EXPLORING THE STUDENTS' MISTAKES IN DESIGNING

MEDIA-BASED LESSON PLANS IN THE ELT MEDIA DESIGN SUBJECT

AT THE ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU

UIN SUSKA RIAU

BY

M GHUFRON GHIFFARI

11910410761

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

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Thesis
Submitted as partial fulfillment of the requirements
for Bachelor Degree of English Education
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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

1445 H / 2024 M

STATEMENT OF AUTHENTICITY

I hereby,

Name	: M Ghufron Ghiffari
Student Number	: 11910410761
Phone Number	: 081372314790
E-mail	: 11910410761@students.uin-suska.ac.id
Department	: English Education
Faculty	: Education and Teacher Training
University	: State Islamic University of Sultan Syarif Kasim Riau

Certify that this thesis entitled **"Exploring the Students' Mistakes in Designing Media-Based Lesson Plans in the ELT Media Design Subject at the English Education Department of UIN Suska Riau"** is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this thesis. Others' opinion finding include in this thesis are quoted in accordance with ethical standards.

Pekanbaru, 30th November, 2023

M Ghufron Ghiffari
SIN. 11910410761

SUPERVISOR APPROVAL

The thesis entitled *Exploring of the Students' Mistakes in Designing Media-Based Lesson Plans in the ELT Media Design Subject at the English Education Department of UIN Suska Riau* was written by M Ghufron Ghiffari, SIN. 11910410761. It had been accepted and approved to be examined on the final examination of an Undergraduate degree at Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau.

Pekanbaru, 19 Rabi'ul Akhir 1445 H
November 3rd, 2023 M

Approved by,

Head of Department of
English Education

Supervisor

Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 19810611 200801 2 017

Dr. Riza Amelia, S.S., M.Pd.
NIP. 19820415 200801 2 017

EXAMINER APPROVAL

The thesis entitled Exploring the Students' Mistakes in Designing Media-based Lesson Plans in the ELT Media Design Subject at the English Education Department of UIN Suska Riau was written by M Ghufron Ghiffari, SIN. 11910410761. It has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on 20 Jumadil Awal 1445 H / December 4th, 2023. It is submitted as one of the requirements for Bachelor Degree (S.Pd.) at Department of English Education.

Pekanbaru, 20 Jumadil Awal 1445 H
December 4th, 2023 M

Examination Committee

Examiner I

Dr. Nur Aisyah Zulkifli, M.Pd
NIP 19850619 200912 2 008

Examiner II

Muhammad Taufik Ihsan, S.Pd., S.Kom., M.Pd.
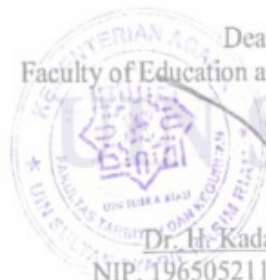NIK 130117005

Examiner III

Dr. H. Bukhori, S.Pd.I., M.Pd.
NIP 19790512 200710 1 001

Examiner IV

Nurdiana, M.Pd.
NIP 19810822 201411 2 003

Dean
Faculty of Education and Teacher Training

Dr. H. Kadar, M. Ag
NIP. 196505211994021001

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The Researcher

M Ghufron Ghiffari
SIN. 11910410761

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ABSTRACT

M Ghufron Ghiffari (2023) : **Exploring the Students' Mistakes in Designing Media-Based Lesson Plans in the ELT Media Design Subject at the English Education Department of UIN Suska Riau**

The aim of this research is to explore the students' mistakes in designing media-based lesson plans in the ELT Media Design subject. This research used a qualitative approach with a case study design. The study was conducted in August 2023 and involved the students who finished ELT Media Design subject at the English Education Department of State Islamic University of Sultan Syarif Kasim Riau as the research subjects. Three students were selected as research participants with the participant codes P1, P2, and P3, based on their characteristics. Data for the research were obtained through document review and interview. For document review, researcher collected drafts of media-based lesson plans created by the students and analyzed the contents. For interview, researcher did one-on-one interviews with open-ended questions that were structured semi-structurally and analyzed by using NVIVO software version 12 to identify codes and themes from the interview transcripts. The two data results obtained are combined as data triangulation. In conclusion, students encountered three mistakes while designing media-based lesson plans, such as formulating learning objectives, formulating learning methods, and formulating learning materials. Despite a six-credit allocation for the ELT Media Design subject, persistent mistakes remain. Further in-depth research is required to comprehensively address these problems.

UIN SUSKA RIAU

ABSTRAK

M Ghufron Ghiffari (2023) : **Eksplorasi Kesalahan pada Mahasiswa Ketika Merancang Rencana Pembelajaran Berbasis Media pada Mata Kuliah ELT Media Design di Program Studi Pendidikan Bahasa Inggris UIN Suska Riau**

Tujuan penelitian ini adalah untuk mengeksplor kesalahan mahasiswa dalam merancang rencana pembelajaran berbasis media pada mata kuliah ELT Media Design. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Penelitian dilakukan pada bulan Agustus 2023 dan melibatkan mahasiswa yang menyelesaikan mata kuliah ELT Media Design di jurusan Pendidikan Bahasa Inggris, Universitas Islam Negeri Sultan Syarif Kasim Riau sebagai subjek penelitian. Terdapat tiga orang mahasiswa sebagai partisipan penelitian dengan kode partisipan P1, P2, dan P3, berdasarkan karakteristiknya. Data untuk penelitian diperoleh melalui telaah dokumen dan wawancara. Untuk telaah dokumen, peneliti mengumpulkan rancangan RPP berbasis media yang dibuat oleh siswa dan menganalisis isinya. Untuk wawancara, peneliti melakukan wawancara satu lawan satu dengan pertanyaan terbuka yang terstruktur secara semi struktural dan dianalisis dengan menggunakan perangkat lunak NVIVO versi 12 untuk mengidentifikasi kode dan tema dari transkrip wawancara. Kedua hasil perolehan data digabungkan menjadi triangulasi data. Kesimpulannya, siswa menemui tiga kesalahan saat merancang RPP berbasis media, seperti merumuskan tujuan pembelajaran, merumuskan metode pembelajaran, dan merumuskan materi pembelajaran. Meskipun alokasi enam kredit untuk mata kuliah ELT Media Design, namun kesalahan tetap ada. Diperlukan penelitian mendalam lebih lanjut untuk mengatasi permasalahan tersebut secara komprehensif.

ملخص

محمد غفران غفاري، (2023): تحليل الأخطاء لدى الطلاب في تصميم خطط التعليم على أساس الوسيلة في مادة تصميم الوسائل لتدريس اللغة الإنجليزية في قسم تعليم اللغة الإنجليزية في جامعة السلطان الشريف قاسم الإسلامية الحكومية رياو

الهدف من هذا البحث هو تحليل الأخطاء التي يواجهها الطلاب في تصميم خطط التعليم على أساس الوسيلة في مادة تصميم الوسائل لتدريس اللغة الإنجليزية. طريقة البحث المستخدمة هي المنهج النوعي مع تصميم دراسة الحالة. تم إجراء البحث في أغسطس 2023 وشمل الطلاب المتخرجين في قسم تعليم اللغة الإنجليزية بكلية التربية والتعليم في جامعة السلطان الشريف قاسم الإسلامية الحكومية رياو كأفراد البحث. تم اختيار ثلاثة طلاب كمشاركين في البحث برموز ، بناءً على خصائصهم. تم جمع البيانات لهذا البحث من خلال مراجعة الوثائق والمقابلات. P3 وP2 وP1 المشاركين ولمراجعة الوثائق، قام الباحث بجمع خطط الدروس المستندة إلى الوسائط التي أنشأها الطلاب. بالنسبة للمقابلات، أجرى الباحث مقابلات فردية مع أسئلة مفتوحة شبه هيكلية. قام الباحث بتحليل جمع البيانات باستخدام برنامج NVIVO 12 لتحديد الرموز والمواضيع من نصوص المقابلة. قام الباحث أيضًا بتحليل محتوى الوثيقة. يتم دمج نتيجتي البيانات التي تم الحصول عليها بحيث يحدث تثليث البيانات. هناك ثلاثة أخطاء يواجهها الطلاب، وهي 1) الكتابة بدقة في كل مرحلة، 2) صياغة أهداف التعليم، و3) العثور على المواد التعليمية

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State Islamic University of Sultan Syarif Kasi

CHAPTER I

INTRODUCTION

A. Background of the Problem

There are various subjects at English Education Department which are useful for preparing professional and skilled English educators to face current development. One of the existing subjects that is related to the use of media in English language teaching.

Based on the data obtained by curriculum English Education Department at some universities in Indonesia. There are subjects similar to ELT Media Design that can be found in English Education study programs under different names. For example, at the Indonesian Education University (UPI) there is a subject "Teaching English in the New Media Age" with an allocation of two credits in the fifth semester. At the State Islamic University of Syarif Hidayatullah Jakarta, there is a "Media and Language Learning" subject which weighs four credits in the sixth semester. Furthermore, at Yogyakarta State University (UNY) has an "English Instructional Media and Technology" subject which requires six credits in the fifth semester.

Moving to the Sumatra area which is the area where this research is located. Based on curriculum of Padang State University (UNP) holds the subject "English Language Teaching Material and Media" which is given three credits in the fifth semester. At State Islamic University of Raden Intan

Lampung, there is a subject "Language Teaching Material and Media" with an allocation of two credits in the fifth semester. Close to the research location, at Riau University (UR), there is an "English Learning Media" subject with two credits in the third semester. In addition, at the Islamic University of Riau (UIR), there is a subject "English Language Learning Materials Development" with an allocation of two credits in the fifth semester. All these subjects focus on the use of media in teaching English with different approaches but aim to prepare students in the use of technology and media in teaching English.

In the research location, at the English Education Department of State Islamic University of Sultan Syarif Kasim Riau, there is a subject in curriculum named "ELT Media Design". It was added to the curriculum because it is useful for emphasizing the use of Information and Communications Technology (ICT) for students as future teachers to support the English Education Department's visions and missions.

ELT Media Design is a subject intended to develop pre-service teachers' understanding, awareness, and skills required to design a variety of media to support and enhance the quality of English language teaching and learning at junior and senior high school levels (Chan et al., 2011). Moreover, as mentioned by Mouton (2011), media can be applied in tandem as a complement in English language teaching process.

The subject of ELT Media Design is available for students in their sixth semester, with a total of six credits allocated to it. The subject is structured into several meetings, each session consisting of three credits and lasting 150 minutes. Students participated in two meetings for this subject per week. Across the semester, students attend a total of 32 meetings specifically focusing on ELT Media Design subject.

The learning outcomes of ELT Media Design subject is to develop pre-service teachers' understanding, awareness, and skills required to design a variety of media to be included planning the teaching and learning of English lessons at junior and senior high school levels. The subject exposes students to both theoretical and practical aspects (Chan et al., 2011). The subject begins with some discussions aimed at raising students' awareness and understanding of the basic principles for developing or designing media and media-based lesson plans The rest of the class will be concerned for understanding the potentials of a variety of media to support English language teaching and learning and for providing opportunities to students to practice developing or designing the media and the media-based lesson plans.

One of the materials taught in the ELT Media Design subject about how to design media-based lesson plan. As stated by Brinton (2001), media-based lesson plan is a framework for structuring media lessons which not intended to represent procedures in a complete way that must be followed lockstep

(Brinton, 2001). It is the written form in order to prepare the learning process by using media. Students who followed the ELT Media Design subject were taught by lecturer about how to create media-based lesson plans according to Brinton's framework.

In the process of designing lesson plan, some students should be aware with some elements by Brinton's framework, several elements in designing media-based lesson plan are topic, audience, learning objectives, media, skills, time allocation, also five stages of media-based lesson plan. Those five stages are the information and motivation, the input stage, the focus stage, the transfer stage, and the feedback stage. The subject material has consistently been included in the curriculum year by year.

However, the process of designing a media-based lesson plan did not always run smoothly. Thornbury (1999) argued that the lesson plan is a problematic area, particularly for student teachers transitioning to professional teachers. As stated by Permana (2010), there are five mistakes faced when designing lesson plan include formulating learning objectives, formulating learning methods, formulating learning materials, searching for learning resources, and formulating time allocation.

Based on the preliminary research in the field, some students still have mistakes when designing media-based lesson plan which classified as good criteria. This was proven by students often receiving revisions from lecturer

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because there were still mistakes in their work. Therefore, elements to design a good media-based lesson plan were not fully achieved.

Based on previous studies by Rolanda (2019), Adnin (2021), and Wati (2018), they have analyzed the problems faced by university students when designing lesson plans. These studies primarily focused on micro-teaching or internship practice within a curriculum-based context. It could be concluded, in this research has a different focus of the problem with the other previous studies. From the previous studies above, it can be seen the position of the research studied by the author. The topic is still relevant to discuss and not out of date because there are no researcher who discuss in depth about media-based lesson plan in the ELT Media Design subject at English Education Department of State Islamic University of Sultan Syarif Kasim Riau. As a research gap, the researcher observed a recommendation from previous studies to conduct research that explores the relationship between lesson plans and specific aspects, aiming for a more in-depth discussion.

Based on the background of the problem above, this research is needed to be conducted because in research location, students still learn about how to design media-based lesson plan by Brinton's framework when they learned the ELT Media Design subject. This study was focused to find out what students' mistakes in designing their media-based lesson plan in the ELT Media Design subject because no previous researcher has examined these issues at the selected

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location. Whereas, the material has consistently been included in the curriculum for students in the sixth semester year by year. For this reason, it is necessary to explore what students' mistakes that occur as evaluation or reflection.

B. Identification of the Problem

In the English Education Department, the ELT Media Design subject is taught for prospective teachers preparing for media-based learning. In the ELT Media Design subject, one of the materials taught is media-based lesson plans, which lecturer assigned tasks for the students to design it. Some students are not fully understanding the framework of a media-based lesson. Therefore, the results of the media-based lesson plan drafts made by some students were often revised by lecturers due to some mistakes.

C. Limitation of the Problem

The researcher limited the problem into specific to focus on exploring the students' mistakes in designing media-based lesson plans based on Brinton's framework in the ELT Media Design subject at the English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

D. Formulation of the Problem

Based on problems above, the researcher stated the research questions as "How are the students' mistakes in designing media-based lesson plan in the ELT Media Design subject at the English Education Department of the State Islamic University of Sultan Syarif Kasim Riau?"

E. Objective of the Research

The researcher objective is to explore students' mistakes in designing media-based lesson plan in the ELT Media Design at the English Education Department of the State Islamic University of Sultan Syarif Kasim Riau.

F. Significances of the Research

Theoretically, the media-based lesson plan is useful as unified perspectives and aids future educators in structuring media lessons more effectively. Consequently, achieving learning objectives and outcomes is enhanced through well-structured media-based activities. Additionally, this research encourages knowledge to use of media in the classroom and being more aware to avoid mistakes when designing media-based lesson plans.

Practically, the ability to design media-based lesson plans helps students as future teachers to create interactive, interesting and relevant learning experiences for students using media. This can increase teaching effectiveness and enrich the teaching and learning process. Then, this research can be reflection and evaluation for mistakes in designing media-based lesson plan.

G. Definition of the Terms

1. ELT Media Design

ELT Media Design is a subject intended to develop pre-service teachers' understanding, awareness, and skills required to design a variety of media to support and enhance the quality of English language teaching

and learning at junior and senior high school levels (Chan et al., 2011). In this research, ELT Media Design subject is one of the subjects offered at the English Education Department of State Islamic University of Sultan Syarif Kasim Riau, specifically taught in the sixth semester with six credits, focusing on utilizing media in English language teaching and including the study of media-based lesson plans.

2. **Media-based Lesson Plan**

A media-based lesson plan is a framework for structuring media lessons without intended to represent procedures in a complete way that must be followed lockstep (Brinton, 2001). In this research, the media-based lesson plan designed by students, encompasses topics, audience, learning objectives, media, skills, time allocation, and the five stages. These components were instructed by the lecturer at English Education Department of State Islamic University of Sultan Syarif Kasim Riau by using Brinton's framework.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. ELT Media Design

ELT Media Design is a subject intended to develop pre-service teachers' understanding, awareness, and skills required to design a variety of media to support and enhance the quality of English language teaching and learning at junior and senior high school levels (Chan et al., 2011). In the ELT Media Design subject, students learn step by step how to design a lesson plan with media.

In some universities across Indonesia, there are subjects in English education depeartment which have similar purpose with ELT Media Design. However, the name for these subject often differs within each curriculum from different universities.

By reviewing the curriculum of Indonesian Education University (UPI), there is a subject that is similar to ELT Media Design, namely "Teaching English in the New Media Age" with an allocation of two credits in the fifth semester. This subject aims to teach English language teaching strategies in the new media era. The focus is on how to utilize technological developments and new media in the English language teaching process.

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Students will learn how to use various social media, technology and the latest learning tools to support the English language learning process. This subject provides insight into how to integrate technology into English language learning so that students can become adaptive and innovative teachers in today's digital era.

At the State Islamic University of Syarif Hidayatullah Jakarta, there is a "Media and Language Learning" subject which has a weight of four credits in the sixth semester. This subject discusses the use of media in the language learning process. The focus is to understand the role and use of various media in supporting language learning, as well as the application of technology in the context of language teaching and learning. This subject helps students understand how to use various tools and media to improve the language teaching and learning process.

Move to Yogyakarta State University (UNY), there is a subject "English Instructional Media and Technology" which has a weight of six credits in the fifth semester. This subject focuses on the application of media and technology in teaching English. The content includes the use of various learning media and technology to support the English language teaching process. Students learn how to prepare and use technological devices, applications and learning media in the context of teaching English to achieve effective learning goals.

Based on curriculum of Padang State University (UNP), there is a subject called "English Language Teaching Material and Media" which gives three credits in the fifth semester. This subject focuses on developing learning materials and using media in the context of teaching English. Students will learn strategies for developing teaching materials and various types of media that can be used in learning English. This subject aims to equip students with the ability to design effective learning materials and use various media to improve the quality of English learning.

In the curriculum of State Islamic University of Raden Intan Lampung, there is a subject titled "Language Teaching Material and Media" available with an allocation of two credits in the fifth semester. This subject concentrates on the development of teaching materials and the utilization of various media in language instruction. Students explore strategies for creating effective teaching materials and employing diverse media to enhance language learning experiences.

Within the scope of the research location, Riau Province, at the Riau University (UNRI), there exists a subject similar to ELT Media Design, named differently in the curriculum as "English Learning Media" with two credits in the third semester. This subject delivered materials about the functions, criteria, and types of instructional media, including the principles governing the selection of teaching media.

Besides that, at the Islamic University of Riau (UIR), there is a subject in their English Education Department named "English Language Learning Materials Development" with two credits in the fifth semester. That subject focus on creating effective and relevant resources to support the English learning process. Students typically study curriculum design concepts, teaching strategies, and principles for selecting, designing, and evaluating learning materials tailored to students' needs.

In the research location, at the State Islamic University of Sultan Syarif Kasim Riau, "ELT Media Design" is included as one of the subjects in the English Education Department's curriculum, available in the sixth semester. This particular subject carries six credits, organized into multiple meetings, each accounting for three credits and spanning 150 minutes per session. Students engage in two meetings dedicated specifically to this subject on a weekly basis. Throughout the semester, students attend a total of 32 meetings focused on ELT Media Design.

There are several basic steps to implement instructional design process to develop media as stated by Carr-Chellman (2016). The first step is to write instructional objectives that will become the foundation of the development process. Next, formulate specific and measurable learning objectives that are in accordance with the established instructional objectives. The next process involves writing assessment elements or

questions that are in line with the previously formulated learning objectives. Analysis of learner characteristics or required is also an important step in adapting material to student needs. Next, selecting relevant materials or texts to support learning is the next stage, followed by selecting and designing learning activities. The next stage involves selecting and developing appropriate media or technology according to learning needs. After that, the plan implementation stage is carried out by following the plan that has been prepared. Finally, evaluation and revision of instruction is carried out to assess its effectiveness and make necessary improvements in the learning process.

In learning how to design media lessons, Mahnun (2012) mentioned that students also do the practice of compiling media and content to help transfer knowledge effectively between teachers and students. The material in this subject focuses on how students design the learning media used.

In order to achieve a good quality of teaching and learning process, as cited by Danim (1995), students as future teachers get comprehension how to conduct lessons will get benefits that support the creation of a quality teaching and learning process. First, students will improve the quality of their education by increasing the speed and level of learning. Second, they can provide educational possibilities that are more individual in nature, accommodating the unique needs of each student. Third, it also provides a

stronger scientific foundation in the teaching process, ensuring a more structured and measured approach. Fourth, in teaching practice, students' ability to apply theory consistently will be well formed. Fifth, students will increase their understanding of closeness in the learning process, enabling them to accommodate closer relationships between teachers and students. Lastly, students will be able to provide broader knowledge in presenting learning material, providing a more holistic perspective in the education they provide in the future.

The Use of Media in Language Teaching

The media has a significant role in language teaching in order to make learning effective and enjoyable. Hence, the teacher must be able to design learning that is fun as well as educating students. In the correct learning process, not only teachers are active but also students are required to be energetive and creative. Active learning is fast paced, fun, supportive and personally engaging. DePorter et al. (2000) stated that students must proactively show their participation in class. For this reason, media-based learning designs have a very significant role in realizing positive things in the learning process.

It turns out, the use of media is not just arbitrary use, but it must have procedures (Jensen, 2001). Therefore, this subject teaches students how to design a media-based lesson which plans learning stages that focus on the

media used. That is what makes learning objectives achieved, students' activity run well, and media used right on target (Chan et al., 2011)

Students should enjoy learning a second language. It means that the teacher's role in motivating students' interest and planning students' activity in the English teaching-learning process, as well as the relationship connection between teacher and students, is critical said Richard & Rodgers (1986), media relieve us to motivate students by providing a real-life thing into the classroom. Piasecka et al. (2015) also mentioned that they also contribute a tightness of information and richness of cultural input because they help students to process information from excessive explanations by teachers.

There are many classifications of media, the more general one classify media as classified by Brinton (2001), such as nontechnical media and technical media. Nontechnical media presents obvious benefits in settings where electricity is unreliable, technical resources are scarce, or funding is limited. Other benefits included in this category are their low cost, their availability, their accessibility, also their user-friendliness.

On the contrary with nontechnical media, these forms of media are costlier and less user-friendly. Technical media can bring the outside world in all its complexities into the classroom. Hence, students surrounded with technology in their daily lives, they will increase their language skills.

Other than that, she also distinguishes the classification of media as the media constitute software (digestible media items) or hardware (equipment), in case commercially produced or teacher produced, and whether the authentic media or not. The classification of the media can be adjusted to the teacher's creativity in designing media-based lessons.

The use of media is not arbitrary use only. However the use of media in language learning needs to be considered the purposes for which those media are being used. For example, the use of audio or videotaping for student oral products because the objectives of learning to provide practice about interaction in speaking. It has been stated numerous times that teaching is a dynamic process. Teachers have confirmed that the prescribed text books alone cannot guarantee the required language learning. Teachers also believe that students should be exposed to the outside world and encouraged to be creative through media exposure (Rao, 2014).

In the context of the use of learning media, Siswandi (2019) argued that the teacher must be one of the keys in initiating or designing the class to run conducive and exciting. The teacher must unite various media forces with various activities that are relevant to the learning objectives. No matter how sophisticated media use for example Information and Communication Technologies (ICT) is, if it is not used creatively, it will produce less contribution to learning outcomes.

It is clear from the explanation above that the media has something to do with the method and technique in the teaching and learning process. In general, the media refers to all the tools or aids that a teacher or student can employ to accomplish specific learning goals. There are many types of media that can be used by the teacher in the English teaching learning process, but the teacher must be selective when selecting the media used.

2. **ELT Media Design as a Subject in English Education Department**

There are some subjects contained in the curriculum of English Education Department. There are at least 150 credits that must be completed by students to graduate in this department. In the curriculum created by English Education Department, there are subjects regarding English language skills, education, and English teaching skills. This curriculum have been existed for emphasizing the use of Information and Communications Technology (ICT) to support the vision and mission of the study program.

ELT Media Design is one of subjects in the curriculum of English Education Department which can be followed in the sixth semester. This subject has six credits with each meeting divided into three credits with time allocation of 150 minutes per meeting. Every week there are two meetings specifically for this subject. During one semester, there are a total of 32 meetings for ELT Media Design subject.

ELT Media Design is a subject intended to develop pre-service teachers' understanding, awareness, and skills required to design a variety of media to enhance the quality of English language teaching and learning at junior and senior high school levels (Chan et al., 2011). The subject exposed students both theoretical and practical aspects of designing media and media-based lesson plans. In this subject, the material taughts about the role of media in learning, how to create a framework of media-based lesson plan and use media related to English skills (Piasecka et al., 2015).

The subject will start with discussions aimed at raising awareness and understanding of the basic principles for developing and designing media, as well as media-based lesson plans. The rest of the class will be dedicated to understanding the potentials of various media to support English language teaching and learning, providing opportunities for practicing the development and design of media and media-based lesson plans.

This subject runs with various learning methods such as lecturing, contextual learning, discussions, presentations, short interactive lectures, assignments, and examinations. The lecturer also made Google Classroom as an online platform to send online book as references, teaching materials, assignments and discussions. In the subject of ELT Media Design, various topics are covered in each session. These topics include an introduction to ELT Media Design, frameworks for structuring media-based lesson plans,

the role of media in foreign language teaching and learning, pertinent theories supporting media in ELT, utilizing media for various English language skills, integrating social media and technology into learning, and other related topics. One of the topics studied about how to design media-based lesson plan by Brinton's guideline.

The learning outcome of ELT Media Design subject is to develop pre-service teachers' understanding, awareness, and skills required to design a variety of media to be included planning the teaching and learning of English lessons at junior and senior high school levels. The learning outcome for this subject is to understand the potentials of a variety media to support English language teaching and learning and for providing opportunities to students to practice developing or designing the media and the media-based lesson plans. Indicators of success during each session involves students are able to share their previous experience as English language learners in light of their new understanding of ELT Media Design. In addition, students are able to work individually and group to produce draft of a plan to create a media-based lesson plan.

Therefore, ELT Media Design is still retained to be included in the curriculum of the English Education Department at the State Islamic University of Sultan Syarif Kasim Riau because of its crucial role in preparing students as future teachers.

3. Media-based Lesson Plan

Writing a lesson plan is necessary for student-teachers for their preparation for the subsequent teaching and learning process in the real class (Brown, 2001). For student-teachers who have never taught before, it is very often advantageous to first write a script or scenario of the lesson plan. Furthermore, lesson plan about media, as stated by Spratt, Pulverness, and Williams (2005), is a series of subject plans that serve as a teacher's guide for choosing the media to teach.

In the field of the research, lecturer taught students to design media-based lesson plan according to Brinton's style. As stated by Brinton (2001), media-based lesson plan is a framework for structuring media lessons without intended to represent procedures in a complete way that must be followed lockstep. Therefore, students need to be aware of framework outline options available. Reflecting on several explanations of definitions from experts above, so that the researcher concludes a red thread for a definition. As a result, media-based lessons is a framework for organizing media lessons without having to accurately represent steps that must be taken in sequence. The media-based lesson plan by Brinton's framework consists of topics, audience, learning objectives, media, skills, time allocation, and the five stages. These five stages of media-based lesson plan are Information and Motivation Stage, Input Stage, Focus Stage, Transfer Stage, and Feedback Stage.

In the process of selecting and integrating learning media, there are several important factors highlighted by Brinton (2001) that need to be considered. First of all, the diversity of skills or concepts to be conveyed is important. In addition, the preferences of the students, which include factors such as age, interests, experience, and learning style, play a very important role. Equally important are the preferences of the teacher, including familiarity with equipment, technological capabilities, and suitability of teaching style to the media used. Availability of software and hardware is also another important factor, along with the physical condition of the classroom. By considering all these things, a comprehensive framework for the selection and integration of effective learning media in educational settings is formed (Chan et al., 2011)

Framework for Structuring Media-based Lesson Plan

Framework of media-based lesson plan was intended to put the application of media to language teaching into a unified perspective also to assist in structuring and designing media-based lesson. In the English Education Department at State Islamic University of Sultan Syarif Kasim Riau, the lecturer of the ELT Media Design subject standardize this framework by Brinton to be taught to students.

The framework for media-based lessons aims to briefly present the application of media in language teaching and assist in the structure and

design of media-based lessons. The components contained in a media-based lesson plan by Brinton (2001) include several important aspects.

First, there is a learning topic which is the subject or material that will be taught or studied. It is important that these topics are clear and relevant to the desired learning objectives. Second, the audience or group of learners who will receive the lesson has an important role. Understanding the characteristics and needs of the audience, such as their level of knowledge, interests, age and learning style, is very influential in delivering learning material.

Next, setting learning goals is a crucial aspect. These goals are the expected results of the learning process and should be specific, measurable, achievable, relevant, and time-limited. These objectives help design media content and measure learning success. Apart from that, choosing the right media to convey learning material has an important role. Media can be video, text, images, presentations, simulations, or other interactive tools that must be selected according to the topic, audience, and learning objectives.

Besides that, there are skills that will be taught to students through learning materials. These skills should be relevant to the topic and learning objectives, and the media chosen should support the development of these skills. Finally, careful time allocation is also an important part. Planning

the total lesson duration, scheduling, and allocating time for each learning section is key to providing a structured and comprehensive learning experience. This contributes to optimal understanding and retention for learners.

In designing media-based lesson plans, Brinton divides them into five stages which make media-based lesson plans different from ordinary lesson plans. Therefore, the five stages are as follows. First, the Information and Motivation stage. At this stage, the teacher provides motivation to students to start the lesson by providing involvement and information to them.

Second, the Input stage. In this second stage, the teacher ensures understanding of the material or topic being explained. The teacher delivers the material and the students process it to gain exposure and understanding. Third, Focus stage. In this focus stage, students will practice and carry out assignments. Additionally, this stage provides guided opportunities for students until they feel comfortable and confident with the material being studied.

Fourth, Transfer stage. This stage provides students with the opportunity to provide personal comments or share experiences related to the given context. At this stage, the teacher gives students the freedom to practice cognitively independently regarding students' knowledge or skills.

Fifth, the Feedback stage. At this stage, feedback is used to guide the assessment of student performance in relation to learning objectives or outcomes. This stage is very important to determine the improvements obtained by students.

Format and Sample of Media-based Lesson Plan

a. Format of Media-based Lesson Plan

The format of lesson plan which used by students and lecturer in the ELT Media Design subject realized in the following format below:

Figure 2.1 Format of Media-based Lesson Plan
As cited from Brinton (2001)

Topic _____	
Audience	: _____
Learning Objectives	: _____
Media	: _____
Skills	: _____
Time Allocation	: _____
Procedures	
I. Information and Motivation Stage II. Input Stage III. Focus Stage IV. Transfer Stage V. Feedback Stage	

b. Sample of Media-based Lesson Plan

The following sample of a media-based lesson plan. It based on

Brinton's book which can be applied in making decisions about media

use for language teaching purposes.

Figure 2.2 A Framework for Structuring Media Lesson Plan
As cited from Brinton (2001)
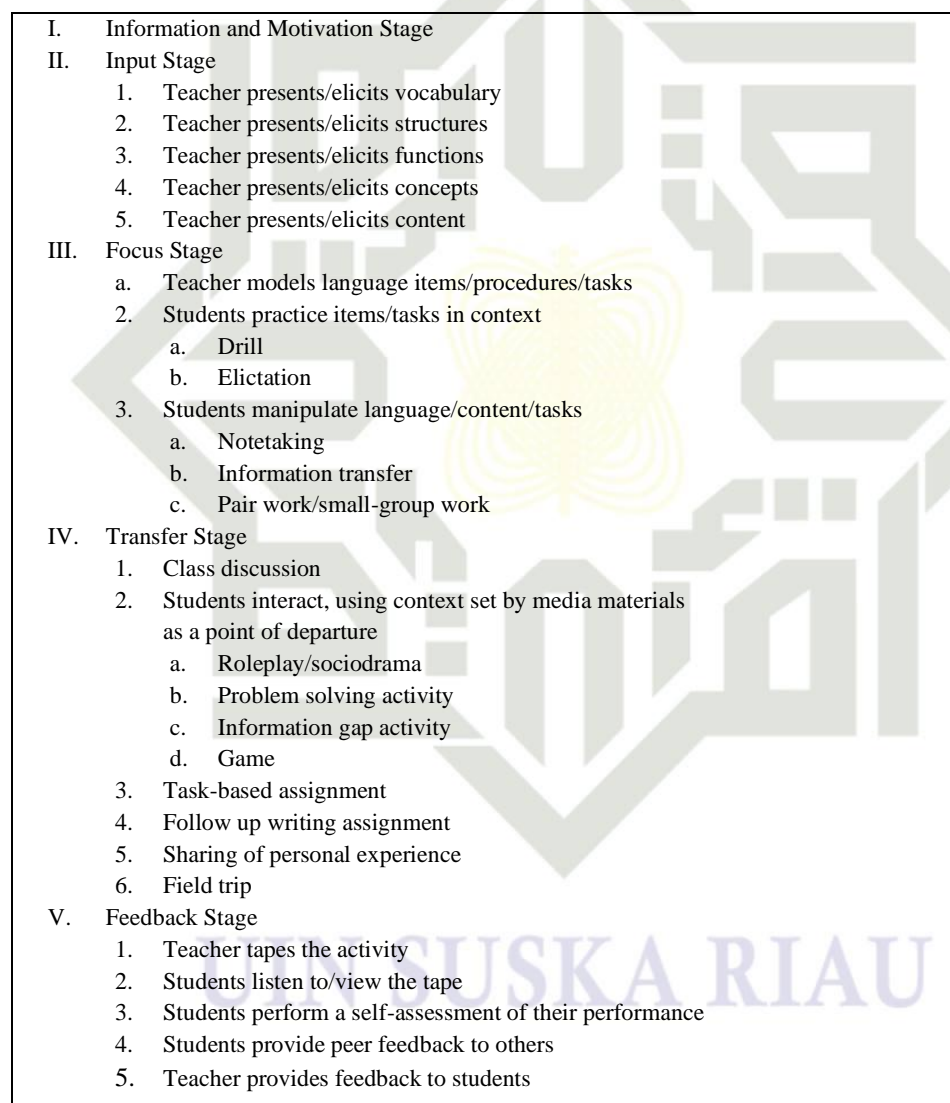
I.   Information and Motivation Stage
II.   Input Stage
1.   Teacher presents/elicits vocabulary
2.   Teacher presents/elicits structures
3.   Teacher presents/elicits functions
4.   Teacher presents/elicits concepts
5.   Teacher presents/elicits content
III.   Focus Stage
a.   Teacher models language items/procedures/tasks
2.   Students practice items/tasks in context
a.   Drill
b.   Elictation
3.   Students manipulate language/content/tasks
a.   Notetaking
b.   Information transfer
c.   Pair work/small-group work
IV.   Transfer Stage
1.   Class discussion
2.   Students interact, using context set by media materials as a point of departure
a.   Roleplay/sociodrama
b.   Problem solving activity
c.   Information gap activity
d.   Game
3.   Task-based assignment
4.   Follow up writing assignment
5.   Sharing of personal experience
6.   Field trip
V.   Feedback Stage
1.   Teacher tapes the activity
2.   Students listen to/view the tape
3.   Students perform a self-assessment of their performance
4.   Students provide peer feedback to others
5.   Teacher provides feedback to students

Figure 2.3 Sample of Media-based Lesson Plan
As cited from Brinton (2001)

Radio Psychiatrist **(phone-in broadcast taped off-air)**		
Audience	:	High-intermediate to advanced international students enrolled in an intensive language institute or other visa program; advanced EFL students in the secondary or postsecondary context
Teaching Objectives	:	To expose students to authentic English; to help them gain insights into issues which concern Americans; to provide them with a forum for problem solving activities.
Media	:	Advice column (Dear Abby, Ann Landers) on topic of audiotape (mounted on index cards): pre-prepared audiotape of phone-in radio psychiatrist show (possibly slightly edited)
Skills	:	Reading, listening, and speaking.
Time Allocation	:	2-3 class periods (1 hour each).

Procedures

1. Teacher introduces the lesson by asking students how people who are experiencing personal problems can get advice [1.4]. What forums are available (e.g. advice columns, counselors, psychologists/psychiatrists)? Students are asked to name specific situations in which people might seek the advice of a psychiatrist.

2. The first half of the advice column is distributed to students, and topical vocabulary is discussed [II. 1.].

3. In groups, students discuss the problem [III.3.c.] and write their "answer" to the person requesting advice [IV.4.]. They then share this with the class and compare it with the actual answer written by the advice columnist [IV.I.].

4. In the subsequent class period, the teacher introduces the topic of radio talkshows and asks students what kinds of talk shows they are familiar with [1.4.].

5. After a brief introduction to the topic of the taped phone-in call, students listen to the first half of the call-i.e., the caller's explanation of the problem. As necessary, difficult vocabulary is discussed [II. 1.]. Depending on class level, the students may listen to this segment of tape more than once and may also work on answering prepared questions in groups [III.3.c.].

6. As in step 3 above, students are then asked to formulate their own answer to the predicament and to predict the answer that the expert will give [IV.2.b.].

> 7. Students listen to the expert's advice (again, more than once if necessary) and subsequently discuss whether they feel this advice will be of assistance to the caller. They compare their own advice with that of the expert [IV.I.].
>
> 8. Optionally, on a third day, students can participate in a problem solving [IV.2.b.] or role-play [IV.2. 1.] activity, with situations prepared by the teacher. For each role play, one student plays the role of the advice seeker, and one or more students can play the role of the advice giver.

Advantages of Media-based Lesson Plan

The use of media-based lesson plan brings benefits for preparing the teaching process. Brinton (2001) mentioned a media-based lesson plan that involves students more integrally in the learning process and facilitates language learning by making it a more authentic and meaningful process. Furthermore, Willis & Thomas (2006) said the more advantages of a lesson plan using media is to provide a framework for instruction, so it guides the implementation of standards-based education. Jensen (2001) pointed out the advantages in designing lesson plans with media are giving the opportunities to the teacher in deciding the lesson objectives, arranging the types of activity that will meet these objectives, appropriate with audience, developing media used in each stage, and setting the time allocation.

In order to achieve learning goals, media have important role. As stated by Tanggoro (2015), by using media in lesson plans or language teaching will increase student motivation also prevents boredom of students in following the process. Also the process runs more

systematically by making it easier for students to understand the teacher's instructions. Then, it will strengthen students' understanding of the context expected lesson.

Assessment of Media-based Lesson Plan

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. In agreement with Brown (2001), the role of assessment is to measure learners' proficiency and to measure the extent to which they have achieved the goals of a particular program of learning. In addition, assessment on media-based lesson can be included in the stages of learning activities (Willis & Thomas, 2006). When students are learning the process, the assessment can be like comprehension questions, short presentations, drills, short quizzes, written assignments, and group activities. Whereas in the overall lesson, assessment activities can be carried out by leaving time at the end for feedback also putting space to take notes on the lesson plan. In essence, assessment refers to learning objectives and stages with the media used (Piasecka, 2015).

Mistakes in Media-based Lesson Plan

As human beings, nothing is perfect. It is the same with designing media-based lesson plan. These mistakes will be examined at the research location whether participants of the research experience them or not.

According to Permana (2010), there are some mistakes in designing media-based lesson plans that can be identified. First, in formulating learning objectives to identify the expected outcomes of the lesson. Next, formulating learning methods to achieve the formulated learning objectives. Apart from that, mistakes also occur in formulating learning materials that are relevant and appropriate for the lesson. Furthermore, searching for learning resources such as books, online materials, or teaching aids becomes a challenge in supporting the teaching process. Finally, the problem of formulating time allocation for each lesson component, including introduction, main learning, and assessment, is also one of the mistakes that can occur in planning media-based lesson plans.

B. Relevant Research

There are numerous previous researches that have already investigated which relevant with this topic. First, Yuliana Rolanda (2019) completed a thesis titled "An Analysis of Students' Problems in Designing Lesson Plans During Micro Teaching Class" in UIN Ar-Raniry Aceh. This thesis used a descriptive approach in a qualitative research design. The researcher discovered that some students still encountered a variety of challenges when creating lesson plans for microteaching classes. The study's objectives were to examine the difficulties that students faced when developing lesson plans for the microteaching class and to find out what the students thought of the lesson plans. Interviews and the

analysis of documents were used to gather the data. The findings demonstrated a teaching guideline, a teaching planning, and a crucial component of teaching, and that students' challenges in developing the lesson plan were in formulating indicators/objectives, analyzing basic competence to the indicator, and selecting the evaluation/assessment.

The first relevant research above had similarities with the writer's research which discussed mistakes in designing lesson plans. Other than that, both of this thesis and the writer's research used qualitative method. However, there were differences because this study focused on problems in designing lesson plan based during micro teaching class. While the writer's research focused on students' mistakes in designing media-based lessons especially in ELT Media Design subject.

The second research entitled "Students Teachers Challenges in Designing Critical Literacy Lesson Plan at UIN Sunan Ampel Surabaya" by Nur Jannah Adnin (2021). The qualitative method was used in this thesis to identify the student-teachers' challenges and abilities in designing critical literacy lesson plans. To investigate the problem, this study used content analysis, interviews, and questionnaires. According to the findings, the majority of student-teachers encountered when designing a lesson plan for critical literacy were defining objectives, selecting materials, selecting an assessment, selecting an activity, and providing instructions.

The second relevant research above had similarities with the writer's research which used qualitative approach and discussed about lesson plans. However, there were differences because this study focused on challenges in designing critical literacy lesson plans. In addition, the differences could be seen from the source of collecting data. While the writer's research focused on students' mistakes in designing media-based lesson plan in the ELT Media Design subject. In addition, this thesis investigated student-teachers while the writer's research investigated English education students.

Another study conducted by Wati in 2018, titled "The Problem Faced by Practice Teachers of English Department in Writing Lesson Plan" This research aimed to understand the difficulties that practicum teachers in the English Department faced while creating lesson plans. The study employed a descriptive qualitative research design and involved six practicum teachers from the University of Muhammadiyah Malang who had completed their teaching practice. Data collection methods included interviews and document analysis. The findings of this study revealed that practicum teachers encountered challenges in lesson plan development, specifically related to objectives, indicators, materials, methods, teaching activities, and instructional resources. These difficulties were primarily attributed to a lack of knowledge in constructing effective lesson plans and creating diverse teaching preparations. Additionally, practicum teachers often struggled to align

objectives with teaching-learning activities due to the complexity of organizing various instructional activities to achieve the intended objectives.

The third relevant research above had similarities with the writer's research which used qualitative approach and talked about the mistakes faced when designing lesson plan. Although, there were differences at the subject.

From several previous studies, it could be concluded that no one discussed the mistakes faced by students when learning how to design media-based lesson plans according to Brinton's 2001 guideline. Therefore, the writer also looked at suggestions from previous researchers to discuss lesson plans with the specific aspects in order to get a deeper level discussion.

C. Conceptual Framework

ELT Media Design as a subject in the English Education Department to prepare students as future teachers in preparing instructional media. In the ELT Media Design subject, there is material taught about media-based lesson plans. The students and lecturers used the framework of media-based lesson plans by Brinton (2001) when lecturers taught and when students designed the media-based lesson plan. The researcher found there were several mistakes in designing lesson plans from relevant literature by Permana (2010). Those mistakes were formulating learning objectives, formulating learning methods, formulating learning materials, searching for learning resources, and formulating time allocation. Therefore, this research was conducted to explore

students' mistakes in designing media-based lesson plans in the ELT Media Design subject at the English Education Department of State Islamic University of Sultan Syarif Kasim Riau. The diagram below provides the conceptual framework for this research.

Figure 2.4 Conceptual Framework
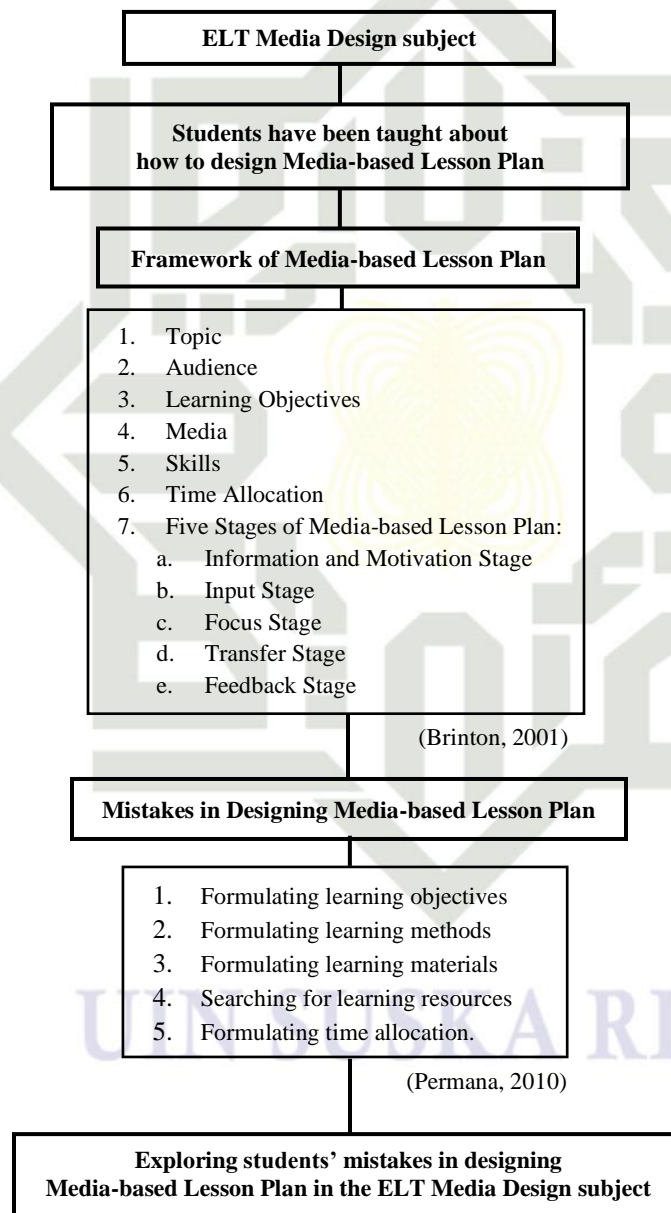
CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

A qualitative research was chosen as the type of research because the researcher wanted to explore students' mistake through elaboration and explanation. Qualitative research based on Creswell (2012), is not based on statistical processes or calculation formulas, instead, it serves as a method to investigate significant human issues. With qualitative research, the researcher explored the phenomenon of the problems from the perspective of different participants. The method of qualitative was relevant to answer this research questions because it provided a document to be reviewed also realistic view of what the informants have experienced, which cannot be measured numerically. Therefore, this research uses document review and interview to obtain data.

In this research, the researcher used case study as the research design to explore a phenomenon in context, by using one or more data collection methods. Case study describes in depth a case or cases (Creswell, 2012). The researcher chose case study because it really helps to explore or describe the data in real-life environment. In this regard, case study research was used to explore the students' mistakes in designing media-based lesson plans in the ELT Media Design subject.

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B. The Time and Location of the Research

The researcher conducted this research in August 2023. It was conducted at the English Education Department of State Islamic University of Sultan Syarif Kasim Riau. It is located at H.R. Soebrantas street No. 155 KM. 18 Pekanbaru city, in academic year 2022/2023. The researcher selected this location because it has studied about how to design media-based lesson plan in the ELT Media Design subject in the 6th semester. Thus, this location facilitated the researcher to conduct the research.

C. The Subject and Object of the Research

The subject of this research was students who had finished the ELT Media Design subject at the English Education Department of State Islamic University of Sultan Syarif Kasim Riau. While the object of this research was the students' mistakes in designing media-based lesson plan.

D. Research Participants

In order to select participants for this study, the researcher considered certain characteristics based on data sources and the research objectives. Following Cohen et al. (2011), participants were chosen based on specific characteristics. The number of participants was selected until data saturation was reached. As a result, there were three selected students who have finished the ELT Media Design subject in the 6th semester, students who still have draft of media-based lesson plan, students with different levels of understanding and

students who were willing to dedicate their time for interview. The researcher aimed to select informants who were appropriate and suitable for providing information, thereby minimizing bias during the research process. Afterwards, three students had collected their document drafts and interviewed to gather informations. To maintain anonymity, the participants' identities were replaced with participant one (P1), participant two (P2), and participant three (P3).

E. Technique of Data Collection

In this research, the researcher used document review and interview as techniques in collecting data because these two techniques made it possible to obtain qualitative data for this research. The researcher chose participants who had completed the ELT Media Design subject. Because the learning activities have passed, then observation in field was not possible as a data collection technique. Therefore, the researcher used two techniques of collecting data, such as document review and interview.

1. Document Review

Document review was used because the researcher wanted to collect students' drafts of media-based lesson plan that had been designed by them. The collected drafts were drafts that were still saved by students, specifically drafts focusing on reading skills. There were three draft documents analyzed from each participant. Draft documents were analyzed through Brinton's framework as taught by the lecturer. Each document is

analyzed one by one for its components whether there were mistakes or not. The components reviewed by the researcher are topic, audience, learning objective, media, skills, time allocation, also five stages of media-based lesson plan.

2. **Interview**

Inteview was also used as the second technique of data collection because the researcher wanted to strengthen the data from document review. It used to collect data on individuals' opinions, beliefs, and feelings regarding the situation with their own words. The interview guidelines were used to confirm and clarify the respondents' responses to the research questions. There were eight questions that researchers ask participants. Additional questions were also used when researchers respond to informants. Open-ended questions were employed to elicit detailed responses from the interviewees. Three interviewees were conducted individually, one-on-one, with only one informant at a time. The interviews were conducted in Bahasa Indonesia as interviewer and interviewees' native language to facilitate mutual understanding and preventing misunderstandings. Afterwards, the interview results were transcribed. From the collected data, the researcher gained insights into the students' mistakes in designing media-based lesson plan in the ELT Media Design subject. The data from interview would support the results of document.

F. Technique of Data Analysis

1. Content Analysis

Content analysis method was used because the researcher wanted to understand and analyze the contents of texts, documents or other materials systematically. The researcher determined whether there were mistakes or not. For content analysis, the researcher analyzed the students' document drafts of media-based lesson plan. The researcher concentrated on various aspects within the components of the media-based lesson plan by Brinton's components. Then, the researcher analyzed by describing whether what the students have created. The researcher used a more descriptive approach to analyze media-based lesson plans. This may involve the descriptions of the elements found in the documents.

2. Interview Transcripts Analysis

The researcher used inteview transcripts analysis to support or validate data from the document review. The results of the interview transcripts were analyzed through steps based on Creswell (2009), those steps are as follows.

a. Organizing and Preparing Data

The researcher organized the raw data that has been obtained. Therefore, the researcher transcribed the data interview results from three interviewees. The results of the interviews were prepared with transcripts one-by-one.

b. Reading through All Data

The researcher reads all the data that has been obtained. The purpose of this activity was to get ideas or big frames from the informations given by participants. In other words, the researcher interprets all the raw data that has been obtained.

c. Coding the Data

Coding is a process of systematically categorizing excerpts in qualitative data to find themes and patterns. Meanwhile, in the process of coding data, the researcher used NVIVO version 12 software. First, the interview transcript file was entered into NVIVO software, formatted in Microsoft Word. All data from all interview participants was read carefully with the aim of identifying ideas in their statements that could be developed into themes. The themes that emerged were then grouped based on their similarities. After reviewing all the data, the researcher began coding the data by adding quotes that fit the previously identified themes. Using NVIVO, the researcher creates an index of the original text, essentially classifying segments of statements into codes assigned by the researcher. Finally, the data were visualized automatically within the NVIVO software, providing a thorough understanding of the content and structure of the dataset.

d. Interrelating Themes or Description

After getting the codes from the analysis results, the researcher described the results of the code in the form of a sentence. The description process is a detailed rendering of the information regarding people, events, or places. In this activity, the researcher described the problems that had grouped according to the themes obtained in detail based on the analysis. During the interrelating theme process, the researcher multiple perspectives from the participants supported by quotes from transcripts which resulted from the analysis.

e. Interpretation the Meaning of Themes or Descriptions

The final stages involved interpreting the data. In this stage, the researcher interpreted the processed data. The researcher also presented the final data in a descriptive form. In this stage, the researcher concluded the findings in the form of descriptions. The things that were described and contained the data answered research questions about students' mistakes in designing media-based lesson plan in the ELT Media Design subject.

G. Triangulation

Triangulation was used in this research because the researcher wanted to validate the results of a study. As mentioned by Noble & Heale (2019), triangulation refers to the process that helps to increase the credibility and

validity of research. In this study the researchers used the triangulation method and triangulation of source to check the validity of the findings. As believed by Creswell (2012), triangulation method is the use of a number of data collection methods in a study. In addition, triangulation uses different sources, with three different participants. This research used different technique of collecting data to ensure the validity of data by document review and interview. The main data obtained from document drafts of media-based lesson plans would support other data obtained from interview. From both data collection, they can provide additional insights for the researcher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

As conclusions of the research, this study aims to explore students' mistakes in designing media-based lesson plan in the ELT Media Design subject at the English Education Department of State Islamic University of Sultan Syarif Kasim Riau. From the operational concept, there are five mistakes in designing media-based lesson plan, such as 1) formulating learning objectives, 2) formulating learning methods, and 3) formulating learning material, 4) searching for learning resources, and 5) formulating time allocation.

However, based on the findings of the research, students faced only three indicators mistakes in designing media-based lesson plan, such as formulating learning objectives, formulating learning methods, and formulating learning materials. It can be said that students did not face the other two indicators as mistakes in designing media-based lesson plan. Despite the six-credit allocation for the ELT Media Design subject, students still encounter difficulties in designing media-based lesson plans. Therefore, it is needed to conduct the next research to measure in-depth research about mistakes in designing media-based lesson plan.

B. Suggestions

Based on the research conclusion above, the researcher proposed some suggestions for students as future teachers, lecturers, and future researchers. as follow :

1. For students as future teacher, they should more focus on specific components mistakes in order to prevent other mistakes happened. It is hoped that this research can become a self-reflection and continuous practice that encourages students in designing media-based lesson plans.

2. For lecturers, they should continue to provide the best strategies to improve students' pedagogical competence in designing media-based lesson plans. It is hoped that this research will provide reflection and evaluation for lecturers to determine future strategies.

3. For future researchers, it is recommended to involve a larger number of participants from diverse backgrounds. While this research only examines the mistake at hand, future research could focus on other aspects. Since this research is limited by two data collection techniques, namely interview and document review, it is recommended that future research consider the use of other techniques, such as observation or focus group discussions. In addition, it is suggested to conduct more research with similar topic because it is rare to find research about media-based lesson plans specifically, both Indonesia and other countries.

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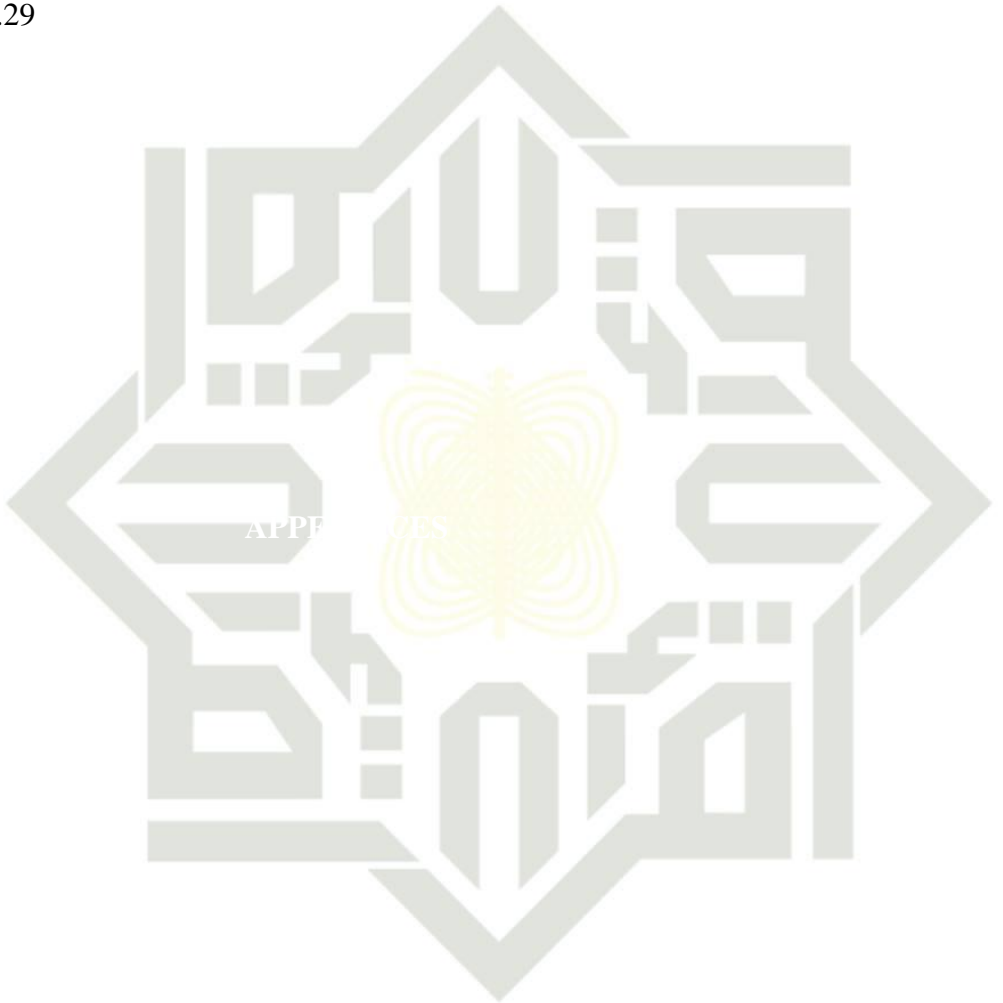
APPENDIX 1

Instructional Plan of ELT Media Design Subject

INSTRUCTIONAL PLAN
(RENCANA PEMBELAJARAN SEMESTER)
FACULTY OF EDUCATION AND TEACHER TRAINING
SULTAN SYARIF KASIM STATE ISLAMIC UNIVERSITY OF RIAU

Dept./Major (Program Studi)	: **English Language Education/Pendidikan Bahasa Inggris**	Semester : Six (6) E
Course (Mata Kuliah)	: **ELT Media Design**	Credit (sks) : Six (6)
Code (Kode Mata Kuliah)	: PBI	Lecturer (Dosen) : Abdul Hadi, MA., Ph.D
Pre-requisite (Pra-syarat)	: None	email : abdul.hadi@uin-suska.ac.id

Learning Outcome (Capaian Pembelajaran)	: The course aims to develop pre-service teachers' understanding, awareness, and skills required to design a variety of media to be included planning the teaching and learning of English lessons at junior and senior high school levels.
Course Description (Deskripsi Mata Kuliah)	: **ELT Media Design** is a course intended to develop pre-service teachers' understanding, awareness, and skills required to design a variety of media to support and enhance the quality of English language teaching and learning at Junior and Senior High School levels. The course will expose you to both theoretical and practical aspects of designing media and media-based lesson plans. The course will begin with some discussions aimed at raising your awareness and understanding of the basic principles for developing/designing media and media-based lesson plans. The rest of the class will be devoted for understanding the potentials of a variety of media to support English language teaching and learning and for providing opportunities to you to practice developing/designing the media and the media-based lesson plans.
References	Chan, W. M., Chin., Nagami, M. & Suthiwan, T. (Eds.). (2011). *Media in foreign language teaching and learning.* Boston, MA: De Gruyter Mouton. Piasecka, L., Adams-Tukiendorf, M. & Wilk, P. (Eds.). (2015). *New media and perennial problems in foreign language learning and teaching.* Cham Heidelberg: Springer. Other relevant supplementary materials

Meeting (Pertemuan)	Learning Objective (Kemampuan Akhir Yang Diharapkan)	Topic (Bahan Kajian)	Instructional Method (Metode Pembelajaran)	Time Allocation (Waktu yang disediakan)	Indicator (Indikator Keberhasilan)	Reference (Referensi)	Task (Tugas)	Weight (Bobot)
Meeting 1	Students are expected to be able to relate their initial understanding of ELT Media Design to their experience in learning English as a foreign language.	Introduction to ELT Media Design What? Why? How	Lectures Contextual learning Discussion: Question & Answer	150 min	Students are able to share their previous experience as English language learners in light of their new understanding of ELT Media Design			3 credits

Meeting						
Meeting	Students are expected to be able to contextualize their understanding of ELT Media Design in discussing and transforming theoretical framework of Media-based lesson into a media-based lesson planning.	Framework for structuring media-based lesson	Lectures Contextual learning Discussion: Question & Answer	150 min	Students are able to work in group to produce draft of a plan to create a media-based lesson plan.	3 credits
Meeting	Students are expected to be able to relate their understanding of the framework for structuring media-based lesson and incorporate the use of software as media in planning English lessons	Media-based lesson: Group presentation Analyzing a software to support English language teaching and learning: **Leap in English**	Presentation Discussion: Question & Answer Short interactive lecture	150 min		3 credits
Meeting 4	Students are expected to be able to share their plan to use software as media and develop understanding on the use of pictures to support English language teaching and learning	Media-based lesson: Group presentation Pictures as media to support English language teaching and learning	Presentation Discussion: Question & Answer Short interactive lecture	150 min		3 credits
Meeting 5	Students are expected to be able to share their plan to use pictures as media and develop further understanding on the use pictures, particularly as media in writing descriptive paragraphs in English.	Media-based lesson: Group presentation Pictures based-Paragraphs as media to support English language teaching and learning	Presentation Discussion: Question & Answer Short interactive lecture	150 min		3 credits
Meeting 6	Students are able to share, help improve, and analyze a media-base lesson plan	Media-based lesson: Group presentation Part 2 Analyses of sample media-based lesson plan	Presentation Discussion: Question & Answer Short interactive lecture	150 min		3 credits

Meeting	Learning Objectives	Topic	Method	Time				Credits
Meeting	Students are able to develop theoretical and practical understanding about the roles of media in foreign language teaching and learning	Media in Foreign Language Teaching and Learning: What, Why, and How	Presentations Questions and answer + discussion	150 min				3 credits
Meeting	Students are able to use their improved understanding of the roles of media in foreign language teaching & learning to design a media-based lesson plan	Media in Foreign Language Teaching and Learning: What, Why, and How → Group presentation and class discussion	Presentations Contextual learning Discussion: Question & Answer	150 min				3 credits
Meeting 9	Students are able to present, discuss, and revise their media-based lesson plan	Media-based lesson: Group presentation and discussion on Google Classroom	Presentations Contextual learning Discussion: Question & Answer	150 min				3 credits
Meeting 10	Students are able to analyze appropriateness media and teaching strategies used in a media-based lesson plan	Analysis and discussion of Media-based lesson created by Group Presentation and discussion of "Can Media Influence Learning?"	Lectures Contextual learning Discussion: Question & Answer	150 min				3 credits
Meeting 11	Students are able to develop understanding of the principles and techniques to incorporate videos to support FL learning and teaching	Using videos to support foreign language learning and teaching: Principles and techniques	Lectures Contextual learning Discussion: Question & Answer	150 min				3 credits
Meeting 12	Students are able to share their understanding and reflection of their understanding of the principles and techniques to incorporate videos to	Using videos to support foreign language learning and teaching: Students'	Presentations Questions and answer + discussion	150 min				3 credits

	enhance FL learning and teaching.	presentation and discussion					
Meeting 13	Students are able to develop an understanding of how to improve their media-based lesson plan and to write a new better version of the media-based lesson plan.	Relevant theories to support media design in ELT	Lectures Contextual learning Discussion: Question & Answer	150 min			3 credits
Meeting 14	Students are able to identify room for improvement in their media-based lesson plan and write a new better version of the media-based lesson plan.	Group presentation of and class discussion of improvement of media-based lesson plan (Part 1)	Presentations Questions and answer + discussion	150 min			3 credits
Meeting 15	Students are able to identify room for improvement in their media-based lesson plan and write a new better version of the media-based lesson plan.	Group presentation of and class discussion of improvement of media-based lesson plan (Part 2)	Presentations Questions and answer + discussion	150 min			3 credits
Meeting 16	Students are able to develop better awareness and understanding of the potentials of audio media to support ELT and learning.	Sounds Comprehensible: Using Media For Listening Comprehension In The Language Classroom	Interactive lecture Questions and answer + discussion	150 min			3 credits
Meeting 17	Submission of assignments for mid semester exam						
Meeting 18	Students are able to develop better awareness and understanding of the roles of educational technology, particularly videos, as media to support ELT and learning	Promises and perils of educational technology in foreign language curriculum and materials development: A focus on video as media	Interactive Lectures Contextual learning Discussion: Question & Answer	150 min			3 credits
Meeting 19	Students are able to develop a practical understanding to use	Using Google Docs as technological media to support ELT & Learning	Interactive Lectures Questions and answer + discussion	150 min			3 credits

	Google Docs to support ELT & Learning						
Meeting 20	Students are able to a practical understanding to social media to support ELT & Learning	Using social media to motivate language learners from before admission to after graduation (Part 1)	Lectures Contextual learning Discussion: Question & Answer	150 min			3 credits
Meeting 21	Students are able to share and discuss their experience and plan to use social media to support ELT & Learning	Using social media to motivate language learners from before admission to after graduation (Part 2)	Presentations Questions and answer + discussion	150 min			3 credits
Meeting 22	Students are able to develop better understanding of tasks in ELT to support development of media-based lesson plan for teaching English in schools	Tasks as means to mediate between the classroom and the world beyond: comparisons of language activities in three EFL classrooms for children	Lectures Contextual learning Discussion: Question & Answer	150 min			3 credits
Meeting 23	Students are able to review, refresh, and reconnect all the materials they have studied for improving their media-based lesson plan.	ELT Media Design: Review, refresh, and reconnect	Interactive lectures Questions and answer + discussion	150 min			3 credits
Meeting 24	Students are able to make revision to improve their media-based lesson plan	Analyses and discussion of students' responses on the design of media to be included in their media-based lesson plan	Interactive Lectures Contextual learning Discussion: Question & Answer	150 min			3 credits
Meeting 25	Students are able to analyse and share their opinions about how to improve their friends' and their own lesson plan.	Analyses and discussion of students' media-based lesson plan (Part 1)	Interactive Lectures Contextual learning Discussion: Question & Answer	150 min			3 credits
Meeting 26	Students are able to analyse and share their	Analyses and discussion of	Interactive Lectures	150 min			3 credits

	opinions about how to improve their friends' and their own media-based lesson plan.	students' media-based lesson plan (Part 2)	Contextual learning Discussion: Question & Answer				
Meeting 27	Students are able to analyse and share their opinions about how to improve their friends' and their own media-based lesson plan.	Analyses and discussion of students' media-based lesson plan (Part 3)	Interactive Lectures Contextual learning Discussion: Question & Answer	150 min			3 credits
Meeting 28	Students are able to analyse and share their opinions about how to improve their friends' and their own media-based lesson plan.	Analyses and discussion of students' media-based lesson plan (Part 4)	Interactive Lectures Contextual learning Discussion: Question & Answer	150 min			3 credits
Meeting 29	Students are able to analyse and share their opinions about how to improve their friends' and their own media-based lesson plan.	Analyses and discussion of students' media-based lesson plan (Part 5)	Interactive Lectures Contextual learning Discussion: Question & Answer	150 min			3 credits
Meeting 30	Students are able to analyse and share their opinions about how to improve their friends' and their own media-based lesson plan.	Analyses and discussion of students' media-based lesson plan (Part 6)	Interactive Lectures Contextual learning Discussion: Question & Answer	150 min			3 credits
Meeting 31	Students are able to analyse and share their opinions about how to	ELT Media Design: Review, reflect, and reconnect	Lectures Contextual learning	150 min			3 credits

improve their friends' and their own media-based lesson plan.		Discussion: Question & Answer					
Meeting 12	Examinations: Submission of all group and individual work (the final version)						

Designed by,
Instructor
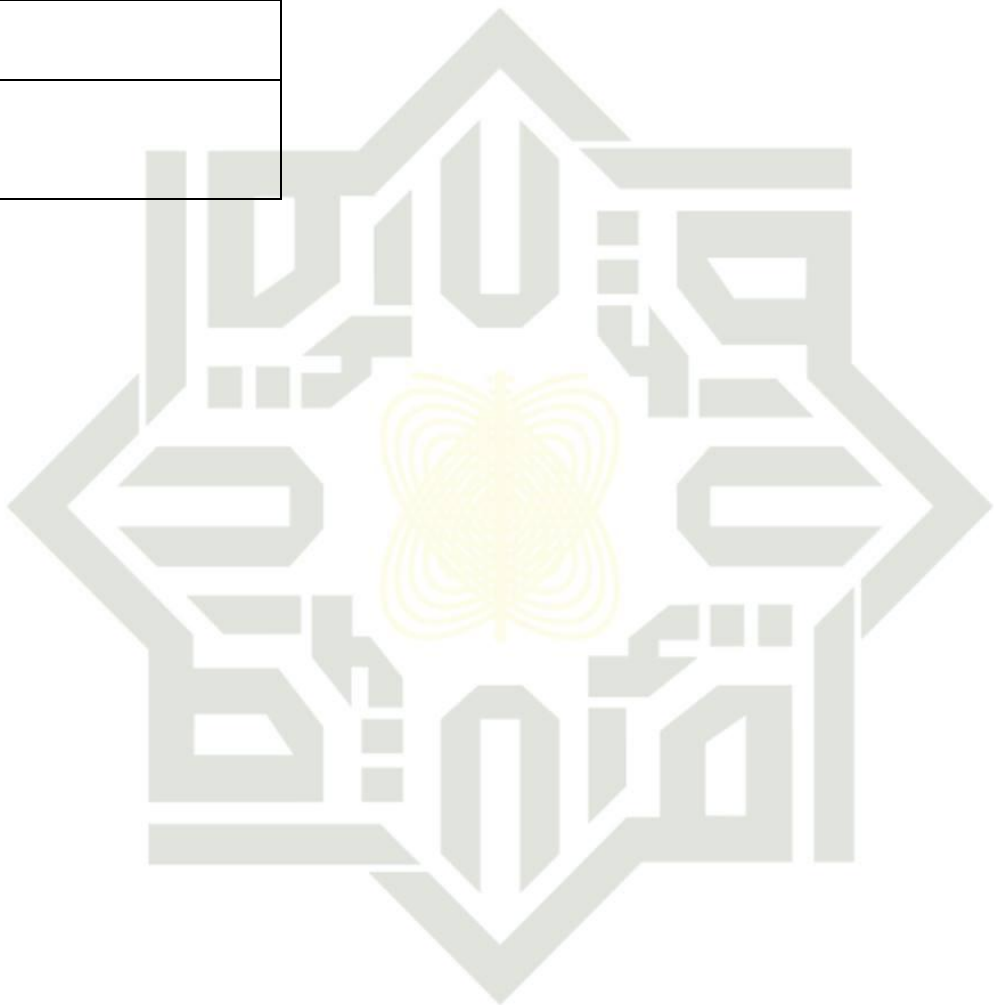
Abdul Hadi, M.A., Ph.D.

State Islamic Univ

APPENDIX 2

Instruments of the Research

Instruments of the Research

1. DOCUMENT REVIEW

No.	Framework of Media-based Lesson Plan Brinton (2001)	
1	Topic	
2	Audience	
3	Learning Objectives	
4	Media	
5	Skills	
6	Time Allocation	
7	Five Stages of Media-based Lesson Plan	Information and Motivation Stage
		Input Stage
		Focus Stage
		Transfer Stage
		Feedback Stage

2. INTERVIEW

List of Interview Questions:

1. Can you explain about your experience when designing media-based lessons in the ELT Media Design subject?

2. What do you think as the mistakes when designing media-based lessons?

3. There are components in the media-based lessons according to Brinton (2001), what component is the most difficult to design?

4. Do you face any mistakes in formulating learning methods?

5. Do you face any mistakes when determining learning objectives in designing your media-based lesson plan?

6. Do you face any difficulties to find learning materials such as media?

7. How do you formulate your time allocation with instruction? Are you facing any mistakes?

8. When designing a media-based lesson plan, it's certainly based on learning sources. How do you find the learning sources?

Daftar Pertanyaan Wawancara:

1. Bisakah Anda menjelaskan pengalaman Anda saat merancang pembelajaran berbasis media pada mata kuliah ELT Media Design?

2. Menurut Anda apa saja kesalahan dalam merancang pembelajaran berbasis media?

3. Terdapat komponen dalam pembelajaran berbasis media menurut Brinton (2001), komponen manakah yang paling sulit dirancang?

4. Apakah Anda menemukan kesalahan dalam menentukan metode pembelajaran?

5. Apakah Anda menemukan kesalahan dalam menentukan tujuan pembelajaran dalam merancang RPP berbasis media?

6. Apakah anda kesulitan dalam mencari bahan ajar seperti media?

7. Bagaimana Anda merumuskan alokasi waktu Anda dengan instruksi? Apakah Anda menghadapi kesalahan?

8. Dalam merancang RPP berbasis media tentunya berdasarkan sumber belajar. Bagaimana cara mencari sumber belajarnya?

APPENDIX 3

Students' Drafts of Media-based Lesson Plan

UIN SUSKA RIAU

Draft of Media-based Lesson Plan by Participant 1 **(P1)**

Topic   : **Narrative Text (Fable)**

Audience   : **XI / II**

Skills   : **Reading**

Time Allocation : **2 × 45 minutes**

Learning Objective :

Students will be able to read narrative text especially fable in front of the class by using appropriate vocabulary, correct grammar, analyze structure, develop reading skill, and be able to pronoun well and explain the moral value of the fable that they have read.

Learning Media   :

- Slides of Powerpoint
- Handouts
- Picture

Procedures

A. Information and Motivation Stage

1. A teacher shows pictures of fable characters like a rabbit and a turtle to the students. The teacher explains the details of these characters.
2. The teacher encourages students to actively participate by asking open-ended questions about the displayed images.
3. The teacher explains in detail that they will begin learning about fables and their goals in understanding these fable characters more deeply.

B. Input Stage

1. The teacher explains the material about fable in general using slides of Powerpoint.

2. The teacher gives material and asks the students to read the handout about fable text.

C. Focus Stage

1. The teacher gives 10 minutes for each group to discuss the value contained in the fable of the elephant and the ant.

2. The teacher asks each group to read the fable of elephants and ants in front of the class using the handout that has been given previously.

3. Students read the fable of the elephant and the ant and then read out the values contained in the fable using appropriate vocabulary and correct grammar.

D. Transfer Stage

1. Students can ask about the parts they do not understand about what the teacher has explained.

2. The teacher displays a fable text which is the same as the student handout and discusses it with students about the moral values contained in the text.

3. The teacher divides the students into several groups to discuss the value contained in the story of the elephant and the ant.

4. The teacher gives a handout containing another fable entitled the story of the elephant and the ant.

E. Optional Feedback Stage

1. Students discuss with the teacher about the value contained in the fable.

2. Students can ask questions about the material that has been studied.

Draft of Media-based Lesson Plan by Participant 2 **(P2)**

Topic   **: Anecdote Text**

Audience   **: XII / I**

Skills   **: Reading**

Time Allocation   **: 2 × 45 minutes**

Learning Objective :

Students will have acquired the necessary skills and knowledge to confidently and fluently read the entire story in front of the class. They will demonstrate proficiency in employing a rich and appropriate vocabulary, applying correct grammar usage, and articulating the text with clear and precise pronunciation.

Learning Media   :

1. Laptop
2. Projector
3. Slides of Power Point
4. Reading box

Procedures   :

I.   Information and Motivation

1. After greeting, praying, and checking the attendance list, the teacher shows some examples of anecdotes text by using slides of power point.
2. Teacher asks students to read the sample anecdotal text on the slide of power point shown.
3. Teacher gives wrting tasks for students to write an anecdote text.

II. **Input stage**

1. After completion, each group will be present the readings and answer to the questions contained in the reading sheet.

2. Teacher asks students to read the fully story of anecdote text in front of the class by using appropriate vocabulary, proper grammar and able to pronounce well.

III. **Focus stage**

1. The teacher asks students to practice pronounce the vocabulary in the answer choices in the reading box.

2. The readings are read with their respective groups. After that, they discussed to answer the questions contained in the reading.

IV. **Transfer Stage**

1. The teacher explains the technical and procedure of reading the box by using slides of power point and teacher voices. The teacher invites students to ask if there is an explanation that has not been understood.

V. **Feedback stage**

1. The teacher closes the class by praying together.

Draft of Media-based Lesson Plan by Participant 3 **(P3)**

Topic : **Recount Text**

Audience : **X / II**

Skills : **Reading**

Time Allocation : **2 × 45 minutes**

Learning Objective :

At the end of the lesson, students are able to describe and tell the important things of a recount text systematically. They will have acquired the proficiency to effectively describe and narrate the significant elements of a recount text in a systematic and organized manner

Learning Media :

1. PPT Slides
2. Projector
3. Audio Speaker
4. Laptop
5. Video from YouTube "Kuta Beach"
6. Printed recount text

Procedures :

I. **Information and Motivation Stage**

1. The teacher show to the students a text and ask students to read the text by themselves first

2. After that, teacher ask students what is the text about. Ask them it is a past event or on going event or future event.

II. Information and Motivation Stage

1. The teacher plays and shows to the students a short video: "Kuta Beach" that was downloaded from YouTube.

2. After that, the teacher asks the students what is the video about.

III. Focus Stage

1. The teacher begins by organizing the students into three separate groups, ensuring an equal distribution of students in each group.

2. The teacher then distributes printed texts to each group. The teacher instructs the students not to engage in discussions with members of other groups at this stage.

3. In their respective groups, students are tasked with the responsibility of revising the provided text. They are encouraged to collaborate and work together to correct the errors present in the text, ensuring that it accurately conveys the intended information.

4. To add an element of time management and urgency, the teacher allocates a 10-minute time frame for the students to complete the revision of their text.

IV. Transfer Stage

1. The teacher shares the revised text to the other group (students get the other groups work sheet).

2. After that, the teacher asks a student who want to be volunteer to read loudly, a student for each group, one by one.

3. Teacher ask students to identify about it is right the work by the each group after revising or not.

V. Feedback Stage

1. Teacher give students appreciation for their work.

APPENDIX 4

Transcripts of Interviews

Transkrip Wawancara 1

Waktu : 09:15 WIB
Hari/Tanggal : Rabu, 9 Agustus 2023
Tempat : Gazebo di Fakultas Tarbiyah dan Keguruan
Narasumber : Partisipan 1 (P1)
Pewawancara : Peneliti

Pewawancara	:	Halo. Selamat pagi. Perkenalkan, saya M Ghufron Ghiffari, akrab disapa Ghufron, mahasiswa PBI yang sedang melakukan penelitian yang berjudul *Exploring the Students' Mistakes in Designing Media-Based Lesson Plans in the ELT Media Design Subject at the English Education Department of UIN Suska Riau*. Kamu mahasiswa semester 6 *kan?* Baru saja menyelesaikan mata kuliah *ELT Media Design*. Apakah kamu bersedia menjadi informan dan meluangkan waktunya untuk diwawancarai?
Narasumber	:	Selamat pagi. Halo juga, Bang. Iya betul. Bersedia, Bang.
Pewawancara	:	Abang mau dengar *nih*, bagaimana pengalaman Adik saat mengikuti mata kuliah ELT Media Design?
Narasumber	:	Kami diajar oleh Mr. Abdul Hadi, Bang. Seru *sih*. Materinya berguna, *relate* dengan jurusan dan fakultas kita, Bang. Apalagi Adik masih bingung kalau mau bagaimana cara mengajar pakai media yang keren-keren gitu, Bang. Soalnya kurang ada pengalaman, Bang. Jadinya mata kuliah ini ngebantu Adik buat mempersiapkan dirilah.
Pewawancara	:	Dalam mata kuliah ELT Media Design *kan* ada diajarkan tentang bagaimana cara membuat *media-based lessons*. Kamu masih ingat materi itu? Boleh diceritakan lagi bagaimana pengalamannya?
Narasumber	:	Masih ingat, Bang. Kami disuruh membuat *lesson plan* tapi berbasis media. Jadi, setiap tahap itu ada medianya, Bang. Kalau *lesson plan* pada umumnya *kan* tidak berfokus langsung pada penggunaan media, ya? Lebih panjang juga isinya. Tapi kalau *media-based lesson plan* ini udah ada lima tahapnya, yaitu *Information and Motivation Stage*, *Input Stage*, *Focus Stage*, *Transfer Stage*, dan *Feedback Stage*.
Pewawancara	:	Dari kelima tahapan itu, apakah Adik sudah paham membedakan setiap tahapannya?
Narasumber	:	Tidak terlalu paham
Pewawancara	:	Apa tahap yang paling sulit untuk dikerjakan menurut Adik?
Narasumber	:	Tiap tahapan ada kesulitannya masing-masing *sih*, Bang.
Pewawancara	:	Boleh tolong dijabarkan mengapa hal tersebut menjadi sulit tiap tahapannya?

Narasumber	:	Seperti di *Information and Motivation Stage* bingung harus menyesuaikan media apa yang cocok untuk mengawali pembelajaran supaya rencana pembelajaran menarik. Karea minimnya pengalaman di lapangan, Adik jadi bingung kegiatan dan media apa yang efektif diterapkan.
Pewawancara	:	Apa lagi kira-kira yang menjadi kesalahan Adik ketika membuat *Information and Motivation Stage?*
Narasumber	:	Sebenarnya itu *kan* tahapan paling awal, ya, Bang? Tapi aku sering buatnya terlalu dalam. Padahal di *Information and Motivation Stage* itu tahap ringan dan pengenalan awal kata dosen. Aku buatnya malah langsung ke aktivitas yang memerlukan pemikiran lebih.
Pewawancara	:	Baik, bagaimana untuk *Input Stage*?
Narasumber	:	*Input Stage juga gitu*, Bang. Adik bingung mau buat apa yang cocok di tahap itu. Materi yang Adik bikin kurang sesuai untuk dilakukan di tahap *Input Stage*, Bang.
Pewawancara	:	Kalau untuk *stage* ketiga, *Focus Stage* itu bagaimana?
Narasumber	:	*Focus Stage* juga sulit bagi Adik, Bang. Adik masih belum begitu tahu mendalam bedanya *Focus Stage* dengan *Input Stage* dan *Transfer Stage*. Jadi biasanya hampir mirip aja kegiatannya yang Adik bikin antar *stage*.
Pewawancara	:	Bagaimana dengan *Transfer Stage*?
Narasumber	:	Hampir mirip *sih* Bang kesulitannya dengan *stage* yang lain. Adik bingung membedakan antar *stage* nya. Alhasil, pemilihan media dan kegiatan pembelajaran juga tidak terlalu tepat.
Pewawancara	:	Kalau di *stage* terakhir, *Feedback Stage*, itu bagaimana?
Narasumber	:	Menurut koreksi dari dosen *sih*, kebanyakan Adik membuat *Feedback Stage* itu biasa aja. Kegiatan di *Feedback Stage* hanya seputar tanya jawab saja, tidak ada penilaian lain. Karena di satu sisi kegiatan yang Adik buat masih belum dipahami mendalam, jadi untuk kegiatan penutup juga seadanya, Bang.
Pewawancara	:	Wah, kelimanya sulit berarti, ya. Selain itu, apalagi tahapan bagi Adik yang sering terjadi kesalahan?
Narasumber	:	Iya, Bang. Adik juga kesulitan menentukan *Learning Objectives* nya, Bang. Adik sering membuatnya tidak tepat sasaran dan bertele-tele.
Pewawancara	:	Mengapa Adik mengalami kesulitan di bagian itu?
Narasumber	:	Adik kurang paham aja sih, Bang. Kurangnya wawasan bisa jadi kali, ya. Lebih ke bingung gimana cara buat LO. Padahal Adik tahu LO inti dari segalanya, Bang. Tapi, ya, Adik masih sering belum *perfect* kalau untuk buat LO nya.
Pewawancara	:	Baiklah, kalau untuk kesulitan lain apakah ada?

Narasumber	:	Ada, Bang. Saat mengerjakannya Adik rada kesusahan membedakan setiap *stages*. Kadang terbalik-balik juga, Bang. Adik kadang paham bedanya kadang engga.
Pewawancara	:	Apakah ada lagi, Dik?
Narasumber	:	Hm… Adik rada sulit menentukan hal-hal apa yang cocok dilakukan di *media-based lesson plan* karena minimnya pengalaman. Selain itu, Adik juga masih bingung menentukan *background* audiensnya karena memang Adik belum terjun ke lapangan, *kan*. Jadinya Adik gatau gimana yang baiknya.
Pewawancara	:	Kalau dalam proses Adik memilih bahan pembelajaran, baik itu alat atau media, dll. itu bagaimana?
Narasumber	:	Nah, karena *media-based lesson plan* ini berfokus pada media ya, Bang. Jadi, saat menentukan medianya Adik merasa kesulitan. Soalnya Adik masih monoton dalam pemilihan media. Sebenarnya lebih bagus *kan* ya kalau pakai media yang *anti-mainstream*. Tapi, ya, gitu *deh*. Masih monoton, Bang.
Pewawancara	:	Memangnya media apa yang Adik sering masukkan?
Narasumber	:	Biasanya ya *PowerPoint* atau *video*, Bang.
Pewawancara	:	Kalau dalam instruksi setiap tahapannya, apakah biasanya Adik jelas membuatnya? Atau terdapat masalah juga?
Narasumber	:	Untuk instruksi, ya? Hm… Biasanya lancar-lancar aja *sih*, Bang. Soalnya *kan* Adik yang buat sendiri, makanya Adik buatnya yang jelas.
Pewawancara	:	Baik, berarti tidak ada masalah untuk itu, ya?
Narasumber	:	Sejauh ini, *nothing*, Bang.
Pewawancara	:	Kalau untuk memformulasikan alokasi waktu, kira-kira bagaimana? Adakah masalah, Dik?
Narasumber	:	Untuk alokasi waktu, *fine-fine* aja, Bang.
Pewawancara	:	Bagaimana dengan referensi sebagai sumber belajar?
Narasumber	:	Untuk referensi sebenarnya dosen udah kasih buku-buku yang direkomendasikan untuk dibaca. Kadang Adik juga cari-cari sendiri di internet, Bang.
Pewawancara	:	Apakah ada masalah lainnya yang Adik alami saat merancang *media-based lessons*?
Narasumber	:	Adik rasa sejauh ini, itu aja *sih*, Bang.
Pewawancara	:	Baiklah, Dik. Untuk wawancara hari ini cukup sampai di sini. Terima kasih atas informasinya yang sangat berguna untuk penelitian ini. Semangat belajar, ya. Sampai jumpa, Dik.
Narasumber	:	Iya, Bang. Terima kasih dan sampai jumpa kembali, ya.

Interview Transcript 1

Time	:	09:15 AM
Day/Date	:	Wednesday, August 9, 2023
Location	:	Gazebo at the Faculty of Education and Teacher Training
Interviewee	:	Participant 1 (P1)
Interviewer	:	Researcher

Interviewer : Hello. Good morning. Let me introduce myself, I am M Ghufron Ghiffari, people called me Ghufron, an English Education Department student who is conducting research entitled *Exploring the Students' Mistakes in Designing Media-Based Lesson Plans in the ELT Media Design Subject at the English Education Department of UIN Suska Riau*. You are a 6th semester student, *right*? You just finished the ELT Media Design subject. Are you willing to become an informant and take the time to be interviewed?

Interviewee : Hello, good morning, brother. Yes, it is true. I am willing.

Interviewer : I want to know, what was your experience when you took the ELT Media Design subject?

Interviewee : We were taught by Mr. Abdul Hadi. It is fun. The material is useful, relates to our department and faculty. Moreover, I am still confused about how to teach using such cool media. Because I do not have enough experience. So this subject will help me to prepare myself.

Interviewer : In the ELT Media Design subject, you are taught how to create media-based lessons. Do you still remember that material? Can you tell us more about your experience?

Interviewee : I still remember that. We were told to make a lesson plan but based on media. So, every stage has a medium. In general, lesson plans do not focus directly on media use, right? The content is also longer. But this media-based lesson plan already has five stages, namely *Information and Motivation Stage*, *Input Stage*, *Focus Stage*, *Transfer Stage*, and *Feedback Stage*.

Interviewer : Among the five stages, do you understand the difference between each stage?

Interviewee : Not really.

Interviewer : What is the most difficult stage to complete?

Interviewee : Each stage has its own difficulties.

Interviewer : Can you explain why this is difficult at each stage?

Interviewee : As in the Information and Motivation Stage, I confused about how to adjust what media is suitable to start learning so that the learning plan is interesting. Due to his lack of experience in the

		field, I confused about what activities and media would be effective to implement.
Interviewer	:	What other mistakes might you make when creating the Information and Motivation Stage?
Interviewee	:	Actually, that's the very first stage, right? But I often make it too deep. Even though the Information and Motivation Stage is a light stage and an initial introduction, the lecturer said. I make it go straight to activities that require more thought.
Interviewer	:	I see, what about Input Stage?
Interviewee	:	Input Stage same like that too. I confused about what is suitable to do at that stage. The material that I made is not suitable for use at the Input Stage.
Interviewer	:	What about the third stage, Focus Stage?
Interviewee	:	Focus Stage is also difficult for me. I still don't really know the difference between Focus Stage and Input Stage and Transfer Stage. So usually the activities that I did almost the same among stages.
Interviewer	:	What about Transfer Stage?
Interviewee	:	The difficulty is almost the same as the other stages. I confused about differentiating between the stages. As a result, the choice of media and learning activities is also not appropriate.
Interviewer	:	What about the last stage, the Feedback Stage?
Interviewee	:	From the lecturer's correction, most of the students did the Feedback Stage just normally. Activities on the Feedback Stage are only about questions and answers, there are no other assessments. Because on the one hand, the activity that I created is still not understood in depth, so the closing activity is also just as simple as possible
Interviewer	:	Wow, those five are difficult, aren't they? Apart from that, what are the steps for you where mistakes often occur?
Interviewee	:	Yes. I also have difficulty determining Learning Objectives. I often make it off-target and rambling".
Interviewer	:	Why are you having difficulty in that part?
Interviewee	:	I just do not understand. Lack of insight can be a problem. I confused about how to make LO. Although, I know LO is the essence of everything. But, yes, I am still often not perfect when it comes to making his LO.
Interviewer	:	Alright, what other difficulties are there?
Interviewee	:	Yes. While working on it, I found it difficult to distinguish each stage. Sometimes it goes backwards too. Sometimes I understand the difference, sometimes I don't.
Interviewer	:	Is there anything else?

Interviewee	:	Hm... It's a bit difficult for me to determine what things are suitable to be done in a media-based lesson plan because of my lack of experience. Apart from that, I am still confused about determining the background of the audience because I have not entered the field yet, right? So, I don't know what's good.
Interviewer	:	If in the process you choose learning materials, wheter it tools or media, etc. How is that? Are you facing any problems?
Interviewee	:	Well, because this media-based lesson plan focuses on media, bro. So, when I was deciding on the medium, I found it difficult. The problem is that I am still monotonous in choosing media. Actually, it would be better if you used anti-mainstream media, right? But, yeah, that's it. I am still monotonous.
Interviewer	:	What media do you often use?
Interviewee	:	Usually it's PowerPoint or video.
Interviewer	:	When it comes to instructions for each stage, do you usually make it clear? Or is there a problem too?
Interviewee	:	For instructions, right? Hm... Usually it goes smoothly. The thing is, I made it myself, that's why I made it clear.
Interviewer	:	Well, that means there is no problem with that, right?
Interviewee	:	So far, *nothing*.
Interviewer	:	If you want to formulate time allocation, what do you think? Is there a mistake?
Interviewee	:	Regarding time allocation, it is fine.
Interviewer	:	What about references as learning resources?
Interviewee	:	For references, the lecturer has actually given recommended books to read. Sometimes I also search for it myself on the internet, Bro.
Interviewer	:	Are there any other problems you experience when designing media-based lessons?
Interviewee	:	I think so far, that's all.
Interviewer	:	Alright. For today's interview, that's enough here. Thank you for the information which is very useful for this research. Keep spirit and see you.
Interviewee	:	Yes. Thank you and see you again.

Transkrip Wawancara 2

Waktu : 10:15 WIB
Hari/Tanggal : Senin, 14 Agustus 2023
Tempat : Gazebo di Fakultas Tarbiyah dan Keguruan
Narasumber : Partisipan 2 (P2)
Pewawancara : Peneliti

Pewawancara	:	Halo. Selamat pagi. Perkenalkan, saya M Ghufron Ghiffari, akrab disapa Ghufron, mahasiswa PBI yang sedang melakukan penelitian yang berjudul *Exploring the Students' Mistakes in Designing Media-Based Lesson Plans in the ELT Media Design Subject at the English Education Department of UIN Suska Riau*. Kamu mahasiswa semester 6 *kan?* Baru saja menyelesaikan mata kuliah *ELT Media Design*. Apakah kamu bersedia menjadi informan dan meluangkan waktunya?
Narasumber	:	Selamat pagi. Salam kenal, Bang. Boleh *kok*, Bang. Silakan.
Pewawancara	:	Abang mau dengar *nih*, bagaimana pengalaman kamu saat mengikuti mata kuliah ELT Media Design?
Narasumber	:	Selama mengikuti mata kuliah itu, aku *enjoy* aja, Bang. Karena aku suka materi yang diajarkan, Bang. Materinya kayak bermanfaat aja gitu untuk jadi bekal ngajar. Aku bisa dibilang fokus *lah*, Bang dalam mengikuti mata kuliah itu. Kalau kita suka otomatis kita *gak* bakal main-main, kan, Bang? Pokoknya dibawa asik aja *lah*, Bang. Walaupun kadang aku berusaha buat mencerna materinya supaya lebih mengerti lagi, Bang.
Pewawancara	:	Dalam mata kuliah ELT Media Design *kan* ada diajarkan tentang bagaimana cara membuat *media-based lessons*. Kamu masih ingatkah materi itu? Boleh diceritakan lagi bagaimana pengalamannya?
Narasumber	:	Bisa dikatakan kalau membuat *media-based lessons* itulah yang agak sedikit *challenging*, Bang. Susah-susah gampang gitu. Kadang punyaku ada yang benar, tapi *gak* sedikit juga punyaku yang keliru dan salah. Ya, namanya juga masih belajar, ya, Bang. Ada *five stages* di *media-based lessons*, itu yang jadi bedanya *media-based lessons* dengan *lesson plan* biasanya.
Pewawancara	:	Dari kelima tahapan itu, apakah kamu sudah paham membedakan setiap tahapannya?
Narasumber	:	Tidak terlalu paham. Mungkin paham sedikitlah, Bang. Tapi kadang ada juga yang bikin aku keliru. Terkadang ide yang aku masukkan jadi aku pikir tidak cocok peletakannya karena bingung dengan bedanya per *stage* itu tadi, Bang.

Pewawancara	:	Kenapa bisa terbalik peletakannya? Apakah ada kendala bagi kamu membedakan setiap *stage* nya?
Narasumber	:	Sebenarnya lebih kepada peletakan media yang digunakan setiap *stage* itu masih ragu. Apakah cocok dengan *stage* yang aku letakkan tersebut atau tidak. Di sana letak kebingunganku, Bang.
Pewawancara	:	Kalau untuk setiap *stage*, kayak *Information and Motivation Stage*, bagaimana kesalahan kamu dalam merancangnya?
Narasumber	:	Aku susah untuk membuat kegiatan untuk memulai pembelajaran yang sebagai permulaan tapi tetap *relate* dengan materi yang bakal diajarkan. Karena aku pribadi juga belum punya terlalu banyak pengalaman ngajar, Bang.
Pewawancara	:	Bagaimana dengan *Input Stage*?
Narasumber	:	Di *Input Stage* juga sulit *sih* bagiku, Bang. Masih bingung letak perbedaan setiap *stage* itu, Bang. Apalagi *Input Stage* katanya kegiatan tentang pemberian materi-materi yang mulai diajarkan pada siswa.
Pewawancara	:	Kalau untuk *Focus Stage* bagaimana kamu merancangnya? Apakah kamu mengalami kesulitan juga saat merancangnya?
Narasumber	:	Untuk *Focus Stage* kesulitannya tentang bagaimana merancang kegiatan yang fokus untuk mendalami materi yang diajarkan. Seringnya kegiatan yang kurancang sering kurang cocok untuk *Focus Stage* karena kurang mendalam untuk menfokuskan materi yang diajarkan.
Pewawancara	:	Untuk *Transfer Stage* bagaimana?
Narasumber	:	Ketika merancang *Transfer Stage*, seringnya aku melibatkan peran guru yang dominan di *Transfer Stage*. Padahal kata dosen di *Transfer Stage* itu lebih diharapkan peran siswanya yang lebih aktif dan dominan di kegiatan yang dirancang tersebut. Untuk penggunaan medianya juga bingung mau pake apa di *Transfer Stage* jika itu terpusat pada siswanya.
Pewawancara	:	Kalau untuk tahap terakhir, *Feedback Stage* bagaimana? Apakah kamu sering mengalami kesalahan di sana?
Narasumber	:	Nah, untuk *closing*-an di kelas itu aku masih bingung bagusnya apa. Aku kurang kreatif pula kalau merancang kegiatan untuk membuka dan menutup kelas. Makanya aku buat aja *praying together*. Padahal kata dosen kalau doa itu memang wajib, tapi yang diminta di *Feedback Stage* itu *kan* kegiatan yang berguna untuk memberi masukan, evaluasi, dan penilaian. Itu yang menjadi kesalahanku di *Feedback Stage*, Bang.
Pewawancara	:	Menurut kamu pribadi, apalagi kesalahan yang sering kamu lakukan saat merancang media-based lesson plan?

Narasumber	:	Setiap tahapan ada sulitnya masing-masing gitu, Bang. Paling sulit *Learning Objectives* dulu menurutku, Bang. Terus, ya itu tadi, setiap *stages* nya bagiku sulit, Bang.
Pewawancara	:	Mengapa kamu menganggap itu yang paling sulit?
Narasumber	:	Karena kalau *Learning Objectives* itu harus teliti buatnya, karena tujuannya harus sesuai dengan setiap *stages* itu, Bang. Kalau *gak* sejalan *Learning Objectives* dengan komponen lain, ya, alamat gagal *lah*, Bang. Kalau tidak sesuai, ya, nanti bakal *ngalur ngidul*, Bang. *Lesson plan* yang dirancang juga nantinya tidak tepat sasaran. Nanti bingung *deh*, baik itu gurunya maupun peserta didiknya.Sampai sekarang aku masih bingung cara menentukan *Learning Objectives* yang tepat, Bang. Nah, karena bingung menentukan *Learning Objectives* ya kurasa berpengaruh jadinya ke setiap *stages*. Makanya aku agak sulit menentukan isi kegiatan dan media setiap *stages*.
Pewawancara	:	Ada lagi yang kamu rasa kamu mengalami masalah saat merancangnya?
Narasumber	:	Dalam menentukan media bisa jadi *sih*. Soalnya aku harus sesuaikan dengan target siswanya siapa. Tapi, aku belum tahu siapa siswa yang bakal di ajar, di mana *media-based lesson plan* itu akan diterapkan. Makanya aku bingung, Bang. Takutnya kurang tepat sasaran aja. Jadinya aku meraba-raba *doang*.
Pewawancara	:	Berarti kamu juga kesulitan dalam memilih variasi media?
Narasumber	:	Iya, Bang. Media *kan* jadi bahan ajar, tapi kadang media yang aku masukkan kurang bisa dibanggakan, Bang. Ya mentok gitu-gitu ajalah. Aku kurang kreatif, Bang. Kurang pandai aku berkreasi dengan media yang gitu-gitu.
Pewawancara	:	Kalau untuk alokasi waktu pada *media-based lesson plan* yang kamu rancang bagaimana? Apakah sering sesuai atau tidak?
Narasumber	:	Untuk alokasi waktu, dosen *gak* terlalu mempermasalahkan, Bang. Soalnya belum dipraktikkan juga *lesson plan* yang aku buat, Bang.
Pewawancara	:	Kalau untuk sumber belajar dan referensi untuk *media-based lesson plan* kamu sendiri, itu dari mana?
Pewawancara	:	Aman, Bang. Dosen sudah kirim *e-book* ke *Google Classroom*. Untuk sumber tambahan paling aku *searching* di *Google* sedapatnya aja yang kemungkinan bisa dijadikan referensi bagiku.
Pewawancara	:	Oh begitu, apakah ada lagi?
Narasumber	:	Itu aja kurasa, Bang.
Pewawancara	:	Baiklah. Untuk wawancara hari ini cukup sampai di sini. Terima kasih atas informasinya yang sangat berguna untuk penelitian ini. Semangat belajar, ya. Sampai jumpa, ya.

Interview Transcript 2

Time   : 10:15 AM
Day/Date   : Monday, August 14, 2023
Location   : Gazebo at the Faculty of Education and Teacher Training
Interviewee   : Participant 2 (P2)
Interviewer   : Researcher

Interviewer	:	Hello. Good morning. Let me introduce myself, I am M Ghufron Ghiffari, people called me Ghufron, an English Education Department student who is conducting research entitled *Exploring the Students' Mistakes in Designing Media-Based Lesson Plans in the ELT Media Design Subject at the English Education Department of UIN Suska Riau*. You are a 6th semester student, *right*? You just finished the ELT Media Design subject. Are you willing to become an informant and take the time to be interviewed?
Interviewee	:	Good morning. Nice to meet you. That's okay. Please.
Interviewer	:	I want to know, what was your experience when taking the ELT Media Design subject?
Interviewee	:	While taking the subject, I just enjoyed it. I like how the material taught. The material just seems useful as a teaching tool. I could say that I was focused in following the subject. If we like it, we automatically won't play games, right? Anyway, I just making it fun. Although sometimes I try to understand the material so I can get to know it better.
Interviewer	:	In the ELT Media Design subject, you are taught how to create media-based lessons. Do you still remember that material? Can you tell me more about your experience?
Interviewee	:	It could be said that creating media-based lessons is a bit challenging. It's that easy and difficult. Sometimes some of mine are right, but sometime some of mine are wrong and incorrect. I'm still learning. There are five stages in media-based lessons, that's the difference between media-based lessons and regular lesson plans.
Interviewer	:	Among the five stages, do you understand the differences between each stage?
Interviewee	:	I don't really understand. Maybe I understand a little. But sometimes there are also things that make me wrong. Sometimes I think the ideas that I put in are not suitable for placement because I'm confused by the differences between the stages.
Interviewer	:	Why is it placed upside down? Are there any problems for you to distinguish each stage?

Interviewee	:	Actually, it's more about the placement of the media used at each stage that is still uncertain. Does it suit the stage I put on it or not? Therein lies my confusion.
Interviewer	:	For each stage, such as the Information and Motivation Stage, how did you go wrong in designing it?
Interviewee	:	I found it difficult to create activities to start learning that are a beginning but still relate to the material that will be taught. Because I personally don't have much teaching experience.
Interviewer	:	What about Input Stage?
Interviewee	:	In the Input Stage it was also difficult for me. Still confused about the differences between each stage. Moreover, Input Stage is said to be an activity about providing materials that are starting to be taught to students.
Interviewer	:	As for the Focus Stage, how did you design it? Did you also experience difficulties when designing it?
Interviewee	:	For the Focus Stage, the difficulty is how to design activities that focus on deepening the material being taught. The activities I design are often not suitable for Focus Stage because they lack depth to focus on the material being taught.
Interviewer	:	What about Transfer Stage?
Interviewee	:	When designing the Transfer Stage, I often involve the teacher's dominant role in the Transfer Stage. In fact, the lecturer at the Transfer Stage said that it was hoped that students would play a more active and dominant role in the planned activities. Regarding the use of media, we are also confused about what to use in the Transfer Stage if it is centered on the students.
Interviewer	:	What about the final stage, what about the Feedback Stage? Do you often encounter errors there?
Interviewee	:	So, for the closing in that class, I'm still confused about what's good. I'm also less creative when it comes to planning activities to open and close the class. That's why I just made praying together. Even though the lecturer said that prayer was mandatory, what was asked for at the Feedback Stage was an activity that was useful for providing input, evaluation and assessment. That was my mistake on the Feedback Stage.
Interviewer	:	In your opinion, what mistakes do you often make when designing media-based lesson plans?
Interviewee	:	Each stage has its own difficulties. In my opinion, learning objectives are the most difficult. Then, yes, that was it, every stage was difficult for me.
Interviewer	:	Why do you think it's the most difficult?
Interviewee	:	Because when it comes to learning objectives, you have to be careful in making them, because the objectives have to be in

accordance with each stage. If the learning objectives are not in line with the other components, then that's a failure. If it's not appropriate, then it's going to be a mess. The lesson plan that is designed will also not be on target. Later, It will be confused, both the teacher and the students. Until now, I'm still confused about how to determine the right learning objectives. Well, because I'm confused about determining learning objectives, I think it will affect each stage. That's why it's a bit difficult for me to determine the content of activities and media for each stage.

Interviewer	:	Is there anything else you think you had trouble designing?
Interviewee	:	In determining the media it could be. The thing is, I have to adjust it to who the target students are. But, I don't know who the students will be taught, where the media-based lesson plan will be implemented. That's why I'm confused. I'm afraid it won't be right on target. So I just fumbled.
Interviewer	:	Does that mean you also have difficulty choosing media variations?
Interviewee	:	Yes, of course. Media is a teaching material, but sometimes the media I use isn't anything to be proud of. Yes, it's just stuck like that. I'm not creative enough. I'm not very good at being creative with media like that.
Interviewer	:	What about the time allocation for the media-based lesson plan that you designed? Is it often appropriate or not?
Interviewee	:	For time allocation, the lecturer doesn't mind too much, Bro. Because is that the lesson plan that I made hasn't been put into practice yet, Bro.
Interviewer	:	As for learning resources and references for your own media-based lesson plan, where do they come from?
Interviewee	:	The lecturer has sent the e-book to Google Classroom. For additional sources, I searched on Google to find out what might be used as a reference for me.
Interviewer	:	Oh I see, is there anything else?
Interviewee	:	That's all I think.
Interviewer	:	Okay. For today's interview, that's enough here. Thank you for the information which is very useful for this research. Break a leg. See you.

Transkrip Wawancara 3

Waktu : 14.00 WIB
Hari/Tanggal : Rabu, 16 Agustus 2023
Tempat : Gazebo di Fakultas Tarbiyah dan Keguruan
Narasumber : Mahasiswa 3
Pewawancara : Peneliti

Pewawancara : Halo. Selamat pagi. Perkenalkan, saya M Ghufron Ghiffari, akrab disapa Ghufron, mahasiswa PBI yang sedang melakukan penelitian yang berjudul *Exploring the Students' Mistakes in Designing Media-Based Lesson Plans in the ELT Media Design Subject at the English Education Department of UIN Suska Riau*. Kamu mahasiswa semester 6 *kan?* Baru saja menyelesaikan mata kuliah *ELT Media Design*. Apakah kamu bersedia menjadi informan dan meluangkan waktunya untuk diwawancarai?

Narasumber : Hai, selamat pagi juga, Bang. Boleh, Bang.

Pewawancara : Baik, terima kasih. Nah, abang mau dengar *nih* cerita dari kamu tentang bagaimana pengalamannya saat merancang *media-based lessons*?

Narasumber : Menurut saya, lumayan seru, Bang. Selain itu, menantang juga.

Pewawancara : Mengapa?

Narasumber : Karena pelajarannya cocok untuk calon guru. Karena guru *kan* dituntut untuk bisa buat *lesson plan*. Nah, *media-based lesson plan* yang ini unik nih, beda dengan *lesson plan* biasanya. Kalau *lesson plan* biasanya *kan* pakai Indikator, Kompetensi Inti, Kompetensi Dasar, dan lain sebagainya. Itu yang membuat *lesson plan* tidak jadi satu lembar. Jadinya lebih panjang. Nah, kalau *media-based lesson plan* menurut saya, ya, singkat aja. Dosen bilang, yang penting *learning objectives* nya sesuai dengan setiap *stages including* media nya juga, Bang.

Pewawancara : Oh begitu, ya. Kamu masih ingat kelima *stages* yang ada pada *media-based lessons*?

Narasumber : Seingat saya, ada *Information and Motivation Stage*, *Input Stage*, *Focus Stage*, *Transfer Stage*, dan *Feedback Stage*.

Pewawancara : Betul. Nah, kalau antara komponen yang ada di *media-based lesson plan*. Apa aja kira-kira yang menurut kamu sulit dalam mengerjakannya?

Narasumber : Kelima *stages*-nya sulit *sih* bagi saya pas ngerancang *media-based lesson plan*, Bang.

Pewawancara : Kalau *Information and Motivation Stage* kesalahan yang kamu lakukan kira-kira bagaimana?

Narasumber	:	Untuk *Information and Motivation Stage* karena itu di awal, jadi agak bingung untuk memulai sesuatunya gimana, mau dimulai pakai media apa juga bingung. Makanya *Information and Motivation Stage* nya biasa-biasa aja, bukan yang bagus kali.
Pewawancara	:	Kalau *Input Stage* apakah kesalahan yang biasanya kamu lakukan?
Narasumber	:	Biasanya *sih* untuk *Input Stage* saya sering bingung cara mengenalkan materi ke siswa dan membuat kegiatan untuk menjelaskan materi supaya murid mengerti itu gimana. Penggunaan media yang cocok juga masih bingung untuk *stage* itu apa yang tepat. Mungkin karena dari *Information and Motivation Stage* yang bingung saya mulainya dari mana, makanya ketika *Input Stage* juga bingung mau buat kegiatan apa.
Pewawancara	:	Bagaimana dengan *Focus Stage*?
Narasumber	:	Kalau untuk *Focus Stage* mungkin kegiatannya sering saya buat agak monoton, Bang. Soalnya masih bingung beda spesifiknya. Untuk media yang digunakan di *Focus Stage* juga bingung pilih media apa untuk praktiknya, Bang.
Pewawancara	:	Baiklah, kalau untuk *Transfer Stage* bagaimana?
Narasumber	:	Sama juga untuk *Transfer Stage* juga, Bang. Letak kesalahannya saya buat kegiatannya yang masih berfokus pada guru bukan siswa. Padahal *Transfer Stage* kata dosen kegiatan lebih berfokus pada siswanya. Tapi, tetap saja saya kesulitan mencari kegiatan apa yang cocok fokusnya pada siswa bukan guru.
Pewawancara	:	Untuk tahap terakhir, *Feedback Stage*, bagaimana? Apakah kamu mengalami kesalahan juga ketika merancang *media-based lesson plan*?
Narasumber	:	Sebenarnya untuk *Feedback Stage* lebih ke bingung kegiatan penutup yang cocok dan menarik apa, ya. Terkadang saya hanya buat kegiatan mengapresiasi siswanya aja. Untuk kegiatan penutupan yang lebih keren masih belum terpikir, Bang.
Pewawancara	:	Berarti kelima tahapan sulit, ya, bagi kamu. Selain itu, apa lagi hal yang kira-kira sering terdapat kesalahan ketika kamu merancang *media-based lesson plan*?
Narasumber	:	Mungkin selanjutnya itu *learning objectives*, Bang. Saya sering *stuck* menentukan *learning objectives* yang tepat untuk *stages* itu bagaimana. Kadang yang saya buat itu tidak spesifik dengan apa yang dilakukan siswa nantinya.
Pewawancara	:	Baik, apakah ada lagi kesulitannya?
Narasumber	:	Yang kedua, mungkin dalam menentukan aktivitas untuk setiap *stages* itu gimana. Apalagi beda-beda *kan*, ya? Tapi walaupun beda tetap berkesinambungan. Apalagi saya kesulitan membedakaan setiap *stages* itu bagaimana, Bang. Apa, *ya*, yang cocok diisi setiap *stages* ini. Mau diisi apa, *ya*? Nah, itu kadang yang bikin saya

bingung, Bang. Saya bingung untuk memikirkan yang bagus itu bagaimana, ya. Ini tidak terlepas dari ide, pengalaman, dan wawasan juga, *kan*, ya. Nah saya agak kurang dalam ide-ide cemerlang untuk itu, dari segi pengalaman juga belum banyak, kalau wawasan, ya, anak zaman sekarang pada malas baca, ya, *kan*, Bang

Pewawancara : Kalau untuk proses menentukan bahan ajar yang digunakan sebagai media. Itu bagaimana? Apakah kamu menghadapi masalah juga?

Narasumber : Nah, kadang iya *sih*, Bang. Medianya kadang belum tentu sesuai dan cocok digunakan untuk materi itu, Bang. Apalagi seperti yang saya katakan tadi, saya kurang ide, wawasan, dan pengalaman, Bang. Jadinya medianya *stuck* gitu-gitu aja. Saya agak takut untuk *out of the box* dalam mencantumkan media yang unik.

Pewawancara : Baik, kalau misalnya untuk instruksi dalam setiap *stages* yang kamu rancang. Biasanya apakah sudah jelas?

Narasumber : Nah, kadang dosen mintanya gausah *belibet* langsung *straight to the point* aja. Tapi kadang saya buatnya kepanjangan, Bang. Terus lebih ke bertele-tele tanpa memikirkan waktunya juga kalau semisalnya *media-based lesson plan* saya itu diterapkan. Saya cukup kesulitan dalam membuat instruksi yang singkat, padat, dan jelas itu bagaimana.

Pewawancara : Itu berarti dalam menentukan alokasi waktu, kamu juga bermasalah?

Narasumber : Sebenarnya kalau tulis alokasi waktu, *ya*, kita semua juga tahu biasanya 2 x 45 menit, *ya*, Bang. Itu *gak* jadi kesalahan *sih*, Bang

Pewawancara : Oh begitu, kalau mencari referensi biasanya bagaimana?

Narasumber : Kalau baca buku bisa dibilang cuma sesekali, itupun kalau disuruh, itu saya bacanya buku dari pdf yang dikirim oleh dosen. Walaupun *gak* terlalu sering. Malas baca juga *sih*, Bang. Saya kadang lihat dari konten di media sosial kayak TikTok dan Instagram. Karena sekarang banyak guru yang jadi konten kreator, biasanya mereka sering kasih tips seputar mengajar, salah satunya media-media kreatif yang bisa digunakan saat pembelajaran. Jadi saya lebih seringnya cari referensi dan sumbernya di sana, walaupun *gak* langsung dari buku *media-based lesson plan*, tapi bolehlah dijadikan referensi lainnya.

Pewawancara : Baiklah. Apakah ada lagi masalah yang kamu hadapi ketika merancang media-based lesson plan?

Narasumber : Saya pikir hanya itu, Bang.

Pewawancara : Untuk wawancara hari ini cukup sampai di sini. Terima kasih atas informasinya yang sangat berguna untuk penelitian ini.

Narasumber : Oke, Bang. Sama-sama

Time	:	14.00 WIB
Day/Date	:	Wednesday, 16 August 2023
Location	:	Gazebo at Faculty of Education and Teacher Training
Interviewee	:	Participant 3 (P3)
Interviewer	:	Researcher

Interviewer : Hello. Good morning. Let me introduce myself, I am M Ghufron Ghiffari, people called me Ghufron, an English Education Department student who is conducting research entitled *Exploring the Students' Mistakes in Designing Media-Based Lesson Plans in the ELT Media Design Subject at the English Education Department of UIN Suska Riau*. You are a 6th semester student, *right*? You just finished the ELT Media Design subject. Are you willing to become an informant and take the time to be interviewed?

Interviewee : Hi, good morning. Yes, sure.

Interviewer : Okay, thank you. So, I would you like to know a story from you about your experience when designing media-based lessons?

Interviewee : In my opinion, it's quite exciting. Also, it's challenging too.

Interviewer : Why?

Interviewee : Because the lessons are suitable for the future teachers. Because teachers are required to be able to make lesson plans. Well, this media-based lesson plan is unique, different from basic lesson plans. Lesson plans usually use indicators, core competencies, basic competencies, and so on. That's what makes the lesson plan not just one sheet. So it will be longer, right? So, in my opinion, for a media-based lesson plan, just keep it short. The lecturer said, what is important is that the learning objectives are in accordance with each stage including the media too.

Interviewer : Oh, I see. Do you still remember the five stages in media-based lessons?

Interviewee : As I recall, there was an Information and Motivation Stage, Input Stage, Focus Stage, Transfer Stage, and Feedback Stage.

Interviewer : That's right. So, among the components in the media-based lesson plan. What do you think is difficult to do?

Interviewee : The five stages are difficult for me when designing a media-based lesson plan.

Interviewer : What mistakes did you make at the Information and Motivation Stage?

Interviewee : For the Information and Motivation Stage, because it was at the beginning, I was a bit confused about how to start things, whether

to start using what media, I was also confused. That's why the Information and Motivation Stage is just basic, not a good one.

Interviewer	:	When it comes to Input Stage, what mistakes do you usually make?
Interviewee	:	Usually, for the Input Stage, I am often confused about how to introduce the material to students and create activities to explain the material so that students understand what it is. Using suitable media is also still confusing for what stage is appropriate. Maybe because from the Information and Motivation Stage I was confused about where to start, that's why at the Input Stage I was also confused about what activity to do.
Interviewer	:	What about Focus Stage?
Interviewee	:	For Focus Stage, perhaps I often make the activities a bit monotonous. Because I'm still confused about the specific differences. Regarding the media used in Focus Stage, you are also confused about what media to choose for practice.
Interviewer	:	Alright, what about Transfer Stage?
Interviewee	:	Same goes for Transfer Stage too. My mistake was in making the activities still focused on the teacher, not the students. Even though the Transfer Stage lecturer said the activities were more focused on the students. But, I still have difficulty finding activities that are suitable to focus on students, not teachers.
Interviewer	:	For the final stage, Feedback Stage, how about it? Did you also experienced mistakes when designing media-based lesson plans?
Interviewee	:	Actually, for the Feedback Stage, it's more about being confused about what closing activities are suitable and interesting, right? Sometimes I just do activities to appreciate the students. We haven't thought of cooler closing activities yet, bro.
Interviewer	:	That means the five stages are difficult for you, isn't it? Apart from that, what other things often occur when you design a media-based lesson plan?
Interviewee	:	In my opinion, the first is learning objectives. I often get stuck on determining the right learning objectives for those stages. Sometimes what I make is not specific to what the students will do later.
Interviewer	:	OK, are there any more difficulties?
Interviewee	:	Second, perhaps how to determine the activities for each stage. Moreover, they are different, right? But even though they are different, they are still sustainable. Moreover, I have difficulty differentiating each stage. What things are suitable to be filled in each of these stages. What do I want to fill it with, huh? Well, that's what sometimes makes me confused. I'm confused about what's good, right? This cannot be separated from ideas, experiences and insights too, right? Well, I'm a bit lacking in bright ideas for that,

		in terms of experience I don't have much, in terms of insight, today's children are lazy about reading, right?
Interviewer	:	As for the process of determining the teaching materials used as media. How is that? Are you facing mistakes too?
Interviewee	:	Well, sometimes yes. Sometimes the media is not necessarily appropriate and suitable for that material. Moreover, as I said earlier, I lack ideas, insight and experience. So the media is just stuck like that. I'm a little afraid to go out of the box in using unique media.
Interviewer	:	Fine, for example for instructions in each stage that you design. Usually is it clear?
Interviewee	:	Well, sometimes lecturers ask you not to think too much, just get straight to the point. But sometimes I make it too long, bro. Then it's more like rambling without thinking about the timing if, for example, my media-based lesson plan is implemented. I have quite a hard time making instructions that are short, concise and clear.
Interviewer	:	Does that mean you also have problems determining time allocation?
Interviewee	:	Actually, if you write down the time allocation, yes, we all know that it's usually 2 x 45 minutes, right, bro. That's not a mistake, bro
Interviewer	:	Oh I see, what do you usually do when looking for references?
Interviewee	:	I can say that I read books only occasionally, and even then, if I was asked to do so, I would read the book from a PDF sent by the lecturer. Although not too often. I'm too lazy to read, bro. I sometimes look at content on social media like TikTok and Instagram. Because many teachers are now content creators, they usually often give tips about teaching, one of which is creative media that can be used during learning. So I often look for references and sources there, although not directly from media-based lesson plan books, but can be used as other references.
Interviewer	:	Okay. Are there any other problems you face when designing a media-based lesson plan?
Interviewee	:	I think that's all.
Interviewer	:	For today's interview, that's enough here. Thank you for the information which is very useful for this research.
Interviewee	:	OK. You are welcome
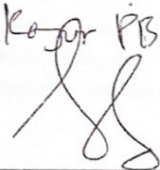
APPENDIX 5

Supervisors Letters

LEMBAR DISPOSISI

INDEKS BERKAS
KODE : 002

HAL	: Pengajuan Pembimbing
TANGGAL	: 13 Oktober 2022
ASAL	: M. Ghufron Ghiffari / 11910410761

TANGGAL PENYELESAIAN: SIFAT:

- INFORMASI	DITERUSKAN KEPADA:
Analysis the Obstacles of the 6th Semester Students of English Education Department in State Islamic Universitas of Sultan Syarif Kasim Riau in Designing Media-Based Lesson Plan	1. Kajur PBI
	2.
	3.
Dosen Pembimbing Dr. Riza Amelia, M.Pd	4.
Kajur PBI 14/10/22	

*) 1. Kepada bawahan "Instruksi" atau "Informasi"
   2. Kepada atasan "Informasi" coret "Instruksi"

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
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FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/18002/2022   Pekanbaru, 26 Oktober 2022
Sifat   : Biasa
Lamp.   : -
Hal   : *Pembimbing Skripsi*

Kepada
Yth. Dr. Riza Amelia, SS., M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh
Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama   : M. GHUFRON GHIFFARI
NIM   : 11910410761
Jurusan   : Pendidikan Bahasa Inggris
Judul   : Analysis the Obstacles of the 6th Semester Students of English Education Department in State Islamic University of Sultan Syarif Kasim Riau in Designing Media-Based Lesson Plan
Waktu   : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

W a s s a l a m
an. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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lamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing   : Seminar Usul Penelitian
2. Nama Pembimbing   : Dr. Riza Amelia, S.S., M.Pd.
     a. Nomor Induk Pegawai (NIP)   : 198204152008012017
3. Nama Mahasiswa   : M. Ghufron Ghiffari
4. Nomor Induk Mahasiswa   : 11910410761
5. Kegiatan   : Bimbingan Proposal Penelitian Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	10 Januari 2023	Bimbingan Bab I		Revisi
2	16 Januari 2023	Bimbingan Bab I		Revisi
3	18 Januari 2023	Bimbingan Bab II		Revisi
4	20 Januari 2023	Bimbingan Keseluruhan Proposal		ACC

Pekanbaru, 20 JANUARI 2023
Pembimbing,

Dr. Riza Amelia, S.S., M.Pd.
NIP. 198204152008012017

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing   : Penulisan Skripsi
   a. Seminar usul Penelitian   :
   b. Penulisan Penelitian   : Skripsi
2. Nama Pembimbing   : Dr. Riza Amelia, S.S., M.Pd.
   a. Nomor Induk Pegawai (NIP)   : 198204152008012017
3. Nama Mahasiswa   : M. Ghufron Ghiffari
4. Nomor Induk Mahasiswa   : 11910410761
5. Kegiatan   : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	3 FEBRUARI 2023	BIMBINGAN REVISI SEMPRO		REVISI
2	20 JULI 2023	BINBINGAN INSTRUMEN		REVISI
3	19 SEPTEMBER 2023	BIMBINGAN BAB 4 DAN BAB 5		REVISI
4	25 OKTOBER 2023	BIMBINGAN KESELURUHAN		REVISI
5	3 NOVEMBER 2023	ACC UNTUK UJIAN MUNAQASYAH		ACC

Pekanbaru, 3 NOVEMBER 2023
Pembimbing,

Dr. Riza Amelia, S.S., M.Pd.
NIP. 198204152008012017

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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

UIN SUSKA RIAU

Nomor	: Un.04/F.II.4/PP.00.9/703/2023	Pekanbaru, 13 Januari 2023
Sifat	: Biasa	
Lamp.	: -	
Hal	: *Mohon Izin Melakukan PraRiset*	

Kepada
Yth. Ketua Prodi Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan UIN Suska Riau
di
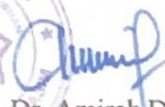   Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

    Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	:	**M. Ghufron Ghiffari**
NIM	:	11910410761
Semester/Tahun	:	VIII (Delapan)/ 2023
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

    Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

    Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001
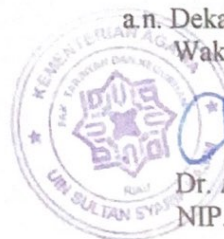
SURAT KETERANGAN

Pekanbaru, 8 Februari 2023

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

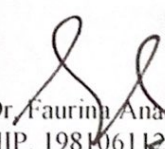|		
Nama	:	M. Ghufron Ghiffari
NIM	:	11910410761
Pendidikan	:	S1 Pendidikan Bahasa Inggris
Judul Penelitian	:	An Analysis of the Students' Obstacles to Design Media-Based Lesson Plan in ELT Media Course at the English Education Department of UIN Suka Riau

Nama yang bersangkutan di atas sudah melakukan Riset di Jurusan Pendidikan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ketua Jurusan
Pendidikan Bahasa Inggris

Dr. Faurina Anastasia, M.Hum
NIP. 198106112008012017

KEMENTERIAN AGAMA
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PENGESAHAN PERBAIKAN
UJIAN PROPOSAL

Nama Mahasiswa : **M. GHUFRON GHIFFARI**

Nomor Induk Mahasiswa : **11910410761**

Hari/Tanggal Ujian : **SENIN, 30 JANUARI 2023**

Judul Proposal Ujian : **AN ANALYSIS OF THE STUDENTS' OBSTACLES TO DESIGN MEDIA-BASED LESSON PLAN IN ELT MEDIA DESIGN COURSE AT THE ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU**

Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Drs. H.M. Syafii S., M.Pd.	PENGUJI I	*8/2/23*	
2.	Zelly Putriani, M.Pd.	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, **8 FEBRUARI 2023**
Peserta Ujian Proposal

M. GHUFRON GHIFFARI
NIM. **11910410761**

APPENDIX 6

Research Letters

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No 155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp (0761) 561647
Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/2819/2023   Pekanbaru,14 Februari 2023 M
Sifat   : Biasa
Lamp. : 1 (Satu) Proposal
Hal   : *Mohon Izin Melakukan Riset*

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
    Satu Pintu
    Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh
        Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini
memberitahukan kepada saudara bahwa :

        Nama   : **M. Ghufron Ghiffari**
        NIM   : 11910410761
        Semester/Tahun   : VIII (Delapan)/ 2023
        Program Studi   : Pendidikan Bahasa Inggris
        Fakultas   : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan
judul skripsinya : An Analysis of the Students' Obstacles to Design Media-based Lesson Plan
in ELT Media Design Course at the English Education Department of UIN Suska Riau
Lokasi Penelitian : Pendidikan Bahasa Inggris UIN Sultan Syarif Kasim Riau
Waktu Penelitian : 3 Bulan (14 Februari 2023 s.d 14 Mei 2023)

        Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang
bersangkutan.

        Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

                                        a.n. Rektor
                                        Dekan

                                        Dr. H. Kadar, M.Ag.
                                        NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **P E K A N B A R U**
Email : dpmptsp@riau.go.id

REKOMENDASI
Nomor : 503/DPMPTSP/NON IZIN-RISET/53837
T E N T A N G

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/2819/2023 Tanggal 14 Februari 2023**, dengan ini memberikan rekomendasi kepada:
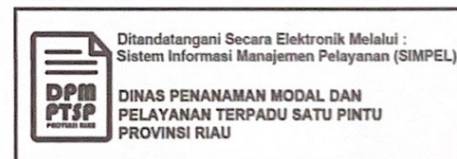
1.	Nama	:	**M. GHUFRON GHIFFARI**
2.	NIM / KTP	:	119104107610
3.	Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4.	Jenjang	:	S1
5.	Alamat	:	PEKANBARU
6.	Judul Penelitian	:	**AN ANALYSIS OF THE STUDENTS' OBSTACLES TO DESIGN MEDIA-BASED LESSON PLAN IN ELT MEDIA DESIGN COURSE AT THE ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU**
7.	Lokasi Penelitian	:	PENDIDIKAN BAHASA INGGRIS UIN SUSKA RIAU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 15 Februari 2023

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DPM PTSP

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU

Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor UIN SUSKA Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU

Jl. H.R. Soebrantas KM.15 No.155 Tuah Madani Tampan - Pekanbaru 28293 PO Box. 1004
Telepon (0761) 562051; Faksimili (0761) 562052 ;
Web: www.uin-suska.ac.id, E-mail: rektor@uin-suska.ac.id

Nomor   : B- 881 /Un.04/WR.I/TL.00/03/2023   13 Maret 2023
Sifat   : Biasa
Lamp   : -
Hal   : Izin Riset

Yth. 1. Dekan Fakultas _____
    2. Kepala PTIPD _____
    3. Kepala Bagian _____
    UIN Suska Riau
Pekanbaru

Assalamualaikum Wr. Wb.
Dengan hormat, menindaklanjuti surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor: 503/DPMPTSP/NON IZIN-RISET/53837 tanggal 15 Februari 2023 hal Mohon izin Riset Skripsi/Tesis, maka kami minta kepada Saudara agar dapat membantu Penelitian nama tersebut di bawah ini :

Nama   : M. Ghufron Ghiffari
NIM   : 11910410761
Program Studi   : Pendidikan Bahasa Inggris

Untuk dapat melaksanakan Riset dan Pengambilan Data guna mendapatkan Data dan Informasi yang terkait dengan Judul Penelitian: "An Analysis Of The Students's Obstacles To Design Media-Based Lesson Plan In Elt Media Design Course At The English Education Department Of UIN Suska Riau" pada unit kerja saudara.

Demikian kami sampaikan atas kerjasamanya diucapkan terimakasih.

Wassalam
a.n. Rektor
Wakil Rektor Bidang Akademik
dan Pengembangan Lembaga

Prof. Dr. Hj. Helmiati, M.Ag.
NIP. 19700222 199703 2 001

Tembusan
Rektor UIN Suska Riau (sebagai laporan)

Bag-Akd:110/eh/su/03/2023

SURAT KETERANGAN

Pekanbaru, 11 September 2023

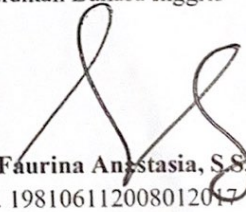*Assalamu'alaikum Warrahmatullahi Wabarakatuhu*

Yang bertanda tangan ini Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa:

Nama	:	M Ghufron Ghiffari
NIM	:	11910410761
Pendidikan	:	S1 Pendidikan Bahasa Inggris
Judul Penelitian	:	An Analysis of the Students' Problem to Design Media-based Lessons in ELT Media Design Course at the English Education Department of UIN Suska Riau

Nama yang bersangkutan di atas sudah selesai melakukan riset di program studi Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ketua Program Studi
Pendidikan Bahasa Inggris

Dr. Faurina Anastasia, S.S, M.Hum.
NIP. 198106112008012017

NOTA PERBAIKAN SKRIPSI

Hari/ Tanggal : Senin, 4 Desember 2023 Pukul : 13.00 WIB
Dewan Penguji :
  Penguji I : Dr. Nur Aisyah Zulkifli, M.Pd.
  Penguji II : Muhammad Taufik Ihsan, S.Pd., S.Kom., M.Pd.
  Penguji III : Dr. H. Bukhori, S.Pd.I., M.Pd.
  Penguji IV : Nurdiana, M.Pd.
Nama Kandidat : M Ghufron Ghiffari   Nim : 11910410961
Perbaikan :

1. Revised Chapter I
2. Revised Formulation of the Problem
3. Revised Chapter III
4. Revised Chapter IV
5. Revised Chapter V

Lama perbaikan : 1 (satu) bulan sejak tanggal ujian
Catatan untuk pemeriksaan setelah diperbaiki :

Telah diperiksa dan disetujui Penguji I : (Dr. Nur Aisyah Zulkifli, M.Pd.)

Telah dipeiksa dan disetujui Penguji II : (M. Taufik Ihsan, S.Pd., S.Kom., M.Pd.)

Telah diperiksa dan disetujui Penguji III : (Dr. H. Bukhori, S.Pd.I, M.Pd.)

Telah diperiksa dan disetujui Penguji IV : (Nurdiana, M.Pd.)

Ketika perbaikan skripsi yang dicoret-coret waktu ujian harus dibawa.

Pekanbaru,
Penguji II/ Panitia

Muhammad Taufik Ihsan, S.Pd., S.Kom., M.Pd.

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APPENDIX 7

Documentations

State Islamic University of Sultan Syarif Kasi

CURRICULUM VITAE

M GHUFRON GHIFFARI, the youngest child of the couple Mr. Drs. Ahmad Siregar and Mrs. Dra. Warliyanti. He was born on June 4th, 2001. Currently, he lives in Pekanbaru, and he previously pursued his education at SDN 37 Pekanbaru, SMPN 23 Pekanbaru, and SMAN 4 Pekanbaru. Afterward, he continued his studies at two different universities simultaneously, majoring in English Education at State Islamic University of Sultan Syarif Kasim Riau and the other majoring in Communication at Indonesian Open University.

Since childhood, he has excelled as Riau's representative in the Twin School, an international students exchange programme in Malaysia in 2012 for a full month. Additionally, he frequently participates in poetry and speech competitions. During his college years, he was actively involved in various positive journeys. As a result, he brought honor to his campuses. He achieved the Gold Medal as Best Presenter at AICOIES 2023 (Annual International Conference on Islamic Education for Students). He also took part as a national delegate in Media Learning Innovation at OASE PTKI II 2023 (Olimpiade Agama, Sains, dan Riset Perguruan Tinggi Keagamaan Islam). Moreover, he joined as an English debater at PKM II 2021 PTKIN Sumatra (Pekan Kreativitas Mahasiswa), also as an English debater at Disporseni Nasional UT 2023, and also became Duta Bahasa Riau in 2021. He has been one of the contributors for learning videos for BIPA (Bahasa Indonesia for foreign speaker). In addition, he demonstrated leadership as a leader English Generation community for two years. He also expanded his horizons by attending the International Entrepreneur Summer Course in 2023 at Andalas University. He currently worked as an Operator at BKKBN. He also contributed his expertise as a speaker, graphic designer, English private teacher, and master of ceremony at various events. He enjoys challenging his own courage to learn new things and enjoy the process.

In 2022, he took part in the community service programme in Kampung Muara Kelantan, Sungai Mandau, Siak. Subsequently, he participated in the field teaching practice programme at SMAN 7 Pekanbaru. While studying, in 2020 he published an article entitled "*The Development of Speaking Skills for Non-Native Speakers of English*". Besides that, he also published an article entitled "*Realization of Religious Moderation Through Digital Literacy with English Skills*" in the AICOIES Proceeding Journals in 2023. Additionally, he became a research student member to help research lecturer at LP2M of UIN Sultan Syarif Kasim Riau. To fulfill the graduation requirements for a bachelor's degree in English education, he conducted research titled "*Exploring the Students' Mistakes in Designing Media-Based Lesson Plans in the ELT Media Design Subject at the English Education Department of UIN Suska Riau*".

For readers who want to engage in discussions with him, you may reach out to him on his Instagram at @ghufronx or via e-mail at ghufronghiffarie@gmail.com. Hit him up and let us connect on LinkedIn at M Ghufron Ghiffari.