Faculty of Education and Teacher Training at KIAI HAJI ACHMAD SIDDIQ STATE ISLAMIC UNIVERSITY JEMBER.

The author is aware that completing this thesis would not have been possible without any helps and supports from others. Therefore, in this occasion, the author would like to express her gratitude to:

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However, the author understands that this thesis is not comple or far from perfect. Hopefully, It will be useful not only for the english teachers but also for the readers and the next researchers.



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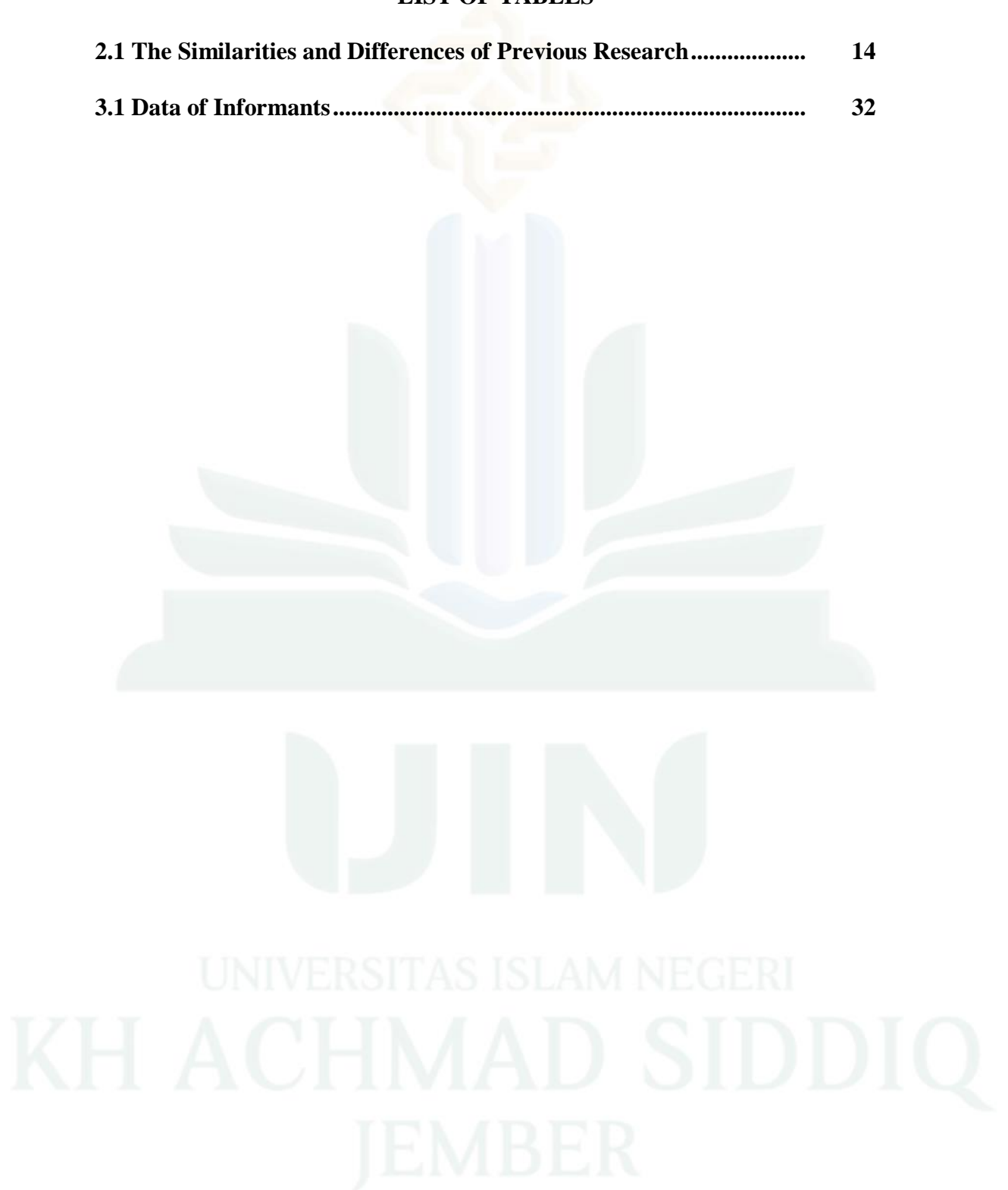
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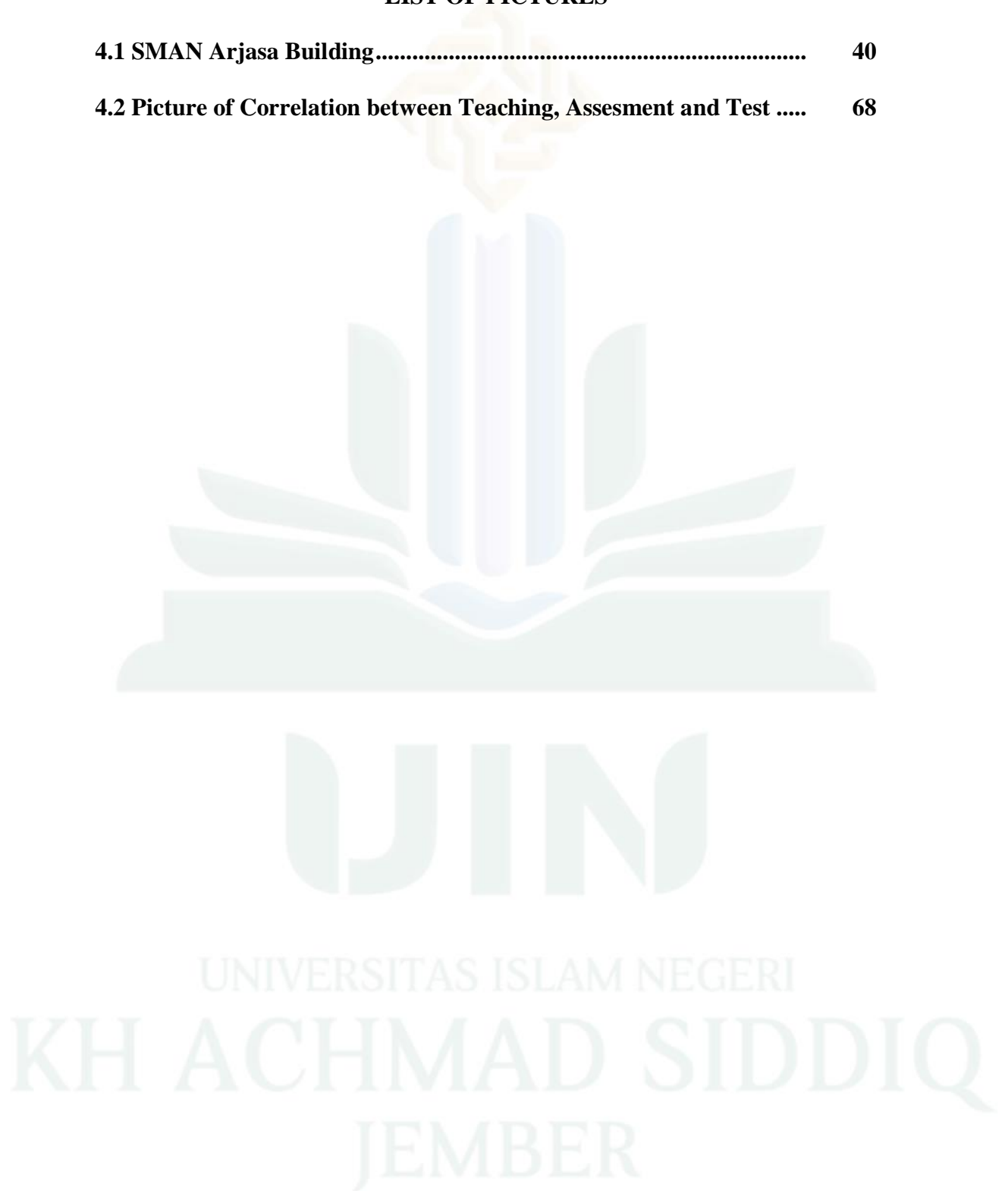
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CHAPTER I

INTRODUCTION

A. Research Background

Science and technology advancement are progressively encourages efforts in the use of technological outcomes in teaching and learning proces.¹ It means the use of media in education field is a necessary. Media helps teacher in teaching and learning proces. It could happen when the teachers know how to implement media effectively². It means that teacher should increase their ability to operate the media and update the information as much as possible. Besides being able to operate the media and update the information about it. Teachers are also required to know how to develop media. Media should give students' interesting experience or something new. When the teacher used media effectively, it will have good impact such as lead students' attention, increase students' interests and can help teacher to illustrate a lesson by allowing students to view real instances of what they're learning. Teaching using media is brain friendly.³ It caused by human brain relies extensively on external stimulus for learning. in other words, media stimulates students to enjoy the material. It impacts to students' achievement later.

Based on the statement of Tilestone on his book entitled "*What Every Teacher Should Know About Classroom Management and Discipline*" the

¹ Aulia Ika Haya and Fitrawati, "Students' Perception on Multimedia Used by the Teacher during Online Learning Activity in SMAPembangunan Laboratorium UNP" 1 (2021): 1.

² Brien J. Jennings, *What Is Media?* (Raintree, 2019). 11

³ David Nunan, *Teaching English to Young Learners* (California USA: Anaheim University Press, 2011). 55

majority classroom discipline issues are caused by some factors such as dissatisfaction, boredom and lack of knowledge of relevant information thought by teacher. Teacher ought to be mindful that more than 87% of learners are visual learners. For the majority of visual learners hearing information only is insufficient. They have to see and understand it.⁴ Researcher realizes that every single learner has its own way to learning. But, teacher should try and decide which one is the best way. Actually, teacher can bring conventional and modern media because media could be used to support teaching and learning either in class or out of class.

Learn foreign language is challenging for both teacher and learners. Teacher should employ a variety of techniques and methods in order to support the learners in achieving the learning objectives. According to the 2013 Curriculum one of the learning objectives of the English subject is to attain the goal of students' communication in some varieties of circumstances.⁵ It can be oral and written which include receptive skills such as listening and reading. Also productive skills such as speaking and writing.

English as a global language which makes people around the world communicate freely. As we know that English is a language business. It is proven from the fact that most of multinational companies look for potential employees who have proficiency in English. It based on survey of EF Education First on two millions people from one hundred countries. The

⁴ Marc Prensky Frank S, *Educational Technology for School Leader* (California USA: Corwin Sage Company, 2012).13

⁵ "English Curriculum in Indonesia.," accessed April 9, 2022, <https://www.linkedin.com/pulse/english-curriculum-indonesia-bobby-yuskar>.

president of EF, Cristopher McCormik said that the competition in the bussines sectors make some companies give first priority in the recruitment for people who have the ability to communicate using english langaunge. In Indonesia, English becomes an obligatory subject either in junior or senior high school. In order to create good output for the students, teacher should know the attainment educational degree. By having proficiency in English all students are expected to have good capabilites for facing the issues of future.⁶ So that's why English teaching learning proses should be efficient.

Writing in English is a complicated skill. Even, some of the native speakers do not have the ability in writing. Teacher should be creative to improve students' ability in writing. Based on Surah Al Qalam verse 1:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun. By the pen and that which they write (1) ”

By seeing the context of surah above, Allah SWT used the words pen and write. It means, writing is an important thing. The obvious connotation is that this refers to the writing instrument itself. This is similar to Allah's statement at surah Al Alaq verse 3-4:

أَقْرَأَ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾

“Read! Your Lord, on the other hand, is the Most Generous. (3) Who has educated with the pen? He has taught man what he did not know (4)”

The result is Allah swearing and informing His creatures of what He

⁶ Siti Jannatussholihah and Sugirin, “English Teacher Readiness in the Era of Disruption,” in *Proceedings of the 1st International Conference on Language, Literature, and Arts Education (ICLLAE 2019)* (1st International Conference on Language, Literature, and Arts Education (ICLLAE 2019), Yogyakarta, Indonesia: Atlantis Press, 2020).

has bestowed upon them by teaching them the talent of writing, which allows them to gain knowledge.

Based on the syllabus, students at grade XI at senior high school have to learn about writing especially in narrative text. There are so many benefits of writing narrative text. For instances, it helps students to stimulate their imaginations, it helps students to deliver their creative thinking or express their ideas in organized way. But, Bowen said on his article entitled “Writing-The Forgotten Skill” that writing skill is certainly not a favorite skill among teacher and students. Because spending time of valuable classroom in silence is waste of time.⁷ Teachers have struggles when teaching writing both non-fiction and fiction. Narrative text includes into fiction. When the teacher teaching writing fiction, they should direct students to learn more vocabulary, choose dictions, problem solving etc.

As the researcher stated on paragraph four, by consider the impact of students’ proficiency, teaching and learning english should be efficient. In order to know is it efficient or not the teacher should know the students’ opinion.⁸ Because the students here as the objects of the learning proces. They know what they feel during the class, they know do the media help them in acquire the material or not. In other words, teacher as human being also needs corrections from others includes from their students. According to Ramsden (in a journal written by Andrijani Santoso and Ferreira entitled Do Students’ Perception Matter?), He said that investigate students perception is

⁷ Tim Bowen, “Teaching Writing: The Forgotten Skill,” *McMilan*, 2020.

⁸ Julius Rozenfeld, “Efficiency in Teaching English As a Foreign Language,” *Romanian Journal of English Studies* 14 (November 27, 2017).

needed because it impacts on learning outcomes.⁹ It means, knowing their perception same as knowing are they satisfied or not. Then, the teacher can consider the factors why are they not satisfied and solve that problem.

Based on the previous elaborate, the researcher would like to focus to describe how is the proses of teaching and learning writing narrative text by using media and the students' perception on it. Thus, the researcher conducted the research entitled "THE STUDENTS' PERCEPTION OF THE MEDIA USED BY TEACHER IN TEACHING WRITING NARRATIVE TEXT AT SENIOR HIGH SCHOOL" to provides valuable information about them.

B. Research Questions

Fundamental core of research project are research questions. Based on previous elaborate of research background, the researcher formulated the research questions as follows:

1. How is the proses of teaching and learning writing narrative text by using media?
2. How are the students' perception of the media used by the teacher during teaching and learning writing narrative text?

C. Research Objective

Based on formulation of the research questions above, this study aims to find out:

⁹ Aldónio Ferreira and Andrijani Santoso, "Do Students' Perceptions Matter? A Study of the Effect of Students' Perceptions on Academic Performance," *Accounting & Finance* 48, no. 2 (2008): 209–31.

1. The process of teaching and learning writing narrative text by using media?
2. The students' perception on the media used by the teacher during teaching and learning writing narrative text.

D. Significance of the Research

The result of this research is expected to contribute some theoretical and practical as follows:

1. Theoretically

This research provide information in order to increase knowledge of the reader relate to the students' perception on the media used by teacher especially in teaching writing narrative text and result of the research is expected to be the reference for further research

2. Practically

The aim of this research is students are expected to be more enthusiast in joining the class because the teacher have already known their opinion. It means teacher have known the students' perception and expectation during teaching and learning process. It also motivated teacher to create or develop creative idea. This research could be an input to find out the new ways or creative ways especially in English teaching and learning process. In addition it could be an amazing experience and it could be supply for the researcher its self when being a real teacher in the future.

E. Scope of the Research

The research focused on describing the process of teaching and learning writing narrative text by using media and about the students' perception of the media used during teaching and learning process, exactly in teaching and learning writing narrative text. The perception can be positive or negative. Furthermore, the subject of this research is only students' at Senior High School at Grade XI.

F. Definition of Key Terms

In order to avoid misconception during the discussion of this research. The researcher will define the keywords briefly.

1. Perception

Based on the explanation of Brian Rogers' book entitled "*Perception: A very short introduction*" The word perception can be interpreted in two ways. The first interpretation of perception refers to how you perceive objects in the surrounding by observing, listening, feeling, and smelling them. Human as observers can describe their subjective experiences. Whereas the second interpretation of perception is processes which allow people to obtain information from energy patterns.¹⁰ Perception in this research it can be defined as the feeling of students on the media used by teacher in teaching and learning English, exactly in writing narrative text.

¹⁰ Brian J. Rogers, *Perception: A Very Short Introduction* (Oxford University Press, 2017).26

2. Media

The word “media” can refer to wide range of things. The tools we use to transmit the *messages*, idea or information. There are various types of media. Print, types and broadcast are three main types of media. People can use media in different ways. They occasionally listen, watch or even read. But, people can do those kind of activities at the same time.¹¹ Furthermore, media in this research mean some tools that used by the teacher in the classroom. It can be conventional or modern media. Those media help teacher to make an interesting English teaching and learning (ELT) procces.

3. Teaching Writing

Based on the statement of the author of the book entitled “*Teaching Writing: Effective approaches for the middle years*” teaching writing is a complex procces. There is no one the best way to teach students’ to write. even if on that book the reader will find so many approaches.¹² According to Kalayo Hasibuan, teaching writing encourages the teacher to guide learners to express their expression in written form. Teacher need to direct learners to learn about more element of skill it self such as choosing the right dictions, grammatical structure and corect spelling that different from oral.¹³ In speaking they might use gestures or facial expression. Whereas in writing learners should tell the visual

¹¹ Jennings, *What Is Media?* (Raintree,2019).30

¹² Tessa D Noella M., *Teaching Writing Effective Approaches for the Middle Years* (Australia: Routledge, 2020).125

¹³ Ladbrook, *Writing Recipes. The Language Teacher*, 4th ed., 2005.67

through words chain. In this research, teaching writing is a process in the classroom when the teacher gives students explanation about the material and provides media to support it.

4. Narrative Text

Anderson said that narrative text is a literature which tells the story and in doing so entertains the reader. Narrative text educates the readers the moral values, *encourages* the reader to think about the issues, and triggers the strong emotion to them. Furthermore, Narrative text is retelling the story that is delivered from the doer or another person. The story is told in the first person if the writer is one of the characters in that story. Whereas, the story is told in the third person when the writer is not a character of the story. The story's themes have strong connection to human life and also human characteristic.¹⁴ In this research, the meaning of narrative text is a kind of text which learns by the students at Grade XI at Senior High School. Narrative text has problematic even or complication among the characters. Narrative text has its own generic structure and language feature. The students should know about those materials.

¹⁴ Annisa Rakhmi, *Lets Narrate A Text!* (PT Balai Pustaka (Persero), 2012).53

CHAPTER II

LITERATURE REVIEW

A. Previous Research

This section will explain to the reader about several research relates to the topic of this research. Those researches have done by another researcher. It will describe the similarities and the differences in order to know the gap or novelty of previous and this research.

1. “Saudi Students’ Perception on Social Media Usage to Promote EFL Learning” A journal written by Vipin Sharma.

The first related research found that most students feel enjoy, more competent and more confident to communicate using english through media, exactly social media. It is an effective technique to increase their engagement to develop their english ability especially in writing. This research shows us that the students tended positive perception and attitude toward social media used by the teacher. It proven by the statement of the students. The students said that they felt less anxious to share their idea. Simply, They believed that media (social media) helps them as the learners to increase their skills.

The research only have one similarity that is about students’ perception. But, There are so many differences. First, the methodology, previous research used quantitative and this research used qualitative. Second, previous study talks about specific media exactly social media while this research talks about media used by the teacher. Third, the

subject of the previous study is students of english education program at Janazan University exactly sixty students while the subject of this research is students grade XI at Senior High School.

2. “Students’ Perception on the Media Flashcard Used by Teacher in Teaching English at SMAN 2 Barru” A thesis written by Indah Fajariani.

The second related research told us that the students give positive perception on the media flashcard. It proven by the mean score of interview’s result are 85,26. Indah Fajariani used likert scale to analyzed the data. This research told us that flashcard as the media in teaching english gave benefits such as the students felt easier to understand the materials, it made students more active and attractive in the classroom, it motivates students to learn the material because it was interesting.

The research have similarities in the subject of the research. Both subject are students at Senior High School. While the differences of this research is from the methodology. Previous research used descriptive quantitative as the methodology and this research used descriptive qualitative.

3. Students’ Perception of the Implementation Picture Series in Writing Classroom

In the third related research, the researcher has explained about the deeper data about students’ perception of the implementation of picture series especially in writing classroom. The researcher has displayed the result which the students like and enjoy the class when teacher use the

media. the researcher has mentioned several benefits of the activity such as creating an interesting class, making students' understand the material easily, increase the motivation of students, and creating comfortable teaching and learning activity.

This related research has same methodology with this research. Both used qualitative and also focused on writing skill. There are several differences likes the subject. Previous researcher conducted the research at Junior High School while the researcher for this research conducted at Senior High School. Previous research focused on picture series as the media in writing classroom. While this research focused on media (convetional and modern).

4. "Students' perception and preference for online education in India during COVID -19 pandemic" A journal written by Muthuprasad, Aiswarya.

The fourth related research describes about the students' perception and preference for online education especially the preparedness, designing and the effectiveness of electronic learning. the research has shown us that the respondents' majority (70% of agricultural education's students) told that there are so many courses which are practical oriented. It means, the lecture should provide device a hybrid mode. There are some differences between this journal with this research. First, we can see from the research methodology. The previous research used quantitative as the methodology and this research used qualitative. Second, the location of the research.

The location of previous research is in India and this research in Indonesia. Last, we can see the differences from the students level. The previous study focused on students at university but this research focus on students at senior high school. What about the similarity? There is a similarity between both of them. both are talking about students' perception.

5. "Students Perception On The Use Of Whatsapp As A Media In Learning English During Pandemic Era At The Tenth Grade Students Of Smkn 1 Pekat In Academic Year 2020/2021" A thesis written by Yeyen Pratiwi

The fifth related research found that the students have already shown positive perception because whatsapp as the media used by the teacher is flexible. It means, this media can support teaching and learning procces during pandemic. On the other hand, the researcher found that some students who are sleckers or be active in a temporary.

The research have similarities such as describe the students' perception and used qualitative as the appoches. Whereas, the differences of this research are This research focus on students' perception on the media used by the teacher in teaching writing narrative text. It can be conventional and modern media. While the previous research had more general topic in learning english, means not on specific skill such as reading, writing, listening or speaking. Also not on specific topic such as recount, descriptive, narrative, etc.

6. “Students' Perception on Online English Learning during Covid-19 Pandemic at Junior High Schools” A journal written by Nurhakiki and Senorica Yulia.

The sixth related research told us about the students’ perception on online course in learning english. It has shown us about the students’ difficulties which come from some factors; external and internal factors. The research found that students less motivations because they did not have ability to operate computer or another media for online course. Based on the result of students’ interview the learning procces in the classroom should be modiflicated and the teacher could make an innovation from the technique, media or the method.

The researches have similarities both of them use qualitative as the methodology. The differences can be seen from the subject of the research. Previous research had students at Junior High School as the subject. While this research will be conducted at Senior High School.

In order to make the reader easy to understand the gap of the research, the researcher provides informations on the table below

**Table 2.1
Previous Research**

| No | Author’s Name | Year | Title | Similarities | Differences |
|----|---------------|------|--|---|--|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1. | Vipin Sharma | 2018 | “Saudi Students” Perception on Social Media Usage to Promote EFL Learning” | Both the researches have the same topic relate to students’ perceptive or | Previous research used quantitative and this research used qualitative. Previous research talks specific |

| | | | | | |
|---|----------------------|------|---|--|--|
| | | | | perception. | media which is social media while this research talks about media used by the teacher in teaching and learning. The subject of the previous study is students of english education program at Jazan University exactly, sixty students. While the subject of this research is students grade XI at Senior High School. |
| 2 | Indah Fajariani | 2018 | Students' Perception on the Media Flashcard Used by Teacher in Teaching English at SMAN 2 Barru | The subject of both researches are students at Senior High School | Previous research used descriptive quantitative as the methodology and this research used descriptive qualitative. |
| 3 | Anfa Farkhan Al Faya | 2020 | Students' Perception of the Implementation of the Picture Series in Writing Classroom | Both researches used qualitative as the methodologies also both researches focused on writing skill. | The subject of previous study is students at Junior High School. While the subject of this research is students' at Senior High School. Previous research focus on the tool picture series used by the teacher. While this research focus on the media used (conventional and modern) during |

| | | | | | |
|----|------------------------------|------|--|--|---|
| | | | | | teaching and learning process. |
| 4 | Muthuprasad, Aiswarya | 2020 | “Students’ perception and preference for online education in India during COVID -19 pandemic” | Both are talking about students’ perception. | The subject of the previous study are students at Univeristy level in India, but this research focused on students at senior high school. the research methodology of previous study is quantitative while this research used qualitative. The research location of previous study is in India while this research is in Indonesia. |
| 5 | Yeyen Pratiwi | 2021 | Students Perception On The Use Of Whatsapp As A Media In Learning English During Pandemic Era At The Tenth Grade Students Of Smkn 1 Pekat In Academic Year 2020/2021 | Both describe the students’ perception and used qualitative as the approaches. | This research focus on students’ perception on the media used by the teacher in teaching writing narrative text. It can be conventional and modern media. While the previous research had more general topic in learning english, means not on specific skill such as reading, writing, listening and speaking |
| 6. | Nurhakiki and Senorica Yulia | 2021 | Students' Perception on Online English Learning during Covid-19 Pandemic at Junior High | both of them use qualitative as the methodologies. | Previous research had students at Junior High School as the subject. While this |

| | | | | | |
|--|--|--|---------|--|--|
| | | | Schools | | research will be conducted at Senior High School. The previous research focus on teaching and learning proces during pandemic. |
|--|--|--|---------|--|--|

B. Theoretical Framework

1. The Concept of Students' Perception

a. General Concept of Perception

There are so many concepts or definitions of perception, among others:

Perception in organizational behaviour is a cognitive proces of converting sensory input into valuable information. It is conscious proces in interpreting something or someone that people see, hear, and touch in order to judge or even make determination about it.¹⁵ It means that when people would like to interpret informations they should pay attention to the signal given by their sensory. According to the expert namely Robbins perception defined as a peroces by which people arrange the impression of their sensory to provide the interpretation. Taste, smell, sight, touch and also sound are five senses which compose perception¹⁶. So, based on the explanation above, perception is people's ability to recognize, identify and then intrepret

¹⁵ "Organizational Behavior - Perception," accessed April 8, 2022, https://www.tutorialspoint.com/organizational_behavior/organizational_behavior_perception.htm.

¹⁶ "What Is the Meaning of Perception in Education? – Restaurantnorman.Com," accessed April 8, 2022, <https://www.restaurantnorman.com/what-is-the-meaning-of-perception-in-education/>.

the sensory of information. It can be information about someone or something.

b. General Concept of Students' Perception

According to Jack, students' perception is students' awareness of something¹⁷. For instance, in educational field, each student aware about the technique or the media used by teacher in the classroom. Then, they think about it. In other words, they interpret the information and conclude it in their mind or even they deliver it. Student has different interpretation each other. Based on the elaboration discussed above, students' perception is a process to receive the sensory of information around them and use that informations to interact with.

There are so many perception at the school. It can be perception of headmaster, teacher, employe etc. But, this research focused on the students' perception. Actually, students' perception based on the theory of perception its self. Anca Popovici said that the considering the students' perception is important in order to develop the academic program of the school its self.¹⁸ Without developing the program, means there will no progress for the school or it will be stagnan.

Students' perception has been significant topic since 1950s.

Reddy and Rhodes have conducted research relates to students'

¹⁷ Priscilla Dunk-West and Fiona Verity, *Practising Social Work Sociologically: A Theoretical Approach for New Times* (Bloomsbury Publishing, 2018).

¹⁸ Anca Popovici Cosmina Mironov, "Students' Perception on Using ELearning Technologies," *Procedia - Social and Behavioral Sciences* 180 (n.d.): 2.

perception of school climate. They found that perception of the students can be investigated from variety of angles. For instances, the nature of students-teacher relationship and students-peers relationship.¹⁹ Based on previous explanation, research of students' perception is not an unfamiliar process. Further researcher can focused on some different angles. In order to increase knowledge for educational field in the future.

The students' perception in this research is talking about students' perception just on the media used by the teacher. The researcher focus in teaching writing narrative process. Based on theory by Robbins, the researcher would like to focus on three points of students' perception. Those are acceptance, understanding, and evaluate.

c. Factors of Perception

Walgito said there are two factors which affect students' perception²⁰, those are:

1) Performance

Performance teacher in the class is the first factor which affects students' perception. Personal qualities of teacher such as attitudes, past experience, motives will strongly influence students'

¹⁹ Moshe Barak Yelena Portnov-Neeman, "Exploring Students' Perceptions about Learning in School: An Activity Theory Based Stud," *Canadian Center of Science and Education* 2 (July 2013).

²⁰ Vina Haqza, "The Correlation Between Students' Perception Of Classroom Environment And Motivation In Learning English At The Second Year Of Ma Darel Hikmah Pekanbaru" (Riau Pekanbaru, State Islamic University Of Sultan Syarif Kasim, 2013).

perception. Students' could determine the level of knowledge or ability by seeing teacher's performance. Especially, on the first meeting because the first impression is an important thing.

2) Situation

The second factor is situation in the classroom. It means that teacher should know the situation of the students' in the class. Which one is time for serious and which one is time for funny. Simply, knowing the situation makes the teaching not monotonous.

d. Proses of Perception

Students' perception through a proses. This proses divided into several phases.

1) Raises the students' stimulus

It is a natural proses which is linked to the physical aspect.

The proses is known as flawed world proses.

2) Students' stimulus received by the organs

After the stimulus accepted by the organs then transmitted to the rest of body.

3) Brain Stimulus

It helps students to digest the information. Perceptual proses going on this phase. Students learn and recognize the object also on this phase.

e. Types of Perception

According to Irwanto there are two types of perception those are positive and negative²¹:

- 1) Positive perception describes all informations and responses that continue to be used with effort. It will be maintained through supporting, accepting, activating the object that is perceived. In other words, positive perception is an individual's assesment to an object that is perceived with positive view.
- 2) Negative perception is a state of mind which describes all informations and responses there are out of sync with the object that is perceived. It means, individual's perception to an object with negative views. Usually, it contrasts to the expectation.

From the elaboration above, it can be said that both positive and negative perception will affect someone. In this research students' could give positive perception when they feel satisfied with the teacher performance. It can be negative perception when they feel bored, uncomfortable, difficult to understand the material explained by the teacher.

Besides those two types, Zaden said that there are another types of perception such as Person Perception, it can be defined as proces when someone construct an image of something or make predictable. Every single person has its own perception depends on the life

²¹ Irwanto, *Psikologi Umum* (Jakarta: PT. Prenhallindo, n.d.).6

experience. Each student has a different perception to think about the teachers' characteristics, the way of the teachers deliver the material, and the teachers' qualities. In conclusion, person perception means different conclusions that someone makes about others based on the impression.

Other type of perception is situation perception. It means people's perceptions fluctuate depending on the situation. For instance, attitude of student in the past is different from attitude of student now. It is caused by social factors that influence student behavior. Furthermore, the difference in understanding between students who follow the information and technology also affects students' thought.

f. Principle of Perception

According to Slameto on his book, he divides the principle of perception into two, as follows:

1) Relative

When people get a second chance to see the appearance they can have better perception. It can be said that perception is relative not absolute.

2) Selective

People are going to look at the object and give their perception on it. It means, they will pay attention on what they want and not on all of things.

2. The Concept of Media

The plural word of medium is media. According to Smaldino media is anything which brings from sourcer to receiver. It means, media is a mediator to deliver information. Media can be tool that fasilitates teacher and studuents during teaching and learning procces. According to Alexander Fedorov, media education should be the part of curriculum.²² So means that media is important thing in education field. Media education is dealing with communication media which includes moving images, sounds, graphics, printed pictures or words. Briggs has already defined media as the tools which are used to deliver the messages from teacher to the students in order to stimulate them.²³ It means media helps teacher to create good communication between teacher and student or make the teaching and learning procces more efficient. Media should cover all of the five senses of students. Based on the explanation above, it can be said that educators can use media to explain the materials easily. Because media can stimulate the students' mind, attention, feeling and also their skills.

In this research the kind of the media divided into two , those are:

a. Traditional Media

Traditional media or non IT media is a tool which does not use eletronic device to operate it. According to Aplonia Katarina, traditional media is a media made by human (handmade) and does not

²² Alexander Fedorov, *On Media Education* (Moscow: ICOS Unesco IFAP Rusia, n.d.)

²³ Gagne Briggs, *Principles of Instructional Design*, 4th ed. (Fort Wort TX: HBJ college publisher, 1970).

need any program or application to use it. For instance is graphic media. Sanaki said that graphic media is a visual traditional media that used to deliver informations from teacher to students.²⁴ It used the sense of sight as the priority. There are some varieties of graphic media such as:

1) Pictures

Picture is a general media used by the teacher. There are some advantages using pictures for instances, more concrete or realistic, explain the topic in the interesting way, cheaper or easy to get.

2) Sketch

Sketch is a rough draft to describe something but not in detail. It same as an outline so the teacher coul put the idea on it.

3) Diagram

Diagram is a picture which use lines and symbols. The function of diagram is to change complex thing into the simple one.

b. Digital Media

Digital media affected education field. Digital media helps both teacher and students to access academic information. It means that they have easier access to information about academic that they are interested with. By using media the teacher could increase the teaching

²⁴ Regina Rahmi, "THE IMPLEMENTATION OF MEDIA IN ENGLISH LANGUAGE TEACHING" V (June 2014): 3.

material from experts through youtube or websites. The media has already made teaching and learning process more flexible such as provides online assignment, online attendance, give online feedback, use video animation, use song from music platform etc.²⁵ In this research modern media can be social media, online platform, electronic media etc.

According to Cepy Riyana (Media PembelajaranJakpus: Direktorat Jenderal Pendidikan Islam Kementrian Agama RI, 2012, 3) in order to achieve effective and efficient learning media is an important thing that support the process. So means that, media is not only help teacher to deliver the material but also help learners to acquire the material. According to Kemp and Dayton (in Daryanto Media pembelajaran Bandung: PT sarana tutorial nurani sejahtera 2011, 6) there are several benefits of using media in teaching and learning process.

- 1) Material's submission, it can be more standardize.
- 2) Media helps teaching and learning process more interesting.
- 3) Media can be improved the learning quality.
- 4) Media makes teaching and learning process more interactive.

3. The Concept of Teaching Writing

According to Palmer on his book entitled *Understanding Enzymes*, he said that teaching is an attention process to people's need, feeling, and

²⁵ Tsu Bin Lin Victor Chen, *New Media in Learning in the 21st Century* (Singapore: Springer, 2015).

experience in order to learn specific topic or thing and go beyond what is given to them.²⁶ It can be said that teaching is consider people's need then facilitate them to learn particular thing. In teaching writing, the teacher should help the students to write something effectively. According to Zamel, teaching writing is a proces to teach the materials, assign to write something, then give feedback about the results.²⁷ Based on the explanation of Subekti, teachers should respect to the students.²⁸ It means at the first time do not pressure the students to have good score. In other words, teachers have to respect to the students' potential.

Brown said on his book teaching is proces in helping students to learn about something, providing the knowledge. So, teaching is not only a job at school.²⁹ In this research teaching writing as proces of teacher to deliver knowledge of infomations to the students relates to writing text, exactly narrative text.

4. The Concept of Narrative Text

a. Definition of Narrative Text

Andersons defines narrative text as a piece of writing that tells the reader or listeners a tale in doing so, entertains the readers or listeners and also instructs them.³⁰ So, the purpose of narrative text is

²⁶ Palmer, *Understanding Enzymes* (England: Ellis Hordwar, 1991).

²⁷ Vivian Zamel, "Writing: The Proces to Discovering Meaning," *Teachers of English to Speakers of Other Languages, Inc. (TESOL)*. 2 (June 1982).

²⁸ Adaninggar Septi Subekti, "Training of Academic Writing for Senior High School English Teachers: Formulating Research Questions," *E-Dimas* 11 (2020).

²⁹ H Douglas Brown, *Principles of Language Learning and Teaching* (San Fransisco: Longman, 2000).

³⁰ Mark Anderson, *Text Type in English* (Australia: Mackmillan, 1997).

to entertains the reader by telling a fairy tale story. According to Meyers ,the author should create the text as a movie in which the readers or listeners see characters in action and hear what they are talking about³¹. The text should be detailed and easy to understand.

Narrative text is not a simple text. It is construction of certain characters which relate a tale through a good organization words. The constructions include narrative's content, agent and also visisble layers. ³² From the explanation above, it can be said that narrative text is a kind of story which tells us an interesting something and its purpose is to amuse the readers and listeners. The author should provide good plot and make it as effective as possible.

b. Generic Structure of Narrative Text

As we know that every single text has its own generic structure. Narrative text has three generic structure, those are orientation, complication, sequence of event, resolution, coda. Anderson has already proposed more detail information about generic structure of narrative text.

1) Orientation: The author introduces the characters in this section. It can be main character or minor characters. Sometimes the author also provides information about the location or setting in this part of the text.

³¹ Allan Meyers, *Gateways to Academic Writing: Effective Sentences Paragraph and Essay* (New York: Longman, 2005).

³² Wishon George and Julia Burks, *Let's Write English* (New York: Litton Educational Publishing, 1980).

- 2) **Complication:** The author deliver the problems or sort of complication to arise. In this section the main character would face the challenge to reach their goal.
- 3) **Sequence of event:** The author will explain how the characters reacts the problem in complication section. It tells about the character's feeling and what the character do. Sequence of event or we can called it as cilmax can be told in chronological or flashback order.
- 4) **Resolution:** The author tells the reader about the solution in this paragraph. It means the the complication would be resolved either for better or worse.
- 5) **Coda:** It is an optional section. The author can choose to provide this section or not.

c. **Types of Narrative Text**

There are many types of narrative such as factual, imaginary, factual-imaginary, fairy stories, mystery, fiction-science, romance, horror, fables, myths, legend, personal experience etc.

d. **Language Features of Narrtive Text**

There are some language features used in narrative text

- 1) Nouns which identify characters or places in the story.
- 2) Adjective which explain description of the characters
- 3) Verbs which explain the action in the story
- 4) Use past continouse tense

Based on the explanation above, narrative text has so many features of language. The author should provide specific characters, time, places, problems to make the reader or listener understand the story.



CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Design of Research

Research generally has the goal to find out the truth of something which will be researched through some process. Research also known as procedure to collect and analyze the data in order to increase researcher's understanding on the issues or topics.³³ Then, in order to get the required result, researchers need to use a relevant research method.

This research used descriptive research with qualitative approach. Qualitative approach is used in order to investigate and interpret social and human behaviour. It is experienced by participants of the research in specific social situation.³⁴ Qualitative approach is used to investigate questions by verbally describing how the participants perceive and interpret various aspects of surrounding. This research openly accepts and also admits researchers' and participants' subjective opinion and prejudices.

As the researcher stated above the research type used in this research is qualitative descriptive. The characteristic of this type is describing the phenomenon happened perfectly and deeply.³⁵ It means this type of research describes reality of social directly and completely.

In this research qualitative descriptive research described the process of teaching and learning writing narrative text by using media and also

³³ Jhon, Creswell, *Research Design: Qualitative, Quantitative and Mix Methods Approaches*, 4th ed. (California: Sage Publications, 2014).

³⁴ Donald Ary, *Introduction to Educational Research*, 8th ed. (Canada: Wadsworth Cengage Learning, 2010).

³⁵ Wina Sanjaya, *Penelitian Pendidikan* (Jakarta: Kencana, 2013).

described about the students' perception on the used by those kinds of media. As the researcher explained before that this research used descriptive qualitative. It means, in this research the researcher did not need to formulate hypothesis. Data which have been collected by researcher in the form of numbers calculated in the form of percentage which is intended to determine something which will be presented later. Then, the researcher interpret them into qualitative sentences. Simply, number data is just for convenience. After obtaining the final result it should be qualified. This technique called as qualitative technique with percentage.

B. Research Location

This research conducted at Senior High School, exactly at SMAN Arjasa Jember which is located at Jalan Sultan Agung No. 64 Krajan, Arjasa. It is one of two schools in Jember which has already implemented new curriculum namely prototype based on "Keputusan Mendikbudristek number 162/M/2021." So that is why SMAN Arjasa called as SMAN Penggerak. Prototype curriculum is a competence based curriculum which supports learning recovery by providing project based learning..

C. Research Subject

In conducting the research, selecting subjects of the research is an essential process. The research subjects of this research are students in grade XI at SMAN Arjasa. This decision based on several considerations. The researcher ask recommendation from an english teacher. First, because this research focused on narrative text, it is suitable with the curriculum which students in grade XI should learn about narrative text. Second, the students in

grade XI will have good communication with the researcher because they could interpret their opinion. There are 21 students selected to be the subject of this research.

Detail informations of informant will be explained as follow:

| No | Detail Informant | Jumlah |
|----|--------------------------|--------|
| 1. | Students Grade XI MIPA 1 | 3 |
| 2. | Students Grade XI MIPA 2 | 3 |
| 3. | Students Grade XI MIPA 3 | 3 |
| 4. | Students Grade XI MIPA 4 | 3 |
| 5. | Students Grade XI IPS 1 | 3 |
| 6. | Students Grade XI IPS 2 | 3 |
| 7. | Students Grade XI IPS 3 | 3 |

According to Moleong, the data collecting activity can be ended when informants are regarded adequate to provide required answer or there is no further information that can be obtained. The table above informs us that there are 21 informants from seven class. Those informants helped researcher to gain informations to answer research problems. The researcher used purposive random sampling in order to select the informants. So, after doing observation the researcher decided to select three Students in every single class. One of active students, one of passive students and one of middle students.

D. Data Collection Technique

This section explained how the researcher collect the data.

1. Observation

Observation is a technique to acquire data which relates to human behavior and work process. Observation allows researcher to capture the situation. According to Djam'an Satori and Aan Komariah on their book, observation means an on going monitor activity. Through observation researcher could understand the context of data in all situations. Observation helps researcher to obtain holistic view. By doing observation, the researcher got personal impressions, feel, and also the atmosphere in the field.

There are several steps in collecting the data from observation

- a. First, the researcher asked the english teacher in order to join the teaching and learning process.
- b. Second, the researcher joined the class until the end.
- c. Third, the researcher observed process in order to gain the information relates to the teaching and learning writing narrative text process at Grade XI.

The Instrument used in this technique is observation sheets

2. Interview

The researcher have interview several of students about their perception to the media used by teacher especially when the teacher teaching narrative text.

There are three steps in collecting the data from interview

- a. The researcher made some questions and share them to the students as the subject of the research.
- b. The researcher also recorded their answers.

c. The researcher collected the data after interview.

The Instrument used in this technique is interview guideline.

3. Document Review

Document Review is an effort to collecting the data by reviewing existing documents relate to the topic.³⁶ Document review records events that have passed. It can be in the form of pictures or someone work's monumental. The reseacrher want to gain data of Students data of SMAN Arjasa Jember. The Instrument used in this technique are several picture as evidences.

E. Data Analysis

Research data analysis is a section to reduce the data to a story and interpret it in order to gain insight.³⁷ It means, the data that is obtained later should be analyzed. Without analysis the data becomes meaningless or useless. Miles and Huberman argued that analyzing qualitative data should be in an interactive and continous way.³⁸ There are four steps of data analysis data collection, data reduction, data display and also conclusion drawing. Those steps explained below.

1. Data Collection

Data collection is first step for researcher to analyze the data. The researcher collected the data through some ways such as interview,

³⁶ Evaluation Research Team, "Evaluation Briefs," August 18, 2018.

³⁷ LeCompte Preissle J M.D, *Etnography and Qualitative Design in Educational Research*, 2nd ed. (San Diego: Academic Press, 1993).5

³⁸ Matthew B. Miles A. Michael Huberman, *Qualitative Data Analysis: A Method Sourcebook*, 3rd ed. (USA: Sage Publication, 2014).10-11

observation, documentation. The researcher can repeat those ways when needs further data.

2. Data Condensation

Procces of selecting, concentrating, simplifying and abstracting the data which appears in written up field notes or transcription is known as data condensation.³⁹ By considering them, it made the data stronger. In this step the researcher should separate the accurate data from inaccurate ones.

a. Selecting

Miles and Huberman said that the researcher should be selective. The researcher should know which one is the primer data or sekunder data.

b. Focusing

According to Miles and Huverman, focusing the data is a pra-analysis procces. It means the researcher limits the data which relates only with the research questions.

c. Simplyfing and Abstracting

The data are simplified and abstracted. Abstraction means an attempt to make summary of the core, procces, statements . Then, the data evaluated especially with regard to the adequancy and quality of the data.

3. Data Display

³⁹ A. Michael Huberman.10

The third major flow step of analysis is data display. In qualitative research the data display could be provided in the form of brief explanation, infographic/ chart etc. According to Miles and Huberman, the most commonly data display in qualitative research is narrative text.

4. Conclusion Drawing and Verification

The preliminary conclusion is temporary and it revised if no solid evidence is found to support the next round of data collection. When the researcher goes back to the field of the research in order to gain the data, the conclusion puts forward is believable conclusion.



F. Validity of Data

In order to test the validity of data, the researcher used triangulation in this research. Miles and Huberman said that triangulation is a process to checking data validity. It divided into two types⁴⁰:

1. Source Triangulation

It is a process to testing the data credibility by checking it through several sources (could be person, times, place etc).

2. Method Triangulation

It is a process to assessing the data credibility through checking the same data by several methods or techniques such as observation, interview, and documentation).

G. Research Procedure

This section provided explanation about the research step. It helps researcher to create or make research outline includes planning, collect the data, analysis the data until write the report. It explained below.

1. Pre-field step

It is a step when the researcher determine about something that must be done before enters the field of the research.

a. Develop research design

In this step the researcher established the following: the title of the research, the reasons for the research, the focus of the research, the purpose and benefits of the research, the object of the research and also the method used by the researcher.

⁴⁰ A. Michael Huberman.266

b. Choosing research field

Before conducting the research, a researcher chosen the research field or place. The chosen research place is SMAN Arjasa Jember.

c. Permit processing

Before conducting the research, a researcher taken care of licensing in advance to the school. Thus, the researcher could immediately carry out the stages of the research after getting the permission.

d. Asses the state of the field

After getting permission from the school, researcher starts to explore and asses the field in order to know better the background of the research object.

e. Prepare research equipment

In this step, the researcher prepared the equipment needed in the research. It starts from preparing notebooks, papers, etc.

2. Stage of field work

In this step the researcher carried out the research. It means, the researcher collected the data needed by using several methods such as observations, interviews, and documentation.

3. Data analysis stage

In this step, the researcher analyzed the whole data and described it in the form of a report. The researcher consulted with the supervisor. By

consulting it the supervisor knows that the result of the research are ready to be tested.⁴¹



⁴¹ Lexy Moleong, *Metodologi Penelitian Data Kualitatif* (Bandung: Remaja Rosdakarya, 2001).135

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter includes explanation of research finding and also discussion. First, research finding consists of information or data found by researcher in the field. Furthermore, discussion is a process of making conclusion regarding the topic of this research.

A. Research Finding

This chapter explains result of the research. It starts from the explanation of observation's result, teaching and learning process until students' perception of the media used by teacher at SMAN Arjasa.

1. Description of SMAN Arjasa

Based on the data from observation, the researcher gain informations about SMAN Arjasa. one of the educational units under the auspices of the Ministry of Education and Culture Jember. Which is located at Sultan Agung Street Number 64. SMAN Arjasa was founded in 1990 through the Decree of the Governor of KDH Tk I East Java No. 376/I04/C/90/TGS July 04, 1990 with the same name. In 2016, SMAN ARJASA has accreditation A, based on certificate 200/BAP-S/M/SK/X/2016.



Picture 1. Building of SMAN Arjasa

SMAN Arjasa has two expertise competencies. Those are MIPA (Science) and IPS (Social). facilities and infrastructure owned by SMAN Arjasa will be explained as follows:

- a. 12 Unit classrooms :
- b. 1 Library
- c. 1 Laboratorium of language
- d. 1 Multimedia room
- e. 1 School Health Unit (UKS)
- f. 1 Administration room
- g. 3 Teacher rooms
- h. 1 Hall
- i. 1 Canteen
- j. 1 Praying room
- k. 2 Sport fields

The facilities support teaching and learning proses at that school. Especially, for language teaching and learning proses. Laboratorium of

language and Multimedia room helps teacher to create good quality of teaching and learning process.

2. Data presentation

a. Teaching and Learning Process Writing Narrative Text Using Media

1) Teaching and learning process of writing narrative text

Teaching and learning process sets up the environment where students can interact with their mates and teacher. There are several factors which support teaching and learning process at SMAN Arjasa. For instances, class condition, complete facilities, and class management. Based on data observation, SMAN Arjasa has good condition of classrooms. It means, that school has a livable building (decent building). It makes students feel comfortable during teaching and learning process. Each class at SMAN Arjasa also has complete facilities such as LCD, wifi connections, sound, etc. Even, at Excellent Class there is a smart tv. During observation process the researcher found that teacher can control the class well when using media⁴². In other words, class becomes more conducive and more lively or minimum of noise. In line with the observation result. Interview results show that students feel more enjoy during teaching and learning process using media. It can be seen from these statements below.

⁴² Result of Observation

*“Jujur ini lebih menyenangkan daripada hanya lihat LKS mbak.”*⁴³(Student 1)

*“Lumayan mbak menurut saya, kalau dikasi presentase 70% lah dibanding tanpa media.”*⁴⁴(Student 2)

*“Lebih menyenangkan sekali.”*⁴⁵ (Student 4)

*“Iya mbak saya seneng pas belajar pake media, lebih seru”*⁴⁶ (Student 5)

A student told the researcher that when she was at grade 10, the teacher have not used media. So, she feels more enthusiast using learning media.

*“Lebih menyenangkan, soalnya waktu kelas 10 dulu belum pernah belajar pake media gini. Monoton jadinya”*⁴⁷ (Student 6)

Furthermore, student number 11 feels that media makes the proses of teaching and learning more efficient. Whereas, student number 12 said that media helps teacher to create desired class atmosphere.

*“Lebih menyenangkan, lebih tepatnya karna pembelajaran jadi lebih efisien gitu mbak.”*⁴⁸ (Student 11)

*“Betul, lebih senang pake media karena kita yang di kelas bisa menciptakan suasana kelas yang memang diinginkan.”*⁴⁹ (Student 12)

⁴³ Result of Interview Student 1

⁴⁴ Result of Interview Student 2

⁴⁵ Result of Interview Student 4

⁴⁶ Result of Interview Student 5

⁴⁷ Result of Interview Student 6

⁴⁸ Result of Interview Student 11

⁴⁹ Result of Interview Student 12

Based on several statements above, in order to create new vibe or situation of teaching and learning process exactly writing narrative text, one thing the teacher should bring is media.

The researcher has explained about available media in every single class. The researcher gain that information during observation process. The english teacher at grade 11 of SMAN Arjasa used two kinds of media. Those are electronic and non electronic. But, the percentage of use of electronic media is more than the non electronic one.

In this modern era, technology has an important role in several field includes education field. Students are always update with technology development. Students can not be separated from technology. So, students have an expectation that teacher could bring technology media in the class, exactly which increases young learner motivation. It can be seen from statement below, a student told the researcher that he feel more happy when the teacher uses social media as learning media.

*“Lebih senang bener, khususnya kalau medianya sosial media.”*⁵⁰ (Student 17)

There was a student who did not like english subject. It means, she did not feel enjoy the teaching and learning process. But, when the teacher use media she feel happy to join the class. It can be seen from her statement below.

⁵⁰ Result of Interview Student 17

“Saya kurang suka bahasa Inggris mbak. Tapi penggunaan media menurut saya bikin bahasa Inggris lebih menyenangkan, meski sedikit.”⁵¹ (Student 6)

Based on those variation positive response about teaching and learning proses using media. But, one student told the researcher that sometimes media makes the condition in the class crowded.

“Menyenangkan sih mbak, tapi kadang itu bikin temen-temen kelas rame.”⁵² (Student 3)

Furthermore students do not enjoy the class when the media make them more confused.

“Kalau medianya ga tambah bikin pusing, menyenangkan banget mbak.”⁵³ (Student 7)

However, there are several students who gave statements about their dislike of the use of media.

“Kurang seneng mbak. Karna yang aktif hanya anak-anak itu saja. Kaya siswa dipojok itu gak aktif kadang kalau gurunya lengah”⁵⁴ (Student 8)

Several negative responses can not be separated from several things, such as students’ learning style, students’ personality likes introvert or extrovert, students’ activeness etc.

2) School facilities to support teaching and learning proses

Observation proses shows the researcher that SMAN Arjasa support teaching and learning proses exactly using

⁵¹ Result of Interview Student 6

⁵² Result of Interview Student 3

⁵³ Result of Interview Student 7

⁵⁴ Result of Interview Student 8

media.⁵⁵ On previous point, The researcher explained about facilities in every single class. This section presents about students' answer relates to school facilities in order to support teaching and learning process.

*“Sekolah memang menyediakan media mbak, cuman ga semua dipake oleh guru. Jadi support sih mbak kayanya.”*⁵⁶
(Student 4)

“Sekolah ini kan memang favorit disini mbak. Meski ga pernah tau fasilitas media pembelajaran sekolah lain tapi menurutku cukup dah”(Student 5)

“Fasilitas sekolah sudah sangat baik mbak, bahkan waktu kakak saya yang lulusan sini juga bilang kok dulu zamanku belum selengkap ini media belajarnya.” (Student 9)

“Sudah tersedia smart learning class kalau disini hehe. Jadi tidak hanya untuk skill menulis.”(Student 11)

*“Mendukung, di sekolah kan hape harus dikumpulkan terus dimasukkan ke dalam kotak dekat meja guru terus di kunci. Tapi kalau memang guru butuh hape buat media itu izin dan dibolehin. Itu mendukung yakan mbak?”*⁵⁷ (Student 17)

Based on several statements above, It can be concluded that SMAN Arjasa is a favorite school. It makes sense that the school has complete facilities to support english teaching and learning process. But, at that school the students can not operate their phones in the class. Except, with the teacher's permission.

*“Sekolah ini mendukung media/fasilitas tapi dominan yang elektronik ajah”*⁵⁸ (Student 6)

⁵⁵ Result of Observation

⁵⁶ Result of Interview Student 4

⁵⁷ Result of Interview Student 5,11,17

⁵⁸ Result of Interview Student 6

Based on the statement above, Student 6 said that this school provide or support teaching and learning english using electronic media, dominantly.

“Mendukung menurutku, meski beberapa fasilitas ada yang sudah rusak di kelas. Tapi katanya mau diperbaiki kok. Kalau kasusnya gitu kita sering ke Lab bahasa pake medianya”⁵⁹ (Student 7)

Support by school for the use of media, It can be proven by statement above. When students find damaged media in the class. They can deliver that information to deputy head of facilities and infrastructure.

“Kurang optimal sih menurutku, kalau skill yang lain seperti speaking yang mengarah ke debat itu sangat mendukung banget.”⁶⁰(Student 12)

However, Student number 12 gave statement that the school more support teaching and learning english using media in speaking skill. It means, less support in for other skills. This is in line with the student’s statement below.

“Mendukung tapi tidak terlalu maksimal. Mendukung karna kami boleh pake media pendukung berbasis web buat menulis narrative kaya grammarly gitu-gitu. Kurang maksimalnya karna memang biasanya skill writing kurang terlalu diperhatikan. Berbeda dari skill lainnya.”⁶¹(Student 13)

3) Students’ interest and motivation during teaching and learning proses of writing narrative text

⁵⁹ Result of Interview Student 7

⁶⁰ Result of Interview Student 12

⁶¹ Result of Interview Student 13

Last section but not least, It section presents about the result of interviews relate to students' interests and motivations during Teaching and Learning Procces of Writing Narrative Text Using Media.

“Termotivasi? Iya sih mbak. Karna rasa bosan di kelas sudah ga terlalu”(Student 2)

“Iya termotivasi mbak, lagi-lagi saat medianya juga sesuai”(Student 3)

“Alhamdulillah Lumayan meningkat motivasi saya mbak.”(Student 4)

*“Sangat termotivasi. Jadi semisal guru bilang kita akan menggunakan media ini. Ada rasa antusias.”*⁶²(Student 5)

From several statements above, almost students couldn't agree more that media helps them to increase their motivations. It makes them more excited. But, the first impression of the used of media is important. It can be seen from the statement of student number 7. Because if the first impression of the media used is exciting. then at the next meeting students will remain enthusiastic.

“Termotivasinya tergantung kesan pertama kalau saya mbak. Semisal pertama kali dipake medianya seru gitu saya termotivasi banget selanjutnya.”(Student 7)

“Termotivasi sekali, dengan media kita bisa termotivasi langsung oleh native malah. Pernah dipertemukan waktu itu. Lewat online meeting.”(Student 9)

“Iya lumayan, semisal perbandingan ada guru bilang pekan depan kita akan pake media ini nah itu saya kadang ga sabar cepet cepet hari H gitu.”(Student 16)

⁶² Result of Interview Student 2,3,4,5

*“He'em, Termotivasi. Ada meski ghirrohnya ga terlalu tinggi mbak. Media pokok harus bikin antusias.”*⁶³(Student 20)

Student number 9 feels more enthusiast when using media because media helps her to learn english exactly writing even with native.

b. Students' Perception of The Media Used During Teaching And Learning Procces

Results of observation and interview show us two kinds of students' perception. Those are positive and negative perception. Those perceptions explained in every single point below. It means, each point provides both positive and negative perceptions.

1) Students' understanding during teaching and learning procces of writing narrative text using media

This section explains data relates to students' understanding during teaching and learning procces.

“Setiap murid kan beda-beda tingkat pahamnya. Gini sih mbak kalau aku mikirnya kalau guru pake media pembelajaran maka tidak membosankan. gak bikin ngantuk. Jadi setidaknya mereka taulah materi yang diajarkan dan gak tidur” (Student 1)

*“Memahami karna mendengarkan dan tidak ngantuk.”*⁶⁴(Student 3)

Student number one and three gave the researcher information that media helps teacher to prevent students from

⁶³ Result of Interview Student 7,9,16,20

⁶⁴ Result of Interview Student 1 and 3

falling asleep. So means that, the students listen to the teacher's explanation carefully and understand the materials.

In addition, Students thought that media helps teacher to deliver the material to the point. When the explanation is simple students will get the point easier.

“Kalau menggunakan media gitu terkesan ga bertele-tele gitu mbak. Jadi to the point itu yang bikin saya lebih paham materinya.” (Student 2)

“Iya mbak, saya merasa lebih mudah paham kalau pake media seperti kemaren2 ini.” (Student 4)

“Nah, karena tadi aku kan bilang lebih efisien jadi penjelasan tidak mbulet alias belibet.” (Student 11)

“Kalau guru bahasa Inggris menerangkannya memang sudah enak. Kalau di tambahin pake media tambah makin paham.”⁶⁵(Student 17)

Media has certain role to increase students' motivation. In other words, an interesting media make student excited to join the teaching and learning proces.

“Karna antusias sama medianya mau gamau kita mendengarkan. Akhirnya lebih nyantol dan paham mbak. Yang susah bikin paham itu pas kelas membosankan dan akhirnya malah ketiduran.”⁶⁶ (Student 9)

One of student told the researcher that her friends have different learning style. There are some students may not comprehend if the teacher uses leacture approach. So, that is why media is needed for teaching and learning proces.

⁶⁵ Result of Interview Student 2,4,16,17

⁶⁶ Result of Interview Student 9

“Bisa karna sesuai fungsi media. Karna tidak semua siswa memahami penjelasan guru. Sedangkan bisa jadi melalui media mereka jadi paham.”⁶⁷(Student 14)

Based on student’s answer below, teaching and learning using media help them to learn about theory or material easily.

“Nah ini masih berkaitan mbak menurutku dengan jawabanku tadi. Jadi kalau memahami materi atau teori itu memang lebih mudah pake media.”⁶⁸(Student 13)

As we know that there are several skills in english. Each student has its own favorite skill. It likes students number 15. She likes speaking. she told the researcher that media helps her to improve speaking skill. However, at her first sentence she said that she can understand the material of writing narrative text well.

“Mampu memahami materi dengan baik sih. Tapi saya lebih prefer ke speaking. Media untuk skill speaking bisa membantu dengan baik.”⁶⁹(Student 15)

Student number 16 stated that the use of media during teaching and learning proces is not enough. It should be equipped by the application of suitable and good technique.

“Iya lebih memahami apalagi kalau memang media itu dicampur dengan strategi yang bagus.”⁷⁰ (Student 16)

Jeremy Harmer explained that writing is the most challenging skill. Student number 19 said that even though writing is a challenging skill. Media can help students to deal with that difficulty. However, the use of media does not rule out the

⁶⁷ Result of Interview Student 14

⁶⁸ Result of Interview Student 13

⁶⁹ Result of Interview Student 15

⁷⁰ Result of Interview Student 16

possibility of student facing difficulties. So that is why some students still ask if they are confused about the material.

“Sulit mbak kalau menulis skillnya jadi perlu tanya beberapa kali ke gurunya. Meski guru udah pake media. Setidaknya media membantu biar lebih cepet paham.” (Student 19)

“Lebih paham meski kadang juga sering nanya masih mbak.”(Student 20)

That In contrast, there is one students think that reading the material directly make her more understand the material rather than using media. It can be seen from her statement below.

*“Enggak mbak, karena kalau pake media tidak maksimal pemahamannya. Lebih suka baca materinya sendiri malah lebih paham aku.”*⁷¹(Student 10)

2) Students’ difficulties during teaching and learning proces of writing narrative text using media

This section provides data about students’ difficulties during teaching and learning proces.

“Tidak karna apa yang dijelaskan membuat saya lebih mudah mengerjakan soal.”(Student 4)

The student number 4 said that she has no trouble during teaching and learning writing narrative text using media.

“Jelas pernah mbak, tapi kesulitan yang tak terlalu berarti (sambil tertawa). Karna pelajarannya bahasa inggris suka aja. Beda lagi kalau pelajaran lain.” (Student 1)

“Kesulitan pernah karna ini fokus ke menulis. Tata bahasa harus bagus” (Student 5)

⁷¹ Result of Interview Student 19,20,10

“Pernah mbak, apalagi pas pertama ya. Saya kan bingung kalau writing.” (Student 7)

“Pernah kadang kalau menulis itu bingung ide mbak belum lagi tata bahasa harus baku BLA BLA BLA . Beda dengan speaking.”(Student 15)

It can be seen from several statements above, Students feel difficult in writing skill even they have already used media. But at least, media helps them to solved their problems. The written grammar is more difficult than the spoken one. So, that is why media likes grammarly has important role.

“Sulit pernah mbak, karena media elektronik yang kita baru kenal. Maksudnya baru digunain.”(Student 20)

Student number 20 said that one day she has difficulty not in the material given, but when the teacher is using an unfamiliar media.

“Pernah banget, tapi aku ga menyerah mbak. Kadang media yang membuat kita itu tidak malu buat ngomong kesulitan. Contoh waktu pake google form tapi tanpa nama untuk nanya. Kita ga malu lagi buat tanya kesulitan kita” (Student 9)

The researcher got information from student number 9 that media helps her to deliver the difficulties. Occasionally, Some Students are ashamed to disclose their difficulties directly.

3) Compatibility of media during teaching and learning procces of writing narrative text

This section presents students’ perception of the compatibility of the media used by teacher in the class. Several

students did not know what are the indicators of suitable media. it can be seen from the statements below.

“Media yg digunakan cocok sih menurutku mbak. Di kelas saya kan ada macam-macam teks yang dipelajari mbak. Waktu teks naratif ini hanya empat kali pertemuan seingatku. Itu sudah dengan latihan soalnya.” (Student 1)

“Saya sih tidak terlalu mengerti mana yang sesuai mana yang nggak. Karna sejauh ini saya paham topik pembelajarannya jadi ya sesuai sih menurut saya”(Student 4)

*“Dalam beberapa pertemuan yang membahas menulis teks naratif itu medianya cocok sih menurut saya.”*⁷² (Student 5)

Most of them assumed when the media used by teacher during teaching and learning process makes them understand the material easily. It means that media is appropriate or suitable. It can be seen from student number 1,2, and 5’s explanations.

“Dominan media yang dipake sih cocok mbak, cuman ada sekali yang enggak akhirnya ya krik-krik gitu kelasnya.”(Student 9)

*“Sudah cukup sesuai. Cuman ada beberapa media yang malah buat garing kalau gak malah buat gaduh.”*⁷³ (Student 12)

Another indicator of compatibility media is when media can create an exciting vibes in the class. On the other hand, several students stated that they have their own favorites media. Such as Student number 14 prefers the electronic media rather than the non-electronic one.

“Kalau dengan materi cocok. Tapi kalau berkaitan dengan peserta didik ada beberapa yang tidak sesuai. Contohnya

⁷² Result of Interview Student 1,4,5

⁷³ Result of Interview Student 9,12

*materi dan media cocok tapi untuk saya pribadi kurang karena medianya tidak elektronik.*⁷⁴(Student 14)

In contrast, Student number 10 said that she prefers learn without media. Because she feels more understand when she reads the material by herself. As evidenced by her statement.

*Cocok sebenarnya mbak, aku liat temen-temen pada suka pas gurunya pake media. Cuman aku aja yang dari dulu lebih pahaman kalau langsung baca sendiri.*⁷⁵(Student 10)

4) Teacher's ability in operating during teaching and learning proses of writing narrative text using media

This part presents data about students' perception relate to teacher ability in operating english learning media.

"Bu 'D' (mention the teacher's name) orang yang update kok mbak. Jadi ga kebingungan waktu pakai media gitu."(Student 1)

"Karena kelas lain pake media yang sama jadi mampu kalau menggunakannya mbak" (Student 2)

"Karena kelas lain pake media yang sama jadi mampu kalau menggunakannya mbak" (Student 3)

As the time goes by, teachers should upgrade their abilities such as know the trend among students, update with technology etc.

Based on the result of interview with student number 1, Teacher with the initial D at SMAN Arjasa is an update teacher. So, the teacher could operate the learning media easily. Also because the media has been used not only once.

⁷⁴ Result of Interview Student 14

⁷⁵ Result of Interview Student 10

“Bisa kalau mengoperasikan. Meski kadang meminta bantuan kami sebagai siswanya untuk menghidupkan media misal saat menggunakan LCD.”(Student 5)

Actually, the Teacher can use the media. But, sometimes asked student to help her/him. For instances, to turn on the LCD.

“Pernah sih waktu itu ada kesalahan waktu pakai Lab Bahasa, jadi kelas molor sampai agak lama. Mungkin waktu itu gurunya ada kendala pengoperasian. Tapi selain waktu itu lancar aja.”(Student 10)

“Waktu itu pernah pake Canva ya mbak, nah itu kurang maksimal guru menerangkan cara pakainya. Tapi karna aku ya seneng otak atik jadi ya bisa.”(Student 13)

“Pernah waktu itu gurunya ada kendala nyambungin laptop ke smart tv nya. Ya seingetku waktu itu aja kendalanya.”⁷⁶(Student 17)

Those statements can be conclude that several times of teaching and learning process using media were interrupted due to several obstacles. but it is not only because the teacher is not able to operate the learning media optimally. But also, It caused by the technical problem

B. Research Discussion

Discussion is a stage where the researcher analyzes the finding data and draws the conclusion. This research explained about research finding. After collect the data, the researcher found that there are two things should be discussed in this part of chapter, those are: Teaching and Learning Process of Writing Narrative Text Using Media and Students' Perception of the Media

⁷⁶ Result of Interview Student 10,13,17

Used by Teacher in Teaching Writing Narrative Text. Firstly, in this section the researcher discussed about point one “Teaching and Learning proses”.

1. Teaching and Learning Proses of Writing Narrative Text Using Media at Grade XI at SMAN Arjasa

This research found three results from the first research problem. Those are proses of teaching and learning, school facilities to support teaching and learning, and students’ interests and motivations during teaching and learning proses.

a. Teaching and learning proses of writing narrative text

First finding result is about teaching and learning proses. Usually, at SMAN Arjasa each class has two meetings in a week for english subject. Every generation has one english teacher. It means Teacher A is for all grades X, Teacher B for all grades XI, and Teacher C. So means that, the researcher focused on one generation, exactly all grades XI. English teacher for grades XI is a young one. She is an update teacher. Update on the technique and media in teaching english. The teacher can control the class well. Almost every meeting she brings media to support the proses. In line with statement of Smaldino that media is a mediator to deliver informations⁷⁷. In this case, the teacher uses it as a mediator to deliver material of writing narrative text.

⁷⁷ James D. Russell Smaldino, Sharon E. Deborah L. Lowther, Clif Mims, *Instructional Technology and Media for Learning Twelfth Edition*, 12th edn (Boston: Pearson Education, 2019).

When another teachers only use students' worksheet (LKS), she uses media both electronic and non electronic. (However, during teaching and learning of writing narrative text she uses only electronic media. Based on observation, there are several media used by teacher in teaching writing narrative text. Such as smart TV (for two excellent classes), LCD (for regural classes), premium canva, wordwall web, youtube, laptop, instagram, power point, video, sound. As Cepy Mariyana explained that media is not only help teacher to deliver the material. But also help students' acquire the materials.⁷⁸ So that is why teacher combine it with affordable technique. For further explanation about the procces, it explained on the paragraph below.

There are four meetings for topic of writing narrative text. First meeting is full of explanations. The teacher used laptop, youtube, and sound to play the learning video. The second meeting is full of question, answer, shows examples used ppt. In this meeting teacher has certain role to make students excited to answer the questions. The third meeting is full of doing assignment from website wordwall. So, It is online assignment. It consists of twenty questions relate to writing narrative text such as definition, languange feature, generic structure and etc. This is competition based activity. Based on teacher's experience, that technique can make the classroom atmosphere more

⁷⁸ Sherina Karyanto and others, 'PENGARUH MEDIA PEMBELAJARAN DARING TERHADAP PENGETAHUAN BELAJAR MAHASISWA AKUNTANSI', *Journal of Accounting, Finance, Taxation, and Auditing (JAFTA)*, 2021 <<https://doi.org/10.28932/jafta.v2i2.3279>>.

alive. The last meeting teacher asked students to create their own narrative text.

In addition, students' should make a narrative text with the topic given by the teacher. They should divide that text into 4-6 part. Then, They should acces premium canva to edit the text on infographic. The purpose is to make the reader more interest to read the text. Last, They should upload their infographics on their instagram account. Students askes at least five of their classmates to comment on comment box. By combine those technique and media, Teacher increases students' ability in writing narrative text.

Subekti suggested teacher to avoid or do not pressure students to have good score. Teacher have to respect and focused on students' potential.⁷⁹ Several students at SMAN Arjasa said that An english teacher at SMAN Arjasa never drops their mentality but always supports them to be better day by day. In line with Brown's statement about teaching procces. It is not only a job. It is an activity to provide knowledge.⁸⁰

b. School facilities to support teaching and learning procces

According to Khairudin on his journal, school facilities is one of the supporting factors in teaching and learning procces. Quality of

⁷⁹ Panglipur Nurani Wibowo, M. Arief Budiman, and Ervina Eka Subekti, 'KEEFEKTIFAN MODEL LEARNING CYCLE BERBANTUAN MEDIA AUDIOVISUAL TERHADAP HASIL BELAJAR SISWA TEMA SELALU BERHEMAT ENERGI', *Jurnal Penelitian Dan Pengembangan Pendidikan*, 2020 <<https://doi.org/10.23887/jppp.v4i1.25013>>.

⁸⁰ Dongmei Yu, 'Teaching by Principles : An Interactive Approach to Language Pedagogy, Third Edition, by H. Douglas Brown, Pearson Longman', *The Journal of AsiaTEFL*, 2017 <<https://doi.org/10.18823/asiatefl.2017.14.3.17.583>>.

school can be measured by seeing the facilities⁸¹. So means that, school facilities need continuous improvement. SMAN Arjasa as a school that has A accreditation provides adequate school facilities. It can be separated from the certain role of headmaster. In order to maintain school facilities, SMAN Arjasa implements protocols of school facilities management. According to Harun, the whole protocols of school facilities management consist of planning, procurement, utilization and supervisor.

Person in charge of school facilities at SMAN Arjasa does not hesitate to accept students' reports related to existing facilities. So that is why students feel that school always supports teaching and learning process. It has proven by a student's statement when the facilities in the class are damaged, it doesn't take long to replace or repair them. Based on Peraturan Pemerintah number 19 about Standar Nasional Pendidikan on Chapter IV emphatically mentions that⁸²:

1. Every educational unit is required to have facilities including furniture, equipment education, educational media, books and other learning resources. Those are needed to support the process regular learning and sustainable.
2. Every educational unit is required to have infrastructure which includes land, space, classrooms, education unit leadership rooms,

⁸¹ Felia Santika and others, 'School Facilities and Infrastructure Management in Improving Education Quality', *International Journal of Research and Innovation in Social Science*, 2021 <<https://doi.org/10.47772/ijriss.2021.5612>>.

⁸² Yanuarius Ricardus Natal and Nikodemus Bate, 'MANAJEMEN PENGELOLAAN SARANA DAN PRASARANA PJOK', *Altius: Jurnal Ilmu Olahraga Dan Kesehatan*, 2020 <<https://doi.org/10.36706/altius.v9i2.12879>>.

teaching room, administration room, room library, laboratory room, room workshop, production unit room, room canteen, power and service installation, place exercise, place of worship, place play, recreation, and other space/place needed for support the learning process regular and sustainable.

Based on the explanation above. It means that a senior high school at least has those several facilities in order to make teaching and learning proces more maximum.

c. Students' interests and motivations during teaching and learning proces

Some previous researches have been conducted on motivation and interest. For instances, a research conducted by Jacob Filgona found that motivation and interest are factors that can affect learning outcomes⁸³. Similarly, Hariri investigated the connection among motivation, interest and learning environment⁸⁴. Based on the result of observation and interview, media help teacher to increase interests and motivations of Students grade XI at SMAN Arjasa. According to Azar and Tanggaraju on their research that high interest and motivation in learning something will affect the proces of succesful activities of

⁸³ Jacob Filgona and others, 'Motivation in Learning', *Asian Journal of Education and Social Studies*, 2020 <<https://doi.org/10.9734/ajess/2020/v10i430273>>.

⁸⁴ Hasan Hariri and others, 'Motivation and Learning Strategies: Student Motivation Affects Student Learning Strategies', *European Journal of Educational Research*, 2020 <<https://doi.org/10.12973/EU-JER.10.1.39>>.

teaching and learning⁸⁵. Furthermore, Silvia said that both interest and motivation are expected to help students get high learning results as well⁸⁶.

According to Human need's theory by Maslow⁸⁷, a mental drive that moves and direct attitudes in learning proses called as motivation. It mean that Motivation affects how students behave in the classroom which increases enthusiasm and perseverance. English teacher at SMAN Arjasa surveys trends among students. Then, she create media which relates to that trend in order to gain students' motivations and interests. Particularly, enthusiasm and sense of fun for learning can generate strong motivation. So means that students have a lot of energy to engage in learning activities. Eventually, they achive succes in acquire materials.

Students at SMAN Arjasa feel motivated when the media used by teacher give them good first impression. It means the media should be eye-catching. In order to increase students' interests and motivations during teaching and learning proses the teacher at SMAN Arjasa involves native speakers directly. It likes using meeting video application. It relates to second language acquisition on productive skills. In this case, the productive skill refers only on writing skill. On

⁸⁵ Ali Sorayyaei Azar and Darshini Tanggaraju, 'Motivation in Second Language Acquisition among Learners in Malaysia', *Studies in English Language and Education*, 2020 <<https://doi.org/10.24815/siele.v7i2.16506>>.

⁸⁶ Dale H. Schunk and Maria K. DiBenedetto, 'Motivation and Social Cognitive Theory', *Contemporary Educational Psychology*, 2020 <<https://doi.org/10.1016/j.cedpsych.2019.101832>>.

⁸⁷ Elizabeth Hopper, 'Maslow ' s Hierarchy of Needs Maslow ' s Hierarchy of Needs', *Business*, 2020.

next sentences, the researcher described about the detail proses of increasing students' interests and motivation in writing narrative text by having collaboration with native speaker. Teacher at SMAN Arjasa has a group of learning english on a social media. She is an active member there. So, she told her students that one of her friend from that group would like to great them. Then, the native speaker gives information relates to writing skill. Actually, It works to increase students' motivation in learning.

2. Students' Perception of The Media Used During Teaching And Learning Proses

This research found two results about students' perception. Those are negative and positive. There are four points relate to students' perceptions. First, Students' understanding. Second, Students' difficulties. Third, Compatibility of media. Fourth, Teacher's ability. This section will discuss about perception of students in each point. It would be negative, positive or even both negative and positive.

a. Students' understanding in teaching and learning proses of writing narrative text using media

According to Benyamin S.Bloom, understanding is ability to provide more detail explanation about something by using its own language.⁸⁸ Each students have difference level of understanding.

However, Purwanto said that understanding is the level of ability to

⁸⁸ I Putu Ayub Darmawan and Edy Sujoko, 'REVISI TAKSONOMI PEMBELAJARAN BENYAMIN S. BLOOM', *Satya Widya*, 2013 <<https://doi.org/10.24246/j.sw.2013.v29.i1.p30-39>>.

know the meanings, concepts, situations and facts.⁸⁹ It means students here not only memorized the verbalistic way, but understand the concept deeper. Sudjana divided students' understanding into three levels⁹⁰.

1) Lowest Level

Sudjana stated that the lowest level of understanding is translation comprehension. It means, students only know what are the meaning of sentences.

2) Interpretive Understanding

Students who have reached this level will connect the previous part of knowledge with the next one. It means, students start to know the correlation of framework its self.

3) Extrapolation

It is the highest level of understanding. In this level, students know which one is the implicit meaning and which one is the explicit one.

In order to improve students' understanding, media has certain role. It proven by one of students' statement. Student number 1 said that when teacher brings media to support teaching and learning proses, means the proses will be interesting. Because, They will not sleep and will understand the material given. Another students, exactly

⁸⁹ Lusiana Delastri and others, 'How Is Students' Understanding in Resolving Questions Related to Derivative Concepts?', *Universal Journal of Educational Research*, 2020 <<https://doi.org/10.13189/ujer.2020.082550>>.

⁹⁰ Helmiyadi Helmiyadi and Nurul Kamaliah, 'AN ERROR ANALYSIS OF STUDENTS' WRITING IN NARRATIVE TEXT', *JESS (Journal of Education on Social Science)*, 2021 <<https://doi.org/10.24036/jess.v5i1.318>>.

students number 2,4,11,17 gave statement that an effective teaching and learning process increases students' interests and motivations to join it.

Students grade XI at SMAN Arjasa as young learners is in the second level. It can be seen when from observation result. When the teacher give explanation about narrative text on the first and second meeting. Most students could connect first teacher explanation with the second one. They know the stage of teacher explanation. It starts from definition, generic structure, and language feature. So means that, students understand about the framework.

b. Students' difficulties during teaching and learning process of writing narrative text using media

In the psychology field, there are several theories which discuss about students' difficulties in learning.⁹¹ First of all is direct teaching theory, It presents three factors influence students' difficulties. Those factors are curriculum, method and assignment. They affect learning difficulty directly. The curriculum should be appropriate, the method should be suitable, and the assignment should be reliable. The second theory is maturity theory, the developmental aspect focused on knowledge of students. This theory correlates students' difficulties in learning with environment and knowledge acquisition method. The

⁹¹ Robert Henley Woody, 'The Psychology of Learning and Reading Difficulties', *American Journal of Public Health*, 1974 <<https://doi.org/10.2105/ajph.64.7.729-a>>.

third theory is slow growth, It provides information that students' difficulties in learning caused by organic deficits in brain function.

Actually, SMAN Arjasa has implemented prototype curriculum. It means, the method derived from that curriculum. The english teacher has given reliable assignments. It can be conclude that there is no problem with each indicator. But, from observations result It found several factors that cause student difficulties in teaching and learning procces of writing narrative text. Dominantly, students' feel difficult because They do not like english subject or do not like writing skill. According to students, writing is a hard skill. Written form is different with spoken. They should pay attention to the grammatical rules, punctuation etc. Apparently, Several students' stated that media help them to fix that problems. They can use media in doing writing assignment. The teacher allowed students to operate the media. It is strengthened from student statement. Students can use grammarly website, canva pro website etc.

c. Compatibility of media during teaching and learning procces of writing narrative text

According to Rohman, compatibility of media can be considered by several principles. Such as elevance, consistency, adequacy.⁹²

1) Relevance

⁹² Siti Nurlaili and others, 'Pengembangan Media Pembelajaran Malongka (Mari Lompat Angka) Dalam Menyelesaikan Soal Open-Ended Materi Operasi Bilangan Kelas II SD', *Jurnal Cendekia : Jurnal Pendidikan Matematika*, 2020 <<https://doi.org/10.31004/cendekia.v4i2.269>>.

Learning media should be relevant and relate to the material. In other words, the learning media should have correlation with the achievement and standar competencies. For example, If the students are expected to be able to writing a text, the learning media should relevance with the skill. English teacher at SMAN Arjasa has implemented relevance media. Especially, in teaching and learning of writing narrative text procces the teacher used media such as wordwall website, canva pro website. Those media help teacher to improve students' motivation in learning procces.

2) Consistency

The most important thing that teacher should pay attention is consistency in the used of media. It means, no matter about the material the teacher should consistence provide an appropriate media. Furthermore, when the Teacher teach same material in different class. Teacher must maintain the consistency of the use of media. But, The teacher still pays attention and adjusts the needs of each class. It is same as what has been done by English teacher at grade XI of SMAN Arjasa. The english teacher analyze students' needs in every class. For instance, Students' need at grade XI MIPA 1 are different with XI MIPA 4. It caused by the difference status which XI MIPA 1 is an excellent class.

3) Adequacy

The principles of adequacy means that In order to help students master basic competencies taught the media used by teacher should be sufficient. Simply, the media used by teacher must be adjusted to the achievement of student competencies that have been formulated by the teacher in their lesson plans. Lesson plan is an important think. Not only english teacher but all teachers at SMAN Arjasa should submit the lesson plan for a week on Saturday.

d. Teacher's ability during teaching and learning proses of writing narrative text using media

According to Marsudi⁹³, Teacher's ability include several points.

1) Teachers must be able to design and manage learning activities that encourage

students to play an active role in learning. It means, the teacher should has ability to control class or manage class. Based on data observation. English teacher at grade XI of SMAN Arjasa has good ability to control class.

2) Teacher should be able to use a variety of teaching aids and learning resources provide opportunities for students to develop skills.

⁹³ Muhammad Sholeh Marsudi, Imas Kania Rahman, 'BIMBINGAN DAN KONSELING ISLAM REALITY THERAPY UNTUK MENINGKATKAN MOTIVASI BELAJAR SISWA', *Edutainment*, 2018 <<https://doi.org/10.35438/e.v6i1.42>>.

English teacher at grade XI of SMAN Arjasa always implements different technique and variation media. Even, the teacher used new media in every single meeting with the same material.

- 3) Teacher should be able to provides opportunities for students to express own ideas orally and in writing.

Actually, English teacher at grade XI of SMAN Arjasa provides media which help teacher express their ide orally and written form through google form. Students are able to ask not only about material but also they can deliver the suggestions for teaching and learning procces.

- 4) Teacher should be able to adjusts the learning materials and activities to the abilities of the participants educate yourself

The english teacher at grade XI of SMAN Arjasa has adjusted the learning material based on the ability of students in each class. It means, the excellent classes which have more intensive course.

- 5) Teacher should be able to associate learning activities with her or his own experiences

In several meetings, The english teacher at grade XI of SMAN Arjasa correlates teaching and learning activities with her own experiences. It called as *Tahaddus bi Ni'mah*. Its purpose is to increase students' motivation in learning english.

Especially, in this case to increase students' motivation in writing narrative text.

- 6) Teacher should be able to assess learning activities and student progress continuously

In order to get the result of teaching and learning process assessment is required. Furthermore, Teacher must identify whether the process of teaching and learning successful or not. Assessing a learner's knowledge involves gathering data and passing judgment. Evaluation and assessment are distinct. Whether unintentionally or on purpose, a good teacher always evaluates their students. In order to make it clearer the researcher provides figure which shows the correlation between testing, teaching and assessment.

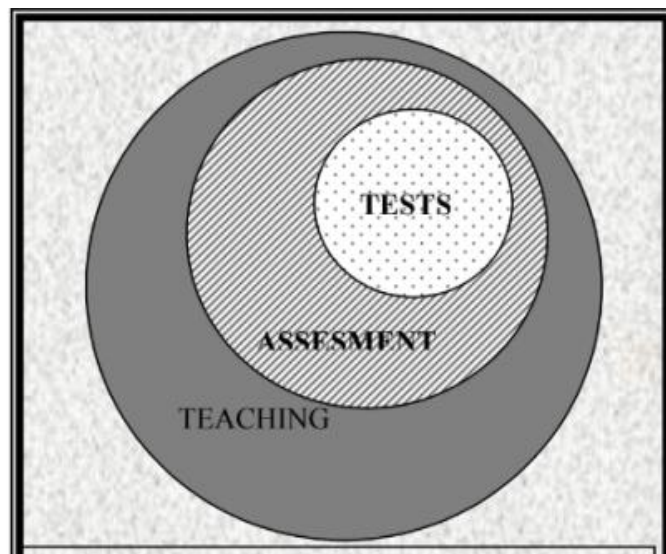


Figure 1.
Venn Diagram Correlation Teaching, Assessment, Test
Taken from Brown, 2004

Good english teacher will automatically evaluate students and unconsciously will notice the students' ability to finish the assignments. If the students have difficulties the english teacher help them to rephrase or given more time. In contrast, if students can respond promptly, a more difficult question should be asked by the teacher.

English teacher at grade XI of SMAN Arjasa done two ways of assesment, those are informal and formal assesment. Informal assesment can take many different forms, Starting with incidental, impromptu comments and reactions, coupled with coaching and other impromptu feedback to students. However, Exercises or methods used by English teacher at grade XI of SMAN Arjasa in formal assesment are designed to tap a storehouse of skills and knowledge. It should be systematic. Similarly, Tests like the Cambridge Young Learners Test (conducted by the University of Cambridge ESOL Examinations) have been implemented in nations where English is a second language. But, Teacher create the questions by herself.

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JEMBER

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on several elaborations and analysis data on chapter IV finding result and discussion, the researcher has two conclusions. It based on the research questions on chapter 1. Those two conclusions explained as follows:

1. Teaching and learning proces of writing narrative text

Teaching and learning proces of writing narrative text has been carried out for for meeting. In order to increase students' motivation in learning narrative text which focused on writing, teacher always brings media, both conventional and modern media skill during the proces. Teacher implemented competition based activity. This technique made students more enthusiast and compete actively in the classroom.

SMAN Arjasa is one of two senior high school in Jember which implemented prototype curriculum. So, teaching and learning proces should be project based. Therefore, teacher asked students' to make posters from canva. An english teacher of grade XI at SMAN Arjasa always adjusts the trend among students. Nowadays, the trend that can be combined in the teacher and learning proces in her classroom is virtual world trend. Teacher combine digital media in the classroom.

2. Students' perception of the media used by teacher in teaching writing narrative text

Students' perception of the media used by teacher in teaching writing narrative text consist of two. Those are positive and negative

peception. Those perception based on several factors. First factor is students' understanding. Most students gave statements that media helps teacher to increase students' understanding about the material. But, there is one student did not need media because she feel more understand when read the material by herself. Second factor is students' difficulties during teaching and learning procces. Several students have difficulties when operating media or understand the grammatical rules in writing. But media helps them to solve those problems.

Third factor is compatibility of media. Students interested in teaching and learning procces when the teacher used the right media. It means the media help them to understand the material more easily. But, two students said that sometimes the media make the condition of class crowded or even was not interesting. Fourth factor is teacher's ability in operating learning media. Most students have perception that the teacher can operate the media well. Sometimes, she need students' help. Several errors occur several times but not come from the teacher.

B. SUGGESTION

1. For Institution

For SMAN Arjasa Jember, the researcher just give several suggestions relate to teaching and learning procces. Provide media with same quality to improve writing skill. It means, the institution do not focused on one skill only. As the researcher know from several statements from students, the institution only focused on speaking skill, exactly debate. English has three other skills that are important. Although the

dominant competition for high school level is more often in the field of speaking.

2. For English Teacher

For english teacher exactly teacher at grade XI, because some students feel media make the situation in the class more crowded. Teachers should also pay more attention to students in the classroom. Teacher is not allowed to focus only on active then forget to pay attention to passive students.

3. For The Next Researcher

Suggestion for the next researcher are should be well-prepared before collect data in the field. It likes prepare the observation sheet and interview guideline well. Then, the next researcher can conduct research relates in different grade. Because every single grade has different english teacher.

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MATRI

| TITLE | VARIABLE | SUB VARIABLE | INDICATOR | SOURCE OF DATA | RESEARCH METHOD | RESEARCH FOCUS |
|--|--|--|--|--|---|--|
| The Students` Perception on the Media Used by Teacher in Teaching Writing Narrative Text at Senior High School | Teaching and Learning Proses of Writing Narrative Text Using Media | 1. Proses 2. Media | a. Teaching and Learning Proses b. School Facilities c. Students` Interests | Research Instrument 1. Observation Sheets 2. Interview Guidlines | a. Kind and Approaches a. Qualitative b. Descriptive b. Data Collection Method a. Observation b. Interview c. Documentati on c. Data analysis technique a. Data Collection b. Data Reduction c. Data Display d. Conclusion Drawing | a. How is the procces of teaching and learning of writing narrative text using media? b. How are the students` perceptions of the media used by the teacher during teaching and learning procces? |
| | Students` perception of the media used by the teacher in teaching and learning procces | 1. Positive Perception 2. Negative Perception | a. Students` Understanding b. Students` Difficulties c. Compatibilit y of media d. Teachers` ability in operating media | | | |

Appendix 1

FREQUENCY OF OBSERVATION

| No | Date | Activity | Description |
|----|----------------------------|--|---|
| 1 | April, 4th 2022 | Preliminary Study | Check location and condition of the school and gain some informations about the school. |
| 2 | September, 14-20th 2022 | Observation of School Condition, Class Facilities, Teaching and Learning Activity | Check teaching and learning activity by using media, directly and Gain the data about about facilities at that school and class |
| 3 | September, 21st 2022 | Interview | Asking some questions to the students |



Appendix 2

Field Note

Agenda : Preliminary Study

Day/ Date : Monday/ April, 2nd 2022

Time :08.30-10.00

Result :

SMAN Arjasa which is located at Sultan Agung Street Number 64 is one of the educational units under the auspices of the Ministry of Education and Culture. Researcher met one of teacher at that school. The teacher is a peson in charge of school facilities and infrastructure. So, before check the facilities of class directly on the next day researcher asked anything about the school to gain some informations. SMAN Arjasa has some facilities such as 23 classrooms, 1 library, 3 laboratoriums, and 14 sanitations. This A-accredited school has implemented Merdeka Curriculum combine with Prototype Curriculum. In Jember there are only two schools which have implemented Prototype Curriculum. Teaching and learning procces at SMAN Arjasa are carried out for five working days.

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Appendix 3

OBSERVATION SHEET

Agenda : Observation

Day/ Date : Wednesday/ September, 14th 2022

Time : 07.10-08.30

Class : XI-IPA 3

| No | Indicator | Qualification | | | | |
|----|---|---------------|------|------|-----------|-----------|
| | | Poor | Fair | Good | Very Good | Excellent |
| 1 | Classroom Condition (Physically) | | | | | ✓ |
| 2 | Complete class facilities | | | | ✓ | |
| 3 | Teacher's ability to use the media of teaching writing narrative text | | | | ✓ | |
| 4 | Teacher's ability to control class | | | ✓ | | |
| 5 | Students' activities during teaching and learning writing narrative text by using media | | | ✓ | | |
| 6 | Students' interest and attention during teaching and learning writing narrative text by using media | | | ✓ | | |
| 7 | Procces teaching and learning writing narrative text by using media (Overall) | | | | ✓ | |

OBSERVATION SHEET

Agenda : Observation

Day/ Date : Wednesday/ September, 14th 2022

Time : 09.45-11.05

Class : XI-IPA 4

| No | Indicator | Qualification | | | | |
|----|---|---------------|------|------|-----------|-----------|
| | | Poor | Fair | Good | Very Good | Excellent |
| 1 | Classroom Condition (Physically) | | | | ✓ | |
| 2 | Complete class facilities | | | | ✓ | |
| 3 | Teacher's ability to use the media of teaching writing narrative text | | | | ✓ | |
| 4 | Teacher's ability to control class | | | | ✓ | |
| 5 | Students' activities during teaching and learning writing narrative text by using media | | | | | ✓ |
| 6 | Students' interest and attention during teaching and learning writing narrative text by using media | | | ✓ | | |
| 7 | Procces teaching and learning writing narrative text by using media (Overall) | | | | ✓ | |

OBSERVATION SHEET

Agenda : Observation

Day/ Date : Thursday/ September, 15th 2022

Time : 08.30-09.30

Class : XI-IPA 1

| No | Indicator | Qualification | | | | |
|----|---|---------------|------|------|-----------|-----------|
| | | Poor | Fair | Good | Very Good | Excellent |
| 1 | Classroom Condition (Physically) | | | | | ✓ |
| 2 | Complete class facilities | | | | ✓ | |
| 3 | Teacher's ability to use the media of teaching writing narrative text | | | | ✓ | |
| 4 | Teacher's ability to control class | | | | | ✓ |
| 5 | Students' activities during teaching and learning writing narrative text by using media | | | | ✓ | |
| 6 | Students' interest and attention during teaching and learning writing narrative text by using media | | | | ✓ | |
| 7 | Procces teaching and learning writing narrative text by using media (Overall) | | | | ✓ | |

OBSERVATION SHEET

Agenda : Observation

Day/ Date : Thursday/ September, 15th 2022

Time : 11.05-12.25

Class : XI-IPA 2

| No | Indicator | Qualification | | | | |
|----|---|---------------|------|------|-----------|-----------|
| | | Poor | Fair | Good | Very Good | Excellent |
| 1 | Classroom Condition (Physically) | | | ✓ | | |
| 2 | Complete class facilities | | ✓ | | | |
| 3 | Teacher's ability to use the media of teaching writing narrative text | | | | ✓ | |
| 4 | Teacher's ability to control class | | | ✓ | | |
| 5 | Students' activities during teaching and learning writing narrative text by using media | | | ✓ | | |
| 6 | Students' interest and attention during teaching and learning writing narrative text by using media | | | ✓ | | |
| 7 | Procces teaching and learning writing narrative text by using media (Overall) | | | ✓ | | |

OBSERVATION SHEET

Agenda : Observation
 Day/ Date : Tuesday/ September, 20th 2022
 Time : 07.00-08.10
 Class : XI-IPS 2

| No | Indicator | Qualification | | | | |
|----|---|---------------|------|------|-----------|-----------|
| | | Poor | Fair | Good | Very Good | Excellent |
| 1 | Classroom Condition (Physically) | | | ✓ | | |
| 2 | Complete class facilities | | ✓ | | | |
| 3 | Teacher's ability to use the media of teaching writing narrative text | | | | ✓ | |
| 4 | Teacher's ability to control class | | | ✓ | | |
| 5 | Students' activities during teaching and learning writing narrative text by using media | | ✓ | | | |
| 6 | Students' interest and attention during teaching and learning writing narrative text by using media | | ✓ | | | |
| 7 | Procces teaching and learning writing narrative text by using media (Overall) | | | ✓ | | |

OBSERVATION SHEET

Agenda : Observation
Day/ Date : Tuesday/ September, 20th 2022
Time : 11.10-12.25
Class : XI-IPS 1

| No | Indicator | Qualification | | | | |
|----|---|---------------|------|------|-----------|-----------|
| | | Poor | Fair | Good | Very Good | Excellent |
| 1 | Classroom Condition (Physically) | | | | ✓ | |
| 2 | Complete class facilities | | | | ✓ | |
| 3 | Teacher's ability to use the media of teaching writing narrative text | | | | ✓ | |
| 4 | Teacher's ability to control class | | | ✓ | | |
| 5 | Students' activities during teaching and learning writing narrative text by using media | | | | ✓ | |
| 6 | Students' interest and attention during teaching and learning writing narrative text by using media | | | ✓ | | |
| 7 | Procces teaching and learning writing narrative text by using media (Overall) | | | ✓ | | |

Appendix 4

INTERVIEW GUIDLINES

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?
2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?
3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?
4. Apakah sekolah mendukung proses belajar mengajar menulis narrative text dengan menyediakan fasilitas/ media yang sesuai?
5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narrative text menggunakan media?
6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?
7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narrative text menggunakan media?
8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

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Appendix 5

Students' Data (Informan)

SMAN Arjasa

| Code | Name of Students | Class |
|------------|---------------------------|-----------|
| Student 1 | Puan Fahdina Al Fachri | XI MIPA 1 |
| Student 2 | Rayzan Nidzam | XI MIPA 1 |
| Student 3 | Indita Theresyah Putri | XI MIPA 1 |
| Student 4 | Denca Ade Syarifa | XI MIPA 2 |
| Student 5 | Faizi Fadilah | XI MIPA 2 |
| Student 6 | Najla Achmad Kharida | XI MIPA 2 |
| Student 7 | Nihaya Masfi | XI MIPA 3 |
| Student 8 | Kahfi Handjoto | XI MIPA 3 |
| Student 9 | Xena Kaylee Elizar | XI MIPA 3 |
| Student 10 | Salsabila Fairuszahwa | XI MIPA 4 |
| Student 11 | M. Faiq Maududi | XI MIPA 4 |
| Student 12 | Shuhufa Nur Indah | XI MIPA 4 |
| Student 13 | Renovatio Mohammad | XI IPS 1 |
| Student 14 | Aida Camilia Sufa | XI IPS 1 |
| Student 15 | Ismael Mar'ah Fakhransyah | XI IPS 1 |
| Student 16 | Luna Nur Hidayania | XI IPS 2 |
| Student 17 | Muhammad Helmi Falah | XI IPS 2 |
| Student 18 | Irine Balqiz Martaloka | XI IPS 2 |
| Student 19 | Rameyza Nafilah Alfian | XI IPS 3 |
| Student 20 | Linggar Galuh Pamasya | XI IPS 3 |
| Student 21 | Dzakiyatus Salma | XI IPS 3 |

Appendix 6

Field Note (Interview)

Interview : 1
Day/ Date : Thursday/ September, 15th 2022
Waktu :07.25
Informan :
Tempat : in front of classroom
Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?

Informan:

Jujur ini lebih menyenangkan daripada hanya lihat LKS mbak.

2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?

Setiap murid kan beda-beda tingkat pemahannya. Gini sih mbak kalau aku mikirnya kalau guru pake media pembelajaran maka tidak membosankan. gak bikin ngantuk. Jadi setidaknya mereka taulah materi yang diajarkan dan gak tidur.

3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?

Media yg digunakan cocok sih menurutku mbak. Di kelas saya kan ada macam-macam teks yang dipelajari mbak. Waktu teks naratif ini hanya empat kali pertemuan seingatku. Itu sudah dengan latihan soalnya.

4. Apakah sekolah mendukung proses belajar mengajar menulis narrative text dengan menyediakan fasilitas/ media yang sesuai?

Sekolah ini kan memang favorit disini mbak. Meski ga pernah tau fasilitas media pembelajaran sekolah lain tapi menurutku cukup dah

5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narrative text menggunakan media?

Jelas pernah mbak, tapi kesulitan yang tak terlalu berarti (sambil tertawa). Karna pelajarannya bahasa inggris suka aja. Beda lagi kalau pelajaran lain.

6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?

Bu “D” (guru bahasa inggris kelas XI) orang yang update kok mbak. Jadi ga kebingungan waktu pakai media gitu.

7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narraative text menggunakan media?

Kalau dikatakan aktif berlebihan sih mbak. Cuman ya aku jadi lebih semangat aja.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

Lebih suka. Aku bilang tadi jd lebih semangat jadi sama to mbak dengan termotivasi



Field Note (Interview)

Interview : 2

Day/ Date : Thursday/ September, 15th 2022

Waktu :07.40

Informan :

Tempat : in front of classroom

Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?

Lumayan mbak menurut saya, kalau dikasi presentase 70% lah dibanding tanpa media.

2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?

Kalau menggunakan media gitu terkesan ga bertele-tele gitu mbak. Jadi to the point itu yang bikin saya lebih paham materinya.

3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?

Media yang digunakan sesuai kalau menurut saya. Cocok mbak.

4. Apakah sekolah mendukung proses belajar mengajar menulis narraative text dengan menyediakan fasilitas yang sesuai?

Kalau berdasarkan pengalaman iya lumayan mendukung mbak.

5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narraative text menggunakan media?

Kesulitan hanya diawal karna jarang belajar menggunakan media. Tapi setelah beberapa saat enjoy kok.

6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?

Karena kelas lain pake media yang sama jadi mampu kalau menggunakannya mbak.

7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narraative text menggunakan media?

Saya sih kadang aktifnya karna teman-teman kelas sudah aktif dan ramai.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

Termotivasi? Iya sih mbak. Karna rasa bosan di kelas sudah ga terlalu.



Field Note (Interview)

Interview : 3

Day/ Date : Thursday/ September, 15th 2022

Waktu :07.55

Informan :

Tempat : in front of classroom

Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?
Menyenangkan sih mbak, tapi kadang itu bikin temen-temen kelas rame.
2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?
Memahami karna mendengarkan dan tidak ngantuk.
3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?
Ada yang sesuai ada yang nggak sesuai. Paling yang ngga sesuai hanya beberapa mbak.
4. Apakah sekolah mendukung proses belajar mengajar menulis narraative text dengan menyediakan fasilitas yang sesuai?
Mendukung, seperti lab bahasa juga boleh digunakan.
5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narraative text menggunakan media?
Kesulitan ada mbak, karna saya lebih suka reading daripada writing.
6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?
Kalau pertanyaan ini ada hubungannya sama yang pertanyaan nomor berapa tadi mbak yang soal medianya sesuai apa nggak. (Pertanyaan nomor 3 ya) Nah itu mbak, saya bilang ada yang ga sesuai karena beberapa media guru belum optimal dalam mengoperasikannya.
7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narraative text menggunakan media?

Berperanan aktif karna kebanyakan tugas pair pasangan gitu.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

Iya termotivasi mbak, lagi-lagi saat medianya juga sesuai.



Field Note (Interview)

Interview : 4

Day/ Date : Thursday/ September, 15th 2022

Waktu :08.10

Informan :

Tempat : in front of classroom

Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?
Lebih menyenangkan sekali.
2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?
Iya mbak, saya merasa lebih mudah paham kalau pake media seperti kemaren2 ini.
3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?
Saya sih tidak terlalu mengerti mana yang sesuai mana yang nggak. Karna sejauh ini saya paham topik pembelajarannya jadi ya sesuai sih menurut saya.
4. Apakah sekolah mendukung proses belajar mengajar menulis narraative text dengan menyediakan fasilitas yang sesuai?
Sekolah memang menyediakan media mbak, cuman ga semua dipake oleh guru. Jadi support sih mbak kayanya.
5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narraative text menggunakan media?
Tidak karna apa yang dijelaskan membuat saya lebih mudah mengerjakan soal.
6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?
Bisa kok menurut saya. mungkin telah berlatih sebelum masuk kelas.

7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narraative text menggunakan media?

Lebih berperan karna saya paling suka kalau pake media. Temen-temen pun ngakuin saya heboh mbak.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

Alhamdulillah Lumayan meningkat motivasi saya mbak.



Field Note (Interview)

Interview : 5

Day/ Date : Thursday/ September, 15th 2022

Waktu :08.25

Informan :

Tempat : in front of classroom

Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?

Iya mbak saya seneng pas belajar pake media, lebih seru

2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?

Meski tidak paham maksimal saya paham lebih banyak dari biasanya.

3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?

Dalam beberapa pertemuan yang membahas menulis teks naratif itu medianya cocok sih menurut saya.

4. Apakah sekolah mendukung proses belajar mengajar menulis narrative text dengan menyediakan fasilitas yang sesuai?

Mendukung menurut saya. Meski tidak sering-sering kami bisa belajar dengan media.

5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narrative text menggunakan media?

Kesulitan pernah karna ini fokus ke menulis. Tata bahasa harus bagus

6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?

Bisa kalau mengoperasikan. Meski kadang meminta bantuan kami sebagai siswanya untuk menghidupkan media misal saat menggunakan LCD.

7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narrative text menggunakan media?

Dominan siswa di kelas aktif termasuk saya mbak hehe.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

Sangat termotivasi. Jadi semisal guru bilang kita akan menggunakan media ini. Ada rasa antusias.



Field Note (Interview)

Interview : 6
Day/ Date : Thursday/ September, 15th 2022
Waktu :08.40
Informan :
Tempat : in front of classroom
Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?
Saya kurang suka bahasa Inggris mbak. Tapi penggunaan media menurut saya bikin bahasa Inggris lebih menyenangkan, meski sedikit.
2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?
Kalau pada pelajaran eksak atau hitungan saya ga suka pake media gitu. Kalau bahasa Inggris pake media lebih gampang mengerti materinya.
3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?
Sejauh ini selama beberapa pertemuan sesuai mbak.
4. Apakah sekolah mendukung proses belajar mengajar menulis narrative text dengan menyediakan fasilitas yang sesuai?
Sekolah ini mendukung media/fasilitas tapi dominan yang elektronik aja.
5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narrative text menggunakan media?
Kesulitan tapi tidak nemen mbak. Pas awal-awal materi aja.
6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?
Selama ini kebanyakan pake media elektronik, mampu kalau mengoperasikan karna kan sudah terbiasa.
7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narrative text menggunakan media?
Iya mbak, karna selalu penasaran jadi bikin saya aktif.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

Meski tidak yang terlalu nambah banget, setidaknya nambah motivasi saya mbak.



Field Note (Interview)

Interview : 7

Day/ Date : Thursday/ September, 15th 2022

Waktu :08.57

Informan :

Tempat : in front of classroom

Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?
Kalau medianya ga tambah bikin pusing, menyenangkan banget mbak.
2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?
Kalau pas pelajaran narrative teks medianya bikin paham memang mbak.
3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?
Sesuai, kaya video terus gambar-gambar gitu mbak.
4. Apakah sekolah mendukung proses belajar mengajar menulis narraative text dengan menyediakan fasilitas yang sesuai?
Mendukung menurutku, meski beberapa fasilitas ada yang sudah rusak di kelas. Tapi katanya mau diperbaiki kok. Kalau kasusnya gitu kita sering ke Lab bahasa pake medianya.
5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narraative text menggunakan media?
Pernah mbak, apalagi pas pertama ya. Saya kan bingung kalau writing.
6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?
Kalau mengoperasikan sih mampu mbak. Karna di kelas lain kalau topiknya sama pasti medianya sama juga. Jadi terbiasa pake.
7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narraative text menggunakan media?
Separuh-separuh sih mbak. Kadang aktif kadang enggak.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

Termotivasinya tergantung kesan pertama kalau saya mbak. Semisal pertama kali dipake medianya seru gitu saya termotivasi banget selanjutnya.



Field Note (Interview)

Interview : 8

Day/ Date : Thursday/ September, 15th 2022

Waktu :08.13

Informan :

Tempat : in front of classroom

Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?

Kurang seneng mbak. Karna yang aktif hanya anak-anak itu saja. Kaya siswa dipojok itu gak aktif kadang kalau gurunya lengah

2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?

Pake media memang gurunya jadi to the point jadi makin cepet paham

3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?

Saya baru fokus mbak, ini kan untuk skill writing ya. Kalau media untuk writing sejauh ini saya rasa cocok sih. Awalnya saya kira ini untuk semua skill. Kalau gitu sesuai sih mbak.

4. Apakah sekolah mendukung proses belajar mengajar menulis narrative text dengan menyediakan fasilitas yang sesuai?

Karna ini salah satu sekolah favorit sarana dan prasarana sangat memadai sih mbak.

5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narrative text menggunakan media?

Pernah, tapi bisa selesai kok bingungnya sebelum pelajaran selesai.

6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?

Bisa mbak, ahli kalau mengoperasikan hehe.

7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narrative text menggunakan media?

Iya sayanya aktif sih mbak. Meski ga pake media pun saya usahakan aktif.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

Termotivasi, apalagi pas pake media semua siswa di kelas aktif. Jadi makin seru belajar.



Field Note (Interview)

Interview : 9

Day/ Date : Thursday/ September, 15th 2022

Waktu :08.26

Informan :

Tempat : in front of classroom

Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?

Lebih menyenangkan, soalnya waktu kelas 10 dulu belum pernah belajar pake media gini. Monoton jadinya.

2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?

Karna antusias sama medianya mau gamau kita mendengarkan. Akhirnya lebih nyantol dan paham mbak. Yang susah bikin paham itu pas kelas membosankan dan akhirnya malah ketiduran.

3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?

Dominan media yang dipake sih cocok mbak, cuman ada sekali yang enggak akhirnya ya krik-krik gitu kelasnya.

4. Apakah sekolah mendukung proses belajar mengajar menulis narrative text dengan menyediakan fasilitas yang sesuai?

Fasilitas sekolah sudah sangat baik mbak, bahkan waktu kakak saya yang lulusan sini juga bilang kok dulu zamanku belum selengkap ini media belajarnya.

5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narrative text menggunakan media?

Pernah banget, tapi aku ga menyerah mbak. Kadang media yang membuat kita itu tidak malu buat ngomong kesulitan. Contoh waktu pake google form tapi tanpa nama untuk nanya. Kita ga malu lagi buat tanya kesulitan kita.

6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?

Bisa maksimal sih mbak selama ini yang tak perhatikan.

7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narraative text menggunakan media?

Makin aktif banget mbak. Ibarat kata itu pake taukid alias penekanan. Karena memang menyenangkan kalau pake media. apalagi yang kita belum pernah temui atau pake sebelumnya.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

Termotivasi sekali, dengan media kita bisa termotivasi langsung oleh native malah. Pernah dipertemukan waktu itu. Lewat online meeting.



Field Note (Interview)

Interview : 10

Day/ Date : Thursday/ September, 15th 2022

Waktu : 08.40

Informan :

Tempat : in front of classroom

Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?
Aku pribadi mohon maaf ya mbak, ngerasa tidak lebih menyenangkan.
2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?
Enggak mbak, karena kalau pake media tidak maksimal pemahamannya. Lebih suka baca materinya sendiri malah lebih paham aku.
3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?
Cocok sebenarnya mbak, aku liat temen-temen pada suka pas gurunya pake media. cuman aku aja yang dari dulu lebih paham kalau langsung baca sendiri.
4. Apakah sekolah mendukung proses belajar mengajar menulis narrative text dengan menyediakan fasilitas yang sesuai?
Medianya memadai mbak, bahkan semisal gurunya mengajukan untuk buat media yang non elektronik gitu, disupport.
5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narrative text menggunakan media?
Kalau kesulitan enggak, kalau suka sama pelajarannya pasti aku tanamkan di otak ini ga sulit. Bisa dipelajari.
6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?

Pernah sih waktu itu ada kesalahan waktu pakai Lab Bahasa, jadi kelas molor sampai agak lama. Mungkin waktu itu gurunya ada kendala pengoperasian. Tapi selain waktu itu lancar aja.

7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narraative text menggunakan media?

Aku malah kurang aktif kalau pake media. Alasannya yang tadi tak bilang itu.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

Kurang termotivasi kalau aku mbak. Lebih tepatnya bukan kurang sih kaya ya sudah biasa aja.



Field Note (Interview)

Interview : 11

Day/ Date : Thursday/ September, 15th 2022

Waktu :08.57

Informan :

Tempat : in front of classroom

Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?

Lebih menyenangkan, lebih tepatnya karna pembelajaran jadi lebih efisien gitu mbak.

2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?

Nah, karena tadi aku kan bilang lebih efisien jadi penjelasan tidak *mbulet* alias belibet.

3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?

Menurutku media yang sesuai itu harus yang mampu membuat kita tertarik. Selama ini ya begitu sih kalau disini. Masalah kalau ke kategori sesuai.

4. Apakah sekolah mendukung proses belajar mengajar menulis narraative text dengan menyediakan fasilitas yang sesuai?

Sudah tersedia *smart learning class* kalau disini hehe. Jadi tidak hanya untuk skill menulis.

5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narraative text menggunakan media?

Pernah, aku kan lebih seneng ke speaking daripada writing. Sampe sekarang kalau materi baru writing masih kesulitan.

6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?

Mampu, apalagi sejak setelah pandemi otomatis media bertambah dan guru belajar juga menggunakannya biar tetap efektif.

7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narraative text menggunakan media?

Aku selalu *excited* dengan hal baru. Jadi setiap ada pembelajaran meski media tidak baru tapi tekniknya baru aku aktif.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

Iyah (mengangguk)



Field Note (Interview)

Interview : 12

Day/ Date : Thursday/ September, 15th 2022

Waktu :09.17

Informan :

Tempat : in front of classroom

Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?

Betul, lebih senang pake media karena kita yang di kelas bisa menciptakan suasana kelas yang memang diinginkan. Semisal mau yang seru atau gimana.

2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?

Cukup paham mbak, apalagi aku memang suka menulis.

3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?

Sudah cukup sesuai. Cuman ada beberapa media yang malah buat garing kalau gak malah buat gaduh.

4. Apakah sekolah mendukung proses belajar mengajar menulis narrative text dengan menyediakan fasilitas yang sesuai?

Kurang optimal sih menurutku, kalau skill yang lain seperti speaking yang mengarah ke debat itu sangat mendukung banget.

5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narrative text menggunakan media?

Pernah cuman beberapa media yang boleh kami gunakan disini itu cukup membantu.

6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?

Tergantung medianya. Tapi sebagian besar efektif.

7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narraative text menggunakan media?

Beda skill yang dipelajari saya beda aktifnya mbak (tertawa). Kalau skill writing aku aktif mbak ditambah media makin aktif.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

Sangat termotivasi saat pelajaran writing. Sekali lagi tergantung skill hehe.



Field Note (Interview)

Interview : 13

Day/ Date : Thursday/ September, 15th 2022

Waktu :09.47

Informan :

Tempat : in front of classroom

Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?

Menurutku jujur prosesnya itu lebih dominan mengarah ke penjelasan. Kurang ke prakteknya. Menyenangkan cuman masih belum terlalu menyenangkan.

2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?

Nah ini masih berkaitan mbak menurutku dengan jawabanku tadi. Jadi kalau memahami materi atau teori itu memang lebih mudah pake media. Kalau prakteknya pake media kan enak juga.

3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?

Sesuai, apalagi dengan skillnya juga sesuai.

4. Apakah sekolah mendukung proses belajar mengajar menulis narrative text dengan menyediakan fasilitas yang sesuai?

Mendukung tapi tidak terlalu maksimal. Mendukung karna kami boleh pake media pendukung berbasis web buat menulis narrative kaya grammarly gitu-gitu. Kurang maksimalnya karna memang biasanya skill writing kurang terlalu diperhatikan. Berbeda dari skill lainnya.

5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narrative text menggunakan media?

Pernah sekali. Sulit banget gatau mau menulis apa bukan ke medianya sih yang bikin sulit.

6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?

Waktu itu pernah pake Canva ya mbak, nah itu kurang maksimal guru menerangkan cara pakanya. Tapi karna aku ya seneng otak atik jadi ya bisa.

7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narraative text menggunakan media?

Lebih berperan aktif. Apalagi medianya kaya melibatkan kelompok-kelompok an gitu.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

Termotivasi, gak membosankan jadinya kalau pake media. Kita ya belajar hal baru jadinya.



Field Note (Interview)

Interview : 14

Day/ Date : Thursday/ September, 15th 2022

Waktu :10.05

Informan :

Tempat : in front of classroom

Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?
Lebih menyenangkan kalau strateginya juga cocok pake media.
2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?
Bisa karna sesuai fungsi media. Karna tidak semua siswa memahami penjelasan guru. Sedangkan bisa jadi melalui media mereka jadi paham.
3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?
Kalau dengan materi cocok. Tapi kalau berkaitan dengan peserta didik ada beberapa yang tidak sesuai. Contohnya materi dan media cocok tapi untuk saya pribadi kurang karena medianya tidak elektronik.
4. Apakah sekolah mendukung proses belajar mengajar menulis narrative text dengan menyediakan fasilitas yang sesuai?
Berdasarkan pengalaman ya mendukung bahkan ada media yang harganya mahal.
5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narrative text menggunakan media?
Karna tingkat kemampuan beda-beda setiap orang jadi aku pernah kalau mengalami kesulitan.
6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?
Mampu mengoperasikan cuman beberapa kali ada kebingungan alias tidak efektif.

7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narraative text menggunakan media?

Tidak selalu, basically ketertarikan orang dengan sesuatu beda-beda. Tergantung media jadinya.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

Termotivasi kalau sesuai dengan ketertarikan atau yang menarik menurut saya.



Field Note (Interview)

Interview : 15

Day/ Date : Thursday/ September, 15th 2022

Waktu : 10.20

Informan :

Tempat : in front of classroom

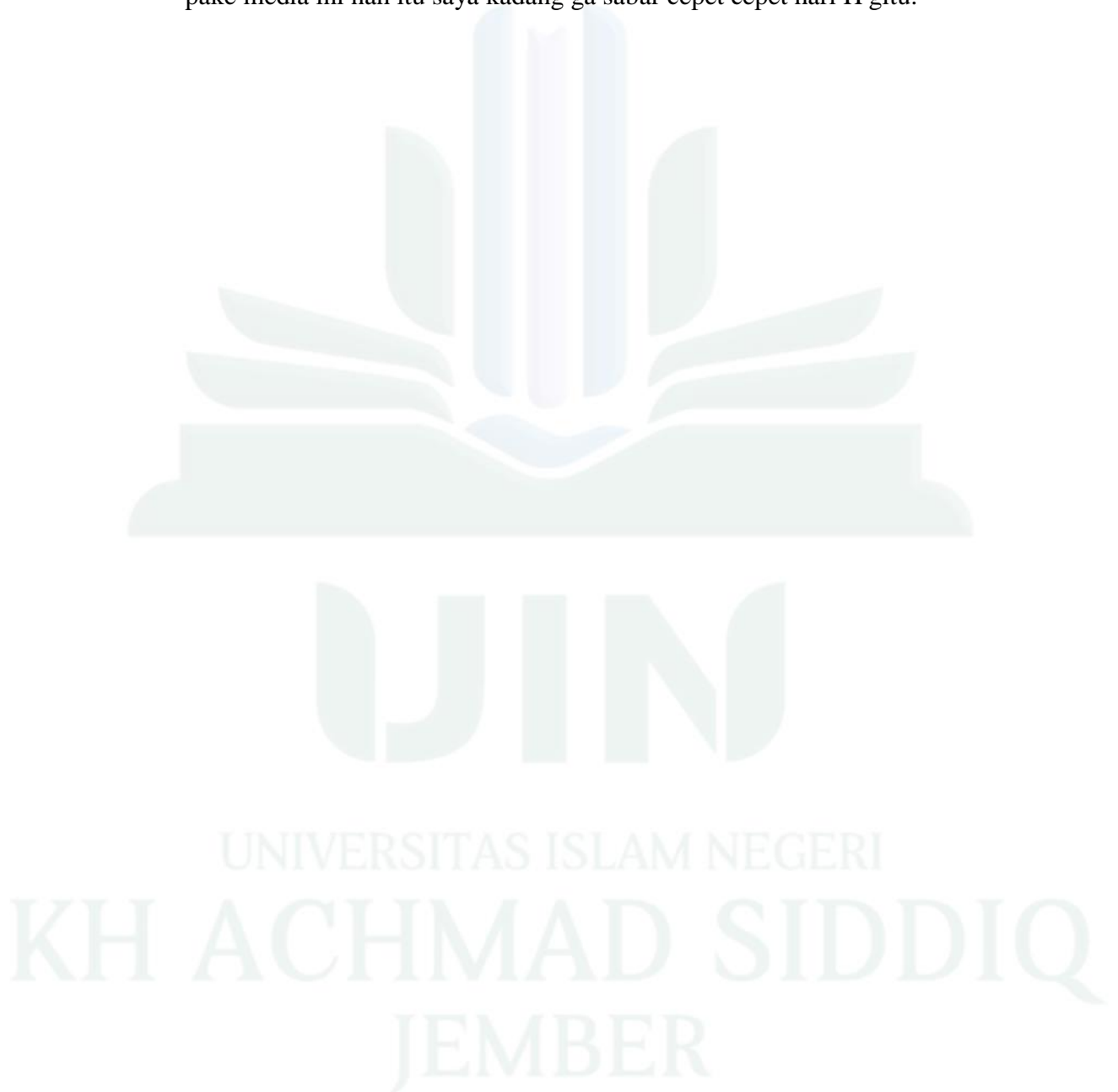
Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?
Menulis ya mbak? Not too bad
2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?
Mampu memahami materi dengan baik sih. Tapi saya lebih prefer ke speaking. Media untuk skill speaking bisa membantu dengan baik.
3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?
Menurut saya medianya sesuai, tapi strategi kadang monoton mbak.
4. Apakah sekolah mendukung proses belajar mengajar menulis narrative text dengan menyediakan fasilitas yang sesuai?
Mendukung sekali, saat kelas saya waktu itu bilang medianya kok rusak itu respon atau tindakannya cepet. Entah itu beli atau hanya diperbaiki. Intinya tidak mbulet.
5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narrative text menggunakan media?
Pernah kadang kalau menulis itu bingung ide mbak belum lagi tata bahasa harus baku BLA BLA BLA . Beda dengan speaking.
6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?
Ya efektif kalau mengoperasikan media.
7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narrative text menggunakan media?

Ga terlalu mbak. Kalau story telling saya aktif banget. Tapi media ya bisa lah membuat kelas ga bosen.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

Iya lumayan, semisal perbandingan ada guru bilang pekan depan kita akan pake media ini nah itu saya kadang ga sabar cepet cepet hari H gitu.



Field Note (Interview)

Interview : 16

Day/ Date : Thursday/ September, 15th 2022

Waktu : 10.30

Informan :

Tempat : in front of classroom

Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?
Menyenangkan karna lebih variatif medianya.
2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?
Iya lebih memahami apalagi kalau memang media itu dicampur dengan strategi yang bagus.
3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?
Aku gatau mbak kriteria sesuai itu yak apa. Cuman selagi itu bikin kita paham ya menurutku sesuai. Oh ya harus sesuai dengan skill yang difokusin juga se.
4. Apakah sekolah mendukung proses belajar mengajar menulis narrative text dengan menyediakan fasilitas yang sesuai?
Fasilitas ya mendukung mbak. Untungnya ada dua ruangan yang fasilitas untuk bahasa itu enak. Ada di ruangan perpustakaan yang lantai dua dan multimedia dekat pos jaga.
5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narrative text menggunakan media?
Pernah, karna kita sebenere tau gitu mau nulis apa cuman kadang beberapa kalimat bingung ngartikannya gimana.
6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?

Mampu menggunakan media dengan efektif? Iya mampu menurutku (sambil mengangguk keras)

7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narraative text menggunakan media?

Berperan aktif apalagi kalau pas media konsep e kaya kompetisi antar kelompok gitu.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

Kadang guru itu tidak ngasih tau ke murid kapan pake media. Jadi mendadak gitu. Semisal ngasih taune jauh-jauh hari kan kita bisa lebih termotivasi buat masuk.



Field Note (Interview)

Interview : 17

Day/ Date : Thursday/ September, 15th 2022

Waktu : 10.40

Informan :

Tempat : in front of classroom

Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?
Lebih senang benar, khususnya kalau medianya sosial media.
2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?
Kalau guru bahasa Inggris menerangkannya memang sudah enak. Kalau di tambahin pake media tambah makin paham.
3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?
Beberapa tidak sesuai. Kadang jadinya garing.
4. Apakah sekolah mendukung proses belajar mengajar menulis narrative text dengan menyediakan fasilitas yang sesuai?
Mendukung, di sekolah kan hape harus dikumpulkan terus dimasukkan ke dalam kotak dekat meja guru terus di kunci. Tapi kalau memang guru butuh hape buat media itu izin dan dibolehin. Itu mendukung yakan mbak?
5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narrative text menggunakan media?
Sulit pasti pernah. Kalau ga pernah kesulitan ya artinya udah jago banget.
6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?
Pernah waktu itu gurunya ada kendala nyambungin laptop ke smart tv nya. Ya seingetku waktu itu aja kendalanya.
7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narrative text menggunakan media?

Iya mesti aku aktif mbak. Makanya guru-guru hafal ke aku.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

Termotivasi itu kaya bergairah ya mbak. Tergantung kalau aku mbak. Moodnya lagi gimana.



Field Note (Interview)

Interview : 18

Day/ Date : Thursday/ September, 15th 2022

Waktu : 10.57

Informan :

Tempat : in front of classroom

Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?
Cukup menyenangkan.
2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?
Iya paham materinya mbak. Cuma praktek e kadang susah.
3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?
Alhamdulillah sesuai ya menurutku. Soalnya ya medianya macem-macem Bu guru bawanya.
4. Apakah sekolah mendukung proses belajar mengajar menulis narrative text dengan menyediakan fasilitas yang sesuai?
Lumayan mendukung. Tapi meski gitu Bu guru kadang bikin media manual sendiri. Media non elektronik.
5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narrative text menggunakan media?
Kesulitan poll mbak aku kalau bagian menulis gini.
6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?
Mampu mbak. Apalagi kalau medianya manual gitu. Soalnya bikin sendiri jadi ya mampu kalau menggunakan.
7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narrative text menggunakan media?

Kalau itu endak sih. Soalnya beberapa media kalau membosankan saya pernah bosen dan ngantuk.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

Termotivasi kalau udah liat Bu guru itu bawa media atau ngajak ke Lab bahasa.



Field Note (Interview)

Interview : 19

Day/ Date : Thursday/ September, 15th 2022

Waktu : 11.04

Informan :

Tempat : in front of classroom

Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?
Perbandingannya dengan yang ga pake media ya mbak. Jelas lebih menyenangkan.
2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?
Sulit mbak kalau menulis skillnya jadi perlu tanya beberapa kali ke gurunya. Meski guru udah pake media. Setidaknya media membantu biar lebih cepet paham.
3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?
Sesuai atau tidak sesuai itu menurut orang beda-beda mbak. Pernah di kelas nah temenku itu bilang kalau medianya ga sesuai. Tapi menurutku sesuai-sesuai aja. Tergantung penyampaian gurunya juga enak apa enggak.
4. Apakah sekolah mendukung proses belajar mengajar menulis narrative text dengan menyediakan fasilitas yang sesuai?
Syukurnya mendukung mbak. Tapi yang sering diikuti lomba kan skill speaking gitu jadi tetep kalah masih fasilitasnya.
5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narrative text menggunakan media?
Ini hampir sama kaya tadi jawabanku mbak, sulit pernah apalagi skill menulis ini paling susah daripada yang lain.
6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?

Mampu mengoperasikan sih.

7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narraative text menggunakan media?

Aku lebih berperan aktif kalau saat belajar menulis itu dihubungkan dengan editing. Nah waktu itu pernah jadinya aku aktif banget.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

Iya, Alhamdulillah termotivasi. Pengen dipuji juga hasil kerjanya.



Field Note (Interview)

Interview : 20

Day/ Date : Thursday/ September, 15th 2022

Waktu : 10.25

Informan :

Tempat : in front of classroom

Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?
Jujur, menyenangkan sih. Apalagi di pelajaran lain itu jarang pake. Kerasa perbedaanya.
2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?
Lebih paham meski kadang juga sering nanya masih mbak.
3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?
Sesuai dalam artian tidak membuat murid itu tambah bingung dan terbebani. Pernah pake media waktu itu mata pelajaran lain. Tambah pusing mbak. Kalau di bahasa Inggris narrative ini ya Alhamdulillah sesuai.
4. Apakah sekolah mendukung proses belajar mengajar menulis narrative text dengan menyediakan fasilitas yang sesuai?
Betul, semakin hari fasilitas atau media pembelajaran di sekolah semakin bagus. sekolah mendukung proses siswa belajar.
5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narrative text menggunakan media?
Sulit pernah mbak, karena media elektronik yang kita baru kenal. Maksudnya baru digunain.
6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?
Iya mampu.

7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narraative text menggunakan media?

Tidak mesti. Kalau pas jamnya itu masih pagi ya aktif.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

He'em, Termotivasi. Ada meski ghirrohnya ga terlalu tinggi mbak. Media pokok harus bikin antusias.



Field Note (Interview)

Interview : 21

Day/ Date : Thursday/ September, 15th 2022

Waktu : 11.47

Informan :

Tempat : in front of classroom

Detail :

1. Bagaimana proses belajar mengajar menulis narrative text menggunakan media oleh guru? Apakah lebih menyenangkan?

Kalau boleh milih antara pake media atau enggak aku lebih milih pake media. Bukan karna kaya semata-mata lebih menyenangkan. Cuman biar tidak hanya dengerin guru aja. Kalau pake media kan kita bisa lebih aktif ga pasif.

2. Apakah penggunaan media saat belajar mengajar menulis narrative text membuat kamu memahami materi dengan lebih baik?

Tentu mbak, lumayan karna komunikasi gak hanya satu arah, tapi dua.

3. Apakah media yang digunakan saat proses belajar mengajar menulis narrative text telah sesuai?

Sesuai, saya suka apalagi medianya kaya sesuai sama anak zaman now.

4. Apakah sekolah mendukung proses belajar mengajar menulis narrative text dengan menyediakan fasilitas yang sesuai?

Mendukung, kita boleh menggunakan media elektronik kalau untuk pembelajaran. Meski dibatasi waktu. Fasilitas sekolah juga sudah banyak ga perlu rebutan antar kelas.

5. Apa pernah mengalami kesulitan saat proses belajar mengajar menulis narrative text menggunakan media?

Tentu pernah banget, kadang cara pake medianya juga ga paham. Jadi pusing nulis dan pusing operasiin media (tertawa terbahak-bahak)

6. Apakah guru mampu mengoperasikan/ menggunakan media pembelajaran dengan efektif?

Mampu kok. Tidak gagap teknologi dan cukup kreatif juga.

7. Apakah kamu lebih berperan aktif saat proses belajar mengajar menulis narraative text menggunakan media?

Umm...iya aktif soalnya dituntut begitu kalau pake media. Malu juga kalau ga aktif mbak.

8. Apakah kamu lebih suka dan termotivasi belajar saat guru menggunakan media pembelajaran di kelas?

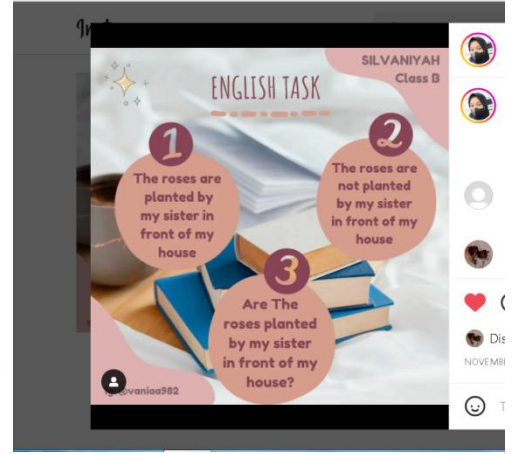
Iyap, motivasi meningkat signifikan sih.



Appendix 7

DOCUMENTATION





YOUR ASSIGNMENT

Read instructions carefully

- Please Open and Login on a website Canva.com
- Make a poster (Please look at the example on the second slide)
- Please make three sentences

CONJUNCTIVE ADVERBS

COMPARISON
Xiao Zhan is a chinese actor, likewise Wang Yibo

CONTRAST
My mother likes spicy foods; however, I don't like it.

ADDING INFO
Her laptop is broken; also, her phone is seized.

Syafira Putri Ayu A. / XI BIC 2
Kirman Instagram 1080 pks x 1080 pks

Karya knkn's harem
Pada 11 Okt 2022

Buka

Buat satinan

Bagikan desain ini

Brianna Likes Music

Salah Salah

PART OF NARRATIVE
True or false

Untitled1

Generic Structure Narrative
Open the box

We sing your song in our birthday

Soal 1
Quiz
Public ▶ 2

Which one is Nominal Sentence?

KIND OF SENTENCES AND NEI
Quiz
Public ▶ 12 ❤️ 1

Help

Appendix 8

Thesis Supervisor Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIAH DAN ILMU KEGURUAN

Jl. Mataram No. 1 Mangli, Telp. (0331) 487550 Fax (0331) 427005 Kode Pos 58136
Website <http://tik.iain-jember.ac.id> e-mail tarbiah.iainjember@gmail.com

Nomor : B-2721/In.20/3.a/PP.009/04/2022

Sifat : Biasa

Perihal : **Permohonan Bimbingan Skripsi**

Yth. Ninuk Indrayani, M.Pd

Fakultas Tarbiyah dan Ilmu Keguruan UIN KHAS Jember

Bahwa dalam rangka menyelesaikan program S1 pada Fakultas Tarbiyah dan Ilmu Keguruan mahasiswa dipersyaratkan untuk menyusun skripsi sebagai tugas akhir. Sehubungan dengan hal tersebut, dimohon kepada Saudara Ninuk Indriyani, M.Pd berkenan membimbing mahasiswa atas nama :

| | |
|---------------|--|
| NIM | : T20196192 |
| Nama | : INTAN SHELLY AMANDA |
| Semester | : ENAM |
| Program Studi | : TADRIS BAHASA INGGRIS |
| Judul Skripsi | : The Students' perception on the media used by teacher in teaching writing narrative text at Senior High School |

Demikian atas kesediaan dan kerjasamanya disampaikan terima kasih.

Jember, 04 April 2022

an. Dekan.

Wakil Dekan Bidang Akademik.



MASHUDI

Appendix 9

Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mengli Telp. (0331) 427104 Fax. (0331) 427005 Kode Pos: 68136
Website: <http://tik.uinkhas-jember.ac.id> Email: tarbivah@uinkhas-jember.ac.id

Nomor : B-5644/In.20/3.a/PP.009/11/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMAN 1 Arjasa
Jalan Sultan Agung 64 Arjasa Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196192
Nama : INTAN SHELLY AMANDA
Semester : Semester tujuh
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Students' Perception of The Media Used by Teacher in Teaching Writing Narrative Text at SMAN Arjasa" selama 9 (sembilan) hari di lingkungan lembaga wewenang Bapak/Ibu Widi Wasito, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 23 November 2022

Dr. Dekan,

Maklil Dekan Bidang Akademik,



MASHUDI

Appendix 10

Approval Letter and Research Schedule



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMAN ARJASA
Jl. Sultan Agung No.64, Krajan, Arjasa,
Jember, Kabupaten Jember, Jawa Timur
68191
Telepon: 0331-484651 Faks: 0331484651
Website: <http://www.smanarjasajember.sch.id/>



SURAT KETERANGAN No. 1388/SMAN ARJASA/K/10/22

Yang bertanda tangan di bawah ini Kepala SMAN Arjasa, menerangkan bahwa:

NAMA : INTAN SHELLY AMANDA
NIM : T20196192
FAKULTAS : Tarbiyah dan Ilmu Keguruan
JURUSAN : Tadris Bahasa Inggris
JUDUL PENELITIAN : "The Students' Perception of The Media Used by
Teacher in Teaching Writing Narrative Text at
SMAN ARJASA."

Yang bersangkutan telah melakukan penelitian di SMAN Arjasa pada tanggal 2
April 2022- 21September 2022.

Surat Keterangan ini dibuat agar digunakan sebagaimana mestinya .












Jember, 19 Oktober 2022

Kepala Sekolah

Adiwasito, S.Pd

NIP. 19690415 199703 1010

Research Schedule

| NO | Day, Date | Activity | Informan | TTD |
|-----------|---------------------|--|---|---|
| 1. | 2nd April 2022 | Preliminary Study | Kepala TU dan Waka Kurikulum |  |
| 2. | 14th September 2022 | Observation School Condition | Checking field |  |
| | | Observation Class Facilities | Checking class facilities |  |
| | | Observation of Teaching and Learning Procces | Checking procces of teaching and learning |  |
| 3. | Interview | Interview 1 | Interview several students of XI IPA 3 |  |
| | | Interview 2 | Interview several students of XI IPA 4 |  |
| | | Interview3 | Interview several students of XI IPA 1 |  |
| | | Interview 4 | Interview several students of XI IPA 2 |  |
| | | Interview 5 | Interview several students of XI IPS 2 |  |
| | | Interview 6 | Interview several students of XI IPS 3 |  |
| | | Interview 7 | Interview several students of XI IPS 1 |  |

Appendix 11 Declaration of Authorship

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Intan Shelly Amanda
SRN : T20196192
Program : English Education Department
Faculty : Tarbiyah and Teacher Training
University : UIN Kiai Haji Achmad Siddiq Jember

States that thesis entitled "THE STUDENTS' PERCEPTION OF THE MEDIA USED BY TEACHER IN TEACHING WRITING NARRATIVE TEXT AT SMAN ARJASA" is truly my original work from the result of conducting a research at grade XI at SMAN Arjasa, except some resources which are accepted from references mentioned.

Jember, December 19st 2022

Stated by

A handwritten signature in black ink is written over a 10,000 Indonesian Rupiah banknote. The banknote features the Garuda Pancasila emblem and the text 'REPUBLIK INDONESIA', '10000', and 'METERAI TRAFIK'. The signature is written in a cursive style.

Intan Shelly Amanda

NIM: T20196192

Appendix 12

CURRICULUM VITAE



PERSONAL DATA

Name : INTAN SHELLY AMANDA
Born place and time : Banyuwangi, 09 Maret 2001
Address : RT/RW 02/01 Curah Palung Kradenan Purwoharjo
Banyuwangi
Email : shellynda624@gmail.com
Phone Number : 085811639505
Field of Study : English Education Departement
Faculty : Tarbiyah and Teacher Training Faculty

EDUCATION BACKGROUND

SDNU Kradenan (2006-2013)
Mts Roudlotul Muta'allimin (2013-2016)
MA Roudlotul Muta'allimin (2016-2019)
UIN Kiai Haji Achmad Siddiq (KHAS) Jember (2019-sekarang)

PROFESIONAL EXPERIENCE

Pengajar Metode Qiroati di Taman Pendidikan Quran Nabatul Hasanah Kradenan
Purwoharjo Banyuwangi (2013-2021)

ORGANIZATIONAL EXPERIENCE

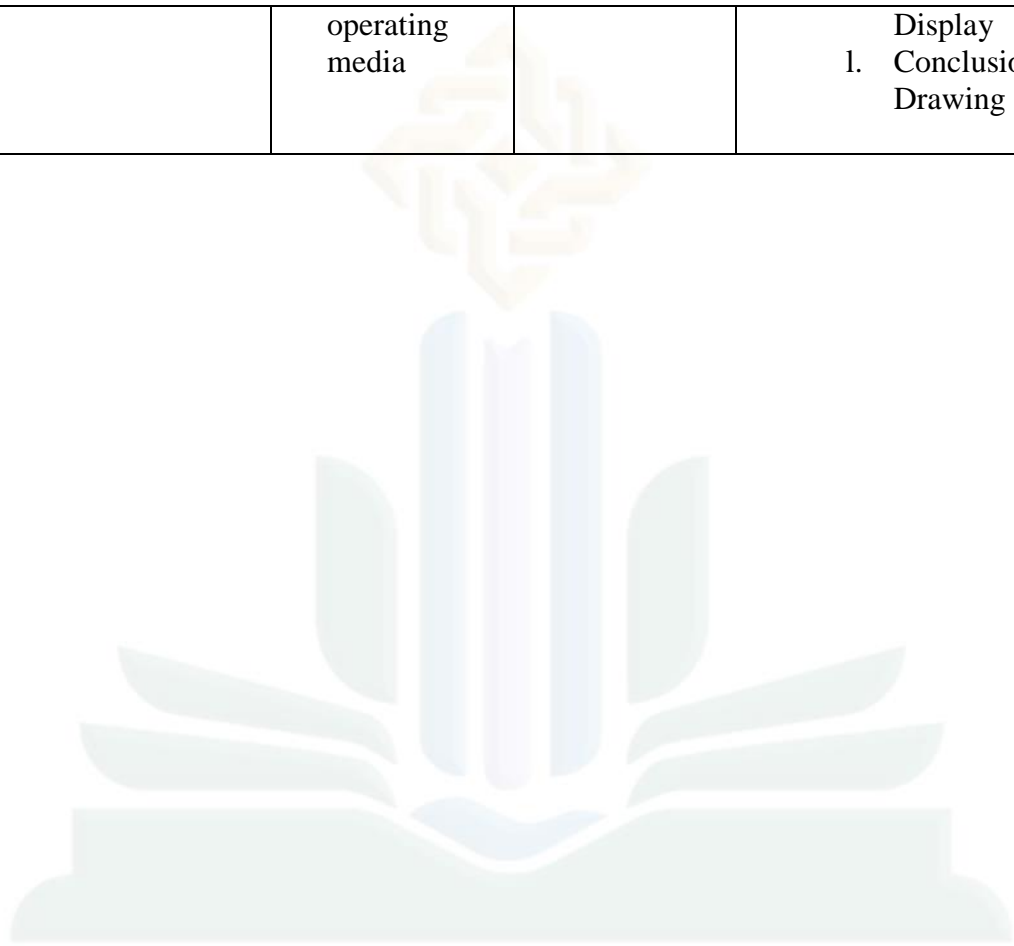
OSIS MTs dan MA (Departemen Pendidikan dan Agama)
Dewan Penggalang dan Ambalan
Ketua Umum Ekstrakurikuler Jurnalistik Laskar Pena
Koordinator Divisi Media dan Kepenulisan UKM UKPK
Sekretaris Umum PAC IPPNU Purwoharjo
Bendahara Umum Program Banyuwangi Cerdas

Appendix 13

MATRIX

| TITLE | VARIABLE | SUB VARIABLE | INDICATOR | SOURCE OF DATA | RESEARCH METHOD | RESEARCH I |
|--|---|--|---|---|--|---|
| The students' perception on the media used by teacher in teaching writing narrative text at senior high school | Teaching and Learning Proses of Writing Narrative Text Using Media | 3. Proses 4. Media | d. Teaching and Learning Proses e. School Facilities f. Students' Interests | Research Instrument 3. Observation Sheets 4. Interview Guidelines | d. Kind and Approaches c. Qualitative d. Descriptive e. Data Collection Method a. Observation b. Interview c. Documentati on f. Data analysis technique | c. How is proce teaching learning writing narrati using r d. How a student percep the me used by teacher teaching learning proce |
| | Students' perception of the media used by the teacher in teaching and learning proses | 3. Positive Perception 4. Negative Perception | e. Students' Understanding f. Students' Difficulties g. Compatibility of media h. Teachers' ability in operating media | | e. Data Collection f. Data Reduction g. Data Display h. Conclusion Drawing | |
| The students' perception on the media used by teacher in teaching writing narrative text at senior high school | Teaching and Learning Proses of Writing Narrative Text Using Media | 5. Proses 6. Media | g. Teaching and Learning Proses h. School Facilities i. Students' Interests | Research Instrument 5. Observation Sheets 6. Interview Guidelines | g. Kind and Approaches e. Qualitative f. Descriptive h. Data Collection Method a. Observation b. Interview c. Documentati on i. Data analysis technique | e. How is proce teaching learning writing narrati using r f. How a student percep the me used by teacher teaching learning proce |
| | Students' perception of the media used by the teacher in teaching and learning proses | 5. Positive Perception 6. Negative Perception | i. Students' Understanding j. Students' Difficulties k. Compatibility of media l. Teachers' ability in | | i. Data Collection j. Data Reduction k. Data | |

| | | | | | | |
|--|--|--|--------------------|--|-------------------------------------|--|
| | | | operating media | | Display 1. Conclusion Drawing | |
|--|--|--|--------------------|--|-------------------------------------|--|



UIN

UNIVERSITAS ISLAM NEGERI
**KH ACHMAD SIDDIQ
JEMBER**