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CHAPTER I

INTRODUCTION

A. Backgroud Of The Problem

English plays an important role in education because it is widely used as an international language in communication, science, technology, business, and education around the world. According to (Harmer 2007 in Malik, et al. 2025: 191), mastering English provides learners with greater opportunities to access information, pursue further education, participate in international cooperation, and prepare for their future careers. Therefore, English learning needs to be supported by appropriate approaches and learning media that can help students understand the materials and become actively involved in the learning process.

In English learning, instructional media can help teachers present materials more clearly and provide students with varied learning experiences. One type of media that can be used is audio-visual media. Audio-visual media combines visual and auditory elements, allowing information to be received through both sight and hearing. According to (Hamdani 2011 in Fuady & Mutalib, 2018: 2), audio-visual media is a combination of audio and visual elements, also referred to as “sight-and-sound media.” The use of this type of media can support the presentation of learning materials by providing information through both sound and visual elements.

One form of audio-visual media that can be used in English learning is instructional video. Videos can present moving images, sound, explanations,

examples of language use, and learning activities simultaneously. In English learning, videos can provide students with examples of how English is used and present information in a more contextualized way. Therefore, the use of instructional videos as audio-visual media is worth examining from the students' perspective, particularly in terms of how students receive, understand, and evaluate the media during the learning process.

Several previous studies have reported positive student responses to the use of audio-visual media in English learning. Shafira and Rosita (2022: 45) found that students had positive perceptions of audio-visual media, particularly because it increased their motivation and made the learning process more effective. Similarly, Fitria et al. (2024: 112) reported that students considered audio-visual media helpful in understanding English learning materials. In addition, Mubarokah and Rizal (2025: 175) found that most EFL students considered watching English-language movies an enjoyable and effective way to improve their vocabulary and other English language skills. These findings suggest that audio-visual media can provide positive learning experiences for students in different English learning contexts.

Students' perceptions are also an important aspect to consider when examining the use of learning media. According to Walgito (2010: 100), perception is a process through which individuals receive, organize, and interpret stimuli from their surroundings. In the context of learning, students' perceptions can reflect how they receive, understand, and evaluate the media used by teachers during the learning process. Therefore, examining students'

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perceptions is important to gain a better understanding of how they respond to and experience the use of learning media in the classroom.

Based on preliminary information obtained from the English teacher at Madrasah Aliyah Hidayatul Islamiyah, audio-visual media in the form of YouTube videos have been used in English learning for tenth-grade students. The videos are used as supporting media for particular learning materials, depending on the needs of the learning process. Some of the materials presented through videos include descriptive text, procedure text, and giving opinions. The videos generally last approximately 7–10 minutes. Their use is not scheduled for every meeting but depends on the learning materials and classroom activities. The videos may be used to provide examples, support exercises, or facilitate particular learning activities.

This condition indicates that tenth-grade students have experienced the use of instructional videos as one form of audio-visual media in English learning, although the videos are used according to the needs of particular materials. This experience is important to investigate because students, as the users of the media, can provide perceptions based on their actual learning experiences. Their perceptions can provide information about how they receive information through the videos, how they perceive their understanding of the materials presented through the media, and how they evaluate the use of audio-visual media in English learning.

Although several previous studies have examined students' perceptions of audio-visual media, they were conducted in different educational contexts.

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Fauziah et al. (2023: 205) examined the implementation of audio-visual media in learning, while Fitria et al. (2022: 57) focused on students' responses to audio-visual materials used in listening classes. Meanwhile, Mubarokah and Rizal (2025: 169) investigated students' perceptions of English-language movies as audio-visual media for improving vocabulary mastery. These studies provide useful insights into students' responses to audio-visual media; however, studies specifically examining students' perceptions of the use of instructional videos as audio-visual media in English learning among tenth-grade students at Madrasah Aliyah Hidayatul Islamiyah remain limited. The different school context, student characteristics, and use of instructional videos as supporting media provide a basis for conducting further research.

Based on the problems described above, this study aims to investigate students' perceptions of the use of audio-visual media in learning English at the tenth grade of Madrasah Aliyah Hidayatul Islamiyah. The findings of this study are expected to provide a clearer understanding of how students perceive the use of audio-visual media in English learning within the context of a Madrasah Aliyah. This study is also expected to provide both academic and practical contributions. Academically, the findings are expected to enrich the existing literature on students' perceptions of the use of audio-visual media in English learning, particularly by providing empirical evidence from tenth-grade students at Madrasah Aliyah Hidayatul Islamiyah. Practically, the results are expected to serve as useful information for English teachers in evaluating and improving the implementation of audio-visual media based on students'

responses and learning needs. In addition, the findings may become a reference for future researchers who are interested in conducting studies on similar topics.

Based on the explanation above, the researcher conducts a study entitled: *"Students' Perceptions of the Use of Audio-Visual Media in Learning English at the Tenth Grade of Madrasah Aliyah Hidayatul Islamiyah Kuala Lahang."*

B. Identification of Problem

Based on the background of the study described above, the problems identified in this research are as follows:

1. The use of audio-visual media in English learning at Madrasah Aliyah Hidayatul Islamiyah has been implemented, but it is only used occasionally.
2. Students' perceptions of the use of audio-visual media in English learning have not been clearly identified.
3. Teachers do not yet have clear information about students' responses and learning experiences toward the use of audio-visual media.

C. Limitation of Problem

Based on the identification of the problems presented in this study, it is necessary to limit the scope of the research in order to ensure a more focused investigation. Therefore, this study is limited to analyzing students' perceptions of the use of audio-visual media in learning English at the tenth grade of Madrasah Aliyah Hidayatul Islamiyah.

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D. Research Question

Based on the background of the study described above, the research question of this study is : How is students' perceptions of the use of audio-visual media in learning English at the tenth grade of Madrasah Aliyah Hidayatul Islamiyah?

E. Research Objectives

The objective of this study is to describe students' perceptions of the use of audio-visual media in learning English at the tenth grade of Madrasah Aliyah Hidayatul Islamiyah.

F. Significance of the Research

1. Theoretical Significance

The findings of this study are expected to contribute to the development of educational theory, particularly in understanding students' perceptions of the use of audio-visual learning media in English learning at the hight school level. This research may also serve as a reference for future studies related to students' perceptions and the use of instructional media in English learning.

2. Practical Significance

The practical significance of this study is described as follows:

a. For Students

The results of this study are expected to provide students with an opportunity to express their perceptions and experiences regarding the use

of audio-visual learning media in English learning. Positive perceptions may help increase students' interest and engagement in learning English.

b. For Teachers

This study is expected to provide information for English teachers about students' responses to the use of audio-visual learning media in the classroom. The findings may assist teachers in selecting and using learning media that are more appropriate and engaging for students.

c. For Schools

The results of this research may serve as input for the school in considering the use of audio-visual learning media as part of the English learning process. This study can support schools in improving the quality of teaching and learning activities through the use of suitable instructional media.

d. For Future Researchers

This research is expected to be a reference for future researchers who are interested in conducting similar studies related to students' perceptions of audio-visual learning media in English learning at the elementary school level.

G. Definition of Key Terms

The definition of terms is used to avoid differences in understanding of the terms used in this study, so that the intended meaning is clear. The definition of terms in this study is as follows:

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a. English Language Learning

Harmer (2015: 2) states that English language learning refers to the teaching and learning process of the English language conducted in the classroom, with the aim of developing students' understanding of English topics and skills. At the senior high school or equivalent level, English learning focuses on developing students' English knowledge and skills through more complex and contextual learning activities, enabling them to communicate effectively in academic and everyday situations.

b. Audio-Visual Media

Arsyad (2019: 49) Audio-visual media are instructional tools that combine visual components (such as images, animations, or videos) and audio components (such as sounds, narration, or dialogue) to deliver educational content. Audio-visual media engage both the sense of sight and hearing to convey messages and learning materials more effectively.

c. Students' Perceptions

Walgito, (2010: 87) Students' perceptions refer to students' views, responses, and interpretations of the use of learning media based on their experiences during the learning process. Perception is the process by which individuals receive, organize, and interpret stimuli through their senses. In this study, students' perceptions are reflected through their opinions and responses toward the use of audio-visual learning media in English learning.

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