Students' Perceptions Toward Language Teaching Media

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Abstract: *The present study analysed the students' perception toward the use of language teaching media in their campus. The research questions were formulated as the followings: a) What are the students' perception toward the language teaching media used in their classroom? b) Which factors, if any, may affect their perception? c) What are the most preferred media perceived by the students? d) Which factors, if any, may affect the students' preference? The number of the participants recruited for the present study was 80 students of Literature, Economics, and Informatics department who are currently studying in their early semesters. The present study used mixed method in which both questionnaire and interview were administered to the participants within the same day. The result indicated that most participants tended to perceive that language teaching media was very important to support their learning activity. The role of language teaching media was particularly important to help them grasp some practical skills which could not be handled by most Indonesian lecturers, such as speaking and pronunciation. More specifically, most participants were found to prefer to learn through internet. One of the most important factors affecting their preference toward the use of internet was the participants' mobility, or job activities. Despite being the most preferred media, whatsoever, some of the participants also expressed their concern on the use of internet. They perceived that the use of media would not be effective if the lecturer did not provide sufficient guidance. They also perceived that, despite being important, excessive media exposure could incur potentially harmful impacts to the students.*

Keywords: *Students' perception, toward, language teaching media*

Abstrak: Kajian ini menelaah persepsi para mahasiswa terhadap penggunaan media pembelajaran bahasa di kampus mereka. Pertanyaan penelitian dirumuskan sebagai berikut: a) Bagaimana persepsi para mahasiswa terhadap media pembelajaran bahasa yang digunakan di kelas mereka? b) Faktor apa, jika ada, yang mungkin mempengaruhi persepsi mahasiswa tersebut? c) Media apakah yang paling disukai oleh para mahasiswa tersebut? d) Faktor apa, jika ada, yang mungkin mempengaruhi rasa suka tersebut? Mahasiswa yang direkrut untuk kajian ini berjumlah 80 orang mahasiswa yang terdiri dari jurusan Sastra, Ekonomi, dan Informatika dan merupakan mahasiswa di semester satu. Kajian ini menggunakan metode campuran dimana kuesioner dan wawancara diberikan pada peserta dalam hari yang sama. Hasil kajian menunjukkan bahwa kebanyakan mahasiswa cenderung menganggap bahwa media pembelajaran bahasa merupakan media yang sangat penting untuk mendukung kegiatan belajar mereka. Peran media pembelajaran bahasa terbukti sangat penting dalam membantu para mahasiswa tersebut dalam memahami keahlian praktis yang tidak dapat ditangani oleh para dosen Indonesia pada umumnya, seperti keterampilan berbicara dan pengucapan. Secara khusus, kebanyakan mahasiswa juga diketahui lebih menyukai proses pembelajaran melalui internet. Salah satu penyebab yang mempengaruhi pertimbangan tersebut adalah mobilitas para mahasiswa ataupun kegiatan kerjanya. Namu, walaupun dianggap sebagai media yang paling disukai, beberapa mahasiswa juga mengungkapkan kekhawatirannya atas penggunaan internet tersebut. Mereka beranggapan bahwa penggunaan media tidak akan berjalan efektif jika para dosen tidak memberikan bimbingan yang memadai. Mereka juga menganggap bahwa, walaupun penting, paparan media yang berlebihan dapat menimbulkan dampak yang merugikan pada mereka.

Kata kunci: Persepsi mahasiswa, terhadap, media pembelajaran Bahasa

1. INTRODUCTION

Language teaching media have been considered inseparable in supporting an EFL learning activities (see e.g., Harmer, 2001; Brinton, 2001; Rahimi, & Hassani, 2012; Tomlinson, 2016). The use of language teaching media has been considered very important since they can help improve the effectiveness of learning process as well as the students' motivation or attitudes (see e.g., Brinton, 2001; Harmer, 2001). The term media commonly refers to anything used by the teacher in order to facilitate the learning process (Brinton, 2001, p. 20). The present study aimed to analyse the efficacy of language learning media in higher education context.

Specifically, the present study analysed the students' perceptions on the use of language learning media in their departments (i.e., literature, economics, and informatics). So far, the study on the teaching media merely focused on the use of media in elementary education context, junior, or high school context (see e.g., Lusia Soko, 2017). With the growing emphasis of education 4.0, the need to equip university students with relevant technology is certainly important (Hussin, 2018). In sum, it is important that the students be more prepared to enter their professional life and not only acquire academic skill (see e.g., Kneale, 2009).

In line with the increasingly important concept on student-centre paradigm, the lecturers or the administrators of higher education need to focus more on the students' need and their unique capacities (Lei, 2007). Analysing students' perception toward the use of language learning media and its relevance to their learning process is certainly important not only to help improve learning process but also to provide the students with more chances to learning based on their capacities. All these things will definitely result in more effective learning experience as well. The research questions were formulated as the followings:

a) What are the students' perceptions on the language teaching media used in their learning process?
b) Which factors, if any, may affect their perception?
c) What are the most preferred media perceived by the students?
d) What factors, if any, may affect their preference?

1.1. Significance of the present study

a) The present study analysed the language teaching media used in their learning context. The study can provide the lecturers and the other relevant parties with more relevant information on the use of such media in the students' learning process.
b) The present study can provide more elaborate data on the use of language teaching media in higher education context and the rationale on the use of the media.
c) The present study can help improve the learning process conducted in higher institution context, particularly with regard to the use of language teaching media in the EFL context.

1.2. Scopes and limitation

a) The present study was conducted in relatively specified context, namely a privately funded university located in Tangerang. The result of the study may be different when the study is conducted in a state university or other universities which are supported by government funds. Admittedly, the state universities will usually have different characteristics from private universities, such as more complete facilities, more selected students, and much higher learning standard. All these differences may result in different perception.

b) The participants recruited for the present study were the working students consisting of three departments: literature, economics, and informatics. The result of the study may be different when being applied to the fulltime students (non-working students). Further study may be applied to fulltime students in order to solidify the findings.

2. RESEARCH METHOD

The present study was conducted in mixed method. Creswell (2008, p. 552) asserts that mixed method is a procedure for collecting, analysing, and "mixing" both quantitative and qualitative research and methods in a single study in order to understand a research problem (Creswell & Clark as cited in Creswell, 2008, p. 552). The study was started with the survey research involving a set of questionnaire assigned to the students. The students who participated in the study were chosen based on purposive sampling (Frankel, & Wallen, 2006). The use of questionnaire in preliminary data taking is due to its main benefit. For instance, it is possible to measure the closed question in the large numbers along with the straightforward responses to be analyzed (Munn & Drever as cited in Chung, 2006).

Bohner and Wanke (as cited in Chung, 2006, p. 87) assure that due to its characteristics, questionnaire is often considered as the simplest way to assess people's attitudes or perception. By having them answer on some questions within a certain criterion, the researcher can easily elicit the people's perception on a specified topic (Bohner & Wanke as cited in Chung, 2006, p. 87). In order to reduce the possible shortcomings of the questionnaire (see e.g. Gillham, 2000, as cited in Chung, 2006, p. 86), the phase will be continued with interview. This action aims to improve the research findings (Chung, 2006, p. 86).

Specifically, the present study is generally termed as "concurrently embedded design" (Yu, 2010). In this method, the different instruments (i.e., questionnaire and interview) are generally conducted almost at the same time. The data collection, which is collected almost at the same time/day, aimed to improve the interpretation findings. For instance, the students' perception can directly be crosschecked to the students so that they can possibly confirm their perception (Creswell as cited in Yu, 2010). The use of more than one instrument and "pit them against each other" can also improve the trustworthiness or the validity of the findings (See e.g., Lin, 2013; Frankel, Wallen, & Hyun, 2012).

2.1. Data Analysis

Generally, perception is considered as the way people think or feel toward a certain entity (Pepe, 2016, p. 18). In this present study, the concept of perception is different from attitudes in several respects:1) Perception constitutes a cognitive element (Kim, 2000), 2) Perception has nothing to do with behavioural element (Kim, 2000; Chung, 20006). With this concept, perception can be considered as the way people arrange and interpret their sensory information based on their awareness, previous experience, and knowledge (Robbins, & Judge, 2013).

Analysing the students' perception toward their language learning/teaching media allows the researcher and the other higher education stakeholders to have a much more complete picture on the efficacy of certain language teaching media. In addition, the present study can provide higher education stakeholders with useful information regarding the use of language learning media in their academic context as well as the specificities related to it. As one of the psychological aspects, analysing perception should be done through introspective statements eliciting the participants to make their own statements indicating their minds.

2.2. Data Collection Procedure

The followings were some steps conducted by the researcher in collecting the data:

a) Prior to the implementation of the present study, the researcher reported his activity to the Rector of the university where the researchers work.

b) Based on the researcher's request, the rector approved the researcher to take three classes of different departments:1) Literature, 2) Economics, 3) Informatics. The total number of participants in the study was 40 literature students, 20 economics students, and 20 informatics students.

c) The classes assigned to take part in the present study were the first semester students. The recruitment of the first semester aimed to prevent potentially more rigorous activities required to the more senior students.

d) The class consisted of relatively diverse background with the average age between 18 to 30 years. The two classes recruited were evening class with part time full (working) students as the majority of the population.

e) After the approval, the researcher entered into both classes and briefed the respondents. The students were briefed inside their own classes. The briefing took 20 minutes for each class.

f) The participants were given necessary information regarding the right of the respondents. The main information given was related to the process of eliciting the participants' perception on the language teaching media used during their classroom.

g) The participants' perceptions elicited both from written and verbal data were confidentially kept. Further, the students participating in the study were not allowed to share or consult their questionnaire to other students.

h) In order to elicit the written data, the respondents were asked to fill in the questionnaire pertaining to their perception toward their language learning media.

i) In order to elicit their verbal data, the respondents were further requested to have a separate interview session so that the information elicited from the questionnaire could be verified and elaborated. The number of the students interviewed was mainly based on the participants' willingness to participate in further study. In this case, the interview was voluntarily offered to the students. Based on the offer, there were 5 students who were willing to continue participating in interview. The interview was conducted approximately 20 minutes for each participant, and mainly depending on the participants' willingness to speak on the relevant matters.

j) The distance from the questionnaire filling and the interview was only about two hours within the same day. Relatively similar time/concurrent was considered important in order to allow the respondents to answer the responses in the questionnaire consistently. Besides, the relatively similar day could help the participants remember what they had filled in the questionnaire as well.

k) The place taken for separate interview and questionnaire was the same (i.e. literature, economics, and informatics program). When the interview was conducted the rest of the students were asked to wait outside of the room so that the information given to the researcher was not disclosed.

2.3. Questionnaire

Prior to the application of the questionnaire, the researcher consulted the drafts of the questionnaire to the students of the same campus. The students involved in the pilot project were not invited to participate in the present study. The need to consult with the students was to improve the validity of the questionnaire to be assigned to the participants. The researcher also adopted some of the previously conducted questionnaire written by the previous researchers (Gardner, 1985; Baker, 1992; Chung, 2006; Yu, 2010). Specifically, Likert-scale like questionnaire was employed (Chung, 2006, & Yu, 2010).

The use of Likert-scale aimed to provide the participants with easy option to choose what they deemed relevant (Chung, 2006). Scholars have long confirmed that Likert-scale questions can effectively gather respondents' views, opinion, and perception about various language-related issues (see e.g., Chung, 2006, p. 89). In addition, Likert scale is particularly suitable for finding out what the students may think of. This is because items in a Likert scale can easily be understood by the participants, thus increasing their cooperation in giving certain answers (Robson as cited in Chung, 2006, p. 90). In the process of data collection, the participants were asked to mark one of the responses ranging from "Strongly Disagree", "Disagree", "Agree", and "Strongly Agree".

The questionnaire assigned to the students focused three important variables: a) Students' perception toward the use of language teaching media. The options offered to the participants consisted of: Strongly Disagree, Disagree, Agree, and Strongly Agree. b) Factors affecting the students' perceptions toward the language teaching media used in their classroom. The options focused on the most common factors considered by the students such as their work, their daily routines/academic routines, motivational factors, and the students' assignment, c) The most preferred media perceived by the students. In this analysis, the participants were offered some choices, such as internet, CD/audio-visual media, dictionary, and book. In order to provide more freedom one option was left blank so that the participant could still write their own preferred media. d) Factors affecting the students' preference. The choices offered to the students were some introspective statements to make them able to mull over their preference as well. One option was also left to provide the participants with their own possible answer (Please refer to APPENDIX).

2.4. Interview

The second instrument employed in the present study was interview. Interview is generally considered useful in eliciting someone's mind on particular aspect (Frankel, & Wallen, 2006). Further, interview can also provide more elaborate data compared with questionnaire. For instance, the interviewee and the interviewer can exchange the idea about the particular topic which is undoubtedly impossible in questionnaire (see e.g., Sinno, 2008; Yu, 2010). The followings were the steps in conducting the interview to elicit oral data:

a) The interview was conducted randomly to the participants who were willing to voluntarily provide more information regarding language teaching media.
b) The commencement of the interview was conducted shortly after the collection of written data was completed (i.e., questionnaire).
c) The interview was conducted for approximately 15 to 20 minutes depending on the participant's willingness to provide the data regarding their perception toward language teaching media.
d) There were 10 participants who were willing to present their perception to the researcher. The interview was conducted separately.
e) The interview was conducted in line with Frankel and Wallen's ethics (2006), namely "Interviewing behaviour".

f) The interview was conducted in the students' native language to ensure that the participants could freely express their perception (Kim, 2000; Astuti, 2015).

2.5. *Findings and Discussion*

This section presents the findings which are based on both written and verbal data elicited form different instruments. The written data are presented in the charts. On the other hand, the verbal data are presented in English translated version. The verbal data were previously recorded in order to prevent from the loss of data (Frankel, & Wallen, 2006).

2.6. *Students' perception toward the use of learning media*

2.6.1. *Written data*

Based on the first research question directed to the students, it was found that most students strongly perceived that language learning media were really important for them.
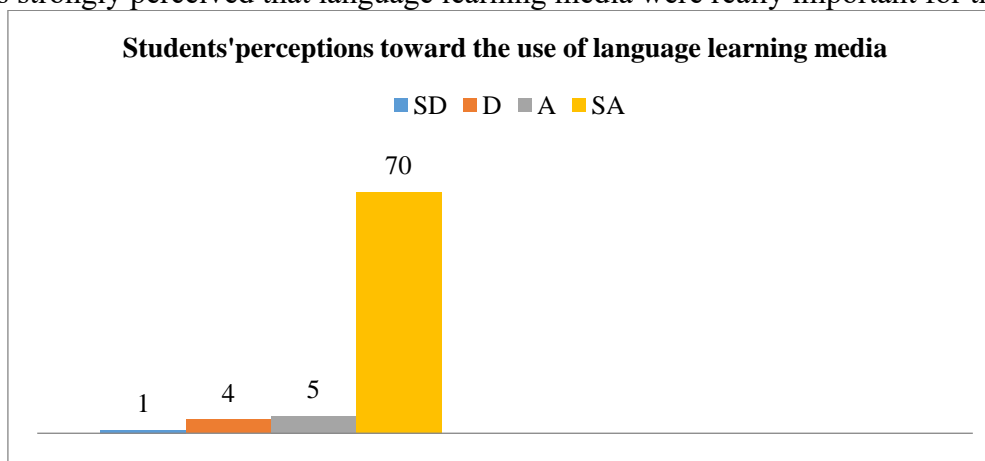

Figure 1. Students' perception toward the use of language teaching media

2.6.2. *Verbal data*

Participant A who shared the same perception on the importance of language learning media confirmed that basically the use of media was important in terms of helping him to study much better. Specifically, he also confirmed that using media enabled him to learn in more mobile manner. The need to work to finance his study was the main reason for him to favour language learning media, as verbalized

As you know that I am a working student, so I must always manage my time to study very carefully. The use of media is important in terms of helping me to keep track of the learning materials which are not always easy to understand. Besides, my working schedule which keeps on changing makes me depend on my gadget and my laptop to keep contacting my lecturers. Thanks God, he doesn't seem to get bothered when I email him a lot (Interview).

However, despite the positive perception voiced by the majority, there were few students who did not agree with the statement. The interview indicated that their objection toward the media was mainly due to the lecturers' inability to manage the use of the media properly during the class.
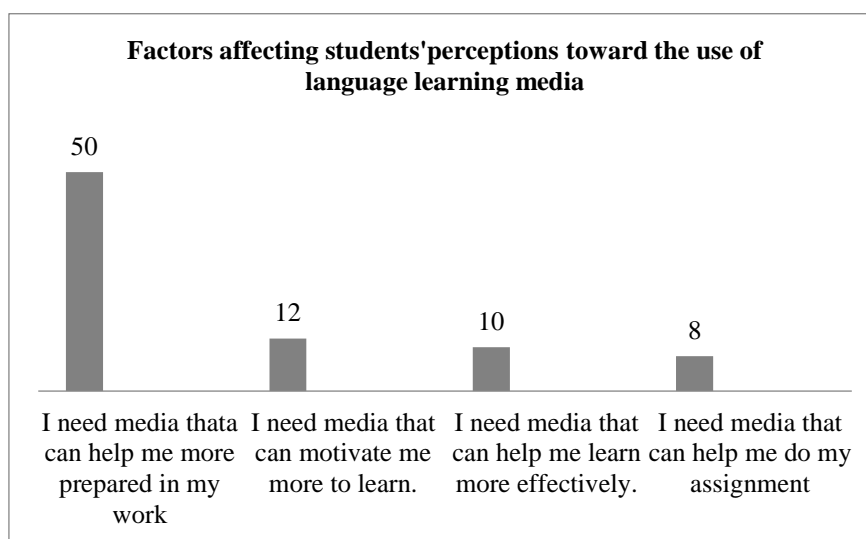
Participant D, for instance, perceived that media should not be the reason for reducing the responsibility of the lecturer in teaching the students.

Well, basically, I prefer to have the lecturer who teaches us manually. In fact, there are some lecturers who tend to ignore the needs of the students when they use the media. It seems that they don't really take the learning process seriously (Interview)

2.7. Factors affecting the students' perception

2.7.1. Written data

Based on the data, it could be interpreted that basically the students' demand in their job makes them rely on the media which they thought important to help them become more prepared to work.

Factors affecting students'perceptions toward the use of language learning media

I need media thata can help me more prepared in my work	I need media that can motivate me more to learn.	I need media that can help me learn more effectively.	I need media that can help me do my assignment
50	12	10	8

2.7.2. Verbal data

Based on the above written data most of the participants indicated that language teaching media were important in terms of helping the students to become more professional worker. The verbal data elicited through interview indicated the relatively similar findings. Participant C, for instance, reinforced that his positive perception on the use of media was mainly driven by his belief that the use of English was very important in the future. However, he also thought that the use of English in his company was not only for speaking but also for other purposes such as writing report, answering the email, preparing the promotional media, and many others. He verbalized his arguments

I choose to take language in this campus, because I want to be more prepared with my work and get promoted. So I need more than just being able to speak, but also being able to write well, or having good ability to make English report.

I hope my English will help my job creating more effective promotion or graphic design (Interview).

Participant F, in slightly different perspective, considered that the use of media helped him learn more materials. He believed that the use of media, particularly internet helped him to learn subjects which were not taught well by Indonesian lecturers. He verbalized

For me, the use of media, particularly internet can help me a lot in learning English. As we know that not all lecturers are able to pronounce English phrases or even words well. So the use of English web, Youtube or other sources in the net can help me the way to speak more naturally.

Lastly, the A considered that the use of media, particularly internet help to motivate him to learn English as verbalized "For me, learning from internet is better since it can help me find more interesting channel, so it can improve the way I learn. I can keep learning for more than two hours when accessing interesting channel" (Interview).

2.8. The most preferred media perceived by the students

2.8.1. Written data

Just as the written and verbal data elicited in the earlier section, most participants were found to favour internet as their learning media. Of the 80 participants, 60 students were found to prefer to learn with internet as indicated in the table.
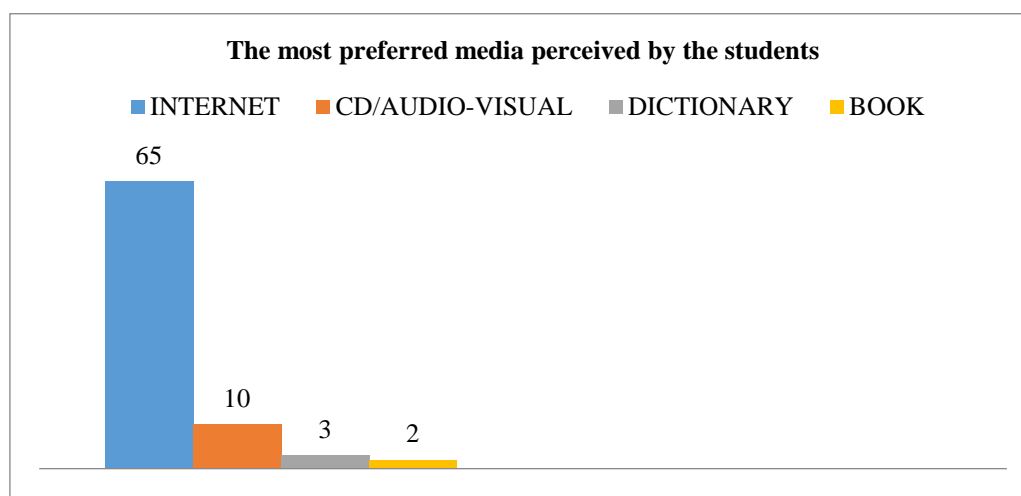

Figure 2. The most preferred media perceived by the students

2.8.2. Verbal data

As previously mentioned, most participants indicated their preference on learning through internet. Participant G, for instance, strongly verbalized that internet was important "I think internet helps me learn more flexibly. For instance, I can easily keep in touch with my friends who keep sending me the sources that I have to open and learn it" (Interview).

2.9. Factors affecting the students' preference

2.9.1. Written data

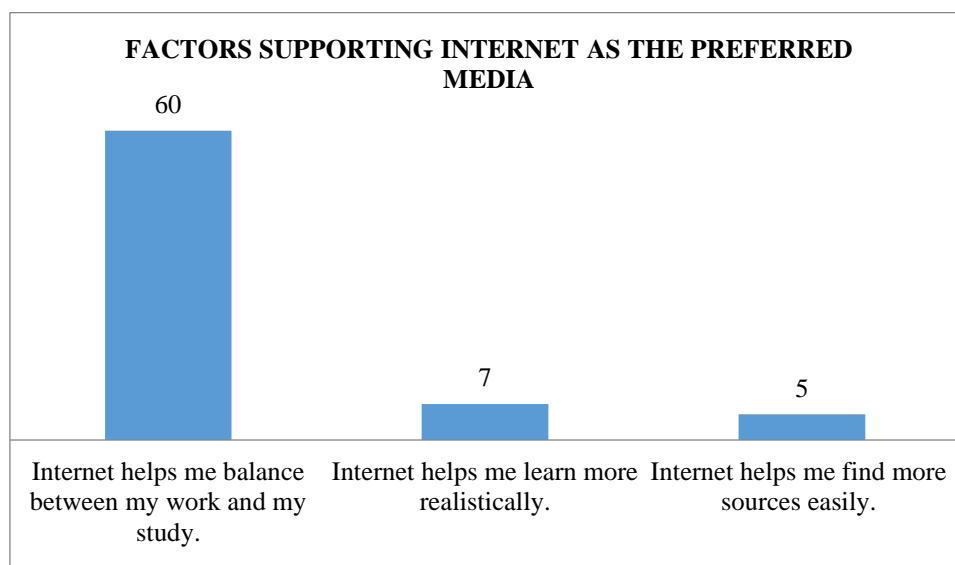**FACTORS SUPPORTING INTERNET AS THE PREFERRED MEDIA**

Figure 3. Factors affecting students' preference

2.9.2. *Verbal data*

Similarly, the verbal data elicited indicated the relatively the same perception. Participant H, for instance, strongly verbalized "I need to work to finance my study, If I don't work I cannot afford to pay my school fee, so I depend mostly on my gadget or laptop to learn, hopefully my lecturer can overcome this matter, and be patient enough in dealing with the working students like me"(Interview)
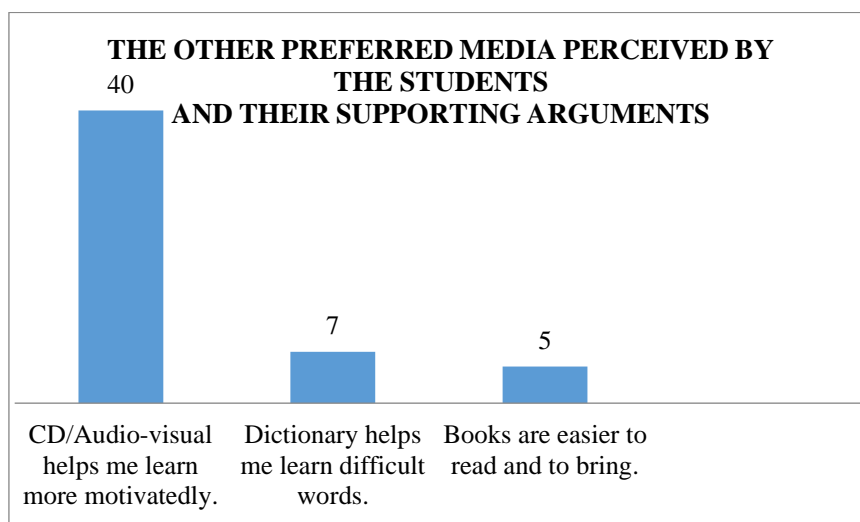
THE OTHER PREFERRED MEDIA PERCEIVED BY THE STUDENTS AND THEIR SUPPORTING ARGUMENTS

Figure 4. Factors affecting students' preference

2.9.3. *Verbal data*

In sum, there were only few participants who were in favour of having dictionary or book to learn. Participant G, for instance, despite depending on written dictionary, very often he also accessed on-line dictionary to help him find the words faster. He verbalized "Admittedly, I also search from the net, especially online dictionary. However, I sometimes

read the written dictionary too. I use on-line, particularly when I am in a hurry or having lots of homework.

3. CONCLUSION AND SUGGESTION

3.1. Conclusion

Based on the findings, it could be concluded that the students tended to perceive that language learning/teaching media were very important to support their learning process. In addition, it could also be concluded that internet belongs to the most preferred media for them. The reasons for their choice is basically due to their mobility in that they have to be able to balance between their working schedules and their learning process in their college. Besides, the demand to be more prepared in their work is also another factor that makes them depend on the use of media.

The other important reasons for their preference toward internet are also due to their responsibility to manage their time, doing the assigned given to them, and finding more relevant sources for supporting their learning activities. For instance, they tended to use internet to share their learning material or the task assigned to them using e-mail with their friends due to their hectic schedule to meet their friends.

One thing which is also important is the use of internet can also help them learn some English subjects/skills which are not well handled by the lecturers. For instance, the use of internet helps them find more suitable pronunciation.

3.2. Suggestion

Based on the findings, it can be interpreted that internet is considered as the most important or the most preferred media in learning English. Further study needs to be conducted in much wider scope so that the students participating in the study can be more diverse.

One thing to be noted is the students recruited for the study are mostly the students who are currently working. The findings favouring internet may change when the research is conducted to different participants (i.e., non-working students).

It is also important to note that the students' complaint on the use of internet should also be further taken into account since the use of internet should not replace the role of teacher/lecturer in providing the effective learning process.

Scholars believe that the use of teachers/lecturers is still important despite the facts that advanced technology can possibly provide the students with greater flexibility to learn. In sum, the role of teachers/lecturers as a role model is still the one irreplaceable by the modern technology (see e.g., Baker, 1992; Slavin, 2009; Firwana, 2009).

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APPENDIX

Terima kasih telah berpartisipasi dalam penelitian ini. Penelitian ini dimaksudkan untuk mengetahui tentang persepsi mahasiswa terhadap penggunaan media pembelajaran bahasa di kampus anda. Identitas anda dan pendapat yang telah anda berikan tidak dalam questionnaire dan interview ini akan disebarkan pada pihak manapun.

QUESTIONNAIRE		
No.	ITEMS/PERNYATAAN	OPTIONS/PILIHAN
1.	Menurut saya, media pembelajaran bahasa sangat penting	a) Sangat tidak setuju b) Tidak setuju c) Setuju d) Sangat setuju
2.	Menurut saya, faktor yang mempengaruhi pertimbangan saya akan pentingnya media pembelajaran adalah karena ….	a) Saya perlu media yang membantu saya lebih cakap bekerja. b) Saya perlu media yang dapat memotivasi diri saya untuk belajar. c) Saya perlu media yang membantu saya belajar secara efektif. d) Saya perlu media untuk membantu saya mengerjakan tugas dari dosen. e) Alasan lainnya (Tuliskan bila perlu)
3.	Menurut saya, media pembelajaran yang paling saya	a) Internet

QUESTIONNAIRE

No.	ITEMS/PERNYATAAN	OPTIONS/PILIHAN
	sukai adalah …………..	b) CD/Audio-visual media c) Dictionary d) Text books e) Media lainnya (Tuliskan bila perlu)
4.	Menurut saya, alasan yang membuat saya menyukai media belajar tersebut adalah	a) …… b) ……… c) ………. d) ………… e) (Tuliskan bila perlu)

INTERVIEW

Terima kasih sudah bersedia diinterview, disini saya hanya ingin menanyakan hal –hal yang sudah anda sampaikan pada questionnaire tadi.

Saya ingin mengulangi beberapa hal:

1) Bagaimana menurut pendapat anda tentang media dalam proses belajar anda?
2) Apakah penting atau tidak?
3) Apakah yang membuat anda memiliki pandangan seperti itu?
4) Media apa, jika ada, yang sangat anda sukai atau anda anggap penting dalam menunjang proses belajar anda?
5) Apakah faktor yang mendukung rasa suka anda terhadap media tadi?