

**STUDENTS' PERCEPTIONS ON TEACHERS' USE OF DIGITAL MEDIA
IN DEVELOPING ENGLISH LANGUAGE LEARNING**

THESIS

Submitted by

MIFTAHUL JANNAH

NIM. 190203145

Student of Faculties Tarbiyah dan Keguruan

Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN

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by:

MIFTAHUL JANNAH
190203145

Students of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

جامعة الرانيري

A R - R A N I R Y

Main Supervisor



Prof. Dr. Phil. Saiful Akmal, S.Pd.I., M.A

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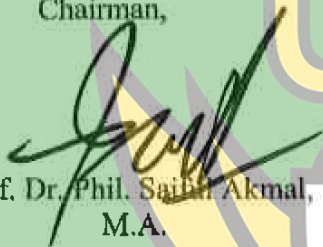
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Rajab 07th 1446 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairman,



Prof. Dr. Phil. Saibul Akmal,
M.A.

Secretary,



Azizah, S.Ag., M. Pd.

Member,



Prof. Dr. Teuku Zulfikar, S. Ag., M. Ed.

Member,



Drs. Mustafa AR, M.A., Ph.D.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Saiful Muluk, S.Ag., M.A., M.Ed., Ph.D.

NIP. 197301021997031003



SURAT PERNYATAAN KEASLIAN

(Declaration of originality)

Saya yang bertanda tangan dibawah ini:

Nama : Miftahul Jannah
NIM : 190203145
Tempat/tanggal lahir : Banda Aceh/ 01 Januari 2001
Alamat : Dusun Ujong Kuta, Lampuja, Darussalam,
Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Students' Perceptions on Teachers' Use of Digital Media In Developing
English Language Learning**

Adalah benar – benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

A R - R A N I R Y

Banda Aceh, 23 Desember 2024

Saya yang membuat surat pernyataan,

 
METERAI
TEMPEL
C15ALX412596767
Miftahul Jannah

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The author is aware that there are many errors in this paper. Therefore, constructive criticism and suggestions will be greatly appreciated.

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The researcher,

Miftahul Jannah

ABSTRACT

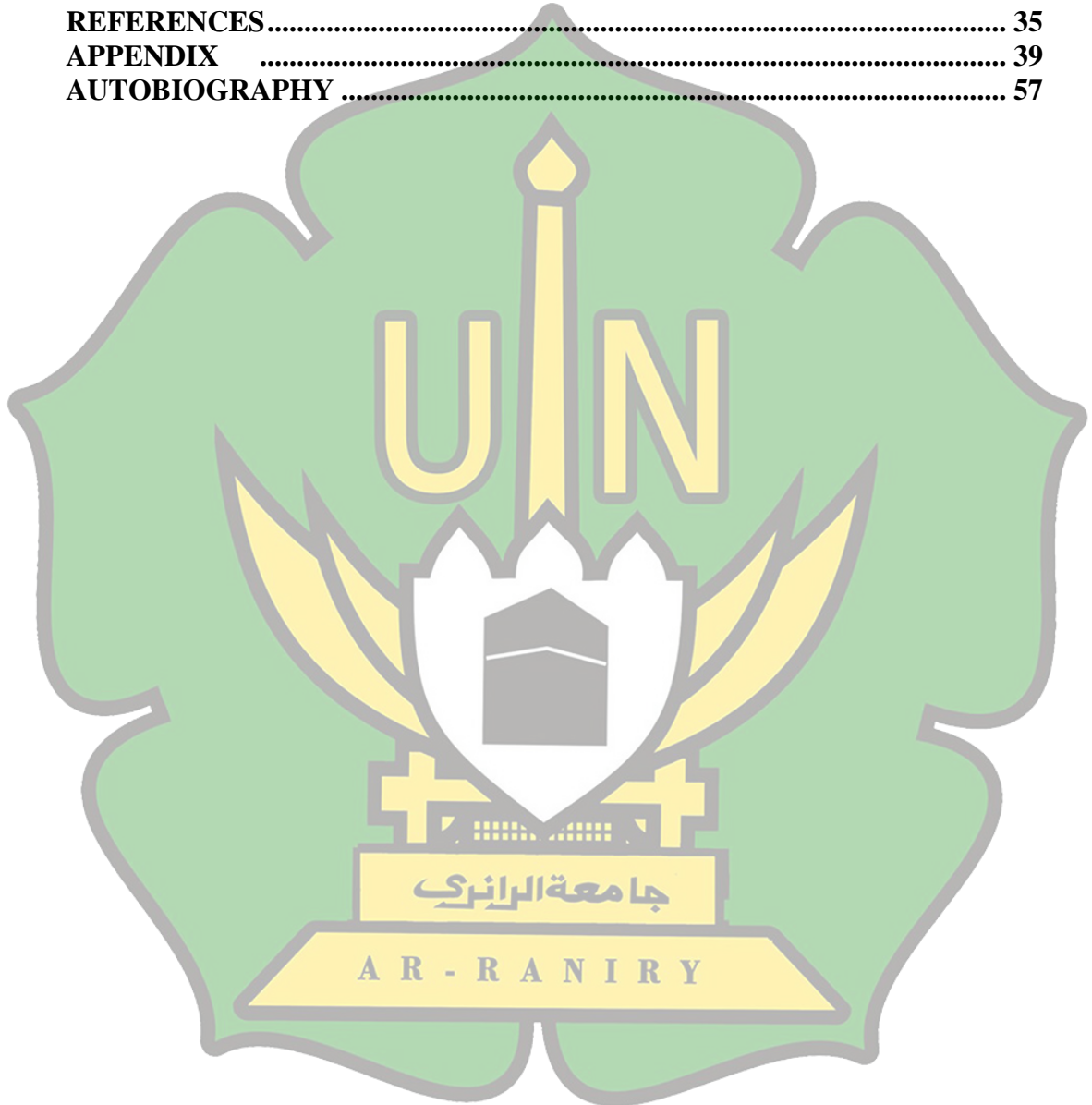
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|-----------------|---|
| Name | Miftahul Jannah |
| NIM | 190203145 |
| Faculty | Fakultas Tarbiyah dan Keguruan |
| Major | Department of English Language Education |
| Thesis Title | Students' Perceptions on Teachers' Use of Digital Media in Developing English Language Learning |
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Digital media has become an important tool in supporting English language learning by providing accessible and interactive resources. However, its use in the classroom still faces challenges such as unclear audio, limited personalization, and content that is not aligned with the curriculum. This study aims to understand students' perceptions of teachers' use of digital media to develop English language skills at SMP N 3 Lhoong, Aceh Besar. The research uses a qualitative method with data collected through semi-structured interviews with eight second grade students purposively selected based on their familiarity with platforms such as YouTube, Duolingo, and Google. Results show that digital media helps students improve vocabulary, listening comprehension, and pronunciation, while also increasing motivation and engagement through interactive features such as gamification. However, students identified barriers, including difficulties with audio clarity and the inability to customize content to meet their individual needs. The study concludes that while digital media offers significant benefits, its use must be balanced with traditional teaching methods to overcome existing challenges and achieve optimal results in English language learning.

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CHAPTER 1

INTRODUCTION

A. Background of the Study

English learning is important for every student in global communication (Kolin et al., 2023). English also facilitates interaction, trade, education, and other activities. Therefore, English is currently the most widely used and studied language in the whole world because it has been considered an international language to overcome competition in modern life (Anggraini, 2021). English has also become a subject authorized by educational institutions and included in the list of subjects of the applicable curriculum.

Technological developments allow teachers to use a variety of resources to teach. They can conduct lessons through printed books, electronic books, websites, and journals (Kusumaningrum et al., 2022). With the development of technology, many people have begun to utilize the internet as a necessity, which includes sources of information, entertainment, and games, and can be used as learning media (Putra et al., 2019). Teachers can more easily create interesting and effective learning media to develop writing materials and make children easily understand what is being taught. Many teaching materials and media have been updated thanks to advances in information technology and the internet today, which can penetrate the boundaries of space and time (Susilawati et al., 2021).

With the development of information and communication technology in the current global era, the Internet is a communication tool for the community (Fitriani,

2021a). It cannot be denied that digital media has an impact and spread in various aspects of human life (Syafiq et al., 2023). Digital media, which includes portals, websites, online radio, online TV, online press, online mail, and others, have their characteristics according to the needs of their users (Raharja & Natasari, 2021). This makes digital media a popular supporting tool to improve the quality of students' learning.

The benefits of using digital media in developing English course materials are not limited to improving student comprehension but also reducing the cost to teachers of producing materials (Sumiati & Wijonarko, 2020). The easy accessibility and low cost of digital media make it an attractive option. Additionally, Digital media can be attractively designed to support the development of subject matter. Digital media is becoming increasingly important with the development of the Industrial Revolution 4.0, where these media can be accessed through electronic devices such as gadgets, laptops, and others (Fauzan, 2020). Various innovations in digital media allow the learning process to be faster, more efficient, and more interesting.

Digital media proves its effectiveness in interestingly developing English teaching materials. Furthermore, using digital media also helps reduce students' dependence on teachers. A strategy to overcome students' dependence on teachers is to provide teaching materials that enable students to learn independently (Azizul et al., 2020). In addition, developing teaching materials or learning media is an important strategy teacher must implement to create a learning environment that suits students' needs (Susilawati et al., 2021). Every teacher is tasked with

developing teaching materials to the maximum to create an effective and enjoyable learning environment for students.

Kolin et al. (2023) state that students have a positive perception of using video media to enhance their motivation, interest, and learning outcomes. Previous studies have used experimental methods with the use of experimental and control classes. This research can be innovative by looking at different perceptions directly from students through qualitative methods. This research analyzes the application of digital media in other English materials because previous research has used testing on song materials.

In English lessons at SMP N 3 Lhoong, digital media is often used as a tool. The use of digital media is not without its challenges, such as the time needed to prepare and the limited facilities at school that prevent maximum utilisation. However, teachers find that students are more enthusiastic and focused when the material is delivered through digital media.

The study conducted by Sitorus et al. (2023) showed that students responded positively to using YouTube as a learning tool. While the previous study limited itself to only one type of digital media for learning, this study considered all types of digital media that can be used in classroom learning. During the pandemic this study examines the potential use of YouTube as a learning tool during emergencies and how it can be applied after the pandemic. As such, it builds on the lack of previous research focusing on pandemic conditions and explores whether YouTube is still effective after the pandemic.

Handayani et al (2023) explained that educational games in English language learning can increase students' interest and understanding. This is relevant to this research as educational games are one type of digital media that are effective in capturing students' attention. This research could build on these findings by not only focusing on educational games, but also exploring other types of digital media, such as interactive apps or online learning platforms.

In addition, Amarina's research (2022) highlights the importance of incorporating technology into the educational process, particularly through the use of digital books to learn history. This shows that digital media is not only relevant to specific subjects, but can also be applied to English language learning. This study's emphasis on how students view digital books provides an important framework for this study to assess how digital media, including digital books, can help students learn English.

This research contributes to a better understanding of students' views on the use of digital media in English language learning, a topic that has received little attention in previous studies. By prioritizing students' perceptions, this study aims to explore the factors that influence their attitudes towards the use of digital media, including ease of access, level of interactivity, and its influence on motivation and learning outcomes. The results of this study are expected to provide new perspectives on how to optimize the use of digital media in English language learning, as well as provide direction for educators in designing teaching methods that better meet students' preferences and needs.

Based on the above, the researcher evaluates how students perceive the various digital media used by teachers. This not only enhances students' understanding but also improves their overall English language skills, especially listening. Furthermore, this study highlights the direct involvement of both students and teachers in the use of technology, enabling teachers to support students in maximizing the benefits of technology.

B. Research Question

Based on the background above, the problem formulation in this study is as follows:

1. What are the students' perceptions on teachers' use of digital media in developing English language learning?
2. How does the impact of media digital use by teacher on students' development in the English language learning?

C. The Aim of the Study

Based on the background above, the problem formulation in this study is as follows:

1. To find out how the students' perceptions on teachers' use of digital media in developing English language learning
2. To investigate the impact of teachers' use of digital media on students' progress in English language learning.

D. Significance of the Study

The purpose of this study is to provide significant contributions and insights into how the use of digital media can enhance English language teaching and learning. Firstly, the researcher hopes that this study will provide a better understanding of how to effectively select and integrate digital media in the classroom to create an engaging, structured and supportive learning environment.

Secondly, this research introduces another way for students to learn English by using digital media such as YouTube and Duolingo, which offer flexibility, interactivity and motivation, thus allowing students to learn English in a modern and interesting way.

Third, these results can serve as inspiration for teachers to incorporate digital media into their teaching practices. Sites such as Duolingo and YouTube can be used by teachers to engage students, motivate them, and provide a variety of teaching methods that fit the curriculum.

Finally, this study contributes to the knowledge of digital media in education for future researchers. This study encourages research from different perspectives, such as looking at other media or comparing how effective they are in different situations. In addition, this study shows how students view digital media, which can help them to use it correctly in the English classroom and build their confidence in technology as a useful learning tool.

E. Terminology

1. Perception

Experts such as Michael (1999) provide various definitions of perception. That is, a person can express what they are thinking. Searle, as mentioned in Blake and Sekuler (2006), explains perception as "what a person (student) perceives about a particular thing, whether conscious or unconscious, whether visual or auditory, and thoughts caused by ongoing processes." "brain". When the human visual system first sees an object or image, it will think of information about it and then perceive it through the sound in the human brain.

The perception in this research refers to students' opinions regarding the use of digital media by teachers in developing learning English at SMP 3 N Lhoong Aceh Besar.

2. Digital Media

According to Nila, et. al (2022) states that digital media can be created, viewed, delivered, modified, and used by digital electronic devices. In its process, digital media involves input in the form of data that will be processed as text, images, and others. In this research, digital media specifically refers to tools such as YouTube, Duolingo, and Google, which are used by teachers to improve students' English language skills.

3. English Language Learning

English Language Learning (ELL) refers to the process by which individuals acquire English language skills as a second or foreign language. This process involves learning listening, speaking, reading, and writing skills in English.

Listening is an important part of interpersonal communication. Listening accounts for more than 45 per cent of communication, which shows how important this skill is for overall language acquisition (Feyten, 2010). Students should start language learning, especially English, by listening to understand the language. It is through listening that they can develop the vocabulary they will use in writing and speaking. Regular and continuous practice can improve this listening skill (Liubiniene, 2009). In this research, I will focus on listening skills because many schools utilize digital media to enhance listening skills in the classroom.

