

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the research that collected based on documentation and interview. The data found was related to the pre-service English teachers teaching media made in online teaching learning process, the quality of the teaching media made by the pre-service English teachers, and the advantages and disadvantages of the teaching media made by the pre-service English teachers. This research was conducted for two months for pre-service English teachers. There were five pre-service English teachers as the subject in this research.

1. The teaching media made by pre-service English teachers for online teaching learning process.

Based on the techniques of documentation and interview the researcher found some teaching media that usually made in online teaching learning process by pre-service English teachers as follow:

- a. Pre-Service English Teachers A

Based on the results of the interview and documentation, the researcher found the Pre-service English teacher A made video, power point, pictures, and audio as teaching media for online teaching learning process. Pre-service english teacher A said, *"I make and use video explanation material, power point, photographs and audio as the teaching media for online learning*

process” (Interview result, October 11th, 2020). Pre-service English teacher A used video as the main of teaching media for online teaching learning process. Based on documentation by video of pre service english teacher A, at the third meeting or middle test on August 28th 2020 about “Announcement” material, the video by pre-service english teacher A put audio, power point, text and picture as a part of video. Pre-service english teacher A made audio for the example of the material by her/his voice. The power point also pre-service english teacher used to completed the teaching media.

At the sixth meeting or final test on August 6th 2020 about “Simple Past Tense and Present Perfect Tense” material, pre-service english teacher A also put power point, text and audio in the video as a teaching media. From the begin until the last of video the pre-service english teacher A explained the material with the power point that was she/ he made and put the audio by her/ his voice. By power point, text and audio that pre-service english teacher A made be able to completed the video as the point of her/ his teaching media.

b. Pre-Service English Teachers B

Based on interview and documentation, the researcher found the pre-service English teacher B made audio, video, text and pictures for online teaching learning process. Pre-service

english teacher B stated, “*I make and use learning videos, whatsapp group, instagram, google classroom for online teaching learning process*” (Interview result, October 15th, 2020). Based on data by documentary of pre service english teacher B at the third meeting on August 14th 2020 about “Party Time” material used video as the point of online teaching learning process. In the video by pre-service english teacher B made also put power point, text and pictures related to the material for supported the teaching media. Pre-service english teacher B also put the audio by her/his voice to explained the material.

On September 16th 2020 at the sixth meeting about “Cause and Effect” material, pre-service english teacher B made video, power point, text and audio as the teaching media for online teaching learning process. Mostly the video by pre-service english teacher B put power point and audio to explained the material.

c. Pre-Service English Teachers C

Based on the results of the interview and documentation, the researcher found the Pre-service English teacher C made video, power point, pictures, audio, and animation for the example of the material for online teaching learning process. Pre-service english teacher C said, “*The teaching media that I*

use when offline / offline are books, writing cards, songs, and pictures and pictorial comics. The media used online / online are WhatsApp, pdf books, videos, stickers, and pictures” (Interview result, October 13th, 2020).

At the third meeting, on August 31th 2020 with the material “Leave Taking Expression”, pre-service english teacher C made video as the teaching media. In the video by pre-service english teacher C also put audio by pre service teacher, text and audiovisual motion to completed the teaching media.

At the sixth meeting or final test, video uploaded on August 31th 2020 about “Thanking Expression”, pre-service english teacher C also made video as a point of teaching media. Pre-servcie english teacher C also put audiovisual motion, text and audio by pre-service english teacher voice. From the beginning until the last video pre-service english teacher C insert audiovisual motion to supported online teaching learning process.

d. Pre-Service English Teachers D

Based on the data by interview and documentation, the researcher found the Pre-service English Teacher D made video, audio, power point, and text as teaching media for online teaching learning process. Based on interview Pre-service

teaching D said, “*I make and use Learning video*” (Interview result, October 17th, 2020).

At the third meeting on August 11th 2020 about “Asking and Giving Opinion”, pre-service english teacher D made video that put power point, text and audio as the teaching media. Pre-service english teacher D used media for explain the material.

At the sixth meeting “Invitation” material video uploaded on August 11th 2020, pre-service English teacher made video, powerpoint, text and audio by her/his voice same with the third meeting. The teaching media that made by pre-service english teacher D to supported online teaching learning process.

e. Pre-Service English Teachers E

Based on the results of the interview and documentation, the researcher found the Pre-service English teacher E made video and audio for online teaching learning process. Pre-service english E said, “. Based on interview Pre-service teaching D said “*I make and use Learning video and whatsapp group*” (Interview result, October 23th, 2020). At the third meeting on August 7th 2020 about “Asking For and Giving Opinion”, pre-service English teacher E made video as point of the teaching media. In the video pre-service english teacher E only explained the material by her/ his self.

At the sixth meeting on August 31th 2020 about “Introducing”, same as the third meeting pre-service english teacher E made video and the audio by her/his self to explained the material for online teaching learning process.

2. The quality of the teaching media made by the pre-service English teachers.

To be a good quality of teaching media, it was have the criteria of the teaching and learning process. Therefore, it was necessary to choose and plan to made teaching media by good quality and appropriated with the students. The researcher described the quality of teaching media made by pre-service English teachers based on the table follow:

Table 3.1 Indicator of Media Quality						
No.	Indicator of Quality	Score Pre service English teachers				
		A	B	C	D	E
1.	The clarity of the instructions for use of media	4	4	4	4	4
2.	The suitability of media and animation settings on media display	3	3	4	3	2
3.	The suitability of music and sound on media display	3	3	3	3	3
4.	Color combination, text	3	3	4	3	2

	and images on media display					
5.	Convenience of using media	3	3	3	3	3
6.	The suitability of the order in which the material is presented with the media	4	3	4	3	3
7.	The suitability of learning objectives with the media	4	3	4	3	3
8.	The clarity and completeness of information in the media conveyed in language or sentences	4	3	4	3	3
9.	The convenience of students in understanding the language used	3	3	3	3	3
Score		86	78	92	78	72
Category		Very Good	Good	Very Good	Good	Pretty Good

Table 3.2					
Indicator of Quality					
No	Indicator of Quality	Category of score			
		1	2	3	4
1.	The clarity of the instructions for use of media	Instructions for using the media are not clear	Instructions for using the media are less clear	Instructions for using the media are quite clearly	Instructions for using the media are very clearly
2.	The suitability of media and animation settings on media display	The media displayed is unclear, the animation is unattractive and does not match the material presented	The media displayed is unclear, the animation is less attractive and less accordance with the material presented	The media that is displayed is quite clear, the animation is quite attractive and quite in accordance with the material presented	The media displayed is clear, the animation is attractive and accordance with the material presented
3.	The suitability of music and sound on media display	Music and sound are not appropriate, not good to hear and disturbs students' hearing	Music and sound are less appropriate, less good to hear and slightly disturbs students' hearing	The music and sound are quite appropriate, enough to hear and quite disturbing for students' hearing	Music and sound are appropriate, good to hear and do not interfere with students' hearing
4.	Color combination, text and images on media display	The color combination in the image and text are not appropriate, the	The color combination in the image and text are less appropriate, the	The color combination in the image and text are quite appropriate, the	The color combination in the image and text are appropriate,

		information conveyed in the text not short, concise and clear, the images used are not attractive	information conveyed in the text less short, concise and clear, the images used are less attractive.	information conveyed in the text quite short, concise and clear, the images used are quite attractive	the information conveyed in the text is short, concise and clear, the images used are attractive
5.	Convenience of using media	Media is not easy to use	Media is less easy to use	Media is quite easy to use	Media is very easy to use
6.	The suitability of the order in which the material is presented with the media	The order in which the material that presented is not appropriate	The order in which the material that presented is not appropriate	The order in which the material that presented is appropriate	The order in which the material that presented is very appropriate
7.	The suitability of learning objectives with the media	The message is not easy for the reader to grasp	The message is less easy for the reader to grasp	The message is quite easy for the reader to grasp	The message is very easy for readers to grasp
8.	The clarity and completeness of information in the media conveyed in language or sentences	The information presented is not clear and not complete	The information presented is less clear and less complete	The information presented is quite clear and quite complete	The information presented is clear and complete
9.	The convenience of students in understanding the language used	The language used is not easy to understand	The language used is less easy to understand	The language used is enough easy to understand	The language used is very easy to understand

Source by (Arsyad, Media Pembelajaran, 2009)

Based on the table above, the researcher described the quality made by pre service English teachers as follow:

a. Pre-service English Teacher A

No.	Indicator of Quality	Score			
		1	2	3	4
1.	The clarity of the instructions for use of media				✓
2.	The suitability of media and animation settings on media display			✓	
3.	The suitability of music and sound on media display			✓	
4.	Color combination, text and images on media display			✓	
5.	Convenience of using media			✓	
6.	The suitability of the order in which the material is presented with the media				✓
7.	The suitability of learning objectives with the media				✓
8.	The clarity and completeness of information in the media conveyed in language or				✓

	sentences				
9.	The convenience of students in understanding the language used			✓	

Based on the data by documentation the researcher found video as the point of the teaching media. The videos that pre-service English teacher A made varies greatly. This media was very suitable for students to studying online. The media that the pre-service English teacher A made was very clear learning concepts and instructions for used the media. Based on the data, Pre-service English teacher A open teaching and learning activities through the WhatsApp Group application with learning material about "Announcements" then the Pre-service English teacher directs to watched videos that have been prepared on YouTube.

Based on documentation, the researcher found the video that made by the Pre-Service English Teacher A, put animation and music accompaniment, it was also good teaching media because the Pre-service English teacher A includes audio announcements which were usually used at school and at the airport by her/his voice. It was very helpful for understanding of students because they immediately heard examples of the announcement itself.

The researcher collected several student responses through

the interviewed. Students said, *"It is very easy for them to understand the material with the media made by pre-service English teacher A"*. The language and sentences used was very helpful for students to understand the learning material provided. There was a little unfortunate thing in one of the Pre-service English Teacher A teaching media namely the sound disturbance on the video which was a little disturbing to hear the explanation, but overall the teaching media (video) made by Pre-service English teacher A was very good quality. The Pre-service English teacher A also used and explained the media clearly.

b. Pre-service English Teacher B

No.	Indicator of Quality	Score			
		1	2	3	4
1.	The clarity of the instructions for use of media				✓
2.	The suitability of media and animation settings on media display			✓	
3.	The suitability of music and sound on media display			✓	
4.	Color combination, text and images on media display			✓	
5.	Convenience of using			✓	

	media				
6.	The suitability of the order in which the material is presented with the media			✓	
7.	The suitability of learning objectives with the media			✓	
8.	The clarity and completeness of information in the media conveyed in language or sentences			✓	
9.	The convenience of students in understanding the language used			✓	

Based on documentation and interview, the pre-service English teacher B has a good quality of teaching media. The researcher found the video that made by pre-service English teacher was good. The clarity and the instructions for using media was good. Pre-service English teacher B used WhatsApp Group to open and close lesson, then students was directed to watching the video that have been prepared. After watched the video, students returned to the WhatsApp Group and discuss the material they have learned. Based on the data the Pre-service English teacher also used google classroom for question and answer sessions and assignments.

The explanation of the material in the video was good but

rather flat so that it created a lack of enthusiasm for students to watching the videos that have been prepared. The color combination between text and powerpoint in the video was good, the color combination in the image was also suitable, there was a little that missing in the video, namely that there was one image that cannot be read from the writing so that the students difficult to see examples of material given in the video. There was no accompanying music, only the voice of Pre-service english teacher which was rather flat.

The researcher also found that there was a sound disturbance, namely the sound of a motorcycle, the researcher felt that it disturbed the student's concentration. At the end of the teaching video, the pre-service teacher always mentions that students ask either through personal contact or via WhatsApp group what they do not understand from the materials given. Therefore, the video made by pre-service English teacher B was good.

c. Pre-service English Teacher C

No.	Indicator of Quality	Score			
		1	2	3	4
1.	The clarity of the instructions for use of media				✓
2.	The suitability of media				✓

	and animation settings on media display				
3.	The suitability of music and sound on media display			✓	
4.	Color combination, text and images on media display				✓
5.	Convenience of using media			✓	
6.	The suitability of the order in which the material is presented with the media				✓
7.	The suitability of learning objectives with the media				✓
8.	The clarity and completeness of information in the media conveyed in language or sentences				✓
9.	The convenience of students in understanding the language used			✓	

The researcher found by documentation and interview, pre-service English teacher C made video as the teaching media. Based on the data, the media made by pre-service English Teacher C has very good quality. The media (video) by pre-service English teacher C was very good because it presented excellent animation or audiovisual motion. The color

combination in the video were very good and the text very clear, easy to read and understand. The examples of given regarding the material was also very clear.

The responses of students through interviewed was also good, they liked the material presented by pre-service teacher C. Students said, *"The video is interesting and not boring, the video is good and easy to understand"*. There was one of video where the color combination shown was not suitable. The pre-service teacher also directly assigns assignments through the displayed learning videos. Then the researcher also put their communication in the WhatsApp group. Overall, the media (videos) made by pre-service teacher C was very good.

d. Pre-service English Teacher D

No.	Indicator of Quality	Score			
		1	2	3	4
1.	The clarity of the instructions for use of media				✓
2.	The suitability of media and animation settings on media display			✓	
3.	The suitability of music and sound on media display			✓	
4.	Color combination, text and images on media display			✓	

5.	Convenience of using media			✓	
6.	The suitability of the order in which the material is presented with the media			✓	
7.	The suitability of learning objectives with the media			✓	
8.	The clarity and completeness of information in the media conveyed in language or sentences			✓	
9.	The convenience of students in understanding the language used			✓	

Based on the data by documentation and interview, the pre-service English Teacher D used video as the teaching media. The researcher found the video made by pre-service English teacher D has a good quality. The pre-service English teacher D combined himself with pictures of explaining the material in the video. Pre-service English teacher D delivered material in the form of power points which was made into a video. For color combinations that were good presented and suitable. Then the text on the video was also clearly seen and read. In addition, giving examples of material made easier to understand.

Several students responses to the media made by the Pre-

service English teacher D was also good. Students said *"Very good, because the explanation of the material accompanied by giving very good examples"*. Another students said, *"Very good, because the explanation in the media seems short and simple, making it easy for students to understand"*.

In one of the videos made by the pre-service teacher D, there was a sound disturbance when it rained so that it can interfere with students' heard when paying attention to the material delivered by the pre-service English teacher D.

e. Pre-service English Teacher E

No.	Indicator of Quality	Score			
		1	2	3	4
1.	The clarity of the instructions for use of media				✓
2.	The suitability of media and animation settings on media display		✓		
3.	The suitability of music and sound on media display			✓	
4.	Color combination, text and images on media display		✓		
5.	Convenience of using media			✓	
6.	The suitability of the order			✓	

	in which the material is presented with the media				
7.	The suitability of learning objectives with the media			✓	
8.	The clarity and completeness of information in the media conveyed in language or sentences			✓	
9.	The convenience of students in understanding the language used			✓	

Based on the table above by documentation and interview, the pre-service English teacher E used video as a teaching media. The researcher found the video made by the Pre-service English teacher E only used the text book and audio by her/his self. The pre-service English teacher E explained through the video without any animation, pictures, or text on the media. In pre-service English teacher E explained what was already in the textbook without giving any edits that made interesting in the learning video. However, the sound and explanation was very clear and be able to understood by students.

On the data, the teaching media by pre-service English teacher E there was found the sound of a small child whining and it was disturbed students' concentration while studying.

Therefore, the teaching media from Pre-service English teacher E was pretty good quality.

3. The advantages and disadvantages of teaching media made by the pre-service English teachers percept by pre service English teachers.

The researcher found some advantages of media made by pre-service English teachers as follow:

- a. Pre-service English Teacher A

Based on the data by interview, pre-service english teacher A stated, *“For using video, the advantages are can make students interested and not boring and the disadvantages are such as noise around the neighborhood, so it's very difficult, I'm afraid the sound in the video is not clear. In addition, the problem is in the process of sending to students, such as connections, etc.”* (Interview result, October 11th, 2020).

Researcher found the advantages and disadvantages the teaching media made by pre-service english teacher A. Pre-service english teacher A felt very helped by the media he made. The students they taught also feel happy and excited about teaching and learning process. Sometimes students was started to lack concentration because before learning English students first studied online with other subjects. But with learning videos, powerpoint, audio, text made by pre-service English teachers as interesting as possible, of course, it was made students happy

and their enthusiasm for learning will be high.

However, the pre-service English teachers, very disturbed when making the teaching media especially video due to noise occurring both inside and outside the home. It was not uncommon for the pre-service English teachers took several times to made one video. In addition, to overcome the noise that disturbed the pre-service teachers in made videos, they was spend time in the middle of the night making learning videos so that there are no disturbances from people around them.

Pre-service English teacher said *"Usually when I want to make a video explanation of the material, I will choose a time where the situation is quiet. For example, "If I want to make audio listening, I will choose the time in the middle of the night".* Because in the middle of the night the environment were quiet and sometimes many ideas arise so that in made videos be ableproduce videos that was easy for students to understand. Besides that, sometimes unstable network connections can hinder the teaching and learning process.

b. Pre-service English Teacher B

Pre-service english teacher B stated, *"The advantage is student be able develop their thinking and disadvantages are not pro video edit and internet data"* (Interview result, October 15th, 2020). Based on data, the researcher found the advantages

in created the teaching media was students be able to developed their thinking and opinions. Meanwhile, that teaching media by videos made by the pre-service English teachers, students was not only learned with the textbooks they hold, but they were saw more real and concrete examples through the animation shown in the instructional video, the pictures that was inserted, the accompaniment of music that can improve it. Enthusiasm for student learning, as well as writing and language be able understood by students.

The researcher also found the disadvantages in created the teaching media were did not proficient to made video and internet data was the main thing for the teching media uploading process. To resolved the disadvantage that did not proficient to made video, pre-service english teacher B said *"I making learning videos by explaining the material as best as possible and opening a question and answer session in learning to test student understanding"*. In addtion, the pre-service English teacher B said, *"In one meeting we had to upload a learning video, then after the students watched YouTube we returned to directing the learning to the WhatsAppgroup. It could consume one to two GB, and it was quite hard for us"*. From the explanation by the pre-service English teacher B, it can be concluded that internet data was very important in this online

teaching and learning process. Not infrequently those who only ask for money from their parents without working find it difficult in this regard. There was also a pre-service English teacher who said, *"Alhamdulillah, after a few weeks we did this online learning, finally there was help from the campus regarding internet quota and it was very helpful and useful for us in online teaching and learning"*.

c. Pre-service English Teacher C

Based on the interview pre-service english teacher C said, *"the advantages of created this taching media are students easy to understand the material and very interesting. Disadvantages that I experienced, I was not proficient in making instructional videos, the language was not suitable for the character of the students"*. (Interview result, October 13th, 2020).

Based on the data above, the researcher found the teaching media made by pre-service english teacher C was easy for students to understand. In the teaching media, the pre-service English teachers can expressed whatever they want and can explored their abilities in created teaching media, especially in the video lessons. In addition, the pre-service teachers also provide examples apart from the textbooks they hold, they were put samples and pictures that they get from YouTube and the internet.

In addition, animation that pre-service English teachers made can attract students' interested in student learning and it was easy to understand the material presented by pre-service English teachers. With the addition of suitable accompaniment music, good color combination harmony, selection of letters and text colors that were compatible as well as effective sentences and language, made the media clearly be able to easier the students to understand the material and more enthusiastic in learning.

Besides that, same with the pre-service english teacher B, pre-service english teacher C also not proficient to made video and sometimes there were students who did not understand what pre-service teachers said, so pre-service teacher should be explained clearly. Therefore, every meeting whether through instructional videos or other applications, the pre-service English teachers used a mixed language between English and Indonesian. It was done pre-service English teachers so that students can still participated in learning and understand the material presented.

d. Pre-service English Teacher D

Based on interview, pre-service english teacher D said, *“For advantage are can make students easy to watch and can repeated again. For the disadvantages are time, quota and*

internet network for uploading YouTube keys” (Interview result, October 17th, 2020).

In the data, the researcher found the advantages from the learning videos as the main of teaching media made by the pre-service English teachers D was be able repeated if students necessary for added clarity. Learning videos were very helpful for students if each lesson did not understood by students. Learning videos can also be paused while we understand and write the material. Of course, there were very easy for students and the task of the pre-service English teachers easier so that they did not explained too much by speaking.

Based on the interviewed the researcher found the disadvantages of made teaching media was the network connection. It was very influential in the process of uploading the teaching media especially video and was not uncommon for the pre-service English teachers to has difficulties in uploading videos due to an unstable network connection that because failure in uploading videos. So that the pre-service English teacher has to re-upload the learning video and found a place that was comfortable so that the network connection remains stable.

e. Pre-service English Teacher E

Based on the data, pre-service english teacher E said, *“The advantage is easy to understand and disadvantages is network connection”*. (Interview result, October 23th, 2020).

From the data above, the researcher found the advantage of teaching media that made by pre-service english teacher E was easy for students to understood. It is similarly with pre-service english teacher C perception. By teaching media that can made students intersted students also can fastly understood about the material. But the disadvantages of teaching media made by pre-service english teacher E also about network connection. Network connection was something that can not be predicted when the network will be stable and when the network will decline. Therefore, the pre-service english teacher E always tried to created the teaching media well and conveyed the material well.

B. Discussion

Based on the data presented above, which is gained throught documentation and interview, here is the discussion:

1. The teaching media made by pre-service English teachers for online teaching learning process.

a. Video

Based on the result of data gained, the researcher found generally the pre service English teachers created video for online teaching learning process. Almost every meeting, pre-service English teacher used video as the main a teaching media. According to (Munadi, Media Pembelajaran Sebuah Pendekatan Baru, 2010) stated four types of teaching media on of them is audiovisual motion, which is media that can display sound elements and moving images such as sound films and video cassettes. This is in line with pre-service english teachers from English Department of Antasari State Islamic University who took teaching practice II program with online sytem in teaching and learning process. Because to made easier online teaching learning process, pre-service teachers must created the teaching media that can support teaching and learning system. Besides that, with digital media it will be easier for people to reach it.

b. Power Point

From the data collected, most of respondents stated that their created power point as a teaching media. According to (Sahid, 2010) stated teaching media can be grouped one of them projected still media is the media that need projector to showed the information which inform of no-motion picture/writing. This is in line with pre-service english teachers from English

Department of Antasari State Islamic University who took teaching practice II program with online sytem in teaching and learning process. Pre-service english teachers created power point for completed and supported video as the main of teaching media.

c. Pictures

From the data colleted, most of respondents stated that they make picture as a teaching media in online teaching learning process. According to (Supriatna D. , 2009) pictures was a part of visualmedia, it means the media which can show information that just can be seen and read. This is in line with pre-service english teachers from English Department of Antasari State Islamic University who do teaching practice II program with online sytem in teaching and learning process. Therefore, pictures was also needed and important in online teaching and learning process.

d. Text

From the data gained in findings, most respondents stated they make text for completed the teaching media. According to (Supriatna, 2009) in the form of basic elements for conveying information that has various types and forms of writing that seek

to provide attractiveness in the delivery of information. Therefore, text was also needed to completed the teaching media for teaching and learning process. The text that they write can be a summary of the material to be delivered. It was very helpful for pre-service english teachers in online teaching and learning process.

e. Audio

Based on the data that the researcher gained, most of respondents stated that the make audio as a teaching media. According to (Supriatna D. , 2009) stated audio media or listening media is a type of teaching media or learning resources that contain messages or subject matter that are presented in an interesting and creative manner and are applied using the sense of hearing only because this media is only in the form of sound. It can be concluded that most of pre-service english

Based on the data that the researcher gained, most of respondents stated that the make audio as a teaching media. According to (Supriatna D. , 2009) stated audio media or listening media is a type of teaching media or learning resources that contain messages or subject matter that are presented in an interesting and creative manner and are applied using the sense of hearing only because this media is only in the form of sounds.

It can be concluded that most of pre-service english teachers from English Department of Antasari State Islamic University make and used the teaching media to make students easier dan interest with the teaching media.

2. The quality of the teaching media made by the pre-service English teachers.

Based on the result of data gained, the researcher found pre-service English teachers were able to choose and created teaching media that suitable the conditions and character of the students. Video made by pre-service English teachers as the main of the learning media, where the used of this media was very helpful for students in the online teaching and learning process.

According to (Arsyad, Media Pembelajaran, 2009) the criteria of teaching media evaluation, the first quality of content and objective (accuracy, importance, completeness, balance, interest, justness and suitability with students' situation). Quality of content and objective, meaning that the teaching media used were has the interests and balance of students' interests in learning and suitability with the student's situation.

The second Instructional quality (give learning opportunity, give helpfulness to learning, motivation quality, instructional flexibility, relationship with other learning program, social quality of instructional interaction, testing and evaluation quality, give impact to

students, give impact to teachers and their teaching learning process). For created teaching media pre-service English teachers should be able to pay attention the benefits of the teaching media, whether it can have an influence on both the student concerned and the teacher. In this research, researcher found mostly all pre-service English teacher created the effective teaching media. Some of pre service English teachers could increase student's motivation in learning English.

The last technical quality (readable, easy to use, lay out quality, treatment of answer quality, program management quality and documentation quality). In this research, the teaching media that pre-service English teachers created have a high value of interest. For example pre-service English teacher created a video in which in the video, audio, powerpoint itself was not only the teacher who explained, they put interesting pictures and accordance with the material explained, writing or text that was easy to read, audio that matches the material, and power points which made videos even more interesting. Almost all videos made by pre-service English teachers get a very good response from students.

3. The advantages and disadvantages of teaching media made by the pre-service English teachers.

Based on interviewed, the researcher found the teaching media made by pre service teachers was easy for students to understand. According to (Sudjana & Rivai, 2002) stated that the function of

Media Audio in teaching is mainly used in drive interest and promote a better understanding. In another theory also mention that audio-visual media can make it easier to deliver and made it easier to received a lesson or information and can avoid misunderstandings. Another advantages of teaching media that made by pre-service English teacher was be able repeated if students necessary for added clarity. According to (Sudjana & Rivai, 2002)that audio visual media save time and video or movie be able to played back.

Based on the interview, the researcher also found learning videos that made by pre-service English teacher could made students interested and not bored in the teaching and learning process. This is in line (Supriatna, 2009), audio-visual media has intermediate potential others such as provides concrete basics for thinking, makes lessons more interesting.

The last the advantages from the video that made by pre-service teacher was be able developed students' thoughts and opinions. It was related with the theory that audio-visual media can encourage the desire to know more about things related to the material that has been delivered by the teacher. And addition audio-visual media not only produces an effective way of learning in a shorter time, but what received through audio-visual media was longer and better, which remains in memory.

In this research, the researcher found the disadvantages of video as the main of teaching media were environmental noise that could interfere in created videos, unstable network connections resulting in slow video uploading, internet data which was quite wasteful because online learning was implemented in every meeting, and language that was not according to the character of the student. It is not uncommon for students not to understand the language spoken by the pre service teacher through the video. The pre-service English teacher must observe the characteristic of student in several meeting. There is much consideration before created media. The teaching media should capable with student's ability and easy to understand.