

Students' Perception toward the Use of Instructional Media by the English Teacher



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ABSTRACT: This qualitative research which uses descriptive methods aims to find out students' perception toward the use of instructional media in the teaching and learning process by the teacher. This research was conducted at MTs Negeri 2 Pesawaran. The population of this research is the eighth-grade students, and the subject is chosen purposively in order to find out their perception toward the utilization of instructional media by their English teacher. A checklist observation for the English teacher as a means to find out kinds of instructional media used by the teacher, and an open-ended questionnaire for the students which consisted of several questions regarding the utilization of instructional media by the English teacher during the teaching and learning process are used as the instruments. The result showed that the English teacher employs several instructional media during the teaching and learning process, and the students have positive perceptions on the use of instructional media by the English teacher during the teaching and learning process.

KEYWORDS: students' perception, instructional media, teaching English

I. INTRODUCTION

To ensure a successful English as a Foreign Language (EFL) teaching and learning process, teachers require the use of media. In order to enhance the learning process and take into account the needs and interests of the students, the teacher must select the proper media. According to Mutohhar (2009), good media are those that are appropriate for the topic, the material, the students, and practical use. Furthermore, using media in the classroom not only helps students and teachers learn, but it also contributes to successful and practical learning outcomes. Thus, in order to achieve the learning outcomes, the teacher must employ a variety of strategies to assist the students in mastering essential language abilities such as technology integration (Shafira and Rosita, 2022). Further, the teacher must set up appropriate media and materials in order to make the students understand the lesson easier and increase their interest in the learning process (Shafira and Rosita, 2022).

Tanggoro (2015) says, however, that the main issue in teaching English in the classroom appears to be the students' lack of motivation in learning. There are a few possible causes, which include: The way that English is taught and learned is still traditional, and some teachers cannot afford to involve their students in the teaching and learning process, and there is a limitation of instructional media in the English teaching and learning process. In line with that, Widiandyah (2019) states that in reality there are still many teachers who give the whole material by way of lectures and students are forced to memorize and accept the subject matter immediately, even though it cannot prove the truth. Further, Widiandyah (2019) notes that one more challenge is the students' lack of interest in the class, which makes it challenging to include them actively in the learning process. This is due to the limited teaching aids, time, and the lack of active teachers in the learning process (Turisina, 2006). Therefore, it is essential to use appropriate teaching media in the learning process to stimulate students' learning engagement.

Hence, expanding the learning activities through the use of instructional media in the teaching and learning process may be beneficial and effective. According to Puyada et al. (2018), instructional media can be any type of learning tool that is utilized in a learning process with the goal of increasing efficiency and effectiveness in reaching a learning target. Media that can be specifically used by teachers include audio-visual, visual, and audio. Further, the teacher may employ educational materials that are appropriate for the process of teaching and learning. Furthermore, the methods used to teach English are becoming more and more varied in this day and age. These methods range from employing manual or visual aids like chalk, markers, and blackboards to using internet-based resources and technology like audio-visuals (Kamelia, 2019). In order to give students more opportunity to perform better in class, teachers must investigate more and adapt their teaching and learning methods based on the use of instructional tech-based media in this digital age of widespread access to technology.

Many studies of a similar nature have been done in relation to the usage of instructional media by teachers in the process of teaching and learning English. Sukmahidayanti (2015) was intended to describe the teacher's preparation and to explain how the

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teacher utilized the instructional media in the classroom. The study's findings demonstrate that the teacher reviewed the materials and selected the media in addition to carrying out two types of preparation before using the instructional media. Another similar research was conducted by Resti and Rachmijati (2020) which dealt with the teacher's preparation and explained the use of media in the classroom. The data indicates that in preparing the media, the teacher must understand the material to be taught and adjust the media to be used with the material. Moreover, Aini (2013) conducted the research as a means to investigate the use of instructional media by the teachers in teaching English to young learners. The data shows that there are five types of instructional media used by the teachers, those are: boards, realia, pictures, and books.

Regarding the earlier studies mentioned above, the researchers concentrated on the preparation of the teachers and how they used instructional media in the process of teaching and learning. Chen and Hoshower (2003), during the teaching and learning process, taking into account the students' perception is crucial for selecting an effective learning technique. Hence, in this research, the researcher intends to find out students' perception toward the use of instructional media in the teaching and learning process by the teacher.

II. LITERATURE REVIEW

Instructional media in teaching English

Media is a means of communication and source of information (Smaldino and Russel, 2005). It can be inferred that media is implied to be a means of conveying the information from the sender to the receiver. Learning media play a crucial role in assisting with the teaching and learning of English. Further, it helps the teachers and students alike to be engaged in the classroom. Newby, et al (2000) states that media can serve to facilitate student learning. Furthermore, the utilization of visual, audio, or audio-visual media facilitates the learning process. Arsyad (2009) stated that media are graph, photographic, or electronic tools for processing, absorbing, and rearranging spoken and visual information. In summary, the use of media in the teaching and learning of English aids teachers in getting the information to the students.

Generally, instructional media is used by the teacher to deliver and explain the materials to the students in the teaching and learning process. As stated by Omeng and Priscah (2016) that instructional media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners. Moreover, the use of instructional media can boost students' attention and motivation while the learning process runs. Puspitarini and Hanif (2019) states that learning activities will run smoothly when students have the motivation to learn. Moreover, they stated that learning media will become a more effective and efficient support tool in accomplishing the learning aim when used effectively in the teaching and learning process. Henceforth, when it comes to the concept of instructional media, it may be summed up as the educational resources that the teachers utilize in the classroom to provide instructional messages. An effective teaching and learning process depends on the accessibility of instructional media (Agwu and Osuji (2021). They also added that promoting teaching and learning in an academic setting requires the availability of accessible instructional resources.

Harmer (2007) has proposed various types of instructional media. They are as follows:

1) The students themselves

The students are "the most useful resources in the classroom"

2) Realia

It refers to the object from real life that can be used by the teachers.

3) Pictures

It can be defined as the visual representation of something.

4) Course book

It refers to the textbook that both of the teachers and students use as the basis of a course.

5) Boards

Boards are used by the teachers to write down the materials with chalks or markers.

6) Overhead projector (OHP)

This can be used by the teachers to display images onto a screen or wall.

7) Flipcharts

It refers to some large sheets of paper that are being used in a presentation.

8) Computer-based presentation technology

It can be defined as a set of slides that can be used either by the teachers or students to deliver messages.

Further, there are several advantages in utilizing the instructional media in the teaching and learning process, for instance: (Soekartiwi, 1996)

1) To increase the learners' motivation.

2) To avoid the learners' boredom.

3) To make it easy for the learners to understand the instructional media.

To make the teaching learning process more systematic.

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Students' Perception

Perception can be considered as how individuals experience stimulation by sensory receptors, from the world around them (Hamachek, 1990). In other words, perception can be understood as an individual's viewpoint or emotional expression derived from their experience of their environment. Putri (2021) stated that there are variances between people in that regard. While some people enjoy an object, others do not, and it all actually depends on how each person perceives and reacts to the object. Everyone has a unique perspective on things, and as everyone has their own beliefs and impressions, these perceptions may differ from one another. Perception can also be defined as a process that concerns the entry of messages or information through five senses, those are: sense of sight, sense of hearing, sense of smell, sense of taste, and sense of touch (Slameto, 2003). Moreover, in the context of education, the students' perception is the students' feeling about something (Montague, 1997). It is crucial to ascertain how students view the use of instructional media in the process of teaching and learning.

III. METHOD

This qualitative research which uses descriptive methods aims to find out students' perception toward the use of instructional media in the teaching and learning process by the teacher. Kim, et al (2017) states that qualitative descriptive research generates data that describe the 'who, what, and where the events or experiences' from a subjective perspective. This research was conducted at Junior High School in Bandar Lampung. Further, the population of this research is the eighth-grade students, and the subject will be chosen purposively in order to find out their perception toward the utilization of instructional media by their English teacher. Further, the instruments of this research was a checklist observation for the English teacher as a means to find out kinds of instructional media used by the teacher, and open-ended questionnaire for the students which was adapted and modified from Lele (2019) which consisted with several questions regarding to the utilization of instructional media by the English teacher during the teaching and learning process. Moreover, for the data analysis, the researcher used an interactive model of analysis. Miles and Huberman (1992) explains that in this model there are three analysis components, those are: data reduction, data display, and conclusion drawing

IV. FINDINGS AND DISCUSSION

This section aims at answering the research questions formulated in this research. This research has analyzed students' perception toward the use of instructional media in the teaching and learning process.

Media used by the English teacher

Based on the data from the observation checklist from the English teacher, the researcher found several kinds of instructional media used by the teacher in the teaching and learning process. Further, those media are categorized as the audio media, visual media, audio-visual media, and printed media, those are as follows:

1) Whiteboard

The use of whiteboards in the classroom facilitates the teachers' easy explanation of the subject matter. Further, this media is included in visual media. Based on the observation, the English teacher used a whiteboard to write down the materials to the students. Further, the teacher feels it is easy to deliver and explain the material directly to the students during the learning process since it only requires a board-marker and eraser to utilize the whiteboard.

2) MP3

MP3 is the tool that can be used by the teacher that consists of the material of the educational necessary. Based on the observation, the English teacher stated that MP3 in the learning process is used during the listening section. Further, it consists of the audio of the material discussed in the classroom.

3) Speaker

Speaker can be categorized as audio media as a means to produce the sound louder than the usual. Further, the teacher used the speaker during the listening section, or when the students needed to listen to the audio of the video provided by the teacher.

4) Pictures

The use of pictures in the English learning process help the teacher and students to illustrate the topic discussed in the classroom. Moreover, this visual media can be used to stimulate students' critical thinking by giving their ideas and thoughts towards the pictures which are being shown.

5) Laptop and LCD projector

The use of laptop and LCD projector supports the teaching and learning process possible. Laptop can be used as a visual or an audio-visual media, and an LCD projector is used as the visual media. Based on the observation, the teacher used the laptop to connect with the LCD projector as a means to show the material, power-point presentation, or the video.

6) Video

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This kind of audio-visual media involves the sense of hearing and sense of sight of teachers and students in the teaching and learning process. Based on the observation, the English teacher states that the use of video involves the material discussed during the learning process.

7) Handbook/English book

In the English teaching and learning process, the use of a handbook is really needed as a means to guide the English teacher to teach the materials from the book. Further, this media is involved in printed media. Based on the observation, the teacher used the English book to look for the material that will be discussed at that meeting.

8) Dictionary

The use of a dictionary in the English teaching and learning process is essential it means to find out several words that the students do not know the meaning of those words in their native language. According to the English teacher as the researcher observed, the students will look for the words that they do not know what is the meaning of those several words in the dictionary. Further, this media is involved in printed media.

Students' perception of the use of instructional media by English teacher

Based on the data gathered from the students from the open-ended questionnaire, the researcher found various perception toward the use of instructional media during the learning process by the English teacher, those are as follows:

1) The English teacher uses instructional media during the teaching and learning process

Student 1: Yes, the English teacher uses instructional media in the learning process.

Student 2: Yes, the English teacher uses instructional media in the learning process.

Student 3: Yes, the English teacher uses instructional media in the learning process.

Based on the first answers of students' perception, it can be inferred that their English teacher has already used the instructional media in the English teaching and learning process.

2) The English teacher uses several kinds of media in teaching English

Student 1: The English teacher usually uses the picture and LCD projector in the classroom.

Student 2: The English teacher usually provides the picture and LCD projector during the learning process.

Student 3: The English teacher usually employs the PPT, LCD Projector, and picture in the learning process.

The students said that their English teacher used several kinds of media during the English teaching and learning process, those are: picture, LCD projector, and PPT. Moreover, the teacher also used a handbook and dictionary as the printed media in the learning process.

3) The students feel happy when the English teacher uses instructional media

Student 1: Yes, I feel happy because I can study better

Student 2: Yes, I feel happy because I can watch the video or picture

Student 3: Yes, I feel happy because one of my hobbies is watching movies. So, I feel happy when my teacher gives me a movie or lesson from laptop or projector.

It can be inferred based on the students' perception that they feel happy if the English teacher employs the instructional media in the learning process. Further, they believe that the use of instructional media helps them to study better since they can see the visual, audio or audio-visual media provided by the teacher.

4) The students perceive the use of instructional media by the teacher help them to understand the English material better

Student 1: Yes, I can study better

Student 2: Yes, it helps me in study English

Student 3: Yes, I feel easy learn from the media

The utilization of instructional media by the English teacher gives the students a chance to understand the material clearly. Regarding the students' perception above, it stated that the media used by the teacher helps them to study English better and make them feel easy to learn from the media.

5) The students believe that the use of instructional media by the teacher arise their motivation to learn English and be more enthusiastic during the learning English

Student 1: Yes, my friend and I happy and enthusiast because we learn from video and picture

Student 2: Yes, with media, I feel so enjoy and I do not think about the time because it feels so fast and interesting

Student 3: Yes, I enthusiast because I see the picture

By using the instructional media in the learning process, the students feel enthusiastic and increase their motivation to learn English. Further, based on students' perception, they feel that the learning process runs too fast since they enjoy it during the learning process.

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6) The students assume that the use of instructional media by the teacher help them to do the assignment easier

Student 1: Sometimes yes and no. Sometimes difficult because there are so many tasks

Student 2: Yes, I can easy to remember the lesson

Student 3: Yes, because I can do my assignment easily because I understand the material

The usage of instructional media not only helps the teacher to deliver the material in the classroom easily, but also helps the students to do their tasks during the learning process. Regarding the students' perception, they feel easy to remember the lesson during the learning process.

7) The students admit that the use of instructional media by the teacher help the to learn spoken and written English appropriately

Student 1: Yes, because I can hear from the speaker directly

Student 2: Yes, I study with video and from native speaker

Student 3: Yes, because I can hear from the speaker directly

Since the use of instructional media varies the learning process, it can be used as video, audio, or audio-visual media, the students have the perception that it helps them to learn English spoken and written appropriately since they can hear the speaker directly.

8) The students believe that the use of instructional media by the teacher improve their vocabulary mastery

Student 1: Yes, because when I see media, I can add some vocab and I ask my teacher about vocab that I do not understand

Student 2: Of course, yes. With media, I see, listen, read, and watch the lesson and I can understand easily

Student 3: Yes, because sometimes in the video or picture, I do not know the vocab. So, I learn about the vocab that I do not know and it can add my vocab

Vocabulary is also the printed media used by the students that help them find out the certain words that they do not know the meaning of. Further, the students will also ask their teacher if they do not understand some words.

To sum up, the results of this study are that the teacher uses several instructional media in the English teaching and learning process. Specifically, those are divided into audio (MP3 and speaker), visual (whiteboard, pictures, laptop and LCD projector), audio-visual (video), and printed media (handbook/English book, and dictionary). Moreover, the findings of this research finds out that the students' perception toward the usage of instructional media by the English teacher. The students feel happy when the English teacher uses instructional media, and it helps them to understand the English material better. Moreover, they believe that it will raise their motivation to learn English and be more enthusiastic while learning English, and help them to do the assignment easier. Further, they assumed that by using the media in the learning process, it helps them to increase their vocabulary mastery, and help them to learn written and spoken English appropriately. Hence, it can be concluded that the students have the positive perception toward the use of instructional media by the English teacher during the teaching and learning English.

CONCLUSIONS

The purpose of this study is to ascertain how students view the usage of instructional media by teachers in the process of teaching and learning. Generally, the findings of this research shows the students' positive attitude towards the usage of instructional media. The audio, visual, audio-visual media helps them to understand and catch the material easily since it makes the learning process not monotonous. Moreover, using these media assists them to explore more about the spoken and written form of English appropriately. Additionally, when the teacher employs the instructional media in the classroom, it gives the better opportunity to the students to do their assignment easily. To conclude, the students have a positive perception on the use of instructional media by the English teacher in the teaching and learning process. Therefore, it is advised that future researchers who wish to carry out the same study examine the various student levels to determine the various student levels of perspective on the use of instructional media in the process of teaching and learning English.

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