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EXPLORING STUDENTS' PERCEPTIONS OF THE LEARNING MEDIA USED BY EFL TEACHERS (Descriptive Quantitative Study the 2nd Semester of TBI UINFAS Bengkulu)

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ABSTRACT

This study aimed to explore 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. The research used a descriptive quantitative method with a survey design. The population consisted of 58 students, and all students were selected as the sample through total sampling technique. Data were collected through questionnaires, observation, and documentation. The questionnaire consisted of 30 items measured using a four-point Likert scale. The data were analyzed using validity and reliability tests, normality and linearity tests, t-test, and coefficient of determination analysis with SPSS 25. The results showed that learning media had a positive and significant influence on students' perceptions. This was proven by the significance value of 0.000, which was lower than 0.05, and the t-count value of 7.989. The regression coefficient value of 0.762 and beta coefficient of 0.730 indicated a strong positive relationship between learning media and students' perceptions. Furthermore, the coefficient of determination test showed an R Square value of 0.533, meaning that learning media contributed 53.3% to students' perceptions. These findings indicate that effective and engaging learning media can improve students' motivation, participation, and positive perceptions toward English language learning.

Keywords Students' Perceptions, Learning Media, EFL Teaching, English Learning

A. Introduction

English as a Foreign Language (EFL) education in Indonesia has an important role in preparing students to face the demands of globalization. English is widely used as an international language in many aspects of life, including education, business, technology, and communication. Because of this, universities are expected to provide effective English instruction that helps students improve their language skills. In the learning process, teachers are not only responsible for delivering the material but also for selecting appropriate learning media that can support students in understanding lessons more effectively (Khothori & Suzanne, 2020). The use of suitable

learning media can create a more engaging and productive classroom atmosphere for students (Fitri, 2024).

Learning media functions as a tool that assists teachers in transferring knowledge and helps students understand learning materials more easily. Along with technological developments, learning media has become more varied, ranging from traditional media such as textbooks and whiteboards to modern digital media such as videos, online learning platforms, and educational applications (Riski, 2023). In EFL teaching, the use of learning media is expected to make learning more interactive and interesting for students. However, the effectiveness of media depends not only on the media itself but also on how students perceive and respond to it during the learning process (Anggraeni, 2022).

Students' perceptions toward learning media are important because they can influence learning effectiveness and student participation in the classroom. Perception refers to students' opinions, feelings, and evaluations regarding the media used by teachers. Some students may prefer digital and interactive media because they are more attractive and flexible, while others may feel more comfortable using conventional media such as printed books or direct classroom interaction. Therefore, understanding students' perceptions is necessary to determine whether the learning media used by teachers are suitable for students' needs, preferences, and learning styles (Komang et al., 2021).

The English Language Education (TBI) Study Program at UINFAS Bengkulu also faces challenges in selecting learning media that are relevant to current technological developments and students' characteristics. In the second semester, lecturers use various kinds of media in EFL teaching, including both traditional and technology-based media. However, there is still limited research discussing students' perceptions of the media used by EFL lecturers in this study program. For this reason, this study is conducted to explore students' views and responses toward the learning media applied in EFL classrooms. The findings are expected to provide a clearer understanding of the effectiveness of these media in supporting English learning.

This study uses a descriptive quantitative approach to obtain systematic and measurable data about students' perceptions of learning media. A questionnaire is used as the main instrument to collect data from students regarding different aspects of the media used in EFL teaching (Sari et al., 2021). Through this approach, the researcher can analyze students' opinions objectively and identify factors influencing their perceptions, such as ease of use, accessibility, attractiveness, and relevance to students' daily lives (Pardede, 2020). In addition, this study also examines how learning media affect students' motivation, engagement, and understanding of the learning material during the classroom process (Rajagukguk, 2025).

Overall, this research aims to identify students' perceptions of the learning media used in EFL teaching at the TBI Study Program of UINFAS Bengkulu. The results of this study are expected to provide useful information for lecturers in selecting more appropriate and effective learning media that suit students' needs and preferences. Furthermore, this study is also expected to contribute to curriculum development and the improvement of EFL teaching quality, not only at UINFAS Bengkulu but also in other universities in Indonesia. By understanding students' perceptions, teachers can create more interactive, enjoyable, and student-centered learning environments that support better English learning outcomes.

B. Research Method

This study used a quantitative approach with a descriptive research design to identify students' perceptions toward the learning media used by EFL lecturers (Sylphia Simanjuntak, 2021). The research was conducted at the English Language Education (TBI) Study Program, Faculty of Tarbiyah and Tadris, Fatmawati Sukarno State Islamic University of Bengkulu during the 2025/2026 academic year. A survey design was applied by distributing questionnaires to respondents, and the data were analyzed using descriptive statistics such as percentages and mean scores.

The population of this study consisted of 58 second-semester students of the English Language Education Study Program (TBI). Since

the population was relatively small, the researcher used a total sampling technique, meaning all students were selected as respondents. Data were collected through observation, questionnaires, and documentation. The questionnaire consisted of 30 items measured using a four-point Likert scale ranging from strongly agree to strongly disagree (Zou et al., 2024).

To ensure the quality of the instrument, validity and reliability tests were conducted. Validity testing was used to measure the accuracy of questionnaire items, while reliability testing used Cronbach's Alpha to determine consistency (Chen, 2021). The data were analyzed using descriptive statistics, followed by normality testing and a t-test to examine the significance of the research findings regarding students' perceptions of learning media in EFL classes (Gracella, 2020).

C.Result and Discussion

Data of Quality Test

a. Validity Test

Validity testing is carried out to determine whether a research instrument is capable of accurately measuring the variables it is intended to assess and whether it is consistent with the theoretical concepts underlying the study. An instrument with a high level of validity indicates that it can effectively capture the data required, thereby enhancing the accuracy and credibility of the research findings. In practice, validity testing is commonly performed using statistical techniques, such as analyzing the correlation between individual questionnaire items and the overall score, to evaluate the extent to which each item represents the construct being measured (Alghasab, 2020). The results of the validity test conducted in this study are presented as follows:

Table 4.1 Validity Test Results

Statement Items	r count	t table	Information
X.1	0.637	0.295	*Valid*
X.2	0.726	0.295	*Valid*
X.3	0.774	0.295	*Valid*
X.4	0.673	0.295	*Valid*
X.5	0.726	0.295	*Valid*
X.6	0.699	0.295	*Valid*
X.7	0.451	0.295	*Valid*
X.8	0.760	0.295	*Valid*
X.9	0.560	0.295	*Valid*
X.10	0.685	0.295	*Valid*
X.11	0.556	0.295	*Valid*
X.12	0.553	0.295	*Valid*
X.13	0.603	0.295	*Valid*
X.14	0.649	0.295	*Valid*
X.15	0.738	0.295	*Valid*
Y.1	0.606	0.295	*Valid*
Y.2	0.611	0.295	*Valid*
Y.3	0.563	0.295	*Valid*
Y.4	0.518	0.295	*Valid*
Y.5	0.659	0.295	*Valid*
Y.6	0.566	0.295	*Valid*
Y.7	0.673	0.295	*Valid*
Y.8	0.702	0.295	*Valid*
Y.9	0.616	0.295	*Valid*
Y.10	0.628	0.295	*Valid*
Y.11	0.610	0.295	*Valid*

Statement Items	r count	t table	Information
Y.12	0.707	0.295	*Valid*
Y.13	0.719	0.295	*Valid*
Y.14	0.589	0.295	*Valid*
Y.15	0.578	0.295	*Valid*

Source: Processed Data, SPSS25, May 2026

Based on the validity test results in Table 4.1, all statement items of the Learning Media Proficiency variable have an r-count value greater than the r-table value of 0.295. The r-count values range from 0.518 to 0.719, indicating that all items from Y.1 to Y.15 are valid. Therefore, all statement items are suitable for use as research instruments.

b. Reliability Test

Reliability testing is conducted to measure the consistency of a research instrument in producing stable and dependable data. In this study, reliability was tested using Cronbach's Alpha. An instrument is considered reliable if the Cronbach's Alpha value is greater than 0.60 (Sakkir et al., 2020). The results of the reliability test in this study are presented below:

Table 4.2 Reliability Test Results Table

Variabel	Nilai Cronbach Alpha	Number of Items	Ket
Student Perception (X)	0.904	30	*Reliabel*
Learning Media (Y)	0.886	30	*Reliabel*

Source: Processed Data, SPSS25, May 2026

Based on the reliability test results in Table 4.2, the Student Perception variable obtained a Cronbach's Alpha value of 0.904, while the Learning Media variable obtained 0.886. Since both values are greater than 0.60, all research instruments are considered reliable. This indicates that the instrument items have good consistency and are suitable for further analysis.

Prerequisite Analysis Test

a. Normality Test

The normality test was conducted to determine whether the research data were normally distributed. The test was performed using the Shapiro–Wilk Test in SPSS version 21. Data are considered normally distributed if the significance value is greater than 0.05 (Sheerah, 2022). The results of the normality test are presented in the following table:

Table 4.3 Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		58
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.17117197
Most Extreme Differences	Absolute	.086
	Positive	.086
	Negative	-.068
Test Statistic		.086
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
d. This is a lower bound of the true significance.

Source: Processed Data, SPSS25, May 2026

Based on the results of the normality test using the One-Sample

Kolmogorov-Smirnov method, the Asymp. Sig. (2-tailed) value obtained was 0.200, which is greater than 0.05. Therefore, it can be concluded that the residual data in this study is normally distributed. Thus, the normality assumption in the regression model has been fulfilled, so the data is suitable for further statistical analysis.

b. Linearity Test

The homogeneity test was conducted to determine whether the variances of the two research samples were equal. The test used the pretest scores of the experimental and control classes through the ANOVA procedure in SPSS version 25. Data are considered homogeneous if the significance value is greater than 0.05 (Yusuf, 2022). The results of the homogeneity test are presented in the following table:

Table 4.4 Linearity Test Results

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Learning Media * Student Perception	Between Groups	(Combined)	1237.758	20	61.888	3.237	.001
		Linearity	1036.023	1	1036.023	54.193	.000
		Deviation from Linearity	201.736	19	10.618	.555	.914
	Within Groups		707.345	37	19.117		
	Total		1945.103	57			

Source: Processed Data, SPSS25, May 2026

Based on the linearity test results in Table 4.4, the significance value of Linearity is 0.000, which is smaller than 0.05, indicating a significant linear relationship between Learning Media and Student Perception. Meanwhile, the Deviation from Linearity significance value of 0.914 is greater than 0.05, showing no significant deviation from linearity. Therefore, the relationship between the two variables meets the linearity assumption and is suitable for further regression analysis.

Hypothesis Testing

a. t-test

The t-test is conducted to examine the effect of each independent variable on the dependent variable individually. The decision-making process is based on the significance value and the comparison between the calculated t-value (t-count) and the critical t-value (t-table) (Dewi et al., 2025). An independent variable is considered to have a significant effect on the dependent variable if the significance value is less than 0.05, indicating that the proposed hypothesis is accepted. Additionally, if the calculated t-value exceeds the t-table value, the alternative hypothesis (Ha) is accepted and the null

hypothesis (H_0) is rejected. Conversely, if the calculated t-value is lower than the t-table value, the null hypothesis (H_0) is accepted and the alternative hypothesis (Ha) is rejected (Simanjuntak et al., 2023).

Table 4.5 T-Test Results

Coefficients[a]

Model	Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1(Constant)	12.946	4.675		2.769	.008
Learning Media	.762	.095	.730	7.989	.000

a. Dependent Variable: Student Perception

Source: Processed Data, SPSS25, May 2026

Based on the t-test results in Table 4.5, the Learning Media variable has a regression coefficient (B) of 0.762, a t-count of 7.989, and a significance value of 0.000. Since the significance value is less than 0.05, learning media has a significant positive effect on student perceptions. The Beta value of 0.730 also indicates a strong relationship between the two variables. Therefore, the research hypothesis is accepted, while the null hypothesis (H_0) is rejected.

Coefficient of Determination (R^2)

The coefficient of determination measures the ability of the model to explain the relationship between variables. The R Square (R^2) value ranges from 0 to 1, where a value closer to 1 indicates that the model better explains the dependent variable. Conversely, a value close to 0 indicates a weak regression model. The R^2 value also shows the percentage of variation in the dependent variable explained by the independent variables simultaneously (Januar, 2023).

Table 4.6 Results of the Coefficient of Determination Test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.730[a]	.533	.524	4.208

a. Predictors: (Constant), Learning Media
b. Dependent Variable: Student Perception

Source: Processed Data, SPSS25, May 2026

Based on the results of the coefficient of determination (R^2) test in Table 4.6, the R Square value was obtained at 0.533 or 53.3%. This indicates that the Learning Media variable is able to explain the variation in changes in the Student Perception variable by 53.3%, while the remaining 46.7% is influenced by other factors outside the research model that were not examined. In addition, the R value of 0.730 indicates that the relationship between learning media and student perception is classified as strong and positive. The Adjusted R Square value of 0.524 indicates that after adjusting for the number of variables and

research samples, the model's ability to explain the dependent variable remains at a fairly good level, namely 52.4%. Thus, it can be concluded that learning media has a significant contribution in influencing student perception, so that the regression model used in this study has a good ability to explain the relationship between the two variables (Nariyati & Pratiwi, 2020).

Discussion

This study aimed to explore 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. Learning media play an important role in English language teaching because they help teachers deliver learning materials effectively and facilitate students in understanding the content being taught. According to Faridah (2020), learning media are communication tools used to convey instructional messages from teachers to students in order to support learning objectives. In EFL classrooms, learning media may include PowerPoint presentations, videos, digital platforms, learning applications, visual materials, and other technological resources that assist students in acquiring language skills. Therefore, students' perceptions toward the learning media used by teachers become an important indicator in evaluating the effectiveness of English language instruction (Kemuda, 2024).

Based on the results of the t-test presented in Table 4.6, the Learning Media variable obtained a significance value of 0.000, which is lower than 0.05. In addition, the calculated t-value was 7.989, indicating that learning media significantly influence students' perceptions. Therefore, the research hypothesis is accepted. These findings indicate that the learning media used by EFL teachers positively affect how students perceive the learning process. The better and more effective the learning media are, the more positive students' perceptions become. This finding supports the study conducted by Alawadhi and Abu-Ayyash (2021), which found that appropriate learning media increase student engagement, interest, and positive attitudes toward English learning (Oktarini, 2023).

The regression analysis further revealed that the regression

coefficient (B) of the Learning Media variable was 0.762. This positive coefficient indicates that the relationship between learning media and students' perceptions is positive and unidirectional. Every improvement in the quality and effectiveness of learning media tends to be followed by an increase in students' positive perceptions toward learning activities (Elthia, 2025). Students generally perceive learning media positively when the media help them understand learning materials more clearly, make learning more interesting, and encourage active participation in classroom activities. According to Chen (2021), educational technology and multimedia resources can significantly improve students' learning experiences because they provide more interactive and engaging instructional environments (Nguyen, 2024).

The standardized beta coefficient obtained in this study was 0.730, indicating a strong positive relationship between learning media and students' perceptions. This finding suggests that learning media contribute substantially to shaping students' opinions and attitudes toward English language learning (Gulnaz et al., 2020). Learning media that are visually attractive, easy to access, and relevant to learning objectives tend to create positive learning experiences for students. As a result, students become more motivated, more confident, and more interested in participating in classroom activities. This finding is consistent with Mayer's Multimedia Learning Theory, which explains that students learn more effectively when information is delivered through a combination of verbal and visual channels (Al-Jannah, 2023).

The results of the linearity test presented in Table 4.5 further support the relationship between the two variables. The significance value of Linearity was 0.000, which is lower than 0.05, while the significance value of Deviation from Linearity was 0.914, which is higher than 0.05. These findings indicate that the relationship between learning media and students' perceptions is linear and does not deviate significantly from a straight-line pattern. Therefore, the regression model used in this study is appropriate for explaining the relationship between the variables. The linear relationship also implies that improvements in learning media are consistently

associated with improvements in students' perceptions. This finding strengthens the argument that learning media are an essential factor in creating positive learning experiences in EFL classrooms (Tanjung, 2025).

Furthermore, the coefficient of determination test revealed an R Square value of 0.533 or 53.3%. This means that learning media explain 53.3% of the variation in students' perceptions, while the remaining 46.7% is influenced by other factors not examined in this study. These factors may include students' motivation, learning environment, teaching methods, individual learning styles, technological skills, and classroom interactions. Although other variables also contribute to students' perceptions, the contribution of learning media is relatively strong. This finding indicates that learning media are among the major factors influencing how students perceive English language learning (Dhamayanti, 2021).

The correlation coefficient (R = 0.730) also indicates a strong relationship between learning media and students' perceptions. According to Sugiyono (2022), a correlation coefficient between 0.60 and 0.79 is categorized as a strong relationship. Therefore, the value of 0.730 demonstrates that the relationship between the two variables is not only statistically significant but also practically meaningful. This means that efforts to improve the quality of learning media are likely to result in more positive student perceptions toward English language learning (Elisa et al., 2021).

These findings are consistent with previous studies. Al-Jannah (2023) found that students generally have positive perceptions of technology-based learning media because such media increase engagement and make learning more enjoyable. Similarly, Dhamayanti (2021) reported that students perceive digital learning media positively because they improve motivation and classroom participation. Furthermore, Pardede (2020) emphasized that the integration of information and communication technology in EFL learning contributes significantly to students' positive learning experiences. The consistency between the present findings and previous studies indicates that learning media play an important role

in shaping students' perceptions in English language learning contexts (Rojabi, 2020).

In the context of EFL learning, learning media also support the implementation of Communicative Language Teaching (CLT). According to Brown, communicative language learning emphasizes meaningful interaction and active participation. Learning media facilitate communicative activities by providing authentic materials, interactive tasks, and opportunities for language practice (Alawadhi, 2021). Through videos, online platforms, multimedia presentations, and digital learning applications, students are exposed to authentic language use and real-life communication situations. Consequently, students develop more positive perceptions toward English learning because they feel that the learning process is more relevant, engaging, and beneficial (F. Z. Tanjung, 2021).

Based on the overall findings, it can be concluded that learning media have a positive and significant influence on students' perceptions. Effective learning media not only facilitate understanding but also increase motivation, engagement, and satisfaction in learning English. Therefore, EFL teachers should continue to utilize innovative, interactive, and relevant learning media to create more effective learning environments and improve students' perceptions of English language learning.

D. Cunclusion

Based on the results of the research, it can be concluded that learning media have a positive and significant influence on students' perceptions among second-semester students of the English Education Study Program at UIN Fatmawati Sukarno Bengkulu. This is proven by the t-test result, which shows a significance value of 0.000 lower than 0.05, with a calculated t-value of 7.989. Therefore, the research hypothesis is accepted.

The regression analysis also shows a positive relationship between learning media and students' perceptions, with a regression coefficient value of 0.762 and a standardized beta coefficient of 0.730. These findings indicate that better quality, accessibility, and effectiveness of learning media can improve students' positive perceptions

toward the learning process. Students tend to be more interested and motivated when teachers use engaging and relevant learning media.

In addition, the coefficient of determination test shows an R Square value of 0.533, meaning that learning media contribute 53.3% to students' perceptions. The remaining 46.7% is influenced by other factors outside this study, such as teaching methods, students' motivation, learning environment, technological literacy, and classroom interaction. Therefore, learning media can be considered an important factor in supporting effective EFL learning.

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