

CHAPTER I

INTRODUCTION

A. Background Of Study

English as a foreign language (EFL) education in Indonesia plays a crucial role in preparing the younger generation to face the challenges of globalization. English has become an international language used in almost all sectors of life, including academics, business, technology, and everyday communication (Alghasab, 2020). Therefore, English instruction in higher education is crucial to ensure students' mastery of the language. However, to ensure effective English learning, attention is paid not only to mastery of the material but also to the learning media used by teachers, which play a significant role in supporting the learning process (Sylphia, 2021).

Learning media serves as a tool that facilitates the transfer of knowledge from teachers to students. With the advancement of technology, learning media has become increasingly diverse, ranging from traditional media such as textbooks and whiteboards to more interactive digital media such as learning apps, videos, and online platforms (Sylphia, 2021). In the context of English teaching, these media are expected to not only deliver lesson material more effectively but also to capture students' attention and motivate them to be more involved in the learning process. However, not all media have the same impact on every student, depending on how students perceive and perceive them (Yusuf, 2022).

Students' perceptions of learning media play a crucial role in the effectiveness of learning itself. These perceptions include students' assessments of ease of use, appeal, convenience, and the extent to which the media helps them understand the subject matter (Zou et al., 2024).

Some students may benefit more from interactive digital learning media, while others may feel more comfortable using more conventional media such as textbooks or face-to-face learning methods. Therefore, it is important to explore and understand students' perceptions of the media used in EFL teaching to determine whether the media is appropriate for their needs and preferences (Sheerah, 2022).

The English Language Education (TBI) Study Program at UINFAS Bengkulu is one institution facing the challenge of selecting learning media that are appropriate to current developments and student needs. In the second semester, various learning media are used in EFL teaching, ranging from conventional to technology-based media (Nguyen, 2024). However, no research has in-depth examined students' perceptions of the learning media used by EFL instructors in this study program. Therefore, this study aims to explore students' perceptions of the media used in EFL teaching to provide a clear picture of their effectiveness (Gracella, 2020).

This study uses a descriptive quantitative approach to obtain systematic and measurable data regarding students' perceptions of learning media. This quantitative approach allows for the collection of large amounts of data with more objective analysis, which can provide a more comprehensive picture of students' perceptions (Kemuda, 2024). A questionnaire will be the primary instrument for data collection, in which students will be asked to provide assessments of various aspects of the learning media used in EFL teaching. With this approach, it is hoped that valid and relevant data will be obtained regarding students' views on existing media (Oktarini, 2023).

The main focus of this study is to determine the extent to which students perceive the learning media used by EFL instructors to support

their learning process. This study will explore the effectiveness of these media in helping students understand the subject matter and their impact on their motivation and engagement in learning. Furthermore, this study will analyze other factors that may influence student perceptions, such as ease of use, ease of access, and the media's relevance to students' daily lives (Jannah, 2023).

By understanding students' perceptions of learning media, this research is expected to provide useful insights for teachers in selecting more appropriate media that meet students' needs. The use of appropriate media can increase teaching effectiveness and engage students more in the learning process. Therefore, it is important for teachers to continually evaluate the media they use to create enjoyable and productive learning experiences for students (Elthia, 2025).

Furthermore, the results of this study are expected to contribute to curriculum development in the TBI Study Program at UINFAS Bengkulu. A good curriculum encompasses not only the selection of relevant teaching materials but also the selection of effective media to support learning (D. S. Dewi et al., 2025). By understanding students' perceptions of the various media used, the curriculum can be adjusted to include more innovative media that are appropriate to student characteristics. This, in turn, will improve the quality of learning and help students master English better (Simanjuntak et al., 2023).

This research is also expected to provide recommendations for EFL teachers in selecting more appropriate learning media for classroom use. The media used should stimulate students' critical thinking, enhance their understanding of the material, and make learning more engaging and interactive (Kemuda, 2024). This way,

English teaching at UINFAS Bengkulu can be more effective and enjoyable for students.

This research focuses on how students respond to various types of media used in EFL instruction, both digital and traditional. The results will help teachers choose media that are not only in line with technological developments but also relevant to students' preferences and needs. This will create a more comprehensive and enjoyable learning environment, which can ultimately improve student learning outcomes.

Overall, this study aims to explore students' perceptions of the learning media used in EFL teaching at the TBI UINFAS Bengkulu. Using a descriptive quantitative approach, this study will provide a clearer picture of which media are preferred and most effective by students. The findings of this study are expected to make a significant contribution to improving the quality of EFL teaching in Indonesia and serve as a reference for further research in this area.

This research also has broad relevance in the context of English language teaching in Indonesia, given the limited research focusing on students' perceptions of learning media. The results are expected to provide useful information for EFL instructors at various universities to optimize the use of learning media in English teaching. Furthermore, this research can contribute to the development of English language teaching theories that are more student-centered.

B. Identification of the Problem

Based on the explanation on the Background above, the Problems in this study be identified, namely:

1. Students are less interested in learning english because the media used by teacher is less interesting
2. Students are also not supported by complete facilities

C. Limitation of the Research

Based on the identification above, the focused on Students perception of the learning media used by the teacher in teaching English. This study is expected to benefit and contribution, especially to the teachers in UINFAS Bengkulu and to know the early perception of the students in media used by the teacher in teaching English.

D. Research Questions

Based on the description of the background problems above, the formulation of the problem in this study is "What are students perception of the learning media by lecturer in teaching English in TBI?"

E. Objective of the Research

Based on the formulation of the problem above, the objective of this study is "To find out how students perceive the learning media used by lecturers in teaching English at TBI?".

F. Significant Research

The result of this research is expected to give important information for the English teacher, students, and the next researchers. The significances are:

1. For English teachers, it provides motivation for teachers to develop creative ideals and behavior in teaching.

2. For the students, it can help students achievement who has teachers creative in teaching
3. For School, as an input to school to find out the creativity in teaching english teachers on student achievement, especially in English language lessons
4. Other researchers, it is expect that the result of this research will help in finding references for further research

