

**STUDENTS' PERCEPTIONS ON THE ABSENCE OF
VISUAL AIDS IN THE LANGUAGE CLASSROOM**

THESIS

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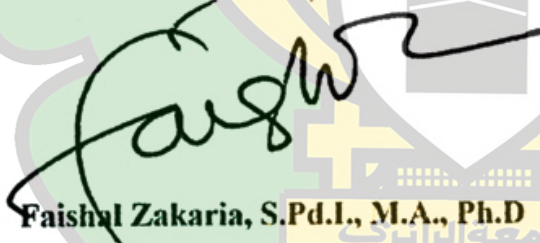
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**STUDENTS' PERCEPTIONS ON THE ABSENCE OF
VISUAL AIDS IN THE LANGUAGE CLASSROOM**

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

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ABSTRACT

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This study explores students' perceptions of the absence of visual aids in English language classrooms, highlighting challenges such as reduced comprehension and low engagement. The research aims to investigate these perceptions and examine the impact on students' motivation and engagement, providing insights to improve language learning experiences through effective instructional strategies. A qualitative research methodology was employed, utilizing semi-structured interviews to gather in-depth insights from students regarding their experiences without visual aids. Six participants were purposively selected from the 2021 cohort of the English Education Department at UIN Ar-Raniry. Data were analyzed through coding and thematic interpretation to identify key themes related to perception, motivation, and engagement. The findings revealed that the absence of visual aids led to perceptions of monotonous lessons, reduced understanding and recall of abstract material, and negatively impacted students' motivation and engagement. Participants emphasized that visual aids are essential for simplifying complex concepts and maintaining interest during classroom activities. The study concludes that integrating visual aids is crucial for enhancing student engagement and comprehension in English language learning. Recommendations include encouraging students to seek supplementary visual resources and advising lecturers to incorporate diverse visual elements to foster a more interactive and effective learning environment.

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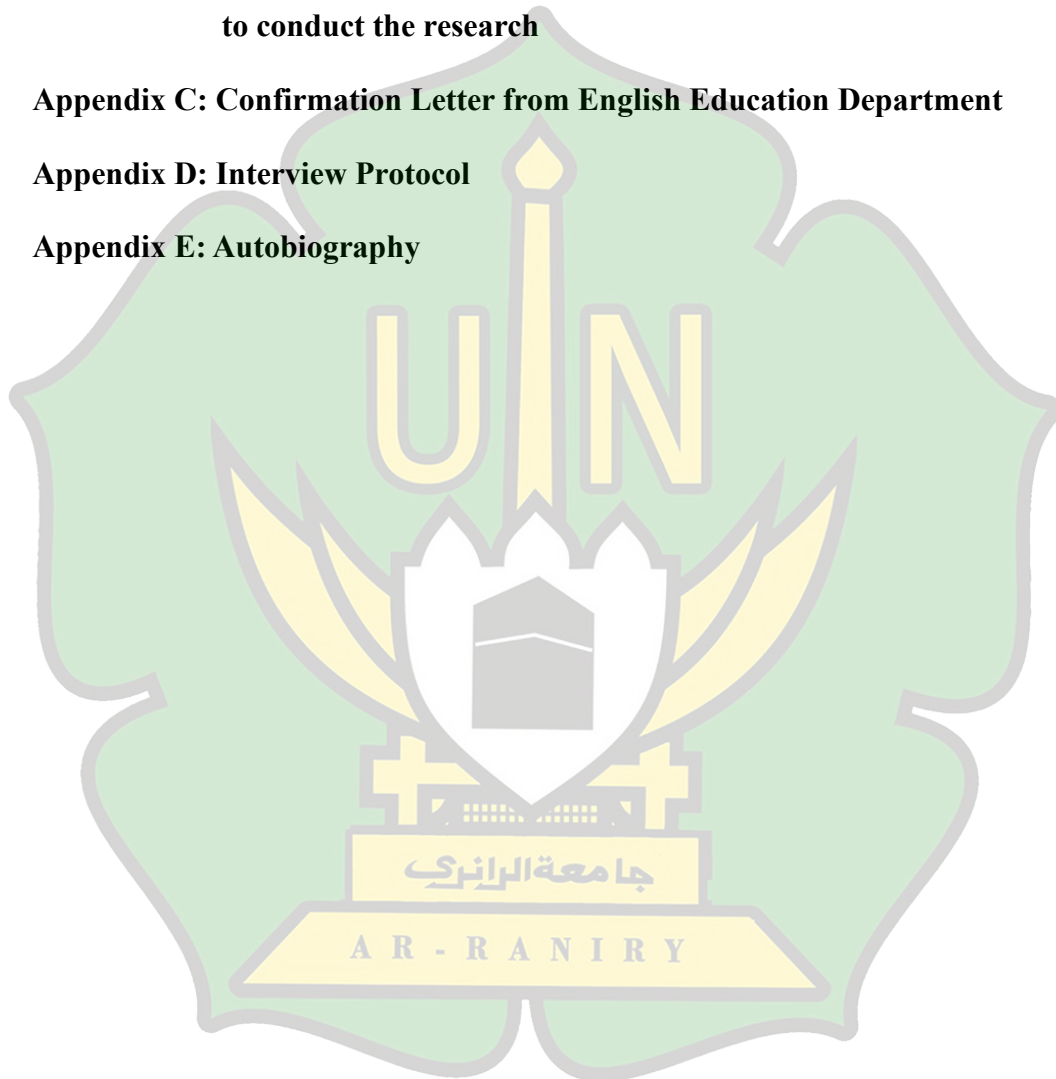
Appendix A: Appointment Letter of Supervisor

**Appendix B: Recommendation Letter from Fakultas Tarbiyah dan Keguruan
to conduct the research**

Appendix C: Confirmation Letter from English Education Department

Appendix D: Interview Protocol

Appendix E: Autobiography



CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, research aims, significance of the study, and relevant terminologies.

A. Background of The Study

The English language classroom serves as the primary setting where students develop their linguistic competencies, including listening, speaking, reading, and writing skills. However, an engaging English classroom is not merely a space for delivering lessons; it should be an interactive and dynamic environment that fosters student participation and motivation. Classroom interaction plays a crucial part in language acquisition, as it enables students to actively engage in discussions, practice communication skills, and receive feedback from both teachers and peers. Research suggests that the implementation of interactive teaching techniques supports students in critically processing new information, potentially enhancing their intellectual engagement (Baimakhanova & Kali, 2023).

One of the most common forms of interaction in the classroom is teacher-student interaction, which frequently follows the Initiation-Response-Feedback (IRF) cycle. This framework allows teachers to initiate discussions, students to respond, and teachers to provide constructive feedback, all of which contribute to language learning (Estaji & Shojakhanlou, 2023). While teacher-led interactions are prevalent, student-student interactions are equally important, as they provide learners with opportunities to practice language skills in a less formal setting,

encouraging peer learning and collaboration (Badie, 2023). A positive learning environment—characterized by comfort, enjoyment, and motivation—is essential for fostering student engagement. In this regard, teachers play a fundamental role in shaping such an atmosphere, as their instructional strategies and interactions with students greatly influence classroom participation (Yusuf *et al.*, 2023).

A dynamic and interactive classroom is shaped by the combined efforts of both teachers and students. As facilitators, teachers design engaging lesson plans and employ various instructional strategies to accommodate different learning styles. Their ability to create structured learning experiences, integrate interactive methods, and promote student participation helps establish a stimulating classroom environment. Studies suggest that positive teacher behavior and strong teacher-student relationships contribute to student engagement, with a meta-analysis highlighting a moderate correlation between these factors and active participation in learning (Li & Xue, 2023).

Similarly, students contribute to classroom dynamics through their level of engagement, responsiveness, and collaboration. Interactive classrooms cultivate a sense of involvement and ownership in the learning process, which has been linked to increased student motivation. When students are actively engaged, they are more likely to perceive learning as an enjoyable and rewarding experience, thereby reducing passivity and disengagement (Mariappan, 2024). Moreover, studies suggest that learners in interactive classrooms—such as those utilizing flipped learning models or digital tools—tend to demonstrate higher levels of engagement compared to those in traditional settings. This increased engagement is attributed to

the availability of interactive activities and personalized feedback (Ahmad *et al.*, 2024). However, fostering such an environment requires adequate teaching resources, particularly visual aids.

Visual aids play a meaningful part in facilitating comprehension and making abstract concepts more accessible. These instructional tools, including posters, diagrams, flashcards, multimedia presentations, and other visual materials, serve as useful supplements to verbal instruction. Based on Dual Coding Theory (Paivio, 2006), the combination of verbal and visual information supports memory retention and cognitive processing by engaging both linguistic and imagery systems in the brain. Research findings suggest that the application of visual aids enhances language learning by reinforcing comprehension and retention (Kurniawan *et al.*, 2022).

Despite the potential benefits of visual aids, many English classrooms in Indonesia lack sufficient visual resources due to financial constraints and limited institutional support. Economic challenges, particularly in public Islamic schools, often restrict schools' ability to provide adequate visual materials (Saefurrohman *et al.*, 2024). Additionally, teachers' perceptions and practices regarding instructional media influence the extent to which visual aids are utilized. While many educators recognize their contribution to student engagement and motivation, external constraints such as curriculum restrictions and a lack of teaching materials often hinder their implementation (Akmal *et al.*, 2024). As a result, many classrooms continue to rely heavily on text-based teaching methods, which may not align with the diverse learning preferences of students. Prior research suggests that the absence

of visual aids in language classrooms can lead to reduced student engagement, lower retention rates, and a more passive learning experience (Jamal & Mustaffa, 2023). However, the impact of this absence on students' perceptions, particularly within higher education institutions such as UIN Ar-Raniry, remains an underexplored area of research.

Therefore, this study seeks to explore students' perceptions regarding the absence of visual aids in English language classrooms at UIN Ar-Raniry. While previous research has primarily focused on the contribution of visual aids in secondary education settings, this study aims to examine how university students navigate learning environments that lack these resources, as well as the challenges they encounter in comprehension, engagement, and motivation. By addressing this gap, the study aspires to provide insights into how students perceive the role of visual aids in their language learning experience.

Ultimately, the findings of this research are expected to contribute to discussions on pedagogical strategies in Indonesian higher education. Rather than being considered optional supplements, visual aids can be recognized as valuable components of language instruction, complementing existing teaching methods. As English language classrooms continue to evolve, ensuring access to adequate visual resources may help support a more interactive, engaging, and enriching learning experience for students.

B. Research Questions

The following research questions inform this study:

1. What are students' perceptions of the absence of visual aids in English language classrooms?
2. How does the absence of visual aids affect students' motivation and engagement?

C. Research Aim

The objectives of this study are as follows:

1. To explore students' perceptions regarding the absence of visual aids in English language learning.
2. To investigate how the absence of visual aids impacts students' motivation and engagement.

D. Significance of the Study

This study is projected to make a substantial contribution to English language instruction by giving new insights into the role of visual aids in improving students' language learning experiences. The findings are intended to inform educational approaches, namely by showing how the absence of visual aids affects students' motivation and engagement in English classrooms.

It is predicted that the findings would allow for the development of practical applications that will assist instructors in adopting instructional strategies that are more interactive and visually richer. By placing an emphasis on the significance of visual aids, such as diagrams, charts, or multimedia, educators are able to create

learning environments that are more engaging and that cater to a variety of learning styles, hence fostering more efficient language acquisition.

In addition, the purpose of this research is to offer empirical facts that can support and direct the development of educational policy. The research has the potential to influence policymakers and educators in the implementation of instructional approaches that promote visual aid usage, hence increasing the quality of English language instruction in schools.

E. Research Terminologies

To enhance comprehension of this research's topic, it is essential to delineate the key terminologies that will direct the inquiry. This research terminology delineates the fundamental principles crucial to this study, which aims to investigate the impact of the absence of visual aids in the classroom on students' perceptions of language learning. These terms will delineate the study and elucidate the factors under investigation. This research will investigate the impact of the absence of visual aids on students' English language learning, engagement, and overall learning experience by defining these concepts.

1. Visual Aids

Visual aids refer to imagery or pictorial devices used to enhance understanding and interpretation of concepts (Calderón & Chancay Cedeño, 2023). Additionally, visual aids are tools that enhance the learning experience by presenting information through visual means, such as images, videos, charts, and diagrams. These aids are designed to capture students'

attention and facilitate better understanding by appealing to their visual senses (Ahmad *et al.*, 2024).

In this study, visual aids refer to various visual support tools that are absent in language learning, which are meant to enhance students' comprehension, engagement, and retention. These aids include posters, diagrams, flashcards, multimedia, and other visual elements that support the English learning process. The absence of visual aids in the language classroom is a key factor examined in this research to understand its impact on students' learning experiences.

2. Students' Perceptions

Student perception refers to the way students understand and interpret their learning experiences, which significantly influences their engagement and academic success (Nikko & Salsabila, 2023). Furthermore, student perception refers to how learners interpret and understand their educational experiences (Siddik Lubis *et al.*, 2022).

In this study, student perception refers to how university students feel, understand, and evaluate their learning experiences in classrooms that lack visual aids. Their perception may include aspects such as the extent to which they struggle to comprehend the material without visual support, whether the absence of visual aids affects their engagement in learning, and how they adapt to such conditions. Understanding students' perceptions is crucial in determining whether the lack of visual aids contributes to learning difficulties or encourages students to seek alternative learning strategies.

3. Language Classroom

A language classroom is an educational setting where learners engage in the study and practice of a language, such as English, across various age groups and contexts (Sundqvist *et al.*, 2022). Additionally, a language classroom refers to a dedicated space where students engage in learning a foreign language, such as English, through various interactive and performative methods (Sievers, 2022).

In this study, a language classroom refers to English classrooms at UIN Ar-Raniry, where students develop various language skills such as listening, speaking, reading, and writing. As a primary environment for linguistic competence development, the language classroom is expected to be an interactive space that accommodates different learning styles. However, the absence of visual aids in this setting may influence classroom dynamics, teacher-student interactions, and overall learning quality. Therefore, this study aims to explore the impact of this condition and provide insights that can be used to improve language teaching approaches in higher education.