

## **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 media.

According to Qiong (2017:18), perception is a process experienced to achieve awareness or understanding of sensory information. Furthermore, Walgito (2010:99) stated that perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. The process does not just stop, but the stimulus is continued and the next process is the process of perception. So, from the explanation above it can be concluded that students' perception is the way students interpret the picture and understanding of what is felt. This process goes through stages starting from

collecting, recognizing, and interpreting the sensory information that is obtained.

## 1. Process of Perception

According to Qiong (2017:18) there are three stages of the perception process, as follows:

### a. Selection

Selection is the first stage in the process of perception, in this stage the environmental stimulus turns into meaningful experience.

### b. Organization

The second stage in the process of perception is an organization. After getting information from the outside world, information needs to be arranged in a certain way by finding meaningful patterns. There are two characteristics in this stage. First, the organizing process provides the structure of human perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured humans.

Second, the process shows that human perception has stability. In other

*Learning tips*

Speaking and listening activity

- Player 1 hides a small object (for example, a pen) and Player 2 must find the object. Player 1 must tell Player 2 how close they are to the object. For example: *'you're very close'*, *'you're going the wrong way'*, *'that's better'*.

You can make the above game harder and practise more English by playing without moving. Player 2 must say where they are going and Player 1 must tell them how close they are to the object. For example: *'I'm going down the stairs'*, *'you're getting closer'*; *'I'm opening the living room door'*, *'very close'*; *'I'm looking under the sofa'*, *'that's the wrong way'*.

#### Reading activity

- A scavenger hunt involves creating a list of things for your child to find. Ask them to take a photograph of each item. This is a great game to play when you're out on a walk. But your child could also play it on a rainy day with household objects or during a long car trip.

#### Writing activity

- Put 20 known items on a tray. Let everyone look at the tray for 30 seconds. Then remove it. Ask everyone to write a list of everything they saw. How many items did you each remember? Now combine all your lists. When you put together all your ideas, did you remember all the items? You might also like to give additional bonus points for remembering the English word for an item and for spelling the English word correctly.

#### Vocabulary and grammar activity

- Make some cards with different nouns, verbs and adjectives. For example, *'my dad'*, *'my brother'*, *'likes eating'*, *'loves running'*, *'slimy'*, *'hairy'*, *'slugs'*, *'children'*. The players take turns to choose cards to make funny sentences. For example: *'my dog | hates licking | smelly | bikes'*.

### **Use your imagination and create your own Learning.**

Creative activities can help children to learn and remember new language.

#### *Learning tips*

##### Writing activity

- Ask your child to design their own board game about a topic that interests them. Ask them to draw the board. Create question cards using internet research or encyclopaedias. Then play the game together.

Look at funny news headlines. For example: Strange, Stranger, Strangest.

Ask your child to write a made-up headline. For example, ‘*The farting fish mystery*’ could become words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

#### **a. Interpretation**

The third stage in perception is interpretation. It is referred to the process of attaching meaning to what is chosen by the stimulus. However, each person will give a different interpretation despite getting the same stimulus.

## **B. Google Classroom**

### **1. Definition of Google Classroom**

Google Classroom is considered as one of the best platforms out there for enhancing teachers' workflow. "It provides a set of powerful features that make it an ideal tool to use with students. ‘Classroom helps teachers save time, keep classes organized, and improve communication with students. It is available to anyone with Google Apps for Education, a free suite of productivity

the tools including Gmail, Drive and Docs.

Google Classroom is only six months old. Within this short period of time, it has managed to host over 30 million assignments turned in by teachers and students that indicates that Google Classroom is being "widely endorsed within the education community." Google Classroom is meant to help teachers manage the creation and collection of student assignments in a paperless environment, basically leveraging the framework of Google Docs, Drive and other Apps. Google classroom allows teachers to spend more time with their students and less time on the paperwork, and it is now even better. Google's latest announcement brings new functionality to Google Classroom. Included in the new functionality is the ability to add more than one teacher, as well as to preparing for classes in advance aswell.

## **2. Benefits of GoogleClassroom**

Janzen, M. (2014) points out the following benefits of using Google Classroom. They are; Google Classroom is the easiest practical learning application and can help the teacher's assignments in terms of task assessment when conditions are forced online due to the covid pandemic or individuals is also simplified through announcements, email, and push notifications."

1. **Saves time: Google classroom is designed to save time.** It integrates and automates the use of other Google apps, including document, slides, and spreadsheets, the process of administering document distribution, grading, formative assessment, and feedback is simplified and

streamlined. Chehayeb, A. (2015), Google Classroom Software Engineer mentions that they built classroom "to save time". He claims that Google is launching some features like export grades to Google Sheets, easier to update grade point scale ,keyboard navigation for entering grades, sort by name on grading page etc to save teachers'time.

2. \ **Saves time: Google classroom is designed to save time.** It integrates and automates the use of other Google apps, including document, slides, and spreadsheets, the process of administering document distribution, grading, formative assessment, and feedback is simplified and streamlined. Chehayeb, A. (2015), Google Classroom Software Engineer mentions that they built classroom "to save time". He claims that Google is launching some features like export grades to Google Sheets, easier to update grade point scale ,keyboard navigation for entering grades, sort by name on grading page etc to save teachers'time.
3. **Cloud-based:** Google Classroom presents more professional and authentic technology to use in learning environment as Google application represent "a significant portion of cloud-based enterprise communications tools used throughout the professional workforce." (Mary,2014)
4. **Flexible:** This app is easily accessible and useable to instructors and learners in both face-to-face learning environments and fully online environment. This enables educators to explore and influence "flipped instructional methods more easily as well as automate and organize the

distribution and collection of assignments and communications in multiple instructional milieus." (Mary,2014)

5. **Free:** Google Classroom itself is not necessarily available to learners without access to an educational institution. But anyone can access to all the other apps, such as Drive, Docs, Spreadsheets, Slides, etc. simply by signing up for a Googleaccount.
6. **Mobile-friendly:** Google Classroom is designed to be responsive. It is easy to use on any mobile device. "Mobile access to learning materials that are attractive and easy to interact with is critical in today's web connected learningenvironments."

Keeler, A. ( 2014) also mentions several other benefits of using Google Classroom. She mentions how Google Classroom ensures streamline counseling only by posting an announcement. Crawford, A. R. ( 2015) states that Google Classroom facilitates collaborative learning. Here teacher can upload materials and can give feedback to students .Students also can upload materials and make personal comment. Moreover, students can collaborate with each other. They can share their documents and assignment and thus they can produce the best assignment. Keeler, A (2014) also states that Google classroom encourage the collaboration between students

7. **Saves time: Google classroom is designed to save time.** It integrates and automates the use of other Google apps, including document, slides, and spreadsheets, the process of administering document

distribution, grading, formative assessment, and feedback is simplified and streamlined. Chehayeb, A. (2015), Google Classroom Software Engineer mentions that they built classroom "to save time". He claims that Google is launching some features like export grades to Google Sheets, easier to update grade point scale ,keyboard navigation for entering grades, sort by name on grading page etc to save teachers'time.

8. **Cloud-based:** Google Classroom presents more professional and authentic technology to use in learning environment as Google application represent "a significant portion of cloud-based enterprise communications tools used throughout the professional workforce." (Mary,2014)
9. **Flexible:** This app is easily accessible and useable to instructors and learners in both face-to-face learning environments and fully online environment. This enables educators to explore and influence "flipped instructional methods more easily as well as automate and organize the distribution and collection of assignments and communications in multiple instructional milieus." (Mary,2014)
10. **Free:** Google Classroom itself is not necessarily available to learners without access to an educational institution. But anyone can access to all the other apps, such as Drive, Docs, Spreadsheets, Slides, etc. simply by signing up for a Googleaccount.



11. **Mobile-friendly:** Google Classroom is designed to be responsive. It is easy to use on any mobile device. "Mobile access to learning materials that are attractive and easy to interact with is critical in today's web connected learning environments."

Keeler, A. ( 2014) also mentions several other benefits of using Google Classroom. She mentions how Google Classroom ensures streamline communication. Crawford, A. R. ( 2015) states that Google Classroom facilitates collaborative learning. Here teacher can upload materials and can give feedback to students .Students also can upload materials and make personal comment. Moreover, students can collaborate with each other. They can share their documents and assignment and thus they can produce the best assignment. Keeler, A (2014) also states that Google classroom encourage the collaboration between students using only by posting an *Learning tips*

12. 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.

13. 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.

14. 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.
15. In other words, perception is people's 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.

16. 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 traits 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 these notions to guide our interaction with them.

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

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

## 2. Situation perception

Social psychology views a situation as all the social factors that influence a person's 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 context 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.

1. 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:

#### 5. Needs and Desires

Basically the perception of relatively satisfied people differs significantly from 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.

#### 6. 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.

## 7. 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:

### 1. 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.

### 2. 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.

#### a. 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.

b. 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.

**C. 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 transparencies, 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, CDROM, 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 as 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 students 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. 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. Work Sheet

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.

2. Cartoon

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

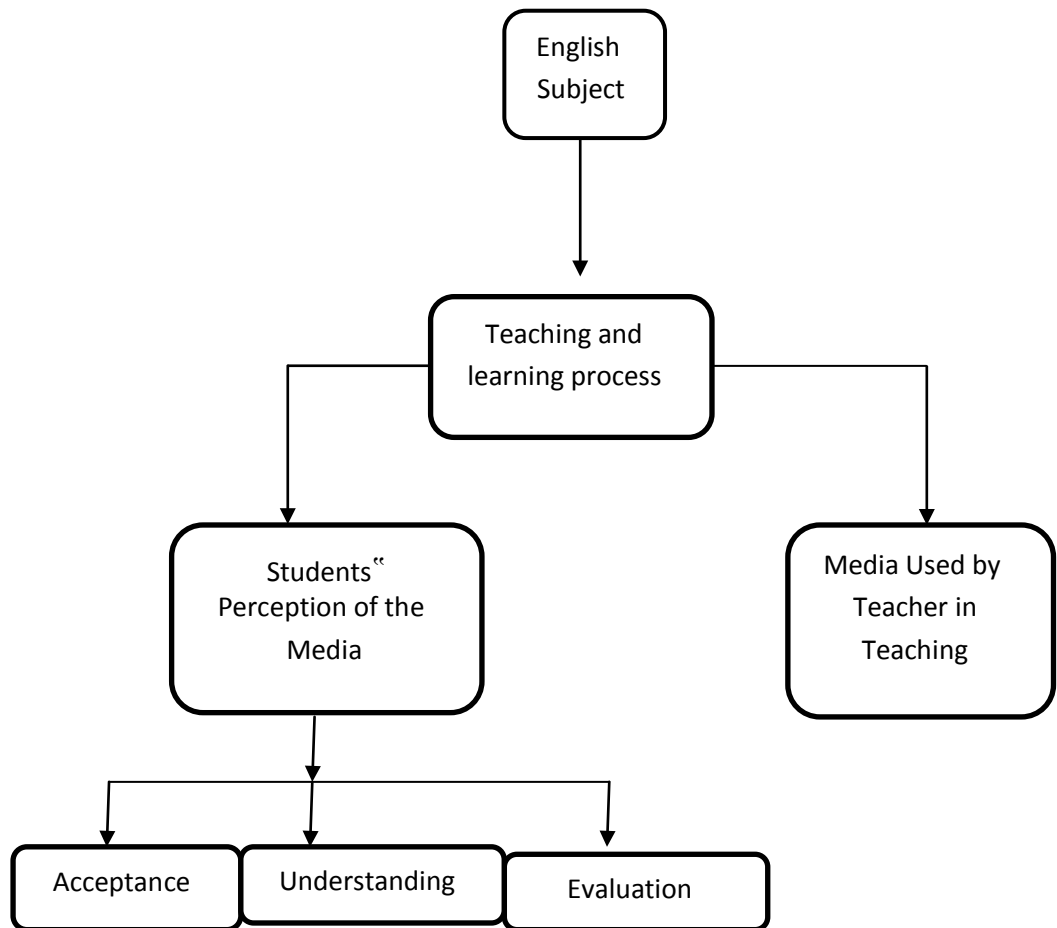


Figure 2.1 The Conceptual Framework

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.