TEACHERS' PERCEPTION ON THE USE OF TEACHING MEDIA IN ENGLISH CLASSROOM

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ABSTRACT

This study is aimed at investigating the teachers' perception on the use of teaching media in English classroom. This study involved 25 English teachers selected from elementary school, junior high school, senior high school and vocational high school with 4-11 years of teaching experience. The instruments used in this study was questionnaire that consists of 20 items. The findings indicated that the intended perception of teachers includes the concept of applying media, the type of media used, the obstacles faced and how they arrange learning media according to the characteristics of the students. The findings also showed that the teacher prioritized aspects of appearance, usability and adjustment to learning objectives and students' characteristics. The media they use in English language learning tends to be visual and audio-based media. Meanwhile, the use of audio-visual media still experiences obstacles in terms of mastering the technology owned by most of them. The obstacles they face in the use of learning media are related to the lack of facilities, inadequate electricity supply and internet network.

Keywords: teachers' perception, teaching media, English classroom

INTRODUCTION

As the demand of English mastery becomes rapidly higher nowadays, a teacher, as one of the main inputs in English language teaching and learning, plays important roles in maximizing the students' learning achievement. It means the teachers have a big responsibility in facilitating the students in leaning. Meanwhile, media is applied in assisting teachers to deliver the teaching material in the classroom. The use of media can enhance teaching and learning process, also produce more meaningful and deep learning experience. An effective teaching media builds bridges between students' knowledge and the learning objectives of the course. Teaching media also can encourage students to take more responsibility for and control over their own learning, engage in joint planning of the syllabus, and take longer-term perspectives on their own learning (Masterman. 1999).

Previous study employed a variety of methods and the use of teaching media. Ahmadi and Ilmiani (2020) on their study about the use of teaching media

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in Arabic Language Teaching during Covid-19 Pandemic. The result shows that Arabic language teaching – learning online activities in IAIN Palangka Raya adopting online technology with platforms which based on social media and e-learning application. Those platforms are categorized into three: 1) WhatsApp Group, used for intensive communications between teacher and students related to teaching – learning activities; 2) Google Classroom, used for collecting assignments; and 3) Zoom Cloud Meeting, used for audio-visual media for learning topics which need significant explanation. These media are used after consideration on ease of accessibility, hardware compatibility, communication features, process and cost needed to use them. Ristyani N. A, Nurhayati, and Husnussalam (2019) stated that the media is a tool used by teachers in learning and makes teaching and learning process effective. Whereas Wahyuni E.S, and Yokhebed (2019) state that learning media are tools or tools used to help convey information in teaching and learning activities. Learning media in the teaching and learning process is very important in order to be able to provide motivation and student interest in following the process of teaching and learning activities, providing a pleasant experience so that student learning outcomes can be improved.

An investigation was conducted in this study to look at the teachers' perception on the use of teaching media in English classroom. What is happening internally to them is the same as what is perceived by others. This study will provide us with information about the concept of applying media, the type of media used, the obstacles faced and how the teacher arrange learning media according to the characteristics of the students. This becomes important as a reference in determining the learning method or approach.

RESEARCH METHOD

The method used in this study was qualitative method. The participants were 25 English teachers selected from elementary school, junior high school, senior high school and vocational high school with 4-11 years of teaching experience. The data for this study was collected by using questionnaire. The questionnaire consists of 20 items. In general, qualitative research in many data analysis using analytical model proposed by Miles and Huberman (1994) are often referred to as interactive data analysis methods. They revealed that the activities carried out in the analysis of qualitative data in an interactive and take place continuously until complete, so the data is already saturated. There were three activities in analysing the qualitative data, such as: the stage data reduction, data display, and conclusions or verification.

FINDINGS

The findings of this study lead to five important points related to teachers' perceptions of the application of English learning media in schools: (a) the importance of learning media, (b) Criteria for good learning media, (c) what types of media are often used, (d) problems with the use of learning media in the classroom, and (e) how to design learning media according to student

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characteristics. The collection process was carried out by conducting semi-structured interviews with 25 teachers who taught English.

The Importance of Learning Media

The first part that teachers want to know is how important learning media is to them. This question is given as preliminary data which will then be developed by giving other questions to the teachers. In this interview session, data was obtained from 32% of teachers who considered it important and 68% considered it very important. *T7: "I think all teachers need media in learning, because some experts also think that teachers are one of the media in learning."* Some teachers also consider that the learning media is important in the review of the subject to be taught to students. T13: *"Because we teach English which is also a foreign language, we should use media in its delivery so that students are able to listen from valid (native) sources."* Other statements supporting this are also stated by T16: *"I consider the learning media in teaching English is very important. Students are easier to understand if we use learning media such as video or audio, especially filled by native speakers."*

Criteria for Good Learning Media

After talking about how important learning media is to them. Furthermore, the interview process is continued by asking about the criteria for a good learning medium for teachers. From the question obtained the following results:

Table 1. Criteria for Good Learning Media

	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17	T18	T19	T20	T21	T22	T23	T24	T25
Interested	✓					✓		✓	✓			✓				✓		✓	✓	✓	✓	✓			✓
Practice	✓		✓	✓	✓		✓		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Based on learning goals				✓													✓						✓	✓	✓
Interactive		✓						✓			✓							✓	✓						
Based on Students' characteristic			✓	✓		✓		✓		✓		✓	✓	✓	✓	✓		✓	✓	✓	✓		✓		
IT-based	✓		✓															✓			✓				✓

Based on the table above, it is clear that the dominant opinion of the teacher in determining the criteria for a good learning media must be interesting, practical and in accordance with the circumstances of the students. T2: *"In my opinion, the criteria for good learning media is that the media is easy to use and understand by all students and can also achieve the basic competencies I want in the teaching and learning process."* In another view, there are also those who think that the criteria for good learning media must support learning objectives and be in accordance with the circumstances and characteristics of students. T9: *"The criteria for a good learning media are media that meets the suitability of the goals to be achieved, practical, and the learning media must be in accordance with the way students think, meaning according to situations and conditions."*

Frequently Used Media

The next interview is directed to see what types of media are commonly used by teachers in teaching. This is important whether after knowing the criteria

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for a good learning medium they adjust the selection of media used in the classroom to the type of media they use. The results of the interview are as follows:

Table 2. Type of Media

	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17	T18	T19	T20	T21	T22	T23	T24	T25
Audio	✓	✓	✓	✓	✓	✓		✓		✓			✓			✓	✓		✓	✓			✓	✓	
Visual	✓			✓		✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Audio-Visual	✓		✓	✓	✓	✓	✓		✓		✓					✓			✓	✓			✓		

The tendency to use media from the table above shows that teachers are more dominant in using visual-based media in learning. T24: *"I use Drawings that are relevant to the material, power points, and teacher and student books."* This opinion is also supported by the statement T18: *"in teaching English, I usually use media in the form of images, or in the form of Microsoft Power Points."* However, there are still teachers who use fairly conventional audio-based media with the lecture method. T2: *"in teaching honestly I still tend to lecture and occasionally have discussions."*

Problems in the Application of Learning Media

The application of learning media in an implementation manner is sometimes not what is desired. In this section, the interview is continued to see what obstacles are usually experienced by teachers in the application of learning media in the classroom. The problems that arise are more dominant in the aspect of the availability of supporting facilities or facilities. T1: *"limited number of LCDs and frequently compromised internet networks".* T18: *"Absence of learning support media, such as LCD, Language laboratory and less supportive grids and electricity. (Electricity is available but there are often outages for about 24 hours and sometimes more than that, and if there is a power outage then the network is also automatically off (none)."* This issue tends to be more technical and implemented. Furthermore there are also problems that arise from the lack of student support. T2: *"Lack of student interest and ability to understand the lesson."* In addition, there are also those who think that teachers lack the ability to use learning media. T3: *"The main problem lies in the readiness of its human resources, the average age of educators who are in the baby boomer phase is an obstacle in itself when faced with a situation of complete ICT facilities but the ability to operate is still minimal."* More specifically presented in the table below:

Table 3 Problems in the Application of Learning Medial

	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17	T18	T19	T20	T21	T22	T23	T24	T25
Facility Factor	✓			✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Human Recourses Factor		✓									✓	✓			✓										
Students Factor		✓		✓									✓												

How to Design Learning Media According to Student Characteristics

The end of the interview process is to see how the teacher designs a learning medium that is in accordance with the characteristics of the students. This question is important considering that the learning media created must have conformity with student characteristics. Mixed results were revealed by the respondents, for example, they conducted need analysis and observation earlier. T19: *"What we need to review first is to identify the needs and characteristics of students, a media planning is based on needs (needs), one of the indicators of the existence of needs is the ability, skills and attitudes of students that we want students to master."* A similar statement was also expressed by T1: *"do the need analysis first and then create a suitable medium"*. Other opinions as expressed T4*: "At the beginning of learning, I did not use the media too much, because there was a need for observation. The determination of the media is carried out if we have already obtained the learning characteristics of the student. If they prefer audio-visual, then they we present audio-visual media, and so on."*

In addition to conducting need analysis and observation, some respondents revealed another thing that in making media based on the characteristics of students must consider aspects of the application of technology. T5: *"using video and the internet as a learning resource and WA as a medium for students to ask if there are things that are not clear."* Other opinions have also emerged about how to study the interaction patterns of students in their daily lives. T7: *"A learning medium can be designed according to the experience and circumstances of the students themselves. In other words, the learning media that I designed as much as possible can be an illustration of the daily social interactions that occur in the school environment both between students and teachers and fellow students."* In addition, there are also those who think that in making learning media, they must consider the tendency of the type of intelligence that students have. T12: *"I will make observations related to the Multiple Intelligence (Compound intelligence) that students have. A theory put forward by Howard Gardner who believes that each student has their own type of intelligence which if given a stimulus according to the type of intelligence he has, then this will arouse students' curiosity about the material offered and can provoke their interest in learning. So in designing a medium I will make the media according to the tendencies of the type of intelligence of the students."* Some of these opinions show that there are various considerations that respondents have before they develop a learning medium that is in accordance with the characteristics of students.

DISCUSSION

This study was conducted to see how the perspective and technical implementation carried out by the teacher in preparing a teaching media. The initial part of the interview process was to see their assumptions regarding how important learning media were used in learning. From the findings presented earlier, it can be seen that teachers consider it important and even very important to present teaching media in the classroom. In accordance with some expert views. The most common use of media in an instructional situation is for supplemental support of the instructor in the class room to enhance learning

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(Heinich, et al. 1996) that one of the main supporters in learning is the effective and also efficient use of learning media of course. The role of media in learning is not limited to complements, but the needs of teachers and students in learning. As the role of a learning media is the media used that contains learning materials to make it easier for teachers and students. As mentioned by Silmi (2017), teaching media helps teacher in conducting teaching and learning activity in the class. It makes teacher easier in delivering knowledge during teaching process. Interesting learning media will increase the attractiveness and also the motivation of students in learning in the classroom. In addition learning media will also increase students' learning motivation, this is in line with the statement expressed Sanaky (2009) that the benefits of instructional media include: (a) By using learning media, the learning process will be more interesting, so it can lead to motivate student learning; (b) Can clarify learning materials, so that students can easily understand the material and enable students to master the learning objectives; (c) By using instructional media, the learning process becomes more varied. The material is not only delivered orally, so students do not get bored quickly and more effectively and efficiently; and (d) Students listening to the material presented by the teacher, doing more learning activities such as: observing, doing, demonstrating, and others.

After seeing the teacher's view of learning media which is indeed important and even very important to use in the classroom. Furthermore, the interview continued to see what the criteria for good learning media according to them. From the findings presented earlier, we see that there are several criteria that make learning media good in the eyes of teachers. The very first thing is from the usage side. A learning medium must be practical and easy to use. The media must be practical, flexible and enduring. If there is no time, funds or other resources available to produce, it does not need to be forced. Media that is expensive and takes a long time is not a guarantee as the best media. So the teacher can choose the available media, easily obtained and easily made by the teacher. The selected media should be used wherever and whenever with existing equipment in the surrounding environment, and is easy to carry and move anywhere (Ediyani, et al 2020). Furthermore, a learning media must be made as attractive as possible so that the student is interested and feels comfortable when the media is displayed by the teacher. In creating learning media, it must also adjust to the learning objectives because the learning media will later be filled with material that is in accordance with the learning objectives that will be achieved by students. The conformity of learning media with learning objectives ensures that learning objectives are achieved effectively. The main function of learning media is as a means to achieve learning goals. The more effective learning media used, the more effective the learning process will be. Thus, choosing the right media will greatly affect the success of the learning process (Marpanaji, et al 2018). In addition to learning objectives, something that is quite important to pay attention to is how to create a learning media that is adapted to the conditions and circumstances of the students themselves. This is important because learning media is expected to be able to facilitate the transformation of knowledge effectively. One of the markers of suitability is how teachers strive to

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use technology in making learning media because technology is very close to students.

The study findings in subsequent interviews show what media are used by teachers in English language learning. In general, learning media are divided into three types, namely audio, visual and audio-visual. Visual-based media is the most widely used by teachers such as using images, power point presentations and several other illustrated media. Audio-based media does support English language learning. As such, audio-based media are the right media for teaching middle school students, because it is at this level that a majority of students receive English language lessons for the first time (Adi, 2010). In addition, visual-based media is also widely used by teachers. Mitchell (2005) perceives visual media "as a colloquial expression used to designate things such as television, film, photography, and painting, etc" (p. 257). According to him, such a label of visual media is misleading and completely inappropriate. He believes that visual media does not only involve a sense of visual but it involves other senses too (especially touch and hearing). Media such as audio materials, podcasts and audio-based conversational materials are indeed very supportive of listening learning. Audio-based media is also actually very useful in learning English because it will involve more than one sense, namely the eyes and ears. The more senses involved, the greater the probability of students receiving lessons. Based on the results of interviews conducted, not many teachers use audio-visual-based media such as video due to the limited facilities owned by the school. In addition, the limited abilities possessed by teachers are also one of the inhibiting factors.

The explanation in the previous paragraph also directed to continue the interview to explore what obstacles teachers experienced in the use of learning media. Based on the findings of this study, data was obtained that the main obstacles faced by teachers were limited facilities such as lack of LCD projectors, limited electricity supply and internet networks. This condition does occur evenly in almost all schools in Indonesia, especially those in remote areas. Infrastructure plays an important role in teaching and learning process. Sufficient infrastructure can help students effectively follow teaching and learning process. Teaching and learning process in rural Indonesian schools mostly takes place in inadequate infrastructure (Febriana, Mia et al 2018). In addition to the constraints of limited facilities, the obstacles experienced by teachers are in the lack of mastery of teachers related to the creation of learning media, especially those based on IT. Self-development is indeed very much needed by teachers in order to keep up with the times because it is the demand of a teacher. The threat of technology penetration in the world of education is indeed a serious study today. There is a lot of speculation as to whether there is a possibility of the teacher being replaced by a robot in the future (Ray Clifford). In addition to the two problems above, some teachers also complained about the readiness of students in the implementation of learning media in the classroom. Some teachers feel that students lack readiness in interest and motivation to learn so that teachers assume that whatever media is used will not change the situation much.

Referring to the problems of applying learning media above, the interview process is then continued to see the teacher's tips in preparing learning media that are in accordance with student characteristics. In general, teachers agree that learning media should be designed according to the needs and characteristics of the students to be taught. Therefore, it is important to see what steps are taken by the teacher in preparing for this. From the results of the interview, several teachers analysed the needs of students before making learning media. This opinion is indeed strong because in preparing for learning a teacher must know the learning needs of students according to their respective characteristics. After we analyse the needs of students, then we also need to analyse the characteristics of students, both regarding the ability of knowledge or skills that students have had before. The way to find out is by knowing it with others. This step can be simplified by identifying topics of teaching material that are considered difficult and therefore require media assistance. In this step, at the same time the realm of learning objectives can be determined, including which sensory stimuli are needed (audio, visual, motion or still). With these needs so that it becomes the basis for developing learning media, because with the encouragement of these needs the media can function properly. And the media used by students, must be relevant to the abilities of students (Ediyani et al, 2020). A teacher needs to look at the aspects of skills, abilities and also the attitudes of students in their daily lives. In addition to carrying out analysis and observation needs, another thing that teachers revealed is to ensure that in making learning media must involve technology. This also has a point where the application of technology in learning will increase interaction and make learning more interactive and motivating for students. The development of technology, communication and information, especially the internet has become a demand for teachers in Indonesia to be able to use it as a source of positive learning media in supporting teaching and learning processes (Prasasti, 2019).

Some of the findings in this study show that some teachers still have significant obstacles in preparing English learning media. Teachers already have an ideal concept of the importance of using learning media. They consider that learning media is no longer something that must be prepared but an integral part of learning needs. In addition, teachers already understand very well related to the criteria of good learning media. Some elements must be met in making a learning medium, for example, the media must be arranged attractively and used practically by teachers and students. The type of learning media that is often used by teachers is image-based audio media. Some of them also consider it important to prepare audio-based learning media to strengthen skills in English. The use of audio-visual media in concept has been understood by teachers. They still experience obstacles from the aspect of facilities and mastery of technology. Some of the obstacles experienced by teachers in implementing learning media are beyond the teacher's personal control, such as limited LCDs, electricity supply and internet networks.

CONCLUSION

This study aims to see how the teacher's perception in the application of learning media in the classroom. The intended perception of teachers includes the concept of applying media, the type of media used, the obstacles faced and how they arrange learning media according to the characteristics of students. In general, teachers consider learning media as an integral part of English language learning needs. They have a fairly adequate concept regarding how the criteria for good learning media are. The findings showed that they prioritized aspects of appearance, usability and adjustment to learning objectives and student characteristics. The media they use in English language learning tends to be visual and audio-based media. Meanwhile, the use of audio-visual media still experiences obstacles in terms of mastering the technology owned by most of them. The obstacles they face in the use of learning media are related to the lack of facilities, inadequate electricity supply and internet network. These obstacles are not an obstacle for them, so in making learning media they make observations and needs analysis. The results of the observation and analysis of these needs will be considered by looking at the availability of facilities owned by the school. Therefore, it can fill the aspect effectively in applying teaching media in the classroom.

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