

**THE EFFECTIVE OF ENGLISH TEACHERS' PERCEPTIONS  
TOWARD THE USE OF ENGLISH LANGUAGE TEACHING MEDIA  
IN TEACHING ENGLISH IN SENIOR HIGH SCHOOL  
NO.7 BENGKULU CITY**



**THESIS**

**Written By:**

**FADEL HAVIP**  
**NPM 1521110110**

**ENGLISH EDUCATION PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF BENGKULU**

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**THESIS**

**By:**

**Name**

**: FADEL HAVIP**

**NPM**

**: 1521110110**

**Study Program**

**: English Language Education**

**Department**

**: Language and Art**

**APPROVED BY:**

**Advisor**

**Kiagus Baluqiah, M.Pd**

**NIDN. 0202037503**

**Acknowledgement by Dean of FKIP**

**Muhammadiyah University of Bengkulu**

**Drs. Santoso, M.Si**

**NIP. 196706151993031004**



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**THESIS**

**By:**

**FADEL HAVIP**  
**1521110110**

**Has Been Examined by the Examining Board of the English Education Study  
Program of Faculty Teacher Training and Education of  
Muhammadiyah University of Bengkulu**

**Examiner:**

**Names**

**Signatures**

**1. Ivan Achmad Nurcholis, M.Pd**

**Examiner I**

**2. Drs. Epi Wadison, M.Pd**

**Examiner II**

**3. Di. Kiagus Baluqiah, M.Pd**

**Advisor**

**Acknowledgement by Dean of FKIP  
Muhammadiyah University of Bengkulu**



**Drs. Santoso, M.Si**  
**NIP. 196706151993031004**



## **MOTTO AND DEDICATION**

### **MOTTO**

- ✚ Nobody is perfect, perfection belongs only to Allah SWT.
- ✚ Always be humble.
- ✚ Gaming is the right choice for therapy.

### **DEDICATIONS**

The best pray, I pray and thanks to my God Allah SWT for all of mercy and bless wonderful life. Then, with proud I dedicate this thesis for:

- ✚ Thanks to Allah that has given me the health and power to finish this research
- ✚ My beloved father Ismail and mother Aisyah, thank you so much for given me strength, support and patient in teaching me.
- ✚ My eldest brother Haekal and my older brother Ikbal Hafsari
- ✚ My close friends Bayu Prasetyo, Bemy Haryadi, and Yosi Anggraini who always given me support and helping me
- ✚ My gaming squad who always cheering me when I was on my deepest low
- ✚ Thank you very much for my Classmates A, B and C class in English Education Program at Muhammadiyah University of Bengkulu.

## **PREFACE**

1. Beloved Mother and Father As a sign of devotion, respect, and infinite gratitude I dedicate this small work to Mother and Father who have given affection, all support, and infinite love that I can not possibly repay with just a piece of paper with the word love written in the word offering.
2. To Kiagus Baluqiah, M.Pd thank you for guiding me to complete this thesis. Thank you for your direction and patience in guiding me.
3. English education friends. Thank you very much for your help and cooperation so far, as well as all parties who have helped during the completion of this Final Assignment.

Bengkulu, 12 Agustus 2024

Fadel Havip  
NPM. 1521110110

## SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan dibawah ini:

Nama : Fadel Havip

Npm : 1521110110

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni FKIP UMB Perguruan

Tinggi : Universitas Muhammadiyah Bengkulu

Dengan ini menyatakan bahwa skripsi saya yang berjudul:

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Bengkulu, 12 Agustus 2024

Mengetahui,

Ketua Program Studi,

Surat Pernyataan



**Washlurachim Safitri, M.Pd**  
NIDN. 0230058702



**Fadel Havip**  
NPM. 1521110110

## **SURAT PERNYATAAN KEASLIAN SKRIPSI**

Yang bertanda tangan dibawah ini:

Nama : Fadel Havip

Npm : 1521110110

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni FKIP UMB Perguruan

Tinggi : Universitas Muhammadiyah Bengkulu

Dengan ini menyatakan bahwa skripsi saya yang berjudul:

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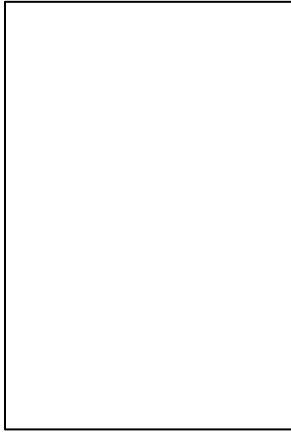
Ketua Program Studi,

Surat Pernyataan

**Washlurachim Safitri, M.Pd**  
**NIDN. 0230058702**

**Fadel Havip**  
**NPM. 1521110110**

## CURRICULUM VITAE



- Curriculum Vitae

Name : Fadel Havip

Date of Birth : Bengkulu, 18 October

1996 Religion : Islam

Nationality :

Indonesia Address

: Jl.

Renjani 1

- Education Background

1. Kindergarten, Aisyiah 3 Bengkulu City 2003
2. Graduated from Elementary School, SD.N 41 Bengkulu City 2009
3. Graduated from Junior High School, SMP.N 14 Bengkulu City 2012
4. Graduated from Senior High School, SMA.N 07 Bengkulu City 2015
5. Graduated from English Study Program Muhammadiyah University of Bengkulu 2021.



## ABSTRACT

**Havip, Fadel.** 2021. The Effective of English Teachers' Perceptions Toward the use of English Language Teaching Media in Teaching English in Senior High School No.7 Bengkulu City

Advisor: Kiagus Baluqiah, M.Pd

The objective of this research was to find out the English Teachers' Perceptions of English Language Teaching Media. The researcher designs of this research was descriptive qualitative method. In collecting the data, the researcher used the questionnaire adopted from Soko (2017) about ELT media based on Doosur (2013) theory. The result of this research is: first, the teachers have very good or positive perception about view and understanding of ELT Media in teaching English. It means the teachers believe that English language teaching will be done effectively if they are assisted by other supporting system including media. Second, the teachers have bad or negative perception about action of ELT Media. It means, in implementation media in teaching the teachers only rely on certain media especially in enhancing the students' language comprehension such are listening, speaking, reading and writing. Based on the result above, the researcher give suggestion for the teachers, be more creative and innovative in choosing teaching media to improve the students ability. Do not use the same media every time in teaching. It is expected that the chance for their manuscript to be accepted for publication in an international journal is higher.

**Keywords: Teaching, Teaching and Learning Process, Media**

## ABSTRAK

**Havip, Fadel.** 2021. The Effective of English Teachers' Perceptions Toward the Use of English Language Teaching Media in Teaching English in Senior High School No.7 Bengkulu City

Pembimbing: Kiagus Baluqiah, M.Pd

Tujuan dari penelitian ini adalah untuk mengetahui Persepsi Guru Bahasa Inggris tentang Media Pengajaran Bahasa Inggris. Desain penelitian ini adalah metode kualitatif deskriptif. Dalam pengumpulan data, peneliti menggunakan kuesioner yang diadopsi dari Soko (2017) tentang media ELT berdasarkan teori Doosur (2013). Hasil dari penelitian ini adalah: pertama, guru memiliki persepsi yang sangat baik atau positif tentang pandangan dan pemahaman Media ELT dalam pengajaran bahasa Inggris. Artinya guru percaya bahwa pengajaran bahasa Inggris akan dilakukan secara efektif jika mereka dibantu oleh sistem pendukung lainnya termasuk media. Kedua, guru memiliki persepsi yang buruk atau negatif tentang tindakan Media ELT. Artinya, dalam penerapan media dalam pengajaran, guru hanya mengandalkan media tertentu terutama dalam meningkatkan pemahaman bahasa siswa seperti mendengarkan, berbicara, membaca dan menulis. Berdasarkan hasil di atas, peneliti memberikan saran kepada guru, agar lebih kreatif dan inovatif dalam memilih media pengajaran untuk meningkatkan kemampuan siswa. Jangan menggunakan media yang sama setiap kali dalam mengajar. Diharapkan peluang naskah mereka untuk diterima untuk dipublikasikan di jurnal internasional lebih tinggi.

**Kata kunci: Pengajaran, Proses Belajar Mengajar, Media.**

## LIST OF CONTENTS

COVER	
APPROVAL .....	i
EXAMINERS .....	ii
MOTTO AND DEDICATION .....	iii
PREFACE .....	iv
ACKNOWLEDGEMENT .....	v
SURAT PERNYATAAN KEASLIAN SKRIPSI .....	vi
CURRICULUM VITAE .....	vii
ABSTRACT .....	viii
ABSTRAK .....	ix
LIST OF CONTENTS .....	x
CHAPTER I .....	1
INTRODUCTION .....	1
1.1 Background .....	1
1.2 Research Question .....	5
1.3 Objective of the Research .....	5
1.4 Limitation of the Research .....	5
1.5 Significance of the Research .....	5
1.6 Definition of Key Terms .....	6
CHAPTER II LITERATURE REVIEW .....	7
2.1 Teaching .....	7
2.1.1 Teaching and Learning Process .....	8
2.2 English Teacher .....	10
2.2.1 Good Teacher .....	11
2.2.2 The Role of Teacher .....	11
2.3 Definition of Perception .....	13
2.4 ELT Media .....	14
2.4.1 Type of ELT Media .....	17
2.5 Previous Study .....	29
CHAPTER III RESEARCH METHODOLOGY .....	30
3.1 Research Design .....	30
3.2 Subject of the Research .....	30
3.3 Instrument of the Research .....	30
3.4 The Data Collection Technique .....	30
3.5 The Data Analysis Technique .....	31



CHAPTER IV RESULTS AND DISCUSSION .....	32
4.1 Results .....	32
4.1.1 The Teachers' Perception of Media used in Teaching English.	32
4.1.2 Overall Research Results .....	40
4.2 Discussion .....	41
CHAPTER V CONCLUSION AND SUGGESTION.....	44
5.1 Conclusion .....	44
5.2 Suggestion .....	44
REFERENCES .....	46
<b>APPENDIX</b> .....	48

## **LIST OF APPENDICES**

1. Questionnaire
2. Table of result
3. Documentation

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents the background, research question, objective of the research, limitation of the research, significance of the research, and definition of the key terms.

#### **1.1 Background**

Teaching is a process done by the teacher in the classroom. In doing the process, the teacher should create classroom activities and give evaluation in the end of the process. According Biggs (1999) good teaching activity focuses on what students are doing. The focus should not be on what the teacher is saying or doing, or how much they know, it should not even be on what students are hearing. Rather, the focus of good teaching must be on the students are actually doing with the knowledge, skills and competencies.

Successful of teaching and learning English depend on how the teacher design the classroom activities and the effort to bring the students to get and understand the subject matter because teacher is an important component who plays a very important role in a higher education institution. One of aspect of succesful in teaching is media to support teaching activity.

Media are very important to help students in understanding English as the foreign language. There are many kinds of media which can be used by the teacher in English teaching learning process, but the teacher should be selective on choosing the media, especially in teaching English to the primary school students. As recommended by Richard and Rodgers (1986: 87) that students are



supposed to study second language enjoyably. It means the role of the teacher is very important in motivating the students' interest in English teaching-learning process and also the relationship connection between teacher and students.

Teaching learning by using media is not only helping teacher in delivering the target language but also motivating the students in learning where it provide audio and visual materials that make the students attract to the lesson and give more attention to it. The success of teaching depends on the interest of students to the subject, on their desire to learn it. Harnet (as cited in Brinton, 2001: 459-475) shared that perspective by saying that media tools appeal to the students' senses and help them process information, thus empowering their understanding of target culture and increasing their motivation toward language learning, reinforcing the teaching points, and saving the teacher unnecessary explanation. By the use of media in teaching learning that help the learners' interest and help them understand the lesson, means they will focus on the lesson and affect their result of learning.

Clearly, there are many kinds of media that can be used by the teacher in English teaching-learning process to the learners such as audio media, visual media and audio-visual media. Audio media is media that involves sense of hearing; for example: there are recording player in the foam tapes, cassette tapes, compact disk (CD), and radio act. Visual media is media which involves the senses of sight. There are two types of message contained in the visual media, namely verbal and nonverbal messages; they are pictures, graph, diagrams, charts, maps, comic, posters, visual boards and magazines. And the last is audio visual

media. It is means of communication transmitted to both the sense of hearing and the sense of sight. They are video compact disk and television.

In fact, most of the teachers have already known the function and the advantages of using media. However, they rarely use them in the class for some reasons, such as lack of ability and understanding in using or operating media for example; LCD, computer, multimedia room, etc.

Learning media is one of the factors that plays an important role in the learning and teaching process. In learning, teachers usually use learning media as an intermediary in delivering material so that it can be understood by students. The use of learning media in the teaching and learning process can develop new interests and desires, generate motivation and even have a psychological effect on learning.

According to Wiratmojo and Sasonohardjo in Junaidi (2019), the use of learning media at the teaching orientation stage will greatly help the effectiveness of the learning process and the delivery of messages and lesson content at that time. In line with this, according to (Zaini: 2017: 2) with learning media, a student needs an intermediary or commonly called learning media, where with the existence of learning media, teachers can divert students' attention, so that they do not get bored and bored quickly in the teaching and learning process.

According to (Miftah: 2013: 98) considering its position in the context of learning, media as a very important part, this component needs to get the attention of teachers, teachers must realize the importance of media in facilitating the teaching and learning process that will help students in learning. Therefore, the

selection of media must be really right so that the desired learning objectives can be achieved easily. Where the use of this learning media will support effectiveness, efficiency and also the appeal of learning. Therefore, teachers need to plan carefully when designing learning in the classroom. And realize the importance of learning media in the teaching and learning process. Teachers should also understand that without learning media. Learning will be monotonous and the learning process will not learn effectively and students will easily get bored. technology makes it easy the college students to access any content material and information (Okmaja, et. al., 2023).

There are some previous study related with this research, they are: first, Wirawan (2020) A Study on The Teaching Media used by The English Teacher at SMP Muhammadiyah 2 Malang. He found that the teacher utilized mobile phone, laptop, internet, digital projector, Microsoft Power Point, book, poster, real object, speaker active, video and Youtube as the teaching media used in teaching English. Second, Dewanti et.al (2019) Teachers' Perception and Students' Responses Toward the Use of English Teaching Media in SD Laboratorium Undiksha Singaraja. They found that English teachers in SD Laboratorium Undiksha had a positive perception towards the use of media in teaching English for the students. They mostly believe that the use of media is able to help teacher to conduct a better learning and provide a broad learning source.

The last, Rahmi (2014) she analyze about the implementation of media in English language teaching. She found that (1) the English teacher at SD Islam Laboratorium used (a) smart phone as audio media (b) visual printed media such



as book, magazine and newspaper (c) visual display media such as picture, flashcard, poster, realia/model/mock up, puzzle and blackboard (d) teacher herself as model. So, from the result of the previous study above, it can be conclude that the media in teaching English is important to be used by English teacher in teaching activity because it can make the material to be easier to explained. Afterthat, with implementation the media in teaching can make the student interest to learning.

Based on the background above, the researcher is interested to conduct the research with the title “Teachers’ Perceptions of English Language Teaching Media”.

### **1.2 Research Question**

The question of this research was “How is the Effective of English Teachers’ Perceptions Toward the Use of English Language Teaching Media in Teaching English?”

### **1.3 Research Objective**

The objective of this research was to find out the Effective of English Teachers’ Perceptions of English Language Teaching Media in Teaching English.

### **1.4 Limitation of the Research**

This research limited to know the Effective of English Teachers’ Perceptions Toward the Use of English Language Teaching Media in Teaching English in Senior High School No. 07 Bengkulu City.

### **1.5 Significance of the Research**

The results of this research is hoped to be useful for:

**English Teacher** : The result of this study especially is expected to be valuable information for the teachers to make use of the English Language Teaching media effective in the classroom activity.

### **1.6 Definition of Key Terms**

To avoid misunderstanding about this research, the researcher explains the key terms.

1. Teaching: is a process of communicating material from a teacher to the students. In teaching a teacher should arrange or organize the material systematically to the students in order that it can be done effectively and efficiently.
2. Teaching and Learning Process: the teacher in the classroom in front of students teaching used variety method and activities to get good outcomes.
3. Teaching Media: as a tool to facilitate the implementation of the components of the learning system, so that the learning process can last a longtime and effective.

## **CHAPTER II**

### **THEORETICAL REVIEW**

In this chapter, the researcher provides theories related to the research problem. This chapter is divided into the parts; they are theoretical review, related studies and theoretical framework. The first part talks about theories which relate to this study. In the second part, the researcher provides some studies which are done in the same interest with what the researcher did, while the last part talks about the limitation which will be used in discussing the findings.

#### **2.1 Teaching**

Teaching is a process of communicating material from a teacher to the students. In teaching a teacher should arrange or organize the material systematically to the students in order that it can be done effectively and efficiently. Brown in Lestari (2016:6) states that teaching is defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge and causing to know and understand or guiding and facilitating learning enable to learn and setting the condition for learning.

Teaching is as an activity of the delivery of study materials to the students in order to receive, respond to, control, and develop learning materials. According to Oxford (2008:455) teaching is a process of giving lesson to individual or groups in case of sharing skill and knowledge to the participant. Teachers should be able to act as organizers of learning activities of students that support teaching

and learning. Blum in Ricahrds (2002:21) say twelve characteristic of effective teaching: instruction is guided by a preplanned curriculum, there are high expectations for student learning, student are carefully oriented to lesson, instruction is clear and focused, learning progress is monitored closely, when student do not understand they are retaught, class time used for learning, there are smooth and efficient classroom routines, instructional group formed in the classroom fit instructional need, standard for behavior are high, personal interaction between teachers and students are positive, incentives and rewards for students are used to promote excellent. Another definition of teaching is states by Harden and Crosby in Lestari (2016:6) teaching is demanding and complex task. This guide looks at teaching and what it involves. Implicit in the widely accepted and far reaching changes education is a changing role for the teacher. According to Brookfield in Giuliani (2003:1) Teaching is about making some kind of dent in the world so that the world is different than it was before you practiced your craft.

Based on explanation above the researcher can be concluded teaching is give knowledge to students. Teaching is a process of transfer knowledge from the teacher to the students. So the students know about something did not know before.

### **2.1.1 Teaching and Learning Process**

TESL (Teaching/teachers of as a second language): used in education situation where English is the particular universal medium of instruction for other subjects. Teaching English as a second language (TESL) was proposed and became quite popular. “Second” was intended to mean simply that English was

not the first language the students learned in point of time. It was thought that no word could be freer or emotional overtones than a colorless numerical term.

In teaching and learning in the classroom context, Gonzales, L. in Lestari (2016:8) in “*Sheltered Instruction Handbook*” suggested that a teacher should use a variety of teaching methods to deliver your thoughts and ideas when teaching. In this way, the meaning of what you are teaching will be more “comprehensible” or at a level that the ESL students can grasp. Furthermore, Use visuals, real objects, and gestures when teaching to provide clues to meaning. Concrete objects, pictures, and body movement will engage students, help them make connections and remember language that they are hearing and learning. Here are some visual and kinesthetic approaches that may be added to your teaching style: drawings, posters, magazine pictures, newspapers, illustrated books, gestures, actions, emotions, voice variety, chalkboard drawings, photographs, manipulative, videos, charts, graphs, pantomimes, finger plays and real life object.

Include the ESL students in all classroom and school activities. The ESL students’ buddies can help them to participate. Students should not be isolated in a corner or playing on the computer all day. They will feel more motivated to learn and happier in the school environment if they are involved. Encourage ESL students to actively participate in class activities. Newcomers or beginning level speakers can participate and show comprehension through pointing, nodding, drawing, using actions or simple responses.

The next point, build on the ESL students prior knowledge. Try to learn as much as possible about what the ESL students learned in their countries. Help

them to make connections between what they have previously learned and experienced and what is being taught in your classroom. Encourage them to point out differences and similarities. Students should be encouraged to speak, but never forced. If students are not ready to participate verbally, allow them to show their comprehension through non-verbal means (body actions, pointing, nodding, drawing pictures, manipulating objects, etc.). Support the ESL students' home language and culture. Encourage students to maintain their home languages and cultures as they acquire English. Have students share things from their countries and cultures with the rest of the class. ESL students can help to bring about a multicultural perspective to whatever subjects you are teaching.

## **2.2 English Teacher**

Teacher plays diverse roles in English Language Teaching (ELT). Some of the roles where a teacher performs when dealing the students are as follows - learner, facilitator, assessor, manager and evaluator. By performing various roles, she becomes an ideal guide in shaping their future (Archana & Rani 2016:7).

English teachers are primary for teaching language skills: writing, grammar, and literature. According to (Learn.Org) English teachers instruct in language development and literature, and most are employed in middle and high schools. As an English teacher, will instruct students in basic verbal and written comprehension skills while building students' analytical and formulation knowledge. Teacher will also cover topics in reading comprehension, literacy, writing, grammar, vocabulary, punctuation, sentence development, listening, and visual literacy. As a teacher will work as a supervisor and instructor for students,



develop lesson plans and a curriculum, give lectures, assign work, evaluate progress, keep attendance, and manage the classroom.

### **2.2.1 Good Teacher**

A good teacher is a teacher who helps the student to learn, he or she contributes to this in a number of ways. The teacher's role goes well beyond information giving, with the teacher having a range of key roles to play in the education process. What one sees as good teaching, suggests Biggs (1999), depends on what conception of teaching one has. Two concepts are based on the strategies of teacher-centered and student-centered education

Harden (2000) Teacher-centered strategies are focused on the teacher as a transmitter of information, with information passing from the expert teacher to the novice learner. Student-centered strategies, in contrast, see the focus as being on changes in students' learning and on what students do to achieve this rather than on what the teacher does. "If students are to learn desired outcomes in a reasonably effective manner", Shuell in Harden (2000) suggests "then the teacher's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes. It is helpful to remember that what the student does is actually more important in determining what is learned than what the teacher does". Biggs goes on to describe the art of teaching as the communication to students of the need to learn. "Motivation", he suggests "is the product of good teaching not its prerequisite" (p61).

### **2.2.2 The Role of Teacher**

Teaching is demanding and complex task. This guide looks at teaching and

what it involves. Implicit in the widely accepted and far-reaching changes in medical education is a changing role for the medical teacher. According to Harden (2000). Twelve roles have been identified and these can be grouped in six areas in the model presented:

1. The information provider in the lecture, and in the clinical context
2. The role model on-the-job, and in more formal teaching settings
3. The facilitator as a mentor and learning facilitator
4. The student assessor and curriculum evaluator
5. The curriculum and course planner, and
6. The resource material creator, and study guide producer

As presented in the model, some roles require more medical expertise and others more educational expertise. Some roles have more direct face-to-face contact with students and others less. The roles are presented in a 'competing values' framework – they may convey conflicting messages, eg providing information or encouraging independent learning, helping the student or examining their competence.

The role model framework is of use in the assessment of the needs for staff to implement a curriculum, in the appointment and promotion of teachers and in the organization of a staff development program. Some teachers will have only one role. Most teachers will have several roles. All roles, however, need to be represented in an institution or teaching organization. This has implications for the appointment of staff and for staff training. Where there are insufficient numbers of appropriately trained existing staff to meet a role requirement, staff must be

reassigned to the role, where this is possible, and the necessary training provided. Alternatively if this is not possible or deemed desirable, additional staff need to be recruited for the specific purpose of fulfilling the role identified. A 'role profile' needs to be negotiated and agreed with staff at the time of their appointment and this should be reviewed on a regular basis.

### **2.3 Perception**

Perception can be basically defined as a belief or opinion that held by people based on how thing seems. It means that there is a possibility of having different perception about the same thing among people, based on how they look that particular thing. According to Chaplin (1968), perception is a process to know something through human sense, which involves awareness of people's belief about something. Similarly, Gibson (1985) proposes the term perception as the cognitive process that individuals use to interpret and understand the world around them. He adds that perception is a conscious mental process of observing, comprehending, and responding a particular thing, in which a person tries to translate the signals that he or she receives.

Perception is also defined as the process of organizing and interpreting some stimulus toward some phenomena in the environment, it involves memory as a part of a cognitive process, and it more than an activity of simply seeing something (Atkinson et. al., 1999). From these theories, it can be said that perception is an understanding of some stimuli that appear around us.

Perception involves experience which does not only refer to sets of past events but also refers to what human beings are constantly at work trying to make

meaning of what is going on around and ‘within’ them (Murphy 1960 in Bradley 2002). Boore (2002) also argues that after getting events (or what is previously said stimuli) from the world, people, in turn give those events meaning by interpreting and acting upon them. Referring to the study which will be conducted, instructional media are regarded as something that stay among English teachers and become what they are working with every day. Thus, the perception here (indeed what each teacher has) plays a role as a standard of measuring the efficiency of the implementation of instructional media in language learning. In other words, we can say that English teachers’ perceptions are needed to judge whether the instructional media is worth or worse in English language teaching process.

As mentioned before, perception involves experience in it, and according to Vernon (1987), there are three dimensions of perception based on one’s experience. They are the understanding about the object, the view and the action toward the object. It means that when we want to explore someone’s perception, those three dimensions are the basic components to deal with.

## **2.4 ELT Media**

The term “media” is a plural form of “medium”. McLuhan in Akhsin 1986 says that media are also known as channels since they deliver information from the information source to the receiver. Another opinion comes from Hamidjojo (in Sadiman et. al. 2003) that medium (singular form of media) is defined as every form of things that used by people to give or spread an idea or opinion so that the particular idea can reach the receiver. So we might need media when we are going

to have kind of communication with others.

On the basis of how some experts define media, it is obvious that instructional media are those media used in order to support the run of certain instruction in the class activity. Gagne 1987 says that instructional media cover all components in students' environment that can be used to stimulate the students to learn. Heinich et. al. 1996 asserts that instructional media refer to a channel of communication which includes film, television, diagram, printed materials, computers, and instructors.

Education is about communication process. As the person who deliver a message to the students, teachers, in fact should do their best to make the message successfully reaches the students and then can give good understanding as well. This good understanding eventually will be useful for the student in succeeding his/her life in both short and long term of period. What is meant by the short term of period is the achieved understanding will be useful for the student when he/she still at school period, while the long term of period represent the time when the students face their future. The time when they have to apply what they have learned at school in the social environment.

Not every single message can be directly delivered by the teacher and if the teacher forces to do so, lecturing method which is not really enjoyable to the student. To create conducive communication process, indeed, the teacher has to create conducive learning situation first. In this place, instructional media are able to take their role as message delivery agents from the teacher to the students.

Instructional media are used to assist the teacher in delivering the teaching material to the student. There are some objectives that make consideration of using instructional media in learning-teaching process such as to ease learning process in the classroom, increase the efficiency of the learning process, to maintain the relevancy between learning material and objectives, as well as help the students to put more attention in the learning process. By using media in teaching learning process, it is expected that the process of delivering a message from the teacher to the students will be more effective and efficient.

Generally, Instructional media can be defined as all things that carry information between a source and a receiver. In English language teaching context, instructional media can be defined as means of communication which are used to assist the teacher in delivering the information that he/she might not be able to deliver to the students by him/her.

In this particular situation, instructional media play role to facilitate the students' needs in joining an enjoyable English class and be able to earn information from various sources which are still provided by the teacher. It is believed that making use of various equipment in teaching and learning process can bring a good impact to the student's achievement. Rao (2014) asserts that media if utilized in the educational setting will complement the teaching and learning process. They make the English Language Teaching better and more effective, and also enhance the students' abilities to understand and experiment with the language. For some reasons, using ELT media is also has the economical advantage. Since English is an international language, instructional media will be



useful for instance in learning about word pronunciation or intonation without having a native speaker.

#### **2.4.1 Type of ELT Media**

According to Doosur (2013) in Soko (2017) Instructional media whether they are operated digitally or traditionally can be categorized into three forms namely: audio, visual and audio-visual. Each of them has its own role in stimulating the sensory channels in order to process the message delivered by the teachers during English language teaching.

##### **1. Audio**

Audio media undoubtedly deal with the listening experience. Audio is used in order to stimulate the students' sense of hearing. However, it does not mean that in English language teaching, audio media are merely used in listening comprehension activities. Information that is given by the teacher through audio media to the students supposed to be useful whether in listening itself, as well as speaking, reading and writing. In this case, a teacher has to give his/her best in getting the students' attention to listening to his/her given information. Here, audio media can play their role as helpful devices to assist the teacher to deliver information in enjoyable ways. Different audio media are made or probably be utilized by English teacher whether in listening, speaking, reading or writing activities. The material can be in the form of audio media such as instruction, narration, dialog, drama, interview, news report or even a song.

### **a. Audio Recording**

These are probably the most frequently used of audio ELT media. Audio recording may cover instruction, narration and dialog. They are frequently commercially produced, either as part of course book or as supplementary material (Harmer, 2001). Yet, there is a possibility that the teacher stores his/ her own audio recording that he/ she made. He/ she can record a certain dialog or narration that discusses some current issues or characters that are happening in his/ her students daily. There might be some people who still think that the use of audio recordings as supporting media in enhancing listening skills is simply to make the students get used to listening activities that will bring them to succeed in finishing listening section of the final examination. Indeed, high practice frequency will set to the best achievement, but there are a lot of advantages that can be gained from the extracts whether instruction, monolog or dialog.

Audio recordings are reliable in practicing pronunciation, as the speaker definitely has a good speaking ability, by listening, the students can improve their speaking ability by repeating the words, phrases or sentences that they just listened. The students are also introduced to some new words from the recording which the meaning can be figured out as well as learn how to use the words in a sentence. Providing some questions to be answered after having listening section are also helpful in leading students' focus.

**b. Drama**

Drama generally consists of narration and dialog. What makes it different from the dialog and narration in audiotapes is that a drama has a more complex plot, mostly has more than two characters and it has longer lines than the audio recordings' dialog. As it is an audio drama, there is no visualization available, it might get the listener bored, but on the other hand, it is able to train the students' imagination in visualizing the characters, plots, and the setting.

Some activities can be done with drama. The simplest one is providing some questions related to the drama that has to be answered by the students after the drama is played. The teacher can even make the students be more active by assigning them to construct the question which will be answered by their partner. Drama also provides the opportunity for the students to learn new words or idioms. Since the students create their own imaginary world of the drama, the teacher can ask them to visualize the drama in a group. It will help to increase their speaking ability as well as their drama performative. Besides, they will also learn how to make a good coordination and collaboration while discussing how to perform the drama.

Audio drama is commonly a part of a radio program. It may become one of the obstacles for the teacher due to the different schedule of the aired drama and English class. Luckily, the drama can be recorded and replayed anytime later by using tape recorder or any

audio player in a computer or even in a smart phone. Using drama in English language teaching is basically helpful to the teacher since he/she is allowed to employ the existed reference without recording his/ her own narration or dialog. Unfortunately, it is not easy for the teacher to find a drama that suits his/her teaching objectives.

### **c. News report**

Another audio aid that can be functioned as instructional media is news report. Indeed, news report gives worldwide information that becomes new knowledge for the students. By listening to the news report, the students obviously can enrich the vocabulary as well as improve their speaking ability. Rao (2014) on his report journal toward the use of ELT media at undergraduate level states that listening to the news on the radio is able to stimulate the students' awareness of their mother tongue influence to their spoken English.

Some activities are possibly be done by utilizing this particular audio media. The simplest one is answering questions based on the given information. The teacher will get great chance to monitor the students' attention at the time since he/she is not the one who delivers the news. The teacher also can pick one current issue that he/she thinks possible to be a debate topic. The students are divided into two groups then they have to discuss the topic to defend their side. Another possibility is redelivering the news whether in oral or written form. By doing these certain activities, the students will improve their speaking

and writing ability as well as acquire the way of paraphrasing and gain more confidence.

#### **d. Song**

Song does exist in teaching and learning process for a long time. The fact that song is a combination of music and language makes its presence does not escape of our attention (Shen, in Soko 2017). Song is really helpful especially in imparting a new concept such as science and math or language and culture for the young learner. For example, three little monkeys for subtraction, four seasons for science and head shoulders for language. This fact does not mean that will not be applicable as one of the instructional media in junior high school.

Songs are mostly used to enrich the students' vocabularies. Listening to a certain song and fill in the blank words of the lyric, for instance, can be one of the ways to introduce new vocabularies to the students. Moreover, Howse in Soko (2017) suggests including song in the class activity such as listening to a song and later making a discussion or report toward the song. This particular activity is possibly done in both oral and written. When the report is done written, the students can make a personal report so the teacher will be able to evaluate the students' writing progress, whereas oral report can be done in a group. They will have a discussion and eventually present the result of their discussion to the other groups. Here, the teacher will have a chance to see the progress of the students' speaking ability.

## **2. Visual**

Visual media are definitely dealing with the sense of sight. They can be generally divided into two categories, whether they contain verbal or nonverbal messages. Verbal messages can be seen in meaningful words that form certain writing. This might be the most common visual media that exist in English language teaching. They exist in the form of books, magazine, newspaper, etc. Whereas nonverbal messages can be seen in pictures, drawings, charts, graphs, posters and cartoons Smaldino et. al. in Soko (2017). They can be presented in the form of printed visuals, presentation software, digital images, and overhead projection.

Like other media, visual media are also utilizing to assist the teacher in delivering information in the classroom. Along with delivering contained-knowledge information to the students, visual media that used by English teacher are also able to make concrete of abstract ideas, encourage students, and direct attention. Visual media, particularly that contain nonverbal messages ones, can be objectively used to make English language teaching and learning become more colourful.

### **a. Pictures**

One of the undeniable roles of the picture is the ability in getting people's attention. That is why those who sell certain products try their best in creating the finest picture whether for the package which represents the product itself or the advertisement. The ability of a picture in representing the huge amount of meaningful words is obviously applicable



in English language teaching. As what Harmer in Soko (2017) asserts that pictures can be used for multiple ways comprising such as drill, communication, understanding, ornamentation, prediction, and discussion.

Pictures, whether in the form of drawing, cartoon or digital image can be utilized to facilitate the students in communicating ideas in the classroom. Fachrurrazy (2011) in more detail explains, that in writing, pictures can be used for teaching some genres of texts such as descriptive text by using pictures or images of objects, procedure text by using pictures or images of ingredients. Slides of cartoons are also can be utilized to enhance students' speaking ability by interpreting and explaining them in, for instance, a phrase, sentence, or short story.

#### **b. Word Cards/ Flash Cards**

Flashcard can be simply defined as a card that flashily shown. Suyanto (2007) states that flashcards are set of cards with colourful pictures, which are flashed to the class by the teacher. What makes flashcard is classified differently from picture is the presence of one or more words on it. The implementation of flashcards as instructional ELT media is mostly to both introduce and enrich vocabularies. Yet, as the student's need becomes higher, flashcards are also utilized to fill other objectives and the structures are not as simple as a single picture with a single word.

The use of flashcards in the classroom is considered for their inexpensiveness. They are also able to attract the students' attention.

Moreover, a good packaging can make the flashcards durable and be used for a long period of time. However, same as pictures, some teachers cannot make their own flashcards, and when it comes to digital flashcards, availability of electricity and facility should be highly considered. Last but not least, what is written on the flashcards is limited and the teacher should be extra selective in choosing pictures which will be used in the flashcards.

### **c. Chart**

Chart can be simply defined as a visual display which represents certain matter in a simple way. Some people may think that chart can only be used in the classroom for numeric subjects like mathematics or economics. Edgar Dale (1969) defines a chart as a visual symbol summarizing, comparing, contrasting or performing other helpful services in explaining subject-matter. The main function of the chart is always to show the relationships such a comparison, relative amounts, developments, processes, classification, and organization. The most familiar English chart which has been used almost all over the planet for such a long time is grammar chart. The grammar chart is really helpful to the beginners of English lessons. It summarizes all rules, pattern and formula of English grammar just in one image. This kind of chart can be found in most of the English textbooks, English learning website and yet, it also appears in some social media pages like Facebook for instance. Apparently, another chart can be utilized in English language teaching as instructional media. Using chart as instructional media can be divided into

two main ways which are gaining knowledge by analysing information of the provided chart or gaining knowledge by constructing a new chart.

Some functions of a chart which asserted previously can be a guideline for the teacher in using chart in the classroom. Chart can be used as one of the media to introduce comparison and superlative concepts. By showing a pie chart of shopping mall visitors percentage based on the age, for instance, they can make comparison toward what showed in the chart. For example, people in the age group of 10-19 visit the shopping mall more regularly than those who are 50-59. 20-29 years old people are the most regular visitors to the shopping mall. which is commonly used in English class which is family tree.

### **3. Audio-visual**

These particular media are the integration of motion pictures and sound at a time. Smalindo et. al. (1996) claim that these particular media are available for almost all educational topic and able to embrace all of the learning aspects such as cognitive, affective, psychomotor and interpersonal abilities. They are available in the form of videos (documentary, tutorial, and lectures), films (drama, fairy tale, biography) and TV programs (news, series, talk show)..

#### **a. Video**

There are generally three types of video that used in education namely documentary, tutorial and lecture. Its ability to bring various benefits makes video very familiar in English language teaching for such a long time. Corporation for Public Broadcasting 2004, elaborates some

benefits that video offers such as reinforce reading and learning material and also develop the students' basic knowledge. Besides, video is able to augment the students' understanding as well as their ability in discussing ideas to one another. Moreover, video is also proved can facilitate most of the students' learning styles as well as encourage them to be more motivated and enthusiastic. Not every single video, whether it is documentary, tutorial or lecture can be used in English language teaching.

Video can stimulate the students' listening skills repeatedly. It will be more effective when the teacher provides some question related to the video that must be answered by the students. Other communicative skills can also be improved if the teacher can facilitate the students with various followed up activities. Sowntharya et. al. (2014) listed some activities that can be done in English language teaching along with the benefit of each of them. Asking the students to give oral commentaries or spontaneous opinion toward the video can train their speaking ability and word choice. They also will improve their ability in describing things. In addition, writing script for the video narration or short report or review about the video can improve the students' writing skills.

#### **b. Films**

Film is one of the artworks that most of the people have interested in. It exists in various genre and theme which facilitate various desires of the audiences. Film, in this context drama, fairy tale, biography can assist

English teacher to run the class. A number of studies have proved that film brings significant effect to the development of basic language skills which are listening, speaking, reading and writing (Kaboocha, 2016).

A simple activity like ask the students to note down any strange word or phrase that they listened in the film can be a starting point in using film in the classroom. The teacher also can give the students list of questions which have to be answered later to help them to keep their focus in the film. To improve the students' oral proficiency, the teacher can provide a discussion, to talk about the theme, plot or character of the film (Sowntharya et. al. 2014). Debating is also possible to be done as the follow up activity after watching film to improve the students' speaking skill. By rising up one particular issue from the film, each group is asked to stand for one position. To make sure that everyone speaks up, every member of the group at least has one point to support their group (Stewart, 2014). Besides, several activities like making a review, summary discussing one of the issues of the film in a written form can also help the students to improve their vocabulary selection and writing skill.

### **c. TV Programs**

TV caters people with myriad programs, which embrace all ages from all background. The ability of TV program in providing shows for people's various needs makes it desirable. For the defender, TV is a window of the world; it is also a magic carpet of discovery. It has the

ability to enlarge both knowledge and understanding as well as encourage a new way of thinking with interlocking hopes, needs and problems. Whereas, critics call TV as the idiot box which promotes mindless viewing of mindless programs (Tafani, 2009). However, the fact that people nowadays are really addicted to TV program can be one of the reasons for the teacher to utilize TV program in the classroom. It is believed that having TV program in the classroom can raise the students' motivation since the teacher uses something that the students familiar with. Some TV programs that can be used in the classroom are news, series and talk show.

TV program is believed provides some opportunities in gaining more knowledge of English. It actually has been used in education field since 1930's and take part in English language teaching for about 50 years (Hambrook, 1979) By utilizing TV program in the classroom, the students do two activities at once which are seeing and listening, which means they stimulate more than one sense at the same time. TV program, such as news, talk show and some of the series offers real situation which not only makes the students learn linguistically but also acquire up-to-date information worldwide. By watching TV program, people get the chance to extend their learning horizon since TV program provides the way English is spoken by various people with different background in different situation (Hambrook, 1979)



## 2.5 Previous Study

The previous studies of this research are:

No	Name	Title	Result
1	Wirawan (2020)	A Study on The Teaching Media used by The English Teacher at SMP Muhammadiyah 2 Malang.	He found that the teacher utilized mobile phone, laptop, internet, digital projector, Microsoft Power Point, book, poster, real object, speaker active, video and Youtube as the teaching media used in teaching English
2	Dewanti et.al (2019)	Teachers' Perception and Students' Responses Toward the Use of English Teaching Media in SD Laboratorium Undiksha Singaraja	They found that English teachers in SD Laboratorium Undiksha had a positive perception towards the use of media in teaching English for the students. They mostly believe that the use of media is able to help teacher to conduct a better learning and provide a broad learning source.
3	Rahmi (2014)	The implementation of media in English language teaching.	She found that (1) the English teacher at SD Islam Laboratorium used (a) smart phone as audio media (b) visual printed media such as book, magazine and newspaper (c) visual display media such as picture, flashcard, poster, realia/model/mock up, puzzle and blackboard (d) teacher herself as model.

Based on the result of the previous study above, it can be conclude that the media in teaching English is important to be used by English teacher in teaching activity. The research above is similar with this research analyze about teaching Media. But, in this research focused to know the effective of teachers' perceptions of ELT Media in teaching English at Senior High School No.07 Bengkulu City.

## **CHAPTER III METHODOLOGY**

In this chapter, the researcher presents the design of the research, subjects of the research, instruments, data collecting technique, and data analysis technique. The explanations are as follows.

### **3.1 Research Design**

The design of this research was descriptive qualitative method. According to Gay (1990: 10) a descriptive method involves collecting the data in order to test hypotheses or answer questions concerning to the current status of the study. This research focused to find out the teachers' perception of media used in teaching English at Senior High School.

### **3.2 Subject of the Research**

The subjects of this research were the English teacher in Senior High School No. 7 (SMAN 7 Kota Bengkulu). The total of respondent was 4 teachers.

### **3.3 Instrument**

Instrument is something use in performing a work (Ary: 2002) The instrument of the research used in collecting the data is consist of questionnaire in form Linker Scale (always, sometimes, seldom, never). The questionnaire adopted from Soko (2017) about ELT media based on Doosur (2013) theory. Total of questionnaire is 19 items

### **3.4 The Data Collection Technique**

The researcher collected the data by using techniques below:

1. The researcher came to the school

2. The researcher met the English teacher
3. The researcher asked the teacher to complete the questionnaire items
4. After the student complete the questionnaire, the researcher collected the questionnaire

### 3.5 The Data Analyzing Technique

The researcher analyzed the data by using techniques below:

1. The researcher checked the students' answers in the questionnaire.
2. The researcher classified the data detail by using the percentage formula

Formula:

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

Where: P = Percentage

F = Frequency of answer

N = number of respondent  
(Herzberg:1983)

The score then will be followed by the category that each of the dimension belongs to. It is classified by adopting Riduwan's (2012) classification formula. The formula classifies each score into four categories, whether it is very good/ positive, good/ positive, bad/ negative or very bad/ negative.

**Table 3.1 Classification Formula**

CATEGORY	SCORE
Very Good/ positive	76-100
Good/ positive	51-75
Bad/ negative	26-50
Very bad/ negative	0-25

3. The researcher analyzed and described the data
4. The last, the researcher wrote the conclusion.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

By presenting this particular section, the researcher aims to deliver the result of the data collection and analysis as well as the interpretation. It is expected that the objective of the study which is to investigate the teachers' perceptions of ELT media can be answered through this chapter.

#### **4.1 Result**

In this chapter the researcher described the result of this research. The researcher wants to know English teachers' perceptions of ELT media at Senior High School No. 07 Bengkulu City (SMAN 07). According to Doosur (2013) Instructional media whether they are operated digitally or traditionally can be categorized into three forms namely: audio, visual and audio-visual.

The researcher gave questionnaire to English teacher at Senior High School No. 07 Bengkulu City (SMAN 07) on 20 September 2020. There are four English teachers as respondent in this research. After identify the questionnaire, the researcher found the English teachers used some media in teaching English. For the details, the result of questionnaire can be seen as follow:

##### **4.1.1 The Teachers' Perception of Media used in Teaching English**

###### **1. Teachers understanding of ELT Media**

In this part, the researcher identify about the teachers understanding of Media used by English teacher in teaching English. The data can be seen on the table below:

**Table 4.1 Teachers understanding of ELT Media**

<b>NO</b>	<b>STATEMENT</b>	<b>TOTAL SCORE</b>	<b>CLASSIFICATION</b>
1.	Media are beneficial in assisting the teacher to deliver teaching material.	100	Very good/ positive
2.	Media are beneficial in enhancing the students' linguistic aspect (practice)	100	Very good / positive
3.	Media are beneficial in enhancing the students' linguistic aspect (produce)	100	Very good / positive
4. a	Audio recording can be used by the teacher as one of the ELT media.	100	Very good / positive
4. b	Audio drama can be used by the teacher as one of the ELT media.	100	Very good / positive
4. c	News report can be used by teacher as one of the ELT media.	100	Very good / positive
4. d	Song can be used by the teacher as one of the ELT media.	100	Very good / positive
5. a	Picture can be used by the teacher as one of the ELT media.	100	Very good / positive
5. b	Flash card can be used by the teacher as one of the ELT media.	100	Very good / positive
5. c	Teacher can utilize chart as one of the ELT media.	50	Bad / negative
6. a	Teacher can utilize video as one of the ELT media.	100	Very good /positive
6. b	Teacher can utilize film as one of the ELT media.	100	Very good / positive
6. c	Teacher can utilize TV program as one of the ELT media.	25	Bad / negative
Avarage		84	Very good /positive

Based on the result on the table 4.1 above, it is clear that most of the teachers have very good understanding of ELT media. Most of them totally agree that media are useful in assisting both teacher and students in teaching and learning process. There are some reason the teachers use media in teaching four skills such as: media can help the teacher to explain the material and the students can be easier to understand the material. So it can be conclude teaching media can help the teacher to improve the students ability.

## 2. Teachers view of ELT Media

In this part, the researcher identify about the teachers view of Media used by English teacher in teaching English. The data can be seen on the table below:

**Table 4.2 Teachers view of ELT Media**

NO	STATEMENT	TOTAL SCORE	CLASSIFICATION
7.	It is interesting to utilize ELT media.	100	Very good/ positive
8.	Media are applicable in my English class.	100	Very good / positive
9.	I gain more confidence when having media in my teaching process.	100	Very good / positive
10.	Media effectively and efficiently facilitate me to present the teaching material.	100	Very good / positive
11.	Media effectively and efficiently facilitate me to achieve my teaching and learning objectives.	100	Very good / positive
12.	Having media support in my teaching, make the class livelier.	100	Very good / positive
13.	The students can understand the material easier when I use media to deliver it.	100	Very good / positive
14.	The students can practice to identify linguistic aspect easier when media are included in the activity.	100	Very good / positive
15.	The students are able to produce linguistic aspects easier based on the learning objective when media are included in the activity.	100	Very good / positive
Average		100	Very good / positive

The result of the data on the table 4.2 above, showed the teacher have a very good view of ELT media. The teacher agree that ELT media very give advantages in teaching activities. The advantages of using ELT media such as: ELT media can make the teacher easier to teaching the material. The media should be enjoyable, not ones that make the students get bored. It means, media can support the teaching activity so that the students can interest to learning in the

classroom. Afterthat, the teacher also easier to give example about material with using material and the student easier to understanding that.

So based on the explanation above it can be concluded that use media that potentially helpful in achieving teaching goals. The teacher can make teaching activity can be interested with using media that appropriate with the material.

### **3. Teachers Action toward ELT Media**

In this part, there are two kinds of data result that will be presented in this section. The first one is the main data which aims to reveal the teachers' action toward software ELT media. The secondary data focus on the teachers' action toward hardware media as the supporting tools in delivering the software media.

#### ***a. Software Media***

In this particular investigation, the researcher provides 10 software media items which belong to three different groups of media they are: four audio media, three visual media and three audio-visual media which relevant in English language teaching. The researcher then tried to investigate how these ten media are used in different comprehension aspects which are promoted in English language teaching in Senior High School. The skills cover listening, speaking, reading and speaking. This is to reveal the frequency of using the media, whether there are some media which frequently used of even never used at all.

## 1) Listening Skill

**Table 4.3 ELT Media usage for listening skill**

NO.	MEDIA	SCORE	CLASSIFICATION
1.	Audio recording	100	Very good/ positive
2.	Audio drama	0	Very bad/ negative
3.	News report	75	Good/positive
4.	Song	100	Very good/ positive
5.	Picture	0	Very bad/ negative
6.	Flash card	0	Very bad/ negative
7.	Chart	0	Very bad/ negative
8.	Video	50	Bad/ negative
9.	Film	0	Very bad/ negative
10.	TV program	0	Very bad/ negative
	Average	32.5	Bad/ negative

Based on the table 4.3 above the researcher found from ten software media only four media that used by English teacher in teaching listening skill they are: audio recording, song, news report and video. The media that used by all of the English teacher in teaching listening skill is audio recording and song. It means, audio recording and song can support teacher in teaching listening skill and can improve the students listening comprehension.

## 2) Speaking Skill

**Table 4.4 ELT Media usage for speaking skill**

NO.	MEDIA	SCORE	CLASSIFICATION
1.	Audio recording	0	Very bad/ negative
2.	Audio drama	0	Very bad/ negative
3.	News report	50	Bad/ negative
4.	Song	75	Good/ positive
5.	Picture	100	Very good/ positive
6.	Flash card	50	Bad / negative
7.	Chart	0	Very bad/ negative
8.	Video	100	Very good/ positive
9.	Film	0	Very bad/ negative
10.	TV program	0	Very bad/ negative
	Average	37.5	Bad / negative



Based on the table 4.4 above the researcher found from ten software media only five media that used by English teacher in teaching speaking skill they are: picture, video, song, flash card and news report. It means, the media above can support teacher in teaching speaking skill and can improve the students speaking skill. For example the activity is when the teacher use picture as media in teaching speaking, the teacher show the picture and ask the students to describe the picture orally in front of class.

### 3) Reading Skill

**Table 4.5 ELT Media usage for reading skill**

NO.	MEDIA	SCORE	CLASSIFICATION
1.	Audio recording	0	Very bad/ negative
2.	Audio drama	0	Very bad/ negative
3.	News report	0	Very Bad/ negative
4.	Song	100	Very good/ positive
5.	Picture	100	Very good/ positive
6.	Flash card	100	Very Good / positive
7.	Chart	50	bad/ negative
8.	Video	0	Very bad/ negative
9.	Film	0	Very good/ positive
10.	TV program	0	Very bad/ negative
	Average	35	Bad/ negative

Based on the table 4.5 above the researcher found from ten software media only four media that used by English teacher in teaching speaking skill they are: song, picture, flash card and chart. It means, the media above can support teacher in teaching reading skill and can improve the students speaking skill. For example the activity is when the teacher use song lyric as media in teaching reading, the teacher ask the students to read and understanding the song lyric.

#### 4) Writing Skill

**Table 4.6 ELT Media usage for writing skill**

NO.	MEDIA	SCORE	CLASSIFICATION
1.	Audio recording	0	Very bad/ negative
2.	Audio drama	0	Very bad/ negative
3.	News report	100	Very Bad/ negative
4.	Song	0	Very Bad/ negative
5.	Picture	100	Very good/ positive
6.	Flash card	100	Very Good / positive
7.	Chart	75	Good/ positive
8.	Video	0	Very bad/ negative
9.	Film	0	Very good/ positive
10.	TV program	0	Very bad/ negative
	Average	35	Bad/ negative

Based on the table 4.6 above the researcher found from ten software media only four media that used by English teacher in teaching writing skill they are: news report, picture, flashcard, song and chart. It means, the media above can support teacher in teaching writing skill and can improve the students writing skill. For example the activity is when the teacher use chart as media in teaching listening, the teacher ask the students to write family trees.

#### ***b. Hardware Media***

This section is presented to reveal the secondary data which are used to support and enrich the main data of teachers' action toward ELT media. As each of the media presented in the previous section needs hardware to be delivered in the classroom. It aims at investigating the teacher's choice of the hardware that assist him/ her in English language teaching.

The hardware media are classified based on the sensory channels from the simple to the sophisticated one. Audio media include radio, tape, CD player, smartphone and computer. Meanwhile, visual media include paper, class board, transparency, printed paper, computer, and smart board. The last one audio-visual media include Television, VCD player, DVD player, computer and smart television.

### 1) Audio Media

**Table 4.6 Hardware Media Usage for Audio Software Media**

NO.	MEDIA	SCORE	CLASSIFICATION
1.	Radio	0	Very bad/ negative
2.	Tape	100	Very good/ positive
3.	CD player	100	Very good/ positive
4.	Smart phone	100	Very Bad/ negative
5.	Computer	100	Very good/ positive
Average		80	Very good/ positive

Based on the table 4.6 above the researcher found from five hardware media usage audio software media that used by English teacher in teaching English they are: tape, CD player, Smartphone and Computer.

### 2) Visual Media

**Table 4.7 Hardware Media Usage for Visual Software Media**

NO.	MEDIA	SCORE	CLASSIFICATION
1.	Paper	100	Very Good/ positive
2.	Class board	100	Very Good/ positive
3.	Transparency	0	Very bad/ negative
4.	Printed paper	100	Very Good/ positive
5.	Computer	50	Bad/ negative
6.	Smart board	0	Very bad/ negative
Average		58	Good/ Negative

Based on the table 4.7 above the researcher found from six hardware media usage visual software media that used by English teacher in teaching English they are: paper, class board, printed paper and

computer.

### 3) Audio - Visual Media

**Table 4.8 Hardware Media Usage for Audio Visual Software Media**

NO.	MEDIA	SCORE	CLASSIFICATION
1.	TV	0	Very bad/ negative
2.	VCD player	100	Very good/ positive
3.	DVD player	100	Very good/ positive
4.	Computer	100	Very good/ positive
5.	Smart TV	0	Very bad/ negative
Average		60	Good/ Negative

Based on the table 4.8 above the researcher found from five hardware media usage audio visual software media that used by English teacher in teaching English they are: VCD player, DVD player, and computer.

### 4.1.2 Overall Research Results

The following table is the overall result of the data collection about the teachers' perceptions of ELT media. By presenting the analysis of each dimension which are understanding, view and action, the researcher shows the result of the data analysis.

**Table 4.9: Overall Result**

No	Dimension		Score	Categories
1.	Understanding		84	Very good/ positive
2.	View		100	Very good/ positive
3.	Action	Listening	32.5	Bad/ negative
		Speaking	37.5	Bad/ positive
		Reading	35	Bad/ negative
		Writing	35	Bad/ negative
		Audio	80	Very good/ positive
		Visual	58	Good/ positive
		Audio Visual	60	Good/ positive
Average			58	Good/ positive

Based on the table 4.9 above it can be conclude the teachers

perception of ELT Media in teaching English at Senior High School is Good/ Positive. It means the teacher feel the media give good impact for them in teaching English such as the teacher can be more creative in teaching activity. The students can be interest during teaching and learning activity in the classroom.

#### **4.2 Discussion**

In this part the researcher want to discuss the result of the research. This research aims to find out the effective of teachers' perceptions toward the use of ELT Media in teaching English at Senior High School No.07 Bengkulu City. In here the researcher found the teachers' perceptions is quite different with the other two. First result, the researcher found the English teachers have very good perception about view and understanding of ELT media. It means, the teacher aware about the benefit and important of media in teaching English. The English teacher belief media can support their material and can make the students be easier to understanding the material and interest to learning. Not only interesting, media indeed are seen as potential utilities which are beneficial for both the teacher and the students. This is parallel to Doosur's (2013) notion that media if utilized in the educational setting will complement the teaching and learning process.

According to Sanaky (2013) media are helpful in facilitating teacher to reach the learning objectives, increasing confidence, creating a better quality of teaching as well as teaching variation and creating fun learning. Meanwhile, instructional media bring some advantages for the students such as, to increase the student learning motivation, as well as variation, stimuli the student for thinking

analytically in fun situation and also instructional media are helpful in understanding the material systematically.

Second result shows that the teachers have a negative action toward ELT media. It means the teacher only used limited media in teaching four skills. Most of the teachers do not apply all media provided in the questionnaire in their English class, whether when it deals with enhancing the students' listening, speaking, reading and writing skills. Additionally, the result shows that most of the teachers still rely on certain media to be utilized in each of comprehension aspect in English language teaching.

First, there are four out of ten media which are frequently used in enhancing the students' listening comprehension namely, audio recording, song, news report and video. Audio recording and song that dominant media that used by English teacher in teaching listening skill. Audio recording such as instruction narration, monolog and dialog are the most frequently used in the listening activity. By having audio recording intensively in the classroom, the teachers expected that the students will get used to English orally. It is in line with the benefit of audio recording proposed by Newby et.al. (1996) that it can provide basic language experiences for the students whose native language is not English.

Second, action toward media in dealing with improving the students' speaking comprehension. Most of them prefer to use pictures, video, song, news report and flash card to encourage the students to speak English. Picture has become a priority for the teachers when it comes regarding mastering vocabulary. Additionally, Harmer (2001) who says that picture is really helpful in learning

how to communicate the students' thought to one another.

Third result, however, the teacher only use four media in teaching reading they are: picture, song, flash card and chart. Picture is one of media that use all of English teacher in teaching reading skill. In line with Harmer's (2001) theory, in this case, picture play role as ornamentation. The teachers can use picture to affirm a given reading or passage. Picture also can be used to evaluate the students' reading comprehension. As the picture can be a representation of reading or passage read by the students, the teacher can ask the students to match what they read with the provided picture.

The last is media used in teaching writing skill. The researcher found the English teacher used five media they are: news report, picture, flashcard and chart. Again, in writing comprehension aspect, picture appears as the priority which used in English language teaching. Indeed, there are various activities can be done by using picture in the classroom. Picture whether in the form of drawing, cartoon, printed or digital image can be used for teaching some genres of text (Fachrurrazy, 2011). Picture of objects can be utilized in constructing descriptive text, while picture of ingredients, for instance, can be utilized in constructing procedure text. imilar to picture, as flash card is a combination of picture and a word or two, it is also frequently in writing comprehension development.

So, from the result and discussion above it can be concluded that the English teacher have very good perception about view and understanding of ELT media in teaching English. But, in action or implimentation the English teacher only used few media in teaching English.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

From the result of analysis and discussion on the finding, the researcher presented some conclusion and suggestion in this chapter.

#### **5.1 Conclusion**

Based on the result of the research and discussion in the previous chapter, the researcher can be concluded about English teacher perception about ELT media, they are:

1. The teachers have very good or positive perception about view and understanding of ELT Media in teaching English. It means the teachers believe that English language teaching will be done effectively if they are assisted by other supporting system including media.
2. The teachers have bad or negative perception about action of ELT Media. It means, in implementation media in teaching the teachers only rely on certain media especially in enhancing the students' language comprehension such as listening, speaking, reading and writing. Each of the teachers has his/ her own consideration in deciding his/ her media choice. In this research the media that used by English teacher is picture, song, chart, news report, flash card, audio recording, video, film and chart.

#### **5.2 Suggestion**

Based on the previous conclusion, the researcher give suggestion as follow:



**For English Teacher:**

It is suggested that teachers be more creative and innovative in choosing teaching media to improve the students ability, so that teachers do not use the same media every time they teach. So that students will be more interested in learning and easier to understand the material.

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# APPENDIX I

## KUESIONER

### MEDIA YANG DIGUNAKAN GURU KETIKA MENGAJAR BAHASA INGGRIS

Nama \_\_\_\_\_ :

Kuesioner ini bertujuan untuk mengumpulkan data penelitian tentang penggunaan media dalam pengajaran Bahasa Inggris

I. Tandailah (✓) kolom\* yang menurut anda sesuai dengan pernyataan berikut!

\*STS : Sangat Tidak Setuju  
TS : Tidak Setuju  
S : Setuju  
SS : Sangat Setuju

NO.	PERNYATAAN	STS	TS	S	SS
1.	Penggunaan media bermanfaat dalam kegiatan pengajaran materi.				
2.	Penggunaan media bermanfaat dalam kegiatan Latihan aspek kebahasaan siswa				
3.	Penggunaan media bermanfaat dalam kegiatan produksi aspek kebahasaan siswa				
4.	Media audio di bawah ini dapat guru gunakan dalam kegiatan pengajaran Bahasa Inggris:				
	- Rekaman audio (petunjuk, cerita, percakapan)				
	- Drama audio				
	- Laporan berita				
	- Lagu				
5.	Media visual di bawah ini dapat guru gunakan dalam kegiatan pengajaran Bahasa Inggris:				
	- Gambar				
	- Kartu <i>flash</i>				
	- <i>Chart</i>				
6.	Media audio-visual di bawah ini dapat guru gunakan dalam kegiatan pengajaran Bahasa Inggris:				
	- Video (documenter, tutorial, pengajaran)				

	- Film (drama, dongeng, biografi)				
	- Program televisi				
7.	Media merupakan alat bantu belajar yang menarik untuk digunakan.				
8.	Media dapat saya gunakan di kelas Bahasa Inggris saya.				
9.	Saya lebih percaya diri ketika menggunakan media saat mengajar.				
10.	Saya lebih mudah menyampaikan materi pelajaran ketika menggunakan media sebagai perantara.				
11.	Tujuan pembelajaran lebih mudah tercapai ketika menggunakan media dalam kegiatan belajar-mengajar.				
12.	Kegiatan belajar-mengajar di kelas saya lebih lancar ketika menggunakan media.				
13.	Siswa lebih mudah memahami materi yang saya sampaikan ketika saya memanfaatkan media.				
14.	Siswa lebih mudah berlatih mengenali aspek-aspek kebahasaan ketika media dilibatkan dalam kegiatan pembelajaran.				
15.	Siswa lebih mudah menghasilkan aspek-aspek kebahasaan sesuai dengan apa yang dipelajari dengan basis media.				

II. Pilihlah media yang paling sering digunakan saat kegiatan belajar dan mengajar Bahasa Inggris di kelas

NO.	PERNYATAAN	Ceklist
16.	Saya memanfaatkan media di bawah ini dalam kegiatan yang bertujuan untuk meningkatkan kemampuan mendengar siswa:	
	- Rekaman audio (petunjuk, cerita, percakapan)	
	- Drama	
	- Siaran berita	
	- Lagu	
	- Gambar	
	- Kartu <i>flash</i>	
	- <i>Chart</i>	
	- Video (documenter, tutorial, pengajaran)	

	- Film (drama, dongeng, biografi)	
	- Program televisi	
17.	Saya memanfaatkan media di bawah ini dalam kegiatan yang bertujuan untuk meningkatkan kemampuan berbicara siswa:	
	- Rekaman audio (petunjuk cerita, percakapan)	
	- Drama	
	- Lagu	
	- Gambar	
	- Kartu <i>flash</i>	
	- <i>Chart</i>	
	- Video (documenter, tutorial, pengajaran)	
	- Film (drama, dongeng, biografi)	
	- Program televisi	
18.	Saya memanfaatkan media di bawah ini dalam kegiatan yang bertujuan untuk meningkatkan kemampuan membaca siswa:	
	- Rekaman audio (petunjuk, cerita, percakapan)	
	- Drama	
	- Siaran berita	
	- Lagu	
	- Gambar	
	- Kartu <i>flash</i>	
	- <i>Chart</i>	
	- Video (documenter, tutorial, pengajaran)	
	- Film (drama, dongeng, biografi)	
	- Program televisi	
19.	Saya memanfaatkan media di bawah ini dalam kegiatan yang bertujuan untuk meningkatkan kemampuan menulis siswa:	
	- Rekaman audio (petunjuk, cerita, percakapan)	
	- Drama	
	- Siaran berita	
	- Lagu	
	- Gambar	

	- Kartu <i>flash</i>	
	- <i>Chart</i>	
	- Video (documenter, tutorial, pengajaran)	
	- Film (drama, dongeng, biografi)	
	- Program televisi	

III. Pilihlah media yang paling sering digunakan berdasarkan frekuensi penggunaan anda di kelas.

NO.	MEDIA PERANGKAT LUNAK	MEDIA PERANGKAT KERAS	URUTAN
20.	Audio	Radio	
		Alat perekam/ pemutar kaset	
		Pemutar <i>CD</i>	
		Ponsel pintar	
		Komputer	
21.	Visual	Kertas	
		Kertas cetak	
		Papan tulis	
		Transparan	
		Komputer	
		Papan pintar	
22.	Audio-visual	Pesawat televisi	
		Pemutar <i>VCD</i>	
		Pemutar <i>DVD</i>	
		Komputer	
		Televisi pintar	



**APPENDIX II**  
**KUESIONER**  
**MEDIA YANG DIGUNAKAN GURU KETIKA MENGAJAR**  
**BAHASA INGGRIS**

Nama \_\_\_\_\_ :

Kuesioner ini bertujuan untuk mengumpulkan data penelitian tentang penggunaan media dalam pengajaran Bahasa Inggris

I. Tandailah (√) kolom\* yang menurut anda sesuai dengan pernyataan berikut!

\*STS : Sangat Tidak Setuju  
 TS : Tidak Setuju  
 S : Setuju  
 SS : Sangat Setuju

NO.	PERNYATAAN	STS	TS	S	SS
1.	Penggunaan media bermanfaat dalam kegiatan pengajaran materi.				4
2.	Penggunaan media bermanfaat dalam kegiatan Latihan aspek kebahasaan siswa				4
3.	Penggunaan media bermanfaat dalam kegiatan produksi aspek kebahasaan siswa				4
4.	Media audio di bawah ini dapat guru gunakan dalam kegiatan pengajaran Bahasa Inggris:				
	- Rekaman audio (petunjuk, cerita, percakapan)				4
	- Drama audio				4
	- Laporan berita				4
	- Lagu				4
5.	Media visual di bawah ini dapat guru gunakan dalam kegiatan pengajaran Bahasa Inggris:				
	- Gambar				4
	- Kartu <i>flash</i>				4
	- <i>Chart</i>		2	2	
6.	Media audio-visual di bawah ini dapat guru gunakan dalam kegiatan pengajaran Bahasa Inggris:				
	- Video (documenter, tutorial, pengajaran)				4

	- Film (drama, dongeng, biografi)				4
	- Program televisi		3	1	
7.	Media merupakan alat bantu belajar yang menarik untuk digunakan.				4
8.	Media dapat saya gunakan di kelas Bahasa Inggris saya.				4
9.	Saya lebih percaya diri Ketika menggunakan media saat mengajar.				4
10.	Saya lebih mudah menyampaikan materi pelajaran ketika menggunakan media sebagai perantara.				4
11.	Tujuan pembelajaran lebih mudah tercapai ketika menggunakan media dalam kegiatan belajar-mengajar.				4
12.	Kegiatan belajar-mengajar di kelas saya lebih lancar ketika menggunakan media.				4
13.	Siswa lebih mudah memahami materi yang saya sampaikan ketika saya memanfaatkan media.				4
14.	Siswa lebih mudah berlatih mengenali aspek-aspek kebahasaan ketika media dilibatkan dalam kegiatan pembelajaran.				4
15.	Siswa lebih mudah menghasilkan aspek-aspek kebahasaan sesuai dengan apa yang dipelajari dengan basis media.				4

II. Pilihlah media yang sering digunakan saat kegiatan belajar dan mengajar Bahasa Inggris di kelas.

NO.	PERNYATAAN	Ceklist
16.	Saya memanfaatkan media di bawah ini dalam kegiatan yang bertujuan untuk meningkatkan kemampuan mendengar siswa:	
	- Rekaman audio (petunjuk, cerita, percakapan)	4
	- Drama	
	- Siaran berita	3
	- Lagu	4
	- Gambar	
	- Kartu <i>flash</i>	
	- Chart	

	- Video (documenter, tutorial, pengajaran)	2
	- Film (drama, dongeng, biografi)	
	- Program televisi	
17.	Saya memanfaatkan media di bawah ini dalam kegiatan yang bertujuan untuk meningkatkan kemampuan berbicara siswa:	
	- Rekaman audio (petunjuk cerita, percakapan)	
	- Drama	
	- Siaran berita	2
	- Lagu	3
	- Gambar	4
	- Kartu <i>flash</i>	3
	- <i>Chart</i>	
	- Video (documenter, tutorial, pengajaran)	4
	- Film (drama, dongeng, biografi)	
	- Program televisi	
18.	Saya memanfaatkan media di bawah ini dalam kegiatan yang bertujuan untuk meningkatkan kemampuan membaca siswa:	
	- Rekaman audio (petunjuk, cerita, percakapan)	
	- Drama	
	- Siaran berita	
	- Lagu	4
	- Gambar	4
	- Kartu <i>flash</i>	4
	- <i>Chart</i>	3
	- Video (documenter, tutorial, pengajaran)	
	- Film (drama, dongeng, biografi)	
	- Program televisi	
19.	Saya memanfaatkan media di bawah ini dalam kegiatan yang bertujuan untuk meningkatkan kemampuan menulis siswa:	
	- Rekaman audio (petunjuk, cerita, percakapan)	
	- Drama	

	- Siaran berita	4
	- Lagu	
	- Gambar	4
	- Kartu <i>flash</i>	4
	- <i>Chart</i>	3
	- Video (documenter, tutorial, pengajaran)	
	- Film (drama, dongeng, biografi)	
	- Program televisi	

III. Pilihlah media yang paling sering digunakan berdasarkan frekuensi penggunaan anda di kelas

NO.	MEDIA PERANGKAT LUNAK	MEDIA PERANGKAT KERAS	URUTAN
20.	Audio	Radio	
		Alat perekam/ pemutar kaset	4
		Pemutar <i>CD</i>	4
		Ponsel pintar	
		Komputer	4
21.	Visual	Kertas	4
		Kertas cetak	4
		Papan tulis	4
		Transparan	
		Komputer	4
		Papan pintar	
22.	Audio-visual	Pesawat televisi	
		Pemutar <i>VCD</i>	4
		Pemutar <i>DVD</i>	4
		Komputer	4
		Televisi pintar	

# DOCUMENTATION



