

## PERSEPSI SISWA TENTANG PENGGUNAAN MEDIA DALAM PEMBELAJARAN BAHASA INGGRIS

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### Abstract

The role of media in the learning process is crucial, serving as a key component for effective communication between teachers and students. Without media, this communication process would be hindered, leading to ineffective learning outcomes. To assess the effectiveness of teachers' creativity in utilizing instructional media, it is essential to consider students' perceptions and observations. This study aimed to analyze students' perceptions of the media employed by English teachers at SMP Al-faqihil Muqaddam. Utilizing a qualitative descriptive methodology, the researcher investigated students' responses to the instructional media through observation and interviews. The findings revealed that the media utilized by English teachers included a whiteboard, English book, dictionary, laptop, LCD projector, and speaker. The students' interviews yielded predominantly positive perceptions of the media used in the teaching and learning process. According to the students, the use of media resulted in increased engagement, excitement, and active participation in learning English. They found the materials easier to comprehend, improved their pronunciation and vocabulary, generated new ideas, and felt empowered to express their opinions. Furthermore, they appreciated the practicality of applying what they learned in their daily lives. In conclusion, this research sheds light on the importance of utilizing various media in English language instruction and highlights the positive impact it has on students' learning experiences. By understanding students' perceptions, educators can tailor their instructional approaches to enhance engagement and comprehension, ultimately fostering a more effective learning environment.

**Keywords:** Students 'Perception, Media, Teacher, Teaching English,

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### 1. BACKGROUND

Instructional media is the means for transmitting or delivering messages and in the teaching-learning perspective delivering content to the learners, to achieve effective instruction (Omeng and Priscah, 2016). It proposes that instructional media might be all the traditional ways to outside the classroom to teach English. It can provide experiences for students to involve students' senses in learning. It can make students' attitudes more positive, encourage their self-motivation, and enhance understanding.

Instructional media is a tool for teaching and learning, everything that can be used to stimulate students' minds, feelings, attention, and ability or skill to encourage the learning process. It also helps the teacher to teach more effectively improves teachers' knowledge about the instructional media in presenting materials and enables the students to learn more readily, specifically to fulfill objectives in a teaching-learning situation. Based on that research, it is suggested that English teachers must be creative and use media in teaching English instead of teaching will to be more interesting, understand the lessons that they receive, provide motivation, attract attention, stimulate students' responses, and make the class more meaningful and enjoyable.

In this case, to know the reality of teachers' creativity in instructional media or not, we can see through observation or students' perceptions. The perception can be described as students enjoying or not studying teachers' creativity in teaching English. Students who are happy to follow the lesson and pay attention to teachers when delivering the material means that the media used by teachers are suitable for students, but when the students are not happy to follow the lesson and feel bored when teachers deliver the material means that the media used by teachers are not suitable with students.

Thus, considering the reality teaching and learning process in school the researcher was interested in researching to analyze the *Students' Perception of the Media Used by the Teacher in Teaching English at SMP Al-faqihil muqaddam*.

## 2. METHOD

The method of this research was qualitative descriptive methodology. Qualitative research methods were used to examine questions that can best be verbally describing how participants in a study perceive and interpret various aspects of their environment. Qualitative research refers to process-oriented methods used to understand, interpret, describe, and develop a theory on a phenomenon or setting. It is a systematic, subjective approach used to describe life experiences and give them meaning.

In this study, the researcher investigated students' responses toward the media used by the teachers; it is the objective of this study to identify students' perceptions by conducting observations and interviews to collect the data. This research was conducted on the eighth-grade students of SMP Alfaqihil-Muqaddam Kubu Raya. The subjects of this research would be observed by research was teachers and students. The researcher observed eight classes with one English teacher who teaching in the eighth grade. There were two classes namely VIII-A and VIII-B which consisted of 20, 20 students in each class. The researcher took 9 students from each class as the subject of this research so the total of all the students taken by the researcher was 18 students.

The researcher collected the data by using two instruments, those were:

1. Observation

Observation is designed to general data on activities, and behaviour, and generally focuses on the setting. The observation was aimed at finding out the kinds of instructional media that are used by the teacher in teaching English in the classroom

2. Interview

The interview is an activity that involves the interviewer and the interviewee where the interviewer will give some questions to be answered by the interviewee. The researcher used this interview to find out data about students' perceptions of the media used by teachers in teaching English.

In collecting data, the researcher applied the producers as follows:

1. Data collection procedures for observation

There are three steps in collecting data for observation:

- a. The researcher asked permission to the teachers first in order to join in the class.
- b. The researcher came to the class while the teacher begins the subject.
- c. The researcher observed the English teacher to know what media was used by teacher in teaching English in the classroom.

2. Data Collection Procedures for interview

- a. The researcher made some questions for the students who selected as the subject of this research.
- b. The researcher interviewed the students face to face and recorded their answers.
- c. The researcher collected the data about students' perception of the media used by teachers in teaching English.

The data analysis technique used in this research was an interactive model of analysis. According to Miles and Huberman (1992:16) in this model, there are three analysis components, namely data reduction, data display, and conclusion drawing. The three activities in interactive model analysis can be explained as follows:

1. Data Collection

After identifying the problem, the researcher collected the data by interviewing students as information and observing the teaching and learning process to gain more supporting data. All the recording data and observation checklist were collected and then the researcher wrote the transcription of the recording from the transcription, the researcher got data. At this stage, the researcher identified the media used by English teachers and students' perceptions.

2. Data reduction  
It is the process of minimizing the amount of data that needs to be stored in a data storage environment. In this research, the researcher selected data obtained at the time of research regarding the user perception of the media used by teachers in teaching English, and then the data was classified and chosen simply.
3. Data display  
At this stage, the researcher developed a structured description of information to draw conclusions 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 described previously classified information about students' perception of the media used by teachers in teaching English then conclusions were presented in narrative text form. It analyzed and described the data qualitatively.
4. Conclusion drawing.  
The researcher concluded and verified it by looking for the meaning symptom obtained from the object of this research. At this stage, the researcher concludes the data that has been previously concluded and then matches the notes and observations made by the researcher at the time of doing the analysis.

### 3. FINDING AND DISCUSSION

Based on the observation checklist, the researcher has found the kinds of media used by a teacher in teaching English. There were six various media that the teacher used in teaching English namely whiteboard, English book, dictionary, laptop, LCD projector, and speaker.

- a. Whiteboard  
A whiteboard is a hard smooth white surface used for writing or drawing on with a marker. Whiteboard is categorized as visual media which is the tool used by teachers in the teaching and learning process. Based on the observation, the teacher used a whiteboard to write down the materials taught to students. The teacher easily delivered the subject by writing on the whiteboard/chalkboard. Writing on the whiteboard helps students take note of the materials. The teacher also asked students to write on the whiteboard the examples of the materials. The students have braved to come forward in front to write the materials that they understand.
- b. English book  
English books are the media used by English teachers to teach English in the classroom. It contains material or verbal information about the subject. English books also are categorized as print media which are used as a basic instructional guide by the teacher. Based on the observation, the teacher used an English book to deliver the material about give suggestions. At the time, the teacher read the material and asked the students to repeat after her. The students were enthusiastic about learning English using books.
- c. Dictionary  
The dictionary is the print media that contains the words from the alphabet AZ that have the meaning and how to pronounce it well. Based on the observation, the teacher asked students to use a dictionary when they didn't know the meaning of the vocabulary. The students find in the dictionary the meaning of the words that they didn't know.
- d. Laptop and LCD Projector  
A laptop is one of the media audiovisual used by the teacher in the classroom. The teacher used a laptop to connect to the LCD Projector and showed the material in a PowerPoint presentation. The teacher used of power point presentations as teaching tools through the use of projectors. The teacher showed what the material means whether pictures or films without showing the real things. The teacher gave information to the students more easily and the students can understand and get the information more easily too because the teacher showed what they talked about and the students could see directly what the teacher meant.
- e. Speaker  
The speaker is categorized as audio media that is useful because of its sound. The teacher used this media to play a song as media to stimulate students' listening comprehension. The

teacher played a song and the students listened to the song, fill the missing lyrics. After that, the teacher asked the students to translate the lyrics of the song.

Based on the interview conducted by the researcher, the students stated a positive perception of the media used by a teacher in teaching English in the classroom which is necessary for effective teaching and learning process for the students.

- a. Being happy in learning English. Being happy with learning is necessary to achieve a positive learning process. The result of the interview indicated that the teacher's instructional media created positive relations and learning situations with the students. Being more active in learning English. The next students' perception of the media used by teachers is they can be more active in learning English. It is also one of the parts of the benefit teacher's instructional media which was used in the teaching and learning process.
- b. Being more enthusiastic/spirit in learning English based on the data obtained from students' interviews, the next category of the benefit teacher's instructional media which was used in the teaching and learning process was also perceived by the students as being more excited/spirit in learning English.
- c. Being easier to understand the materials in learning English. The students' perception can be described based on the one of indicators of perception is understanding perception. Robbins stated that the understanding was meant as the result of analysis which was subjective or different for each individual so that teacher media used by teachers in teaching English can make students being easier to understand the materials in learning English.
- d. The students can repair their pronunciation. Information answered the questions about the benefits that students get from the media used by teachers, it can repairing their pronunciation.
- e. The students can increase their vocabulary. The basic unit in learning language is word or vocabulary. Knowing vocabulary has a big influence on learning English. The influence happens because of the using media so it has a big influence in learning English is the students can increase their vocabulary.
- f. The students can find new ideas in learning English. The using of various media in learning also allows students can find new ideas in learning English.
- g. The students can express their opinions. The next students' perception of the media used by the teacher is they can express their opinions in learning English.
- h. The students can associate the material with everyday life. The last students' perception of the media used by the teacher in teaching English is they can associate the material with everyday life.

The main research objective of this study was to the student's perception of the media used by the teacher in teaching English to the eighth-grade students of SMP Alfaqihil-Muqaddam. Then the researcher formulated two research questions about the kinds of media used by the teacher in teaching English and the students' perception of the media. The researcher gives further interpretation and discussion as follows:

Based on the observation checklist the researcher conducted, the kinds of media used by the teacher in teaching English. There were six various media that the teacher used in teaching English namely whiteboard, English book, dictionary, laptop, LCD projector, and speaker. Those instructional media will be explained as follows.

- a. Whiteboard

A whiteboard is visual media used by the teacher in teaching English in the classroom. This media is an enhanced lesson, students can learn by seeing, hearing, and interacting with the board through touch. The whiteboard allows students to interact with the learning material. They become a part of the lesson and can even teach each other, their understanding of the subject through touching, drawing, or writing on the board.

The teacher used the whiteboard sometimes to write what the material meant, for example, students asked for the spelling of words that they didn't know so the teacher wrote on the whiteboard and students can write it and spelled it well. The teacher asked who already knew about the materials that the teacher had taught students then they wrote on the whiteboard the

example of the materials. The students had braved to come forward in front of to write the materials that they understood.

b. English book

The English book is the printed media which is the most important media the teacher needs to use in teaching English. The English book is the media that contains all the material of the subjects. English books also can be defined as handbooks for the students and the teacher in the teaching and learning- process. The use of a handbook in teaching English can make students easier to understand the materials. It can be seen that statements S1, S2, and S10 stated: "I can understand the material if use a book and save on the long-time memory". "Yes, it can understand if a teacher uses printed media such as the book".

Based on the data obtained from the observation checklist, the teacher used an English book to deliver the material about give suggestions. The students were enthusiastic to learn English because they repeated the material that the teacher read. Not only that, but the students also came forward in front of the class to write on the whiteboard the expression of giving suggestions to someone or something. The students were more active when the teacher used a handbook or English book in delivering the material.

The teacher explained the material on page 34 about suggestions on how to learn English and the students were enthused to open the material and focused on the teacher's explanation. The teacher read the material and the students repeated after the teacher. This way students know how to pronounce the words correctly, and they also translate the meaning of the materials that they learn. After reading and translating the materials, the teacher asked students to conclude the materials which have been taught and written on the whiteboard. She pointed one of the students to read the materials that he already concluded. The teacher gave students an exercise to make some examples of giving suggestions to someone.

At this moment, some students also didn't pay attention to the teacher's explanation. They just sit, sleep on a chair, walk, or even go outside. Some of them also were bored and there was one student who always disturbed his friends when teaching and learning process. This situation sometimes made the teaching and learning process not run well.

c. Dictionary

The dictionary is other printed media usually used by the teacher and the students in learning English. This media is to be important in mastering English. This is because all the meaning of the vocabulary in English is available in the dictionary. The students who didn't know the meaning of the vocabulary, directly saw the dictionary to get the meaning of it. The teacher asked students to use a dictionary when they didn't know the meaning of the vocabulary. The students found in the dictionary the meaning of the words that they didn't know.

Based on the data obtained from students' interviews most of the students can increase their vocabulary by looking for on the dictionary the meaning of the words and they memorized it. This can be seen from one of the students who stated: "Yes, it can increase the vocabulary because the teacher asks us to memorize it sometimes also there are questions then we write, look for the meaning in the dictionary and we memorize it".

d. Laptop

In the teaching and learning process, the teacher also used a laptop. The laptop is a great help in stimulating and facilitating the learning of foreign languages. It helps those who study foreign languages to learn the language. In addition, laptops as we know, can provide sound which can stimulate the hearing of students. The sound which is produced by a model of the native speaker can help students learn and improve their English by imitating the speaker. This media is not only a source of help for the teacher but also a stimulus variation that is indispensable to sustaining students' attention. the more often students listen to and watch the laptop that was playing, the easier students to repeat and read based on what they listened to and watched, and the better they learned foreign languages.

According to Arsyad, teaching by using audio-visual media such as a laptop is producing and using media that what the material wanted to share is understood by students through

sight and hearing, but not all is based on a word or symbol understanding. Based on the observation, the teacher used a laptop to teach English subjects. The laptop was connected to an LCD Projector and the teacher showed the material through power point presentation. The teacher explained how to invite someone to come to the place or express of invitation. The students were enthused to learn the material taught by the teacher. They repeated the material when the teacher already mentioned the materials. Not only that, but the students also can know the example of an invitation because the teacher showed the picture of the invitation. Some students focus on the teacher's explanation. However, some students also didn't pay attention to the teacher when explaining the materials because they just sat and did other activities.

e. LCD Projector

The teacher used an LCD Projector to be connected to the laptop when it was used the teacher showed the material whether pictures or films without showing the real things. The teacher used PowerPoint presentations as teaching tools through the use of projectors. Consequently, the teacher and students alike found projectors to be useful classroom devices. With the use of projectors in the classroom, students took better notes with the ability to discern what information the teacher displayed was useful to them. Additionally, students asked the teacher to repeat a slide when they missed information. With the use of projectors, the teacher used slides, and pictures to teach students about a variety of subjects. By using projectors, some students are interested and enjoy seeing, hearing, and interacting in learning the material of the subjects.

About this, Suleiman (1985:17) states that "if someone sees something he needs, he will be interested and it will be a motivation to know more. Visual media gives people support and motivation to know and observe, and finally, it can give a better understanding. Visual media can also prevent misunderstanding since they can see what the teacher means. The student is being given a chance to see and touch, it will be easier for them to understand and remember the lesson (Latuheru, 1988).

On the contrary, based on the observation the researcher found when the teacher explained the materials used an LCD Projector. There were some students just sitting and not paying attention to the material of the subject. They didn't give feedback on the materials taught by the teacher. But, when the teacher came to the students who didn't pay attention to her explanation, the students were directly enthused to focus on the LCD Projector which showed the materials through a PowerPoint presentation. Then the teacher read the materials and the students repeat after the teacher. The teacher pointed out that one of the students read the materials when the student read it with the wrong pronunciation the teacher directly corrected it. This way makes students pronounce the words correctly and they also translate the meaning of the materials in order they can understand it well or even the students' comprehension of the English subject can be increased.

f. Speaker

The speaker is the media which used in teaching English by teachers because of its sound. The teacher used this media to play a song as media to stimulate students' listening comprehension. The sound which is produced by a model of the native speaker can help students learn and improve their English by imitating the speaker because it can produce a voice. By the produced voice, students identify the intonation and pronunciation of the native speaker. The more often students listen to the speaker that played, the easier the students to repeat and say based on what they listened to, and the better they learn English.

In this case, teaching English using a speaker is a very effective way. The speaker media provides a good model (the native speaker) for teaching English. The students can imitate the model of the speaker. The advantage of using radio media is that the students can pronounce English words or sentences with correct pronunciation by imitating the speaker that has been played. Based on the observation, the teacher used a speaker to teach listening. The teacher stimulated students' listening comprehension through listening to a song. A song played and the students listened carefully then they answered the missing lyric. The teacher asked the

students to translate all the lyrics of the song. Not only that but also the students can get many new vocabularies based on the lyric of the song that they heard. By using the song as the material for the listening section, the students also can repair their pronunciation.

The student's perceptions of the media used by the teacher in teaching English based on the result of the students' interviews that the researcher had conducted which related to the questions answered by the students in the interview session. Those are categorized as the benefits of instructional media used by the teacher and they would be explained as follows:

The first is the students can be happy in learning, based on the findings, it revealed that the way the teacher taught and used teaching media allowed the students to be happy in learning English. When they feel happy in learning English, it can be categorized as an acceptance perception to follow the lesson delivered by the teacher in teaching English. It related to Robbins (1977) stated that to know how the process of gathering information through human perceptions is the indicator of the perception where is about acceptance of students. The acceptance meant the students agreed about the media used by the teacher in teaching English because they felt happy learning English if the teacher used media.

Moreover, students from elementary school until senior high school are very much like something audio and visual, so audio-visual aids are very important for the students in the teaching and learning process. The students like the way the teacher delivers material in teaching English. Students stated that they were happy learning English when a teacher used media. It was because the teacher gave them compliment tools in learning not only did the teacher also use a speaker to give students to listen to the song and then complete the missing lyric, but it also showed the picture or video such as an animation to make students more interested and happier in learning English.

The second students' perception of the benefit of the teacher's instructional media in teaching English is they can be more active in learning English. Based on the interview of the students when the researcher conducted the research, the students participated actively in the class. Active learning included any activity encouraging students to participate in learning approaches engaging them with course material and enhancing critical thinking as they made applications beyond the classroom. The students found participating in active learning activities interesting, interactive, and enjoyable. Students commented how media helped them to be more active and classify their understanding. While it was often assumed students didn't like to study English, they found the teacher's instructional media useful to their learning.

The third student's perception of the benefit of the teacher's instructional media used in teaching English is they can be more excited/spirit in learning English. It was identified also from the students' perceptions that the way the teachers taught as well as showing their perceptions such as being enthusiastic would be helpful to get their interest in learning and to keep the students excited and motivated in learning English when the teacher used an interesting media in teaching English, it would affect the students' mood.

The fourth student's perception of the benefit of the teacher's instructional media used in teaching English is it can be easier to understand materials in learning English. In teaching and learning English, according to Robbins (1977) to know how the process of gathering information through human perceptions is through the indicator of perception, the indicator that he meant the students understanding. In line with this theory, the research findings that the students were easier to understand materials when the teacher used media in the teaching and learning process. Those media were pictures, video, speaker, book, and whiteboard. According to Arsyad Azhar, the teacher plays the video which is related to the material, and students focus on the video. It helps students to understand the material, stimulates them to learn more effectively, and makes them interested in learning English.

The fifth student perception about the benefit of the teacher's instructional media used in teaching English is they can repair their pronunciation. The S1, S2, S3, S6, S7, S8, S9, S11, S13, S16, S17, and S18 can repair their pronunciation by using a laptop, and speaker. The teacher played the song then the students listened to the song many times, and filled in the blank questions after that they tried to pronounce the words correctly as native speakers.

The students when seeing the media like video and listened the audio in the learning process helped to repair the pronunciation. It was different with the pronunciation of the teacher, the students listened to the fluency and accuracy of the Western people or native speaker pronunciation and it repaired the fluency and accuracy pronunciation of the students than the teacher itself. Then the students watched and listened to the audio, it repaired their pronunciation of because they could rehearse speaking by imitating the native speaker of the video. The audio-visual as we know can provide songs that can stimulate the hearing of the students. The sound which is produced by a model of the native speaker can help the students learn and repair their pronunciation by imitating the speaker.

The sixth student's perception about the benefit of the teacher's instructional media used in teaching English is they can increase their vocabulary. The using of a laptop, English book, dictionary, real objects, pictures, and songs, the students mostly perceived that the kinds of media used by the teacher helped to increase their vocabulary using songs where the teacher played the song then the students listened to the vocabulary spelled by the speaker after that students write down the vocabulary and memorize it. Meanwhile, some of the students also perceived that they could increase their vocabulary if the teacher used printed media such as books because the books are already available many vocabularies of the book. The students also can increase their vocabulary when the students see the video on the laptop which is played by the teacher then there are vocabularies that students don't know, the students can ask the teacher and see in the dictionary for the translation of the words. Not only that, but the teacher also used games as media to make students can easier to memorize vocabulary, and the students also can increase their vocabulary through the real object and then mentioning what the object means such as a table, whiteboard, marker, book, pen, etc.

The seventh student's perception about the benefit of the teacher's instructional media used in teaching English is they can find new ideas in learning English. In the teaching and learning process, the students can get new ideas about the material delivered by the teacher. This was found in the research findings that the students mostly found new ideas when the teacher used pictures in delivering the material. This is the same as the theory from Ruis (2009) that the picture can stimulate interest to attract attention and sometimes explain activities when the words are inadequate or difficult to describe in words. It was also can be used to encourage learning where the students can find new ideas based on the material. With the picture, students can answer much information from the picture that they saw because it contained some activity, and had a certain idea and purpose.

The eighth student's perception about the benefit of the teacher's instructional media used in teaching English is they can express their opinion. One of the characteristics of effective teaching and learning process is indicated by the student's participation in the classroom such as giving their opinion about the material, etc. It has been stated that using media can make students active in the classroom means that they take part in the teaching and learning process. Using media such as pictures stimulates them to explore their idea about the picture and connect what has been known before. Because the picture can remind the students of their experience or events related to the picture they were forced or stimulated to express opinions on what comes to their mind confidently.

The ninth student's perception of the benefit of the teacher's instructional media used in teaching English is they can associate the material with everyday life. Practicing English every day in daily life is an important part of everyday interaction and most often the first impression of a person. The teacher made rules in the classroom that the students must speak English if they wanted to get out of the classroom. This rule made students or forced students to speak up in order to practice their speaking ability in daily life using English.

#### **4. CONCLUSION**

Based on the findings of the research, the researcher would conclude by showing the result of the observation checklist and interview with the students.



1. The kinds of media that the teacher used when teaching English were whiteboard, English book, dictionary, laptop, LCD projector, and speaker.
2. According to the students' interview, most of the students gave positive perception toward the media used by English teachers in the teaching and learning process, they were happy, more active, more excited/spirit in learning English, they were easier to understand the materials, they can repair their pronunciation, vocabulary, find new ideas, express their opinion and they can practice it in daily life. Some students gave negative perceptions toward the media used by English teachers in the teaching and learning process that they could not be enthusiastic/spirit to learn English, pronounce the words correctly, find new ideas, and express their opinions because they were lazy, wary and afraid of being wrong in learning English.

## 5. APPRECIATED TO

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