Vocational High-School Teachers' Perceptions of Media Used in EFL Classroom

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ARTICLE INFO	ABSTRACT
	Nowadays, in 21st-century learning, English teachers are demanded to be creative in teaching. Using media in teaching is one of the samples of teacher creativity. This study aims to determine the teachers' perception of using media in teaching English at SMK N 1 Kinali. This type of research is descriptive research through a qualitative approach. In this study, the researcher used purposive sampling, involving three English teachers at SMK N 1 Kinali who used media during the teaching and learning process in the classroom. In collecting data, the researcher conducted observations and interviews with three teachers regarding what media the teacher used in learning English and how the teachers' perception of using media in teaching English. The researcher found several media used in teaching English by teachers including; graphic media, audio media, project silent media, media games, and simulation. In addition, researchers also found that teachers have a positive perception of the use of media in teaching English. The teacher already has an understanding that the presence of media will support the smoothness of the teaching and learning process. However, teachers do not always use the media during the teaching and learning process. In terms of using the media, teachers also experience problems including a lack of internet access around the school environment and attacks on the media by students for matters not related to the teaching and learning process. However, behind that, all teachers are also trying to prepare media based on student characteristics which include different ways of learning, different interests in using media, and different levels of understanding.

I.   INTRODUCTION

As a characteristic of the era of globalization, science, and technology is growing very rapidly and increasingly sophisticated, with a wider role, it takes a teacher who is characterized and creative in learning. 21st-century learning is a learning creation where the curriculum is developed to guide schools to change their learning approach from teacher-centered to student-centered. According to Dewi et al., (2019), 21st-century education skills are educational support systems that regulate the condition of students in learning, accommodate students' learning needs, and support positive relationships between students through effective learning.

Therefore, teachers are required to be creative in the teaching and learning process in the classroom. Things that teachers can do to become creative teachers include using teaching

methods and media that are good and useful for learning and teaching activities, which can support students' understanding of the material presented during the learning process. Teachers must be able to convey learning material as well as possible so that they achieve goals by utilizing good and reasonable media (Meliala et al., 2021).

In addition, the use of media in learning will also lead to learning motivation in students, this is in line with Sanaky's statement (Puspitarini & Hanif, 2019), that the benefits of using learning media include: (a) the teaching and learning process becomes more interesting, and it will motivate students to learn; (b) with the media it becomes easier for students to understand the material presented by the teacher; (c) the use of media in the teaching and learning process will not make students feel bored because learning will be varied; and (d) with the media students will be more active, listening, observing, doing, demonstrating what the teacher conveys.

However, behind the benefits of using media in the teaching and learning process, based on the results of the researchers' pre-observation at SMKN 1 Kinali, there are still teachers who do not always use media when teaching or only use media provided by schools, such as books as learning resources. This is what makes teachers less creative in teaching, thus making students less learning motivation because the teaching and learning process becomes monotonous. For this reason, this study aims to determine what kind of media teachers used in teaching English and teachers' perceptions of using media in teaching English.

The teacher's perception is the response of a professional educator about what he experiences in educating, teaching, guiding, directing, training, assessing, and evaluating learners in the educational path which is influenced by the beliefs and feelings of educators (Maba W., 2017). In addition, teachers' perceptions form a significant component to describe the environment of the learning process (Lee & Tsai, 2005). So, it can be concluded that the teacher's perception is the way the teacher expresses his opinion about something he has gone through and is considered correct in the teaching and learning process. Differences in understanding will result in differences in perceptions between individuals with one. In this study, researchers wanted to know the perceptions of teachers on using the media in teaching.

According to Indahyanti et al., (2022), five things can be indicator questions to discover teacher perceptions on using media in teaching. The first thing that researchers want to know from a teacher is how important the role of the media is in the teaching and learning process for them. Of course, the answers obtained are pros and cons, later there will be teachers who feel that using media when teaching will be very helpful because the presence of media will facilitate communication between teachers and students in the teaching and learning process. On the other hand, there may be an opinion that there is no need to use media when teaching because teachers can convey learning material well.

The second is the criteria for good learning media. Media criteria in learning are standards or guidelines that must be met by a media so that it can be used effectively in the learning process. These criteria are usually based on the learning objectives to be achieved and the characteristics of the students who are the target audience. This relates to the way the teacher determines the right media for the teaching and learning process in the classroom. Things to consider include the continuity of the media with the material to be delivered, then also the understanding of student learning whether students understand more when learning to use visual, audio, or audio-visual media.

The third one has frequently used media. In the context of learning, the frequency of media use can affect the effectiveness of teaching and learning. For example, if a teacher uses video as a learning medium, the frequency of use can affect how well students understand the material being taught. Regular use of videos may help students understand the material better

and retain information over the long term. In addition, the frequency of media use can also affect students' motivation in learning. If the media or technology used in learning is considered interesting and useful, students may be more motivated to learn and take part in learning activities.

Next is the problem with the application of learning media. In this case, what the researchers want to know is whether the constraints experienced by the teacher when using the media when teaching. Of course in using something there are obstacles experienced. These obstacles can come from within the teacher (internal factors) such as not being very good at using media such as PowerPoint while teaching others as well as from the surrounding environment (external factors) such as limited facilities and others.

And the last one is how to design learning media according to student characteristics. Designing learning media according to student characteristics is an important aspect of creating effective learning experiences. To design learning media that are tailored to student characteristics, it is necessary to first conduct a needs assessment to identify the learning preferences, abilities, and needs of the students. This may involve collecting data through surveys, interviews, or focus groups. Once the data is collected, it is important to analyze it to identify patterns and trends that emerge among the students. It is also important to consider the learning environment in which the students will be using the learning media. Based on the needs assessment and analysis, appropriate learning media can be chosen that are aligned with the student's learning preferences, abilities, and needs. Incorporating interactive elements into the learning media, such as quizzes, games, and simulations, can also engage students and enhance their learning experience.

Characteristics media are a form of media grouping that aims to provide information about media, each media has certain characteristics. In this case, selecting and classifying media in learning requires knowledge of the characteristics of the media. The existence of media groupings can clarify differences in terms of the purpose of use, functions, and capabilities so that they can be used as guidelines in choosing the right media.

II. METHODS

In this study, the researcher used a qualitative approach. A qualitative approach is an approach that is utilized to investigate and get the phenomenon. For the most part, in a qualitative approach, the researcher interpreted the meaning of data, drawing on individual reflections and past research (Creswell, 2012:626). This study describes phenomena that are obtained naturally and objectively from the field. In the words, to describe what are the teachers' perceptions of using media learning in teaching English.

In this research, to get the data the researcher needs participants who involve in this research. The researcher selected the participant by using purposive sampling, there are three English teachers at SMK N 1 Kinali. In conducting research, the researcher used observation and interviews. The researcher used observation to get what kind of media are used in teaching English in the classroom by the teacher and used interviews to know what are the teacher's perception of using media in teaching English in the classroom at SMK N 1 Kinali. After collecting the data, the researcher analyzed the data by following several steps of data analysis. According to Gay and Airasian (2000) to analyze descriptive data, the researcher must follow 4 steps that are reading/memoing, describing, classifying, and interpreting.

III. RESULT AND DISCUSSION

Based on observation and interviews, it was found that English teachers use various media in teaching English in class. Namely, graphic media, audio media, project silent media, media games, and simulation. Media can be interpreted as any tool that can provide information or messages. In the teaching and learning process, the media is important, because media will make the teaching and learning process more effective and interesting (Andriani, 2022). Generally, the use of media in teaching will help students to understand the material presented. Wahyuni et al., (2019), stated that media in learning functions to help convey information in teaching and learning activities, namely information that comes from teachers to students.

According to Aksa, (2017), there are four media characteristics such as graphic media, audio media, project silent media, media games, and simulation. This study found that teachers use graphic media. Graphic Media refers to the media used to present information or messages through visual elements such as pictures, graphs, illustrations, diagrams, and animations. Graphic media can also be printed media such as magazines, brochures, posters, and books. The purpose of graphic media is to clarify the message to be conveyed and make it easier for users to understand the information presented. By using attractive and effective visual elements, graphic media can build an emotional connection with the audience and help them engage with the information presented. Furthermore, using graphic media can help students understand concepts and information better and more effectively, and can motivate and arouse students' interest.

This study also found that teachers use kinds of audio media. Audio media according to Aksa (2017) is a type of media that uses sound or recorded voice to convey messages or information. In the context of teaching, audio media is used as a teaching aid that can help increase students' understanding of learning material. Audio media can be used to provide additional explanations about concepts that are difficult to understand or to provide better examples and illustrations to increase student understanding. The use of audio media in learning can provide students with a more interesting and challenging way of learning and increase student engagement. The following are the characteristics of audio media in teaching; can be stored and accessed at any time, can be used to increase understanding, can be used in interactive learning, can increase learning motivation, and can be adapted to student needs.

Projection Silent Media is used by the teachers in this present study. For example, using PowerPoint, and using a mobile phone to access the internet. Besides, Media Game and Simulation are also used by the teacher. Game and simulation media are very popular and effective types of media in teaching and learning. Both types of media can make learning experiences more interesting and interactive, and help students understand difficult or complex concepts more easily. Apart from that, games and simulations can also help students develop skills such as creativity, cooperation, and problem-solving. In a game or simulation, students can collaborate with their friends to complete a task or solve a problem. This can help students to learn to work together in groups and improve their social skills. Another advantage of using games and simulations in teaching is to increase students' motivation and interest in learning. Students will be more interested and involved in learning when the material being taught is presented in a fun and interesting way, such as in the form of games or simulations. Elaish et al, (2019) applied digital games to develop English vocabulary learning, especially through video games. From the findings, digital games do increase students' learning motivation, thus changing the direction from rote learning to meaningful learning. The use of digital games is one of the factors that make students interested and motivated.

Generally, the teachers have their own perceptions which depend on their facts and experiences. In the present study, the teacher had a positive perception of the use of media in the teaching and learning process in the classroom. This result is similar to the research by Madayani & Muhassin (2020). In general, the English teachers' perceptions of ELT media were categorized as good perception. In other words, all the teachers have a positive perception of ELT media. Other research that shows a positive attitude toward the use of media in learning is research from Pratiwi et al, (2021) which examines the use of TikTok as a learning medium showing that respondents (students) have a positive attitude towards the TikTok application which is used as an English learning strategy to help and improve literacy and speaking skills.

According to the teachers in the present study, the use of media is very important and helps and supports the smoothness of the teaching and learning process.

> *"Menurut saya penggunaan media itu sangat penting dalam proses pembelajaran karena dapat mendukung lancarnya proses belajar mengajar"*
> (In my opinion, the use of media is very important in the learning process because it can support the smoothness of the teaching and learning process)

Furthermore, with the media, students are easier to understand the material, and students also become more interested thereby increasing student motivation in participating in the teaching and learning process.

> *"Penggunaan media pada proses pembelajaran itu sangat berfungsi sekali karena ketika kita menjelaskan ada media maka siswa akan lebih memahami apa yang kita sampaikan jadi lebih mudah ketika penyampaikan materi"*
> (The use of media in the learning process is very functional because when we explain that there is media, students will better understand what we convey, so it will be easier when delivering material).

It can be concluded that using media is essential for vocational high-school English teachers in SKMN 1 Kinali. The same thing was also found by Silviyanti & Yusuf (2015) in their research that the use of media, especially those based on Information and Communication Technology (ICT), is important because it makes learning fun, interesting, and effective.

Second, according to the teachers in this study, media that is good for use in the teaching and learning process is media that depends on the material to be delivered. Therefore, the use of media in the teaching and learning process is not always applied by the teacher. However, based on the benefits and functions of the media, the teacher should always include the use of media during the teaching and learning process.

> "Tidak selalu, media yang digunakan tergantung pada materi pembelajaran yang akan saya sampaikan pada hari itu"
> (Not always, depending on the learning material that I will convey that day)

As confirmed by Meliala et al., (2021) teachers must be able to convey lessons as well as possible to achieve goals by utilizing good and reasonable media. Selecting and using the

appropriate media for teaching English assists teachers to create an effective learning situation in the classroom (Andriani, 2022)

Next, in the use of media during the teaching and learning process teachers get problems one of which is through the use of handphones. The problem includes inadequate internet access in schools and misuse of handphones by students for things that are not related to the teaching and learning process such as viewing social media. This finding is almost the same as the results of research from Melvina et al., (2021) that from the data obtained from the interview results it was reported that teachers had problems using technology in the process of teaching and learning English in class. The main problem found is the limited internet connection.

"Karena saya menggunakan handphone dan jaringan internet, mungkin kendalanya untuk di daerah sini sinyal yang agak susah"
(Because I use a handphone and an internet network, maybe the problem here is the signal is rather difficult)

The last, as we know that students will have different characteristics as well as the attractiveness and ability to understand the material in the learning. So, sometimes the teacher prepares more than one media such as preparing visual and audio-visual media and prepares different learning styles such as independent, pair, or group study.

"Jadi nanti pas di dalam kelas media nya di sesuaikan dengan minat siswa yg suka nya visual maka diberikan media yg sperti gambar dan contoh contoh bentuk dari apa yg di ajarkan. Jadi, bisa menyesuaikan media apa yang akan dipakai"
(So later in the class the media will be adjusted to the interests of students who like visuals, they will be given specific media, pictures, and examples of what is fun. So, you can adjust what media to use)

Therefore, the right learning approach must pay attention to the characteristics of students and facilitate learning according to individual needs. As stated by Dewi et al., (2019), 21st-century skills education is an educational support system that regulates student learning conditions, accommodates student learning needs, and supports positive relationships between students through effective learning. In this context, teachers must design learning that takes into account the learning styles, interests, motivation, and skill levels of students. Students who feel valued and supported in the learning process will be more motivated and eager to learn and develop their abilities.

IV. SUGGESTION AND CONCLUSION

Based on the findings and discussion of the research above. Researchers conclude from the results of observations and interviews conducted showing that the media used by teachers in teaching English in class are whiteboard, handphone, speaker, picture, and discussion group. Then the teacher already has an understanding of the functions and benefits of using media in the teaching and learning process so that the teacher has a positive perception of using the media. In determining the media that is good and appropriate for use during the teaching and learning process the teacher pays attention to the relationship between the media to be used and the material to be taught. This is because the media aims to help and support the smoothness of the teaching and learning process and make it easier for students to understand the material presented. For this reason, teachers do not always use media in the teaching and learning process.

Then in the use of media, the teacher also has obstacles, for example in the use of a handphone as a medium to assist and support the teaching and learning process there are obstacles. For example, inadequate internet access around the school environment and misuse of handphones by students for matters not related to the teaching and learning process. The last one, as we know, is that students have different characters, in this case, differences in students' attractiveness to the media that will be used by the teacher. Therefore, the way the teacher prepares more than one media and learning style during the teaching and learning process.

Several things that can be suggested from this study include that English teachers are expected to be creative in the teaching and learning process, one of which is by using the media so that learning is not monotonous and students become interested in participating in learning. The media used is not only one or two media that have been used before but various other media that are presented in various forms to attract students' interest in the material and can help students understand the material more easily. The use of media in learning will also have problems, and for that, the teacher must be able to overcome these problems without disrupting the teaching and learning process. Apart from that, in choosing media, the teacher must also pay attention to the character of the students because it will be in vain if the media used is not appropriate so that students are not interested and do not focus on the teaching and learning process.

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