

**TEACHERS' PERCEPTIONS OF USING VIDEO AS A MEDIA IN
TEACHING READING (A CASE STUDY AT SMP IT NUR HIDAYAH
SURAKARTA)**

THESIS

Submitted as A Partial Requirements for Writing the Thesis



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Thank you for the attention

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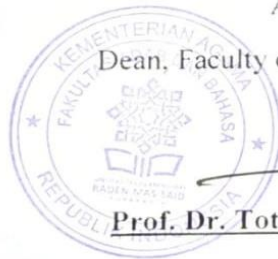
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DEDICATION

This thesis is dedicated for:

1. My Beloved parents Mr. Sugiyono and Mrs. Sri Suharni who always give love spirit, support, motivation, and pray for the fluency of finishing my education till the end.
2. My Beloved brother Donet Mardon, A.Md and my big family always give support and pray for me.
3. All of my friends in everywhere, thanks to much for your help and support.
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MOTTO

“fa inna ma’al-‘usri yusroo”
For indeed, with hardship will be ease
(QS. Al-Insyirah:5)

PRONOUNCEMENT

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Teachers’ Perceptions of Using Video as a Media in Teaching Reading (A Case Study at SMP IT Nur Hidayah Surakarta)” is my real 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 sanction in the form of repealing my thesis and academic degree.

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ABSTRACT

Khoriyana Pentarti, 2022. *Teachers' Perceptions of Using Video as a Media in Teaching Reading (A Case Study at SMP IT Nur Hidayah Surakarta)*. Thesis. English Language Education. Culture and Language Faculty, Raden Mas Said State Islamic University of Surakarta.

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Keyword : *Teaching Media, Video as Media, Teachers' Perception*

This research aims to identify the challenges faced by English teachers and analyze the perceptions of English teachers in using video as a media of learning reading at SMP IT Nur Hidayah Surakarta. The objective of this research is (1) To describe the the teachers' perception of using video based on the English teachers' perception at SMP IT Nur Hidayah Surakarta. (2) To investigate the challenges faced by teachers' using video based on the English teachers' perception at SMP IT Nur Hidayah Surakarta.

In this study, the researcher used descriptive qualitative method. The researcher collected the data by questionnaire and interview. The data of interview and questionnaire were obtained from 3 English teachers. The researcher used three steps of techniques: (1) Data Collection, (2) Data Reduction, (3) Data Display. For the trustworthiness of the data, the researcher used Methodological Triangulation.

The results show that all English teachers at SMP IT Nur Hidayah Surakarta have implemented video as a learning medium. There are advantages, disadvantages and challenges faced by teachers using video as a learning medium. For example, the teacher must adapt the material to the standards of an integrated Islamic school, such as choosing pictures and supporting sounds. Meanwhile, teachers also have positive and negative perceptions of the use of videos. Positive perceptions indicate that when teachers use videos, the material delivered is more detailed and meaningful, effective and efficient in teaching time. However, teachers also have negative perceptions such as taking a long time to produce videos, students and teachers being passive. Based on research findings, some recommendation for the teacher, future and institution are finally presented in the thesis.

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CHAPTER I

INTRODUCTION

A. Background of the study

In this era, the development of technology and science is happens more rapidly. Technology cannot be separated from human reaches, especially in the world of education. Education itself is a process where humans prepare for a better life in the future, therefore it is an obligation to manage education professionally in order to obtain maximum results. Humans and technology are inseparable since ancient times, the more rapidly the world of education is developing, the more diverse the technology needed. The world of education is now starting to develop, with various kinds of reforms that have been made to improve the quality of education. Improving the quality of education requires new breakthroughs, such as curriculum development, learning innovation and fulfillment of educational facilities and infrastructure. Student learning achievement can be improved by creating a more innovative learning process, so that it can encourage students to learn optimally (Setiawan et al., 2014).

In addition, with the existence of a technology, teachers can apply various media that are suitable for students' needs and goals in teaching and learning activities. Media can also make it easier for teachers to make the learning process more interesting, especially in learning English. Meanwhile, Pernama argues that media is a means, tool or device that has the function of conveying messages from the source to be forwarded to the target or recipient of the message(Permana, 2015). Then Daulay says that in teaching and learning activities as a complement to the components of a learning teacher must use media that are able to stimulate the learning process in an efficient and effective way(Indra & Baharuddin, 2017). Learning media are all things that become a means of delivering information from the sender to the recipient so that what is conveyed can be understood and received

optimally. Thus the media becomes one of the important factors in the success of teachers in delivering learning materials (Setiawan et al., 2014).

Learning is a process of education, namely activities carried out between teachers and students. A lesson will be more interesting if it uses good and appropriate learning media. In this process, of course, requires learning media that are used to facilitate and facilitate learning activities. Learning media is packaged in such a way by educators to create an impression, so that students understand the material presented by the teacher and do not just disappear with the arrival of new material. Along with the development of information and technology, the development of media is also growing rapidly. The ease of accessing the internet makes it easier to find information, data, images, movies, videos, etc. The learning process requires a learning media that is able to provide good visualization. The learning process is often faced with material that can be said to be abstract outside the daily experience of students. Visualization through learning media is one way that educators can certainly do to students to concrete or clarify something abstract for students.

There are various kinds of learning media as a means to make it easier for teachers to convey insights, information, to students, especially learning videos sourced from YouTube which are then packaged and modified by the teachers so as to produce interesting videos that can be easily understood by students. Video is one of the learning media used by English teachers at SMP IT Nur Hidayah Surakarta to increase students' interest and motivation in learning. Febriani (2017) also argues that video media is a medium that can communicate learning messages that are stronger, firmer, inspiring, improve and persuade students in learning and can generate excitement in the learning process and can improve student learning outcomes presented. With audio-visual so that learning can be easily accepted by students. Video as one of the technological advances has a lot of positive influence and progress for humans and their culture. With the video, people are no longer difficult to get various information and knowledge.

Based on pre-research that the researcher conducted on June 22th, 2022 the use of learning video media at SMP IT Nur Hidayah Surakarta runs well, all teachers take advantage the of existing facilities such as LCDs that are already available in each class, and in learning students enjoy it more and the teacher also feels comfortable because there is no need to explain repeatedly if students do not understand, it is enough just to play back the video presented. Meanwhile, some teachers feel that the process of making learning videos requires more time and skills are needed in this regard. This is under the opinion of Alwi saying that the obstacles or problems of teachers in implementing learning media include teachers feeling troubled in applying media, especially video media because it requires adequate time and cost, teachers are less skilled in applying media, especially learning video media(Alwi, 2017).

The researcher conducted research at the school because the researcher wanted to know the teacher's perception of using video as a medium of learning and also what are the challenges they faced while using video media in learning reading according to the perception of the English subject teacher. In addition, the researcher chose this school because teachers and students of SMP IT Nur Hidayah Surakarta are very active during the learning process and this school has a good vision and mission. Media is a tool for the teaching process that can be used to stimulate students' thoughts, feelings, attention, and abilities or skills to encourage everything in the learning process. It can also help teachers teach more effectively, increase teachers media knowledge in presentation materials, and enable students to learn more prepared, especially in teaching and learning contexts to achieve their goals.

Some previous researcher who had employed research related this study as follow the research conducted by Juliani (2010) Sanata Dharma University, entitled "Teachers' Perception On The Use Of Pictures In teaching English To Young Learners". This study investigated and explore teacher's perception on the use of pictures in teaching English to young learner. The researcher did the

research of 20 young learner's teacher who graduated from the English Language Education Study Program.

The next research was conducted by Havip (2021) entitled "English Teachers' Perceptions Toward Teaching Media In Senior High School No.7 Bengkulu City". This study explored teachers' perceptions of English language teaching media in Senior High School No.7 Bengkulu City. The result of this study indicates that there is a positive and negative perception by the teacher toward ELT.

From some previous research above, the researcher thinks that is not enough only to explore teachers' perception about teaching media and picture as teaching English, but the researcher also wants explore the teacher challenges and teacher perception about using video as teaching media. The previous study was conducted on teachers in Senior High School and young learner teachers' but this study will conduct in teacher Junior High School. So it will make this study different from the other study.

The discrepancy regarding the condition of teachers experienced above can affect teacher competence and quality of education as well as on the quality of learning English at SMP IT Nur Hidayah Surakarta. Video as a learning media has become one of the important components during learning. Students will be interested in learning if the learning is interesting, fun, and also educational. To create interesting, fun and educational learning, of course, many challenges are experienced by teachers. Based on the explanation above, the researcher will conduct a research entitled "Teachers' Perceptions of Using Video as a Media in Teaching Reading (A Case Study at SMP IT Nur Hidayah Surakarta)".

B. Identification of the problem

Based on the background of the study, this research is mainly concerned with the use of video as teaching media by teachers at SMP IT Nur Hidayah Surakarta. Therefore, the problem can be formulated as follow:

1. There are several teaching media used by the English teacher at SMP IT Nur Hidayah Surakarta
2. Some students are not used to using video as a medium of learning
3. Some students are not interested in learning if they use video media
4. The use of video as teaching media takes a lot of time and also requires skills
5. Some teachers had difficulties in presenting the making of an interesting video

C. Limitation of the Problems

In this research, the researcher limits the problem of the English teacher's perception and challenges of using video as teaching media in learning reading. There are many media but researcher focus on the specific scope of the video. The researcher also focuses on limiting the scope at SMP IT Nur Hidayah Surakarta because this school is one of the schools that have implemented videos. The limitations of problems to make problems clear, understandable, and more specific.

D. Formulations of the Problem

Based on the background of the study and identification of problem above, the problem of the research can be formulated in the following questions:

1. What are the teachers' perception of using video as a teaching media in teaching reading at SMP IT Nur Hidayah Surakarta?

2. What are the challenges faced by teachers in using video as a teaching media in teaching reading at SMP IT Nur Hidayah Surakarta?

E. Objective of the Study

Based on the problem statement above, this study aims to find out:

1. To describe the the teachers' perceptions of using video at SMP IT Nur Hidayah Surakarta.
2. To investigate the challenges faced by teachers' in using video at SMP IT Nur Hidayah Surakarta.

F. Benefits of the Study

The result of the researcher is expected to be used theoretically and practically:

1. Theoretical Benefit
 - a. Contribute to the new discussion on media effectiveness learn thorough useful videos in the process studying in Junior High School. Beside that it can also provide contribution in improving the quality of education through the media learn to be more innovation in practice, and be able to reinforce active learning theory.
2. Practically
 - a. For English Teacher

To provide correct information about the use of video as a teaching media, in order to become positive considerations in maximizing the teaching and learning process and can redesign the use of video towards a more positive and creative and dynamic not static.

- b. For the Researcher

This research can be a reference for further research. Other researchers can examine the benefits and challenges of using video as a learning medium based on the teacher's perception. Other researchers can also understand the theories and concepts of this research.

c. For the School

To provide policy considerations for schools in determining and utilizing educational technology, especially on video as a teaching media for learning English in order to improve the quality of learning teaching to achieve the competencies and learning objectives that have been determined and expected.

G. Definition of Key Terms

1. Perception

Perception is someone's experience about object, events that are obtained by collecting the information, and decoding the message. The experience here can be defined as one's opinion about objects or events that he or she has passed. While collecting the information by his or her sensory, their minds start to interpret the message given. As a result, they can have an opinion on whether that is good or not (Zainura, 2019a).

2. Teacher Perception

Teacher's perception is the teachers' attentional processes provide important insights into teachers' ability to focus their attention on relevant information (Sumer, 2018).

3. Video

Video is a technology that serves to capture, record, process, transmit and rearrange moving images. Video whose information is in addition to using signals from television videos, films, video tapes or other non-computer media (Bambang, 2013). Videos can present information, describe processes, explain complex concepts, teach skills, shorten or extend time and influence attitudes (Azhar, 2011).

4. Teaching Media

The media is every tool that conveys information or messages from one place to another. In the process of teaching and learning, using media can

make the process run effective and interesting. According to Harmer (2007), various object, image, and other things that can be used as teaching media are to present and manipulate language and involve students in activities.

5. Reading

According to Patel and Jain (2008: 113-114) stated reading is most useful and important skill for people. The skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular is reading which provide him both pleasure and profit (Patel & Jain, 2008).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Teacher

a. Definition of Teacher

Teachers are the main key and the backbone of the education system and it universally recognized. According to UU RI No 14 (2005) about teachers and lecturers, teachers can be defined as professional educators with the main task of educating, teaching, guiding, leading, training, assessing and evaluate students in formal education in early childhood, basic education and secondary education. Susiyanti (2019) defines a teacher as an expert person who is able to provide knowledge that helps students to build, identify and attain skills that will be useful to meet challenges in life. The teacher is one component in the learning process that participate in efforts to build the potential of human resources in development field (Sardiman, 2001). Teachers are also associated with the education of children in schools, of course, in education institutions, and those who need to know the existing teaching materials in the curriculum.

Teachers who help students identify concepts and how to use the language key terms and how to use the language itself to communicate can be called a language teacher (Miller, n.d., [online]). A teacher can be said to be an English teacher not only because of him teach English, but also have requirements as an English teacher, such as understand linguistic aspects and master English both spoken and written (Sari, 2017).

Everyone has already knows that the teacher is always related to education or school. Therefore, English teachers can be interpreted

as a person who has a profession or job to educate others to be able to use English as a means of communication.

2. Perception

a. Definition of Perception

Perception is someone's experience about objects, events that are obtained by collecting the information, and decoding the messages. The experience here can be defined as one's opinion about objects or events that he or she has passed. While collecting the information by his or her sensory, their minds start to interpret the messages given. As the result, they can have an opinion on whether that is good or not (Zainura, 2019).

Perception as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Every people can have a different perception of the same object. It is caused by the different ways of people judging objects (Robbins & Judge, 2008). Human perception, both positive and negative perceptions will affect the actions that appear. Positive actions will usually appear if we perceive someone positively and vice versa. The perception in this study is the teacher's view of the use of video as a medium for learning English.

On the other side, Robbins & Judge, 2008 not only defined the perception but he also explains some indicators of perception to know how the process of gathering information through human perceptions. Those indicators divided into three indicators as follows:

1) Acceptance

The process of acceptance or reabsorption is indicator of perception in physiology stage; it is about the function of the five senses in grasping external stimulus. This means that the information

submitted by individuals to another will be absorbed or accepted by the five senses, both sight, hearing, touch, smell, and tasting individually or together.

2) Understanding.

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

3) Evaluation

Evaluation is stimulus from the outside that has been grasped by the senses, and then evaluated by individuals. This evaluation is very subjective. It will be different perception of each person in environment. One individual assesses a stimulus as difficult and boring but other individuals judge the same stimuli as good and pleasant.

Adediwura & Bada (2007) elaborate on the theories of perception by collecting some experts' explanations. First, they define "perception as the way an individual judge or evaluate others in everyday life". In the cognitive dimension, they see that "perception is the process by which people attach meaning to experiences". It means that perception appears after people attend to certain stimuli in their sensory memories. In addition, Yingxu (2007) says that perception is a set of internal sensational cognitive processes of the brain at the subconscious cognitive function layer that detects, relates, interprets, and searches internal cognitive information in the mind.

Meanwhile, according to Atkinson, Rita & Hilgard (1993) perception is the study of how we integrate sensations into object percepts, and how we then use those percepts to recognize the world (percepts are the result of perceptual processes).

According to Solso et al (2007: 75) perception involves high levels of cognition in the interpretation of sensory information.

Perception is divided into two forms, namely positive and negative. **Positive perception** is an individual's assessment of an object or information with a positive view or in accordance with what is expected from the object being perceived or from existing rules. The cause of the emergence of a positive perception of a person is due to individual satisfaction with the object which is the source of the perception, the existence of individual knowledge, as well as the individual experience of the object being perceived.

Meanwhile, **negative perceptions** are individual perceptions of certain objects or information with a negative view, contrary to what is expected from the object being perceived or from existing rules. The cause of the emergence of a person's negative perceptions can arise due to individual dissatisfaction with the object that is the source of his perception, individual ignorance and the absence of individual experience of the object being perceived and vice versa.

Based on explanation above perception is a process in interpreting a form of stimulus in the form of a response or action taken after receiving the stimulus received by the senses and someone view of an object to judge whether positive response or negative response. Regarding the use of video media at SMP IT Nur Hidayah Surakarta, this is in the form of the teacher's views regarding the use and all things about video media at SMP IT Nur Hidayah Surakarta to increase effectiveness and facilitate the achievement of learning objectives. With the teacher's knowledge of video media, it is hoped that this media can run well and learning will be more varied so that students will find it easier to understand the material.

b. Process of Perception

The process of forming perceptions according to Miftah (2003:145) is based on several stages, namely:

- 1) Stimulus or stimulation the occurrence of perception begins when a person is faced with a stimulus or stimulus that comes from his environment.
- 2) Registration in the registration process, a symptom that appears is a physical mechanism in the form of sensing and a person's nerves influence through the senses that a person has to be able to listen to or see the information sent to him. Then list all the information sent to him.
- 3) Interpretation
Interpretation is a very important cognitive and perception aspect, namely the process of giving meaning to the stimulus it receives. The process of interpretation depends on the way of depth, motivation and personality of a person.

This is similar and in more detail regarding the occurrence of the perception process in accordance with the opinion of Walgito (2003:90) starting from the existence of objects that cause stimuli regarding the senses or receptors. Object and stimulus here are different things, but there are times when the object and stimulus become one, for example in terms of pressure. The stimulus process regarding the senses is a dark process or a physical process. The stimulus received by the sense organs is transmitted by sensory nerves to the brain. This process is called a physiological process. After that, there is a process in the brain as the center of consciousness so that individuals are aware of what they see, hear, or feel. While the process that occurs in the center of consciousness or in the brain is called a psychological process. Therefore, the last stage of the perception process is that the individual realizes what is seen, heard, or touched, in the form of a stimulus

received through the senses. As a habitat for perception, individuals will respond in various forms.

Based on the foregoing, the process of perception begins with the existence of a form of object that provides a stimulus or stimulation to the individual. Furthermore, it is processed in the brain, so that in the end it will be responded by the individual in the form of certain actions. In this study, the object is the use of image media that is perceived by the teacher so that the actions taken during the learning process are realized.

c. Type of Perception

Types of perception divided into two, there are; positive and negative perceptions. Self-perception has to act by all personal acts, think, and do about themselves, their capabilities and their bodies. It is also prejudiced by the reaction of others to them. This perception, in turn influences the demeanours each individual obtained and choices each human being makes all the way through life (Catherine & Brady, 2009).

- 1) Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.
- 2) Negative perception that describe all knowledge and responses that are not aligned with the object felt. It will be continued with passivity or reject. Furthermore, the classification of negative perceptions is when someone disagree what someone action and supported by saying notv really like, not exited or hate of the object.

As for the opinion of Jalaludin (2009:51), it states that perception is influenced by functional factors and structural factors. Functional factors or personal factors are factors related to the individual's understanding of the impact and the resulting stimuli, or it can be called the benefits derived from the generated stimuli, while structural factors or situational factors are external factors that affect individual understanding of the existing stimuli.

Walgito (1994: 110) explains that views or perceptions contain three components that make up the structure of attitudes, namely:

- 1) Cognitive component (perceptual component), namely components related to knowledge, views, beliefs, namely matters relating to how a person perceives the object of attitude.
- 2) Affective component (emotional component), which is a component related to feeling happy or not happy with the attitude object. Happiness is a positive thing, while displeasure is a negative thing. This component shows the direction of the attitude that is positive or negative.
- 3) The conative component (behavioral component or action component) is a component related to a person's tendency to act or behave towards an attitude object. This component shows the intensity of the attitude, which shows the size of a person's tendency to act or behave towards the object of attitude.

d. Measurement of Teachers' Perception

The researcher analyzed the survey questionnaire statistically by several steps. Firstly, the teacher response of teacher perception of using video as teaching media in learning reading with 15 statements, the

questionnaire was scored on five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) by Horwitz and Cope (1986).

Positive Statement

Table 2.1

No	Categorize	Score
1.	Strongly Agree	5
2.	Agree	4
3.	Uncertain	3
4.	Disagree	2
5.	Strongly Disagree	1

Negative Statement

Table 2.2

No	Categorize	Score
1.	Strongly Agree	1
2.	Agree	2
3.	Uncertain	3
4.	Disagree	4
5.	Strongly Disagree	5

3. Challenges

a. Definition of Challenge

The word of Challenges comes from the word “challenge” which is mean “(the situation of being faced with) something that needs great mental or physical effort in order to be done successfully and therefore tests a person’s ability” ([Online] Cambridge, n.d). Based on Mickiewicz the term challenge refers to the situation faced by someone who needs an effort to reach the goal. Challenge is different from the problem. The difference is if the problem does not need any effort but a challenge needs an effort in order to get something. It means that if someone is experienced a challenge,

he has to do something and find a way to solve it (Mickiewicz, 2011). It can be seen that challenge means something or a problem that is not easy to do and requires more effort and skills to deal with it.

So, what is meant by the challenges in this research are barriers or problems that teachers have to face when teaching English to EFL Students. To face these challenges, mental and physical effort is needed so that something can be done successfully and does not have a negative impact affect the teaching and learning process.

There are many things that must be considered in the teaching and learning process to create an effective learning situation. Something like this is necessary several variations of methods and strategies in accordance with the curriculum and students' own needs. Besides, a good teacher must have the ability to create lesson programs. Of course it's not easy to do while teaching. Teachers may face some problems in teaching English which can withstand the teaching and learning process itself.

According Songbatumis (2017) the challenges can come from teacher, facilities at school and the students. Some of the problems or obstacles the teachers have to face in teaching English, those are:

1. Teachers' ability and methods

Teachers will strive to make teaching methods effective for them because they might only get basic preparation in supporting theory and practical application. Applying improper teaching methods and techniques are difficult because the teacher not only think about how they transfer the four language skills like, listening, reading, speaking, and writing. But teachers also have to think how to increase student motivation and enthusiasm when learning English. Ansari said that the efficiency and teacher competence is vital in EFL learning. While teaching, teacher sometimes doing something monotouns like starting a lesson without asking students' moods, explaining all lesson hours,

and assigning assignment to students. This should be avoided by the teacher (Ansari, 2012). That is why knowledge of the method is very important for the teacher because the teacher's knowledge is his basic in teaching. When matching the teaching method and topic will help the teachers build an effective teaching learning process.

2. Facilities in learning

Facilities in this case means tools used to support English teaching and learning process. Facilities will affect the success of the English teaching and learning process. Songbatumis said that, the process of teaching English will not achieve the goal if the tools in teaching can not support it. While the teacher wants to teach about songs or movies, of course they need a projector to display the visuals, and speakers to display the audio. If the projector and speakers are not available how come teacher teaches students about it (Songbatumis, 2017). Roinah also think that the teaching and learning process cannot run optimally and maximally without any learning facilities available in the school (Roinah, 2019).

3. Overcrowded class

The overcrowded class is the one that gets mentioned the most problems faced by English teachers and the effects of these conditions can have on teaching and learning. A good environment to teaching English is on the conducive class. If the class have many students it will difficult to make the teaching-learning become effective. According to Oltmanns & Emery (2012) one of the most often mentioned problems encountered by English teachers is that "overcrowded classes and the effect of such condition can have on teaching and learning". Nurkamto also listen one of the challenges in teaching English that is size of the classroom.

According to researcher based on the challenges faced by the teachers proposed by some expert, the researcher concludes come indicators of teachers' challenges in teaching English.

4. Video as Media

a. Definition of Video

Video is widely believed to have had a huge impact on distance teaching. Videos are too often seen as a means of imitating traditional techniques rather than take advantage of its distinctive features as a medium that requires development certain skills from the teacher before it can be used effectively (Skerritt, 1984). In other hand, video offers the possibility of showing still or moving pictures in black and white, or at higher cost, in color with or without accompanying sound (McGovern, 1983). Based on Oxford dictionary, video is a type of magnetic tape used for recording television pictures and sound (*Oxford Advanced Learner's Dictionary*, 2000).

Based on some of the definitions above, it is clear that video is the audio-visual medium that displays movement, both for teaching and learning processes that aim to develop student skills.

b. The Advantage of Using Video

There are several opinions from the advantages of using video from many researchers. According to Ortun Zuber Skerritt, the advantage of capture and bring reality into the classroom, an excellent substitute for classroom activity and a well make product of high quality and coherence (Skerritt, 1984).

Based on John McGovern the advantage can be used normally classroom setting with fully lit room, it is easier to operate than film projector. Almost no extraneous noise, very easy to stop, start and

countdown with a fair degree of accuracy, it has counter that allows the teacher to find a specific clip.

Meanwhile, Susan Stempleksi states “It presents real language, it provides an authentic look at the culture, it gives students practice in dealing with the medium, and it motivates learners”.

c. The Disadvantages of Using Video

There are disadvantages to using video, based on MCGovern (1983) the disadvantages are the image smaller and less good defined, the quality of copies and home-produced material may not be ideal, this can be a serious disadvantage with students who are used to watching recipes and steps in procedure text. In particular if care is not taken to bring in an adequate supply of spare parts and spare equipment, video capacity is expensive to set up and maintain.

d. Video Media in Learning

Video media selected in learning activities need consideration in the curriculum. The use of media must be able to support learning activities that facilitate students to achieve the desired competencies (Nurrita, 2018). The use of instructional video media must be able to facilitate students in achieving learning objectives. Audio-visual media such as video and multimedia can be used to assist students in learning information and knowledge about a process or procedure. The selected learning video media must also be able to involve students' mentality in the learning process. Students who are intensively involved with video media and the subject matter in it will learn more easily and be able to achieve the desired competencies.

In the cognitive aspect, video can be used to learn things related to students' knowledge and intellectuals. In the affective aspect, video media can be used to train the elements of emotion, empathy and

appreciation for an activity or situation. In English subjects in junior high schools, for example, which contains material about descriptive text, videos can be used to give lessons and examples of various kinds of descriptive texts. In this case, it can be seen that the video media is very helpful in the effective learning process. Because video is a medium that involves two senses, namely hearing and sight, because what is seen by the eye and heard by the ear is faster and easier to remember than what can only be read or heard.

The use of video media, students are expected to get the same and correct perception and understanding, in addition to students being able to receive subject matter. The benefits of video in increasing the effectiveness and essence of the learning process include, Using video can overcome the limitations of distance and time, clarify abstract matters and provide a more realistic picture so that it is very good at explaining a process and skill, being able to show stimuli that are in accordance with the goals and responses expected by students. On the other hand, the use of video also makes the message conveyed quick and easy to remember and makes it easier to evaluated.

However, apart from the advantages above, it also cannot be separated from its weakness, namely that the media places too much emphasis on the importance of the material rather than the process of developing the material. Judging from its availability, there are still very few videos on the market that are suitable for learning objectives in schools. On the other hand, video production itself adds a lot of time and money(Munadi, 2012).

B. Previous Related Studies

Relevant studies on this research are used to strengthen the reearch conducted by the resesarcher.

The first study by Rilya (2014) entitled “The Teacher Perceptions On English as A Medium of Instruction for Mathematics and Science”. The result of this study is the importance of the use of English as a medium learning mathematics and science and others subject. Confidence becomes an important thing to be done by the teacher when the teacher gives an introduction and a conclusion on the material being taught at the time.

Others research was conducted by Megawati (2015) entitled “Teachers’ Perception On The Use Of Audio and Audiovisual Media in Listening Comprehension At SMA Muhammadiyah 3 Yogyakarta”. The result showed that the respondent had two perceptions on the use of audio and video media namely, the types of learning media and the function of the media. This research employed qualitative approach with interview as the collecting instrument.

The third research was conducted by Make & Yonas (2018), entitled “Teachers’ Perception On The Use Of Audiovisual Materials To Teach English Speaking Skill: Abba Pascal Girls School In Focus”. The finding of this study imply that the respondents have an adequate understanding of the concept audiovisual materials in terms of teaching speaking skills. They also have a positive perception of the material because they believe that audiovisual material replaces a monotonous teaching environment and makes teaching and learning easier life learning process. The finding also showed that the respondents are interested in teaching speaking skill using audiovisual materials.

The next previous research entitled “Teacher’s Perceptions of English Language Teaching Media”. The research was conducted by Hyasintha, (2017). The results showed that teachers had very good understanding of media as their average score of understanding was 87-100. However, there are also

analysis results which show that most teachers have negative attitudes towards the media with an average score of 37. Thus, cumulatively, the results show that English teachers in the city of Yogyakarta have a good perception of ELT media.

The last previous research entitled ‘EFL Learners’ and Teachers’ Perception toward the Use of Online Video in EFL Classes’. The research was conducted by Alshraideh, Sultan, (2021). The result showed that most teachers recommend it as an effective tool. The participants’ responses showed that online video use was an effective technique and had a positive technique and had a positive influence in EFL class.

Table 2.3 The Table of Comparative Previous Study

NO	Name	Affiliation	Title	Similarities	Differences
1.	Olga Rilya (2014)	English Education Department Teacher Training And Education Faculty Muria Kudus University	Teachers’ Perceptions On English As A Medium Of Instruction For Mathematics And Science	The previous study and this study have similar concern with focused on the teachers’ perception	The difference is Rilya about the use of English as a medium for learning mathematics and science, and this study is about the teacher's perception of the use of video as a teaching medium in learning reading
2.	Megawati (2015)	English Education Department Faculty Of	“Teachers’ Perception On The Use Of Audio	The previous study and this study	The previous study is difference with this

		Language Education Universitas Muhammadiyah Yogyakarta	and Audiovisual Media in Listening Comprehension At SMA Muhammadiyah 3 Yogyakarta ”	have similar concern with focused on the teachers’ perception	study because this survey in Junior High School while previous study survey in Senior High School
3.	Mesheska Make & Amanuel Yonas (2018)	Assistant Professor of English Language and Indigenous Studies, Wolaita Sado University, Ethiopia	“Teachers’ Perception On The Use Of Audiovisual Materials To Teach English Speaking Skill: Abba Pascal Girls School In Focus”	The previous study and this study focus on teachers perception on the use of audiovisual / video	The previous study used descriptive research design for this study, meanwhile this study used qualitative research
4.	Hyasint Lusiana Soko (2017)	The Graduate Program in English Language Studies Sanata Dharma University Yogyakarta	Teacher’s Perceptions of English Language Teaching Media	The previous study and this study have similar concern with teaching media	The previous study is difference with this study because this survey in one Junior High School while previous study survey in 14 Junior High School
5.	Doniazad Sultan Alshraideh (2021)	English Language Centre Taibah University	EFL Learners’ and Teachers’ Perception toward the	The previous study and this study have similar in	The subject of previous study is teachers and learners meanwhile

		Madinah Saudi Arabia	Use of Online Video in EFL Classes	the research methods used, namely qualitative	this study just teachers
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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was conducted by researchers using qualitative methods. Qualitative methods have a strong quality in providing complex text descriptions about how people experience certain research questions. The research method is used to better understand the research question. Qualitative data information was collected by researchers through interview and questionnaire. For deep understanding, researchers prefer to use qualitative methods of data collection. The technique used by the author for data collection in this research were interview and questionnaire.

In qualitative research the researcher becomes the instrument, therefore in qualitative research, the instrument is human. To become an instrument, the researcher must be able to ask questions, analyze, and construct the object under study to be clearer and more meaningful (Sugiyono, 2017). This study was carried out with the aim of knowing the use of video as a medium for learning English at SMP IT Nur Hidayah Surakarta. The use of the method is intended so that the truth revealed is truly can be accounted for and have accurate and reliable scientific evidence.

B. Research Setting and Time

1. Place

This study is about analyzing the benefits and challenges of using video as a medium of learning in the classroom by English teachers. This research took place in Banjarsari, Surakarta, Central Java. The place of the research is at the SMP IT Nur Hidayah Surakarta Junior High School which is located in Jl. Kahuripan Utara Sumber, Banjarsari Surakarta, Central

Java. The researcher conducted this research start from pre research to find some of the data until drawing conclusion.

2. Time

Table 3.1 Time of Research

No.		2021	2022							
		Dec	Jan	Feb	Mar	Apr	May	Jun	Dec	
1.	Collecting the data									
2.	Analyzing the data									
3.	Writing research report									
4.	Consulting thesis to the advisor									
5.	Proposal Seminar									
6.	Munaqosyah									

C. Research Subject

The subject of the study was the English teacher at SMP IT Nur Hidayah Surakarta. The researcher chooses the English teacher because to meet the needs and objectives of the research to be carryout at the school. The researcher took 2 teachers namely Mrs. H, Mrs. F and Mr. H Based on that reason, the researcher would like to know the teachers' perception and challenges of using video as a teaching media for learning English in the classroom.

D. Research Instrument

For this research, the researcher acted as the main instrument. To collect data, researchers conducted questionnaire and interview. Interview is an activity involving interviewer and interviewee in which the interviewer gives 10 questions to be answered by the interviewee. Researcher used this interview to understand the data about teachers' perceptions of using video as a medium used by teachers in the learning process to find out the perception and challenges of teaching. To easier of collecting data, the researcher needs a questionnaire guidelines and interview guidelines that will be presented in the table as follows:

The Blueprint Questionnaire and Interview

Table 3.2

Indicator	No	Description	Types of Question	The Item Number	Number of Question
Teachers' ability and methods	1	The efficiency and the competency of teacher is a vital in learning EFL, when matching the teaching method and topi will help the teachers build an effective teaching learning process	Positive	1,2,3,4,10	7
			Negative	6,8	

Facilities in learning	2	Facilities in this case means tools used to support English teaching and learning process. Facilities will affect the success of the English teaching and learning	Negative	5,9	2
Overcrowded class	3	Overcrowded classes is the one of the most often mentioned problems encountered by English teachers and the effect of such condition can have on teaching and learning	Positive	7	1
Positive Perception	4	a valuable present that prepares the self-confidence and power to catch on	Positive	1,2,3,4,5,6,7,8,9,10,15	11

		the world, to endyre crises, and to focus outside oneself. It increases the constructio n of relationship and giving to others.			
Negative Perception	5	the classificatio n of negative perceptions is when someone disagree what someone action and supported by saying notv really like, not exited or hate of the object.	Negativ e	11,12,13,14	4
Total			25		

E. Techniques of Collecting the Data

Collecting data is a way used to collect, accumulate, get, or find the data of research (Suwartono, 2014). Additionally, there are two influential points in the result of research as quality of instrument research and quality of data collection (Sugiyono, 2013).

In collecting data, the researcher chose 2 techniques in doing systematic steps of research. These techniques were purposed to investigate different aspect as follows:

1. Interview

Interview is one of the research data collection techniques direct communication (conversation/dialogue) subject. This type of communication occurs between the interviewer and respondents. In addition, the interviewer is the one who conveys the information questions and interviewees are subject to answer the interviewer's questions (Moleong, 2005). Interview the way to get information clearly from the participants. The order of interview may be controlled while still giving spontaneity, and the interviewee can press not only for complete the answer but also response the issue deeply. This interview used open-ended questions which are to give free thought, suggestion, recall information learned, or detailed answers from the respondents (Leo, 2007).

The researcher used open ended interview to gain view and perspective from the English teacher in order to collect deep information. The researcher covered the data by recording the interview process. There were 10 basic questions and around 10-15 minutes in interview stage for each respondent.

2. Questionnaires

The second research instrument is a questionnaire. The purpose of the questionnaire is to get data about the analysis of teacher perceptions about the use of videos as a learning media. According to Key (1997), the questionnaire is the process of generating beliefs, experience, perceptions, and attitudes in individual samples. The questionnaire was distributed because researchers intend to determine the teacher's perceptions of their experience in the use of video as a learning medium.

The questionnaire was designed in the form of a closed statement to facilitate researchers to collect data. According to McLeod (2014), close-ended statements structure the answer by allowing only answers which fit into the category predetermined by researchers. A closed-ended statement items easy to use and score (Fraenkel & Wallen, 2009).

For analysis of the questionnaire the researcher uses percentage system with formula as follow:

$$P = F/N \times 100\%$$

Where: P = Percentage

F = Frequency

N = Total Sample

100% = Constan Value

F. Trustworthiness of the Data

Triangulation defines the use of two or more data methods group in studying several aspects of human behavior. Triangulation is a physical measurement technique; that's a powerful way show concurrent validity. Validity is one of the strengths of qualitative and depends on determining whether the findings are accurate from the point of view of the researcher, participant, or reader. Researcher use triangulation techniques to prove the trustworthiness of data. The triangulation technique is a technique for checking the validity of the data by using things outside the actual data aims to compare data (Creswell, 2014).

According to Moon (2019), he revealed four kinds of triangulation techniques, they are 1) Data triangulation, 1) Investigator triangulation, 3) Theoretical triangulation, 4) Methodology triangulation. In this study, the researcher used the Methodology triangulation. This type uses the same method on different occasions or different methods on the same research object.

Methodological triangulation involves the use of several qualitative methods, this research will be done by comparing the data obtained from interview and questionnaire. Thus, triangulation of data is needed because the researcher gathers several sources of data in the same study with the researcher as data's checking from other sources and previous study so that the researcher gets the truth.

G. Techniques of Analyzing the Data

The data analysis technique used in this research was an interactive model of analysis. According to Miles & Huberman (1992) in this model there are three components, namely data reduction, data display and conclusion drawing. The three activities in interactive model analysis can be explain as follows:

1. Data Collection

After finding the problem, the researcher collected data by interviewing the teacher as information in the teaching and learning process to obtain more supporting data. Collect all the recorded data, then the researcher writes a transcription of the recording. From transcripts, researchers get the data. At this stage the researchers learned about the online media used by teachers and students.

2. Data Reduction

It is the process of minimizing the amount of data that needs to be stored in the data storage environment. In this study, the researcher selected English data about the perceptions of using teaching media by teachers in the study obtained during the study, and the simply classified and selected the data.

3. Data Display

At this stage, the researcher developed a structure description of information to draw conclusion and take action. The presentation of data commonly used in this research is narrative text form. The purpose of narrative text is that the researcher describe previously classified information about teachers' perception of using video as teaching media then conclusion was presented in narrative text form. It analyzed and describe the data qualitatively.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

The researcher collects the data through interview and questionnaire. Based on interviewed and questionnaire the researcher interviewed three English teachers' in the State Junior High School IT Nur Hidayah Surakarta. The interview and questionnaire are used by the researcher to obtain data about the perception and challenges faced by teachers in using video as a teaching media on Monday, October 03th 2022 07.30 to 08.30 and Wednesday, October 05th 2022 10.00 to 10.20.

1. Teachers Perception

The researcher investigated a total of 3 respondents by 3 English teachers at SMP IT Nur Hidayah Surakarta. The data contains 15 questionnaire items containing favorable or positive and unfavorable or negative statements in Bahasa to obtain more in-depth information about the use of video as a medium for reading learning. The following data conveys the teacher's perception of the use of video as a medium for reading learning. Researchers present the data in the form of tables and graphs. Every high score of favorable and unfavorable response are representative of the answer from each teacher.

1) Teacher 1 (Mrs. H)

a. Positive Perception

The teacher said that the use of videos has a very good impact on the progress of the students' teaching and learning process because using videos is considered more interesting to attract students' attention and the use of time is said to be quite efficient when the use of videos takes place during learning.

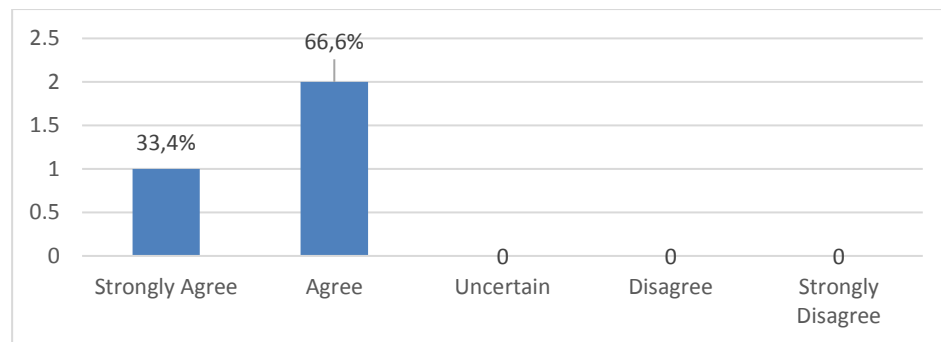
For the suitability of the question about reading ability in students, the researcher found that:

Table 4.1. The Result of Students' Reading Ability

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	3	1	2	0	0	0

Based on the table above, dominant score with item agree, there 2 teachers answered agree then followed strongly agree chose by 1 teacher. The score combined agree and strongly agree.

In the below will be explained the results of the questionnaire about students' reading ability using graphic tables, as follows:

Graphic 4.1 The Result of Students' Reading Ability

In graphic chart conceived there are 66,6% of the respondents chose agree and 33,4% respondent chose strongly agree. The score combined agree and strongly agree. It means that the teachers have positive response or have favorable perception about this item. Same of respondent said:

"Yes, of course it is very helpful, because if the results are not good, I will not apply it when learning, even children also like it when they are asked to make videos, so I think it makes children more creative so that the progress of using video media makes children curious to try to make." The teachers have positive response about the media can improve skill reading students.

The result of advantage used video media, the researcher views that:

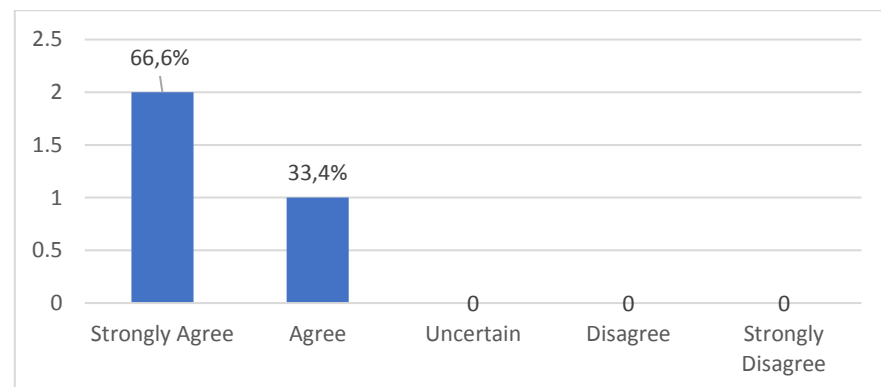
Table 4.2. The Result of Implementation Video

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
2	3	2	1	0	0	0

Based on the table above, dominant score with item strongly agree, there 2 teachers answered strongly agree then followed agree chose by 1 teacher. The score combined agree and strongly agree.

In the below will be explained the results of the implementation about video as teaching media using graphic tables, as follows:

Graphic 4.2. The Result of Implementation Video



The trend score of the graphic for strongly agree- strongly disagree. It can show that 66,6% respondents chose strongly agree, 33,4% chose agree. The respondents inclined in strongly agree or have positive pole about this item. The respondents agree about statement Videos help students understand the material they look and listen. It's appropriate with statement through interview: "yeah it really helps me because videos are really interesting things for kids, so if they're noisy, it can condition them".

In additional media video can help students understand more in detail material like on the table:

Table 4.3. The Result of Implementation Video

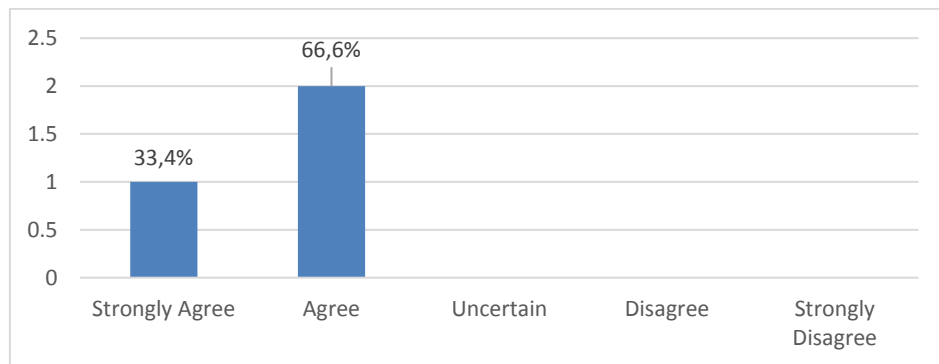
No	Category
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Item	Total Respondent	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
3	3	1	2	0	0	0

This statement on the graphic shows that most of respondents chose agree-strongly agree with number 2 for agree and 1 for strongly agree. It means that, most of respondents have positive pole to this statement.

In the below will be explained the results of the implementation about video as teaching media using graphic tables, as follows:

Graphic 4.3. The Result of Implementation Video



This statement on the graphic shows that most of respondents chose agree-strongly agree with 66,6% for agree and 33,4% for strongly agree. It means that, most of respondents have positive pole to this statement. This means agreeing that using video media according to the teacher's perception can help students to understand the material in more detail. As T2 said said "but if we give examples in everyday life through the videos that I show they will understand better because there are clear examples through the video earlier".

b. Negative Perception

The teacher said that while using video as a medium for learning to read there were no negative opinions or perceptions because in all aspects there were many benefits.

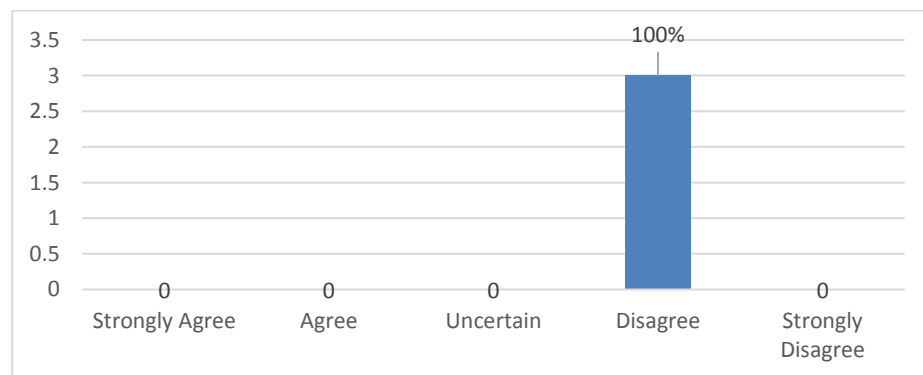
Table 4.11. The Result of Facilities in Learning

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
11	3	0	0	0	3	0

Based on table above, it shows that disagree as a high score in this item. Disagree selected by 3 of respondents, strongly disagree choose 0 followed by agree 0 and strongly agree 0. It can be said that respondents have a negative perception by disagreeing if the use of video media makes the teacher passive. This means that respondents have a positive perception when using video as a medium of learning in the classroom.

In the below will be explained the results of using facilities in learning using graphic tables, as follows:

Graphic 4.11. The Result of Facilities in Learning



Based on graphic above, it shows that disagree as a high score in this item. Disagree selected by 100% of respondents, strongly disagree choose 0% followed by agree 0% and strongly agree 0%. It can be said that

respondents have a negative perception by disagreeing if the use of video media makes the teacher passive. This means that respondents have a positive perception when using video as a medium of learning in the classroom.

As T3 said, “So when I was in class, I just played the video and explained a little. The rest of the children paid attention to the video I showed, so there I had time to do other things, for example controlling, observing students and even preparing the next material.”

2) Teacher 2 (Mrs. F)

a. Positive Perception

The teacher said that learning using videos would be more varied and make students understand the material more broadly. the use of video is also considered efficient because the teacher in the class can pay more attention to and control the students in the class.

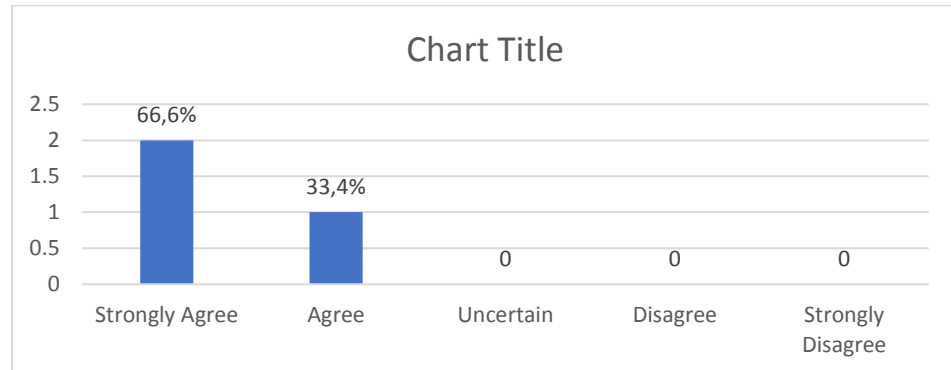
The result of the respondents about implementation video media in the class, show that:

Table 4.4. The Result of Implementation Video

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
4	3	2	1	0	0	0

In the below will be explained the results of using video media in learning using graphic tables, as follows:

Graphic 4.4. The Result of Implementation Video



For fourth item, it shows that high score toward strongly agree – agree. There are 2 or 66,6% respondents and 1 or 33,4% respondent. It means that, most of teacher's have positive pole in this statement. The respondents agree that using video media can help students to know more clearly about intonation.

For the answered about implementation media video in learning, show that:

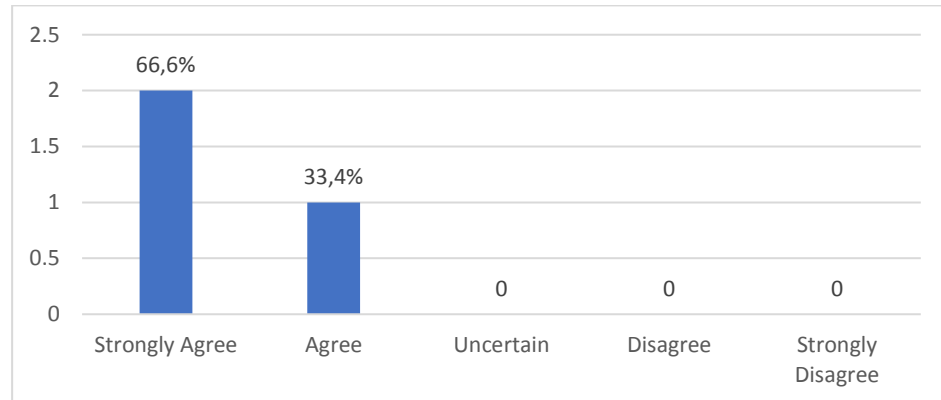
Table 4.5. The Result of Implementation Video

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	3	2	1	0	0	0

The finding shows that, high score in strongly agree amount 2 respondents and agree 1. It clearly shows that the respondents agree or have positive pole about this item.

In the below will be explained the results of using video media in learning using graphic tables, as follows:

Graphic 4.5. The Result of Implementation Video



The finding shows that, high score in strongly agree amount 2 or 66,6% respondents and agree 1 or 33,4%. It clearly shows that the respondents agree or have positive pole about this item

. For the answered about implementation media video in learning, show that:

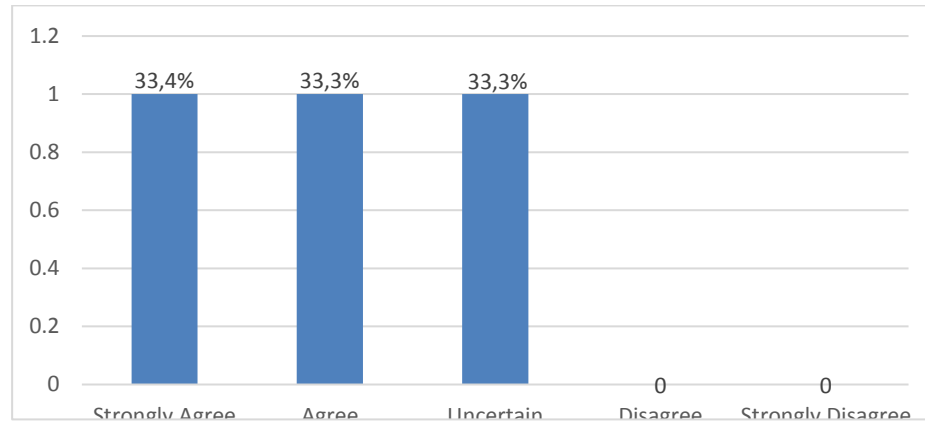
Table 4.6. The Result of Implementation Video

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
6	3	1	1	1	0	0

According to the result table the respondent had different answers. High score refers to strongly agree-uncertain. There are 1 respondent chose strongly agree, 1 respondent chose agree and then 1 respondent chose uncertain.

In the below will be explained the results of using video media in learning using graphic tables, as follows:

Graphic 4.6. The Result of Implementation Video



According to the result table and graphic. The respondent had different answers. High score refers to strongly agree-uncertain. There are 1 or 33,4% respondent chose strongly agree, 1 or 33,4% respondent chose agree and then 33,3% respondent chose uncertain.

b. Negative Perception

the teacher's opinion is less about negative perceptions and negative impacts, because the video is made as interesting as possible so that it makes students enjoy and focus more on the material presented.

In the below will be explained the results of overcrowded class when using video media in learning using tables, as follows:

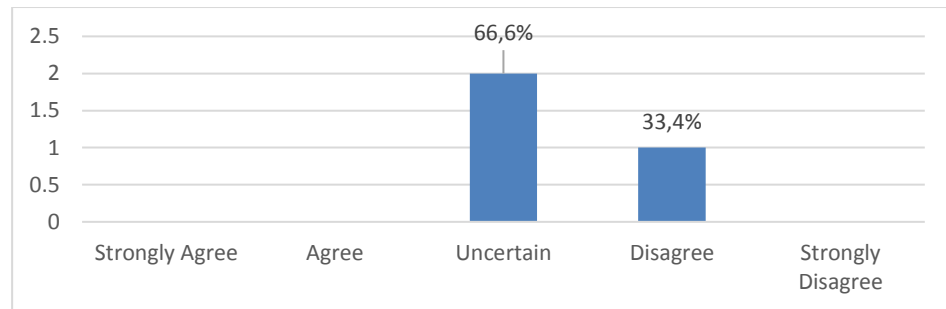
Table 4.12. The Result of Overcrowded Class

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
12	3	0	0	2	1	0

The table shows the result in disagree-uncertain scale of negative range, all the respondents chose uncertain about 2 or 66,6%, disagree 1 or 33,4% and other 0 or 0%.

In the below will be explained the results of overcrowded class when using video media in learning using graphic, as follows:

Graphic 4.12. The Result of Overcrowded Class



The graphic shows the result in disagree-uncertain scale of negative range, all the respondents chose uncertain about 66,6%, disagree 33,4% and other 0%.

3) Teacher 3 (Mr. H)

a. Positive Perception

the teacher said that by using video as a learning medium, there would be more benefits than disadvantages. the benefit for the teacher himself is that the teacher has more time to pay attention to students when learning takes place.

Not only that, students also understand more about new sentences with the help of subtitles and sound from native speakers. with only one video production it can be used for all classes so that it will be more efficient in using time.

For the answered about implementation media video in learning, show that:

Table 4.7. The Result of Implementation Video

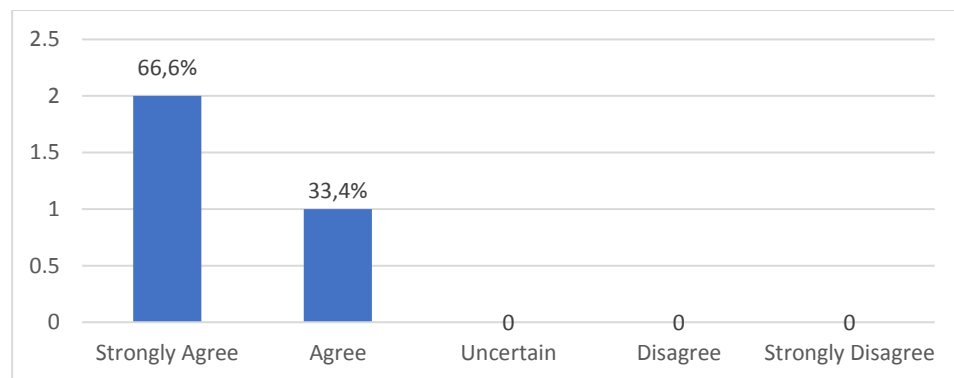
No	Category
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Item	Total Respondent	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
7	3	2	1	1	0	0

From the table above, as more total respondent 3 there are 2 respondents selected strongly agree followed 1 agree.

In the below will be explained the results of using video media in learning using graphic tables, as follows:

Graphic 4.7. The Result of Implementation Video



According to range of level items strongly agree is the highest score amount 66,6%. It shows that, the respondents agree about Video media makes students more responsive and attentive. It can support by a statement of teacher as follow:

T3 said “So I think it's more helpful because it will attract more students' attention. But that doesn't mean that apart from using video media they are not interested, it's not like that, but they become more enthusiastic”

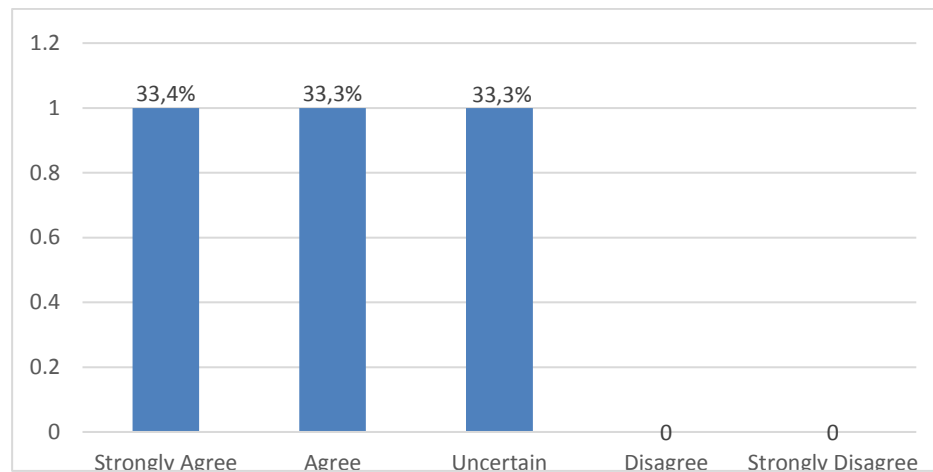
Table 4.8. The Result of Implementation Video

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

8	3	1	1	1	0	0
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According to the result of table the respondent had different answers. High score refers to strongly agree-uncertain. There are 1 respondent chose strongly agree, 1 respondent chose agree and then 1 respondent chose uncertain. It means that according to the teacher's opinion the use of video for some time cannot reduce students' anxiety when learning reading

Graphic 4.8. The Result of Implementation Video



According to the result graphic. The respondent had different answers. High score refers to strongly agree-uncertain. There are 1 or 33,4% respondent chose strongly agree, 1 or 33,4% respondent chose agree and then 33,3% respondent chose uncertain. It means that according to the teacher's opinion the use of video for some time cannot reduce students' anxiety when learning reading.

For the reason teacher chose video as teaching media in learning process, it showed that:

Table 4.9. The Result of Implementation Video

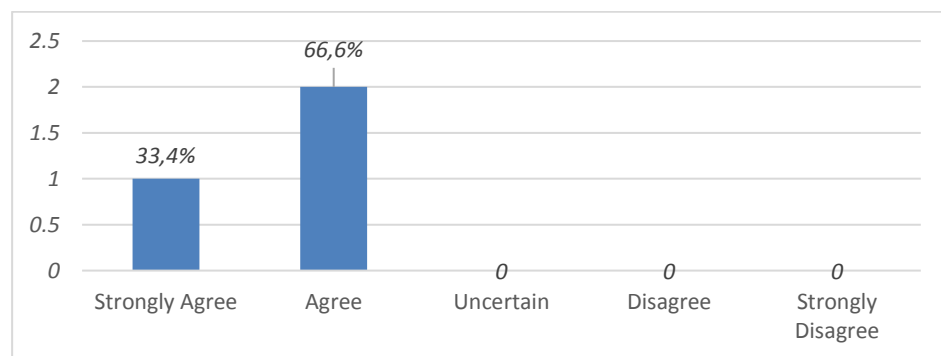
No	Category
----	----------

Item	Total Respondent	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
9	3	1	2	0	0	0

From the table above, 1 teacher chose strongly agree followed 2 teachers chose agree.

In the below will be explained the results of using video media in learning using graphic tables, as follows:

Table 4.9. The Result of Implementation Video



According to range of level items, agree is the highest score amount of 66,6%. This shows that, respondents agree that the teacher chooses video as a media to support learning.

This is the same as stated by the respondent, said: T3 “Because the media is used to strengthen the essence of the teaching itself and also to complete the learning process so that it is more interesting and easily understood by students.

On the other hand, the researcher found that the facilities in learning:

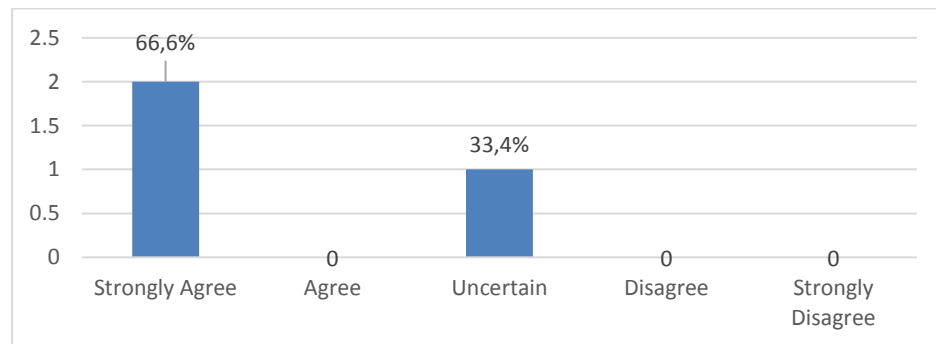
Table 4.10. The Result of Facilities in Learning

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
10	3	2	0	1	0	0

The table informs that, 2 respondents chose strongly agree followed 0 agree, 1 uncertain, 0 disagree and then followed 0 strongly disagree.

Through this statement, the researcher knows that the facilities in the school are good enough to support the learning process in the classroom using the media.

Graphic 4.10. The Result of Facilities in Learning



The graphic informs that 66,6% respondents chose strongly agree followed 0% agree, 33,4% uncertain, 0% disagree and then followed 0 or 0% strongly disagree.

Through this statement, the researcher knows that the facilities in the school are good enough to support the learning process in the classroom using the media. This is supported by the statement:

As T1 said that “Yes, wifi is facilitated here for every class, there is also a LAN cable and then for the LCD itself, thank God, it is provided so that the LCD class supports it, so of course it is very supportive at school if you learn to use learning media.” Other respondent also said "That's enough, it's just that sometimes the LCD cable is damaged and when it happens in class it sometimes takes up time. But the overall facilities are pretty good because we here also have technicians who take care of the facilities at school”

b. Negative Perception

The teacher's opinion by using video can also be said that the teacher will be a little passive in class.

the teacher also said that selecting appropriate material was difficult, so it took a lot of time to produce videos.

In the below will be explained the results of using video media in learning using table, as follows:

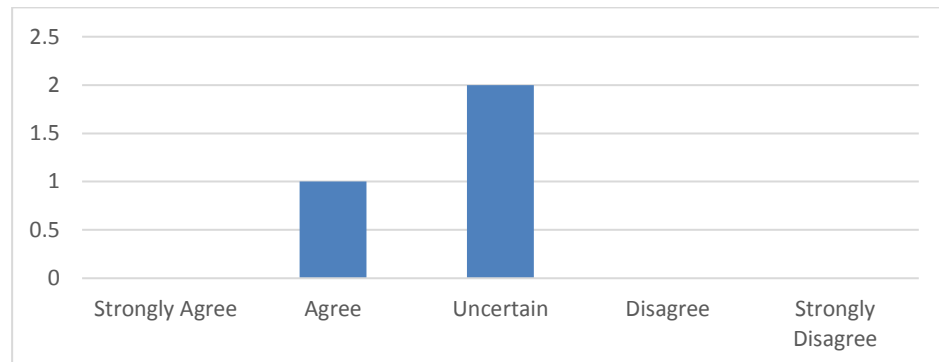
Table 4.13. The Result of Implementation Video in Learning

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
13	3	0	1	2	0	0

The table shows the result in agree-uncertain scale of negative range, all the respondents chose uncertain about 2 agree 1 and other 0. Like the results of the respondents above, it can be concluded that the use of video as a teaching medium by teachers is considered not conducive at certain times.

In the below will be explained the results of using video media in learning using graphic, as follows:

Graphic 4.13. The Result of Implementation Video in Learning



The graphic shows the result in agree-uncertain scale of negative range, all the respondents chose uncertain about 2 or 66,6%, agree 1 or 33,4% and other 0 or 0%. Like the results of the respondents above, it can be concluded that the use of video as a teaching medium by teachers is considered not conducive at certain times. As the respondent T2 said “sometimes the class hours also affect, sometimes when we are in class that afternoon, there is only remnants of energy from both the teacher and the students”.

The result of proses Making videos takes a long time, views that:

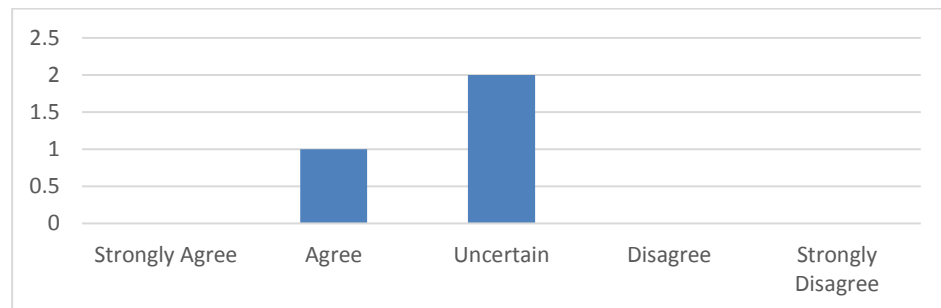
Table 4.14. The Result of Implementation Video in Learning

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
14	3	0	1	2	0	0

From the table above, as more total respondent 3 there are 2 respondents selected uncertain followed 1 agree. It shows that, the respondents agree about proses making videos takes a long time

The result of proses Making videos takes a long time, will explain with graphic, shows that:

Graphic 4.14. The Result of Implementation Video in Learning



According to range of level items uncertain is the highest score amount 66,6%. It shows that, the respondents agree about proses making videos takes a long time. As T3 said “if you're confused or not, it's just that sometimes it's difficult, the difficulty was that if our original video made it ourselves it would be complicated, but if you want it to be comfortable, adopt someone's.”

based on the conclusions on teacher perceptions above, it can be said that during the use of video as a learning medium there were more positive responses from teachers than negative responses.

2. Teacher challenges

The researcher used interviews to find out the second research question. Researchers conducted interviews with 3 English teachers who teach at SMP IT Nur Hidayah Surakarta. In this case, the researcher conducted with English teachers because the researcher intended to get in-depth information about the challenges faced by teachers in using video as a medium of learning. Researchers conducted interviews in October, 03th and 05th 2022 at SMP IT Nur Hidayah Surakarta. There are 10 questions in the interview which are questions about perceptions and challenges faced

by teachers. Researchers conducted interviews with Bahasa to obtain meaningful data.

A. Teacher 1 (Mrs. H)

a. Teachers' Ability Method

According to Mrs. H said that *“Oh tidak, inshaallah aman-aman saja. Tapi memang saya tipikal ketika mau menampilkan video itu harus saya lihat dulu mbak, karena tidak semua video yang saya tampilkan di kelas itu saya yang buat sendiri, terutama dalam menyampaikan materi tentang reading dan apalagi saya di sekolah smp it ini ya mbak, jadi memang ada bagian-bagian video yang harus benar-benar kita filter, misalnya saja kaya bagian yang membuka aurat dan sebagainya memang harus kami potong, maka dari itu jadi apakah kebingungan atau tidak ya tentu tidak karena saya menggunakan well prepare dulu, jadi ya tentunya membuat kesiapannya juga bagus.”*

b. Facilities in learning

According to Mrs. H *“Ya, disini difasilitasi wifi setiap kelas, itu juga ada kabel LAN terus kemudian untuk LCD sendiri alhamdulillah disediakan jadi perkelas LCD nya menunjang, jadi tentunya sangat mendukung di sekolah jika belajar menggunakan media pembelajaran.”*

c. Overcrowded Class

According to Mrs. H *“Iya benar sekali, tapi terkadang siswa kaya itu mbak maunya pas pelajaran sukanya pakai media video terus. Ya itu saja sih yang membuat mereka rewel karena ya mungkin lebih menarik atau tidak mudah bosan karena ditampilkan video.”*

B. Teacher 2 (Mrs. F)

a. Teachers Ability Method

According to Mrs. F said that *“Ya kalau vidionya itu hanya asal comot pernah mbak, jadi hanya untuk apa ya, warming up aja itu cukup, tapi habis itu nanti kita mau masuk ke materi mana lagi kita harus mengkondisikan lagi, kalau hanya mengeluarkan video mereka langsung seet kaya langsung attention gitu mbak, kita nayangin video aja mereka langsung perhatian, tapi ketika kita nggak bisa mengaitkan dengan materi yang akan kita ajarkan biasanya terkendala gaduhnya siswa itu aja, karena ya ramai itu ngaruh banget bikin pembelajaran tidak maksimal”*

b. Facilities in learning

According to Mrs. F said that *“Cukup, tapi kadang untuk kendala teknis masih ada kaya masih di kabel LCDnya atau proyekturnya yang belum diservis gitu mbak, jadi ya kadang nggak bisa dipakai. Jadi hal seperti itu kadang yang membuat saya tidak suka karena waktu kita saat belajar jadi berkurang karena kendala teknis tadi.”*

c. Overcrowded Class

According to Mrs. F said *“Bisa iya bisa tidak, tergantung vidionya itu sama overcrowded nya kelas itu sendiri, dan kadang jam pelajaran itu juga ngaruh mbak, kadang kalau kita jam pelajaran sudah tinggal sisa-sisa energy baik dari guru maupun dari muridnya.”*

C. Teacher 3 (Mr. H)

a. Teachers Ability Method

According to Mr. H said that *“kalau bingung tidak mbak, hanya saja kadang kesulitan, kesulitannya ya itu tadi kalau video kita orisinil membuat sendiri jadinya ribet, tapi kalau mau enak ya adopsi punya orang”*

b. Facilities in Learning

According to Mr. H said *“sudah cukup, hanya saja terkadang kabel lcd ada yang sudah rusak dan itu ketika terjadi di kelas terkadang menyita waktu. Tapi untuk fasilitas*

keseluruhan cukup bagus karena kita disini juga ada punya teknisi-teknisi yang merawat fasilitas di sekolah”

c. Overcrowded Class

According to Mr. H said “Tergantung mbak bisa iya bisa tidak, tapi ya lagi-lagi namanya media pembelajaran itukan diciptakan untuk menunjang pembelajaran jadi menurut saya ya lebih banyak kondusifnya, sebagai contoh anak-anak jadi lebih focus karena pembelajaran dinilai menarik dan hal itulah membuat mereka di kelas menjadi tenang.”

The conclusion from the answers above the teacher has almost the same answer that every teacher has their own obstacles and challenges when learning using video media, the three teachers on average say that the obstacles and challenges they experience are when they prepare video material that fits their needs. students, because at the school it is necessary to strictly adhere to the rules of an integrated Islamic school, so teachers feel more limited when they want to display a video, both speech and pictures as support. The researcher found that the three English teachers had the same answers, the facilities in the class were sufficient to support the smooth learning process by using the media, it's just that sometimes technical problems occur but that is not a problem because in schools there are also staff who overcome these technical obstacles. The researcher found that the English teacher had almost the same answer, that the class situation was too crowded and the noise of the students affected the learning process when using videos, but overalls the use of videos could make the classroom atmosphere more conducive.

The first question to the teachers', researcher asked about the use of video as a learning medium. And the three teachers' answered as follow

The first teacher said:

“iya sering”

“Nggih sangat membantu saya, karena memang video itu hal yang menarik buat anak-anak ya mbak, jadi kalau rame itu malah mengkondisikan anak-anak. Terutama untuk anak ikhwan, karena memang anak-anak ikhwan itu memang anak-anak kinestetik lebih kinestetik dibanding dengan anak-anak akhwat, ketika saya sudah bawa laptop dan menampilkan video mereka itu jadi lebih pay attention”

The second teacher said:

“Iya, saya pernah menggunakan video saat di kelas”

“Tentunya membantu, ya karena dengan video itu lebih menarik, cuma kendalanya kita dalam pemilihan vidionya yang sulit karena tidak semua sesuai dengan materi yang diajar kalau kita nyari di youtube ataupun platform lainnya, jadi ya kita harus jeli memilah-milah dulu, jadi mungkin itu kendalanya, tapi secara keseluruhan penggunaan video sangat membantu dan menarik perhatian siswa. Tapi kalau saya bikin vidionya sendiri kemudian baru saya masukkan youtube saya ya itu aman-aman saja mbak.”

The third teacher said:

“ya tentu saja pernah mbak, apalagi dulu pas saya masih rajin membuat konten, ya walaupun sekarang sudah nggak sesering dulu”

“ya bisa saja, karena materi reading sendiri sifatnya teori misalnya teks deskriptif, tapi itu kita vidionya kalau bias ya buat sendiri jangan hanya ambil dari youtube atau sumber lainnya. Ya sebenarnya boleh saja ambil tapi alangkah baiknya membuat sendiri. Jadi menurut saya ya lebih membantu karena itu akan lebih menarik perhatian para siswa.

Tapi bukan berarti kalau selain pakai media video mereka tidak tertarik ya bukan seperti itu, tapi mereka jadi lebih antusias gitu mbak”

Based on the interview above it can be concluded that, in this school English teachers use video as a medium of learning to support teaching and learning activities in the classroom. But the teacher also has problems in choosing the appropriate video with the material to be delivered. So, this can be a challenge when teachers teach them because teachers have to be good people to manage it in the classroom based on their strategies.

The next question to the teachers, the researcher asked the opinion about the effect of using video as a medium in the progress of the teaching and learning process. And the three teachers' answered as follow.

The first teacher said:

"Iya, sangat memberikan dampak yang baik”

The second teacher said:

"Ya tentu saja, tapi dengan catatan vidionya harus sudah seseuai dengan materinya.”

The third teacher said:

“ya tentunya sangat membantu, karena kalau hasilnya tidak bagus ya saya tidak akan menerapkan ketika pembelajaran, bahkan anak-anak juga suka kalau disuruh membuat video, jadi menurut saya itu menjadikan anak untuk lebih kreatif lagi sehingga kemajuan dari penggunaan media video ya anak menjadi penasaran untuk mencoba buat”

The researcher found that English teachers had almost the same answers, the use of video media had a good impact on the progress of the teaching and learning process in the classroom, besides that to achieve good results the teachers also had to pay attention to the suitability of the material with the video to be displayed.

The next question to the teachers, the researcher asked about effectiveness in using media. The teachers answered as follow:

The first teacher said:

“Iya sangat efektif dan efisien apalagi sekarang jamannya digital ya mbak, jadi untuk mendapatkan video itu bykan hal yang susah dan sangat mudah. Dan juga menurut saya efektif dan efisien, efektif dalam pengajaran saya efisien dalam waktu saya mengajar juga, relative lebih apa ya, lebih membuat pembelajaran itu bermakna serta bisa mengontrol siswa dalam kelas untuk lebih tenang.”

The second teacher said:

“Kalau hanya video saja masih kurang. Ya dengan catatan harus ada panduan dari gurunya jadi penekanannya dibagian mana yang perlu disampaikan ke anak, biar nanti tidak hanya sekedar nonton saja, karena mereka nanti fokusnya ke yang lain juga, sehingga malah kurang fokus ke materinya.”

The third teacher said:

“ya cukup baik, cukup efektif juga dan efisien juga untuk waktu saya jadi ketika di kelas saya hanya tinggal memutar vidionya saja menjelaskan sedikit sisanya anak-anak memperhatikan video yang saya tampilkan, sehingga disitu saya punya waktu untuk mengerjakan hal

lain missal ya mengontrol, mengamati siswa bahkan bisa juga mempersiapkan materi-materi selanjutnya”

The researcher found that English teachers had different opinions. That the first and third English teachers agreed that the use of video as a learning medium could be said to be effective and efficient, while the second teacher said it was less effective because oral guidance from the teacher was still needed when delivering learning materials.

The next question to the teachers, the researcher asked the opinion about how to support learning facilities in the classroom. And then the three teachers answered as follows:

The first teacher said:

“Ya, disini difasilitasi wifi setiap kelas, itu juga ada kabel LAN terus kemudian untuk LCD sendiri alhamdulillah disediakan jadi perkelas LCD nya menunjang, jadi tentunya sangat mendukung di sekolah jika belajar menggunakan media pembelajaran.”

The second teacher said:

“Cukup, tapi kadang untuk kendala teknis masih ada kaya masih di kabel LCDnya atau proyekturnya yang belum diservis gitu mbak, jadi ya kadang nggak bisa dipakai. Jadi hal seperti itu kadang yang membuat saya tidak suka karena waktu kita saat belajar jadi berkurang karena kendala teknis tadi.”

The third teacher said:

“sudah cukup, hanya saja terkadang kabel lcd ada yang sudah rusak dan itu ketika terjadi di kelas terkadang menyita waktu. Tapi untuk

fasilitas keseluruhan cukup bagus karena kita disini juga ada punya teknisi-teknisi yang merawat fasilitas di sekolah”

The researcher found that the three English teachers had the same answers, the facilities in the class were sufficient to support the smooth learning process by using the media, it's just that sometimes technical problems occur but that is not a problem because in schools there are also staff who overcome these technical obstacles.

Next, the researcher asked to the teacher about the obstacles and challenges experienced by teachers when applying video as a learning medium in the classroom. And three teachers answered question as follow:

The first teacher:

“Oh tidak, inshaallah aman-aman saja. Tapi memang saya tipikal ketika mau menampilkan video itu harus saya lihat dulu mbak, karena tidak semua video yang saya tampilkan di kelas itu saya yang buat sendiri, terutama dalam menyampaikan materi tentang reading dan apalagi saya di sekolah smp it ini ya mbak, jadi memang ada bagian-bagian video yang harus benar-benar kita filter, misalnya saja kaya bagian yang membuka aurat dan sebagainya memang harus kami potong, maka dari itu jadi apakah kebingungan atau tidak ya tentu tidak karena saya menggunakan well prepare dulu, jadi ya tentunya membuat kesiapannya juga bagus.”

“Biasanya kalau tantangan itu di sekolah kami, di sekolah islam terpadu itu memang I harus bener-bener pandai memilah ya, karena memang bahasa inggris itukan memang budaya luar dan seperti yang saya katakana tadi, tidak semua video itu saya membuat sendiri, kadang saya ya ambil dari youtube atau nggak ya film-film kalau dalam

pembelajaran reading sendiri, jadi itu saya harus mengkondisikan memprologi ke anak-anak untuk pandai-pandai menyaring makna budaya barat yang harus kita e, bukan adaptasi ya, tapi harus kita pelajari, yang ke dua e, ketika di kelas pembelajaran di kelas biasanya LCDnya itu e, memang setiap kelas itu disediakan LCD namun, ada karena ulah anak gitu nggih ya, kadang kabelnya LCD bagian ujung itu bengkok dan sebagainya akhirnya membuat LCDnya tidak bisa dipakai, kalau tidak bisa dipakai gimana, ya kami memang menyediakan di multimedia itu kabel LCD banyak sekali, di sana juga ada karyawan untuk khusus menggunakan IT itu ya jadi kita pinjem LCDnya itu disediakan di situ, nah kalau gitu kan akhirnya menjadi tantangn juga ketika trouble, nah itu biasanya menjadikan kendala saya ketika pembelajaran”

The second teacher said:

“Ya kalau vidionya itu hanya asal comot pernah mbak, jadi hanya untuk apa ya, warming up aja itu cukup, tapi habis itu nanti kita mau masuk ke materi mana lagi kita harus mengkondisikan lagi, kalau hanya mengeluarkan video mereka langsung seet kaya langsung attention gitu mbak, kita nayangin video aja mereka langsung perhatian, tapi ketika kita nggak bisa mengaitkan dengan materi yang akan kita ajarkan biasanya terkendala gaduhnya siswa itu aja, karena ya ramai itu ngaruh banget bikin pembelajaran tidak maksimal”

“Kalau tantangan ya itu tadi saya harus mencari materi yang pas yang sesuai, yang durasinya pas, kemudian anak tidak terpecah fokusnya”

The third teacher said:

“kalau bingung tidak mbak, hanya saja kadang kesulitan, kesulitannya ya itu tadi kalau video kita orisinil membuat sendiri jadinya ribet, tapi kalau mau enak ya adopsi punya orang”

“Kalau untuk tantangan sendiri bagi saya itu pas kita mau buat vidionya mbak, jadi gimana kita bisa sekreatif mungkin biar vidionya menarik dan juga tidak monoton, itu kalau kita pakai vidio buatan kita sendiri ya mbak, jadi menurut saya ya pemilihan materi, gambar-gambar, ataupun hal-hal lainnya yang mana nanti bisa jadi penunjang vidio itu biar lebih pas dan bisa diterima oleh siswa. Kemudian kalau vidionya adopsi dari punya orang atau bahkan ambil dari film ataupun yang lainnya kita sebagai guru pun juga harus pandai-pandai memilih karena sekolah kita ini islam terpadu jadi ya harus benar-benar memfilter entah itu gambar pendukung, ucapan dari vidio itu sendiri ataupun genre-genrenya. Jadi menurut saya tantangannya lebih ke pemilihan vidio yang tepat aja sih mbak, karena itu juga menguji seberapa kreatif kita para guru”

The conclusion from the answers above the teacher has almost the same answer that every teacher has their own obstacles and challenges when learning using video media, the three teachers on average say that the obstacles and challenges they experience are when they prepare video material that fits their needs. students, because at the school it is necessary to strictly adhere to the rules of an integrated Islamic school, so teachers feel more limited when they want to display a video, both speech and pictures as support.

The next question, the researcher asked the opinion about the negative impact of video as a learning medium. And then the three teachers answered as follows:

The first teacher said:

“Tidak ada, tetapi sebenarnya selama proses pembelajaran itu kan saya menggunakannya rencana pembelajaran semester itu rolling, jadi ada media video, ada media lainnya, ada di luar kelas, jadi ada ritme-ritme, memang di dalam kelas dengan video, dengan game, dan sebagainya itu inshaallah tidak ada dampak buruknya ya mbak, karena anak-anak sudah mengetahui ritme dari saya itu dari kelas delapannya itu bagaimana gitu mbak.”

The second teacher said:

“Sebenarnya dampak negative itu minim ya mbak bahkan ya menurut saya tidak ada, hanya saja kalau kita terlalu sering menggunakan media saat pembelajaran, itu akan menjadikan kita sebagai guru menjadi pasif gitu mbak kalau terlalu sering karena kan kita jadi enak tinggal nampilin video kita diem di kelas ya walaupun pasti ada juga kita sambil mengarahkan siswa tapi itu dikit, terus bisa juga siswanya jadi keterusan mintanya pakai video gitu, jadi kalau misal penggunaan video itu terstruktur dan diimbangi oleh strategi mengajar lain menurut saya tidak ada dampak negatifnya.”

The third teacher said:

“Kalau kerugian, dampak negatif ya minim sih mbak. Misalnya nanti anak itu jadi lebih atensi ke video atau media yang lainnya saja karena anak-anak sekarang lebih suka ke visual, meskipun sama-sama interaksi lisan gitu dari kita, sama liat video itu mereka lebih suka lihat video. Jadi anak-anak masih kaya anak SD yang penting video, jadi apapun vidionya nanti ya pasti mereka senang menonton. Sehingga nanti membuat mereka maunya ditayangkan video terus, karena seperti yang kita tahu ada juga beberapa materi yang tidak bisa relate ketika

penyampainnya menggunakan media tersebut, ada juga yang perlu modeling dari guru itu sendiri. Serta juga ada dampak negative dari guru itu sendiri, bisa saja guru lebih menggampangkan gitu mbak jadinya males-malesan kalau mau menyampaikan materi secara lisan. Tapi untuk keseluruhan penggunaan media vidio ya bagus untuk anak-anak asal kita bisa mengontrol mereka.”

The conclusion from the answered above are, three teachers answered that the use of video as a learning medium as a whole did not show a significant negative impact or it could be said that the use of the media had minimal losses or negative impacts with the notes that teachers had to balance it out with their learning styles to keep a varied learning rhythm.

The last question, the researcher asked about the reason why teachers use video as a medium for reading learning, and then the teachers’ answered the question as follow:

The first teacher said:

“Nah itu awal mulanya itu saya mendapatkan satu kesulitan ketika mengajar di kelas dengan ikhwan, jadi kalau kelas ikhwan saya kelas laki-laki itu kalau terlalu materi itu akhirnya kan mereka, di sini dalam artian materi itu materi yang saya sampaikan secara lisan dengan tanpa bantuan media pembelajaran ya mbak, jadi tu akhirnya mereka cenderung ramai sendiri, bosan terus akhirnya dari situ saya mencoba dulu download video-vidio dari youtube, dari film-film dan juga video-vidio yang saa buat sendiri, karena missal di materi prosedur terus saya memberikan video 5 menit, nah mereka itu langsung diem semua. Nah dari situ saya mikir, oh iya ini bagus ini buat anak-anak lebih tertarik lagi saat pembelajaran.”

The second teacher said:

“Karena tentu anak-anak lebih nyantol materi karena mereka harus tau yang mereka pelajari itu apa, terus dalam kehidupan sehari-hari itu dipakainya pas dimana, kapan, jadi misal ada grammar rumusnya ini itu gitu bakalan selesai aja dipikiran, tapi kalau kita kasih contoh di kehidupan sehari-hari melalui video-video yang saya tampilkan mereka itu akan lebih faham karena ada contoh jelasnya lewat video tadi, kalau hanya misal pas ada listening mereka itu pas mendengarkan faham, nyatet juga, tapi ketika saya ada vidionya jadi itu mereka kaya lebih, oiya disini oiya yang ini yang itu gitu mbak, jadi ya mereka lebih ngerti. Ya karena itu saya pakai video karena mereka akan lebih faham kalau ada visualnya gitu.”

The third teacher said:

“Karena media itu dipakai untuk menguatkan esensi dari pengajaran itu sendiri dan juga untuk melengkapi proses pembelajaran supaya lebih menarik dan mudah difahami oleh siswa.”

From the result of the statements above, the researcher concluded that the reason the English teacher used the media was because with several teaching experiences in the classroom and by experimenting with the teacher using several learning media, it was felt that video was suitable to be applied to students were more interested and enthusiastic when they saw image and sound. Learning is also meaningful because basically teaching media are created to support and complete the learning process in the classroom.

A. Discussion

The aim of this study is first, to find out about the perception of the use of video as a learning medium carried out by English teachers. Second, it aims

to find out the challenges faced by teachers, as well as the advantages and disadvantages of using video as a learning medium. In this section, the researcher presents the interpretation and discussion after getting the results from the data. After analyzing the data, the researcher was able to find out the teacher's perception and the challenges faced by the teacher when applying video as a learning medium. The following is a discussion after analyzing the data results.

1. Teachers perception of using video as teaching media

Descriptive analysis of the questionnaires and interviews revealed that all teachers had positive perceptions of the use of video as a medium of learning. Positive perceptions of respondents indicate that teachers receive direct feedback after learning English reading material which is carried out using video as a learning medium. This is the same as the statement (Nurrita, 2018) “The use of video media, students are expected to get the same and correct perception and understanding, in addition to students being able to receive subject matter.” The use of media has a greater potential to improve the process of learning progress in the classroom.

Respondents also think that the use of video as a medium of teaching in the classroom is effective and efficient. The teachers revealed that the use of video in the classroom can be said to be effective because the material conveyed will be clearer and make learning meaningful, and efficient for the teacher when in class, the teacher can prepare the next material when the video is displayed, as the expert said “the advantage of capture and bring reality into the classroom, an excellent substitute for classroom activity and a well make product of high quality and coherence”(Skerritt, 1984). The teachers said students also feel enthusiastic when presenting material with interesting videos. In addition, students also understand better when the teacher displays examples of materials in the

form of moving pictures rather than just spoken orally. Susan Stempleksi states “It presents real language, it provides an authentic look at the culture, it gives students practice in dealing with the medium, and it motivates learners”.

Although the teacher's view dominates the positive perception of using video, there are also negative perceptions of using the media. Respondents agreed that preparing videos takes a long time and also requires more effort to produce videos that are interesting, clear, and also easy for students to understand, so that the role of the teacher as the main character in learning is to express and create creative ideas. of much needed, these statement relate to (Susiyanti, 2019) said that teacher as an expert person who is able to provide knowledge that helps students to build, identify and attain skills that will be useful to meet challenges in life”.

2. Teachers challenges of using video as teaching media

The challenge that manages the classroom is the situation of dealing with something that requires great mental or physical effort to be done successfully which is why one's abilities are put to the test. The teacher applies learning using video as a support for the success of the teaching and learning process in the classroom to improve students' reading skills.

The result of the teacher challenges faced by teachers during the use of video as teaching is that the teacher must really choose and prepare the material to be displayed, both the selection of supporting images, supporting voices and even adopting videos from other sources, the teacher must also ensure that the video contains profanity, and also images that are not polite because the school is based on Islam integrated. Videos are also a challenge for teachers to make videos that are not too long and memorable and the material can also be conveyed clearly, because teachers are also

worried that when teachers display videos for too long it will make the teacher more passive in class and will also have an impact on students who will be bored or even some students are only comfortable when learning with videos. Therefore the teacher's methods and techniques in delivering learning materials are very necessary, this is the same as what was said by (Songbatumis, 2017) Teachers will strive to make teaching methods effective for them because they might only get basic preparation in supporting theory and practical application. Applying improper teaching methods and techniques are difficult because the teacher not only think about how they transfer the four language skills like, listening, reading, speaking, and writing. But teachers also have to think how to increase student motivation and enthusiasm when learning English. That is why knowledge of the method is very important for the teacher because the teacher's knowledge is his basic in teaching. When matching the teaching method and topic will help the teachers build an effective teaching learning process.

Meanwhile, all teachers not only feel the benefits of using the media but sometimes teachers also experience difficulties, some teachers complain because to produce good videos, which are interesting also takes a long time. As said by (Munadi, 2012) However, apart from the advantages above, it also cannot be separated from its weakness, namely that the media places too much emphasis on the importance of the material rather than the process of developing the material. Judging from its availability, there are still very few videos on the market that are suitable for learning objectives in schools. On the other hand, video production itself adds a lot of time and money.

Facilities in the classroom are also needed to be a supporting factor when using the media, several times the teacher has also experienced

interference with the LCD, it causes the preparation for learning in class to be disrupted because it takes time, which in the end the duration for learning is cut off due to these obstacles. Facilities in the classroom are a supporting factor when teaching using video media, this is the same as what was said by Songbatumis, the process of teaching English will not achieve the goal if the tools in teaching can't support it. While the teacher wants to teach about songs or movies, of course they need a projector to display the visuals, and speakers to display the audio. If the projector and speakers are not available how come teacher teaches students about it(Songbatumis, 2017)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After all the data were analyzed based on the research result, the researcher can write some conclusion. This study discusses the perceptions and challenges of teachers in using video as a learning medium.

The findings show that teachers have implemented the use of learning media in the classroom such as pictures, reliefs, games, and videos. The advantages obtained from the use of video are that students become more interested and not easily bored, because with the presence of images in the form of images and sounds, students understand better how to implement them in everyday life, voice accents are also clearer when hearing voices from the native speaker's language. The use of video media can also increase the effectiveness of learning as well as efficiency in teaching time, and can make learning more meaningful.

On the other hand, the use of video media also has shortcomings and difficulties for teachers, such as teachers having to look for appropriate materials and looking for creative ideas to make videos that are interesting for students, because in English it is monotonous especially in reading material. In addition, the challenges faced by teachers if they only take videos from YouTube and other sources the teacher must re-check whether the video is appropriate or not if given to students because considering that schools are Islamic-based, not all images or words spoken are appropriate to be displayed, while the English materials and videos are mostly from western culture, therefore the teacher must condition and prolog the students more.

Meanwhile, there are two perceptions of teachers in the use of video media, namely positive perceptions and negative perceptions. Positive perception is an individual's assessment of an object or information with a

positive view or in accordance with what is expected from the object being perceived or from existing rules. Positive perceptions about the use of video media as a medium for reading learning are respondents think that the use of media is considered effective and efficient for some time. The teacher revealed that the use of video media as teaching in the classroom was more effective and efficient. The teacher can display the material at the same time the teacher can also prepare the next material, the teacher can also better control the students in the class when the learning takes place. Negative perception is individual perceptions of certain objects or information with a negative view, contrary to what is expected from the object being perceived or from existing rules. Respondents stated that they agreed that the process of making videos took a long time to produce, it could be interpreted that it was a negative perception of the use of video as a teaching medium. However, teachers must be professional and still provide the best for students.

B. Suggestion

Based on the results of research through the interview and questionnaire method, the researcher can provide suggestions or input that may be useful for the school institution that is the object of research so that it can be used as motivation or input in order to make teaching and learning activities even better. Related to this, some suggestions recommended by researcher are:

a. For the teachers'

In order to make students enjoy in following the teaching learning process in classroom, the teacher must be more creative with new method, games and other ways to make students more active in learning English.

b. For the students

The students are suggested to be more diligent in following the learning process and teachers' instruction.

c. For the future researcher

Hopefully, the result of research can be a reference for other researchers who do advanced research about teaching media in learning English. It also can provide an alternative source for the next researcher to get a better and more accurate result.

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APPENDICES

APPENDIX 1

Appendix 2 Questionnaire of Teacher Perception

QUESTIONNAIRE

KUESIONER ANALISIS PENGGUNAAN VIDEO SEBAGAI MEDIA PEMBELAJARAN

Data Responden

Nama :

Jabatan :

No Hp :

A. Tujuan:

Penelitian ini bertujuan untuk memperoleh informasi tentang persepsi dan tantangan guru dalam penggunaan video sebagai media pembelajaran di SMP IT Nur Hidayah Surakarta

B. Petunjuk Pengisian Kuesioner

1. Tulislah identitas anda secara lengkap
2. Bacalah kuesioner dengan seksama sebelum memberi tanda centang
3. Berilah tanda centang pada kolom jawaban yang telah disediakan
4. Adapun pilihan jawaban sebagai berikut: Sangat Setuju (SS), Setuju (S), Tidak Pasti (TP), Tidak Setuju (TS), Sangat Tidak Setuju (STS)
5. Atas bantuan dan kerjasama anda, kami ucapkan terimakasih yang sebesar-besarnya

No.	Pertanyaan	SS	S	TP	TS	STS
1.	Pembelajaran menggunakan video membantu siswa meningkatkan ketrampilan membaca mereka					
2.	Media video membantu siswa memahami materi yang mereka dengarkan					
3.	Media video membantu siswa memahami materi secara detail					

4.	Media video lebih membantu siswa menggunakan isyarat penekanan dan intonasi					
5.	Melalui media video mereka mendengarkan kata-kata penting yang membawa makna					
6.	Media video mencegah siswa pergi-pergi saat pembelajaran					
7.	Menggunakan video membuat siswa lebih tertarik dan memperhatikan					
8.	Menggunakan video dalam pembelajaran reading mengurangi kecemasan siswa di kelas					
9.	Saya merasa lebih nyaman menggunakan media video untuk mengajar bahasa inggris					
10.	Fasilitas di sekolah membantu saya dalam menyampaikan materi pembelajaran menggunakan video					
11.	Menggunakan video membuat saya menjadi pasif di kelas					
12.	Menggunakan video tidak kondusif jika kelas terlalu ramai					
13.	Menggunakan video tidak efisien dalam waktu tertentu					
14.	Menyiapkan video membutuhkan waktu yang lama					
15.	Saya senang menyampaikan materi dalam bentuk video					

APPENDIX 2

Appendix 2. Question of Teacher Interview

Question Item

1. Apakah anda pernah menggunakan video sebagai media pembelajaran di kelas?
2. Apakah dengan menggunakan video dapat membantu anda saat menyampaikan materi?
3. Apakah dengan penggunaan video memberikan dampak yang baik bagi kemajuan proses belajar mengajar di kelas?
4. Apakah penggunaan video dalam pembelajaran bisa dikatakan efektif dan efisien?
5. Apakah fasilitas yang ada di sekolah cukup baik jika proses pembelajaran menggunakan media, sehingga guru dan siswa merasa enjoy selama pembelajaran berlangsung?
6. Ketika menggunakan media video apakah anda pernah merasa kebingungan dalam hal teknis maupun penyampaian materi reading?
7. Jika menggunakan video apakah pembelajaran di kelas lebih kondusif?
8. Apa tantangan anda ketika menggunakan media video saat pembelajaran reading?
9. Apakah ada dampak negatifnya?
10. Apa alasan anda menggunakan media tersebut?

APPENDIX 3

Appendix 3. Teachers Interview Transcripts

Interview Transcript 1

- Date : Wednesday, October 5th 2022
- Time : 10.00-10.20 am
- Activity : Interview
- Interviewee : Handa (Mrs.H)
- Interviewer : Khoriyana Pentarti (KP)
- Location : SMP IT Nur Hidayah Surakarta
- KP : “Apakah anda pernah menggunakan video sebagai media pembelajaran di kelas?”
- Mrs.H : “Iya, sering”
- KP : “Apakah dengan menggunakan video dapat membantu anda saat menyampaikan materi?”
- Mrs.H : “Nggih sangat membantu saya, karena memang video itu hal yang menarik buat anak-anak ya mbak, jadi kalua rame itu malah mengkondisikan anak-anak. Terutama untuk anak ikhwan, karena memang anak-anak ikhwan itu memang anak-anak kinestetik lebih kinestetik dibanding dengan anak-anak akhwat, ketika saya sudah bawa laptop dan menampilkan video mereka itu jadi lebih pay attention.”
- KP : “Apakah dengan penggunaan video memberikan dampak yang baik bagi kemajuan proses belajar mengajar di kelas?”
- Mrs.H : "Iya, sangat memberikan dampak yang baik”
- KP : “Apakah penggunaan video dalam pembelajaran bisa dikatakan efektif dan efisien?”
- Mrs.H : “Iya sangat efektif dan efisien apalagi sekarang jamannya digital ya mbak, jadi untuk mendapatkan video itu bykan hal yang susah dan sangat mudah. Dan juga menurut saya efektif dan efisien, efektif dalam pengajaran saya efisien dalam waktu saya mengajar juga, relative lebih apa ya, lebih membuat pembelajaran itu bermakna serta bisa mengontrol siswa dalam kelas untuk lebih tenang.”

- KP : “Apakah fasilitas yang ada di sekolah cukup baik jika proses pembelajaran menggunakan media, sehingga guru dan siswa merasa enjoy selama pembelajaran berlangsung?”
- Mrs.H : “Ya, disini difasilitasi wifi setiap kelas, itu juga ada kabel LAN terus kemudian untuk LCD sendiri alhamdulillah disediakan jadi perkelas LCD nya menunjang, jadi tentunya sangat mendukung di sekolah jika belajar menggunakan media pembelajaran.”
- KP : “Ketika menggunakan media video apakah anda pernah merasa kebingungan dalam hal teknis maupun penyampaian materi reading?”
- Mrs.H : “Oh tidak, inshaallah aman-aman saja. Tapi memang saya tipikal ketika mau menampilkan video itu harus saya lihat dulu mbak, karena tidak semua video yang saya tampilkan di kelas itu saya yang buat sendiri, terutama dalam menyampaikan materi tentang reading dan apalagi saya di sekolah smp it ini ya mbak, jadi memang ada bagian-bagian video yang harus benar-benar kita filter, misalnya saja kaya bagian yang membuka aurat dan sebagainya memang harus kami potong, maka dari itu jadi apakah kebingungan atau tidak ya tentu tidak karena saya menggunakan well prepare dulu, jadi ya tentunya membuat kesiapannya juga bagus.”
- KP : “Jika menggunakan video apakah pembelajaran di kelas lebih kondusif?”
- Mrs.H : “Iya benar sekali, tapi terkadang siswa kaya itu mbak maunya pas pelajaran sukanya pakai mdia video terus. Ya itu saja sih yang membuat mereka rewel karena ya mungkin lebih menarik atau tidak mudah bosan karena ditampilkan video.”
- KP : “Apa tantangan anda ketika menggunakan media video saat pembelajaran reading?”
- Mrs.H : “Biasanya kalua tantangan itu di sekolah kami, di sekolah islam terpadu itu memang 1 harus bener-bener pandai memilah ya, karena menang bahasa inggris itukan memang budaya luar dan seperti yang saya katakana tadi, tidak semua video itu saya membuat sendiri, kadang saya ya ambil dari youtube atau nggak ya film-film kalau dalam pembelajaran reading sendiri, jadi itu saya harus mengkondisikan memprologi ke anak-anak untuk pandai-pandai menyaring makna budaya barat yang harus kita e, bukan adaptasi ya, tapi harus kita pelajari, yang ke dua e, ketika di kelas pembelajaran di kelas biasanya LCDnya itu e, memang setiap kelas itu disediakan LCD namun, ada karena ulah anak gitu nggih ya, kadang kabelnya LCD bagian ujung itu

bengkok dan sebagainya akhirnya membuat LCDnya tidak bisa dipakai, kalau tidak bisa dipakai gimana, ya kami memang menyediakan di multimedia itu kabel LCD banyak sekali, di sana juga ada karyawan untuk khusus menggunakan IT itu ya jadi kita pinjem LCDnya itu disediakan di situ, nah kalau gitu kan akhirnya menjadi tantangn juga ketika trouble, nah itu biasanya menjadikan kendala saya ketika pembelajaran.

KP : “Apakah ada dampak negatifnya?”

Mrs.H : “Tidak ada, tetapi sebenarnya selama proses pembelajaran itukan saya menggunakannya rencana pembelajaran semester itu rolling, jadi ada media video, ada media lainnya, ada di luar kelas, jadi ada ritme-ritme, memang di dalam kelas dengan video, dengan game, dan sebagainya itu inshaallah tidak ada dampak buruknya ya mbak, karena anak-anak sudah mengetahui ritme dari saya iu dari kelas delapannya itu bagaimana gitu mbak.”

KP : “Apa alasan anda menggunakan media tersebut?”

Mrs.H : “Nah itu awal mulanya itu saya mendapatkan satu kesulitan ketika mengajar di kelas dengan ikhwan, jadi kalau kelas ikhwan saya kelas laki-laki itu kalau terlalu materi itu akhirnya kan mereka, di sini dalam artian materi itu materi yang saya sampaikan secara lisan dengan tanpa bantuan media pembelajaran ya mbak, jadi tu akhirnya mereka cenderung ramai sendiri, bosen terus akhirnya dari situ saya mencoba dulu download video-vidio dari youtube, dari film-film dan juga video-vidio yang saa buat sendiri, karena missal di materi prosedur terus saya memberikan video 5 menit, nah mereka itu langsung diem semua. Nah dari situ saya mikir, oh iya ini bagus ini buat anak-anak lebih tertarik lagi saat pembelajaran.”

Interview Transcript 2

Date : Monday, October 3th 2022

Time : 07.30-8.00 am

Activity : Interview

Interviewee : Fitri (Mrs.F)

Interviewer : Khoriyana Pentarti (KP)

Location : SMP IT Nur Hidayah Surakarta

- KP : “Apakah anda pernah menggunakan video sebagai media pembelajaran di kelas?”
- Mrs.H : “Iya, saya pernah menggunakan video saat di kelas”
- KP : “Apakah dengan menggunakan video dapat membantu anda saat menyampaikan materi?”
- Mrs.F : “Tentunya membantu, ya karena dengan video itu lebih menarik, cuma kendalanya kita dalam pemilihan vidionya yang sulit karena tidak semua sesuai dengan materi yang diajar kalau kita nyari di youtube ataupun platform lainnya, jadi ya kita harus jeli memilah-milah dulu, jadi mungkin itu kendalanya, tapi secara keseluruhan penggunaan video sangat membantu dan menarik perhatian siswa. Tapi kalau saya bikin vidionya sendiri kemudian baru saya masukkan youtube saya ya itu aman-aman saja mbak.”
- KP : “Apakah dengan penggunaan video memberikan dampak yang baik bagi kemajuan proses belajar mengajar di kelas?”
- Mrs.F : " Ya tentu saja, tapi dengan catatan vidionya harus sudah sesuai dengan materinya.”
- KP : “Apakah penggunaan video dalam pembelajaran bisa dikatakan efektif dan efisien?”
- Mrs.F : “Kalau hanya video saja masih kurang. Ya dengan catatan harus ada panduan dari gurunya jadi penekanannya dibagian mana yang perlu disampaikan ke anak, biar nanti tidak hanya sekedar nonton saja, karena mereka nanti fokusnya ke yang lain juga, sehingga malah kurang fokus ke materinya.”
- KP : “Apakah fasilitas yang ada di sekolah cukup baik jika proses pembelajaran menggunakan media, sehingga guru dan siswa merasa enjoy selama pembelajaran berlangsung?”
- Mrs.F : “Cukup, tapi kadang untuk kendala teknis masih ada kaya masih di kabel LCDnya atau proyekturnya yang belum diservis gitu mbak, jadi ya kadang nggak bisa dipakai. Jadi hal seperti itu kadang yang membuat saya tidak suka karena waktu kita saat belajar jadi berkurang karena kendala teknis tadi.”
- KP : “Ketika menggunakan media video apakah anda pernah merasa kebingungan dalam hal teknis maupun penyampaian materi reading?”
- Mrs.F : “Ya kalau vidionya itu hanya asal comot pernah mbak, jadi hanya untuk apa ya, warming up aja itu cukup, tapi habis itu nanti kita mau

masuk ke materi mana lagi kita harus mengkondisikan lagi, kalau hanya mengeluarkan video mereka langsung seet kaya langsung attention gitu mbak, kita nayangin video aja mereka langsung perhatian, tapi ketika kita nggak bisa mengaitkan dengan materi yang akan kita ajarkan biasanya terkendala gaduhnya siswa itu aja, karena ya ramai itu ngaruh banget bikin pembelajaran tidak maksimal.

KP : “Jika menggunakan video apakah pembelajaran di kelas lebih kondusif?”

Mrs.F : “Bisa iya bisa tidak, tergantung vidionya itu sama overcrowded nya kelas itu sendiri, dan kadang jam pelajaran itu juga ngaruh mbak, kadang kalau kita jam pelajaran siang itu udah tinggal sisa-sisa energy baik dari guru maupun dari muridnya.”

KP : “Apa tantangan anda ketika menggunakan media video saat pembelajaran reading?”

Mrs.F : “Kalau tantangan ya itu tadi saya harus mencari materi yang pas yang sesuai, yang durasinya pas, kemudian anak tidak terpecah fokusnya”

KP : “Apakah ada dampak negatifnya?”

Mrs.F : “Sebenarnya dampak negative itu minim ya mbak bahkan ya menurut saya tidak ada, hanya saja kalau kita terlalu sering menggunakan media saat pembelajaran, itu akan menjadikan kita sebagai guru menjadi pasif gitu mbak kalau terlalu sering karena kan kita jadi enak tinggal nampilin vidio kita diem di kelas ya walaupun pasti ada juga kita sambil mengarahkan siswa tapiu itu dikit, terus bisa juga siswanya jadi keterusan mintanya pakai vidio gitu, jadi kalau missal penggunaan vidio itu terstruktur dan diimbangi oleh strategi mengajar lain menurut saya tidak ada dampak negatifnya.”

KP : “Apa alasan anda menggunakan media tersebut?”

Mrs.F : “Karena tentu anak-anak lebih nyantol materi karena mereka harus tau yang mereka pelajari itu apa, terus dalam kehidupan sehari-hari itu dipakainya pas dimana, kapan, jadi misal ada grammar rumusnya ini itu gitu bakalan selesai aja dipikiran, tapi kalau kita kasih contoh di kehidupan sehari-hari melalui video-vidio yang saya tampilkan mereka itu akan lebih faham karena ada contoh jelasnya lewat video tadi, kalau hanya missal pas ada listening mereka itu pas mendengarkan faham, nyatet juga, tapi ketika saya ada vidionya jadi itu mereka kaya lebih, oiya disini oiya yang ini yang itu gitu mbak, jadi ya mereka lebih ngerti. Ya karena itu saya pakai video karena mereka akan lebih faham kalau ada visualnya gitu.”

Interview Transcript 3

- Date : Monday, October 3th 2022
- Time : 8.10-8.30 am
- Activity : Interview
- Interviewee : Habib (Mr.H)
- Interviewer : Khoriyana Pentarti (KP)
- Location : SMP IT Nur Hidayah Surakarta
- KP : “Apakah anda pernah menggunakan video sebagai media pembelajaran di kelas?”
- Mr.H : “ya tentu saja pernah mbak, apalagi dulu pas saya masih rajin membuat konten, ya walaupun sekarang sudah nggak sesering dulu”
- KP : “Apakah dengan menggunakan video dapat membantu anda saat menyampaikan materi?”
- Mr.H : “ya bisa saja, karena materi reading sendiri sifatnya teori misalnya teks deskriptif, tapi itu kita vidionya kalau bias ya buat sendiri jangan hanya ambil dari youtube atau sumber lainnya. Ya sebenarnya boleh saja ambil tapi alangkah baiknya membuat sendiri. Jadi menurut saya ya lebih membantu karena itu akan lebih menarik perhatian para siswa. Tapi bukan berarti kalau selain pakai media video mereka tidak tertarik ya bukan seperti itu, tapi mereka jadi lebih antusias gitu mbak”.
- KP : “Apakah dengan penggunaan video memberikan dampak yang baik bagi kemajuan proses belajar mengajar di kelas?”
- Mr.H : "ya tentunya sangat membantu, karena kalau hasilnya tidak bagus ya saya tidak akan menerapkan ketika pembelajaran, bahkan anak-anak juga suka kalau disuruh membuat video, jadi menurut saya itu menjadikan anak untuk lebih kreatif lagi sehingga kemajuan dari penggunaan media video ya anak menjadi penasaran untuk mencoba buat.
- KP : “Apakah penggunaan video dalam pembelajaran bisa dikatakan efektif dan efisien?”
- Mr.H : “ya cukup baik, cukup efektif juga dan efisien juga untuk waktu saya jadi ketika di kelas saya hanya tinggal memutar vidionya saja menjelaskan sedikit sisanya anak-anak memperhatikan video yang saya tampilkan, sehingga disitu saya punya waktu untuk mengerjakan hal

- lain missal ya mengontrol, mengamati siswa bahkan bias juga mempersiapkan materi-materi selanjutnya.
- KP : “Apakah fasilitas yang ada di sekolah cukup baik jika proses pembelajaran menggunakan media, sehingga guru dan siswa merasa enjoy selama pembelajaran berlangsung?”
- Mr.H : “sudah cukup, hanya saja terkadang kabel lcd ada yang sudah rusak dan itu ketika terjadi di kelas terkadang menyita waktu. Tapi untuk fasilitas keseluruhan cukup bagus karena kita disini juga ada punya teknisi-teknisi yang merawat fasilitas di sekolah.
- KP : “Ketika menggunakan media video apakah anda pernah merasa kebingungan dalam hal teknis maupun penyampaian materi reading?”
- Mr.H : “kalau bingung tidak mbak, hanya saja kadang kesulitan, kesulitannya ya itu tadi kalau video kita orisinil membuat sendiri jadinya ribet, tapi kalau mau enak ya adopsi punya orang.
- KP : “Jika menggunakan video apakah pembelajaran di kelas lebih kondusif?”
- Mr.H : “Tergantung mbak bisa iya bisa tidak, tapi ya lagi-lagi namanya media pembelajaran itu kan diciptakan untuk menunjang pembelajaran jadi menurut saya ya lebih banyak kondusifnya, sebagai contoh anak-anak jadi lebih focus karena pembelajaran dinilai menarik dan hal itulah membuat mereka di kelas menjadi tenang.”
- KP : “Apa tantangan anda ketika menggunakan media video saat pembelajaran reading?”
- Mr.H : “Kalau untuk tantangan sendiri bagi saya itu pas kita mau buat vidionya mbak, jadi gimana kita bisa sekreatif mungkin biar vidionya menarik dan juga tidak monoton, itu kalau kita pakai vidio buatan kita sendiri ya mbak, jadi menurut saya ya pemilihan materi, gambar-gambar, ataupun hal-hal lainnya yang mana nanti bisa jadi penunjang vidio itu biar lebih pas dan bisa diterima oleh siswa. Kemudian kalau vidionya adopsi dari punya orang atau bahkan ambil dari film ataupun yang lainnya kita sebagai guru pun juga harus pandai-pandai memilih karena sekolah kita ini islam terpadu jadi ya harus benar-benar memfilter entah itu gambar pendukung, ucapan dari vidio itu sendiri ataupun genre-genrenya. Jadi menurut saya tantangannya lebih ke pemilihan vidio yang tepat aja sih mbak, karena itu juga menguji seberapa kreatif kita para guru.”
- KP : “Apakah ada dampak negatifnya?”

- Mr.H : “kalau kerugian, dampak negatif ya minim sih mbak. Misalnya nanti anak itu jadi lebih atensi ke vidio atau media yang lainnya saja karena anak-anak sekarang lebih suka ke visual, meskipun sama-sama interaksi lisan gitu dari kita, sama liat vidio itu mereka lebih suka lihat vidio. Jadi anak-anak masih kaya anak SD yang penting vidio, jadi apapun vidionya nanti ya pasti mereka senang menonton. Sehingga nanti membuat mereka maunya ditayangkan vidio terus, karena seperti yang kita tahu ada juga beberapa materi yang tidak bisa relate ketika penyampainnya menggunakan media tersebut, ada juga yang perlu modeling dari guru itu sendiri. Serta juga ada dampak negative dari guru itu sendiri, bisa saja guru lebih menggampangkan gitu mbak jadinya males-malesan kalau mau menyampaikan materi secara lisan. Tapi untuk keseluruhan penggunaan media vidio ya bagus untuk anak-anak asal kita bisa mengontrol mereka.”
- KP : “Apa alasan anda menggunakan media tersebut?”
- Mr.H : “Karena media itu dipakai untuk menguatkan esensi dari pengajaran itu sendiri dan juga untuk melengkapi proses pembelajaran supaya lebih menarik dan mudah difahami oleh siswa.

APPENDIX 4

Appendix 5. Teachers questionnaire Transcripts

KUESIONER ANALISIS

Data Responden

Nama : H. Bib Aduan P, 19. Pd.

Jabatan : Guru Bahasa Inggris kelas VIII

No Hp : 0813 2803 7091

A. Tujuan

Penelitian ini bertujuan untuk memperoleh informasi tentang persepsi dan tantangan guru dalam penggunaan video sebagai media pembelajaran di SMP IT Nur Hidayah Surakarta

B. Petunjuk Pengisian Kuesioner

1. Tulislah identitas anda secara lengkap
2. Bacalah kuesioner dengan seksama sebelum memberi tanda centang
3. Berilah tanda centang pada kolom jawaban yang telah disediakan
4. Adapun pilihan jawaban sebagai berikut : Sangat Setuju (SS), Setuju (S), Tidak Pasti (TP), Tidak Setuju (TS), Sangat Tidak Setuju (STS)
5. Atas bantuan dan kerjasama anda, kami ucapkan terimakasih yang sebesar-besarnya

No.	Pertanyaan	SS	S	TP	TS	STS
1.	Pembelajaran menggunakan video membantu siswa meningkatkan ketrampilan membaca mereka		✓			
2.	Media video membantu siswa memahami materi yang mereka dengarkan	✓				
3.	Media video membantu siswa memahami materi secara detail		✓			

4.	Media video lebih membantu siswa menggunakan isyarat penekanan dan intonasi	✓				
5.	Melalui media video mereka mendengarkan kata-kata penting yang membawa makna	✓				
6.	Media video mencegah siswa pergi-pergi saat pembelajaran	✓				
7.	Menggunakan video membuat siswa lebih tertarik dan memperhatikan	✓				
8.	Menggunakan video dalam pembelajaran reading mengurangi kecemasan siswa di kelas		✓			
9.	Saya merasa lebih nyaman menggunakan media video untuk mengajar bahasa inggris		✓			
10.	Fasilitas di sekolah membantu saya dalam menyampaikan materi pembelajaran menggunakan video	✓				
11.	Menggunakan video membuat saya menjadi pasif di kelas				✓	
12.	Menggunakan video tidak kondusif jika kelas terlalu ramai			✓		
13.	Menggunakan video tidak efisien dalam waktu tertentu		✓			
14.	Menyiapkan video membutuhkan waktu yang lama			✓		
15.	Saya senang menyampaikan materi dalam bentuk video	✓				

KUESIONER ANALISIS

Data Responden

Nama : Fitri Dadarshih
 Jabatan: Guru B ing (guru kelas)
 No Hp : 0856477844 08132979

A. Tujuan

Penelitian ini bertujuan untuk memperoleh informasi tentang persepsi dan tantangan guru dalam penggunaan video sebagai media pembelajaran di SMP IT Nur Hidayah Surakarta

B. Petunjuk Pengisian Kuesioner

1. Tulislah identitas anda secara lengkap
2. Bacalah kuesioner dengan seksama sebelum memberi tanda centang
3. Berilah tanda centang pada kolom jawaban yang telah disediakan
4. Adapun pilihan jawaban sebagai berikut : Sangat Setuju (SS), Setuju (S), Tidak Pasti (TP), Tidak Setuju (TS), Sangat Tidak Setuju (STS)
5. Atas bantuan dan kerjasama anda, kami ucapkan terimakasih yang sebesar-besarnya

No.	Pertanyaan	SS	S	TP	TS	STS
1.	Pembelajaran menggunakan video membantu siswa meningkatkan ketrampilan membaca mereka		✓			
2.	Media video membantu siswa memahami materi yang mereka dengarkan		✓			
3.	Media video membantu siswa memahami materi secara detail		✓			

4.	Media video lebih membantu siswa menggunakan isyarat penekanan dan intonasi		✓			
5.	Melalui media video mereka mendengarkan kata-kata penting yang membawa makna		✓			
6.	Media video mencegah siswa pergi-pergi saat pembelajaran			✓		
7.	Menggunakan video membuat siswa lebih tertarik dan memperhatikan		✓			
8.	Menggunakan video dalam pembelajaran reading mengurangi kecemasan siswa di kelas			✓		
9.	Saya merasa lebih nyaman menggunakan media video untuk mengajar bahasa inggris		✓			
10.	Fasilitas di sekolah membantu saya dalam menyampaikan materi pembelajaran menggunakan video			✓		
11.	Menggunakan video membuat saya menjadi pasif di kelas				✓	
12.	Menggunakan video tidak kondusif jika kelas terlalu ramai			✓		
13.	Menggunakan video tidak efisien dalam waktu tertentu			✓		
14.	Menyiapkan video membutuhkan waktu yang lama		✓			
15.	Saya senang menyampaikan materi dalam bentuk video		✓			

KUESIONER ANALISIS

Data Responden

Nama : Sri Hidayah
 Jabatan : Guru Bahasa Inggris
 No Hp : 085728637082

A. Tujuan

Penelitian ini bertujuan untuk memperoleh informasi tentang persepsi dan tantangan guru dalam penggunaan video sebagai media pembelajaran di SMP IT Nur Hidayah Surakarta

B. Petunjuk Pengisian Kuesioner

1. Tulislah identitas anda secara lengkap
2. Bacalah kuesioner dengan seksama sebelum memberi tanda centang
3. Berilah tanda centang pada kolom jawaban yang telah disediakan
4. Adapun pilihan jawaban sebagai berikut : Sangat Setuju (SS), Setuju (S), Tidak Pasti (TP), Tidak Setuju (TS), Sangat Tidak Setuju (STS)
5. Atas bantuan dan kerjasama anda, kami ucapkan terimakasih yang sebesar-besarnya

No.	Pertanyaan	SS	S	TP	TS	STS
1.	Pembelajaran menggunakan video membantu siswa meningkatkan ketrampilan membaca mereka	✓				
2.	Media video membantu siswa memahami materi yang mereka dengarkan	✓				
3.	Media video membantu siswa memahami materi secara detail	✓				

4.	Media video lebih membantu siswa menggunakan isyarat penekatan dan intonasi	✓				
5.	Melalui media video mereka mendengarkan kata-kata penting yang membawa makna	✓				
6.	Media video mencegah siswa pergi-pergi saat pembelajaran	✓				
7.	Menggunakan video membuat siswa lebih tertarik dan memperhatikan	✓				
8.	Menggunakan video dalam pembelajaran reading mengurangi kecemasan siswa di kelas	✓				
9.	Saya merasa lebih nyaman menggunakan media video untuk mengajar bahasa inggris	✓				
10.	Fasilitas di sekolah membantu saya dalam menyampaikan materi pembelajaran menggunakan video	✓				
11.	Menggunakan video membuat saya menjadi pasif di kelas				✓	
12.	Menggunakan video tidak kondusif jika kelas terlalu ramai				✓	
13.	Menggunakan video tidak efisien dalam waktu tertentu				✓	
14.	Menyiapkan video membutuhkan waktu yang lama				✓	
15.	Saya senang menyampaikan materi dalam bentuk video	✓				

APPENDIX 5

Appendix 5. Teachers Questionnaire Transcripts

A. Positive Perception

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	3	1	2	0	0	0
No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
2	3	2	1	0	0	0
No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
3	3	1	2	0	0	0
No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
4	3	2	1	0	0	0
No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	3	2	1	0	0	0
No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
6	3	1	1	1	0	0
No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
7	3	2	1	1	0	0
No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
8	3	1	1	1	0	0
No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
9	3	1	2	0	0	0

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
10	3	2	0	1	0	0
Jumlah		15	12	4	0	0

B. Negative Perception

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
11	3	0	0	0	3	0
No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
12	3	0	0	2	1	0
No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
13	3	0	1	2	0	0
No Item	Total Respondent	Category				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
14	3	0	1	2	0	0
Jumlah		0	2	6	4	0