

The Students' Perception of The Media Used by Teacher in Teaching English Students of SMK 1 Tirtamulya

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Abstract

This study investigates students' perceptions of instructional media employed in English language teaching at SMK 1 Tirtamulya Karawang. Despite the recognized significance of media in educational settings, there remains limited research addressing its comprehensive impact within vocational school contexts. Adopting a qualitative descriptive method, data were obtained through classroom observations and interviews with 18 tenth-grade students and their English teacher. The findings indicate that tools such as whiteboards, textbooks, laptops, and speakers contribute positively to students' enjoyment, engagement, and comprehension, while also supporting pronunciation and vocabulary development. Nevertheless, some students expressed negative perceptions, citing disinterest or fear of making mistakes. The research underscores the dual nature of media, both aiding and potentially hindering learning, and highlights the necessity for thoughtfully chosen media tailored to student needs. The implications suggest that educators should incorporate a variety of interactive tools—such as gamification or virtual reality—to cater to diverse learning preferences. Future studies are encouraged to apply mixed-method approaches to further evaluate media effectiveness. This research adds to the discourse on educational technology by addressing gaps in vocational education studies and offering practical recommendations for media integration.

Keywords: Perception, Media, Student's Perception, Teacher's Media in Teaching English.

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INTRODUCTION

Instructional media serve as a vehicle for conveying messages and delivering learning content to students, aiming to facilitate effective instruction (Omeng Priscah, J. M., 2016). These tools can extend beyond traditional classroom settings, offering alternative methods for teaching English. By engaging multiple senses, instructional media enrich students' learning experiences, foster positive attitudes, promote intrinsic motivation, and improve comprehension.

Defined as resources utilized in the teaching-learning process, instructional media include any materials or tools that stimulate learners' thoughts, emotions, focus, and skills, thereby enhancing their educational experience (Aisyah & Haryudin, 2020; Gaol & Sitepu, 2020; Prabawati et al., 2021). These tools also support teachers in delivering lessons more effectively, deepen their understanding of media usage, and help learners grasp material more easily, particularly in achieving specific learning objectives (Ajoke, 2017; Winarto et al., 2020).

Media play a central role in education. Without them, the communication necessary for effective learning cannot occur optimally. In practice, learning often becomes inefficient, with wasted effort and missed learning goals, frequently due to miscommunication between teachers and students. A study by Reza (Reza, 2016) from Islamic University of As-Syafi'iyah, titled *Students' Perception on the Use of Movie Media in English Language Teaching*, found that students generally viewed film-based media more positively than negatively. The research concluded that films can be a useful alternative for teaching English listening skills in the classroom, as they capture attention

and present language use more naturally than standard coursebooks. This is largely due to teachers utilizing available school media resources to deliver content in engaging ways (Sudarsana et al., 2020; Sukmahidayanti, 2015). It also underscores the importance of teacher creativity in media use.

Another relevant study is by Nurjannah (2018) from Muhammadiyah University of Makassar, titled *Students' Perception towards the Methods Used by the Teacher in Teaching English*. This research revealed that teaching methods can significantly affect student enjoyment, enthusiasm, understanding, pronunciation, and vocabulary acquisition.

Drawing from these findings, it becomes evident that English teachers should employ creative instructional strategies and integrate media to make lessons more engaging, understandable, and motivating. Effective media use can capture attention, provoke responses, and enrich the classroom experience.

To evaluate whether educators are indeed incorporating media creatively, observations and students' perceptions offer valuable insights (Abubakar et al., 2023; Eshetu, 2015; Hasanah et al., 2023). Students who enjoy and focus during lessons likely benefit from appropriate media use, while those who feel bored or disconnected may be experiencing a mismatch between the media and their learning preferences.

This current study seeks to identify the types of instructional media employed by English teachers and examine student responses to these tools during the learning process (Ningsih & Sari, 2021; Ristika et al., 2020). It aims to support student achievement through innovative teaching, inspire educators to be more creative, provide schools with insights into instructional practices, and serve as a basis for future research. In contrast to prior studies that focused on specific types of media or methods, this research encompasses a broader variety of tools—such as whiteboards, textbooks, laptops, and projectors—and investigates their diverse effects on student engagement, comprehension, vocabulary, and critical thinking. Using both interviews and classroom observations, it offers a well-rounded qualitative analysis situated in the underrepresented context of a vocational high school (SMK 1 Tirtamulya Karawang), highlighting both supportive and critical student perspectives on media use.

RESEARCH METHOD

This study utilized a qualitative descriptive approach to explore how tenth-grade students at SMK 1 Tirtamulya Karawang perceived the instructional media applied by their English teachers during the 2021–2022 school year. A total of 18 students from classes X-A and X-B, along with their English teacher, participated in the research. Data were gathered through direct classroom observations and in-person interviews, aiming to identify the types of instructional media implemented and how students responded to them. The observation phase included securing consent from the teacher, attending lessons, and recording the use of instructional tools, while interviews were conducted using structured questions and recorded answers. The data analysis followed an interactive process that involved data gathering, reduction, presentation, and drawing conclusions. Results were reported narratively, with interpretations based on categorized and validated data to accurately reflect student perceptions.

RESULTS AND DISCUSSION

This chapter presents the outcomes of the study, which are categorized into two main sections: research findings and discussion. The research findings detail the analysis of the data gathered through observation checklists and interviews, while the discussion section interprets those findings in relation to the study's objectives.

Research Findings

1. Types of Instructional Media Used by the Teacher in Teaching English

Based on data gathered from observation checklists, it was discovered that the teacher employed a variety of media during English lessons. The six media types identified

include the whiteboard, English textbooks, dictionaries, laptops, LCD projectors, and speakers.

a. Whiteboard

A whiteboard is a smooth, hard surface typically used with markers for writing or drawing, and is classified as visual media. It appeared as the most frequently used tool in classroom instruction. According to the observations, the teacher utilized the whiteboard to outline key concepts and explain lesson material. This method supported student note-taking and helped reinforce the subject matter. Students were also encouraged to come forward and write examples, fostering greater engagement and boosting their confidence.

b. English book

The English textbook served as a printed learning resource through which the teacher conveyed lesson content. These books are considered traditional instructional tools and contain structured verbal content. During observation, the teacher used a textbook to deliver a lesson on giving suggestions, reading the text aloud and asking students to repeat after her. Students responded enthusiastically and were actively involved in the learning process.

c. Dictionary

A dictionary, also categorized as print media, lists words alphabetically along with their meanings and pronunciation guides. The teacher instructed students to use dictionaries to discover the definitions of unfamiliar vocabulary. This encouraged student independence and enhanced their vocabulary comprehension.

d. Laptop and LCD Projector

The laptop, functioning as audiovisual media, was connected to an LCD projector to display lesson materials via PowerPoint presentations. The teacher used this setup to show images and videos relevant to the topic being taught. This method made the content easier for students to grasp, as they could visually follow along with the explanation, thus improving their understanding.

e. Speaker

Speakers, classified as audio media, were used by the teacher to support listening activities. For instance, the teacher played songs and asked students to listen carefully and fill in missing lyrics. After the activity, students were also asked to translate the lyrics. This approach enhanced their listening skills and vocabulary.

2. Students' Perceptions of the Instructional Media Used by the Teacher

Interview results revealed that students generally held a positive view of the media used by the teacher in teaching English. They believed that the use of various media supported a more effective and engaging learning experience.

a. Feeling Happy While Learning English

Enjoyment in learning is a key factor for a successful educational experience. The interview data showed that the instructional media created a positive classroom environment. Students felt more motivated and comfortable during lessons, indicating that the media helped foster a more enjoyable and effective learning atmosphere.

Extract 1

*S1 : Usually, **I am happy** but if I am confused if teacher doesn't use media but if teacher use media it is easy to understand*

Extract 2

S6: I am happy because ehh... usually teacher also give games use media then we are more spirit to learn

Extract 3

S7: I am happy because it can be easy to answer and I am not bored if teacher use media

Extract 4

S12: I am happy because I am not confused

Based on the excerpts presented above, when students were asked about their response to the use of media by the teacher in English lessons, most replied with the word "happy". This indicates that students had a positive emotional response and acceptance of learning English through the use of instructional media.

In the second excerpt, audio recordings revealed that student S6 mentioned the teacher frequently incorporated games into lessons. This implies that games were used as ice-breakers, helping students feel more relaxed and enthusiastic about learning. Additionally, students S1 and S12 expressed that the teacher's use of instructional media helped them avoid confusion during lessons. On the other hand, they felt unclear about the material when media was not used. Student S7 added that the absence of media in class made English lessons feel monotonous and unengaging.

Overall, students reported feeling happier when media was integrated into English instruction. They appreciated that the teacher provided supportive tools and used diverse types of media, such as speakers for listening to songs and completing lyric gaps. Visual elements like animated pictures were also shown to capture students' interest and make the learning experience more enjoyable.

b. Increased Participation in English Learning

Another perception students shared was that media usage made them more actively involved in learning English. This reflects one of the advantages of instructional media, as it promotes student engagement and encourages more interactive participation in classroom activities.

Extract 5

S6: Yes I am being more active because teacher use LCD to show a story then we retell the story so that it make me active in the classroom.

Extract 6

S8: Yes I am being active because sometime teacher give writing exercise and make clipping in groups so we are being active together to conduct it

Extract 7

S9: Sometime I am lazy sometime I am being active because it is if teacher give listening a song so I am active to sing a song so that it help my pronunciation correctly and I am being active in the classroom.

Extract 8

S11: Yes I am being more active because I understand the material make me more be active to learn.

Extract 9

S14: Being active in learning English is difficult for me because I don't understand the meaning

Extract 10

S15: Sometimes, it is because there is a game, so it makes me more active, but sometimes, I am not active because the teacher's way of teaching just continues to be used.

Extract 11

S16: Sometimes, because the materials are easy to understand and use media, I am active in learning.

Extract 12

S18: Yes I am being active because using the media is fun.

From the previously mentioned excerpts, it was evident that the use of instructional media by the teacher positively influenced students' engagement, as many expressed that they became more active during English lessons. For instance, student S6 explained that the teacher shared a story and then asked students to retell it. This activity kept students involved and fostered a sense of participation in the storytelling. When the narrative was presented in an enjoyable and engaging way, it transformed the lesson into a pleasant learning experience and encouraged active participation.

In excerpt 6, student S8 noted that group tasks, such as writing exercises and creating clippings, helped students become more involved because they could collaborate and discuss the material together. Similarly, S9 mentioned that although he sometimes felt unmotivated, he became more active when the teacher played songs and encouraged singing along. This not only made him feel engaged but also improved his English pronunciation. From this, the researcher concluded that incorporating music into lessons can significantly enhance student involvement, create a more dynamic learning atmosphere, and promote active participation.

Likewise, students S15, S16, and S18 shared favorable views about the use of media in English instruction. They emphasized that media, especially educational games, made the learning process more enjoyable and motivated them to participate more actively in class activities.

In addition, student S11 reported that she felt more engaged in learning because she could understand the material. On the other hand, student S14 remarked that staying active in class was challenging because she didn't grasp the meaning of the content. This highlights the importance of teachers ensuring all students understand the lesson. Providing extra clarification to those struggling can prevent them from falling behind and help maintain their motivation to learn.

c. Increased Enthusiasm in Learning English

According to data collected through interviews, another significant benefit of using instructional media was the boost in students' enthusiasm. Many students expressed that media use made English lessons more interesting and inspiring, which contributed to a more spirited and enjoyable classroom environment.

Extract 13

*S3: Yes it use laptop then played English song to be listened so that **I am being enthusiastic/sprit in learning English because the song entertain me***

Extract 14

*S7: Yes **I am being enthusiastic/sprit if the teacher uses media** because it can more understand and easy to pronounce the vocabulary but sometimes I am being bored if the classroom atmosphere hot so that it makes me unconsent ration in learning*

Extract 15

*S8: Yes **I am being enthusiastic/spirit because using visual media** such as picture and audio-visual media such as video which is shown picture and sound then we listen the video to get the meaning of the story in the picture and video so that those make me enthusiastic/spirit in learning.*

According to the interview excerpts, students S3, S7, and S8 expressed that the use of instructional media by their teacher contributed to their increased enthusiasm during English lessons. They reported that specific tools, such as laptops used to play English songs, had a positive impact. For example, S3 mentioned that listening to music during class made the learning process more enjoyable and kept him motivated. Similarly, S7 stated that such media helped improve his vocabulary and pronunciation, while S8 appreciated the use of visual aids like pictures and videos, which enhanced his comprehension of the stories presented.

However, the research also uncovered some negative perceptions regarding the use of instructional media. Not all students felt equally enthusiastic about learning English through these tools. A few indicated that their lack of excitement stemmed from certain underlying factors that hindered their engagement. These opposing views are highlighted in the following excerpt.

Extract 17

S9: Yes sometimes if I am not bored but if I am bored so I less spirit if the classroom atmosphere is hot and noisy.

Extract 18

S11: (Sometimes I am being enthusiastic/spirits sometimes not if the teacher is silent so the teacher should give game but it is ever also the teacher gives game so learning English is fun and more being enthusiastic/spirit to learn)

Based on the excerpts above, students S9 and S11 shared that the media used by the teacher in the teaching and learning process sometimes failed to inspire enthusiasm for learning English. They attributed their lack of excitement to various factors. As mentioned in extracts 17 and 18, students reported, "The classroom is hot and noisy, and the teacher is silent," which suggests that the classroom environment plays a significant role in their engagement. A hot and noisy atmosphere can make it difficult for students to feel motivated. Another reason for their lack of enthusiasm is personal factors or individual differences. It is widely acknowledged that people with an optimistic outlook tend to perceive situations in a more positive light, while those with a pessimistic view may interpret things negatively. These students noted that when the teacher was quiet, it negatively affected their enthusiasm for learning.

d. Easier Understanding of the Material in Learning English

The students' perceptions can also be understood through the indicator of understanding, which refers to how well students grasp the content being taught. According to Robbins, understanding is a subjective result of analysis that varies from person to person. In this context, the media used by teachers in teaching English is seen as a helpful tool that makes it easier for students to comprehend the material. This is reflected in the following excerpt.

Extract 19

S1: Sometime I understand but it is not long time on my memory... eeheh... it just understand momentary but if use book I save on my long time memory.

Extract 20

S5: It is difficult to understand I don't know the meaning because I just know Indonesian Language. But usually I am easy to understand if using book then the teacher writes on the whiteboard

Based on the excerpts above, it can be seen that students find it easier to understand the material taught by the teacher when printed media, such as textbooks, are used. For

example, S1 mentioned that she could grasp the material more effectively when a book was used. Similarly, S5 shared that using both a book and a whiteboard made the learning process easier for him. He stated, "I find it easy to understand when the teacher uses a book and writes on the whiteboard."

Additionally, the researcher gathered more insights from the students about how the teacher's approach in teaching English contributed to making the material more comprehensible. These perceptions are reflected in the following extracts:

Extract 21

S16: Yes it is easier if the teacher uses printed media and LCD because it can be read clearly so that I can be easier to understand the materials.

From the extracts above, the researcher found that students find it easier to understand the material when the teacher incorporates various types of media in the teaching and learning process. These media include videos, laptops, pictures, printed materials, LCD projectors, and speakers. As stated by S16, the use of such media helped them stay more focused on their studies, and the content was presented more clearly, making it easier to comprehend. Additionally, students reported that using these media helped improve their pronunciation. The following extracts highlight the benefits students gained from the media used by teachers, particularly in enhancing their pronunciation.

Extract 22

S1: Yes it can repair my pronunciation if using media but if the teacher does not use media my tongue is awkward to pronounce the words but usually teacher use media in listening song so it can help me to pronounce the words like the native speaker pronouncing the words

Extract 23

S14: Yes sometime because I don't understand what the speaker said.

Extract 24

S15: No because my tongue awkward if speak English)

From the extracts above, the researcher found that students are able to improve their pronunciation mainly when the teacher uses a laptop and a speaker. The students reported that they could easily pronounce words when the teacher played a song. They listened to the song multiple times and filled in the blanks, which allowed them to practice pronouncing the words correctly, mimicking the native speaker's pronunciation. Audiovisual tools like these help stimulate students' listening skills, and hearing a native speaker's model aids in refining their pronunciation through imitation.

However, when media is not used, students often struggle to pronounce words accurately. As S1 stated, "but if the teacher does not use media, my tongue feels awkward

pronouncing the words,” and similarly, S15 mentioned, “No, because my tongue feels awkward when I speak English.” This perception suggests that S15 and other students may find it difficult to pronounce words correctly because they don’t practice speaking English enough. S14 expressed a similar issue, stating that sometimes she cannot pronounce words correctly because she doesn’t fully understand what the speaker is saying.

e. Students' Vocabulary Improvement

Vocabulary is a fundamental part of language learning, and it plays a significant role in mastering English. The use of media greatly contributes to students' vocabulary acquisition. This was highlighted in the students' interviews, as shown in the following extract.

Extract 25

S3: Yes it can help to increase the vocabulary if there is example so that it can make me know vocabulary but sometimes the teacher also explain the object then we answer what the vocabulary is means.

Extract 26

S6: Yes if use printed media because the book contain vocabulary so that it can help increase the vocabulary.

Extract 27

S9: Sometime it can increase sometime it cannot increase because if the song is played I cannot absorb correctly but sometime I can if the vocabulary is easy to spell so that I can increase my vocabulary through the song played.

Extract 28

S15: It can help in increasing vocabulary because it ever has given games about looking for some vocabulary and we mention it so we though to know other vocabularies.

From the extracts above, the researcher found that the majority of students view the media used by teachers in the teaching and learning process as beneficial. One key benefit is that it helps them expand their vocabulary while learning English. For instance, S9 mentioned that songs used by the teacher were helpful in vocabulary acquisition. The teacher played the song, and students listened to the vocabulary being pronounced. They then wrote down and memorized these words. Additionally, S6 believed that using printed media, such as books, helped increase their vocabulary, as books contain numerous vocabulary words.

Other students shared that the teacher's teaching methods also contributed to their vocabulary growth. For example, students were encouraged to use a dictionary to look up unfamiliar words, as mentioned by S15, who noted, "It helps increase vocabulary because the teacher gives games where we look for words and name them, so we learn new vocabulary." This shows that using games can make it easier for students to remember new words. Furthermore, S3 mentioned that the teacher sometimes used objects in the classroom and explained their names, such as a table, whiteboard, marker, book, pen, and so on.

f. Students Discover New Ideas in Learning English

The use of different media also enables students to come up with new ideas in learning English, as demonstrated in the following extract.

Extract 29

S3: Yes because the teacher uses LCD there are many pictures shown and make me interested and I can find new ideas from those pictures.

Based on the extracts above, the researcher found that most students generated new ideas when the teacher incorporated pictures into the English lessons. This was because pictures helped stimulate and provide relevant information, which captured the students' attention and encouraged them to visualize the meaning behind the images. As a result, students were able to better understand the material and come up with new ideas from the pictures.

However, some students reported being unable to come up with new ideas during the English lessons. This can be seen in the following extract.

Extract 30

S4: I don't find new ideas because sometimes I am difficult to know the meaning.

Extract 31

S9: It cannot find new ideas because I am lazy

From the extracts above, the researcher observed that some students were unable to come up with new ideas from the materials presented by the teacher. This seemed to be influenced by personal factors, such as a lack of motivation to learn English. This can be categorized as part of the affective component (emotional aspect), which is linked to feelings of laziness, affecting the student's attitude toward the subject.

g. The Students' Ability to Express Their Opinions

Another perception students had regarding the media used by the teacher is that it helped them express their opinions while learning English. This can be seen in the following extracts.

Extract 32

S1: Yes I can express my opinion such as express it in doing English dialogue in front of friends so that it can practice and express my opinion

Extract 33

S8: Yes it helps me because the teacher gave also vocabulary and video so that I speak and translate it then it is presented in order practice speaking.

Extract 34

S9: Yes it can because if the teacher shown pictures video so I can give my opinion through what I see or get from the video.

Extract 35

S13: It can be because we see the picture there is an opinion to be conveyed about the picture so that it can train me speak but sometimes also cannot if the material is difficult

The extracts above reveal that several students shared the same view that they were able to express their opinions during dialogues. This was because engaging in dialogue helped them practice speaking English and expressing their thoughts. Some students mentioned that the use of pictures and videos by the teacher facilitated this process. For instance, S8 and S9 noted that showing a video encouraged them to speak and express their opinions. On the other hand, S13 stated that there were times when he struggled to express his opinions, especially if the material was difficult.

However, some students had negative perceptions, expressing that they were unable to articulate their opinions in English. This is evident in the following extracts.

Extract 36

S12: Sometimes it can be sometimes it cannot be because I am being wary and afraid being wrong.

Extract 37

S14: I cannot be because it is difficult to speak.

From the extracts above, the researcher found that some students had a negative perception of their ability to express their opinions in English. This was due to personal factors, such as feeling cautious or fearful of making mistakes while learning English. This emotional response is linked to the affective component of their attitude, where the fear of being wrong influences their perceptions.

h. The students can connect the material with daily life.

The final perception students had about the media used by the teacher is that it helps them relate the material to their everyday lives. This is illustrated in the following extracts:

Extract 38

S5: Sometimes because we must speak English if we want asking permission goes to toilet.

Extract 39

S9: Yes it can be because usually I use English with people around me.

From the extracts above, the researcher discovered that students are able to connect the material to their daily lives. This is due to the teacher's teaching method, which encourages students to use English in everyday situations, such as when asking for permission or interacting with others. This approach motivates students to practice speaking regularly, helping them master and apply English in real-life contexts.

Discussion

The primary aim of this study was to explore the students' perceptions of the instructional media used by the teacher in teaching English to eighth-grade students at SMP 12 Muhammadiyah Makassar. The researcher formulated two key research questions: the types of media the teacher employed in teaching English and the students' perceptions of those media. The researcher further interprets and discusses the findings as follows:

1. Media Used by the Teacher in Teaching English

Based on the observation checklist, the researcher identified six different types of instructional media that the teacher used in teaching English: a whiteboard, an English book, a dictionary, a laptop, an LCD projector, and a speaker. These media will be discussed in detail below.

a. Whiteboard

The whiteboard is a visual medium used by the teacher in the classroom to enhance the lesson. By engaging with the whiteboard, students can learn through sight, hearing, and interaction. It allows them to become actively involved in the lesson by writing, drawing, or touching the board. For instance, when students asked for the spelling of unfamiliar words, the teacher wrote them on the whiteboard, allowing students to practice spelling. Additionally, students were encouraged to write examples of the material on the board, promoting interaction and participation.

b. English book

The English book is a vital printed medium used by the teacher in the classroom. It contains all the material necessary for the course and serves as a reference for both students and teachers. The English book plays a crucial role in helping students understand the material. Statements from students such as, "I can understand the material if I use a

book and save it in long-term memory,” highlight the importance of the book. During lessons, the teacher used the book to explain various concepts, which kept students engaged. They would repeat the material aloud and use the book for reference during exercises.

c. Dictionary

A dictionary is another key printed medium used by both teachers and students in learning English. It is an essential tool for expanding vocabulary as it provides meanings for words. The teacher encouraged students to consult the dictionary whenever they encountered unfamiliar words. According to one student, “It can increase my vocabulary because the teacher asks us to memorize it,” indicating that using the dictionary helps students acquire new words.

d. Laptop

The teacher also utilized a laptop to support the teaching and learning process. Laptops serve as effective tools for facilitating language learning, especially with audiovisual capabilities. They help students by providing audio and video, allowing them to listen to native speakers and improve their pronunciation by imitating them. The laptop, connected to an LCD projector, displayed slides and PowerPoint presentations, which helped students understand various English expressions. While some students were attentive, others occasionally lost focus.

e. LCD Projector

The teacher used an LCD projector connected to the laptop to display teaching materials like pictures and videos. This technology made it easier for students to absorb information by showing visual content. The projector allowed students to take notes more effectively and ask the teacher to clarify any missed information. The use of visual media like the projector motivated students to engage with the lesson and helped them better understand the material being taught.

f. Speaker

The speaker was used to play audio materials such as songs, which stimulated the students' listening comprehension. By listening to native speakers, students could improve their pronunciation and intonation. The more students listened to the audio, the better they became at mimicking the correct pronunciation and understanding English. The teacher used the speaker to play songs, and students were encouraged to fill in missing lyrics, which helped them improve their listening and vocabulary skills.

In conclusion, the researcher found that various types of media, including visual, auditory, and printed materials, were essential tools in enhancing students' engagement and learning in English. Each medium had specific benefits that helped students better understand the material, expand their vocabulary, and improve their language skills.

2. Students' Perception of the Media Used by the Teacher in Teaching English

The students' perceptions of the media used by their teacher in teaching English were derived from interviews the researcher conducted, where students answered questions about the media used. These perceptions are categorized into the benefits of the instructional media, as explained below:

The first benefit is that students find learning to be more enjoyable. According to the findings, the way the teacher taught and used instructional media helped students enjoy learning English. When students are happy during lessons, it reflects their willingness to engage with the material. Robbins (1977) mentioned that human perceptions, including acceptance, are essential in understanding how information is gathered. Acceptance here

implies that students are more inclined to embrace the media used by the teacher because it makes learning English enjoyable.

Furthermore, students from elementary to senior high school are particularly fond of audio-visual content, making audiovisual aids very important in the teaching and learning process. The students expressed that they enjoyed the way the teacher delivered the material, especially when media were used. The teacher incorporated speakers to play songs, which students listened to and filled in the missing lyrics. Additionally, pictures and videos, such as animations, were shown to engage students and make learning English more enjoyable. The use of songs in the classroom further contributed to the students' enjoyment, which aligns with (Kemp, 1977) perspective that audio media, such as songs, can foster active learning, particularly among younger students. Songs can help students overcome anxiety, develop social skills, and have fun with language.

The second benefit is that students become more active in learning. Based on the interviews, students were observed to be actively engaged in class. Active learning, which involves students engaging with the course material and enhancing critical thinking, was found to be stimulating and enjoyable for them. Students noted that media helped them stay engaged and comprehend the content better. Despite the general assumption that students do not enjoy studying English, they acknowledged the usefulness of the teacher's instructional media in enhancing their learning.

Group activities, such as writing exercises and collaborative clipping, were particularly helpful in keeping students active. These group activities allowed students to share ideas and learn together. One student mentioned that the teacher showed a story and asked them to retell it, which further encouraged active participation. Stories kept students engaged and made the learning experience more enjoyable. However, some students mentioned that they struggled to be active in class, primarily because they had difficulty understanding the material.

The third benefit is that students felt more motivated and enthusiastic about learning English. The way teachers used media positively influenced students' attitudes toward learning. When the teacher used engaging media, students felt excited and motivated. The variety of media used in class helped stimulate their interest. Arsyad (2003) stated that videos can attract students' attention by presenting moving objects and sounds. While some students gave negative feedback regarding their lack of enthusiasm due to issues like a hot and noisy classroom or personal factors, the majority agreed that media made learning more exciting and stimulating.

The fourth benefit is that media helped students understand the material better. According to Robbins (1977), perception indicators, such as understanding, play a significant role in information gathering. Many students found that using media, such as pictures, videos, and audio, helped them understand English lessons more easily. Arsyad Azhar's theory supports this, stating that videos can make learning more focused and help students understand the material more effectively.

However, some students had difficulty understanding the material when media were not used or when they did not make language practice a regular habit. Some students also struggled with listening exercises, particularly when the teacher played songs only a few times.

The fifth benefit is that students were able to improve their pronunciation. Media such as audio and videos, particularly songs, helped students better their pronunciation by allowing them to listen and repeat after native speakers. Many students reported that listening to songs and mimicking the correct pronunciation improved their fluency and accuracy. Conversely, some students, especially those who did not practice speaking English regularly, found it difficult to pronounce words correctly.

The sixth benefit is that students could expand their vocabulary. Many students felt that media like songs, videos, and books helped them learn new words. By listening to songs, students could write down new vocabulary and practice memorizing them. Teachers

also used printed materials and dictionaries to help students understand unfamiliar words, while games and real objects were used to further aid vocabulary retention.

The seventh benefit is that students could generate new ideas through media. Pictures, in particular, were seen as a valuable tool for stimulating students' creativity and interest. Pictures often helped students understand complex concepts or unfamiliar activities. Students found that pictures engaged their attention and provided new ideas related to the material. However, some students struggled to generate new ideas due to difficulty understanding the material or lack of motivation.

The eighth benefit is that media helped students express their opinions. Effective teaching is often indicated by students' active participation in the classroom. Media, especially pictures, encouraged students to share their thoughts and connect the material with their prior experiences. Students appreciated the opportunity to express their ideas confidently, although some were hesitant to speak due to fear of making mistakes.

The ninth benefit is that students could relate the material to their everyday lives. The teacher encouraged students to use English in daily interactions, such as greeting others in English, which helped them integrate language learning into their daily routine. Although most students appreciated this approach, a few expressed difficulty relating the material to their daily lives due to a lack of understanding or familiarity with the content.

CONCLUSION

The research revealed that the English teacher utilized a range of instructional tools, including whiteboards, textbooks, dictionaries, laptops, projectors, and audio speakers. Most students responded positively to these media, noting that they enhanced their enjoyment, participation, and understanding of the material. Additionally, students experienced improvements in pronunciation, vocabulary acquisition, and critical thinking skills. Nevertheless, a few students expressed unfavorable views, which were attributed to factors such as low motivation, fear of making errors, or a general lack of interest. Future studies could investigate the effects of more interactive, technology-driven tools—such as educational games, mobile learning apps, or virtual reality—on student engagement. Research might also focus on the difficulties teachers encounter when selecting appropriate media and adopt mixed-methods designs to better analyze the link between media usage and academic achievement.

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