

CHAPTER V

CONCLUSION

A. Conclusion

Based on the results of the research on students' perceptions of the learning media used by EFL teachers among second-semester students of the English Education Study Program at UIN Fatmawati Sukarno Bengkulu, it can be concluded that learning media have a positive and significant influence on students' perceptions. This finding is supported by the results of the t-test, which show a significance value of 0.000, lower than 0.05, and a calculated t-value of 7.989. Therefore, the research hypothesis is accepted. These results indicate that the quality and effectiveness of learning media used by EFL teachers significantly contribute to shaping positive student perceptions toward the learning process.

Furthermore, the regression coefficient value (B) of 0.762 indicates a positive relationship between learning media and students' perceptions. This means that any improvement in the quality, accessibility, attractiveness, and effectiveness of learning media tends to be followed by an increase in positive student perceptions. The standardized beta coefficient value of 0.730 also shows that the relationship between the two variables is strong. Students tend to respond more positively to learning activities when teachers utilize media that are interactive, relevant, engaging, and supportive of learning objectives.

The coefficient of determination test produced an R Square value of 0.533, which means that learning media contribute 53.3% to students' perceptions. Meanwhile, the remaining 46.7% is influenced by other

factors outside the scope of this study, such as teaching methods, students' motivation, learning environment, technological literacy, classroom interaction, and individual learning characteristics. Therefore, it can be concluded that learning media are one of the important factors that significantly influence students' perceptions in EFL learning.

B. Suggestion

Based on the results of the research that has been conducted, the researcher provides several suggestions that are expected to be useful for related parties:

1. **For students**, it is hoped that students can maximize the use of learning media provided by EFL teachers and actively participate in learning activities. Students should utilize various learning media, such as videos, digital platforms, presentations, and online learning resources, to improve their understanding of English materials. In addition, students are encouraged to develop positive perceptions toward learning media because positive perceptions can support greater motivation, engagement, and effectiveness in the learning process.
2. **For EFL teachers**, it is hoped that teachers will continue to improve the quality and variety of learning media used in English language teaching. Teachers are encouraged to utilize innovative, interactive, and technology-based media that are appropriate to students' needs and learning objectives. Furthermore, teachers should create engaging learning environments through the effective integration of instructional media so that students become more motivated and actively involved in classroom activities.

3. For future researchers, it is hoped that this study can serve as a reference for further research related to learning media and students' perceptions in EFL learning. Future researchers are encouraged to investigate other factors that may influence students' perceptions, such as learning motivation, teaching strategies, digital literacy, classroom environment, or learning achievement. In addition, future studies may involve larger populations, different educational levels, or different research approaches, such as mixed-method or qualitative research, to obtain broader and more comprehensive findings.

C. Implications

The findings of this study have theoretical, practical, and educational implications. Theoretically, this study contributes to the body of knowledge regarding the role of learning media in shaping students' perceptions within EFL learning contexts. The findings support theories suggesting that effective learning media can improve students' engagement, motivation, and attitudes toward learning.

Practically, the results indicate that teachers should carefully select and implement learning media because students' perceptions are strongly influenced by the quality of media used during instruction. Learning media should not merely function as supplementary tools but should be integrated strategically into the teaching and learning process to facilitate understanding and increase classroom participation.

Educationally, this study highlights the importance of promoting innovative and technology-supported learning environments in higher education. Institutions should provide adequate facilities, technological resources, and professional development opportunities for lecturers to enhance their ability to design and utilize effective learning media.

Through the effective integration of instructional media, students can experience more meaningful, engaging, and successful English language learning.



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