

INSTRUCTIONAL MEDIA USED BY ENGLISH TEACHERS AT SMPN 2 RANTEPAO (BASED ON STUDENTS' PERCEPTION)

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ABSTRACT

The purpose of this study is to find out What kinds of Instructional Media Used by English Teachers at SMPN 2 Rantepao and What are the students' perception towards Instructional Media Used by English Teachers at SMPN 2 Rantepao. For data processing in this study, researchers used qualitative methods, the strategy used was descriptive qualitative. The subjects of the research were the students SMPN 2 Rantepao. The data in this study were obtained through interviews and observation. The data that has been collected was analyzed in three stages, namely data reduction, data display and conclusion drawing. The results of the study show that kinds of instructional media used English teachers at SMPN 2 Rantepao namely picture, English textbook, whiteboard, dictionary, poster, board marker, laptop, power point, LCD, and loud speaker. Students' perception towards the use of media used by teachers in teaching English, the most student perception that the use of instructional media was extremely helpful and made easier for them in the learning process. While some perception that it was not beneficial.

Keywords: Instructional media, English teachers, students' perception

INTRODUCTION

English language learning is a major challenge in education at SMPN 2 Rantepao. English is not only a subject to be learned, but also a key to open the door to understanding international content and improving cross-cultural communication. In this context, the use of instructional media plays a very important role. Instructional media includes various tools, such as videos, images, educational software and other digital resources, which are used in the learning process. The use of instructional media in English language learning can help students understand concepts in a more visual way, facilitate context understanding, and improve English language skills the result conducted by (smith. J (2022).

From the results of research conducted by (George (2019), students' perceptions of the use of learning media show that students tend to prefer learning that uses media rather than learning that only uses conventional methods. Students find it easier to understand the material and are more motivated to learn when using media in learning. According to the observations of teachers at SMPN 2 Rantepao has already used instructional media in teaching English. The use of instructional media can helps teachers in the classroom. Moreover, the use of diverse media can help students improve their understanding of the material, attract the attention of students, and make learning more meaningful and enjoyable.

Therefore, based on the observations and interviews above, it is stated that some of the obstacles faced by teachers are being overcome by using learning

media. The importance of this research lies not only in exploring the use of instructional media in education, but also in understanding how students respond to the use of these media. Students' response to the use of instructional media is an important factor in evaluating the effectiveness of learning. Through this research, we will understand the extent to which the use of instructional media affects students' motivation to learn, their English language skill development, as well as the overall learning experience. This study will explore whether the use of instructional media creates a more interactive learning experience, motivates students to be more engaged in English language learning, and facilitates the development of their communication skills. In addition, this research will also pay attention to the social aspect, by investigating how the use of instructional media affects social interaction in English among students at SMPN 2 Rantepao.

Through this research, it is hoped that the results can provide valuable insights that can be used to develop and improve English learning at SMPN 2 Rantepao by considering the use of instructional media. In addition, this study will also provide a more comprehensive view of the importance of students' responses to the use of instructional media in the context of English language learning.

METHODS

This research applied qualitative descriptive. (Kim at all (2017) state that qualitative descriptive approach was selected, as it is suited to eliciting insights about phenomena that are not well understood. (Polit and Beck, (2018) Qualitative description is used widely in health and nursing research to generate new knowledge by enabling participants' own descriptions (data) to be reported comprehensively, without substantial transformation. In this research instrument, the writer used interview and observation. The technique of data analysis employed in this research was thematic analysis. The collected data were analyzed through several steps: (1) transcribing the interviews and organizing observational notes, (2) reading and re-reading the data to gain familiarity, (3) coding significant statements or patterns, (4) grouping codes into themes, and (5) interpreting these themes in the context of the research objectives. This approach allowed the researcher to extract meaningful patterns and insights from the qualitative data while maintaining a clear connection to participants' original expressions.

FINDINGS AND DISCUSSION

Interviews with respondents indicate that most students found the use of pictures helpful and engaging. They stated that images made the material easier to understand and more interesting to read. Some students preferred pictures accompanied by text. Teachers reported using pictures to explain complex materials, questions, or fictional stories that are otherwise difficult for students to grasp. While many students found pictures beneficial for understanding the material, a few expressed that they were not particularly helpful.

English textbooks are still frequently used in the teaching process. Most students found them beneficial for understanding the material, gaining knowledge, and assisting with writing tasks. However, some students noted that textbooks were incomplete, requiring teachers to supplement the material with additional resources. Teachers also use whiteboards to explain materials, write titles, provide examples,

or assign tasks. Students stated that whiteboards are useful for presenting materials or answering questions. However, not all students found the whiteboard helpful. Dictionaries were considered very helpful by students, especially as translation tools and for vocabulary acquisition. Laptops are used by teachers to play educational videos. However, some students noted that laptops are rarely used for instructional purposes and are mainly used by teachers for administrative tasks like inputting grades. Nonetheless, students agreed that laptops could facilitate learning. PowerPoint presentations were also found helpful by students, making it easier to understand the material. LCD projectors are used to display materials in the form of pictures or videos, helping students grasp the lesson more effectively. Posters were seen as beneficial and easy to understand. They also helped motivate students by offering a visual overview of the material. However, a few students believed posters were not very effective. Visual media used in English classes include pens, whiteboards, pencils, board markers, books, and pictures. Teachers continue to use board markers during lessons. Loudspeakers are employed during speaking and listening activities to introduce vocabulary and present practice questions in story form. Some students found them beneficial, although others mentioned issues with unclear pronunciation or sound quality.

From both observation and interviews conducted with teachers and students at SMPN 2 Rantepao, it was found that students held both positive and negative perceptions toward the instructional media used in English classes. The research aimed to identify: The types of instructional media used by English teachers. And Students' perceptions of these instructional tools. According to Ayu Novita Sari (2019), instructional media used in junior high school English teaching include whiteboards, English books, dictionaries, laptops, LCD projectors, and speakers. Students generally held positive perceptions, reporting that media made them more active, enthusiastic, and better able to understand material, practice pronunciation, build vocabulary, generate ideas, and express opinions. However, some students felt unmotivated or anxious, which hindered their learning.

Multazam Abubakar et al. (2023) also reported that English books, whiteboards, and dictionaries were commonly used media. Students generally responded positively, echoing the previous findings. Still, a few shared negative views, feeling unmotivated or afraid of making mistakes in English. These prior studies differ slightly from the current findings, which revealed ten types of instructional media used at SMPN 2 Rantepao. Students had mixed perceptions:

1. Pictures: Helped students understand material and made it more engaging; some preferred images with text.
2. English Textbooks: Supported learning and helped teachers explain lessons; though some noted content limitations.
3. Whiteboards: Useful for writing materials, examples, and assignments.
4. Dictionaries: Essential tools for translation and vocabulary development.
5. Laptops: Facilitated learning when used to display video materials.
6. PowerPoint: Helped clarify the material visually.
7. LCD Projectors: Effective for displaying visual and video-based content.
8. Posters: Helped motivate and simplify the learning process.

9. Board Markers and Other Stationery: Still commonly used and effective for classroom instruction.

10. Loudspeakers: Supported listening and speaking activities, though clarity was sometimes an issue.

According to Marwana Ambo Lele (2018), media such as whiteboards, textbooks, dictionaries, laptops, LCDs, and speakers were also commonly used, and student perceptions largely mirrored those found in the present study. Most students felt the media facilitated understanding, improved vocabulary and pronunciation, and increased their motivation. However, a minority found the tools ineffective due to lack of interest, fear of mistakes, or poor classroom dynamics. In conclusion, while students at SMPN 2 Rantepao generally perceive instructional media as helpful and engaging, effectiveness varies depending on students' individual preferences and learning contexts. Teachers are encouraged to creatively adapt media to meet diverse learning needs.

CONCLUSION

Based on the results of data analysis obtained through observation interviews, the researcher concluded as follows: Kinds of instructional media used by English teachers at SMPN 2 Rantepao are picture, English textbook, whiteboard, dictionary, poster, board marker, laptop, power point, LCD, and loud speaker. The students's perception towards instructional media used by English teachers at SMPN 2 Rantepao In general, media that can help students understand English subject matter, because it can provide an overview of the material they are studying. Media can help teacher in explaining material, and can facilitating students' to learn English. Media can help facilitating students' to understand the material. Media can easy to understand students in learning and motivate students in the learning process.

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