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## The Student's Perceptions of the Media Used by Teacher in Teaching English at SMP N 4 Pematang Raya

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### Abstract

This research aimed to find out (1) The kinds of media used by the teacher in teaching English; (2) The students perception of the media used by the teacher in teaching English. The data were conducted on February 2023 from 30 students of the eighth-grade students at SMP N 4 Pematang Raya from two classes. This used a descriptive qualitative research; the instruments were an observation and question are. The observation was used to observe the teacher of the eighth-grade students at SMP N 4 Pematang Raya and the questionnaire was distributed to the students of the eighth-grade. The findings of this research showed that the kinds of media used by the when teaching English were a whiteboard, English book, dictionary, laptop, LCD Projector, and speaker. The result of the students questionnaires that most of the students gave positive perception toward the media used by English teacher in teaching and learning process, they were being happy, being more active, being more excited/spirit in learning English, they were easier to understand the materials, they can repair their pronunciation, vocabulary, find new ideas, express their opinion and they can practice it in daily life. Whereas there were also some students gave negative perception toward the media used by English teacher in teaching and learning process that they cannot be enthusiastic and spirit to learn English, pronounce the words correctly, find new ideas and express their opinion because they were lazy, being wary and afraid of being wrong in learning English.

Keyword: *Perceptions, Media, Students Perceptions, Teacher's Media in Teaching English.*

## Abstrak

Penelitian ini bertujuan untuk mengetahui (1) Jenis-jenis media yang digunakan guru dalam mengajar bahasa Inggris; (2) Persepsi siswa terhadap media yang digunakan oleh guru dalam mengajar bahasa Inggris. Pengambilan data dilakukan pada bulan Februari 2023 dari 30 siswa kelas VIII SMP N 4 Pematang Raya dari dua kelas. Penelitian ini menggunakan penelitian deskriptif kualitatif; Instrumen yang digunakan adalah observasi dan pertanyaan. Observasi digunakan untuk mengamati guru siswa kelas VIII SMP N 4 Pematang Raya dan kuesioner dibagikan kepada siswa kelas VIII. Temuan dari penelitian ini menunjukkan bahwa jenis media yang digunakan dalam pengajaran bahasa Inggris adalah papan tulis, buku bahasa Inggris, kamus, laptop, LCD Projector, dan speaker. Hasil kuesioner siswa bahwa sebagian besar siswa memberikan persepsi positif terhadap media yang digunakan oleh guru bahasa Inggris dalam proses belajar mengajar, mereka senang, lebih aktif, lebih bersemangat/semangat dalam belajar bahasa Inggris, mereka lebih mudah untuk memahami materi, mereka dapat memperbaiki pelafalan, kosa kata, menemukan ide-ide baru, mengungkapkan pendapat mereka dan mereka dapat mempraktikkannya dalam kehidupan sehari-hari. Sedangkan ada juga beberapa siswa memberikan persepsi negatif terhadap media yang digunakan oleh guru bahasa Inggris dalam proses belajar mengajar bahwa mereka tidak dapat antusias dan semangat untuk belajar bahasa Inggris, mengucapkan kata-kata dengan benar, menemukan ide-ide baru dan mengungkapkan pendapat mereka karena malas, menjadi waspada dan takut salah dalam belajar bahasa Inggris.

Kata Kunci: *Persepsi, Media, Persepsi Siswa, Media Guru dalam Mengajar Bahasa Inggris.*

## INTRODUCTION

Instructional media are the means to communicate or deliver information and content to learners from the perspective of teaching and learning for effective teaching (Omenge and Priscah, 2016: 1-8). Its goal is to make instructional media all traditional ways of teaching English outside the classroom. It can provide students with experiences that involve their senses in learning. It can make students' attitude more positive, enhance their self-motivation and improve their understanding. Transmission or delivery of information through instructional media From a teaching and learning perspective, providing content to students is important to enable effective teaching (Omenge and Priscah, 2016: 1-8). It is intended that instructional media can be used to teach English outside of the usual classroom environment.

It allows students the opportunity to activate their senses while learning. It improves comprehension, motivates students and changes their attitudes.

The use of instructional media is a tool in the teaching process. Can be used to stimulate students' thoughts, emotions, attention and abilities or skills to enhance learning. Additionally, it improves teachers' comprehension and ability to teach more effectively. Additionally, creative teachers use media in the classroom. In this case, through observation or the opinions of students, we can determine whether teachers are actually using creative teaching tools. By using their creativity to teach English, teachers can communicate whether students love their learning. When students engage in the lesson and pay attention to the teacher as the teacher delivers the material, it shows that the teacher's use of media is appropriate for the students. However, when students become bored or disconnected from the lesson, it is a sign that the teacher's use of media is not appropriate for the students.

The media plays an important role as an integral part of the learning process without which there would be no communication and the learning process as a communication process would not function optimally. In fact, there is often a process in learning that is ineffective. Therefore, the researchers will be interested in conducting a research to analyze "The Students Perception of the Media used by Teacher in teaching English at SMPN 4 Pematang Raya", considering the real teaching and learning process in schools. The focus of this study is to describe the instructional media used by English teachers in teaching English and students' perceptions of the media used by English teachers in the teaching process of eighth grade students in the middle school.

Theoretical Framework

The Concept of Perception

According to experts, perception is inter alia multisensory: According to Michael (1999: 148), perception is the process of feeling and thinking about things. It shows that a person is able to express himself or herself. Furthermore, Searle's definition of perception, used by Blake and Sekuler (2006: 45), states that it is "a person's (student's) perception of a particular object, whether conscious or unconscious, visual or auditory, and Caused by thought. A process that takes place in the brain." This means that when the human visual system first encounters an image or object, it first thinks about the information it contains before seeing it with its ears. Furthermore, Angell (2015:122) states that perception is the perception of

specific material things. Perception can thus be defined as the process of receiving stimuli through the senses, prior to an individual's attention or awareness, which enables him to determine, interpret and appreciate what he observes, and how he sees, sees or represents something. Furthermore, according to Wang (2007:1-2), perception is a collection of internal sensory cognitive processes performed by the brain at the level of subconscious cognitive functions. These processes are responsible for identifying, associating, interpreting, and searching for internal cognitive information in the brain. In other words, perception is a person's beliefs about reality. Thus, the term "perception" describes how someone feels or sees a particular object. People's perceptions are what they think is true and what they think is understandable. There is a correlation between students' motivation and their belief that they can learn English.

### Types of Perception

According to Zaden (1984:109), there are several types of cognition: human cognition, social cognition and situational cognition

#### 1. Human Perception

Human perception refers to the process by which we understand and reflect on other people and their characteristics, qualities and inner states. We construct images of the other in a way that helps to stabilize the other. The degree to which we attribute stable circumstances and enduring personalities to other people affects the predictability and manageability of our perceptions of the social world.

### Factors Affecting Perception

According to Smith in Rezkiah (2017:129-139), many factors affect perception. they are:

- a. Typical properties of stimulus objects, including value, meaning, distance, and intensity of presence. Value is a characteristic of a stimulus, the value of the object as perceived by the stimulus.
- b. Personal factors, including typical characteristics of an individual such as intelligence, intensity, interests, etc.
- c. Factors that account for the group effect of others can give advice to some extent.
- d. factors of cultural differences.

## Media Used in the Classroom

Gagne (2014:133) defines media as the different components of a learning environment that support learner learning. Briggs (2018:1-5) defines media as the physical means used to inform students and motivate them to learn. Furthermore, Murcia (2001:461) states that the media are tools or objects that teachers use to motivate students by bringing parts of real life into the classroom and presenting language in its fuller communicative complex. Based on the above definitions, researchers can conclude that instructional media, instructional tools are the teaching process, anything that can be used to stimulate learners' thoughts, feelings, attention, and skills or abilities to enhance the learning process.

### Types of Media;

#### Simulated Media

Simulation media includes games, quizzes, role plays, and simulations. Games can be a good basis for acquiring campaigns. This is an activity that brings joy and fun to the players. Games are supported by rules in language it is helpful to have lessons for the children, providing play material. Games stimulate students' interest in lessons. Use games to stimulate them. For example, when speaking, encourage students to express themselves, even shy children. This is because the context of the game facilitates the learning process of the students.

#### Visual Form

Visual media is media related to seeing or seeing, used to illustrate something. These can be in the form of images or slideshows. Visual media can connect student illustrations to real things in the field. For example, images can be used to replace items that are rarely or impossible to bring into the classroom. Images are a medium that can be used to motivate students to make clearer connections and illustrate general concepts and forms of objects or behaviors specific to a culture.

#### Audio Media

Audio media can be in the form of a cassette recorder, radio, song or telephone. Songs provide young learners with a natural vehicle for active learning. It helps students deal with worries and fears. It helps them develop social skills such as taking turns. Songs allow students to have fun with language and expand their vocabulary. It can be used to develop students' understanding of the present and past worlds. It allows students to explore spatial concepts

such as orientation. In addition, songs provide a range of opportunities for creative role-play, the development of imagination and fantasy.

#### Audiovisual Form

Audiovisual media is media that combines audio media and visual media. Movies and video clips are examples of audiovisual media. These can be used to encourage awareness in students. The use of media can stimulate students' attention in language learning. This can be used to ensure positive attitudes of students.

#### Real Object Media

Real object media are real objects used as media. These can be objects used in the teaching process. This includes tools, coins, classroom items and others. Teachers can use pencils, pens, books, erasers, scissors or school bags to teach students things in class.

### RESEARCH METHOD

The method of this study was a qualitative descriptive method. Qualitative research methods were used to examine what could best be described verbally as how research participants perceived and interpreted aspects of their environment. According to Siyoto (2015:13-16), qualitative methods define a particular tradition in the social sciences that fundamentally rely on observing people in their own field and communicating with these people in their own language and terminology. According to Moleong (2017:176), qualitative research is a type of research that aims to understand the phenomenon (such as behavior, perception, etc.).

In this study, researchers examined different media and how students perceived their English teacher's use of media in the classroom. We all know that one of the methods that teachers use to help children learn English is to teach them the language. It requires the use of different media to make learning more effective and easier for students to assimilate. When teachers use innovative teaching media, students' perception of the teaching process is good. At the same time, if teachers do not use instructional media creatively in the process of teaching and learning, students will have negative perceptions. The results of this study depend on student acceptance, student understanding, and student evaluation. In this study, researchers examined student responses to teachers' use of media; the purpose of this study was to ascertain students' perceptions through observation and questioning to collect data. The

effectiveness of media used by teachers in English classes was determined through questionnaires. The researchers used Likert scale questionnaires. The Likert scale of McMillan and Schumacher (2010) is a Likert scale in which the stem includes a value or direction and respondents indicate which statement they agree or disagree with. It takes the form of a Likert scale with 4 optional responses; Strongly Agree (SA) 4 points, agree (A), 3 points, disagree (D), score (2), Strongly Disagree (SD) was scored as 1. We can see the following table:

Elective	Fraction	
	Effective	Invalid
Strongly agree	4	1
Agree	3	2
Disagree	2	3
strongly disagree	1	4

## RESULT AND DISCUSSION

The data for this study are presented in the form of students' opinions on the ease of learning English using media, students' acceptance of the ease of interaction in learning English, and their expectations of using media to teach English. Up to 30 students responded to the questionnaire. Students simply enter their checklist into the fields provided by Google Forms. In this questionnaire, questions are presented in English with translations so that respondents can easily answer and understand the questions.

According to questionnaire conducted by the researchers, the researcher distributed a questionnaire with the total of 16 questions to the students class VIII -A at SMP N 4 Pematang Raya, the questions of course about the students perception of the media used by the English teacher in English classes. Students express positive perceptions about the media teachers use when teaching English in the classroom, which is necessary for an effective teaching process for students.

### Data Analysis

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Based on the results of student questionnare conducted by the researchers, and related to the questions students answered in the questionnare form. These are categorized as the benefits of instructional media used by teachers.

No	Types of Perception	Frequency	Percentage
1	Strongly Agree ( SA)	122	25,4%
2	Agree ( A)	262	54,5%
3	Disagree ( D)	72	15%
4	Strongly Disagree (DA)	24	5%

Based on the observation list, the researchers identified the types of media teachers were using when teaching English. Teachers used six different mediums in English teaching, namely whiteboards, English books, dictionaries, laptops, LCD projectors and speakers. Based on observations, the teacher uses the whiteboard to write down the material that the students are teaching. It is easy to communicate the topic to the teacher by writing on the whiteboard/blackboard. Writing on the whiteboard helps students jot down material. The teacher also asks the students to write examples of the material on the blackboard. The students have dared to stand up and write out the materials they understand. As addition the teacher uses an English book to provide materials and give suggestions. At that time, the teacher read the material and asked the students to repeat it with her. The enthusiasm of the students for learning English reference books is very high. Teachers use PowerPoint presentations as teaching tools by using a projector. The teacher shows what the material is about, neither pictures nor movies show the real thing. It is easier for the teacher to pass on information to the students, and it is easier for the students to understand and receive the

information, Afterwards, the teacher asked the students to translate the lyrics of the song. But most Students received positive responses based on their perceptions of the media teachers used in English classes.

The first is that students can learn happily. According to the results, this indicates that the teachers' teaching style and use of instructional media make students feel happy while learning English. If they are willing to learn English and follow the teacher's lessons in English class, it can be classified as a sense of acceptance. The second perception students have about the role of teachers' instructional media in English teaching is that they can be more active in learning English. From the questionnaire with the students when the researcher conducted the study, the students actively participate in the classroom. Students comment on how the media helped them become more active and rank their understanding. Although it is generally believed that students do not enjoy learning English. Students are also often more active when teachers work on writing exercises and clips in small groups, so they actively guide together. Group clips allow them to be more active in learning English together in groups. This is because, in small groups, students can share and discuss what they have learned to help them learn English more actively. A third student perception of the usefulness of the instructional media used by teachers in teaching English was that they were more excited/motivated while learning English.

It was also noted that this could affect students' emotions, based on students' perceptions of how teachers teach and their own personal perceptions of how teachers use interesting mediums when teaching English. A fourth student perception of the usefulness of instructional media used by teachers in teaching English is that they can more easily comprehend the material while learning English. By using the video medium, it is easier for the teacher to impart information to the students and it is easier for the students to understand and receive the information because the teacher shows what they are saying and the students can see directly what the teacher means. At the same time, there are also students who have negative perceptions of the media teachers use in teaching English, which is related to students' understanding of the materials provided by teachers during the teaching process. Students find it difficult to understand these materials because They do not develop the habit of using the language. They also find English difficult when they are nervous and afraid of making mistakes when they speak English, and it is difficult for them to understand what native speakers are saying when teachers do listening exercises and students try to fill in missing texts

to finish the song. This is because it was only played three times and the students were having trouble understanding the speaker. Sixth graders' perceptions of the usefulness of instructional media used by teachers in teaching English is that they can increase vocabulary. Through the use of media notebooks, English books, dictionaries, objects, pictures and songs, students discovered that the type of media teachers use to expand their vocabulary is primarily the use of songs, in which the teacher plays the song and students hear the words spelled out by the speaker, and then students write down and remember the vocabulary.

At the same time, some students also feel that if the teacher uses print media such as books, they can increase their vocabulary because the book already contains a lot of vocabulary from the book. Students can also expand their vocabulary. Students' seventh sense of the usefulness of the teaching media teachers use in teaching English is that they can find new ideas for learning English. In the process of teaching and learning, students can develop a new understanding of the material provided by the teacher. This builds on a research finding that when teachers use images to communicate material, students tend to come up with new ideas. In the findings, students were able to express themselves most of the time when teachers used pictures. This is because the images can remind students of their experiences or events associated with the images, so they are compelled or stimulated to express themselves confidently about the material provided by the teacher. It also means students gain a better understanding of the material and teaching process.

On the contrary, the researchers also found that some students were unable to express their own opinions on the materials, which was influenced by the students' personal factors, and they were more cautious when learning English for fear of making mistakes. It is also categorized as an affective component (affective component) related to the fear of being wrong about the attitude object. The ninth observation students made about the usefulness of teacher instructional media used in English classes was that they could relate the material to everyday life.

## CONCLUSION

Based on the findings, the researcher draw conclusions by showing the students the results of the observation list and quistionnaires.

1. The types of media teachers use in English teaching are Simulated Media they are; games, quizzes, role plays, and simulation. The second one is visual Form they are;

picture and slideshows. The third one is Audio media, example; cassette recorder, radio, song or telephone. The last one is real Object Media, include tools, coins, and things into the classroom.

2. According to questionnaires and interviews with students, most students expressed positive views. For the media that English teachers use in their teaching and learning process, they are happier, more active, more excited/motivated while learning English, they understand the material more easily, they can improve their pronunciation and vocabulary, discover new Ideas, expressing them, expressing them and practicing them in everyday life. And there are also some students who have a negative attitude towards the media used by English teachers in the teaching process, thinking that they cannot learn English enthusiastically/spiritually, pronounce correctly, discover new ideas and express their own opinions. They are lazy and suspicious and afraid of making mistakes while learning English.

The researchers found that students were mostly positive about the teacher's attitude because students could relate the material to their daily lives. Students must also greet teachers or people around them in English, such as "good morning", "hello", etc., to encourage students to express themselves every day, so that they can master and apply English in daily life.

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