

**Exploring EFL Students' Perception on the Use of Instructional  
Media in Classroom**

**THESIS**

**Submitted by:**

**Fitria Rahmi**

**Student of Faculty of Education and Teacher Training**

**Department of English Language Education**

**Reg. No: 231324190**



**THE FACULTY OF EDUCATION AND TEACHER TRAINING  
AR-RANIRY STATE ISLAMIC UNIVERSITY  
DARUSSALAM – BANDA ACEH  
2017 M/1438 H**

**THESIS**

Submitted to Faculty of Education and Teacher Training  
Ar-Raniry State Islamic University, Darussalam Banda Aceh  
In partial Fulfillment of the requirements for Sarjana Degree (S-1)  
On Teacher Education

By:

**FITRIA RAHMI**

**Student of Faculty of Education and Teacher Training**

**Department of English Language Education**

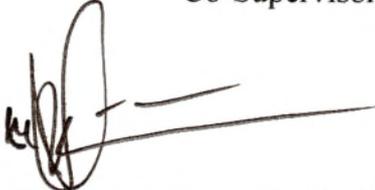
**Reg. No: 231324190**

Approved by:

Main Supervisor,

  
**Dr. T. Zulfikar, S.Ag., M.Ed.**  
NIP. 197804302001121002

Co-Supervisor,

  
**Suherman, S.Ag., S.I.P., M.Ec.**  
NIP. 196912251998031003

It has been defended in Sidang Munaqasyah in front of  
the Council of Examiners for Working Paper and  
has been accepted in Partial Fulfillment of  
the Requirements for Sarjana Degree S-1  
on Teacher Education

on:

Saturday, August 5<sup>st</sup>, 2017 M  
Dzulkaidah 12<sup>th</sup>, 1438 H

at  
Darussalam – Banda Aceh

THE COUNCIL OF EXAMINERS:

Chairperson,

  
Dr. T. Zulfikar, S.Ag., M.Ed

Secretary,

  
Mulia, M.Ed

Member,

  
Suherman, S.Ag., S.I.P., M.Ec

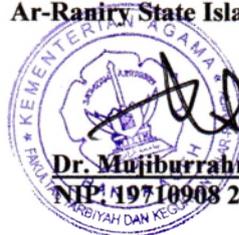
Member,

  
Azizah, M.Pd

Certified by:

↳ The Dean of Faculty of Tarbiyah and Teacher Training  
Ar-Raniry State Islamic University

  
Dr. Mujiburrahman, M. Ag  
NIP: 19710908 2001121 001





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh AbdurRauf Kopelma Darussalam Banda Aceh  
Email: pbi.fkk@ar-raniry.ac.id, Website: <http://pbi.ar-raniry.ac.id/>

## SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini :

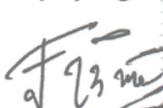
Nama : Fitria Rahmi  
NIM : 231324190  
Tempat/Tgl. Lahir : Ulee Gle/ 02 Februari 1996  
Alamat : Jl. Ikhsan 1, Ie Masen Kayee Adang, Banda Aceh  
Judul Skripsi : Exploring EFL students' perception on the use of instructional media in classroom

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya

Banda Aceh, 26 Juli 2017

Saya yang membuat surat pernyataan,

  
Fitria Rahmi



## ABSTRACT

The use of instructional media is needed in teaching-learning process in order to make them easier in learning. To make teaching-learning process work clear some lecturers used instructional media to gain their interest and make them focus, One of instructional media used by the lecturer are projector, sound speaker. The study attempted to explore students' perceptions on the use of instructional media in classroom. More specifically, the study attempts to answer the following primary question; "how do students perceive the impact of teaching media on their learning" and "what types of teaching media are preferable for students". The sample of the study consisted of 43 students in 8<sup>th</sup> semester of English Language Education, Faculty of Education and Teacher Training, Ar-raniry state islamic university. The instruments of the study are a close-ended questionnaire and interview. The statistic used for data analysis of the close-ended questionnaire, the percentage was used to analyze the participants' responses to the questionnaire items. Qualitative analysis was used to interpret the study participants' responses to the interview questions. The results of the study indicated that there were positive perceptions on the use of instructional media in classroom. The results of this study may also be useful for those who are interested in this field.

**Keywords:** Instructional media

Penggunaan media pengajaran sangat dibutuhkan dalam proses belajar mengajar untuk membuat belajar jadi lebih mudah. Untuk membuat proses belajar mengajar berjalan lancar, beberapa dosen menggunakan media pengajaran untuk membuat murid lebih tertarik dan fokus, salah satu media pengajaran yang digunakan oleh dosen adalah proyektor, sound speaker. Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa pada penggunaan media pengajaran di kelas. Lebih khususnya, penelitian ini bertujuan untuk menjawab pertanyaan utama berikut; "bagaimana pendapat siswa terhadap dampak media pembelajaran pada proses pembelajaran" dan "apa jenis pengajaran media yang lebih cocok untuk siswa". Sampel penelitian terdiri dari 43 mahasiswa semester 8 pendidikan bahasa Inggris, Fakultas Pendidikan dan pelatihan guru, Universitas Islam Negeri Ar-raniry. Instrumen yang digunakan dalam penelitian ini yaitu kuesioner tertutup dan wawancara. Statistik digunakan untuk menganalisis data kuesioner tertutup, persentase digunakan untuk menganalisis tanggapan peserta terhadap item kuesioner. Analisis secara kualitatif digunakan untuk menafsirkan tanggapan peserta terhadap pertanyaan wawancara. Hasil penelitian mengindikasikan bahwa persepsi tentang penggunaan media instruksional di kelas adalah positif. Hasil dari penelitian ini juga akan berguna bagi mereka yang tertarik dalam bidang ini.

Kata kunci: Media instruksional

## ACKNOWLEDGMENT



First of all, I would like to express my gratitude to ALLAH swt, who gives me the strength and health to finish this thesis. Greeting, praying, and loving, I present to our beloved prophet Muhammad saw, his family and companions.

In this occasion, I would like to extend my sincere gratitude to Mr. Syamsul Bahri, M.A.TESOL., Dr. T. Zulfikar, S.Ag., M.Ed., Mr. Suherman, S.Ag., S.I.P., M.Ec., for their kindness to be my supervisors and advisors, and also for their guidance and valuable suggestions.

My appreciation is also addressed to the head of English Deptment of Faculty, all lectures and staffs especially at English Department and generally in UIN Ar-Raniry.

Above of all, I could say nothing but express the incredible and unbounded thanks to my beloved parents, Hasyimi, S.E., and Anisah, S. Sos., who always support me in every ways wisely and patiently. I also represent this graduation to my beloved brothers and sister, Laeinul Muna, Haris Aulia Risky, Muhammad Al-Ghifary and Fatih Al-Farisy.

Finally, my greatest gratitude to all my Senior and friends at The Faculty of Tarbiyah and Teacher Training, especially to Mrs. Yuliar Masna, Amil Fitrianda, Hidayatul Azizi, Rizki Dhian Nushur, Mahfudh, Muhammad Yoka, Annisa Susanti, Alfia Zahara, Edwar, Syarifah Rahi mulyana, Mauliana Syafmita, Putri, Muhamad Madinsyah, Hujjaturrahmah, and Muhammad Nurkhalis who motivate and help me to finish my study in UIN Ar-raniry immediately.

At last, I realize that thesis is still far from perfection. Therefore, correctiobs, constructive critics, and suggenstions from the readers are invited to complete this thesis.

May Allah bless us forever

Banda Aceh, July 16<sup>th</sup>, 2017

The writer

## CONTENT

<b>DECLARATION LETTER .....</b>	<b>iv</b>
<b>ABSTRACT.....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>vi</b>
<b>CONTENT.....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>ix</b>
<b>LIST OF APPENDICES .....</b>	<b>x</b>
<b>CHAPTERI: INTRODUCTION .....</b>	<b>1</b>
A. Background of Study.....	1
B. The Research Questions .....	4
C. The Aim of Study .....	4
D. Significance of The study.....	4
E. Terminology .....	5
<b>CHAPTERII: REVIEW OF LITERATURE.....</b>	<b>7</b>
A. Instructional Media.....	7
B. Types of instructional media .....	8
C. The function of instructional media .....	9
D. The factors influencing the use of instructional- media .....	9
E. The advantages and disadvantages of the use of instructional media.....	11
<b>CHAPTERIII: RESEARCH METHODOLOGY.....</b>	<b>13</b>
A. Brief Description of Research Location .....	13
B. Research Design .....	13
C. Participants .....	14
D. Technique of Data Collection .....	15
E. Technique ofData Analysis .....	17
<b>CHAPTERIV: RESULT AND DISCUSSION.....</b>	<b>19</b>
A. The Result of Data Analysis .....	19
B. Discussion .....	36
<b>CHAPTERV: CONCLUSIONS AND SUGGESTIONS.....</b>	<b>39</b>
A. Conclusions .....	39
B. Suggestions.....	40
<b>REFERENCES .....</b>	<b>41</b>
<b>APPENDICES</b>	
<b>AUTOBIOGRAPHY</b>	

## ACKNOWLEDGMENT



First of all, I would like to express my gratitude to ALLAH swt, who gives me the strength and health to finish this thesis. Greeting, praying, and loving, I present to our beloved prophet Muhammad saw, his family and companions.

In this occasion, I would like to extend my sincere gratitude to Mr. Syamsul Bahri, M.A.TESOL., Dr. T. Zulfikar, S.Ag., M.Ed., Mr. Suherman, S.Ag., S.I.P., M.Ec., for their kindness to be my supervisors and advisors, and also for their guidance and valuable suggestions.

My appreciation is also addressed to the head of English Deptment of Faculty, all lectures and staffs especially at English Department and generally in UIN Ar-Raniry.

Above of all, I could say nothing but express the incredible and unbounded thanks to my beloved parents, Hasyimi, S.E., and Anisah, S. Sos., who always support me in every ways wisely and patiently. I also represent this graduation to my beloved brothers and sister, Laeinul Muna, Haris Aulia Risky, Muhammad Al-Ghifary and Fatih Al-Farisy.

Finally, my greatest gratitude to all my Senior and friends at The Faculty of Tarbiyah and Teacher Training, especially to Mrs. Yuliar Masna, Amil Fitrianda, Hidayatul Azizi, Rizki Dhian Nushur, Mahfudh, Muhammad Yoka, Annisa Susanti, Alfia Zahara, Edwar, Syarifah Rahi mulyana, Mauliana Syafmita, Putri, Muhamad Madinsyah, Hujjaturrahmah, and Muhammad Nurkhalis who motivate and help me to finish my study in UIN Ar-raniry immediately.

At last, I realize that thesis is still far from perfection. Therefore, correctiobs, constructive critics, and suggenstions from the readers are invited to complete this thesis.

May Allah bless us forever

Banda Aceh, July 16<sup>th</sup>, 2017

The writer

## **LIST OF APPENDICES**

- I. Appointment Letter of Writing Thesis.
- II. Letter of Recommendation of Doing Research Work from Tarbiyah and Teacher Training Faculty.
- III. Questionnaires.
- IV. List of Interview Questions
- V. Autobiography of the Researcher.

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Teaching is complex and demanding work that needs specialized skills and knowledge to influence meaningfully on students' learning (Fraser, 2005). It supported by World Book Encyclopedia (2001), that explained teaching as "helping other people learn". This makes teaching one of the most important ways that enable people to relate to one another as far as knowledge and skills acquisition are concerned. Moreover, teaching helps people acquire the knowledge needed to become responsible citizens, to earn a living and to lead useful rewarding lives. Furthermore, teaching is also said to be a vehicle for transferring knowledge from one generation to next. Eisner (2002) suggested that teaching is a caring exercise is very much part of the effective learning process. While, according to Kundu and Tutoo (2004), they define learning as experience gained through modification. Learning is considered an active process and not a passive observation.

The purpose of teaching is to facilitate learning. A learning approach can be strongly affected by such factors as assessment. However, effective teaching has to be predicated on an understanding of how students learn; the objective of the activities is to bring about learning, and there has to be a concept and knowledge about learners' needs for teaching to be successful.

Generally, learning can be modified by the teaching and learning context, and what they learnt. Besides, to make teaching and learning process more effective, instructional media can be a useful tool in developing learning activities, and many HE (high education) colleagues are experimenting to harness the learning media to enhance the learning experience. It is supported by Jimo (2009), he noted that the use of instructional media in teaching is a necessary practice for effecting learners' behaviour change in all fields of learning and especially in pre-primary school teacher training since they are being prepared to handle children who are in their formative years.

According to Omenge and Priscah (2016), instructional Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction. Moreover, they added that media can be used effectively in formal situation where students are working independently or teacher is working with other group of students. Thus, instructional media is a useful tool in teaching-learning process.

Based on a reseach that revealed the effective use of instructional media during teaching/learning can be enhanced to enable acquisition of taught and learnt knowledge, attitude and skills in an understandable way (Omenge & Priscah, 2016). Besides, Effective used media by teachers, can make students' attitude more positive, encourage their self-motivation, demonstrate associated factors and ideas, highlight specific topics and concepts, encourage relevance and credibility, and enhance understanding. Usage of media is supported by theories of learning and innovative approaches into teaching and learning (Omenge & Priscah, 2016).

Based on my observation in English Department Universitas Islam Negeri Ar-Raniry, In order to make the students interested in studying, the teacher uses instructional media to support teaching-learning process. Some lecturers in my preliminary research said that the students showed their attentiveness to the material because it made them easier to understand. It is because the action on the instructional media and the reality concept which integrated to the voice stimulated students to develop their comprehension.

Based on the previous studies that I found which are about the use of instructional media in Classroom. Instructional media is a tool that useful in teaching learning process that has been discussed widely in the world. In one hand, in journal written by Rugut and Role (2016) revealed the different perceptions among students and teachers about instructional media between high performing schools and low performing school. In this research found that the students from high performing schools had positive perceptions towards the use of educational media. Otherwise, students from low performing schools had more positive perception as opposed (Rugut & role, 2016). Besides, teachers were also found to have positive perception towards the utilization of educational media in classrooms. Teachers from high performing schools regularly utilized educational media as opposed to teachers who came from low performing schools (Rugut & role, 2016). In the other hand, the journal that written by Liton (2015) compared the perception of technology adoption into their learning practices and the impact of learning situation through captivating and motivating between learning engagement and traditional pedagogy. The findings of this research reflected that EFL students demonstrated positive perception of technology adoption into their

learning practices and it affects their learning situation through captivating and motivating into learning engagement more than traditional pedagogy (Liton, 2015). Thus, the instructional media has good perception in teaching-learning process and in this research I want to explore the EFL students' perception on using media in classroom. It is expected those facilities will help the department to produce the best EFL's teachers in the future.

Based on the elaboration above, I was interested in conducting research entitled on **Students' Perception on their lecturers' use of Instructional Media in Classroom**". This research was conducted in the faculty of education and teacher training in UIN Ar-Raniry.

### **B. Research Question**

The research questions in this research are:

1. How do students perceive the impact of teaching media on their learning?
2. What are types of teaching media that are preferable for students?

### **C. Research Aim**

Based on the formulation of research question, this research is aimed to investigate or to explore how student perceive teaching media on their learning, and what types of teaching media are preferable for student.

### **D. Significance of The study**

The significance of the study is to know the influence of media as teaching tools for learning process. Thus, the weakness in learning process by using media

can be identified. It may be the consideration for educators to improve their creativities in learning process by using Media.

### **E. Terminology**

It is important to define several keywords of the thesis in order to prevent misunderstanding. The keywords are: EFL, Perception, and Instructional Media.

#### **1. EFL**

EFL is an abbreviation from English as a foreign language (Santoso, 2010). It refers to the major that focus on English Language which is as foreign language. Furthermore, EFL is defined as the study of English by non-native speakers living in a non-native environment and possibly taught by non-native speakers of English who may not be proficient in dealing with some cultural values inherent in the target language (Santoso, 2010). Moreover, Gebhard (2006) in Santoso (2010) stated that EFL can be defined as the study of English by people who live in places in which English is not used as a means of first language communication

#### **2. Instructional Media**

According to Morris (1962) the function of technological media is to supplement the teacher through enhancing his effectiveness in the classroom. Educational media are both tools for teaching and avenues for learning, and their function is to serve these two processes by enhancing clarity in communication, diversity in method, and force fullness in appeal. Except for the teacher, these media will determine more than anything else the quality for educational effort.

This study focused on the media that support teaching-learning process in classroom. Media is a tool which educators use to give material of study easily, such as tape recorder, Tapes, video cameras, video recorder, film, slide, Photographs, drawings, graphics, televisions, computers, in focus, projector, laptop, speaker.

## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Result of Data Analysis

In this study, I used questionnaire and interview to gain data needed. In order to gather quantitative data I used questionnaire. Furthermore, close ended questions was used to obtain the information about EFL Students' Perception on the use of instructional media in classroom. The questionnaires consist of 20 questions distributed to the students. The interview was aimed to explore and clarify more about the students' responses about instructional media in classroom.

To obtain the result from the questionnaire, I used the percentage system which formula has been mentioned in the chapter three. Next, I united the answer 'strongly disagree' and 'disagree' as one similar result, as well as 'strongly agree' and 'agree'. Then, thematic analysis as a means to gain insight and knowledge from the questionnaire result was also used.

In order to gain qualitative data I used interview. In this study, I used semi-structured interview that was applied based on students' answer from the questionnaire. This was aimed to find details of some specific information about EFL Students' perception on the use of instructional media in classroom. I interviewed 8 students based on their answers in the questionnaire, all including positive and negative answers. The question was used to gain the specific information that I wanted to find more details as follow:

1. Does the use of instructional media give good impact to the progress of teaching-learning process?
2. Are the use of instructional media effective, efficient and saving time?
3. Can instructional media train student's English skill?
4. What are types of instructional media that are preferable for you?

Based on the formula in the previous chapter, here are the results of the questionnaires and interviews given to the respondents in this research. The questions which were answered by the students are presented in the following tables:

- a. Table 4.1 Does the use of instructional media give good impact to the progress of teaching-learning process?

Statement	Strongly agree	Agree	Disagree	Strongly Disagree
I find the ease in learning by using media instructional	9,3%	58,1%	30,2%	2,3%
Instructional media always have a positive impact in developing teaching-learning process	9,3%	65,1%	23,3%	2,3%
Media instructional help me to solve the problem in accepting the material in classroom	14%	76,7%	9,3%	0%
Instructional media motivated and encouraged me in teaching learning process	37,2%	58,1%	4,7%	0%
Instructional media make students more active in classroom	18,6%	67,4%	14%	0%
instructional media is very helpful in teaching and learning process	30,2%	62,8%	7%	0%

Instructional media makes students and lecturers easier in following the learning process	20,9%	76,7%	2,3%	0%
<b>Average</b>	<b>19,9%</b>	<b>66,4%</b>	<b>12,9%</b>	<b>0,6%</b>

The table above shows that 'agree' option has the highest percentage, 66,4%, followed by 'strongly agree' as the second highest percentage, 19,9%. Overall, it has 68,3% positive answer. The percentage of those students' answer shows that most of students agreed that there is no difficulty in learning by using media instructional. Ones who agreed with the statements were 25 students (58,1%), while the other positive responses stand in "strongly agree" column with only 4 students (9,3%) chose it. Besides, the students who disagreed with the statement are 13 students (30,2%), and only 1 student responded strongly disagreed. The result indicates that most of the students did not find the difficulty in learning by using media instructional in the class.

In the second statement most of the students gave a positive response. Most of the students agreed (65,1%) that instructional media always have a positive impact in developing teaching-learning process, while 4 students (9,3%) strongly agreed with it. On the contrary, 10 of them (23,3%) disagreed with the statement, and only 1 of them strongly disagreed with it.

In this third statement which has the same purpose as the previous statement, most of the students gave a positive response. Most of the students agreed (76,7%) that they feel instructional media could help them to solve the problem during teaching-learning process, while 6 students (14%) strongly agreed

with it. on the contrary, only 4 of them (9,3%) disagreed with the statement, and no one strongly disagreed with it. So that, the highest number of the students who positively responded the statement shows that most of them feel that instructional media help them to solve the problem in accepting the material in classroom.

Furthermore, the fourth statement shows that majority of the students responded positively. The students who agreed with the statement are 25 students (58,1%) and 16 students (37,2%) strongly agreed with it. On the other hand, rest of them (4,7%) preferred disagree to the statement and none of them strongly disagreed with the statement. So that, the result above indicates that most of the students gave the positive response toward the statement “Instructional media motivated and encouraged me in teaching learning process”.

According to the percentage of question number 5 shows that most of the students are positive. The positive responses can be seen in “agree” and strongly agree” columns, 29 students (67,4%) agreed with the statement, and 8 students (18,6%) strongly agreed with it. In contrary, the negative response was given only by 6 of the students (14%), while none of them (0%) strongly disagreed with the statement.

In sixth statement which has the same purpose as the previous statement, most of the students gave a positive response. Most of the students agreed (62,8%) that the instructional media is very helpful in teaching and learning process, while 13 students (30,2%) strongly agreed with it. On the contrary, only 3 of them (7%) disagreed with the statement, and no one strongly disagreed with it. So that, the highest number of the students who positively responded the

statement shows that most of them feel easy to comprehend video material. Instructional media is very helpful in teaching and learning process. It is supported by Omenge and Priscah (2016), instructional media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction. Furthermore, according to Akhtar and Ali (2008), instructional media is appropriate teaching tool in helping teachers to draw and fix the attention of students towards teaching. Attention and concentration of students in teaching learning process improves classroom discipline.

The last statement, according to the percentage of the seventh question shows that most of the responses positive. The positive responses can be seen in “agree” and strongly agree” columns, 33 students (76,7%) agreed with the statement, and 3 students (20,9%) strongly agreed with it. In contrary, the negative response was given only by 1 of the students (7%), while none of them (0%) strongly disagreed with the statement. in conclusion, the result shows that Instructional media makes students and lecturers easier in following the learning process. The result above confirms explanation of the scholar. According to Akhtar and Ali (2008), Instructional media serves as ideal tools in reviewing the learning outcome and evaluating the completeness of certain learning. So that, Instructional media makes students and lecturers easier in following the learning process.

For the first point, based on interview result I found that almost all of students have positive perception on the use of instructional media in classroom. The positive perception, 5 students said that “the use of instructional media makes

students understand the learning material easily”. Then, they added that “the use of instructional media makes teaching and learning process more focused and coordinated”. For an example mentioned by S1, “while the student was doing a presentation with Power-Point, by using projector, this made students focused and the presentation structured, it does not only work for student, but also suitable for lecturer”. Moreover, S2 and S3 explained that “instructional media train students to learn independently when the lecturers are dealing with other students”. Furthermore, according to S4, “the instructional media makes students easier to access the material which will be learned, and makes education in our country not behind other countries, in other words the media can influent in updating education”.

According to S5, “instructional media facilitate students in receiving the subject material. For example, while the lecturer gives some descriptions and tells students about something, the student may thought differently among them, and it will be more complicated, it should be only exposed through the media and this can avoid misunderstandings among students and lecturers”. It is supported by Scanlan (2003) indicates that instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives.

In contrast, S6 said that “media makes students lazy to think and feel dependent, students just read the material given by the lecturer without any effort from the students to think and they keep going to do that. For example, computer media can connect to the internet and students just browsing and no longer think of answers to questions and duties of lecturers”. Then, S7 argued that “the bad

impact based on how student used the media, whether he uses it to understand the subject matter or understand the media itself because of curiosity about the media. In addition, Media can distract students with new things encountered by students”. Furthermore, according to S8 “the use of media is not maximal, and could give a negative impact of media usage, for example during group work”. S8 added that “the lack of coordination of sufficient members of the media group is only one person, and it is he who represents the members of the group, while others just sit still and wait for the results”.

However, according to the explanation above the writer can conclude that the use of instructional media gives good impact to the progress of teaching-learning process. It is supported by Akhtar and Ali (2008), instructional media is appropriate teaching tools in helping teachers to draw and fix the attention of students towards teaching. They added that It gives classroom instructions more scientific base and allows teachers to be more systematically in transferring the knowledge in an organized way (Akhtar& Ali, 2008). It makes the attention and concentration of students in teaching learning process that improves classroom discipline.

b. Table 4.2 Are the use of instructional media effective, efficient and save time?

Statement	Strongly agree	Agree	Disagree	Strongly Disagree
Teaching and learning process by using media instructional is more efficient and saving time	41,9%	51,2%	7%	0%
Teaching and learning process by using media instructional is more effective	30,2%	60,5%	9,3%	0%

The use of instructional media makes the subject less complicated and easy to understand	7%	81,4%	9,3%	2,3%
The explanation and example is clearer by using instructional media	37,2%	60,5%	2,3%	0%
<b>Average</b>	<b>29,07%</b>	<b>63,4%</b>	<b>6,9%</b>	<b>0,5%</b>

From the table above, the result shows that most of the students in this study agreed that the use of instructional media gives good impact to the progress of teaching-learning process. Overall, the students' answer 'agree' shows the highest percentage (63,4%) followed by 'strongly agree' as the second highest (29,07%) so that it has 92,47% positive answer which indicates that most students perceived the use of instructional media gives good impact to the progress of teaching-learning process.

Based on the table above, the first question shows that most of the responses are positive. The positive responses can be seen in "agree" and strongly agree" columns, 22 students (51,2%) agreed with the statement, and 18 students (41,9%) strongly agreed with it. In contrary, the negative response was given only by 3 of the students (7%), while none of them (0%) strongly disagreed with the statement. It shows that instructional media can make teaching-learning process more efficient and saving time.

Furthermore, according to the percentage of question number 2 shows that most of the responses are positive. The positive responses can be seen in "agree" and "strongly agree" columns, 26 students (60,5%) agreed with the statement, and

13 students (30,2%) strongly agreed with it. In contrary, the negative response was given only by 4 of the students (9,3%), while none of them (0%) strongly disagreed with the statement. It means that teaching and learning process will be more effective by using media instructional.

Next, the third statement “The use of the media makes the subject less complicated and easy to understand” gained positive responses of the students. The samples who agreed with the statements were 35 students (81,4%), while the other positive responses stand in “strongly agree” column with only 3 students (7%) chose it. Besides, the students who negatively disagreed with the statement 4 students (9,3%) and only 1 student (2,3%) strongly disagree. The result indicates that most of the students feel that the use of the media makes the subject less complicated and easy to understand. The finding of this research is supported by previous research. Akhtar and Ali (2008) instructional media helps the learner in inspiring the imaginal, thinking process and the perceptive power of the students. Therefore, the use of insructional media makes the subject less complicated and easy to understand.

Moreover, most of the students responded the fourth statement above positively. Majority of them (60,5%) agreed with it. In addition, those who chose strongly agree stand in second position with 37,2%. In contrary, only 1 student (2,3%) chose disagree to the statement. Therefore, the positive response was shown by most students indicates that the explanation and example is clearer by using instructional media. Previous research supports the result above. According to Akhtar and Ali (2008 ) instructional media helps students to acquire knowledge and ensures long term memory of the gained knowledge. It also provides

interactive learning environment which makes learning experiences becomes more meaningful and satisfying.

Majority of the students gave a positive answer to interview question. S1, S2, S3 and S4 said that “instructional media can make students more motivated to learn and save time during the learning process takes places, the lecturers do not need to explain the content of learning materials repeatedly”.

In contrary, some students gave negative answer to this question. According to S5, S6, S7 and S8, “the reason why the use of instructional media are not effective, efficient and saving time because the lack of media availability on campus, where media facilities are not available for all classes, students must borrow the media to the English department room if it is available (it is not borrowed or used by other classes)”. S4 added that “basically the media is temporary, it means that one day can be damaged, and the media’s price is expensive, and also the problem that often encountered is electrical problems”. According to S5, S6 and S7, “media is actually very helpful in teaching learning process, the problem that makes media less effective is a time-consuming and time-wasting media installation process, for example when the lecturer is preparing or installing the media, it will take about 15 minutes, and it will reduce the learning time which is only 100 minutes”. Besides, according to S5, S6 and S8 “every student has their own learning style, and it can influent their way of capturing the lessons”. Moreover, they added that “less of explanation from the lecturer who only exposes learning materials through the media also influent students’ motivation in teaching-learning style”.

Thus, the media is very effective, efficient and saving time used in teaching and learning process. But, the process of installing such media that takes a lot of time will be not effective. The use of media requires preparation before classes begin to maximize time. However, the media is very effective, efficient and saving time used in teaching and learning process. The result above is associated with the previous research finding. According to Mohan (2001), he mention that instructional media helps the teachers in saving time and energy. Moreover, if instructional media is suitably designed by educator, it will be capably produced and effectively used in teaching and learning process because it can influent in saving time, increasing interest, holding attention, clarifying ideas, reinforcing concepts, adding tone, proving a point, aiding memory added by Mohan (2001). These effective materials can elucidate the concepts easily, so that lots of time and energy can be saved by it. In conclusion, the use of instructional media is effective and efficient used in teaching learning process.

c. Table 4.3 Does instructional media can train student's English skill?

Statement	Strongly agree	Agree	Disagree	Strongly Disagree
My English skill improved during use instructional media	39,5%	53,5%	7%	0%
Instructional Media trained me become more independent during teaching-learning process	32,6%	48,8%	16,3%	2,3%
Instructional media is important in process of transferring the material	25,6%	58,1%	16,3%	0%
<b>Average</b>	<b>32,5%</b>	<b>53,4%</b>	<b>13,2%</b>	<b>0,7%</b>

The table above shows that 'agree' option has the highest percentage, 53,3%, followed by 'strongly agree' as the second highest percentage, 32,5%. Overall, it has 85,8% positive answer. The percentage of those students' answer shows that most of students agreed that the used of instructional media can train their English skill.

The first statement shows that majority of the students responded positively. The students who agreed with the statement are 23 students (53,5%) and 17 students (39,55%) strongly agreed with the statement. In contrary, 3 students (7%) disagreed with the statement. On the other hand, none of student chose "strongly agree". The result above indicates that all of the students gave the positive response toward the statement "student ability improved during the use of instructional media is applied in classroom". Instructional media can help student to improve English skill.

Then, the second statement also shows that almost all of the students gave a positive response toward the statement instructional media trained them to become more independent. 32,6% of the students strongly agreed. In addition, the students who agreed stand on the same percentage as strongly agreed (48,81%). On the other hand, only 1 student strongly disagreed to the statement and 7 students chose disagree. The result above obviously shows that most of the students perceived that instructional media trained them to become more independent in classroom.

The last statement shows that majority of the students responded positively. The students who agreed with the statement are 25 students (58,1%) and 11 students (25,6%) strongly agreed with it. On the other hand, the smallest number of the students chose disagree (2,39%) and none of them strongly disagreed with the statement. So that, the result above indicates that most of the students gave the positive response toward the statement “Instructional media is important in process of transferring the material”. The previous study revealed that Instructional media is perceived as very important in the teaching-learning process (Kadzera, 2006). Furthermore, Scanlan (2003) indicated that instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives. Therefore, media plays a substantial role in the students' education.

Majority of the students gave a positive answer to interview question. 5 students explained that instructional media can improve the English ability of students and it was influenced by learning styles and also the media is suitable for the students themselves. S6 and S7 revealed that “media is one of the tools in teaching-learning, but media not always have an important role in teaching-learning process, because people can learn and hone their English skills without using the media, and not everyone can learn to use the media, it is influenced by the learning style of the students themselves”. They added that “the teaching and learning process will continue even though without using instructional media”.

In contrast, according to S8 “the use instructional media does not affect students in sharpening English skills, because the ability of language will be improved by practicing it not by studying and paying attention to the media only”.

From all statements above, it can be concluded that the majority of students agreed that instructional media can train student's English skill. It is supported by a research that revealed the effective use of instructional media during teaching/learning can be enhanced to enable acquisition of taught and learnt knowledge, attitude and skills in an understandable way (Omenge & Priscah, 2016). Besides, instructional media helps students to acquire and gain knowledge. It also provides interactive learning environment which makes learning experiences becomes more meaningful and satisfying (Akhtar & Ali, 2008). It is supported by a research that revealed the effective use of instructional media during teaching/learning can be enhanced to enable acquisition of taught and learnt knowledge, attitude and skills in an understandable way (Omenge & Priscah, 2016). Thus, media plays a substantial role in the students' education.

d. Table 4.4 What are types of instructional media that are preferable for you?

Statement	Strongly agree	Agree	Disagree	Strongly Disagree
Learning by using visual media makes teaching and learning situations less tedious	30,2%	62,8%	7%	0%
Visual media makes learning process become more effective and liked by students	27,9%	65,1%	4,7%	2,3%
Visual media makes learning process become more interesting	16,3%	79,1%	4,7%	0%
Audio media makes teaching and learning situations become interesting	25,6%	62,8%	9,3%	2,3%
Audio media makes learning process become more effective and liked by students	20,9%	69,8%	9,3%	0%

Audio-visual media makes teaching and learning situations less tedious	44,2%	53,5%	2,3%	0%
<b>Average</b>	<b>27,5%</b>	<b>65,5%</b>	<b>6,2%</b>	<b>0,7%</b>

From the table above, the result shows that most of the students prefer to study by using instructional media. The students in this study agreed that the use of instructional media helps them develop the understood about the subject material. Overall, the students' answer 'agree' shows the highest percentage (65,5%) followed by 'strongly agree' as the second highest (27,5%) so that it has 93% positive answer which indicates that most students felt preferable and comfortable studying by using instructional media.

First statement shows that most of the students gave a positive response toward the statement "Learning by using visual media makes teaching and learning situations less tedious". 62,8% of the students agreed, in addition, the students who agreed stand on the same percentage as strongly agreed (30,2%). On the other hand, only 3 samples disagree to the statement. None of student (0%) chose strongly disagree. In other word, most of the students perceived that learning by using visual media makes teaching and learning situations less tedious.

In the second statement which has the same purpose as the previous statement, most of the students gave a positive response. Most of the students agreed (65,1%) that they feel instructional media could help them to solve the problem during teaching-learning process, while 12 students (27,9%) strongly

agreed with it. on the contrary, 2 of them (4,7%) disagreed with the statement, and only 1 student strongly disagreed with it.

However, most of the students responded the third statement above positively. This is different from the previous statement, where the majority of them (79,1%) agreed with it. In addition, they who chose strongly agree stand in second position with 16,3%. In contrary, only 2 students (4,7%) chose disagree to the statement and none chose strongly disagree (0%). Therefore, the positive response was shown by most students indicates that visual media can make learning process become more effective and preferable for students.

In contrast, in fourth statement shows that majority of the students responded positively. The students who agreed with the statement are 27 students (62,8%) and 11 students (25,6%) strongly agreed with the statement. In contrary, 4 students (9,3%) disagreed with the statement and only 1 student (2,3) chose strongly disagree. The result above indicates that all of the samples gave the positive response toward the statement “Audio media makes teaching and learning situations become interesting”.

According to the percentage shown in the fifth statement, most of the responses are positive. The positive responses can be seen in “agree” and strongly agree” columns, 30 students (69,8%) agreed with the statement, and 9 students (20,9%) strongly agreed with it. In contrary, the negative response was given only by 4 of the students (9,3%), while none of them (0%) strongly disagreed with the statement. In conclusion, the result shows that audio media makes learning process become more effective and preferable for students.

The last question shows that majority of the students responded positively. The students who agreed with the statement are 23 students (53,5%) and 19 students (44,2%) strongly agreed with it. On the other hand, the smallest number of the students chose disagree (2,3%) and none of them strongly disagreed with the statement. So that, the result above indicates that most of the students gave the positive response toward the statement audio-visual media makes teaching and learning situations less tedious.

The students answer the question based on their perception. And it refer to their own learning style. According to S1, S2 “the types of instructional media that are preferable for him is Audio-Visual media, such as projector”. It is also supported by S3, he chose audio-visual media because he can take focus of his view and listen to the sound of the material to be delivered by the lecturer. According to S4 who also chose audio visual, “the media will be preferable depends on the context and the material to be taught by the lecturer”.

According to S5, “audio media is boring because the lecturer only plays the audio media and students must listen to it without explanation of lecturer. But audio media will be a very helpful in teaching-learning process if the process is followed by an explanation from the lecturer”. He said that “audio-visual media will be more effective but with additional explanation from lecturer, it is not only centered on student”.

While according to S6, “visual media is suitable for students because students will be more focused by paying attention to what is exposed by the media”. S7 added that “what we see will be easy to understand, for example

explanation of something. So, if we only hear through the audio media without seeing it, it will be hard for us to understand, and it is also influenced by my learning style that is more inclined to the visual. But the accuracy of the type of media back again to condition, context and subject material that will be conveyed by the lecturer”.

The last one, according to S8 “the type of instructional media that preferable for student is audio media because audio is identical to the speakers. Where, we do not need to focus on seeing but just need to listen while the speaker was being played”.

According to the explanation above the writer can conclude that all types of instructional media influent teaching-learning process and it supported the different ways needed by students. According to Kwarteng (2006) in Seth (2009), instructional media are the various materials considered to the five senses- seeing, hearing, touching, feeling and tasting that enhance teaching and learning. So the student can use the media that are preferable to them. Furthermore, instructional media helps teachers put together different aspects of the curriculum, direct student learning, model an idea or activity or connect curriculum to real world tasks (Zhao & Frank, 2001).

## B. Discussion

The purpose of this study is to find out the EFL Students’ perception on the use of instructional media in classroom. To collect the data, the writer has distributed questionnaire and conducted interview to the respondents. The research question of this thesis is what the students' perception on the use of

instructional media in classroom. Based on the result of questionnaire and interview, it can be understood that instructional media has a positive impact to the students.

In addition, the data of questionnaire shows that most of students agree and strongly agree that they have good perception toward the use of instructional media in classroom. It is supported by the students' explanation that said instructional media are a useful tool in teaching-learning process. Seth (2009) revealed that instructional media can help the learner grasp the underlying structure of a understanding.

According to Morris (1962) the function of technological media is to supplement the teacher through enhancing his effectiveness in the classroom. Thus, Teaching and learning process by using media instructional is more effective. On another hand, some students explained that sometimes instructional is not saving time, this negative impact was caused the lack of media. Because not all classes provide media, if we need media we have to lend it in the English major room or academic room. It will take times about 10-15 minutes. Besides, the process of installing the media will take a lot of time. Agun and Imogie (1988) revealed that media must exist to be exploited in an environment, meant that the instructional media that the college tutors use should be made available in the college environment.

Second research question is to what types of instructional media preferable for student in classroom. According to the result of 8 interviewed, 4 students agreed that they were prefer study by using Audio-visual media. The students explained that audio-visual could make them focus to the view and listen to the

sound of the material to be delivered by the lecturer. Then, 3 students chose visual media as the media that preferable because they can take focus on the view while the lecturer was teaching. The only 1 student chose audio-media because we do not need to focus on seeing but just need to listen while the speaker was being played. All the interviewed answered based on their own learning style.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Brief Description of Research Location

This study will be conducted at the faculty of education and teacher training, Ar-Raniry State Islamic University located in Darussalam Banda Aceh. After being reconstructed and equipped with various facilities which are supporting the teaching learning process. the faculty of education and teacher training has several locations. Three locations are used constantly, especially in English Education Department which is called by *Gedung A* where was reconstructed, another one is called *Gedung B* and IDC or *Gedung micro teaching* where both are new buildings. All those buildings are used to train students to be good teachers.

#### B. Research Design

This is a qualitative research method because its characteristic is to explain or to describe the researched phenomenon; descriptive method is part of qualitative approach. According to Arikunto (2010), the aim of descriptive method is to obtain the information about the current situation and examine the correlation between the variables. Furthermore, Beverley (1998) stated that qualitative research is concerned with explaining opinions, experiences, and feelings of individuals producing subjective data. The data collected of this study consist of both qualitative and quantitative called mix methods. Furthermore,

According to Leech and Onwuegbuzie (2008) cited in Cameron (2015) Mixed methods represents research involving the collection, analysis, and interpretation of quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon. This study is aimed to investigate how many students that feel enjoy while studying by using instructional media and how they perceive instructional media. Therefore, mix method is needed to gather data of this study. Quantitative method is used to see the percentage of student that enjoy the class in using instructional media and qualitative method is used to investigate students' perception based on their opinion deeply

### **C. Participants**

According to Djawranto (1994) in Kuntjojo (2009) population is a set (collection) of all elements possessing one or more attributes of interest. In another hand, population is a part of the whole object or individual which is researched, which is able to represent the population. Besides, population in a research means the total of objects or individuals to make the conclusion in a sampling study. In short a population is any group of individuals that have one or more characteristics in common that are attracted the researcher.

However, due to limited of cost, time and accessibility, it is not always possible to obtain procedures from the population such as the knowledge of the total population under study is made by evidence. By observing the characteristic of the sample, which sample is a number selected of case in a population that I can identify the generalization of characteristics of the population from which it is drawn. The population studied for this research consisted of students of English

Language Education at the faculty of education and teacher training in Ar-Raniry state islamic university.

The sample of this study is the student in 8<sup>th</sup> semester of English Language Education. The students of 8<sup>th</sup> semester were chosen because they have passed the middle period of college and also they have used some kinds of instructional media at least audio media as they have followed listening class. The numbers of participant in this study consist of 42 students selected from 280 students of English Education Department in semester eight or 15% of the population. I decided it based on Arikunto (2010) statement that revealed if the subject is less than 100 people; the population will automatically be sample. Then, if the subject is more than 100 people, the sample can be taken 10-15% or 20-25% or more than 25% from populations. In addition, the student who will be interviewed is selected by using purposive sampling to gain qualitative data. Purposive sampling is the way in selecting the sample chosen based on the specific criteria that are specified by investigators (Kuntjojo, 2009). I will choose 8 students from 42 samples who gave the serious answer in answering the questionnaires.

#### **D. Technique of Data Collection**

In order to gather data, a questionnaire was used and the results of this questionnaire were analyzed quantitatively. In addition, face to face semi-structured interviews were employed to collect information from the students in order to clarify their ideas in detail and the results were analyzed qualitatively.

In collecting data, I employed several ways. First, I reviewed the journals or books about instructional media in classroom. To find the appropriate data, I

also accessed some e-journals and e-books regarding instructional media in some sources.

### 1. Questionnaire

In this study, close ended question was applied to gain data needed. The questionnaire is designed to help the writer get more information about students' opinions toward Research Object (Exploring EFL Students' Perception on the Use of Instructional Media in Classroom). Furthermore, the questions were written in Indonesia as well. It will take approximately ten minutes to choose the following answers that are available. 20 item questionnaires were personally given to 42 students as the sample of this research. Questions that were not well understood by the respondents would be explained to them to ensure that they answered correctly.

### 2. Interview

Based on the aim of this study well to use purposive sampling as a method to select 8 participants from 42 students to be interviewed. The purposive sampling does not need to underlie theories or number of participant which means nonrandom technique. In this technique I decided what needed to be known and set out to find people who can and be willing to provide the information by virtue of knowledge or experience in using instructional media in classroom. It is typically used in qualitative research to identify and select the information of available resources. The sample of interview was selected by using purposive sampling that will be chosen depending on their answer of questionnaire which was needed to

finish this study. The criterion of sample was the students who can answer the questionnaire seriously, differently and responsibly.

Interview is the process in answering a set of questions that is asked directly (Fraenkel & wallen, 2009). Furthermore they revealed that the advantages of an interview (over a questionnaire) are that open-ended questions (those requiring a response of some length) can be used with greater confidence, particular questions of special interest or value can be pursued in depth, follow-up questions can be asked, and items that are unclear can be explained (Fraenkel & wallen, 2009). The methods provide the meaning to gain information about things that cannot be observed directly. After the researcher gained the rapport or establishes a friendly relationship with the subject, certain types of information an individual might be reluctant to put into writing may be obtained.

#### **E. Technique of Data Analysis**

Data is analyzed by reading and understanding the collected data. Thus, I arranged the data from general to specific information that is valuable to discuss in order to solve the mentioned problems. The result of discussion about using instructional media is elaborated and connected to the problem faced by the students to find out the solution to the problems that are mentioned previously in the background of this study.

##### **1. Questionnaire**

To analyze the result of questionnaire, I used a simple statistic formula as follow:

$$P = \frac{f}{N} \times 100\%$$

P = Percentage

$f$  = Frequency of respondent

N = Number of sample

100% = Constant value

Likert Scale questionnaire was used in this study where Strongly Agree (SA) value as 4, Agree (A) as 3, Disagree (D) as 2 and Sreongly Disagree (SD) value as 1.

## 2. Interview

To analyze interview data, I used descriptive qualitative research method which means analyzing data by describing them based on interview responses. First, I investigated students' perception on the use of instructional media in classroom and analyzed the data descriptively from questionnaire. The result of analysis from the questionnaire became the subject of more intensive analysis to identify relevant theme in the interview and used it a guide to obtained more detailed information about students' perception on the use of instructional media in classroom who answered differently from others. Then, I analyzed the interview by using descriptive analysis to obtain the result.

## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Result of Data Analysis

In this study, I used questionnaire and interview to gain data needed. In order to gather quantitative data I used questionnaire. Furthermore, close ended questions was used to obtain the information about EFL Students' Perception on the use of instructional media in classroom. The questionnaires consist of 20 questions distributed to the students. The interview was aimed to explore and clarify more about the students' responses about instructional media in classroom.

To obtain the result from the questionnaire, I used the percentage system which formula has been mentioned in the chapter three. Next, I united the answer 'strongly disagree' and 'disagree' as one similar result, as well as 'strongly agree' and 'agree'. Then, thematic analysis as a means to gain insight and knowledge from the questionnaire result was also used.

In order to gain qualitative data I used interview. In this study, I used semi-structured interview that was applied based on students' answer from the questionnaire. This was aimed to find details of some specific information about EFL Students' perception on the use of instructional media in classroom. I interviewed 8 students based on their answers in the questionnaire, all including positive and negative answers. The question was used to gain the specific information that I wanted to find more details as follow:

1. Does the use of instructional media give good impact to the progress of teaching-learning process?
2. Are the use of instructional media effective, efficient and saving time?
3. Can instructional media train student's English skill?
4. What are types of instructional media that are preferable for you?

Based on the formula in the previous chapter, here are the results of the questionnaires and interviews given to the respondents in this research. The questions which were answered by the students are presented in the following tables:

- a. Table 4.1 Does the use of instructional media give good impact to the progress of teaching-learning process?

Statement	Strongly agree	Agree	Disagree	Strongly Disagree
I find the ease in learning by using media instructional	9,3%	58,1%	30,2%	2,3%
Instructional media always have a positive impact in developing teaching-learning process	9,3%	65,1%	23,3%	2,3%
Media instructional help me to solve the problem in accepting the material in classroom	14%	76,7%	9,3%	0%
Instructional media motivated and encouraged me in teaching learning process	37,2%	58,1%	4,7%	0%
Instructional media make students more active in classroom	18,6%	67,4%	14%	0%
instructional media is very helpful in teaching and learning process	30,2%	62,8%	7%	0%

Instructional media makes students and lecturers easier in following the learning process	20,9%	76,7%	2,3%	0%
<b>Average</b>	<b>19,9%</b>	<b>66,4%</b>	<b>12,9%</b>	<b>0,6%</b>

The table above shows that 'agree' option has the highest percentage, 66,4%, followed by 'strongly agree' as the second highest percentage, 19,9%. Overall, it has 68,3% positive answer. The percentage of those students' answer shows that most of students agreed that there is no difficulty in learning by using media instructional. Ones who agreed with the statements were 25 students (58,1%), while the other positive responses stand in "strongly agree" column with only 4 students (9,3%) chose it. Besides, the students who disagreed with the statement are 13 students (30,2%), and only 1 student responded strongly disagreed. The result indicates that most of the students did not find the difficulty in learning by using media instructional in the class.

In the second statement most of the students gave a positive response. Most of the students agreed (65,1%) that instructional media always have a positive impact in developing teaching-learning process, while 4 students (9,3%) strongly agreed with it. On the contrary, 10 of them (23,3%) disagreed with the statement, and only 1 of them strongly disagreed with it.

In this third statement which has the same purpose as the previous statement, most of the students gave a positive response. Most of the students agreed (76,7%) that they feel instructional media could help them to solve the problem during teaching-learning process, while 6 students (14%) strongly agreed

with it. on the contrary, only 4 of them (9,3%) disagreed with the statement, and no one strongly disagreed with it. So that, the highest number of the students who positively responded the statement shows that most of them feel that instructional media help them to solve the problem in accepting the material in classroom.

Furthermore, the fourth statement shows that majority of the students responded positively. The students who agreed with the statement are 25 students (58,1%) and 16 students (37,2%) strongly agreed with it. On the other hand, rest of them (4,7%) preferred disagree to the statement and none of them strongly disagreed with the statement. So that, the result above indicates that most of the students gave the positive response toward the statement “Instructional media motivated and encouraged me in teaching learning process”.

According to the percentage of question number 5 shows that most of the students are positive. The positive responses can be seen in “agree” and strongly agree” columns, 29 students (67,4%) agreed with the statement, and 8 students (18,6%) strongly agreed with it. In contrary, the negative response was given only by 6 of the students (14%), while none of them (0%) strongly disagreed with the statement.

In sixth statement which has the same purpose as the previous statement, most of the students gave a positive response. Most of the students agreed (62,8%) that the instructional media is very helpful in teaching and learning process, while 13 students (30,2%) strongly agreed with it. On the contrary, only 3 of them (7%) disagreed with the statement, and no one strongly disagreed with it. So that, the highest number of the students who positively responded the

statement shows that most of them feel easy to comprehend video material. Instructional media is very helpful in teaching and learning process. It is supported by Omenge and Priscah (2016), instructional media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction. Furthermore, according to Akhtar and Ali (2008), instructional media is appropriate teaching tool in helping teachers to draw and fix the attention of students towards teaching. Attention and concentration of students in teaching learning process improves classroom discipline.

The last statement, according to the percentage of the seventh question shows that most of the responses positive. The positive responses can be seen in “agree” and strongly agree” columns, 33 students (76,7%) agreed with the statement, and 3 students (20,9%) strongly agreed with it. In contrary, the negative response was given only by 1 of the students (7%), while none of them (0%) strongly disagreed with the statement. in conclusion, the result shows that Instructional media makes students and lecturers easier in following the learning process. The result above confirms explanation of the scholar. According to Akhtar and Ali (2008), Instructional media serves as ideal tools in reviewing the learning outcome and evaluating the completeness of certain learning. So that, Instructional media makes students and lecturers easier in following the learning process.

For the first point, based on interview result I found that almost all of students have positive perception on the use of instructional media in classroom. The positive perception, 5 students said that “the use of instructional media makes

students understand the learning material easily”. Then, they added that “the use of instructional media makes teaching and learning process more focused and coordinated”. For an example mentioned by S1, “while the student was doing a presentation with Power-Point, by using projector, this made students focused and the presentation structured, it does not only work for student, but also suitable for lecturer”. Moreover, S2 and S3 explained that “instructional media train students to learn independently when the lecturers are dealing with other students”. Furthermore, according to S4, “the instructional media makes students easier to access the material which will be learned, and makes education in our country not behind other countries, in other words the media can influent in updating education”.

According to S5, “instructional media facilitate students in receiving the subject material. For example, while the lecturer gives some descriptions and tells students about something, the student may thought differently among them, and it will be more complicated, it should be only exposed through the media and this can avoid misunderstandings among students and lecturers”. It is supported by Scanlan (2003) indicates that instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives.

In contrast, S6 said that “media makes students lazy to think and feel dependent, students just read the material given by the lecturer without any effort from the students to think and they keep going to do that. For example, computer media can connect to the internet and students just browsing and no longer think of answers to questions and duties of lecturers”. Then, S7 argued that “the bad

impact based on how student used the media, whether he uses it to understand the subject matter or understand the media itself because of curiosity about the media. In addition, Media can distract students with new things encountered by students”. Furthermore, according to S8 “the use of media is not maximal, and could give a negative impact of media usage, for example during group work”. S8 added that “the lack of coordination of sufficient members of the media group is only one person, and it is he who represents the members of the group, while others just sit still and wait for the results”.

However, according to the explanation above the writer can conclude that the use of instructional media gives good impact to the progress of teaching-learning process. It is supported by Akhtar and Ali (2008), instructional media is appropriate teaching tools in helping teachers to draw and fix the attention of students towards teaching. They added that It gives classroom instructions more scientific base and allows teachers to be more systematically in transferring the knowledge in an organized way (Akhtar& Ali, 2008). It makes the attention and concentration of students in teaching learning process that improves classroom discipline.

b. Table 4.2 Are the use of instructional media effective, efficient and save time?

Statement	Strongly agree	Agree	Disagree	Strongly Disagree
Teaching and learning process by using media instructional is more efficient and saving time	41,9%	51,2%	7%	0%
Teaching and learning process by using media instructional is more effective	30,2%	60,5%	9,3%	0%

The use of instructional media makes the subject less complicated and easy to understand	7%	81,4%	9,3%	2,3%
The explanation and example is clearer by using instructional media	37,2%	60,5%	2,3%	0%
<b>Average</b>	<b>29,07%</b>	<b>63,4%</b>	<b>6,9%</b>	<b>0,5%</b>

From the table above, the result shows that most of the students in this study agreed that the use of instructional media gives good impact to the progress of teaching-learning process. Overall, the students' answer 'agree' shows the highest percentage (63,4%) followed by 'strongly agree' as the second highest (29,07%) so that it has 92,47% positive answer which indicates that most students perceived the use of instructional media gives good impact to the progress of teaching-learning process.

Based on the table above, the first question shows that most of the responses are positive. The positive responses can be seen in "agree" and strongly agree" columns, 22 students (51,2%) agreed with the statement, and 18 students (41,9%) strongly agreed with it. In contrary, the negative response was given only by 3 of the students (7%), while none of them (0%) strongly disagreed with the statement. It shows that instructional media can make teaching-learning process more efficient and saving time.

Furthermore, according to the percentage of question number 2 shows that most of the responses are positive. The positive responses can be seen in "agree" and "strongly agree" columns, 26 students (60,5%) agreed with the statement, and

13 students (30,2%) strongly agreed with it. In contrary, the negative response was given only by 4 of the students (9,3%), while none of them (0%) strongly disagreed with the statement. It means that teaching and learning process will be more effective by using media instructional.

Next, the third statement “The use of the media makes the subject less complicated and easy to understand” gained positive responses of the students. The samples who agreed with the statements were 35 students (81,4%), while the other positive responses stand in “strongly agree” column with only 3 students (7%) chose it. Besides, the students who negatively disagreed with the statement 4 students (9,3%) and only 1 student (2,3%) strongly disagree. The result indicates that most of the students feel that the use of the media makes the subject less complicated and easy to understand. The finding of this research is supported by previous research. Akhtar and Ali (2008) instructional media helps the learner in inspiring the imaginal, thinking process and the perceptive power of the students. Therefore, the use of insructional media makes the subject less complicated and easy to understand.

Moreover, most of the students responded the fourth statement above positively. Majority of them (60,5%) agreed with it. In addition, those who chose strongly agree stand in second position with 37,2%. In contrary, only 1 student (2,3%) chose disagree to the statement. Therefore, the positive response was shown by most students indicates that the explanation and example is clearer by using instructional media. Previous research supports the result above. According to Akhtar and Ali (2008 ) instructional media helps students to acquire knowledge and ensures long term memory of the gained knowledge. It also provides

interactive learning environment which makes learning experiences becomes more meaningful and satisfying.

Majority of the students gave a positive answer to interview question. S1, S2, S3 and S4 said that “instructional media can make students more motivated to learn and save time during the learning process takes places, the lecturers do not need to explain the content of learning materials repeatedly”.

In contrary, some students gave negative answer to this question. According to S5, S6, S7 and S8, “the reason why the use of instructional media are not effective, efficient and saving time because the lack of media availability on campus, where media facilities are not available for all classes, students must borrow the media to the English department room if it is available (it is not borrowed or used by other classes)”. S4 added that “basically the media is temporary, it means that one day can be damaged, and the media’s price is expensive, and also the problem that often encountered is electrical problems”. According to S5, S6 and S7, “media is actually very helpful in teaching learning process, the problem that makes media less effective is a time-consuming and time-wasting media installation process, for example when the lecturer is preparing or installing the media, it will take about 15 minutes, and it will reduce the learning time which is only 100 minutes”. Besides, according to S5, S6 and S8 “every student has their own learning style, and it can influent their way of capturing the lessons”. Moreover, they added that “less of explanation from the lecturer who only exposes learning materials through the media also influent students’ motivation in teaching-learning style”.

Thus, the media is very effective, efficient and saving time used in teaching and learning process. But, the process of installing such media that takes a lot of time will be not effective. The use of media requires preparation before classes begin to maximize time. However, the media is very effective, efficient and saving time used in teaching and learning process. The result above is associated with the previous research finding. According to Mohan (2001), he mention that instructional media helps the teachers in saving time and energy. Moreover, if instructional media is suitably designed by educator, it will be capably produced and effectively used in teaching and learning process because it can influent in saving time, increasing interest, holding attention, clarifying ideas, reinforcing concepts, adding tone, proving a point, aiding memory added by Mohan (2001). These effective materials can elucidate the concepts easily, so that lots of time and energy can be saved by it. In conclusion, the use of instructional media is effective and efficient used in teaching learning process.

c. Table 4.3 Does instructional media can train student's English skill?

Statement	Strongly agree	Agree	Disagree	Strongly Disagree
My English skill improved during use instructional media	39,5%	53,5%	7%	0%
Instructional Media trained me become more independent during teaching-learning process	32,6%	48,8%	16,3%	2,3%
Instructional media is important in process of transferring the material	25,6%	58,1%	16,3%	0%
<b>Average</b>	<b>32,5%</b>	<b>53,4%</b>	<b>13,2%</b>	<b>0,7%</b>

The table above shows that 'agree' option has the highest percentage, 53,3%, followed by 'strongly agree' as the second highest percentage, 32,5%. Overall, it has 85,8% positive answer. The percentage of those students' answer shows that most of students agreed that the used of instructional media can train their English skill.

The first statement shows that majority of the students responded positively. The students who agreed with the statement are 23 students (53,5%) and 17 students (39,55%) strongly agreed with the statement. In contrary, 3 students (7%) disagreed with the statement. On the other hand, none of student chose "strongly agree". The result above indicates that all of the students gave the positive response toward the statement "student ability improved during the use of instructional media is applied in classroom". Instructional media can help student to improve English skill.

Then, the second statement also shows that almost all of the students gave a positive response toward the statement instructional media trained them to become more independent. 32,6% of the students strongly agreed. In addition, the students who agreed stand on the same percentage as strongly agreed (48,81%). On the other hand, only 1 student strongly disagreed to the statement and 7 students chose disagree. The result above obviously shows that most of the students perceived that instructional media trained them to become more independent in classroom.

The last statement shows that majority of the students responded positively. The students who agreed with the statement are 25 students (58,1%) and 11 students (25,6%) strongly agreed with it. On the other hand, the smallest number of the students chose disagree (2,39%) and none of them strongly disagreed with the statement. So that, the result above indicates that most of the students gave the positive response toward the statement “Instructional media is important in process of transferring the material”. The previous study revealed that Instructional media is perceived as very important in the teaching-learning process (Kadzera, 2006). Furthermore, Scanlan (2003) indicated that instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives. Therefore, media plays a substantial role in the students' education.

Majority of the students gave a positive answer to interview question. 5 students explained that instructional media can improve the English ability of students and it was influenced by learning styles and also the media is suitable for the students themselves. S6 and S7 revealed that “media is one of the tools in teaching-learning, but media not always have an important role in teaching-learning process, because people can learn and hone their English skills without using the media, and not everyone can learn to use the media, it is influenced by the learning style of the students themselves”. They added that “the teaching and learning process will continue even though without using instructional media”.

In contrast, according to S8 “the use instructional media does not affect students in sharpening English skills, because the ability of language will be improved by practicing it not by studying and paying attention to the media only”.

From all statements above, it can be concluded that the majority of students agreed that instructional media can train student's English skill. It is supported by a research that revealed the effective use of instructional media during teaching/learning can be enhanced to enable acquisition of taught and learnt knowledge, attitude and skills in an understandable way (Omenge & Priscah, 2016). Besides, instructional media helps students to acquire and gain knowledge. It also provides interactive learning environment which makes learning experiences becomes more meaningful and satisfying (Akhtar & Ali, 2008). It is supported by a research that revealed the effective use of instructional media during teaching/learning can be enhanced to enable acquisition of taught and learnt knowledge, attitude and skills in an understandable way (Omenge & Priscah, 2016). Thus, media plays a substantial role in the students' education.

d. Table 4.4 What are types of instructional media that are preferable for you?

Statement	Strongly agree	Agree	Disagree	Strongly Disagree
Learning by using visual media makes teaching and learning situations less tedious	30,2%	62,8%	7%	0%
Visual media makes learning process become more effective and liked by students	27,9%	65,1%	4,7%	2,3%
Visual media makes learning process become more interesting	16,3%	79,1%	4,7%	0%
Audio media makes teaching and learning situations become interesting	25,6%	62,8%	9,3%	2,3%
Audio media makes learning process become more effective and liked by students	20,9%	69,8%	9,3%	0%

Audio-visual media makes teaching and learning situations less tedious	44,2%	53,5%	2,3%	0%
<b>Average</b>	<b>27,5%</b>	<b>65,5%</b>	<b>6,2%</b>	<b>0,7%</b>

From the table above, the result shows that most of the students prefer to study by using instructional media. The students in this study agreed that the use of instructional media helps them develop the understood about the subject material. Overall, the students' answer 'agree' shows the highest percentage (65,5%) followed by 'strongly agree' as the second highest (27,5%) so that it has 93% positive answer which indicates that most students felt preferable and comfortable studying by using instructional media.

First statement shows that most of the students gave a positive response toward the statement "Learning by using visual media makes teaching and learning situations less tedious". 62,8% of the students agreed, in addition, the students who agreed stand on the same percentage as strongly agreed (30,2%). On the other hand, only 3 samples disagree to the statement. None of student (0%) chose strongly disagree. In other word, most of the students perceived that learning by using visual media makes teaching and learning situations less tedious.

In the second statement which has the same purpose as the previous statement, most of the students gave a positive response. Most of the students agreed (65,1%) that they feel instructional media could help them to solve the problem during teaching-learning process, while 12 students (27,9%) strongly

agreed with it. on the contrary, 2 of them (4,7%) disagreed with the statement, and only 1 student strongly disagreed with it.

However, most of the students responded the third statement above positively. This is different from the previous statement, where the majority of them (79,1%) agreed with it. In addition, they who chose strongly agree stand in second position with 16,3%. In contrary, only 2 students (4,7%) chose disagree to the statement and none chose strongly disagree (0%). Therefore, the positive response was shown by most students indicates that visual media can make learning process become more effective and preferable for students.

In contrast, in fourth statement shows that majority of the students responded positively. The students who agreed with the statement are 27 students (62,8%) and 11 students (25,6%) strongly agreed with the statement. In contrary, 4 students (9,3%) disagreed with the statement and only 1 student (2,3) chose strongly disagree. The result above indicates that all of the samples gave the positive response toward the statement “Audio media makes teaching and learning situations become interesting”.

According to the percentage shown in the fifth statement, most of the responses are positive. The positive responses can be seen in “agree” and strongly agree” columns, 30 students (69,8%) agreed with the statement, and 9 students (20,9%) strongly agreed with it. In contrary, the negative response was given only by 4 of the students (9,3%), while none of them (0%) strongly disagreed with the statement. In conclusion, the result shows that audio media makes learning process become more effective and preferable for students.

The last question shows that majority of the students responded positively. The students who agreed with the statement are 23 students (53,5%) and 19 students (44,2%) strongly agreed with it. On the other hand, the smallest number of the students chose disagree (2,3%) and none of them strongly disagreed with the statement. So that, the result above indicates that most of the students gave the positive response toward the statement audio-visual media makes teaching and learning situations less tedious.

The students answer the question based on their perception. And it refer to their own learning style. According to S1, S2 “the types of instructional media that are preferable for him is Audio-Visual media, such as projector”. It is also supported by S3, he chose audio-visual media because he can take focus of his view and listen to the sound of the material to be delivered by the lecturer. According to S4 who also chose audio visual, “the media will be preferable depends on the context and the material to be taught by the lecturer”.

According to S5, “audio media is boring because the lecturer only plays the audio media and students must listen to it without explanation of lecturer. But audio media will be a very helpful in teaching-learning process if the process is followed by an explanation from the lecturer”. He said that “audio-visual media will be more effective but with additional explanation from lecturer, it is not only centered on student”.

While according to S6, “visual media is suitable for students because students will be more focused by paying attention to what is exposed by the media”. S7 added that “what we see will be easy to understand, for example

explanation of something. So, if we only hear through the audio media without seeing it, it will be hard for us to understand, and it is also influenced by my learning style that is more inclined to the visual. But the accuracy of the type of media back again to condition, context and subject material that will be conveyed by the lecturer”.

The last one, according to S8 “the type of instructional media that preferable for student is audio media because audio is identical to the speakers. Where, we do not need to focus on seeing but just need to listen while the speaker was being played”.

According to the explanation above the writer can conclude that all types of instructional media influent teaching-learning process and it supported the different ways needed by students. According to Kwarteng (2006) in Seth (2009), instructional media are the various materials considered to the five senses- seeing, hearing, touching, feeling and tasting that enhance teaching and learning. So the student can use the media that are preferable to them. Furthermore, instructional media helps teachers put together different aspects of the curriculum, direct student learning, model an idea or activity or connect curriculum to real world tasks (Zhao & Frank, 2001).

## B. Discussion

The purpose of this study is to find out the EFL Students’ perception on the use of instructional media in classroom. To collect the data, the writer has distributed questionnaire and conducted interview to the respondents. The research question of this thesis is what the students' perception on the use of

instructional media in classroom. Based on the result of questionnaire and interview, it can be understood that instructional media has a positive impact to the students.

In addition, the data of questionnaire shows that most of students agree and strongly agree that they have good perception toward the use of instructional media in classroom. It is supported by the students' explanation that said instructional media are a useful tool in teaching-learning process. Seth (2009) revealed that instructional media can help the learner grasp the underlying structure of a understanding.

According to Morris (1962) the function of technological media is to supplement the teacher through enhancing his effectiveness in the classroom. Thus, Teaching and learning process by using media instructional is more effective. On another hand, some students explained that sometimes instructional is not saving time, this negative impact was caused the lack of media. Because not all classes provide media, if we need media we have to lend it in the English major room or academic room. It will take times about 10-15 minutes. Besides, the process of installing the media will take a lot of time. Agun and Imogie (1988) revealed that media must exist to be exploited in an environment, meant that the instructional media that the college tutors use should be made available in the college environment.

Second research question is to what types of instructional media preferable for student in classroom. According to the result of 8 interviewed, 4 students agreed that they were prefer study by using Audio-visual media. The students explained that audio-visual could make them focus to the view and listen to the

sound of the material to be delivered by the lecturer. Then, 3 students chose visual media as the media that preferable because they can take focus on the view while the lecturer was teaching. The only 1 student chose audio-media because we do not need to focus on seeing but just need to listen while the speaker was being played. All the interviewed answered based on their own learning style.

## CHAPTER V

### CONCLUSIONS AND SUGGESTION

#### A. Conclusions

There was a problem which appeared in the research question. It was the EFL students' perceptions on the use of instructional media in classroom. From the result of the questionnaire, there were positive perceptions on the use of instructional media in classroom. Instructional media makes teaching learning process more effective, efficient and save time. Furthermore, instructional media make learning process more structured which made easiness to focus, and accepting the material. The result above shows obviously that students' raise positive perception on the use of instructional media in classroom.

There was another problem in this research besides the students' perception. I wanted to know whether the use of instructional media give positive impact in teaching learning process. According to the interview result, the students admitted that the use of instructional media not only gave the good impact to the process of teaching-learning but also entertain the bad impact. The use of Instructional media is very helpful in saving time and avoiding misunderstandings between students and lecturers in teaching-learning process. In addition by explanation of the lecturer in the classroom while instructional media was playing. In another hand, the instructional media can also lead to wasted time on the process of installation before the media is used in teaching-learning process. Therefore, it is essential to ensure that the installer must be done before the teaching and learning process takes place.

In conclusion, the majority of students were agreed that the use of instructional media give good impact to students in teaching learning process, and the teaching media that preferable for students is depend on their own learning style, which way that comfortable for them.

### **B. Suggestions**

Based on the conclusions, I offer some suggestion that can be a good distribution in order to increase the quality of English teaching learning process and to improve the students' ability in mastering English, They are :

1. The lecturer is suggested to prepare the media well before the learning process takes place so that it does not take much time.
2. The present research was conducted in university students. It is suggested that the further research should be conducted in different level of the students.

## REFERENCES

- Ahsan Akhtar & Rifaqat Ali (2008). Use of Media for Effective Instruction its Importance: Some Consideration. *Journal of Elementary Education*. 18(1-2) 35-4.
- Bird D. K. (2009). The use of questionnaires for acquiring information on public perception of natural hazards and risk mitigation – a review of current knowledge and practice. *Natural Hazards and Earth System Sciences*. [www.nat-hazards-earth-syst-sci.net/9/1307/2009](http://www.nat-hazards-earth-syst-sci.net/9/1307/2009).
- Deka, U. (2013). Improving the process of teaching and learning speaking through acromedia flash animation movie at the eighth grade. (Presented as partial fulfillment of the requirements to attain a *Sarjana Pendidikan* degree in English Education). Yogyakarta State University, Yogyakarta, Indonesia.
- Cameron (2015). *Mixed methods research*, Deakin University, Melbourne
- Eisner, E.W. (2002). The kind of schools we need. *Phi Delta Kappan*,
- Fraenkel, Jack R. And Wallen (2009). How to design and evaluate research in education. *New York. McGraw-Hill Companies*.
- Fraser, D. (2005, July). Professional learning in effective schools. *Leadership and Teacher Development Branch*
- Fry, H. Ketteridge, S and Marshall, S. (eds.). (2009). A handbook for teaching and learning in *higher education*. *Taylor & Francis*.
- Ghony dan Almanshur, F. (2012). *Metodelogi penelitian Kualitatif*. Yogyakarta: *Ar-ruzz Media*
- Umar Hassan and Usman Madugu (2015). The Imperative of Population Sampling in Social Science Research. *Global Journal of Political and Science and Administration*. Vol.3, No.3, pp.49-57.
- Kadzera, C. M., (2006). Use of instructional technologies in teacher training colleges, Malawi. (PHD Dissertation) in Virginia Polytechnic Institute and State University, Blacksburg, Virginia
- Kudu, C. & Tutu, D. C. (2004). *Educational Psychology*. New Delhi: Sterling.

- Kuntjojo (2009). Metode penelitian. Kediri: Universitas Nusantara PGRI.Lungan, R. 2006. *Aplikasi Statistika dan Hitung Peluang* . Yogyakarta: Penerbit Graha Ilmu
- Dieudonné Leclercq and Marianne Poumay (2005). The 8 learning events model and its principles. University of Liège, available at <http://www.labset.net/media/prod/8LEM.pdf>
- Hussain Ahmed Liton (2015). Examining Students' Perception & Efficacy of Using Technology in Teaching English. *International Journal of Education and Information Technology*. Vol. 1, No. 1, 2015, pp. 11-19. <http://www.publicscienceframework.org/journal/ijeit>
- Ngure G, Begi ., Kimani E. & Mweru M. (2014). Utilization of instructional media for quality training in pre-primary school teacher training colleges In Nairobi County, Kenya. *Researchjournali's Journal of Education*. 2(7) [www.researchjournali.com](http://www.researchjournali.com)
- Matthew C. Nwike and Onyejebu Catherine (2013). Effects of use of instructional materials on students cognitive achievement in agricultural science. *Journal of Educational and Social Research*.3 (5).
- Eunice Rugut and Jesse Role (2013). Teachers and students perceptions on the utilization of educational media in teaching and learning history and government in secondary schools in kenya. *International Journal of Science and Research (IJSR)*. ISSN (Online): 2319-7064.
- Santoso, A. (2010). Scaffolding an EFL 'effective writing' class in a hybrid learning community. (submitted in fulfillment of the requirements for the degree of doctor of Education). Queensland university of technology (QUT), Brisbane-Australia.
- Scanlan, C.L. (2003). University of Saskatchewan teaching and learning Centre. 82 Using Instructional Media [Web Page]. Accessed 2003 Mar. Available at: [http://www.usask.ca/tlc/utl\\_teaching\\_guide/utl\\_using\\_it.html](http://www.usask.ca/tlc/utl_teaching_guide/utl_using_it.html).
- Owusu Koranteng Seth (2009). Instructional media as a tool for ensuring quality teaching and learning for pupils in the junior high schools (selected schools in the kumasi metropolis). *Kwame Nkrumah University of Science and Technology*, Kumasi.
- Suharsimi Arikunto (2010). *prosedur Penelitian suatu pendekatan praktek*. Jakarta: PT. Rineka

Sutrisno Hadi (1965). *Methodology research*. Jakarta; Erlangga

Taiwo, S. (2009). Teachers' perception of the role of media in classroom Teaching in secondary schools. *The Turkish Online Journal of Educational Technology*.8(1).

The World Book Encyclopedia (2001).U.S.A: Onyx.

Walliman, S. R. (2005). *Your Research Project: A Step-By-Step Guide for The First-Time Researcher*, 2nd edition. London: Sage.

Titus A. Umoru (2013). Impediments to quality research in business education in nigeria tertiary institutions. *World Journal of Education*. Vol. 3, No. 6; 2013. [www.sciedu.ca/wje](http://www.sciedu.ca/wje)

## QUESTIONNAIRES

Name :  
Student id :  
Unit :

Please check (√) the most appropriate number of each statement which you feel most closely to your desired response!

**1= Strongly Disagree**

**2= Disagree**

**3= Agree**

**4= Strongly Agree**

No	Statement	Strongly agree	Agree	Disagree	Strongly disagree
1.	I find the ease in learning by using media instructional				
2.	Instructional media always have a positive impact in developing teaching-learning process				
3.	Media instructional help me to solve the problem in accepting the material in classroom				
4.	Instructional media motivated and encouraged me in teaching learning process				
5.	Instructional media make students more active in classroom				
6.	instructional media is very helpful in teaching and learning process				
7.	Instructional media makes students and lecturers easier in following the learning process				
8.	Teaching and learning process by using media instructional is more efficient and saving time				

9.	Teaching and learning process by using media instructional is more effective				
10.	The use of instructional media makes the subject less complicated and easy to understand				
11.	The explanation and example is clearer by using instructional media				
12.	My English skill improved during use instructional media				
13.	Instructional Media trained me become more independent during teaching-learning process				
14.	Instructional media is important in process of transferring the material				
15.	Learning by using visual media makes teaching and learning situations less tedious				
16.	Visual media makes learning process become more effective and liked by students				
17.	Visual media makes learning process become more interesting				
18.	Audio media makes teaching and learning situations become interesting				
19.	Audio media makes learning process become more effective and liked by students				
20.	Audio-visual media makes teaching and learning situations less tedious				

## **LIST OF INTERVIEW QUESTIONS**

1. Are the use of instructional media effective, efficient and saving time?
2. Does the use of instructional media give good impact to the progress of teaching-learning process?
3. Can instructional media train student's English skill?
4. What are types of instructional media that are preferable for you?

## REFERENCES

- Ahsan Akhtar & Rifaqat Ali (2008). Use of Media for Effective Instruction its Importance: Some Consideration. *Journal of Elementary Education*. 18(1-2) 35-4.
- Bird D. K. (2009). The use of questionnaires for acquiring information on public perception of natural hazards and risk mitigation – a review of current knowledge and practice. *Natural Hazards and Earth System Sciences*. [www.nat-hazards-earth-syst-sci.net/9/1307/2009](http://www.nat-hazards-earth-syst-sci.net/9/1307/2009).
- Deka, U. (2013). Improving the process of teaching and learning speaking through acromedia flash animation movie at the eighth grade. (Presented as partial fulfillment of the requirements to attain a *Sarjana Pendidikan* degree in English Education). Yogyakarta State University, Yogyakarta, Indonesia.
- Cameron (2015). *Mixed methods research*, Deakin University, Melbourne
- Eisner, E.W. (2002). The kind of schools we need. *Phi Delta Kappan*,
- Fraenkel, Jack R. And Wallen (2009). How to design and evaluate research in education. *New York. McGraw-Hill Companies*.
- Fraser, D. (2005, July). Professional learning in effective schools. *Leadership and Teacher Development Branch*
- Fry, H. Ketteridge, S and Marshall, S. (eds.). (2009). A handbook for teaching and learning in *higher education*. *Taylor & Francis*.
- Ghony dan Almanshur, F. (2012). *Metodelogi penelitian Kualitatif*. Yogyakarta: Ar-ruzz Media
- Umar Hassan and Usman Madugu (2015). The Imperative of Population Sampling in Social Science Research. *Global Journal of Political and Science and Administration*. Vol.3, No.3, pp.49-57.
- Kadzera, C. M., (2006). Use of instructional technologies in teacher training colleges, Malawi. (PHD Dissertation) in Virginia Polytechnic Institute and State University, Blacksburg, Virginia
- Kudu, C. & Tutu, D. C. (2004). *Educational Psychology*. New Delhi: Sterling.

- Kuntjojo (2009). Metode penelitian. Kediri: Universitas Nusantara PGRI.Lungan, R. 2006. *Aplikasi Statistika dan Hitung Peluang* . Yogyakarta: Penerbit Graha Ilmu
- Dieudonné Leclercq and Marianne Poumay (2005). The 8 learning events model and its principles. University of Liège, available at <http://www.labset.net/media/prod/8LEM.pdf>
- Hussain Ahmed Liton (2015). Examining Students' Perception & Efficacy of Using Technology in Teaching English. *International Journal of Education and Information Technology*. Vol. 1, No. 1, 2015, pp. 11-19. <http://www.publicscienceframework.org/journal/ijeit>
- Ngure G, Begi ., Kimani E. & Mweru M. (2014). Utilization of instructional media for quality training in pre-primary school teacher training colleges In Nairobi County, Kenya. *Researchjournali's Journal of Education*. 2(7) [www.researchjournali.com](http://www.researchjournali.com)
- Matthew C. Nwike and Onyejebu Catherine (2013). Effects of use of instructional materials on students cognitive achievement in agricultural science. *Journal of Educational and Social Research*.3 (5).
- Eunice Rugut and Jesse Role (2013). Teachers and students perceptions on the utilization of educational media in teaching and learning history and government in secondary schools in kenya. *International Journal of Science and Research (IJSR)*. ISSN (Online): 2319-7064.
- Santoso, A. (2010). Scaffolding an EFL 'effective writing' class in a hybrid learning community. (submitted in fulfillment of the requirements for the degree of doctor of Education). Queensland university of technology (QUT), Brisbane-Australia.
- Scanlan, C.L. (2003). University of Saskatchewan teaching and learning Centre. 82 Using Instructional Media [Web Page]. Accessed 2003 Mar. Available at: [http://www.usask.ca/tlc/utl\\_teaching\\_guide/utl\\_using\\_it.html](http://www.usask.ca/tlc/utl_teaching_guide/utl_using_it.html).
- Owusu Koranteng Seth (2009). Instructional media as a tool for ensuring quality teaching and learning for pupils in the junior high schools (selected schools in the kumasi metropolis). *Kwame Nkrumah University of Science and Technology*, Kumasi.
- Suharsimi Arikunto (2010). *prosedur Penelitian suatu pendekatan praktek*. Jakarta: PT. Rineka

Sutrisno Hadi (1965). *Methodology research*. Jakarta; Erlangga

Taiwo, S. (2009). Teachers' perception of the role of media in classroom Teaching in secondary schools. *The Turkish Online Journal of Educational Technology*.8(1).

The World Book Encyclopedia (2001).U.S.A: Onyx.

Walliman, S. R. (2005). *Your Research Project: A Step-By-Step Guide for The First-Time Researcher*, 2nd edition. London: Sage.

Titus A. Umoru (2013). Impediments to quality research in business education in nigeria tertiary institutions. *World Journal of Education*. Vol. 3, No. 6; 2013. [www.sciedu.ca/wje](http://www.sciedu.ca/wje)