STUDENTS' PERCEPTION OF INSTRUCTIONAL MEDIA USED BY ENGLISH TEACHER AT EIGHT GRADE OF SMP N 2 KUNDURAN BLORA IN ACADEMIC YEAR 2022/2023

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*

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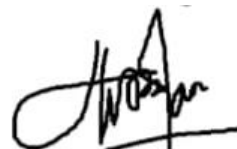
has already fulfilled the requirements to be presented before The Board of Examiners *(Munaqosyah)* to gain Undergraduate Degree in English Language Education.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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RATIFICATION

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DEDICATION

This thesis is dedicated to:

1. My beloved parents Father Sutikno and Mother, Evi Octory who always pray for my success and always give me motivation to me in accomplishing this thesis.

2. My beloved sister, Inayah Noviana who give me support in finishing my thesis.

MOTTO

Tangga kesuksesan tak pernah penuh sesak dibagian puncak

(Napoleon Hill)

Menuntut ilmu adalah takwa. Menyampaikan ilmu adalah ibadah. Mengulang-

ulang ilmu adalah zikir . mencari ilmu adalah jihad. (Abu Hamid Al Ghazli)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **"Students' Perception of Instructional Media That Used by English Teacher at Eight Grade of SMP N 2 Kunduran Academic Year 2022/2023"** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the Day of Judgment, for all blessings and mercies so the researcher was able to finish this thesis entitled "Students' Perception of Instructional Media That Used by English Teacher at Eight Grade of SMP N 2 Kunduran Academic Year 2022/2023" Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Sukoharjo, November 23rd 2022
The researcher

Intan Lutfiana

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ABSTRACT

Intan Lutfiana 2022, *Students' Perception of Instructional Media Used by English Teacher at Eight Grade of SMP N 2 Kunduran Blora in Academic Year 2022/2023.* Thesis. English Language Education Study Program, Faculty of Cultures and Languages.

The maximum use of media is supported by the completeness of the facilities in schools. Incomplete facilities make teacher less optimal in using media. Because of the use of media that is less than optimal, teacher has several problems in teaching. To overcome this, it is necessary to use a variety of media to attract students' interest in learning English. The purposes of this study are: (1) to find out the kind of instructional media that used by the English teacher and (2) to find out the students' perception of the instructional media used by English teacher at the eighth grade of SMP N 2 Kunduran.

The subject of this study were the students of VIII E class in SMP N 2 Kunduran consist of 33 students. This research used qualitative approach. The technique of collecting the data of this research, the researcher used observation, questionnaire and interview. In analyzing data, the researcher used the theory of Miles and Huberman; reducing the data, data display, and drawing conclusion and verification. The trustworthiness of the data, the researcher used technical triangulation.

The results of this study showed that the kinds of media used by English teacher when teaching English were PowerPoint, whiteboard, English book and dictionary. Result from questionnaire and interview most of the students gave positive perception toward each media that used by the teacher according to benefits of instructional media from Azhar Arsyad. In using PowerPoint, whiteboard, English books and dictionary, they were easier to understand the materials, interested and motivated in learning activities so they can being more active, feel more effective, efficient and saving time, and also they can associate the material with everyday life. Whereas there were, also some students gave negative perception toward the media used by English teacher in teaching and learning process. They cannot understand what the meaning of the material, they cannot express their opinion because they were lazy, they feel sleepy when learning process and they do not like with English lesson.

Keywords: Perception; Instructional Media, Eight Grade Students

CHAPTER I

INTRODUCTION

A. Background of Study

Instructional media is tool for teaching and learning process, everything that can be used to stimulate the mind, feeling, attention and ability or skill of students in order to encourage the learning process (Yanuari et al 2019). In addition, instructional media according to Obwoge R.O & Misol J.P (2016) is transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve affective instruction. Moreover, Hasan et al (2021) added that instructional media can be used as an intermediary between teachers and students in understanding learning materials to be more effective and efficient. It is also help the teacher to teach more effectively improve teachers' 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. Therefore, it can be said that instructional media are everything that is used by teacher as an intermediary or liaison from the insformat (teacher) to recipient of informan (stundents) which aims to stimulate to be motivated.

Instructional media has important role in the implementation of learning. In accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 81a of 2013 Appendix IV and the Minister of Education and Culture of the Republic of Indonesia No. 65 of 2013 revealed that the making of thematic lesson plans contained an

"Instructional Media" component. It is means that every learning is required to use instructional media as a tool of delivering material. As said by Wina Sanjaya (2013: 19) that media is an integral part of the learning system, so it will be related to other components. Through instructional media, students are able to do learning directly or have a clearer understanding of the material and the learning objectives are achieved.

The use of instructional media is also supported in the applicable curriculum, which as explained by Siti Umi Kulsum (2019) that the implementation of the 2013 curriculum which is designed to fulfill the requirement of the millennial era requires teachers to carry out learning according to the current development so that students are interested. The millennial era is all-technology, in other words, the use of instructional media that attracts students, is up-to-date and provides a lot of information. Therefore, learning media is very influential on students' understanding. So that teachers must think more creatively as the times develop.

There are several studies related to this research, this studies shown that media can helps teachers to convey the learning messages and make the material to be easier for students to understand. The first from Fitria Rahmi (2017) with the title Exploring EFL Students' Perception on the Use of Instructional Media in Classroom. The result of this study showed that kind of the instructional media that preferable for the students are audio-visual media, visual media and audio-media. Furthermore, most of the students give positive perceptions on the use of instructional media in classroom. The

study was concluded that the use of instructional media not only gave the good impact to the process of teaching and learning but also entertain the bad impact. Besides that instructional media was very helpful in saving time and avoid misunderstandings between students and lecturers in teaching and learning process.

The second thesis from Fade Havip (2021) with the title English Teachers' Perception toward Teaching Media in Senior High School No.7 Bengkulu City. The result of this study showed that the English teacher gave good or positive perception about ELT media in teaching. The use of instructional media can help teachers teach more effectively. So that, the use of creative media will make it easier for teachers to deliver material to students.

In this case, based on the results of observations in pre-research at SMP N 2 Kunduran and interviews with the teacher, where the learning system has been carried out offline since the start of the even semester of the 2021/2022 academic year, while still implementing the health protocol. There were several obstacles that were conveyed by the teacher, including the decreased interest of students in learning, lack of concentration of students, students who were less active and the score of the students is also decreases.

Furthermore, the school can be said to be lacking in terms of facilities to support learning, especially in English subjects. It's because the school only has one science laboratory and does not have a language

laboratory. Therefore, before the Covid-19, instructional media that used by teachers included visual media (whiteboard) and print-based media (book and dictionary). Because of some problem that faced by the teacher, he try to use more interesting media which had never been used before, the media is a PowerPoint displayed on the LCD projector (visual media), Besides that, the teacher still uses media that have been used previously, such as whiteboard, books and dictionaries to support the success of learning objectives.

Based on those previous study above, it is suggested that English teachers must be creative and use media in teaching English. The use of instructional media can helps teachers in the classroom. Furthermore the use of varied media can help students improve understanding of the material, attract students' attention, and make learning more meaningful and fun. Therefore, based on the results of the observations and interviews above, it is stated that some of the obstacles faced by teachers are trying to be overcome by using learning media.

Therefore, in this case the researcher want to know how students' perceptions of the use of instructional media. The perception can help the teacher to know the students enjoy or not studying with the instructional media that used by the teacher. Students who are happy to follow the lesson and pay attention to teacher when delivering the material means that the media that used by the teacher are suitable with the students, but when the students are not happy to follow the lesson, or feel bored when the teacher

delivering the material means that the media that used by the teacher are not suitable with the students. Based on the explanation above, the researcher is interested in doing a research with the Students' Perception Of Instructional Media Used by English Teacher at Eight Grade of SMP N 2 Kunduran Blora In Academic Year 2022/2023.

B. Identification of the Problems

According to background of the study above, the researcher identified the problem below:

1. The use of instructional media that is still less varied
2. Students' interest in learning has decreased after the pandemic especially English subjects
3. Facilities to support learning in schools are still inadequate

C. Limitation of the Problems

Researcher limits the problems in this study in analyzing the data used theory from Azhar Arsyad (2014), so that this research is more focused and in-depth. The limitation of this study is to focus on describing the instructional media that used by the English teacher who teach VIII E class and the students' perception of instructional media used by English teacher at VIII E of SMP N 2 Kunduran Blora in academic year 2022/2023.

D. Formulation of the Problems

1. What media are used by the English teacher in teaching English at eight grade of SMP N 2 Kunduran Blora academic year 2022/2023?

2. How is the students' perception of instructional media used by English teacher at eight grade of SMP N 2 Kunduran Blora academic year 2022/2023?

E. Objectives of the Study

1. To find out the kind of media used by the English teacher in teaching English at eight grade of SMP N 2 Kunduran Blora academic year 2022/2023.

2. To find out the students' perception of the instructional media used by English teacher at the eighth grade of SMP N 2 Kunduran Blora academic year 2022/2023.

F. Benefit of the Study

The benefit of the study in this research are as follow:

1. Theoretically

   This research is expected to be useful for researchers with the same case or further research on students' perceptions of learning media and can contribute to providing an understanding to related parties regarding the importance of learning media in the learning process, which can indirectly improve the quality of learning.

2. Practically

   a. For the students

      This research is expected to be able to provide additional knowledge for students about the usefulness and importance of

Instructional media in order to improve the quality of classroom learning.

b. For the teacher

This research is expected to help teachers in determining the suitable learning media in teaching English . In addition, it can help teachers to be more creative and innovative in teaching so as to improve the quality of learning.

c. For other researcher

Hopefully this research can help other researchers to develop studies on students' perceptions of the instructional media used by teacher and also can be used as a reference for future research.

G. Definition of key terms

1. Perception

Definition of perception according to Robbins & Judge (2013) is a process impression obtained by which individual (students) analyzed (organized), interpreted and then a evaluated, their sensory impressions in order to give meaning to them and their environment. Thus, it can be said that perception refers to someone's sense or view toward a certain object.

2. Instructional media

According to Musfiqon (2012) explained that learning media can be used as intermediaries between teachers and students in understanding learning materials to be more effective and efficient and

also can be used as a means to convey information in the learning process and help to achieve learning objectives.

CHAPTER II

LITERATURE REVIEW

A. Concept of Perception

1. Definition of Perception

Basically, perception has several meanings, which have been stated by many expert. According to Bimo Walgito (2005) perception is a process that is preceded by the sensing process, which is the process of receiving the stimulus by the individual through the senses or also called the sensory process. However, the process does not just stop at that stage, but the stimulus is continued and the next process is a perception process. Furthermore, the explanation is complemented by Mozkowitz and Orgel (1969) in a book written by (Saleh, 2018) which says that the stimulus in the senses is then organized and interpreted by the individual, so that individuals can realize and understand what is sensed, and that process is called perception.

Robbins & Judge in a book written by Bernhard Tewal et al (2017) also defines perception as the process by which individuals (students) organize and interpret their sensory impressions in order to give meaning to their environment. In this case, perception is an active process of humans in sorting, classifying, and giving meaning to the information they receive.

On the other side, according to Scarle as cited in Marwana (2019) Perception is what person (students) feel about particular thing both

conscious and unconscious, whether visual or auditory and thought that are caused by process going on the brain. It means when human visual system first sees an image or thing they are going to think an information then they percept it through the audio what on the human brain. Likewise Slameto (2003) states that perception is a process that related with the delivery of a message of information to human's brain, which the correlation will continue with their environment through perception. This relationship is done through the sense of sight, hearing, touch, taste and smell. Explained again by McShane and Von Glinow quoted in Joanes.J et al (2014) who stated that perception is the process of receiving information and making sense of the world around us. So that the environment around the individual (students) will affect the individual's perception.

Actually, all the definition about perception above that states by some experts are similar. A person's perception can influence their actions towards something in life because through perception everyone can see the same thing in a different view or that in everyone. Therefore, it can be concluded that perception is an important cognitive aspect that is influenced by stimuli that allow us to know and understand the world around us. With perception, an individual (students) will get the meaning of what has been analyzed, interpreted and evaluated by the senses.

2. Students Perception

According to the Act. No. 20 of 2003 students are members of community who try to develop their potential through a learning process that is available at certain paths, levels, and types of education. Students are divided into various levels, first kindergarten elementary school, junior high school, high school, college. The level of mastery of the language is also different, there are beginners, some are intermediate, and some are advanced. There is a high student motivation, currently there is a low one.

Student's perception is perception expressed by students about an action done by the teacher in a learning that is thought. The statement is in line with Sukisno and Suharsono (2017) stated that student's perception is the perception of students about a particular problem or topic discussed, it is adjusted to the situation or atmosphere, according to what is in the field without there is coercion of direction or opinion.

Based on the explanation above, it can be concluded that the understanding of students perception that is an oral or written result of students thinking about a topic or problem that must be worked honestly and as in accordance with the conditions in the field. The research focuses on students' perception of instructional media that used by English teacher.

3. Indicators of Perception

According to Bimo Walgito (2003) indicators of perception are divided into three indicators as follow:

a. Absorption of stimuli or objects from outside the individual

The stimulus or object is absorbed or received by the five senses, both sight, hearing, touch, smell, and taste alone or together. From the results of absorption or acceptance by the senses, we will get a picture, response, or impression in the brain. The image can be singular or plural, depending on the object of perception being observed. Then the images or impressions will be formed in the brain, both old and new. Whether or not an image is clear depends on the clarity of the stimuli received, the normality of the senses and new or old time.

b. Understanding

After the images or impressions occur in the brain, the images are organized, classified, compared and interpreted so that understanding is formed. The process of understanding is very unique and fast. The understanding that is formed, also depends on the old images that the individual has previously (called apperception).

c. Assessment or Evaluation

After the understanding is formed, there is an assessment of the individual. Individuals compare the newly acquired understanding with the criteria or norms that the individual has subjectively. Individual

assessment can be different even though the object is same, therefore perception is individual.

4. Type of Perception

There are many types of perception that propose by some expert, one of them is according to Zaden (2021), that consist of person perception, social perception, and situational perception.

a. Person Perception

Person perception refers to the process by which we know and think about other people, like their qualities, characteristic and inner state. A person without sight may perceive sound different that somebody with the ability to see. Each person's individual perception is based on that people perceive life experience and with that being the case there is no people that have same perception in the same situation too. It has correlation to students who has own perception or personal perception. Every student has different perception to think about the characteristic of their teacher, the quality of the teacher, the way teacher to teach, even the media that used the teacher in teaching and learning process. Besides that, the students also has different perception about what the material is taught by teacher. So it can be conclude that person perception refers to a general tendency, to form impressions of other people.

b. Social Perception

> The meaning social perception is when someone trying to understand people whether they are professional athletes, leader, political, entertainer, criminal, or loved and closer to home is not easy. On the other hand, also knowing that other people have thoughts, emotions beliefs, intentions, and desires, being able to read people's inner states based on their behavior, words, and facial expression.

c. Situational Perception

> This type means that people perception are will be different based on the situation. The students' attitude in the past are different with the students' attitude now. It is because the social factors that influence a person behavior and it is also about difference of knowledge students that flow the information and technology, there by affecting the students' thought.

5. **Process of Perception**

> Perception consists of several processes. Starting from receiving the stimulus from the object through the sense of organ and then continuing with the registers of stimuli to the nervous system which is called sensation. Furthermore, this process is ended by thinking, analyzing, and interpreting to achieve the meeting of an object. In this case, Bimo Walgito (2003) explains several processes of perception, such as:

a. Physical Process

Physical process is the process when an object arouses stimuli caught by the receptor. This process is called by sensation.

b. Physiological Process

It is the process which the stimulus received by the sense organs is transmitted by the sensory nerves to the brain.

c. Psychological Process

After sending the stimuli to the brain, the next process is changing the stimuli in the human brain to get a meaningful interpretation of stimuli.

6. Forms of Perception

According to Irwanto (2002), After the individual interacts with the perceived objects, the perception results can be divided into two, there are:

a. Positive perception

Positive perceptions are perceptions that describe all knowledge (know or not) and responses that are continued with efforts to use them. It will be continued with activeness or acceptance and support of the perceived object.

b. Negative perception

Negative perception is a perception that describes all knowledge (knowing it or not) and responses that are not consistent

with the object being perceived. It will be continued with passivity or reject and oppose the perceived object.

7. Factors Affecting Perception

According to Sobur (2016) the factors that influence the perception is basically divided into two internal and external factors, they are :

a. Internal factors affecting the perception

Internal factors are related to what is inside an individual that consists of several components, such as:

1) Physiological

Information received by the senses, then the information obtained will affect and complete the effort to give meaning to the surrounding environment. The capacity of the senses to perceive in each person is different so that interpretations of the environment can also be different.

2) Caution

Individuals need a certain amount of energy expended to pay attention or focus on the physical form and mental facilities that exist in an object. Each person's energy is different so that a person's attention to objects is also different and tit will affect the perception of an object.

3) Interest

Perception of an object varies depending on how much energy or perceptual vigilance is moved to perceive. Perceptual

vigilance is a person's tendency to pay attention to a certain type of stimulus or can be said to be an interest.

4) Needs that direction

This factor can be seen from how strong an individual is looking for objects or messages that can provide answers according to him.

5) Experience and memory

If experience combined with knowledge, experience has a perpetual impact on the perception of an individual. Successful experiences can enhance the perception ability and lead to accuracy in perception of a person whereas failure erodes self-confidence.

6) Mood

Emotional state or mood can influences a person's behavior, Mood shows how a person feels at the time which can affect how a person perceives, reacts and remembers.

b. External factors that influence perception, is a characteristic of the environment and objects involved. These elements can change a person's perspective of the world around them and effect the perception is:

1) The size and placement of the object or stimulus.

   Size will affect a person's perception, this is due to the fact that the factor of size is commonly associated with dominance and others to standing out for selection.

2) The color of the objects.

   Objects that have more light will be easier to be perceived than the object with less light.

3) The uniqueness and contrast of the stimulus.

   Stimulus from outside that has never been recognized by an individual will attract more attention

4) The intensity and strength of the stimulus.

   Stimulus from the outside will give more meaning if it is often noticed than the rarely seen.

5) Motion or movement

   Individuals will pay more attention to moving objects compared to an immovable objects.

B. Concept of Instructional Media

1. Definition of Instructional Media

According to Robert Heinich et al (2002) states that media is the plural of medium, which literary means by "medium". The term refers to anything that carries information between a source and a receiver and the purpose of this media is to facilitate communication. This is in line with Hamidjojo's opinion cited from Azhar Arsyad (2014) which limits

the media as a form of intermediary used by humans to convey ideas or opinions so that what is expected can be conveyed. In addition, Gagne mentions that the media is various components in learners' environment which support the learners learn.

On the other side, Hasan et al (2021) explain that the learning media can be used as an intermediary between teachers and students in understanding learning materials to be more effective and efficient. It can also be said that the media is a means to convey information in the learning process. The opinion is further clarified by the definition presented by azikiwe (2007:46) instructional media is anything used by the teacher that involve al the five sense of sight, hearing, touch, smell and taste when delivering the lesson. Instructional media is a means of carrying information that is specifically designed to fulfill and achieve goals in teaching and learning situations.

From some the definitions above, it can be concluded that instructional media are everything that is used by teacher as an intermediary or liaison from the informant (teacher) to recipient of information (students) which aims to stimulate students to be motivated and also be able to follow the learning process in a complete and meaningful way.

2. **The benefit of Instructional Media**

Azhar Arsyad (2014) explains the benefits of instructional media, such as :

a. Giving Meaningful Lessons

Instructional media can clarify the presentation of messages and information so that the learning process becomes smooth and learning outcomes can increase. Instructional media can bring the students into meaningful lessons. The use of instructional media makes teaching and learning process easier.

b. Retaining Students' Attention

Instructional media can increase and direct children's attention so that it can lead to learning motivation. By using media, the students are interested and motivated to the leaning activity.

c. Variation in a Learning Process which can overcome the limitations of the senses, space, and time

Instructional media provides variations in a learning process which can overcome the limitations of the senses, space, and time. It is because the teacher can do many activities using instructional media. Such as if the teacher will display objects or things that have happened in the past, the teacher can use a variety of media such as videos, films or photos.

By using instructional media, it can overcome the limitations of the senses, space and time. therefore learning will be more effective, efficient and saving time.

d. Provide students with a common experience to associate with everyday life

Instructional media can provide students with a common experience about events in their environment and allows direct interaction. Students can associate the material with everyday life.

Meanwhile, according to Sudjana & Rivai (2011) suggesting several benefits of learning media, among others:

a. Learning will attract more students' attention so as to foster motivation

b. Learning materials will be clearer in meaning so that they can be better understood by students and enable them to master and achieve learning objectives

c. Teaching methods will be more varied, not merely verbal communication through the narration of words by the teacher, so students don't get bored and the teacher doesn't run out of steam, especially if the teacher teaches at every lesson

d. Students can do more learning activities because they not only listen to the teacher's description, but also other activities such as observing, doing, demonstrating, playing and others.

From the description of expert opinions regarding the benefits of learning media, it can be concluded that learning media are very effective for use in delivering material in learning. Among the benefits are reducing verbalism so that teaching and learning activities are more varied, information from the material being taught can be conveyed better, can increase student motivation so that they can easily achieve learning goals.

3. **Types of instructional media**

According to Harmer (2007) there are seven types of instructional media, namely :

a. Realia

Realia is unmodified real things inside or outside the classroom which is used by the teacher for teaching learning process. Realia can be used as starting point to introduce the lesson and/or understanding concept of the material.

b. Pictures

Pictures and images are one of graphic materials examples. Graphic materials refer to non photo graphic or two dimensional materials‖ designed to convey messages and information, which combines symbolic visual‖ and verbal information. Drawings, charts, graphics and cartoons are kinds of this media. Pictures can be used for several purposes, such as drills, communication, understanding, ornamentation, prediction and discussion.

c. Course book

Course book is one of print media, which has been used by teachers as the guide of teaching learning. It is printed materials and information, it is also contains exercises and tasks for students

d. Board

Boards refer to blackboard, whiteboard or any board used in classroom. Boards can be used in various different purposes, such as: note pad, explanation aid, picture frame, public workbook, game board and notice board.

e. Overhead Projector (OHP)

OHP or Overhead projectors are useful for teachers in showing many things on overhead transparencies.

f. Flipcharts

Flipchart is a media, which contains big sheets of paper. It is mostly used during discussion to write down points that are being discussed.

g. Computer based-technology

Instructional media has two vital components. They are hardware and software. The hardware needed for this instructional media are computer and LCD projector. This instructional media combines both audio and visual material.

On the other hand, Rudi Susilana and Cepi Riyana (2009) classify the types of instructional media into seven categories with the following details:

a. 1st group: graphic media (graphs, diagrams, symbols, charts, sketchers, posters), printed materials (textbooks, models, teaching materials), and still images (photos)

b. 2nd group: silent projection media such as slides, filmstrip, atau OHP/OHT

c. 3th group: audio media such as radio

d. 4th group: silent audio-visual media

e. 5th group: movies or motion pictures

f. 6th group: television

Meanwhile, according to Azhar Arsyad (2014), media is classified based on technological developments into four types, such as:

a. Media produced by printing technology, including books and static visual materials, especially through mechanical or photographic printing processes

b. Media produced by audio-visual technology, including the use of film projectors, tap recorders, and wide visual projectors..

c. Media technology based on computer, is a way to produce or deliver material by using microprocessor-based sources. Usage can be in the form of hardware or software.

d. Media is the result of a combination of print and computer technology, combining the use of several forms of media that are controlled by a computer.

Based on some of the references above regarding the types of instructional media, it can be said that the types of instructional media include print media, audio-visual media, and computer-based developed media.

4. Function of Instructional Media

Instructional media is very important in leaning process because the teacher can deliver the material to students become more meaningful. The teacher not only conveys material in the form of words with lectures but can bring students to really understand the material that delivered. According to Wina Sanjaya (2016), there are several functions of the use of instructional media, such as:

a. Communicative Function

Instructional media is used to facilitate communication between the sender of the message and the recipient of the message. So that there is no difficulty in conveying verbal language and misperceptions in conveying messages.

b. Motivation Function

Instructional media can motivate students in learning. With the development of learning media, it does not only contain artistic

elements, but also makes it easier for students to learn the subject matter so that it can increase students' enthusiasm for learning.

c. Meaningful Function

The use of instructional media can be more meaningful, namely learning not only increases the addition of information but can increase students' ability to analyze and create.

d. Perceptual Equation Function

It can equalize the perception of each student so that they have the same view of the information conveyed.

e. Individuality Function

With different student backgrounds, be it experience, learning styles, student abilities, learning media can serve the needs of each individual who has different interests and learning styles.

5. **Characteristics of Good Instructional Media**

In the determination and selection of instructional media there are provisions for media characteristics that must be seen. Each instructional media has different characteristics from each media to be used in the learning process, as stated by Rima (2016) the characteristics of a good instructional media include: clear learning objectives, the material presented in accordance with the competence, the concepts were correct, clear learning groove, clear usage instructions, there was apperception, there were conclusion, example, and exercises with feedback, able to evoke the students' motivation, there was evaluation

that accompanied by results and discussion, has an interesting intro, images, animations, text, and color presented harmonious and proportional, interactive, easy navigation, and language easily understood by students.

Based on the explanation above, it can be seen that the characteristics of instructional media are important to note so that teachers can adapt the media to the material presented to students. The characteristics of the instructional media based on the explanation above are divided into fourteen characteristics.

C. Previous Related Studies

There are several studies that have been conducted by some researcher related to this research

Table 2.1 Previous Study

No	Researcher	Title	Differences	Similarities
1	Fajar Wirawan	A study on the teaching Media Used by the English Teacher at SMP Muhammadiyah 2 Malang (2020).	The difference is on the problem statement, the research want to know the strengths and weaknesses of the media that used by the teacher, meanwhile in this research is want to know how are the perception of the students about the instructional media that used by the teacher.	Both of these research has similarities on the research design using descriptive qualitative research
2	Fitria Rahmi	Exploring EFL Students' Perception on the Use of Instructional Media in Classroom (2017).	The difference is on the focus of the research, beside focus on the perception of the students the research want to know about type of instructional media that used by the teacher, meanwhile in this research only focused on the students perception of instructional media.	Both of these research has similarities on the technique of collecting the data that use questionnaire and interview

No	Researcher	Title	Differences	Similarities
3	Marwana Ambo Lele	The Students Perception of the Media used by Teacher in Teaching English (2019).	The difference of the study is on the theory that used, the research that conducted by Marwana Ambo Lele used theory benefits of the use instructional media as a guide from Sudjana and Rivai (1992) , meanwhile in this research used theory from Azhar Arsyad (2014)	The similarities between these research is both of them used descriptive qualitative method
4	Eilien Ivana laksono , Ellyana Damayanti and Iman Santoso	Students' Perception Toward the application of Social Media Instagram as An Instructional Media (2019).	The difference is the research focused on analysis students perception of social media instagram only	the similarities between two of these are that they used qualitative descriptive method and also in the form of data collection, both of the research used questionnaire and interview
5	Fadel Havip	English Teachers' Perception Toward Teaching Media in Senior High School No.7 Bengkulu City (2021).	the difference lies in the focus of the research where the research focuses on teacher's perception, while on this research only focused on students perception toward the used of media.	The similarities is on the form of research design that used descriptive qualitative method

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used qualitative research. Creswel (2009) stated that qualitative research is an approach for exploring understanding the meaning individuals or a group ascribe to social or human problem. According to Sugiyono (2020) qualitative research is used to examine the condition of natural objects to obtain in-depth and meaningful data. Qualitative research methods are used to examine questions by verbally describing how participants in a study perceive and interpret various aspects of their environment.

This research was analyzed descriptively, so this research can be said to be a descriptive qualitative research. According to Mulyadi (2016) descriptive qualitative research is a research method that utilizes qualitative data and is described descriptively. This type of qualitative descriptive research is often used to analyze events, phenomena, or social conditions. In this study, the researcher investigated students' responses toward the media used by the teacher; it is along with the objective of this study to identify students' perceptions by doing observation, questionnaire and interview to collect the data. To check the validity of data, the researcher used technique triangulation.

B. Research Setting and Time

1. Place of the Research

This research conducted at SMP N 2 Kunduran as the setting of place to do research. It is located at Ngronggah, Sempu, Kunduran Sub District, District of Blora, and Central Java 58255. The researcher choses SMP N 2 Kunduran for the research because the school can be said to be lacking in terms of facilities to support learning, especially in English subjects. This is because the school only has one science laboratory and does not have a language laboratory.

2. Time of the Research

The research carried out from Augustus 2021 until September 2022. It was included all the activities of this research which are started from preliminary research until the research is completed. While the research schedule carried out by research as follow:

Table 3.1 Time of Research

Activities	2021			2022											
	Aug-Oct			Dec-Feb			Mar-May			Jun-Aug			Sep-Nov		
Title Submission	■														
Pre-research		■													
Chapther 1-3			■	■	■	■	■	■	■						
Examinition of Proposal										■					
Collect the data										■	■				
Chapther 4-5											■				
Thesis Examination														■	

C. Research Subject

The subject of this research were students of VIII E class in SMP N 2 Kunduran in the academic year of 2022/2023 with total of 33 students. In this research, the researcher used purposive sampling technique. It is a sampling technique in which the researchers rely on their own judgment when choosing the participants of the research (Sugiyono, 2018). The researcher chooses students of VIII E because this class is an active class in the learning process compared to other classes.

D. Data and Source of the Data

1. Data

According to Farida Nugrahani (2014) data in qualitative research are usually in the form of words, utterance, sentences, and actions. The words and actions of the subject being studied or interviewed are the main data in qualitative research. In this research, the data about the type of instructional media that used by the teacher of eighth grade students of SMP N 2 Kunduran and also the students' perception of instructional media used by English teacher at eight grade students of SMP N 2 Kunduran.

2. Source of the data

While the data source that can be used in finding information in qualitative research include: (1) documents or archives, (2) informants, (3) events or activities, (4) places or locations, (5) objects, images and recording. The source of the data are resource persons and events or

activities, which the resource persons of this research were eight grade students, while the activities was English learning activities in eight grade of SMP N 2 Kunduran.

E. Research Instrument

The main instrument of this research was the researcher herself. The researcher as a human instrument functions to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and draw conclusions from their findings. The secondary instruments were observation guidelines, questionnaire items and interview guidelines.

F. Techniques of collecting Data

In this study, researchers used questionnaire and interview as the way of collecting data. The explanation of each as follows:

1. Observation

    Observation is design to general data on activities, behavior, and generally focuses on setting. Observation was aimed to find out the kinds of instructional media that is used by the English teacher in the classroom.

2. Questionnaire

    The researcher collected data using a list of written question to be answered by respondents. The researcher used questionnaire to get the data about students perception of instructional media that used by English teacher. The questionnaire used by researcher in this study is an

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open questionnaire. The researcher used open questions so that students are more flexible in expressing their opinions.

3. Interview

Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by the interviewee. The use of interview is to find out the data about students' perception more deeply and clarify the answers to the questionnaires that have been filled out by students and also to support the data about the kind of instructional media used by the teacher along with how to apply it in class.

G. Trustworthiness of the Data

Triangulation is that the most typically used method of ensuring the validity of information in qualitative research. According to William Wiersma (1986) (in Sugiyono 2019 : 368) triangulation is qualitative cross-validation. It assess the sufficiency of the data according to the convergence of multiple data source or data collection procedures. There are three types of triangulation, namely source triangulation, technique triangulation, and time triangulation.

1. Source triangulation

Source triangulation is used to test the credibility of the data by checking the data that has been processed through several sources.

2. Triangulation of technique

Technique triangulation is used to test the credibility of the data by checking the data to the same source with the different techniques.

3. Triangulation of time

Time triangulation is used to test the credibility of the data by checking the data to the same source using the same technique but at different time.

In this research, the researcher used the technique triangulation to check the validity of the data. In technique triangulation, the researcher compare and check the credibility of data found in the questioner with the data interview.

H. Techniques of Analyzing the Data

Bogdan (in Sugiyono 2019 : 319) defined data analysis as the process of systematically searching and arranging the interview transcripts, field notes, and other materials that can accumulate to increase understanding of them and to enable to present what have discovered to others. This study used Miles and Huberman model data analysis techniques. There are three stages, namely data reduction, data display, and conclusion drawing/verification.

1. Data reduction

Data reduction means summarizing, choosing the main things, focusing on the things that are important, looking for themes and pattern. In this step, the researcher identified the media used by English teacher

and the researcher obtained information from questionnaire and interviews with the students of VIII E class in SMP N 2 Kunduran, researchers chose data obtained at the time of research regarding user perceptions of the instructional media used by the teacher in teaching English, then the data classifies and choose simply.

2. Data display

In qualitative research, data display can be done in the form of brief descriptions, charts, relationship between categories, flowcharts and others. It will be easier to understand what is happening, plan further work based on what has been understood. Researcher displayed data then described and analyzed the data. The presentation usually in the form of narrative. The purpose of narrative text is that the researcher described previously classified information about students' perception of the media used by teacher in teaching English then conclusions were presented in narrative text form. It analyzed and described the data qualitatively. In this research, all the select data presented in the form of brief description or narration. Then the researcher described the data display. After describing the data, the researcher analyzed the data. The researcher described the data about student's perception of instructional media that used by English teacher at SMP N 2 Kunduran.

3. Drawing conclusion and verification

In this stage, after all data has been processed and analyzed then the researcher drew its conclusion. This conclusion will answer the

problem of the problem that was formulated in the beginning. Researcher choses data that are relevant to the formulation of the problem. Then the researcher made the data in a simple explanation. The last, the researcher concludes by looking at the data reduction and data display after collecting the data.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this research, the researcher conducted the research at VIII E students. There are 33 students in the classroom, 14 male students and 19 female students. The researcher collected the data from observation, questionnaire and interview. The researcher dispensed the questionnaire to the students of VIII E through paper in classroom. The questionnaire contains of 16 statements (see on appendixes). Then, the students answered the questionnaire by made checklist on the option that they preferred.

In this chapter, the research explains the researcher findings and discussion. The first section is result findings of the result from analyzing of the data to answer the problem statement mentioned in chapter 1, namely: (1)The media that used by the English teacher in teaching English at eight grade of SMP N 2 Kunduran Blora academic year 2022/2023, (2) The students' perception of instructional media used by English teacher at eight grade of SMP N 2 Kunduran Blora academic year 2022/2023. The second section is discussion. It deals with the discussion of data analysis. In explaining the findings, the researcher did some steps. To analyze the data, the researcher made coding to organize and short the data.

A. **Research Findings**

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

   Based on the observation guideline, the researcher has been found that the kinds of media used by teacher in teaching English. There were four various media that the teacher used in teaching English namely PowerPoint, whiteboard, English book and dictionary.

   a. PowerPoint

   Based on the first observation that carried out on the 31 August 2022. The teacher used PowerPoint presentations as teaching tools using projectors. The teacher showed what the material means whether pictures or films without showing the real things. The teacher gave information to the students more easily and the students can understand and got the information more easily too because the teacher showed what they talked about and the students can see directly what the teacher means. Based on the data from the first observation on the 31 August 2022, the teacher delivered the material used PowerPoint media, the material presented was about short messages and notices. Learning through PowerPoint media makes students excited and interested in learning but because the facilities were still lacking so, the use of PowerPoint is still less than optimal, as the teacher said in the following interview:

   "jadi kalau menggunakan PowePoint itu sebenernya membuat siswa semangat untuk belajar mbak, tapi fasilitas di sekolah yang dapat dikatakan masih kurang ya mba, jadi saya harus bergantian dengan guru IPA untuk menggunakan lab. Karena LCDnya adanya disitu. Jadi saya ajak siswa untuk ke lab IPA agar mereka juga belajar tidak hanya di

kelas terus. Saya menyiapkan terlebih dulu itu pptnya dari laptop ke LCDnya yang sedikit memakan waktu ya mba sebenarnya ya lalu kemudia setelah selesai saya mulai pelajarannya" (ET, PP)

(So if I use PowerPoint actually makes students excited to learn, but the facilities at school are still lacking, so I have to take turns with the science teacher to use the lab. Because the LCD is there. So I invite students to go to the science lab so that they also learn not only in class. I first prepared the ppt from my laptop to the LCD which took a little time, then after I finished I started the lesson).

b. Whiteboard

Whiteboard is a hard smooth white surface used for writing or drawing on with marker. Whiteboard is categorized as visual media which is the most tools used by teacher in teaching and learning process. Based on the third observation conducted on Thursday, September 1, 2022, the teacher used whiteboard to write-down the materials which taught to students. The teacher was easily delivered the subject by writing on the whiteboard. Writing on 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 of to write the materials that they understand. The use of the white board was also explained in an interview with an English teacher who said the following:

"Papan tulis ya biasanya untuk saya nulis materi, biasanya saya menyuruh siswa untuk maju kedepan menulis contoh dari materi atau menjawab soal, selain itu saya biasa menyuruh mereka untuk secara bergantian maju kedepan menuliskan kata kerja bentuk 1, 2 dan 3 beserta artinya mbak. Setelah mereka semua maju saya menyuruh mereka untuk mengamati dan mengingat-ingat karena setelah itu saya akan hapus artinya. Nah setelah itu saya suruh mereka maju lagi untuk

menuliskan arti dalam bahasa Indonesia, biasanya 1 anak saya suruh dua kata mbak. Selain itu juga mengerjakan soal-soal dari buku"(ET, WB)

(The blackboard is usually for me to write material, I usually ask students to come forward to write examples of the material or answer questions, besides that I usually tell them to take turns to come forward to write verbs 1, 2 and 3 along with their meanings After they all came forward I told them to observe and remember because after that I would erase the meaning. After that, I asked them to come forward again to write down the meaning in Indonesian, usually one of my children told me to say two words, Besides that, they also work on questions from books)

c. English book

English book is the media used by the English teacher to teach English in the classroom. It contains material or verbal information of the subject. English book also is categorized as print media which used as basic instructional guide by the teacher. Based on the observation of 8 September 2022, the teacher used English book by delivering the material about giving suggestion. At the time, the teacher read the material and asked the students to repeat after her. The students were enthusiast in learning English use book. After that, students are asked to make short conversations based on the material they have read in the book. The teacher also conveyed that there were two manuals used, such as the results of the following interviews:

"Ada dua buku ya mba yang saya gunakan yang pertama yaitu buku paket terus sama buku LKS, biasanya kalau pas materinya narrative text atau recount text itu saya suruh mereka membaca mba di buku, lalu untuk membuat mereka fokus dalam belajar di saat siswa sedang membaca saya bilang stop dan secara acak menunjuk siswa lain untuk melanjutkannya itu biar mereka konsentrasi"(ET, EB)

(There are two books that I use, the first is the package book and the LKS book, usually when the material is narrative text or recount text, I tell them to read Ms. in the book, then to make them focus on learning when the students are reading I say stop and randomly appoint other students to continue it so they can concentrate.).

d. Dictionary

Dictionary is the print media contains the words from alphabet A-Z that has the meaning and how to pronounce it well. Based on the fourth observation which was conducted on 8 September 2022 , the teacher asked students to use dictionary when they did not know the meaning of vocabulary. The students find on the dictionary meaning of the words that they did not know. As stated in an interview with an English teacher as follows:

"kalau kamus memang saya haruskan untuk membawa ya mba, soalnya mereka kan kosa katanya masih minim jadi kalu saya mengajar kamus di gunakan siswa untuk mencari kosa kata yang sulit atau yang mereka belum tau mbak. Jadi pada saat saya kasih tugas itu pasti kan ada kata yang sulit buat mereka jadi saya perbolehkan untuk membuka kamus. Selain itu jika ada tugas untuk menerjemahkan atau membuat kalimat itu biasanya saya menuruh mereka untuk menggunakan kamus juga jadi anak-anak memamng harus punya kamus dalam pembelajaran bahasa inggris karna kamus itu penting" (ET, D)

(I really need students to bring a dictionary, because their vocabulary is still minimal, so when I teach, students use the dictionary to find difficult vocabulary or things they don't know. So when I gave them the assignment, there would be a difficult word for them, so I allowed them to open the dictionary. In addition, if there is a task to translate or make sentences, I usually ask them to use a dictionary too, so children really have to have a dictionary in learning English because dictionaries are important).

2. **Students' Perception of the Media Used by English Teacher**

Based on the questionnaire and interview conducted by the researcher, almost the students stated positive perception of the each media that used by English teacher in teaching English. The questionnaire was made based on the theory of Azhar Arsyad (2014) regarding the benefits of learning media, in which there are four indicators, namely, learning media provide meaningful lessons, maintain students' attention, can overcome the limitations of senses, space and time, and provide students with a common experience. The following are the results of research on student perceptions of instructional media:

a. Students' Perceptions of Using PowerPoint Media

The following are the results of students' perceptions of PowerPoint learning media:

Table 4.1 Students Perception of Using PowerPoint Media

No	Questions	Answer	
		Yes	No
1	Does the use of PowerPoint media make it easier for you to understand the materials in learning English?	23	10
2	Does the use of PowerPoint media make you more active in learning English?	17	16
3	Does learning using PowerPoint media more effective, efficient and saving time?	18	15
4	Does the use of PowerPoint media allow you to associate the material with everyday life?	14	19

Based on the table 4.1, the first result showed that there are 23 students who feel easier to understand in learning English with PowerPoint Media. This shows that most students feel happy using the media. It is in line with the result of interview from student :

*"Iya kak dengan menggunakan media PowerPoint saya merasa lebih senang, karena **gambarnya lebih jelas jadi mudah paham**"* (Ms.N, PP, B1/P)

(Yes miss, with using PowerPoint Media I feel more happy, because the pictures more clearer, so it's easy to understand).

However, there are 10 students who feel difficult to understand in learning English using PowerPoint media, because this media it is a new media for them, they have never seen a teacher using this media before, since elementary or kindergarten. In addition, based on the observation the teacher use this media only once, due to inadequate facilities in schools, such as a language lab that does not exist. So to be able to teach using PowerPoint, the English teacher must take turns with the science teacher to use the science laboratory where there is an LCD projector. As stated by:

*"Sebenernya enak menggunakan PowerPoint, tapi karena guru menggunakannya jarang jadi saya kadang **lupa materinya dan jadinya nggak paham**."* (Ms.N, PP, B1/N)

(Actually, the use of PowerPoint is good, but because of the teacher use it rarely, so sometimes I forget with the material and make me not understand with the material).

The second result on the table 4.1 showed that 17 students said that using PowerPoint media make them more active in learning English. This is because what is explained by the teacher can be seen directly by students on a large screen. Therefore when the teacher used PowerPoint in learning make the students more fun and did not felt sleepy in class. As said by the student:

*"menggunakan media PowerPoint jadi **belajar lebih seru dan menarik kak, karena disertai gambar jadi membuat nggak ngantuk"* (Ms.A, PP, B2/P)

(Using PowerPoint media makes learning more fun and interesting miss, because it's accompanied by pictures so it doesn't make me feel sleepy).

On the other hand, there are 16 students who stated that using PowerPoint media make them not active while learning English in Classroom. There are some students who feel difficult to understand English material if it is delivered through PowerPoint. This is because from the observation the teacher only used PowerPoint once due to the limited facilities of the school. This is what the S7 says:

*"Karena guru tidak sering menggunakan PowerPoint kak, jadi saya kurang mengerti, saya terkadang juga **bosan karena hanya diam saja mendengarkan penjelasan guru"* (Ms.M, PP, B2/N)

(Because the teacher rarely use PowerPoint miss, so I don't understand it, I sometimes get bored because I just listen to the teacher's explanation quietly).

The third result on the table 4.1 showed that there are 18 students who said yes, its means that learning using PowerPoint media is more effective, efficient and saving time. This is because the material presented by the teacher to students is more concise, so it can be easily accepted by students. As stated by one of the student:

*"dengan ppt belajar tambah seru kak, karena melihat gambar yang menarik di layar sehingga aku tambah semangat belajar dan aku senang karena **penjelasannya lebih ringkas"** (Ms.S, PP, B3/P)*

(with ppt, it's more exciting and fun, because I see interesting things on the screen so I'm more enthusiastic about learning and I'm happy because the explanation is more concise).

On the other hand, the students that consist of 15 students said that powerpoint media did not make learning English more efficient, effective and saving time, its because the teacher rarely used PowerPoint in explaining the English material. It is as stated above that the facilities to support the use of PowerPoint media in learning English are still not optimal. Teachers can use this media through the science lab, which is the only one in the lab that has an LCD projector. So that the teacher is less than optimal in delivering material through this media. Therefore the use of this media is inefficient in terms of time. This is also conveyed by the student:

*"karena belajar menggunakan media PowerPoint harus keruangan lab IPA, karena alat-alatnya ada diruang lab IPA dan **membutuhkan waktu"** (Ms.M, PP, B3/N)*

(because when we learn using PowerPoint, we have to go to the science lab, because the tools are in the science lab and it takes time) (interview with Ms.M), other statement also said by Ms.A:

"dikarenakan penggunaannya yang jarang dalam mengajar, karena **membutuhkan waktu yang cukup lama** *untuk mempersiapkan alat-alatnya"* (Ms.A, PP, B3/N)

(because of its infrequent use in teaching, because it takes a long time to prepare the tools).

The fourth result on the table 4.1 showed that 14 students said yes. It's means that the students can associate the material with their everyday life. This is because when the teacher delivers material accompanied by pictures or videos, it makes students easier to remember. In addition, it also makes it easier for them to relate the material to their daily lives. As the Ms.L says:

"Karena dengan adanya contoh gambar lebih **mudah untuk diingat dan dipraktekkan."** (Ms.L, PP, B4/P)

(because with the example pictures it's easier for me to remember and practice),

Meanwhile according to the table 4.1, there are any 19 students who can not associate the material in their everyday life. It is because the use of PowerPoint which is only used once by the teacher, makes the students sometimes forget with the material that explained by the teacher. This makes the students difficult to realte with their everyday life. It is line with an interview with a students :

" ...kalo yang ngga bisa dikaitin itu ppt kak soalnya kan jarang di pake jadi **lupa materinya** *kadang"* (Ms.M, PP, B4/N)

(...the one that can't be linked is ppt, sis, the problem is it's rarely used, so sometimes I forget the material).

b. Students' Perceptions of Using Whiteboard Media

The following are some of the students' perceptions of the whiteboard learning media used by teachers:

Table 4.2 Students Perception of Using Whiteboard Media

No	Questions	Answer	
		Yes	**No**
1	Does the use of whiteboard media make it easier for you to understand the materials in learning English?	26	7
2	Does the use of whiteboard media make you more active in learning English?	19	14
3	Does learning using whiteboard media more effective, efficient and saving time?	14	19
4	Does the use of whiteboard media allow you to associate the material with everyday life?	15	18

According to the result above, from the first question showed that 26 students said that the use of whiteboard media make them easier to understand the materials in learning English, It is because they can take a note the material that has given by the teacher used whiteboard and also can see the material clearly in front of them. As stated by Ms.S:

*"...menurut saya, dengan menggunakan papan tulis sebagai media belajar **mempermudah penjelasan** yang diberikan oleh guru, walaupun sedikit membosankan."* (Ms.S, W, B1/P)

(In my opinion, using the whiteboard as a learning media makes the explanation given by the teacher easier, even though it is a bit boring), Other student state that :

*"Karena dengan papan tulis guru **bisa menuliskan kalimat-kalimat sulit dan bisa menjelaskan juga jadi bisa lebih paham**"* (Ms.N, W, B1/P)

(Because with the whiteboard the teacher can write the difficult sentences and also can explain it too).

On the other hand, there are any 7 students who said that the use of whiteboard media doesn't make them easier to understand the materials in learning English. This is because there are some students who feel they cannot see the notes on the blackboard when the teacher explains the material using it. As stated by Ms.D:

*"...soalnya pas guru nerangin **di papan tulis aku ngga kelihatan** kak karena buram silau"* (Ms.D, W, B1/N)

(because if the teacher uses a whiteboard, I can't see it because it's blurry)

The second result from the table 4.2 showed that, there are any 19 students who said that the use of whiteboard media make them more active in learning English. Students feel clearer because the teacher explains while writing it on the blackboard. Therefore they feel the explanation through this media is easier to be active. As stated by Mr.A:

*"...karena aku bisa maju kedepan jadi lebih aktif karena banyak berbicar didepan kelas, bisa **menumbuhkan sikap aktif dari diri saya"***
(Ms.A, W, B2/P)

(I feel more active because I talk more in front of the class, I can grow an active attitude from myself), other student also said that :

*"...karena terkadang saya ditunjuk untuk maju kedepan untuk menjawab soal di papan tulis jadi kita **bisa berpartisipasi aktif** dan harus bersungguh-sungguh.* (Ms.S, W, B2/P)

(…because sometimes I come forward to answer the questions miss, so we can actively participate and I have to focus).

However, from the second result there are any 14 students who said that the use of whiteboard media do not make them more active in learning English. They feel that through the whiteboard media the explanation from the teacher is difficult to understand because there are some students who are constrained by the position of the blackboard. As stated by Ms.N:

*"karena papan tulisnya terkena cahaya matahari dari luar kak, jadi saya **tidak terlihat tulisannya saat guru menjelaskan**"* (Ms.N, W, B2/N)

(because the blackboard is exposed to the sun from outside, Sis, so I can't see the writing when the teacher explains), she also stated:

*"tidak kak, karena **tidak semua penjelasan dari guru dapat dicerna**"* (Ms.N, W, B2/N)

(No miss, because not all of the teacher's explanations can be understood).

From the third result on the table 4.2 showed that there are any 14 students who said yes. This is because the teacher's explanation was easier to understand by the students because he explained in a written way, and they could record it. As stated by Ms.N:

*"...karena kan guru meringkaskan materi menjadi lebih sedikit sehingga memudahkan kita dan jadi **lebih efisien dan menghemat waktu**.".* (Ms.N, W, B3/P)

(…because the teacher summarizes the material to be less so that it makes it easier for us and becomes more efficient and saves time.)

Besides that there are 19 students who said no. This is because they felt that they did not understand the material explained because the

writing from the teacher was not clear. In addition, writing also takes time. As stated by Ms.M:

*" karena tulisan guru **saya kurang jelas ya kak jadi saya merasa kurang efektif"**.* (Ms.M, W, B3/N)

(Because my teacher's writing is not clear miss, so I feel less effective)

The fourth result on the table above showed that 15 students said that the use of whiteboard media allow them to associate the material with everyday life. This is because they can write the teacher explanations in their books and then apply them in everyday life. As Ms.N says:

*"karena sudah diberi arahan oleh guru **sehingga saya bisa mengaitkan dalam kehidupan sehari-hari"**.* (Ms.N, W, B4/P)

(because it has been given directions by the teacher so that it can be associated in everyday life), other stident said that:

*"karena setelah ditulis dipapantulis kita dapat menyalinnya kebuku tulis, sehingga **dapat dipelajari kembali dirumah dan kadang di praktekkan."**.* (Ms.A, W, B4/P)

(because after it is written on the whiteboard we can write it in a notebook, so we can study it again at home and sometime practiced).

On the other hand, from the table 4.2 there are 18 students who said that using whiteboard do not allow them to associate the material with their everyday life. It is because, some of the students prefer to listen or pay attention to the teacher's explanation orally. They did not

like activities related to writing. This is in accordance with the words of students as follows:

" … *kalo yang ngga itu papan tulis soalnya aku **lebih suka mendengarkan** dari pada menulis*. (Mr.T, W, B4/N)

(If not, it's a blackboard because I prefer listening to writing) (interview with Mr. T)

c. Students' Perception of Using English Book Media

The following is the student's perception of the use of English books in learning English.

Table 4.3 Students Perception of Using English Book Media

No	Questions	Answer	
		Yes	No
1	Does the use of book media make it easier for you to understand the materials in learning English?	30	3
2	Does the use of book media make you more active in learning English?	27	6
3	Does learning using book media more effective, efficient and saving time?	13	20
4	Does the use of book media allow you to associate the material with everyday life?	28	5

Based on the table above, from the first result showed that 30 students said that the use of book media make it easier for them to understand the materials in learning English. Students feel that they understand if the teacher uses book media in explaining English material, this is because there is an explanation that they think is easy to understand. In addition, they are more prepared to learn because they

can read the material at home first. This is in line with the result of interview with Ms.S:

*"menurut saya **media buku sangat membantu dan berperan besar dalam kegiatan belajar** saya, dengan buku saya bisa mempelajari materi yang diajarkan dirumah dan juga bisa membacanya dirumah untuk mengerjakan PR"* (Ms.S, EB, B1/P)

(I think the book media is very helpful and plays a big role in my learning activities, with books I can learn the material taught at home and also can read it at home to do homework)

Besides that, there are three students who said that the use of book media does not make it easier for them to understand the materials in learning English. They feel that by using the book, they feel confused because the material is in English. So that it makes them less understanding of the material presented by the teacher because there is too much reading. As stated by Ms.A:

*"saya tidak terlalu suka dengan media buku kak, karena saya **tidak mengerti arti atau terjemahan dari kalimat** yang ada dibuku".* (Ms.A, EB, B1/N)

(I don't really like the media miss, because I don't understand the meaning or translation of the sentences in the book), other student said:

*" karena **kata-katanya sulit** kak jadi harus dijelaskan oleh guru dulu"* (Ms.S, EB, B1/N)

(because the words are difficult miss so the teacher has to explain it first).

The second result from the table 4.3 showed that there are 27 students who said that the use of book media make them more active in

learning English. It is because students have their own English handbook, it allows them to study it at home so that they can prepare questions while studying in class. In addition, the teacher also explains the English material that comes from the same book as the students. Books also make students more active in reading the subject matter. This result is in line with the result of interview with Ms.S:

*"karena dengan media buku saya menjadi lebih banyak membaca kak, sehingga menjadikan **saya lebih aktif dalam hal membaca***". (Ms.S, EB, B2/P)

(because with the book media I can read more, Sis, so that I can be more active in terms of reading), other students said:

*"karena dengan media buku ini kita dapat **membaca-baca materi yang akan diajarkan kedepannya** kak"*. (Ms.M, EB, B2/P)

(because with the book media we can read the material that will be taught in the future miss). (interview with Ms.M). In this case they were active to independently learn the material that will be explained at school.

In the other hand, there are six students who said that the use of book media does not make them more active in learning English. Students feel sleepy when the teacher explains the material based on the media book. In addition, they also feel bored because the media book is a media that they often encounter when studying at school. There are also some students who feel that the explanations in the book are too short, making them unable to understand and also difficult to be active in class. Because of they do not understand the sentences in the book so they are lazy to read. As stated by Ms.S:

*"saya kurang suka media buku karena disaat guru menerangkan materi yang ada dibuku saya **merasa bosan dan mengantuk** kak".* (Ms.S, EB, B2/N)

(I do not like book media because when the teacher explains the material in the book I feel bored and sleepy miss), other student said:

*"saya kurang mengerti bahasa inggris kak, jadi saya **males untuk membaca buku** "* (Ms.A, EB, B2/N)

(I don't understand English miss, so I'm lazy to read books).

The third result from the table 4.3 showed that 13 students who said yes. This is because according to them, using books as media they feel more effective in remembering the material by reading it. besides that they can also set their own time to read or study used the book As Ms.S said:

*"karena buku aku bisa membaca banyak materi dan bisa mengingat materi kak, dan juga bisa **mengatur waktu sendiri belajarnya** soalnya bisa belajar dirumah"* (Ms.S, EB, B3/P)

(because of books I can read a lot of material and can remember sis' material, and can also manage my own time to study because I can study at home).

Furthermore, there are 20 students who said no. This is because the material explained from the book by the teacher is like long-winded so that they feel its take more time. As stated by Ms.L:

*"ya karna dari buku trus dijelaskan tuh sama aja **kaya menjelaskan dua kali** hehehe".* (Ms.L, EB, B2/N)

(Yes, because it's explained from a book, it's the same as explaining twice hehehe), and she also said:

*"karena kalo menggunakan buku **lebih lama dan sulit dipahami**".* (Ms.N, EB, B2/N)

(because if use a book it's longer and difficult to understand)

The fourth result from the table 4.3 showed that there are 28 students who said that the use of book media allow them to associate the material with everyday life. Through the book media, there are several examples of images that make students have an idea to relate them to everyday life. In addition, in the book there are conversations that they can apply to their friends. as said by Mr.A:

*"iya karena didalam buku terdapat percakapan kak, jadi **bisa dihapal bersama teman**"* (Ms.A, EB, B4/P)

(Yes, because in the book there is a conversation miss, so it can be memorized with friends), other student said:

*"didalam buku terdapat gambar-gambar kak, jadi saya lebih mudah untuk **membayangkan dengan kehidupan saya**".* (Ms.S, EB, B4/P)

(because in the book there are pictures sis, so it's easier for me to imagine with my life).

Nevertheless, there are five students who said that the use of book media does not allow them to associate the material with everyday life. It is because, some of the students do not understand English, so they find it difficult to apply it in everyday life. As said by Ms.L:

*"karena di dalam buku terlalu banyak tulisan materi kak, sehingga **saya merasa kesulitan**."* (Ms.L, EB, B4/N)

(because there are too many materials written in the book miss, so I find it difficult), she also said:

"Saya juga tidak mengerti bahasa inggris kalo banyak bacaan kak jadi ***sulit untuk mengaitkan di kehidupan sehari-hari"***. (Ms.L, EB, B4/N)

(because I don't understand English miss, so it's difficult to relate it to everyday life).

d. Students' Perception of Using Dictionary Media

The following are student perceptions of the use of dictionary learning media in English lessons:

Table 4.4 Students Perception of Using Dictionary Media

No	Questions	Answer	
		Yes	No
1	Does the use of dictionary media make it easier for you to understand the materials in learning English?	27	6
2	Does the use of dictionary media make you more active in learning English?	26	7
3	does learning using dictionary media more effective, efficient and saving time?	21	12
4	Does the use of dictionary media allow you to associate the material with everyday life?	27	6

The first result from the table above showed that there are 27 students who said that the use of dictionary media make it easier for them to understand the materials in learning English Dictionary helps them find difficult words during learning. The teacher forced them to bring a dictionary during English lessons. In addition, they find it easier to understand the material by looking for the translation in the dictionary. As Ms.D said:

"karena dikamus penjelasannya lebih detai kak, jadi saya ***lebih mudah untuk memahaminya"***(Ms.D, D, B1/P)

(because in the dictionary the explanation is more detailed, so it's easier for me to understand), other student said:

*"karena **bisa mengetahui kata-kata bahasa inggris** yang digunakan saat pelajaran dan bisa menerjemahkan ke bahasa Indonesia".* (Mr.T, D, B1/P)

(because I can know the English words used during lessons and can translate into Indonesian).

Meanwhile, there are six students who said that the use of dictionary media does not make them easier to understand the materials in learning English. Some of the students feel that they are confused how to use a dictionary. In addition, sometimes they also do not understand it. Sometimes the students have difficulty in finding words they do not know. As stated by Ms.S :

*"karena terkadang **kata dalam bahasa Inggris tidak terdapat di dalam kamus**, terkadang di **dalam kamus tidak terdpat kata kerja bentuk kedua** dan mencari terjemahan dikamus membutuhkan waktu yang cukup lama".* (Ms.S, ED, B1/N)

(because sometimes the English word is not in the dictionary, sometimes the dictionary does not have the second form of the verb and looking for a translation in the dictionary takes a long time).

The second result on the table 4.4 showed that 26 students said that the use of dictionary media make them more active in learning English. Students can independently search for the meaning of English words that they think are difficult or which they do not know the meaning of. In addition, this media can make students to be more diligent in reading. This is in accordance with the opinion of Mr.T:

*"karena saya suka membaca, sehingga saya kalau **pelajaran bahasa Inggris aktif sekali membaca kamus** dan menjawab pertanyaan tentang arti kata kak"*. (Mr.T, D, B2/P)

(because I like to read, so when I study English I am very active in reading dictionaries and to answer the question about vocabulary miss).

Meanwhile, there are seven students who said that the use of dictionary media does not make them more active in learning English. It is because they feel that using a dictionary takes a long time to find the word they are looking for. So it makes students lazy to use it, they become less active in answering questions given by the teacher. As Mr.A said:

*"Karena harus mencari kalimat yang akan dikerjakan dengan satu persatu, sehingga membuat waktu untuk mengerjakan itu lama kak, jadi **ngga bisa langsung jawab pertanyaan guru**"* (Ms.A, D, B2/N)

(Because I have to look for sentences that will be done one by one, so it takes a long time to do it miss).

The third result from the table above shows that 21 students answered yes. According to them, using their dictionary is easier in learning English, this is because if they do not know the English word they can directly open it in the dictionary, it can be said to be effective because the school also forbids them to bring cellphones. As Ms.D said:

*"iya kak karena dengan kamus kita dapat mengetahui arti kata yang sulit, sehingga harus **dibawa setiap pelajaran bahasa inggris**, karena ngga bawa hp"* (Ms.D, D, B3/P)

(Yes, miss, because with a dictionary we can find out the meaning of difficult words, so I should bring a dictionary every English lesson because cannot bring mobile phones) other student also said :

*"...kamus juga saya gunakan untuk mencari kata kerja 1, 2, 3 kak, sehingga dengan kamus saya **menjadi lebih cepat seperti mengerjakan tugas** kak"* (Mr.T, D, B3/P)

(I also use the dictionary to look for verbs 1, 2, 3 sis, so with the dictionary I can do assignments faster miss).

Moreover, there are 14 students who said no. there are some students find it difficult to use the dictionary so they need more time to use it.it is means that the this media not effective in saving time In addition, due to the factor of students who are lazy to search. As stated by Ms.M:

*"karena saya harus membuka – buka kamus dulu untuk mencari jadi **lebih lama** dan tidak paham"*. (Ms.M, D, B3/N)

(because I have to open the dictionary first to look it up so it takes longer and doesn't understand)

The fourth result from the table above showed that 27 students said that the use of dictionary media allow them to associate the material with their everyday life. By knowing the meaning that they do not know before, it can make them always remember the word. Therefore, they can try to apply these words in their daily life. As Ms.D said:

*"Karena di dalam kamus sudah ada **terjemahan-terjemahan yang saya bisa kaitkan dalam kehidupan sehari-hari** kak"* (Ms.D, D, B4/P)

(Because in the dictionary there are already translations that I can relate to in your daily life miss)

However, there are six students who said that the use of dictionary media does not allow them to associate the material with their everyday life. This is because they find it difficult to use a dictionary, besides that they also never use English in their daily lives except during English lessons at school. As student said:

*"karena **saya tidak pernah menggunakan bahasa Inggris** kak, jadi ya hanya pas disekolah saja menggunakan kamus untuk mengerjakan tugas".* (Ms.A, D, B4/N)

(because I never use English, miss, so it's only when I'm at school that I use a dictionary to do my homework).

B. Discussion

The main research objective of this study was about the students' perception of the media used by the teacher in teaching English at the eighth grade students of SMP N 2 Kunduran. Then the researcher formulated two researcher questions the kinds of media which used by the teacher in teaching English and the students" perception of the media. The researcher gives further interpretation and discussion as follows:

1. Media Used by English Teacher in Teaching

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

a. PowerPoint

The use of powerpoint in the classroom make the students took better notes with the ability to discern what information the teacher displays most useful to them. Additionally, students asked the teacher to repeat a slide when they missed information. Teacher used, slides, picture to teach students about a variety of subjects. By using projectors, some students interested and enjoy seeing, hearing and interacting in learning the material of the subjects. In relation to this, Suleiman (1985:17) states that "if someone sees something he needs, he will be interested and it will be a motivation to know more. Visual media give people support and motivation to know and observe, and finally, it can give better understanding. Visual media can also prevent misunderstanding since they can see what the teacher mean

b. 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.

c. 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.

d. 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 all (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 didn't know. Besides that, the use of dictionary was to look up verbs form 1, 2 and 3.

2. Students Perception of Instructional Media

     After the data processed in the form of table and description. Then in this part, the researcher presents a discussion about the students perception of instructional media used by teacher in teaching English based in the result of the questionnaire and students interview. The researcher classified the data based on the theory proposed by Azhar Arsyad (2014). Those are categorized as the benefit of instructional media used by the teacher and it will be discussed as follows:

a. Giving Meaningful Lessons .

     Based on the findings above, it can be seen that students' perceptions of the PowerPoint, whiteboard and dictionary media used by teachers to teach English, based on the first benefit of instructional media, it can be said to be positive perceptions. By using this media, the teacher gave information to the students more easily and the students can understand and get the information more easily too because the teacher showed what they are talking about

and the students can see directly what the teacher meant. In connection with this, Suleiman (1985:17) states, "If someone sees something he needs, he will be interested and it will be a motivation to know more. Visual media give people support and motivation to know and observe, and finally, it can give better understanding.

Meanwhile, there are also any students give negative perception about PowerPoint, whiteboard and dictionary media used by teacher in teaching English. The students are difficult to understand the material because the facilities at the school are inadequate, at the school there is no Language laboratory. It is in line with the statement from Avita Febri (2021) learning facilities are an important part for teachers in the teaching and learning process so that students can increase learning in class and can improve student performance. Therefore, it is difficult to understand the material because from the researcher observation the teacher only used this media once due to limited facilities at school. There are also students that give negative perception about whiteboard and dictionary media related to the understanding of the students, it is because they are fell that learning English is difficult so they feel lazy to take a note or to use dictionary when they do not know the meaning of some words.

Henceforth, English book media got the highest number of positive student responses regarding the first benefit of instructional media. This is because the book is the main medium used in the

school and every student has it. Furthermore, Supriyono (2015) also said that By reading textbooks students become richer in information in understanding the learning material provided by the teacher. Textbooks can assist teachers in presenting subject matter in detail and make it easier for students to learn it. Students can more easily understand English material because they can read it at any time. Besides that, there are also some students give negative perception about this media, it's related to the first benefit of instructional media. The students find it difficult to understand English material because they are lazy to read the material in the book. In addition, they also feel sleepy when the teacher uses book media during the teaching and learning process in class.

b. Retaining Students' Attention

The second benefits of instructional media is retaining students' attention so they can be more active in learning English. Based on the finding above, students' perception of PowerPoint learning media based on the second benefit of instructional media is positive perception. The material explained is full of color so they are curious and try to keep paying attention. After that, they were asked by the teacher to guess the picture displayed on the screen by the teacher. According to Ruis (2009) stated that the picture can stimulate interest to attack attention. With interesting pictures, students are more interested in continuing to pay attention. This

makes students actively participate in learning English. Meanwhile, there are also some students that cannot be active in learning English with this media, it is because they do not understand the meaning of the material.

For whiteboard and dictionary media, some students also gave positive perception based on the second benefit of instructional media. With this media students can participate actively in class learning. This is because the teacher asks students to work on questions in front of the class, which they have to write on the whiteboard. Therefore, those students take turns going forward to write their answers and opinions about the English material that is being explained by the teacher. For the dictionary media students can independently search for words that they do not know the meaning of through it. Therefore, they can participate actively to improve their English vocabulary independently. Besides that, some of the students also feel that this media does not make them active in class because they do not know the meaning of the material and they feel sleepy during the lesson.

Then most of the students give positive perception of English book media based on the second benefit of instructional media. This is because each student has their own English book, which consists of two books, namely worksheets and textbooks. So that when the lesson begins, he can participate actively in class by asking the

teacher about material that has not been understood after reading. In addition, there are also some students that give negative perception, they said that using book media does not make them active in a class. This is because they have difficulty understanding the meaning of the material in the book because they speak English, so they only passively listen in class.

c. Variation in a Learning Process which can overcome the limitations of the senses, space, and time

Instructional media can overcome the limitations of the senses, space, and time, this can be interpreted as a instructional media can make learning effective, efficient and save time. Fitria (2017) also said that that instructional media helps the teachers in saving time and energy also says it. Moreover, if instructional media is suitably designed by educators, it will be capable of being produced and effectively used in teaching and learning processes because it can be influential in saving time, increasing interest, holding attention, clarifying ideas, reinforcing concepts, adding tone, proving a point , aiding memory.

Based on the result above it can be seen that variation of instructional media that the teacher used are PowerPoint, English book, whiteboard, and dictionary. The use of varied learning media will also affect the level of student understanding. In line with the

statement from Sudjana & Rivai (2011) by using learning media, the teacher's learning methods will be more varied. This is because the teacher will think creatively to attract students' attention to understand the material presented. Besides that, variations in the learning process can also make learning more effective, efficient and time saving.

For PowerPoint, whiteboard, English book and dictionary media, some of the students give positive perception according to the third benefits of perception. Learning by using PowerPoint, whiteboard, English book and dictionary can be said to be more effective, efficient and saving time, this is in accordance with the data obtained from students where they feel that learning becomes more concise and easier. Meanwhile, some of the students also give negative perception they feel that using PowerPoint take more time in preparing it. For whiteboard is inefficient and also does not save time, this is also because the writing of the teacher is not clear. Besides that, for English book the material explained from the book by the teacher is like long-winded so that they feel it's take more time. For dictionary, the students have difficulty in finding words they do not know. So they feel that using a learning dictionary will take longer time because they have to look for it first.

d. Provide students with a common experience to associate with everyday life

The fourth students' perception means that they can associate the material with their everyday life. Most of them give positive perception toward the PowerPoint, whiteboard, English book and dictionary media that used by the teacher. They can associate the material with their everyday life using all the media that the teacher used. One of the example is they are taught to practice one of the materials, namely great their teacher or friends around them by using English expressions such as good morning, how are you, etc. Besides that, there are some of the students give negative perception according to the fourth benefit of instructional media. This is because they are not accustomed to using English so they are only limited to listening to explanations and after that they do not apply it or they do not understand the material being taught.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presented the conclusion and suggestion of this research. The conclusion were formulated from research question, while suggestion provided some ideas addressed to English teacher and further researcher related to the teacher's acts in performing teaching and learning process.

A. Conclusion

There was a problem, which appeared in the research question. The first is kinds of media used by English teacher and the second is students' perceptions of instructional media used by English teacher. Based on the finding of the research, Instructional media used by the teacher include PowerPoint, whiteboard, English book, and dictionary.

From the result of the questionnaire and interview, most of the students gave positive perception toward the media used by English teacher in teaching and learning process. They were easier to understand the materials,interested and motivated in learning activities so they can being more active, feel more effective, efficient and saving time, and also they can associate the material with everyday life. Of the four media used by the teacher, students were being happier when using PowerPoint media and books; it can be seen from the total of students' positive perceptions of the media. However, to achieve a learning goal the use of several media is indeed necessary, so the use of learning media is interrelated. Whereas, there were

also some students gave negative perception toward the media used by English teacher in teaching and learning process. They cannot understand what the meaning of the material, they cannot express their opinion because they were lazy, they feel sleepy when learning process and they do not like with English lesson.

B. Suggestions

From the findings presented in chapter four, there are some suggestions that can be taken as a consideration for English teacher and the students.

1. For the English teacher

It is suggested the English teacher must be creative to choose the instructional media that appropriate with the materials that are taught. Teachers are expected not only to use the four media, but also to take advantage of technological advances so that they can use variations of learning media that attract students' interest. Besides that, the teacher also must pay attention to the students who do not focus on teaching and learning process. The teacher also must play again the media to make students more understand and catch the meaning of the media. The teacher is expected to explore another creative media in teaching and learning process to create comfortable classroom for students with different background.

2. For the students

   In English lesson, it is suggested that the students should make the best use of the learning process in the classroom and give positive contribution, so they get effective learning. They also need to be aware of their own needs and find additional materials from any sources. In addition, don't be shy to ask the teacher if you don't understand the meaning or the material being explained. On the other hand, the students also need to pay attention to their teacher, so they can be easy to understand the materials

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APPENDICES

No	Indicators	Questions
1	Memperjelas penyajian pesan dan informasi	1. Apakah dengan menggunakan media **PPT** kamu merasa lebih mudah dalam memahami materi pelajaran bahasa inggris ? 2. Apakah dengan menggunakan media **papan tulis** kamu merasa lebih mudah dalam memahami materi pelajaran bahasa inggris? 3. Apakah dengan menggunakan media **buku** kamu merasa lebih mudah dalam memahami materi pelajaran bahasa inggris? 4. Apakah dengan menggunakan media **kamus** kamu merasa lebih mudah dalam memahami materi pelajaran bahasa inggris?
2	Meningkatkan serta mengarahkan perhatian siswa	1. Apakah dengan menggunakan media **PPT** membuat kamu lebih aktif dalam belajar bahasa Inggris? 2. Apakah dengan menggunakan media **papan tulis** membuat kamu lebih aktif dalam belajar bahasa Inggris? 3. Apakah dengan menggunakan media **buku** membuat kamu lebih aktif dalam belajar bahasa Inggris? 4. Apakah dengan menggunakan media **kamus** membuat kamu lebih aktif dalam belajar bahasa Inggris ?
3	Media pembelajaran dapat memberikan variasi dalam proses pembelajaran yang dapat mengatasi keterbatasan indera, ruang dan waktu	1. Apakah menurut kalian proses belajar mengajar dengan menggunakan media pembelajaran **PPT** lebih efektif,efisien dan menghemat waktu ? ? 2. Apakah menurut kalian proses belajar mengajar dengan menggunakan media pembelajaran **Papan Tulis** lebih efektif,efisien dan menghemat waktu ? 3. Apakah menurut kalian proses belajar mengajar dengan menggunakan media pembelajaran **buku** lebih efektif,efisien dan menghemat waktu ? 4. Apakah menurut kalian proses belajar mengajar dengan menggunakan media

		pembelajaran **kamus** lebih efektif,efisien dan menghemat waktu ?
4	Media pembelajaran memberikan kesamaan pengalaman kepada siswa	1. Apakah penyampaian materi menggunakan media **PPT** dapat membantu kamu dalam mengaitkan materi dengan kehidupan sehari-hari ? 2. Apakah penyampaian materi menggunakan media **papan tulis** dapat membantu kamu dalam mengaitkan materi dengan kehidupan sehari-hari ? 3. Apakah penyampaian materi menggunakan media **buku** dapat membantu kamu dalam mengaitkan materi dengan kehidupan sehari-hari ? 4. Apakah penyampaian materi menggunakan media **kamus** dapat membantu kamu dalam mengaitkan materi dengan kehidupan sehari-hari ?

APPENDIX 1

Students Questionnaire Guidline

APPENDIX 2

Students Interview Guideline

1. apakah guru menggunakan media pembelajaran dalam mengajar bahasa Inggris? apa saja medianya?

2. Media apa yang kamu anggap menarik atau kamu suka ?

3. Media yang menurut kamu kurang menarik media apa ?

4. Media apa yang membuat kamu menjadi lebih mudah paham dalam belajar bahasa inggris ?

5. media apa yang tidak kamu sukai atau menjadi kurang paham pada saat guru menggunakannya ?

6. media mana yang membuat kamu lebih aktif dalam belajar bahasa inggris?

7. media yang menurut kamu efektif, efisien dan menghemat waktu yang mana?

8. media mana yang dapat membantu kamu dalam mengaitkan materi dengan kehidupan sehari-hari ? kenapa?

APPENDIX 3

Observation Field Note

<div align="center">Catatan Lapangan (Field Note)</div>

Tanggal : 31 Agustus 2022

Kelas : VIII E SMP N 2 Kunduran

Pada hari kamis tanggal 31 Agustus 2022 peneliti melakukan observasi yang pertama di kelas VIII E SMP N 2 Kunduran. Kegiatannya ialah di awali dengan berdoa yang dipimpin oleh ketua kelas, kemudian guru memberikan salam yang diikuti dengan mengucapkan greeting "good morning students" dan juga menyakan kabar kepada siswa menggunakan bahasa inggris. Materi pada pertemuan kali ini ialah short message dan notice. Kegiatan pembelajaran pada pertemuan kali ini dilakukan pada ruanagan lab. IPA, hal tersebut dikarenakan pada pertemuan ini guru menerangkan materi menggukanan PowerPoint. Siswa terlihat sangat senang pada saat guru mulai menanyangkan materi yang terlihat di layar di depan mereka. guru mulai menjelaskan materi yang sudah di tayangkan di layar tersebut yang mana menjelaskan tujuan dari short message dan notice, selain itu juga komponennya. Guru juga membacakan contohnya yang kemudia ditirukan oleh siswa secara bersama-sama. Setelah itu guru menunjuk satu siswa untuk membaca contoh yang ada di layar mengenai short message. Kegiatan selanjutnya ialah guru meminta siswa untuk menebak gambar notice dengan bertanya " siapa yang tau arti larangan ini?" setelah di jawab oleh siswa kemudian guru bertanta lagi " kira-kira ini ditemukan dimana ya?". Setelah selesai menjelaskan materi guru bertanya kepada siswa apakah ada yang ditanyakan atau yang masih belum mereka pahami. Setelah itu guru menyuruh siswa untuk mengerjakan exerscise yang ada di buku lalu di bahas langsung setelah selesai. Dan sebelum jam pelajaran berakhir guru memberikan PR yang akan dibahas pada pertemuann selanjutnya.

Catatan Lapangan (Field Note)

Tanggal : 1 September 2022

Kelas : VIII E SMP N 2 Kunduran

Pada tanggal 1 september 2022 hari kamis peneliti melakukan observasi yang kedua yang mana pengamatan dilakukan didalam kelas pada saat guru mengajar. Guru masuk kelas kemudian menyuruh ketua kelas untuk memimpin doa, setelah berdoa guru mengucapkan salam yang lalu dijawab oleh siswa. Setelah itu guru memberikan ucapan greeting "good morning students" .Selanjutnya guru menanyakan kabar siswa menggunakan bahasa inggris " How are you today?" , kemudian siswa menjawab tetapi tidak bersemangat dan kemudian guru mengulanginya sekali lagi. Kemudian guru sedikit mengulas apa yang telah di pelajari pada pertemuan sebelumnya yaitu mengenai short message dan notice.

Kemudian pembelajaran sudah dimulai, guru meminta siswa siapa yang masih ingat apa pengertian dari kedua materi tersebut. Setelah beberapa siswa menjawab, kegiatan selanjutnya ialah membahas mengenai tugas yang telah diberikan oleh guru pada pertemuan sebelumnya. Guru membahasnya dengan cara menyuruh siswa untuk membaca soalnya dan dijawab secara bersama – sama lalu guru menuliskan jawaban yang benar tersebut di papan tulis. Setelah itu hasil nilainya dikumpulkan kepada guru. Kegiatan selanjutnya ialah melajutkan materi yaitu mengenai announcement, guru menjelaskan secara lisan dan bertanya "adakah yang mengetahui apa itu announcement ?" terdapat beberapa siswa yang menjawab secara bersamaan tetapi dengan suara lirih " pengumuman pak". Guru menuliskan contohnya di papan tulis yang kemudian diikuti siswa menulisnya di buku catatan mereka. Guru lalu bertanya kepada siswa "kalu melihat pengumuman seperti ini kira-kira kalian temukan dimana?" , salah satu siswa menjawab " di sekolah pak" lalu guru menjelaskan kembali jika jawaban tersebut memang benar akan tetapi masih kurang tepat , yang tepat ialah di perpustakaan. Setelah itu mereka di suruh untuk mengerjakan soal yang ada di buku yang kemudian bel pergantian jam berbunyi sehingga mereka melanjutkan mengerjakan soal tersebut dirumah.

Catatan Lapangan (Field Note)

Tanggal : 7 September 2022

Kelas   : VIII E SMP N 2 Kunduran

HASIL OBSERVASI

Pada hari kamis tanggal 7 September 2022 peneliti melakukan observasi yang ketiga. Peneliti melakukan observasi didalam kelas. Kegiatan pembelajaran diawali dengan berdoa lalu salam setelah itu greeting dan guru menanyakan kabar siswa dalam bahasa inggris. Namun sebelum memulai materi guru memberikan sedikit game kepada siswa agar membuat mereka bersemangat dalam belajar.guru mulai dengan menunjuk salah satu siswa dan bertanya mengenai kosa kata dalam bahasa inggris. Lalu untuk siswa yang tidak bisa menjawab pertanyaan dari guru tersebut di hukum untuk maju kedepan kelas dan menyayikan lagu nasional Indonesia Raya. Setelah game selesai guru memulai untuk menerangkan materi. Guru menyuruh siswa untuk membuka buku pada halaman yang berkaitan dengan materi pada pertemuan ini yaitu mengenai giving suggestion. Guru menjelaskan apa bagaimana cara membuat kalimat untuk giving suggestion seperti pola kalimatnya serta rumus-rumusnya. Setelah itu siswa diberi contoh bagaimana kalimat giving suggestion. Guru menerangkan materi atau contoh tersebut dengan membacanya dan menyuruh siswa untuk mengulangi setelah beliau. Siswa secara bergantian membaca contoh yang telah diberikan oleh guru. Setelah bel pergantian jam akan berbunyi guru bertanya kepada siswa apakah mereka sudah memahami ateri yang telah dijelaskan atau belum. Lalu siswa berkata sudah , sehingga pelajaran bahasa inggris pada hari itu diakhiri.

Catatan Lapangan (Field Note)

Tanggal : 8 September 2022

Kelas   : VIII E SMP N 2 Kunduran

Pada tanggal 8 september 2022 hari kamis peneliti melakukan observasi yang keempat yang mana pengamatan dilakukan didalam kelas pada saat guru mengajar. Kegiatan diawali dengan berdoa yang di pimpin oleh ketua kelas, kemudian guru salam dan menanyakan kabar dalam bahasa inggris, dilanjutkan guru memberikan sedikit motivasi kepada siswa sebelum pelajaran dimulai. Pelajaran pada hari ini ialah melanjutkan materi yang telah disampaikan sebelumya yaitu mengenai giving suggestion.

Kegiatan pembelajaran dimulai, guru menanyakan apakah ada yang masih ingat mengenai materi yang diterangkan kemaren, dan siswa menjawab pertanyaan tersebut. Selain itu guru juga meminta siswa untuk memberikan contoh yang telah di pelajari sebelumnya. Setelah itu guru sedikit mengulas atau memperjelas materi kembali. Kemudian kegiatan selanjutnya ialah guru meminta siswa untuk membuat percakapan yang didalamnya terdapat kalimat giving suggestion. Percakapan tersebut dibuat secara berkelompok minimal dua orang. Cara membentuk kelompoknya ialah dengan cara berhitung. Setelah terbentuk kelompok siswa mulai mengerjakan tugas yang telah diarahkan oleh guru. Guru menyuruh siswa untuk melihat buku dan kamus agar mereka tidak kesulitan. Siswa mulai berdiskusi dan menyusun kalimat menjadi sebuah dialog atau percakapan, mereka sesekali membuka kamus untuk mencari kata-kata yang mereka belum tau artinya dalam bahasa inggris. Setelah selesai guru menyuruh mereka untuk secara bergantian maju kedepan dan membacakan percakapan yang telah mereka buat tadi. Hal tersebut dilakukan hingga bel berbunyi.

APPENDIX 4

Result of Students Interview

INTERVIEW TRANSCRIPTION

No	Coding	Description
1	ET	English Teacher
2	R	Researcher
3	PP	PowerPoint
4	WB	Whiteboard
5	B	Book
6	D	Dictionary
7	B1	The first benefit of instructional media
8	B2	The second benefit of instructional media
9	B3	The third benefit of instructional media
10	B4	The fourth benefit of instructional media

R : Assalamualaikum bapak, mohon maaf mengganggu waktu njenengan sebentar nggih

ET : Waalaikumussalam mbak, iya mba ngga papa, jadi gimana?

R : nggih pak langsung saja saya mulai, pada saat mengajar apa saja media pembelajaran yang bapak pakai nggih ?

ET : saat mengajar itu ya pakai buku itu mbak terus papan tulis sama kamus juga saya mengaruskan siswa untuk selalu mebawa, dan juga kadang saya menggunakan PowerPoint mbak agar siswa tidak bosan dalam belajar bahasa inggris.

R : baik pak, kemudian menurut bapak apa manfaat menggunakan media pembelajaran dalam mengajar ?

ET : dengan menggunakan media pembelajaran akan membuat belajar menjadi tidak membosankan mbak, kalau kita hanya menggunakan metode ceramah yang ada siswa bukannya paham malah mengantuk. Oleh karena itu sebisa mungkin penggunaan media harus sealalu ada pada saat mengajar.

R : kemudian untuk cara pengaplikasian dari setiap media pembelajaran yang bapak gunakan bagaimana nggih pak ? yang pertama mungkin boleh PowerPoint terlebih dahulu pak

ET : jadi kalau menggunakan PowerPoint itu sebenernya membuat siswa semangat untuk belajar mbak, tapi fasilitas di sekolah yang dapat dikatakan masih kurang ya mba, jadi saya harus bergantian dengan guru IPA untuk menggunakan lab. Karena LCDnya adanya disitu. Jadi saya ajak siswa untuk ke lab IPA agar mereka juga belajar tidak hanya di kelas terus. Saya menyiapkan terlebih dulu itu pptnya dari laptop ke LCDnya yang sedikit memakan waktu ya mba sebenarnya ya lalu kemudia setelah selesai saya mulai pelajarannya.

R : lalu untuk media papan tulis bagaimana nggih pak ?

ET : papan tulis ya biasanya untuk saya nulis materi, biasanya saya menyuruh siswa untuk maju kedepan menulis contoh dari materi atau menjawab soal, selain itu saya biasa menyuruh mereka untuk secara bergantian maju kedepan menuliskan kata kerja bentuk 1, 2 dan 3 beserta artinya mbak. Setelah mereka semua maju saya menyuruh mereka untuk mengamati dan mengingat-ingat karena setelah itu saya akan hapus artinya. Nah setelah itu saya suruh mereka maju lagi untuk menuliskan arti dalam bahasa Indonesia, biasanya 1 anak saya suruh dua kata mbak. Selain itu juga mengerjakan soal-soal dari buku.

R : baik pak, kemudian kalau media buku itu bagamaina pak ?

ET : ada dua buku ya mba yang saya gunakan yang pertama yaitu buku paket terus sama buku LKS, biasanya kalau pas materinya narrative text atau recount text itu saya suruh mereka membaca mba di buku, lalu untuk membuat mereka fokus dalam belajar di saat siswa sedang membaca saya bilang stop dan secara acak menunjuk siswa lain untuk melanjutkannya itu biar mereka konsentrasi.

R : media terakhir ya pak, untuk kamus itu bagaimana cara pengalikasiannya dikelas nggih pak ?

ET : kalau kamus memang saya haruskan untuk membawa ya mba, soalnya mereka kan kosa katanya masih minim jadi kalu saya mengajar kamus di gunakan siswa untuk mencari kosa kata yang sulit atau yang mereka belum tau mbak. Jadi pada saat saya kasih tugas itu pasti kan ada kata yang sulit buat mereka jadi saya perbolehkan untuk membuka kamus. Selain itu jika ada tugas untuk menerjemahkan atau membuat kalimat itu biasanya saya menuruh mereka untuk menggunakan kamus juga jadi anak-anak memamng harus punya kamus dalam pembelajaran bahasa inggris karna kamus itu penting.

R : baik pak saya rasa sudah cukup, terimakasih banyak atas waktunya nggih pak

ET : iya mbak sama-sama

INTERVIEW TRANSCRIPTION

No	Coding	Description
1	ET	English Teacher
2	R	Researcher
3	PP	PowerPoint
4	WB	Whiteboard
5	B	Book
6	D	Dictionary
7	B1	The first benefit of instructional media
8	B2	The second benefit of instructional media
9	B3	The third benefit of instructional media
10	B4	The fourth benefit of instructional media
11	Ms/Mr	Students

Narasumber : Ms.S (Loudyatama Arlista Selviani)

R : Assalamualaikum dek, minta waktunya sebentar ya buat wawancara untuk data penelitian saya, sebelumnya boleh perkenalan dulu dek

Ms.S : nama saya Loudyatama Arlista Selviani kak

R : baik dek saya mulai bertanya ya, apakah guru menggunakan media pembelajaran dalam mengajar bahasa Inggris dek ?

Ms.S : iya biasanya kak

R : media apa aja dek biasanya yang digunakan ?

Ms.S : biasanya sih pakai buku seringnya, papan tulis sama kamus sama ppt itu iya tapi jarang kak

R : dari media-media tersebut mana yang paling kamu suka dek?

Ms.S : aku paling seneng pake ppt sih kak soalnya dengan ppt belajar tambah seru kak, karena melihat gambar yang menarik di layar jadi aku tambah semangat belajar dan aku seneng soalnya penjelasannya lebih ringkas

R : kalau media yang menurut kamu kurang menarik media apa dek ?

Ms.S : papan tulis sama kamus kak karena saya lebih suka guru mengajar menggunakan media ppt dan buku.

R : kamu lebih paham terhadap materi ketika guru menggunakan media apa dek ?

Ms.S : kalau aku lebih seneng guru pas pake buku ya kak, soalnya menurutku media buku itu sangat berpengaruh di kegiatan belajar saya, dengan buku saya bisa mempelajari materi yang diajarkan dirumah dan bisa membaacanya dirumah.

R : oke dek, selain buku media apa lagi yang membuat kamu lebih paham terhadap materi ?

Ms.S : papan tulis sih kak, karena menurut saya dengan menggunakan papan tulis sebagai media belajar mempermudah penjelasan yang diberikan oleh guru, walaupun sedikit membosankan.

R : kalau media yang tidak kamu sukai pada saat guru menggunakannya apa dek?

Ms.S : Kamus ya kak, karena terkadang kata dalam bahasa inggris tidak terdapat dalam kamus, tidak terdapat kata kerja bentuk kedua dan mencari terjemahan di kamus membutuhkan waktu yang cukup lama, jadi ngga bisa langsung jawab pertanyaan guru.

R : dari beberapa media yang telah kamu sebutkan tadi yang media mana yang membuat kamu lebih aktif dalam belajar bahasa inggris dek ?

Ms.S : menurut saya media papan tulis kak, karena papan tulis membuat saya merasa kalau saya harus paham materi, karena terkadang saya ditunjuk untuk maju kedepan untuk menjawab soal di papan tulis jadi kita bisa berpartisipasi aktif dan harus bersungguh-sungguh.

R : selain itu ada lagi dek ?

Ms.S : buku sih kak, karena dengan media buku saya menjadi lebih banyak membaca kak, sehingga menjadikan saya lebih aktif dalam hal membaca.

R : kalau media yang menurut kamu efektif, efisien dan menghemat waktu yang mana dek ?

Ms.S : buku, karena buku aku bisa membaca banyak materi dan bisa mengingat materi kak, dan juga bisa mengatur waktu sendiri belajarnya soalnya bisa belajar dirumah.

R : dari beberapa media tadi, menurut kamu media mana yang dapat membantu kamu dlam mengaitkan materi dengan kehidupan sehari-hari ? kenapa?

Ms.S : hmm menurutku ya buku kak, karena di dalam buku terdapat gambar-gambar kak, jadi saya lebih mudah untuk membayangkan dengan kehidupan saya.

INTERVIEW TRANSCRIPTION

Narasumber   : Ms.N (Nurhandayanti)

R   : Assalamualaikum dek, minta waktunya sebentar ya buat wawancara untuk data penelitian saya, sebelumnya boleh perkenalan dulu dek

Ms.N   : nama saya Nurhandayanti kak

R   : baik dek saya mulai bertanya ya, apakah guru menggunakan media pembelajaran dalam mengajar bahasa Inggris dek ?

Ms.N   : iya kak

R   ; media apa saja yang digunakan dek ?

Ms.N   : biasanya papan tulis, buku, kamus terus kadang guru juga pake ppt kak

R   : dari media-media tersebut mana yang paling kamu suka dek?

Ms.N   : media PowerPoint kak, saya merasa lebih senang, karena gambarnya jelas jadi mudah paham.

R   : kalau media yang menurut kamu kurang menarik media apa dek ?

Ms.N   : saya kurang suka media buku karena di saat guru menerangkan materi yang ada dibuku saya merasa bosan dan mengantuk, selaiin itu karena kata-katany sulit kak jadi harus dijelaskan oleh guru dulu.

R   : kamu lebih paham terhadap materi ketika guru menggunakan media apa dek ?

Ms.N   : papan tulis kak,karena dengan papan tulis guru bisa menuliskan kalimat-kalimat sulit dan bisa menejelaskan juga jadi bisa lebih paham.

R   : kalau media yang tidak kamu sukai atau menjadi kurang paham pada saat guru menggunakannya apa dek?

Ms.N :sebenernya enak menggunakan PowerPoint, tapi karena guru menggunakannya jarang ya kak jadi saya kadang lupa materinya dan jadinya nggak paham.

R : dari beberapa media yang telah kamu sebutkan tadi yang media mana yang membuat kamu lebih aktif dalam belajar bahasa inggris dek ?

Ms.N : papan tulis sih kak karena kita kan bisa aktif maju kedepan menulis jawaban, tapi terkadang karena papan tulisnya terkena cahaya matahari dari luar kak, jadi saya tidak terlihat tulisannya saat guru menejelaskan.

R : kalau media yang menurut kamu efektif, efisien dan menghemat waktu yang mana dek ?

Ms.N : menurutku papan tulis sih kak, karena kan guru meringkaskan materi menjadi lebih sedikit sehingga memudahkan kita dan jadi lebih efisien dan menghemat waktu.

R : dari beberapa media tadi, menurut kamu media mana yang dapat membantu kamu dalam mengaitkan materi dengan kehidupan sehari-hari ? kenapa?

Ms.N : papan tulis, karena sudah diberi arahan oleh guru sehingga saya bisa mengaitkan dalam kehidupan sehari-hari.

INTERVIEW TRANSCRIPTION

Narasumber   : Ms.D (Diva Dwi Inayati)

R   : Assalamualaikum dek, minta waktunya sebentar ya buat wawancara untuk data penelitian saya, sebelumnya boleh perkenalan dulu dek

Ms.D   : nama saya Diva Dwi Inayati kak

R   : baik dek Diva saya mulai bertanya ya,, apakah guru menggunakan media pembelajaran dalam mengajar bahasa Inggris dek ?

Ms.D   : iya kak biasanya

R   : media apa saja yang digunakan dek ?

Ms.D   : seringnya buku, papan tulis sama kamus kak

R   : lalu apa lagi dek ?

Ms.D   : sama ppt tapi jarang kak

R   : dari media-media tersebut mana yang paling kamu suka dek?

Ms.D   : kalau pas pelajaran bahasa inggris saya sukanya pakai buku sama kamu.

R   : kalau media yang menurut kamu kurang menarik media apa dek ?

Ms.D   : papan tulis kak

R   : kamu lebih paham terhadap materi ketika guru menggunakan media apa dek ?

Ms.D   : buku sama kamus , soalnya saya suka membaca kak jadinya lebih paham kalo membaca materi dari buku, trus kan kalo ada kata yang sulit dari buku aku suka cari di kamus, karena dikamus penjelasannya detail kak, jadi lebih mudah untuk memahaminya.

R   : kalau media yang tidak kamu sukai atau menjadi kurang paham pada saat guru menggunakannya apa dek?

Ms.D : ya papan tulis tadi kak, soalnya pas guru nerangin di papan tulis aku ngga kelihatan kak karena silau.

R : dari beberapa media yang telah kamu sebutkan tadi yang media mana yang membuat kamu lebih aktif dalam belajar bahasa inggris dek ?

Ms.D : mmm buku sih, karena dengan media buku kita dapat membaca – baca materi yang akan diajarkan kedepannya, jadi bisa tanya kalo belum paham.

R : kalau media yang menurut kamu efektif, efisien dan menghemat waktu yang mana dek?

Ms.D : kamus kak, karena dengan kamus kita dapat mengetahui arti kata yang sulit, sehingga harus dibawa setiap pelajaran bahasa inggris.

R : dari beberapa media tadi, menurut kamu media mana yang dapat membantu kamu dalam mengaitkan materi dengan kehidupan sehari-hari? kenapa?

Ms.D : kamus, karena di dalam kamus sudah ada terjemahan-terjemahan yang saya bisa kaitkan dalam kehidupan sehari hari.

INTERVIEW TRANSCRIPTION

Narasumber   : Mr.A (Ahmad Aditya Yoga Pratama)

R   : Assalamualaikum dek, minta waktunya sebentar ya buat wawancara untuk data penelitian saya, sebelumnya boleh perkenalan dulu dek

Mr.A   : nama saya Ahmad Aditya Yoga Pratama kak

R   : baik dek saya mulai bertanya ya,, apakah guru menggunakan media pembelajaran dalam mengajar bahasa Inggris dek ?

Mr.A   : iya kadang

R   : media apa saja yang digunakan dek ?

Mr.A   : papan tulis, buku, kamus, kadang ya ppt

R   : dari media-media tersebut mana yang paling kamu suka dek?

Mr.A   : aku sebenernya suka kalo guru pake ppt soalnya seru dan menarik kak, karena ada gambarnya jadi ngga ngantuk sama buku

R   : kalau media yang menurut kamu kurang menarik media apa dek ?

Mr.A   : kamus kak, karena kan aku tidak pernah menggunakan bahasa inggris kak, jadi ya hanya pas di sekolah saja menggunakan kamus untuk mengerjakan tugas

R   : kamu lebih paham terhadap materi ketika guru menggunakan media apa dek ?

Mr.A   : buku sih, tapi aku juga suka kalo guru pake ppt

R   : kalau media yang tidak kamu sukai atau menjadi kurang paham pada saat guru menggunakannya apa dek?

Mr.A   : kamus karena aku kurang paham bahasa inggris, dan di kamus harus mencari kalimat yang akan dikerjakan dengan satu persatu, sehingga membuat waktu untuk mengerjakan itu lama kak.

R   : dari beberapa media yang telah kamu sebutkan tadi yang media mana yang membuat kamu lebih aktif dalam belajar bahasa inggris dek ?

Mr.A   : menurutku papan tulis, karena aku bisa maju kedepan jadi lebih aktif karena banyak berbicara didepan kelas, bisa menumbuhkan sikap aktif dari diri saya.

R   : kalau media yang menurut kamu efektif, efisien dan menghemat waktu yang mana dek ?

Mr.A   : buku kak

R   : dari beberapa media tadi, menurut kamu media mana yang dapat membantu kamu dalam mengaitkan materi dengan kehidupan sehari-hari ? kenapa?

Mr.A : buku karena di dalam buku terdapat percakapan kak, jadi bisa dihafal bersama teman.

INTERVIEW TRANSCRIPTION

Narasumber   : Ms.M (Miska Widiyanti)

R   : Assalamualaikum dek, minta waktunya sebentar ya buat wawancara untuk data penelitian saya, sebelumnya boleh perkenalan dulu dek

Ms.M : nama saya Miska Widiyanti kak

R   : baik dek saya mulai bertanya ya,, apakah guru menggunakan media pembelajaran dalam mengajar bahasa Inggris dek ?

Ms.M : biasanya iya kak

R   : media apa saja yang digunakan dek ?

Ms.M : papan tulis, buku mm sama kamus kadang ya ppt

R   : dari media-media tersebut mana yang paling kamu suka dek?

Ms.M : buku

R   : kalau media yang menurut kamu kurang menarik media apa dek ?

Ms.M : papan tulis, karena tidak semua penjelasan dari guru dapat di cerna

R   : kamu lebih paham terhadap materi ketika guru menggunakan media apa dek ?

Ms.M : buku kak

R   : kalau media yang tidak kamu sukai atau menjadi kurang paham pada saat guru menggunakannya apa dek?

Ms.M : ppt kak, karena guru tidak sering menggunakan PowerPoint kak, jadi saya kurang mengerti, saya terkadang juga bosan karena hanya diam saja mendengarkan penjelasan guru.

R   : kalau boleh tau kenapa guru jarang menggunakan ppt ya dek ?

Ms.M : karena belajar menggunakan media ppt harus ke ruangan lab ipa dulu kak dan itu membutuhkan waktu.

R : dari beberapa media yang telah kamu sebutkan tadi yang media mana yang membuat kamu lebih aktif dalam belajar bahasa inggris dek ?

Ms.M : buku, karena kalo pake buku kita dapat membaca – baca materi yang akan di ajarkan kedepannya kak.

R : kalau media yang menurut kamu efektif, efisien dan menghemat waktu dan yang tidak yang mana dek ? ?

Ms.M : buku sih, tapi papan tulis iya tapi kadang ngga efektif sih kak soalnya kadang tulisan guru kurang jelas. Kalo yang tidak itu kamus kak tidak efisien waktu karena saya harus membuka-buka kamus dulu untuk mencari jadi lebih lama dan tidak paham.

R : dari beberapa media tadi, menurut kamu media mana yang dapat membantu kamu dalam mengaitkan materi dengan kehidupan sehari-hari dan yang tidak ? kenapa?

Ms.M : buku soalnya banyak bacaannya, kalo yang ngga bisa dikaitin itu ppt kak soalnya kan jarang di pake jadi lupa materinya kadang

INTERVIEW TRANSCRIPTION

Narasumber   : Ms.H (Amita Hidayah)

R   : Assalamualaikum dek, minta waktunya sebentar ya buat wawancara untuk data penelitian saya, sebelumnya boleh perkenalan dulu dek

Ms.H   : nama saya Amita Hidayah kak

R   : baik dek saya mulai bertanya ya,, apakah guru menggunakan media pembelajaran dalam mengajar bahasa Inggris dek ?

Ms.H   : iya kak

R   : media apa saja yang digunakan dek ?

Ms.H   : buku, papan tulis, kamus sama ppt jarang

R   : dari media-media tersebut mana yang paling kamu suka dek?

Ms.H   : papan tulis kak

R   : kalau media yang menurut kamu kurang menarik media apa dek ?

Ms.H   : aku kurang suka kalo pake buku kak, soalnya saya kurang mengerti bahasa inggris jadi saya males untuk membaca buku kak

R   : kamu lebih paham terhadap materi ketika guru menggunakan media apa dek ?

Ms.H   : papan tulis kak, karena guru menerangkan sambil ditulis jadi lebih paham

R   : kalau media yang tidak kamu sukai atau menjadi kurang paham pada saat guru menggunakannya apa dek?

Ms.H   : aku kan tidak suka media buku kak, soalnya tidak engerti arti atau terjemahan dari kalimat ynag ada dibuku.

R   : dari beberapa media yang telah kamu sebutkan tadi yang media mana yang membuat kamu lebih aktif dan tidak dalam belajar bahasa inggris dek?

Ms.H : kalo pake papan tulis saya bisa aktif maju kedepan kak menjawab soal kak, kalo yang tidak menurutku buku sama kamus

R : kalau media yang menurut kamu efektif, efisien dan menghemat waktu dan yang tidak yang mana dek ?

Ms.H : papan tulis kak, karena sudah jelas efektif digunakan untuk mengajar dan juga mengehemat waktu, kalo yang tidak itu ppt kak karena penggunaanya jarang dalam mengajar, trus membutuhkan waktu lama untuk mempersiapkan alat-alatnya jadi tidak engehemat waktu.

R : dari beberapa media tadi, menurut kamu media mana yang dapat membantu kamu dalam mengaitkan materi dengan kehidupan sehari-hari dan tidak ? kenapa?

Ms.H : kalo pake papan tulis saya setelah guru menuliskan materi kita dapat menyalinnya ke buku tulis, jadi dapat dipelajari kembali dirumah dan kadang di praktekkan.

INTERVIEW TRANSCRIPTION

Narasumber   : Mr.T (M. Tommy Adytya)

R   : Assalamualaikum dek, minta waktunya sebentar ya buat wawancara untuk data penelitian saya, sebelumnya boleh perkenalan dulu dek

Mr.T   : nama saya M. Tommy Adytya kak

R   :baik dek saya mulai bertanya ya,, apakah guru menggunakan media pembelajaran dalam mengajar bahasa Inggris dek ?

Mr.T   : iya

R   : media apa saja yang digunakan dek ?

Mr.T   : buku, papan tulis, kamus sama ppt

R   : dari media-media tersebut mana yang paling kamu suka dek?

Mr.T   : kamus

R   : kalau media yang menurut kamu kurang menarik media apa dek ?

Mr.T   : papan tulis

R   : kamu lebih paham terhadap materi ketika guru menggunakan media apa dek ?

Mr.T   : kalo pake buku sama kamus kak, soalnya pake kamus bisa mengetahui kata-kata bahasa inggris yang digunakan saat pelajaran dan bisa menerjemahkan ke bahasa Indonesia.

R   : kalau media yang tidak kamu sukai atau menjadi kurang paham pada saat guru menggunakannya apa dek?

Mr.T   : papan tulis

R   : dari beberapa media yang telah kamu sebutkan tadi yang media mana yang membuat kamu lebih aktif dalam belajar bahasa inggris dan tidak dek?

Mr.T   : saya suka membaca kak, jadi kalau pelajaran bahasa inggris saya aktif membaca kamus dan menjawab pertanyaan tentang arti kata kak

R   : kalau media yang menurut kamu efektif, efisien dan menghemat waktu yang mana dek ?

S   : kan selain mencari kata yang susah, kamus juga saya gunakan untuk mencari kata kerja 1, 2, 3 kak, sehingga dengan kamus saya menjadi lebih cepat seperti mengerjakan tugas kak.

R   : dari beberapa media tadi, menurut kamu media mana yang dapat membantu kamu dalam mengaitkan materi dengan kehidupan sehari-hari dan tidak? kenapa?

S   : buku soalnya banyak percakapan yang bisa di praktekkin, kalo yang ngga itu papan tulis soalnya aku lebih suka mendengarkan dari pada menulis

INTERVIEW TRANSCRIPTION

Narasumber   : Ms.L (Lutfhfiyah Darmi Nuraini)

R   : Assalamualaikum dek, minta waktunya sebentar ya buat wawancara untuk data penelitian saya, sebelumnya boleh perkenalan dulu dek

Ms.L   : Waalikumsalam kak, nama saya Lutfhfiyah Darmi Nuraini kak

R   : baik dek saya mulai bertanya ya,, apakah guru menggunakan media pembelajaran dalam mengajar bahasa Inggris dek ?

Ms.L   : iya biasanya

R   ; media apa saja yang digunakan dek ?

Ms.L   : buku sama kamus sama mmm papan tulis trus kadang ppt

R   : dari media-media tersebut mana yang paling kamu suka dek?

Ms.L   : ppt kak

R   : kalau media yang menurut kamu kurang menarik media apa dek ?

Ms.L   : buku kak

R   : kamu lebih paham terhadap materi ketika guru menggunakan media apa dek ?

Ms.L   : ppt sama papan tulis

R   : kalau media yang tidak kamu sukai atau menjadi kurang paham pada saat guru menggunakannya apa dek?

Ms.L   : buku kak soalnya kalo pake buku kan kita udah disuruh baca trus dijelasin sama kaya buku lagi sama aja kaya menjelaskan dua kali hehehe

R   : dari beberapa media yang telah kamu sebutkan tadi yang media mana yang membuat kamu lebih aktif dan tidak dalam belajar bahasa inggris dek?

Ms.L   : ppt kak

R : kalau media yang menurut kamu efektif, efisien dan menghemat waktu yang mana dek ?

Ms.L : kalo pake buku lebih lama dan sulit dipahami kak beda kalo pake ppt

R : dari beberapa media tadi, menurut kamu media mana yang dapat membantu kamu dalam mengaitkan materi dengan kehidupan sehari-hari dan tidak ? kenapa?

Ms.L : pas pake buku menurutku terlalu banyak tulisan materi kak, jadi sulit. Saya juga tidak mengerti bahasa inggris kalo banyak bacaan kak jadi sulit untuk mengaitkan di kehidupan sehari-hari. Tapi kalo ppt kana da contoh gambarnya kak jadi lebih mudah untuk diingat dan dipraktekkan.

APPENDIX 5

Documentation