

CHAPTER II

LITERATURE REVIEW

A. Student Perception

1. Understanding Student Perception

Students' perception in the educational context refers to a complex psychological and cognitive process through which learners receive, select, organize, and interpret various stimuli present in their learning environment. These stimuli may originate from multiple sources, such as teachers' verbal explanations, non-verbal communication, instructional media, classroom management strategies, peer interactions, assessment methods, and the overall academic atmosphere (Januar, 2023). Perception is not a simple or automatic response to external input; rather, it involves active mental engagement in which students filter information based on their prior experiences, background knowledge, expectations, beliefs, interests, and emotional states. Consequently, perception represents a constructed understanding of reality, shaped by the interaction between external conditions and internal cognitive processes. Through this mechanism, students assign meaning to what they experience in school, which ultimately influences how they comprehend and respond to instructional situations (Sari et al., 2021).

From a theoretical standpoint, perception reflects the way individuals interpret and make sense of the world around them. In an educational setting, even when students are exposed to the same teacher, learning materials, and classroom environment, their perceptions may differ significantly. These differences can be

attributed to variations in socio-cultural background, language proficiency, cognitive development, learning styles, academic self-concept, and previous educational experiences (Anggraeni, 2022). For example, a student with strong foundational knowledge in a subject may perceive a lesson as clear and manageable, while another student with limited prior knowledge may perceive the same lesson as confusing or overwhelming. Although perception is inherently subjective, it can be systematically identified and measured through empirical research using structured instruments such as questionnaires, rating scales, or interviews. Examining students' perceptions is therefore essential in educational research because it provides insight into how learners interpret instructional practices and how these interpretations shape their attitudes and learning behaviors (Riski, 2023).

In instructional practice, students' perceptions play a crucial role in determining their level of motivation, engagement, participation, and overall academic achievement. When students perceive teaching methods as interactive, relevant to their needs, and supportive of their understanding, they are more likely to develop positive attitudes toward learning. Such positive perceptions can enhance intrinsic motivation, encourage active participation in classroom discussions, and foster persistence when facing academic challenges (Rajagukguk, 2025). Conversely, if students perceive the learning process as monotonous, excessively difficult, unclear, or disconnected from real-life applications, their interest and enthusiasm may decline. Negative perceptions can lead to reduced classroom participation, lack of concentration, lower academic confidence, and even avoidance behaviors. Therefore, perception is

not merely an internal psychological phenomenon but also a determinant of observable learning outcomes and behavioral responses within the educational process (Komang et al., 2021).

Furthermore, students' perceptions contribute significantly to the formation of interpersonal relationships and the overall classroom climate. When students perceive their teachers as fair, approachable, respectful, and supportive, they are more likely to feel psychologically safe and comfortable expressing their ideas or asking questions. This positive perception can strengthen trust between teachers and students, promote open communication, and create a conducive learning environment (Anggraeni, 2022). Similarly, students' perceptions of their peers whether they feel accepted, valued, or marginalized can influence their sense of belonging and emotional well-being in school. A positive classroom climate shaped by constructive perceptions can enhance collaboration, mutual respect, and cooperative learning. For this reason, understanding students' perceptions is fundamental for improving instructional quality and educational effectiveness. By identifying how students interpret various elements of the teaching and learning process, educators can refine their strategies, adapt instructional approaches, and design learning experiences that better align with students' needs, expectations, and developmental characteristics (Fitri, 2024).

2. Factors Influencing Student Perception

Several factors can influence how students' perceptions are formed and how those perceptions impact their learning experiences. These factors can be divided into several categories, including students' personal experiences, social environment,

physical and psychological conditions, and cultural factors. Here's a more in-depth explanation of these factors (Chen, 2021):

a. Personal experience

Personal experience is a key factor shaping student perceptions. Students' prior experiences, both in academic and non-academic contexts, play a significant role in how they perceive and respond to future learning experiences. For example, a student who has had a positive experience learning using a particular method is likely to have a positive perception of that method if it is used again in the future. Conversely, if a student has experienced difficulty or failure in a subject or using a particular learning method, their perception of that subject or method may become negative. These personal experiences are closely related to the memories and associations formed during the learning process.

b. Social Environment

A student's social environment, including interactions with teachers, peers, and parents, contributes to shaping their perceptions of education. Students who feel accepted and supported by their teachers and peers tend to have positive perceptions of their learning environment. Conversely, poor relationships with teachers or peers can negatively impact a student's perception of the learning experience. For example, if a student perceives that teachers are giving more attention to certain students, or if bullying occurs at school, this can create an unhealthy perception of the learning environment. Strong social support from the family is also crucial; parents who are actively involved in their child's education will foster a positive

perception of the importance of education, which in turn motivates students to study harder.

c. Physical and Psychological Condition of Students

Students' physical and psychological well-being plays a crucial role in shaping their perceptions of learning. Students who are physically healthy and have good psychological support are more likely to actively engage in the learning process. Conversely, students experiencing health problems or psychological disorders, such as stress or anxiety, may have negative perceptions of school and learning. When students feel stressed or emotionally uncomfortable, they may perceive learning as a burden rather than an opportunity for growth. Therefore, it is crucial for educators to pay attention to students' physical and mental well-being so they can respond positively to learning experiences.

d. Cultural Factors

Cultural factors also have a significant influence on student perceptions. Each individual is shaped by the values, norms, and worldviews of the society in which they live. This influences how students view education and the learning process. For example, in some cultures, there is a strong emphasis on discipline and academic success, which can influence how students perceive the importance of academic grades. Furthermore, cultural values related to gender roles, ethnicity, or social status can influence how students interact with teachers or peers and how they perceive themselves within the learning context. In multicultural environments, the presence of diverse

cultural backgrounds can also influence students' perceptions of learning methods and social interactions in the classroom.

3. Student Perceptions of Learning Media

Learning media is one of the tools used by educators to support the teaching and learning process. Students' perceptions of learning media are crucial as they directly impact the effectiveness of the media's use in the learning process. Students' perceptions can be influenced by various factors, including the ease of use of the media, the relevance of the media to the material being taught, and the emotional impact generated by the media (Sakkir et al., 2020).

a. Clarity and Ease of Use of Media

One of the main factors affecting students' perceptions of learning media is how easy it is to use. If the learning media is too complicated or difficult to access, students are likely to feel frustrated and uninterested in using it. In contrast, media that is well-designed and easy to understand will be more readily accepted by students. This applies to both technology-based media such as educational software or apps, as well as traditional media such as textbooks and worksheets.

b. Relevance of Media to the Learning Material

The relevance of the media to the learning material also plays a significant role in shaping students' perceptions. Media that is relevant and helps in understanding the learning content tends to be better received by students. For example, educational videos or simulations that explain complex concepts in an engaging and easy-to-understand manner can make students feel more involved and help them better grasp the material. On the other hand, media that is irrelevant or fails to present clear

information may confuse students and diminish their perception of the media's value.

c. Emotional Engagement of Students

Students' perceptions of learning media are also heavily influenced by the level of emotional engagement they experience with the media. Media that is perceived as interesting, enjoyable, or provides a positive learning experience tends to increase students' motivation to study harder. For instance, the use of educational games, animations, or other interactive media can create a more enjoyable learning atmosphere, which, in turn, can boost students' interest in learning. Conversely, media that is boring or uninspiring can decrease students' interest and make them less engaged in the learning process.

In conclusion, students' perceptions of learning media are a critical factor in determining whether the media can enhance the quality of learning. Therefore, it is important for educators to consider students' preferences, learning styles, and characteristics when selecting and using appropriate learning media (Pardede, 2020).

4. Student Perception Indicators

- a. Students' understanding of the use of learning media
- b. Students' evaluation of the clarity of material delivered through media
- c. Students' level of interest toward the media used
- d. Students' response to the effectiveness of media in learning
- e. Students' overall satisfaction with the learning media

B. Learning Media

1. Definition of Learning Media

Learning media refer to all forms of tools, materials, or devices used to deliver instructional messages to students in order to support the achievement of educational objectives. In the teaching and learning process, media function as instruments that help convey information from teachers to learners in a structured and meaningful way (Alawadhi, 2021). According to Azhar Arsyad (2011), learning media encompass any materials utilized in educational activities to assist teachers in communicating instructional content effectively. This definition emphasizes that media are not limited to technological devices but include printed materials, visual aids, audio resources, and other supporting tools that facilitate instruction (Chen, 2021).

The presence of learning media plays a significant role in enhancing the quality of instruction. By using appropriate media, teachers can present information more clearly and systematically, reducing misunderstandings and making lessons more accessible. Media help transform complex or abstract concepts into more concrete representations through images, diagrams, videos, simulations, or real objects. As a result, students are able to grasp ideas more easily because the information is delivered through multiple sensory channels, such as visual and auditory stimuli (Khothori, 2020).

In addition to supporting comprehension, learning media contribute to increasing students' motivation and interest in learning. When instructional materials are presented in varied and engaging formats, students tend to show higher levels of attention

and participation (Jannah, 2022). Interactive media, for instance, encourage active involvement rather than passive listening. This active engagement fosters deeper understanding and promotes a more meaningful learning experience, as students are encouraged to think critically, ask questions, and interact with the content (Siregar, 2023).

Learning media also function as a bridge between teachers and students. They facilitate communication by clarifying messages and minimizing potential barriers in the instructional process. Through well-designed media, teachers can organize content more effectively and align it with learning objectives. At the same time, students receive structured guidance that helps them follow the lesson step by step. This interaction strengthens the instructional relationship and supports the overall learning environment (Nariyati, 2020).

Ultimately, the effective use of learning media contributes to the creation of an efficient and enjoyable learning atmosphere. By selecting media that are relevant to the subject matter and appropriate to students' characteristics, educators can design learning experiences that stimulate creativity and critical thinking. Therefore, learning media should be viewed not merely as supplementary tools, but as integral components of the educational process that enhance understanding, engagement, and the successful attainment of learning goals (Rahim, 2021).

2. Types of Learning Media

Learning media can be classified based on their physical form, function, and the way they are used in the teaching and learning process. Each type of learning media has distinct characteristics and is selected according to instructional objectives

and students' needs. The proper selection of media helps teachers deliver material effectively and supports students in achieving expected learning outcomes. In educational practice, several types of learning media are widely recognized and applied to facilitate instruction in various subject areas, including English as a Foreign Language (EFL) (Dhamayanti, 2021).

a. Visual Media

Visual media are types of instructional media that convey information through images or other visual representations. These include pictures, diagrams, charts, graphs, posters, whiteboards, flowcharts, maps, and other graphic displays. The use of visual media in teaching significantly assists students in understanding complex concepts, as visual representation can clarify abstract or detailed information. In EFL instruction, for example, pictures and charts can be used to introduce new vocabulary in a more concrete and memorable way. Visual aids also help learners identify relationships between ideas, recognize patterns, and organize information logically. By presenting content visually, teachers can make explanations more systematic and easier to follow, thereby improving students' comprehension.

b. Audio Media

Audio media involve the use of sound as the primary means of delivering instructional messages. This category includes voice recordings, radio broadcasts, podcasts, language laboratory recordings, and other sound-based materials. In EFL teaching, audio media are particularly important for developing students' listening skills. Through exposure to various

recordings, students can learn different accents, intonation patterns, pronunciation models, and speech rhythms in the target language. Audio materials also present authentic language use in conversations, interviews, or dialogues that reflect real-life communication. Because audio media focus solely on sound, students are encouraged to concentrate carefully on spoken language without relying on visual cues, which strengthens their listening comprehension and auditory discrimination skills.

c. Audiovisual Media

Audiovisual media combine both visual and audio elements to deliver information in a more comprehensive manner. Examples include videos, films, multimedia presentations, television programs, and documentaries related to instructional topics. In the context of EFL instruction, audiovisual media provide authentic contexts in which students can observe how language is used in real communicative situations. Through films or videos, learners not only hear the language but also see facial expressions, gestures, and situational contexts that support meaning. Additionally, audiovisual materials introduce cultural aspects of the target language, enabling students to understand social norms, traditions, and everyday interactions of native speakers. This integration of sound and image enhances listening and speaking skills while also deepening students' awareness of idiomatic expressions and cross-cultural communication.

d. Digital Media

Digital media encompass technological tools such as computers, tablets, smartphones, internet-based learning platforms, and educational software. In EFL teaching, digital media include language learning applications such as Duolingo, Babbel, and Memrise, which provide interactive language exercises. One of the main advantages of digital media is accessibility, as students can engage in learning activities anytime and anywhere according to their individual pace. Digital platforms also offer diverse learning resources, including instructional videos, online quizzes, discussion forums, and interactive exercises that enrich students' learning experiences. Furthermore, digital media often incorporate multimedia features such as animation, audio, and instant feedback that enhance engagement and allow learners to monitor their progress effectively.

e. Print Media

Print media consist of all forms of printed instructional materials, including textbooks, modules, journals, brochures, worksheets, and academic articles. Textbooks remain one of the most commonly used print media in language education because they provide structured explanations of theoretical concepts and organized learning materials. In EFL instruction, printed materials are frequently used to support the development of reading and writing skills through structured exercises, grammar explanations, comprehension tasks, and composition assignments. Despite the rapid development of digital technology, print media continue to play a significant role in

delivering systematic and well-organized information. Printed materials also allow students to annotate texts, highlight key points, and review content without the need for electronic devices.

f. Interactive Media

Interactive media actively involve students in the learning process by allowing them to engage directly with instructional content. This category includes game-based learning applications, computer simulations, interactive software, and other digital platforms that require user participation. Interactive media are highly effective in increasing student engagement because learners do not simply receive information passively but actively process and respond to it. In English language instruction, for instance, game-based applications can provide simulated real-life scenarios in which students practice speaking, listening, reading, and writing skills. These simulations create meaningful learning experiences and encourage experimentation with language use. Interactive media also enhance motivation by making learning more enjoyable and dynamic, which can accelerate language acquisition and improve overall learning outcomes (Elisa et al., 2021).

3. The Role of Learning Media in EFL Teaching

Learning media play a crucial role in teaching English as a Foreign Language (EFL), as they help enhance the effectiveness of instruction and provide students with a more engaging learning experience. Several main roles of learning media in EFL teaching include (Gulnaz et al., 2020):

a. Stimulating Students' Interest and Motivation

The use of attractive and varied media can help increase students' interest and motivation in participating in lessons. Interactive media, such as videos or game-based learning applications, are able to capture students' attention and encourage them to be more actively involved in learning activities. Enjoyable media can also reduce boredom, which is often a barrier in language learning.

b. Improving Speaking and Listening Skill

Audio and audiovisual media play a significant role in developing students' speaking and listening skills. Through these media, students can practice listening to various accents and pronunciations, as well as engage with authentic conversations in the target language. Learning videos, for example, introduce students to real-life contexts, giving them opportunities to practice speaking and listening in more authentic situations.

c. Providing More Realistic Learning Contexts

One of the main benefits of media in EFL teaching is their ability to provide students with more realistic contexts for language use in everyday life. By using audiovisual or digital media, students can observe how language is used in various social and cultural situations, which enriches their understanding of both the language and the culture of its speakers.

d. Enhancing Engagement and Interaction

Effective learning media can increase interaction among students, teachers, and classmates. By using interactive media, such as computer-based learning applications or educational games, students can practice together, engage in discussions, and collaborate to achieve learning objectives. This strengthens their learning experience and helps develop important social and collaborative skills.

4. Criteria for Effective Instructional Media

In order for learning media to produce optimal results, several criteria must be fulfilled by the media used in the instructional process. These criteria relate to both the quality of the media and how effectively they support students' learning. The following are several key criteria of effective learning media (Tanjung, 2025):

a. Relevance to Learning Objectives

The media used must be aligned with the learning objectives and the competencies to be achieved. Irrelevant media can disrupt the learning process and cause students to become confused or lose focus on essential material.

b. Attractive and Motivating

Effective learning media should capture students' attention and motivate them to engage more actively in learning. Media that are monotonous or unrelated to students' interests may reduce their enthusiasm and participation in the lesson.

c. Appropriate to Students' Characteristics

Learning media should be adapted to students' characteristics, including their age, prior knowledge, and learning styles. Media that match students' needs and abilities are easier to understand and more effective in improving their comprehension of the material.

d. Ease of Use and Accessibility

Effective media must be easy for both students and teachers to access and operate. Media that are complicated or difficult to use can hinder the instructional process and reduce learning efficiency.

e. Enhancing Interaction in Learning

Good learning media should promote interaction among students, teachers, and peers. Such interaction strengthens students' understanding and creates a more dynamic and collaborative learning environment.

f. Improving Students' Understanding and Skills

Effective media should help students gain a deeper understanding of the material and develop skills that align with the intended competencies. By using appropriate media, students can process information more efficiently and apply it in broader contexts (Tanjung, 2021).

5. Learning Media Indicators

According to Edgar Dale, the use of media in learning plays a crucial role in enhancing students' learning experiences, shifting from the abstract to the concrete. Meanwhile, Richard E. Mayer, through his Cognitive Theory of Multimedia Learning, emphasizes that learning is more effective when information is presented

through a structured combination of visual and verbal elements. Azhar Arsyad also explains that learning media must be relevant, easy to use, and capable of enhancing student understanding.

Based on this grand theory, learning media indicators can be described as follows:

a. Types of media used (visual, audio, audiovisual, digital)

This indicator measures the variety of media types used in learning. According to Mayer's theory, the use of various media types, such as visual (images, graphics), audio (sound recordings), audiovisual (video), and digital (learning platforms), can increase the effectiveness of students' information processing because it involves more than one sense.

b. Frequency of media usage in classroom activities

This indicator assesses how frequently media is used in the learning process. According to Dale's theory, the more frequently media is used appropriately, the more likely students are to have meaningful, non-verbal learning experiences.

c. Suitability of media with learning objectives

This indicator measures the suitability of the media used for the learning objectives. Azhar Arsyad emphasized that media selection must be based on instructional objectives to ensure effective and efficient delivery of learning messages.

d. Quality and clarity of media presentation

This indicator assesses the quality of media presentation, both visually and audio-visually. In Mayer's theory, clarity of presentation is crucial because clearly and structured information reduces students' cognitive load and improves comprehension.

e. Accessibility and ease of use of the media

This indicator measures students' ease of access and use of media. According to Azhar Arsyad, good learning media must be practical, flexible, and easy to use to avoid hindering the learning process.

6. Theories and Strategies in Learning Media

Learning media is an important component in the educational process because it functions as a tool for delivering learning messages from teachers to students. The use of appropriate learning media can help improve students' understanding, motivation, and engagement in the learning process. In modern education, the use of technology in learning media has become increasingly important because it allows information to be presented in more interactive, attractive, and effective ways. Therefore, understanding the theories and strategies related to learning media is essential for teachers in order to support effective teaching and learning activities (Simanjuntak et al., 2023).

The discussion of learning media is not only related to the tools or technologies used but also involves the teacher's ability to utilize those technologies effectively. Teachers need to understand the characteristics of students, the objectives of learning, and the appropriate strategies for using technology-based learning media. In this context, several important aspects need to be considered, including the type of teacher in relation to technology literacy, teaching strategies and mastery of technological media, and multimedia learning theory which explains how students process information through various forms of media (Dewi et al., 2025).

a. Types of Teachers: Technologically Literate vs. Technologically Illiterate

The development of information and communication technology has brought significant changes to the field of education. One of these changes is the increasing use of digital technology in the learning process. However, not all teachers have the same level of readiness in utilizing technology. In general, teachers can be categorized into two types: technologically literate teachers and teachers who are less familiar with technology (Sheerah, 2022).

Technologically literate teachers are educators who possess the knowledge and skills to use various digital devices and educational applications. They are able to utilize technologies such as computers, the internet, presentation software, online learning platforms, and multimedia tools in teaching and learning activities. Teachers with strong technological literacy tend to be more open to innovation and capable of adapting to developments in educational technology. By integrating technology into their teaching practices, they can create learning environments that are more interactive, engaging, and relevant to students living in the digital era (Fitri, 2024).

On the other hand, teachers who are less technologically literate often have limited ability to use technology in their teaching practices. They generally rely on conventional teaching methods such as lectures or textbooks without maximizing the use of digital media. This limitation may occur due to several factors, including lack of training, limited access to technological resources, or low confidence in operating digital

devices. As a result, the learning process may become less varied and may not fully utilize the opportunities provided by modern technology (Riski, 2023).

Digital literacy in education has therefore become an important competency for teachers in the modern era. Improving teachers' technological skills through training programs, workshops, and continuous professional development is necessary to ensure that teachers can effectively integrate technology into the learning process.

b. Teaching Strategies and Mastery of Technological Media

Teaching strategies refer to the approaches used by teachers to achieve learning objectives effectively. In the digital era, teaching strategies are not limited to instructional methods alone but also include the ability of teachers to integrate technology into the learning process. Mastery of technological media plays a crucial role in determining the success of the teaching strategies implemented (Pardede, 2020).

Teachers who are proficient in using technological media are able to design more creative and innovative learning experiences. For example, they can use interactive presentations, educational videos, digital simulations, and online learning platforms to support the teaching process. These media can help students understand learning materials more easily because the information is presented through multiple formats such as text, images, audio, and animation. In addition, the use of technology allows learning to be conducted both in face-to-face settings and through online environments (Waruwu, 2023).

In implementing technology-based teaching strategies, several factors need to be considered. First, the selected media must be aligned with the learning objectives to be achieved. Second, the media should match the characteristics and needs of the students. Third, the use of technology should enhance the learning process rather than distract or complicate it (Dhamayanti, 2021).

Furthermore, mastery of technological media also includes the ability of teachers to manage digital learning environments. This includes creating digital learning materials, managing online classrooms, providing feedback to students, and effectively utilizing various educational platforms. With proper mastery of technology, teaching strategies can significantly improve the quality of the learning process and students' learning outcomes.

c. Multimedia Learning Theory

Multimedia Learning Theory explains how students learn more effectively through the use of multiple forms of media, such as text, images, audio, animation, and video. This theory was developed by Richard E. Mayer, who states that people learn better from words and pictures together than from words alone. The integration of multiple media forms can support deeper understanding because information is delivered in more than one format (Siregar, 2023).

According to this theory, humans process information through two main channels: the visual channel and the verbal channel. The visual channel is responsible for processing images, graphics, and animations, while the verbal channel

processes spoken or written words. When these two channels are used together in the learning process, students are able to build stronger mental connections and understand the material more effectively (Januar, 2023).

However, Multimedia Learning Theory also emphasizes that human working memory has limited capacity. Therefore, instructional materials should be designed carefully to avoid cognitive overload. Teachers should present information in a clear, organized, and relevant manner so that students can process the information effectively (Anggraeni, 2022).

Several key principles of multimedia learning include the integration of words and pictures, the alignment between images and explanations, and the simplification of information. These principles highlight that multimedia learning media must be designed systematically in order to support effective learning. By applying multimedia learning theory, teachers can create learning experiences that are more engaging, meaningful, and easier for students to understand.

C. EFL (English as a Foreign Language)

1. Definition of EFL (English as a Foreign Language)

English as a Foreign Language (EFL) refers to the process of learning and teaching English in countries where English is not the primary language of communication. In this context, English is studied by individuals whose first language is different, and it is not commonly used in daily social interaction within their local environment (Dewi et al., 2024). Learners typically encounter English in formal educational settings such as schools, universities, or language institutions rather than through natural exposure in

society. This situation distinguishes EFL from contexts where English functions as a second language in public life (Aloraini, 2020).

EFL is widely implemented in countries such as Indonesia, Japan, and Russia, where national or local languages dominate everyday communication. In these settings, English is introduced as a foreign language subject within the national curriculum. Because learners have limited opportunities to use English outside the classroom, instructional strategies play a crucial role in providing meaningful exposure and practice. Teachers often design structured activities to simulate real communication and compensate for the lack of an English-speaking environment (Rojabi, 2020).

In the EFL framework, language instruction goes beyond memorizing grammar rules and vocabulary lists. It emphasizes the development of integrated language skills, including listening, speaking, reading, and writing (Rukmana, 2021). Effective EFL instruction promotes communicative competence, which involves not only linguistic accuracy but also the ability to use language appropriately in different contexts. Therefore, learners are encouraged to engage in interactive tasks, discussions, presentations, and written assignments that reflect authentic communication purposes (Faridah, 2020).

The primary objective of EFL teaching is to equip learners with the ability to use English in real-life situations. This includes academic activities such as reading international journals, participating in global conferences, and pursuing higher education, as well as professional tasks like business correspondence, negotiations, and cross-border collaboration. As international

mobility and digital communication increase, English proficiency becomes a strategic skill that supports access to global knowledge, technology, and employment opportunities (Firli et al., 2025).

In response to globalization, EFL pedagogy continues to evolve by incorporating innovative teaching methods, technology-based media, and learner-centered approaches. Teachers are expected to create supportive learning environments that foster motivation, confidence, and active participation. By integrating communicative activities, digital resources, and culturally relevant materials, EFL instruction aims to prepare students not only to understand English structurally but also to use it effectively in intercultural and global contexts (Madayani, 2020).

2. Challenges in EFL Teaching

Teaching English as a Foreign Language (EFL) involves a range of challenges that can influence the effectiveness of the learning process. Several major issues commonly arise in EFL classrooms (Pardede, 2020):

a. Differences in Language Structure

One of the most significant challenges in EFL instruction is the substantial difference between students' first language and English. Variations in sentence structure, tense usage, and grammatical systems often create confusion. For example, Indonesian does not employ a tense system in the same way English does, which can make it difficult for learners to apply correct time references in speaking and writing. These structural differences require learners to adjust not only vocabulary but also their way of organizing meaning.

b. Limited Vocabulary

Vocabulary mastery is fundamental to language proficiency, yet many EFL learners struggle with limited lexical knowledge. Insufficient vocabulary restricts their ability to express ideas, opinions, or emotions clearly in English. As a result, students may hesitate to participate in discussions or produce written texts, which can slow down their overall language development and reduce their confidence.

c. Difficulties in Pronunciation and Intonation

Pronunciation presents another major obstacle, particularly for learners whose native language has a different phonological system from English. Certain English sounds may not exist in their first language, making accurate articulation challenging. In addition, differences in stress patterns, rhythm, and intonation can affect clarity and comprehension. These difficulties may lead to misunderstandings in communication, especially when interacting with fluent or native speakers.

d. Cultural Factors

Language learning is closely connected to cultural understanding. EFL students may face difficulties due to limited familiarity with cultural references, idiomatic expressions, and social norms associated with English-speaking communities. Without adequate cultural awareness, learners may struggle to grasp implied meanings or contextual nuances in conversations and texts, which can hinder deeper comprehension.

e. Limited Resources

In many developing contexts, English instruction is constrained by limited educational resources. Shortages of updated teaching materials, inadequate facilities, and insufficient professional training for teachers can negatively affect the quality of instruction. Restricted access to technology and authentic learning materials may also limit students' exposure to real-life language use. Furthermore, overly standardized and monotonous teaching approaches that do not address learners' specific needs can reduce student engagement.

f. Low Self-Confidence

Many EFL learners experience anxiety or fear of making mistakes when speaking or writing in English. Concern about being judged by teachers or peers often discourages active participation. This reluctance to practice limits opportunities for meaningful language use, which is essential for improvement. Over time, low self-confidence can significantly slow progress in language acquisition (Sari et al., 2021).

3. The Role of Media in EFL Teaching

Media plays a crucial role in EFL instruction because it provides more authentic and realistic contexts for language learning. Through various forms of media, students are exposed to meaningful language use that goes beyond textbook examples. Media enriches the learning experience, supports the development of language skills, and introduces learners to cultural aspects associated with English. Several important roles of media in EFL teaching are outlined below (Yusuf, 2022):

a. Enhancing Listening Skills and Comprehension

One of the primary benefits of media in EFL classrooms is its ability to improve students' listening skills. By engaging with English-language films, television programs, podcasts, and news broadcasts, learners become familiar with different accents, speech patterns, and levels of formality. Exposure to authentic conversations helps students understand how English is used in real-life situations, thereby strengthening their comprehension across various contexts.

b. Introducing Everyday Language and Idioms

Media enables students to encounter English as it is naturally spoken, rather than only through formal grammatical structures typically found in textbooks. Watching movies or listening to English songs allows learners to recognize idiomatic expressions, common phrases, and informal language frequently used by native speakers. This exposure broadens their understanding of contextual and practical language use, making their communication more natural and effective.

c. Utilization of Digital Technology

In the digital era, technology has significantly expanded opportunities for EFL instruction. Language learning applications, educational websites, and online platforms offer flexible and interactive ways to study English. These tools often provide immediate feedback, personalized learning paths, and opportunities for self-paced study. Additionally, digital platforms facilitate speaking practice through video calls and interactive communication tools, increasing opportunities for meaningful language interaction.

d. Increasing Student Motivation and Engagement

Media can significantly enhance student motivation in learning English. Interactive videos, educational games, and engaging online articles create a more dynamic and enjoyable learning environment. Such varied and stimulating resources help reduce monotony often associated with traditional instruction. As a result, students become more actively involved in the learning process and demonstrate greater enthusiasm toward language practice.

e. Improving Cultural Understanding

Media serves as an important bridge to cultural knowledge related to English-speaking communities. Through films, music, literature, and other media sources, students gain insight into social practices, values, traditions, and communication styles. Cultural awareness is essential in preventing misunderstandings in cross-cultural communication and in preparing learners to interact effectively in global contexts.

f. Developing Reading and Writing Skills

Various media sources, including news articles, blogs, and e-books, provide valuable materials for strengthening reading and writing skills. Reading authentic texts expands vocabulary and exposes students to different text structures and writing styles. Furthermore, digital platforms such as blogs or social media offer opportunities for creative and authentic writing practice, allowing learners to apply their language skills in meaningful contexts (Khothori, 2020).

4. Relevance of Media in EFL Teaching

Media has an important role in the process of teaching English as a Foreign Language (EFL). In many EFL contexts, students learn English in environments where the language is not commonly used in daily communication. Because of this limitation, learning media becomes a bridge that helps students experience the language in more meaningful and realistic ways. The use of media allows teachers to present language input more clearly and attractively so that students can better understand the learning material (Nguyen, 2024).

Instructional media refers to all tools and resources used by teachers to support the learning process. According to Heinich, Molenda, Russell, and Smaldino, learning media are channels of communication that carry messages from teachers to students with the purpose of facilitating learning. In the context of EFL teaching, these media may include printed materials, audio recordings, videos, pictures, PowerPoint presentations, language learning applications, and online platforms. Each type of media can support the development of different language skills such as listening, speaking, reading, and writing (Faridah, 2020).

One of the main advantages of using media in EFL teaching is that it increases students' motivation and interest in learning English. Traditional language teaching methods that rely only on textbooks and lectures can sometimes make students feel bored and less engaged. When teachers integrate visual and digital media into their lessons, students tend to become more interested and actively involved in the learning activities. For example, the use of videos or animations can help students understand conversations,

pronunciation, and cultural aspects of the language more easily than written explanations alone (Chen, 2021).

Media also supports the presentation of authentic language. Authentic materials are materials that reflect how language is used in real-life situations. In EFL classrooms, teachers can use videos from interviews, documentaries, news broadcasts, podcasts, or conversations between native speakers. These materials allow students to observe natural pronunciation, intonation, vocabulary use, and expressions that may not always appear in textbooks. Through authentic media exposure, learners can gain a deeper understanding of how English is used in real communication (Januar, 2023).

In addition, media can facilitate the development of listening and speaking skills, which are often considered the most challenging aspects of learning English as a foreign language. Audio recordings and video materials help students practice listening comprehension by exposing them to different accents, speech speeds, and conversational contexts. After listening or watching, teachers can design speaking activities such as discussions, role-plays, or presentations that encourage students to practice using the language they have learned (Oktarini, 2023).

The use of multimedia also aligns with the principles of modern learning theories. Richard Mayer, through the Multimedia Learning Theory, explains that people learn more effectively when information is presented through both visual and auditory channels. When learners see images, text, and videos while simultaneously hearing explanations or conversations, their cognitive processing

becomes more active, which improves understanding and memory retention (Umar, 2022).

Furthermore, digital technology has expanded the variety of media that can be used in EFL classrooms. Online learning platforms, language learning applications, interactive quizzes, and virtual classrooms provide new opportunities for teachers and students to engage in language learning beyond traditional classroom boundaries. Students can access learning materials anytime and practice English through online discussions, assignments, and collaborative activities (Sari et al., 2021).

Therefore, the integration of media in EFL teaching is highly relevant because it enhances comprehension, increases student engagement, provides authentic language exposure, and supports the development of communicative competence. Effective use of media can create a more dynamic and interactive learning environment that helps students acquire English more efficiently.

5. Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is one of the most influential approaches in modern language education. This approach emphasizes the importance of communication as the main goal of language learning. Instead of focusing solely on grammatical rules and memorization, CLT encourages students to use the language actively in meaningful interactions. The central objective of this approach is to develop learners' communicative competence so that they can use the language effectively in real-life situations (Faridah, 2020).

The development of CLT emerged as a response to earlier language teaching methods that placed strong emphasis on grammar and translation. Traditional methods often required students to memorize vocabulary lists and grammatical structures without giving them enough opportunities to use the language in communication. As a result, many learners could understand grammatical rules but struggled to speak or interact in the target language. Communicative Language Teaching was introduced to address this issue by prioritizing meaningful language use (Rajagukguk, 2025).

According to H. Douglas Brown, Communicative Language Teaching focuses on the functional use of language and meaningful interaction between learners. In this approach, the classroom becomes an environment where students actively participate in communication activities. Students are encouraged to express their ideas, share information, ask questions, and respond to others using the target language. Learning occurs through the process of communication rather than through passive reception of information (Nariyati, 2020).

Canale and Swain further explain that communicative competence consists of several interconnected components. The first component is grammatical competence, which refers to the knowledge of vocabulary, sentence structure, and language rules. The second is sociolinguistic competence, which involves understanding how language is used appropriately in different social contexts. The third is discourse competence, which relates to the ability to connect sentences and ideas in a coherent way. The fourth

component is strategic competence, which refers to the ability to use communication strategies when facing difficulties in expressing ideas (Komang et al., 2021).

In the CLT approach, the role of the teacher changes from being the central source of knowledge to becoming a facilitator of learning. Teachers guide students, design communicative activities, and provide support when needed, but students take a more active role in the learning process. Interaction between students becomes a key element of the classroom environment because communication practice helps learners develop fluency and confidence in using the language (Yusuf, 2022).

Various classroom activities are commonly used in Communicative Language Teaching. These activities include group discussions, role plays, interviews, information gap tasks, problem-solving tasks, simulations, and collaborative projects. Such activities require students to exchange information, negotiate meaning, and work together to complete tasks. Through these interactions, students learn how to use language in realistic communication contexts (Fitri, 2024).

Another important aspect of CLT is the use of authentic materials and real-life communication situations. Teachers often use materials such as newspaper articles, advertisements, videos, or recordings of real conversations. These materials help learners understand how language is used naturally outside the classroom. In addition, tasks may simulate real-life situations such as ordering food in a restaurant, asking for directions, making phone calls, or participating in meetings (Rojabi, 2020).

Communicative Language Teaching also emphasizes the importance of fluency alongside accuracy. While grammatical correctness is still considered important, students are encouraged to express their ideas freely even if they make some mistakes. Errors are viewed as a natural part of the language learning process, and teachers help students gradually improve their accuracy through feedback and practice (Khothori, 2020).

Overall, Communicative Language Teaching is considered highly relevant for EFL classrooms because it provides learners with opportunities to use English in meaningful communication. By focusing on interaction, real-life tasks, and communicative competence, this approach helps students develop the skills needed to use English effectively in academic, social, and professional environments.

D. Previous Study

Relevant research is understood as prior investigations that are closely connected to the subject under examination, whether viewed from the perspective of variables, research participants or objects, as well as the methodological approach applied. Presenting such studies serves to establish a solid scientific basis for the current research, clarify its position within the body of existing scholarship, and reinforce the theoretical and empirical framework adopted by the researcher. Moreover, reviewing related studies enables the identification of research gaps and provides a clear rationale for the originality and contribution of the study being undertaken.

First, research by Sitompul et al. (2023) entitled *“Exploring Student Perceptions of Quizizz as a Learning Medium in Higher Education”*. This study examined student perceptions of Quizizz and the challenges in its implementation among 272 undergraduate students at a State Islamic University in North Sumatra. Using surveys and focus groups, the findings revealed that game-based learning significantly increased student engagement, independence, self-control, and self-confidence, while also making learning more enjoyable. The study emphasizes the importance of using varied and interactive teaching strategies to improve learning outcomes and student retention in higher education.

Second, research by Ariya Agustin (2023) entitled *“Exploring EFL Students' Perceptions of LMS-Based English Language Learning Through the Technology Acceptance Model”*. This study applied the Technology Acceptance Model (TAM) to analyze students' perceptions of LMS in EFL learning. Using a quantitative descriptive method with questionnaire data, the results indicated that perceived usefulness and ease of use strongly influenced students' attitudes and behavioral intentions. The study highlights that LMS platforms support flexible learning, increase engagement, and promote self-directed learning, thus enhancing overall learning effectiveness.

Third, research by Al-Jaro et al. (2022) entitled *“Digital Media in Language Learning: EFL Students' Perceptions of the Effect of YouTube on Speaking Ability”*. This mixed-method study explored how YouTube influences students' speaking ability, involving 53 students and 8 interview participants. The findings showed that students generally had positive perceptions, with male and higher-level students demonstrating stronger confidence in its effectiveness. The study

underscores the importance of considering demographic and academic differences when integrating digital media into language learning.

Fourth, research by Hasibuan and Assajidah (2023) entitled *“Mobile-Assisted Language Learning (MALL) and English Proficiency Among University EFL Students: A Quantitative Analysis”*. This study investigated the relationship between MALL usage and English proficiency among 120 students. Using statistical analysis, the results showed a significant positive correlation between MALL use and improvements in vocabulary, reading, and listening skills. The study concludes that MALL is an effective tool for flexible and independent learning and should be strategically integrated into language instruction.

Fifth, research by Wanga and Kabilan (2023) entitled *“Integrating Technology into English Learning in Higher Education: A Bibliometric Analysis”*. This study analyzed 1,677 academic articles to identify trends in technology integration in English learning. The findings reveal that the use of technology has rapidly developed and significantly transformed teaching practices in higher education. However, the study also highlights that instructional methods remain a critical area requiring further research to maximize the effectiveness of technology in language learning.

E. Framework of Thinking

A conceptual framework is a structured conceptualization that illustrates the logical relationships between theories, concepts, and variables used in a study, serving as a basis for explaining the direction and flow of analysis. This framework is based on theoretical studies and previous research findings, then systematically formulated to demonstrate how the variables are interrelated, both directly and indirectly. With a framework, researchers have clear guidelines for formulating hypotheses, determining research methods, and interpreting research results in a scientific and structured manner.



Figure 2.1 Theoretical Framework

F. Research Hypothesis

A hypothesis is a provisional assumption formulated by the researcher based on relevant theories and a conceptual framework to answer the research problem. It expresses a predicted relationship or effect between variables that will be tested empirically through data collection and analysis. In quantitative research, hypotheses generally consist of two forms: the null hypothesis (H_0), which states that there is no relationship or effect, and the alternative hypothesis (H_a), which states that there is a relationship or effect between variables.

In a study involving two variables an independent variable (X) and a dependent variable (Y) the hypothesis is used to examine whether the independent variable significantly influences the dependent variable. Therefore, the research hypotheses are formulated as follows:

H₀ (Null Hypothesis): There is no significant effect between students' perceptions and the learning media used by EFL teachers among second-semester students of the TBI Study Program at UINFAS Bengkulu.

H_a (Alternative Hypothesis): There is a significant effect between students' perceptions and the learning media used by EFL teachers among second-semester students of the TBI Study Program at UINFAS Bengkulu.

