# TEACHERS' AND STUDENTS' VIEWS ON EFFECTIVE APPLICATION OF INTERACTIVE MULTIMEDIA IN TEACHING ENGLISH

**THESIS**

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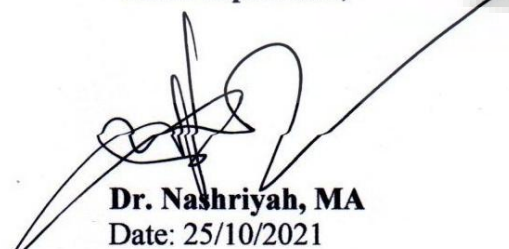the requirements for Sarjana Degree (S-1) On Teacher Education

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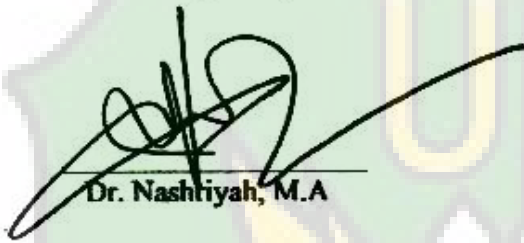for the Bachelor Degree of Education in English Language Teaching

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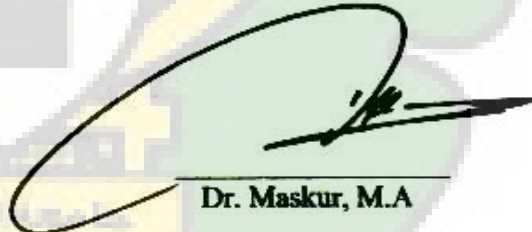Member,                                              Member,

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# SURAT PERNYATAAN KEASLIAN

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**Teachers' and students' Views on Effective Application of Interactive Multimedia in Teaching English** adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 25 October 2021
Saya yang membuat Pernyataan,

Mulyadi

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# ABSTRACT

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Thesis Title   : Teachers' and students' Views On Effective Application Of Interactive Multimedia In Teaching English.
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This research was conducted to find out teachers' and students' views on the practical application of interactive multimedia in teaching English during COVID 19, the obstacles faced by teachers in using interactive multimedia during virtual learning during COVID, and students' perception of interactive multimedia in teaching English used by the teacher. During COVID 19. The research design used in this study is a mixed-method using interviews and questionnaires. Based on the study results, it was found that the use of multimedia helped teachers in the teaching and learning process but was less effective because many students did not participate actively during the teaching and learning process. In addition, teachers also find it challenging to teach four English skills. This is due to the lack of teacher references in using the media. Then the students also thought that learning to use the media was more dancing and made them appear more. However, not all students agree that learning to use multimedia makes it easier to understand the material than the face-to-face learning process.

# TABLE OF CONTENTS

## CHAPTER I

## INTRODUCTION

### A. Backgrounds of the Study

The development of technology is progressing very rapidly in recent decades including education. Today's education demands more creative and innovative methods in delivering learning, including in English Language lessons. Moreover, there are some problems in teaching and learning process such as the teachers are less of experienced using technology in teaching, the teachers are lack of personality competence, the learning activities in the classroom is poor, the students do not dare and have no motivation to ask and share their opinion, the methods and learning media is not appropriate, the material is not authentic and overly difficult, students and teachers are lack of interaction, or even the students are lack of concentration in class (Hossain, 2018; Khajloo, 2013). Those problems make the learning process in the classroom monotonous and few students feel bored so that the students' learning activity cannot be gained optimally.

Other difficulties in applying multimedia into teaching come from the preparation of the multimedia and utilizing the multimedia itself. This is in line with *Asnadi, Ratminingsih, and Myartawan (2018)* who revealed that there are several problems with this action. Teachers were limited in using teaching media especially ICT, consequently, in designing the activity, mostly teachers use conventional methods in which textbook oriented learning is the common one. As a result, students tend to get bored instead of actively involved in language

1

learning, especially English language learning. This has led students' learning motivation and learning achievement to low.

The application of direct interactive media experiences many obstacles, especially having to do it online. Nowadays, the world is facing serious problems with the COVID 19 pandemic which has changed almost all aspects of life, including education. The difficulty of handling the outbreak so that it does not spread wider has led world leaders to develop super serious rules so that the chain of the spread of COVID-19 can be broken. Limitation of social and physical distance is a recommendation to be implemented by every country (World Health Organization, 2019). This policy has an impact on limiting face-to-face schools in Indonesia from early childhood to tertiary education (Government Regulation of the Republic of Indonesia No. 21, 2020). Changes in this learning system then make schools implement virtual learning. The implementation of virtual learning schools is a very appropriate effort to limit social distance to reduce prolonged cases of Covid-19. However, this application also has many limitations, especially with very sudden preparations. With this policy, many schools feel unprepared for the application of virtual learning, including the teachers. Rasmitadila (2020) said that the application of online learning faces many challenges in its application, especially in facilities. Some of the challenges faced, such as the availability of the internet where the internet signal is still not good, smartphones or laptops that not all students have, and the ability of teachers to use technology for virtual learning is still very less proficient.

Some previous studies have been conducted. The first, Wibowo, Sunyono, and Rudibyani (2019) found that the study showed that the teachers'

perception of learning using interactive multimedia in the aspect of implementation was low category, because teachers still use books and student's worksheets. Teachers' perceptions of scientific literacy aspects are low, but teachers have tried to apply them in learning. Furthermore, teachers' perceptions of students' self-efficacy in the category "medium". Students' perceptions for aspects of learning using Multimedia interactive (MMI) and scientific literacy were still low, but one aspect of student's self-efficacy in the "high" category. Then, the percentage of students' requirements of using MMI in learning is in the "high" category. It can be concluded that using MMI to improve student's science literacy and student's self-efficacy.

The second, Tiarasari, Sukarno, and Sarwanto (2018) showed that there were many teachers who use interactive multimedia in learning in the class so that student learning interest is low. Therefore, the conclusions based on literature review an alternative effort to improve the use of innovative learning media is to create interactive multimedia on learning. The last previous study by Momennasab, Alimohammadi, Hosseiny, and Maghrei (2018) found that There was no significant difference between the intervention and control groups regarding the pre- and post-test knowledge and attitude mean scores. However, posttest mean scores of knowledge and attitude showed a significant increase in the two groups. Therefore, Interactive multimedia, similar to booklets, could enhance teachers' knowledge and improve their attitudes toward the prevention of health-risk behaviors.

There are some differences between the previous study and the research such as the sample of the study which is taken from different schools and the

instruments. Then, the last difference is in terms of the focus and also scope of study. In this research, the researcher intends to focus on the teachers' view in using interactive multimedia in the classroom during COVID 19 conditions. Based on the explanation, the researcher had in mind to do this study with the title **"Teachers' and Students' Views on Effective Application of Interactive Multimedia in Teaching English"** since the researcher wants to know the teachers' and students' perspective in applying interactive multimedia effectively during virtual learning.

## B. Research Question

Regarding to the background study as well as previous studies above, the researcher formulated the statement of the problem, as follows:

1. How are teachers' views on effective application of interactive multimedia in teaching English during COVID 19?

2. What are the obstacles faced by teachers in using interactive multimedia during virtual learning during COVID 19?

3. What are the students' views of interactive multimedia in teaching English used by the teacher during COVID 19?

## C. Objective of the Study

Based on the research problems above, the researcher had in mind to conduct this research with the purpose;

1. To figure out teachers' views on effective application of interactive multimedia in teaching English.

2.  To find out teachers' obstacles in using interactive multimedia during virtual learning.

3.  To figure out students' views of interactive multimedia in teaching English used by the teacher during COVID 19?

**D. Significance of the Study**

The results of this study are expected to give some beneficial for some parties, such as:

1.  Theoretically, the findings of this research are expected to give contribution to education especially for adding the knowledge about the effective application of interactive multimedia in teaching and learning processes. So that, those will help the readers more understand in applying appropriate interactive multimedia in teaching and also consider what should be done and what should be avoided in implementing the multimedia that makes it effective in the classroom.

2.  Practically

    a.  For further researchers

       It can also be a reference for the further researchers who want to conduct a study on similar topics. In this case, it can also motivate the further researcher in doing the research related to the interactive multimedia in English teaching like implementing the multimedia in the classroom or developing the interactive multimedia for enhancing students' learning motivation and so on. So that it can give more information about education, especially in teaching.

b. For teachers

This present study can be used as a reference for the teacher in effectively applying interactive multimedia in teaching English. The teachers also should find and choose the appropriate multimedia that is brought into the English classroom so that the learning objectives still can be gained optimally although they are in online learning.

## E. Terminology

Based on the background study and some previous studies, teaching English needs some improvement in order to make the classroom atmosphere more interesting and also fun. The improvement is not only for the teachers but also for the teaching and learning requirements such as teaching method, teaching technique, teaching media and so on. In this modern era, the teacher can combine their media with technology since technology also gives a big contribution to education. One of the combinations is interactive multimedia which consists of audio, video, animations, graphic, images, and so on.

Implementing interactive multimedia in the classroom also has some contradictions, since the use of interactive multimedia can help both the teachers and also the students in obtaining the learning goals. In this case, the teachers will be helped by multimedia in delivering their material so the students can easily understand it. However, applying interactive multimedia is not as easy as the teachers think. The teachers also get some trouble in using the interactive multimedia if they do not have enough experience with technology or even the schools do not provide good facilities enough. Therefore, this study wants to

know the teachers' view toward the implementation of interactive multimedia in the classroom, especially in teaching English.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## A. Teaching English

There are many kinds of language that are used to communicate. One of them is English. English as an International Language has to be learned by people in the world. English as a foreign language is nowadays more a commodity than an advantage. As a global language it develops very fast and it is both studied and used everywhere in the world as an official language, a second or a foreign language. What people or children study in the classroom or at home can hardly be qualified as the language spoken by natives. So that's why English should be taught in early hood since it can be very beneficial for humans especially in facing the modern era.

Furthermore, teaching English plays an important role in position and success as foreign language. Students generally find only a small amount of English inside and outside the classroom because English is not used for teaching the language in the classroom, or as a communication tool during social interaction. It has been an important issue in countries where English is not their first language, so learning a second language is difficult for L2 learners because they cannot speak English in real life situations, because they should learn sentences in textbooks not in a real environment. Therefore, teachers should

always look for useful media to reduce the difficulties of teaching English language (Long, 1969; and Chen, 2007), and they have to deal with many challenges and often have questions about the best ways to teach.

As it is known that teaching and learning are a complex yet necessary activity in which it is the process of transferring knowledge from the teacher to students. Teachers need to provide students with lessons that are not only well-structured but also interesting and enjoyable, as students who are interested enjoy what they are studying and so it will make better progress in students; learning. Furthermore, there are also other matters that could affect the teaching learning process, such as the material, teaching media, method of presenting material, classroom organization, students" motivation, etc. Various factors affect the classroom teaching and learning process, one of which is teaching media.

From the elaboration above, the researcher concluded that in the teaching and learning process, especially in teaching English, the teacher has to use the appropriate media that can help both the teacher and students do the learning process well. Besides, the teacher holds a big role during the learning process. So through selecting the best media for teaching and learning process, the teacher will be helped in explaining the material, managing the class via online, controlling the students' work, and also assessing the students' understanding of material.

## B. Teaching Media

Media is every tool to convey information or messages from one place to another place. In teaching, the learning process also uses media to make the process run effectively and interesting. Generally, teaching means all tools which may be used by a teacher to deliver teaching material to students in the teaching learning process to reach certain learning goals. According to Silmi (2017), Teaching media helps teachers in conducting teaching and learning activity in the class. It makes teaching easier in delivering knowledge during the teaching process. However, before using the media, the teachers should know whether the media is useful or not.

The teachers should choose the media that will be used in teaching and learning based on material needs in order to reach the goal of learning. Moreover, the media offers positive contributions towards the teaching and learning process. Nowadays, there are many kinds of media that can be used in the teaching and learning process. According to Arsyad (2015), there are six categories of teaching media such as human media, printed media, audio media, visual media, audio-visual media, and multimedia. Those six categories of media can be used in teaching and learning process especially in a scope of English teaching and learning process. Human media is also part of teaching media. In addition, Sukmahidayanti (2015) also revealed that there are several types of instructional media that can be utilized in teaching English to young learners. The classification of instructional media is used as the reference of the instructional media types are

realia; pictures; course book; boards; OHP; flipcharts; and computer based-technology.

It is clear to clarify that the media is one of the means that help and support the teachers in delivering their lesson during the teaching and learning process. However, teaching English is not as easy as we think, so by implementing media in the classroom, both the teacher and the students will not get bored during the learning process and the learning goal can be gained optimally. In this study, the researcher focuses on the media which is integrated with technology since the use of technology in this modern era has a big impact on the success of education.

## C. Interactive Multimedia

### 1. Definition of interactive multimedia

Media and technology also affect education. In the present example, the computer has a very strong influence on the learning setting. The tools are high-tech and offer the possibility of a better teaching and learning process. The role of teachers and students obviously has changed because of the influence of media and technology. In other words, by the development of technology, all kinds of teaching media can be used at the same time through one tool called multimedia. Multimedia is a combination from some media, so can make teaching learning more interactive, effective, efficient, and interesting. It is in line with Faridah, Irianti, and Fachriyani (2020) stated that multimedia is a combination of some elements of media. Multimedia is very important for the teacher to help students

in understanding English as a foreign language in the teaching and learning process.

Furthermore, one type of media that is capable of displaying visuals with text, pictures, audio, video and animation is interactive multimedia. According to Cyril (2016), multimedia is also interactive; it enables both the student and the teacher to control the content flow of information. The purported strengths of ICT, multimedia technology has made multimedia instruction possible in audio files, video or both files. In other words, multimedia can be expressed as a unity between various media such as text, audio and images. Interactive multimedia is equipped with a controller and can be operated by the user, so the user can choose what you want for the next process (Daryanto, 2015).

Ismah and Riski (2016) also defined that interactive multimedia is any package of materials that includes some combination of texts, graphics, still images, animation, video, and audio. It, for instance, has the potential in transforming traditional classrooms into a world of unlimited imaginary environments. It also empowers the educational process by means of increased interaction between teachers and the students. The utilization of technology in instructional media development has an important role in the increase of the quality of teaching and learning achievements of students. The application of multimedia technology in instructional media development is able to integrate aspects of knowledge and skills. The success of multimedia technology has revolutionized teaching and learning methods (Rejandra and Sudana, 2017).

Indeed, as it is known that interactive learning multimedia is a media that arranges and involves the multimedia elements such as texts, graphics, animation, video, audio, and also link interactive that can increase the student's interaction with the media. Furthermore, interactive multimedia has a big potential to stimulate the students in order to give the positive response toward the learning material given by the teacher. In using media, the teacher should consider choosing the appropriate media that make the learning process in the classroom run well and interactively.

2. **Kinds of interactive multimedia application**

In terms of education, multimedia is usually referred to as technological teaching aids that can be applied during the teaching and learning process. There are many kinds of multimedia that can support the teaching and learning process, such as animation, video, film, graphics, text, etc. According to Farida, Irianti, and Fachriyani (2020) there are several kinds of multimedia that can be used by the teachers in the classroom such as PowerPoint, YouTube Videos, Podcast, Canva, PowToon, Picture, CALL, MALL, Digital Comic, Song, PowToon, and Movie as the solution to make the learning process more interesting and enhance the students' language pedagogy.

Furthermore, Sutopo (2003) stated that multimedia consists of several elements, as follows:

a. Texts

A text is a kind of data that is easy to save and to control. Texts could be in the forms of words, letters, or narrations in multimedia. It can be combined to make an interactive and dynamic instruction.

b. Graphics

Graphics are written symbols and images. The reason for implementing graphics in the presentation of multimedia is that the graphics have more interesting images. They will attract students' attention and give them motivation.

c. Images

Images are visual symbols that are used to explain data or information. Pictures will make better images or visualizations of the instruction materials.

d. Audios

Audios can be voice, natural sounds, music, and sound effects. This can stimulate the students' motivation in learning.

e. Videos

Videos are pictures that appear one after another sufficiently rapidly to give the illusion of continuous motion. The presented video can also improve students' interest in learning. The movement stimulation from a series of pictures in the layer that makes a visual effect on the screen, called as animations, is the same type of video.

To sum up, there are many kinds of multimedia such as texts, graphics, images, audios, and videos. The aim of those kinds is to make multimedia interesting. Texts can be in the forms of words, letters, or narrations that are easy to save and to control. Pictures can be in the forms of illustrations, graphics, maps, photos, etc. Pictures or graphics make the presentation interesting and easy to understand. Sounds can be in the forms of music, narrations or special effects. Animations are used to explain an illustration. Therefore, it can be easy to understand.

**D. Advantages and disadvantages of interactive multimedia application**

Applying interactive multimedia in the classroom has some advantages as well as disadvantages for both teachers and students. One of the benefits of using interactive multimedia can make the teaching-learning process effective, flexible and interesting. The students will also be motivated to learn. Moreover, the students have a chance to learn independently. According to Diartono (2008), through multimedia, the teachers could present the information in an innovative manner and motivate the students to learn quickly. Delivering the topic using multiple media could be more effective than doing it through a single medium.

Furthermore, Cairncross and Mannion (2014) also stated that multimedia can bring a number of advantages to education. The key features of multiple media, user control over the delivery of information and interactivity can help learners come to a deeper understanding through

a. Supporting conceptualization and contextualization of the new material being presented;

b. Actively involving the learner in the learning process;

c. Promoting internal reflection.

Furthermore, dialogue between learners and teachers can be supported through combining interactive multimedia with communications technology.

Some advantages of using interactive multimedia in learning also stated by Silaban and Tanjung (2015) such as the teaching and learning process has more learning system and becomes more innovative and interactive, the teacher will always be required to be innovative in seeking a breakthrough creative learning, they are also able to combine text, pictures, audio, music, animated images or video in a unity of mutual support in order to achieve learning goals, the learners' motivation can increase during the learning process to obtain the desired learning objectives, the students are also able to visualize the material which has been hard to be explained merely by an explanation or a conventional props, and the learners will be more independent in gaining knowledge.

It is true that multimedia has many advantages in English teaching, such as offering more information, saving more time, stimulating students' imagination and creativity, and so on. Although multimedia has many advantages, some scholars suggested that it should not be used blindly (Zhen, 2016), since applying multimedia also gives bad impact to the students if the teachers are technologically inexperienced, lack of control over the technology, will find this task uncomfortable and troublesome. As a result, the teaching becomes inefficient

and bothers both the teacher and students. Problems could occur not only from the teacher but also the students; some students may use their time to chat among others while the teacher explains using multimedia.

It can be concluded that using interactive multimedia can help the teachers in delivering the material during the learning process. It also helps the students in easily understanding the material, be independent learners, and also, they will not get bored in the classroom since the use of interactive multimedia makes the teaching and learning process in the classroom more fun and interactive. Meanwhile, if the teachers lack experience in using technology, the teachers will not be able to choose the appropriate multimedia that makes the students not get what should they do with the multimedia since the teachers use inappropriate multimedia in the classroom. Besides, the teachers also will have difficulties in using multimedia because of their lack of experience. So, it is suggested for the teachers to have ability in operating multimedia as well as implementing it.

**E.  Teachers' and Students' Views**

The teachers' views are a thought of using something based on their experience, for instance, the teachers' views toward interactive multimedia are based on their experience in using technology in the classroom. In order to know the teachers' views there are some studies that had already been conducted in some occasions such as Cheng (2018) who stated that teachers' attitudes and confidence towards the use of digital tools in teaching can be influenced positively by appropriate technology training and support from the school. It also

demonstrates that teachers' confidence regarding the use of digital tools is significantly related to their digital literacy. It means that the use of media technology in the classroom has a positive response from the teachers since the teachers can be easier in explaining the material.

Furthermore, Safitry, et al (2015) also revealed that the teachers have a positive perspective towards applying ICT in their classrooms, even though they lack technical sup-port from the schools and lack ICT proficiency. In addition, Mahmud and Noor (2011) pointed out that the multimedia application can assist in the process of teaching in the classroom to be more flexible and effective. Moreover, multimedia software can be manipulated in order to diversify the teachers' teaching methods in order to attract the students and enhance their motivation towards literature. It means that multimedia application helps the teaching and learning process in the classroom so that it can be inferred that it gets a positive view from both students and teachers.

However, Wibowo, Sunyono, and Rudibyani (2020) have a different point of view in which the teachers' perception of learning using interactive multimedia in the aspect of the implementation was a low category because teachers still use books and student's worksheets. It means that not all the teachers are comfortable in using interactive multimedia since they are used to using books as a source and assessment tools.

In short, using interactive multimedia in the classroom gets different responses from some teachers. Those think that implementing interactive multimedia in the classroom can make the teaching and learning process run well

and more effective. It is because interactive multimedia helps them in giving the materials as well as the test. Besides, by implementing interactive multimedia, the teachers can create a fun and interesting classroom atmosphere so that it helps them to attract the students' interest as well as motivation in learning, especially in learning English. However, those who have less experience in operating technology will have trouble implementing interactive multimedia, since they prefer to use books and worksheets rather than multimedia which provides more sources. In addition, the teachers even can choose inappropriate multimedia that make their students confused in learning because of their less knowledge about kinds of interactive multimedia. Therefore, this study tends to investigate whether the implementation of interactive multimedia gets a positive or negative response from the teachers, especially in teaching English.

## F. Previous Study

Some previous studies have been conducted. First, Hasanah, Yufiarti, and Astra in analysis of the need for interactive multimedia development based on inquiry training on science learning in the pandemic period (2021) found that from interview analysis, there are limitations to the media that teachers provide to students in science learning during this pandemic. While the results of the questionnaire analysis of student needs show that 1) the teaching media needed by students is interactive multimedia and 2) the material needed by students is the digestive and respiratory systems in humans, as well as the reproductive and circulatory systems in humans.

The second, Prabawati in the students' perception of the online media used by teachers in learning English (2020) stated that the kinds of the online media used by teachers when learning English were Google classroom, Youtube, Google form and WhatsApp (WA). The researcher also gave some positive perception toward the online media used by teacher in learning english that is : The media help students to understand about the lesson easily and add insight and references, Increase students' motivation and interest in the learning, learning is more interesting, fun, relaxed and not boring, prevend and decide the spread of Covid-19 and effective, efficient and saving time. Whereas there were also some negative perceptions toward the online media used by teachers in learning English, that is : lack of understanding or difficulty in understanding the material and doing the assignment given by the teacher, boring and less fun and ineffective, inefficient and not saving time.

The third, Hazaymeh (2020) found that the result indicated few drawbacks of online distance learning due to technical problems and the lack of physical interactions. The results suggested that instructors should be aware of the effectiveness of digital technologies as instructional method for empowering their students to achieve ISTE standards within online EFL classroom

The fourth, Tiarasari, Sukarno, and Sarwanto (2018) showed that there were many teachers who use interactive multimedia in learning in the class so that student learning interest is low. Therefore, the conclusions based on literature review an alternative effort to improve the use of innovative learning media is to create interactive multimedia on learning.

The last previous study by Momennasab, Alimohammadi, Hosseiny, and Maghrei (2018) found that There was no significant difference between the intervention and control groups regarding the pre- and post-test knowledge and attitude mean scores. However, posttest mean scores of knowledge and attitude showed a significant increase in the two groups. Therefore, Interactive multimedia, similar to booklets, could enhance teachers' knowledge and improve their attitudes toward the prevention of health-risk behaviors.

## G. BDR Application

BDR is an application made personally by the SMA 4 Banda Aceh school. The abbreviation of BDR is Learning from home. This application was created to facilitate the teaching and learning process during the covid pandemic that has occurred since March 2020 until September 2021. Similar to other learning applications, BDR has several features that can facilitate the teaching and learning process. The feature consists of a list of subjects, homepage, activities, meetings, and discussion forums. In this application there is already a list of subjects that are being taken by students along with complete material in accordance with the guidebook used. Then there are also several activities such as practice questions, quizzes, and exams. students can also upload assignments given by the teacher through this application. But like the web in general, this application has not been able to conduct online meetings during the learning process so it is only able to carry out academic activities.

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Research Design

This research aims to see how English teachers apply interactive media during online learning. In conducting this research, researchers used a mix method to collect data. The method can be used in responding to relational questions of variables within the research. Creswell (2009) stated that the mixed method is the procedure of research for collecting, analyzing and mixing quantitative and qualitative data. In this research, the researcher collected numerical information by using questionnaire and interview.

There were two kinds of instruments in this research such as questionnaire sheets and interview sheets. First, to answer research questions number one and two, the researcher used interviews to gain the data. Interview is also called as the dialogue done by the interviewer and interviewee (Arikunto, 2010). Furthermore, Schostak (2006) added that interviews are extended conversations to get in-depth information about a particular topic or subject, and through which phenomena can occur and be interpreted in the sense of meaning carried by the person being interviewed. The interview design and the expression of questions will affect the depth and freedom of the subject in response. Several interviews encourage long and detailed reports while others are designed to obtain a short and specific response.

In this case, the interview was used to substantiate the data of the teacher about their perspective of using interactive multimedia effectively in teaching English. It consisted of seven questions about interactive multimedia that are commonly used during teaching English. This interview was done in the middle of a pandemic, so the researcher provided an offline interview. This interview was conducted to get an oral response from English teachers. Furthermore, the researcher only takes two teachers to represent the whole sample about their views of using interactive multimedia in teaching English. The two teachers teach English for second grade where the class design focused on teaching four English skills. By having an interview, the researcher obtained the accurate response and information about the strategies used in online teaching and learning.

Second, to answer research question number three, the researcher used a questionnaire to gain the data. The questionnaire is about Survey in schools: ICT and education, funded by the European Commission that focused on access to and use of information and communication technologies (ICT) in teaching and learning, as well as on attitudes towards the use of ICT in teaching and learning. This questionnaire addressed to teachers seeks information about the target class, your experience using ICT for teaching, access to ICT infrastructure, support available, ICT based activities and material used, obstacles to the use of ICT in teaching, learning activities with the target class, your skills and attitudes to ICT, and some personal background information. The questionnaire also belonged to interactive multimedia that was used during teaching English. The questionnaire was provided to all students in second grade in order to know their views on using

interactive multimedia applications that were used by the teacher in teaching English especially in the pandemic era.

## B. Research participants and sites

The research was conducted at SMAN 4 Banda Aceh. The school is one of the Superior Public High Schools in Aceh Province, Indonesia. This school is located at Jalan T. Panglima Nyak Makam No.19, Kota Baru, Kec. Kuta Alam, Banda Aceh City, Aceh. The school was chosen since the teachers often use interactive media during learning and teaching. In this study, The participants in this study were two English teacher from total three English teachers .

## C. Method of data collection

### 1. Interview

To answer the research question number 1 and 2, the researcher used the interview to gain the data. There were 2 participants whose English teachers would be interviewed by the researcher. The researcher asked the participant to answer 7 open ended questions which related to the data that the researcher needed. The interview was conducted offline and was recorded to gain the data.

### 2. Questionnaire

To answer research question number 3, the researcher used a questionnaire to gain the data. The questionnaire sheet is provided to SMA 4 Students grade second to know the student's perception on interactive multimedia in teaching English used by the teacher. The questionnaire

used a four-point Likert scale format ranging from 4 'strongly agrees' to 1 'strongly disagree'. To avoid the misunderstanding, the questionnaire was written in Bahasa. Then, participants were asked to check the statements carefully and read them thoroughly. The participants were given 10 questions related to students' perception on interactive multimedia in teaching. Thus, the data transferred to the sheet and analyzed it statistically to see the percentage of each question.

D.  **Method of Data Analysis**

1.  **Data analysis technique for interview**

The researcher conducted an offline interview. After getting the recording, the researcher transcribes the audio into data. Then, the data was analyzed in a descriptive way. Finally, the researcher drew a conclusion.

2.  **Data analysis technique for questionnaire**

The data was analyzed by classifying students' response toward every statement of the questionnaire into a table. The researcher transformed the responses into tables based on the highest to the lowest responses. The scoring of the data used the following formula.

1 = SD, if the respondents strongly disagree with the statement

2 = D, if the respondents disagree with the statement

3 = A, if the respondents agree with the statement

4 = SA, if the respondents strongly agree with the statement

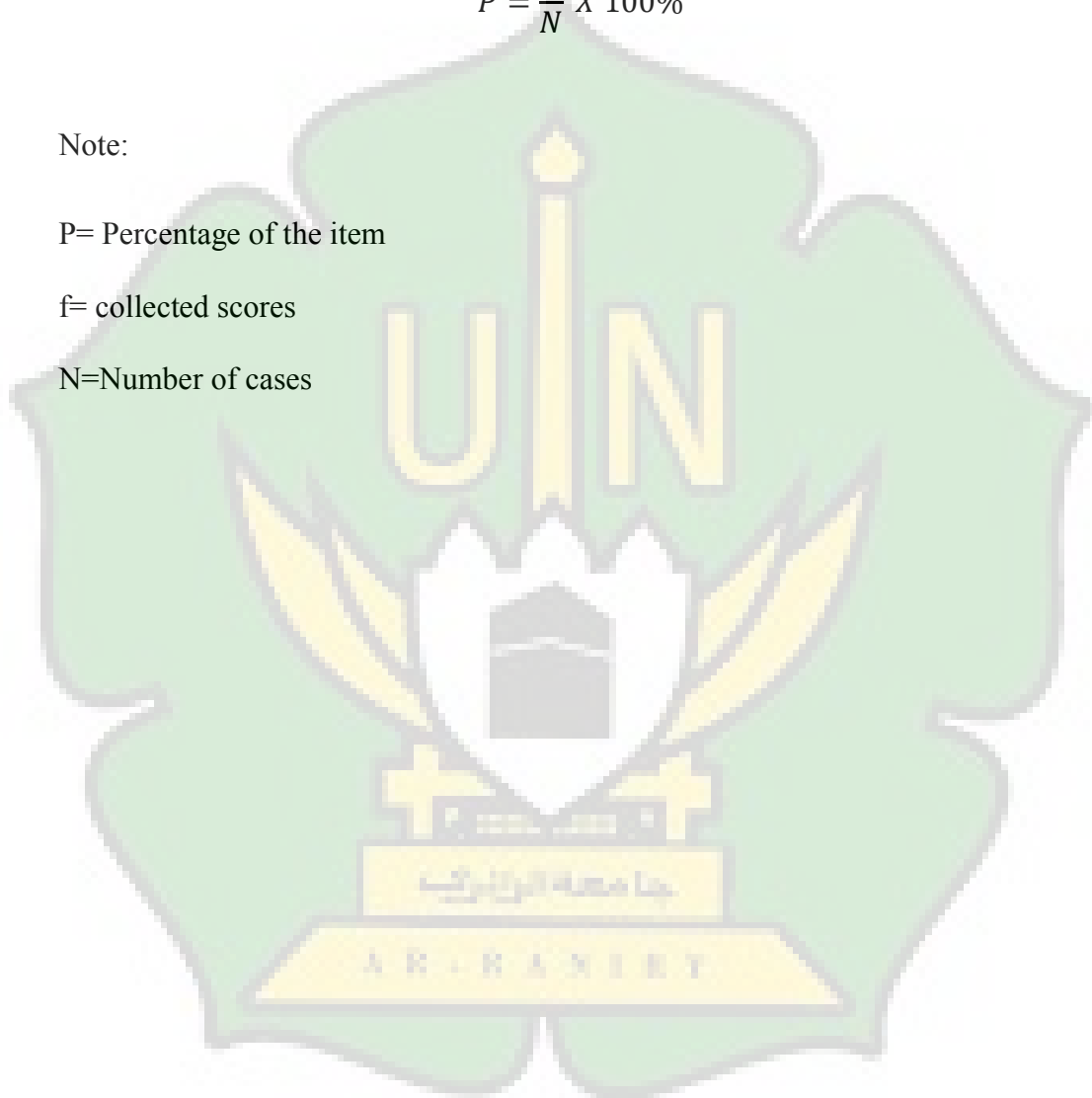The data were analyzed by calculating the percentage by using the formula below:

$$P = \frac{F}{N} \ X \ 100\%$$

Note:

P= Percentage of the item

f= collected scores

N=Number of cases

# CHAPTER IV

# RESULTS AND DISCUSSION

## A. Result

### 1. The Analysis of Interview

To answer research questions number one and two, the researcher used the interview method to obtain data. The interview was conducted on two English teachers with the result that the interview duration was eight minutes. Each teacher was given seven interview questions. From these questions, the researchers obtained data on the effectiveness of the media in learning English during covid 19 and the difficulties faced by each teacher. The results of his research are as follows:

#### a. The used of Media

During the COVID-19 pandemic, all school activities are carried out online using several media or applications. Each school has its policy regarding the use of the media. Some are through commercial applications, and some make specific applications. In general, available media or applications such as; google meet, zoom, Ruangguru, quipper school, Duolingo, and others. However, SMA 4 Banda Aceh uses several media or applications; zoom meeting, google classroom, and quipper.. At the beginning of the online school policy, the school created an online learning application called BDR. In this application, the teacher is more required to create learning materials, and then the students upload the

assignments given by the teacher on the page provided. However, in the second semester, the school uses media such as Google Meet and Quipper School.

This is supported by the statement of subject A which states that:

*"Alhamdullilah, yes, like it or not, we have to use the media because we cannot face children. In the first semester of last year, at the beginning of the full pandemic, the school did not work; we used an application made by the school whose name, if I am not mistaken the name is BDR, which stands for Learning From Home, so it is an application designed by school operators, which can We use it for our children to share materials. The children also send assignments through it."*

Then Subject B also added;

*"Through G-Meet, Google Meet, yes, we can immediately see the children's faces, even virtual ones. There I also use Google Meet. Then yesterday we used Quipper School too, it was paid, so it was not long before we used Quipper School, so we went back to BDR."*

Based on the statement, the two subjects stated that the school had used applications or media during online learning imposed by the government since the beginning of the pandemic.

b. The use of media in teaching four English skills

In teaching English, four skills must be taught by the teacher. Following the existing curriculum, each learning topic must involve four

English skills: speaking, listening, writing, and reading. When schools are face-to-face, teaching these four skills is easier to do than during a pandemic. Due to several factors, one of which is teachers' limited knowledge in making online learning more attractive and research subjects only use the media as a learning process tool. In teaching these four skills, teachers still apply the same methods as when face-to-face schools such as; when teaching reading material, the teacher only asks students to read the text on the screen; when writing skills, the teacher only gives assignments and then collects them by uploading the assignment on a predetermined page; when listening, the teacher only plays audio and asks students to answer questions; then the teachers very rarely teach speaking skills because they are considered difficult to teach online.

As Subject A said that;

*"I only gave them a conversation video then I asked them to respond to it. Just only it. Then in reading, I asked him/her to read the text on the screen or in their textbook. I only listened to what he/she read. Only it, so, all the skills could not be optimized. Much speech. While offline we can work together but online it is difficult to work together. Little bit of noise. We could not hear each other."*

Then Subject B stated that;

*"If listening can still use BDR, for speaking, I use Google Meet. If reading and speaking can be in Google Meet, writing and listening can be in BDR."*

c. The obstacles

The policy regarding online schools was decided suddenly by the government so that many parties were not ready to implement this policy which then led to suboptimal results in the learning process. Some of the causative factors are; First, many teachers have shared knowledge about technology in the teaching and learning process. Teachers have difficulty operating technology such as laptops and have difficulty implementing attractive learning systems during online learning. Second, the participation of students is meager such as; students log in to the media or application that is used, and then they do not participate in the teaching and learning process. Third, an inadequate network makes the learning process ineffective. Finally, students' low motivation in participating in the teaching and learning process such as; students are often late in submitting assignments.

As subject A said that:

*"Like earlier, he came in and fell asleep again; when I called his name, he did not get any responses like that. He opened it, logged in, and continued to sleep. Thank God it was discovered, because when I asked a one-by-one question, he got his name even though there were 30-how many children whose name was mentioned, there was no response, why was this, they kept on chatting with their friends, right, they called or what was new woke up with his face, I saw him coming in from the first he entered but then disappeared, that is just how it is."*

Then Subject B added;

*"It turns out that there are still children who gathered a week later, he just got together, we came back again to open semester one yesterday, checked again, so I said I was tired there, we continue to monitor how many children have not gathered, we will make it again Announcements in class A, person B has not collected the first meeting assignment, please if the package is filled, please make an assignment that you have not collected so I am monitored, even though Si-A has not why ask again. That is where he is in trouble."*

d. The Effectiveness of media and applications in learning.

In the current COVID-19 pandemic situation, the government's online school policy is the right decision. This is done to suppress the massive spread of the virus and is also part of efforts to save the community. The use of media or applications is undoubtedly beneficial for teachers and students in continuing the learning process. Learning can still be carried out, and students can still do their assignments.

As Subject A said that;

*"Easy, very easy. As long as we want to learn, if at first, it may be difficult, we ask those who can, those who already understand, God willing, they will be informed and God willing, it will be easy in the future, as long as you want to. I want to ask."*

Meanwhile, Subject B said that;

.

*"It is easy; it is effortless. We just came back earlier. We wanted to check material A. Today we wanted to gather all of this, it turns out that there are still children who gathered a week later, he just got together, we went back to open the first semester yesterday, checked again, so I said I was tired there."*

Learning using media or applications had many obstacles that made learning ineffective. Although the use of media or applications helps school parties to continue the learning process in a pandemic situation, this also presents many obstacles

**2. The Analyses of Questionnaire**

To obtain data on students' perceptions of the use of media or applications during the COVID-19 pandemic, researchers used a questionnaire to obtain data. Questionnaires were given to students using a Google form whose link was distributed to them. Twenty-two respondents gave responses to this questionnaire.

a. The learning media used by the English teacher is fun
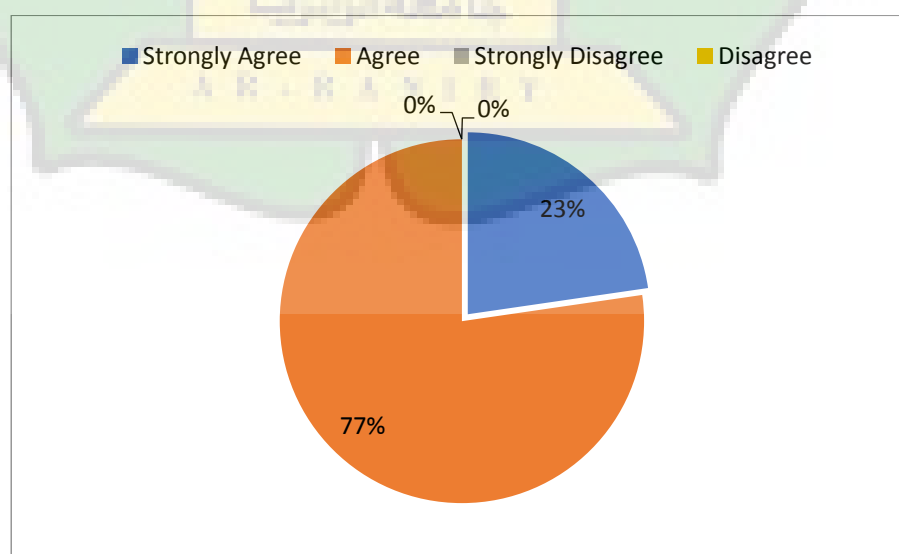
The graph above explains that students agree that the learning media used by the English teacher is fun. This is evidenced by the percentage of 77% of the 22 respondents. This means that 17 students answered agree while 5 students strongly agreed. Overall, media use in the teaching and learning process brings a pleasant atmosphere for students, especially those who have to do online learning.

b. Teaching with the media is more fun than normal teaching.
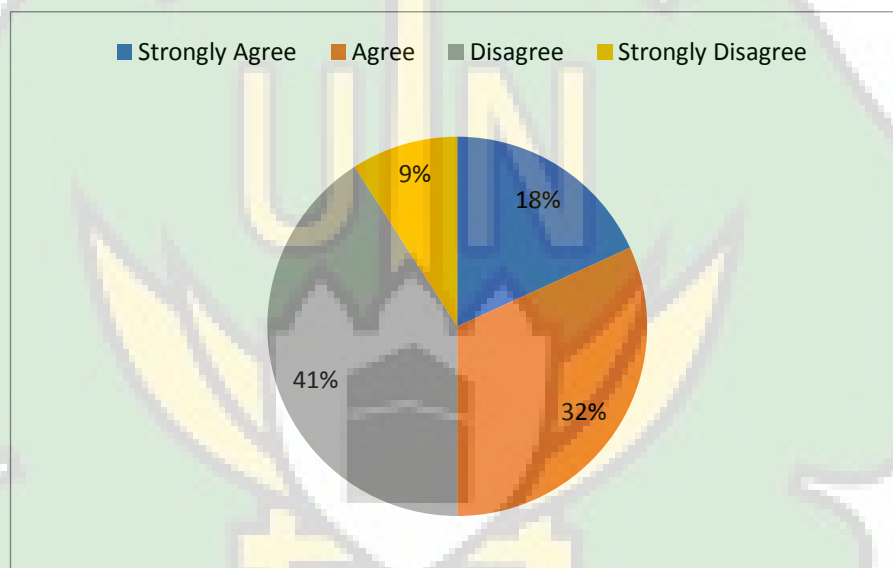


From the graph above, it can be explained that students disagree that media is more fun than ordinary learning. This is indicated by 41% of the total 22 responses. This means that 9 students feel that face-to-face learning is more fun than using the media. While strongly agree occupied 32% where 7 students answered. Other data shows that 32% of students agree that learning using media is more fun than ordinary learning. Furthermore, 18% strongly agree. Meanwhile, 9% disagreed, meaning that only one student answered strongly disagree.

c. I don't get bored easily when taught using media
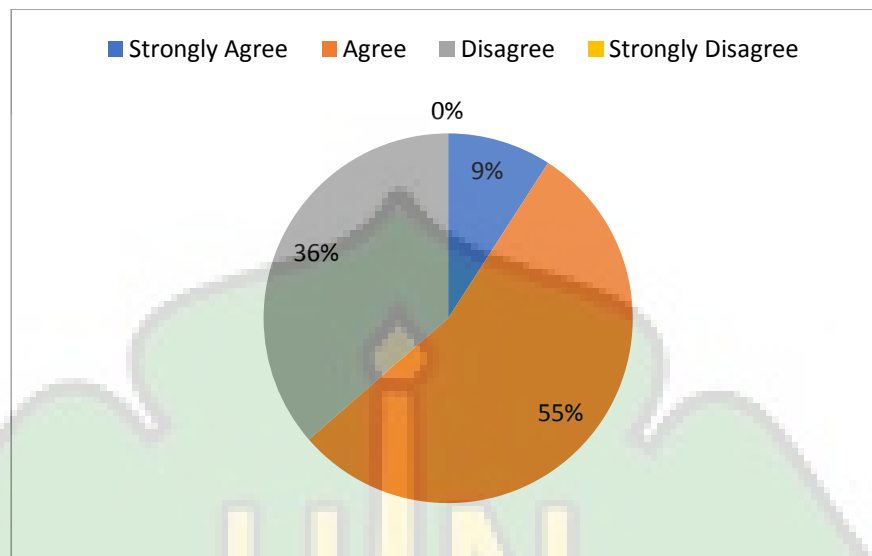


The use of learners through the media sometimes gives the impression that the audience is watching, but SMA 4 Banda Aceh students do not agree that learning to use the media gives them boredom. This is shown from the students' responses; 12 people answered that they do not get bored quickly when taught using media. Then 2 students answered strongly agree with a percentage of 9%. However, the data on students who feel bored quickly when learning with the media is also no less high. Namely, there are 36%. This means there are 8 children who are bored.

d.   When using the media, the teacher's explanation is easy to understand.
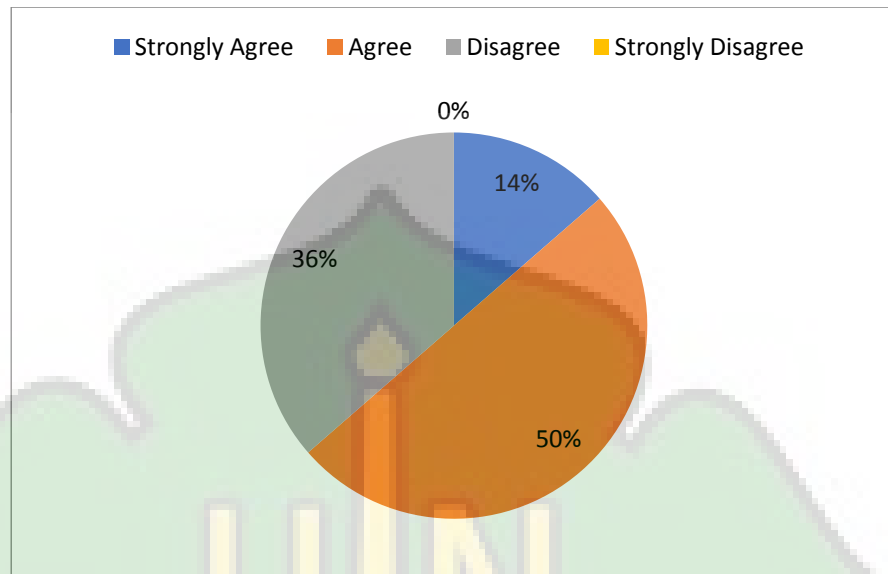


Submission of material using media should be able to make it easier for students to understand the material. However, not all students like learning using media. As explained in the graph above, 36% of students disagree that using the teacher's explanation media is easy to understand. On the other hand, 11 students agree that it is much easier to understand the material explained by the teacher with a percentage of 50%. Meanwhile, 3 students gave a very agreeable response.

e.  My English teacher always teaches with different media
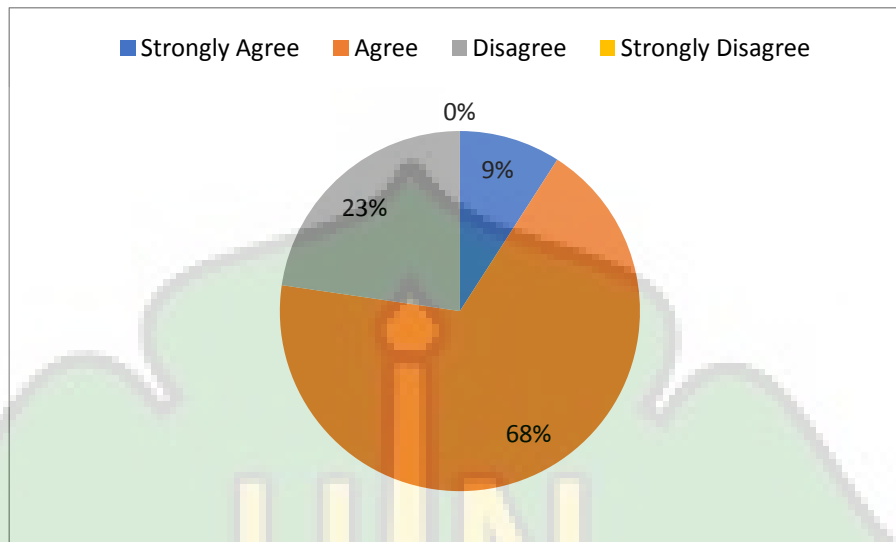


The graph above explains that 68% of students with 15 people agree that the media used by their English teachers varies, and 2 students strongly agree. This is also evidenced by the interview statements of the teachers that they use various learning media such as zoom, quipper, google meet. On the other hand, there are 5 students with 23% disagreeing that the media used is of various types.

f.  I can be active when the teacher teaches using media.
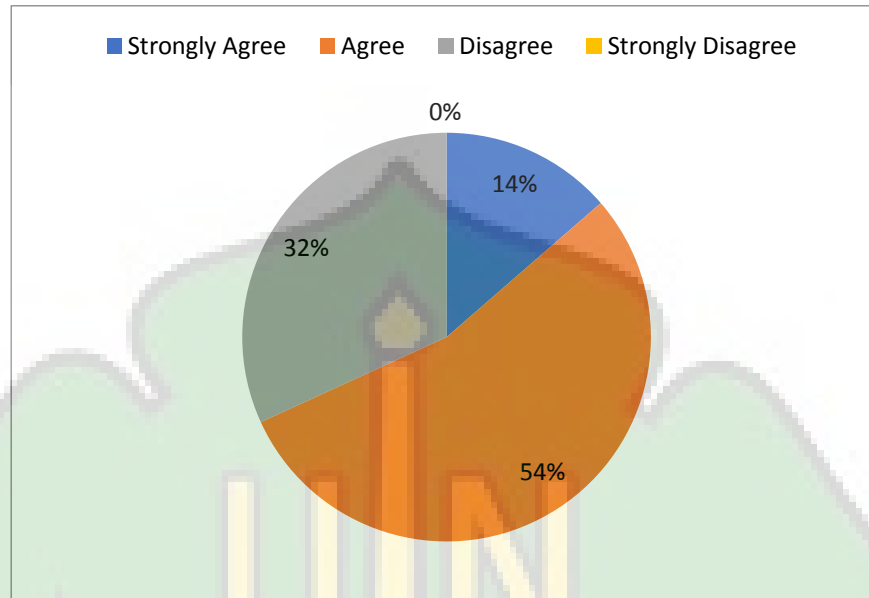


Although learning is done online, it does not make students passive during the teaching and learning process. This is evidenced by the fact that 12 students, with 54% agreeing that they become active when teaching with the media. Then 3 students strongly agree with the statement. On the other hand, 7 students, with a percentage of 32%, disagree that using media makes them more active.

g.  I am more enthusiastic about learning English by using media
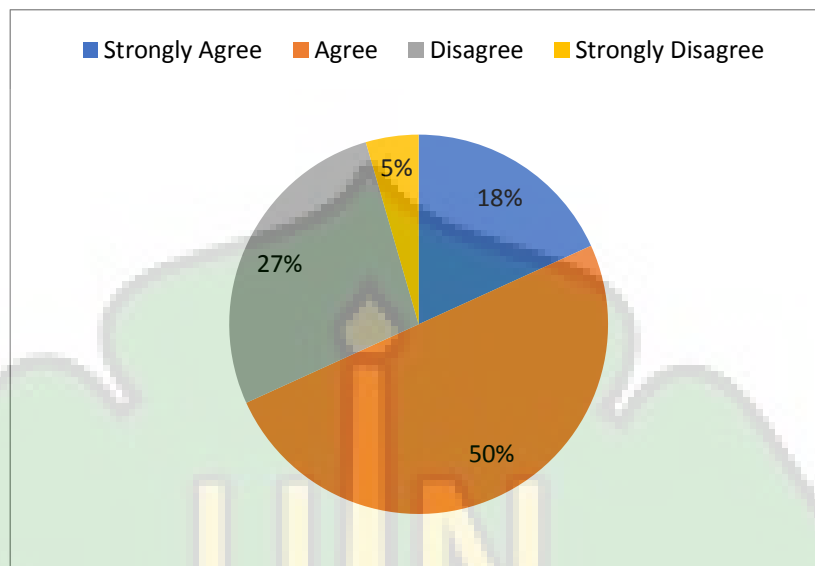


The graph above explains that as many as 50% of students agree, and 18% strongly agree that learning to use media makes them much more enthusiastic when learning English. This is because learning to use media makes the learning atmosphere more enjoyable. However, 27% of students disagree that they become more active when learning to use media. On the other hand, there is one student who strongly disagrees with the questionnaire statement above.

h. I am more motivated to learn English after being taught using media
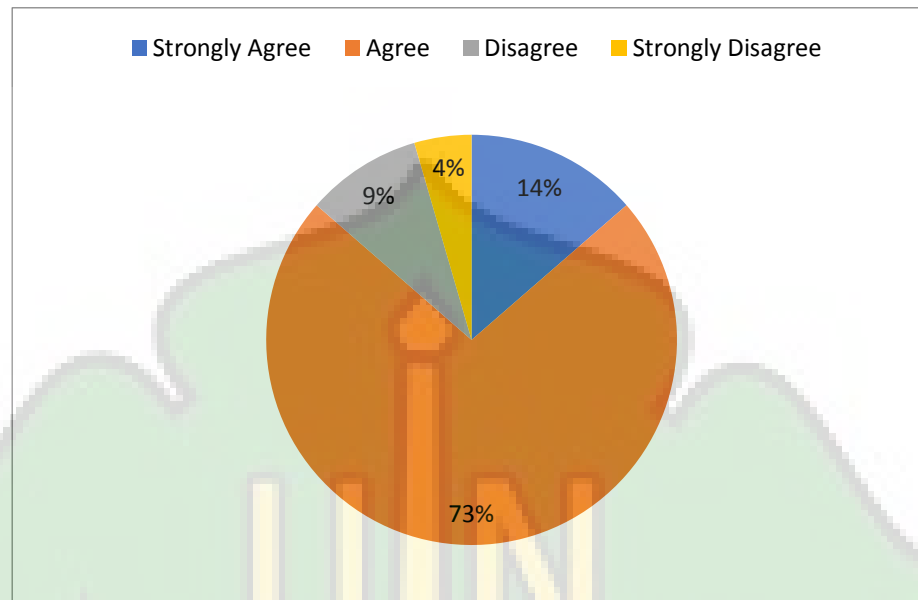


SMA 4 Banda Aceh students gave positive responses to media use, making them much more motivated. This is evidenced by as many as 73% of respondents who answered agree, and 14% strongly agree. This means that overall, 19 students are more motivated. On the other hand, 2 students disagreed with a percentage of 9%, and one strongly disagreed.

i.   I am more confident to appear when the teacher teaches using the media
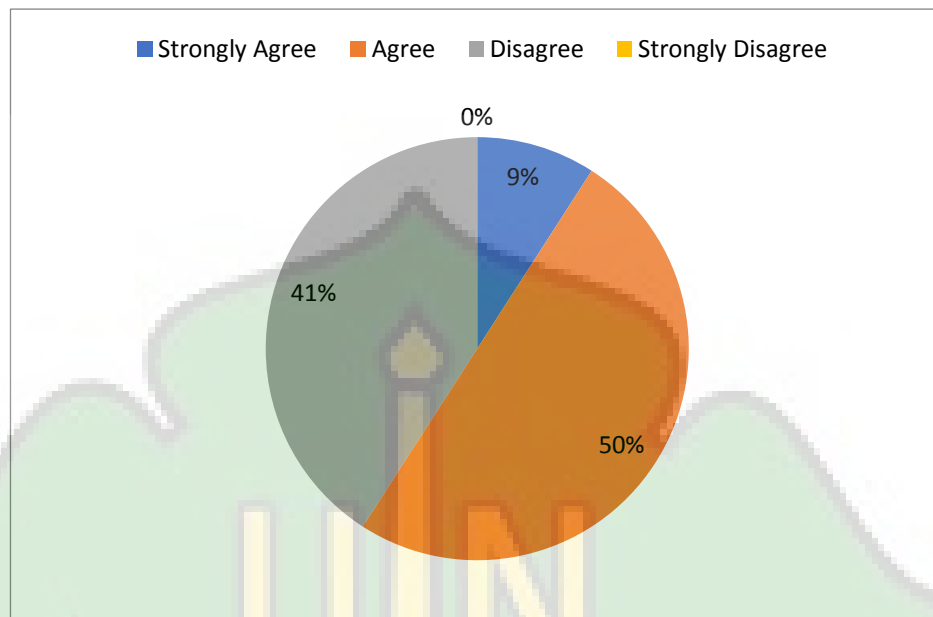


The graph above explains that 50% of students from 22 respondents agree, and 9% of students strongly agree that they become brave to appear when teachers teach using media. However, there are 41% of students who disagree otherwise.

j.   Teachers can operate teaching media equipment well
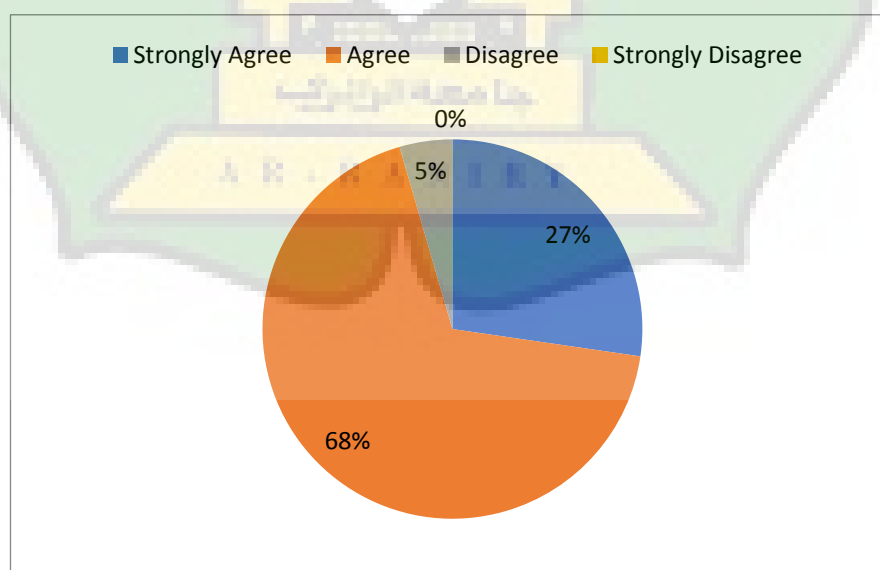
The teacher's ability to operate the media during learning significantly affects student interest during the teaching and learning process. As in SMA 4 Banda Aceh, the students agreed that the teacher could operate the teaching media equipment well; as many as 15 students gave an agreed response, and 6 students gave a strongly agreed response. On the other hand, there is one student who disagrees.

## B. Discussion

During the COVID-19 pandemic, teachers use media or applications as learning tools. Based on the results of interviews conducted with two English teachers at SMA 4 Banda Aceh, they said that at the beginning of the pandemic the school made a special application for learning so that students could study and collect assignments on the media. Then teaching the four English skills such as; listening, reading, writing, and speaking can also be taught through the media, although they are not fully attractive and maximal. As previously explained, teachers only teach reading and listening skills when teaching using media. This is considered easier to implement than teaching other skills. To teach reading skills, the teacher only asks one student to read the text on the screen. As for listening, teachers only play audio and then ask students to answer questions related to the audio. On the other hand, the teachers find it difficult to teach speaking skills. This is because online learning using zoom or google meet media makes the atmosphere of the meeting uncontrollable. This difficulty is also due to the limited

ability of teachers to operate learning media. The teacher should be able to create a group room according to the teacher's needs.

The first and second research questions are about the effectiveness and constraints of using media during the teaching and learning process during covid 19. The results show that the use of media during the teaching and learning process is not very effective. This is due to several factors, such as; First, many teachers have shared knowledge about the operation of the media in the teaching and learning process. Teachers have difficulty operating technology such as laptops and have difficulty implementing attractive learning systems during online learning. Second, the participation of students is meager such as; students only log in to the media or application that is used then they do not participate in the teaching and learning process, and the low motivation of students in participating in the teaching and learning process such as; students are often late in submitting assignments. Third, an inadequate network makes the learning process ineffective. Finally, the lack of student discipline in collecting assignments makes teachers monitor every student they teach. Then the third research question is related to the constraints that students perceive on the use of media during the teaching and learning process during covid 19. The study results explain that students agree that learning to use media is more fun, does not get bored quickly, motivates them more, becomes brave, and becomes active, easier to understand, and more. On the other hand, there are also some perceptions of students who disagree that learning with media is fun compared to their ordinary teaching.

The results of this study are also the same as Hasanah, Yufiarti, and Astra (2021) found that from interview analysis, there are limitations to the media that teachers provide to students in science learning during this pandemic. While the results of the questionnaire analysis of student needs show that 1) the teaching media needed by students is interactive multimedia and 2) the material needed by students is the digestive and respiratory systems in humans, as well as the reproductive and circulatory systems in humans. Then Prabawati (2020) stated that the kinds of the online media used by teachers when learning English were Google classroom, Youtube, Google form and WhatsApp (WA). The researcher also gave some positive perception toward the online media used by teacher in learning english that is : The media help students to understand about the lesson easily and add insight and references, Increase students' motivation and interest in the learning, learning is more interesting, fun, relaxed and not boring, prevend and decide the spread of Covid-19 and effective, efficient and saving time. Whereas there were also some negative perceptions toward the online media used by teachers in learning English, that is : lack of understanding or difficulty in understanding the material and doing the assignment given by the teacher, boring and less fun and ineffective, inefficient and not saving time.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

**A. Conclusion**

Based on the results and discussions in this study, it can be concluded that teachers used several media or applications in the teaching and learning process during the covid 19 pandemic. The media used were google meet, zoom, quipper school, and applications made by the school itself. But on the other hand, the teachers said that learning to use media or online was less effective because of many obstacles such as; signals, students who lack participation, and uncertain times. Teachers believe that many children only sign in to meet attendance but do not participate in teaching and learning activities. Then based on students' responses in the questionnaire regarding their perceptions of the use of media used during the online teaching and learning process, it can be concluded that learning is more exciting and makes students dare to appear. However, not all students agree that using learning media is easier to understand than face-to-face learning. Thus, the teachers can apply the media appropriately.

**B. Suggestion**

After researching teachers' views on media use during online learning, the researcher provides some valuable suggestions. First, for teachers, the use of media in the learning process makes the learning atmosphere more interesting, but teachers also have to get many references related to teaching the four English

skills and rely on applications. Second, for researchers the drawback of this research is too few research respondents. It would be better if future researchers expand more respondents to gain more data.

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# QUESTIONNAIRE FOR STUDENTS

**Name :**

**Class :**

| Pertanyaan | Sangat Setuju | Setuju | Tidak Setuju | Sangat Tidak Setuju |
|---|---|---|---|---|
| Students' Enjoyment<br><br>1. Selama ini media pembelajaran yang digunakan guru Bahasa Inggris menyenangkan .<br><br>2. Pengajaran dengan media lebih menyenangkan daripada pengajaran biasa .<br><br>3. Saya tidak cepat bosan ketika diajar dengan menggunakan media . | | | | |
| Teacher's method and instruction<br><br>1. Ketika menggunakan media, Penjelasan guru mudah dipahami .<br><br>2. Guru Bahasa Inggris saya selalu mengajar dengan media yang berbeda .<br><br>3. Saya dapat menjadi aktif ketika guru mengajar menggunakan media . | | | | |
| Students' motivation<br><br>1. Saya lebih semangat belajar Bahasa inggris dengan menggunakan media .<br><br>2. Saya lebih termotivasi untuk belajar Bahasa Inggris setelah diajarkan dengan menggunakan media .<br><br>3. Saya lebih berani untuk tampil ketika | | | | |

| guru mengajar menggunakan media . | | | | |
|---|---|---|---|---|
| Technical matters<br><br>1. Guru dapat mengoperasikan peralatan media pengajaran dengan baik .<br><br>2. Media yang dipakai guru sangat bervariasi .<br><br>3. Fasilitas yang ada sangat memadai . | | | | |