

**THE PERCEPTION OF TEACHER IN IMPLEMENTING
INSTRUCTIONAL MEDIA AT SMA 1 SETIA BAKTI**

THESIS

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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terapat kesalahan dan kekeliruan di dalamnya, maka saya akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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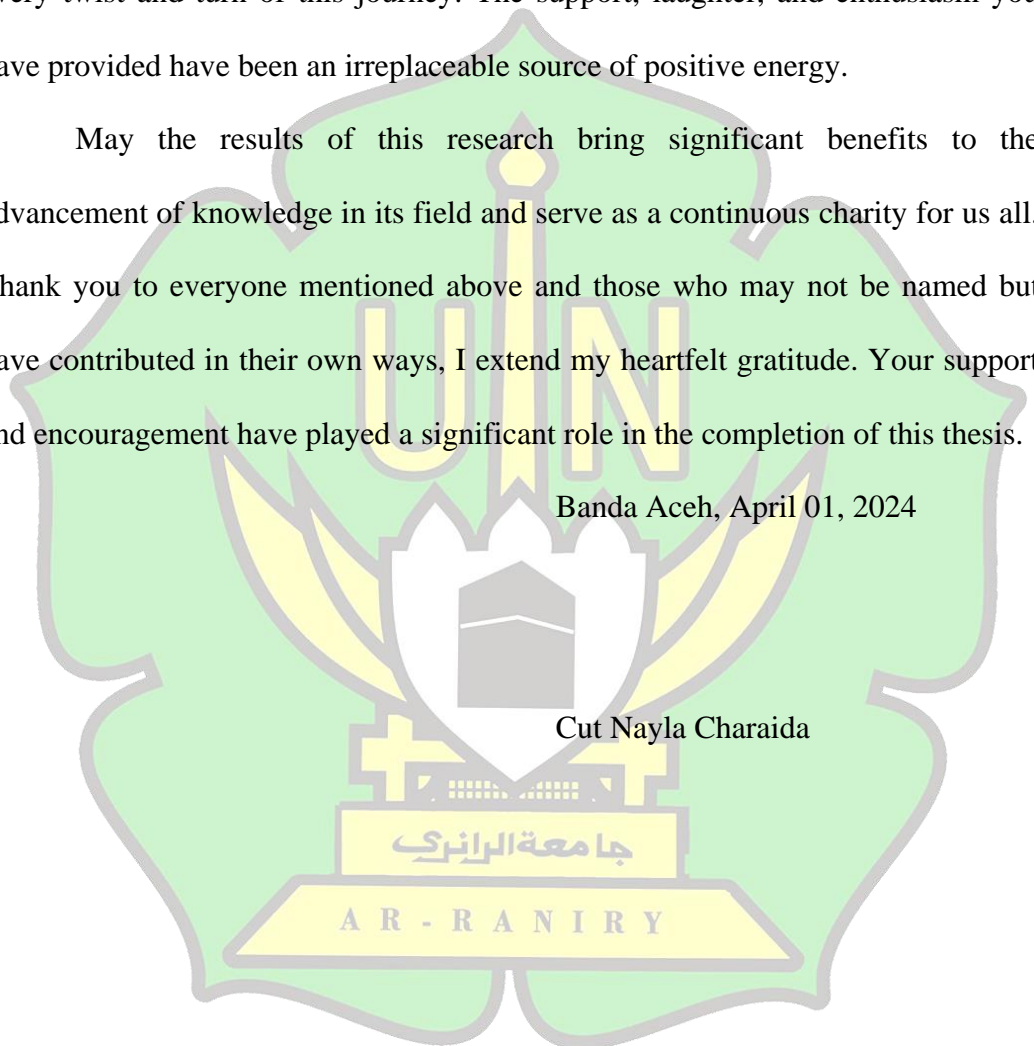
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ABSTARCT

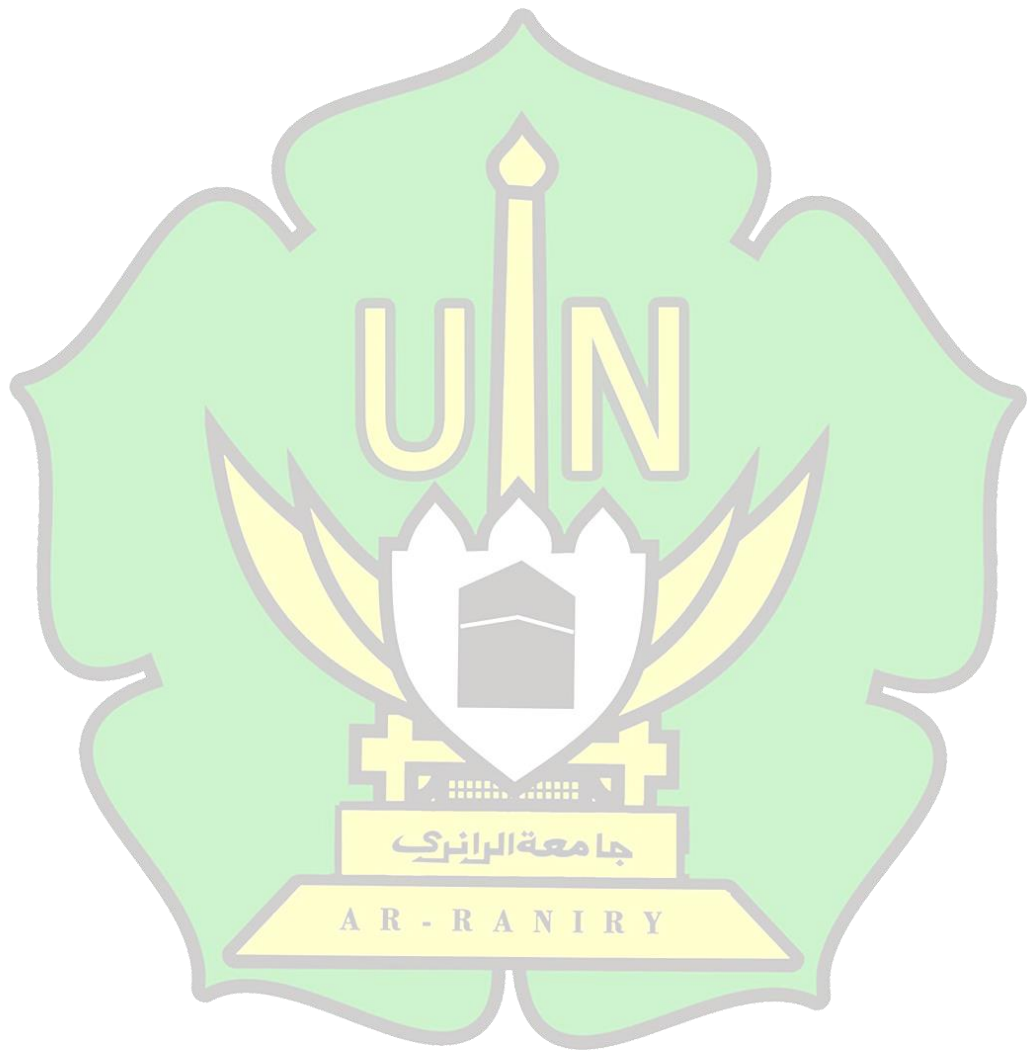
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This research explores the perceptions of English language teachers regarding student learning motivation when utilizing instructional media, as well as the challenges they face in integrating technology into the classroom. Drawing upon Keller's ARSC Model, the study examines how instructional media impact students' attention, relevance, satisfaction, and confidence in learning English. Through qualitative analysis, data reveals that teachers recognize the importance of selecting appropriate instructional media to capture students' attention effectively, with adaptations such as using their own voice for pronunciation exercises and integrating social media platforms like YouTube. Additionally, findings highlight the significance of aligning instructional media with students' learning goals and interests to enhance relevance, as well as the importance of authentic assessment to foster satisfaction. Despite these insights, teachers encounter challenges such as navigating internal and external factors, bridging the gap between their expectations and students' capabilities, and addressing limited access to technology and internet connectivity.

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CHAPTER 1

INTRODUCTION

A. Background of Study

The process of learning is a multifaceted amalgamation of interconnected and important components that jointly contribute to effective teaching and comprehension. Within this educational journey, various components play vital roles, including educators, learners, objectives, methodologies, learning materials, instructional media, and evaluation procedures, as outlined by Nurkamto in the research by (Ariyani, 2010)

Among these crucial components, instructional media emerges as a significant player. It serves as a conduit, transmitting messages from the sender to the recipient (Ramli, 2012). The use of media is very important when the learning process is expected to achieve better results or high learning achievement (Marpanaji et al., 2018). Adegbija and Fakomogbon (Imran, 2014) stated that learning media are tools, materials or human and non-human methodologies used by teachers to overcome all learning dilemmas, including noise factors. The learning media used is selected and developed in accordance with some of its provisions. Ramli (2012) asserts that there are 4 important things that must be considered in the selection of media, namely, the objectives to be achieved, the person using the tool, for whom the tool is used, the effectiveness of using the tool by not producing additional adverse effects. The right media selection makes the process of transferring knowledge to students effectively.

The importance of using media in teaching is that media can be used to assist students in learning, so that the teaching and learning process becomes more effective and efficient. By using media, the material becomes more concrete, interesting, and easier to understand (Puspitarini & Hanif, 2019). Sukartiwi (1996), as referred to in the work of Ruis et al. (2009), presents a series of advantages that underscore the importance of using additional media in learning. First, the use of media has the potential to significantly increase student motivation, thus triggering greater enthusiasm for learning. By incorporating innovation and variety into the learning process, the risk of students becoming disinterested or bored can be effectively reduced. Second, the use of media makes complex learning materials more accessible and understandable to students. Through visual aids, interactive elements, and other innovative tools, learning content can be presented in ways that better suit different learning styles. Third, the strategic use of media contributes to the creation of a more organized and systematic teaching and learning process. This strategy provides educators with a structured framework that guides learning progress, ensuring a coherent flow of information and activities.

In relation to learning media, according to Riyana and Susilana (2008) as cited in Misliani (2013) student responses to learning media can be seen from expressions, direct opinions about media interest, ease of understanding messages to be conveyed through the media, and how motivated students are after listening to the use of media. This means that the use of learning media affects students' motivation to learn. The use of interactive learning media promises to increase

students' understanding of concepts and increase their academic achievement. It is very important to understand the importance of education through the eyes of students, who seek to achieve success by strengthening their motivation to learn (Albrecht & Karabenick, 2018). Motivation serves as a driving force for behavior, guides actions, and determines the intensity of actions (Marpaung et al., 2021).

Motivation comes from two sides, internal (inside students themselves) and external (outside students) (Hamzah, 2009). In this regard, Harmer (1991) states that intrinsic motivation comes from individuals. A person may be motivated by enjoyment of the learning process itself or by a desire to make themselves feel better. In contrast, Hamzah (2009) states that extrinsic motivation is appreciation, a conducive learning environment, and interesting learning activities. This interesting learning activity can be obtained with learning media to create a conducive learning environment that students want in the teaching and learning process.

There are some previous studies on The Relationship Between The Use Of Instructional Media And Students' Learning Motivation. Rodgers (2005) in his research that purposed to identify how different instructional media affected student motivation in a workplace training situation. This study evaluated students' perceptions of motivation in a comparison of three instructional formats: lecture, video, and interactive computer-based instruction (CBI). The result of this study is that using a variety of available media is the best choice for educators to increase student's learning motivation. Based on the three media used in this study, CBI gets a high percentage of students' learning motivation, while video

tape and lecturers have almost the same value in terms of learning motivation levels.

In preliminary research by Puspitarini & Hanif (2019) aims to find out how the learning process is carried out in class and how student motivation is. The findings of this study found that the use of the lecture method in the learning process did not attract students' interest so that students did not understand the material presented and students' learning motivation decreased. However, if teachers use several media such as prints or pictures, this will greatly influence the level of student learning motivation. However, during the research the researchers found another problem, namely the teachers had difficulties in using the media because of a lack of knowledge in the use of technology and equipment that had not been used to support learning material to the fullest.

This research was preceded by the conducting of a pilot study on the first of January 2024, to interview the English teacher at SMA 1 Setia Bakti. The study was conducted so that the researcher could identify English teachers who had used instructional media in the learning process. The result of this study was that the teacher used several instructional media in the teaching process. Based on the above previous study, and the knowledge gained during the pilot study, the researcher became interested in exploring how English teacher at SMA 1 Setia Bakti perceived the use of instructional media in increasing student learning motivation, and the challenges in applying instructional media in the learning process as experienced by the teacher..

B. Research Questions

Based on the research background mentioned above, this research focus on answering research questions:

1. How do English language teacher perceive students' learning motivation with the use of instructional media in the learning process?
2. What challenges do English teacher face in applying instructional media into their teaching methods?

C. Aims of the Research

1. This study aims to gain insights into the perspectives of English language teacher regarding students' learning motivation when instructional media is utilized in the learning process.
2. This study aims to identify and understand the challenges that English teacher encounter when integrating instructional media into their teaching methods..

D. Significance of the Research.

1. For Teachers

The results of this research can provide teachers with an understanding of the extent to which learning media influences students' learning motivation and provide insights that can increase the effectiveness of media use in learning.

2. For researchers

The results of this research can become a reference and guide for other researchers with the same discussion topic.

E. Terminology

1. Instructional Media

The use of instructional media enables teachers to explain, illustrate, disseminate and deliver their lectures more easily and effectively than when they depend on words only (Hindle, 1998). In this study, instructional media is a way of delivering subject matter used by teachers at SMA 1Setia Bakti.

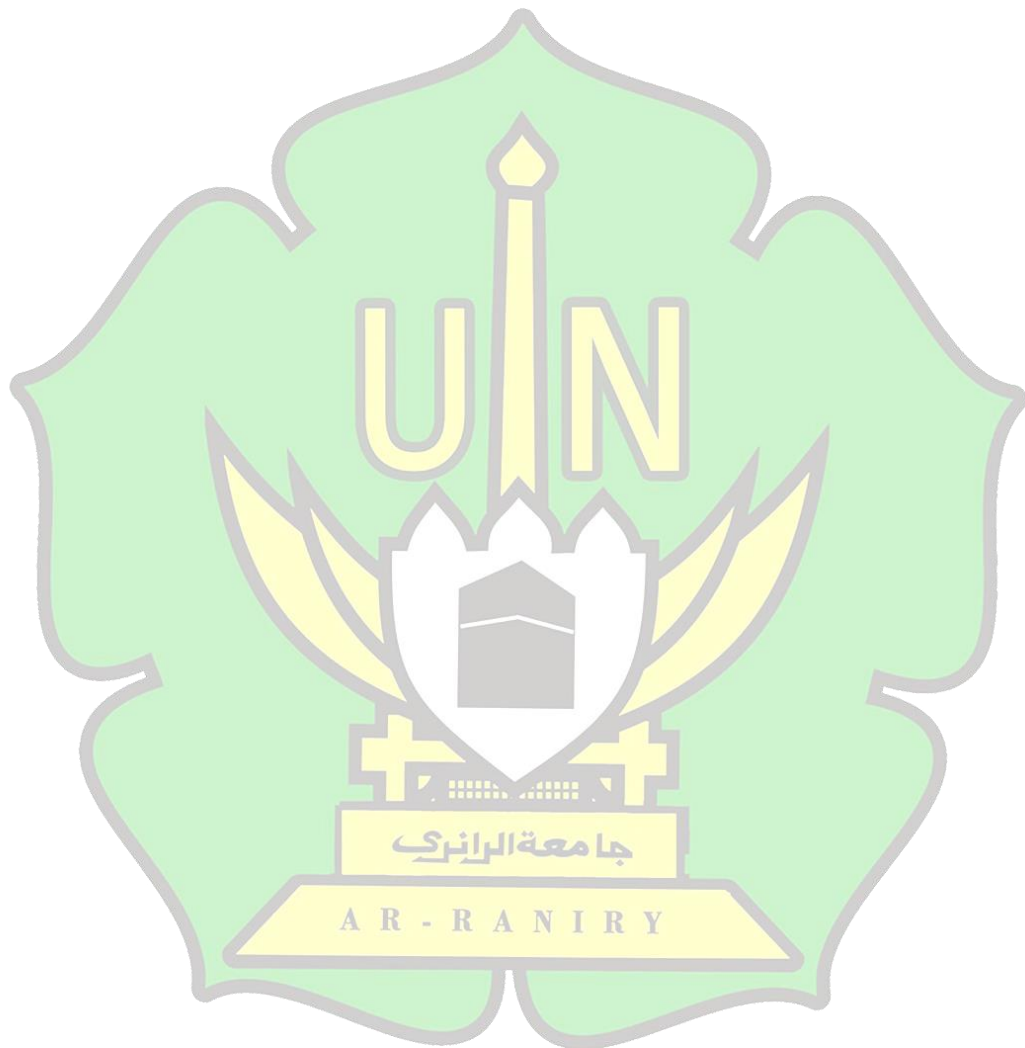
2. Motivation

Motivation is a dynamic process that provides the enthusiasm and determination necessary to guide and sustain one's actions to continually achieve goals (Santrock, 2011). The motivation referred to by researchers in this research is students' responses to the use of media in learning. These responses include interest, attention, confidence, relevance and satisfaction with learning.

3. Challenge

According to the Kamus Besar Bahasa Indonesia (KBBI), a challenge is someone or something that inspires determination to improve

one's problem-solving abilities; initiation (to acquire skills): the struggle is a challenge to work extremely hard. In this case, challenges in using instructional media by teachers can become a barrier to the effectiveness of their teaching.



CHAPTER 2

LITERATURE REVIEW

A. Concept of Perception

1. *Definition of Perception*

According to Barry (1998) perception is the set of process by which we recognize, organize, and make stimulatory in our environment the key distinction between the two main theories of perception the emphasize each gives to the role of sensation and higher cognitive process in perception. Perception defines variously by different scholars as Chee (2002) state that perception of stimuli that can be influenced by an individual's mental awareness, past experience, knowledge, motivation, and social interactions. The perception of an individual eventually give rise to an individuals attitudes. Millikan (2004) also state that perception is way of understanding natural sign, or better of translating natural sign into intentional signs.

Perception is a psychological function that starts from the sensation, continued multiple stimuli at once. Stimulus that received and grouped in such a way is then interpreted into an individual subjective meaning. The nature of perception refers to the interpretation of sensory data. In other words, sensation involved detecting the presence of a stimulus whereas perception involved understanding what the stimulus means. For example, when we saw something, the visual stimulus was the light energy reflected from the external world and the eye becomes the sensor. This visual image of the external thing became

perception when it was interpreted in the visual cortex of the brain. Thus, visual perception refers to interpreting the image of the external world projected on the retina of the eye and constructing a model of the three dimensional world.

2. Factors Affecting Perception

There were individual differences in perceptual abilities. Each people may perceive the same stimulus differently (Hussein,2017). The factors affecting the perceptions of people are:

1. Perceptual learning. Every one of the community learns to emphasize some sensory inputs and to ignore others. For example, a person who has got training in some occupation like artistry or other skill jobs can perform better than other untrained people. Experience is the best teacher for such perceptual skills. For example, blind people identify the people by their voice or by sounds of their footsteps.
2. Mental set. Set refers to preparedness or readiness to receive some sensory input. Such expectancy keeps the individual prepare with good attention and concentration. For example, when we are expecting the arrival of a train, we listen to its horn or sound even if there is a lot of noise disturbance.
3. Motives and needs. Our motives and needs will definitely influence our perception. For example, a hungry person is motivated to recognize only the food items among other articles. His attention cannot be directed towards other things until his motive is satisfied.

4. Cognitive styles. People are said to differ in the ways they characteristically process the information. Every individual will have his or her own way of understanding the situation. It is said that the people who are flexible will have good attention and they are less affected by interfering influences and to be less dominated by internal needs and motives than or people at the constricted end.

3. *Types of Perception*

1. Depth Perception.

This is the ability for a person to perceive distance. It is extremely important for one to discern distances in the real world, like the distance between me and another person and the space between objects. Included in depth/spatial perception is the ability to perceive moving objects, like vehicles driving on roads. Factors like first, second, and third dimensions come into play in our understanding of depth perception.

2. Movement Perception

We understand when objects are in movement because particular objects appear in different places at different times. This is a natural process that we learn since birth. It is only through this ability that an individual can understand the world around him or her and perceive dangers or threats in movement, which is key for survival.

3. Time Perception

We perceive time in, seconds, minutes, and hours which pass into days weeks months and in years and even in centuries. Time is perceived in terms of Past, Present, and Future Perception of time is less in children than elders Several factors influence time perception: Subjective (age, activity, motivation, intelligence), and Objective.

4. Size perception

The perceived size of objects depends on a number of factors. Perhaps the most important of these is the visual angle subtended by the object on the retina. All other things being equal, the object that subtends the larger visual angle will appear larger. If you have already clicked on the visual angle, above, you know that the visual angle is dependent on two factors; 1. the actual size of the object and 2. the distance the object is from the eye. Another factor effecting perceived size is size constancy. This phenomenon results in objects of known size tending to appear constant in size regardless of their distance.

B. Instructional Media

1. The Definition of Media

The word media comes from the Latin *medius* which literally means middle, intermediary or introduction (Sanjaya et al., 2017). When connected with learning, the media is an intermediary tool for teachers to convey messages to students. Gagne (Arsyad, 2002) argues that learning media is a tool that is

physically used to convey learning material. The media can be in the form of books, tape recorders, cassettes, video cameras, slides, pictures, television and computers. This opinion is the same as that expressed by Sadiman (2007) learning media are various tools used by teachers to convey teaching messages to students through sight and hearing. The Association of Education Communication Technology (AECT) defines that media are all forms and channels used to convey messages or information.

Learning media is human and non-human devices, materials or methodologies used by lecturers to overcome all learning problems, including the noise factor. The use of learning media allows lecturers to explain, illustrate, disseminate and deliver lectures more easily and effectively than if they only rely on words (Hindle, 1998). Heinich, Molenda, Russel and Smaldino (2002) stated that well-designed instructional media can enhance and promote learning and support teacher-based teaching.

In line with Puyada et al., (2018) said that learning media encompass a variety of educational instruments utilized throughout the learning journey to enhance effectiveness and efficiency in reaching educational objectives. Additionally, teachers need to select suitable media, methods, and techniques tailored to students' individual characteristics to fulfill learning goals effectively.

2. The benefits and functions of media

Appropriately utilized learning media play a crucial role in enhancing the effectiveness and efficiency of the learning process towards achieving educational goals. Moreover, they contribute to boosting students' motivation for learning,

aligning with Sanaky's (2009) assertion regarding the advantages of instructional media. These benefits include: (a) Making the learning process more engaging, thereby stimulating student motivation; (b) Clarifying learning materials, facilitating comprehension, and promoting mastery of learning objectives; (c) Diversifying the learning process through various delivery methods, preventing boredom and promoting effectiveness and efficiency; and (d) Encouraging students to engage in diverse learning activities beyond passive listening, such as observation, practice, and demonstration.

Drawing from the advantages outlined by Sudjana and Rivai as cited in Sanaky (2009), learning media serves as a solution to address the constraints encountered in the learning journey. Utilizing contemporary technology can serve as a valuable tool to bolster the learning process. From research conducted by Heafner (2004) states that “this article advocates the use of technology in social learning as a means to motivate students by involving them in the learning process by using a familiar instructional tools that increase student efficacy and self-esteem”. The article concluded that the use of technology in learning as a tools to motivate students by involving students in the learning process can increase self-efficacy and self-worth.

One of the functions of learning media delivered by Asyhar (2011) are as follows: (a) Media as a learning resource; (b) The semantic function relates to word, term, sign or symbol. (c) The manipulative function is the ability of the media to reload something objects/events in various ways, according to their conditions, circumstances, goals and objectives; (d) The fixative function is to

capture, store and reshape an object or event that has been happening for a long time; (e) The distributive function of the media used in the learning process can be followed by students large amount or unlimited media coverage; (f) Psychological function, learning media has attention function, affective function, cognitive function, imaginative function and motivation function; and (g) socio-cultural function. The use of media in learning can overcome the sociocultural barriers between students with different customs, habits, environments, and experiences.

In the opinion of Setyosari (2008) "Using media is a part of the learning system, even more specifically media can be said to be an integral part of learning activities. Learning activities cannot take place properly without learning media. One of the main functions of learning media is as a teaching aid which also influences the climate, conditions, and learning environment that is arranged and created by the teacher.

3. The principle of media

In his book entitled Learning Media, Kristanto (2016) suggests that there are five principles in the use of media (1) The media that will be used by the teacher must be appropriate and directed to achieve learning objectives. (2) The media to be used must be in accordance with the learning material. Each subject matter has its own peculiarities. (3) Learning media must be in accordance with interests, needs, and student condition. (4) The media to be used must pay attention to the effectiveness and efficiency. (5) The media used must be in accordance with the ability of the teacher to operate it.

According to Musfiqon (2012), the utilization of media in the learning process adheres to three fundamental principles. These are: (a) The principle of effectiveness and efficiency, where effectiveness pertains to achieving learning objectives, while efficiency involves attaining these objectives with minimal time, cost, and resources; (b) The principle of relevance, which emphasizes selecting media that aligns with learning objectives, content, strategies, and assessment methods; and (c) The principle of productivity, which focuses on maximizing learning outcomes through the efficient use of available natural and human resources.

4. Challenges in using media

Based on the results of Aini (2013), it was found that challenges in using media, both in the selection and utilization of instructional media. When it comes to selecting instructional media, teachers encounter problems related to limited time, budget constraints, the availability of suitable media, and concerns about the appropriateness of the chosen media. Additionally, some teachers hold negative beliefs about the effectiveness of instructional media.

Furthermore, problems also arise during the actual use of instructional media. Teachers often encounter technical issues, such as a shortage of supplies or malfunctions in high-tech media tools. Lastly, there are personal challenges, particularly related to difficulties in effectively explaining the content presented in the instructional media.

In the results of Winola (2021) there are also several challenges faced in using media, Firstly, there is an issue with preparation, where teachers not only

have to select appropriate media for the content and students but also spend a significant amount of lesson time preparing to use the media effectively.

Secondly, there are challenges related to electricity, particularly when using projected media. Teachers find it time-consuming to set up and often encounter problems with electricity supply and maintenance, which can hinder the use of such media. Moreover, access to electricity is limited in some classrooms.

Lastly, teachers face difficulties accessing the media provided by the school. Sometimes, the media storage cabinets are locked when teachers need to use them, creating obstacles in incorporating these resources into their teaching. In summary, the paragraph highlights practical challenges teachers encounter when trying to integrate instructional media into their classrooms.

C. Students' Learning Motivation

1. *The Definition of Motivation*

According to the definition given by the Big Indonesian Dictionary (2008: 930), motivation refers to the stimulus, whether conscious or subconscious, that prompts an individual to engage in an action with a specific aim, as well as the drive that propels individuals or groups to pursue their desired objectives. According to Santrock (2011), "Motivation is a process that offers excitement, direction, and perseverance of conduct. In other words, motivated conduct is action that is focused, energetic, and persistent."

"Motivation has a root word from the Latin *movere*, which means movement or encouragement to move," claimed Prawira. The term "motivation" derives from the Latin verb *movere*, which means "to move," according to

Schunk, Pintrich, and Meege (2012). This concept of mobility is reflected in rational conceptions of what motivates us and causes us to complete tasks. In contrast, Atkinson claims in Prawira that "motivation is explained as a person's tendency to do something that increases in order to produce one result or more influence" As opposed to AW Bernard, who said in Purwa Atmaja Prawira that "motivation is a phenomenon that is involved in stimulating action towards certain goals that previously had little or no movement towards certain goals."

According to McDonald in Sadiman (2016), "motivation is a change of energy in a person that is marked by the appearance of feeling and preceded by a response to the presence of a goal." In light of Donald's earlier remarks, Sardiman (2016) identifies three key components of motivation:

1. When motivation arises, it triggers shifts in the energy levels of individuals. A multitude of energy fluctuations take place within the neurophysiological system of the human body as motivation increases.
2. Motivation is characterized by the appearance of emotions or attachments within an individual. In this context, motivation pertains to psychological factors, connections, and sentiments that hold sway over human behavior.
3. Striving towards an objective enhances motivation, making motivation in this context primarily a response to pursuing a goal.

2. Indicators and Function of Motivation

In Keller(2000) claimed that one of requirement in developing a motivational system is to represent human motivation in a way that is both theoretically valid and useful for designing and evaluating motivational interventions. Four major categories (concepts), and a varying number of subordinate ones, can be used to represent the components of human motivation:

1. Attention - Acquiring and retaining the learner's attention is crucial. The instructional content needs effective strategies to capture the learner's focus and maintain it. After capturing attention, it's important to use methods that keep the learner engaged with the task. Additionally, the material should stimulate the learner's curiosity, encouraging further learning.
2. Relevance - If the learner doesn't recognize the significance of the information, their motivation to learn will suffer. Instructional materials need to demonstrate the importance of the information to the learner and its relevance to their professional or personal objectives. By employing strategies that highlight relevance, such as aligning with goals or matching motives, learners should understand how the subject matter connects with their own experiences.
3. Confidence - A significant obstacle to motivation occurs when learners struggle to maintain confidence in their capacity to grasp the material. Complex subjects can lead to frustration and diminish motivation. Conversely, excessive confidence can be detrimental, as

learners may overlook details under the assumption that they already understand the material.

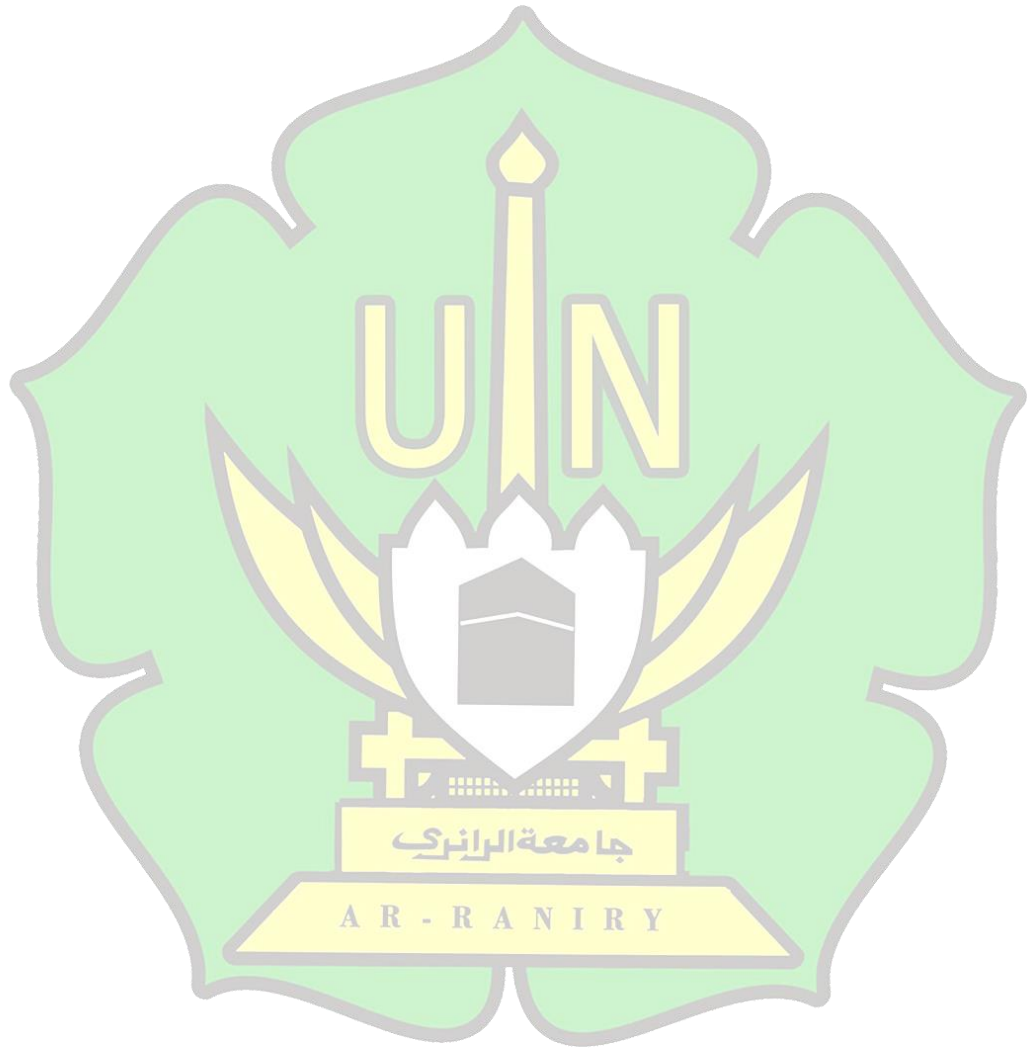
4. Satisfaction - For motivation to persist, learners need to find satisfaction in their learning journey. This satisfaction can come from both external and internal sources. External rewards, like earning high grades or certificates, offer motivation. Yet, intrinsic rewards are equally vital. These include positive feedback from interactions, enhanced self-esteem through deeper understanding, and the autonomy to guide their own learning.

According to Santrock (2012), extrinsic and intrinsic motivation are both necessary for achieving goals. Intrinsic motivation originates from within the student themselves, encompassing desires like the quest for knowledge, the pursuit of learning objectives, and the drive to address learning requirements. Conversely, extrinsic motivation stems from external factors, such as parental expectations, a conducive learning atmosphere, engaging study peers, as well as enjoyable or challenging learning tasks.

Brophy, in Santrock (2011) that "one of the important teaching strategies is to monitor your expectations and make sure you have positive expectations of all students, including those with low abilities". Thus, motivation affects the existence of an activity. According to Sardiman (2016), motivation serves three key functions: 1) Driving individuals to act, transforming them into dynamic agents who expend energy. Every action undertaken is motivated in this context. 2) Guiding the selection of actions with the desired outcome in mind. Thus,

motivation provides direction and encourages actions aligned with defined goals.

3) Determining activities or discerning those necessary to achieve goals, while disregarding actions that do not contribute to that purpose.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter focuses on the research method, research participants, data collection, research instruments, and data analysis.

A. Research Method

In this study, the researcher used qualitative method. Referring to the objective of this study, the design is considered appropriate since it is a method used to describe or analyze the results of the study but not used for making broader conclusions (Apsari, 2017). It means that descriptive qualitative is a research method which uses technique of searching, classifying, and analyzing the natural phenomenon. Hence, in this reaserch, the researcher describes perception of English teacher towards student's respond in using instructional media, and challanges faced in using instructional media in English learning.

B. Research Participant

1. Population

Hartas (2010) defines population as a group of individuals or organization that share the same characteristic that is of interest to the study. In the other words, a population is the group in which the researcher wants to generalize the findings obtained for the sample. In

this study, the population is teachers who teach English at SMA 1 Setia Bakti

2. Sample

After determining the population, a sample is chosen. According to Hartas (2010), the researcher begins by selecting a small group of individuals who meet the criteria for participation in a particular study. In this specific study, the researcher employed purposive sampling as her sampling method. Hartas (2010) asserts that the researcher selected participants who aligned with the objectives of the study. Purposive sampling is a sampling technique with a purpose. In this research, the sample chosen by the researcher was a teacher who taught English in second grade at SMA 1 Setia Bakti, as a participant who has used instructional media as a strategy in the learning process.

C. Data Collection Procedure

In this study, the data of this research was collected by using the interview. Interviews were conducted when the researcher obtained specific and in-depth information about the participants' thoughts, knowledge, opinions, beliefs, and feelings about the upcoming topic; answers were written down and recorded (Creswell, 2012). Interviews were categorized into three features: structured, semi-structured, and unstructured (Wang et al., 2011)

To gain insights into the types of instructional media used by English teachers at SMA 1 Setia Bakti for English language instruction, semi-structured interviews will be conducted with a sample of the teacher. Semi-structured

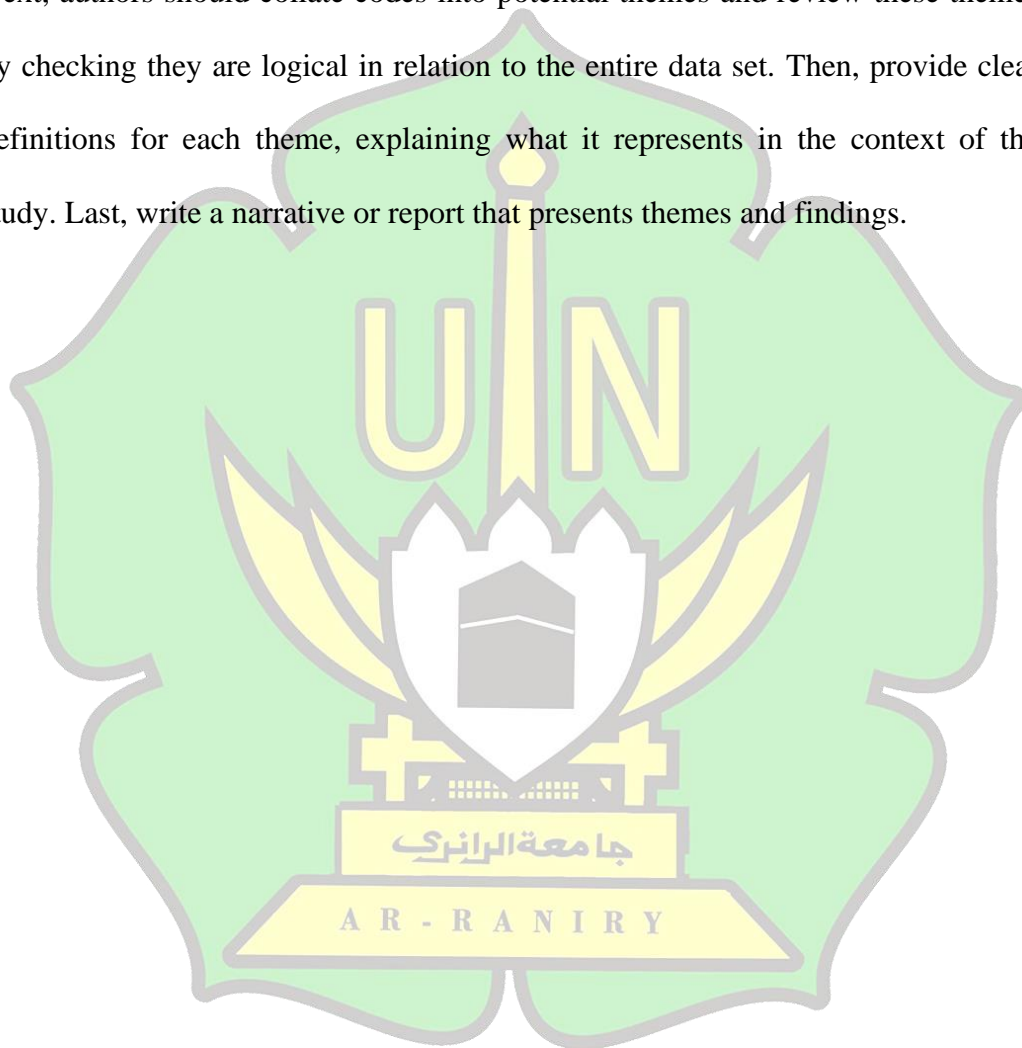
interviews are interviews that take place referring to a series of open questions, where the interviewer has a question guideline that can be developed freely and not limited, but must not go outside the flow of the topic has been determined (Sugiyono.2013). This method allows information to be obtained in more depth to understand a phenomenon. This procedure aims to determine English teachers' perceptions of students' learning motivation to the use of instructional media. This list of interview questions will be guided by the ARSC model by Song & Keller (1999). In the model, Keller defined four basic human characteristics that need to be influenced for people to learn: attention, relevance, confidence, and satisfaction (Keller, 2000).

Semi-structured interviews will also serve as the primary data collection method to uncover the primary challenges and obstacles faced by English teachers at SMA 1 Setia Bakti when integrating instructional media into their teaching methods. During these interviews, the teacher will be encouraged to share her experiences and perspectives on the difficulties she encounters.

D. Data Analysis

Thematic analysis was chosen because it is a commonly used method for describing, analyzing, and reporting themes and patterns in data (Braun & Clarke, 2006). Thematic analysis was conducted through a coding process to analyze interview data (Habiburrahim et al., 2021). Participants' interview data will be transcribed using narrative words. After copying it, the researcher coded the data to present it in a conceptual framework, it also enters data and classifies data into specific groups. In their paper, Braun & Clarke (2006) explain a step-by-step

guide to conducting good thematic analysis. First, researchers must familiarize themselves with their data through transcription, and by reading and rereading the data while making notes about their initial interpretations. Researchers must then generate initial codes, and systematically organize the data relevant to each code. Next, authors should collate codes into potential themes and review these themes by checking they are logical in relation to the entire data set. Then, provide clear definitions for each theme, explaining what it represents in the context of the study. Last, write a narrative or report that presents themes and findings.



CHAPTER 4

FINDINGS AND DISCUSSION

This chapter presents the results of a qualitative study aimed at exploring English teachers' perceptions of student learning motivation and the challenges they face when using instructional media in the teaching process. The research was conducted through semi-structured interviews with English teacher at SMA 1 Setia Bakti. The interview sessions took place on February 20, 2024, starting at 9:30 a.m., and lasted for approximately two hours using an in-depth interview approach. The only English teacher at the school is Miss L, who teaches English from grades 1 to 3 at SMA 1 Setia Bakti. Prior to this, on February 19, 2024, the author visited the school to obtain permission from the principal of SMA 1 Setia Bakti and informed Miss L that she would be an informant in this research.

This chapter is divided into two main sections, namely findings and analysis. In the findings section, data obtained from interviews with informants are presented. Meanwhile, in the analysis section, the data are analyzed using relevant theories to draw conclusions from this research. There are two main discussion points addressed in this chapter. The first is teachers' perceptions of the use of instructional media and its impact on student learning motivation. The second is the challenges faced by teachers in using instructional media.

A. Findings

The findings cover the data about teachers' perception on student learning motivation and teachers' challenges when using instructional media in learning process.

1. *Teachers' perception of student learning motivation when using instructional media*

These findings reveal English teachers' perspectives regarding students' learning motivation when learning media are used in the learning process. These results are divided into 4 aspect, Attention, Relevance, satisfaction, and confident based on the model introduced by Keller, namely The ARSC Model.

a. Attention

Based on the results of the interview, the teacher said that using appropriate media can attract students' attention.

“i just once use audio for teach them how to pronounce the word, but it not work for them, it's difficult to make they understand what the audio say. So i find that, i just gonna use my own voice to pronounce the word so they can repeat it and they try to write.”

“when i use audio they cant hear itu clearly, maybe it's because the situation in class and outside class terlalu ribut, and also the media i choose i think its not suitable for their level .”

The teacher acknowledges the importance of using suitable media to engage students. They experimented with audio but found it ineffective due to various factors such as external noise and the students' ability to comprehend. Consequently, they adapted by using their own voice for pronunciation exercises,

enabling students to repeat and write down words effectively. This demonstrates the teacher's flexibility and responsiveness to student needs.

One of the media that has been used and succeeded in getting students' attention is the use of social media. In the procedure text material, the teacher asks students to memorize the procedure text that they have written and translate it into English, then they are required to make a video on their respective YouTube channels, and submit the link to the teacher. Students look more enthusiastic because the media used is appropriate to their age.

“it’s challenging for them, because their age now is like we called like millennial age, so it’s different from me, sometimes they like but sometime they dont like it ...”

“But i just said that this is how your generation work righr, it’s how your age now, to use technology to learn, okay.”

The interview highlights the successful use of social media as a teaching tool. By integrating YouTube into the learning process, the teacher encouraged students to engage actively with the material by creating their own content. This approach not only catered to the students' preferences but also provided a platform for them to showcase their understanding of the subject matter. The teacher's recognition of the millennial generation's affinity for technology underscores the importance of leveraging familiar platforms to enhance learning experiences.

b. Relevance

The teacher said that students' learning goals were based on the teacher who taught them at SMA Setia Bakti, especially in learning English, the goal to be achieved is that students can understand the basics of English, like vocabulary, and arrange it into a good simple sentence.

“...so our achievement in english as a teacher of english is just how to encourage them to understand the basic of english, eventho they are a senior highschool student, we know our curriculum is so good, we know, but the first our goal is how they are to achive and motivate they to learn english, it the first step.”

Therefore, the media used by teachers to remain relevant to their interests and goals is to use simple media, such as using things around students and the classroom or school environment. The use of this media is used to introduce new vocabulary to students by involving their environment so that it is understood more quickly.

“but some times i use the natural media, for example because they still learn the basic english, they try, aah i asked them to find out, hmmm maybe the tools or the leaf or the thing around us.”

“first i describe that thing with the basic word and make 3 so sooo simple sentences, and then after i write on whiteboard, and then we read together, after they understand how to say in english just 3 sentence and then i asked them to find out the others thing .”

“yeah yeah it’s work, it’s fun for them because first we try in the class, after that we learn in outside class, we try find the thing in enviroment of school, so even the class is over, they still try to find other thing and describe it, eventho they do thay just to share with themself, but i know it’s work, the methode can add more vocabulary for them.”

The teacher emphasizes the importance of aligning their instruction with the students' learning goals, which primarily focus on grasping the fundamentals of English, including vocabulary acquisition and constructing coherent sentences. Despite the confidence in the curriculum, the teacher prioritizes motivating and empowering students to engage with the language as a crucial initial step. To achieve this, the teacher employs simple and contextually relevant media, leveraging the immediate surroundings of the students within the classroom and school environment. By incorporating familiar objects and elements from their surroundings, the teacher aims to expedite students' comprehension and retention

of new vocabulary. The use of natural media not only makes learning more accessible but also fosters a sense of curiosity and exploration among students.

This hands-on approach, wherein students are encouraged to actively observe and describe objects in English, extends beyond the classroom, encouraging continuous learning and application in their everyday environment. The teacher's observations of students' increased engagement and expansion of vocabulary affirm the effectiveness of this methodology, highlighting the importance of relevance and context in language acquisition. Overall, the teacher's strategic use of simple, contextually relevant media reflects a student-centered approach that prioritizes understanding, engagement, and practical application in real-life situations.

c. Satisfaction

The use of this instructional media will be satisfying learning if the test that will be carried out is authentic to the material taught using this media.

“from the exam, i always make the question for the exam, suitable from what we have done learn, what i have done teach, i never make the exam different from what i taught. So i know from their answer, they can answer it correctly, they know more the vocabulary”

“they said that it is fun to learn english now, because i use interensting way to teach them, and dulu kata mereka, ga suka kali sama bahasa inggris karena susah terus ga sesuai sam lidah mereka, tapi sekrang mereka udah ada kemajuan dalam ngomong bahasa inggris they know at last how to greeting each other.”

The teacher emphasizes the importance of authenticity in assessments, ensuring that test questions directly reflect the material taught using the chosen instructional media. By maintaining this alignment, the teacher fosters a sense of

satisfaction among students, as they can confidently apply their learning to successfully tackle exam questions.

This approach not only validates students' comprehension but also reinforces their confidence and motivation to engage with the subject matter. Moreover, the teacher's commitment to making English learning enjoyable and accessible is evident in their use of interactive and engaging teaching methods. This shift in perception, as reported by students who previously found English challenging, demonstrates the tangible progress and satisfaction derived from the teacher's innovative approach. By incorporating interactive and culturally relevant content, the teacher not only addresses students' linguistic needs but also nurtures a positive learning environment where students feel empowered to communicate in English. Overall, the teacher's emphasis on authentic assessment and engaging teaching methods contributes to students' satisfaction and progress in learning English, ultimately enhancing their language proficiency and confidence.

d. Confident

According to teachers, using media that is directly related to students will more easily build students' self-confidence. However, this cannot be separated from the background of students who are not familiar with foreign languages, making them not too confident about studying English.

“almost 99 % of my student speak acehness, because their enviroment is acehness, they have different etnich, so, it’s hard for them to speak indonesian, although some of them active in acehness and not active in indonesian. Yaah so, when they learn to the foreign language, especially in english, it’s hard for them....”.

Because of this, some students still feel they are not confident in using English.

“it’s challenging for them, because their age now is like we called like millennial age, so it’s different from me, sometimes they like but sometime they don’t like it because it challenges for them, they act like “ i don’t have security in front of the camera and make my own youtube”. But i just said that this is how your generation work right, it’s how your age now, to use technology to learn, okay.”

However, according to the teacher, the main problem is that they have to record themselves in front of the camera, and speak in English whose pronunciation is still not appropriate.

“hmm they said that it is fun to learn english now, because i use interesting way to teach them, and dulu kata mereka, ga suka kali sama bahasa inggris karena susah terus ga sesuai sama lidah mereka, tapi sekarang mereka udah ada kemajuan dalam ngomong bahasa inggris they know at least how to greeting each other. Dan saya beneran melihat itu secara langsung, dimana mereka itu mencoba yaa, kayak they try to speak with me in english even it wrong sentences but i understand it, and when they talk to each other use english word to having fun, so i know it improve their motivation to know english, walaupun cuman sedikit”

The teacher emphasizes the importance of using media directly relevant to students' lives to bolster their self-confidence, recognizing that many students come from backgrounds where English is not commonly spoken. This linguistic barrier, compounded by cultural factors, presents a significant challenge for students in developing confidence in their English language skills.

Despite the hurdles, the teacher employs innovative teaching methods, such as integrating technology like YouTube into the learning process, to engage students and encourage them to overcome their apprehensions. However, the transition to using technology in language learning poses additional challenges for some students, particularly in recording themselves and speaking English in front

of a camera. This further underscores the importance of addressing not just linguistic barriers but also technological and self-expression challenges faced by students.

Nevertheless, the teacher's efforts to create a supportive and interactive learning environment have yielded promising results. Students have begun to exhibit signs of progress and increased motivation in their English language skills. The teacher's observations of students attempting to communicate in English, even if imperfectly, and using English words for leisure activities demonstrate a growing sense of confidence and willingness to engage with the language.

2. *Teachers' challenges when using instructional media*

There are several problems faced by teachers in using media in the learning process. First, there are internal and external factors that hinder the use of media in the classroom.

“but when i use audio they cant hear itu clearly, maybe it’s because the situation in class and outside class terlalu ribut, and also the media i choose i think its not suitable for their level .”

The internal factor is the incompatibility of media selection with the student's level, while the external factor is the environment around the class which does not support using the media.

Second, it is difficult for teachers to determine teaching methods because there are differences in the goals to be achieved based on teacher expectations and the reality in the field.

“its hard for me to decrease my expectation to them, hard for me to push them to get my goals, so i just try to understand what the method that suitable for their level of english. And thats why i just use a simple media to help them learn english.”

Third, there is an age gap between teachers and students, which makes it difficult for teachers to understand and determine methods that suit the wishes of their students.

“tapi sebenarnya saya tau ada banyak hal diluar sana, cara untuk membuat pelajaran itu lebih efektif, tapi ya kamu tau karena ada nya age gap anatar saya dengan siswa, itu juga jadi masalah,”

Fourth is the difficulty in accessing wider knowledge, because the internet conditions in the school environment and where they live are inadequate.

“dan keadaan di tempat kita tinggal ini, diaman masih suah kali aringannya, ada beberapa wilayah yang memang kita harus lebih effort ya untuk dapat jaringan. Jadi untuk saya menggunakan tools yang menggunakan internet kaya dari hp gitu susah, nanti siswa nya juga ga bisa akses itu kan, itu nyusahin mereka dan buat mereka malas jadinya ”.

B. Discussion

1. *Teachers' perception of student learning motivation when using instructional media*

The findings from this research provide valuable insights into how English teachers perceive student learning motivation when instructional media are integrated into the learning process. By connecting these findings with Keller's ARSC Model, the writer elucidate how the use of instructional media impacts students' attention, relevance, satisfaction, and confidence in learning English.

Firstly, in terms of attention, teachers recognize the importance of selecting appropriate media to capture students' focus. The adaptation from using audio to the teacher's own voice for pronunciation exercises reflects a responsive approach to engaging students effectively. Moreover, the successful integration of social media platforms like YouTube demonstrates how leveraging familiar technology can enhance student engagement, aligning with Keller's emphasis on capturing and sustaining learners' attention.

Secondly, concerning relevance, the findings underscore the importance of aligning instructional media with students' learning goals and interests. Teachers prioritize simplicity and contextual relevance by incorporating familiar objects from the students' environment, which accelerates vocabulary acquisition and fosters a sense of curiosity and exploration. This approach resonates with Keller's

emphasis on ensuring that learning materials are perceived as relevant and meaningful to learners, thereby enhancing motivation.(Keller, 2000)

Thirdly, in terms of satisfaction, the research highlights the significance of authentic assessment aligned with instructional media. By designing exams that directly reflect the material taught using the chosen media, teachers validate students' learning experiences and bolster their confidence. This emphasis on authenticity contributes to students' satisfaction and fosters a positive learning environment, aligning with Keller's view that satisfaction arises when learners perceive their needs being met and experience success in their learning endeavors.

Finally, regarding confidence, teachers recognize the challenge faced by students, particularly those from non-English-speaking backgrounds, in developing confidence in English language skills. Despite these challenges, innovative approaches such as integrating technology into the learning process are employed to encourage students to overcome their apprehensions. By creating a supportive and interactive learning environment, teachers empower students to gradually build confidence in using English, as evidenced by students' attempts to communicate in the language and their increased motivation.

In essence, the findings from this research demonstrate how instructional media, when aligned with Keller's ARSC Model, can effectively enhance student learning motivation by capturing attention, fostering relevance, ensuring satisfaction, and promoting confidence in English language learning.

2. Teachers' challenges when using instructional media

The challenges highlighted in teachers' experiences with instructional media underscore the intricate dynamics involved in effectively integrating technology into the classroom. Firstly, teachers must navigate the delicate balance between internal and external factors. Internally, they grapple with selecting appropriate media that aligns with students' proficiency levels, while externally, environmental disturbances such as noise pose significant obstacles to effective learning. This duality emphasizes the need for educators to carefully consider both the suitability of instructional media for their students and the external conditions that may impact its efficacy. Strategies such as pre-screening media for compatibility and creating a conducive learning environment are essential in mitigating these challenges.

Secondly, the disconnect between teachers' expectations and the realities of their students' capabilities highlights the importance of flexibility and adaptability in pedagogical approaches. Educators must recognize the diverse needs and abilities of their students and adjust their teaching methods accordingly. This necessitates a shift towards student-centered instruction, where teaching goals are aligned with learners' needs and progress is measured based on individual growth rather than predefined benchmarks.

Furthermore, the age gap between teachers and students presents unique challenges in understanding and catering to the preferences of younger generations. Professional development initiatives aimed at enhancing teachers'

digital literacy and understanding of contemporary youth culture can help bridge this gap. Open communication channels between teachers and students are also vital in facilitating mutual understanding and collaboration in selecting and implementing instructional media that resonate with students' interests and learning styles.

Lastly, limited access to technology and internet connectivity in both school and residential areas poses significant barriers to the effective use of instructional media. Addressing this challenge requires collaborative efforts among stakeholders to improve infrastructure and provide alternative resources that are accessible in resource-constrained environments. Investing in offline learning materials, leveraging community resources, and advocating for policy changes to prioritize educational technology infrastructure development are crucial steps in overcoming these limitations.

CHAPTER 5

CONCLUSION AND SUGGESTION

A. Conclusion

The discussion regarding teachers' perceptions of students' learning motivation when using learning media and the challenges they face, explains the complex landscape of integrating technology in education. When examining teachers' perceptions through the lens of Keller's arsc model, it becomes clear that instructional media plays an important role in capturing students' attention, fostering relevance, ensuring satisfaction, and increasing confidence in English language learning. The teacher's adaptability and responsiveness to student needs is very important in utilizing learning media effectively to improve the learning experience.

In contrast, the challenges highlighted in teachers' experiences underscore the multifaceted nature of integrating technology into the classroom. From navigating internal and external factors to bridging the gap between teacher expectations and student abilities, educators face major obstacles in effectively utilizing learning media. Addressing limited access to technology and internet connectivity further exacerbates these challenges, requiring collaborative efforts and innovative solutions to ensure equitable access to educational resources.

B. Suggestion

In addressing this complexity, educators must adopt a student-centered approach that considers diverse student needs, learning environments, and available resources. Flexibility, adaptability and ongoing professional development initiatives are critical in overcoming challenges and harnessing the potential of learning media to improve learning outcomes. By doing this, educators can create engaging and effective learning experiences that empower students to succeed in an increasingly digital world. Ongoing research and dialogue are critical in identifying best practices and innovative solutions to support the integration of technology in education, ultimately shaping the future of teaching and learning.



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