CHAPTER I
INTRODUCTION

1.1. Background

According to Mohammed & Abdalla (2020), English has become an essential tool for communication and information exchange across the globe. As an international language, it serves as a medium for people to share ideas, opinions, and information, making English teaching increasingly significant. Learning English is a lifelong endeavor that requires effective strategies and techniques to sustain continuous improvement. Unfortunately, many educators do not prioritize the methodologies they use when teaching English. Often, they rely solely on textbooks and direct instruction, which results in a teaching process that may function but falls short of achieving full success.

With the rapid development of technology, its influence has permeated numerous aspects of everyday life, such as education. Using technology in learning environments has become indispensable, and teachers are expected to adapt to these technological advancements. This shift places demands on their intellectual abilities and skills in teaching. Teachers must be more creative and innovative when designing learning environments that engage students. The communication process that facilitates learning is often met with various challenges, requiring teachers to find inventive solutions to meet diverse learning objectives.

When delivering material, whether from a textbook or other sources, teachers are responsible for presenting problems to be solved and tasks to be completed by students. They must act as facilitators, guiding students through the learning process by explaining the context of the problems, offering assistance, and providing necessary information when needed. Teachers should depict reality in a way that supports students in acquiring relevant knowledge and practicing essential skills. These depictions can take various forms, such as symbols, images, illustrations, or sketches, which serve as media for representing objects. It is strengthened by (Dhamayanti, 2021) who stated that using the right learning media may enhance learning activities and improve students' interest in the subject material. So,

teachers solely are insufficient to build a good and enjoyable learning environment; instead, a variety of learning media must be used in conjunction.

Prabawati, et al, (2021), emphasize that instructional media is crucial in teaching English, as it enhances the way learning material is presented. Teachers need to expand their understanding of media in education. Currently, many teachers rely solely on textbooks and their role as the primary source of instruction. While this approach may suffice, it often leads to disengagement among students. Repetition of the same teaching methods and activities, such as listening, reading, and writing, can cause students to lose interest. To capture students' attention and motivation, it is recommended that English teachers incorporate media into their lessons, making the classroom experience more dynamic and enjoyable.

The usage of media in educational is important, particularly in English lessons. Teachers using appropriate media can motivate students and make learning more engaging, thereby enhancing the classroom environment. It is strengthened by the statement from Puspitarini & Hanif (2019) that media can increase students' motivation for learning. Additionally, the learning objectives can be achieved more effectively and efficiently with the use of learning media that is properly integrated into the learning process. But conversely, teachers who rely solely on traditional methods, such as textbooks and whiteboards, may struggle to maintain student interest. It is similar to a study by Marhamah et al., (2022), together with subject materials, learning media should be a part of every teacher's lesson plans. However, some teachers still appear to struggle with using media, including instructional technology in the classroom. It happened as a result of insufficient educational facilities at school, limited usage of various media, and a lack of technological knowledge among teachers. Many teachers solely utilized the course books and other resources that were provided by the school, and they did not engagingly present the knowledge.

Many teachers today lack proficiency in using contemporary technology, limiting their teaching methods to outdated techniques. Therefore, teachers need to use creative media to motivate students to learn English. Omenge and Priscah (2016), as cited in Lumbanraja et al., (2023), emphasize that instructional media can effectively deliver content and support teaching and learning. By incorporating

diverse media, teachers can create opportunities for students to engage their senses, improve understanding, boost self-motivation, and develop a more positive attitude toward learning. Additionally, without media, communication might be hindered, and learning cannot be a successful communication process, hence media is important to the learning process. According to Heinich, et al., (2002), effective interaction between students and professional teachers is essential for a successful learning process.

During the Teaching Internship Program (Praktik Keterampilan Mengajar) at SMP Negeri 52 Jakarta in semester 119, the researcher observed that some seventh-grade students became bored and less interested in learning English. Several challenges were identified by the seventh-grade teacher in using media for teaching English, such as difficulties with digital or technological media. Additionally, some students struggled with learning English, including grammar and vocabulary acquisition, sentence construction, translation, and pronunciation. This was due to the fact that the teacher did not vary the media for English lessons, which made some students less enthusiastic and more easily bored. The study attempts to understand the media usage in English teaching and learning activities, both positively and negatively, from the perspectives of seventh-grade students at SMP Negeri 52 Jakarta. This includes examining factors such as student motivation, enthusiasm for learning, and comprehension of English language material.

Numerous studies have been conducted about this topic, demonstrating how media can assist teachers in communicating learning objectives and simplifying complex subject matter for students. The first previous study, "Students' Perceptions on the Instructional Media Used by Teachers in Teaching English", conducted by Alfian et al., (2023). The method in the study was quantitative descriptive. The research instruments were observation, questionnaires, and documentation. The participants were eighth-grade students at SMP Negeri 9 Selayar. The researchers explained that there were 3 kinds of media used here, such as a whiteboard, an English book, and a dictionary. Next, most of the students gave a positive perception regarding the media.

Next, Sudewi et al., (2023) was conducted a research entitled "Second Graders' Perception of Audio Visual Use in Teaching Listening Skills at SMP Negeri 3

Majene". Descriptive qualitative research method was used here, then questionnaires and interviews as the instruments. The findings demonstrated students had positive perceptions towards audiovisuals since they are used to teach listening skills, which facilitates students' comprehension of the subject matter and allows them to connect with peers during class. When it comes to listening exercises, audio-visual media is appealing and inspiring.

In the third previous study, "The Students' Perception of the Online Media Used by Teachers in Learning English", conducted by Prabawati et al., (2021), qualitative descriptive research was applied here. The participants were eleventh-grade students at SMA Negeri 9 Gowa. The research instrument was interview. The results showed YouTube, Google Classroom, Google Forms, and WhatsApp (WA) as learning media. A large number of students had positive perceptions of the online media that the teacher used to teach English. These media helped students learn the material more quickly and easily, increased student motivation, made learning more enjoyable, and were effective and efficient. However, some students also expressed negative perceptions; they are dull and less enjoyable, ineffective and inefficient.

Based on those preceding discussion, this research distinguishes itself from previous studies in several key ways. Firstly, while past research focused on specific types of media, such as audiovisual or online platforms, this study encompasses all types of media by 7th-grade English teacher. Moreover, earlier studies often concentrated solely on isolated English skills like listening, whereas this research explores a broader spectrum of English language competencies. Methodologically, previous studies typically adopted quantitative approaches, whereas this study adopts a qualitative approach. Additionally, this research introduces novel research instruments: observation, questionnaires, and interviews—that have not been utilized in prior studies on the topic. Furthermore, whereas previous studies targeted different grade levels, this research uniquely centers on 7th graders at SMP Negeri 52 Jakarta, a critical development stage where students are beginning to adapt to and engage with English language instruction and media used in elementary school settings. This study aims to investigate Students' Perception on an EFL Teacher's Use of Teaching-Learning Media at a Middle

School in Jakarta: A Case Study, reflecting the envolving landscape of English education in this context.

Therefore, taking into consideration the actual English lessons in classroom, the researcher was motivated to examine this study. This title was chosen by the researcher because each student has a different learning style, understanding students' perceptions of instructional media can help teachers select media that are suitable for their needs and interests. Besides that, in 21st century, we cannot deny that technological advancements have touched every aspect of life, including education. Therefore, in English language learning, teachers must be mastering technology as a teaching tool. When teachers are unable to apply of technology-based teaching media, the learning objectives in classroom will not be fully achieved.

1.2. Research Questions

In response to the stated issues, the research questions of this study are to investigate the media that English teachers use, specifically:
1) What media are used by seventh-grade teacher in English teaching and learning activities at SMP Negeri 52 Jakarta?
2) What are students' perceptions of the media used by seventh-grade teacher in English teaching and learning activities at SMP Negeri 52 Jakarta?

1.3. Purposes of the Study

Based on the research questions listed above, the study aims to:
1) To obtain a profile of teaching-learning media used by seventh-grade teacher at SMP Negeri 52 Jakarta.
2) To find out the students' perceptions of the media used by seventh-grade teacher in English teaching and learning activities at SMP Negeri 52 Jakarta.

1.4. Scope of the Study

This study focused on describing the media that seventh-grade teacher used to teach English and what are the students' perceptions of the media used by seventh-grade teacher in English lessons. This study was conducted for approximately six

days at SMP Negeri 52 Jakarta. Next, the researcher used classroom observation checklists to find out the kinds of media used by seventh-grade teacher, the researcher also distributed questionnaires to the students and conducted interviews with six students to find out the students' perceptions of the media used by seventh-grade teacher in English teaching and learning activities.

1.5. Significance of the Study

Theoretically, this research aims to enhance English teachers' understanding of media utilization in classrooms and students' perceptions thereof. It is expected to inspire educators to adopt new media and cultivate innovative teaching strategies, thereby fostering greater student engagement with English learning. Ultimately, this study seeks to empower teachers in making informed decisions regarding media selection for effective English instruction. Furthermore, it is envisioned that the insights gained from this research will serve as valuable references for future scholarly investigations.

In addition, it is expected to provide teachers with additional information regarding the usage of media, and the perceptions of students regarding the utilization of media. Additionally, governmental stakeholders may find this research instrumental in gauging the implications of media usage on the English learning needs of 7th grade students at SMP Negeri 52 Jakarta.