

Students' Perceptions of The Digital Media Used By English Lecturers on Teaching English

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Received on Nov 21st, Revised on Dec 8th, Published on July, 30th 2022

ABSTRACT

The rapid integration of digital media in education has transformed teaching and learning processes, particularly in English language instruction. This research investigates students' perceptions of the digital media utilized by English lecturers in teaching English, focusing on its effectiveness, accessibility, and impact on learning outcomes. Employing qualitative descriptive methodology data were collected through questionnaires and interviews. The results show that Spada Unihaz is the most frequently used media for learning English, with 80% usage. Students also use other platforms like Zoom, WhatsApp Group, and Google Classroom. Most students (95%) believe digital media helps improve their English skills, with 77.8% believing it improves speaking, 88.9% listening, 83.7% writing, and 82.2% reading skills. However, 85.4% of students face technical difficulties and lack of guidance. Despite these challenges, 95.3% of students prepared themselves before class and felt the facilities supported their learning process. However, challenges such as technical issues, inconsistent usage, and the digital divide were also highlighted. The research underscores the importance of selecting appropriate digital tools and offering adequate training to maximize their potential. These results have implications for English lecturers, suggesting the need for strategic integration of digital media in teaching practices to foster effective and inclusive language learning environments. The research concludes that while digital media is beneficial, it still presents challenges that need to be resolved for optimal effectiveness.

Keywords: Online Learning, Digital Media, Perception

ABSTRAK

Integrasi media digital yang cepat dalam dunia pendidikan telah mengubah proses belajar mengajar, khususnya dalam pengajaran bahasa Inggris. Penelitian ini menyelidiki persepsi mahasiswa terhadap media digital yang digunakan oleh dosen bahasa Inggris dalam pengajaran bahasa Inggris, dengan fokus pada efektivitas, aksesibilitas, dan dampaknya terhadap hasil pembelajaran. Dengan menggunakan metodologi deskriptif kualitatif, data dikumpulkan melalui kuesioner dan wawancara. Hasil penelitian menunjukkan bahwa Spada Unihaz merupakan media yang paling sering digunakan untuk belajar bahasa Inggris, dengan 80% penggunaan. Mahasiswa juga menggunakan platform lain seperti Zoom, WhatsApp Group, dan Google Classroom. Sebagian besar siswa (95%) percaya bahwa media digital membantu meningkatkan kemampuan bahasa Inggris mereka, dengan 77,8% percaya bahwa media digital dapat meningkatkan kemampuan berbicara, 88,9% mendengarkan, 83,7% menulis, dan 82,2% membaca. Namun, 85,4% siswa menghadapi kesulitan teknis dan kurangnya bimbingan. Terlepas dari tantangan-tantangan ini, 95,3% siswa mempersiapkan diri sebelum kelas dan merasa bahwa fasilitas yang ada mendukung proses belajar mereka. Namun, tantangan seperti masalah teknis, penggunaan yang tidak konsisten, dan kesenjangan digital juga disoroti. Penelitian ini menggarisbawahi pentingnya memilih alat digital yang tepat dan menawarkan pelatihan yang memadai untuk memaksimalkan potensi mereka. Hasil penelitian ini memiliki implikasi bagi para pengajar bahasa Inggris, yang menunjukkan perlunya integrasi strategis media digital dalam praktik pengajaran untuk mendorong lingkungan pembelajaran bahasa yang efektif dan inklusif. Penelitian ini menyimpulkan bahwa meskipun media digital bermanfaat, namun masih ada tantangan yang harus diselesaikan untuk efektivitas yang optimal.

Kata kunci: Pembelajaran Online, Media Digital, Persepsi

INTRODUCTION

The advancement of technology has introduced digital media as a critical component in modern education, particularly in the teaching of English. Digital tools such as learning management systems, video platforms, and interactive applications have transformed traditional classroom dynamics, offering innovative ways to enhance language acquisition. These tools can provide students with multimedia resources, foster interactive learning, and enable personalized instruction (Ahmad, 2021).

Despite its potential benefits, the effectiveness of digital media largely depends on how it is perceived and utilized by students. Factors such as ease of access, relevance to the curriculum, and lecturers' proficiency in using digital tools play a vital role in shaping these perceptions. This study aims to explore students' views on the use of digital media by English lecturers, identifying both its strengths and challenges in fostering effective English learning. According to Binmahboob (2020), the internet has become a crucial part of everyday life, providing access to information and communication on a global scale. In education, the use of digital platforms, such as educational software, online learning media, interactive videos, and educational apps, has greatly facilitated students' access to knowledge information and facilitates the delivery of learning.

Traditional learning methods are conducted in the classroom, with educators being experts in teaching and learning activities. However, with the advent of digital platforms, students now have a role in managing their learning activities. They can access advanced texts through the web, enabling them to learn independently and improve their quality of life. Digital media, such as educational software, online learning media, interactive videos, and educational apps, have enabled learners to gain wider and more flexible access to learning materials. Interactivity offered by digital media increases learners' engagement in the learning process, while educators can present materials in a more engaging way and according to individual learning styles (Melati, 2020). Collaboration between learners and educators is also facilitated through digital media, opening up opportunities for the exchange of ideas and knowledge across regions.

In the implementation of Blended Learning at Prof. Dr. Hazairin, SH University, the blended learning approach alternates weekly, with face-to-face meetings/offline classes held in the first week and online learning in the second week. The university uses platforms Learning Management System (LMS) like SPADA and Zoom meetings for assignments, with Zoom meetings or Google Meet for face-to-face interactions. Therefore, the researcher conducted a research entitled "Students' Perceptions of The Digital Media Used By English Lecturers on Teaching English at the English Education Study Program of University Prof. DR. Hazairin, S.H.

METHODOLOGY

This study employs a qualitative descriptive methodology. Qualitative research methods were used to examine question that can best be verbally describing 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 setting. It is a systematic, subjective approach used to describe life experiences and give them meaning. 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 interview to collect the data. This study was conducted at Prof. Hazairin SH University. The study focuses on all students enrolled in the English language course at Prof. Hazairin SH University. In this regard, this location is considered suitable for conducting the research as it represents both the population and the sample for this study. In this study, the researcher collects the data with close-ended questionnaires, it means that the researcher provided questions with alternative direct answers from which students can choose in

order to find out the students' perception of the media used by English teacher in teaching speaking skill at the english education study program of university prof. Dr. Hazairin, SH

FINDINGS AND DISCUSSION

Findings

The following of research findings, what are Students' Perceptions Of The Digital Media Used By English Lecturers On Teaching English At University Prof. Dr. Hazairin, SH. The questionnaire has two distinct categories of questions, specifically closed questions. There are two types of questions: closed-ended questions and open-ended questions. Each category has many inquiries designed to assess students' perspectives on using social media for English language acquisition. This research began with the licensing process, distribution, and collection of questionnaires conducted over the past few months. The questionnaire was distributed to students, namely 45 respondents. Here are the research findings :

The Use of Digital Media

Table 1. The Use of Digital Media

Type of Digital media	Qty	Percent (%)
Zoom	29	64,4
Spada Unihaz	36	80,0
Google Classroom (G.C.)	8	17,8
Blogspot/tumblr/wordpress	2	4,4
Whatsapp Group (WAG)	24	53,3
Telegram	6	13,3
Edmondo	0	0,0
Line	2	4,4

Table 1 reveals that Spada Unihaz is the most frequently used media for learning English among the students, with a usage rate of 80%. Following Zoom is utilized by 64.4% of students, and Whatsapp Group by 53.3%.

Students' Perception on Using Digital Media in Learning English

Table 2. Digital Media Helpfulness During Learning Process

	Qty	Percent (%)
Yes	41	95,3
No	2	4,7
Total	45	100

Table 2 demonstrates that the majority of respondents agree that digital media significantly aids them as a learning tool for studying English, with an overwhelming 95,3% supporting this perspective. In contrast, only 4,7% of respondents disagree, indicating that they do not find social media helpful in the learning process. This disparity highlights a strong consensus among students that digital media enhances their ability to learn English.

Figure 1. below shows that the majority of participants perceive the use of digital media as beneficial for improving their language skills. Specifically, 88,9% of respondents believe that digital media aids in enhancing their listening abilities. Following closely, 83,7% of participants find it helpful for improving their Writing skills. Additionally, 82,2% of students report that digital media supports their Reading development, and 77,8% see benefits for their Speaking skills. These percentages illustrate that students recognize the value of digital media across various aspects of language learning, with the highest impact observed in speaking and listening skills.

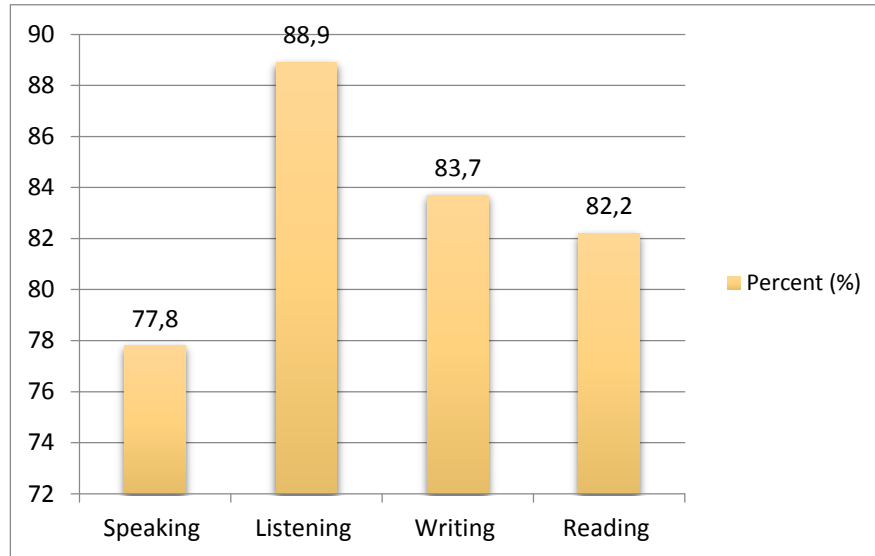


Figure 1. Social Media Helps Improving Language Skills

The data suggests a widespread appreciation among students for the multifaceted benefits of digital tools in language education, highlighting the importance of integrating these resources into teaching methodologies to support and enhance language acquisition.

Table 3. Students Facing Obstacles During Learning Process by Using Digital Media

	Qty	Percent (%)
Yes	38	85,4
No	6	14,6
Total	45	100

Table 3 reveals that 85,4% of participants encounter some obstacles when using social media during the learning process, while 14,6% report that they do not face any obstacles. This indicates that a significant majority of participants experience challenges with integrating digital media into their learning routines. Despite the recognized benefits, the data highlights that there are still considerable hurdles that need to be addressed to optimize the use of digital media in education. This suggests a need for targeted support and resources to help students effectively navigate and overcome these obstacles, ensuring that the full potential of digital media as a learning tool can be realized.

Table 4. Students' Preparation Before Learning Activity

	Qty	Percent (%)
Yes	32	74,4
No	11	25,6
Total	45	100

Table 4 shows that 74,4% of participants engage in some form of preparation before beginning their English class, whereas only 25,6% do not engage in any preparatory activities. This data indicates that the vast majority of students recognize the importance of preparing for their English classes, likely enhancing their readiness and performance. The high percentage of students who prepare suggests a proactive approach to learning, which could contribute to better understanding and retention of the material covered in class. This trend highlights the value that students place on preparation as a key component of their academic success in language learning. Table 5 below reveals that 90,9% of participants stated that the facilities they have support the learning process. This indicates that all students have access to resources and environments conducive to effective learning.

Table 5. The Facilities are Supporting Learning Process

	Qty	Percent (%)
Yes	40	90,9
No	5	9,1
Total	45	100%

Such unanimous agreement underscores the importance of adequate facilities in enhancing educational outcomes and suggests that the current infrastructure is meeting the students' needs for their studies. This universal satisfaction with the available facilities likely contributes to a more efficient and productive learning experience.

Table 6. The Use of digital Media in Accordance with Learning Course Objective

	Qty	Percent (%)
Yes	40	88
No	5	12
Total	45	100

Table 6 shows that 88% of the respondents agree that the use of social media aligns with the purpose of learning English in class, while 12% stated that it does not align with the learning objectives. This indicates that the majority of students perceive digital media as effectively supporting the goals of their English courses. The high percentage of agreement suggests that social media is considered a valuable tool in the educational process, enhancing the relevance and engagement of learning activities. This positive perception among most students underscores the potential of digital media to complement traditional teaching methods and achieve educational objectives.

Discussion

Students' Perceptions of Digital Media Effectiveness

The findings emphasize the need for lecturers to strategically integrate digital tools to foster effective and inclusive learning environments. The data presented above is derived from a questionnaire that utilized closed-ended questions. In detail, the research results provide descriptions of each indicator and sub-indicator regarding students' perceptions of using social media in their learning process. This comprehensive analysis offers insights into how students perceive the effectiveness, challenges, and alignment of digital media with their educational objectives.

According to Heong (2020) in educational objectives, understanding students' thinking styles can help teachers become more effective and engaged in classroom activities that meet their students' thinking needs. Unsimilar opinion with Clark (2020) A learner-centered approach suggests that we design lessons that accommodate human learning processes regardless of the media involved.

Additionally, students also engage with other social media platforms such as blogging media, Google Classroom (G.C.), Telegram. and Line to support their learning. According to Apriani & Melati (2018) the use of technology is chosen to be integrated in the learning process. And Blogging is one of the activity that can be used to motivate the students to write actively and constructively. By using blog, teachers can help students to write constructively, promote students' autonomy and enhance their motivation. Hazairin (2020) the use of Zoom Cloud Meeting as an innovative english learning media also is very important in teaching and learning. This data indicates that students are not confined to a single digital medium but are instead leveraging multiple platforms to enhance their English language skills. The diverse use of digital media underscores the adaptability and resourcefulness of students in seeking out various tools and resources to aid their language learning process.

This multi-platform approach suggests that integrating different digital media into educational strategies could be beneficial in catering to varied learning preferences and maximizing the effectiveness of English language education. According to Binmahboob (2020), Harianja (2019) and

Prastiyo (2018), YouTube gives a real chance for the students to interact in the class and to speak freely and get improved in pronunciation. The study recommended using YouTube as an integral instructive tool in English language classes. The high percentage of positive feedback underscores the effectiveness of integrating digital tools and platforms into language learning strategies. This suggests that students are increasingly leveraging social media and digital resources to complement traditional learning methods, thereby enhancing their engagement, motivation, and overall learning experience. The findings reinforce the notion that digital media plays a crucial role in modern education, offering innovative ways to support and enrich the learning process.

The majority of students reported that digital media enhanced their learning experience by making lessons more interactive and engaging. Tools such as video tutorials and online quizzes were particularly effective in improving listening and vocabulary skills. These findings align with previous research by Al-Mukhaini (2019), which highlighted the role of digital media in facilitating active learning. While 85% of students acknowledged the accessibility of digital media, some noted challenges related to technical issues and inconsistent internet connectivity. Furthermore, students emphasized the importance of user-friendly interfaces and clear guidance from lecturers on using digital tools effectively. Students identified several challenges, including a lack of consistency in digital media usage among lecturers and varying levels of digital literacy.

These issues often led to frustration and decreased motivation. Similar findings were reported by Khalil (2020), who stressed the need for lecturers to receive adequate training in digital pedagogy. The findings suggest several implications for English lecturers and educational institutions. First, lecturers should prioritize consistent and strategic integration of digital media in their teaching practices. Second, institutions must provide professional development programs to enhance lecturers' digital competencies. Lastly, addressing technical barriers, such as improving internet infrastructure and offering technical support, is essential for maximizing the benefits of digital media in English instruction.

CONCLUSION

From the research findings, it is evident that students hold a predominantly positive view regarding the integration of digital media into their English language learning experience during the pandemic. A significant majority agree that digital media has significantly facilitated their learning journey in mastering English. Digital platforms have proven instrumental in providing accessible learning resources, simplifying the learning process by eliminating the need for physical travel, and capitalizing on students' existing proficiency with digital tools. The findings of this research also suggest that students generally perceive digital media as a valuable tool in English language instruction. However, its effectiveness is influenced by factors such as accessibility, usability, and the lecturers' proficiency in integrating technology into their teaching practices. To address these challenges, the following recommendations are proposed. Institutions should provide training programs for lecturers to enhance their digital literacy and pedagogical skills. Establishing standardized guidelines for digital media integration can ensure consistency and effectiveness in teaching practices. Providing technical support and resources can help students overcome challenges related to digital media usage. By addressing these areas, digital media can be more effectively utilized to create inclusive and engaging learning environments in English language instruction.

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