

**USING ONLINE MEDIA TO MOTIVATE EFL JUNIOR HIGH SCHOOL  
STUDENTS: BEST PRACTICE**

**A Thesis**

**Presented to the Department of English Language Education as Partial  
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in  
English Language Education**



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YOGYAKARTA**

**2020**

**APPROVAL SHEET**

**Using Online Media to Motivate EFL Junior High School Students: Best  
Practice**

By

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Practice**

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## STATEMENT OF WORK'S ORIGINALLY

I honestly write this Thesis Proposal by myself. This Thesis does not contain other people's work, except those citations taken from several journals, books, and scientific papers as references that must be included.

Yogyakarta, 30<sup>th</sup> of May 2020

The Writer,



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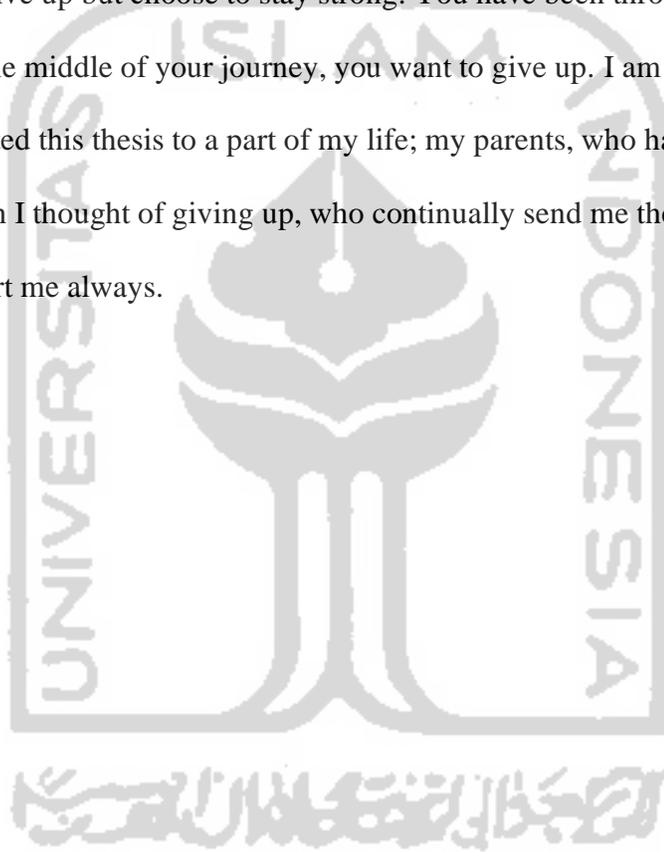
## **MOTTO**

Teach everyone and everyone will teach you



## DEDICATION

Alhamdulillah, first of all I want to thank Allaah subhanahu wata'ala who always gives me strength to finish this thesis defense. I dedicated this thesis to me, myself, and I who always want to give up but choose to stay strong. You have been through everything even though in the middle of your journey, you want to give up. I am proud of me. Second, I dedicated this thesis to a part of my life; my parents, who have been gave me strength when I thought of giving up, who continually send me their prayers, loves, and support me always.



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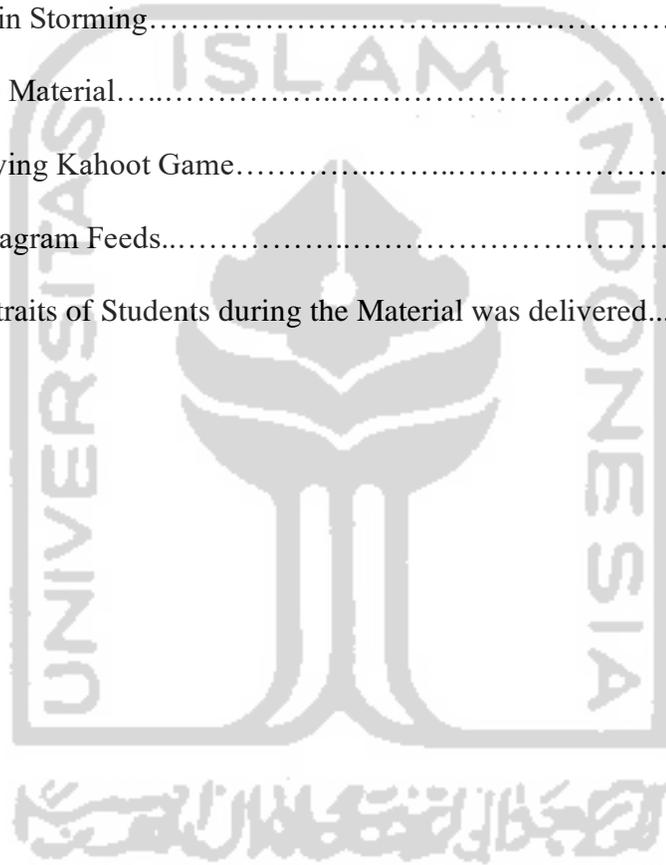
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USING ONLINE MEDIA TO MOTIVATE EFL JUNIOR HIGH SCHOOL  
STUDENTS

**Abstract**

Online media has an important role in teaching, especially for Indonesian students. Media can help teachers to manage the students, motivate the students, and also to make fun activities. The lack of optimal use of media in teaching and learning processes makes students difficult to understand the material delivered by teachers. The aim of this study is to describe the implementation of online media in order to motivate EFL Junior High School students by EFL pre-service teacher during internship program.

This best practice method find out that classroom rules make students felt uncomfortable but make them discipline as before. The result also showed online media make students with low motivation ability more active and interest to learning English than before.

**Keywords:** *Online media, students' motivation, EFL pre-service teacher, internship program*



## CHAPTER I

### BACKGROUND OF TEACHING PRACTICE

In the new technological environment, students are deeply involved in both the new and the old media and need to prepare media literacy to achieve the ability of using media when they are on their own (Lee, 2016). Media can serve many roles in learning (Heinich, Molenda, Russell, & Smaldino, 2001). In this era, media is not something that learners unfamiliar with it, it is something familiar to them. Therefore, in this era media education has an important role (Lee, 2016). This is made pre-service teachers easy to use media during teaching the students in the classroom. Media is one of the teaching tools that make teachers easy to deliver the materials, creating fun activities, engaging students through it. The effectiveness of using media during the learning process depends on the instructor or teachers (Heinich, Molenda, Russell, & Smaldino, 2001).

Internship program is an obligation subject in the English Education Department curriculum as one of the prerequisites for graduating English Education students. The students who have been completed the Microteaching subject are given the opportunity to practice teaching English subjects in the school for a month. English Education students who have joint internship program called a pre-service teacher. EFL pre-service teachers are the students from the Education Department that have to do teaching practicum that held in the real classroom. Before teaching in

the real classroom, pre-service teachers are allowed to practice their teaching in microteaching course. In other words, this teaching practice is the chance as an experiment and also to test their knowledge and skills. The role of teaching practice is to train pre-service teachers before doing teaching practice in real class (Kinggundu & Nayimuli, 2009). A pre-service teacher has to design a lesson plan, fun activities, and also they have to use media to make their students engage during the learning process.

This best practice is purposed to describe how to motivate students during learning process by using online media in the course of an EFL pre-service teaching through teaching English subjects in one of Junior High School in Yogyakarta.

There are two kinds of media that EFL pre-service teachers can use to motivate students; they are realia (Lismarini, Mustaji, & Walujo, 2019) and technology (Heinich, Molenda, Russell, & Smaldino, 2001). Most of the pre-service teachers in a microteaching course using technology as their media (e.g. YouTube video, photos, audio, Instagram) it can make students pay more attention during learning English for sure. Teachers not only have known how to use the media itself but also they need to promote those media so it will be effective for students (Heinich, Molenda, Russell, & Smaldino, 2001). Although the teachers use lots of media during the learning process, they still need to think that the media is effective for students or not. How the teachers give instructions to students in using media and technology into the lesson is the most important factor in successful learning.

## CHAPTER II

### CONSTRUCT OF TEACHING PRACTICE

Teaching aids are valuable instructional tools that can make learning effective, help students engage in the class, and also motivate students in learning English subjects. A range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities (Harmer, 2007). As a teacher, before coming into the class they need to prepare all the media that they want to use while teaching process. Reiser and Dick (1996) said that the teacher also has to use media that can motivate students to examine their attitudes and behavior. It should be relevant to the age of students for who they are selected. There are some principles in utilizing instructional media in classroom. First, the instructional should be easy, means that the teacher should be able to practice how to using media in teaching as practical as they can. Second, the media used by the teacher should be appropriate with the students' characteristics because it can be affected by their learning motivation. The last, the media should be related to what materials that the teacher will use; it means the media should support the classroom activities (Reiser & Dick, 1996).

Technology is the media that most of the teachers used in this era. Technology is the teaching tool that familiar with students. Authentic use of technology is using to complete the task; for example, students who got the written assignment might be using the internet for research, they need word-processing

software to write their text, and also software to add images. International society nowadays has developed standards for technology use in education (Heinich, Molenda, Russell, & Smaldino, 2001). It helps steering lecturers in facilitating students' in learning and their creativity, designing and developing learning experiences and assessments in digital-age and making variations digital-age work and learning

However, educational media should be accessible and straightforward to use. There are lots of uses of media in teaching, especially for EFL pre-service teachers. First, it will make the students engage in the classroom while learning the process. Second, it can make students not bored while learning, the media that the pre-service teacher can use are; videos, pictures, audios, etc., All those things will help EFL pre-service teachers to handle the condition of the class. Third, students will be more motivated to follow the materials delivered by pre-service teachers. Fourth, the media can invite students' attention and curiosity by show them various images and sounds (Heinich, Molenda, Russell, & Smaldino, 2001).

There are lots of challenges for pre-service teachers, especially from researcher experiences. First, a pre-service teacher should make a lesson plan before teaching in the class. Second, how to make interesting activities to make students engage, motivating, and not bored while teaching process especially in learning English subjects. Then, how to deliver the materials using media, not all students will be paying attention to teachers even though the teachers have used media as their teaching tools (Heinich, Molenda, Russell, & Smaldino, 2001).

The most anxiety-provoking situations for pre-service teachers are; when they have to teach English using English, when they have to teach speaking, when they have to answer unexpected questions from the students, when they are low motivations students or not interested in their English classes, when the pre-service teachers cannot control the talkative students, when they have to teach students who used English in their daily activities, when observer observes their English class during they are teaching, when they teaching listening, and when they teach English culture (Kim & Kim, 2004).

Teaching practicum is a teaching practice activity that is held in a real class. This teaching practice involves several activities, namely preparing lesson plans, preparing media to be used in class, teaching in classrooms with students who have a variety of characters, and giving assessments to students. In addition, teaching practicum is an opportunity given to pre-service teachers to conduct teaching trials in school situations. Pre-service teachers refer to college students who are engaged in assigned students teaching experience (Johnson & Perry, 1967).



**Figure 1. The relationship between motivation and, learning and performance**

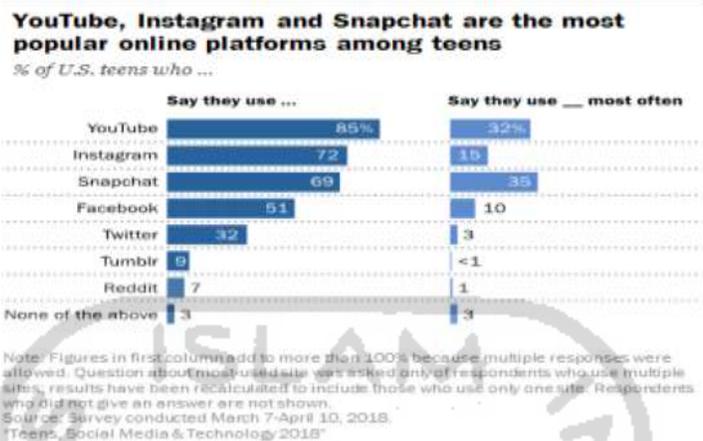
**(Schunk, Pintrich & Meece 2010)**

There is empirical study that has examined the effects of using game (online media) in learning. Instruction incorporating game features led to improved learning (Whitehall & McDonald, 1993). The motivation of students is important in learning process (Schunk, Meece, & Pintrich, 2010).

Based on the background of this study, my interpretative question related to best practice I implement during teacher internship is formulated as followed:

- How does an EFL pre-service teacher use online media in motivating EFL Junior High School students?

The use of online media such as games, Instagram, and other online media in the classroom became popular in pre-service teachers nowadays. There are some reasons why pre-service teachers use online media in the classroom. It is to create a different situation or atmosphere, to motivate students, to make students understand the materials easier, to create fun class, to make students realize that learning is important, and so on.



**Figure 2. The most Popular Online Media among Teens (PEW Research Center)**

From this data, everybody knew that Instagram is in the 2<sup>nd</sup> place that has 72% users in this whole world. It means teachers are able to use Instagram as online media to create fun activities in the classroom to motivate the “low motivation” students.

## CHAPTER III

### IMPLEMENTATION OF TEACHING PRACTICE

Based on the previous chapters, this best practice describes how online media can motivate EFL junior high school students in learning English subject. To make students pay their attention to the teachers especially an EFL pre-service teacher can be solved by using different online media.

#### 3.1 Activities conducted in the classroom

##### 3.1.1 Goal

The goal of this best practice is to describe how EFL Pre-Service Teachers use online media to motivate Junior High School and to make them aware the use of online media is not only for fun but also to make it a learning tool. The students can use Instagram not only for fun, likes the photos uploaded by people, etc, but also it could be learning media for them. For example, asking and giving opinion material, they can give their opinion about the photos or videos uploaded by other people. The media can invite students' attention and arouse curiosity by presenting various images and sounds. Instructional media gives students' required experiences to build their prior knowledge (Heinich, Molenda, Russell, & Smaldino, 2001).

### 3.1.2 Teacher's Activity

#### **Teaching Preparation**

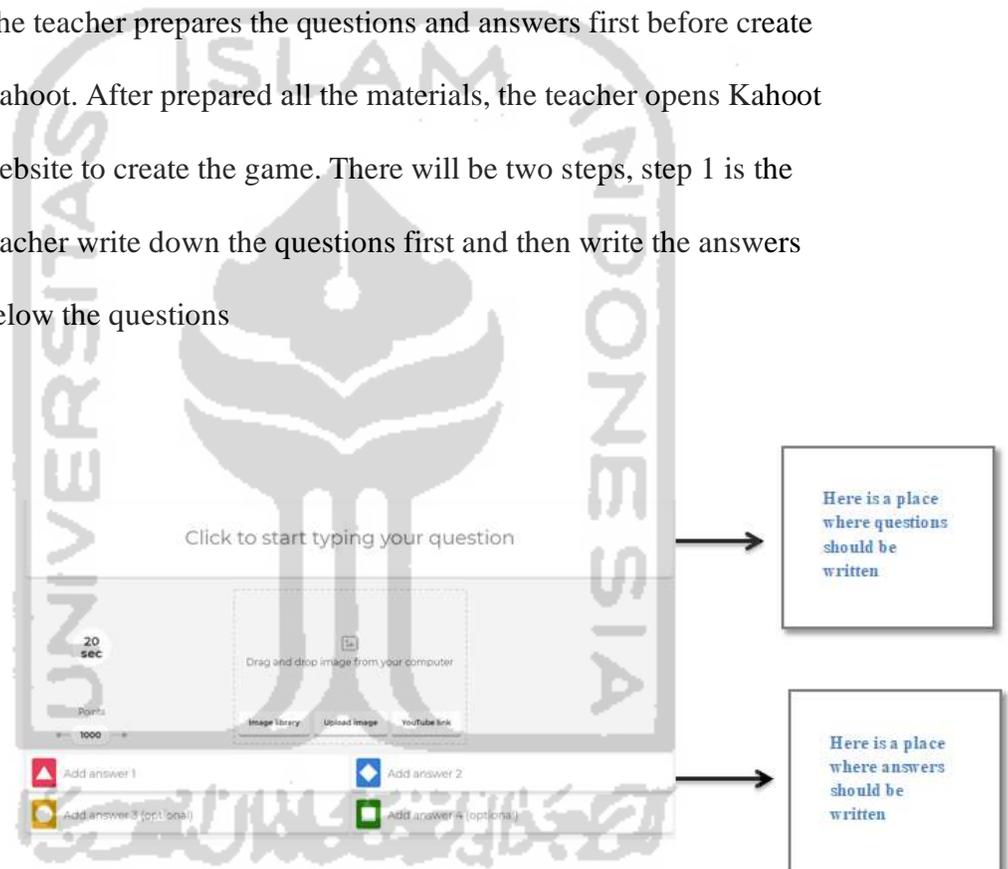
Before the day of teaching started, the teacher does some preparations for the students, they are; creating RPP, lesson plan and PowerPoint, then prepared the media which will be used in the classroom during teaching process, the media used by the teacher are Instagram and Kahoot. The teacher also prepared a video and a picture as brainstorming to engage the students because before the teacher playing the video and the picture, teacher explain what will they do during they watch the video.

This best practice was conducted of the fourth time for teaching. This class was English wajib class with allocation time 1 hour and 20 minutes. The total number of students on the class was 34 students. The class started on 08.20 until 09.40. Before teacher had started the lesson, teacher played the video to engage the student in following the lesson.

Teacher showing the game display in front of the class by using LCD. Then, the teacher explains the rules of how to play kahoot. The students should prepare their smartphones and there will be some questions about asking and giving opinion and also there will be 4 answers. In the display, there will be the answers of those questions. In students' smartphones display, there will be only shapes to answer the

question. To answer the questions, students need to read the right answer first and then click the right shape which is appropriate with the right answer in the display. The more points earned, then be the winner. 1,2,3 winner will be getting the feedback from the teacher.

The teacher prepares the questions and answers first before create Kahoot. After prepared all the materials, the teacher opens Kahoot website to create the game. There will be two steps, step 1 is the teacher write down the questions first and then write the answers below the questions



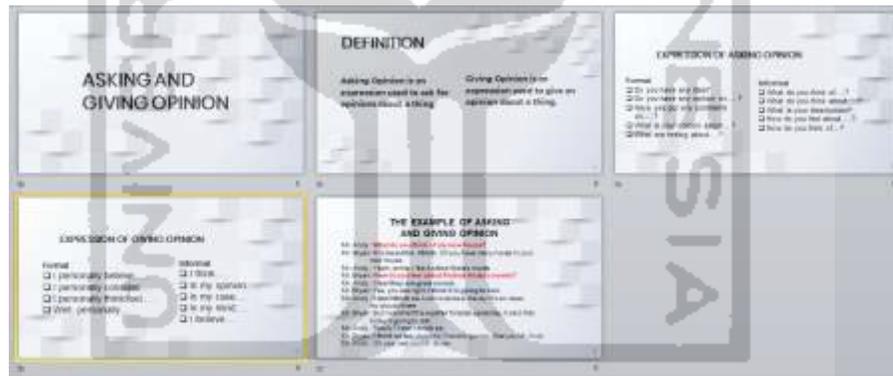
The teacher needs to place the right answer between four answers.

After that, the teacher explains to the students how to play Kahoot.



**Figure 3. Brain Storming (YouTube.com)**

This video is a way for the teacher to start the material about asking and giving opinion. After that, the teacher asked the students what the video about, what is their opinion about the video.



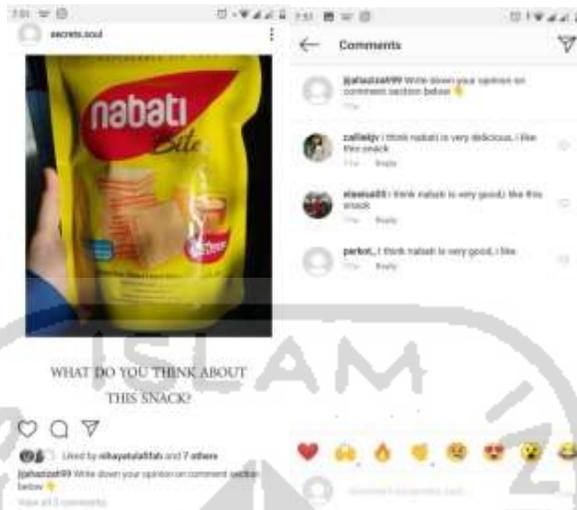
**Figure 4. The Material (PowerPoint)**

Then, the teacher showing PowerPoint about the material to the students and explains the material about asking and giving opinion.



**Figure 5. Playing Kahoot Game (Kahoot.it)**

The function of this online media is to checking students understanding. The steps of using this online media are the first thing that the teacher to do is creating the questions and answers. The teacher prepared the entire thing before going to school. The teacher explained how to play this game to the students, after that they do the activity. In this activity, the students followed and enjoy with the game that given by the teacher. It is good to engage students in learning the entire subject in the class.



**Figure 6. Instagram Feeds (Instagram.com)**

Before the class end, the teacher uploaded the homework to Instagram feeds. The teacher explained to the student to give their opinion about the photo that uploaded by the teacher. In this case, the students didn't really follow the rules that the teacher made. Only three students gave their opinion/comment on that photo. It means, Instagram not really help the teacher to be media as learning tools.

### 3.1.3 Students' Activity

Before opened the class and started the material, the teacher checking the attendance first and then asked one of students to lead the pray in English. The students sat neat and very impatient to learn. Same with the previous meeting, the teacher always brought some snacks as feedback for those students that got higher score or won Kahoot. In this class, the most active students were male, they

were very nimble in answer teacher's question. Although, female students were not that active than male students.



**Figure 7. Portraits of Students during the Material was delivered**

The students are very focus in received the materials that given by the teacher. There are some students who always asking and answer the question from the teacher.

### 3.2 The influence of the activities

The purpose of using online media during the teaching and learning process is the result of observation when analyzing students' characteristics and abilities. The finding is the students are mostly low motivation; they are ease to feel bored during learning. Some students said that learning English was not important for their life. Therefore to solve those problems it is necessary to use a learning method, one of them is online media. So, during learning process the researcher uses game and social media.

In the learning process, researcher uses snacks as a reward to students. In the process, the snacks are not given directly, but it is obtained after the students done the game and Social Media activities. Game that is done during learning called “Kahoot”. There are three types of Kahoot games during learning namely individually, pairs, and groups (consist of three students). The researcher divided students differently because of there are some students do not have smartphone, so they could work together. After the game is over, students will get a snack as a reward. The reward was given to three students who got the higher points.

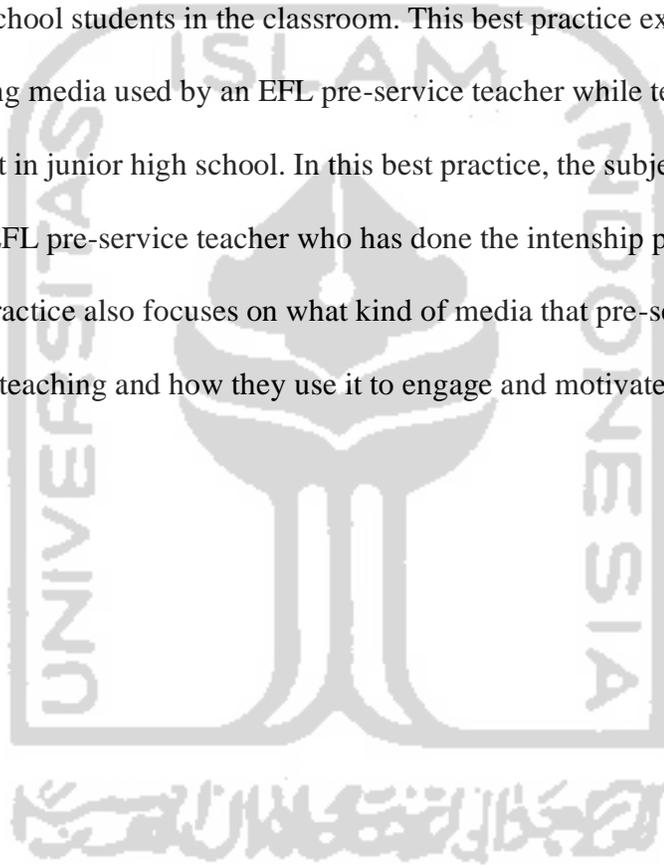
By using game and Social Media, it can change the atmosphere more energetic and the students are happy when they playing the game. This method can make students aware that they can use game as learning media (e.g. Kahoot), they also can use Instagram or another social media as a bridge to learn English or other subjects.

### 3.3 The difficulties of using online media in learning

In the implementation of method using online media in the classroom, overall learning process is good, especially when the students played the game. The students are very engaged and motivated during learning by using Kahoot game. However, the researcher found the difficulty when the students are finished their game because they are busy with their smartphone. But, in this case the researcher found another difficulty when using Instagram as online media. Only three students did the exercise that

given to them. It means, the students are not really engaged when they are using Instagram to do their homework.

In conclusion, this best practice describes the difficulties faced by an EFL pre service teachers in using online media when teacher EFL junior high school students in the classroom. This best practice explains the learning media used by an EFL pre-service teacher while teaching English subject in junior high school. In this best practice, the subject of the study is an EFL pre-service teacher who has done the intenship program. This best practice also focuses on what kind of media that pre-service teachers use in teaching and how they use it to engage and motivate the students.



## **CHAPTER IV**

### **CONCLUSION**

There to be considered as the conclusion of this research, it is based on researcher's experience during teaching English in one of Junior High School in Yogyakarta. Dealing with students, with technology, and realia media is not that easy, the teacher needs to do it very carefully and must adjust to the level of students' ability. Technology might be familiar to students nowadays, but what they may not know is how to utilize technology into a learning media that can help them in the teaching and learning process.

Teaching students with a variety of characters should be careful because they are very sensitive. On this occasion, the researchers used three online media, one of which did not attract the attention of students and there was also a media that they really liked.

Another lesson from this research was the researcher learned how to be more patient in dealing with students in the real classroom with the different level of the ability in learning English. However, both technology and realia media were very helpful in overcoming the problem of different levels of children's ability in the classroom.

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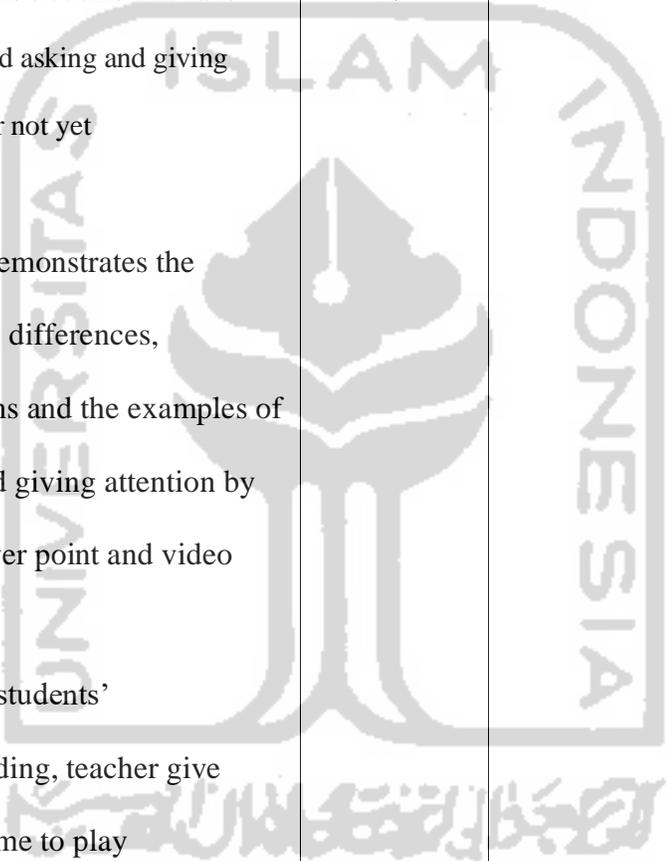
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## APPENDICES

### 1. Lesson Plan

Teacher: Heni Mutmainah	Class Level: Grade VIII C	Day: 21 Agustus 2019
Topic: Asking and Giving Attention		
<b>Learning Objective</b>  At the end of the class all students can/ will be able to: <ol style="list-style-type: none"> <li>1. Identify asking and giving attention</li> <li>2. Understand asking and giving attention</li> <li>3. Make a dialogue about asking and giving attention</li> </ol>		Language Skills:  Speaking
PRESENTATION/ INTRODUCTION/ WARM-UP		
Types of Activities (Procedures)	Duration	Material/ Media (s)

<ol style="list-style-type: none"> <li>1. Open the class by greetings, pray, check attendance</li> <li>2. Teacher asks students that have they learned asking and giving attention or not yet</li> <li>3. Teacher demonstrates the definition, differences, expressions and the examples of asking and giving attention by using power point and video</li> <li>4. To check students' understanding, teacher give them a game to play</li> <li>5. The teacher divided students into three groups</li> <li>6. The teacher explain the rules of</li> </ol>	<p>20"</p> 	<ol style="list-style-type: none"> <li>1. Power point</li> <li>2. Video</li> <li>3. Flashcard</li> </ol>
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<p>the games</p> <p>7. Teacher should have prepared the flashcard with asking and giving attention in written words</p> <p>8. The teacher will give the written words to the students</p> <p>9. The students will patched the written cards beside asking attention title and giving attention title</p> <p>10. Teacher give rewards for the students</p>		
<b>PRACTICE</b>		
Types of Activities (Procedures)	Duration	Material/ Media (s)
1. The teacher showing kahoot game		Kahoot.it

<p>as their practice</p> <p>2. The teacher give them instruction about how to play kahoot</p> <p>3. After the students understand all the instructions, the students starts to play kahoot game as their practice</p> <p>4. Students answer a few questions in kahoot</p> <p>5. The teacher checks the answer and gives feedback</p> <p>6. Then the teacher asking for students understanding after play kahoot game as their practice</p>	<p>25”</p>	
<b>PRODUCTION</b>		
Types of Activities (Procedures)	Duration	Material/ Media (s)
1. The teacher shows a worksheet to the students		Worksheet

<p>2. Teacher tells the students to make a dialogue about asking and giving attention in a group and then they should read the dialogue in front of the class together</p> <p>3. The teacher gives feedback</p> <p>4. The teacher review students' understanding by asking them what kind of lesson that they have learnt that day</p> <p>5. Closing the class</p>	<p>15"</p>	
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<p>Teacher:</p>	<p>Class Level: Grade VIII</p>	<p>Day: Thursday, 29 August 2019</p>
-----------------	------------------------------------	--

Topic: Asking and Giving Opinion		
<b>Learning Objective</b> At the end of the class all students can/ will be able to: <ol style="list-style-type: none"> <li>1. Understand about asking and giving opinion</li> <li>2. Differentiate between asking and giving opinion</li> <li>3. Give a comment about asking and giving opinion on Instagram feed</li> </ol>	Language Skills: Writing	
<b>PRESENTATION/ INTRODUCTION/ WARM-UP</b>		
<b>Types of Activities (Procedures)</b>	<b>Duration</b>	<b>Material/ Media (s)</b>
11. Open the class by greetings.  12. Introduction to the topic by using brain storming activity. Teacher shows a video about burger king and after that show a picture about nasi padang  13. Teacher ask the students : <ul style="list-style-type: none"> <li>• What do you think</li> </ul>	20'	

<p>about this video?</p> <ul style="list-style-type: none"> <li>• Do you like burger?</li> <li>• Why?</li> <li>• Which one you like the most between burger king or nasi padang?</li> </ul> <p>14. Teacher explain about asking and giving opinion, how to asking and giving opinion, and also explain what the teacher asked before is an example of asking opinion and the students' answer is giving opinion</p> <p>15. Teacher checking students' understanding</p>		
PRACTICE		

Types of Activities (Procedures)	Duration	Material/ Media (s)
<p>7. Teacher prepare worksheet for students</p> <p>8. Teacher give the instructions to the students to do the exercise</p> <p>9. Teacher give the paper that there are some questions in there</p> <p>10. Teacher and students review the exercise together</p> <p>11. Teacher give feedback</p>	<p>25''</p>	
<b>PRODUCTION</b>		
Types of Activities (Procedures)	Duration	Material/ Media (s)
<p>6. The teacher gives instruction to students to</p>		

<p>open their Instagram, teacher shows a photo of food from someone's account</p>	<p>15"</p>	
<p>7. The teacher ask students to write down their comments about their opinion of that photo and mention the teacher on their comments</p>		
<p>8. Before that, the teacher will give an example first</p>		
<p>9. The teacher will give the feedback through comment section on Instagram feed</p>		
<p>10. Closing the class</p>		

2. Online Quiz (Kahoot.it)

