
The Students' Perception Of The Media Used By Teachers In Teaching English

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ABSTRACT

The Students' Perception of the Media Used by Teacher in Teaching English (A Descriptive Research at the Tenth Grade Students of SMK 1 Tirtamulya Karawang). This research aimed to determine the kinds of media used by the teacher in teaching English. This used descriptive qualitative research; the instruments were observation and interview. This research showed that the media used when teaching English were a whiteboard, English book, dictionary, laptop, LCD Projector, and speaker. The result of the students' interview was that most of the students gave positive Perception toward the media used by an English teacher in the teaching and learning process; they were being happy, being more active, being more excited/spirit in learning English, they were easier to understand the materials, they can repair their pronunciation, vocabulary, find new ideas, express their opinion and they can practice it in daily life. Whereas some students gave negative Perception toward the media used by an English teacher in the teaching and learning process that they cannot be enthusiastic/spirit to learn English, pronounce the words correctly, find new ideas and express their opinion because they were lazy, being wary and afraid of being wrong in learning English.

Keywords: Perception, Media, Students' Perception, Teacher' s Media in Teaching English

I. INTRODUCTION

Instructional Media is the means for transmitting or delivering messages (Aziz & Dewi, 2020). From a teaching-learning perspective providing content to the learners to achieve effective instruction (Omeng and Priscah, 2016). It purposes that instructional media might be all the traditional ways to teach English outside the classroom. It can provide experiences for students to involve students' senses in learning. It can make students' attitudes more positive, encourage their self-motivation, and enhance understanding.

Instructional Media is a tool for teaching and learning (Hoesny et al., 2020). Everything can stimulate students' minds, feelings, attention, and ability or skill to encourage the learning process. It also helps the teacher teach more effectively, improve teachers' knowledge about the instructional media in presenting materials and enable the students to learn more readily, specifically to fulfil objectives in a teaching-learning situation.

Media occupies an important position as one component of the learning process (Aziz & Dewi, 2020); without media, communication will not occur, and the learning process as a communication

process also will not be able to take place optimally (Hoesny et al., 2020). What happens in learning is often a process running ineffectively. Many times, energy waste while learning goals cannot be achieved even happen noises in communication between teacher and students.

The first thesis from Reza (2016), Islamic University of As-Syafi'iyah, with the title Students' Perception on the Use of Movie Media in English Language Teaching, showed that most students stated that movie media gave more advantages than disadvantages. The study was concluded that movie media could be used as an alternative teaching English for listening practice in the class. Attract students' attention presents language more naturally than found in coursebooks. The teachers utilise the provided media in the schools and utilise it to show the materials transferring the knowledge in attractive ways to the students. It 's also a creative teacher to use media in teaching.

Based on those researches, it is suggested that English teachers must be creative and use media in teaching English instead of teaching will be more interesting,

understand the lessons that they receive, provide motivation, attract the attention, stimulate students' response, and make the class more meaningful and enjoyable.

In this case, to know the reality of teachers do creativity in instructional media or not, we can see through observation or students' perception. perception can be described of students enjoying or not studying by teachers' creativity in teaching English. Students who are happy to follow the lesson and pay attention to teachers when delivering the material means that the media used by teachers are suitable with students, but when the students are not happy to follow the lesson, feel bored when teachers delivering the material means that the media used by teachers are not suitable with students.

Thus considering the real teaching and learning process in school, the researcher was interested in analysing the Students' Perception of the Media Used by the Teacher in Teaching English at SMK 1 Tirtamulya Karawang.

II. Literature Review

THE CONCEPT OF PERCEPTION

According to experts, perception has a variety of senses among others: According to Michael (1999), perception is such feeling and thinking toward the thing and by a

process. It means that someone can express what are there in their mind. In addition, the definition of perception can be found in Searle as cited in Blake and Sekuler (2006) "Perception is what person (students) feel about particular thing both conscious and unconscious, whether visual or auditory and thought that are caused by process going on the brain". This means when the human visual system first sees an image or thing; they will think of information, then they percept it through the audio what on the human brain.

On the other side, according to Oxford Dictionary (2007), perception is defined as the way you notice things, especially with the sense. Perception deals with the human senses that generate signals from the environment through sight (the eyes), hearing (ears), touch (the other parts of the body), smell (nose) and taste (tongue). It means that perception and human sense involve the acquired data or information organisation. In other words, the human feelings and reactions involved in human senses happen as an instinct. For example, the speed with which an individual bats the eye lid on sighting an object moving rapidly in the direction of the eyes, people's reaction to sound and sharp objects that touch the skin are examples of automatic behaviours based on processed information.

Furthermore, Angell (2015:122) states that perception is the consciousness of particular material things present to sense. So, perception can be defined as receiving stimuli through the senses, which is preceded by the attention or awareness that the individual can determine, interpret, and appreciate about what is observed, how a person sees, views or views or defines something. In addition, Wang (2007:1-2) says that perception is a set of internal sensational cognitive processes of the brain at the subconscious cognitive function layer that detects, relates, interprets and searches internal cognitive information in mind.

In other words, perception is people's opinion about something that they thought is true. It means that perception refers to someone's sense or view toward a certain object. perception is people's opinion about something that they thought is true and understands them. The correlation is how students' motivation on their perception of ability in learning English. Robbins (1997) points out that perception is how individuals organise and interpret their sensory experience to bring meanings to them. It

means a process by which individuals organise and interpret their sensory impressions to give meaning to their

environment. Thus, it can be said that perception refers to someone's sense or view toward a certain object. In other words, a student's perception is can be the essential factor to support the teaching-learning process itself.

Perception can be defined as people recognition and interpretation of sensory information. Perception also includes how people respond to the information. People can think of perception as a process where they take in sensory information from the environment and use it to interact with the environment. Perception allows people to take the sensory information in and make it meaningful.

Some experts state all the definitions above that are similar. One's perception can affect their actions toward something in life because through perception, everybody can perceive the same thing in a different view, or it will vary from person to person. Therefore, the researcher concludes that the perception is a set of processes by which a person becomes aware of and interprets information about certain objects, which may be by way of experience, exposure, or any other interaction.

On the other side, Robbins defined perception and explained some perception indicators to know how to gather

information through human perceptions. Those indicators are divided into two hands as follows:

ACCEPTANCE

The process of acceptance or reabsorption is an indicator of perception in the physiology stage; it is about the function of the five senses in grasping external stimuli. This means that the information submitted by individuals to another will be absorbed or accepted by the five senses, both sight, hearing, touch, smell, and tasting individually or together.

UNDERSTANDING

It means the result of the analysis is subjective or different for each individual.

EVALUATION

Evaluation is stimulus from the outside that the senses have grasped and then evaluated by individuals. This evaluation is very subjective. It will be a different perception of each person in the environment. One individual assesses a stimulus as difficult and boring, but other individuals judge the same stimuli as good and pleasant.

There are many types of perception, according to Zaden (1984:109). There are person perception, social perception, and situation perception.

PERSON PERCEPTION

Person perception refers to how we come to know and think about others, their characteristics, qualities, and inner state. We construct the image of others in ways that serve to stabilise, make predictions, and render our manageable view of the social world to the extent to which we attribute stable traits and enduring disposition to others people. We feel that we are better able to understand their behaviour and predict their future actions, and we use their nations to guide our interaction with them.

A person without sight may perceive sound different than somebody with the ability to see. Each person's individual perception is based on people's life experiences. With that being the case, no two people's perception of the same situation is likely to be the same.

This type correlates to students who have personal Perception or their Perceptions. Every student has a different perception to think about the characteristic of the teacher, the way the teacher teaches, the quality of the teacher, even the instructional media used teacher in the teaching and learning process. Every student also has a different perception about what teacher teaches the material. So

it could be concluded that personal perception refers to a general tendency to form impressions of other people; the different conclusions we make about other people are based on our beliefs.

SITUATION PERCEPTION

Social psycholinguistics views a situation as all the social factors that influence a person's experience or behaviour at a given time and given a place. It is an interaction of time and space within which we act in specific ways. The situational context in which stimuli occur has consequences for their interpretation. Any one of multiple words may

emerge. Depending on which stimuli we register. The linkage we make among these stimuli in our interpretation of the stimuli.

This typically means that people's perceptions are different based on the situation. The students' attitude in the past is foreign students' attitude now. It is because of the social factors that influence a person's behaviour. It is also about the difference of knowledge students that flow the information and technology, thereby affecting the students' thought.

SOCIAL PERCEPTION

Social Perception means that trying to understand people, whether professional

athletes, political, criminals, leader, entertainer, or loved and closer to home is not an essay task. Knowing that other people have thoughts, beliefs, emotions, intentions, and desires, being able to read other people's inner states based on their words, behaviour, and facial expression. Social Perception is a complex process; people observe other people's behaviour carefully until they get a complete analysis of the person, situation and behaviour. This means that people perceive something to depend on the quality of knowledge. People who have high quality will give good perception. They can read other people's Perceptions in a different activity.

In addition, According to Smith in Rezkiah (2017), some factors affect perceptions. They are:

1. A typical characteristic of the stimulus objects consists of the value, meaning, distance, and intensity of existence. The deal is the characteristic of stimulus as the value from the objects that the stimulus perceives.
2. Personal factors include a typical characteristic of an individual such as intelligence, intensity, interest, etc.
3. The factor of the group effect interpreting another people can offer advice to a certain manner.

4. The factor of culture differentiation.

In addition, Sperling (2000) says that there are several elements of perception, such as:

The first is personal feeling; emotional, strong desire attitudes can influence a personal response because those are different for everybody. The personal situation will be different whether feel happy or not happy with the background.

The second is learning experiences, which means that students' opinions about what they have received and what they want to do with the object they learn.

On the other hand, one aspect that can also influence someone's perception is belief. Smith (2001) argues that one could begin to perceive an object that one fully believed. Briefly, we can perceive something that we are wholly familiar with. The memory causes it we save in our mind.

The different perceptions around people are also found in the school environment; some students have a different perception about their English teachers' performance because teachers employ different kinds of

instructional media. Those perceptions are affected by several factors, such as typical characteristics, personal

factors, culture, experience, and beliefs.

In addition, the process of a person's perception formed depends on the attitude of each individual. In essence, attitude is an interrelation of various components, in which the details according to Walgitu (1989) are three, namely:

The first is cognitive components (perceptual components), which are components related to knowledge, views, and beliefs, which relate to how people perceive objects of attitude.

The second is an effective component (emotional component), which is a component that is associated with feeling happy or not happy with the object of attitude. Feeling pleasure is a positive thing, while displeasure is a negative thing.

The third is conative components (components of behaviour or action components) related to the tendency to act on objects of attitude. This component shows the intensity of mentality, which shows the size of the movement to act or behave a person towards the thing of philosophy.

From those theories, the researcher can conclude that perception is someone's view of an object to judge whether positive or negative. Some elements that will

influence it depends on the students or person's attitude, feeling and knowledge to perceive an object.

The perception is affected by two factors, namely the internal and external. Internal factors: Amongst the internal factors are:

NEEDS AND DESIRES

The perception of relatively satisfied people differs significantly from those of frustrated individuals. People at different levels of needs and desires perceive the same thing differently. Furthermore, people's expectations, motivations, and desires also shape their perception of others and situations around them.

PERSONALITY

Individual characteristic behaviour strongly influences what you perceive about that individual. It is a trite saying that optimistic people perceive things in favourable terms, pessimistic beings in negative terms. Between the optimist and the pessimist exist a category of people capable of perceiving others accurately and objectively. They sum this issue in the following outline: Secure individuals tend to perceive others as warm, not cold. Thoughtful individuals do not expose themselves by expressing extreme judgement of others. Persons who accept

themselves and have faith in their individuality perceive things favourably. Self-accepting individuals perceive themselves as liked, wanted and accepted by others.

EXPERIENCE

Combined with knowledge, experience has a perpetual impact on an individual's perception. Successful experiences enhance and boost the perception ability and lead to accuracy in a person's perception, whereas failure erodes self-confidence.

Meanwhile, external factors: Listed under this sub-head are:

SIZE

The perceptual stimulus of larger sizes has higher chances of being perceived. This is because the factor of size is commonly associated with dominance and others standing out for selection. A straightforward example is that a full page advert catches more attention than those less than a page.

INTENSITY

This factor has to do with promoting the chances that a stimulus is selected. For example, some strategies that foster intensity underline bolding or italicising words in a written text. The greater the intensity of a stimulus, the more likely it will

be noticed.

FREQUENCY

Addresses the attention that accrues from the steady repetition of a particular stimulus that is the art of repetition simply attracts our alertness and provost our sensitivity to the message being sent across. The stimulus that is repeated with greater intensity is more likely to qualify for selection, as it were.

STATUS

The status of a person being perceived exerts many influences on perception. Within an organisation, highly placed officers expectedly influence employees than persons who occupy lower rungs of the organisation's hierarchy.

III. Research Method

RESEARCH DESIGN

The method of this research was qualitative descriptive methodology. Qualitative research methods were used to examine questions that can best describe how participants in a study perceive and interpret various aspects of their environment. Qualitative research refers to process-oriented methods used to understand, interpret, describe, and develop a theory on a phenomenon or set. It is a systematic, subjective approach used to describe life experiences and give them

meaning.

In this study, the researcher investigated students' responses toward the media used by the teachers; it is along with the objective of this study to identify students' perceptions by doing observation and interviews to collect the data.

IV. Result and Discussion

Media Used by the Teacher in Teaching English is based on the observation checklist; the researcher has found the kinds of media used by teachers in teaching English. There were six various media that the teacher used in teaching English, namely whiteboard, English book, Dictionary, laptop, LCD projector, and speaker.

WHITEBOARD

Whiteboard is a hard, smooth white surface used for writing or drawing with a marker. Whiteboard is categorised as visual media, which is the most tools used by the teacher in the teaching and learning process. The teacher used a whiteboard to write down the materials taught to students based on the observation. The teacher was easily delivered the subject by writing on the whiteboard/chalkboard. Writing on the whiteboard helps students take note of the materials. The teacher also asked students to write on the whiteboard the example of

the materials. The students have braved to come forward in front of them to write the materials that they understand.

ENGLISH BOOK

English book is the media used by the English teacher to teach English. It contains material or verbal information about the subject. English book is also categorised as print media used as a basic instructional guide by the teacher. Based on the observation, the teacher used an English book by delivering the material about giving suggestions. At the time, the teacher read the material and asked the students to repeat after her. The students were enthusiastic about learning English using the book.

DICTIONARY

Dictionary is the print media containing the words from alphabet A- Z that have the meaning and pronounce it well. Based on the observation, the teacher asked students to use Dictionary when they didn't know the meaning of vocabulary. The students find the meaning of the words they didn't know in the Dictionary.

LAPTOP AND LCD PROJECTOR

The laptop is one of the media audiovisuals used by the teacher in the classroom. The teacher used a laptop to connect with LCD Projector and showed

the material by PowerPoint presentation. The teacher used PowerPoint presentations as teaching tools through the use of projectors. The teacher showed what the material means

Whether pictures or films without showing the real things. The teacher gave information to the students more easily, and the students could understand and get the information more easily too because the teacher showed what they talked about. The students could see directly what the teacher meant.

SPEAKER

Speaker is categorised as audio media that are useful because of its sound. The teacher used this media to play a song to stimulate students' listening comprehension. The teacher played a song, and the students listened to the song, filled the missing lyrics. After that, the teacher asked the students to translate the song's lyrics.

The results of this study reveal that the English teacher utilized a variety of instructional media to enhance the learning process, which included both traditional and modern tools: whiteboard, English book, dictionary, laptop, LCD projector, and speaker. Each of these media served specific pedagogical functions and catered to

different learning styles and language skill areas (Aziz & Dewi, 2020). The whiteboard, a commonly used visual aid, was not only employed for presenting lesson content but also for facilitating student engagement through interactive activities such as writing exercises. This allowed students to actively participate and visually reinforce their understanding of the material. Similarly, the English textbook functioned as a structured source of input, offering essential content aligned with the curriculum. It enabled the teacher to guide students through controlled reading and pronunciation tasks while ensuring consistency in content delivery. Dictionaries further supported learner autonomy by encouraging students to independently seek the meanings of unfamiliar words, thereby fostering vocabulary expansion and empowering students to become self-reliant learners.

In addition to these conventional tools, the integration of digital media significantly enriched the classroom experience. The laptop and LCD projector were used to display PowerPoint presentations, images, and short videos, creating a multimodal learning environment that appealed to visual learners and helped clarify abstract concepts through visual representation (Aziz & Dewi, 2020). The

teacher's strategic use of technology enabled a shift from text-heavy instruction to more engaging, contextualized learning, enhancing both comprehension and retention. These practices align with multimedia learning theories that assert learners understand and remember information better when it is presented through both verbal and visual formats. Moreover, the use of audiovisual aids reflects a pedagogical evolution toward blended learning approaches, which have been widely recognized in educational research as effective in increasing student motivation, particularly in language learning.

The speaker, as an audio-based medium, played a pivotal role in improving listening skills, one of the core competencies in language acquisition. By playing English songs and conducting gap-fill lyric activities, the teacher immersed students in authentic listening experiences, fostering not only vocabulary recall but also listening fluency, pronunciation, and syntactic awareness. The follow-up translation activities further bridged the gap between comprehension and productive skills. Music-based instruction has been proven to reduce anxiety, increase retention, and foster cultural understanding, thereby making it a powerful complement to

standard classroom instruction. In this way, the teacher successfully integrated informal, enjoyable learning moments into the formal structure of the classroom, contributing to a more holistic and student-centered learning environment.

The strategic combination of these various media not only supported the development of the four essential language skills listening, speaking, reading, and writing but also reflected a learner-centered approach that accommodated diverse learner needs and preferences. The teacher's flexibility in using both traditional and digital resources demonstrated an awareness of how different tools could serve distinct pedagogical purposes. For example, while print media like textbooks and dictionaries offered depth and structure, digital tools such as projectors and speakers brought variety, interactivity, and real-world relevance to the classroom. This integration mirrors the principles of 21st-century education, which emphasize the importance of digital literacy, personalized learning, and multimodal communication.

Furthermore, the observed teaching practices show that media use was not isolated or incidental but part of a coherent instructional strategy aimed at enhancing learner engagement and understanding. The

teacher did not rely on any single medium but rather selected and combined tools based on the lesson's objectives and students' needs. This intentionality is crucial in effective media integration, as it aligns with the concept of pedagogical content knowledge the ability to select the most appropriate teaching methods and tools for conveying specific subject matter. In this context, the media served not merely as delivery mechanisms but as facilitators of meaningful learning experiences that engaged students cognitively, emotionally, and socially.

These findings carry important implications for English language teaching, particularly in EFL (English as a Foreign Language) contexts where resource availability and student motivation can pose challenges (Aziz et al., 2022). The use of diverse and adaptable media can bridge gaps in understanding, accommodate different proficiency levels, and foster a more inclusive and dynamic learning environment. However, the success of media integration also depends on teacher competency and pedagogical flexibility. Educators must be trained not only in the technical use of media tools but also in designing lessons that effectively incorporate them to support learning goals.

In light of these observations, future research should explore the impact of specific media combinations on student outcomes, as well as student perceptions of media-supported learning. Investigating how media use influences long-term retention, language production, and classroom engagement would provide deeper insights into the pedagogical effectiveness of different instructional approaches. Moreover, examining the role of teacher training and institutional support in media integration can offer valuable guidance for professional development programs.

In conclusion, this study illustrates that the thoughtful use of a variety of instructional media ranging from whiteboards and textbooks to digital projectors and audio systems can significantly enrich the English language learning experience. When used intentionally and in alignment with pedagogical goals, media serve as powerful enablers of student participation, comprehension, and skill development. As educational landscapes continue to evolve with advancements in technology, embracing a multimodal, media-rich approach to teaching English can help educators meet the diverse needs of learners and create more engaging, effective, and

inclusive classrooms.

V. Conclusion

The findings of this study underscore the significance of instructional media in the English language teaching (ELT) process at the observed educational institution. Through the triangulation of observation checklist data and qualitative insights derived from student interviews, it was evident that the English teacher incorporated a diverse range of media tools to support the instructional process, including the use of traditional and digital media such as a whiteboard, English textbooks, dictionaries, laptops, LCD projectors, and speakers. These tools played a crucial role in facilitating student engagement and enhancing the learning atmosphere. The majority of the students expressed favorable perceptions regarding the integration of these media, reporting that the use of such tools positively impacted their learning experience. Specifically, students noted that these media resources made English lessons more enjoyable and dynamic, leading to heightened enthusiasm, increased classroom participation, and deeper motivation to engage with the language. Moreover, learners indicated improved comprehension of instructional material, enhanced vocabulary acquisition, and more

accurate pronunciation skills. The students also highlighted how the media aided them in generating new ideas, articulating their thoughts, and applying their language skills in everyday communication—indicating a clear pedagogical advantage in terms of both cognitive and affective learning domains. However, it is critical to acknowledge that a minority of students reported challenges associated with the media used, such as difficulty maintaining enthusiasm or properly pronouncing English words, suggesting that while the integration of media can be generally beneficial, its effectiveness may be contingent upon individual learner differences, teacher proficiency in media usage, and contextual factors such as class size and technical support. These disparities underscore the importance of implementing a more differentiated instructional strategy that accommodates diverse learning needs and preferences. The data collected in this research also imply the need for continuous professional development for teachers in utilizing educational media effectively to ensure equitable learning outcomes. In conclusion, the integration of both conventional and modern media in the ELT classroom has the potential to significantly enrich the learning experience by fostering a more interactive, engaging, and supportive

environment. However, its implementation should be strategically aligned with pedagogical objectives and responsive to the heterogeneity of student needs to optimize educational efficacy. Future research may benefit from a longitudinal approach, examining the long-term effects of media usage on language acquisition and academic performance, as well as incorporating comparative studies across different educational settings to generalize findings more robustly. Such studies could also explore the role of emerging technologies, such as augmented reality (AR) and artificial intelligence (AI), in further transforming the landscape of English language education in the digital age.

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