

## STUDENTS' PERCEPTIONS ON THE INSTRUCTIONAL MEDIA USED BY TEACHER IN TEACHING ENGLISH

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### ABSTRACT

This study aims to find out the media used by the teachers in teaching English at SMPN 9 Selayar and to investigate the students' perception of the instructional media used by the English teachers in teaching English at SMPN 9 Selayar. A quantitative approach using the descriptive method was employed in this study to investigate students' perceptions on the instructional media used by teachers in teaching English, while the research instruments were observation, questionnaires, and documentation. This study found that three types of learning media are often used by teachers in teaching English namely English books, whiteboards, and dictionaries. The kinds of media that the teacher used when teaching English were a whiteboard, an English book, and a dictionary. Most of the students gave a positive perception toward the media used by English teachers in the teaching and learning process, they were being happy, more active, being more excited/spirit in learning English, they were easier to understand the materials, they can improve their pronunciation, vocabulary, find new ideas, express their opinion and they can practice it in daily life. Whereas some students gave negative perceptions toward the media used by English teachers in the teaching and learning process that they can not be enthusiastic/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. This research provides recommendations to English teachers to be more creative in choosing instructional media to be used when teaching English.

**Keywords:** *Students' perception; instructional media; junior high school*

### INTRODUCTION

Instructional media is the means for transmitting or delivering messages and in teaching learning perspective delivering content to the learners, to achieve effective instruction (Omeng and Priscah, 2016). It purposes that instructional media might be all the traditional ways outside the classroom to teach English. It can provide experiences for students to involve students' senses in learning. It can make enable students' attitudes more positive, encourage their self-motivation, and enhance understanding.

Instructional media are tools for the teaching and learning process, they can be used to stimulate the mind, feeling, attention, and ability or skill of students to encourage the learning process. It also helps the teacher to teach more effectively to improve the teacher's knowledge about the instructional media in presenting materials and enable the students to learn more readily, specifically to fulfill objectives in a teaching-learning situation.

Media occupies an important position as one component of the learning process. Without media, communication will not occur and the learning process as a communication process also will not be able to take place optimally. What happens in learning is often a process running ineffectively. A lot of time and energy is wasted when learning goals cannot be achieved even happen noises in communication between teachers and students.

The first thesis from Reza (2016) Islamic university of As-Syafi'iyah with title Students' Perception on the Use of Movie Media in English Language Teaching the result of this study showed that most students stated that movie media gave more advantages than disadvantages. The study concluded that movie media can be used as an alternative to teaching English for listening practice in class. Attract students' attention, and present language in a more natural way than found in course-books. It is because the teachers utilize the provided media in the schools and utilize it to show the materials transferring the knowledge in attractive ways to the students. It is also a teacher who is creative to use media in teaching.

Another study was conducted by Nurjannah (2016) at Muhammadiyah University of Makassar with the title Students' Perception Towards the Methods Used by the Teacher in Teaching English. The result of this study showed that the methods used by the teacher can make students happy and enthusiastic in teaching English, students are easier understand the materials, can repair their pronunciation, and increase their vocabulary.

From the two studies, it is suggested that English teachers must be creative and use media in teaching English instead of teaching will be more interesting, understand the lessons that they receive, provide motivation, attract attention, stimulate students' responses, and make the class more meaningful and enjoyable. In this case, to know the reality of teachers' creativity in instructional media or not, we can see through observation or students' perceptions.

The perception can be described of students enjoying or not studying by teachers' creativity in teaching English. Students who are happy to follow the lesson and pay attention to teachers when delivering the material means that the media used by teachers are suitable for students, but when the students are not happy to follow the lesson and feel bored when teachers delivering the material means that the media used by teachers are not suitable with students.

The use of media in the learning process can generate interest and motivation to learn students, reduce. Oravoid verbalism generates regular, systematic, and logical reasoning to foster understanding and develop values in students (Sadirman 1998). Instructional media can also provide meaningful experience for students because with the use of media students can witness firsthand the things happening around

One of the effective learning media to support success during the teaching and learning process is using audio-visual media. Because audio-visual media can display sound and images. So that it can be an interesting learning method for students.

Audio-visual media are divided into two types, namely silent and motion audio-visual media. One example of silent audio-visual media is silent TV, sound books, and sound pages. While for examples of motion, audio-visual media are TV films, sound images, and so on (Herry 2007).

Based on preliminary research conducted by the researcher in June at SMPN 9 Selayar, it shows that the use of learning media and teacher teaching methods is not optimal. This can be seen in the learning carried out by teachers who have not used interesting learning media, so this learning causes students to become bored, and not pay attention to the lessons to be delivered by the teacher. In addition, the interaction of learning in the classroom is still relatively low, students tend to be passive, and do not dare to express opinions or questions, so students are less active in the learning process. There are even students who talk to themselves when the teacher is explaining the lesson. This means that students' perceptions of the use of learning media tend to be negative.

Preliminary research also shows that teachers in teaching material still tend to be conventional, namely using the lecture method combined with question and answer. This indicates that the teacher's teaching methods have not varied. In addition, student learning achievement in accounting learning still does not meet the Maximum Completeness Criteria (KKM).

Thus considering the reality teaching and learning process in school the researcher was interested in doing research to analyze *the Students' Perception on the Instructional Media Used by the Teacher in Teaching English at SMPN 9 Selayar*.

## LITERATURE REVIEW

### 1. The Concept of Perception

Perception has a variety of senses, according to experts, among others According to Michael (1999) perception is such feeling and thinking toward thing and by a process. It means that someone can express what is there in their mind. In addition in Searle as cited in Blake and Sekuler (2006) stated that perception is what a person (students) feel about a particular thing both conscious and unconscious, whether visual or auditory, and thought that is caused by process going on in the brain.

Perception can be defined as people's recognition and interpretation of sensory information. Perception also includes how people respond to the information. People can think of perception as a process where they take in sensory information from the environment and use the information to interact with the environment. Perception allows people to take the sensory information in and make it into something meaningful.

#### Perceptions Indicators

On the other side, Robbins (1997) not only defined perception but also explains some indicators of perception to know how the process of gathering information through human perception. Those indicators are divided into three indicators as follows:

##### 1) Acceptance

The process of acceptance or reabsorption is indicator of perception in physiology stage; it is about the function of the five senses in grasping external stimulus. This means that the information submitted by individuals to another will be absorbed or accepted by the five senses, both sight, hearing, touch, smell, and tasting individually or together.

##### 2) Understanding.

It means as the result of analysis which is subjective, or different for each individual.

##### 3) Evaluation

Evaluation is a stimulus from the outside that has been grasped by the senses and then evaluated by individuals. This evaluation is very subjective. It will be different perception of

each person in environment. One individual assesses a stimulus as difficult and boring but other individuals judge the same stimuli as good and pleasant.

In addition, the process of a person's perception formed depends on the attitude of each individual. In essence, attitude is an interrelation of various components, in which the components according to Walgito (1989) are three, namely:

- 1) Cognitive components (perceptual components), which are components related to knowledge, views, beliefs, namely things that relate to how people perceive objects of attitude.
- 2) Affective component (emotional component), which is a component that is associated with feeling happy or not happy with the object of attitude. Feeling of pleasure is a positive thing, while feeling of displeasure is a negative thing.
- 3) Conative components (components of behavior, or action components), which are components related to the tendency to act on objects of attitude. This component shows the intensity of attitude, which shows the size of the tendency to act or behave a person towards the object of attitude.

From those theories, the researcher can conclude that perception is someone view of an object to judge whether positive response or negative response. It will be influenced by some elements depends on the students or person's attitude, feeling and knowledge to perceive an object.

## **2. The concept of instructional media**

There are a lot of definitions of media. Gagne (1970) defines that media are various components in learner's environment which support the learners learn. Briggs (1970) defines media are physical means which are used to send messages to the students and stimulate them to learn. In addition, Murcia (2001:461) states that media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex.

In addition, media also has function that is according to Arsyad (2003). There are several functions which are helps ease learning for students, facilitates the learning process for teachers, attracts greater attention in other students do not feel bored, generate new desires and interests, generate motivation and stimulate learning activities, and even bring psychological influences on students. Thus the media can serve to enhance students' learning absorption of learning materials.

## **METHOD**

A quantitative approach using the descriptive method was employed in this study to investigate students' perceptions on the instructional media used by teachers in teaching English, while the research instruments were observation, questionnaires, and documentation

## **RESULT AND DISCUSSION**

In this part, the researcher would like to discuss the analysis of students' perception on the instructional media used by the teacher in teaching English. After he distributed the questionnaire to the 35 active students, the researcher analyzed the responses using central tendency measurements such as percentages. The questionnaire had 34 statements and background questions for the students' perception on the instructional media use by teachers in teaching English.

Data in the form of questionnaire results. Students were asked to fill out a questionnaire consisting of 34 statements. After that, the data were analyzed to obtain responses to students' perceptions on the Instructional Media Used by Teachers in Teaching English. Questionnaire students' perceptions on the instructional media used by the teacher in teaching English as a learning media using a Likert scale with four alternative answers. It can be seen in the following table:

**Table 4.** Score for each answer choice

No	Answer Option	Positif	Negative
1	Strongly Agree	4	1
2	agree	3	2
3	Disagree	2	3
4	Strongly Disagree	1	4

**Table 4.** Score Interpretation Criteria (Adopted from Harlinda, 2019)

Value Range Likert Scale	Percentage	Category
4	80%-100%	Very Positive
3	60%-79.99%	Positive
2	20%-39.99%	Negative
1	0% - 19.99%	Very Negative

## A. Research Findings

### 1. Media Used by Teacher in Teaching English

Based on the observation checklist, the researcher found the kinds of media used by teachers in teaching English. There were three main media that the teacher used in teaching English.

#### a. Whiteboard

A whiteboard is a hard smooth white surface used for writing or drawing on with a marker. Whiteboard is categorized as visual media which is the tools used by teachers in the teaching and learning process. Based on the observation, the teacher used a whiteboard to write-down the materials taught to students.



**Figure 2.** The teacher teaches using the whiteboard

The teacher easily delivered the subject by writing on the whiteboard/chalkboard. Writing on the whiteboard help students take note of the materials. The teacher also asked students to write on the whiteboard the example of the materials. The students have braved to come forward in front to write the materials that they understand

#### b. English Book



English books are printed media used by English teachers to teach English in class (Rudy Brets). It contains material or verbal information about the subject. English books also are categorized as print media which are used as a basic instructional guide by the teacher. Based on the observation, the teacher used an English book by delivering the material about giving suggestions. At the time, the teacher read the material and asked the students to repeat after her. The students were enthusiastic about learning English using books. The type of book used by the teacher in teaching English is entitled " *When English Rings a Bell* ".



**Figure 3.** English book cover

c. Dictionary

A dictionary is the print media that contains the words from the alphabet AZ that has the meaning and how to pronounce it well. Based on the observation, the teacher asked students to use a dictionary when they did not know the meaning of the vocabulary. The students find in the dictionary meaning of the words that they didn't know. For learning media using a dictionary the English teacher suggests that every hour of English lessons students bring a dictionary



**Figure 4.** The dictionary used by teachers and students

Based on the results of observations made by researchers in assessing learning at SMPN 9 Selayar with a few things: In research at SMPN 9 Selayar, researchers found that of the various types of learning media available, there were only three media that were most often used, including English book, whiteboard, and dictionaries. The learning media available in schools but rarely used include computers, LCDs, and projectors.

**2. Students' Perception on the Instructional Media Used by Teachers in Teaching English.**

**a. Cognitive Component**

Cognitive is a domain that includes mental activity (brain). All efforts related to brain activity are included in the cognitive domain. The cognitive domain has six levels or aspects, namely:

- 1) Knowledge/memorization/memory

- 2) Comprehension
- 3) Application
- 4) Analysis (analysis)
- 5) Synthesis (synthesis)
- 6) Assessment/award/evaluation

The purpose of the cognitive aspect is oriented toward thinking skills which include simpler intellectual abilities, namely remembering, to the ability to solve problems that require students to connect and combine several ideas, ideas, methods, or procedures learned to solve these problems. Thus the cognitive aspect is a sub taxonomy that reveals mental activities which often start from the level of knowledge to the highest level, namely evaluation.

**Table 4.** Cognitive Component

No	Statement	SA	A	DA	SDA	N	SKOR	MEAN	TCR
1	To my knowledge, the learning media used by the teacher in teaching English makes it easier for me to understand the lesson.	13 38.24%	21 61.76%	-	-	34	115	3.38	82.14
2	To my knowledge, the learning media displayed by the teacher are related to everyday situations so that it makes it easy for me to understand English lessons	12 35.29%	22 64.71%	-	-	34	114	3.35	81.43
3	To my knowledge, the learning media used by the English teacher can help me learn how to use English words.	19 55.88%	15 44.12%	-	-	34	121	3.56	86.43
4	To my knowledge, the learning media used by English teachers make it easier for me to learn how to use sentences in English.	19 55.88%	14 41.18%	1 2.94%	-	34	120	3.53	85.71
5	To my knowledge, the learning media used by the English teacher can help me learn how to use an expression in English.	17 50%	17 50%	-	-	34	119	3.50	85
6	In my opinion, the learning media used by the English teacher increases my active learning in class.	11 32.35%	21 61.76%	1 2.94%	1 2.94%	34	110	3,24	78.57
7	In my opinion, when the teacher uses media in the process of learning English I become motivated in learning.	9 26.47%	25 79.29%	-	-	34	111	3.26	79.29

8	In my opinion, when the teacher uses media in the process of learning English, it makes me enthusiastic about learning.	13 38.24%	17 50%	4 11.76%	-	34	111	3.26	79.29
9	In my opinion, when the teacher uses media in the process of learning English, students pay more attention to the lesson.	8 23.53%	25 73.53%	1 2.94%	-	34	109	3,21	77.86
10	I believe when the teacher uses English learning media I can hear English sentences and write sentences.	16 47.06%	16 47.06%	2 25.88%	-	34	116	3.41	82.86
11	I believe after learning to use the learning media used by the English teacher, I want to know English even more.	21 61.76%	12 35.29%	1 2.94%	-	34	122	3.59	87.14
12	I believe when the teacher uses learning media in teaching English it makes me want to learn English even more.	15 44.12%	17 50%	2 5.88%	-	34	115	3.38	82.14
13	To my knowledge the learning media used by teachers in teaching English makes me confused about the lesson.	4 11.76%	8 23.53%	19 55.88%	3 8.82%	34	89	2.62	63.57
14	To my knowledge, the learning media chosen by the teacher are inversely related to everyday situations, so it makes me confused about English lessons	3 8.82%	8 23.53%	22 64.71%	1 2.94%	34	89	2.62	63.57
15	To my knowledge, the learning media used by English teachers confuses me with the way English words are used.	4 11.76%	8 23.53%	19 55.88%	3 8.82%	34	89	2.62	63.57
16	To my knowledge, the learning media used by the English teacher cannot help me learn how to use sentences in English.	3 8.82%	12 35.29%	11 32.35%	8 23.53%	34	92	2.71	65.71



17	To my knowledge, the learning media used by English teachers make me confused about how to use an expression in English.	4 11.76%	11 32.35%	13 38.24%	6 17.65%	34	89	2.62	65.71
18	In my opinion, the learning media used by English teachers tends to make students rigid in learning activities in class.	3 8.82%	12 35.29%	11 32.35%	8 23.53%	34	92	2.71	65.71
19	In my opinion, the learning media used by the English teacher makes me passive when learning English	5 14.71%	19 55.88%	7 20.59%	3 8.82%	34	76	2.24	54.29
20	In my opinion, when the teacher uses media in the process of learning English, students pay less attention to the lesson.	3 8.82%	12 35.29%	13 38.24%	6 17.65%	34	90	2.65	64.29
21	I don't believe that when the teacher uses instructional media in teaching English, it can add information about English to me	2 5.88%	17 50%	12 35.29%	3 8.82%	34	84	2.47	60
22	I tend not to believe that I can learn how to pronounce proper English expressions through the learning media used by English teachers.	4 11.76%	15 44.12%	10 29.41%	5 14.71%	34	84	2.47	60

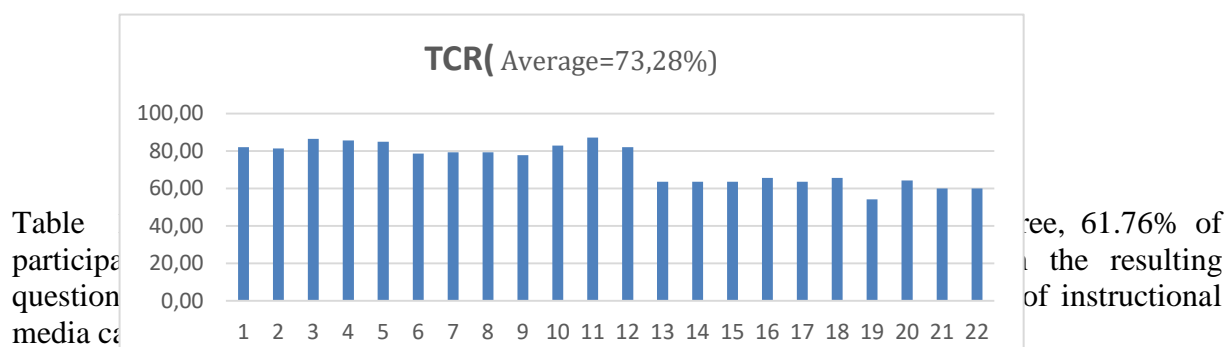


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In the second statement, 35.29% of participants strongly agree, and 64.71% of participants expressed an achievement level of 81.43%. Based on the resulting questionnaire, it can be concluded that students strongly agree the learning media displayed by the teacher is related to everyday situations so that students find it difficult to understand English lessons.

In the third statement, 55.88% of participants stated strongly agree 44.12% expressed agree with the achievement level 86.43%. Based on the result of the questionnaire, it can be concluded that students strongly agree the media used by the teacher can help students learn how to use words in English.

In the fourth statement, 55.88% of participants stated strongly agree, 41.18% expressed agree and 2.94% stated disagree with achievement level 85.71%. Based on the result questionnaire it can be concluded that students strongly agree the media used by the teacher can make it easier for students to learn how to use sentences in English.

In the fifth statement, 50% of participants stated strongly agree and 50% expressed agree with achievement level 85%. Based on the result questionnaire it can be concluded that students strongly agree the learning media used by the teacher can help students learn how to use an expression in English.

In the next statement, 32.35% of participants stated strongly agree, 61.76% expressed agree 2.94% stated disagree and 2.94% expressed strongly disagree with achievement level 78.57%. Based on the result questionnaire it can be concluded that students agree the learning media used by teachers can increase the activeness of students learning in class.

In the next statement, 26.47% of participants stated strongly agree and 79.29% expressed agree with the achievement level 79.29%. Based on the result it can be concluded that students agree when teachers use learning media in the learning process it can motivate students in learning.

In the eighth statement, 38.24% of participants stated strongly agree, 50% expressed agree, and 11, % stated disagree with the achievement level 79.29%. Based on the result questionnaire it can be concluded that students agree if the teacher uses media, students are more enthusiastic in learning.

Of nine statements, 23.53% of participants stated strongly agree 73.53% expressed agree and 2.94% expressed disagree with achievement level 77.86%. Based on the resulting questionnaire it can be concluded that students agree the media when the teacher uses the media in the learning process makes students pay more attention to the lesson.

In the next statement, 47.06% of participants stated strongly agree, 47.06% expressed agree and 25.88% stated disagree with achievement level 82.86%. Based on the result of the questionnaire it can be concluded that students strongly agree that students believe when the teacher uses media in learning students can listen and write sentences.

Of eleven statements, 61.76% of participants stated strongly agree, 35.29% expressed agree and 2.94 stated disagree with achievement level 87.14%. Based on the result of the questionnaire it can be concluded that students strongly agree the learning media used by the teacher, makes students more curious about English.

In the next statement, 44.12% of participants stated strongly agree 50% expressed agree and 5.88 expressed disagree with the achievement level of 82.14%. Based on the result questionnaire it can be concluded that students agree that the media used by teachers in teaching makes students want to learn English more.

In the next statement, 11.76% of participants stated strongly agree, 25.53% expressed agree, 55.88% stated disagree and 8.82% stated strongly disagree with achievement level 63.57%. Based on the result of the questionnaire it can be concluded that students agree that the media used by the teacher in learning makes students confused with the lesson.

In the fourteenth statement, 8.82% of participants stated strongly agree and 25.53 expressed agree 64.71% stated disagree and 2.94 expressed strongly disagree with the achievement level 63.57%. Based on the resulting questionnaire that students agree the instructional media used by the teacher is inversely proportional to everyday situations so that it makes students confused about English lessons.

In the next statement, 11.76% of participants stated strongly agree, 23.53% stated agree, 55.88% expressed disagree and 8.82% stated strongly disagree with achievement level 63.57%. Based on the result questionnaire it can be concluded that students agree Learning media confuses students with how to use words in English

In the next statement, 8.82% of participants stated strongly agree, 35.29% expressed agree 32.35% stated disagree and 23.53% expressed strongly disagree with achievement level 65.71%. Based on the result questionnaire it can be concluded that students agree the learning media used by the teacher cannot help students learn how to use sentences in English.

In the next statement, 11.7% of participants stated strongly agree, 32.35% expressed agree, 38.24% stated disagree and 17.65% stated strongly disagree with achievement level 65.71%. Based on the resulting questionnaire it can be concluded that students agree the learning media used by the teacher can't makes students confused by how to use an expression in English

In the eighteenth statement, 8.82% of participants stated strongly agree, 35.29% expressed agree, 32.35% stated disagree and 23.53 stated strongly disagree with achievement level 65.71%. Based on the resulting questionnaire it can be concluded that students agree that the learning media used by teachers tends to make students rigid in learning activities in class.

In the next statement, 14.71% of participants stated strongly agree 55.88% expressed agree, 20.59 stated disagree and 8.82% stated strongly disagree with an achievement level of 54.29%. Based on the resulting questionnaire it can be concluded that students agree that the learning media used by the teacher makes students passive when learning English.

In the twenty statements, 8.82 % of participants stated strongly agree, 35.29% expressed agree, 38.24% stated disagree and 17.65% stated strongly disagree with achievement level 64.29%. Based on the resulting questionnaire it can be concluded that students agree the media used by the teacher in teaching makes students pay less attention to the lesson.

In the next statement, 5.88% of participants stated strongly agree, 50% expressed agree 35.29% stated disagree and 8.82% stated strongly disagree with achievement level 60%. Based on the result questionnaire it can be concluded that students agree that the media used by teachers in teaching makes students less confident in learning.

And the last statement, 11.76% of participants stated strongly agree, 44.12% expressed agree 29.41% stated disagree and 14.71 expressed strongly disagree with achievement level 60%. Based on the resulting questionnaire it can be concluded that students agree students tend not to believe that they can learn how to pronounce proper English expressions through the learning media used by the English teacher.

if the average percentage of the achievement level of the respondents from the questionnaire above is 73.28%. So based on the frequency of the Nazir table (2005) it shows that the average student's perception agrees with the questionnaire statement above and based on the score interpretation of Harlinda (2005) students have a positive perception on the instructional media used by teachers in teaching English.

#### **b. Affective Component**

Affective is a domain related to attitudes and values. The affective domain includes behavioral traits such as feelings, interests, attitudes, emotions, and values. Some experts say that a person's attitude can be predicted to change if someone already has a high level of cognitive power. The characteristics of effective learning outcomes will appear in students in various behaviors. The affective domain becomes even more detailed into five levels, namely:

- 1) Receiving or attending (receiving or paying attention)
- 2) Responding (responding) implies "the presence of active participation"
- 3) Valuing (assess or appreciate)
- 4) Organization (arrange or organize)
- 5) Characterization by value or value complex (characterization by a value or value complex)

**Table 5.** Students' Perception on the Instructional Media in Affective Component

No	Statement	Students' Perception				N	SCORE	MEAN	TCR
		SA	A	DA	SDA				
23	I like learning English using the learning media used by English teachers because I can see foreign countries.	11 32.35%	17 50%	6 17.65%	-	34	107	3.15	76.43
24	I like it when English teachers use instructional media when studying because there I can observe the cultural differences between Indonesia and other countries.	12 35.29%	20 58.82%	2 5.88%	-	34	112	3.29	80
25	I don't like learning English using the learning media used by English teachers because I don't like seeing foreign countries.	3 8.82%	8 23.53%	18 52.94%	5 14.71%	34	93	2.74	66.43
26	I tend not to like learning English using the learning media used by English teachers because I don't like seeing the cultural differences between Indonesia and foreign countries.	4 11.76%	7 20.59%	18 52.94%	5 14.71%	34	92	2.71	65.71

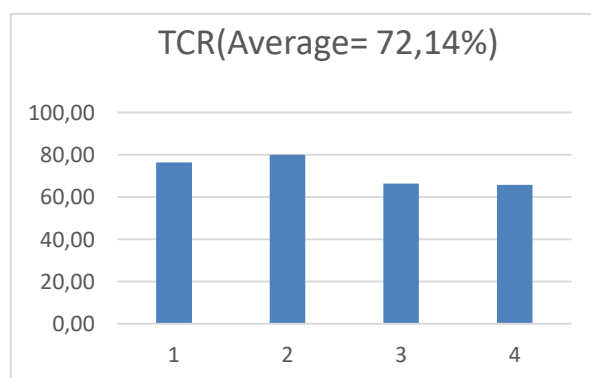


Table 2. In the first statement, 32.35% of participants stated strongly agree, 50% expressed agree and 17.65% stated disagree with achievement level 76.43%. Based on the resulting questionnaire it can be concluded that students agree that learning English uses learning media used by English teachers because they can see foreign countries

In the second statement, 35.29% of participants stated strongly agree, 58.82% expressed agree and 5.88% stated disagree with achievement level 80%. Based on the result questionnaire it can be concluded that students strongly agree students like it when teachers use media in teaching because with media students can observe the differences between Indonesian culture and the cultures of other countries.

In the third statement, 8.82% of participants stated strongly agree, 23.53% expressed agree 52.94% stated disagree and 14.71% expressed strongly disagree with achievement level 66.43%. Based on the result questionnaire it can be concluded that students agree that students are not happy to learn English using the learning media used by English teachers because they do not like to see foreign countries.

In the last statement, 11.76% of participants stated strongly agree, 20.59% expressed agree, 52.94% stated disagree and 14.71% stated strongly disagree with achievement level 65.71%. Based on the result questionnaire it can be concluded that students agree tend not to like learning English using learning media because they don't like seeing foreign countries.

In the second table, the overall score of students' perception on the instructional media used by teachers in teaching English in the affective component. There are 4 statements consisting of positive and negative statements used in the questionnaire. The data above show that most of the participants have positive perceptions on the use of it.

If the average percentage of the respondent's achievement level from the questionnaire above is 72.14%. So based on the frequency of the Nazir table (2005) it shows that the average student's perception agrees with the statement of the questionnaire above and based on the score interpretation of Harlinda (2005) students have positive perceptions on the instructional media used by teachers in teaching English.

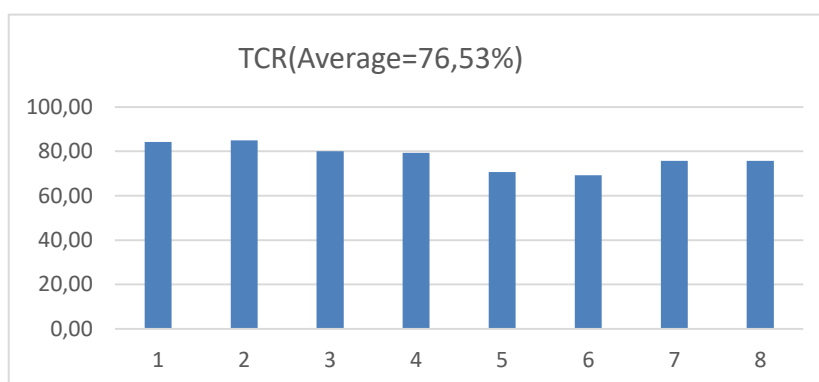
### c. Conative Component

Conative is an aspect of the tendency to behave in a certain way by the attitude possessed by a person. How people behave in certain situations and towards certain stimuli will be largely determined by how they believe and feel about these stimuli. The tendency to behave is not necessarily actually shown in the appropriate form of behavior. According to Freud, conation is a form of cognition and affection in the form of behavior.

**Table 6.** Students' Perception of Conative Component

No	Statement	Students' Perception				N	SKOR	MEAN	TCR
		SA	A	DA	SDA				
27	I am always enthusiastic about learning English when the English teacher uses media in the learning process because it makes me happy.	18 52.94%	14 41.18%	2	-	34	118	3.47	84.29
28	I am enthusiastic about learning English when the English teacher uses learning media	19 55.88%	13 38.24%	2 5.88%	-	34	119	3.50	85
29	I am always serious about learning English when the English teacher uses learning media.	13 38.24%	18 52.94%	3 8.82%	-	34	112	3.29	80

30	I am confident in learning English using teacher learning media used by English teachers.	13 38.24%	17 50%	4 11.76%	-	34	111	3,26	79.29
31	I am not enthusiastic about learning English using learning media because I don't like it.	3 8.82%	4 11.76%	20 58.82%	7 20,59%	34	99	2,91	70.71
32	I am less enthusiastic about learning English using the learning media used by the English teacher.	3 8.82%	5 14.71%	20 58.82%	6	34	97	2,85	69.29
33	I am lazy in learning English when using English learning media.	2 5.88%	4 11.76%	16 47.06%	12 35.29%	34	106	3,12	75.71
34	I am not confident in learning English using the teacher's learning media used by English teachers.	3 8.82%	4 11.76%	13 38.24%	14 41.18%	34	106	3,12	75.71



In the first statement, 52.94% of participants stated strongly agree 41.18% expressed agree and 5.88 stated disagree with the achievement level 84.29%. Based on the result questionnaire it can be concluded that students strongly agree because learning media makes students more enthusiastic in learning.

In the second statement, 55.88% of participants stated strongly agree, 38.24% expressed agree and 5.88% stated disagree with achievement level 85%. Based on the resulting questionnaire it can be concluded that students strongly agree because when the teacher teaches by using learning media it can make students excited in learning.

In the third statement, 38.24% of participants stated strongly agree 52.94% expressed agree and 8.82% expressed disagree with the achievement level of 80%. Based on the result questionnaire it can be concluded that students strongly agree because the teacher uses learning media to make students serious in learning.

In the fourth statement, 38.24% of participants stated strongly agree, 50% expressed agree and 11.76% stated disagree with achievement level 79.29%. Based on the result questionnaire it can be concluded that students agree that if the teacher teaches using learning media it can make students more confident.

In the next statement, 8.82% of participants stated strongly agree, 11.76% expressed agree 58.82% stated disagree and 20.59% stated strongly disagree with achievement level



70.71%. Based on the resulting questionnaire it can be concluded that students agree if the learning media makes students less enthusiastic in learning.

In the Sixth statement, 8.82% of participants stated strongly agree, 14.71% expressed agree 58.82% stated disagree and 17.65% expressed strongly disagree with achievement level 69.29%. Based on the resulting questionnaire it can be concluded that students agree that the learning media used by the teacher in teaching English makes students less enthusiastic in learning.

In the next statement, 5.88% of participants stated strongly agree, 11.76% expressed agree 47.06% stated disagree and 35.29% expressed strongly disagree with achievement level 75.71%. Based on the resulting questionnaire it can be concluded that students agree that learning media makes students lazy in learning.

And the last statement, 8.82% of participants stated strongly agree, 11.76% expressed agree, 38.24% stated disagree and 41.18% stated strongly disagree with achievement level 75.71%. Based on the resulting questionnaire it can be concluded that students strongly agree that the teacher uses learning media to make students not confident in learning English.

As shown in Table 3 there are 8 statements consisting of positive and negative statements used in the questionnaire. The data above is the score of students' perception on the instructional media used by the teacher in teaching English in the conative component. The data above show that most of the participants have positive perceptions on the use of it.

if the average percentage of the respondent's achievement level from the questionnaire above is 77.50%. So based on the frequency of the Nazir table (2005) it shows that the average student's perception agrees with the statement of the questionnaire above and based on the score interpretation of Harlinda (2005) students have a positive perception on the instructional media used by teachers in teaching English.

## **B. DISCUSSION**

The main research objective of this study was to the students' perception on the instructional media used by the teacher in teaching English at the eighth-grade students of SMPN 9 Selayar. Then the researcher formulated two research questions the kinds of media used by the teacher in teaching English and the student's perception on the instructional media. The researcher gives further interpretation and discussion as follows:

### **1. Media Used by the Teacher in Teaching English**

Based on the observation checklist the researcher conducted, the kinds of media used by the teacher in teaching English. There were three various media that the teacher used in teaching English namely a whiteboard, an English book, and a dictionary. Those instructional media will be explained as follows.

#### **a. Whiteboard**

Whiteboard allows students to interact with the learning material. They become a part of the lesson and can even teach each other, their understanding of the subject through touching, drawing, or writing on the board. The teacher used whiteboard sometime to write down the answer from the task that have been done by students, so students come forward to write their answers which and then correct them together. In line with the statement from Sugeng Sutiarso (2020) In general, teachers used whiteboard to explain subject matter, draw graphs, or carry out evaluations/tests. Besides that, the teacher asked whom already known about the materials that the teacher had tough students then they wrote on the whiteboard the example of the materials. The students have been brave to come forward in front of to write the materials that they understand.

#### **b. English book**

According to the finding the teacher used English book by delivering the material about asking and giving suggestion. Students get two types of books from the school, namely

a package book and an *LKS* book. According to Netti Ermi (2018) stated that *LKS* is a tool to make it easier for teachers and students to carry out the tasks of a subject containing supporting information, exercises that must be done by students in a subject concept contained in the curriculum prepared by the teacher. Because of that, students did a lot of practice questions from the *LKS* book rather than the package book. The students enthusiastic learn English because they repeat the material that the teacher read. The teacher read the material and the students repeated after the teacher. This way make students know how to pronounce the words correctly, they also translate the meaning of the materials that they learn.

### c. Dictionary

Dictionary is other printed media usually used by the teacher and the students in learning English. The students who do not know the meaning of the vocabulary, they directly saw on the dictionary to get the meaning of it. In line with the statement from Ahmad Fadly et al (2020) said that dictionary is useful for enriching vocabulary, which is one of the communicative learning tools or media The teacher asked students to use dictionary when they didn't know the meaning of vocabulary. The students found on the dictionary the meaning of the words that they did not know. Besides that, the use of dictionary was to look up verbs form 1, 2 and 3.

Teachers also rarely use instructional media because they are still in the process of choosing to adapt learning materials or making simple media which takes a little time. The use of instructional media must be following the objects, materials, and learning strategies (Susilana, 2009). In addition, because the location of the school is remote, it I difficult for teachers to use higher quality learning media because they are also constrained by an unstable network, so teachers only use learning media such as English books, dictionaries, and whiteboards in teaching English.

## **2. Students' Perception on the Instructional Media Used by Teachers in Teaching English**

Based on the statement of students' perceptions on the instructional media in the cognitive component Present data about the overall score of students' perception on the instructional media used by the teacher in teaching English in the cognitive component. There are 22 statements consisting of positive and negative statements used in the questionnaire on average 73.28% of participants agree with the statements listed on the questionnaire. The findings above show that most of the participants have positive perceptions on the use of it.

This can be seen from Table 4 about the score interpretation criterion ( by Harlinda 2019).

Regarding the second component (affective), the overall score of students' perception on the instructional media used by the teacher in teaching English in the affective component. There are 4 statements consisting of positive and negative statements used in the questionnaire on average 72.14% that students expressed agreement. The data above show that most of the participants have positive perceptions on the use of it. This can be seen in Table 4 about the score interpretation criterion ( by Harlinda 2019).

As shown in the conative component there are 8 statements consisting of positive and negative statements used in the questionnaire on average 77,50% that students stated agreed. The data above is the score of students' perception on the instructional media used by the teacher in teaching English in the conative component. The data above show that most of the participants have positive perceptions on the use of it. This can be seen from Table 4 about the score interpretation criterion ( by Harlinda 2019).

After the researcher discussed the overall findings which were taken from quantitative data, he would like to discuss the findings. According to the overall data, the researcher found

that media were useful for students to learn English. Based on the result of quantitative data, the students stated that learning English using media was fun. 74.14% of students agreed with that statement. In addition, they also stated that instructional media were the most important tools they needed to use while learning English outside the classroom. They stated that instructional media provided English books, whiteboards, and dictionaries to learn English. And there is also a small portion of students who still needed formal classes to learn English more as their foreign language. This statement was in line with Mubarak's findings (2016), in which he found that it was normal if students like to learn English as their foreign or second language through media. The existence of technology, especially media, could lead students to learn English better and increase students' positive perceptions and attitudes toward technology (Murniati & Sanjaya, 2017). However, they still needed sessions to learn English more formally.

Students' perception on the instructional media used by the teacher in teaching English based on the findings of researchers is categorized as the positive and negative perception of media that used by the teacher and it would be explained as follows:

### **1. Positive Perception**

**The first** is that instructional media can help students to understand the lesson easily and add insight and references, based on the findings it revealed that the media is a tool that helps students in the teaching and learning process, students find it easier to understand the material because of the media students can also add insight and lots of references and stimulate students to learn. Related to Azhar (2011) learning media is a tool in the learning process both inside and outside the classroom, further explained that learning media is a component of learning resources or physical vehicles that contain instructional material in the student environment that can stimulate students to learn. Syaful Bahri Djamarah and Azwan Zain (2010: 121) reveal that learning media are any tools that can be used as a channel for messages to achieve learning objectives.

**The second** is to increase students' motivation and interest in learning, based on the findings it revealed that Learning motivation and students' interest in learning are increasing because of the media with the interest and motivation of students to do something they are interested. It related to According to Miarso (2004) argues that "learning media is anything that is used to transmit messages and can stimulate thoughts, feelings, attention, motivation, and interest in student learning so that it can encourage the learning process".

**The third** is learning is more interesting, fun, relaxed, and not boring, based on the findings it revealed that Learning that is interesting, fun, relaxed, not awkward, and not boring will eliminate the awkwardness of students, both among teachers and among students themselves. This can also encourage students to ask questions so that communication between educators and students can be built. As a teacher, you can explain to students that no other student will mock when he or she asks. Motivate students that by asking questions, it will be easier for them to know more about something than just listening quietly.

**The fourth** is effective, efficient, and saving time, based on the findings it revealed that learning becomes effective, efficient, and saving time because of the qualified media. According to Sutjiono (2005), a learning medium is needed by teachers so that learning runs effectively and efficiently. Learning media also make learning activities more efficient it saves energy and also time. According to Rayanda Asyar (2012).

The meaning of learning media according to Rayanda Asyar can be understood as 67 anything that can convey or transmit messages from sources in a planned manner, resulting in a conducive learning environment where the recipient can carry out the learning process efficiently and effectively. Dryden and Voss (1999) say that online learning will be effective if the learning atmosphere is fun. A person who actively constructs his / her knowledge and needs the support of a maximum learning atmosphere and facilities. A pleasant atmosphere

not accompanied by a tense atmosphere is very good and supportive to generate motivation to learn. Students learn most effectively when they are playing or doing something fun. This means that learning is most effective if it is done actively by the individual.

The essence of effective learning is a teaching and learning process that is not only focused on the results achieved by students but how an effective learning process can provide good understanding, intelligence, persistence, opportunity, and quality and can provide behavior change and apply it in their lives. Effective learning will also train and still a democratic attitude for students and can also create a pleasant learning atmosphere to give students creativity to be able to learn with the potential they already have, namely by giving them the freedom to carry out learning in their way of learning. One of the things that must be put forward in creating a pleasant learning atmosphere is to include student participation in the class.

In addition to building communication with students, teachers can also find out what the students need. If this situation does not develop, students may feel awkward talking to the teacher and communication will not work well. As a result, teachers will also have difficulty knowing what students want.

## **2. Negative Perception**

**The first** was a lack of understanding or difficulty in understanding the material and doing the assignment given by the teacher.

**The second** was the appearance of boredom or feeling bored during learning. There is a feeling of fatigue in the individual both physically and psychologically. Based on Corey (Cherniss, 1980) defined learning boredom as a state of physical, mental, attitude, and emotional exhaustion of individuals or work due to intensive involvement with work for a long period. Meanwhile, Agustin (2009: 31) explains that learning boredom is an emotional condition when a student feels tired and bored mentally and physically as a result of the increasing demands of academic work. Thus, from the various views of experts regarding the definition of learning boredom, it can be concluded that learning boredom is a psychological symptom that shows emotional exhaustion, cynicism or depersonalization, and decreased student academic confidence due to intensive involvement with long-lasting learning demands.

Saturation of learning / often feeling bored while studying can hurt the psychological condition of an individual and his achievement. Cherniss (1980: 65) states that the psychological impact of burnout will result in the stagnation of individual achievement personally, academically, socially, or professionally. Meanwhile, Sugara (2011: 19) states that the impact of boredom on learning is to make students unproductive in learning and their potential is hampered. In addition, another form of resistance to learning boredom also results in the learning process being ineffective and not conducive to the emotional climate in the classroom. This happens because students experience fatigue physically, mentally, and emotionally. Meanwhile, Makmun (2001: 134) suggests that learning boredom is assessed as the inability of memory to accommodate new information or experiences or individuals feel that learning outcomes have not progressed for a certain time.

**The third** was the teaching process often runs ineffective. Because there is some students' time that is consumed because of online learning, usually the teacher gives assignments or material outside of the specified learning hours and it greatly hinders the activities of other students.

**The last** was an unstable network. Sometimes the unstable network makes the learning and teaching process constrained, people in rural areas or in the mountains usually look for networks up to the top of the mountain so that the network they get is good, and it all endangers their lives. that's why there are several cases of students or students who died as a result of searching for networks.

## CONCLUSION

Based on the findings of the research, the researcher would make a conclusion by showing the result of the observation checklist and questionnaire to the students. The kinds of media that the teacher used when teaching English were a whiteboard, an English book, and a dictionary. Most of the students gave a positive perception toward the media used by English teachers in the teaching and learning process, they were being happy, 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 some students gave negative perceptions toward the media used by English teachers in the teaching and learning process that they cannot be enthusiastic/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. In the end, this research provides recommendations to English teachers to be more creative in choosing instructional media to be used when teaching English

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