

**STUDENTS' PERCEPTION OF THE MEDIA USED BY THE
TEACHER IN TEACHING ENGLISH**

(A case study at the Eleventh Grade Students of SMAN 3 Enrekang)



A THESIS

*Submitted to the Faculty of Cultural Science of Hasanuddin University in Partial Fulfillment
of Requirements to Obtain Sarjana Degree in English Literature Study Program*

By:

TRISNA MUTRIANLR

F041191040

ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

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LEGITIMATION

THESIS

**STUDENTS' PERCEPTION OF THE MEDIA USED BY THE TEACHER IN
TEACHING ENGLISH: A CASE STUDY AT THE ELEVENTH GRADE STUDENTS
OF SMAN 3 ENREKANG**

BY

TRISNA MUTRIANI R

Student ID Number: F041191040

It has been examined before the Board of Thesis Examination on Friday, March 10th 2023 and
is declare to have fulfilled the requirements.

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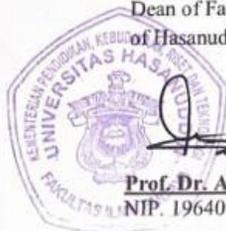
Dra. Marteniy Radjuni, M.Ed
NIP.196004091987032001



Sitti Sahraeny, S.S.M. AppLing
NIP.197203181998022001

Dean of Faculty of Cultural Sciences
of Hasanuddin University

Head of English Literature Study Program
Faculty of Cultural Sciences




Prof. Dr. Akin Duli, M.A.
NIP. 196407161991031010



Dra. Nasmilah, M.Hum. Ph.D
NIP. 196311031988112001

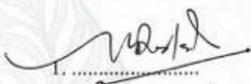
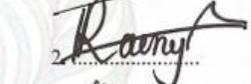
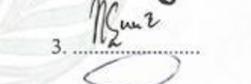
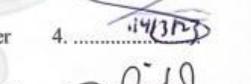
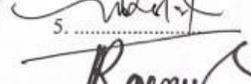
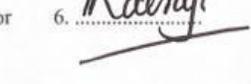
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AGREEMENT

On Monday, March 13th 2023, the Board of Thesis Examination has kindly approved a thesis by **TRISNA MUTRIANI R (F041191040)** entitled "*Students' Perception Of The Media Used By The Teacher In Teaching English: A case Study at the Eleventh Students of SMAN 3 Enrekang*" submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 13th March 2023

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DECLARATION

The thesis by **TRISNA MUTRIANI R** (F041191040) entitled "*Students' Perception Of The Media Used By The Teacher In Teaching English: A case study at the Eleven Grade Students of SMAN 3 Enrekang*" has been revised as advised during the examination on Friday, March 10th 2023 and is approved by the Board of Undergraduate Thesis Examiners:

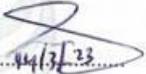
1. Dra. Nasmilah, M. Hum., Ph.D.

First Examiner

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2. Dra. Ria Rosdiana Jubhari, M.A., Ph.D.

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2. 

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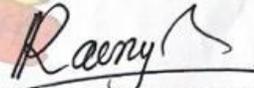
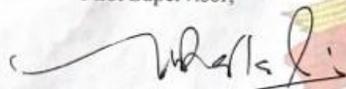
With reference to the letter of the Dean of Cultural Sciences Number 1774/UN4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the thesis draft by **TRISNA MUTRIANI R** (F041191040) to be examined at the English Department, Faculty of Cultural Sciences.

Makassar, September 20th, 2022

Approved by

First Supervisor,

Second Supervisor,



Dra. Marleiny Radjuni, M.Ed.

Sitti Sahraeny, S.S., M.AppLing.

NIP 196004091987032001

NIP 197203181998022001

Approved for the Execution of Thesis Examination
by The Thesis Organizing Committees

On Behalf of Dean
Head of English Department



Dra. Nasmilah, M.Hum., Ph.D.

NIP 196311031988112001

STATEMENT OF ORIGINALITY

The undersigned:

Name : Trisna Mutriani R

ID Number : F041191040

Department : English Literature

Judul Skripsi : **Students' Perception of The Media Used By The Teacher In Teaching English:
A Case Study at the Elevent Grade Students of SMAN 3 Enrekang.**

Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except the quotations and references.

Makassar, 13th March 2023



The Author,

Trisna
Trisna Mutriani R

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Makassar, 3 March 2023

The Researcher

ABSTRACT

Trisna Mutriani R, The Students Perception of Media Used by Teacher in Teaching English (*A case study at the Eleventh Grade Students of SMAN 3 ENREKANG*) under the thesis of English Education Department the Faculty of Humanities, University Hasanuddin, guided by Dra. Marleiny Radjuni, M. Ed and Sitti Sahraeny, S.S.M. Appling.

This research aimed to find out (1) The 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 November 2022 from 15 students of the Eleventh-grade students at SMAN 3 ENREKANG from one classes.

This used a Qualitative research; the instruments research is observation checklist, interview guide, and handphone to find out data about students' perception of the media used by teacher in teaching English.

The findings of this research showed that the kinds of the media used by the when teaching English were whiteboard, English book, dictionary and Laptop/LCD Proyektor. The result of the students' interview that most of the teaching and learning process, they were being happy, neing more active, being more excited/spirit in learning English, they were easier to understand the materials, they can improve their vocabulary, and find new ideas. 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.

ABSTRAK

Trisna Mutriani R, Persepsi Siswa terhadap Media yang Digunakan Guru dalam Mengajar Bahasa Inggris (Studi Kasus pada Siswa Kelas XI SMAN 3 ENREKANG) di bawah skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Budaya Universitas Hasanuddin, dibimbing oleh Dra. Marleiny Radjuni, M.Ed dan Sitti Sahraeny, S.S,M. Appling.

Penelitian ini bertujuan untuk mengetahui (1) Media yang digunakan guru dalam mengajar bahasa Inggris, (2) Persepsi siswa terhadap media yang digunakan guru dalam mengajar bahasa Inggris. Pengambilan data dilakukan pada bulan November 2022 dari 15 siswa kelas XI SMAN 3 ENREKANG dari satu kelas.

Penelitian ini menggunakan penelitian Kualitatif; Instrumen yang digunakan adalah checklist observasi, pedoman wawancara, dan handphone untuk mengetahui data tentang persepsi siswa terhadap media yang digunakan oleh guru dalam mengajar bahasa Inggris.

Temuan dari penelitian ini menunjukkan bahwa jenis media yang digunakan saat mengajar bahasa Inggris adalah papan tulis, buku bahasa Inggris, kamus dan Laptop/LCD Proyektor. Hasil wawancara siswa bahwa sebagian besar proses belajar mengajar, mereka senang, perlu lebih aktif, lebih bersemangat/semangat dalam belajar bahasa Inggris, mereka lebih mudah memahami materi, mereka dapat meningkatkan kosa kata mereka, dan menemukan ide baru. Sedangkan ada juga beberapa siswa yang memberikan persepsi negatif terhadap media yang digunakan oleh guru bahasa Inggris dalam proses belajar mengajar bahwa mereka tidak dapat antusias/semangat untuk belajar bahasa Inggris, mengucapkan kata-kata dengan benar, menemukan ide-ide baru dan mengungkapkan pendapat mereka karena malas, menjadi waspada dan takut salah dalam belajar bahasa Inggris.

Kata Kunci: Persepsi, Media, Persepsi Siswa, Media Guru dalam Mengajar Bahasa Inggris.

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CHAPTER 1

INTRODUCTION

A. Background of Study

Instructional media is the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction (Omeng 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 than 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 read, 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.

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 attention to teachers when give learning materials, but when students are not happy to follow the lesson, feel bored when teachers give learning material by using very boring instructional media.

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 Teacher's Instructional Media Used in Teaching English at SMAN 3 Enrekang*.

B. Identification Of The Problem

From the background above, the writer identified several issues related to the perception of the media used by teacher in teaching English :

1. There is still a lack of understanding of the students about learning English
2. Students are rarely active in the learning process
3. Lack of use of various media during the teaching process by the teacher.

C. Scope of The Problem

This research focused to analyze the use of teaching media when learning English by teachers and students' perception regarding the media used by the English teachers in teaching learning process at the Eleventh grade student in Senior High School.

D. Research Question

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. What are students perception of the media used by the English teacher in teaching English?

E. Objective of The Research

Based on the background research question, this study aims:

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

F. Significance of The Research

The use of media is very less noticed in terms of the learning process of learning. Therefore, this research contribute to the school to discover updated knowledge about students' perception about teacher's creativity in using media for the English class. The use of media in the learning process can help student be completely interested in English lessons. So, they can motivate more to understand the material about instructional media, that the media is very important to use and influence their behavior during the learning process. It also motivates 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 addition, other researchers can use the research result as references for further research.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

The purpose of this chapter is to describe the literature which is relevant to the topic of the study. There are some researchers related to the topic of this research, as presented below:

First, the study made by Aprilia Prabawati (2021). Students perception of the online media used by teachers in learning English at students of the eleventh grade students at SMA Negeri 9 Gowa. This research aimed to find out the kinds of online media used by the teachers in ,learning English and the students perception of the online media used by the teachers in learning English. This used a Qualitative research, the instrument was an interview. The interview was distributed to the students that consisted 20 students of the eleventh grade students at SMA Negeri 9 Gowa. The findings of the research showed the kinds of the online media used by teachers when learning English were Google Classroom, Youtube, Google form, and WhatsApp (WA). The researches also gave some positive perception toward the online media used by teachers in learning English that is: The media help student to understand about the lesson easily and add insight and references.

Second,Liza Azaria Sukma Syam (2021) in his research stated that several research result that were related to this subject and had been carried out were:

“Exploring Students’ Perception of E-Learning In Studying English During Covid-19 Pandemic. The aims to know the students’ perception of e-learning in studying English and to find out the students’ problem in e-learning during the Covid-19 pandemic at the Eight-grade of SMP Islam Athirah 1 Makassar. The design of this research is Descriptive Quantitative. The population of the research was the Eight Grade students of SMP Islam Athirah 1 Makassar which consist 30 samples. The technique was Random Sampling Technique and the data were collected by the questionnaire. The researcher used Likert Scale and descriptive analysis to analyze the data. The result of his study shows that the students’ perception of e-learning in studying English during Covid-19 pandemic have positive respond, most of students was agree with the benefits of e-learning. While the students’ problem faced was the level of concentration and seriousness of their learning decreased during online learning. The internet access is not stable and device facilities, such as smartphone and laptop do not support in accessing e-learning.

Third, the research made by Muetia Safitri (2021). The present study was intended to explore high-school Students Perception of Social Media Use For English Learning. Eighty-three students at SMA Al-Hasra in Depok, Indonesia, were involved in this study. The study employed a qualitative method with a case study design using questionnaires and semi-structured interview as data collection methods. Basic statistical analysis was used to analyze data from the questionnaire, and the data from interviews were analyzed using the flow model by Miles and Huberman.

The result indicated that the students in this study use social media for learning and improving their English. They choose Youtube as the most used social media for learning and improving their English.

According to the previous study, the researcher found out that the study has a similarity which is to know students' perception on the use of instructional media in learning English. However, there are some differences among this study with the previous related research. The first differences are the sample of students that are used. The previous studies took a sample of English education students while the researcher took a sample of the students from Junior High School. The second is the use of media. The preview studies used of social media meanwhile this research used of instructional media to explore about students' perception on the use of instructional media in earning English. Hence, despite all the differences and similarities of the study, the researcher still uses all of the previous studies as a reference to guide her to do this research.

B. Theoretical Background

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 present some concept of perception and instructional media.

1. The Concept Of Instructional Media

According to Adekola (2010), instructional media are channels of communication through which information passes for usage in educational situation in conjunction with the instructor. In a similar vein Nursyamsi (2012) says instructional media are everything that is used to transmit messages and can stimulate thoughts, feelings, attention, and willingness to learn so as to encourage a deliberate, purposeful, and controlled learning process. Instructional media are information carriers designed specifically to fulfill objectives in a teaching –learning situation.

They are very important in language teaching, especially in foreign language teaching language, as it is the direct link between sound and language. Their symbols, words, and the objects they represent. They help visualize the meaning of things as they relate to them materials used by teachers to improve the quality of teaching.

The term instructional media has been defined in a variety of ways. In some cases, it refers to all aids that are used by the lecturer and students. In other cases, it refers only to printed media. We shall use the term to mean all devices and materials used in the teaching and learning process. This definition is close to a broader definitions such as that of Romiszowski (1981:339) which includes not only electronics communication media, but also such devices as slides, photographs, teachers-made diagrams, charts, real objects and handouts that we use in the process of planned instructions.

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 recorder, video tapes and records and projects, and software like transparencies, films, slides, and teachers made-diagrams, real objects, cartoons, models, maps and photograph.

Whatever the definitions of media are, there is guideline which can be stated about media, 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.

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 students attention. The second is recall prerequisites. Use media 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 driver 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 boring the world.

The seventh is eliciting student response. The present information to student and pose questions to them, getting them involved in answering the questions.

The eight is providing feedback. Media can be used to provide feedback relating to arrest or class exercise. The nine is enhancing retention and transfer. Pictures enhance retention. Instructional media help students visualize a lesson and transfer abstract concept 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.

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 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 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.

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. 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 teachers mean.

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.

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 the 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 teachers can use pencils, pens, books, erasers. Cutters, or bags to teach students about things in the classroom.

Furthermore, Ruis (2009) states that 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 teachers for teaching learning process. Real object can be used as starting point to introduce the lesson or understanding concept of the material.

2. Pictures

Pictures or graphics 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. 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 be 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 of verbal information through print. It can also be used as basic instructional guide by the teacher.

4. Boards

Boards refer to chalk/board/blackboard, whiteboard and interactive whiteboard. 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 written 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. Flipchart

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.

From the above definitions, it can be concluded that instructional media is anything that can be used to stimulate thinking, emotion, attention, and learner abilities or skills encourage the learning process. It must contain such a collection of materials or tools and equipment that can be used effectively to transmit and learn information.

2. The Concept of Perception

a. Definitions of Perception

According to Rakhmad (2011) states that perception is an observation of events, objects, or relationship obtained by inferring and interpreting information.

In Longman Dictionary of Contemporary English, perception is defined as “a) How you thought about something and your thoughts about what it looks like, b) how you perceive things with your sight, hearing, etc; c) the abilities to quickly understand and pay attention to object. In cognitive science, philosophy, and psychology, perception is process of understanding or achieving awareness of sensory information. The word “perception” comes from the Latin “perceptio”, which means “accepting and collecting the act of possessing, and understand with the mind or sense”.

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. 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.

From all of the above opinions, it can be seen that the similarity is that perception is a cognitive process of a person individual in giving meaning to stimuli (stimulus). These stimuli come from the environment accepted by the the five senses. Based, on the explanation over, it can be concluded that students perception is the process by which students elaborate or respond to the information they receive through their five senses.

b. Types of Perception

a. Positive perception

Perception that describe all knowledge (know or not) and responses that are not aligned with the perceived object. It will be continued with passivity or rejecting and opposing the object perceive.

b. Negative perception

Perception that describes all knowledge (know or not) and responses that are not aligned with the perceived object. It will be continued with passivity or rejecting and opposing the object perceive.

Thus it can be said that perceptions, both positive and negative will always affect a persons self in performing an action. And the emergence of a positive

perception or negative perception, it all depends on how the individual describes all this knowledge about a perceived object.

c. Perception Process

According to Qioung (2017), there are three stages of the perception process, as follows:

a. Selection

The first stage is selection, in which a switches environmental stimuli into meaningful experiences. In daily life, we are constantly bombarded with various kinds of information, and we can find these stimuli in the blink of an eye: the witnesses of the accident the ticking sound of the clock, that we are hearing. In order to accept everything in our world, many stimuli reach the sensory organs at the same time and are waiting for processing. However, not all available information is recognizable, it is because information overload and confusion arises. Therefore, we only perceive part of the information in the environment through a selective processes.

b. Organization

Organization is the second stage of the perception process. We need to select information from the outside world, organize them in any way by search for meaningful patterns. This organization step is achieved by categorizing things or

people into categories. Therefore, some researchers call it categorization. The social and physical events and objects we can encounter at this stage of perception are shapes, colors, textures, sizes, etc. For example, when asked what a human is, some people can describe them from the perspective of skin color, and some people can describe them from them from the perspective of race or nationally. We experience an organized environment of external and internal structures, when we close our eyes and think about what our university library is.

c. Interpretation

Interpretation is the third stage of perception and it refers to the process of attributing meaning to selected stimuli. When the choose stimuli have been ordered into organized and stable examples, we try to give meaning to that pattern and try to understand it. However, each individuals can have various interpretations of a similar stimuli. For example, when a police officer arrives at a crime scene, it may be interpreted in other ways. Victims can consider that this is relief and a soothing remedy, but criminals are afraid of this.