



The Students' Perception of The Media Used by Teacher in Teaching English at SMP Negeri 3 Kabupaten Sorong

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Abstract

This study aimed to identify the media used by the teacher in teaching English and the students' perceptions of these media at SMP Negeri 3 Kabupaten Sorong. The study used a descriptive qualitative approach involving one English teacher and 18 seventh-grade students. Data were collected in September 2022 through observation and interviews. Semi-structured interviews were conducted in Bahasa Indonesia, recorded, transcribed, and translated into English. Data analysis involved data reduction, data display, and verification and conclusion drawing. The findings identified six types of media: a whiteboard, English books, dictionaries, a laptop, an LCD projector, and speakers. Most students expressed positive perceptions of the media used in English lessons. They reported feeling happier, more active, and more enthusiastic; understanding the material more easily; improving pronunciation and vocabulary; finding new ideas; expressing opinions; and relating the material to everyday life. Some students also expressed negative perceptions. They experienced difficulty understanding the material, pronouncing words, finding new ideas, and expressing opinions. Boredom, a hot and noisy classroom, reluctance to participate, and fear of making mistakes were also reported. The study recommended that teachers select varied media appropriate to the material, attend to students who lose focus, and replay media when necessary to help students understand the material.

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INTRODUCTION

Learning media play an important role in conveying instructional content and supporting communication between teachers and students. By engaging students' senses, media can encourage motivation and help students understand the material presented in classroom activities. They also assist teachers in presenting instructional content in ways that support the



objectives of the teaching and learning process (Omenge & Priscah, 2016). The use of media is therefore relevant to how teachers communicate material and how students experience learning.

Teaching media encompass various resources used to deliver instructional messages and information. In a broad sense, they include people, materials, and events that enable students to acquire knowledge, skills, or attitudes. In a narrower sense, they include graphic, photographic, mechanical, and electronic tools that convey visual and verbal information. These resources support communication and interaction between teachers and students both inside and outside the classroom (Azhar, 2017).

Alongside the identification of teaching media, students' perceptions provide a perspective on how those media are received in the learning process. Perception involves receiving and interpreting information through the senses, including the processes of selection, organisation, and interpretation (Qiong, 2017). Students' responses to teaching media can therefore be examined through their enjoyment, attention, understanding, and evaluation of classroom activities. These responses concern students' experiences of the media used by their teachers.

Students' perceptions may be positive or negative and may vary according to personal characteristics and the situations in which learning takes place (Robbins & Judge, 2013). In English lessons, students may respond positively to media that help them understand the material or participate in classroom activities. However, they may also report difficulties in following the material or expressing themselves. Both types of response are relevant to describing students' perceptions of media use in English teaching.

Previous research has examined these responses in junior secondary education. Lele (2019) used observation and interviews to investigate students' perceptions of teaching media among eighth-grade students at SMP Muhammadiyah 12 Makassar. The study identified whiteboards, English books, dictionaries, laptops, LCD projectors, and speakers. Positive perceptions concerned enjoyment, participation, understanding, pronunciation, vocabulary, the development of ideas, the expression of opinions, and the everyday use of English. Negative perceptions included learning difficulties, reluctance to participate, and fear of making mistakes. Sari (2020) likewise described these types of media and similar student responses.

Research on students' perceptions has also addressed online media. Prabawati (2021) investigated the experiences of 20 eleventh-grade students at SMA Negeri 9 Gowa, where the media included Google Classroom, YouTube, Google Forms, and WhatsApp. Students reported benefits related to understanding, motivation, and interest. However, they also experienced difficulties understanding the material and completing assignments. The study thus documented both positive and negative perceptions within an online learning context.

A related study by Thahir (2018) examined students' perceptions of Presentation Practice Production and Cooperative Learning at SMA Negeri 13 Pangkep. Students reported enjoyment, enthusiasm, and support for



understanding, pronunciation, and vocabulary, although some experienced difficulty understanding material through Cooperative Learning. While this study focused on teaching methods, the studies by Lele (2019), Sari (2020), and Prabawati (2021) focused on teaching media. These studies addressed related aspects of students' experiences of English instruction across different educational settings.

The studies reviewed above provide accounts of students' responses to classroom media, online media, and teaching methods. However, their findings concern the participants and settings examined in those studies. They do not describe which media were used by the English teacher at SMP Negeri 3 Kabupaten Sorong or how students at that school perceived their use. The contextual issue addressed in the present study is therefore the use and reception of teaching media in this particular school.

Examining this context involves identifying the media used in English lessons and describing students' responses to them. Identifying the media establishes what the teacher uses to convey instructional content, while examining students' perceptions provides an account of their experiences of those media. Given the positive and negative responses reported in previous studies, the investigation at SMP Negeri 3 Kabupaten Sorong considers both types of perception without assuming that students respond uniformly to media use.

Accordingly, the present study aimed to identify the media used by the English teacher at SMP Negeri 3 Kabupaten Sorong and describe students' perceptions of those media in the teaching and learning process. It addressed two research questions: (1) What media were used by the teacher in teaching English at SMP Negeri 3 Kabupaten Sorong? and (2) How did students perceive the media used by the teacher in teaching English? Through these questions, the study focused on teaching media and students' reported experiences within the school context.

METHOD

Research design and participants

This study employed a descriptive qualitative design to describe the media used by the English teacher and students' perceptions of those media in their natural classroom setting. This design enabled the researcher to present descriptive accounts of classroom practices and students' experiences based on observation and interview data. The researcher was directly involved in collecting the data, observing the use of instructional media, and interviewing students about their responses to the media used in English lessons.

The research was conducted at SMP Negeri 3 Kabupaten Sorong, located at Jl. Merpati Aimas II Sp I, Klamalu, Kecamatan Mariat, Kabupaten Sorong. The participants comprised one English teacher who taught seventh grade and 18 students from a class of 20 seventh-grade students. The teacher was observed to identify the media used in English instruction, while the students were interviewed to explore their perceptions of those media. Data collection took place in September 2022. The observation record was dated 9 September



2022, and the student interviews were conducted on 12 and 13 September 2022.

Instruments and data collection

Data were collected through observation and semi-structured interviews. An observation checklist was used to identify the instructional media used by the teacher and document how those media were incorporated into English classroom activities. The observation focused on the types of media, the teacher's use of them to present instructional content, and the classroom activities associated with their use. These records provided information for answering the first research question concerning the media used in teaching English.

Semi-structured interviews were conducted to address the second research question concerning students' perceptions of the media. An interview guide containing questions related to the research topic was prepared before the interviews. The semi-structured format allowed the researcher to develop further questions during the interview process and clarify students' responses when necessary. The researcher approached the participants in a friendly manner to help them communicate their experiences comfortably.

The interviews were conducted in Bahasa Indonesia so that students could convey their responses more easily. A mobile phone was used to record the interviews, and the researcher also took notes during the sessions. The recordings and notes supported the preparation of interview transcripts and helped the researcher review the information during analysis. The interview data were transcribed and subsequently translated into English for presentation in the research report.

The interview guide addressed students' recognition of the media used by the teacher and their perceptions of those media in English learning. The perception indicators covered nine aspects: enjoyment of English learning, active participation, enthusiasm, understanding of the material, pronunciation, vocabulary, finding new ideas, expressing opinions, and relating the material to everyday life. Questions also invited students to explain the reasons for their responses, allowing both positive and negative experiences to be described.

Data analysis

The data were analysed through data reduction, data display, and verification and conclusion drawing, following the procedures described by Miles and Huberman as cited in Damayanti (2016). These procedures were used to organise and describe the information obtained through observation and interviews in relation to the research questions.

Data reduction involved selecting information relevant to the media used by the teacher and students' perceptions of those media. The researcher summarised the data, developed coding categories, made reflection notes, and focused on information relevant to the research objectives. The recorded interviews were transcribed and coded to organise students' responses for descriptive presentation.



Data display involved arranging the selected information in an accessible form to support its examination and interpretation. The analytical procedure included the presentation of data through words, sentences, narratives, tables, and graphics. Interview findings were presented descriptively, including students' accounts of their experiences of the media used in English lessons.

Verification and conclusion drawing involved reviewing the information and checking provisional conclusions against the research notes. Conclusions were developed throughout the analysis and reconsidered as the data were examined. The final conclusions addressed the types of media used by the English teacher and students' positive and negative perceptions of their use in the teaching and learning process.

FINDINGS AND DISCUSSION

Media used by the teacher

The observation checklist identified six types of media used by the teacher in English lessons at SMP Negeri 3 Kabupaten Sorong: a whiteboard, English books, dictionaries, a laptop, an LCD projector, and speakers. These media were used to present lesson content and support activities involving reading, writing, listening, and speaking. The following descriptions outline how each medium was used during classroom instruction.

The whiteboard was used to present written material, explain spelling, and provide examples. Students copied information from the board into their notes, and the teacher invited them to write examples related to the material being taught. The board was also used when students needed clarification about the spelling of unfamiliar words. Students therefore used the whiteboard both as a source of written information and as a place to present their answers.

English books served as instructional guides containing the material covered in class. During a lesson on giving suggestions, the teacher read the material aloud and asked students to repeat it. The classroom descriptions also included activities in which students translated the material, wrote examples, and read their work. Dictionaries were used to look up unfamiliar vocabulary. When students did not know the meaning of a word, the teacher asked them to consult a dictionary.

The laptop and LCD projector were used together to display PowerPoint presentations, pictures, and films. The teacher presented visual material while explaining the lesson, allowing students to see the examples being discussed. The classroom descriptions included students reading the projected material and repeating expressions after the teacher. When students made pronunciation errors while reading, the teacher corrected them.



Speakers were used to play songs during listening activities. Students listened to the songs, completed missing lyrics, and translated the lyrics. These activities involved attending to the words in the recording and identifying their meanings. Songs were also mentioned in students' accounts of pronunciation and vocabulary learning.

Student participation varied during the observed activities. The classroom descriptions recorded students who did not pay attention during lessons using books or projected material. Some sat without participating, slept, walked around, left the classroom, or disturbed their classmates. During a projected lesson, students who were initially inattentive returned their attention to the material when the teacher approached them. These observations documented both participation and inattention during the use of teaching media.

Students' perceptions of the media

The interviews described students' perceptions across nine aspects: enjoyment, active participation, enthusiasm, understanding, pronunciation, vocabulary, finding new ideas, expressing opinions, and relating the material to everyday life. Students reported positive experiences as well as difficulties. Some responses were conditional, with students describing benefits in certain activities but difficulties when the material was unfamiliar or difficult to understand.

1. Enjoyment of English learning

Students reported feeling happy when the teacher used media because they found the lessons easier to follow and less confusing or boring. Their accounts referred to songs, pictures, animations, and games as enjoyable parts of English learning. S7 stated, "I'm happy because I can easily answer and I don't bored if the teacher uses the media." Similarly, S12 stated, "I'm happy because I'm not confused."

These responses connected enjoyment with being able to understand the lesson and respond to classroom tasks. Students also described games as making them more enthusiastic about learning. Their reported enjoyment concerned both the media presented by the teacher and the activities in which those media were used.

2. Active participation

Students described several activities that encouraged them to participate in English lessons. These included watching a projected story and retelling it, completing writing exercises, and making clippings in groups. S8 described working on writing and clipping activities with classmates. S11 associated greater participation with understanding the material, while S18 reported being active because of enjoying the use of media.

Participation was not consistent across all responses. S14 reported difficulty participating because the meaning of the material was not understood. S15 described becoming more active during games but sometimes losing interest when the teacher continued using the same way of teaching. The interviews



therefore included accounts of active involvement alongside conditional participation and difficulty taking part.

3. Enthusiasm for learning English

Songs, pictures, and videos were mentioned in students' accounts of enthusiasm. S3 described English songs as entertaining, while S8 reported enthusiasm when pictures and videos helped communicate a story. Students also referred to games as making English lessons more enjoyable.

However, some students reported that their enthusiasm varied with classroom conditions and the teacher's activities. S7 and S9 mentioned a hot classroom, and S9 also referred to noise. S11 described games as making lessons more enjoyable but reported less enthusiasm when the teacher was quiet. These responses included both enthusiasm for media-related activities and reduced enthusiasm during less comfortable or less engaging classroom situations.

4. Understanding the material

Students described books, whiteboards, and projected material as helping them follow English lessons. S1 reported that understanding was sometimes temporary but that using a book helped the material remain in memory. S5 described difficulty understanding English meanings but found the material easier to follow when the teacher used a book and wrote on the whiteboard.

Other responses referred to printed and projected material as being easier to read clearly. Students associated these presentations with being able to see and follow the content explained by the teacher. Nevertheless, the interviews also recorded difficulty understanding English and remembering the material. Students' accounts thus included both clearer understanding with media and continuing problems with comprehension and retention.

5. Pronunciation

Students reported that songs played through a laptop and speakers allowed them to hear examples of English pronunciation and attempt to imitate them. S1 described media as helpful for pronouncing words and reported feeling awkward when trying to pronounce words without media. Repeated listening was also described as an opportunity to hear how words were spoken.

Some students continued to experience difficulty pronouncing words or understanding the recorded speaker. S14 reported that the benefit was only occasional because the speaker's words were not always understood. The findings therefore included perceived assistance with pronunciation as well as difficulties in recognising and reproducing spoken English.

6. Vocabulary

Students described encountering vocabulary through books, dictionaries, songs, games, and examples of objects. S6 associated vocabulary learning with the words available in printed books. S15 described a game that involved finding and mentioning vocabulary, while S3 reported that examples helped identify words. Dictionaries were also used to find the meanings of unfamiliar vocabulary.



Responses about songs were mixed. S9 reported that songs could help add vocabulary when the words were easy to identify but that this was difficult when the song could not be understood clearly. These accounts described several ways of encountering and learning words while also identifying difficulty recognising vocabulary in recordings.

7. Finding new ideas

Pictures displayed through the LCD projector were associated with finding new ideas. S3 reported that the pictures attracted attention and provided ideas related to the material. This response described visual content as a source from which the student could develop an answer or idea.

Other students reported difficulty finding new ideas. S4 associated this difficulty with not understanding the meaning of the material, while S9 attributed it to feeling lazy. The responses therefore differed: some students described obtaining ideas from pictures, whereas others reported that difficulties with meaning or reluctance to engage prevented them from doing so.

8. Expressing opinions

Students described opportunities to express opinions through dialogue and responses to pictures and videos. S1 referred to practising English dialogue in front of classmates. S8 described activities involving vocabulary, videos, translation, and speaking practice, while S9 related the expression of opinions to what was seen in a video.

Some responses indicated that these opportunities did not always lead to students expressing their opinions. S10 reported that pictures supported speaking but that difficult material could prevent this. S12 described fear of making mistakes, and S14 reported difficulty speaking. The findings included both participation in opinion-sharing activities and difficulties related to the material, spoken expression, and apprehension about errors.

9. Relating the material to everyday life

Students described applying English through requests for permission and communication with people around them. S2 referred to using English to ask permission to go to the toilet, while S4 described speaking English with other people. These responses provided examples of students connecting classroom material with everyday communication.

Negative responses were also reported. Some students could not relate the material to everyday life because they understood it only briefly or did not understand it. These responses were reported for S1, S14, and S18. The findings therefore included examples of everyday language use alongside difficulties retaining or understanding the material sufficiently to apply it.



Discussion

The role of the classroom media

The six media served different purposes in the English lessons. The whiteboard supported written explanation, spelling, note-taking, and student examples. Books supplied the lesson material, and dictionaries supported the search for word meanings. A laptop and LCD projector presented visual material, while speakers provided songs and pronunciation models. These uses correspond to the explanation of instructional media as tools for communicating learning material through visual and auditory information (Azhar, 2017).

The study discussed books as guides for teachers and students. Reading, repeating, translating, and writing examples were part of the book-based activities. Dictionaries were discussed as supporting vocabulary learning through looking up meanings and memorising words. Projected slides and pictures helped students follow the teacher's explanation and ask for material to be repeated when information was missed. The discussion related visual presentation to interest and understanding, drawing on Suleiman (2017) and Latuheru (2018).

The use of songs through speakers was discussed in relation to listening, pronunciation, and vocabulary. Students listened to a model, completed lyrics, and translated the words. Repeated listening provided opportunities to imitate pronunciation. However, the classroom observations also included inattention, boredom, and disruption during media use. The teacher's attention to students and correction of pronunciation formed part of the classroom process described in the study.

Positive and negative student perceptions

The positive perceptions concerned enjoyment, participation, enthusiasm, understanding, pronunciation, vocabulary, ideas, opinions, and everyday use of English. The study related enjoyment to acceptance of the teacher's media and understanding to students' reception of the material, referring to Robbins and Judge (2013). Songs, pictures, videos, and games were described as making lessons enjoyable. The discussion linked songs with opportunities for active learning and reduced worry, as described by Kemp (2017).

Active participation was discussed through retelling stories, group writing, and making clippings. Group activities allowed students to share and discuss the material. Pictures and videos were also associated with interest and enthusiasm. Nevertheless, some students found participation difficult because they did not understand the material. A hot and noisy classroom was discussed as a situational factor affecting enthusiasm, with reference to Zaden (2018). Students also described boredom and differences in the teacher's classroom behaviour.

Students' understanding depended on how they received the material presented through books, whiteboards, pictures, videos, and speakers. Visual presentation was discussed as helping students see what the teacher meant (Suleiman, 2017). Negative responses included unfamiliarity with English, nervousness, fear of making mistakes, and difficulty understanding



recorded speech. The study noted that some students still had difficulty when an audio recording was played only three times.

Pronunciation was discussed in relation to listening to and imitating native-speaker models. Students reported that songs and videos helped them practise words, but some found speech too fast or difficult to understand. Vocabulary was discussed through reading printed material, checking dictionaries, listening to songs, watching videos, identifying objects, and playing vocabulary games. Students described writing down and memorising words, although some could not identify words clearly in songs.

Pictures were associated with new ideas and opportunities to express opinions. The study related this finding to Ruis (2019), who described pictures as attracting attention and explaining activities that are difficult to describe with words. Pictures and videos also gave students material for dialogue and speaking practice. Negative responses included difficulty understanding meaning, reluctance to learn, and fear of being wrong when speaking. The discussion treated fear of making mistakes as an emotional factor affecting students' responses.

The connection with everyday life was discussed through classroom rules requiring students to use English when requesting permission and through greetings such as "good morning" and "how are you". These activities provided opportunities to practise spoken English. However, the study also reported students who could not apply the material because they did not understand it or retained it only briefly.

CONCLUSION

The study identified a whiteboard, English books, dictionaries, a laptop, an LCD projector, and speakers as the media used by the English teacher at SMP Negeri 3 Kabupaten Sorong. Most students expressed positive perceptions, reporting enjoyment, participation, enthusiasm, easier understanding, pronunciation and vocabulary benefits, new ideas, opportunities to express opinions, and application in everyday life. Some students expressed negative perceptions concerning enthusiasm, pronunciation, ideas, and opinions, associated with reluctance, apprehension, and fear of making mistakes.

The study recommended that teachers select varied media suited to the material, give attention to students who are not focused, replay media to support understanding, and explore creative media that help provide a comfortable classroom. Students were encouraged to participate, pay attention, seek additional learning materials, study actively, and practise without being afraid of making mistakes.

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