THE STUDENTS' PERCEPTION OF THE MEDIA USED BY TEACHER IN TEACHING ENGLISH
(Descriptive Research at the Eighth Grade Students of SMP Muhammadiyah 12 Makassar)

A THESIS

Submitted to the Faculty of Teacher Training and Educational Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for the Degree of Educational in English Department

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MOTTO

"Dan bersama kesukaran pasti ada kemudahan.
Karena itu, bila selesai sesuatu tugas, mulailah dengan yang
lain dengan sungguh-sungguh. Hanya kepada Tuhanmu
hendaknya kamu berharap." (Q.S Alam Nasyrah 6-8*).*

I dedicate this thesis to:
my parents, my brothers, my sisters in-law,
my best cousin and all my best friends,
for your sincerities and lots of prayers in supporting
the researcher making her dream come true

ABSTRACT

Marwana Ambo Lele, 2018. The Students' Perception of the Media Used by Teacher in Teaching English *(A Descriptive Research at the Eighth Grade Students of SMP Muhammadiyah 12 Makassar)* under the thesis of English Education Department the Faculty of Teacher Training and Education, University Muhammadiyah of Makassar, guided by Hj. Andi Tenri Ampa and Andi Asri Jumiaty.

This research aimed to find out (1) The kinds of media used by the teacher in teaching English; (2) The students' perception of the media used by the teacher in teaching English. The data were conducted on October 2018 from 18 students of the eighth-grade students at SMP Muhammadiyah 12 Makassar from two classes.

This used a descriptive qualitative research; the instruments were an observation and interview. The observation was used to observe the teacher of the eighth-grade students at SMP Muhammadiyah 12 Makassar and the interview was distributed to the students of the eighth-grade.

The findings of this research showed that the kinds of media used by the when teaching English were a whiteboard, English book, dictionary, laptop, LCD Projector, and speaker. The result of the students' interview that most of the students gave positive perception toward the media used by English teacher in teaching and learning process, they were being happy, being more active, being more excited/spirit in learning English, they were easier to understand the materials, they can repair their pronunciation, vocabulary, find new ideas, express their opinion and they can practice it in daily life. Whereas there were also some students gave negative perception toward the media used by English teacher in teaching and learning process that they cannot be enthusiastic/spirit to learn English, pronounce the words correctly, find new ideas and express their opinion because they were lazy, being wary and afraid of being wrong in learning English.

Keywords: Perception, Media, Students' Perception, Teacher's Media in Teaching English.

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CHAPTER I

INTRODUCTION

A. Background

Instructional media is the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction (Omenge and Priscah, 2016). It purposes that instructional media might be all the traditional ways to outside classroom to teach English. It can provide experiences for students to involve students' senses in learning. It can make students' attitude more positive, encourage their self-motivation, and enhance understanding.

Instructional media is tool for teaching and learning process, everything that can be used to stimulate the mind, feeling, attention and ability or skill of students in order to encourage the learning process. It is also help the teacher to teach more effectively improve teachers' knowledge about the instructional media in presenting materials and enable the students to learn more readily, specifically to fulfill objectives in a teaching-learning situation.

Media occupies an important position as one component of the learning process without media, communication will not occur and the learning process as a communication process also will not be able to take place optimally. In fact, what happens in learning is often a process running ineffectively. A lot of times, energy waste while learning goals cannot be achieved even happen noises in communication between teacher and students.

The first thesis from Reza (2016) Islamic university of As-Syafi'iyah with the title Students' Perception on the Use of Movie Media in English Language Teaching the result of this study showed that most students stated that movie media gave more advantages than the disadvantages. The study was concluded that movie media can be used as an alternative teaching English for listening practice in the class. Attract students' attention, present language in a more natural way that found in course-books. It is because the teachers utilize the provided media in the schools and utilize it to show the materials transferring the knowledge in attractive ways to the students. It's also a teacher is creative to use media in teaching.

The second thesis from Nurjannah (2016) Muhammadiyah university of Makassar with the title Students' Perception towards the Methods Used by the Teacher in Teaching English the result of this study showed that the methods used by the teacher can make students are happy and enthusiastic in teaching English, students are easier to understand the materials, can repair their pronunciation and increase their vocabulary.

Based on those researches, it is suggested that English teachers must be creative and use media in teaching English instead of teaching will be more interesting, understand the lessons that they receive, provide motivation, attract the attention, stimulate students' response, and make the class more meaningful and enjoyable.

In this case, to know the reality of teachers do creativity instructional media or not, we can see through observation or students' perception. The

perception can be described of students enjoy or not studying by teachers' creativity in teaching English. Students who are happy to follow the lesson and pay attention to teachers when delivering the material means that the media used by teachers are suitable with students, but when the students are not happy to follow the lesson, feel bored when teachers delivering the material means that the media used by teachers are not suitable with students.

Thus considering the reality teaching and learning process in school the researcher was interested in doing a research to analyze the *Students' Perception of the Media Used by the Teacher in Teaching English at SMP Muhammadiyah 12 Makassar.*

B. Problem Statement

Based on the background above, the problem of the research can be formulated in the following questions:

1. What media are used by the teacher in teaching English?
2. How is the students' perception of the media used by the English teacher in teaching English?

C. Objective of the Study

Based on the problem statement above, this study aims to find out:

1. The media used by the teachers in teaching English.
2. The students' perception of the instructional media used by the English teachers in teaching English.

D. Significance of the Research

The result of this study are expected to be useful for,

1. Students, it can help students' achievement who has teachers creative in teaching.

2. Teachers, it provides motivation for teachers to develop creative ideals and behavior in teaching.

3. School, as an input to the school to find out the creativity in teaching English teachers on student achievement, especially in English language lessons.

4. Increasing knowledge about the students' perception on the effect of teachers' creativity in teaching learning process toward students' achievement of study English.

5. Other researchers, it is expect that the result of this research will help in finding references for further research.

E. Scope of the Research

This research focused on describing the instructional media that was used by the English teachers in teaching English and the students' perception of the media used by the English teachers in teaching learning process at the eighth grade students in junior high school.

CHAPTER II

REVIEW OF RELATED LITERATURE

This study designed to describe students' perception of the media used by English teachers in teaching English. It was conducted to know what media is used by English teachers in teaching English and how the students perceive their teachers in learning English in classroom. Therefore, this chapter presents some concepts of perception and instructional media.

A. The Concept of Perception

Perception has a variety of senses, according to experts, among others: According to Michael (1999) that perception is such feeling and thinking toward thing and by a process. It means that someone can express what are there in their mind. To addition the definition of perception can be found in Searle as cited in Blake and Sekuler (2006) "Perception is what person (students) feel about particular thing both conscious and unconscious, whether visual or auditory and thought that are caused by process going on the brain". This means when human visual system first sees an image or thing they are going to think an information then they percept it through the audio what on the human brain.

On the other side, according to Oxford Dictionary (2007), perception is defined as the way you notice things, especially with the sense. Perception deals with the human senses that generate signals from the environment through sight (the eyes), hearing (ears), touch (the other parts of the body),

smell (nose) and taste (tongue). It means that perception and human sense involve the organization of the acquired data or information. In other words, the human senses and reaction involved in human senses happens as an instinct. For example the speed with which an individual bats the eye lid on sighting an object moving rapidly in the direction of the eyes, the reaction of people to sound and sharp objects that touches the skin are example of instinctive behaviors based on processed information.

Furthermore, Angell (2015:122) states that perception is the consciousness of particular material things present to sense. So, the perception can be defined as the process of receipt of stimuli through the senses, which is preceded by the attention or awareness that the individual is able to determine, interpret, and appreciate about what is observed, how a person sees, views or defines something. In addition, Wang (2007:1-2) says that perception is a set of internal sensational cognitive processes of the brain at the subconscious cognitive function layer that detects, relates, interprets and searches internal cognitive information in the mind.

In other words, perception is people' opinion about something that they thought is true. It means that perception refers to someone sense or view toward a certain object. Perception is people's opinion about something that they thought is true and understands them. The correlation is how students' motivation on their perception of ability in learning English. Robbins (1997) points out that perception is processes by which individuals organize and also interpret their sensory experience so that it will bring meanings to them. It

means that a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Thus, it can be said that perception refers to someone's sense or view toward a certain object. In other words, student's perception is can be the essential factors to support the teaching learning process itself.

Perception can be defined as people recognition and interpretation of sensory information. Perception also includes how people respond the information. People can think of perception as a process where they take in sensory information from environment and use the information in order to interact with the environment. Perception allows people to take the sensory information in and make it into something meaningful.

Actually, all the definitions above that stated by some experts are similar. One's perception can affect their act toward something in the live because through perception everybody can perceive the same thing in different view or it will vary from person to person. Therefore the researcher concludes that the perception is a set of process by a person becomes aware of and interprets information about certain object which may be by way of experience, exposure or any other interaction.

On the other side, Robbins not only defined the perception but he also explains some indicators of perception to know how the process of gathering information through human perception's. Those indicators divided into two indicators as follows:

1. Acceptance

   The process of acceptance or reabsorption is indicator of perception in physiology stage; it is about the function of the five senses in grasping external stimulus. This means that the information submitted by individuals to another will be absorbed or accepted by the five senses, both sight, hearing, touch, smell, and tasting individually or together.

2. Understanding. It means as the result of analysis which is subjective, or different for each individuals.

3. Evaluation

   Evaluation is stimulus from the outside that has been grasped by the senses, and then evaluated by individuals. This evaluation is very subjective. It will be different perception of each person in environment. One individual assesses a stimulus as difficult and boring but other individuals judge the same stimuli as good and pleasant.

There are many types of perception according to Zaden (1984:109) there are person perception, social perception, and situation perception.

1.   Person perception

   Person perception refers to those processes by which we come to know and think about other, their characteristic, qualities, and inner state. We construct image of others in ways that serve to stabilize, make predictable, and render our manageable view of social world to the extent to which we attribute stable straits and enduring disposition to others

people. We feel that we are better able to understand their behavior and predicted their future actions and we use there nations to guide our interaction which them.

A person without sight may perceive sound different that somebody with the ability to see. Each person's individual perception is based on that people perceive life experience and with that being the case no two people perception of the same situation is likely to be exactly the same.

In this types, it has correlation to students who has personal perception or own perception. Every student has different perception to think about the characteristic of the teacher, the way teacher to teach; the quality of teacher, even the instructional media used teacher in teaching and learning process. Every student also has different perception about what the material is taught by teacher. So it could be conclude that person perception refers to a general tendency to form impressions of other people; the different conclusion we make about other people based on our impressions.

2. Situation perception

Social psychol inguistics views a situation as all the social factors that influence a persons' experience or behavior at a given time, and given a place. It is an interaction of time and space within which we act in specific ways. The situational contest in which stimuli occur has consequences for their interpretation. Any one of multiple words may

emerge. Depending on which stimuli we register. The linkage we make among these stimuli in our interpretation of the stimuli.

This type means that people perception are different based on the situation. The students' attitude in the past are different students' attitude now. It is because the social factors that influence a person behavior and it is also about difference of knowledge students that flow the information and technology, thereby affecting the students' thought.

3. Social perception

Social perception means that trying to understand people whether they are professional athletes, political, criminal, leader, entertainer, or loved and closer to home is not essay task. Knowing that other people have thoughts, beliefs, emotions, intentions, and desires, being able to read other people's inner states based on their words, behavior, and facial expression. Social perception is a complex process; people observe other people's behavior carefully until they get a complete analysis of the person, situation and behavior. This means that people perceive something depend on the quality of knowledge. People who have high quality will give good perception. They are able to read other people's perception in different activity.

In addition, According to Smith in Rezkiah (2017), there are some factors affect perceptions. They are:

1. Typical characteristic of the stimulus objects that consists of the value, meaning, the distance, and intensify of existence. The value is the

characteristic of stimulus as the value from the objects that the stimulus perceives.

2. Personal factors including a typical characteristic of individual such as intelligence, intensity, interest, and so on.

3. The factor of the group effect interpreting another people can offer advices to a certain manner.

4. The factor of culture differentiation.

In addition, Sperling (2000) says that there are several elements of perception, such as:

The first is personal feeling; attitude emotional, strong desire attitudes can be seen to have influence on a personal response because those are different for everybody. Personal situation will be different wither feel happy or not happy with the background.

The second is learning experiences, it means that students' opinion about what they have received and what the students want to do with the object they learn.

On the other hand, one aspect can also influence someone's perception is belief. Smith (2001) argues that one could begin to perceive an object that one fully believed. Briefly, we can perceive something that we are wholly familiar. It is caused by the memory we save in our mind.

The different perceptions around people also find in the school environment, such some students have a different perception about their English teachers' performance because teachers employ different kinds of

instructional media. Those perceptions are affected by several factors, for example: typical characteristic, personal factor, culture, experience and believe.

In addition, the process of a person's perception formed depends on the attitude of each individual. In essence, attitude is an interrelation of various components, in which the components according to Walgitu (1989) are three, namely:

The first is cognitive components (perceptual components), which are components related to knowledge, views, beliefs, namely things that relate to how people perceive objects of attitude.

The second is affective component (emotional component), which is a component that is associated with feeling happy or not happy with the object of attitude. Feeling of pleasure is a positive thing, while feeling of displeasure is a negative thing.

The third is conative components (components of behavior, or action components), which are components related to the tendency to act on objects of attitude. This component shows the intensity of attitude, which shows the size of the tendency to act or behave a person towards the object of attitude.

From those theories, the researcher can conclude that perception is someone view of an object to judge whether positive response or negative response. It will be influenced by some elements depends on the students or person's attitude, feeling and knowledge to perceive an object.

The perception is basically affected by two factors, namely the internal and external. Internal factors: Amongst the internal factors are:

a. Needs and Desires

Basically the perception of relatively satisfied people differs significantly form those of frustrated individuals. People at different levels of needs and desires perceive the same thing differently. Furthermore, the expectations, motivations and desires of people also shape their perception of other and situations around them.

b. Personality

Individual characteristic behaviour is another strong influence on what you perceive about that individual. It is a trite say that optimistic people perceive the things in favourable terms, pessimistic beings in negative terms. between the optimist and the pessimist exist a category of people who are capable of perceiving others accurately and objectively. They sum this issue this issue in the following outline: Secure individuals tend to perceive others as warm, not cold. Thoughtful individuals do not expose by expressing extreme judgement of others. Persons who accept themselves and have faith their individuality perceives things favourably. Self-accepting individuals perceive themselves as liked, wanted and accepted by others.

c. Experience

Combined with knowledge, experience has a perpetual impact on the perception of an individual. Successful experiences enhance and boost the

perception ability and lead to accuracy in perception of a person whereas failure erodes self-confidence.

Meanwhile external factors: Listed under this sub-head are:

a. Size

Perceptual stimulus of larger sizes has higher chances of being perceived. This is due to the fact that the factor of size is commonly associated with dominance and others to standing out for selection. A straight-forward example is that a full. Page advert catches more attention than those less than a page.

b. Intensity

This factor has to do with promoting the chances of a stimuli being selected. For example, some of the strategies that foster intensity are underlining or bolding or italicizing words in a written text. The greater the intensity of a stimulus, the more likely it will be noticed.

c. Frequency

Addresses the attention that accrues from the steady repetition of a particular stimulus that is the art of repetition simply attracts our alertness and provost our sensitivity to the message being sent across. The stimulus that is repeated with greater intensity is more likely to qualify for selection as it were.

d. Status

The status of a person being perceived exerts a lot of influences on a perception. Within an organization, highly placed officers expectedly

influence employees than persons who occupy lower rings of the organizations hierarchy.

B. The Concept of Instructional Media

There are a lot of definitions of media. Gagne (1970) defines that media are various components in learners' environment which support the learners learn. Briggs (1970) defines media are physical means which are used to send messages to the students and stimulate them to learn. In addition, Murcia (2001:461) states that media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex.

Media are tools that are used to make the communication and interaction between the teacher and the students more effective in the teaching learning process. Media are used to support the materials that are given by the teacher. The use of media can motivate the students to learn and can effectively explain and illustrate the contents of a subject.

According to Azikiwe (2007), instructional media cover whatever the teacher uses to involve all the five senses of sight, hearing, touch, smell and taste while presenting his/her lessons. In a similar vein Adegun (1997) says instructional media are things which are intended to help the teacher to teach more effectively and enable the students to learn more readily. Instructional media are information carriers designed specifically to fulfill objectives in a teaching-learning situation.

They are very important in language teaching, especially the foreign language because they facilitate the direct association between sounds and their symbols and also words and the objects they represent. They help to vividly illustrate meanings of things because they are associated with materials used by the teacher to improve the quality of his teaching.

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

On the other side, Seth (2000:12) defines that the instructional media refer to devices and materials employed in teaching and learning. It includes hardware like blackboard, radio, television, tape recorders, video tapes and recorders and projects; and software like transparences, films, slides, and teachers made- diagrams, real objects, cartoons, models, maps and photograph.

Ahmad Rohani (1997) states that instructional media encompasses all the materials and physical means an instructor might use to implement instructional objectives. This may include traditional materials such as chalkboard, handouts, charts, slides, overheads, real objects, and video tape or

film, as well newer materials and methods such as computers, DVD, CD-ROM, the internet, and interactive video conferencing.

Whatever the definitions of media are, there is a guideline which can be stated about media. Media is a tool which educators use to give material of study easily, such 85as tape recorder, Tapes, video cameras, video recorder, film, slide, photographs, drawings, graphics, and televisions, computers, in focus, projector, laptop, and speaker.

Based on the definitions above, the researcher can conclude that instructional media is teaching aids teaching process everything that can be used to stimulate the mind, feelings, attention and skills or skills of learners so as to encourage the learning process. It must contain such collection of materials or tools and equipment that can be used effectively for transferring, conveying and learning information.

Instructional media help add elements of reality - for instance, including pictures or highly involved computer simulations in a lecture. Media can be used to support one or more of the following instructional activities: The first is gain attention. A picture on the screen, a question on the board, or music playing as students enter the room all serve to get the student's attention. The second is recall prerequisites. Use media to help students recall what they learned in the last class, so that new material can be attached to and built upon it. The third is present objectives to the learners. Hand out or project the day's learning objectives.

The fourth is present new content. Not only can media help make new content more memorable, media can also help deliver new content (a text, movie, or video). The fifth is support learning through examples and visual elaboration. One of the biggest advantages of media is to bring the world into the classroom when it is not possible to take the student into the world. The seventh is eliciting student response. Present information to students and pose questions to them, getting them involved in answering the questions.

The eighth is providing feedback. Media can be used to provide feedback relating to a test or class exercise. The ninth is enhancing retention and transfer. Pictures enhance retention. Instructional media help students visualize a lesson and transfer abstract concepts into concrete, easier to remember objects. The last is assess performance. Media is an excellent way to pose assessment questions for the class to answer, or students can submit mediated presentations as classroom projects.

In addition, media also has function that is according to Arsyad (2003). There are several functions which are helps ease learning for students, facilitates the learning process for teachers, attracts greater attention in other students do not feel bored, generate new desires and interests, generate motivation and stimulate learning activities, and even bring psychological influences on students. Thus the media can serve to enhance students' learning absorption of learning materials.

Meanwhile, instructional media in a language teaching or teaching materials also involves the use of different kinds of media can be classified

into five types (Kemp, 1977: 79). They are simulated media which include games, role plays, simulations; visual forms which include photographic, graphic, and photographic combination; audio forms; audio visual or multimedia techniques; and real objects media that can be used by other senses which include objects, specimens and models.

1. Simulated Media

    Simulated media include games, quizzes, role plays, and simulations. Games can serve very well as the basis for an acquisition activity. It is an activity which provides pleasure and fun for the players. The game is supported by rules. In language teaching for children, providing material consisting of games will be useful. Games make the students more interested in the lesson. The use of games can stimulate them. In speaking, for example, students are stimulated to speak up, even the shy children. It is because the context of the game makes the learning process easy for the students.

2. Visual Forms

    Visual media are those which are related to seeing or sight that are used to illustrate something. Those can be in form of pictures or slides. Visual media can connect students' illustration and the real things in the field. Pictures, for example, those can be used to replace the objects that are rare or impossible to bring into the classroom. Pictures are the media that can be used to motivate students, to make the subject they are dealing

with clearer, and to illustrate the general idea and forms of an object or action which are particular to a culture.

Pictures can be in the form of flash cards. The flash cards are designed in small size which can be hold up by the teacher for the students to see. Pictures can be in form of large wall pictures. Those can be used, for example, to show large street maps to practice shop vocabulary or to get students giving and understanding directions. Pictures are useful for a variety of communication activities, especially where these have a game in them.

Visual media is one of media which make students can be interested. Visual media have important role in teaching and learning activity. It can make students understanding easier and reinforce memory. It also develops students' interest and gives connection between material and real matter. In order to more effective, visual media should be occupied on context which has meaning and the students have to interact with the image convinced that created information processing.

Visual media is one of teaching instrument that used by a teacher to teach the students in class or to show about the process or way to do something with hope that the students will more understanding and enjoyable in teaching learning process. By using visual media, teacher give information to the students more easily and the students can understand and get the information more easily too, because the teacher

shows what they are talking about and the students can see directly what the teacher mean.

In relation to this, Suleiman (1985:17) states that "if someone sees something he needs, he will be interested and it will be a motivation to know more. Visual media give people support and motivation to know and observe, and finally it can give better understanding.

3. Audio Media

Audio media can be in the form of cassette recorders, radio sets, songs, or telephone sets. Songs provide a natural means of active learning for young learners. It can help students to deal with worries and fears. It helps them to develop social skills such as turn taking. Using songs, students can have fun with language and develop their vocabulary.

It can be used to develop students' understanding of the world both present and past. It enables students to explore spatial concepts such as directions. Moreover, songs provide a range of opportunities for the development of creative role-plays, imaginations, and fantasies.

4. Audio Visual Forms

Audio visual media are the media that combine audio media visual media. Movies and video clips are examples of audio-visual media. Those can be used to get students' perception. The use of media can stimulate students' attention in the language learning. That can be used to ensure students' positive attitudes toward the subject.

5. Real Object Media

Real object media are real objects that are used as media. These can be objects that are used in the teaching learning process. They include tools, coins, things in the classroom, and others. The teacher can use pencils, pens, books, erasers, cutters, or bags to teach students about things in the classroom. If it is not possible to bring the real object in the classroom, the teachers can use a model. It is the miniature of the real object. It provides students to be more involved in the classroom learning.

Furthermore, Ruis (2009) states that there are some instructional media can be effectively used by researchers in the classroom. Those media are as follows:

1. Real Object

Real object is unmodified real things, objects such as coins, tools, plants, animal, collection of artifacts that teachers can bring inside or outside the classroom which is used by the teacher for teaching learning process. Real object can be used as starting point to introduce the lesson and/or understanding concept of the material.

2. Pictures

Pictures or graphic materials refer to non-photographic and two dimensional materials which is utilized by the teachers to convey messages to the students. This kind of material includes drawings, charts, graphs, posters, cartoon, etc. Pictures can be used for multiple ways comprising drilling and communication, understanding, ornamentation,

predicting, and discussing. The picture can stimulate interest to attract attention and sometimes to explain activities when the words are inadequate or difficult to describe in words. It is also can use to encourage learning where the students can find new ideas based on the material. With the picture students can answer much information from the picture that they see because it contains some activity, has a certain idea and purpose.

3. Course Book

Course book is a form of print media. It contains material or verbal information through print. It can also be used as basic instructional guide by the teacher.

4. Boards

Boards refer to chalkboard/ blackboard, whiteboard and interactive whiteboard (IWB). Like pictures, boards also are used for several purposes. Teachers can use boards as (1) notepad, (2) explanation aid, (3) picture frame, (4) public workbook, (5) game board, and (6) noticeboard.

5. Over Head Projector (OHP)

By using overhead projectors, the students can see in front of the class the material which is writer or drawn in a transparent. Presenting material on the OHP allows teachers to face the students all the time and provide focus of attention.

6. LCD Projector

LCD stands for Liquid Crystal Display. It is similar with an OHP. It must be connected to the computer to display teaching to students. Using

LCD allow the teacher to interact with students better, to use multimodal form of teaching and to provide more entertaining ways to teach and get lesson objective.

7. Flipcharts

Another instructional media that may be used by the teacher is flipchart. Flipchart is an instructional media which contains big sheets of paper. Several benefits of flipchart are portable, accessible, and easy to use.

8. Computer-based presentation technology

The instructional media has two vital components. They are hardware and software. The hardware needed for this instructional media are computer and LCD projector. This instructional media combine both audio and visual material. By using computer-based presentation technology or so called multimedia presentation enable the teacher to convey much larger information to the students.

Meanwhile according to Azar Arsyad, following are some types of instructional media:

1. Chart

A chart is a combination of pictorial, graphic, numerical or vertical material which presents a clear visual summary. The main function of the chart is always to show relationships such as comparisons, relative amounts, developments, processes, classification and organization. Uses of charts there are motivates the students, shows continuity in the process,

shows relationships by means of facts, figures and statistics, presents matter symbolically, presents abstract ideas in visual form, summarizes information, shows the development of structures, creates problems and stimulates thinking, and encourages utilization of other media of communication.

2. Posters

A poster is a placard, usually pictorial or decorative, utilizing an emotional appeal to convey a message aimed at reinforcing an attitude or urging a course of action. The poster can be defined as a graphic representation of some strong emotional appeal that is carried through a combination of graphic aids like pictures, cartoons lettering and other visual arts on a placard. It aims for conveying the specific message, teaching a particular thing, giving a general idea etc. Posters exert a great influence on the observer.

Posters are very useful in students' project work. Divide the class into groups and each group can decide what message their post is going to have. The completed posters, together with the students' other project work, such as reports and maps, can then be displayed around the school.

3. Flashcard

Flashcards are small cards with a picture or symbol on them used both in teaching and in development work. In the classroom, flashcards are commonly used to teach reading. A picture, for example, of an elephant may be drawn or stuck on a card and the word 'elephant' written

underneath it or on a different card. The students are encouraged to associate the pictures and the words through various 'look and say' activities and games, for example, Kim's game, Pairs, and so on.

In teaching and development work, flashcards may have pictures symbols drawn or painted on them. They are particularly useful for stimulating discussion in small groups, as well as for sharing information and reminding people of a recommended process with posters, research the local situation and pre-test them.

To use flashcards in a classroom situation, such as learning to read show the picture and the word together. Ask students to look at the picture and say the word. Then they look at the word and say it again. After presenting a number of words with pictures that the students already know, ask for volunteers to come out and match pictures and words. When the students have learnt to read the words, teacher can divide them into teams and play reading games using the flashcards.

4. Graphs

Graph is defined as a visual representation of numerical data. Graph is fundamentally a tool for expressing number relationships, which is much easier to visualize than can be done if the statement were made only in words and figures. It offers a judicious technique for analyzing, comparing and prophesying of facts which are vital to an intelligent study of a problem.

5. Map

A map is a flat drawing or representation of an area, such as a village, which shows the location of natural and man-made features and resources. A map is drawn or made to be smaller than real life, and is not always to scale.

Making a map in a classroom can help to teach students about the concept of maps and how to interpret them. It can help the student to reflect on their own surroundings. For example, they might make a map of the health and safety hazards in the school compound, village or town, showing features such as busy roads, blind corners, unprotected water sources, rubbish tips and stagnant ponds where mosquitoes breed. This might be part of a project to protect the environment or to campaign for road safety measures.

6. White Board. A whiteboard has a smooth shiny white surface, which can be written: on with special pens and wiped clean with a dry cloth.

7. Work Sheet

A worksheet lists questions or activities for students or trainees to work through. Pre-prepared worksheets can be used successfully with groups with differing abilities or language skills because each person can work at their own pace.

Worksheets can be used for homework or a revision programmed, or they can include further details to be studied for the next lesson. Worksheets provide flexibility in the classroom as well as in the

workshop, because they can be used individually, in pairs, or in small groups to facilitate teamwork skills.

8. Cartoon

A cartoon is a simple picture of an amusing situation; sometimes it is a satirical comment on a serious or topical issue. A strip cartoon is a sequence of framed drawings, which tell a story. Both types are to be found in newspapers, magazines and leaflets. In development situations a cartoon is a method of conveying a specific message.

Cartoon pictures can enable people to discuss sensitive issues and so are useful for teaching and training. Listening skills in the language class can be extended and developed using cartoon strips.

Furthermore, Sudjana and Rivai (1992: 2) state that there are four benefits of the use of instructional media. They are to retain students" attention, give meaningful lessons, provide variation in a teaching and learning process, and provide variation of activities.

a. Retaining Students' Attention

Instructional media retain the students" attention. Based on the theory, the use of instructional media makes the lesson more attractive. In this condition, the attractive lessons retain the students" attention. By using the media, the students are interested and motivated to the learning activity.

b. Giving Meaningful Lessons

Instructional media bring the students into meaningful lessons. Media use gives the students opportunity to gain the real information of the

material delivered by the teacher. They enable the learners to interact with the real language and content so that the learners find it memorable. The use of the media makes the teaching learning process easier. It is said that the media can help deliver new contents. It is presented in the form of texts, movies, or videos. If the students read a text or see a movie, they will connect those media with their daily life. There the meaningful lesson occurs.

c. Providing Variation in a Teaching Learning Process

Instructional media provide variation in a teaching and learning process. When the teacher uses some media, the teaching learning process will not be monotonous. It is because the teacher can do many activities using those media. If the teacher uses media such as songs, puppets, and cards, the teacher will improvise through those media. On the other hand, when the teacher did not use the media, probably he or she will deliver the lesson flatly and it will make the students bored.

d. Providing Variation of Activities

Instructional media provide variation of activities for the students. Here, the use of media makes the learning process more variable. When the teacher uses videos, the activity that will be carried out can be listening, observing, role playing, or demonstrating. In this case, after the students watch the video the teacher can ask them to do some activities as what has been mentioned before. Another example is when the teacher uses cards. The teacher can set many activities, such as games, quizzes,

and puzzles. It can be concluded that instructional media enable the students to be active, develop their thinking, and get information on their own.

C. Conceptual Framework

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                    ┌──────────────┐
                    │   English    │
                    │   Subject    │
                    └──────────────┘
                            │
                            ▼
                    ┌──────────────┐
                    │ Teaching and │
                    │learning process│
                    └──────────────┘
              ┌─────────────┴──────────────┐
              ▼                            ▼
      ┌──────────────┐            ┌──────────────┐
      │  Students'   │            │ Media Used by│
      │Perception of the│         │  Teacher in  │
      │    Media     │            │   Teaching   │
      └──────────────┘            └──────────────┘
              │
      ┌───────┼────────┐
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 ┌─────────┐┌──────────┐┌──────────┐
 │Acceptance││Understanding││Evaluation│
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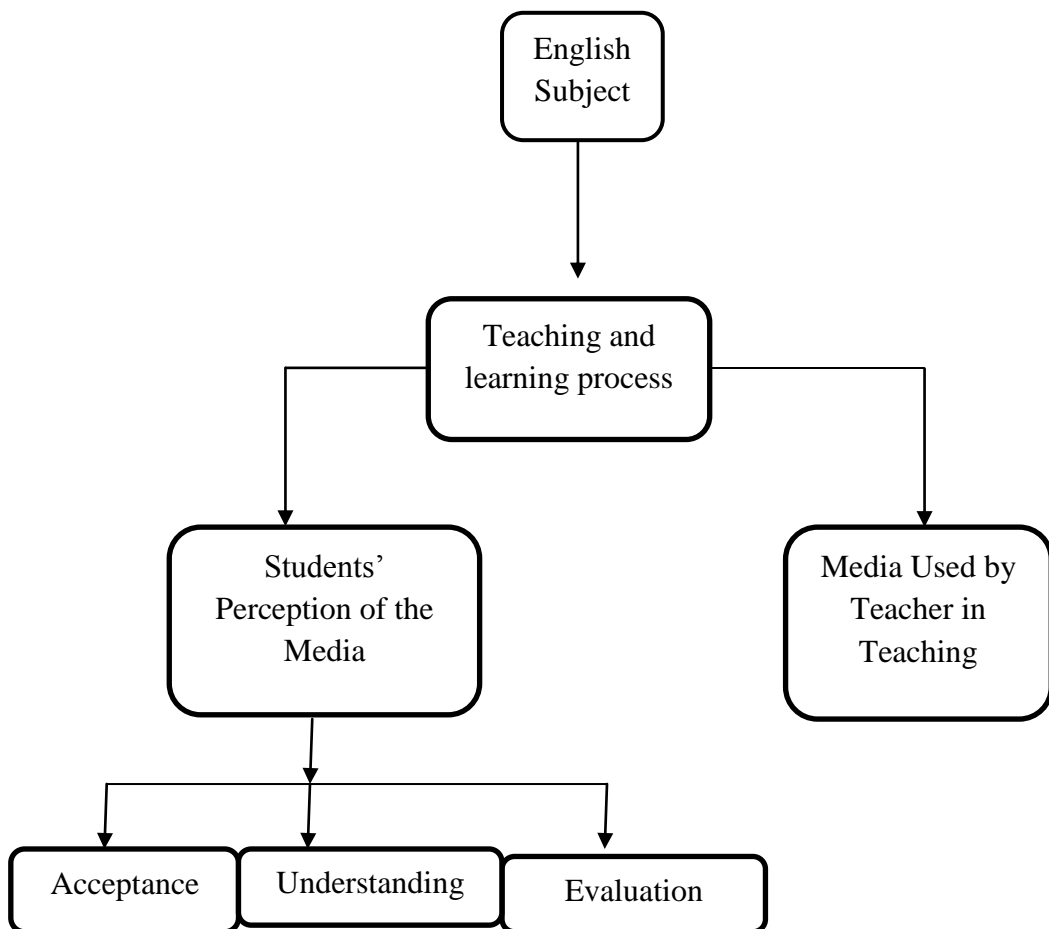
Figure 2.1 The Conceptual Framework

In this research, the researcher analyzed the kinds of media and the students' perception of the media used by teacher in teaching English. As we know that teaching English is one of teachers' ways to make students

understand about English. It needs to use various media in helping learning process more effectively and enable students to more learn readily.

In the teaching and learning process, students will give positive perception if teacher has creativity to use instructional media. Meanwhile, students will give negative perception if teacher doesn't have creativity to use instructional media in teaching and learning process. The result of this research will different based on students' acceptance, students' understanding and students' evaluation.

CHAPTER III

RESEARCH METHOD

This chapter presents research design, subject of the research, research instrument, data collection and data analysis:

A. Research Design

The method of this research was qualitative descriptive methodology. Qualitative research methods were used to examine question that can best by verbally describing how participants in a study perceive and interpret various aspects of their environment. Qualitative research refers to process-oriented methods use to understand, interpret, describe and develop a theory on a phenomena or setting. It is a systematic, subjective approach used to describe life experiences and give them meaning.

In this study, the researcher investigated students' responses toward the media used by the teachers; it is along with the objective of this study to identify students' perceptions by doing observation and interview to collect the data.

B. Subject of the Research

This research was conducted in the eighth grade students of SMP Muhammadiyah 12 Makassar in academic year of 2017-2018. The subjects of this research would be observed by research was teacher and students. The researcher observed eight class with one English teacher who teaching in the

eighth grade. There were two classes namely VIII-A and VIII-B with consisted of 20, 20 students each class. The researcher took 9 students from each class as the subject of this research so that the total of all the students taken by the researcher was 18 students.

C. Research Instrument

The researcher collect the data by using two instruments, those were:

1. Observation

    Observation is design to general data on activities, behavior, and generally focuses on setting. Observation was aimed to find out the kinds of instructional media that is used by teacher in teaching English in the classroom.

2. Interview

    Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee. The researcher used this interview to find out data about students' perception of the media used by teacher in teaching English.

D. Data Collection

In collecting data the researcher applied the producers as follows:

1. Data collection procedures for observation

    There are three steps in collecting data for observation:

    a. The researcher asked permission to the teachers first in order to join in the class.

    b. The researcher came to the class while the teacher begin the subject.

c. The researcher observed the English teacher to know what media was used by teacher in teaching English in the classroom.

2. Data Collection Procedures for interview

a. The researcher made some questions for the students who selected as the subject of this research.

b. The researcher interviewed the students face to face and records their answer.

c. The researcher collected the data about students' perception of the media used by teacher in teaching English.

E. Data Analysis

The data analysis technique used in this research was an interactive model of analysis. According to Miles and Huberman (1992:16) in this model there are three analysis components, namely data reduction, data display and conclusion drawing. The three activities in interactive model analysis can be explained as follows:

1. Data Collection

After identifying the problem, the researcher collected the data by interviewing students as information and observing the teaching and learning process to gain more supporting data. All the recording data and observation checklist were collected and then the researcher wrote the transcription of the recording from the transcription, the researcher got data. At this stage, the researcher identified the media used by English teacher and students' perception.

2. Data reduction

It is process of minimizing the amount of the data that needs to be stored in a data storage environment. In this research, the researcher select data obtained at the time of research regarding the user perception about the media used by teacher in teaching English, and then the data classifies and choose simply.

3. Data display

At this stage, the researcher developed a structured description of information to draw conclusion and take action. The presentation of data commonly used in this research is narrative text form. The purpose of narrative text is that the researcher described previously classified information about students' perception of the media used by teacher in teaching English then conclusions were presented in narrative text form. It analyzed and described the data qualitatively.

4. Conclusion drawing.

The researcher drawn conclusion and verified by looking for the meaning symptom obtained from the object of this research. At this stage, the researcher draw conclusion from the data that has been previously concluded, then matches the notes and observation made by the researcher at the time of doing analyzing.

Interaction of three components above can be described as follows:
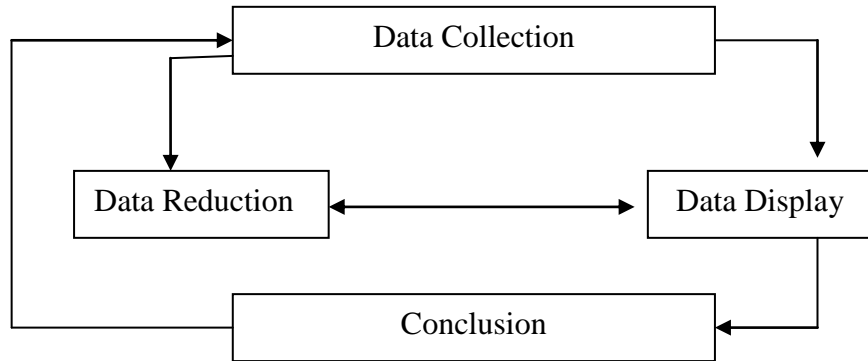
(Milles and Huberman in Malika, 2007:40)

Figure 3.1 The Data Analysis Technique

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the result of the research which divided into two selections, they were research findings and discussion where the finding outline the result of the data analysis was taken by observation checklist and interview while discussion presented the result of the research findings.

A. Research Findings

1. Media Used by the Teacher in Teaching English

Based on the observation checklist, the researcher has been found that the kinds of media used by teacher in teaching English. There were six various media that the teacher used in teaching English namely whiteboard, English book, dictionary, laptop, LCD projector, and speaker.

a. Whiteboard

Whiteboard is a hard smooth white surface used for writing or drawing on with marker. Whiteboard is categorized as visual media which is the most tools used by teacher in teaching and learning process. Based on the observation, the teacher used whiteboard to write-down the materials which taught to students. The teacher was easily delivered the subject by writing on the whiteboard/chalkboard. Writing on whiteboard help students take note of the materials. The teacher also asked students to write on the whiteboard the example of

the materials. The students have braved to come forward in front of to write the materials that they understand.

b. English book

English book is the media used by the English teacher teach English in the classroom. It contains material or verbal information of the subject. English book also is categorized as print media which used as basic instructional guide by the teacher. Based on the observation, the teacher used English book by delivering the material about giving suggestion. At the time, the teacher read the material and asked the students to repeat after her. The students were enthusiast in learning English use book.

c. Dictionary

Dictionary is the print media contains the words from alphabet A-Z that has the meaning and how to pronounce it well. Based on the observation, the teacher asked students to use dictionary when they didn't know the meaning of vocabulary. The students find on the dictionary meaning of the words that they didn't know.

d. Laptop and LCD Projector

Laptop is one of the media audio visual which used by the teacher in the classroom. The teacher used laptop to connect with LCD Projector and showing the material by power point presentation. The teacher used of power point presentations as teaching tools through the use of projectors. The teacher showed what the material means

whether pictures or films without showing the real things. The teacher gave information to the students more easily and the students can understand and got the information more easily too because the teacher showed what they talked about and the students can see directly what the teacher means.

e. Speaker

Speaker is categories as audio media that are useful because of its sound. The teacher used this media to play a song as media to stimulate students' listening comprehension. The teacher played a song and the students listened to the song, fill the missing lyric. After that, the teacher asked the students to translate the lyric of the song.

2. Students' Perception of the Media Used by Teacher in Teaching English

Based on the interview conducted by the researcher, the students stated positive perception of the media used by teacher in teaching English in the classroom which are necessary in effective teaching and learning process for the students.

a. Being happy in learning English

Being happy in learning is necessary to achieve positive learning process. The result of the interview indicated that the teacher's instructional media created positive relation and learning situation toward the students. It can be seen from the extract as follows:

Extract 1

*S1 : Usually, **I am happy** but if I am confused if teacher doesn't use media but if teacher use media it is easy to understand*

Extract 2

*S6: **I am happy** because ehh… usually teacher also give games use media then we are more spirit to learn*

Extract 3

*S7: **I am happy** because it can be easy to answer and I am not bored if teacher use media*

Extract 4

*S12: **I am happy** because I am not confused*

Based on the extracts above, when being asked the acceptance of the students if teacher used media in teaching English, most of the information answered the question with a word *happy* which meant as students' acceptance to learn English or the students' feeling when learning English use media.

In the **extract 2,** the researcher found from the audio recording that the **S6** stated that teacher usually also gave games to students which meant the teacher put game as ice-breaker that allowed the students to be more relax in and spirit in learning. Meanwhile **S1** and **S12** stated that the teacher's instructional media which was used in teaching and learning process made students didn't feel confused but if the teacher sometimes didn't use media, students feel confused to understand the material which was thought by teacher and **S7** stated

that it would make feel bored to learn English when teacher didn't use media in teaching and learning process.

Students stated that they were happy in learning English when teacher used media. It was because teacher gave them compliment tools in learning not only that teacher also used various media such as speaker to give students listening the song then fill the blank of the lyric, it was also showed the picture such as an animation to make students more interested and happy in learning English.

b. Being more active in learning English

The next students' perception of the media used by teacher is they can be more active in learning English. It is also one of the parts of the benefit teacher's instructional media which was used in teaching and learning process. It is shown in the extract below.

Extract 5

*S6: **Yes I am being more active** because teacher use LCD to show a story then **we retell the story so that it make me active in the classroom**.*

Extract 6

*S8: **Yes I am being active** because sometime teacher give writing exercise and make clipping in groups so **we are being active together** to conduct it*

Extract 7

*S9: Sometime I am lazy **sometime I am being active** because it is if teacher give listening a song so **I am active to sing a song so that it help my pronunciation correctly and I am being active in the classroom**.*

Extract 8

*S11: **Yes I am being more active** because I understand **the material make me more be active to learn.***

Extract 9
S14: Being active in learning English is difficult for me because I don't understand the meaning

Extract 10
*S15: Sometimes it is because **there is game so it makes me more be active** but sometime also I am not active because the teacher's way in teaching it just continues to be used.*

Extract 11
*S16: Sometimes it is because the materials are easy and **use media so that I am being active in learning**.*

Extract 12
*S18: **Yes I am being active** because it is fun in using the media.*

Based on those extracts above, the researcher found that the teacher's instructional media can give positive perception to students where they were mostly stated that they were being more active in learning English. It was found from **S6** stated that the teacher showed a story to them then asked them to retell the story where story kept students engaged and let them felt that they were also participating in the process of storytelling. If the story that they heard then made into an interesting experience and fun it can be a joyous learning experience and stimulate students to be more active in learning English in the classroom.

Meanwhile, in the **extract 6** where **S8** stated that sometime teacher give writing exercise and make clipping in groups can make them being more active together to learn English in groups because do in groups students can share and discuss what they learnt.

Another student's perception is from **S9** stated that sometime he was lazy sometimes he was being active because it is if teacher gave listening to a song and sang the song so that it made him being active in the classroom and he can pronounce English words correctly. From that statement, the researcher thought that using song to learn English is one of the best ways because it gave positive perception to students where it made students more active in learning. Song created better quality of life for students, created a positive learning experience and their attention was arrested to be more active in learning English.

It is the same line with **S15, S16** and **S18** were giving positive perception of the media used by teacher in teaching English. They stated that using media in teaching English can make them being more active in learning English in the classroom. It was because the teacher put game as ice-breaker that allowed the students' fun, and had a great desire to be more active in the classroom.

Furthermore, the **S11** stated that she was being more active because she understands the material. In the contrary one of the students initial name **S14** the followed by the statement *"Being active in learning English is difficult for me because I don't understand the meaning"* which meant that the material which was delivered by the teacher sometimes there was one of students didn't understand the material so that teacher should give more explanation to those students

who didn't understand the material in order they didn't omitted to learn English.

c. Being more enthusiastic/sprit in learning English

Based on the data obtained from students' interview, the next category of the benefit teacher's instructional media which was used in teaching and learning process was also perceived by the students being more excited/spirit in learning English. It is shown from the following extract.

> **Extract 13**
>
> *S3: Yes it use laptop then played English song to be listened so that I am being enthusiastic/sprit in learning English because the song entertain me*

> **Extract 14**
>
> *S7: Yes I am being enthusiastic/sprit if the teacher uses media because it can more understand and easy to pronounce the vocabulary but sometimes I am being bored if the classroom atmosphere hot so that it makes me unconsent ration in learning*

> **Extract 15**
>
> *S8: Yes I am being enthusiastic/spirit because using visual media such as picture and audio-visual media such as video which is shown picture and sound then we listen the video to get the meaning of the story in the picture and video so that those make me enthusiastic/spirit in learning.*

Based on the extracts above, the **S3, S7,** and **S8** perceive that the teacher's instructional media can make them to be enthusiastic/spirit. The media gave positive benefit when using laptop then played English song to be listened so that **S3** was being enthusiastic/sprit in learning English because the song entertain him

while **S7** can more understand and easy to pronounce the vocabulary and **S8** can get the meaning of the story in the picture and video media which was shown by teacher in the laptop.

On the contrary the extract above, the researcher also found the students negative perception of the media used by teacher in teaching English. Those perceptions were students sometimes not being enthusiastic/spirit in learning English because some of factors affect them. It is shown on the extract below:

Extract 17

S9: Yes sometimes if I am not bored but if I am bored so I less spirit if the classroom atmosphere is hot and noisy.

Extract 18

S11: (Sometimes I am being enthusiastic/spirits sometimes not if the teacher is silent so the teacher should give game but it is ever also the teacher gives game so learning English is fun and more being enthusiastic/spirit to learn)

Based on the extract above, the **S9** and **S11** stated that the effect of teacher's media that used in teaching and learning process sometimes made them not being enthusiastic/spirit to learn English. It was because some factors affect them to be not enthusiastic. It is shown on the students' statement in the **extract 17** and **the extract 18** they stated: ***"The classroom atmosphere is hot and noisy and if the teacher is silent".*** Those statements included in the types of perceptions are situation perception. Classroom atmosphere means as situation perception where students cannot be enthusiastic in learning

English because they were hot and noisy. Another factor affect them to be not enthusiastic/spirit to learn English is personal factor or individual which means individual characteristic behavior is another strong influence on what you perceive about that individual. It is a trite say that optimistic people perceive the things in favorable terms, pessimistic beings in negative terms. They gave negative perception that teacher was silent so that make them not being spirit in learning English.

d. Being easier to understand the materials in learning English

The students' perception can be described based on the one of indicator of perceptions is understanding perception. Robbins stated that the understanding meant as the result of analysis which was subjective or different for each individuals so that teacher's media used by teacher in teaching English can make students being easier to understanding the materials in learning English. It can be seen from the extract as follows:

> **Extract 19**
>
> *S1: **Sometime I understand** but it is not long time on my memory… eeehh… **it just understand momentary but if use book I save on my long time memory.***

> **Extract 20**
>
> *S5: **It is difficult to understand I don't know the meaning** because I just know Indonesian Language. **But usually I am easy to understand if using book then the teacher writes on the whiteboard***

From those extracts above, it can be identified that the students can understand the materials which was taught by teacher if the teacher used printed media such as book where **S1** stated that she can understand the material if use book. It also gave addition from other students who can understand materials if the teacher used book and whiteboard it was from **S5** who stated: *"I am easy to understand if using book then the teacher writes on the whiteboard".*

Meanwhile, the researcher also found the other information perceived by the students about the teacher in teaching English that can make them easier to understand the materials in learning English. It can be identified in the following extracts:

Extract 21

S16: ***Yes it is easier*** *if the teacher uses printed media and LCD because it can be read clearly so that I can be easier to understand the materials.*

Based on those extracts above, the researcher found that the students mostly can be easier understand the materials if the teacher used various media in teaching and learning process. Those various media were video, laptop, picture, printed media, LCD, and speaker. That was stated from the **S16** that the media used by teacher in teaching and learning process can make them more focus in learning, the materials were read clearly so that it was easier to understand the materials.

e. The students can repair their pronunciation

Information answered the questions about the benefit that students got from the media used by teacher, it can repair their pronunciation. This is shown in the following extracts:

> **Extract 22**
>
> *S1:* ***Yes it can repair my pronunciation if using media*** *but if the teacher does not use media my tongue is awkward to pronounce the words but usually* ***teacher use media in listening song so it can help me to pronounce the words like the native speaker pronouncing the words***

> **Extract 23**
>
> *S14: Yes sometime because I don't understand what the speaker said.*
>
> **Extract 24**
>
> *S15: No because my tongue awkward if speak English)*

Based on those extracts above, the researcher found that the students mostly can repair their pronunciation by using laptop and speaker. The students mostly were easy to pronounce the words if the teacher played the song then the students listened to the song many times, fill in the blank the questions after that they tried to pronounce the words correctly as like as native speaker. The audio visual as we know that it can provide song which can stimulate the hearing of the students. The sound which is produced by a model of the native speaker can help the students to learn and repair their pronunciation by imitating the speaker.

On the contrary of this line, the students also usually cannot pronounce the words correctly if the teacher didn't use media. This was stated from the **S1** *"but if the teacher does not use media my tongue is awkward to pronounce the words"* and the S15 also cannot pronounce the words correctly. He stated, *"No because of my tongue awkward if speak English".* The **S15** perception meant that it cannot pronounce the words because he seldom tried or practice to speak English even though incorrect way. It was the same perception from the **S14** who also sometimes cannot pronounce the words correctly because she didn't understand what the speaker said.

f. The students can increase their vocabulary

The basic unit in learning language is word or vocabulary. Knowing vocabulary has big influences in learning English. The influence happen because of the using media so that it gave big influence in learning English is the students can increase their vocabulary. This obtained from the students' interview which is shown in the extract below.

Extract 25

S3: Yes it can help to increase the vocabulary if there is example so that it can make me know vocabulary but sometimes the teacher also explain the object then we answer what the vocabulary is means.

Extract 26

*S6: Yes if use printed media because the book contain vocabulary so that **it can help increase the vocabulary**.*

Extract 27

*S9: Sometime it can increase sometime it cannot increase because if the song is played I cannot absorb correctly but sometime **I can if the vocabulary is easy to spell so that I can increase my vocabulary through the song played.***

Extract 28

*S15: **It can help in increasing vocabulary** because it ever has given games about looking for some vocabulary and we mention it so we though to know other vocabularies.*

Based on those extracts above, the researcher found that the students mostly perceived the media used by teacher in teaching and learning process can give the positive benefit to them. The benefit is they can increase their vocabulary in learning English. Some of the students who are the **S9** stated that the kinds of media used by teacher helping to increase their vocabulary was using song where the teacher played the song then the students listen the vocabulary spelled by the speaker after that students wrote down the vocabulary and memorized it. Meanwhile, the **S6** perceived that they can increase their vocabulary if the teacher used printed media such as book because the books are already available many vocabularies on contains the book.

Other students also stated that the teacher's way in teaching English can increase their vocabulary because the teacher also asked students to use dictionary to look for the meaning of the words or the vocabularies. It also stated from the S15 ***"It can help in increasing vocabulary because it ever has given games about looking for some vocabulary and we mention it so we though to know other***

vocabularies". It means that the games also included the way or the teacher's method in helping students to increase their vocabulary. By using games students can easier to memorize vocabularies not only that the **S3** also stated that sometime the teacher also use the object then mention what the object meant such as table, whiteboard, marker, book, pen, etc.

g. The students can find new ideas in learning English

The using of various media in learning is also make students can find new ideas in learning English. It can be identified from the extract below.

> **Extract 29**
>
> *S3: Yes because the teacher uses LCD there are many pictures shown and make me interested and I can find new ideas from those pictures.*

Based on those extracts above, the researcher found that the students mostly found new ideas if the teacher used picture in teaching and learning English. It was because the picture can stimulate and provided information to students, the picture useful to focus the students' attention to imagine on what the picture meant, the students also can understand clearly and easily the materials so that they can find new ideas from the pictures.

There was also student cannot find new ideas in learning English. It can be identified from the extract below.

> **Extract 30**
>
> *S4: I don't find new ideas because sometimes I am difficult to know the meaning.*

> **Extract 31**
>
> *S9: It cannot find new ideas because I am lazy*

From those extracts above the researcher can identified that the students who cannot find new ideas from the material though by teacher. It affect from the student's personal factor that was lazy to learn English. It is also categorize as the affective component (emotional component), which is a component that is associated with feeling lazy with the object of attitude.

h. The students can express their opinion

The next students' perception of the media used by the teacher is they can express their opinion in learning English. It can be identified from the extracts below.

> **Extract 32**
>
> *S1: **Yes I can express my opinion such as express it in doing English dialogue** in front of friends so that it can practice and express my opinion*

> **Extract 33**
>
> *S8: Yes it helps me because the teacher gave also vocabulary and video so that I speak and translate it then it is presented in order practice speaking.*

> **Extract 34**
>
> *S9: Yes it can because if the teacher **shown pictures video so I can give my opinion through what I see or get from the video**.*

> **Extract 35**
>
> *S13: It can be because we see the picture there is an opinion to be conveyed about the picture so that **it can train me speak but sometimes also cannot if the material is difficult***

The extracts above showed that some students had the same perception that they can express their opinion toward dialogue. It was because dialogue can make students to train to express the opinion when speaking English. There were also some students perceived that they can express their opinion if the teacher used picture and video. It was from the **S8, S9** statement they can express their opinion because the teacher show video so that they practice to speak up. Meanwhile, the **S13** perceived that he sometimes also cannot express the opinion if the material is difficult.

On the contrary with this line, there were also students gave negative perceptions that they cannot express their opinion in English. This can be seen from the extracts as follows:

Extract 36

*S12: Sometimes it can be sometimes **it cannot be because I am being wary and afraid being wrong**.*

Extract 37

S14: I cannot be because it is difficult to speak.

Based on the extracts above, the researcher found that the students give negative perception that they cannot express their opinion in English because it affect from the student's personal factor that is being wary and afraid of being wrong to learn English. It was also categorized as the effective component (emotional component), which is a component that is associated with feeling afraid of being wrong with the object of attitude.

i. The students can associate the material with everyday life.

The last students' perception of the media used by the teacher in teaching English is they can associate the material with everyday life. It can be seen from the extracts as follows:

> **Extract 38**
>
> *S5: Sometimes because we must speak English if we want asking permission goes to toilet.*

> **Extract 39**
>
> *S9: Yes it can be because usually I use English with people around me.*

Based on the extracts above, the researcher found that the students also can associate the material with everyday life. It was because the teacher's way in teaching English ask students must be able speak English when they wanted to ask permission and meet with people around them. This method can stimulate students to speak up every day in order they can master and apply English in their daily life.

B. Discussion

The main research objective of this study was about the students' perception of the media used by the teacher in teaching English at the eighth-grade students of SMP 12 Muhammadiyah Makassar. Then the researcher formulated two researcher questions the kinds of media which used by the teacher in teaching English and the students' perception of the media. The researcher gives further interpretation and discussion as follows:

1. **Media Used by the Teacher in Teaching English**

    Based on the observation checklist the researcher conducted, the kinds of media used by the teacher in teaching English. There were six various media that the teacher used in teaching English namely whiteboard, English book, dictionary, laptop, LCD projector, and speaker. Those instructional media will be explained as follows.

a. Whiteboard

    Whiteboard is visual media which used by the teacher in teaching English in the classroom. This media is enhanced lesson, students can learn by seeing, hearing, and interacting with the board through touch. Whiteboard allows students to interact with the learning material. They become a part of the lesson and can even teach each other, their understanding of the subject through touching, drawing, or writing on the board.

    The teacher used whiteboard sometime to write what the material means, for example students asked the spelling of words that they didn't know so teacher wrote on the whiteboard and students can write it and spelt it well. The teacher asked who already known about the materials that the teacher had tough students then they wrote on the whiteboard the example of the materials. The students had braved to come forward in front of to write the materials that they understand.

b. English book

English book is the printed media which the most important media the teacher needs to be used in teaching English. English book is the media contains all the material of the subjects. English book also can be defined as handbook of the students and the teacher in teaching and learning- process. The use of handbook in teaching English can make students easier to understand the materials. It can be seen the statement from S1, S2, and S10 stated: "I can understand the material if use book and save on the long time memory". "Yes, it can understand if teacher uses printed media such as book".

Based on the data obtained from observation checklist, the teacher used English book by delivering the material about giving suggestion. The students enthusiastic learn English because they repeat the material that the teacher read. Not only that, but the students also came forward in front of the class to write on the whiteboard what the expression of giving suggestion to someone or something. The students were more active when the teacher used handbook or English book in delivering the material.

The teacher explained the material on page 34 about suggestion how to learn English and the students enthused to open the material and focused on the teacher's explanation. The teacher read the material and the students repeated after the teacher. This way make students know how to pronounce the words correctly, they also translate the

meaning of the materials that they learn. After read and translate the materials, the teacher asked students to conclude the materials which have taught and written on the whiteboard. She pointed one of students to read the materials that he already concluded. The teacher gave students exercise to make about some example of giving suggestion to someone.

At this moment, there were some students also didn't pay attention to the teacher's explanation. They just sitting, sleep on the chair, walking or even they go outside. Some of them also were bored and there was one student always disturb his friends when teaching and learning process. This situation sometimes made the teaching and learning process become not running well.

c. Dictionary

Dictionary is other printed media usually used by the teacher and the students in learning English. This media is to be important in mastering English. It is because all the meaning of the vocabulary in English is available on the dictionary. The students who didn't know the meaning of the vocabulary, they directly saw on the dictionary to get the meaning of it. The teacher asked students to use dictionary when they didn't know the meaning of vocabulary. The students found on the dictionary the meaning of the words that they didn't know.

Based on the data obtained from students' interview that most of students can increase their vocabulary by looking for on the dictionary

the meaning of the words and they memorized it. This can be seen from one of the students who stated: "yes, it can increase the vocabulary because the teacher asks us to memorize it sometimes also there are questions then we write, look for the meaning in the dictionary and we memorize it".

d. Laptop

In teaching and learning process, the teacher also used laptop. The laptop is great help in stimulating and facilitating the learning of foreign language. It helps who studies foreign language easier to learn the language. In addition laptop as we know, it can provide sound which can stimulate the hearing of students. The sound which is produced by a model of the native speaker can help students to learn and improve their English by imitating the speaker.

This media is not only a source of help for the teacher but also a stimulus variation that is indispensable to sustain students' attention. the more often students listen to and watch the laptop that was played, the easier students to repeat and read based on what they listened to and watched, and the better they learnt foreign language.

According to Arsyad, teaching by using audio visual media such as laptop is producing and using media that what the material wanted to share is understood by students through sight and hearing, but not all is based in word or symbol understanding. Based on the observation, the teacher used laptop to teach about English subject. The laptop was

connected to LCD Projector and the teacher showed the material through power point presentation. The teacher explained how to invite someone to come to the place or expression of invitation. The students enthused to lean the material which taught by the teacher. They repeated the material when the teacher already mentioned the materials. Not only that, but the students also can know the example of invitation because the teacher showed the picture of invitation. Some students focus on the teacher's explanation. But some students also didn't pay attention to the teacher when explaining the materials because they just sit and making other activities.

e. LCD Projector

The teacher used LCD Projector to be connected in the laptop when it used the teacher showed the material meant whether pictures or films without showing the real things. The teacher used power point presentations as teaching tools through the use of projectors. Consequently, the teacher and students alike found projectors to be useful classroom device.

With the use of projectors in the classroom, students took better notes with the ability to discern what information the teacher displays most useful to them. Additionally, students asked the teacher to repeat a slide when they missed information. With the use of projectors, teacher used, slides, picture to teach students about a variety of

subjects. By using projectors, some students interested and enjoy seeing, hearing and interacting in learning the material of the subjects.

In relation to this, Suleiman (1985:17) states that "if someone sees something he needs, he will be interested and it will be a motivation to know more. Visual media give people support and motivation to know and observe, and finally, it can give better understanding. Visual media can also prevent misunderstanding since they can see what the teacher mean. The student are being given chance to see and touch, it will easier for them to understand and remember the lesson (Latuheru, 1988).

On the contrary, based on the observation the researcher found when the teacher explained the materials used LCD Projector. There were some students just sitting not pay attention to the material of the subject. They didn't give feedback to the materials which taught by the teacher. But, when the teacher come to the students who didn't pay attention to her explanation, the students directly enthused to focus on the LCD Projector which showed the materials through power-point presentation. Then the teacher read the materials and the students repeat after the teacher. The teacher pointed out one of students to read the materials when the student read it with wrong pronunciation the teacher directly correct it. This way to make students pronounce the words correctly and they also translate the meaning of the materials in order

they can understand it well or even the students' comprehension towards the English subject can be increase.

f. Speaker

Speaker is the media which used in teaching English by teacher because of its sound. The teacher used this media to play a song as media to stimulate students' listening comprehension. The sound which is produced by a model of the native speaker can help students to learn and improve their English by imitating the speaker because it can produce voice. By the produced voice, students identify the intonation and pronunciation of the native speaker. The more often students listen to the speaker that played, the easier the students to repeat and said based on what they listened, and the better they learnt English.

In this case, teaching English using speaker is very effective way. The speaker media provide a good model (the native speaker) for teaching English. The students can imitate the model of speaker. The advantage of using radio media is that the students can pronounce English words or sentences with correct pronunciation by imitating the speaker that has been played. Based on the observation, the teacher used speaker to teach listening. The teacher stimulated students' listening comprehension through listen to a song. A song played and the students listened carefully then they answered the missing lyric. the teacher asked the students to translate all the lyric of the song. Not only

that, but also the students can get many new vocabularies based on the lyric of the song that they heard. By using the song as the material of listening section, the students also can repair their pronunciation.

2. **Students' Perception of the Media Used by Teacher in Teaching English**

   The students' perceptions of the media used by the teacher in teaching English based on the result of the students' interview that the researcher had been conducted which related to the questions answered by the students on the interview session. Those are categorized as the benefit of instructional media that used by the teacher and it would be explained as follows:

   The first is the students can be happy in learning, based on the findings, it revealed that the way the teacher taught and used teaching media allowed the students to be happy in learning English. When they feel happy in learning English, it can be categorized as acceptance perception to follow the lesson which delivered by the teacher in teaching English. It related to the Robbins (1977) stated that to know how the process of gathering information through human perceptions is through indicator of perception where is about acceptance of students. The acceptance meant the students feeling agree about the media used by the teacher in teaching English because they feel happy in learning English if the teacher used media.

Moreover, the students from elementary school until senior high school are very like something that audio and visual, so that audio visual aids is very important for the students in teaching and learning process. The students like the way of the teacher delivering material in teaching English. Students stated that they were happy in learning English when teacher used media. It was because teacher gave them compliment tools in learning not only that the teacher also used speaker to give students listening to the song then complete the missing lyric, it was also showed the picture or video such as an animation to make students more interested and happy in learning English.

The students also felt happy in learning English because the teacher played song in teaching and learning process. In line with (Kemp, 1977: 79) who stated that audio media such song can provide a natural means of active learning for young learners. It can help students to deal with worries and fears. It helps them to develop social skills such as turn taking. Using songs, students can have fun with language.

The second students' perception about the benefit of the teacher's instructional media in teaching English is they can be more active in learning English. Based on the interview of the students when the researcher conducted the research, the students participated actively in the class. Active learning included any activity encouraging students to participate in learning approaches engaging them with course material and enhancing critical thinking as they made applications beyond the

classroom. The students found participating in active learning activities an interesting, interactive, and enjoyable. Students comment how media helped to be more active and classifies their understanding. While it was often assumed students didn't like to study English, they clearly found teacher's instructional media useful to their learning.

The students also mostly being more active when the teacher give writing exercise and make clipping in groups so they are being active together to conduct it. Make clipping in groups can make them being more active together to learn English in groups. It was because done in groups students can share and discussed what they learnt so that it can make them be more active in learning English.

Based on the students' interview, the researcher found that one of the students can be more active in learning English was from S6 stated that the teacher show a story to them then asked them to retell the story where the retelling story can make students being more active. Story kept students engaged and let them felt that they were also participating in the process of storytelling. If the story that they heard then make into an interesting experience and fun it can be a joyous learning experience and stimulated students to be more active in learning English in the classroom. Not only that, there were five students cannot be active in the classroom when teaching English because they stated that being active in learning English is difficult for them because they didn't understand the meaning of the material.

The third students' perception about the benefit of the teacher's instructional media used in teaching English is they can be more excited/spirit in learning English. It was identified also from the students' perceptions that the way the teachers taught as well as show their own personal perception such as being enthusiastic would be helpful to get their interest in learning and to keep the students being excited and motivated in learning English when the teacher used an interesting media in teaching English, it would affect the students' mood.

The various media that the teacher used in teaching are also said can get students' interest. The use of various media was useful to stimulate students' interest in learning English. The students became more excited and confidence to finish the activity that the teacher gave them. It related to Arsyad who stated that video is presentation of objects that can move with natural or artificial sounds in order to give its own interest.

On the contrary of the research findings, there were also the students gave negative perception of the media used by teacher in teaching English. Those perceptions were students sometimes not being enthusiastic/spirit in learning English because it affect of classroom atmosphere. According Zaden (1984:109) classroom atmosphere included in the types of perceptions is situation perception. Classroom atmosphere means as situation perception where students cannot be enthusiastic about learning English because they were hot and noisy.

Another factor affect them to be not enthusiastic/spirit to learn English was personal factor or individual which means individual characteristic behaviour is another strong influence on what you perceive about that individual. It is a trite say that optimistic people perceive the things in favorable terms, pessimistic beings in negative terms. They gave negative perception that teacher was silent so that make them not being spirit in learning English.

The fourth students' perception about the benefit of the teacher's instructional media used in teaching English is they can be easier to understand materials in learning English. In teaching and learning English, according to Robbins (1977) that to know how the process of gathering information through human perceptions is through indicator of perception, the indicator that he meant the students' understanding. In line with this theory, in the research findings that the students were easier to understand materials when the teacher used media in teaching and learning process. Those media was picture, video, speaker, book, and whiteboard. According to Arsyad Azhar that teacher plays the video which is related to the material, and students focus to the video. It helps students to understand the material, stimulate them to learn more effectively and make them interesting to learn English.

By using video media, the teacher gave information to the students more easily and the students can understand and got the information more easily too because the teacher showed what they were talking about and

the students can see directly what the teacher meant. In relation to this, Suleiman (1985:17) states that "if someone sees something he needs, he will be interested and it will be a motivation to know more. Visual media give people support and motivation to know and observe, and finally, it can give better understanding.

Meanwhile, there were also students gave negative perceptions of the media used by the teacher in teaching English which related to the understanding of the students with the materials delivered by the teacher in teaching and learning process. The students were difficult to understand the materials because they didn't make using the language as a habit. They also thought that English was difficult if they felt nervous and afraid of making mistake when speaking English, and they also difficult to understand what the native speaker said when the teacher gave listening practice and the students tried to complete the missing lyric of the song. It was because the understandings of the students through what the speaker said were still difficult if just three times played.

The fifth students' perception about the benefit of the teacher's instructional media used in teaching English is they can repair their pronunciation. The S1, S2, S3, S6, S7, S8, S9, S11, S13, S16, S17, and S18 can repair their pronunciation by using laptop, and speaker. The teacher played the song then the students listened to the song many times, fill in the blank the questions after that they tried to pronounce the words correctly as like as native speaker.

The students when seeing the media like video and listened the audio in learning process help to repair the pronunciation. It was different with the pronunciation of the teacher, the students listened the fluency and accuracy of the western people or native speaker pronunciation and it repairs the fluency and accuracy pronunciation of the students than the teacher itself. Then the students watched and listened the audio, it repaired the pronunciation of them because they can be rehearsed speaking with imitating the native speaker of the video. The audio visual as we know that it can provide song which can stimulate the hearing of the students. The sound which is produced by a model of the native speaker can help the students to learn and repair their pronunciation by imitating the speaker.

On the contrary of this line, the S15 cannot pronounce the words correctly if the teacher didn't use media. The student's tongue was awkward to pronounce the words and the student also cannot pronounce the words correctly because he seldom tried or practiced to speak English even though incorrect way. It was also found that S14 sometimes couldn't pronounce the words correctly because she didn't understand what the speaker said. In addition, it was found also that one of students' difficulties when the speaker conversation by the audio was too fast, the teacher just played the audio until three times so that the students cannot catch the meaning of the conversation and do the task that the teacher gave.

The sixth students' perception about the benefit of the teacher's instructional media used in teaching English is they can increase their

vocabulary. The using of media laptop, English book, dictionary, real object, picture and song, the students mostly perceived that the kinds of media used by teacher helping to increase their vocabulary is using song where the teacher played the song then the students listen the vocabulary spelled by the speaker after that students write down the vocabulary and memorize it. Meanwhile, some of the students also perceived that they can increase their vocabulary if the teacher used printed media such as book because the book is already available many vocabularies of the book. The students also can increase their vocabulary when the students see the video on the laptop which played by teacher then there are vocabularies that students didn't know, the students can ask to the teacher and saw in the dictionary for the translation of the words. Not only that, but the teacher also used games as media to make students can easier to memorize vocabularies and the students also can increase their vocabulary through the real object then mention what the object means such as table, whiteboard, marker, book, pen, etc.

The seventh students' perception about the benefit of the teacher's instructional media used in teaching English is they can find new ideas in learning English. In teaching and learning process, the students can get new ideas toward the material which delivered by the teacher. This was found on the research findings that the students mostly find new ideas when the teacher used picture in delivering the material. This the same with the theory from Ruis (2009) that the picture can stimulate interest to

attract attention and sometimes to explain activities when the words are inadequate or difficult to describe in words. It was also can use to encourage learning where the students can find new ideas based on the material. With the picture students can answer much information from the picture that they saw because it contained some activity, had a certain idea and purpose.

Based on the students' perception about their teacher's media used in teaching English gave positive response because they can find new by using picture in explaining the materials to students. The picture provided information to students, the picture useful to focus the students' attention to imagine on what the picture means, the students also can understand clearly and easily the materials so that they can find new ideas from the pictures. On the contrary, there were also students cannot find new ideas in learning English. It was from the S1, S4, S5, S8, S9, and S15 stated that they didn't find new ideas because they cannot understand or difficult to know the meaning. Not only that, but it was also because they felt lazy to study so that they cannot find new ideas.

The eighth students' perception about the benefit of the teacher's instructional media used in teaching English is they can express their opinion. One of the characteristic of effective teaching and learning process is indicated by the students participate in the classroom such as giving her opinion about the material, etc. It has been stated that using media can make students were active in the classroom means that they

took part in teaching and learning process. Using media such as picture stimulated to explore their idea about the picture and connecting what has known before. Because the picture can remind the students toward their experience or events which related to the picture so they were forced or stimulated to express opinion what comes on her mind confidently.

In the researcher findings, the students were mostly can express their opinion when the teacher used picture. It was because picture can remind the students toward their experience or events which related to the picture so they were forced or stimulated to express opinion what comes on their mind confidently about the materials which though by the teacher. It meant also that the students have known the materials and the teaching learning process more effective. This support from Suleiman (1985:17) statement that if someone sees something he needs, he will be interested and it will be a motivation to know more. Media enable the students to be active, develop their thinking, and get information on their own.

On the contrary, the researcher found also that there were some students cannot express their opinion about the materials because it affect from the student's personal factor that was being wary and afraid of being wrong to learn English. It is also categorized as the affective component (emotional component), which is a component that is associated with feeling afraid of being wrong with the object of attitude.

The ninth students' perception about the benefit of the teacher's instructional media used in teaching English is they can associate the

material with everyday life. Practicing their English every day in daily life is important part of everyday interaction and most often the first impression of person. The teacher made rules of the classroom that the students must speak English if they wanted to get out from the classroom. This rule made students or force students to speak up in order to practice their speaking ability in daily life use English.

The researcher found that the students mostly gave positive perception about this teacher's way because the students can associate the material with everyday life. The students also had to greet their teacher or people around them by using English expression such as *good morning, how are you, etc.* this way to stimulate students to speak up every day in order they can master and apply English in their daily life. Not only that, the researcher also found three students cannot associate the material in the daily life. it was from the S1, S14, and S18 stated that they cannot associate the material in the daily life because they just know the material a moment or even they didn't understand the material.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestions of this research. The conclusion were formulated from research questions, while suggestions provided some ideas addressed to English teachers and further researcher related to the teacher's acts in performing teaching and learning process.

A. Conclusion

Based on the findings of the research, the researcher would make conclusion by showing the result of the observation checklist and interview towards the students.

1. The kinds of media that the teacher used when teaching English were whiteboard, English book, dictionary, laptop, LCD projector, and speaker.

2. According to the students' interview, most of the students gave positive perception toward the media used by English teacher in teaching and learning process, they were being happy, being more active, being more excited/spirit in learning English, they were easier to understand the materials, they can repair their pronunciation, vocabulary, find new ideas, express their opinion and they can practice it in daily life. Whereas there were also some students gave negative perception toward the media used by English teacher in teaching and learning process that they cannot be enthusiastic/spirit to learn English, pronounce the words correctly, find

new ideas and express their opinion because they were lazy, being wary and afraid of being wrong in learning English.

B. Suggestion

From the findings presented earlier in chapter four, there are some suggestions that can be taken as a consideration for English teacher and the students.

1. For the English teacher

It is suggested the English teacher must be creative to choose the instructional media that appropriate with the materials that are taught. Not only one or two media but the teacher is expected to be able in using various media in order to interest the students toward the material and help students understand the materials easily. In addition, the teacher also must pay attention to the students who don't focus on teaching and learning process. The teacher also must play again the media to make students more understand and catch the meaning of the media. The teacher is expected to explore another creative media in teaching and learning process to create comfortable classroom for students with different background.

2. For the students

In English lesson, it is suggested that the students should make the best use of the learning process in the classroom and give positive contribution, so they get effective learning. They also need to be aware of their own needs and find additional materials from any sources. To be

master English well students should attempt to get more learn and study hard don't have to be afraid of making mistakes. On the other hand, the students also need to pay attention to their teacher, so they can be easy to understand the materials.

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APPENDICE

Appendix 1

Observation for the Teacher's Instructional Media

Teacher's name   : Nurul Islah Mawaddah, S.Pd
Class   : VIII-A

No.	Pernyataan	Ya	Tidak
1.	Guru menggunakan media dalam menyampaikan materi pembelajaran		
2.	Guru menggunakan media audio a. Radio b. CD c. MP3		
3.	Guru menggunakan media visual a. Animation b. Over Head Projector (OHP) c. LCD Projector d. Whiteboard		
4.	Guru menggunakan media audio-visual a. Video/VCD b. Television		
5.	Guru menggunakan media grafis a. Poster b. Flashcards c. Chart d. Picture		
6.	Guru menggunakan media cetak a. Buku paket b. Kamus		
7.	Guru menggunakan objek yang ada di sekitarnya sebagai media pembelajaran		

Appendix 2

Interview Guide for the Students

1. Apakah ketika kamu belajar Bahasa Inggris guru menggunakan media?

2. Media apa yang digunakan guru kamu dalam mengajar Bahasa Inggris?

3. Apakah kamu senang jika guru kamu menggunakan media tersebut? Kenapa?

4. Apakah dengan menggunakan media tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?

5. Apakah dengan menggunakan media tersebut dapat membantu kamu untuk menemukan ide-ide baru? Kenapa?

6. Apakah dengan menggunakan media tersebut dapat membuat kamu lebih terampil? Kenapa?

7. Apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?

8. Apakah dengan menggunakan media tersebut dapat membuat kamu lebih aktif dalam belajar? Kenapa?

9. Apakah media tersebut dapat membantu kamu memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris? Kenapa?

10. Apakah media tersebut dapat membantu kamu menambah kosa kata Bahasa Inggris? Kenapa?

11. Apakah media tersebut dapat membantu kamu mengaitkan materi dengan kehidupan sehari-hari? Kenapa?

12. Apakah jika guru menggunakan media dalam pengajaran dapat membangkitkan semangat kamu dalam belajar Bahasa Inggris? Kenapa?

13. Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? Kenapa?

<center>**Interview Transcription**</center>

Transcript 1

Interviewee: S1

Class   : VIII.A

Researcher   : Apakah ketika kamu belajar Bahasa Inggris guru menggunakan media?

Student 1   : Biasa pakai biasa juga tidak.

Researcher   : Media apa yang digunakan guru kamu dalam mengajar Bahasa Inggris?

Student 1   : Biasa media laptop, LCD, biasa pakai kamus dan Buku.

Researcher   : Apakah kamu senang jika guru kamu menggunakan media tersebut? Kenapa?

Student 1   : Biasa senang tapi kalau tidak pakai media pusingka dan kalau pakai media   gampang kupahami.

Researcher   : Apakah dengan menggunakan media tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?

Student 1   : Biasa cepatji kupahami tapi kayak tidak tasimpangi di otakku… eeehh….. kupahami sesaatji tapi kalau pakai buku kusimpan mentongi.

Researcher   : Apakah dengan menggunakan media tersebut dapat membantu kamu untuk menemukan ide-ide baru? Kenapa?

Student 1   : Kalau pakai buku ka tidak karena itu ituji saja tidak ada ide eehh… tapi kalau pakai media ki lebih luaski kayak ada biasa gambarnya ehhhh… tapi kadang juga susahki temukan ide-ide karena tulisannya susah dipahami.. eeh..

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih terampil? Kenapa?

Student 1   : bisa karena kayak ehh.. bahasa inggris lebih sempurna cara-cara bicara Bahasa Inggris menggunakan media. biasa kalau anuu

eehh.. cara cara menulis apa Bahasa Inggris yang lebih sempurna cara-cara menulisnya kayak gimanakah ehh…

Researcher : Apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?

Student 1 : iye bisa kayak berdialog menggunakan Bahasa Inggris karena kita praktekkan biasanya didepan teman-teman ehh… jadi kayak nalatihka bicara pendapatku.

Researcher : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih aktif dalam belajar? Kenapa?

Student 1 : kadang sih kadang juga kalau senang atau lebih aktif karena ehh susah juga diucapkan ehhh…

Researcher : Apakah media tersebut dapat membantu kamu memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris? Kenapa?

Student 1 : iye nabantu kalau pakai media nabantu cara pengucapannya apa.. alur cara bicaranya.. karena kalau biasa tidak pakai media ki kayak ehh… kakuki ucapkanki tapi kalau pakai media biasa didengarki yang diputarkanki guru jadi bisaki ikuti itu pengucapanya ehh..

Researcher : Apakah media tersebut dapat membantu kamu menambah kosa kata Bahasa Inggris? Kenapa?

Student 1 : kosa kataaa… iye bisa ji

Researcher : Apakah media tersebut dapat membantu kamu mengaitkan materi dengan kehidupan sehari-hari? Kenapa?

Student 1 : tidak bisa karena kalau kukaitkanki dengan kehidupan sehari itumi tadi kubilang kadang paham sesaatja jadi kayak hilangki jadi apa dih tidak bisa kurasa kaitkanki dikehidupan sehari-hari. Ehh..

Researcher : Apakah jika guru menggunakan media dalam pengajaran dapat membangkitkan semangat kamu dalam belajar Bahasa Inggris? Kenapa?

Student 1 : iye lebih semangatka karena ada kayak bantuan anunya kayak tidak nabikin pusingki tapi itumi juga jeleknya paham sesaatji.

Researcher : Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? Kenapa?

Student 1 : bermanfaatji tapi kalau menurut saya tidak terlalu ji kalau media tapi beda-beda pendapatnya orang. Saya bisaja nabuat senang tertarikka belajar Bahasa Inggris. Eehh saranku ke guruku kalau

pakai media harusnya kasih baguski supaya bisaki lebih semangat lagi bukan senang saja ehh…

Transcript 2

Interviewee: S2

Class   : VIII.A

Researcher	:Apakah ketika kamu belajar Bahasa Inggris guru menggunakan media?
Student 2	: Iye pakai
Researcher	:Media apa yang digunakan guru kamu dalam mengajar Bahasa Inggris?
Student 2	: Ehh…Biasa Video, Buku, LCD atau Radio juga
Researcher	:Apakah kamu senang jika guru kamu menggunakan media tersebut? Kenapa?
Student 2	: Senang karena disitu toh kak kalau pakai radio nasuruhki pakai lagu Bahasa Inggris dengarki baru nasuruhki yang titik titik itu nasuruhki jawab.
Researcher	:Apakah dengan menggunakan media tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?
Student 2	: Iye anu kak apa itu ehh nakasih ki penjelasan contohnya kak kayak anuh kayak Simple present, introduce diri ta pakai Bahasa Inggris jadi napermudahki tahu ki caranya memperkenalkan diri ta ehh. Biasa juga percapakan. Tapi kak biasa lebih mengertika kalau guru pakai buku daripada pakai radio ki.
Researcher	:Apakah dengan menggunakan media tersebut dapat membantu kamu untuk menemukan ide-ide baru? Kenapa?
Student 2	: iye ada. Kayak yang nasuruhki bikin percakapan, ada juga nasuruhki jawabki liriknya itu lagu *Titanic*. Sedikitji bisa ku jawab.
Researcher	:Apakah dengan menggunakan media tersebut dapat membuat kamu lebih terampil? Kenapa?
Student 2	: Iye sedikitji kak karena itu toh kak kurang percaya diri.
Researcher	:Apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?

Student 2	: iye melatih karena kayak nasuruhki berdialog sama temanta didepan kelas jadi bisaki bicara nasuruhki praktekkanki.
Researcher	:Apakah dengan menggunakan media tersebut dapat membuat kamu lebih aktif dalam belajar? Kenapa?
Student 2	: kadang aktif kadang juga tidak kak karena biasa toh kayak bosanka apalagi kalau susah juga diucapkan biasa kata-katanya ehh guru juga menjelaskan saja.
Researcher	:Apakah media tersebut dapat membantu kamu memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris? Kenapa?
Student 2	: hmmm… bisa. Karena kayak ehh.. percakapan disuruhki hapalki kayak bagaimana ehh carata kayak ucapkanki katanya.
Researcher	:Apakah media tersebut dapat membantu kamu menambah kosa kata Bahasa Inggris? Kenapa?
Student 2	: iye karena disuruhki hapalki kak. Biasa itu kak ada pertanyaan disuruhki cariki artinya di kamus baru disuruh tuliski dan dihapal.
Researcher	:Apakah media tersebut dapat membantu kamu mengaitkan materi dengan kehidupan sehari-hari? Kenapa?
Student 2	:biasa kak karena kayak melakukan percakapan sama teman-teman kak contohnya perkenalkan diri ta.
Researcher	:Apakah jika guru menggunakan media dalam pengajaran dapat membangkitkan semangat kamu dalam belajar Bahasa Inggris? Kenapa?
Student 2	: iye tapi lebih semangatka kalau guru menjelaskan di depan papan tulis karena kalau biasa pakai media kayak radio kurangki penjelasannya tidak ada pengertiannya
Researcher	:Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? Kenapa?
Student 2	:bermanfaat karena kayak ehh kayak nasuruhki memahami bagaimana melakukan percakapan Bahasa Inggris.

Transcript 3

Interviewee: S3

Class : VIII.A

Researcher	:Apakah ketika kamu belajar Bahasa Inggris guru menggunakan media?
Student 3	: Pakai
Researcher	:Media apa yang digunakan guru kamu dalam mengajar Bahasa Inggris?
Student 3	: Media cetak, media elektoronik seperti laptop.
Researcher	:Apakah kamu senang jika guru kamu menggunakan media tersebut? Kenapa?
Student 3	: Iya senang apabila guru menggunakan media cetak karena terdapat contoh dan dapat dibawa ke rumah, dipinjam dan dipelajari diulangi lagi di rumah.
Researcher	:Apakah dengan menggunakan media tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?
Student 3	: Iya dapat memahami lebih jelas pengertian yang dibawakan oleh guru pada saat menjelaskan.
Researcher	:Apakah dengan menggunakan media tersebut dapat membantu kamu untuk menemukan ide-ide baru? Kenapa?
Student 3	: Iya karena kayak kalau guru menggunakan media LCD banyak gambar-gambar biasanya ditampilkan dan membuat saya tertarik karena itu menarik tidak membuat bosan dan saya dapat ide-ide dari gambar-gambar yang ditampilkan itu.
Researcher	:Apakah dengan menggunakan media tersebut dapat membuat kamu lebih terampil? Kenapa?
Student 3	: Iya bisa, kadang-kadang bisa, kadang juga tidak itu kalau saya mengerti jadi itu bisa membuat saya lebih terampil itu tadi media elektronik
Researcher	:Apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?
Student 3	: Iya bisaji kalau ada contoh karena kalau dengan adanya contoh saya bisa mengemukakan pendapatku berdasarkan contoh itu

	misalnya saya mau bilang ini pulpen warna merah digunakan untuk menulis.
Researcher	:Apakah dengan menggunakan media tersebut dapat membuat kamu lebih aktif dalam belajar? Kenapa?
Student 3	: Iya kadang-kadang bisa kadang juga tidak karena itu kalau saya mengerti materinya maka saya bisa aktif tapi kalau kadang tidak paham yah saya bosan biasanya, mengantuk juga biasanya jadi membuat saya tidak aktif dalam belajar apalagi kalau sudah siang-siang.
Researcher	:Apakah media tersebut dapat membantu kamu memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris? Kenapa?
Student 3	: Iya bisa karena biasanya guru menggunakan laptop memutarkan kita lagu Bahasa Inggris terus kita dengarkan dan disuruh isi jawaban yang kosong kemudian disuruh ucapkan kata itu jadi itu membuat saya memperbaiki pengucapanku dalam berbahasa Inggris.
Researcher	:Apakah media tersebut dapat membantu kamu menambah kosa kata Bahasa Inggris? Kenapa?
Student 3	: Iya bisa kalau ada contoh. Misalnya jam toh berarti disitu what clock, kalau buku dipisah book dan pulpen pen. Jadi itu membuat saya tahu kosa kata biasa juga guru najelaskanki bentuknya terus kita jawab itu kosa katanya apa.
Researcher	:Apakah media tersebut dapat membantu kamu mengaitkan materi dengan kehidupan sehari-hari? Kenapa?
Student 3	: Hmm.. kayak gimana dih. Kayak hmm… seperti kamu mau pergi kemana *where are you going?* Kayak begitu dan menanyakan kabar, menanyakan waktu kapan kayak *what a clock now?*
Researcher	:Apakah jika guru menggunakan media dalam pengajaran dapat membangkitkan semangat kamu dalam belajar Bahasa Inggris? Kenapa?
Student 3	: Iya itu tadi kayak pakai laptop terus diputarkan lagu Bahasa Inggris baru didengarkan jadi kayak saya semangat belajar soalnya menghibur saya.
Researcher	:Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? Kenapa?
Student 3	: Bermanfaat karena dapat membuat saya tidak bosan dalam belajar dan biasa juga menghibur karena adanya gambar-gambar juga ditampilkan oleh guru di laptop dan membuat saya tertarik mempelajarinya.

Transcript 4

Interviewee: S4

Class   : VIII.A

Researcher	: Apakah ketika kamu belajar Bahasa Inggris guru menggunakan media?
Student 4	: Iya pakai.
Researcher	: Media apa yang digunakan guru kamu dalam mengajar Bahasa Inggris?
Student 4	: Buku paket, LCD, laptop, dan speaker.
Researcher	: Apakah kamu senang jika guru kamu menggunakan media tersebut? Kenapa?
Student 4	: Senangji iya karena kalau di papan tulis bisa lebih jelas dan guru tidak perlu lagi menulis
Researcher	: Apakah dengan menggunakan media tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?
Student 4	: Mengertiji dan lebih jelas dibaca mengerti cara mengucapkannya juga.
Researcher	: Apakah dengan menggunakan media tersebut dapat membantu kamu untuk menemukan ide-ide baru? Kenapa?
Student 4	: Tidak ada karena kadang susah ditau artinya.
Researcher	: Apakah dengan menggunakan media tersebut dapat membuat kamu lebih terampil? Kenapa?
Student 4	: tidak juga karena itu tadi agak susah jadi biasa tidak bisa ki terampil.
Researcher	: Apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?
Student 4	: iya kadang-kadang kalau saya mengerti materinya jadi bisa kasih pendapat.

Researcher : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih aktif dalam belajar? Kenapa?

Student 4 : tidak juga karena biasa tidak pedeki.

Researcher : Apakah media tersebut dapat membantu kamu memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris? Kenapa?

Student 4 : iya kadang bisa kadang juga tidak karena itu biasa kalau didengar lagu kadang tidak ditau apa dia bilang jadi agak susah juga diucapkan tapi kadang juga bisa kalau ditau lagunya.

Researcher : Apakah media tersebut dapat membantu kamu menambah kosa kata Bahasa Inggris? Kenapa?

Student 4 : Iya karena itu biasa kalau pakai buku bisa dibaca dan tambah kosa kata dari bacaan yang didapat.

Researcher : Apakah media tersebut dapat membantu kamu mengaitkan materi dengan kehidupan sehari-hari? Kenapa?

Student 4 : Iya bisa

Researcher : Apakah jika guru menggunakan media dalam pengajaran dapat membangkitkan semangat kamu dalam belajar Bahasa Inggris? Kenapa?

Student 4 : Kadang-kadang semangat kadang juga tidak karena bosan biasanya.

Researcher : Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? Kenapa?

Student 4 : Iya adaji manfaatnya. Pembelajaran berkomunikasi dalam berbahasa Inggris. Membantu saya mengerti materinya

Transcript 5

Interviewee: S5

Class   : VIII.A

Researcher   : Apakah ketika kamu belajar Bahasa Inggris guru menggunakan media?

Student 5   : Iya pakai

Researcher   : Media apa yang digunakan guru kamu dalam mengajar Bahasa Inggris?

Student 5   : Spidol, Papan Tulis, dan Buku.

Researcher   : Apakah kamu senang jika guru kamu menggunakan media tersebut? Kenapa?

Student 5   : Senangji karena mudah dipahami kalau biasa pakai media guru.

Researcher   : Apakah dengan menggunakan media tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?

Student 5   : Susah dipahami tidak ditau artinya karena Bahasa Indonesia saja ditahu. Tapi biasa mudah dipahami kalau pakai buku karena guru biasanya tulis di papan tulis.

Researcher   : Apakah dengan menggunakan media tersebut dapat membantu kamu untuk menemukan ide-ide baru? Kenapa?

Student 5   : iya kadang tapi karena saya seringka main-main didalam kelas soalnya tidak kusukai belajar Bahasa Inggris karena susahi beda tulisannya beda juga cara ucapkan baru kayak terkandas-kandas biasa kalau diucapkan kosa katanya.

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih terampil? Kenapa?

Student 5   : Tidak tau kak pokonya susah kalau Bahasa Inggris daripada pelajaran lain.

Researcher   : Apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?

Student 5	: Tidak kak karena susah Bahasa Inggris.
Researcher	: Apakah dengan menggunakan media tersebut dapat membuat kamu lebih aktif dalam belajar? Kenapa?
Student 5	: Tidak juga kak karena biasa main-main didalam kelas dan susah dipahami Bahasa Inggris.
Researcher	: Apakah media tersebut dapat membantu kamu memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris? Kenapa?
Student 5	: Tidak kak karena susah diucapkan.
Researcher	: Apakah media tersebut dapat membantu kamu menambah kosa kata Bahasa Inggris? Kenapa?
Student 5	: Biasa karena ada tertulis didalam buku tinggal kita hapalkan saja.
Researcher	: Apakah media tersebut dapat membantu kamu mengaitkan materi dengan kehidupan sehari-hari? Kenapa?
Student 5	: Kadang karena kalau mau minta izin ke toilet harus berbahasa Inggris.
Researcher	: Apakah jika guru menggunakan media dalam pengajaran dapat membangkitkan semangat kamu dalam belajar Bahasa Inggris? Kenapa?
Student 5	: Tidak karena itu tidak suka memang belajar Bahasa Inggris jadi kayak tidak semangat memang apalagi kalau biasa guru menjelaskan terus teman-teman rebut.
Researcher	: Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? Kenapa?
Student 5	: Iya kurang bermanfaat karena susah tidak suka juga belajar Bahasa Inggris.

Transcript 6

Interviewee: S6

Class   : VIII.A

Researcher   : Apakah ketika kamu belajar Bahasa Inggris guru menggunakan media?

Student 6   : Iye.

Researcher   : Media apa yang digunakan guru kamu dalam mengajar Bahasa Inggris?

Student 6   : Media cetak, eehh papan tulis dan lain-lain.

Researcher   : Apakah kamu senang jika guru kamu menggunakan media tersebut? Kenapa?

Student 6   : Senang karena ehh biasa ehh umpama kalau gameski dulu kalau sudah itu eh belajar supaya eh tambah semangatki.

Researcher   : Apakah dengan menggunakan media tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?

Student 6   : Mudah eh seperti seperti media cetak bisa mudah dipahami.

Researcher   : Apakah dengan menggunakan media tersebut dapat membantu kamu untuk menemukan ide-ide baru? Kenapa?

Student 6   : Iye, eh semacam ide minta izin sama guru

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih terampil? Kenapa?

Student 6   : Terampil.

Researcher   : Apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?

Student 6   : Iye eh contohnya apa Bahasa Indonesianya *What* yah *Apa* seperti itu jadi bisaki mengemukakan pendapat karena guru biasanya bertanya.

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih aktif dalam belajar? Kenapa?

Student 6	: Iye lebih aktif kayak semacam guru pakai layar besar LCD jadi kayak aktifki karena ditampilkan sebuah cerita terus kita dengar kemudian diceritakan ulang jadi kayak aktif ki di kelas.
Researcher	: Apakah media tersebut dapat membantu kamu memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris? Kenapa?
Student 6	: Iye karena biasa guru pakai radio dan kita dengarkan lagu kemudian diisi soal yang kosong setelah itu disuruh juga ucapkan jadi bisa membantu kita memperbaiki pengucapan apa yang telah didengarkan dari lagu itu.
Researcher	: Apakah media tersebut dapat membantu kamu menambah kosa kata Bahasa Inggris? Kenapa?
Student 6	: Iye kalau pakai media cetak karena ada di buku itu kosa katanya jadi dapatki bantu menambah kosa kata.
Researcher	: Apakah media tersebut dapat membantu kamu mengaitkan materi dengan kehidupan sehari-hari? Kenapa?
Student 6	: iye dapat karena biasa kalau mau keluar minta izin ke toilet jadi harus berbahasa Inggris dan juga biasa kalau ketemu guru diluar kita sapa kayak *Good morning, mam.*
Researcher	: Apakah jika guru menggunakan media dalam pengajaran dapat membangkitkan semangat kamu dalam belajar Bahasa Inggris? Kenapa?
Student 6	: iye karena gurunya itu sangat baik dan menasehati kita tapi biasa juga bosan karena kalau tidak mengerti.
Researcher	: Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? Kenapa?
Student 6	: Sangat bermanfaat eh manfaatnya itu seumpama media cetak itu ada soal baru bisaki dapat jawabannya, dapat memahami pelajaran, tertarik juga karena biasa guru dikasih dengarkan lagu jadi saya suka.

Transcript 7

Interviewee: S7

Class   : VIII.A

Researcher   : Apakah ketika kamu belajar Bahasa Inggris guru menggunakan media?

Student 7   : Kadang-kadang tidak, kadang-kadang pakai.

Researcher   : Media apa yang digunakan guru kamu dalam mengajar Bahasa Inggris?

Student 7   : biasana kayak layar, media buku sama biasa juga speaker kalau ada materi lagu.

Researcher   : Apakah kamu senang jika guru kamu menggunakan media tersebut? Kenapa?

Student 7   : senang karena lebih mudah untuk dijawab karena kalau tidak ada media-media baru bicaraji saja eh kayak tidak adaji dirasa bosanji ki saja.

Researcher   : Apakah dengan menggunakan media tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?

Student 7   : iye mempermudah karena kalau misalnya media layar menggunakan gambar jadi lebih gampangi untuk dipahami biasa ada gambar orang anu bicara.

Researcher   : Apakah dengan menggunakan media tersebut dapat membantu kamu untuk menemukan ide-ide baru? Kenapa?

Student 7   : Iye ada biasa kayak lebih gampangi ditahu kalau media buku tidak gampangi karena tidak bergerak tapi kalau media layar gambarnya bergerak jadi ada biasa ide ditemukan lihat itu gambar.

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih terampil? Kenapa?

Student 7   : Tidak terlaluji karena biasanya banyak mengganggu jadi tidak konsengki jadi malas belajar.

Researcher   : Apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?

Student 7	: Iye karena nakasih mudah dipahami baru gampangi dikasih jelaskan lagi.
Researcher	: Apakah dengan menggunakan media tersebut dapat membuat kamu lebih aktif dalam belajar? Kenapa?
Student 7	: Tidak tongji iya karena banyak orang ribut baru gurunya tidak terlalu fokuski menjelaskanji terus baru ribut.
Researcher	: Apakah media tersebut dapat membantu kamu memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris? Kenapa?
Student 7	: Iye mempermudah contohnya diputarkan lagunya Perfect karena tambah mudahki bicara Bahasa Inggris
Researcher	: Apakah media tersebut dapat membantu kamu menambah kosa kata Bahasa Inggris? Kenapa?
Student 7	: Iye banyak contohnya kayak run lari karena dari itu biasa lagu didengarkan natambah juga kosa kata ta.
Researcher	: Apakah media tersebut dapat membantu kamu mengaitkan materi dengan kehidupan sehari-hari? Kenapa?
Student 7	: Iye dapat karena biasa kalau ketemu guru kita sapa *good morning, mam* atau biasa juga kalau mau minta izin keluar pakai Bahasa Inggris ki.
Researcher	: Apakah jika guru menggunakan media dalam pengajaran dapat membangkitkan semangat kamu dalam belajar Bahasa Inggris? Kenapa?
Student 7	: Iye semangat kalau pakai guru media karena lebih mudah digampangi dipahami dan disebutkan kosa katanya. Tapi kadang juga bosan kalau panas suasana kelas jadi kayak tidak konsentrasiki belajar.
Researcher	: Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? Kenapa?
Student 7	:Bermanfaat karena bisa menambah kosa kata membantu memahami materi dengan mudah dan memberikan semangat juga tidak bosan kalau pakai media guru.

Transcript 8

Interviewee: S8

Class   : VIII.A

Researcher   : Apakah ketika kamu belajar Bahasa Inggris guru menggunakan media?

Student 8   : Pakai

Researcher   : Media apa yang digunakan guru kamu dalam mengajar Bahasa Inggris?

Student 8   : Papan tulis, layar, speaker dan buku.

Researcher   : Apakah kamu senang jika guru kamu menggunakan media tersebut? Kenapa?

Student 8   : Iya senang iya ada juga seperti kalau pakai media gambar, media itu ada videonya kan itu videonya kayak ada kartunya juga jadi kita seperti merasa senang.

Researcher   : Apakah dengan menggunakan media tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?

Student 8   : Iya ehh mudah karena kan kalau ditulis bisa dilihat apa mau ditulis seperti media buku buka halaman sekian tulis materinya ini ini eh terus dijelaskanmi seperti materi tadi.

Researcher   : Apakah dengan menggunakan media tersebut dapat membantu kamu untuk menemukan ide-ide baru? Kenapa?

Student 8   : Nggak juga sih, yah karena terkadang juga belum ada yang ditahu kosa kata jadi belum ada bisa dibilang contohnya coba presentasikan eh belumpi ditahu artinya mam.

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih terampil? Kenapa?

Student 8   : Kadang-kadang karena kalau dipahami jadi lebih terampil.

Researcher   : Apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?

Student 8   : Iya membantu karena kan diberikan juga kosa kata diberikan juga kayak video itu jadi yah tinggal berbicara diartikanmi terus dipresentasikan jadi dilatih berbicara.

Researcher	: Apakah dengan menggunakan media tersebut dapat membuat kamu lebih aktif dalam belajar? Kenapa?
Student 8	: Iya aktif karena kan biasa juga disuruh menulis terus biasa juga dikasih tugas atau bisa juga disuruh bikin clipping kalau pulang kan biasa tidak ada dibikin jadi kalau dikasih tugas buat clipping kerja kelompok.
Researcher	: Apakah media tersebut dapat membantu kamu memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris? Kenapa?
Student 8	: Membantu karena kan kalau tulisannya itu toh eh misalnya one kalau diucapkan bukan one tapi kalau didengarki dari yang audia ternyata wan jadi yah membantu kita untuk memperbaiki pengucapan yang benar.
Researcher	: Apakah media tersebut dapat membantu kamu menambah kosa kata Bahasa Inggris? Kenapa?
Student 8	: Iya menambah karena kan diberikan juga eh materi disuruh juga menulis jadi kita terkadang diingat-ingat juga terkadang juga lupa tapi kalau ulangan yah disuruh ulang lagi itu materi kalau ada waktu.
Researcher	: Apakah media tersebut dapat membantu kamu mengaitkan materi dengan kehidupan sehari-hari? Kenapa?
Student 8	: Iya karena seperti kalau ada guru Bahasa Inggris disuruh bicara Bahasa Inggris kayak *Hi mam, good morning* kayak itu kalau ada juga tugas clipping disitu juga disuruh kan disitu ada Bahasa Inggrisnya jadi kalau dimengerti yah oh ternyata begini sesuai dengan kehidupan sehari-hari kayak itu clippingnya disuruh cari Bahasa Inggrisnya kayak mobil, rumah yah kayak itu.
Researcher	: Apakah jika guru menggunakan media dalam pengajaran dapat membangkitkan semangat kamu dalam belajar Bahasa Inggris? Kenapa?
Student 8	: Iya semangat karena banyak itunya juga ehh yang bikin semangat kalau media gambar, video yah semangat ji kalau ada suara-suaranya juga terus disuruh dengarkan juga baru dimaknanmi apa maknanya dari ceritanya ini.
Researcher	: Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? Kenapa?
Student 8	: Bermanfaat membantu mengerti Bahasa Inggris.

Transcript 9

Interviewee: S9

Class   : VIII.A

Researcher	: Apakah ketika kamu belajar Bahasa Inggris guru menggunakan media?
Student 9	: Kadang iya kadang tidak.
Researcher	: Media apa yang digunakan guru kamu dalam mengajar Bahasa Inggris?
Student 9	: Media suara, gambar dan sebagainya.
Researcher	: Apakah kamu senang jika guru kamu menggunakan media tersebut? Kenapa?
Student 9	: Tidak terlalu karena biasa tidak diperhatikan.
Researcher	: Apakah dengan menggunakan media tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?
Student 9	: Yah tergantung karena kalau saya perhatikan yah saya paham tapi itu juga kadang saya bosan jadi tidak mau perhatikan sehingga tidak membantu saya paham materinya.
Researcher	: Apakah dengan menggunakan media tersebut dapat membantu kamu untuk menemukan ide-ide baru? Kenapa?
Student 9	: Tidak bisa karena saya malas.
Researcher	: Apakah dengan menggunakan media tersebut dapat membuat kamu lebih terampil? Kenapa?
Student 9	: Yah terkadang saya malas jadi tidak terampil tapi kalau terampil karena itu saya suka materinya.
Researcher	: Apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?
Student 9	: Iya dapat karena itu kalau ditampilkan gambar-gambar video-video jadi saya bisa memberikan pendapatku melalui apa yang saya lihat atau dapatkan dari video itu.
Researcher	: Apakah dengan menggunakan media tersebut dapat membuat kamu lebih aktif dalam belajar? Kenapa?

Student 9	: Terkadang saya malas terkadang saya aktif yah karena kalau guru biasanya kasih mendengarkan lagu Bahasa Inggris jadi saya aktif menyanyikan sehingga membantu pengucapan saya berbahasa Inggris benar dan saya aktif dalam kelas.
Researcher	: Apakah media tersebut dapat membantu kamu memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris? Kenapa?
Student 9	: Iya membantu karena dengan mendengarkan lagu biasanya membantu saya memperbaiki pengucapanku dalam berbahasa Inggris dan cepat saya tahu mengucapannya dengan benar.
Researcher	: Apakah media tersebut dapat membantu kamu menambah kosa kata Bahasa Inggris? Kenapa?
Student 9	: Kadang menambah kadang tidak karena biasa kalau dengar lirik lagu yang diputarkan tidak mampu menangkap dengan benar tapi kadang juga bisa kalau kosa kata yang diucapkan itu mudah jadi saya dapat menambah kosa kata dengan diputarkan lagu melalui media.
Researcher	: Apakah media tersebut dapat membantu kamu mengaitkan materi dengan kehidupan sehari-hari? Kenapa?
Student 9	: Iya dapat karena biasa saya pakai Bahasa Inggris dengan orang-orang disekitar saya.
Researcher	: Apakah jika guru menggunakan media dalam pengajaran dapat membangkitkan semangat kamu dalam belajar Bahasa Inggris? Kenapa?
Student 9	: Iya kadang-kadang kalau saya tidak bosan tapi kalau saya bosan maka semangat saya pun menurun apalagi kalau suasana kelas panas dan ribut.
Researcher	: Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? Kenapa?
Student 9	: Iya bermanfaat karena mampu membantu saya berbahasa Inggris dengan benar.

Transcript 10

Interviewee: S10

Class   : VIII.A

Researcher   : Apakah ketika kamu belajar Bahasa Inggris guru menggunakan media?

Student 10   : Pakai.

Researcher   : Media apa yang digunakan guru kamu dalam mengajar Bahasa Inggris?

Student 10   : Medak cetak seperti buku dan media eletronik LCD, speaker dan laptop.

Researcher   : Apakah kamu senang jika guru kamu menggunakan media tersebut? Kenapa?

Student 10   : Senang karena eh menambah ilmu sama lebih mengerti.

Researcher   : Apakah dengan menggunakan media tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?

Student 10   : Iya dapat kalau guru menggunakan media cetak seperti buku karena didalam buku itu saya mudah menerima materi seperti kosa kata penulisan dan cara mengucapkannya.

Researcher   : Apakah dengan menggunakan media tersebut dapat membantu kamu untuk menemukan ide-ide baru? Kenapa?

Student 10   : Dapat.

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih terampil? Kenapa?

Student 10   : Iya dapat kayak terampil lebih aktif lebih mengerti. Biasanya terampil dalam materi misalkan dialog kayak berdialog.

Researcher   : Apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?

Student 10   : Iya karena kalau disuruh berdialog sama teman jadi dapat membantu mengemukakan pendapat tentang materinya.

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih aktif dalam belajar? Kenapa?

Student 10	: Iya dapat karena kalau lebih aktifnya kalau pakai media cetak.
Researcher	: Apakah media tersebut dapat membantu kamu memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris? Kenapa?
Student 10	: Kadang masih ada yang salah masih perlu dibantu. Dan jarang juga membantu kalau biasa pakai media speaker karena kadang suaranya ndak terlalu jelas.
Researcher	: Apakah media tersebut dapat membantu kamu menambah kosa kata Bahasa Inggris? Kenapa?
Student 10	: Iya dapat karena di media cetak itu sudah banyak kata-kata tinggal dijelaskan dengan cara bacanya dan lebih memahaminya lagi.
Researcher	: Apakah media tersebut dapat membantu kamu mengaitkan materi dengan kehidupan sehari-hari? Kenapa?
Student 10	: Iya dapat hmm seperti apa pokoknya lebih aktif bisa bertemu teman berbicara-bicara bisa menambah wawasan dalam Bahasa Inggris.
Researcher	: Apakah jika guru menggunakan media dalam pengajaran dapat membangkitkan semangat kamu dalam belajar Bahasa Inggris? Kenapa?
Student 10	: Bisa tambah bangkit iya pernah juga bosan karena belum terlalu mengerti pelajarannya.
Researcher	: Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? Kenapa?
Student 10	: Bermanfaat bisa aktif, terampil dan tambah mengerti.

Transcript 11

Interviewee: S11

Class   : VIII.A

Researcher   : Apakah ketika kamu belajar Bahasa Inggris guru menggunakan media?

Student 11   : Pakai.

Researcher   : Media apa yang digunakan guru kamu dalam mengajar Bahasa Inggris?

Student 11   : Hmm itu laptop, speaker,terus eh itu kayak disambungkan ke laptop namanya LCD.

Researcher   : Apakah kamu senang jika guru kamu menggunakan media tersebut? Kenapa?

Student 11   : Iya senang karena itu eh bisa lihat video gambar.

Researcher   : Apakah dengan menggunakan media tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?

Student 11   : Mempermudah karena itu ehh apa dih gambarnya lebih jelas kan kalau video najelaskanki.

Researcher   : Apakah dengan menggunakan media tersebut dapat membantu kamu untuk menemukan ide-ide baru? Kenapa?

Student 11   : Iya ehh kayak bisaki najelaskan cara kerjanya begitu.

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih terampil? Kenapa?

Student 11   : Iya dapat kalau mau menjawab soal kan bisa lewat apa yang dilihat dari video itu tadi.

Researcher   : Apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?

Student 11   : Iya bisa karena itu sudah didengar dari speakernya dengar dulu terus mengulang kemudian disuruh ungkapkan pendapatta jadi yah bisa berdasarkan apa yang didengar dan dilihat.

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih aktif dalam belajar? Kenapa?

Student 11	: Iya lebih aktif karena biasa kalau dipahami materinya membuat lebih aktif untuk belajar.
Researcher	: Apakah media tersebut dapat membantu kamu memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris? Kenapa?
Student 11	: Kadang karena biasa kalau didengar jelas yah bisa membantu pengucapan tapi kalau tidak didengar jelas yah tidak bisa diucapkan dengan benar.
Researcher	: Apakah media tersebut dapat membantu kamu menambah kosa kata Bahasa Inggris? Kenapa?
Student 11	: Iya dapat kadang juga tidak karena kalau dimengerti dan didengar dengan jelas dapat menambah kosa kata tapi kalau tidak didengar dengan jelas kadang juga bertanya sama guru kemudian guru menuliskan kosa katanya jadi yah membantu menambah kosa kata.
Researcher	: Apakah media tersebut dapat membantu kamu mengaitkan materi dengan kehidupan sehari-hari? Kenapa?
Student 11	: Bisa karena kalau mendengarkan terus dipahami jadi kayak bicara sama teman pakai Bahasa Inggris.
Researcher	: Apakah jika guru menggunakan media dalam pengajaran dapat membangkitkan semangat kamu dalam belajar Bahasa Inggris? Kenapa?
Student 11	: Kadang semangat kadang tidak karena biasa bosan kalau gurunya diam jadi guru harus kasih games pernah juga iya dikasih games jadi seru dan tambah semangat belajar.
Researcher	: Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? Kenapa?
Student 11	: Ada manfaatnya bisa lebih jelas mendengarkan, bisa melihat gambar dengan jelas lebih dipaham.

Transcript 12

Interviewee: S12

Class   : VIII.A

Researcher   : Apakah ketika kamu belajar Bahasa Inggris guru menggunakan media?

Student 12   : Biasa pakai biasa tidak.

Researcher   : Media apa yang digunakan guru kamu dalam mengajar Bahasa Inggris?

Student 12   : Papan Tulis, Spidol, Penghapus, dan Buku.

Researcher   : Apakah kamu senang jika guru kamu menggunakan media tersebut? Kenapa?

Student 12   : Senang karena tidak bingung.

Researcher   : Apakah dengan menggunakan media tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?

Student 12   : Dapat karena kalau buku apa dih ada gambarnya jadi mudah di pahami.

Researcher   : Apakah dengan menggunakan media tersebut dapat membantu kamu untuk menemukan ide-ide baru? Kenapa?

Student 12   : Iya karena adanya gambar yang dilihat jadi ada biasa ide didapatkan dari gambar tersebut.

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih terampil? Kenapa?

Student 12   : Iya kadang karena kalau dipahami tapi biasa juga ragu.

Researcher   : Apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?

Student 12   : Kadang bisa karena kadang juga ragu takut salah nanti pengucapannya.

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih aktif dalam belajar? Kenapa?

Student 12	: Bisa karena didalam bukunya juga ada pembelajaran yang membantu saya aktif untuk belajar.
Researcher	: Apakah media tersebut dapat membantu kamu memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris? Kenapa?
Student 12	: Tidak bisa karena ragu untuk mengucapkannya.
Researcher	: Apakah media tersebut dapat membantu kamu menambah kosa kata Bahasa Inggris? Kenapa?
Student 12	: Iya karena ada dalam buku tertulis terus biasa juga diputarkan lagu Bahasa Inggris terus ditulis kosa katanya dan dihapalkan.
Researcher	: Apakah media tersebut dapat membantu kamu mengaitkan materi dengan kehidupan sehari-hari? Kenapa?
Student 12	: Bisa karena contohnya kayak misalnya berbicara dalam Bahasa Inggris.
Researcher	: Apakah jika guru menggunakan media dalam pengajaran dapat membangkitkan semangat kamu dalam belajar Bahasa Inggris? Kenapa?
Student 12	: Iya karena suka dengar lagunya biasa.
Researcher	: Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? Kenapa?
Student 12	: Dapat meningkatkan kosa kata Bahasa Inggris.

Transcript 13

Interviewee: S13

Class   : VIII.A

Researcher   : Apakah ketika kamu belajar Bahasa Inggris guru menggunakan media?

Student 13   : Pakai.

Researcher   : Media apa yang digunakan guru kamu dalam mengajar Bahasa Inggris?

Student 13   : Buku, Papan Tulis, Spidol, Audio, Speaker dan Laptop.

Researcher   : Apakah kamu senang jika guru kamu menggunakan media tersebut? Kenapa?

Student 13   : Senang karena cepatki mengerti.

Researcher   : Apakah dengan menggunakan media tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?

Student 13   : Iya karena lebih fokus apalagi kalau pakai media elektronik seperti laptop dan speaker jadi mempermudah untuk menerima materi pelajaran.

Researcher   : Apakah dengan menggunakan media tersebut dapat membantu kamu untuk menemukan ide-ide baru? Kenapa?

Student 13   : Iya biasa karena ada gambar dilihat jadi bisa menemukan ide baru tentang gambar itu.

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih terampil? Kenapa?

Student 13   : Tidak juga karena biasa saya tidak kupahami materinya kalau susah.

Researcher   : Apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?

Student 13   : Bisa karena kalau lihat biasanya gambar ada pendapat yang ingin disampaikan tentang gambar itu jadi yah melatih ki untuk berbicara tapi kadang juga tidak bisa kalau materinya susah.

Researcher : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih aktif dalam belajar? Kenapa?

Student 13 : Iya bisa karena kita harus belajar dan alat itu memicu kita untuk aktif.

Researcher : Apakah media tersebut dapat membantu kamu memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris? Kenapa?

Student 13 : Iya kadang membantu karena kalau diputarkan lagu bisa membantu pengucapan Bahasa Inggris yang benar.

Researcher : Apakah media tersebut dapat membantu kamu menambah kosa kata Bahasa Inggris? Kenapa?

Student 13 : Iya kadang-kadang karena kalau diingat dan dipahami.

Researcher : Apakah media tersebut dapat membantu kamu mengaitkan materi dengan kehidupan sehari-hari? Kenapa?

Student 13 : Kadang bisa kadang juga tidak karena kalau susah materinya tidak bisaki kaitkan dengan kehidupan sehari-hari tapi kalau mudah yah bisa contohnya tentang memberi ucapan *good morning*.

Researcher : Apakah jika guru menggunakan media dalam pengajaran dapat membangkitkan semangat kamu dalam belajar Bahasa Inggris? Kenapa?

Student 13 : Kadang semangat kadang juga agak bosan karena saya tidak pintarka belajar Bahasa Inggris.

Researcher : Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? Kenapa?

Student 13 : Ada ji iyah karena bisaki bercerita, berpantun, dan menambah kosa kata.

Transcript 14

Interviewee: S14

Class   : VIII.A

Researcher   : Apakah ketika kamu belajar Bahasa Inggris guru menggunakan media?

Student 14   : Iya

Researcher   : Media apa yang digunakan guru kamu dalam mengajar Bahasa Inggris?

Student 14   : LCD, media cetak, media papan tulis.

Researcher   : Apakah kamu senang jika guru kamu menggunakan media tersebut? Kenapa?

Student 14   : Senang karena dapat menambah ilmu.

Researcher   : Apakah dengan menggunakan media tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?

Student 14   : Iya dapat karena biasa ada gambar jadi mempermudah dipahami.

Researcher   : Apakah dengan menggunakan media tersebut dapat membantu kamu untuk menemukan ide-ide baru? Kenapa?

Student 14   : Iya karena biasanya membaca menulis itu saja.

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih terampil? Kenapa?

Student 14   : tidak kak karena tidak mampu biasanya dipahami artinya.

Researcher   : Apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?

Student 14   : Tidak bisa kak karena susah untuk diucapkan.

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih aktif dalam belajar? Kenapa?

Student 14   : Aktif dalam belajar Bahasa Inggris itu susah sekali kak karena tidak mengerti itu anunya kak artinya.

Researcher	: Apakah media tersebut dapat membantu kamu memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris? Kenapa?
Student 14	: Iya kadang kak karena biasa juga tidak dimengerti apa nabilang jadi susah untuk diucapkan.
Researcher	: Apakah media tersebut dapat membantu kamu menambah kosa kata Bahasa Inggris? Kenapa?
Student 14	: Iya menambah biasanya karena ada didengar tapi susah juga biasanya ditahu artinya jadi kayak tidak terlalu membantu menambah kosa kata.
Researcher	: Apakah media tersebut dapat membantu kamu mengaitkan materi dengan kehidupan sehari-hari? Kenapa?
Student 14	: Tidak bisa karena tidak ditahu artinya.
Researcher	: Apakah jika guru menggunakan media dalam pengajaran dapat membangkitkan semangat kamu dalam belajar Bahasa Inggris? Kenapa?
Student 14	: Semangat belajar eh tidak malas-malas tapi kadang juga bosan kalau susah dipahami materinya.
Researcher	: Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? Kenapa?
Student 14	: Bisa kak tapi tidak terlalu dan biasa juga bertanya jadi bermanfaatji juga kak walaupun sedikit membantu untuk memahami.

Transcript 15

Interviewee: S15

Class   : VIII.A

Researcher   : Apakah ketika kamu belajar Bahasa Inggris guru menggunakan media?

Student 15   : Iya

Researcher   : Media apa yang digunakan guru kamu dalam mengajar Bahasa Inggris?

Student 15   : Buku, speaker dan laptop.

Researcher   : Apakah kamu senang jika guru kamu menggunakan media tersebut? Kenapa?

Student 15   : Senang karena gampang dimengerti.

Researcher   : Apakah dengan menggunakan media tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?

Student 15   : Iya dapat kalau pakai media cetak dan speaker karena biasa didengarkan lagu video karena lagu juga jadi mudah diterima materinya.

Researcher   : Apakah dengan menggunakan media tersebut dapat membantu kamu untuk menemukan ide-ide baru? Kenapa?

Student 15   : Kadang-kadang karena biasa susah untuk dipahami jadi tidak ada ide yang didapatkan tapi kalau dipahami yah ada biasanya ide didapatkan.

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih terampil? Kenapa?

Student 15   : Iya karena saya menjadi berani maju kalau disuruh mengerjakan pelajarannya.

Researcher   : Apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?

Student 15   : Belum bisa karena susah diucapkan jadi susah untuk berbicara.

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih aktif dalam belajar? Kenapa?

Student 15	: Biasa karena adanya games jadi lebih aktif lagi tapi kadang juga tidak akti kalau bosan karena cara guru mengajar menoton itu terus.
Researcher	: Apakah media tersebut dapat membantu kamu memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris? Kenapa?
Student 15	: Tidak karena biasanya lidah saya ta lipat-lipat kalau belajar Bahasa Inggris.
Researcher	: Apakah media tersebut dapat membantu kamu menambah kosa kata Bahasa Inggris? Kenapa?
Student 15	: Bisa karena pernah biasa dikasih games tentang berlomba cari kosa kata dan disebutkan jadi kita diajar mengetahui kosa kata lainnya.
Researcher	: Apakah media tersebut dapat membantu kamu mengaitkan materi dengan kehidupan sehari-hari? Kenapa?
Student 15	: Biasa bisa karena kalau ditahu tapi biasa tidak bisa karena saya belum mengetahuinya.
Researcher	: Apakah jika guru menggunakan media dalam pengajaran dapat membangkitkan semangat kamu dalam belajar Bahasa Inggris? Kenapa?
Student 15	: Bosan karena cara mengajarnya biasa itu terus saja.
Researcher	: Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? Kenapa?
Student 15	: Bermanfaat karena mengetahui materinya.

Transcript 16

Interviewee: S16
Class   : VIII.A

Researcher   : Apakah ketika kamu belajar Bahasa Inggris guru menggunakan media?

Student 16   : Biasa pakai biasa ndak

Researcher   : Media apa yang digunakan guru kamu dalam mengajar Bahasa Inggris?

Student 16   : Hmmm biasa kayak buku cetak, LCD, radio dan musik.

Researcher   : Apakah kamu senang jika guru kamu menggunakan media tersebut? Kenapa?

Student 16   : Senang karena seruh dan gampang dipahami

Researcher   : Apakah dengan menggunakan media tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?

Student 16   : iya mempermudah kalau pakai media cetak dan LCD karena jelas dibaca sehingga mempermudah menerima materi.

Researcher   : Apakah dengan menggunakan media tersebut dapat membantu kamu untuk menemukan ide-ide baru? Kenapa?

Student 16   : Iya kayak dapatki eh banyak didapat kosa kata.

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih terampil? Kenapa?

Student 16   : Tidak terlalu karena biasa tidak dipahami.

Researcher   : Apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?

Student 16   : Kadang bisa karena kalau dipaham jadi bisa mengemukakan pendapat.

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih aktif dalam belajar? Kenapa?

Student 16   : Biasa karena kalau materinya gampang dan pakai media yang seru jadi lebih aktif dalam belajar.

Researcher : Apakah media tersebut dapat membantu kamu memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris? Kenapa?

Student 16 : Kadang bisa kadang nggak karena biasa kalau didengarkan dari lagu tidak jelas jadi susah untuk diucapkan.

Researcher : Apakah media tersebut dapat membantu kamu menambah kosa kata Bahasa Inggris? Kenapa?

Student 16 : Dapat karena ada biasa didalam buku dan lagu didengarkan jadi menambah kosa kata.

Researcher : Apakah media tersebut dapat membantu kamu mengaitkan materi dengan kehidupan sehari-hari? Kenapa?

Student 16 : Kadang-kadang karena biasa tidak ditahuki Bahasa Inggrisnya.

Researcher : Apakah jika guru menggunakan media dalam pengajaran dapat membangkitkan semangat kamu dalam belajar Bahasa Inggris? Kenapa?

Student 16 : Semangat karena seru belajar pakai media.

Researcher : Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? Kenapa?

Student 16 : Bermanfaat dapatki bisa lancar berbahasa Inggris baru bisaki juga hapal kosa katanya.

Transcript 17

Interviewee: S17

Class   : VIII.A

Researcher   : Apakah ketika kamu belajar Bahasa Inggris guru menggunakan media?

Student 17   : Biasa pakai media biasa tidak.

Researcher   : Media apa yang digunakan guru kamu dalam mengajar Bahasa Inggris?

Student 17   : Media cetak, LCD, Radio kalau mendengar lagu.

Researcher   : Apakah kamu senang jika guru kamu menggunakan media tersebut? Kenapa?

Student 17   : Senang karena bisa ehh apa tidak membosankan dan bisa membantu kita.

Researcher   : Apakah dengan menggunakan media tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?

Student 17   : Eh kadang-kadang karena eh mempermudah kalau dilihat langsung dari yang diputarkan biasanya jadi mudah dipahami.

Researcher   : Apakah dengan menggunakan media tersebut dapat membantu kamu untuk menemukan ide-ide baru? Kenapa?

Student 17   : Iya dapat karena itu kalau ada ditampilkan jadi ada ide yang didapat.

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih terampil? Kenapa?

Student 17   : Kadang-kadang karena kalau mudah yah terampil tapi kalau tidak dipahami yah susah.

Researcher   : Apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?

Student 17   : Biasa bisa biasa tidak karena kalau mengerti jadi bisa berbicara berdialog juga biasa jadi melatih untuk mengemukakan pendapat dalam berbahasa Inggris.

Researcher	: Apakah dengan menggunakan media tersebut dapat membuat kamu lebih aktif dalam belajar? Kenapa?
Student 17	: Kadang-kadang kalau mengerti materinya yah aktif dalam belajar.
Researcher	: Apakah media tersebut dapat membantu kamu memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris? Kenapa?
Student 17	: Iya memperbaiki karena biasanya kalau lagu Bahasa Inggris itu mudah untuk diucapkan dan ulang-ulang terus jadi memperbaiki pengucapan Bahasa Inggris.
Researcher	: Apakah media tersebut dapat membantu kamu menambah kosa kata Bahasa Inggris? Kenapa?
Student 17	: Iya menambah karena dari lagu yang didengar bisa ditahu dan dicari artinya sehingga mudah dihapal.
Researcher	: Apakah media tersebut dapat membantu kamu mengaitkan materi dengan kehidupan sehari-hari? Kenapa?
Student 17	: Iya bisa karena Bahasa Inggris bisa ki pakai bercakap dengan orang-orang dan bisa jadi pramugari juga.
Researcher	: Apakah jika guru menggunakan media dalam pengajaran dapat membangkitkan semangat kamu dalam belajar Bahasa Inggris? Kenapa?
Student 17	: Iya karena menyenangkan tidak bosan yah seru.
Researcher	: Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? Kenapa?
Student 17	: Bermanfaat karena bisa mengetahui materi, mudah dipahami mendapatkan kosa kata baru dan menyenangkan .

Transcript 18

Interviewee:

Class   : VIII.A

Researcher   : Apakah ketika kamu belajar Bahasa Inggris guru menggunakan media?

Student 18   : Iya pakai.

Researcher   : Media apa yang digunakan guru kamu dalam mengajar Bahasa Inggris?

Student 18   : Media cetak seperti buku cetak, papan tulis dan media elektronik seperti speaker.

Researcher   : Apakah kamu senang jika guru kamu menggunakan media tersebut? Kenapa?

Student 18   : Senang karena serui baru bisaki juga dapat kosa kata baru.

Researcher   : Apakah dengan menggunakan media tersebut dapat mempermudah kamu dalam menerima materi pelajaran Bahasa Inggris? Kenapa?

Student 18   : Dapat karena cara mengajarnya yang mudah dipahami.

Researcher   : Apakah dengan menggunakan media tersebut dapat membantu kamu untuk menemukan ide-ide baru? Kenapa?

Student 18   : Iya dapat karena bisa mempermudah kita mendapatkan ide-ide.

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih terampil? Kenapa?

Student 18   : Iya karena seru jika menggunakan media tersebut.

Researcher   : Apakah dengan menggunakan media tersebut dapat melatih kamu mengemukakan pendapatmu tentang materi pelajaran Bahasa Inggris? Kenapa?

Student 18   : Iya karena cepatka mengerti.

Researcher   : Apakah dengan menggunakan media tersebut dapat membuat kamu lebih aktif dalam belajar? Kenapa?

Student 18   : Iya karena asyik jika menggunakan media tersebut.

Researcher	: Apakah media tersebut dapat membantu kamu memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris? Kenapa?
Student 18	: Iye kalau berkali-kali diputar jadi itu bisa diucapkan dengan benar dan bisa mendengarkan cara pengucapannya dengan baik.
Researcher	: Apakah media tersebut dapat membantu kamu menambah kosa kata Bahasa Inggris? Kenapa?
Student 18	: Iya karena dari yang didengarkan tadi kosa katan kita bertambah dan dihapal juga.
Researcher	: Apakah media tersebut dapat membantu kamu mengaitkan materi dengan kehidupan sehari-hari? Kenapa?
Student 18	: Tidak karena bisaji.
Researcher	: Apakah jika guru menggunakan media dalam pengajaran dapat membangkitkan semangat kamu dalam belajar Bahasa Inggris? Kenapa?
Student 18	: Iya semangat karena seru belajar pakai media.
Researcher	: Apakah dengan menggunakan media tersebut kurang bermanfaat dalam membantu kamu belajar Bahasa Inggris? Kenapa?
Student 18	: Bermanfaat karena jika kita memakai media tersebut bisa membantu kita memahami materinya dan mudah diingat kosa katanya.

OBSERVASION

INTERVIEW

CURRICULUM VITAE

Marwana Ambo Lele was born in Bakke Maccilereng 18th February 1995. She is the last child from four siblings. Her father is Ambo Lele and her mother is Ondeng.

In 2008, she graduated from SDN 341 Lattimu and continued her study at SMPN 3 Bola and graduated in 2011.

In the same year, she continued her study at SMAN 13 Makassar and finished in 2014. After finished in senior high school, she proceeded her study in Muhammadiyah University of Makassar in 2014. She accepted in English Education Department of Teachers Traning and Education Faculty.

At the end of her study, she could finish her thesis with the title "Students' Perception of the Media Used by Teacher in Teaching English (A Descriptive Research on the Eighth Grade Students of SMP Muhammadiyah 12 Makassar)."