



Students' Perception of Technological Media used by Teacher in Learning English

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ABSTRACT

In the modern era, rapid technological development has significantly impacted various sectors, including education. One area that has undergone transformation is the use of technological media in English language learning. The integration of technology enables the teaching and learning process to become more effective, interactive, and tailored to students' needs. This study aimed to explore students' perceptions of the technological media used by teacher in English language instruction at SMA Negeri 1 Kotanopan, Mandailing Natal Regency, North Sumatra. The population of this research were the eleven grade science students. The sample was 33 students which selected by using random technique sampling. The research method employed was descriptive quantitative. Data were collected using a Likert-scale questionnaire, and the data analysis technique used was the mean score calculation. The distribution of students' perception scores is as follows: High Category: 15.15%, Moderate Category: 69.70%, and Low Category: 15.15%. The results indicated that students' perceptions of the use of technological media in English teaching were generally positive, with an average score of 73.

Keywords: students' perception, Technological media, English learning

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INTRODUCTION

English is a core subject within the Indonesian national curriculum, taught from junior high school through to higher education. According to Masita (2024), the significance of English language instruction in the Merdeka Curriculum is evident in its crucial role in connecting students to the global context. In educational settings, English functions not merely as a tool for cross-cultural communication, but as a gateway to understanding, appreciating, and integrating with cultural diversity. Crystal

(2017) further emphasizes that proficiency in English expands career opportunities in a global work environment that demands critical thinking, collaboration, and effective communication skills. Thus, English language education not only facilitates access to information but also cultivates essential competencies required to thrive in an increasingly dynamic and interconnected society.

English language proficiency among senior high school students extends beyond the scope of formal assessments and examinations. Students are expected to apply the language in real-life contexts, integrating it into their daily interactions. The learning process encompasses four core language skills: listening, speaking, reading, and writing. The primary objective of English as a subject is to develop communicative competence in both spoken and written forms. This competence includes the ability to listen, speak, read, and write effectively (Ministry of National Education, 2003).

In the era of globalization and rapid technological advancement, the educational landscape has undergone significant transformation. One notable paradigm shift is evident in language learning processes, particularly in the teaching of English as an international language. Technology has evolved from being a supplementary tool to becoming a fundamental component of 21st-century learning strategies.

The emergence of technology-based media — such as digital platforms, educational applications, and multimedia tools — has revolutionized both instructional delivery and student access to knowledge. These technological resources foster a learning environment that is more interactive, flexible, and responsive to individual needs. This aligns with the constructivist approach, which posits that meaningful learning occurs when students are actively engaged in constructing their own understanding (Jonassen, 1999).

Learning with technological media has become indispensable in today's educational landscape. Governments, educational systems, researchers, school leaders, teachers, and parents around the world regard technological media as a critical component of a child's education (Eady & Lockyer, 2013).

In the field of English language teaching, the use of technological media provides access to more authentic and diverse learning resources. Students can practice listening skills through podcasts, engage in speaking activities via AI-based communication applications, and read current texts from international news websites. These practices significantly support the development of communicative competence and cultural awareness—two core objectives of foreign language education.

Furthermore, the role of teachers has evolved. No longer merely transmitters of information, teachers now act as facilitators who guide the learning process, select appropriate media, and design learning experiences that align with the context and characteristics of their students. According to Mishra and Koehler (2006), educators must possess Technological Pedagogical Content Knowledge (TPACK) to effectively integrate technology into their instructional practices.

The term “technology” is often associated with sophisticated devices such as computers, CD players, or even spacecraft. However, when technology is applied for

educational purposes, the appropriate term is instructional technology—technology specifically designed to support teaching and learning processes.

By leveraging technological media, learning becomes more dynamic, inclusive, and aligned with contemporary needs. Technology is not merely a supporting tool; it serves as a bridge that connects knowledge to meaningful learning experiences. In language education, technology fosters a dynamic and interactive environment, enabling students to learn in ways that are more contextual and personalized (Warschauer, 2006).

In educational contexts, technological media refers to a wide range of tools employed by educators to deliver content more effectively and engagingly. These tools may include both low-tech and high-tech resources, ranging from whiteboards, paper, and rulers to advanced technologies such as presentation software, computers, and internet access.

Edgar and Edgar (2008) assert that technological media is pervasive and encompasses a wide array of tools, including radio and television broadcasts via in-house sets, iPods and portable players or mobile phones, films and television programs either broadcast or on DVDs, computers, laptops or handheld modules, interactive internet-based games, and communicative platforms such as chat rooms, mobile phones, and email. Similarly, Eady and Lockyer (2013) affirm that technological media applicable in classroom settings include (a) overhead projectors, (b) videocassette players, and (c) computers. In the same vein, Dudeney and Hockly (2007) identify online dictionaries, podcasts, blogs, DVDs, and the internet as integral components of technological media in education.

Among the various instructional media available, Fajarajani and Indrianeu (2020) and Soffa et al. (2021) classify educational media into three categories based on their characteristics: audio media, visual media, and audiovisual media. Visual media refers to tools that engage the sense of sight, aiming to convey information through images, text, graphics, or symbols. Audio media, as defined by Suyanto (2007), engages the sense of hearing and is typically used to deliver verbal information or music that supports learning. Audiovisual media, which combines both visual and auditory elements, creates a more interactive and engaging learning experience (Suyanto, 2007).

Despite the diversity of technological media types, their core functions remain consistent. The presence and accessibility of technological media are expected to assist both teachers and students in overcoming learning barriers. Nurseto (2011) identifies four key functions of technological media in teaching: first, media can enhance learning motivation by presenting content in a more engaging manner; second, it diversifies instructional methods beyond traditional verbal delivery; third, it improves content mastery by enabling repeated access to learning materials through various media formats; and fourth, it fosters student engagement by promoting interactivity and active participation through innovative learning tools.

The use of technological media in education is not merely a stylistic choice; it offers substantial pedagogical benefits. Teachers can present instructional content in visually engaging and interactive formats, enhance student participation, and broaden access to diverse learning resources. Beyond the classroom, technology empowers

students to engage in autonomous learning through digital platforms, instructional videos, and online discussion forums. In this regard, Daccord (2016) outlines several key reasons why technological media is particularly beneficial in English language education: (a) Learning Resources: Technology provides a wide range of tools and platforms that can be utilized by both teachers and students. These resources help make instructional materials more concrete, comprehensible, and visually appealing. (b) Personalized Learning: Teachers and students can select from various types of technological media available at school or home, tailoring the learning experience to individual styles and needs. (c) Collaborative Learning: Through multimedia technology, educators and learners can foster a collaborative learning environment where ideas are shared and tasks or projects are completed jointly. (d) Enhanced Motivation: The diverse use of technology in the learning process increases student enthusiasm and interest in studying English, making the experience more interactive and enjoyable. (e) Professional Networking: Technology enables educators to establish professional relationships with peers across regions and to collaborate with school librarians and educational media specialists. (f) Information Literacy: Twenty-first-century schools demand advanced skills in locating, evaluating, and analyzing information. Therefore, both teachers and students must develop sufficient information literacy to effectively utilize technological tools.

It is evident that technological media is essential in the teaching and learning process, as it contributes to making instruction more effective, efficient, and goal-oriented. However, in practice, not all educators are prepared or willing to adopt technological media in English language instruction.

Selecting appropriate technological media for English language teaching is not a straightforward task. It must be based on the alignment between the technological features and the instructional objectives of English language education. In this regard, Reiser (1996) emphasizes that before deciding which technological media to employ, teachers must be highly selective and consider several critical factors. Three key considerations should guide teachers in choosing technological media: (a) Practicality: Teachers often face challenges in procuring and preparing technological media. Therefore, it is important to select media that are readily available either within the school or from commercial sources. Additionally, the media should be practical in terms of portability and ease of use. (b) Student Characteristics: Given the diversity of learners in the classroom, it is crucial to assess whether the selected media are appropriate for the students' individual traits, learning styles, and needs. (c) Instructional Activities: A wide range of instructional activities can be designed to prevent student disengagement. Each activity may require different types of technological media to support its implementation effectively. These considerations underscore the importance of thoughtful media selection to ensure that technology serves as a meaningful and supportive element in English language education.

As previously discussed, the functions, benefits, and criteria for selecting effective technological media in education have been thoroughly examined. Nevertheless, a portion of educators remain divided—some in favor, others against—the integration of technological media in instructional practices.

Hadley and Sheingold (1993) identified several factors contributing to teachers' reluctance to adopt technological media in teaching. These include: (a) lack of teaching experience with information and communication technology (ICT), (b) insufficient on-site support for teachers utilizing technology, (c) limited assistance in supervising students during computer use, (d) absence of ICT-specialized educators to teach digital skills, (e) inadequate availability of computers, (f) insufficient time to effectively integrate technology into the curriculum, and (g) lack of financial support.

Addressing this issue, Dudeney and Hockly (2007) argue that much of the resistance among teachers stems from a lack of confidence, inadequate facilities, and insufficient training, which collectively hinder their ability to recognize the pedagogical value of technology in the classroom.

Conversely, many educators advocate for the use of technological media in teaching. Shyamlee (2012) outlines several reasons why teachers support the integration of multimedia technology in English language instruction: (a) to foster students' interest in learning, (b) to enhance students' communicative competence, (c) to broaden students' cultural understanding, particularly of Western societies, (d) to improve instructional effectiveness, (e) to strengthen teacher-student interaction, (f) to create contextualized language learning environments, and (g) to provide greater flexibility in course content delivery.

Each teacher has their own attitude toward the presence of technology media for English language learning in the classroom. These differences in attitudes are natural due to differences in abilities, orientation, creativity, and facilities. Some teachers have adequate technology media facilities at school but are reluctant to implement them in their teaching in the classrooms. Conversely, some teachers don't have technology media at school but try to obtain them, even if they have to purchase them themselves.

Many studies on students' perceptions of the application of technological media in English language learning have been conducted previously. The first prior study, conducted by Masykuri and Basuki (2022), revealed that fourth-semester students of the English Education Department at Purworejo Muhammadiyah University exhibited a high perception level toward the use of digital media in English language teaching, with a mean score of 3.55.

The second study, carried out by Natalia, Roza, Melani, and Syafitri (2023), demonstrated that students' perceptions regarding the role of technological media in learning English were overwhelmingly positive, with 82.68% of respondents categorizing it as "good," placing it within the "very positive" category.

2. Methodology

This study employed a quantitative research design, utilizing a descriptive method. Descriptive research is a method used to portray the characteristics of an object or event as it exists in the present time. It aims to describe phenomena that occur naturally in relation to the variables under investigation (Nazir, 1985).

The population of this research comprised all eleventh-grade students at SMA Negeri 1 Kotanopan, located in the Mandailing Natal Region. A sample of 33 students was selected from the population using a random sampling technique.

To collect data, the researcher used a questionnaire as the primary instrument. The questionnaire was constructed based on the Likert Scale, which is a measurement tool designed to assess respondents' perceptions, attitudes, or opinions toward specific statements or questions. The response options for favorable items were: Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. Conversely, for unfavorable items, the scoring was reversed: Strongly Agree (SA) = 1, Agree (A) = 2, Neutral (N) = 3, Disagree (D) = 4, and Strongly Disagree (SD) = 5.

To analyze the data, the researcher calculated the mean score using the formula proposed by Norman Blaikie (2003): $Mx = \sum X / N$, where Mx represents the mean, $\sum X$ is the sum of all scores, and N is the number of respondents.

3. Findings and Discussion

3.1. Findings

The distribution of students' perception scores regarding technological media, obtained from a sample of 33 respondents, ranged from a minimum score of 55 to a maximum of 90. The possible score range was between 25 and 125. The calculated mean score was 73, with a standard deviation of 8.02. The median score was close to the mean, indicating that the distribution of students' perceptions toward the use of technological media in English language teaching tends to follow a normal pattern.

The data were analyzed using several techniques. First, the percentage of scores was calculated using the formula proposed by Norman Blaikie: $P = (F / N) \times 100\%$, where P represents the percentage, F is the frequency of the total score, and N is the number of respondents.

Table 1. Distribution of Students' Perception Scores
Toward Technological Media

Interval Class	Mid Point	Absolute Frequency	Relative Frequency
55 – 60	57,5	2	6.06%
61 – 66	63,5	6	18.19%
67 – 72	69,5	8	24.24%
73 – 78	75,5	9	27.27%
79 – 84	81,5	5	15.15%
85 - 90	87,5	3	9.09%
		33	100

Next, the histogram of the score for students' perception of technological media in teaching English is shown below.

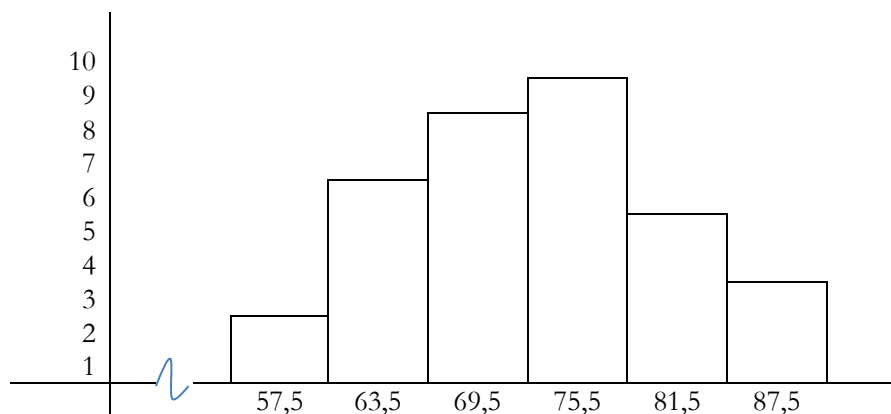


Figure 1. The Histogram of Students Perception of Technological Media in Teaching English.

Based on the score classification, 15.15% of students fell into the “high” category, 69.70% into the “moderate” category, and 15.15% into the “low” category.

This indicates that the majority of students feel that technological media is very helpful in learning English. Only a few students have a low perception, indicating that resistance to technology in learning is relatively low.

3.2. Discussion

Perceptions form prejudices, both positive and negative, which influence how a person acts towards others. Positive perception is a positive interpretation that involves humans evaluating something in the environment. While negative perception is the perception of information as something that is negative or unsuitable for the object being perceived. It means if someone has a positive perception, he will accept and support the perceived object; on the contrary, if someone has a negative perception, he will defy and reject any perceived effort.

The results of this study indicate that students' perceptions of the technological media used by teachers in English language instruction fall into the “good” category. Students demonstrated a generally positive attitude toward the integration of technological media in English learning.

The research results are supported by previous research. This finding aligns with the study by Masykuri and Basuki (2022) which reported that students' perceptions of digital media in English Language Teaching (ELT) were categorized as “high.” Ahmed (2012) supports this by stating that the use of technological media enhances learners' active and enthusiastic engagement, transforming the learning process into a more student-centered and interactive experience. Moreover, technology enables educators to design innovative teaching strategies by offering

engaging activities that help students improve their language competencies (Fatimah & Santiana, 2017).

4. Conclusions

This study has shown that the eleventh-grade students of SMA Negeri 1 Kotanopan, Mandailing Natal Region, hold a “good” perception of technological media in English language teaching, as reflected by the mean score of 72. It can be interpreted that the process of teaching English is easier with technological media and it can foster students’ enthusiasm.

Technological media are vital in teaching English process, enhancing students to listen, speak, reading and writing correctly. stimulate students to actively participate in the learning process, and direct students to remember more vocabulary

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