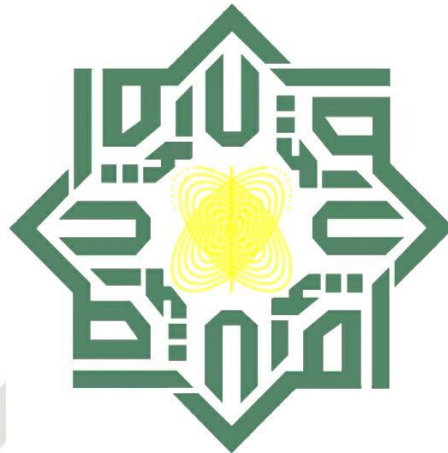




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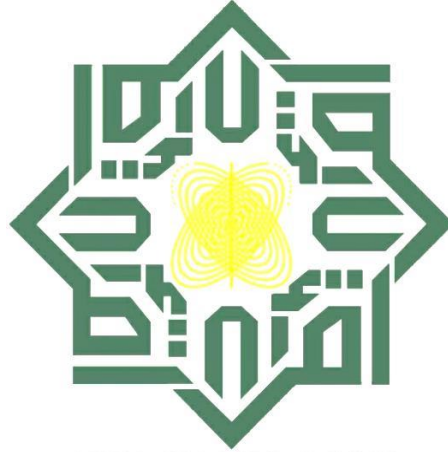
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TEACHER EXPERIENCE ON UTILIZING DIGITAL MEDIA IN TEACHING ENGLISH AT SENIOR HIGH SCHOOL



UIN SUSKA RIAU

BY:

DEA AYU SYABANA
SIN. 12010425366

Thesis

Submitted as partial fulfillment of the requirements
For Bachelor Degree of English Education
(S.Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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Certify that this thesis entitled **“Teacher Experience on Utilizing Digital Media in Teaching English at Senior High School”** is certainly my own work and it does not consist of other people work. Other opinion finding include in this thesis are quoted in accordance with ethical standards.

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ABSTRACT

Dea Ayu Syabana (2024): Teacher Experience on Utilizing Digital Media in Teaching English at Senior High School

This study investigated teachers' experiences regarding the utilization of digital media in teaching English at senior high school. The purpose of this study was to find out teachers' perspectives on the use of digital media in teaching English based on their teaching experiences. This research used qualitative descriptive method. The participants of this study were teachers who have experience in teaching English at SMA Negeri 1 Bangkinang Kota. The participants were selected using purposive sampling technique. This study used interviews and field notes as data collection techniques. The findings of this study showed that all English teachers have the same view that digital media is important to gain student attention and motivation, student being active, motivated, and interested in learning, digital media also has a good effect on students abilities, especially on speaking and listening skill.

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ABSTRAK

Dea Ayu Syabana (2024): Pengalaman Guru Dalam Memanfaatkan Media Digital Dalam Pengajaran Bahasa Inggris di Sekolah Menengah Atas.

Penelitian ini menyelidiki pengalaman guru mengenai pemanfaatan media digital dalam pengajaran bahasa Inggris di sekolah menengah atas. Tujuan dari penelitian ini adalah untuk mengetahui perspektif guru mengenai penggunaan media digital dalam pengajaran bahasa Inggris berdasarkan pengalaman mengajar mereka. Penelitian ini menggunakan metode deskriptif kualitatif. Partisipan dari penelitian ini adalah guru-guru yang memiliki pengalaman mengajar bahasa Inggris di SMA Negeri 1 Bangkinang Kota. Partisipan dipilih dengan menggunakan teknik purposive sampling. Penelitian ini menggunakan wawancara dan catatan lapangan sebagai teknik pengumpulan data. Temuan dari penelitian ini menunjukkan bahwa semua guru bahasa Inggris memiliki pandangan yang sama bahwa media digital penting untuk menarik perhatian dan motivasi siswa, siswa menjadi aktif, termotivasi, dan tertarik untuk belajar, media digital juga memiliki pengaruh yang baik terhadap kemampuan siswa, terutama pada kemampuan berbicara dan mendengarkan.

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ملخص

ديا أبو شعبان، (٢٠٢٤): خبرات المعلمين في استخدام الوسائط الرقمية في تعليم

اللغة الإنجليزية في المدرسة الثانوية

هذا البحث يستقصي خبرات المعلمين في استخدام الوسائط الرقمية في تعليم اللغة الإنجليزية في المدرسة الثانوية. يهدف هذا البحث إلى معرفة وجهات نظر المعلمين حول استخدام الوسائط الرقمية في تعليم اللغة الإنجليزية بناءً على خبراتهم التعليمية. تم استخدام المنهج الوصفي الكيفي في هذا البحث، وكان المشاركون معلمين يمتلكون خبرة في تعليم اللغة الإنجليزية في المدرسة الثانوية الحكومية ١ بمدينة بانجكينانج. تم اختيار المشاركين باستخدام تقنية العينة الهادفة. واستخدم البحث المقابلات والملاحظات الميدانية كأدوات لجمع البيانات. أظهرت نتائج البحث أن جميع معلمي اللغة الإنجليزية يتفقون على أن الوسائط الرقمية تلعب دوراً مهماً في جذب انتباه التلاميذ وتحفيزهم، حيث يصبح التلاميذ أكثر نشاطاً وتحفيزاً واهتماماً بالتعلم. كما أن للوسائط الرقمية تأثيراً إيجابياً على مهارات التلاميذ، لا سيما في مهارات الكلام والاستماع.

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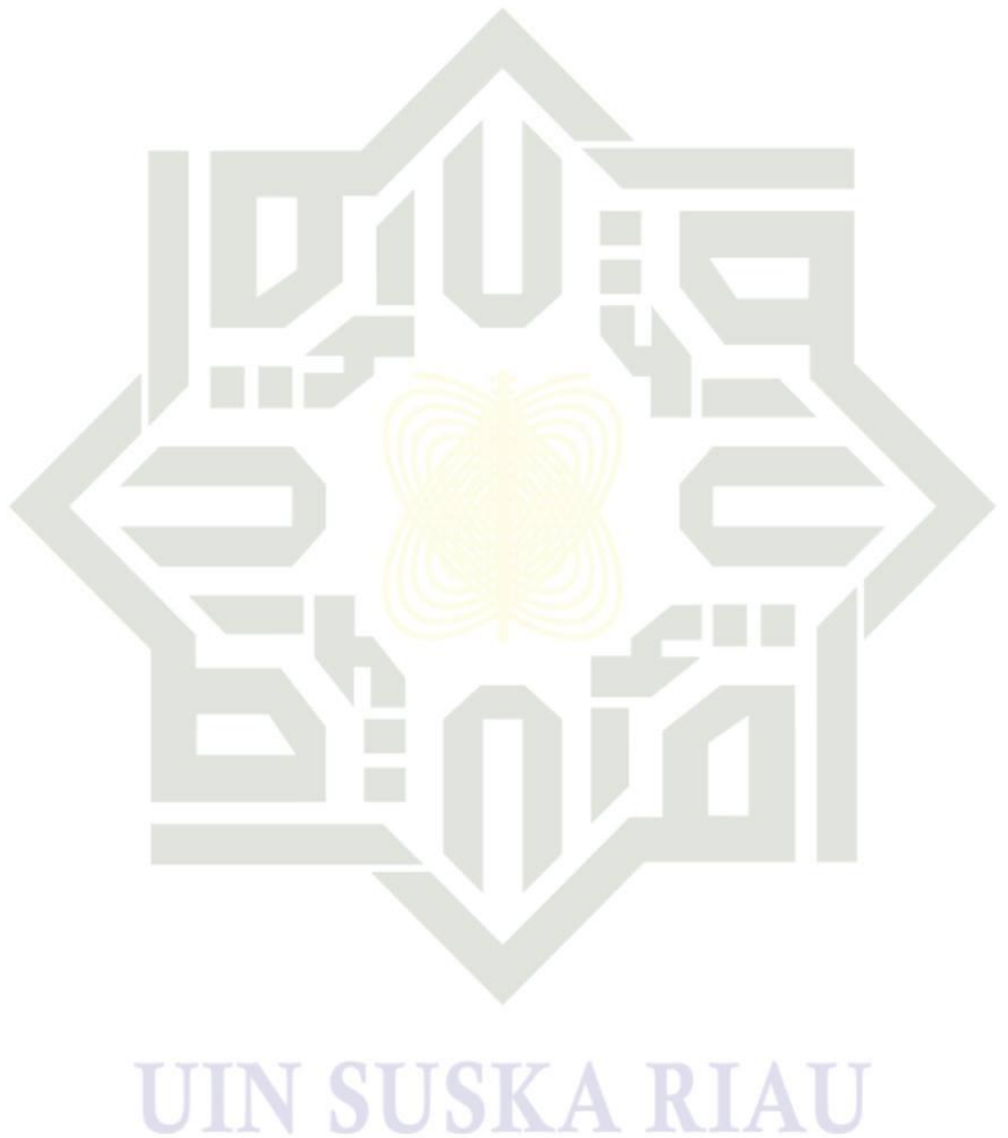
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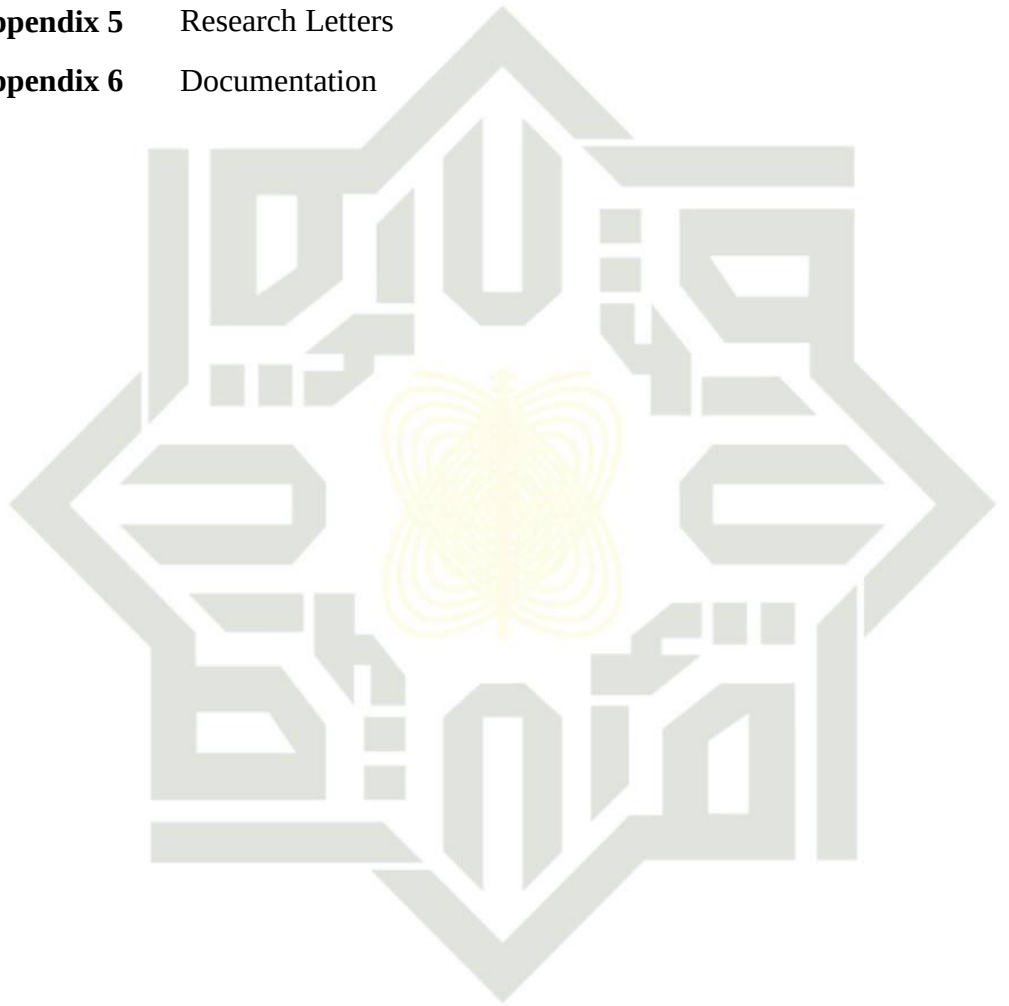
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Digital media is an essential tool in various fields, including education, communication, and entertainment, as it improves engagement and supports the development of skills. As stated by Sugeng (2010), media functions as an instrument to assist educators, who must meticulously select appropriate media to ensure optimal outcomes. Multimedia as computer-based systems that combine various types of content, including text, audio, video, graphics, and interactivity (Constantinescu, 2007). In the modern era, students are highly familiar with digital media, utilizing devices such as laptops and internet-based tools for activities like gaming, communication, and content creation, spending significant time each day engaging with these technologies.

In modern education, digital learning media are essential as they provide convenient access, flexible learning opportunities, and effective solutions to address the challenges of a rapidly changing world, (Rahmanto, 2020). Digital media is an important part of teaching for teachers, as it provides access to diverse resources, enhances lesson delivery, supports interactive learning, and helps create engaging and effective educational experiences for students. The digitalization of educational materials offers significant advantages for both students and teachers. It enhances access to a

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wide range of resources while also boosting efficiency and productivity in the teaching process (Konig et al, 2020).

Based on the preliminary study at SMAN 1 Bangkinang, the researcher interviewed the teacher to find out how the learning process was going, with a particular focus on utilizing media. Researchers found several phenomena, The problems faced by teachers in utilizing digital media are spending more time to prepare the media, due to lack of technology skills, which makes a lot of class time wasted. Lack of technical skills or training to effectively use digital tools in the classroom, as well as adjusting digital content to meet the diverse needs of students and different levels of digital literacy, also requires a significant amount of time and effort.

Related previous studies about teachers' perspectives towards digital media had been conducted by Kurniawati, Maolida, and putra (2018) have proved that digital media supports the teacher in delivering the material and assists the student in learning English. All of the teachers needed the digital media and they were confident in implementing the digital media. Based on the phenomenon above, it is needed to investigating how is the importance of digital media in teaching English at senior high school. Because it is crucial for English teachers to be digitally literate and competent to effectively utilize digital media in their teaching practices. Then, because the role of teacher as an educator, the researcher also wants to know teacher experience on utilizing digital media in teaching English at senior high school.

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B. Identification of the Problem

Based on the explanation in the background of the problem, it is necessary to investigate teacher experience on utilizing digital media in teaching English. Teachers face some difficulties on using digital media in teaching English in senior high school. Problem faced by teacher is spent more time to prepare the media, due to lack of technology skills, which makes a lot of class time wasted. Lack of technical skills or training to effectively use digital tools in the classroom, as well as adjusting digital content to meet the diverse needs of students and different levels of digital literacy, also requires a significant amount of time and effort. As a result, the researcher will investigate the utilizing digital media in teaching English at senior high school. Furthermore, the researcher also want to know teacher experience on utilizing digital media in teaching English at senior high school.

C. Limitation of the Problem

After describing identification of the problem above, this research is focus on the teachers' experience on utilizing digital media in teaching English at senior high school SMAN 1 Bangkinang Kota.

D. Formulation of the Problem

Based on the problem above, the researcher formulates the problems in the research as follows: "How is the teachers' experience on the importance of digital media in teaching English at senior high school?"

E. The Objective of the Research

- a. To describe the teachers' experience on the importance of digital media in teaching English at senior high school.

F. The Significant of the Research

This study has theoretical and practical significant. Theoretically, this study contribute on the use of digital media that can increase students' understanding of classroom learning and strengthen students' memory on the learning material taught by the teacher, student can easily receive learning material and can help increase the effectiveness of achieving learning objectives. Practically, this study can help the teacher to choose the appropriate digital media in teaching English like audio media, visual media, and audio visual media.

G. Definition of the Term

1. Teacher Experience

Teacher experience refers to the time teachers spend working in educational roles at specific schools or institutions, based on an official assignment from the relevant authority. In this study teacher experience refers to what are the impacts and benefits of digital media. Experience can be direct, which means it is experienced by the individual directly, but can also be obtained indirectly, through observation or information from other people. In this research, teachers experience is focus on the

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importance of digital media in teaching English in SMAN I Bangkinang Kota.

2. Digital Media

Digital media for teaching refers to text, images, or other digital content available online. It includes educational materials designed to enhance the effectiveness of teaching and improve the learning experience. Digital media in this study refers to media used by teacher in teaching English, like Laptop, tablet, mobile phone, provided online, power point presentation, picture, and video. The use of digital media in learning includes various digital tools and platforms used to support the learning process, both in the classroom and outside the classroom. The digital media in this research are laptop, video, picture, power point presentation, tablet, and projector that used by teachers in SMAN I Bangkinang Kota.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Teacher

According to Ngalm (2003), teachers who understand the challenges that students face, both in terms of learning difficulties and other problems beyond academics, are better equipped to support their students. These challenges, particularly those that may hinder the learning process, require teachers to be attentive and responsive. By recognizing and addressing such issues, teachers can create a more supportive and effective learning environment, helping students overcome obstacles that may impact their education. A teacher is someone who helps others learn by sharing knowledge, not only in schools but also in mosques, prayer halls, homes, and other places. They teach in both formal and informal ways, reaching people of all ages and backgrounds. In this way, teachers contribute to learning and development in society beyond just schools. (Djamarah, 2001).

Teachers are the largest group of professionals dedicated to activities that support human growth and development. Their role is crucial in shaping individuals by imparting knowledge, teaching important skills, and fostering values that contribute to personal and societal progress. Teachers work in various environments, such as schools, communities, and informal settings, ensuring that learning and development are accessible to people of all ages and backgrounds. Through their efforts, teachers play an essential part in

building a better future, both for individuals and society as a whole, (Prakash, 2018).

In conclusion, teachers play a crucial role in both the academic and personal development of students. They are not only responsible for addressing students' learning difficulties but also for understanding and assisting with challenges beyond the classroom that may affect their progress. Teachers educate in various settings, including schools, mosques, prayer halls, and homes, and contribute to learning in both formal and informal ways. They reach people of all ages and backgrounds, fostering personal and societal growth. Teachers are a key group of professionals dedicated to improving human development by imparting knowledge, skills, and values, and their work is essential in building a better future for individuals and society as a whole.

a. Teacher Experience

Experience is a profitable thing for everybody where individuals will get something new from their experience. Notoatmojo (2012) further stated that an experience is an event that is captured by the five senses and remembered. According to Saparwati (2012) experience can be defined as something that has been experienced, lived, or felt in the past as well as in the present. It is also an observation from a combination of sight, smell, hearing and past experiences. Teacher teaching experience is the knowledge, skills and insights gained over many years of teaching in an educational setting, It encompasses not only the duration of time spent

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in the classroom but also the depth of pedagogical knowledge and the ability to adapt teaching strategies to meet diverse student needs, Hidayat & Patmisari (2023).

Diverse levels of teacher experience are typically reflected in the length of their working period. According to Suyatno (2008), teaching experience refers to the duration a teacher has spent fulfilling their role as an educator in a specific educational institution, based on an official assignment from an authorized body, such as the government or a community-based organization. As teachers progress in their careers, their experience naturally develops, allowing them to refine their teaching practices. The longer a teacher's career, the greater the expectation for them to gain more experience and expertise. These accumulated experiences are integral to the ongoing development of their professional skills, enabling them to handle complex challenges in the classroom and effectively support the diverse needs of their students. Through continuous practice, teachers not only enhance their ability to teach but also contribute to the overall improvement of the education system.

Based on the foregoing, the writer can conclude that the concept of educating experience alludes to the time went through by teachers in carrying out their duties as teachers in things related to educator competence, which are expected to be more experienced in educating teachers, which educator competence is additionally great. Teacher

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experience is probably the foremost imperative factor in personel approaches that affect current workers within the field of education. It serves as the premise for conventional single salary schedules, determines teacher exchange arrangements that provide position preference, and is regularly seen as a major cause of imbalance among schools and is hence a target for redistribution. Classroom administration practices are impacted by teachers' years of experience. Expert teachers are more effective at anticipating issues and adapting their practices appropriately. Years of experience are positively related with compromising and integrating conflict methodologies, while negatively related associated related with obliging.

b. Teaching Experience

The term "teaching" is subsequently defined in assortment of ways by different individuals. Yamin (2008) explains that teaching involves engaging with students in various forms, such as sharing knowledge, generating meaning, seeking clarity, encouraging critical thinking, and providing justifications for ideas. This process is fundamental to the learning experience, as it helps students develop a deeper understanding of the material. Djamarah (1994) further emphasizes that teaching experience is invaluable for educators.

According to Djamarah (1994), a teacher's experience plays a crucial role in enhancing their ability to manage teaching and learning

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interactions effectively in the classroom. The more experience a teacher gains, the better equipped they are to handle diverse student needs, create engaging lessons, and foster a productive learning environment. This accumulated experience becomes a significant asset for teachers, helping them to continuously improve their teaching strategies and contribute to the overall success of their students.

c. Teaching Experience Indicator

The pedagogic concept according to Mulyasa (2019) the competence to manage student learning, planning and implementing learning, evaluating learning outcomes, and developing pupils to actualize their various potentials. Kunandar (2011) said professional teachers are teachers who have the essential competencies to carry out educational and teaching activities. Teaching experience and pedagogical ability are firmly related as a result, markers of pedagogical ability can be utilized to reflect markers of educating experience. According to Kunandar (2011), pedagogic competence includes understanding students' intelligence, creativity, physical abilities, and cognitive growth. Teachers must also be skilled in designing lessons by identifying needs, planning, and implementing them. Learning involves interaction between students and their environment, leading to behavioral changes, which teachers must support. Learning outcomes are assessed through tests and evaluations to track progress. Finally, teachers help students develop

their potential, supporting growth through classroom and extracurricular activities.

According to Ulfa et al. (2022), teaching experience plays a crucial role in increasing teachers' qualifications and professionalism. The more experienced a teacher is, the broader their mastery over subject matter, which enhances their professional competence (Hidayat & Patmisari, 2023). Podolsky et al. (2019) highlight that more experienced teachers confer benefits not only to their students but also to their peers by sharing effective practices and strategies. Teacher experience is positively correlated with student achievement. Podolsky et al. (2019) conducted a review of multiple studies and found that as teachers gain experience, they become more effective, leading to improved student outcomes across various measures beyond standardized test scores.

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2. Digital Media

a. The Nature of Digital Media

Murcia (2001) states that media are tools or objects used by teachers to motivate students by bringing real-life experiences into the classroom. These media help present language in a more comprehensive and complex manner, enriching the learning process and making it more relatable and engaging for students. By incorporating real-world contexts, media allow students to connect more deeply with the material, enhancing both their understanding and motivation to learn. Media is anything that can be used to channel messages from the sender to the

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recipient so that it can stimulate students' thoughts, feelings, attention and interest and attention in such a way that the learning process occurs (Sadiman, 2002).

Gerlach and Ely (2017) also define media as a tool of communication that can enhance both the effectiveness and efficiency of the learning process. By providing diverse methods of presenting information, media helps facilitate better understanding, engagement, and retention of knowledge, ultimately contributing to improved learning outcomes. Gagne (1970) defines that media are various components in learners' environment which support the learners learn. Media is a tool used to deliver content, and it includes items like books, tape recorders, cassettes, video cameras, video recorders, films, slides, photos, pictures, graphics, television, and computers (Gagne and Briggs in Arsyad, 2002). It can be concluded that media is a tool for conveying messages or information to stimulate the provision of learning material and as a means for communication from one person to another, either directly or indirectly.

Holzberger et al. (2013) define digital media for instructional purposes as texts or images in digital format, accessible through the internet. This includes educational content or materials designed to enhance the effectiveness of teaching. The primary goal of using digital media in instruction is to improve learning outcomes by providing teachers and students with accessible, interactive, and engaging resources

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that support the teaching and learning process. Keane (2012) explains that digital media consists of digital tools (computer, laptop, mobile phone) provided online (internet) or offline. Media is each device to pass on information or messages beginning with one place then into the other place. In educating learning process furthermore utilize media to make the interaction run effective and successful.

In conclusion, media plays a vital role in the learning process as a tool for conveying messages, stimulating students' thoughts, emotions, and attention. It helps bring real-life experiences into the classroom, making the learning material more engaging and complex. Media can be anything from physical tools like books, videos, and photographs to digital tools such as computers and mobile phones, all aimed at improving the effectiveness and efficiency of teaching. Whether online or offline, media serves as a means of communication, enabling the delivery of content that supports learning and facilitates interaction in the educational environment.

Sadiman, et al. (2005) claim that in choosing the media, teachers have to consider the media based on the learning goals and objectives. (Dick & Carey's study 1978, as cited in Sadiman, et al. 2005) classified four aspects to be considered in choosing the media: a. the availability of the instructional media should be considered. If the media is not exists in that particular place, the media must be created or purchased. b. The next factor is how to buy or produce the media, it about the funding, and

facility to buy or producing the media. c. Instructional media can be used everywhere, and portable. d. The last factor that needs to be considered is cost effective in long term. The media can be used for long term.

b. Teaching by Using Digital Media

Digital media plays a key role in digital literacy, offering tools and resources that enhance language teaching. It supports technological advancements by making learning more interactive, engaging, and effective for both teachers and students. (Anggeraini et al., 2019). Digital media enables teachers and students to access and explore a wide range of information and knowledge connected to the material being taught, enhancing their understanding and engagement throughout the learning process (Wijaya, 2022). According to Hassel and Hassel (2012), Digital media has the potential to transform the teaching process in several key ways. First, it allows excellent teachers to reach more students by providing personalized learning experiences, remote teaching opportunities, and data-driven insights that enhance their teaching methods. Second, it attracts and retains top-tier educators by offering higher pay and career advancement through the benefits of digital learning. Finally, digital media also improves the effectiveness of average teachers by simplifying tasks, offering real-time data, and enabling personalized instruction, making teaching more efficient and allowing teachers to focus on areas where they can excel. The use of

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digital media makes learning activities more engaging and interactive, helping to facilitate various tasks in the classroom. It creates a more enjoyable and dynamic learning environment, making it easier to hold students' attention and spark their interest in the subject matter. (Ahmadi, 2018).

In conclusion, digital media plays a crucial role in enhancing digital literacy and transforming the language teaching process. It provides valuable tools and resources that make learning more interactive, engaging, and effective for both teachers and students. Digital media allows teachers to reach more students, offering personalized learning experiences, remote teaching, and data-driven insights. It also helps attract and retain top-tier educators by providing career advancement opportunities and better pay. Additionally, digital media supports average teachers by simplifying tasks and providing real-time data, improving the efficiency of teaching. Ultimately, the use of digital media makes learning activities more engaging, facilitating classroom tasks, and creating a dynamic environment that captures students' attention and interests.

According to Mardiana (2020), the rise of digital media in language teaching over the past decade has prompted researchers to explore how pre-service teachers perceive the use of digital media in teaching English, especially since they have already integrated it into

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their teaching practices. The responses from the pre-service teachers in the study show that digital media plays a crucial role in enhancing the teaching and learning of English. A majority of the participants agreed that digital media helps to capture students' attention and motivates them to be more engaged in the learning process. This aligns with previous studies which suggest that digital media is effective in increasing student engagement by making lessons more interactive and stimulating. Additionally, digital media helps students stay on track with their assignments, as it often makes learning more engaging and enjoyable. Another key point highlighted by the participants is that digital media significantly contributes to improving students' English proficiency, particularly in areas like vocabulary acquisition, reading comprehension, and listening skills. This observation is consistent with earlier research that found digital media to have a positive impact on students' language abilities, as it provides them with rich, varied, and authentic content that enhances their learning experience. The three main points that emerged from the responses of the pre-service teachers are: (1) digital media plays a key role in gaining students' attention and motivating them to learn, (2) it helps improve students' English proficiency in critical language skills, and (3) it assists in facilitating the teaching and learning process in the classroom by making lessons more interactive and engaging. These findings highlight the significant benefits of using digital media in

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language teaching, as it not only enhances students' language skills but also creates a dynamic and efficient learning environment.

c. Types and Characteristics of Digital Media

Lister et al. (2009) state that new media possesses several key characteristics, including being digital, interactive, hypertextual, virtual, networked, and simulated. These features distinguish new media from traditional forms of media, enabling users to engage with content in dynamic ways. The digital nature allows for easy manipulation and distribution of content, while interactivity encourages user participation. Hypertextuality enables the connection of information through links, creating a non-linear experience. Virtuality immerses users in simulated environments, and networking allows for communication and collaboration across various platforms. Together, these characteristics define the transformative nature of new media in today's digital landscape. According to Sukiman (2012), the characteristics of the media used in teaching and learning activities are divided into visual-based learning media, audio-based learning media, audio-visual based learning media and computer-based learning media.

1. Audio Media

Susilana and Riyana (2011) It was stated that audio media is a type of medium through which messages or information are conveyed and can only be received and processed by the sense of hearing,

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meaning that listeners rely solely on their auditory perception to interpret the content. Unlike visual media, which can engage both the eyes and ears, audio media relies on sound, including speech, music, or other sounds, to communicate its message, making it an essential tool for auditory learning and information delivery. The message or information to be conveyed is expressed in auditive symbols in the form of words, music and sound effects. There are several types of media that we group into audio media, including: radio, magnetic tape recorders and language laboratories. Sadiman, et al. (2005) state that audio media is the instructional media that use listening skill.

There are several advantages and limitations to using audio media in learning. Audio media is an affordable, easy-to-use, and reusable tool that supports students, especially those with limited reading skills, and enhances language learning by providing clear verbal communication. It offers up-to-date information, is portable, and allows for easy recording, updating, and reproduction of material for various uses. However, there are some limitations, including copyright concerns, as audio files can be easily copied. Additionally, audio media makes it difficult to monitor student attention, and students may not always fully engage with the material. Managing playback speed can be challenging, especially for students with varying attention spans, and specific equipment is often required. The rigid playback sequence can be a limitation, as it's not always easy to

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skip or rearrange content, and there's also a risk of accidental deletion of important material (Smaldino, Lowther, Russell, 2011).

2. Visual Media

Visual media can be shown in two forms. The first form is visual media that displays still images such as pictures, paintings, sculptures, slides, and various objects made by printing. The second form is displaying moving images or symbols or such as human skull props, electric current props (Dananjaya, 2013). Visual-based media is media that only uses the function of the sense of sight. Visual-based media has a very important role in the learning process. Visual media can increase understanding and strengthen students' memory of learning materials. Visual media can provide an overview between the content of the subject matter and knowledge in the real world and can foster interest, (Djamarah & Zain, 2002). Visual media has many types, including the following:

First, Picture/photo, Hamalik (1986) pictures or photos are non-projected images that can be found everywhere, both in children's surroundings and in the adult environment. These images are easily accessible and can be presented to children, making them an effective tool for learning. The familiarity and simplicity of pictures help engage students, allowing them to connect visually with the material and enhancing their understanding of the subject matter. Meanwhile,

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Sadiman, et al. (1990) said that among the many educational media, pictures or photos are the most commonly used media. Besides being practical, images can also be understood and enjoyed everywhere.

Second, Sketch, Sadiman et al. (1990), sketches are simple illustrations or rough drafts that highlight the main components of an idea without going into detailed specifics. A skilled teacher should be capable of conveying their ideas effectively through sketches. This approach not only captures students' attention but also helps to reduce verbalism and enhance the clarity of the messages being communicated. By simplifying complex concepts into visual representations, sketches serve as a powerful tool in fostering better understanding and engagement among students, making them an essential component of effective teaching practices.

Third, Graphs, Sadiman et al. (1990), graphs are visual tools that use simple elements such as dots, lines, or images, often combined with verbal symbols to provide further clarity. These tools play a crucial role in presenting quantitative data in an organized and easily digestible manner. Their primary function is to represent trends, comparisons, or developments related to a specific object or event in a concise yet thorough way. By visually summarizing complex data, graphs enable viewers to quickly grasp key insights and patterns. This makes them an invaluable resource in various fields, particularly in educational contexts, where they help enhance understanding, support

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critical thinking, and foster effective communication of information. Their ability to break down large amounts of information into clear, visual formats allows both teachers and students to process and interpret data more efficiently, improving the overall learning experience.

Fourth, Posters, Sadiman et al. (1990) emphasize that posters are not only effective tools for conveying specific messages or impressions but also have the power to influence and motivate the behavior of those who view them. Posters can be used to encourage people to take actions such as purchasing new products, participating in family planning programs, or developing a love for animals. They can be created on various materials, including paper, cloth, wood, metal, and more. Additionally, posters are highly versatile in terms of placement, as they can be displayed in classrooms, outside buildings, on trees, along roadsides, or even in magazines, making them a valuable medium for both educational and promotional purposes.

Every learning media aims to help convey learning material well. After selecting the right media and using it, teachers need to consider the advantages and disadvantages of each media, so that in delivering learning materials can be presented properly. According to Wati (2016) the advantages of visual-based learning media include visual media helps increase the effectiveness of achieving learning objectives with visual materials, visual media expedites the learning

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process so that students can easily and quickly receive learning materials, visual media creates interaction between students and the surrounding environment, visual media helps students improve understanding and strengthen memory, because visual displays are more interesting than just verbal displays, visual media helps overcome the limited experience that students have.

According to (Dzakiah, 2022) Visual media are actual objects or things we encounter on a daily basis. Visual media can pique students' interests and provide a connection between the subject matter and real-world applications (Amalia & Hapsari, 2018). Wati (2016) defines that the shortcomings of visual-based learning media include visual media, is sometimes less practical and requires a long manufacturing time, visual media is not followed by audio, so it requires an explanation from the teacher about the learning material, requires good and practical materials and media design, so that visual media can last a long time, so the manufacturing process is quite complicated, if an error occurs in the media, it is difficult to correct. It could be dismantling and starting from scratch again the media.

3. Audio Visual Media

Asyhar (2011) defines that audio visual media is a type of media used in learning activities by involving hearing and vision at the same time in one process or activity. Messages and information

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that can be transmitted through this media can be verbal and nonverbal messages that rely on both vision and hearing. Farooq (2014) stated that audio-visual is learning media that make the learning atmosphere feel real through seeing and hearing the knowledge directly. Some examples of audio visual media are films, videos, TV programs and others. Video based learning is one method that involves audio-visual, the use of audio-visual can increase students' attention (Miftakh & Samsi, 2015).

Sadiman, et al. (1990) argue that film is a medium that has a very large ability to help the teaching and learning process. Meanwhile, Susilana and Riyana (2011) say that films are also called motion pictures, which are a series of still pictures that slide quickly and are projected so that they give the impression of life. Susilana and Riyana (2011) television is a medium that can display messages in audio visual and motion. Then Sadiman, et al. (1990) said that television is a medium that conveys learning messages in an audio-visual manner accompanied by elements of motion and Hamalik (1986) argues that television is an electronic equipment, that its basis is the same as live images which include images and sound.

In today's technological era, a computer network is very necessary, because there are so many uses for computer networks. The presence of computers and their applications as part of information and communication technology can change the paradigm of the

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learning system that was originally traditionally based, relying on face-to-face, turning into a learning system that is not limited by space and time. Rusman (2013) explains that web-based learning or popularly known as web-based education (WBE) or sometimes called e-learning (electronic learning) can be defined as the application of web technology in the world of learning for an educational process. In simple terms, it can be said that all learning is done by utilizing internet technology and as long as the learning process is felt to occur by those who follow it, then the activity can be referred to as web-based learning.

d. Functions and Benefits of Digital Media

Levie & Lents (1982) proposed four functions of learning media, especially visual media, are as follows: First, the attention function, where visual media captures students' attention and helps them focus on the lesson, particularly when they are not interested in the subject. Second, the affective function, where visual media can influence students' emotions and attitudes, such as when addressing social or racial issues. Third, the cognitive function, where visual media aids in understanding and remembering information by using images and symbols. Lastly, the compensatory function, where visual media helps students who struggle with reading by providing context to better understand and recall the material.

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According to Kemp and Dayton (1985), digital media can serve three primary functions when utilized for individuals, small groups, or larger audiences. One of these is to motivate interest or inspire action. To fulfill this motivational role, learning media can incorporate elements of drama or entertainment to engage the audience effectively. The goal is to spark interest and encourage students or listeners to take meaningful actions, such as participating actively, volunteering, or contributing material support. Achieving this outcome has the potential to influence attitudes, shape values, and evoke emotional responses, ultimately fostering a deeper connection to the content and encouraging proactive behavior. These motivational aspects underscore the importance of thoughtfully designed digital media in achieving both educational and social objectives.

Within the instructive division, advanced media gives assorted learning assets that cater to distinctive learning styles. Multimedia tools such as videos, podcasts, and interactive simulations can enhance understanding and retention of information (Bowen, 2015). Research indicates that integrating digital media into teaching strategies can lead to increased student motivation and engagement (Scrivener, 2011). Digital media creates intuitive and engaging learning experiences that often surpass traditional methods. Educational apps, online courses, and digital tools enhance learning with features like gamified activities, multimedia content, and real-time feedback. These tools enable students to explore

subjects through videos, simulations, and interactive resources, improving their understanding and retention of complex concepts. The accessibility and flexibility of digital platforms also allow personalized learning, catering to individual needs and styles for a more effective educational experience.

B. Relevant Research

Before the researcher conducted this research, the researcher studied the previous researches related the topic. There are to some relevant researches which can be used as the previous study to this research those are:

The research directed by Mardiana in (2020) the review was directed at FKIP Universitas Lambung Mangkurat Banjarmasin, entitled Utilizing Digital Media in EFL Classroom: Pre-Service Teachers Teaching Practice Experience. This review planned to for this reason, this study aims at investigating the preservice teachers' perspective toward the use of digital media in EFL classroom based on their teaching practice experience. This exploration used a qualitative approach, the instruments of this examination were a opened-ended questionnaire. The exploration included 20 students of Universitas Islam Majapahit who did school-based field study program. The information were gathered through opened-ended questionnaire and analyzed qualitatively. The outcomes showed that digital media is benefificial for both the pre-service teachers and the students. Despite of the external or extrinsic barriers in

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Applying digital media, the pre-service teachers are still encouraged to utilize digital media in the classroom as an effort for the teaching demand in this era.

The descriptive study research directed by Ramadhan, Sukma and Indriyani in (2019), entitled Teacher Competence in Utilizing Digital Media Literacy in Education. This study aims to determine the responses and competencies of teachers in digital media literacy. The instruments of this examination used a questionnaire. This research is a descriptive study using survey methods. The study sample was 112 Indonesian language teachers in West Sumatra. The results of the study show that most teachers have used digital media to assist in the learning process. However, the digital media used is still limited and not yet diverse. The use of digital media in learning has positive and negative effects. In order for maximum positive effects to be obtained and negative effects to be avoided, teacher competence is needed to make it happen.

Yordming (2017) in Thai context. The researcher did interview to five elementary school teachers in Angthong and Phranakhon Si Ayutthaya Primary Educational Service Area Office and analyzed qualitatively. The results of the study showed that the types of digital media used were internet, e-mail, laptop and CDs. All of the teachers needed the digital media and they were confident in implementing the digital media. Fortunately, the schools encouraged the technology used in the classroom.

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Çelik & Aytın (2014) did research on teachers' point of view on digital tools in English Language Learning in the Turkish context. This study revealed that the use of digital media in the classroom brought positive impact to the students. The teachers felt that technology resources could motivate the students as well as improve the students proficiency and increase their attention. However, the teachers faced the problem that the limitation of computer equipment and internet connection.

Pardede (2015) dealt with pre-service teachers' perception of learning English by using Edmodo in the classroom. The participants provided positive response that they were ready to use Edmodo and considered Edmodo as an advantage tools in the aspect of flexibility to share ideas. Although they were more actively participated in face-to-face classroom setting that Edmodo use, the participants considered Edmodo as a beneficial supplementary tool.

The study was directed by Purnamasari (2019) investigated the pre-service teachers' perception of the use of Facebook Group for learning English. The participants were the students of English Department of Universitas Kristen Indonesia. The results of the study expressed that FBG is useful for learning English because they was easy to operate. It is also effective for social and educational purpose that developing interpersonal communication between the users and friends and lecturer. However, FBG is not suggested for posting writing assignments.

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The research directed by Suryani (2016) entitled utilization of digital media to improve the quality and attractiveness of the teaching of history. The result of the study proved that through using digital media, teacher could teach history more joyfully. Using digital learning media can also invite the students to watch directly the form of historical heritage objects so that they will not only think or imagine them but they could watch them directly, finally, the quality of historical learning could improve or be more attractive.

Apriani (2021) investigated the students perception on digital media used by English lectures in teaching English at one of English department in Riau province. This research was conducted by using interview to the students in order to dig the detail information about the implementation of digital media in English language teaching. The results of interview shows the students more interesting using digital media rather than face to face learning. The students did not shy to communicate to the lecturers to ask about the difficulties material. Then, it can increase their motivation in English learning process. The students gave positive response in English learning process by using digital media.

C. Conceptual Framework

Conceptual framework is a structure that guides researchers related to questions, methods for measuring and analyzing research variables (Liehr and Smith, 1999), The conceptual framework is an overview of the research to be carried out, where in this framework the procedure is described and what will

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be studied in the study (Hernawati, 2017). Thus, the researcher determine some indicators from Mardiana (2020) as follows:

1. Teacher experience on the importance of digital media in teaching English.

- a. Gain students attention and motivation.
- b. Help improve students English proviciency.
- c. Assist teaching and learning process in the classroom.

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CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used qualitative research design. This research aimed to find out teacher experience on utilizing digital media in teaching English at senior high school. According to Creswell (2014) qualitative research was handled for understand and explore the meaning individual or group for human or social problems. According to Creswell (2012), qualitative research is typically used to establish the significance of the central idea, as well as to investigate the problem and develop an understanding of small individuals in social problems. It involved written or spoken data obtain from an observed individuals or the behavior categories and research pattern. The main purpose of this study was to find teacher experience on utilizing digital media in teaching English.

In this research, the researcher used qualitative approach with descriptive study. The purpose is to describe some phenomena as detail information especially about impact on student engagement and learning outcomes, by interviewed the teacher about their experience on utilizing digital media in teaching English at senior high school. Based on Sugiyono (2010) stated that qualitative research was descriptive. Descriptive method was a method used to describe or analyze the results of research but does not make broader conclusions, According to Nazir (1988), the descriptive method is a method that examines the status of human groups, an object, a set of

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conditions, a system of thought or a class event in the present. The researcher used field notes and interviews as instruments, the researcher asked questions about the teacher's experience on utilizing digital media in teaching English.

In conclusion, this study used a qualitative research design with a descriptive approach to explore teachers' experiences in using digital media for teaching English in senior high schools. The aim was to gain a detailed understanding of how digital media impacts student engagement and learning outcomes. Data was collected through field notes and interviews with teachers, focusing on their experiences with digital media in the classroom. This approach emphasizes describing and analyzing the findings to provide insights into the use and effectiveness of digital media in English language teaching without making generalizations.

B. Setting

This research was conducted during the month of June 2024. This research took place in SMAN 1 Bangkinang Kota. On Jend. Sudirman street, No. 65, Langgini, Bangkinang Kota, Kampar, Riau.

C. Subject and Object of the Research

The subject of this research was the teacher who taught English at SMAN 1 Bangkinang Kota. The object of this research was the Teacher Experience on Utilizing Digital Media in Teaching English at senior high school.

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D. Participant of the Research

Researcher used a purposive sampling technique in choosing the research participant. Creswell (2012) stated that the individuals and site were selected purposefully by the researcher to find out the phenomenon. In this research, researcher chose three English teachers from SMAN 1 Bangkinang Kota. In this study, the participants were chosen based on specific characteristics. First, the participants must be English teachers at the school. Second, the participants had sufficient experiences in teaching English used digital media in order to find out the information from teachers' experience. The last, the participants were informative people who could discuss, express, and reflect on their opinions, knowledge, and experiences.

E. Data Collection Technique

The researcher asked the informants and took the field notes to get the deepest information from the informant about the teacher's experience utilizing digital media in teaching English at senior high school. According to Escobar (2019), data sources for qualitative research included observations and interviews. The instruments used to collect the data in this study are:

1. Field Note

This study used field notes to obtain real information on how the teacher experienced utilizing digital media in teaching English. Field notes help ensure that the resulting analysis and conclusions are rooted in the real-world experiences of the research subjects. According to Mandolang

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(2007), field notes were notes taken by researchers during fieldwork that provide valuable information about the context and the people being studied. Similarly, Hamidi (2004) defines field notes as important documentation that includes information from various sources, such as institutions or organizations, as well as individual accounts.

2. Interview

An interview was used in this study to get real information about how the teacher experiences utilizing digital media in teaching English. Kvale stated that an interview was a tool to interchange two or more people's views about one topic in human interaction (as cited in Cohen, Manion, & Morrison, 2011). According to Cohen, Manion, & Morrison, (2011). Interviews were a systematic way of talking and listening to people and another way to collect data from individuals through conversations. The type of interview used in this study is an open-ended interview. The researcher believed that an interview were a suitable instrument for data collection in this study because the researcher could gathered the information more comprehensively, deeper, and longer. Sugiyono (2014) claims that interviews were direct (face-to-face) or indirect dialogues that were conducted for specified purposes (telephone, social media). This method was used because it allows the researcher to get the specific data.

Table III. 1

**Blueprint of Interview Conceptual
INSTRUMEN INTERVIEW**

Indicator	Question	Answer
Teacher experience on the importance of digital media in teaching English.	1. What is your view on using digital media in teaching English? 2. How important is digital media in teaching English? why? 3. on your experience, do you How do you utilize digital media in teaching English? 4. Based think that utilizing the digital media can achieve teaching and learning objectives? why? 5. How do you apply the use of digital media in teaching English?	

Adapted from (Mardiana, W. 2020)

F. Technique of Data Analysis

Data analysis was an effort that is done by the researcher to embrace the data accurately (Hitchcock & Hughes, 1995) after collecting the data, the researcher analyzed the data. It can be defined as the process of analyzing the data obtained from the result of the research. Qualitative data was required from the result of the study. Qualitative data was gained from field notes and interview. In this study, the writer used a qualitative approach data analysis

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technique. The qualitative data of this research is analyzed by using the phenomena of the situation in order to find out the condition of the field. Miles & Huberman (1984) stated the activities in data analysis are data reduction, data display, and conclusion drawing/ verification. The following are the data analysis steps in qualitative research:

1. Data Reduction, the researcher sorts the data to find the related data which can be used for the research. This method is done to find out the results of interviews and field note that have been made and then take data relating to this research related to the teacher's experience.
2. Data Display, the researcher described the data found. This method is carried out in order to select data that is in accordance with the research so as to raise problems about the teachers experience in teaching English. The data obtained will be given an analysis to match the results of the field findings.
3. Conclusion drawing/verification preliminary conclusions, verification and conclusion, the results of the field study will be used to back up the findings. By classifying the data, data verification aims to ascertain the final data and the overall issue. Consequently, the author conducted the study while in the field by detailing all of the collected data and then analyzing it in a methodical, precise, and exacting manner. Here, the researcher relies on information gathered from interviews and filed note.

G. Validity of Data

In qualitative research, the researcher used triangulation as one of the data validity techniques. In this research, the researcher used triangulation to check the validity of the data. According to Sugiyono (2018), triangulation was a way or technique for data collection that has the ability to combine or join existing data collections and sources. The credibility of the data is also gained through triangulation process. The types of triangulation could be seen from different individuals, types of data, theories, and methods of data collection. This is to make sure that the study was accurate because the information drew on multiple sources of information, individuals, or processes.

In this research, the researcher used two kinds of triangulation: the sources were form interviews with the teachers and field notes. The types of data were observational field notes and interview transcript. Additionally, in utilizing the theories, the researcher gathered and checked some written sources from various literatures that related to the topic to build research instruments. Lastly, the methods used is varied from field note, interview and document review.

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CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclusion

Based on research data collected through interviews, this research verifies the recent literature and studies investigating about how teachers experience and perspective toward the utilizing digital media playing role in teaching English. This research confirms that digital media can influence students attitudes, like students interest, motivation, and being active in the learning process, and utilizing the digital media can influence students English proficiency, such as vocabulary, listening, and speaking skills.

The importance of digital media in teaching English, the result of the interview reveals that teachers have the same view that utilizing digital media in teaching English is important to gain students attention and motivation. The student was also motivated and fell happy to learn English. Delivering material to students that can also improve students' English language skills. Thus, it showed that teachers in this school have positive beliefs about utilizing digital media in teaching English.

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B. Suggestion

Based on the conclusions drawn from the research on the learning teacher experience on utilizing digital media in teaching English, several recommendations can be suggested for preservice teachers and future research attempts. The result of this research contribute some implications for teaching English, mainly for the teachers. Their perspective on the utilizing of digital media could further bring positive impacts and role model for teachers. The positive views on digital media would also expand the other pre-service teachers' and teachers' idea in implementing digital media in the classroom.

Preservice teachers should invest in learning how to effectively use various digital media tools, like educational apps or video platforms, to enhance their teaching practice. And English teachers are expected to be more innovative and creative to figure out or create more interesting and appropriate digital media to be implemented in teaching English, to create opportunities for students to practice all language skills such as speaking, listening, reading, and writing. And with the growing technology, pre-service teachers must also be able to adapt and learn new digital media.

Further research needs to explore the teachers real teaching practice in each school and confirm the finding through both quantitative and qualitative research methods. And with the emergence of blended and hybrid learning models, it would be beneficial if further research examined how digital media are used effectively in both face-to-face and online settings. Understanding best practices in combining digital and traditional teaching methods will help

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guide future pedagogical strategies. And in the future, longitudinal studies could explore the long-term effects of digital media use on students' language proficiency. These studies will provide insight into whether students can retain knowledge better through digital media compared to traditional methods. This study only involved three participants, therefore, future research is expected to involve more participants in the research.



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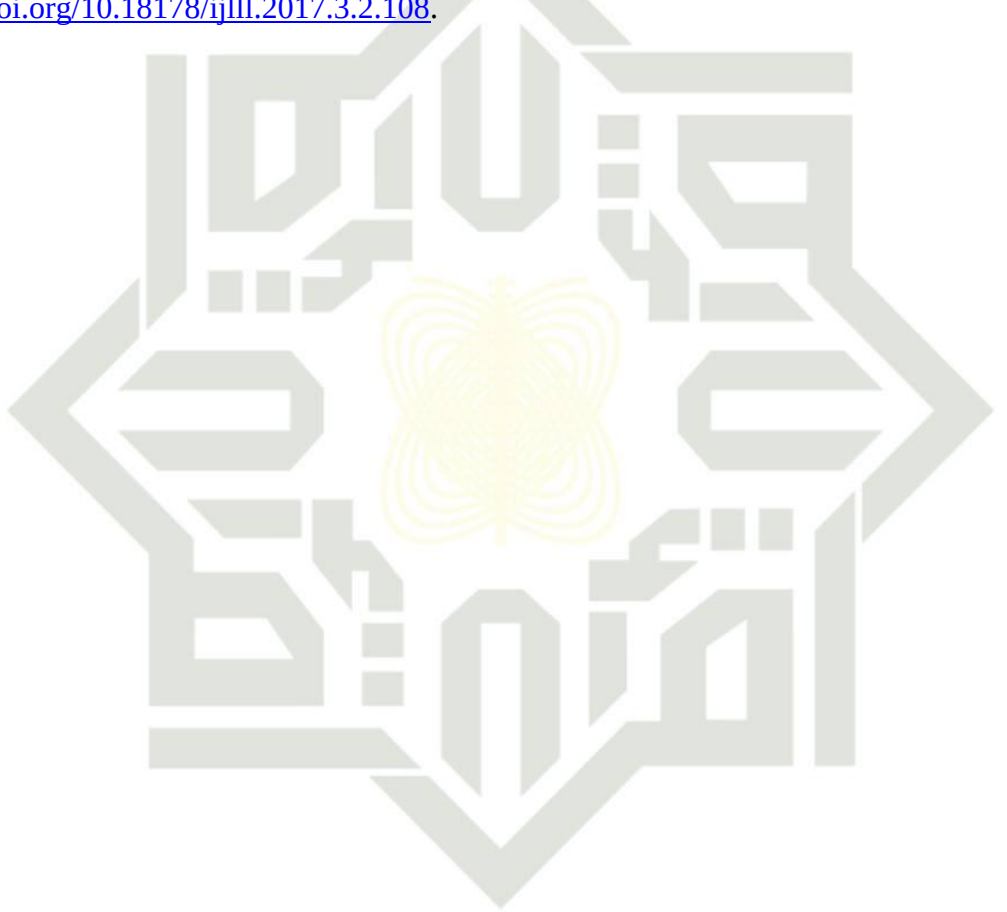
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Wahwan, F. (2020). A Study on the Teaching Media Used by the English Teacher at SMP Muhammadiyah 2 Malang. *Jurnal Pendidikan dan Pembelajaran Bahasa Inggris*, 5(2).

Yamin, M. (2008). *Paradigma Pendidikan Konstruktivistik: Implementasi KTSP dan UU no. 14 tahun 2005 Tentang Guru dan Dosen*. Jakarta: Gaung Persada Press.

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APPENDICES

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APPENDIX I

Instrument

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Appendix 1

Interview guidelines for the teachers

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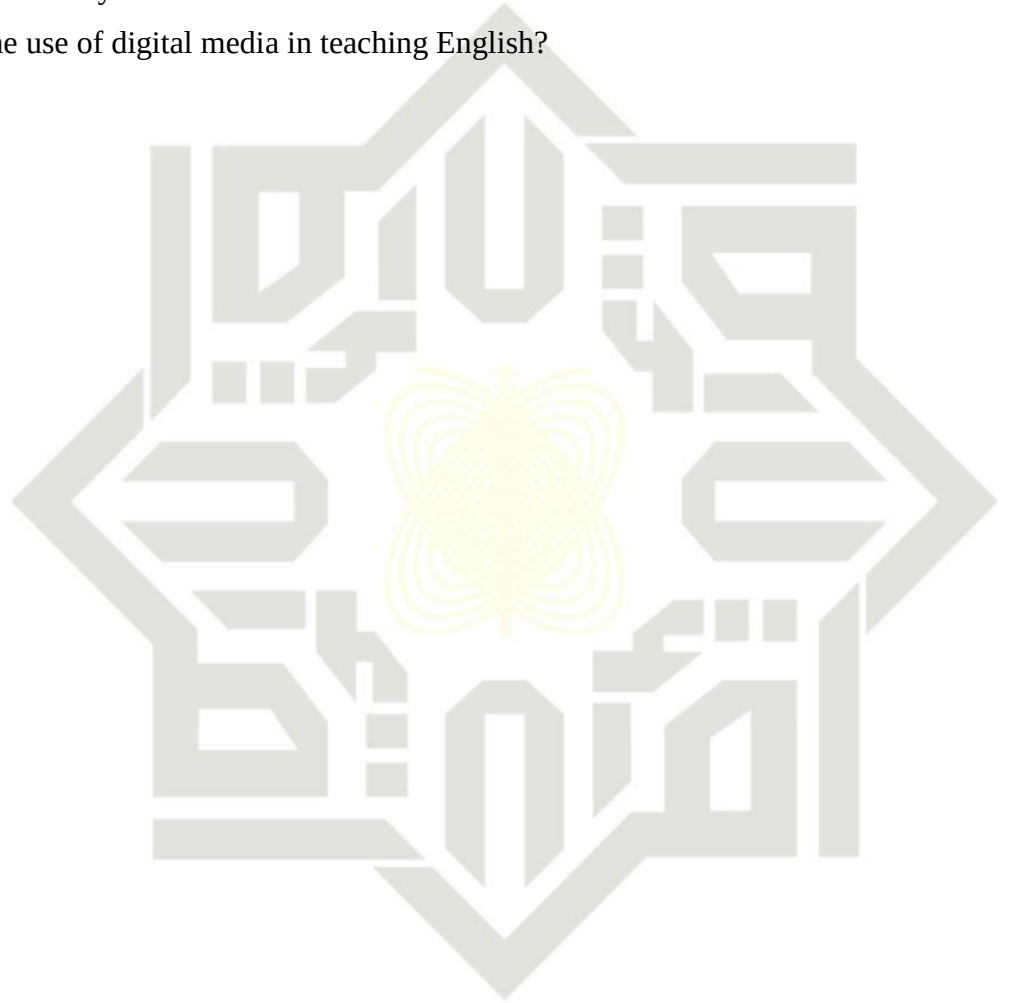
1. What is your view on using digital media in teaching English?

2. How important is digital media in teaching English? why?

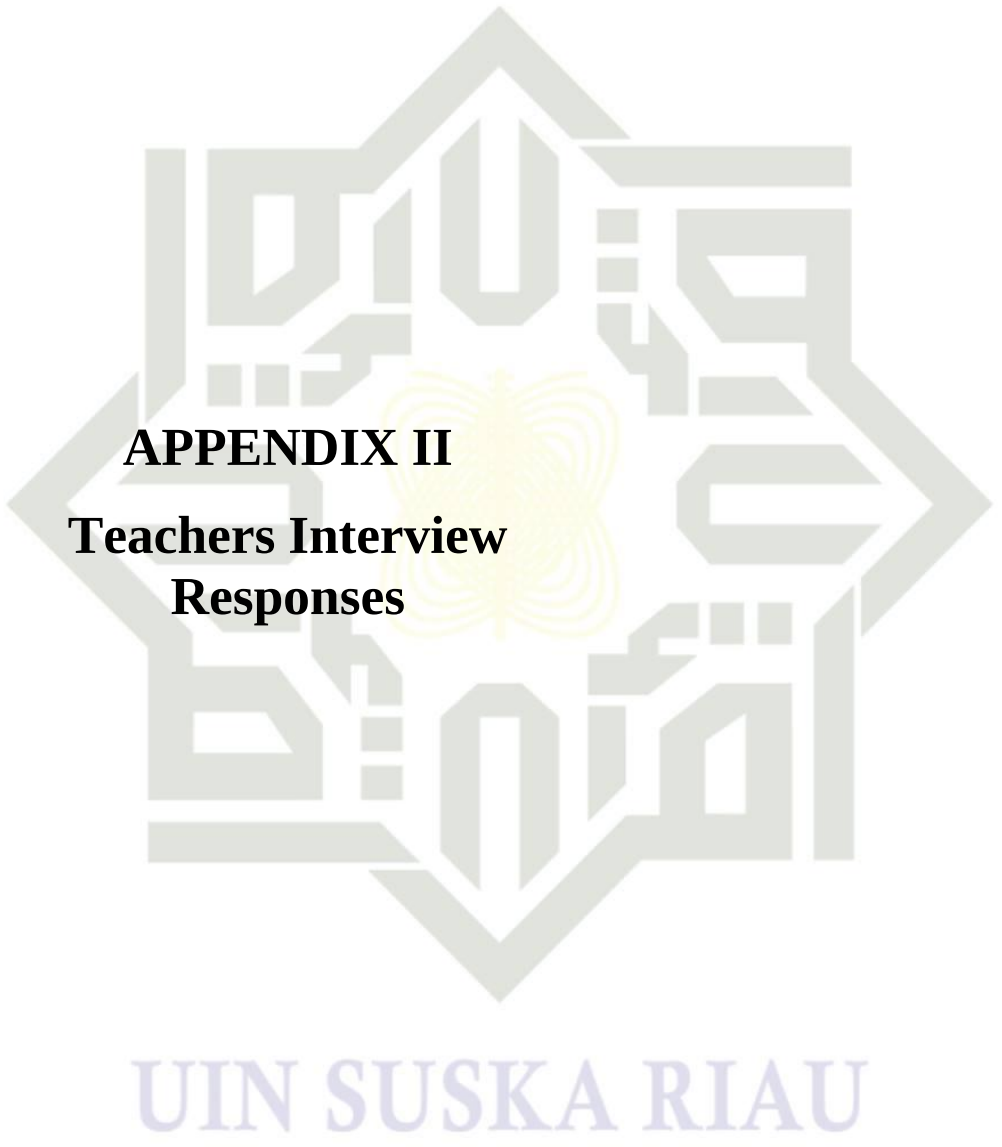
3. How do you utilize digital media in teaching English?

4. Based on your experience, do you think that utilizing the digital media can achieve teaching and learning objectives? why?

5. How do you apply the use of digital media in teaching English?



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APPENDIX II

Teachers Interview Responses

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INTERVIEW TRANSCRIPTION 1

Transcription 1

Respondent : Teacher A
 Time : 11.53-Selesai
 Date : Agustus 06, 2024
 Place : SMAN 1 Bangkinang Kota
 Interviewer, R : Respondent

Subject	Line	Transcription	Indicator	Code	
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	R	1	wa'alaikumussalam warahmatullahi wabarakatuh, insyaallah sudah siap		
	I		Baik, pertanyaan pertama terkait dengan pengalaman ibuk mengenai pentingnya digital media, apa pandangan ibuk mengenai penggunaan media digital dalam mengajar Bahasa Inggris?		
	R	2	Penggunaan digital media saat mengajar tentu penting, digital media membantu meningkatkan efektivitas pembelajaran seperti meningkatkan motivasi belajar siswa.	Teacher experience on the importance of digital media in teaching English.	T1/06/24/2
	I		Pertanyaan selanjutnya buk seberapa pentingkah media digital dalam pengajaran bahasa Inggris? Dan mengapa?		
R	3	Penting sekali, karna dengan menggunakan digital media dalam pembelajaran, siswa itu menjadi lebih tertarik memperhatikan penjelasan	Teacher experience on the importance of digital media in teaching	T1/31/24/3	



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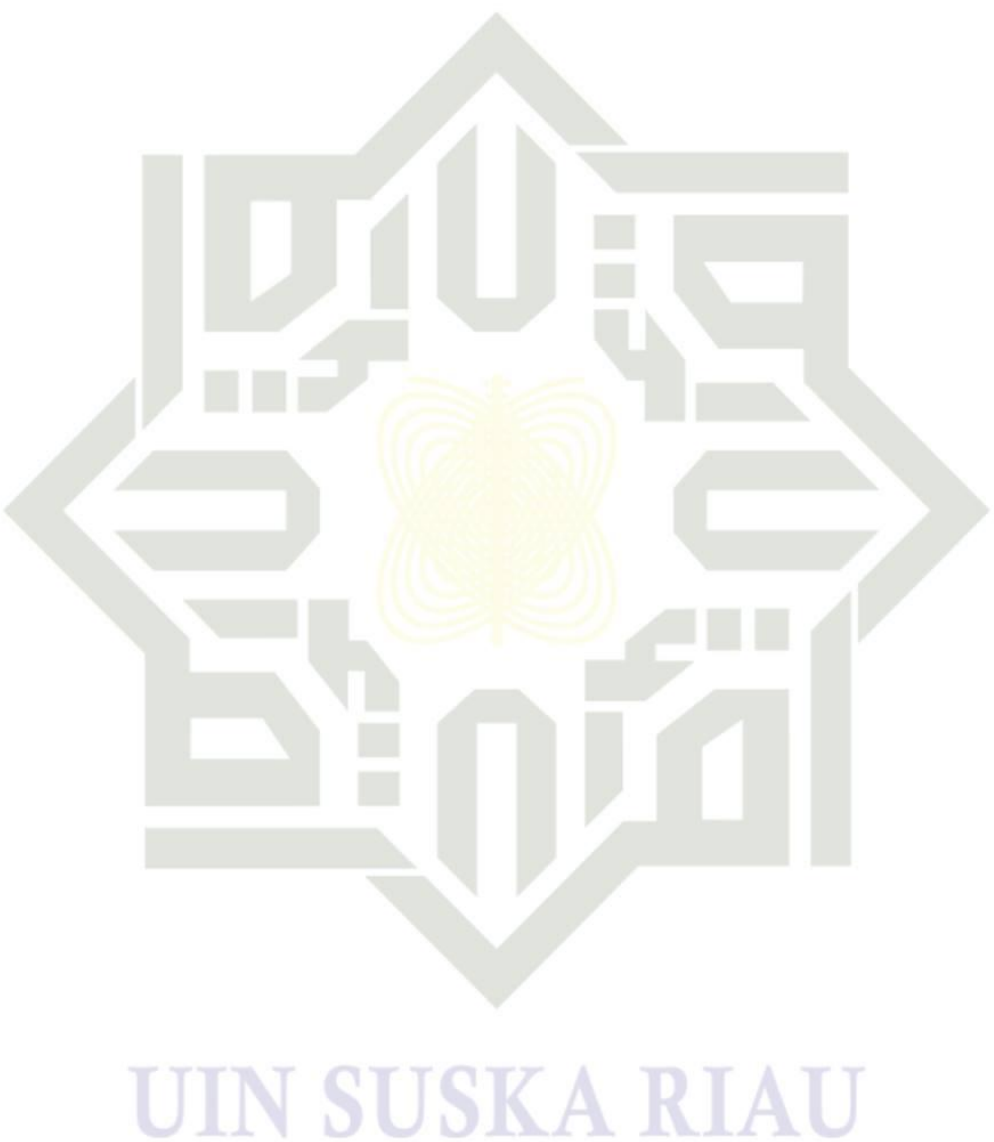
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© Hak cipta milik UIN Suska Riau		materi yang diajarkan. Jadi dapat membantu meningkatkan skill dan kemampuan mereka.	English.	
		Bagaimana ibuk memanfaatkan media digital dalam pengajaran bahasa Inggris?		
	4	Mmm saya memanfaatkan media digital itu yang pertama menggunakan internet untuk mengakses berbagai sumber belajar seperti video, materi tambahan, lalu saya juga menggunakan audio, supaya meningkatkan kemampuan listening siswa		
	I	Berdasarkan pengalaman ibuk, apakah menurut ibuk pemanfaatan media digital dapat mencapai tujuan belajar mengajar? Dan mengapa buk?		
State Islamic University of Sultan Syarif Kasim Riau	R	5 Ya, dengan menggunakan media digital dapat membantu kegiatan proses belajar dan mengajar di kelas, media pembelajaran dapat meningkatkan minat siswa dalam belajar, terutama seperti audio atau video, hal ini efektif untuk meningkatkan minat siswa agar lebih memperhatikan pelajaran.	Teacher experience on the importance of digital media in teaching English	T1/06/24/5
	I	Lalu selanjutnya buk, bagaimana cara ibuk menerapkan penggunaan media digital dalam pengajaran Bahasa Inggris?		
	R	6 Saya biasanya menggunakan digital media seperti video dari youtube, atau audio bahasa inggris yang sesuai dengan materi yang akan dibahas, kemudian akan ditampilkan kepada siswa.		



		Baik buk terima kasih atas waktu dan kesedian ibuk telah melakukan wawancara ini.		
	7	Iyaa sama sama.		

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INTERVIEW TRANSCRIPTION 2

Transcription 2

Respondent : Teacher B
 : 14.00- selesai
 Date : August 05, 2024
 Place : SMAN 1 Bangkinang Kota
 Interviewer, R : Respondent

Subject	Line	Transcription	Indicator	Code
R	1	Assalamualaikum warahmatullahi wabarakatuh, ee sebelumnya terima kasih atas waktu yang telah diberikan, dalam kesempatan ini saya akan melakukan interview terkait dengan pengalaman guru dalam pemanfaatan digital media dalam mengajar Bahasa Inggris. Apakah bapak sudah siap untuk saya interview?		
		Wa'alaikumussalam warahmatullahi wabarakatuh, baik silahkan		
	2	Baik, pertanyaan pertama terkait dengan pengalaman bapak mengenai pentingnya digital media, apa pandangan bapak mengenai penggunaan digital media dalam mengajar Bahasa Inggris?		
I		Pandangan saya mengenai penggunaan media digital dalam mengajar Bahasa Inggris sangat penting, seperti contoh ppt dan video, membuat proses belajar mengajar lebih menarik, siswa jadi lebih bersemangat dalam mengikuti pembelajaran, tentunya membantu meningkatkan kemampuan bahasa Inggris siswa tersebut.		
		Menurut bapak seberapa penting digital media dalam pengajaran bahasa inggris? Dan mengapa?		

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



R

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R

I

R

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I

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3

tentu nya sangat penting, sebagai guru banyak manfaat yang saya rasakan dalam penggunaan media digital, pertama dapat meningkatkan kemampuan Bahasa Inggris mereka dan memudahkan guru dalam menyampaikan materi.

Teacher experience on the importance of digital media in teaching English.

T2/05/24/3

Baik pertanyaan selanjutnya, bagaimana bapak memanfaatkan digital media dalam pengajaran Bahasa Inggris?

4

Kadang saya mencari materi pembelajaran yang lebih mudah dipahami oleh siswa, lalu memasukkan dalam ppt, kadang saya tampilkan video video juga, supaya mereka lebih tertarik untuk belajar.

Lalu menurut bapak apakah pemanfaatan media digital dapat mencapai tujuan pembelajaran? Dan mengapa pak?

5

Ee dengan menggunakan media untuk mengajar, itu memudahkan guru dalam merancang metode mengajar, dan menyampaikan materi pembelajaran, tapi harus didukung dengan sarana dan prasarana sdm dari sekolah juga.

Lalu selanjutnya pak, bagaimana cara bapak menerapkan penggunaan media digital dalam pengajaran Bahasa Inggris?

6

Saya menggunakan media digital seperti video dari youtube, yang sesuai dengan materi pembelajaran misalkan narrative text tentang cerita rakyat malin kundang, kemudian ditampilkan kepada siswa, jadi ada gambaran cerita narrative itu seperti apa.

Baik pak terima kasih atas waktu dan kesediaan bapak melakukan wawancara ini

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7	Oke sama sama, semoga sukses yaa		
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INTERVIEW TRANSCRIPTION 3

Transcription 3

Respondent : Teacher C
 Time : 11.23-selesai
 Date : August 05, 2024
 Place : SMAN 1Bangkinang Kota

I : Interviewer, R : Respondent

Subject	Line	Transcription	Indicator	Code
		Assalamualaikum warahmatullahi wabarakatuh, Sebelumnya terima kasih atas waktu yang telah diberikan, dalam kesempatan ini saya akan melakukan interview terkait dengan pengalaman guru dalam pemanfaatan digital media, dalam mengajar Bahasa Inggris. Apakah ibuk sudah siap untuk saya interview?		
R	1	Wa'alaikumussalam warahmatullahi wabarakatuh, iyaa silakan		
I		Baik, pertanyaan pertama terkait dengan pengalaman ibuk mengenai pentingnya digital media, apa pandangan ibuk mengenai penggunaan digital media dalam mengajar Bahasa Inggris?		
R	2	menurut saya menggunakan media dalam proses mengajar itu penting sekali ya, media itu membantu, terutama saya sebagai guru, saat mengajar. Menyampaikan materi kepada siswa terus menarik perhatian siswa, jadi mereka termotivasi untuk belajar.	Teacher experience on the importance of digital media in teaching English.	T3/05/24/2
I		Seberapa penting media digital dalam pengajaran bahasa Inggris buk? Dan mengapa?		
R	3	Sangat penting, jadi dengan menggunakan media itu membantu saya, dalam memberikan materi pelajaran kepada siswa, dan siswa juga senang, kalau belajar menggunakan media misalnya		



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R

I

R

I

R

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4

seperti video.

Bagaimana ibuk memanfaatkan media digital dalam pengajaran bahasa Inggris buk?

Di manfaatkan dengan cara, mencari, baik itu bahan ajar atau video atau audio yang kemudian akan disajikan kepada siswa.

Berdasarkan pengalaman ibuk, apakah menurut ibuk pemanfaatan media digital dapat mencapai tujuan belajar mengajar? Dan mengapa buk?

5

Saya pikir bisa, media digital itu dapat meningkatkan berbagai skill seperti listening, reading, speaking, contohnya dengan audio, mereka jadi terlatih mendengarkan kata kata dalam bahasa inggris, atau dengan video, jadi siswa bisa mencontoh bagaimana pengucapan yang tepat.

Lalu selanjutnya buk, bagaimana cara ibuk menerapkan penggunaan media digital dalam pengajaran Bahasa Inggris?

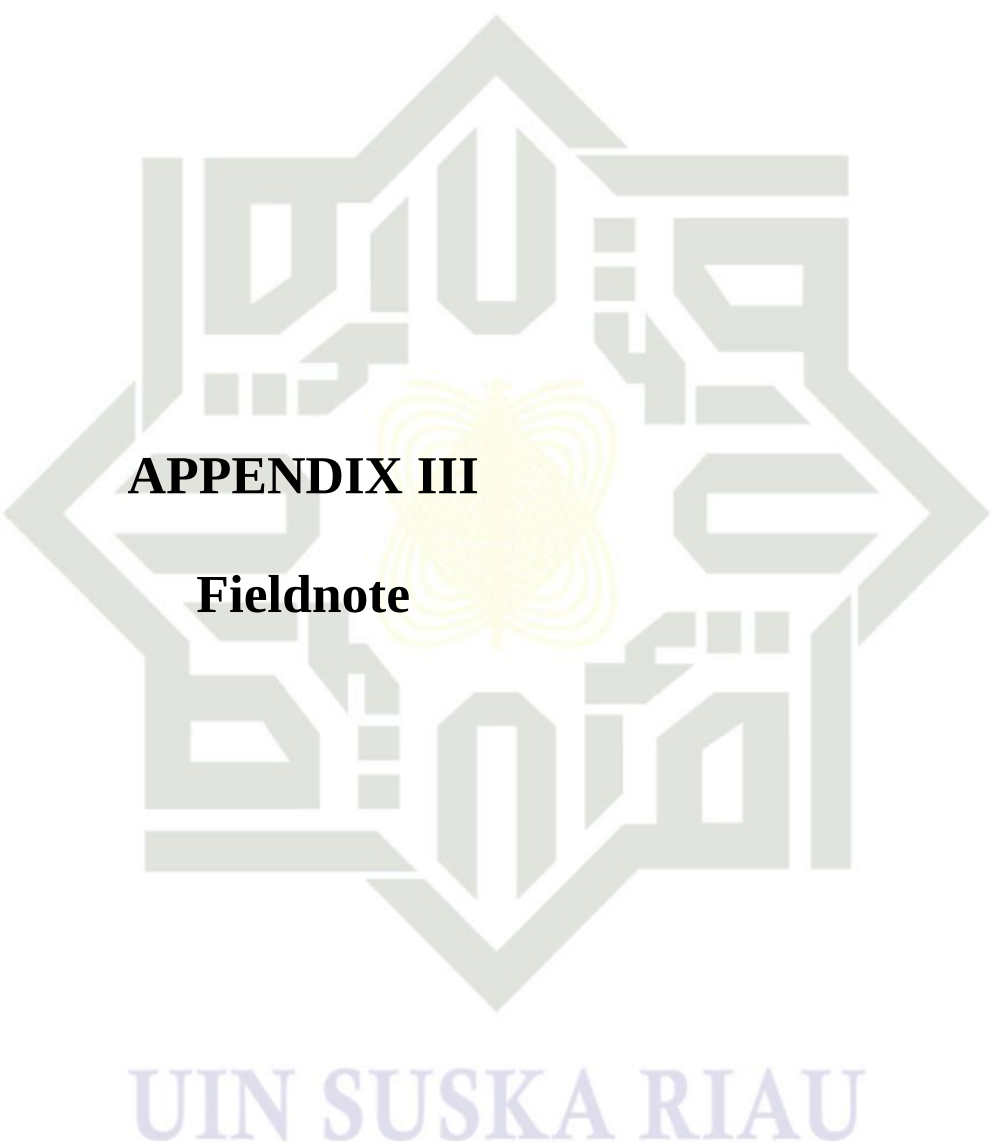
6

Kalau saya biasanya menerapkan penggunaan gambar atau video, contoh saat mengajar materi asking and giving opinion jadi video tentang materi itu diperlihatkan kepada siswa, supaya mereka lebih tertarik menyimak pelajaran.

Baik ibuk sekian yang ingin saya tanyakan, terima kasih atas waktu dan kesediaannya ibuk.

7

Iyaa sama sama.



APPENDIX III

Fieldnote

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FIELD NOTE

OBSERVATION 1

Day, Date : 5 Agustus 2024

Teacher : Miss Rian

Time : 09. 40

Subject : English

School : SMAN 1 Bangkinang Kota

The teacher enters the class then the teacher makes sure the media that will be needed for learning such as videos, laptops and speakers, are functioning properly. Then the teacher conditions the class to be calm and ready to receive the material. The teacher opens the lesson with greetings and invites students to pray first then checks the presence of students to find out who is absent today. Next, the teacher gives a brief introduction to the topic that will be studied today, namely narrative text. The teacher explains that the material will be delivered through a learning video that has been prepared. Before showing the video, the teacher conveys the learning objectives and asks students to listen well, note important things, and will continue with the discussion after the video is finished playing.

Next, the teacher plays a learning video that lasts about 10 minutes, the video contains explanations that are also accompanied by interesting animations and examples that are relevant to the material. Throughout the video, students seemed enthusiastic and focused on paying attention and listening to the video shown. And some students were also seen taking notes on the important points they got from the video. The teacher occasionally stopped the video at certain parts to provide additional explanations and to ask brief questions.

After the video is finished playing, the teacher continues the learning with a discussion session. The teacher starts by asking students what they understand from the video they have watched, some students enthusiastically answer the teacher's questions, the teacher gives appreciation to students who actively answer and invites other students to also express their opinions or ask questions. The question and answer session went interactively, the teacher explained slowly some things that students did not understand from the material earlier.

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After the discussion and Q&A session, the teacher gave practice questions related to the material that had just been presented. Students are asked to work on the exercise individually for a few minutes, the teacher goes around the class to monitor and help students who have difficulty understanding the instructions or questions. Students who looked confused were given additional guidance by the teacher until the students understood and could answer the questions. Most students were able to complete the exercise well and some students were able to give correct responses when asked to answer orally.

At the end of the learning session, the teacher held a brief reflection, students gave positive responses about the use of videos in today's learning, some students said that using videos helped them focus more and easier to understand learning, students also did not feel bored following class activities, the teacher then asked one of the children to summarize today's lesson.

The teacher closes the lesson by giving a motivational message, encouraging students to continue to learn independently and repeat the learning at home, and utilize other digital media to deepen their understanding.



FIELD NOTE OF OBSERVATION

OBSERVATION 2

Day, Date : 6 Agustus 2024

Teacher : Miss Yori

Time : 10.40

Subject : English

School : SMAN 1 Bangkinang Kota

The teacher enters the class while saying greetings and greeting all students, then the teacher organizes the classroom atmosphere to be calm asking students to lead the prayer before starting the lesson. The teacher immediately starts by giving a brief introduction to the material that will be discussed today, namely descriptive text or bioghrapy writing, then the teacher explains the learning objectives, namely so that students can recognize the descriptive characteristics of the characters studied so that they can write descriptive texts well in English. The teacher provides an explanation of the meaning of the function and characteristics of descriptive text. Before showing the picture, the teacher instructs the students to pay close attention to the picture that will be displayed and note the important points of the character, such as physical appearance, background and achievements.

First, the teacher gives an example by showing a picture of a hero Cut Nyak Dien, then the teacher introduces the character and briefly describes the bioghrapy, appearance, and important achievements of the character. Next, the teacher shows pictures of other famous figures such as heroes, artists and famous figures in the world. Then the teacher asks the children to guess who the character is that the teacher shows to the students and asks the students to give their opinions about who the character shown in the picture is, some students enthusiastically and eagerly raise their hands and give their opinions, the teacher then gives praise to students who have given their opinions, then asks other students to also give their opinions.

The teacher asks the students to open their textbooks and see an example of descriptive text about a character, after giving a brief explanation the teacher asks the students to write a descriptive paragraph about one of the characters they know, be it artists, heroes and other figures. The teacher occasionally goes around the class to help and provide guidance to students, only a few students can complete the exercise on time, and the teacher immediately corrects the students' work and gives praise to students who have

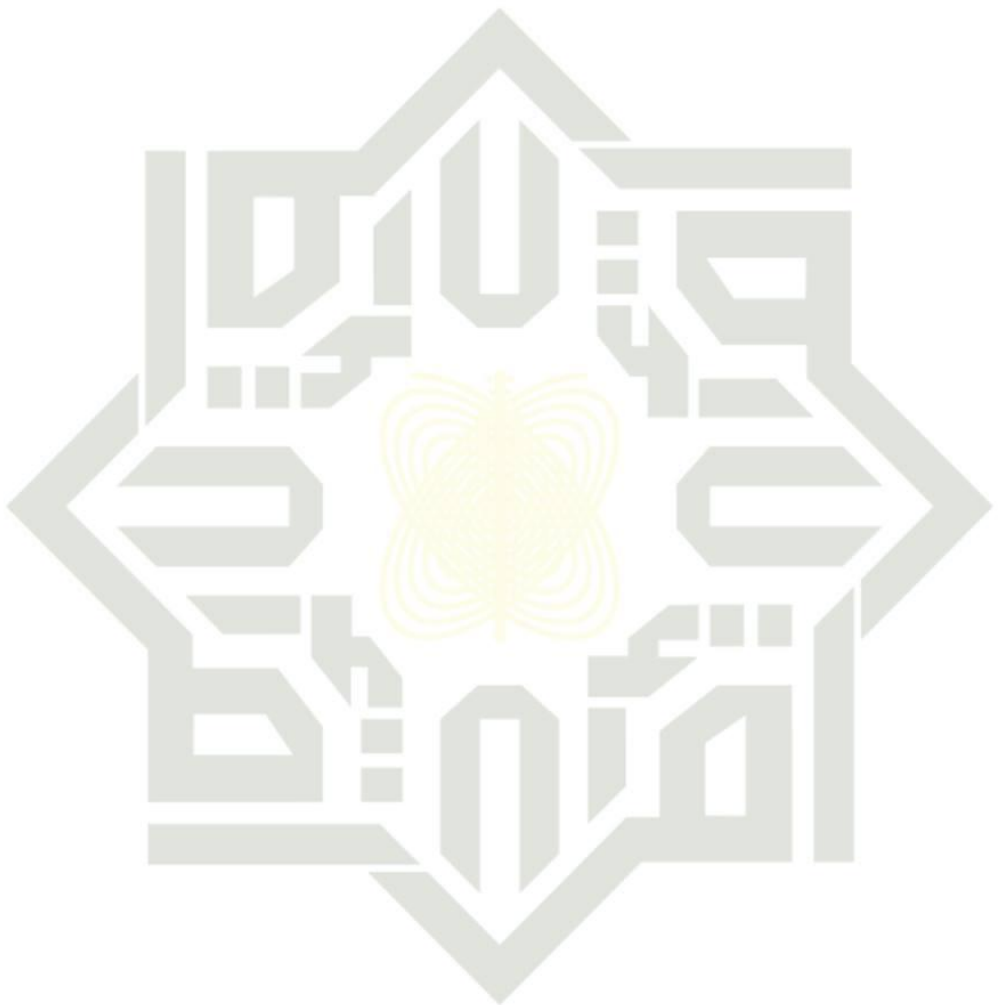
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completed the task, and for students who are not ready to do the teacher makes the exercise a homework that must be collected the next day.

At the end of the lesson the teacher held a brief reflection and summarized today's lesson, the teacher also motivated students to continue practicing their writing skills and reminded students not to forget to do the homework that they had not completed.



UIN SUSKA RIAU

FIELD NOTE OF OBSERVATION

OBSERVATION 3

Day, Date : 5 Agustus 2024

Teacher : Mr. Haris

Time : 14.10

Subject : English

School : SMAN 1 Bangkinang Kota

The teacher enters the class by greeting and asking the class leader to prepare the class and then invites students to pray before the lesson begins, then the teacher checks the presence of students. After knowing that no one is absent today, the teacher begins to provide an introduction to the material to be discussed, namely asking and giving opinion. The teacher begins by giving an explanation of the material of asking and giving opinion, including expressions that are often used in conversation, such as “do you have any idea...?”, “in my opinion...”, and “I am certain that...”. The teacher explains the importance of using these expressions in daily conversations, especially when expressing opinions formally or informally. Students listen to the explanation and take notes on the expressions taught by the teacher.

Then the teacher plays an audio video of a conversation between two people who are discussing a topic, the conversation describes a situation where someone asks and gives an opinion about a movie they just watched. While the video was playing students listened well, the teacher gave directions to pay attention to intonation and the use of appropriate expressions in the conversation. The teacher stopped the video several times to emphasize important points or to explain the meaning of expressions that students might not understand.

After the video was finished playing, the teacher started the discussion session by asking students' opinions about the conversation in the video, such as what sentences the characters in the video used to ask for opinions and how the opinions were conveyed. Students enthusiastically gave answers. The teacher gave appreciation and correction when there were mistakes in the use of language. Some students seem more active in the discussion, while others need to be encouraged to participate in providing answers. Then the teacher gives examples of other sentences that can be used in similar situations.

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Next, the teacher divides the students into small groups of 3 to 4 students and asks the students to make a short conversation about asking and giving opinions. Students are free to decide what topic they will use, and the groups are asked to write and practice their conversations using the expressions they have learned. The teacher went around the class, providing guidance and helping students who had difficulty in constructing sentences.

After the allotted time was up, some groups were asked to perform their conversation in front of the class, after the students performed their dialog, the teacher immediately gave feedback on language use, pronunciation and intonation. The teacher also gave appreciation and praised the groups that had come forward to perform their dialog. At the end of the lesson the teacher asked a student to summarize today's learning, and the teacher informed the students about the activities that will be carried out in the next meeting.

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APPENDIX IV

Thesis Guidance Letters

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LEMBAR DISPOSISI

**INDEKS BERKAS
KODE :002**

HAL : Pengajuan Pembimbing

TANGGAL : 20 Maret 2023

ASAL : Dea Ayu Syabana / 12010425366

TANGGAL PENYELESAIAN:

SIFAT:

- INFORMASI

**Washback Effect of Multiple
Choice, Cloze, and Metalinguistic
Tests on EFL Students Reading**

Dosen Pembimbing :
Dr. Nur Azizah Z, M.Pd

Kajur PBI
[Signature] *27/3/23*

DITERUSKAN KEPADA:

1. Kajur PBI
- 2.
- 3.
- 4.

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



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FACULTY OF EDUCATION AND TEACHER TRAINING

Nomor : Un.04-F II 4 PP 004 S.017/2023
Sifat : Biasa
Lamp. :
Hal : Pembimbing Skripsi

Pekanbaru, 24 Mei 2023

Kepada
Yth. Dr. Nur Aisyah Zulkifli, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Bismillahirrahmanirrahim wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : DEIA AYU SYABANA
NIM : 2010425366
Jurusan : Pendidikan Bahasa Inggris
Judul : WASHBACK EFFECT OF MULTIPLE CHOICE, CLOZE, AND METALINGUISTIC TESTS ON EFL STUDENTS READING
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 dibarengi terimakasih.

Wassalam

Dr. Dekan

Wakil Dekan I



Dr. Fauziah M. Ag.
NIP. 197210171997031004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

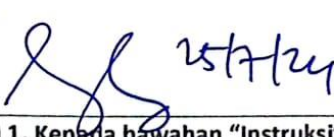


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ENGLISH LANGUAGE STUDY PROGRAM

DISPOSISI INDEKS BERKAS KODE : 002	
NOMOR : 95	
HAL Hari / Tanggal ASAL NIM	: Pergantian Judul : Rabu 24 Juli 2024 : Dea Ayu Syabana : 12010425366
TANGGAL PENYELESAIAN :	SIFAT :
-INFORMASI Dari Washback Effect of Short Answer Question, Cloze Test, and Multiple Choice on Student Reading Menjadi Teacher Experience on Utilizing Digital Media in Teaching English at Senior High School	
DITERUSKAN KEPADA 1. KAJUR PBI 2. 3. 4. 	
*) 1. Kepada bawahan "Instruksi" atau Informasi 2. Kepada atasan "Informasi" coret "Instruksi"	



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J. H. R. Soedarsono No 155 Pk. 15 Tampung Ekasembur Riau 28293 Pk. Btq. 1204 Telp. (0757) 561547
Fax (0757) 561547 Web: www.ia-urid.ac.id E-mail: info_urid@ia-urid.ac.id

Nomor	Un 04/F. II.4/PP.00 9/23961/2024
Sifat	Biasa
Lamp.	-
Hal	<i>Pembimbing Skripsi (Perpanjangan)</i>

Pekanbaru, 22 November 2024

Kepada
Yth.
1. Dr. Nur Aisyah Zulkifli, MPd.
Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Den Ayu Syabana
Nim : 12010425366
Jurusan : Pendidikan Bahasa Inggris
Judul : Teacher Experience On Utilizing Digital Media In Teaching English At Senior High School
Waktu : 3 Bulan Terhitung Dari Tanggal Keluarnya Surat Bimbingan Ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an. Dekan

Wakil Dekan I



S. Zarlasik, M. Ag.

P. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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Alamat : J. H. R. Soebrandt Km. 15 Tempen Pekanbaru Riau 28293 PG BOX 1004 Telp (0781) 7077307 Fax (0781) 21129

PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Dea Ayu Syabana
 Nomor Induk Mahasiswa : 12010425366
 Hari/Tanggal Ujian : Rabu / 19 Juni 2024
 Judul Proposal Ujian : Teacher Experience On Utilizing Digital Media In Teaching
 English At Senior High School
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang
 dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Idham Syahputra, M.Ed	PENGUJI I		
2.	Nuardi, M.Ed	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I



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

Pekanbaru, 11 Juli 2024
Peserta Ujian Proposal

Dea Ayu Syabana
NIM. 12010425366



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TEACHER EXPERIENCE ON UTILIZING DIGITAL MEDIA IN TEACHING ENGLISH AT SENIOR HIGH SCHOOL

A Thesis

06/11-2024
Approved to him
Munagasyah
Dr. Nur Aisyah Zulfahri



UIN SUSKA RIAU

BY:

DEA AYU SYABANA

SIN. 12010425366

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1446 II / 2024 M



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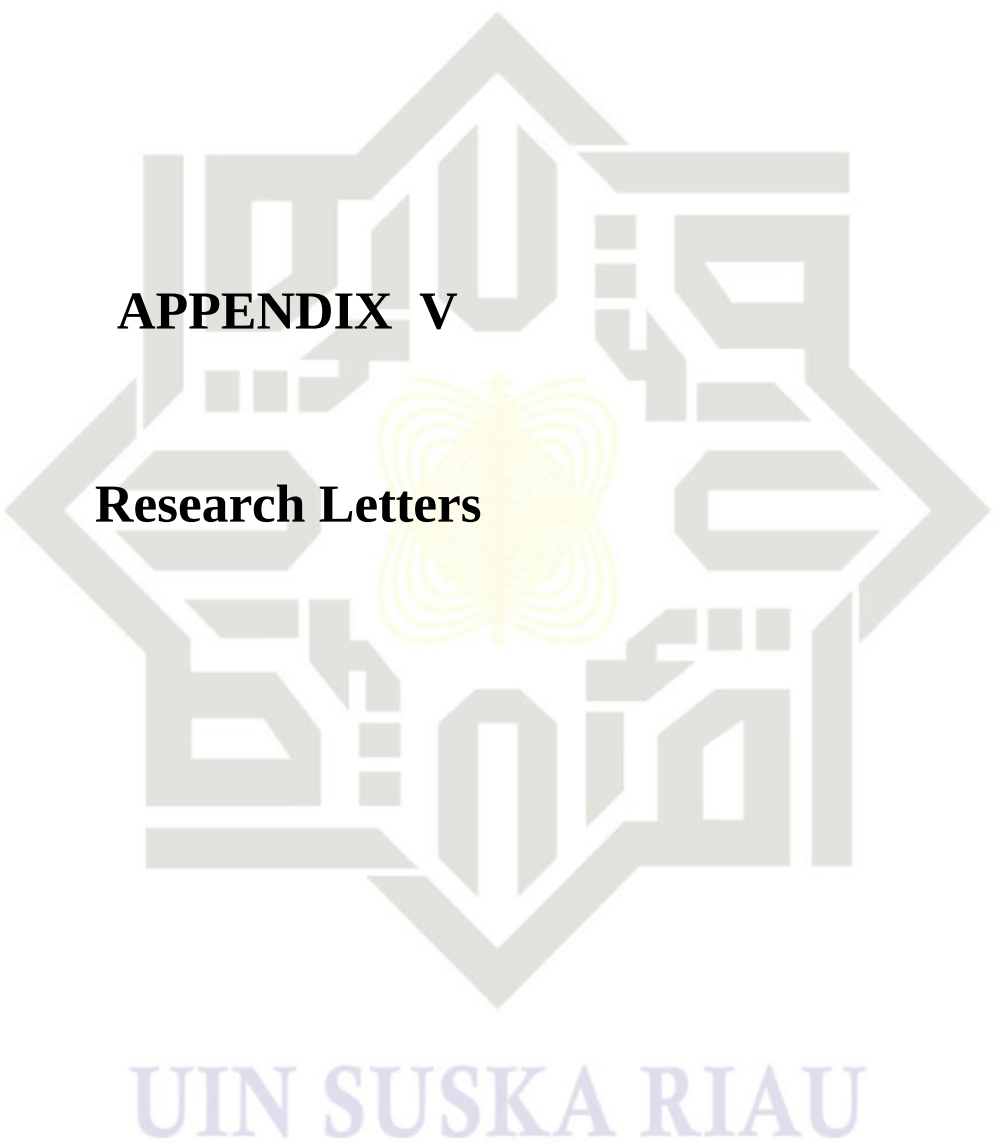
KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dr. Nur Aisyah Zulkifli, M. Pd.
 - a. Nomor Induk Pegawai (NIP) : 198506192009122008
3. Nama Mahasiswa : Dea Ayu Syabana
4. Nomor Induk Mahasiswa : 12010425366
5. Kegiatan : Bimbingan Skripsi

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	26/7/2024	Bimbingan Instrumen		
2.	4/9/2024	Acc Instrumen		
3.	25/9/2024	Revisi Findings		
4.	6/11/2024	Acc Skripsi		

Pekanbaru, 20 November 2024
Pembimbing,

Dr. Nur Aisyah Zulkifli, M. Pd.
NIP. 198506192009122008



APPENDIX V

Research Letters

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170-171-172-173-174-175-176-177-178-179-180-181-182-183-184-185-186-187-188-189-190-191-192-193-194-195-196-197-198-199-200-201-202-203-204-205-206-207-208-209-210-211-212-213-214-215-216-217-218-219-220-221-222-223-224-225-226-227-228-229-230-231-232-233-234-235-236-237-238-239-240-241-242-243-244-245-246-247-248-249-250-251-252-253-254-255-256-257-258-259-260-261-262-263-264-265-266-267-268-269-270-271-272-273-274-275-276-277-278-279-280-281-282-283-284-285-286-287-288-289-290-291-292-293-294-295-296-297-298-299-300-301-302-303-304-305-306-307-308-309-310-311-312-313-314-315-316-317-318-319-320-321-322-323-324-325-326-327-328-329-330-331-332-333-334-335-336-337-338-339-340-341-342-343-344-345-346-347-348-349-350-351-352-353-354-355-356-357-358-359-360-361-362-363-364-365-366-367-368-369-370-371-372-373-374-375-376-377-378-379-380-381-382-383-384-385-386-387-388-389-390-391-392-393-394-395-396-397-398-399-400-401-402-403-404-405-406-407-408-409-410-411-412-413-414-415-416-417-418-419-420-421-422-423-424-425-426-427-428-429-430-431-432-433-434-435-436-437-438-439-440-441-442-443-444-445-446-447-448-449-450-451-452-453-454-455-456-457-458-459-460-461-462-463-464-465-466-467-468-469-470-471-472-473-474-475-476-477-478-479-480-481-482-483-484-485-486-487-488-489-490-491-492-493-494-495-496-497-498-499-500-501-502-503-504-505-506-507-508-509-510-511-512-513-514-515-516-517-518-519-520-521-522-523-524-525-526-527-528-529-530-531-532-533-534-535-536-537-538-539-540-541-542-543-544-545-546-547-548-549-550-551-552-553-554-555-556-557-558-559-560-561-562-563-564-565-566-567-568-569-570-571-572-573-574-575-576-577-578-579-580-581-582-583-584-585-586-587-588-589-590-591-592-593-594-595-596-597-598-599-600-601-602-603-604-605-606-607-608-609-610-611-612-613-614-615-616-617-618-619-620-621-622-623-624-625-626-627-628-629-630-631-632-633-634-635-636-637-638-639-640-641-642-643-644-645-646-647-648-649-650-651-652-653-654-655-656-657-658-659-660-661-662-663-664-665-666-667-668-669-670-671-672-673-674-675-676-677-678-679-680-681-682-683-684-685-686-687-688-689-690-691-692-693-694-695-696-697-698-699-700-701-702-703-704-705-706-707-708-709-710-711-712-713-714-715-716-717-718-719-720-721-722-723-724-725-726-727-728-729-730-731-732-733-734-735-736-737-738-739-740-741-742-743-744-745-746-747-748-749-750-751-752-753-754-755-756-757-758-759-760-761-762-763-764-765-766-767-768-769-770-771-772-773-774-775-776-777-778-779-780-781-782-783-784-785-786-787-788-789-790-791-792-793-794-795-796-797-798-799-800-801-802-803-804-805-806-807-808-809-810-811-812-813-814-815-816-817-818-819-820-821-822-823-824-825-826-827-828-829-830-831-832-833-834-835-836-837-838-839-840-841-842-843-844-845-846-847-848-849-850-851-852-853-854-855-856-857-858-859-860-861-862-863-864-865-866-867-868-869-870-871-872-873-874-875-876-877-878-879-880-881-882-883-884-885-886-887-888-889-890-891-892-893-894-895-896-897-898-899-900-901-902-903-904-905-906-907-908-909-910-911-912-913-914-915-916-917-918-919-920-921-922-923-924-925-926-927-928-929-930-931-932-933-934-935-936-937-938-939-940-941-942-943-944-945-946-947-948-949-950-951-952-953-954-955-956-957-958-959-960-961-962-963-964-965-966-967-968-969-970-971-972-973-974-975-976-977-978-979-980-981-982-983-984-985-986-987-988-989-990-991-992-993-994-995-996-997-998-999-1000-1001-1002-1003-1004-1005-1006-1007-1008-1009-1010-1011-1012-1013-1014-1015-1016-1017-1018-1019-1020-1021-1022-1023-1024-1025-1026-1027-1028-1029-1030-1031-1032-1033-1034-1035-1036-1037-1038-1039-1040-1041-1042-1043-1044-1045-1046-1047-1048-1049-1050-1051-1052-1053-1054-1055-1056-1057-1058-1059-1060-1061-1062-1063-1064-1065-1066-1067-1068-1069-1070-1071-1072-1073-1074-1075-1076-1077-1078-1079-1080-1081-1082-1083-1084-1085-1086-1087-1088-1089-1090-1091-1092-1093-1094-1095-1096-1097-1098-1099-1100-1101-1102-1103-1104-1105-1106-1107-1108-1109-1110-1111-1112-1113-1114-1115-1116-1117-1118-1119-1120-1121-1122-1123-1124-1125-1126-1127-1128-1129-1130-1131-1132-1133-1134-1135-1136-1137-1138-1139-1140-1141-1142-1143-1144-1145-1146-1147-1148-1149-1150-1151-1152-1153-1154-1155-1156-1157-1158-1159-1160-1161-1162-1163-1164-1165-1166-1167-1168-1169-1170-1171-1172-1173-1174-1175-1176-1177-1178-1179-1180-1181-1182-1183-1184-1185-1186-1187-1188-1189-1190-1191-1192-1193-1194-1195-1196-1197-1198-1199-1200-1201-1202-1203-1204-1205-1206-1207-1208-1209-1210-1211-1212-1213-1214-1215-1216-1217-1218-1219-1220-1221-1222-1223-1224-1225-1226-1227-1228-1229-1230-1231-1232-1233-1234-1235-1236-1237-1238-1239-1240-1241-1242-1243-1244-1245-1246-1247-1248-1249-1250-1251-1252-1253-1254-1255-1256-1257-1258-1259-1260-1261-1262-1263-1264-1265-1266-1267-1268-1269-1270-1271-1272-1273-1274-1275-1276-1277-1278-1279-1280-1281-1282-1283-1284-1285-1286-1287-1288-1289-1290-1291-1292-1293-1294-1295-1296-1297-1298-1299-1300-1301-1302-1303-1304-1305-1306-1307-1308-1309-1310-1311-1312-1313-1314-1315-1316-1317-1318-1319-1320-1321-1322-1323-1324-1325-1326-1327-1328-1329-1330-1331-1332-1333-1334-1335-1336-1337-1338-1339-1340-1341-1342-1343-1344-1345-1346-1347-1348-1349-1350-1351-1352-1353-1354-1355-1356-1357-1358-1359-1360-1361-1362-1363-1364-1365-1366-1367-1368-1369-1370-1371-1372-1373-1374-1375-1376-1377-1378-1379-1380-1381-1382-1383-1384-1385-1386-1387-1388-1389-1390-1391-1392-1393-1394-1395-1396-1397-1398-1399-1400-1401-1402-1403-1404-1405-1406-1407-1408-1409-1410-1411-1412-1413-1414-1415-1416-1417-1418-1419-1420-1421-1422-1423-1424-1425-1426-1427-1428-1429-1430-1431-1432-1433-1434-1435-1436-1437-1438-1439-1440-1441-1442-1443-1444-1445-1446-1447-1448-1449-1450-1451-1452-1453-1454-1455-1456-1457-1458-1459-1460-1461-1462-1463-1464-1465-1466-1467-1468-1469-1470-1471-1472-1473-1474-1475-1476-1477-1478-1479-1480-1481-1482-1483-1484-1485-1486-1487-1488-1489-1490-1491-1492-1493-1494-1495-1496-1497-1498-1499-1500-1501-1502-1503-1504-1505-1506-1507-1508-1509-1510-1511-1512-1513-1514-1515-1516-1517-1518-1519-1520-1521-1522-1523-1524-1525-1526-1527-1528-1529-1530-1531-1532-1533-1534-1535-1536-1537-1538-1539-1540-1541-1542-1543-1544-1545-1546-1547-1548-1549-1550-1551-1552-1553-1554-1555-1556-1557-1558-1559-1560-1561-1562-1563-1564-1565-1566-1567-1568-1569-1570-1571-1572-1573-1574-1575-1576-1577-1578-1579-1580-1581-1582-1583-1584-1585-1586-1587-1588-1589-1590-1591-1592-1593-1594-1595-1596-1597-1598-1599-1600-1601-1602-1603-1604-1605-1606-1607-1608-1609-1610-1611-1612-1613-1614-1615-1616-1617-1618-1619-1620-1621-1622-1623-1624-1625-1626-1627-1628-1629-1630-1631-1632-1633-1634-1635-1636-1637-1638-1639-1640-1641-1642-1643-1644-1645-1646-1647-1648-1649-1650-1651-1652-1653-1654-1655-1656-1657-1658-1659-1660-1661-1662-1663-1664-1665-1666-1667-1668-1669-1670-1671-1672-1673-1674-1675-1676-1677-1678-1679-1680-1681-1682-1683-1684-1685-1686-1687-1688-1689-1690-1691-1692-1693-1694-1695-1696-1697-1698-1699-1700-1701-1702-1703-1704-1705-1706-1707-1708-1709-1710-1711-1712-1713-1714-1715-1716-1717-1718-1719-1720-1721-1722-1723-1724-1725-1726-1727-1728-1729-1730-1731-1732-1733-1734-1735-1736-1737-1738-1739-1740-1741-1742-1743-1744-1745-1746-1747-1748-1749-1750-1751-1752-1753-1754-1755-1756-1757-1758-1759-1760-1761-1762-1763-1764-1765-1766-1767-1768-1769-1770-1771-1772-1773-1774-1775-1776-1777-1778-1779-1780-1781-1782-1783-1784-1785-1786-1787-1788-1789-1790-1791-1792-1793-1794-1795-1796-1797-1798-1799-1800-1801-1802-1803-1804-1805-1806-1807-1808-1809-1810-1811-1812-1813-1814-1815-1816-1817-1818-1819-1820-1821-1822-1823-1824-1825-1826-1827-1828-1829-1830-1831-1832-1833-1834-1835-1836-1837-1838-1839-1840-1841-1842-1843-1844-1845-1846-1847-1848-1849-1850-1851-1852-1853-1854-1855-1856-1857-1858-1859-1860-1861-1862-1863-1864-1865-1866-1867-1868-1869-1870-1871-1872-1873-1874-1875-1876-1877-1878-1879-1880-1881-1882-1883-1884-1885-1886-1887-1888-1889-1890-1891-1892-1893-1894-1895-1896-1897-1898-1899-1900-1901-1902-1903-1904-1905-1906-1907-1908-1909-1910-1911-1912-1913-1914-1915-1916-1917-1918-1919-1920-1921-1922-1923-1924-1925-1926-1927-1928-1929-1930-1931-1932-1933-1934-1935-1936-1937-1938-1939-1940-1941-1942-1943-1944-1945-1946-1947-1948-1949-1950-1951-1952-1953-1954-1955-1956-1957-1958-1959-1960-1961-1962-1963-1964-1965-1966-1967-1968-1969-1970-1971-1972-1973-1974-1975-1976-1977-1978-1979-1980-1981-1982-1983-1984-1985-1986-1987-1988-1989-1990-1991-1992-1993-1994-1995-1996-1997-1998-1999-2000-2001-2002-2003-2004-2005-2006-2007-2008-2009-2010-2011-2012-2013-2014-2015-2016-2017-2018-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071-2072-2073-2074-2075-2076-2077-2078-2079-2080-2081-2082-2083-2084-2085-2086-2087-2088-2089-2090-2091-2092-2093-2094-2095-2096-2097-2098-2099-2100-2101-2102-2103-2104-2105-2106-2107-2108-2109-2110-2111-2112-2113-2114-2115-2116-2117-2118-2119-2120-2121-2122-2123-2124-2125-2126-2127-2128-2129-2130-2131-2132-2133-2134-2135-2136-2137-2138-2139-2140-2141-2142-2143-2144-2145-2146-2147-2148-2149-2150-2151-2152-2153-2154-2155-2156-2157-2158-2159-2160-2161-2162-2163-2164-2165-2166-2167-2168-2169-2170-2171-2172-2173-2174-2175-2176-2177-2178-2179-2180-2181-2182-2183-2184-2185-2186-2187-2188-2189-2190-2191-2192-2193-2194-2195-2196-2197-2198-2199-2200-2201-2202-2203-2204-2205-2206-2207-2208-2209-2210-2211-2212-2213-2214-2215-2216-2217-2218-2219-2220-2221-2222-2223-2224-2225-2226-2227-2228-2229-2230-2231-2232-2233-2234-2235-2236-2237-2238-2239-2240-2241-2242-2243-2244-2245-2246-2247-2248-2249-2250-2251-2252-2253-2254-2255-2256-2257-2258-2259-2260-2261-2262-2263-2264-2265-2266-2267-2268-2269-2270-2271-2272-2273-2274-2275-2276-2277-2278-2279-2280-2281-2282-2283-2284-2285-2286-2287-2288-2289-2290-2291-2292-2293-2294-2295-2296-2297-2298-2299-2300-2301-2302-2303-2304-2305-2306-2307-2308-2309-2310-2311-2312-2313-2314-2315-2316-2317-2318-2319-2320-2321-2322-2323-2324-2325-2326-2327-2328-2329-2330-2331-2332-2333-2334-2335-2336-2337-2338-2339-2340-2341-2342-2343-2344-2345-2346-2347-2348-2349-2350-2351-2352-2353-2354-2355-2356-2357-2358-2359-2360-2361-2362-2363-2364-2365-2366-2367-2368-2369-2370-2371-2372-2373-2374-2375-2376-2377-2378-2379-2380-2381-2382-2383-2384-2385-2386-2387-2388-2389-2390-2391-2392-2393-2394-2395-2396-2397-2398-2399-2400-2401-2402-2403-2404-2405-2406-2407-2408-2409-2410-2411-2412-2413-2414-2415-2416-2417-2418-2419-2420-2421-2422-2423-2424-2425-2426-2427-2428-2429-2430-2431-2432-2433-2434-2435-2436-2437-2438-2439-2440-2441-2442-2443-2444-2445-2446-2447-2448-2449-2450-2451-2452-2453-2454-2455-2456-2457-2458-2459-2460-2461-2462-2463-2464-2465-2466-2467-2468-2469-2470-2471-2472-2473-2474-2475-2476-2477-2478-2479-2480-2481-2482-2483-2484-2485-2486-2487-2488-2489-2490-2491-2492-2493-2494-2495-2496-2497-2498-2499-2500-2501-2502-2503-2504-2505-2506-2507-2508-2509-2510-2511-2512-2513-2514-2515-2516-2517-2518-2519-2520-2521-2522-2523-2524-2525-2526-2527-2528-2529-2530-2531-2532-2533-2534-2535-2536-2537-2538-2539-2540-2541-2542-2543-2544-2545-2546-2547-2548-2549-2550-2551-2552-2553-2554-2555-2556-2557-2558-2559-2560-2561-2562-2563-2564-2565-2566-2567-2568-2569-2570-2571-2572-2573-2574-2575-2576-2577-2578-2579-2580-2581-2582-2583-2584-2585-2586-2587-2588-2589-2590-2591-2592-2593-2594-2595-2596-2597-2598-2599-2600-2601-2602-2603-2604-2605-2606-2607-2608-2609-2610-2611-2612-2613-2614-2615-2616-2617-2618-2619-2620-2621-2622-2623-2624-2625-2626-2627-2628-2629-2630-2631-2632-2633-2634-2635-2636-2637-2638-2639-2640-2641-2642-2643-2644-2645-2646-2647-2648-2649-2650-2651-2652-2653-2654-2655-2656-2657-2658-2659-2660-2661-2662-2663-2664-2665-2666-2667-2668-2669-2670-2671-2672-2673-2674-2675-2676-2677-2678-2679-2680-2681-2682-2683-2684-2685-2686-2687-2688-2689-2690-2691-2692-2693-2694-2695-2696-2697-2698-2699-2700-2701-2702-2703-2704-2705-2706-2707-2708-2709-2710-2711-2712-2713-2714-2715-2716-2717-27



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 1 BANGKINANG KOTA
AKREDITASI A (AMAT BAIK)**

NPSN : 10400365 NSS : 301140605001
Alamat: Jl. Jenderal Sudirman No. 65 Telp. (0762) 200821 Bangkinang Kota Kode Pos 28412
Website: www.sman1-bangkinang.sch.id E-mail: sman_1_bangkinang@yahoo.co.id



Nomor : 400.3.8/SMAN.1.BKN-KOTA/293
Lamp. : -
Perihal : **Persetujuan Penelitian**

Kepada Yth,
Bapak Dekan UIN Suska Riau
di-
Pekanbaru

Dengan hormat,

Kami mendo'akan Semoga Bapak dalam keadaan sehat walafiyat dan sukses dalam menjalankan aktifitas sehari-hari. *Aamiin.*

Sehubungan dengan permintaan izin penelitian di SMA Negeri 1 Bangkinang Kota dari Mahasiswa UIN Suska Riau, pada prinsipnya kami setuju memberikan izin kepada mahasiswa atas nama :

Nama	: DEA AYU SYABANA
NIM	: 12010425366
Universitas	: UIN Suska Riau
Program studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Untuk melaksanakan Penelitian di SMA Negeri 1 Bangkinang Kota.

Demikian surat ini disampaikan untuk dapat dipergunakan sebagaimana mestinya dan terimah kasih.

Bangkinang Kota, 20 Mei 2024
Kepala SMAN 1 Bangkinang Kota

MUHAMMAD YATIM, S.Pd., M.Pd
NIP. 19680712 200701 1 009



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. H. Siregarides No. 155 Km 16, Tanjung Pendaru Riau 28223 Telp. (0781) 561647
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Nomor : B-12817/Un.04/F.II/PP.00.9/11/2024
Sifat : Biasa
Lamp : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 18 Juli 2024 M

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

Assalamu'alaikum warahmatullahi wabarakatuh

Rector Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Dea Ayu Syahana
NIM : 12010425366
Semester/Tahun : VIII (Delapan) 2024
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Teacher Experience On Utilizing Digital Media In Teaching English At Senior High School
Lokasi Penelitian : SMAN 1 Bangkinang Kota
Waktu Penelitian : 3 Bulan (18 Juli 2024 s.d 18 Oktober 2024)

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Rektor
Dekan

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

Tembusan :
Rektor UIN Suska Riau



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**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 1 BANGKINANG KOTA
AKREDITASI A (AMAT BAIK)**

NSS. 301140605001 NPSN. 10400365
Alamat : Jl. Jenderal Sudirman No. 65 Telp. (0762) 20002 Bangkinang Kota Kode Pos 28412
Website: www.sman1-bangkinang.sch.id E-mail: sman_1_bangkinang@yahoo.co.id



SURAT KETERANGAN
No. 400.3.8/SMAN.1.BK/729

Kepala Sekolah Menengah Atas (SMA) Negeri 1 Bangkinang Kota Propinsi Riau, berdasarkan surat Badan Kesatuan Bangsa Dan Politik, No. 071/BKBP/2024/463 tanggal 23 Juli 2024 perihal Izin Penelitian Untuk Tugas Akhir, dengan ini menerangkan bahwa :

Nama	: DEA AYU SYABANA
NIM	: 120104253660
Jenis Kelamin	: Perempuan
Fakultas/Jurusan	: Pendidikan Bahasa Inggris
Jenjang Pendidikan	: S1
Universitas	: UIN Suska Riau
Alamat	: Pekanbaru

Telah melakukan penelitian serta pengumpulan data yang akan dijadikan bahan pembustan skripsi guna menyelesaikan studinya ditingkat akhir dengan judul **"TEACHER EXPERIENCE ON UTILIZING DIGITAL MEDIA IN TEACHING ENGLISH AT SENIOR HIGH SCHOOL"**.

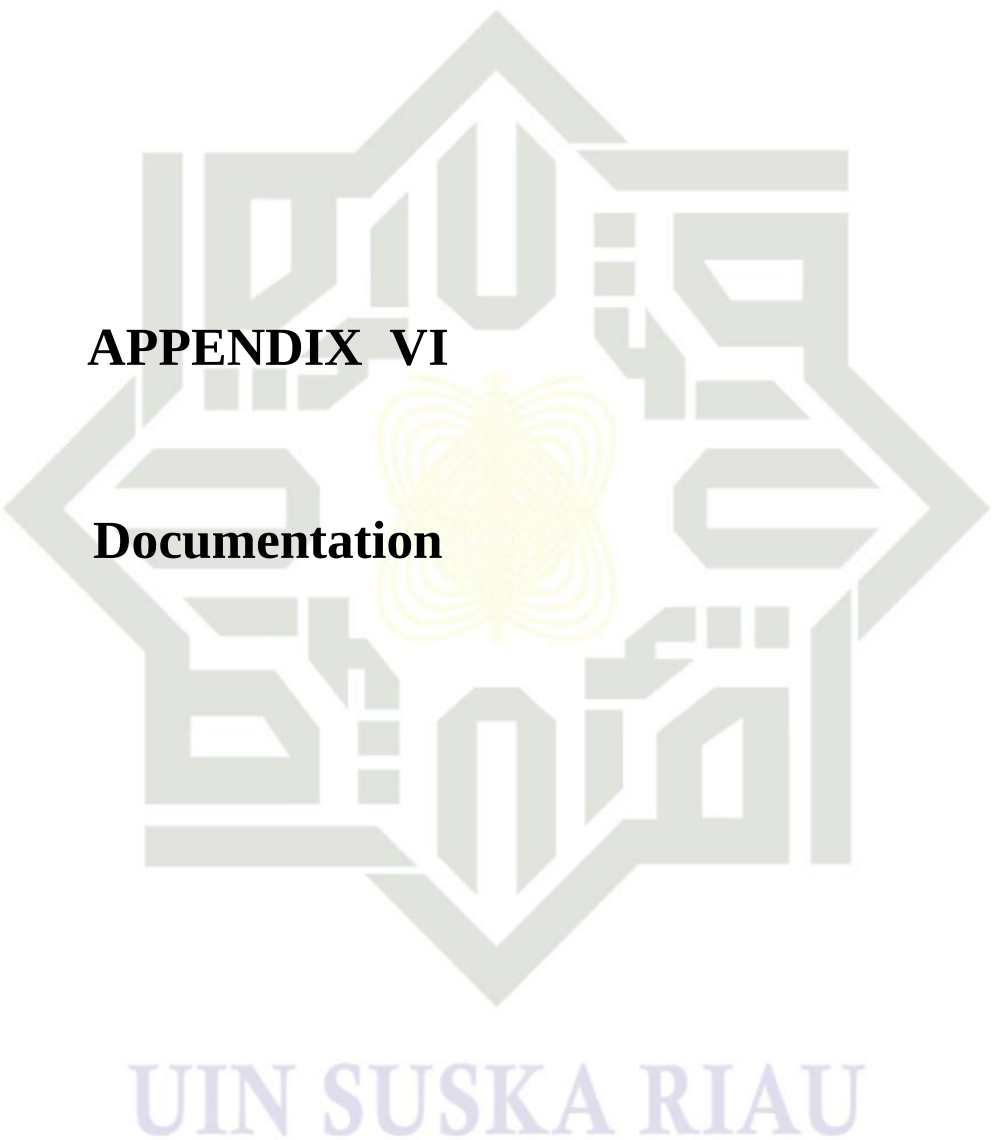
Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Bangkinang Kota, 18 November 2024
Kepala SMAN 1 Bangkinang Kota

MUHAMMAD YATIM, S.Pd., M.Pd
NIP. 19680712 200701 1 009

APPENDIX VI

Documentation



Hak Cipta Dilindungi Undang-Undang

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CURRICULUM VITAE

Dea Ayu Syabana is the second child of Mr. Zulkarnain, S.E. and Mrs. Jubaidah, S.E. She was born on Bangkinang, Mei 15th 2002. She lives at Bangkinang Kota. She has one brother. In 2008, she graduated from TK Pembina Bangkinang Kota. In 2014, she graduated from SDIT Insan Cendekia Bangkinang and continued her studies at As-Salam Naga Beralih Boarding School for six years. In 2020, she finished her studies at As-Salam Naga Beralih Boarding School.

In 2020, she was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July until August 2023, she was doing KKN (Kuliah Kerja Nyata) Program at Senama Nenek Village, Tapung Hulu. Then, in September 2023, she was doing Pre-Service Teacher Practice (PPL) program at SMAN 1 Bangkinang Kota. To fulfill requirements for undergraduate Degree in English Education, she conducted the research on July – October 2024 by thesis entitled “Teacher Experience on Utilizing Digital Media in Teaching English at Senior High School”