

THE STUDENTS' PERCEPTIONS ON THE USE OF INSTRUCTIONAL MEDIA BY THE ENGLISH TEACHERS OF SMPN 25 PEKANBARU

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Abstract: *This research aimed at finding the students' perceptions on the use of instructional media by the English teachers. 30 students were taken as the sample of this research Using cluster random sampling. This research employed quantitative method of data collection. The data were collected from a questionnaire. The questionnaire consists of 15 items. The findings of this study revealed that there were some level categories of instructional media used by the English teachers, from very high level to the fair level. Based on the results of the research: firstly, using Boards showed that this instructional media was used at very high level with its percentage of 93.3%. Secondly, using Course Book showed that it was at high level with the percentage of 75.1%. Next, using Real Object was at fair level with percentage 60.7%. Then, using Computer-based Presentation Technology was at fair level with percentage of 53.1%. Fifth, LCD Projector was also at fair level with percentage of 48.7%. Finally, using Pictures was also at fair level with percentage of 46%. It can be said that the English teachers always used instructional media (using white board) in their teaching English, and the English teachers rarely used instructional media such as (using drawings, photographs, charts) in teaching English. Nowadays in digital era, teachers need to use more interesting technological media and not only conventional media when teaching English but also use technology to ease teaching English in the school.*

Keywords: *Perception, Instructional media, Teaching English*

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Abstrak: Penelitian ini bertujuan untuk menemukan persepsi siswa tentang penggunaan media pembelajaran oleh guru bahasa Inggris. Sampel penelitian ini diambil sebanyak 30 siswa dengan menggunakan cluster random sampling. Penelitian ini menggunakan metode pengumpulan data kuantitatif. Data dikumpulkan dari kuesioner. Kuesioner terdiri dari 15 butir. Temuan dari penelitian ini mengungkapkan bahwa ada beberapa kategori level media pembelajaran yang digunakan oleh guru bahasa Inggris, dari level sangat tinggi hingga level cukup. Berdasarkan hasil penelitian: pertama, penggunaan *Papan Tulis* menunjukkan bahwa media pembelajaran ini digunakan pada tingkat yang sangat tinggi dengan persentase 93,3%. Kedua, menggunakan *Buku Ajar* menunjukkan tingkat tinggi dengan persentase 75,1%. Selanjutnya menggunakan *Objek Nyata* berada pada tingkat cukup dengan persentase 60,7%. Kemudian, penggunaan *Teknologi Presentasi Berbasis Komputer* berada pada taraf cukup dengan persentase 53,1%. Kelima, *LCD Projector* juga berada pada level wajar dengan persentase 48,7%. Terakhir, penggunaan *Gambar* juga berada pada tingkat yang wajar dengan persentase 46%. Dapat dikatakan bahwa guru bahasa Inggris selalu menggunakan media pembelajaran (menggunakan papan tulis) dalam mengajar bahasa Inggris mereka, dan guru bahasa Inggris jarang menggunakan media pembelajaran seperti (menggunakan gambar, foto, bagan) dalam mengajar bahasa Inggris. Di era digital sekarang ini, guru perlu menggunakan media teknologi yang lebih menarik dan tidak hanya media konvensional saat mengajar bahasa Inggris tetapi juga menggunakan teknologi untuk memudahkan pengajaran bahasa Inggris di sekolah.

Kata Kunci: Persepsi, Media Pembelajaran, Pengajaran Bahasa Inggris

INTRODUCTION

Teaching is an important aspect of education because it helps students comprehend diverse materials. Brindley (2002) states that teaching English sets out to support the students in part becoming good English. As facilitators, teachers should facilitate students to ease and attain an effective teaching-learning activity. There are a lot of factors that can influence learning activities. Two of them are instructional media and perception of that. There are many instructional media that can be used by the teachers such as video, images, books, computer/laptop, and so on. Teachers can use more than one instructional media to make his/her teaching interesting in the classroom. Meanwhile, Sanaky (2013) mentioned that media help facilitate teachers to reach the learning objectives, increasing confidence, creating a better quality of teaching as well as teaching variation, and creating fun learning. It means that instructional media are various components to support students learning in the classroom.

The other factor that can influence the learning activities is perception. Robinson (2003) said that perception is the reception of the form of an object without its matter. In this case, to know the reality of teachers' creativity in using instructional media or not, we can see through students' perception. Based on interviews conducted by the writer with some students at SMPN 25 Pekanbaru, their teachers rarely use instructional media in teaching English, teachers only used the instructional media a few times in teaching English. This could be a problem of students' lack of motivation in learning English, because the way of learning is less interesting. Therefore, the researcher is interested in carrying out research entitled "The Students' Perceptions on the Use of Instructional Media by the English Teachers of SMPN 25 Pekanbaru".

RESEARCH METHODOLOGY

This research used quantitative methods in the form of survey study. According to Gay, Mills, and Airasian (2000), survey research involves collecting data on test hypotheses to answer questions about people's opinions on some topics or issues. The research data were collected from January to February 2023. The sample of the research was class IX.2 which consisted of 30 students. Cluster random sampling techniques was used to get the sample. Gay and Airasian (2000) said that cluster sampling is the sampling that a group is randomly selected.

The research used the questionnaire as an instrument to collect the data. According to Sudarwan (2002) questionnaire is one of a group of written questions on paper or the other and given to the respondents to be answered without any intervention from the researcher. The format of the questionnaire in this research is a closed-ended questionnaire. The questionnaire was adapted from Mayasari (2009). The questionnaire consists of 15 items. The questionnaire was used in Indonesian to help respondents to understand the statements easily, then the questionnaire statements are also translated into English. According to Ruis (2009), the blueprint of the questionnaire that used in this research as follows:

After the data of the questionnaire were obtained, the data were analyzed to find the frequency of the responses. Firstly, the scales were converted into numbers; always = 5, often = 4, sometimes = 3, rarely = 2, never = 1. The data were analyzed

with formula from Microsoft Excel to calculate the total score. The next step is the writer analyzed the use of instructional media by the English teachers by calculating the frequency distribution of student's responses on each statement and calculating each percentage of the statements. After counting the percentage each items, the writer accounting the total percentage of each indicators. Then the writer consulted that percentage based on the criteria used to know the level of the use of instructional media by the English teachers, the criterion as the table in the following:

Table 1. The Category of the Use of Instructional Media by the English Teachers

Percentage	Category
81%-100%	Very high
61%-80%	High
41%-60%	Fair
21%-40%	Low
0%-20%	Very low

(Riduwan, 2013)

RESEARCH FINDINGS AND DISCUSSIONS

The Result of the Questionnaire

Before the questionnaire was distributed to the sample, the questionnaire was tried out to students in class XI.1 to check the validity and reliability of the instrument, and the questionnaire was analyzed using SPSS 24.00. The basic decision making in the reliability test is if the Cronbach's Alpha value exceeds 0.600, the instrument is dictated as reliable. However, if it is lower than 0.600, the instrument is dictated unreliable. Based on the SPSS output, the Cronbach's Alpha value from the try out questionnaire was 0.899. Therefore, it can be confirmed that the questionnaire is *reliable* and *credible* to be utilized to collect the research data.

Research Findings

The result of the questionnaire is presented below:

Table 2. Percentage of Real object Used by the English Teachers of SMPN 25 Pekanbaru

No	Kind Of Instructional Media	Statements	Total Score	Percentage
1	Benda nyata (Real Objects)	1) Guru saya menggunakan media berupa benda yang ada di dalam kelas seperti spidol, penghapus, pena, dll dalam mengajar Bahasa Inggris.	148	98.7%

		<i>(My teachers used real objects in the classroom such as marker, eraser, pen, etc. in teaching English)</i>		
		2) Guru saya menggunakan media berupa tumbuhan seperti bunga dalam mengajar Bahasa Inggris. <i>(My teachers used plants such as flower in teaching English)</i>	34	22.7%

From the Table 2, it showed that the item number 1 " *My teachers used real objects in the classroom such as marker, eraser, pen, etc. in teaching English*" (98.7%), percentage compared to item number 2 "*My teachers used plants such as flower in teaching English*" (22.7%). It can be concluded that most of English teachers "*used real objects in the classroom such as marker, eraser, pen, etc. in teaching English*"

Table 3. Percentage of Course Book Used by the English Teachers of SMPN 25 Pekanbaru

No	Kind Of Instructional Media	Statements	Total Score	Percentage
3	Course Book	8) Guru saya menggunakan buku text dalam mengajar Bahasa Inggris. <i>(My teachers used textbooks in teaching English)</i>	109	72.7%
		9) Guru saya menggunakan kamus dalam mengajar Bahasa Inggris. <i>(My teachers used dictionary in teaching English)</i>	111	74.0%
		10) Guru saya menggunakan LKPD dalam mengajar Bahasa Inggris. <i>(My teachers used LKPD in teaching English)</i>	118	78.7%

From Table 3, the item number 10 "*My teachers used LKPD in teaching English*" is the instructional media mostly used by the English teachers as it got the highest percentage (78.7%) from the other items of the course book. It can be concluded that most English teachers "*used LKPD in teaching English*".

Table 4 . Percentage of Boards Used by the English Teachers of SMPN 25 Pekanbaru

No	Kind Of Instructional Media	Statements	Total Score	Percentage
4	Papan tulis (Boards)	11) Guru saya menggunakan papan tulis dalam mengajar Bahasa Inggris. <i>(My teachers used whiteboard in teaching English)</i>	140	93.3%

From Table 4, the item number 11 "*My teachers used whiteboard in teaching English*" got the percentage (93.3%).

Table 5. Percentage of LCD Projector Used by the English Teachers of SMPN 25 Pekanbaru

No	Kind Of Instructional Media	Statements	Total Score	Percentage
5	In-focus (LCD Projector)	12) Guru saya menggunakan LCD/In-focus dalam mengajar Bahasa Inggris. <i>(My teachers used LCD/In-focus in teaching English)</i>	73	47.1%

From Table 5, the item number 12 "*My teachers used LCD/In-focus in teaching English*" got the percentage (47.1%).

Table 6. Percentage of Computer-based Presentation Technology Used by the English Teachers of SMPN 25 Pekanbaru

No	Kind Of Instructional Media	Statements	Total Score	Percentage
6	Media pembelajaran berbasis komputer (Computer-based presentation technology)	13) Guru saya menggunakan laptop dalam mengajar Bahasa Inggris. <i>(My teachers used laptop in teaching English)</i>	81	54.0%
		14) Guru saya menggunakan Power-Point dalam mengajar Bahasa Inggris. <i>(My teachers used Power-Point Slide in teaching English)</i>	84	56.0%
		15) Guru saya menggunakan internet dalam mengajar Bahasa Inggris. <i>(My teachers used internet images in teaching English)</i>	74	49.3%

It can be seen in Table 6, the item number 14 "*My teachers used Power-Point Slide in teaching English*" (56.0%) is the instructional media that is mostly used by the English teachers from the other items of Computer-based presentation technology. It can be concluded that most English teachers "*used Power-Point Slide in teaching English*".

Table 7
The category of the Use of Instructional Media by the English Teachers

No.	Number of indicators	Indicators	Total percentages (%)	Category
1.	4	Using Boards	93.3 %	Very high used
2.	3	Using Course Book	75.1 %	High used
3.	1	Using Real Object	60.7 %	Fair used
4.	6	Using Computer-based Presentation Technology	53.1 %	Fair used
5.	5	Using LCD Projector	48.7 %	Fair used
6.	2	Using Pictures	46.0 %	Fair used

Discussions

This research was conducted to find out the students' perceptions on the use of instructional media by the English teachers. In this research, writer used theory by Ruis (2009) states that there are kinds of instructional media that can be effectively used by teachers in the classroom, Such as real Object, pictures, course book, boards, LCD projector, Computer-based presentation technology. Statements of the questionnaire were adapted from Mayasari (2019) and were used to find out the students' perceptions on the use of instructional media by their English teachers.

From the questionnaire, there were some level categories of instructional media used by the English teachers, from very high level until the fair level. The first, *Boards* with the percentage is 93.3%, which showed that this instructional media is very highly used by the English teachers, because *boards* are available at the school and this instructional media is always used by the English teachers when they teach English in the classroom. The second, *Course Book* with the percentage is 75.1%, which showed that this instructional media is highly used by the English teachers, because *course books* are almost available at the school and this instructional media were often used by the English teachers when they teach English in the classroom. The third, *Real Object* with the percentage 60.7%, which showed that this instructional media were fairly used by the English teachers, because these instructional media are easy to access in the classroom. The fourth, *Computer-based Presentation Technology* with the percentage 53.1%, which showed that this instructional media were fairly used by the English teachers. In this school, the availability of internet access and laptop is limited, and the teachers rarely used powerpoint in teaching English. The fifth, *LCD Projector* with the percentage 48.7%, which showed that this instructional media were fairly used by the English teachers, because the availability of in focus is only two in this school and teachers have to wait their turn to use it. The last, *Pictures* with the percentage 46.0%,

showed that this instructional media were fairly used by the English teachers, because it takes a lot of time and money to make this instructional media.

Based on the results of this research, the writer conducted pra-research used interview activities with some English teachers at SMPN 25 Pekanbaru to investigate the use of instructional media by the English teachers. The writer obtained information that the English teachers got limited internet network access and lack of technological facilities in school, such as computers / laptops. Therefore, the English teachers rarely use technology-based learning media.

In fact, the use of instructional media by the English teachers in teaching English can motivate students to learn, students get support to express their ideas in English and these instructional media are also effective to achieve English learning goals. And this is supported by Ruis (2009), he states that media have various components in learners' environment which support the learners' learning. So, the instructional media are proven as tools that can be effective to advocate better learning quality. In other words, the use of instructional media by the English teachers in teaching English can send messages, deliver the materials and can stimulate students to learn, as Briggs (2007) stated that media which are used to send messages to the students and stimulate the students to learn.

The result of this research is supported by Mayasari (2019), who described that type of the instructional media used by the English lecturers in speaking class had the level category of the used, from the level very high used until the level very low used. For the level very high used is computer/laptop and the level very low used is printed media. It is also in line with Suhefridal (2016), the researcher of this study showed that the english teacher at SMP Pertiwi 2 Padang used three media, they were whiteboard, picture, and LCD projector. The teacher's ways in using the media could be categorized as good enough because all of the teachers could use the media even though they missed a little part of that indicator. The result of this research was also similar to Novita sari (2019). It was found that the kinds of media used by teachers in teaching English. There were six various media that the teacher used in teaching English namely whiteboard, English book, dictionary, laptop, LCD projector, and speaker.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the results of the questionnaire, it can be concluded that the use of instructional media by the English teachers had the level categories of use, from very high level to fair level use. The highest level of instructional media used by the teachers of SMPN 25 Pekanbaru was using boards (93.3%), and the fairly level of instructional media used by the teachers of SMPN 25 Pekanbaru was using pictures with the very low percentage (46.0%). It can be said that the English teachers always used instructional media (using white board) in their teaching English, and the English teachers rarely used instructional media such as (using drawings, photographs, charts) in teaching English.

Recommendations

The writer offers several recommendations for English teachers and further researchers:

Firstly, English teachers need to use various and appropriate kinds of instructional media in teaching English. Nowadays in digital era, teachers need to use more interesting technological media and not only conventional media when teaching English but also use technology to ease teaching English in the school. They are suggested to use technology-based learning media such as the use of hardware (computer, laptop, in-focus) and software (power point) to make presentations, display videos, and audio in deliver the learning material when they teach English in the classroom.

Lastly, This research can be used as reference for other researchers who want to conduct similar research with the same topic. It would be better to apply in different subjects and locations. Further research are suggested to focus on conducting research on the use of technology-based learning media.

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