

THE LANGUAGE TEACHING AND LEARNING MEDIA USED
IN ENGLISH LANGUAGE TEACHING FOR Z- GENERATION
AT GRADE VIII UPTD SMPN 1 LANGGA PAYUNG



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary
Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of
Educational (S.Pd) in English Educational Department*

Written By:

PUSPITA AMELIA
Reg. No. 21 203 00024

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
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Written By:
PUSPITA AMELIA
Reg. No. 21 203 00024

Advisor I


Dr. Eka Sustri Harida, M.Pd.
NIP. 19750917 2003122 002

Advisor II


Sri Rahmadhani Siregar, M.Pd.
NIP. 19860506 202321 2 045

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2025

LETTER OF AGREEMENT

Term : Thesis
a.n. Puspita Amelia

Padangsidimpuan, 17 June 2025
To: Dean of Tarbiyah and Teacher
Training Faculty
In
Padangsidimpuan

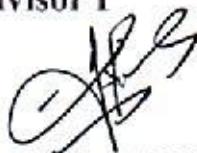
Assalamu 'alaikumwarohmatullahwabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to Puspita Amelia, entitled "The Language Teaching and Learning Media Used In English Language Teaching For Z Generation at Grade VIII SMPN 1 Langga Payung". We assumed that the thesis has been acceptable to complete the assignments and fulfil the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullahwabarakatuh.

Advisor I



Dr. Eka Sustri Harida, M.Pd.
NIP. 19750971 2003122 002

Advisor II



Sri Rahmadhani Siregar, M.Pd.
NIP. 19860506 202321 2 045

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : Puspita Amelia
Registration Number : 21 203 00024
Department : English Education
Faculty : Tarbiyah and Teaching Training Faculty
The Title of Thesis : The Language Teachiong and Learning Media Used In English Language Teaching For – Z Generation At Grade VIII UPTD SMPN 1 Langga Payung

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Puspita Amelia
Reg. Num. 21 203 00024

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As Academic Civity of The State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the name who signed here:

Name : Puspita Amelia
Registration Number : 21 203 00024
Department : English Education
Faculty : Tarbiyah and Teaching Training Faculty
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Signed



Puspita Amelia
Reg.Num. 21 203 00024



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UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPuan
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan. H.T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faxmile (0634) 24023

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Puspita Amelia
Registration Number : 21 203 00024
Department : English Education
Faculty : Tarbiyah And Teaching Training Faculty
The Title Of Thesis : The Language Teaching And Learning Media Used In English Language Teaching For Z - Generation At Grade VIII UPTD SMPN 1 Langga Payung

Chief,

Dr. Eka Sustri Harida, M.Pd.
NIP. 19750917 2003122 002

Secretary

Sri Rahmadhani Siregar, M.Pd.
NIP. 19860506 202321 2 045

Members,

Dr. Eka Sustri Harida, M.Pd.
NIP. 19750917 2003122 002

Sri Rahmadhani Siregar, M.Pd.
NIP. 19860506 202321 2 045

Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

Ida Royani, M.Hum
NIP. 19901112 202012 2 006

Proposed:

Place : Padangsidimpuan
Date : September 30, 2025
Time : 14.00 WIB s/d 16.00 WIB
Result/ Mark : 85/A
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Predicate : Sangat Memuaskan



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UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPuan
Jalan T. Rizal Nurdin Km 4,5 Sihitang Kota Padang Sidempuan 22733
Telepon (0634) 22080 Faximili (0634) 24022

LEGALIZATION

Thesis : The Language Teaching And Learning Media Used In
Teaching English For Z – Generation At SMPN 1
Langga Payung
Written by : Puspita Amelia
Reg. No : 21 203 00024
Faculty/Department: Tarbiyah and Teacher Training faculty/TBI-2

The Thesis had been accepted as a partial fulfillment of the requirement for the
degree of graduate of Education (S.Pd)



ABSTRACT

Name : Puspita Amelia

Reg. No : 2120300024

Title of Thesis : The Language Teaching and Learning Media Used In English Language Teaching For Z Generation at SMPN 1 Langga Payung

This research aims to identify the language learning media used by English teachers in teaching English for Generation Z students at Grade VIII of SMPN 1 Langga Payung. It also explores the challenges encountered by both teachers and students in the process of using media in language instruction. This study uses a descriptive qualitative method with observation and interviews as the primary instruments. The subjects of this study are two English teachers and ten students from two different Grade VIII classes. The findings show that teachers used various types of learning media, including audio media (songs, YouTube audio), visual media (textbooks, realia, PowerPoint), and audio-visual media (videos, Wordwall). These media were selected to accommodate the learning preferences of Generation Z, who are digital natives and respond well to interactive, technology-based instruction. Despite the effectiveness of the media in increasing engagement and comprehension, several challenges were identified, such as internet instability, unfamiliarity with digital tools, and students' tendency to become distracted. The study concludes that using varied and appropriate learning media contributes significantly to a more dynamic and engaging English learning process, especially for Gen Z learners.

Key Word: *Language Teaching and Learning Media, Teaching English For Z Generation*

ABSTRAK

Nama : Puspita Amelia
NIM : 2120300024
Judul Skripsi : Media Pembelajaran Yang Digunakan Dalam Mengajar Bahasa Inggris Untuk Generasi Z di SMPN 1 Langga Payung

Penelitian ini bertujuan untuk mengidentifikasi media pembelajaran bahasa yang digunakan oleh guru Bahasa Inggris dalam mengajar siswa Generasi Z di kelas VIII SMPN 1 Langga Payung. Selain itu, penelitian ini juga mengeksplorasi tantangan yang dihadapi oleh guru dan siswa dalam proses penggunaan media pembelajaran bahasa. Penelitian ini menggunakan metode deskriptif kualitatif dengan observasi dan wawancara sebagai instrumen utama. Subjek dalam penelitian ini terdiri dari dua orang guru Bahasa Inggris dan sepuluh siswa dari dua kelas VIII yang berbeda. Hasil penelitian menunjukkan bahwa guru menggunakan berbagai jenis media pembelajaran, termasuk media audio (lagu, audio dari YouTube), media visual (buku teks, realia, PowerPoint), dan media audio-visual (video, Wordwall). Media-media tersebut dipilih untuk menyesuaikan dengan preferensi belajar siswa Generasi Z yang merupakan digital native dan lebih responsif terhadap pembelajaran yang bersifat interaktif dan berbasis teknologi. Meskipun media tersebut efektif dalam meningkatkan keterlibatan dan pemahaman siswa, beberapa tantangan juga ditemukan, seperti ketidakstabilan jaringan internet, ketidakterbiasaan siswa dengan alat digital, serta kecenderungan siswa untuk mudah terdistraksi. Penelitian ini menyimpulkan bahwa penggunaan media pembelajaran yang beragam dan tepat dapat memberikan kontribusi yang signifikan terhadap proses pembelajaran Bahasa Inggris yang lebih dinamis dan menarik, khususnya bagi siswa Generasi Z.

Kata Kunci: *Media Pengajaran dan Pembelajaran Bahasa,Mengajar Bahasa Inggris Untuk Generasi Z*

خلاصة

الاسم : فوسفينا أميليا
رقم التسجيل : ٢١٢٠٣٠٠٢٤
عنوان الرسالة : وسائل تعلم اللغة المستخدمة في تدريس اللغة الإنجليزية للجيل زد في الصف الثامن في مدرسة لانغا بايونغ

يهدف هذا البحث إلى تحديد الوسائل التعليمية اللغوية التي يستخدمها معلمو اللغة الإنجليزية في تدريس طلاب الجيل زد في الصف الثامن بمدرسة لانغا بايونغ. بالإضافة إلى ذلك، يستكشف البحث التحديات التي يواجهها المعلمون والطلاب في عملية استخدام الوسائل التعليمية. استخدم هذا البحث المنهج الوصفي النوعي، حيث كانت الملاحظة والمقابلات الأداتين الرئيسيتين لجمع البيانات. وقد شمل المشاركون في هذا البحث معلمين اثنين للغة الإنجليزية وعشرة طلاب من فصلين مختلفين من الصف الثامن أظهرت نتائج البحث أن المعلمين استخدمو أنواعاً متنوعة من الوسائل التعليمية، مثل: الوسائل الصوتية (الأغاني، الصوتيات من يوتيوب)، والوسائل البصرية (الكتب المدرسية، الوسائل الحقيقية ، وبرامج باوربوبينت)، والوسائل السمعية البصرية (الفيديوهات، منصة). (تم اختيار هذه الوسائل لتناسب مع أساليب التعلم المفضلة لدى طلاب الجيل زد، الذين يُعرفون بأنهم من "الجيل الرقمي" وينتقلون بشكل أفضل مع التعليم التقاعلي المعتمد على التكنولوجيا. وعلى الرغم من فعالية هذه الوسائل في تعزيز مشاركة الطلاب وفهمهم، فقد تم رصد بعض التحديات، مثل: عدم استقرار شبكة الإنترنت، وقلة خبرة بعض الطلاب في استخدام الأدوات الرقمية، بالإضافة إلى ميل بعض الطلاب إلى التشتت بسهولة. ويخلص هذا البحث إلى أن استخدام وسائل تعليمية متنوعة و المناسبة يمكن أن يُسهم بشكل كبير في خلق تجربة تعليمية أكثر حيوية وجاذبية في تدريس اللغة الإنجليزية، خصوصاً لطلاب الجيل زد.

الكلمات المفتاحية: وسائل تعلم اللغة، تدريس اللغة الإنجليزية للجيل زد

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Padangsidimpuan, June 2025
Researcher

Puspita Amelia
Reg No. 2120300024

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CHAPTER I INTRODUCTION

A. The Background of the Problem

The use of media in learning is an important aspect in creating an effective and interesting learning environment. Using relevant learning media in the classroom can optimize the learning process. For teachers, media helps concrete concepts or ideas and help motivate participants to learn actively. For students, the media can be a bridge to think critically and do¹. It indicates the right media can help students understand English material better, increase motivation, and strengthen their communication skills.

In the current era of digitalization, the development of technology in education has become an unavoidable necessity. Education is no longer limited to traditional classrooms with chalk and blackboards. Instead, the use of Information and Communication Technology (ICT) in education has revolutionized the way teaching and learning take place. English as a global language has also experienced a transformation in how it is taught and learned, especially among the younger generation known as Generation Z (Gen-z). This generation is highly familiar with smartphones, the internet, and various digital platforms, which has made the integration of media into learning not only a complement but a core component in delivering effective education.

According to Mahmud, learning media is a tool or object that can be used as an intermediary to convey the contents of the lesson or material delivered so

¹Aria Septi Anggaira, Nurul Aryanti, Aldi Permana Putra, Teaching media 101, (Insight Media, 2022) <https://www.google.co.id/books>.

that students can easily understand the material delivered by the teacher.² This statement emphasize the role of learning media in the learning process. Media not only helps students learn better but also facilitates communication and interaction between teachers and students. By using media, the learning process can become more efficient, engaging, and relevant for students.

English language skills are not only needed for daily communication, but also as access to information and opportunities for further education, then learning media plays a role in creating interactive and interesting learning experiences, then students who are actively involved through varied media tend to have motivation and better understanding. Media influencing the teaching and learning process can help teacher design learning strategies that are more innovative and responsive to student needs.

Thus it hoped this research will not only provide insight into existing practices, but also identify the challenges faced in using media, so that can provide appropriate solutions. In this research, several relevant concepts and theories will be used as a basis for understanding the use of media in teaching English such as construction learning theory³. This theory emphasizes that students build their knowledge through experience and interaction with the surrounding environment. In the context of teaching English, the use of interactive media, such as videos, games and digital applications, can encourage students to actively partici-

²Syahruddin Mahmud, *Media Pembelajaran*, ed. Aeni Rahmawati (Cirebon: Lovrinz Publishing 2023). <https://share.google/KpTUKzB15ac7P7EMv>

³Tryana Pipit Mulyah, Dyah Aminatun, Sukma Septian Nasution, Tommy Hastomo, Setiana Sri Wahyuni Sitepu, *Inovasi Pembelajaran Bahasa Teori Dan Praktik*, Widiana Media Utama in Journal of English Teaching Volume 2, No 1 2024). <https://share.google/gbInICR2sOqYjomB9>

pate and explore the language in a deeper way. Then the theory of multiple intelligences, this theory states that each individual has a different type of intelligence⁴. By using varied media, teachers can meet the learning needs of different students, for example with varied media linguistic intelligence may be better with text, while students with visual-spatial intelligence may be better engaged in video or pictures.

In this technological era, unique and innovative learning is really needed that can attract students interest and attention in learning. Learning media is a tool that greatly influences the student learning process to help students understand the material fluently, then the ideal learning media must be attractive and adapt to student needs, such as using videos in speaking lessons. Students are actively involved in the learning process because they use media, not only that students are braver in expressing their options. Learning media also helps students understand the informant on that researchers provide⁵. Based on the research above, students interest and attention becomes interested because they learn using interesting learning media, and it is also easier for them to understand the material presented by researcher.

Using learning media in teaching, teachers become one of the keys to initiating the class so that becomes conducive. It is the teacher who must combine the power of media with variety of activities that are relevant to instructional

⁴Syamira Nadia Hairudin, Kamisah Ariffin, Effectiveness of integrating multiple intelligence in English teaching and learning, *Asian Journal of University Education*, 19(4) 2023. <https://www.proconference.0.24191/ajue.v19i4.24623>.

⁵Salma Al Mardhiyyah, Mohammad Adnan Latief, and Harits Masduqi, "Enhancing the Students' Learning Motivation by Using Instructional Media for Thailand's Municipal School," *Pedagogy: Journal of English Language Teaching* 9, no. 1 (2021): 76, <https://doi.org/10.32332/joelt.v9i1.3131>.

goals teacher are also responsible for creating a successful learning environment. In English we focus on four skills such as speaking, listening, writing, and reading, in the process of listening the teacher can play a film in English, or ask students to follow a podcast in English. While in speaking teacher can use videos, when watching students pay attention to how the actor or actress pronounces words or phrases and then try to imitate the way they speak or practice. Meanwhile, in reading and writing teachers can use interesting and imaginative image media because it can make it easier for them to understand the material and convey the message visually into written form in the era of increasingly advanced globalization, mastery of English has become an urgent need, especially among the younger generation.

This research aims to identify the media used by English teachers in teaching English at VIII Grade SMPN 1 Langga Payung through a qualitative approach. Researcher hopes to explore the experiences and perceptions of teachers and students regarding the effectiveness of various learning media. It is hoped that the research will provide deeper insight into innovative and interesting teaching strategies, as well as support the development of a curriculum that is more relevant to students' needs in this digital era. This research is not only an academic contribution, but also an effort to improve the quality of English language learning in schools.

Based on discussions with several teacher English at SMPN 1 Langga Payung. There are some problems identified from Harahap's statement, the problem in teaching English using media are visual media such as videos and images

can attract attention students but, students are often quickly distracted and students have different learning styles⁶. The teacher said there are a lots of interesting learning media can use in teaching, such as flash card and board games.

Then according to Nasution, the problem in teaching English using media are, teachers need to adapt teaching approaches and methods to meet the need of all students and then some students feel more comfortable with traditional teaching method⁷. Every students have different learning styles and needs, some students may understand concepts better through visual, while others prefer to learn auditorily or kinesthetically. Therefore teacher need to adapt their teaching method, combining various media such as videos, images, and practical activities, to ensure that all students engaged and can follow the lesson well.

After knowing the problem faced by students based on interviews, the researcher wanted to know the language learning media used by teacher in teaching English for the Gen Z at SMPN 1 Langga Payung.

B. The Focus of the Problem

The focus of this research is on teachers, regarding the learning media used by teachers in teaching English for the Z Generation, the challenges teachers face in teaching using media for the Z Generation. Therefore, the researcher summarizes research on language learning media used in teaching English for the Gen Z at VIII Grade SMPN 1 Langga Payung.

⁶Suryani Ima Harahap, The teacher at VIII Grade SMPN 1 Langga Payung, Private interview, on October 20,2024 at 12:10 p.m

⁷Dermahani Nasution, The teacher at VIII Grade SMPN 1 Langga Payung, Personal interview, on October 22,2024 at 20:03 WIB

In conclusion, this study emphasizes the important role of teachers in using appropriate learning media that are appropriate to the characteristics of Generation Z students. By focusing on the types of media used and the challenges faced in their implementation, this study aims to provide valuable insights into how English language teaching can be optimized to meet the needs of digitally oriented learners.

C. The Definition of the Key Terms

To avoid misunderstanding and vagueness between the researcher and the readers. The researcher would like to clarify the used terms as follow:

1. Language Learning Media

Language learning media are tools or resources used by teachers to facilitate the acquisition of language skills such as listening, speaking, reading and writing.

2. Teaching English

Teaching English is the process of helping students develop skills in speaking, listening, reading, and writing in English .

3. Z – Generation

Generation Z is the people or students who born between the late 1990s and early 2010s, are digital native growing up in the era of society 5.0. That is highly adaptable to digital learning.

So, “The Language Teaching and Learning Media Used In Teaching English For Z Generation, the tools that used by the teachers to teach the learners of Z- Generation or the students who born between 1990s – 2010 that is adapt-

able to digital learning in learning English skills. The process of language teaching and learning used in teaching English for the gen z students at grade VIII SMPN 1 Langga Payung must be adapted to the characteristics and needs of the learners.

D. The Formulation of the Research

To deeply understand the use of English learning media for generation Z students at SMPN 1 Langga Payung, this research will examine two main aspects.

1. What are the language Teaching media used in teaching English for Gen Z at SMPN 1 Langga Payung?
2. What are the language learning media used by students in Learning English for Gen Z at SMPN 1 Langga Payung? .
3. What are the challenges for teachers while utilizing media to teach English for Gen Z at SMPN 1 Langga Payung.
4. What are the challenges for Students while utilizing media to learn English for Gen Z at SMPN 1 Langga Payung.

E. The Objectives of the Research

This research has two main objectives as follow:

1. To identify the language teaching media used by the teachers in teaching English for Gen Z at SMPN 1 Langga Payung.
2. To identify the language learning media used by students in learning English for Gen Z at SMPN 1 Langga Payung.

3. To explore the challenges and obstacles that teachers encounter while using language learning media in teaching English for Gen Z at SMPN 1 Langga Payung.
4. To explore the challenges and obstacles that students encounter while using language learning media in learning English for Gen Z at SMPN 1 Langga Payung.

F. The Significance of the Research

This research is expected to provide both theoretical and practical contributions. Theoretically, it enriches the existing literature related to the use of learning media in English language teaching, especially for Generation Z students who are digital natives and tend to respond positively to interactive and multimedia-based instruction. The study also supports the application of constructivist theory and multiple intelligences theory in modern language learning contexts.

Practically, this research provides insights for English teachers—particularly at SMPN 1 Langga Payung—regarding the types of media that are suitable and effective for teaching English to Gen Z learners. It also helps identify the challenges faced in implementing those media, thus encouraging teachers to develop more adaptive and creative teaching strategies. Furthermore, this research can serve as a reference for school administrators and curriculum developers to design more relevant, engaging, and technology-integrated learning environments in response to students' needs in the digital era.

In addition, the findings of this study are expected to inspire teachers to integrate various digital tools and platforms such as videos, interactive games, and

online applications that align with the learning preferences of Generation Z students. By understanding how these media influence students' motivation and learning outcomes, teachers can create a more student-centered learning atmosphere that promotes active participation and critical thinking.

Moreover, this research is anticipated to contribute to future studies focusing on digital literacy and technology-based instruction in the Indonesian EFL context. It may also open new perspectives for policymakers and education practitioners in developing continuous professional development programs for teachers, ensuring they are well-equipped to utilize digital media effectively and meet the demands of 21st-century education.

G. The Outline of the Thesis

The first chapter is introduction, this chapter talks about the research background, the focus of the problem, the formulation of the research, the objective of the research, the significant of the research and writing system of the research, the second is literature review, this chapter talks about the theoretical such as: the definition of media and understanding teaching English including kinds, benefits and the advantages of media, the purpose of teaching and the role of media in teaching English.

Then the third chapter is method of the research, on this chapter researcher would like to discuss the method of the research, that based on research question and aims of the research, the objectives of the research, research design, data source, instrument of the research, technique of data collection, and technique of data analysis, and the last is the technique of data trustworthiness.

The fourth chapter is research findings and discussion, the aims of this research is to answer the research question of the first chapter which consist of research findings and discussion. In research findings there are show the result of the observation of media use in English teaching, such as the learning media used, followed by summary of teachers regarding their opinions on the effectiveness of media use in teaching English and feedback from the students about their experiences learning with the media.

The last chapter is conclusion and suggestion, this chapter present to the last chapter of the research including conclusion and suggestion. The conclusion is a statement example and provides a direct answer to the research question. Then the suggestion is interpreted as proposals and recommendations related to research findings that need to be communicated to the readers.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Definition of Language Learning Media

Language learning is a complex process that involves various aspects, such as understanding grammar, vocabulary, speaking, listening, reading, and writing skills. Media as one of the usual aids is most available resource for language teacher that is used for centuries to help students and practice foreign language effectively. Learning media can be understood as the media used in the learning process and objectives, in essence, the learning process is the same as communication. So language learning is a multifaceted process that encompasses the development of various linguistic skills, including grammar, vocabulary, speaking, listening, reading, and writing.

The definition of media according to Rossie & Briedle in Kristanto states that learning media are all tools and materials that can be used to achieve educational goals such as, radio, television, books, newspapers, magazines and so on¹. Learning media has two aspects, namely software and hardware. For example, if the teacher creates material in power point (PPT) and displays it via projector, then the material is called software and LCD projector is hardware. Learning is an on going process in a system, so learning media occupies an important position in the components of the learning system. In terms of information technology, media can be understood as a tool that can send

¹ Andi Kristanto, Media Pembelajaran, Surabaya
2016 <https://share.google/b2W5WLKkDPxHSNvC0>

and receive messages or information. Technology can be said to be a communication tools². That means learning media is very important for students and teacher because learning does not occur at a certain time, but is a process that last throughout life and learning media functions as a link between teachers and students.

This media includes various forms, such as books, videos, teaching aids and digital technology, effective media can help convey information more clearly and interestingly, there by increasing student understanding. Learning media refers to various tools and materials used to facilitate the teaching and learning process. Effective learning media can increase students engagement and support learning styles, then assist in understanding and retaining information by providing a variety of media, teachers can meet the needs of different students and make the learning experience more interesting and productive.

By utilizing images, audio, video and animation, learning media can bring a richer and deeper learning experience for example, dynamic simulations or visualizations can helps students understand difficult or abstract concept, and learning media also support independent and flexible learning, where students can learn according to their own rhythm and learning style this includes access to learning materials that can be accessed online or via digital platforms interactive and innovative learning media such as learning games or interactive simulations, can increase students' motivation to learn and developed

²Saleh & Syahruddin, *Media Pembelajaran* (CV. Eureka Media Askara 2023), <https://share.google/LsX69tb2xFyiSCRBm>

their interest in certain subject. So, language learning media are essential tools that support language skill development by enhancing communication and improving the learning experience.

2. Kinds of Media of Language and Learning Media

As a teacher, it needs to know and be able to choose interesting media in teaching English. According to Zamzami in Resti and Rachmijati devided media can be in three kinds, they are Audio Media, Visual Media, Audio Visual Media.³

a. Audio Media

Audio media is media that contains messages in auditory form (tape or record), such as CDs, Songs and others⁴. Which can stimulate the thoughts, feelings, attention, and will of students, thereby facilitating the teaching and learning process. According to Wadji media and audio technology function as channels for transmitting information, thereby enhancing students' concentration, helping to sift through important information, and stimulating analytical skills and drawing conclusions.⁵ Based on the functions, it can be concluded that audio media not only serves as an auditory aid but also plays a strategic role in developing students' cognitive skills.

³Resti Resti and Cynantia Rachmijati, "Analysis the Use of Instructional Media on Teaching English To Young Learner At Elementary School in Bandung," *PROJECT (Professional Journal of English Education)* 3, no. 4 (2020): 453, <https://doi.org/10.22460/project.v3i4.p453-458>.

⁴Andi Kristanto, Media Pembelajaran Surabaya Hlm 31, 2016. <https://share.google/VXgHfn7iUFmDmkVfV>

⁵Farid Wajdi, "Media Dan Teknologi Audio", *Program Pascasarjana Uin Alauddin Makassar*, 2023. <https://share.google/vo0WjRveaI9AkWjkH>

By enhancing concentration, facilitating the processing of relevant information, and stimulating critical and analytical thinking abilities, audio media becomes an important component in creating an active, reflective, and meaningful learning process.

b. Visual Media

Visual Media emphasizes images and props that are used as learning objects, such as pictures, books, realia, and flash card.⁶ With the presence of visual media, learners do not just listen but also engage in other activities such as observing, demonstrating, and so on.

The use of visual media such as animations, props, and images can help students understand abstract geometric concepts, increase learning interest, and strengthen students' spatial understanding.⁷ The use of visual media in learning has been proven to have significant impact on students' understanding, especially in abstract subjects like geometry.

Media such as animations, props, and images serve to simplify complex concepts into more concrete and easily understandable forms. That visualization allows students to see the relationships between geometric elements directly, making their thinking process more focused and logical.

In addition to enhancing conceptual understanding, visual media also plays a role in sparking students' interest and motivation in learning, an attractive

⁶Anwar F & Pajarianto, *Pengembangan Media Pembelajaran “Telaah Perspektif Pada Era Society 5.0*, ed. Vini Rizki Rahmi Mudia Alti, *Pengembangan Media Pembelajaran* (Cv Tohar Media, 2022). <https://share.google/IvlukskCGiuDnss2w>

⁷Humairoh & Manik, "Peran Media Visual Dalam Meningkatkan Pemahaman Geometri Siswa" (Cv. Rayyan Dwi Bharata) Vol 1, NO 2(2024) <https://share.google/K6VpGHJTtW4NyDsjs>

and interactive display can create a more enjoyable and engaging learning atmosphere.

c. Audio Visual Media

Audio Visual Media, this media by producing sound elements so they can be heard, and producing images so they can be seen, for example video, film, audio slides, and others.⁸ This media can be better and more attract attention, because it has sound elements and visual elements.

This type of media effective in capturing students' attention more strongly, as dual stimuli auditory and visual can enhance engagement and facilitate information absorption. Through the combination of visual and audio elements, this media not only provides and engaging learning experience but also stimulates various senses simultaneously.⁹ Audio visual media not only supports cognitive understanding of the material but also stimulates students' interest in learning and emotional engagement, when students feel interested and actively involved, the learning process becomes more enjoyable and meaningful,

Therefore, the use of audiovisual media in learning not only enriches the methods of delivering material but also becomes an important strategy in creating an interactive for optimal learning results.

These three types of media complement each other and can be used to enrich students' learning experiences, strengthen their understanding, and make

⁸ Andi Kristanto, Media Pembelajaran, Surabaya, Hlm 36, 2016. <https://share.google/3Un2dxFS8Gtsqn258>

⁹ Rika Riyani. Mengenal Media Pembelajaran Audiovisual. (Cv. RA-Media Publishing) March 09, 2022. <https://share.google/ah8QiKg3XkVxqVSnt>

learning more interactive and engaging. By effectively utilizing all three, language teaching or other subjects can become more varied, enjoyable, and positively impactful for the learning process.

3. The Advantages of Using Media

The use of digital media, such as video case studies, can promote teacher competence and help teacher developed new perspective and apply knowledge, additionally, media can enhance collaborative classroom techniques and facilitate English learning in ESL classroom.

There are Advantages of using media in learning and teaching English: Increase students engagement, Facilitate interactive learning, Improving listening skills, Providing cultural context, Facilitates multimodal learning, Increase creativity and collaborations.¹⁰ To be clear will be explained below:

- a. Increase students engagement: learning media such as video, audio, and images tend to be more engaging than traditional text only teaching. This make student more involved and focused on learning, because the material presented is more dynamic and attracts attention.
- b. Facilitate interactive learning: learning media allows teachers to create a more interactive learning experience. For example, students can participate in video-based discussion, answer interactive questions in online simulations, or collaborate on multimedia projects. This all helps in building a better understanding of the subject matter.

¹⁰Aditya Alex Sandra, "The Use Of Social Media In Teaching English To Secondary School Students" (Universitas Muhammadiyah Surakarta, 2021), <https://share.google/Ov4pqwNUKzCBkXzFE>

- c. Improving listening skills: the use of video and audio in learning media can help students improve their listening skills. They can get used to different actions, intonations and speaking speeds, which is important in understanding English in real communication situations.
- d. Providing cultural context: learning media allows teachers to introduce students to aspect of English speaking culture, such as through films, music, and of the language, but also opens students' horizon's to local traditions. This not only to improve understanding related cultures.
- e. Facilitates multimodal learning: by combining text, audio, video, and images, learning supports a variety of learning styles. Students have the opportunity to understand concept in more depth in a way that best suits their learning.
- f. Increase creativity and collaborations: the use of learning media encourages students to developed their creative skills, for example in creating multimedia projects or video presentations, it also encourages collaborations between students, which helps in building social skills and the ability to work in teams.

There are other advantages of using media in learning and teaching according to Sukartiwi in Tanggoro: it can increase the learner's motivation, to avoid the learners bored, to make the learners easy, and to make the learning and teaching process more systematic¹¹. Furthermore, the most prominent advantage found in a

¹¹Urip Tanggoro, The Use of Instructional Media to Improve Students' Motivation In Learning English, Dialektika Journal, Vol 3, 1 March 2015. <https://share.google/iSn9mKko3A3eWyPJo>

study by Rambe and Sinaga¹² is that digital media provide students with new experiences in learning through the use of technology. Digital media have become one of the most effective tools in English learning, especially for Generation Z students who are familiar with technology. One of the examples is padlet, a digital platform that allows students to collaborate and share their writing easily, As stated by Padlet can help in the improvement of writing abilities, particularly with regard to vocabulary and grammar. It is suggested that play can serve as an effective medium for learning, since it allows students to explore their knowledge freely while creating a fun and enjoyable learning environment¹³

So, media that we use for teaching and learning it's interesting because can help students effectively in learning, encouraging the teachers and learners in delivering the subjects materials, helping the learners to understand the subject materials.

4. The Challenges of Using Learning Media

Although learning media provides many benefits in facilitating English teaching and learning, learning media also has several Challenges. According to Salam¹⁴, there are several challenges in using media in teaching as follows: lack of competence, deficient teaching materials, and inadequate digital teaching skills when attempting to inte-

¹²Sokhira Linda Vinde rambe and Yusni sinaga, “probing digital media usage at state Islamic colleges in north sumatera; from advantages to challenges” journal of language teaching and learning, linguistics and literature, volume 13, no 2, December 2025.

<https://doi.org/10.24256/ideas.v13i2.5975>

¹³ Yunita Permata Sari, Eka Sustri Harida, Sri Rahmadhani Siregar, “Using Crossword Puzzle Game to Improve Students' Vocabulary Mastery” Vol. 12 No. 02 December 2024.

<https://doi.org/10.24952/ee.v12i2.12732>

¹⁴ Salam, U., Wahdini, W., Surmiyati, S., Rezeki, Y.S., Riyanti, D., & Suthathothon, P. (2023). Challenges in using digital media in teaching English. Journal of English Language Teaching Innovations and Materials (Jeltim), 5(1), 49-68

grate technology into their classrooms. Limitations of infrastructures, such as low internet bandwidth and a scarcity of devices.

These challenges hinder the effective use of media in the teaching and learning process. Teachers who lack competence and digital teaching skills may find it difficult to design and implement media-based lessons. In addition, insufficient teaching materials and limited access to technology reduce the opportunities to integrate media effectively. Poor infrastructure, including low internet bandwidth and a lack of devices, also disrupts classroom activities and prevents both teachers and students from fully benefiting from digital learning media.

According to Min in Lubis¹⁵, says that the disadvantages of use modern technology teaching English in the context of non-natives speaking countries for examples; (1) emphasis on the supplementary of effective teaching, (2) lack of communication between teachers and students, (3) lack of real-time teaching, (4) expensive way of conducting language classes. limitations of social interaction between teachers and students, difficulties in understanding learning materials in digital form, and a growing dependence on technology¹⁶. These challenges indicate that while modern technology offers various challenges in English teaching, it may also create barriers in certain contexts. In non-native English-speaking countries, teachers often rely heavily on technology as a supplement rather than a tool for meaningful interaction. This can lead to reduced communication and engagement between teachers and students. Moreover, the

¹⁵ Lubis, Fitriadi, 2024. "Implementation of Technological Media in Teaching English" no 1977, 52-66. <https://conferences.uinsyahada.ac.id>.

¹⁶ Fitria, T. N. 2023. Using Information And Communication Technology (Ict) In The Education Sector: Opportunities And Challenges In English Language Teaching (ELT). <https://doi.org/10.33752/teflics.v3i1.4038>

absence of real-time interaction may limit students' opportunities to practice speaking and receive immediate feedback. Additionally, the implementation of modern technology can be costly, making it difficult for some schools to provide adequate facilities and access for all learners.

In conclusion, although learning media support English teaching, their use also faces several challenges such as limited competence, poor infrastructure, and high costs, which can hinder the effectiveness of the teaching and learning process.

5. The Concept of Z - Generation

Z - Generation or technology natives or born in society 5.0. Where z - generation is pushed into a digital world that includes digital learning, digital teaching, digital job opportunities, earning digital money, digital shopping, and celebrating digital friendship and relationship. Hence, the need of the hour is to understand and be very aware of the tremendous technological shift.

According to Bamboo Hindustan Computers Limited (HCL) in Alexander, the gen z are students or people who born between the late 1990s and early 2010s.¹⁷ So it means, the gen z is a group heavily influenced by technology and social change, born between the late 1990s and early 2010s. They are known as digital natives, with high skills in technology and social media. Overall, gen z will not only shape today's social and economic dynamics, but will also be the drivers of innovation and change the future.

¹⁷Thomas Alexander. Gen Teachers: Dream and Challenges (St. Xavier's Collage of Education Publications, April 2023) hlm 3. <https://share.google/pjOpIM6KJBptgoiu>

According to Harida¹⁸, The Z-Generation, characterized by their fluency in digital media, possesses distinct traits such as a preference for multimedia learning, interactivity, and instant feedback. Thus, understanding these characteristics is crucial for educators to design effective English learning media that cater to Generation Z's digital preferences and learning behaviors.

So, Z - Generation is a group that grew up in the digital era and is heavily influenced by technological developments, they are known as digital natives, possessing high skills in technology and social media.

6. The Concept of Teaching English for Z - Generation

Teaching English is a process in which a tutor or teacher helps students to understand, speak, read, and write in English. This includes an introduction to vocabulary, grammar, pronunciation, and cultural aspects related to the language. The aim of teaching English, is to improve students' communication skills, so that they can use this language in various context, both in everyday life, academically, and professionally.

Teaching methods can vary, ranging from a direct approach to the use technology and interactive learning media. Teaching and learning English its very nature, an energizing, meaningful, and vital experience for all involved, developing young people's competence, confidence, and creativity and building positive attitudes toward learning¹⁹. That means teaching and learning is not just about

¹⁸ Harida, E. S. (2024). CIRC-b-FCL As A Model For Teaching Reading For Z-Generation. *Language, Literature & Language Teaching*, 1.

https://scholar.google.com/scholar?start=50&q=eka+sustri+harida&hl=id&as_sdt=0,5

¹⁹Teresa Cremin, *Teaching English Creatively, Teaching English Creatively*, published (Routledge, 2009), <https://can-ada.net/wp-content/uploads/2024/03/Teaching-English-Creatively-Book.pdf>

mastering the language self, but also about experiences that shapes students' character and skills. This process fosters competencies needed in the modern world, as well as increasing self-confidence, creativity, and a positive attitude that will help students throughout their lives.

The aim of teaching and learning English in secondary school is to help the students achieve a high level of language proficiency²⁰. This includes proficiency in reading, writing, speaking, and listening. Secondary school English classes focus on developing students' communication skills in the language. This includes the ability to express themeselве clearly, understand others, and engage in meaningful conversations.

Generation Z is comfortable with technology and is often more adept at using it than their teachers. They have different attitudes and aptitudes than their predecessors. Their outlook is sometimes called the "information age mindset," and is characterized by the ability to multitask and the belief that computers are not technology, and that the internet is an essential part of life²¹. Generation Z's strong familiarity with technology makes them prefer interactive and digital-based learning, requiring teachers to adapt their methods to match this technological mindset.

So, teaching English to generation z is a holistic, interactive, and current day process of learning the language. The goal of this education is not only to increase students' linguistic proficiency such as reading, writing, interacting and

²⁰Cremin.

²¹ Bambang Harmanto, Teaching English to Generation Z students (New concept of young learners).
<https://eprints.umpo.ac.id/1752/2/6.%20Teaching%20Eng%20Generazion%20Z.pdf>

expressing themeselv but also to develop their character, creativity, and self confidence. As a digital generation, gen z requires innovative teaching methods and encourages the use of technology and engaging educational media because of this English language instruction for generation z must be able to provide a dynamic and contextual learning environment, allowing them to experience the modern world in an academic and professional setting.

7. The purpose of Teaching English

Teaching is the process of conveying knowledge, skills and attitudes from a teacher to students. There are the purpose of teaching English:

- a. To enable students to learn and comprehend the written and spoken forms of English language.
- b. To teach functional English to the learners and to polish their reading skills, writing skills, and listening skills. To develop the ability in students to use English in day life and real life situations.
- c. To teach functional English to the students that the students can use and benefit from their educational career, professional career and everyday life. To make the students understand the written text of the subject that is being taught and make the students able to use skimming scanning skills.²²

This statement urges the importance of helping students understand not only the written form, but also the spoken form of the English language. By teaching functional English, students can apply these skills in everyday life and real situation, which increases their confidence in communicating.

²²Marryiam Khan, "Objectivenes of English Language Teaching," March 3, 2024. <https://share.google/oZREJFOLwZKGloXaB>

B. Related Studies

From these title, researcher raised many research titles that have similarities. The first is research from Sekarningrum²³ , this research aims to describe how teacher implements instructional media in teaching English with Kurikulum Merdeka at the seventh grade students of SMP Muhammadiyah PK Kotabarat Surakarta. Data were collected using observation in class 7B, then interviews are used to support observations, then the results of this research show three activities carried out by teachers, namely the preparation process, main activities and subsequent activities using media. Then this study shows that teachers used LCD projectors, laptop, speaker and several learning applications such as padlet, google drive, google forms, and social media.

Resti and Rachmijati state that instructional media are tools used by teachers to explain material in the classroom, serving to stimulate students' thoughts, attention, and feelings to support the learning process. Their research, conducted in elementary schools in Bandung, West Java, used a qualitative descriptive method with participants consisting of 30 third-grade students and an English teacher. Data were collected through observation, interviews, and document analysis. The findings showed that teachers used several media in teaching English. In the first observation, realia was used as a medium for a lesson about food, allowing students to see and taste the objects directly, which helped them learn related vocabulary in a more concrete and engaging way. In the second observation, the

²³Detnita Sekarningrum, "The Use of Instructional Media in Teaching English with Kurikulum Merdeka at the Seventh Grade Students" (Raden Mas Said Surakarta, 2023). <https://share.google/TPFYEnEFtxrP2vVTX>

teacher used textbooks that had already been provided to each student as a learning resource.

The third is from Mardhiyyah et.al²⁴, teachers used media to encourage students motivation because it is an important part of access in the learning process. The results of this research are that English teachers at SMPN Muhammadiyah 2 Malang use media to attract creativity and more attention from all students. So in the learning process, teachers can control student behaviour in class. The simplest and most interesting multimedia is Microsoft Power Point. It is used for spelling material teacher use laptops and digital projectors to support Microsoft power point. It is used for spelling material. By using Microsoft power point, students can be more focused and more active.

The fourth are Amalia and Gumiandari²⁵, the use of social media is one of the factors that influence students interest in learning English. This study uses a literature review approach, namely collecting references, reviewing theories, and analysing the object being studied. The result of this study indicated that the use of information technology, especially social media, can bring positive value if students can use the facilities for more positive things, for example, to increase knowledge, as a means of communication and also as a means of promoting something. The impact of social media of students when using social media is to make social a learning tool, especially language learning.

²⁴Al Mardhiyyah, Latief, and Masduqi, "Enhancing the Students' Learning Motivation by Using Instructional Media for Thailand's Municipal School." <https://share.google/I7AQAErg5SToNiL1i>

²⁵Dea Tresna Amalia and Septi Gumiandari, "Effect of Using Social Media on Students' Interest in Learning English," *Journal Corner of Education, Linguistics, and Literature* 2, no. 4 (2023): 330–42, <https://share.google/3Vy3nrgcUE5mZAzT>

The fifth is from Febriansyah et.al,²⁶ the influence of interactive powerpoint media on the learning outcomes of generation z vocational students. The purpose of this study is to identify and analyse the impact of the use of interactive powerpoint media on generation z. The result show that the average pretest scores increased. The sig.value (2-tailed) in the hypothesis test (2-tailed) $0.000 < 0.05$ means H_0 is rejected and H_a is accepted, so the media PowerPoint affects the learning outcomes of 12th-grade Generation Z students at SMKN 5 Surabaya. This media can be considered by educators for use in the process learning in vocational schools.

The sixth is from Anisa et.al,²⁷ the influence of youtube learning media and social environment towards the learning motivation of generation z students. The results showed that (1) there was a positive and significant influence of YouTube learning media on students learning motivation of generation z ($t_{count} 7,349 > t_{table} 1,650$), (2) there was a positive and significant influence of social environment on students learning motivation of generation z ($t_{count} 7,411 > t_{table} 1,650$), (3) there was a positive and significant influence of YouTube learning media and social environment simultaneously on students learningmotivation of generation z ($F_{count} 94,798 > F_{table} 3,026$).

Some previous studies discuss the learning media used in teaching English such as Sekarningrum focuses on the how the use of instructional media in teach-

²⁶Muhammad Nur Febrian Syah et al., “Pengaruh Media PowerPoint Interaktif Terhadap Hasil Belajar Generasi Z Siswa Kejuruan,” *Jmel* 9, no. 1 (2023): 1–7, <https://share.google/JqmSMINCPzuxuwuYA>.

²⁷Sabila Nur Anisa, Cicilia Dyah Sulistyaningrum Indrawati, and Anton Subarno, “Pengaruh Media Belajar Youtube Dan Lingkungan Sosial Terhadap Motivasi Belajar Siswa Generasi Z,” *JIKAP (Jurnal Informasi Dan Komunikasi Administrasi Perkantoran)* 7, no. 3 (2023): 190, <https://share.google/eYIVCCoErtbHmTnUY>

ing English with Kurikulum Merdeka. Resti and Rachmijati focuses on the analysis the use of instructional media on teaching English to young learner. Mardhiyyah et.al focuses on enhancing the students' learning motivation by using instructional media. Sutiati focuses on the use of Media with english lyrics to improve the mastery of english grammar. Amalia and Gumiandari focuses on the effect of using social media on students' interest in learning English. Febriyan et.al focuses to identify and analyse the impact of the use of interactive power-point media on generation z. And the last is Anisa et.al focuses on the influence of youtube learning media and social environment towards the learning motivation of generation z students.

In conclusion, some researcher was conducted research on the use of instructional media in teaching english which focuses with how teacher implements instructional media in teaching English. However, in this study the researcher want to know what kinds of learning media used in teaching English for the z generation. And this research will also be conduct with a different place and time.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. The Research Design

In this research, the researcher used the qualitative method, which is movement that places the audience in one world. The researcher used a descriptive method to explore phenomena regarding the media used by the teachers in English language teaching.

B. Place and Time the Research

The researcher did the thesis at SMPN 1 Langga Payung, Kec. Sungai Kanan, Kab. Labuhan Batu Selatan, North Sumatera, and Indonesia. The time of doing this research is from June 2024 up to July 2025.

C. The Research Subject

There are two subjects of this research, namely teachers and students

1. Teachers

The researcher selected two teachers, each teaching in the classes that are the sample for this study, namely Mrs. DN as the teacher in class VIII 1 and Mrs. SH as the teacher in class VIII 2. These two teachers were chosen because they have experience in teaching English using various learning media and are considered capable of providing in-depth information about teaching practices and the challenges they face, especially in the context of learning of generation Z students. The selection of these relevant teachers aims to enable the researcher to gather rich, accurate data that aligns with the research problem formulation.

2. Students

The total number of eight-grade students at SMPN 1 Langga Payung is 138, distributed across 5 classes. From the entire population, the researcher purposively selected two classes, namely class VIII-1 and VIII-2, because these classes are considered representative and active in the use of English learning media. Additionally, the selection of these two classes also took into account accessibility and recommendations from the subject teacher.

From the two selected classes, the researcher interviewed 10 students, 5 (five) from class VIII 1 and 5 (five) from class VIII 2. Students who were purposively chosen based on the criteria of their active involvement in English language learning with media, such as the use of videos, speakers, or YouTube.

The selection of students was carried out with attention to diversity, such as gender and participation in learning activities, so that the data obtained would be varied and in-depth. With this approach, researcher can delve into students' experiences in a more focused and relevant to the research objectives.

D. Instrument of the Research

As part of the qualitative study, this research uses two instruments to understand the use of media in language instruction at SMPN 1 Langga Payung. These are as follow:

1. Observation

Researcher conducted research by observation regarding learning English using media. Then the researcher conducted two times observations for one teacher, this research aims to find out how teachers teach English using media

and facilities in the English language learning process at SMPN 1 Langga Payung.

Table III.1
Observation Sheet

Teachers :
Class :
Time :

Teachers	Media User			
	Audio Media	Visual Media	Audio Media	Visual Media
Teacher 1				
Teacher 2				

2. Interview

Here, the researcher conducted the research by using semi-structured clouds with the help interview guidelines or interview instruments that have been prepared by the researcher to know the conditions before the study is carried out to see how the benefits of this research. Then the researcher conducted one interview for each teacher.

To obtain data on what are the media used in teaching English for Z - Generation at UPTD SMPN 1 Langga Payung, researcher used interviews as the instrument data collection and using the following guidelines:

Table III.2
Interview guideline

No	Indicator of Interview	Number of Items	Total
1	Types of media used by the teachers at SMPN 1 Langga Payung.	1, 3.	2
2	Effectiveness of media in learning English at Eight Grade SMPN 1 Langga Payung.	2.	1
3	Problem/ Challanges	5, 4.	2

This interview was conducted with the teachers and students at SMPN 1 Langga Payung as a participants:

a. Teachers

Interviews was conducted with eighth grade English teachers who teach at SMPN 1 Langga Payung. This research, the researcher conducted interviews with the teacher to explore the media used in teaching English as well as the challenges faced into practice.

b. Students

The second participant in this interview is an eighth grade students at SMPN 1 Langga Payung. The researcher conducted interviews with the teacher to explore the media used in learning English as well as the challenges faced into practice.

E. The Technique of Data Collection

The collecting data using observation and interview guidelines which contained several question related to the objective of the study.

1. Observation

- a. Preparing the object of observation
- b. Creating observation guidelines/ research frameworks
- c. Determining the observation location
- d. Doing the observation
- e. Checklisting the guideline

2. Interview

- a. Making appointments with resource persons

- b. Making a meet
- c. Doing interview
- d. Recording the interview

F. Technique of Data Analysis

Data analysis is a process of reduction, transcription, and grouping data.

Data was collected through interviews. Analysis of interviews employing three people or steps in the data analysis process: data reduction, data presentation, and draw conclusions.¹

This analysis is divided into three methods are:

1. Data reduction

From the title of this study. Data reduction in this context means filtering and selecting data related to the use of media in teaching English at SMPN 1 Langga Payung. The data collected from observations and interviews, will be selected and processed to find relevant information regarding the type of media used, how teachers use this media in teaching. Thus, data that is not directly related to the use of media in English language teaching will be exclude.

2. Data display

After the data is reduces, the second steps is to display the data. After carrying out data reduction, it will involve presenting relevant data regarding the use of media in teaching English at SMPN 1 Langga paying.

¹John Creswell, *Research Design, Qualitative, Quantitative and Mix Methods*, 2009. https://spada.uns.ac.id/pluginfile.php/510378/mod_resource/content/1/creswell.pdf

3. Drawing conclusion

After the data is clearly collected through reduction and display data in accordance with the needs and objectives of this study, namely researches have drawn their conclusions. The conclusion has been answered the research questions, according to the data that has been collected and analyzed.

G. The Technique of Data Trustworthiness

Trust in the quality or accuracy of the data obtained is an important aspect in qualitative research, so the result of the research can be accounted for. Then efforts need to be made to ensure the data collected truly reflects the relevant experiences, views and context of the participants. The techniques used to assess trustworthiness include a variety of approaches with the aim of ensuring that research findings are not only valid but also trustworthy.

According to Moleong in Kusumastuti and Khoiron explain in detail several data inspection techniques as follows:

1. Expanding participation requires commitment that is not only short term but also requires long term involvement.
2. Implementing rigorous and on going research with rigor and on going investigation into research subject.
3. Then triangulation is a technique used to verify the trustworthiness of the data.
4. Engaging in friendly discussions involving the results of interviews with colleagues to get input.

5. Analyzing negative cases involves collecting examples that deviate from research models and use them for comparison.
6. Adequate and referential tools that involve the use of free time for the purpose of comparing research findings with collected criticism.
7. Member checking is essential to verify credibility.
8. Detailed explanation is a technique that demands precision and thoroughness depiction of research result to contextualize.
9. Auditing is used to verify the accuracy and certainty of data, ensure the process or result are carried out effectively and overall².

From the explanation above, the researcher used the member checking technique to check the accuracy of the data. Member checking is the process of confronting the results of interviews or data summaries back to respondents (participants) so that they can read, correct, or reinforce what has been recorded by the researcher. This step is considered crucial that all data and interpretations collected truly reflect the original perspectives and experiences of the participants, rather than merely the one-sided interpretations of the researcher.

Thus, member checking serves as a strategy to enhance the credibility (internal reliability) of the research. If participants approve the findings or correct any errors, then the research result can be considered more valid, accurate, and trustworthy.

²Adhi Kusumastuti and Ahmad Mustamil Khoiron, *Metode Penelitian Kualitatif*, Lembaga Pendidikan Sukarno Pressindo (LPSP) (Semarang, 2019), <https://share.google/T3eBcjGGocP12Swge>

CHAPTER IV

RESULT OF RESEARCH

This chapter presents the results of a research entitled the language teaching and learning media used in teaching English for z generation at grade VIII SMPN 1 Langga Payung. Data were collected through observation and interviews. To collect the data, researcher held the observation twice in class while the teacher teaching. From the first observation, the researchers found that the teacher used media for teaching English. In the second observation, the researcher identified several types of media used in teaching English, including YouTube Videos, realia, wordwall, PowerPoint, Speakers and textbooks. These were categorized into three types: audio media, visual media, and audio-visual media.

The subjects of this research were two English teachers at SMPN 1 Langga Payung: Mrs. DN, who teaches class VIII 1, and Mrs. SH, who teaches class VIII 2. Both teachers were selected because of their experience using various types of learning media that are appropriate for generation z learners. The researcher also interviewed ten students, five for each class who were selected based on their active involvement in English learning activities using media.

A. Findings

1. Language Teaching Media Used in Teaching English

The researcher did the observation on 22st of Mey 2025 for the first teacher and the first teacher (DN) who teach in class VIII 2 and the second teacher (SH) who teach in class VIII 1 SMPN 1 Langga Payung. Based on the observations with teachers in teaching and learning English in the class. Teacher used

media in teaching English namely, audio media, visual media and audio-visual media¹

a. Audio Media

Audio media is a type of learning media that only involves sound as its main element. This media is very effective for use in English language learning activities, especially in improving students' listening and speaking skills. In this study, both teachers utilized audio media in a way that was tailored to the needs of the class and the characteristics of Gen Z students.

The first teacher (Mrs. DN) who teaches in class VIII 1, uses English songs taken from YouTube² and played through speakers as one form of listening practice. These songs are used to familiarize students with the pronunciation of words and intonation in English, while also creating a more enjoyable learning atmosphere. In addition, this teacher also uses audio from videos as part of the listening exercises.



Picture IV.1. The Use of Songs from YouTube and Speaker as Learning Media

¹Teachers at SMPN 1 Langga Payung, result observation, on Mey 2025, at 09.39 am

²Dermahani Nasution, teacher at SMPN 1 Langga Payung, result of observation, on Mey 22th 2025, at 08.00 a.m

As shown in the picture, the teacher utilizes a combination of digital and audio media to support the English learning process. A laptop is connected to a projector that displays English learning materials, including videos and songs, on the classroom's whiteboard. Additionally, external speakers are used to ensure that the audio is clearly heard by all students. These setups allow students to both see and listen to authentic English materials simultaneously, which enhances their listening comprehension and pronunciation skills. The use of technology such as projectors and speakers also helps to create an interactive and engaging classroom atmosphere, aligning with the characteristics of Generation Z learners, who tend to respond positively to multimedia-based instruction.

Meanwhile, the second teacher (SH), who teaches in class VIII 2, also uses a speaker³ as the main aid in supporting digital media such as wordwall. Wordwall is a game based learning platform that has audio elements as feedback or instructions in the game. Speakers are used so that the sound from application can be heard clearly by all students. Thus, even though wordwall is audio-visual in nature, its audio component plays an important role in delivering instructions and reinforcing students' understanding of the material.

³Suryani Ima Hrp, teacher at SMPN 1 Langga Payung, result observation, on May 24th 2025, at 08.49 a.m



Picture IV.2. The Use of Wordwall as Learning Media



Picture IV.3. The Use of Speaker as Learning Media

As illustrated in the picture, the teacher projects the Wordwall onto the classroom whiteboard using a laptop and projector. The displayed game, “Label the Scratch Cat,” provides an interactive learning experience where students match vocabulary related to body parts with corresponding labels on the image. The combination of visual animation, audio feedback, and interactive participation supports students’ motivation and attention, making the learning process both enjoyable and effective. Such integration of digital tools aligns

with 21st-century learning principles that emphasize technology-enhanced, student-centered learning environments.

In conclusion, the use of audio media in English language learning, as demonstrated by both teachers in this study, proves to be an effective tool in enhancing students' listening and speaking skills. By incorporating English songs, video audio, and educational platform like wordwall, the teachers tailored their methods to suit the learning preferences of Gen Z students. These audio-based strategies not only improve pronunciation and comprehension but also create a more engaging and interactive classroom environment, thereby supporting students' overall language development.

b. Visual Media

Visual media is a learning medium that emphasizes elements of images or visual displays that can be seen by students. This media is very helpful in conveying abstract concepts into more concrete ones. In the context of learning English, visual media can strengthen vocabulary mastery, grammar, and understanding of language usage contexts.

The first teacher (Mrs. DN), uses textbooks⁴ as the main visual source. Textbooks are used as reading materials. Through this reading activity, students can reinforce their understanding of the material that has been introduced visually and audibly beforehand. Textbooks also contain illustrations and sentence structures that can help students understand language usage more systematically.

⁴Dermahani Nasution, teacher at SMPN 1 Langga Payung, result of observation, on June 5th 2025, at 08.49 a.m



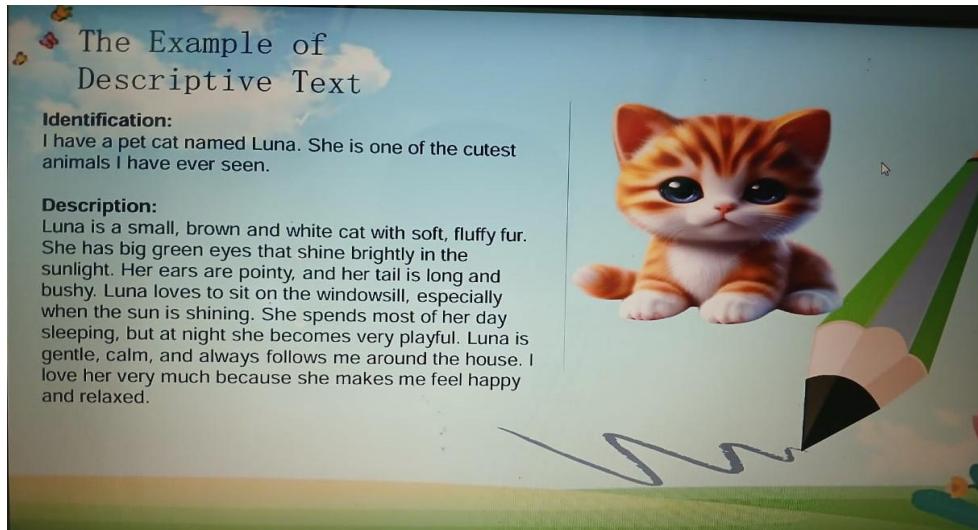
Picture IV.4. The Use of Textbook as Learning Media

As seen in the picture, the teacher is conducting a reading activity using the English textbook as the primary instructional medium. The textbook serves as both a visual and textual source, containing reading passages, vocabulary lists, and grammar exercises that guide students through structured language practice. Each student follows along with their own copy while the teacher provides explanations and monitors comprehension. This approach helps students develop reading skills, expand vocabulary, and understand grammatical patterns within authentic contexts. Moreover, the use of printed textbooks fosters student focus and reduces dependence on digital tools, ensuring a balanced learning experience that combines traditional and modern media in English language learning.

Teacher 2 (Mrs SH), makes more use of PowerPoint (PPT) and realia (real object)⁵ as visual media in teaching English. The PowerPoint slides displayed through the infocus contain images and explanations of the material designed

⁵Suryani Ima Hrp, teacher at SMPN 1 Langga Payung, result of observation, on June 5th 2025, at 13.35 a.m

in an engaging way so that students do not get bored. Meanwhile, realia is used in vocabulary learning, for example, by bringing fruits or stationery into the classroom. By seeing and directly handling the objects, students find it easier to remember and understand the meanings of new words in English.



Picture IV.5. The Use of Slide PPT as Learning Media



Picture IV.6. The Use of Realia as Learning Media

As shown in the pictures, the teacher combines digital media and real objects to create a more concrete and interactive learning experience. The first image shows a PowerPoint slide displayed through a laptop, presenting an example of descriptive text about a cat named *Luna*, complete with colorful visuals and clear text layout. This digital presentation helps students focus on both content and structure while keeping the learning process engaging. The second image illustrates the use of realia, where the teacher brings a flower pot into the classroom to support vocabulary learning about real objects. This hands-on approach allows students to directly observe and discuss the object, strengthening their comprehension and retention of English words. The combination of multimedia presentation and realia effectively stimulates students' sensory involvement, making language learning more meaningful and aligned with communicative and experiential learning principles.

The observations revealed that both teachers adapted their teaching media to suit Gen Z learners, who are generally visual, tech-savvy, and enjoy interactive and engaging learning environments. The combination of different types of media demonstrated the teachers' efforts to create a varied and effective English learning experiences.

c. Audio-Visual Media

Audio-visual media is a type of media that combines sound and images or videos simultaneously. This media is very suitable for Gen Z students who have a high interest in technology and interactive learning. In this study, au-

dio-visual media is the most dominantly used type of media by teachers in teaching English in the eight grade at SMPN 1 Langga Payung.

Teacher 1 (Mrs. DN), uses video from YouTube⁶ played through an infocus projector and speakers as the main media in the learning process. This video usually contains conversations, songs, or learning illustrations related to the material being taught. By watching and listening to the video, students can see examples of English usage directly, both in terms of pronunciation, expressions, and context of use.



Picture IV.7. The use of Video From YouTube as Learning Media

As illustrated in the picture, the teacher projects an animated English video onto the whiteboard using a laptop, infocus projector, and external speakers. The video shown is a short story titled “*The Ugly Duckling*,” which contains both visual and audio elements with English subtitles. This media allows students to listen to authentic pronunciation while simultaneously following the storyline visually. The combination of animation, dialogue, and subtitles

⁶Dermahani Nasution, teacher at SMPN 1 Langga Payung, result of observation, on June 5th 2025, at 08.49 a.m

helps students improve their listening comprehension, vocabulary acquisition, and contextual understanding of the language. Moreover, such audio-visual media create an enjoyable and immersive atmosphere that increases students' engagement and motivation in learning English, especially among Generation Z learners who are highly responsive to digital and multimedia learning tools.

Teacher 2 (Mrs. SH), also utilizes PowerPoint and wordwall⁷ as audio-visual media and plays them through an infocus projector.. PPT is used to present the material with direct explanations from the teacher, while wordwall provides an interactive learning experience in the forms of quizzes and digital games equipped with sound and attractive visual dispalys. In practice, the teacher uses speakers so that the sound from wordwall is clear. These two media complement each other PPt provides a systematic presentation of the material, while wordwall reinforces understanding through games.



Picture IV.8. The Use of PPT as Learning Media

⁷Suryani Ima Hrp, teacher at SMPN 1 Langga Payung, result of observation, on June 5th 2025, at 13.35 a.m



Picture IV.9. The Use of Wordwall as LearningMedia

In the first picture, it can be seen that the teacher uses a PowerPoint slide titled “*Let’s Master Descriptive Text: Say It, See It.*” The slide is visually attractive, designed with colorful illustrations of a teacher, children, and nature elements, which help to capture students’ attention. This shows that the teacher considers the visual appeal of the material to make learning more engaging for young learners.

Meanwhile, the second picture displays the use of *Wordwall* projected onto the whiteboard. The word “left hand” appears as part of a vocabulary learning activity, where students can identify and pronounce body parts. The use of sound and animation in *Wordwall* allows students to connect words with their pronunciation and meaning visually and auditorily, making it an effective tool for improving vocabulary retention and participation in class.

So from the description of the results, it can be concluded that the language teaching media used in teaching English are audio media, visual media, and audio-visual media.

2. The Language Learning Media Used by Students in Learning English

a. Audio Media

Most of the students from Teacher 1 mentioned that they often learn through English songs and videos with audio from YouTube⁸. They feel that songs help them memorize vocabulary faster, and listening to the pronunciation directly through speakers helps them understand word pronunciation better. Because songs usually contain repetitive lyrics and familiar sentence patterns, making it easier for students to remember new words and phrases.

In addition, the use of clear audio through speakers allows students to focus on the correct pronunciation, stress and intonation of English words, which are essential components in developing their listening and speaking skills.



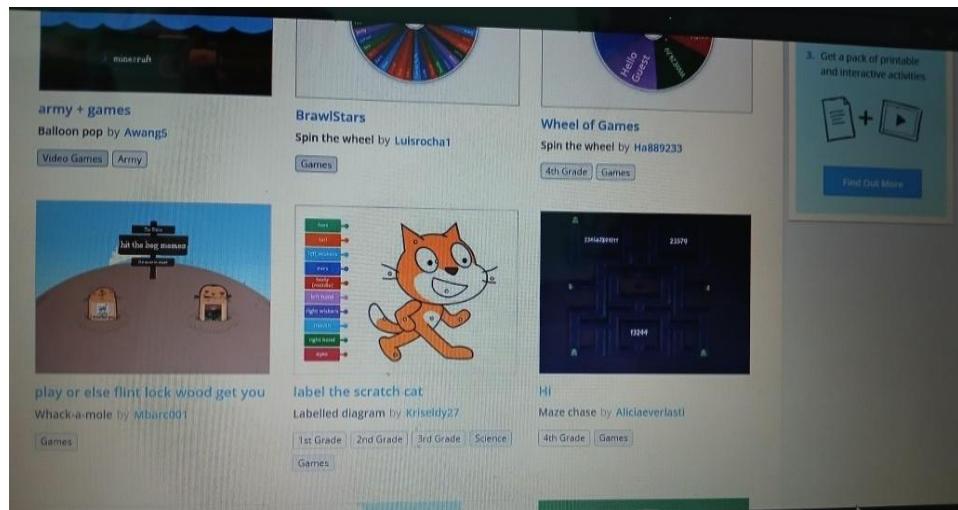
Picture IV.10 .The Use of English Song as Learning Media

Students from Teacher 2 also stated that while playing Wordwall⁹, the sound coming from the speaker greatly helps in understanding the

⁸Students at SMPN 1 Langga Payung, result of Interview, on June 4th 2025, at 09.39 a.m

⁹Students at SMPN 1 Langga Payung, result of Interview, on June 4th 2025, at 09.39 a.m

questions or game instructions. They enjoy the sound that appears as an immediate response during the play-and-learn activities.



Picture 11. The use of wordwall as Learning Media

Thus, both teachers and students actively utilize audio media to enhance listening skills and foster motivation in English language learning. Audio media serves not only as a complement but also as a key element in the material delivery process.

b. Visual Media

Students from Teacher 1 refer to the textbook¹⁰ as a medium that is often used to read and understand the material after watching the video. This book helps them review the content in written form and reinforce what they have heard previously.

¹⁰Students at SMPN 1 Langga Payung, result of Interview, on June 4th 2025, at 09.39a.m



Picture IV.12. The Use of Textbook as Learning Media

Meanwhile, the students from Teacher 2 really like PowerPoint and realia¹¹. They find it easier to understand if they can see the object being discussed directly. Realia also makes vocabulary learning feel real and enjoyable. Some students even refer to the combination of PPT and realia as the most effective way of learning because they complement each other.



Picture IV.13. The use of Realia as Learning Media

The use of visual media by teachers and students provides a concrete and in-depth learning experience. Visual displays help students un-

¹¹Students at SMPN 1 Langga Payung, result of Interview, on June 4th 2025, at 09.39 a.m

derstand the material quickly, while also making the classroom atmosphere more lively and interactive.

c. Audio-Visual Media

Students from Teacher 1 stated that they really enjoy learning using YouTube videos¹². They can see examples of conversations, facial expressions, and the visual context of the language used. The voice in the video also helps in understanding the intonation and pronunciation of words more clearly.

Meanwhile, students from Teacher 2 mentioned Wordwall¹³ as their favorite medium because they can learn while playing. They feel more enthusiastic because the game's attractive appearance is accompanied by sounds that guide them during the quiz or practice process. The displayed PPT also helps them understand the lesson content more systematically. Through audio-visual media, students gain a more enjoyable and comprehensive learning experience. The combination of sound and images makes learning feel more vibrant, and helps them understand the material more quickly and effectively.

Overall, the students taught by Teacher 1 and Teacher 2 utilize various media in English language learning. Teacher 1's students use videos, English songs, YouTube, textbooks, speakers, and infocus. Meanwhile, Teacher 2's students use PowerPoint (PPT), images, English songs, Wordwall, realia (real objects such as stationery or fruits), and infocus,

¹²Students at SMPN 1 Langga Payung, result of Interview, on June 4th 2025, at 09.39 a.m

¹³Students at SMPN 1 Langga Payung, result of Interview, on June 4th 2025, at 09.39 a.m

with an emphasis on PPT, Wordwall, and realia to make learning more interactive and tangible.

The use of these media has a positive impact on both groups of students, making the lessons more engaging, facilitating material comprehension, boosting learning enthusiasm, and aiding in vocabulary retention.

Table IV.1
Result Observation

Teachers	Media User		
	Audio Media	Visual Media	Audio Visual Media
Teacher 1	Teacher 1 uses speakers to play audio from YouTube videos, supporting students' listening practice.	Teacher 1 uses textbooks as a source of reading material and visual references for students.	Teacher 1 utilizes YouTube and infocus to display videos, combining audio and visual elements to capture students' attention and facilitate material comprehension.
Teacher 2	Teacher 2 uses speaker to play the wordwall.	Teacher 2 uses realia (real objects) to introduce vocabulary, PowerPoint (PPT) displayed through an infocus projector for material presentation, and the infocus projector itself as a visual projection tool.	Teacher 2 uses Wordwall, an interactive platform that combines visual and audio elements in the form of games and learning activities.

Researcher found some result of this research in teaching English at grade VIII SMPN 1 Langga Payung. The result of the observation showed that the teachers used media in teaching English namely audio media, visual

media, audio-visual media. The teacher 1 used audio media like speakers, to play Songs or audio from YouTube videos, supporting students' listening practice, Visual media such as textbooks, as a source of reading material and visual references for students. And Audio Visual Media utilizes YouTube and infocus, to display videos, combining audio and visual elements to capture students' attention and facilitate material comprehension.

The result of this research of teacher 2 used visual media like realia (real objects), to introduce vocabulary, PowerPoint (PPT) displayed through an infocus projector for material presentation, and the infocus projector itself as a visual projection tool. And audio-visual media, Wordwall, an interactive platform that combines visual and audio elements in the form of games and learning activities.

3. The Challenges Faced by Teachers in Using Media in Teaching English

Based on the interviews with English teacher at SMPN 1 Langga Payung, several challenges were identified in the use of media in teaching English. One of the most challenges was technical issues, such as power outages, damages speakers, or unstable internet connections. These issues often disrupted planned media based lessons and required teachers to have alternative activities prepared, such as reading from textbooks or doing written exercises on the whiteboard.

Another challenge involved students' readiness and familiarity with digital tools, especially interactive learning applications like wordwall. Some students needed extra guidance before participating in such activities, which added to the teacher's instructional responsibilities. Additionally, maintaining students' focus

and engagement during media based learning was concern. For instance, while YouTube videos were effective in attracting attention, students sometimes become overly focused on the visual without fully understanding the content.

To address these challenges, teachers had to be more active and creative in guiding the learning process. They often combined different types of media, such as digital tools with realia, to cater to various learning styles, especially for students who learned better through kinesthetic or visual methods. Overall, the challenges faced were not only technical but also pedagogical and psychological, requiring flexibility, careful planning, and innovate teaching strategies to ensure that media use in English instruction remained effective and meaningful for Generation Z learners.

4. The Challenges Faced by Students in Using Media in Learning English

Based on the interview results, students from both teachers faced different challenges related to the use of English learning media. Students from Teacher 1, who use YouTube, speakers, infocus, and textbooks, face the main challenge of slow internet connections, causing video buffering. Additionally, some students feel that the videos played are sometimes too fast, making it difficult for them to catch all the spoken words. Technical limitations such as power outages also pose a challenge, as the infocus cannot be used. Lastly, some students felt that the chosen songs were less interesting or too fast.

Students from Teacher 2, who use PowerPoint, realia, and Wordwall, face different challenges. Some students do not understand how to use the Wordwall application, or experience problems with the broken infocus. In addition, not all

students can handle realia, making the learning experience less equitable. The lack of internet connectivity is also an issue, as Wordwall cannot be used without a connection. Some students also complained that the display was unclear if the classroom lights were too bright. Lastly, teachers forgetting to bring realia also becomes an obstacle, as the learning process becomes less effective.

The results of the interviews show that the use of English learning media presents its own challenges for students. Therefore, teachers need to consider these challenges when selecting and implementing learning media, and seek appropriate solutions to overcome these obstacles so that English learning can proceed more effectively and inclusively.

B. Discussion

Based on the research results conducted at SMPN 1 Langga Payung, it was found that Generation Z students at Grade VIII used various types of media in learning English. These media include audio, visual, and audio-visual media. Through interviews and observations, it was revealed that students actively engaged with the media provided by their teachers and had different preferences and experiences when using them.

Students often used songs from YouTube and video audio played through speakers as part of their listening practice. Many of them stated that the use of songs made it easier to remember vocabulary because of the repetition and fun melodies. They also mentioned that listening to English songs helped improve their pronunciation and intonation. This shows that audio media not only made learning more enjoyable but also supported speaking and listening skills develop-

ment. In addition, students used visual media such as textbooks, PowerPoint slides, and realia. Some students mentioned that after watching videos, they liked reading the material in textbooks to understand it more deeply. Others found that seeing the objects directly, such as fruits or school supplies (realia), helped them understand and memorize vocabulary better. The use of PowerPoint with pictures and colorful designs also made learning more interesting and easier to follow.

The most favored media among students was audio-visual media. Many students said that watching videos from YouTube helped them understand conversations and pronunciation more clearly because they could see the expressions and hear how the words were spoken. Some of them enjoyed using Wordwall, which is an interactive learning game that combines sound and visuals. They said learning while playing games was fun and made them more enthusiastic during class. Wordwall also helped them remember vocabulary and answer questions quickly.

Through the use of various media, students became more engaged, enthusiastic, and confident in learning English. They felt more comfortable expressing their ideas and were motivated to participate in class. The combination of different media also helped students with different learning styles—some preferred visual materials, others liked listening, and some enjoyed moving or handling real objects. However, some students also experienced challenges. For example, slow internet connections sometimes interrupted video playback, and not all students were familiar with using digital platforms like Wordwall. Even so, they said that with the teacher's guidance and repeated practice, they gradually became more comfortable using those tools.

Overall, the findings of this research show that Generation Z students respond well to the use of varied and interactive media in learning English. Media like YouTube, Wordwall, PowerPoint, songs, and realia made the learning experience more meaningful and aligned with their digital habits and preferences. The media helped not only in understanding English material but also in increasing motivation, improving vocabulary, and enhancing listening and speaking skills, reading and writing skills.

These findings are in line with previous studies. For example, Sekarningrum,¹⁴ showed that the use of LCD projectors, laptops, and learning apps like Padlet and Google Forms created a more dynamic learning atmosphere, although technical and student adaptation issues also emerged. Similarly, Resti and Rachmijati,¹⁵ emphasized the value of realia and textbooks in helping young learners understand concrete vocabulary, which mirrors the strategy used by Teacher 2. Mardhiyyah et al,¹⁶ also found that media such as PowerPoint helped attract student attention and motivation, echoing the emphasis on making presentations engaging and interactive as seen in this study.

Furthermore, Amalia and Gumiandari,¹⁷ as well as Anisa et al,¹⁸ discussed the positive effects of social and digital media on student motivation. Their findings support the idea that Gen Z learners respond more positively to tech-based

¹⁴Sekarningrum, “The Use of Instructional Media in Teaching English with Kurikulum Merdeka at the Seventh Grade Students.” <https://eprints.iain-surakarta.ac.id>

¹⁵Resti and Rachmijati, “Analysis the Use of Instructional Media on Teaching English To Young Learner At Elementary School in Bandung.”

¹⁶Al Mardhiyyah, Latief, and Masduqi, “Enhancing the Students’ Learning Motivation by Using Instructional Media for Thailand’s Municipal School.”

¹⁷Amalia and Gumiandari, “Effect of Using Social Media on Students’ Interest in Learning English.”

¹⁸Anisa, Indrawati, and Subarno, “Pengaruh Media Belajar Youtube Dan Lingkungan Sosial Terhadap Motivasi Belajar Siswa Generasi Z.”

and visually appealing learning methods. Meanwhile, Sutiati¹⁹ proved that the use of English songs improved grammar mastery, validating Teacher 1's use of songs and audio content to enhance listening and speaking skills.

What distinguishes this research is the focus on the challenges teachers face, particularly in maintaining student concentration, handling internet issues, and designing attractive media that align with different learning styles, especially for kinesthetic learners. The data also show that while digital media offer numerous advantages, their effectiveness depends heavily on teacher creativity, technological readiness, and student digital literacy.

In conclusion, this study reaffirms that effective use of language learning media when tailored to the needs and characteristics of Gen Z can significantly enhance student engagement and comprehension in English learning. However, the success of media implementation also depends on the teacher's ability to manage classroom dynamics, address technical constraints, and adapt media to different student abilities and preferences.

C. Checking Trustworthiness

To ensure the trustworthiness of the research data, the researcher applied the member checking technique, which is one of the strategies commonly used in qualitative research to validate the accuracy of findings. The researcher collected the data through observations and interviews with two English teachers at SMPN 1 Langga Payung. After conducting the classroom observations and analyzing the

¹⁹Sutiati, "The Use Of Media With English Lyrics To Improve The Mastery of English Grammar In High School Students State 3 Samarinda."

teachers' responses during the interviews, the researcher presented the interpreted findings to the teachers involved in the study.

The researcher matched the observational data with the responses from the interview, especially focusing on how each teacher applied learning media in the classroom. To verify whether the findings truly reflected the actual teaching and learning process, the researcher asked the teachers to review and confirm the accuracy of the interpreted data. This step allowed the researcher to clarify any inconsistencies or unclear points in the findings.

Both teachers confirmed that the information and interpretations accurately represented their classroom practices and experiences²⁰. As a result, the researcher concluded that the data collected were valid, relevant, and aligned with the real conditions in the field. This process strengthened the credibility and reliability of the research findings regarding the use of language learning media in teaching English to Generation Z students at Grade VIII of SMPN 1 Langga Payung.

Table IV.2
Data Credibility

No.	Teacher	Types of Media	Observation Result	Interviewed Result	Data Credibility
1.	Teacher 1(DN)	Audio	Speaker used to play audio and song from YouTube	Speaker used to play audio and song from YouTube	Matched
		Visual	Textbook	Textbook	Matched
		Audio-Visual	YouTube videos, Infocus	YouTube videos, Infocus	Matched

²⁰The result of member checking with the teachers at SMPN 1 Langga Payung

No.	Teacher	Types of Media	Observation Result	Interviewed Result	Data Credibility
2.	Teacher 2(SH)	Audio	Speaker used during wordwall activities	Speaker mention used during wordwall activities	Matched
		Visual	PowerPoint via infocus, Realia	PowerPoint via infocus, Realia	Matched
		Audio-Visual	Wordwall includes sound and visuals, used via infocus and speaker	Wordwall	Matched

The table above demonstrates that the types of media used by both teachers were consistently mentioned during interviews and observed in classroom practices. To ensure the credibility of the findings, member checking was applied by presenting the interview data and interpretations back to the participants. The teachers confirmed that the information accurately reflected their actual teaching practice. This confirmation process supports the credibility of the research by validating that the data collected was truthful, clear, and acceptable to the participant involved.

D. The Threats of the Research

During the research process, the researcher faced several challenges that could be considered threats to the validity and smooth execution of the research. One of the main threats is the students' unfamiliarity with using various learning media, especially digital media like Wordwall. Since not all students have prior experience with these interactive media, some of them require more time and guidance to participate effectively, which initially reduces the efficiency of classroom learning.

Another threat comes from technical issues. Although both teachers are quite enthusiastic about using various media, technical problems such as unstable internet connections, power outages, or malfunctioning projectors (infocus) often disrupt the learning process and hinder the optimal use of digital media like YouTube or PowerPoint.

Although there are those threats, the use of diverse and interactive learning media still has a positive impact. These media help increase students' learning motivation and support collaborative learning, especially when media such as realia, PowerPoint, and Wordwall are used effectively. Therefore, the researchers recommend that teachers prepare backup strategies (such as printed materials or realia and receive adequate training in operating digital media to minimize the potential threats in subsequent learning.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research conducted at SMPN 1 Langga Payung, the media used by Gen Z students in learning English include YouTube, songs, educational videos, wordwall, PowerPoint, realia and textbooks. These media fall into three categories: Audio media, Visual Media and Audio-visual media. The teachers also used varied media. Teacher 1 applied YouTube videos using projectors, speakers and textbooks, while teacher 2 used powerpoint, wordwall using speaker, realia, and projectors. These media choices reflect the digital nature and preferences of Gen Z students who are more responsive to visual and interactive learning tools.

Challenges faced by teachers include technical issues, difficulty maintaining students focus and students unfamiliarity with digital tools like wordwall. Teachers must also prepare engaging, varied content and offline alternatives like textbooks and realia. Students' challenges include slow internet, fast-paced audio in videos or songs, difficulties using platforms like wordwall, limited acces to realia, and occasional equipment failures. Despite these, students remain motivated due to the relevance and attractiveness of the media used.

B. Implication

Implication was a consequence or direct result of the findings of a scientific study. The result of this research was about the language learning media used by teachers in teaching English for Gen Z at Grade VIII SMPN 1 Langga Payung in the academic year 2024/2025.

Based on the result of this study, it is known that teaching English by using varied and interactive media such as YouTube videos, PowerPoint presentations, Wordwall, textbooks, and realia made students more enthusiastic and motivated in learning. A study conducted in an educational environment certainly produces conclusions that have implications in the field of education and also for future research. In connection with this, the implications were as follows:

1. Based on the results of the research, the use of language learning media by the teachers had a significant impact on students' interest and engagement in the English learning process. Therefore, teachers are encouraged to provide creative, varied, and technology-based learning media in every lesson to avoid monotonous learning. Especially for Gen Z students, who are digital natives, this approach makes the learning process more relevant and enjoyable.
2. Based on the theory used by the researcher, it can be seen that the use of visual, audio, and audio-visual media helps accommodate different learning styles. For example, discussion activities using Wordwall and visual aids like realia allow students to learn collaboratively. This method also helps weaker students learn together with stronger students, so that all students are actively involved in the learning process and support each other during English lessons.

C. Suggestions

As outlined in Chapter IV, this research emphasizes the importance of media in supporting English teaching and learning for Generation Z students. The use of appropriate media enhances students' engagement, improves their comprehension, and aligns with their digital learning habits. Media serves as a bridge between teachers and students, not only in delivering materials but also in building an interactive and effective learning environment.

Based on the result of this study, the researcher would like to give some suggestions as follows:

1. For teachers, it is suggested to keep developing and applying creative and varied learning media that suit the characteristics of Gen Z students. Using visual, audio, and audio-visual media such as videos, PowerPoint, games, and realia can help maintain student interest and improve their language skills. Teachers are also encouraged to prepare alternative offline media in case of technical problems.
2. For students, motivation to learn English especially through media should be increased. Students are expected to take full advantage of the media used in class, participate actively, and not hesitate to explore English materials independently using digital tools that are accessible and familiar to them.
3. For future researchers, this study can be used as a reference in conducting similar research. Future studies may focus more on students' perspectives, compare different types of media, or analyze how specific media affect stu-

dents' English proficiency, especially in speaking, listening, or vocabulary mastery.

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APPENDIX I

OBSERVATION SHEET

Teachers	Media User		
	Audio Media	Visual Media	Audio Visual Media
Teacher 1			
Teacher 2			

APPENDIX II

INTERVIEW GUIDELINE

List of the question interview for teacher

1. What are types of media do you use in teaching English?
2. How do you apply media in teaching English?
3. Why do you choose this media?
4. How do you solve the problems you face in teaching using media?
5. What challenges do you face in teaching using media?

APPENDIX III

INTERVIEW GUIDELINE

List of the question interview for students.

1. What aspects of the media do you know?
2. What media does your teacher use in teaching English?
3. What do you think about the use of that media, and does it make learning more interesting and improve your results?
4. Which media should English teachers use for teaching? What is your reason?
5. What do you think the challenges?

APPENDIXES IV

OBSERVATION SHEET IN TEACHING ENGLISH

Teacher : DN
Class : VIII 1

Teachers	Media User		
	Audio Media	Visual Media	Audio Visual Media
Teacher 1	Teacher uses speakers to play Songs or audio from YouTube videos, supporting students' listening practice.	Teacher uses textbooks as a source of reading material and visual references for students.	Teacher utilizes YouTube and infocus to display videos, combining audio and visual elements to capture students' attention and facilitate material comprehension.

APPENDIX V

MEMBER CHECKING STATEMENT LETTER

I, the undersigned:

Name : Dermahani Nasution. S.Pd
NIP : 1967082820121220003
Position : English Teacher at SMPN 1 Langga Payung

Hereby declare that I have conducted the member checking process for the observation and interview data obtained by:

Name : Puspita Amelia
Student ID : 2120300024
Study Program : English Education (Tadris Bahasa Inggris)
Thesis Title : The Language Teaching And Learning Media Used in
Teaching English for the Gen Z at Grade VIII SMPN 1
Langga Payung

I have read and reviewed the interview transcript and the interpreted data presented by the researcher. Based on the evaluation, I hereby confirm that:

1. The interview data corresponds with what I conveyed during the interview session.
2. The interpretation of the data by the researcher reflects the actual experience and classroom practices.
3. There are no significant inaccuracies in the data or its interpretation.

Thus, I state that this member checking process is valid and may be used as part of the credibility verification process in qualitative research

Langga Payung, 2025
Validator,

Dermahani Nasution. S.Pd.
NIP. 1967082820121220003

APPENDIX VI

OBSERVATION SHEET IN TEACHING ENGLISH

Teacher : SH

Class : VIII 2

Teachers	Media User		
	Audio Media	Visual Media	Audio Visual Media
Teacher 2	Teacher 2 uses speaker to play the wordwall.	Teacher uses realia (real objects) to introduce vocabulary, PowerPoint (PPT) displayed through an infocus projector for material presentation, and the infocus projector itself as a visual projection tool.	Teacher uses Wordwall, an interactive platform that combines visual and audio elements in the form of games and learning activities.

APPENDIX VII

MEMBER CHECKING STATEMENT LETTER

I, the undersigned:

Name : Suryani Ima Harahap. S.Pd.
NIP : 197807092006042026
Position : English Teacher at SMPN 1 Langga Payung

Hereby declare that I have conducted the member checking process for the observation and interview data obtained by:

Name : Puspita Amelia
Student ID : 2120300024
Study Program : English Education (Tadris Bahasa Inggris)
Thesis Title : The Language Teaching And Learning Media Used in
Teaching English for the Gen Z at Grade VIII SMPN 1
Langga Payung

I have read and reviewed the interview transcript and the interpreted data presented by the researcher. Based on the evaluation, I hereby confirm that:

1. The interview data corresponds with what I conveyed during the interview session.
2. The interpretation of the data by the researcher reflects the actual experience and classroom practices.
3. There are no significant inaccuracies in the data or its interpretation.

Thus, I state that this member checking process is valid and may be used as part of the credibility verification process in qualitative research

Langga Payung, 2025
Validator,

Suryani Ima Harahap. S.Pd.
NIP. 197807092006042026

APPENDIX VIII

SCRIPT INTERVIEW

Teacher : Teacher 1 (DN)

Class : VIII 1

- 1 Researcher : What are types of media do you use in teaching English?
Teacher 1 (DN) : The teacher used media like speaker, infocus, video from YouTube for listening and to introduced a new topic.
- 2 Researcher : How do you apply media in teaching English?
Teacher 1 (DN) : The teacher use an infocus projector to display videos from YouTube, then she connect the audio to speakers so that the students can hear clearly. She also guide them to read the text from the textbook after watching the video.
- 3 Researcher : Why do you choose this media?
Teacher 1(DN) : The teacher choose this medium because students nowadays prefer to learn through digital media, especially videos. YouTube is very suitable for Gen Z students because they are already familiar platform. With visuals and sound, they understand faster.
- 4 Researcher : How do you solve the problem you face in teaching using media?
Teacher 1(DN) : Sometimes the issue is technical, for example, a power outage or broken speaker. If that's the case, she switch to activities like reading textbooks or practicing problems on the blackboard. She also prepared two alternative videos just in case.
- 5 Researcher : What challenges do you face in teaching using media?
Teacher 1(DN) : The biggest challenges is keeping the students' focus. Sometimes they focus too much on the video but forget to take notes or understand. Additionally, some are easily distracted. So she has to actively guide and keep the activities interactive

APPENDIX IX

SCRIPT INTERVIEW

Teacher : Teacher 2 (SH)

Class : VIII 2

1 Researcher : What are types of media do you use in teaching English?
Teacher 2 (SH) : The teacher used lcd projector to display PowerPoint, then the teacher also use realia or real objects when teaching vocabulary. The teacher often use wordwall for games or interactive evaluations.

2 Researcher : How do you apply media in teaching English?
Teacher 2 (SH) : The teacher make PowerPoint presentations that contain images and explanations of the material, and then the teacher display them using lcd projector. To introduce vocabulary, teacher bring realia such as ornamental plants. At the end of the lesson, teacher usually invite the students to play wordwall to enhance their vocabulary

3 Researcher : Why do you choose this media?
Teacher 2 (SH) : The teacher choose this medium because This media makes the lessons more enjoyable and not monotonous. Students can be more active, especially when using wordwall. Realia is also very helpful because they can see the actual objects, making them easier to remember.

4 Researcher : How do you solve the problem you face in teaching using media?
Teacher 2 (SH) : If the internet connection is problematic, teacher prepare backup materials in offline form. Sometimes the teacher print pictures if the realia is not feasible. In addition, teacher often guide the students first before using wordwall so that they understand how to play it.

5 Researcher : What challenges do you face in teaching using media?
Teacher 2 (SH) : Some students are not very familiar with using digital applications like wordwall, so adjustments are needed. In addition, the teacher also has to create an engaging PPT so that they don't get bored. But the teacher still combine it with real objects so that students with kinaesthetic learning style are also helped.

APPENDIX X

THE RESULT OF INTERVIEW

- 1 The teacher used media in teaching English such as: Lcd projector, textbook, YouTube, video, Realia, wordwall, PowerPoint(PPT).
- 2 The teacher used lcd projector to show the material from YouTube video, PowerPoint(PPT) etc.
- 3 The teacher choose this medium because This media makes the lessons more enjoyable and not monotonous. especially Gen Z students because they are already familiar platform.
- 4 The teacher switches to offline media if there are issues with online media such as textbooks or other realia.
- 5 The challenges teachers face in using media in teaching include students' easily distracted focus and being overly fixated on the videos being played, as well as some students who are not accustomed to using digital applications like wordwall.

SCRIPT INTERVIEW

Students: N
Class : VIII 1

1. What aspect of media do you know?

Answer: Video, English songs, YouTube, and textbooks.

2. What media does your teacher use in teaching English?

Answer: My teacher usually uses YouTube, speakers, and textbooks when teaching.

3. What do you think about the use of that media, and does it make learning more interesting and improve your results?

Answer: Yes, I think the lesson is more interesting because we can directly see videos and hear the English pronunciation.

4. Which media should English teachers use for teaching? What is your reason?

Answer: I like it when the teacher uses YouTube videos because it's easier to understand and not boring.

5. What do you think the challenges?

Answer: Sometimes I have trouble when the internet connection is slow, so the video buffers

SCRIPT INTERVIEW

Students: Z
Class : VIII 2

1. What aspects of the media do you know?

Answer: PowerPoint, pictures, English songs, and applications like Wordwall.

2. What media does your teacher use in teaching English?

Answer: My teacher often uses infocus to display PPT and play Wordwall games. Sometimes they also bring real objects to learn vocabulary.

3. What do you think about the use of that media, and does it make learning more interesting and improve your results?

Answer: Yes, I think it's fun. I can learn while playing and it's easier to remember words.

4. Which media should English teachers use for teaching? What is your reason?

Answer: I prefer Wordwall because it's like a game and we can play together.

5. What do you think the challenges?

Answer: Sometimes some friends don't understand how to use Wordwall or the infocus doesn't work.

SCRIPT INTERVIEW

Students: R
Class : VIII 1

1. What aspects of the media do you know?

Answer: Videos, books, YouTube, and speakers.

2. What media does your teacher use in teaching English?

Answer: My teacher uses YouTube and speakers for listening and speaking practice.

3. What do you think about the use of that media, and does it make learning more interesting and improve your results?

Answer: I feel more motivated because the videos are funny and easy to understand.

4. Which media should English teachers use for teaching? What is your reason?

Answer: I prefer videos because I can hear and see directly how to pronounce the words.

5. What do you think the challenges?

Answer: But sometimes the video is too fast so I can't catch all the words.

SCRIPT INTERVIEW

Students: L
Class : VIII 2

1. What aspects of the media do you know?

Answer: Realia, PowerPoint, and Wordwall.

2. What media does your teacher use in teaching English?

Answer: My teacher often shows PowerPoint slides and gives examples using real objects.

3. What do you think about the use of that media, and does it make learning more interesting and improve your results?

Answer: The lessons are clear and easy to remember because I can see the objects directly.

4. Which media should English teachers use for teaching? What is your reason?

Answer: I prefer realia because I like learning with real things rather than just looking at pictures.

5. What do you think the challenges?

Answer: But sometimes not all students get a chance to hold the objects, so it's less fair.

SCRIPT INTERVIEW

Students: R

Class : VIII 1

1. What aspects of the media do you know?

Answer: Songs, videos, YouTube, and books.

2. What media does your teacher use in teaching English?

Answer: My teacher likes to use speakers and YouTube to show English songs.

3. What do you think about the use of that media, and does it make learning more interesting and improve your results?

Answer: Songs help me remember vocabulary more easily.

4. Which media should English teachers use for teaching? What is your reason?

Answer: I think songs are the best because they are fun and easy to remember.

5. What do you think the challenges?

Answer: But sometimes I get confused about the meaning if there's no translation.

SCRIPT INTERVIEW

Students: Y
Class : VIII 2

1. What aspects of the media do you know?

Answer: PowerPoint, Wordwall, and real objects like stationery or fruits.

2. What media does your teacher use in teaching English?

Answer: My teacher usually uses PPT for explanation and Wordwall for quizzes.

3. What do you think about the use of that media, and does it make learning more interesting and improve your results?

Answer: The learning is not boring because it's interactive and like playing a game.

4. Which media should English teachers use for teaching? What is your reason?

Answer: I choose Wordwall because I can study while playing.

5. What do you think the challenges?

Answer: But sometimes when there's no internet connection, Wordwall doesn't work.

SCRIPT INTERVIEW

Students: N

Class : VIII 1

1. What aspects of the media do you know?

Answer: Videos, songs, YouTube, and textbooks.

2. What media does your teacher use in teaching English?

Answer: Usually my teacher uses speaker and infocus to play videos from YouTube.

3. What do you think about the use of that media, and does it make learning more interesting and improve your results?

Answer: It's easier for me to understand because I can see direct examples.

4. Which media should English teachers use for teaching? What is your reason?

Answer: I choose YouTube videos because the explanations are good and interesting.

5. What do you think the challenges?

Answer: If there's a power outage, the infocus can't be used.

SCRIPT INTERVIEW

Students: H
Class : VIII 2

1. What aspects of the media do you know?

Answer: Realia, PowerPoint, and games like Wordwall.

2. What media does your teacher use in teaching English?

Answer: My teacher often brings real objects and uses infocus for slides.

3. What do you think about the use of that media, and does it make learning more interesting and improve your results?

Answer: I feel the lesson becomes real and I memorize vocabulary quickly.

4. Which media should English teachers use for teaching? What is your reason?

Answer: I choose a combination of PowerPoint and realia because they complement each other.

5. What do you think the challenges?

Answer: But sometimes the slide is not clear if the classroom lights are too bright.

SCRIPT INTERVIEW

Students: A

Class : VIII 1

1. What aspects of the media do you know?

Answer: Songs, videos, and books.

2. What media does your teacher use in teaching English?

Answer: My teacher likes to turn on the speaker to play English songs.

3. What do you think about the use of that media, and does it make learning more interesting and improve your results?

Answer: Songs help me memorize faster, especially when played often.

4. Which media should English teachers use for teaching? What is your reason?

Answer: I choose songs because I can sing while learning.

5. What do you think the challenges?

Answer: But sometimes the song is not interesting or too fast.

SCRIPT INTERVIEW

Students: R
Class : VIII 2

1. What aspects of the media do you know?
Answer: PowerPoint, Wordwall, and realia.
2. What media does your teacher use in teaching English?
Answer: My teacher usually uses Wordwall for practice and realia when introducing vocabulary.
3. What do you think about the use of that media, and does it make learning more interesting and improve your results?
Answer: Learning becomes fun and not monotonous.
4. Which media should English teachers use for teaching? What is your reason?
Answer: I like realia because I prefer learning by seeing things directly.
5. What do you think the challenges?
Answer: If the teacher forgets to bring the realia, the lesson becomes less effective.

THE RESULT OF INTERVIEW

Student: N - Class VIII 1

1. The student mentioned media such as: YouTube, speaker, textbooks, videos.
2. The teacher used media as follows: The teacher used speaker and infocus to show videos from YouTube.
3. Student's opinion about the media: Media use makes lessons more interesting and helps understand pronunciation.
4. Preferred media and reason: YouTube videos, because they are easier to understand and not boring.
5. Challenges faced by the student: Slow internet connection causes buffering.

THE RESULT OF INTERVIEW

Student: Z - Class VIII 2

1. The student mentioned media such as: PowerPoint, pictures, English songs, Wordwall.
2. The teacher used media as follows: The teacher used infocus to show PPT and play Wordwall games.
3. Student's opinion about the media: It's fun and helps remember vocabulary easily.
4. Preferred media and reason: Wordwall, because it feels like playing a game together.
5. Challenges faced by the student: Some students don't understand Wordwall or infocus doesn't work.

THE RESULT OF INTERVIEW

Student: R - Class VIII 1

1. The student mentioned media such as: YouTube, videos, books, speakers.
2. The teacher used media as follows: Used YouTube and speaker for listening and speaking.
3. Student's opinion about the media: Videos are funny and easy to understand.
4. Preferred media and reason: Videos, because students can hear and see pronunciation.
5. Challenges faced by the student: Sometimes the video is too fast to catch all the words.

THE RESULT OF INTERVIEW

Student: L - Class VIII 2

1. The student mentioned media such as: Realia, PowerPoint, Wordwall.
2. The teacher used media as follows: Teacher showed PPT and used realia.
3. Student's opinion about the media: Lessons are clear and easy to remember with real objects.
4. Preferred media and reason: Realia, because learning with real objects is better.
5. Challenges faced by the student: Not all students can touch the realia.

THE RESULT OF INTERVIEW

Student: R - Class VIII 1

1. The student mentioned media such as: Songs, videos, YouTube, books.
2. The teacher used media as follows: Teacher used speakers and YouTube to show songs.
3. Student's opinion about the media: Songs help memorize vocabulary more easily.
4. Preferred media and reason: Songs, because they are fun and easy to remember.
5. Challenges faced by the student: No translation makes songs hard to understand.

THE RESULT OF INTERVIEW

Student: Y - Class VIII 2

1. The student mentioned media such as: PowerPoint, Wordwall, real objects.
2. The teacher used media as follows: PPT for explanation and Wordwall for quizzes.
3. Student's opinion about the media: Interactive and like playing a game.
4. Preferred media and reason: Wordwall, because it's fun to play while learning.
5. Challenges faced by the student: Wordwall doesn't work without internet.

THE RESULT OF INTERVIEW

Student: N - Class VIII 1

1. The student mentioned media such as: Videos, songs, YouTube, textbooks.
2. The teacher used media as follows: Speaker and infocus used to play YouTube videos.
3. Student's opinion about the media: Easier to understand by seeing examples.
4. Preferred media and reason: YouTube videos, because explanations are good.
5. Challenges faced by the student: Infocus cannot be used during power outage.

THE RESULT OF INTERVIEW

Student: H - Class VIII 2

1. The student mentioned media such as: Realia, PowerPoint, Wordwall.
2. The teacher used media as follows: Used realia and infocus for slides.
3. Student's opinion about the media: Lessons feel real, vocabulary remembered quickly.
4. Preferred media and reason: Combination of PowerPoint and realia.
5. Challenges faced by the student: Slide unclear if classroom lights too bright.

THE RESULT OF INTERVIEW

Student: A - Class VIII 1

1. The student mentioned media such as: Songs, videos, books.
2. The teacher used media as follows: Speaker used to play English songs.
3. Student's opinion about the media: Songs help memorize faster when repeated.
4. Preferred media and reason: Songs, because students can sing and learn.
5. Challenges faced by the student: Songs may be uninteresting or too fast.

THE RESULT OF INTERVIEW

Student: R - Class VIII 2

1. The student mentioned media such as: PowerPoint, Wordwall, realia.
2. The teacher used media as follows: Used Wordwall for practice and realia for vocabulary.
3. Student's opinion about the media: Learning becomes fun and not monotonous.
4. Preferred media and reason: Realia, because it supports visual learning.
5. Challenges faced by the student: If realia is forgotten, learning is less effective.

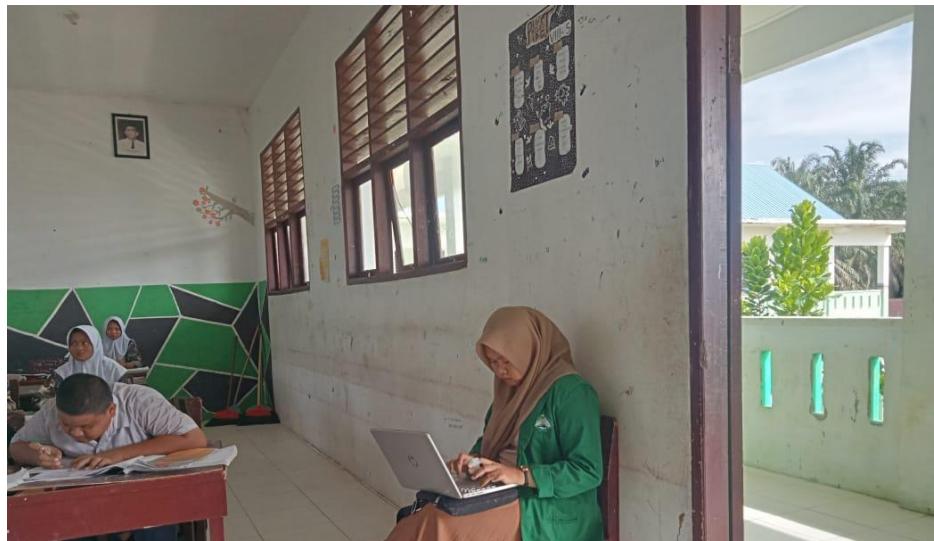
Appendix XXXI

RESEARCH DOCUMENTATIONS

1. Observation

Observation in Teacher 1 (DN)





Observation in Teacher 2 (SH)





2. Interview

Interview with Teacher 1(DN)



Interview With Teacher 2(SH)



Interview With Student(VIII 1)



Interview With Student(VIII 2)





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UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPuan
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sintang 22733 Telephone (0634) 22080 Faximile (0634) 24022

Nomor : B8630/Un.28/E.1/PP.00.9/12/2024

31 Desember 2024

Lamp : -

Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

Yth

1. Dr. Eka Sustri Harida, M.Pd. (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	:	Puspita Amelia
NIM	:	2120300024
Program Studi	:	Tadris Bahasa Inggris
Judul Skripsi	:	The Language Teaching and Learning Media Used In Teaching English For Gen Z AT Grade VIII SMPN 1 Langga Payung.

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 220 Tahun 2024 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan

Wakil Dekan Bidang Akademik
dan Kelembagaan



Dr. Lis Yulianti Syafrida Siregar, S.Psi.,M.A
NIP 19801224 200604 2 001

Ketua Program Studi
Tadris Bahasa Inggris

Fitri Rayani Siregar, M.Hum.
NIP 19820731 200912 2 004



PEMERINTAH KABUPATEN LABUHANBATU SELATAN
DINAS PENDIDIKAN
UPTD. SMP NEGERI 1 SUNGAI KANAN
JL. KARTINI NO 12 LANGGAPAYUNG, POS 21465 email : smpneg1sk@gmail.com



SURAT IZIN MELAKSANAKAN TINDAKAN KELAS

Nomor : 421.3 / 525 / TU / SMPN 1-SK /2025

Saya yang bertanda tangan di bawah ini :

Nama : **WAHYUNI, S.Pd**
NIP : 19690620200502 2 001
Jabatan : Kepala UPTD. SMP Negeri 1 Sungai Kanan

Dengan ini menerangkan bahwa :

Nama : **PUSPITA AMELIA**
NPM : 2120300024
Program Studi : Tadris Bahasa Inggris

Sesuai dengan permohonan UNIVERSITAS ISLAM NEGERI SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN, NO.2037/Un.28/E.1/TL.00.9/02/2025. Untuk melaksanakan Tindakan Kelas dalam rangka melengkapi Skripsi dengan judul :

“The Language Teaching And Learning Media Used In Teaching English For The Gen Z At Grade VIII UPTD. SMP Negeri 1 Sungai Kanan

Selanjutnya kami dari pihak UPTD. SMP Negeri 1 Sungai Kanan memberi Izin kepada Mahasiswa/i tersebut diatas.

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya

Langgapayung, 04 Juni 2025

Kepala UPTD. SMP. Negeri 1 Sungai Kanan



CURRICULUM VITAE



I. Personal Identity

Name : Puspita Amelia
Reg. Number : 2120300024
Gender : Female
Place/Date of Birth : Rantau Prapat, 09 June 2003
Child : 3th child
Nationality : Indonesia
Status : Single
Religion : Islam
Complete Address : Langga Payung, Kec. Sungai Kanan, Kab, Labusel. Sumatera Utara Indonesia
No hp : 082275948676
E- Mail : puspitatambak.09@gmail.com

II. Parents

1. Father
Name : Alm. Jurman Tambak
Job : -
Address : -
Telp/hp : -
2. Mother
Name : Marlina
Job : Teacher
Address : Langga Payung, Kec. Sungai Kanan, Kab, Labusel. Sumatera Utara Indonesia
Telp/hp : 085372963353

III. Educational background

Elementary School : SD Negeri 01 Langga Payung graduated in 2015
Junior High School : Pondok pesantren Tarbiyah Islamiyah Hajoran graduated in 2018
Senior High School : Pondok Pesantren Darul Falah Martapotan graduated in 2021
College/Institute : UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan graduated in 2025
Organization : HMJ And Media Social Team