

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. The Use of Google Classroom Application in Teaching English for 10th Graders at the SMAN 01 Tulungagung

Based on the observation checklist, the researcher has been found that the kinds of media used by teacher in teaching English.

1. 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.

2. 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 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.

3. 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. How google classroom support the students in learning 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. It makes students to be 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 la~~rn~~ ~~sometime~~ I am being active because it is if teacher give listening a song ~~ve~~ 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 isgame** 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 lazysometimes 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. It makes the students to be more enthusiastic 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/sprit 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/sprit 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/sprit. 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 l

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 beingenthusiastic/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. It helps he students 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...
eehh... 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 I just know

Indonesian Language. But usually I am easy to because 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. It facilitate the students to improve 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 improve 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 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. It facilities the students to 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. It students helps 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. It stimulates students to 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.It stimulates students to 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.

D. 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 Tenth Grade students of SMAN 01 Tulungagung. 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. The Use of Google Classroom Application in Teaching English for 10th Graders at the SMAN 01 Tulungagung.

Based on the observation checklist the researcher conducted, the kinds of media used by the teacher in teaching English. There were three various media that the teacher used in teaching English namely : English book, laptop, and speaker in record by Google classroom . Those instructional media will be explained as follows.

a. 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 teachers 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.

b. 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.

c. Speaker in record by google classroom

Speaker is the media in record by google classroom 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 Use of the Google classroom

application for the media classroom to learn English of The Tenth Grade Students

The students' perceptions of the media The Use of Google Classroom Application in Teaching English for 10th Graders at the SMAN 01 Tulungagung 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 Utilizing GOOGLE Classroom in Media learn English of The Tenth Grade Students . 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 *The Use of Google Classroom Application in Teaching English for 10th Graders at the SMAN 01 Tulungagung*. 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 The Use of Google Classroom Application in Teaching English for 10th Graders at the SMAN 01 Tulungagung. 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 Muhammad Revy Kharisma 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.