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CHAPTER I

INTRODUCTION

A. Backgroud Of The Problem

English is widely recognized as an international language that bridges communication across diverse fields such as science, technology, business, and education worldwide. Harmer (2007 in Malik et al., 2025: 191) argued that proficiency in English broadens learners' opportunities to access knowledge, continue their education, engage in international cooperation, and secure better career prospects. Therefore, English instruction should be accompanied by appropriate teaching approaches and learning media that help students grasp the material and remain actively engaged throughout 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' 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. 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 research is conducted to examine how tenth-grade students at Madrasah Aliyah Hidayatul Islamiyah perceive the use of audio-visual media in their English learning. The outcomes of this study are anticipated to offer a more thorough picture of students' views toward audio-visual media within the specific educational context of a Madrasah Aliyah. Beyond this, the research is also designed to yield meaningful contributions on both academic and practical levels. In terms of academic contribution, the findings are expected to add to the growing body of literature in this area by presenting empirical data drawn directly from tenth-grade learners at Madrasah Aliyah Hidayatul Islamiyah, a context that has received relatively limited attention in previous research. 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.

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:

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.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review Of Related Theory

1. English Language Learning

a. Definition of English Language Learning

English language learning can be understood as a developmental process through which students build their capacity to comprehend and employ English as a means of communication. Brown (2007: 8) described teaching as an act of guiding and facilitating the learning process one that establishes the necessary conditions for learning to occur and empowers learners to take an active role in their own development. This perspective suggests that English language learning extends beyond the mere transmission of linguistic content from teacher to student; rather, it is a dynamic and participatory process that demands direct engagement with the language on the part of the learner. Krashen (1982: 10) further distinguished between two distinct pathways to second language competence: acquisition, defined as the unconscious and natural internalization of language through genuine communicative experience, and learning, which involves the deliberate and conscious study of language rules and grammatical structures, most commonly encountered in formal educational environments. Within the context of Madrasah Aliyah, English language learning aligns with the latter category structured learning in which students engage with the language

in a systematic and organized manner, guided by a designed curriculum and facilitated by their classroom teacher.

Harmer (2007: 62) further emphasized that effective English language teaching requires teachers to use a variety of methods and media that are engaging and relevant to students' needs. This highlights that the quality of English learning depends not only on what is taught but also on how it is delivered, including the instructional media selected for classroom use. The primary goal of learning English as a foreign language is to develop communicative competence, which includes grammatical, sociolinguistic, discourse, and strategic components (Celce-Murcia : 2001 in Malik et al., 2025: 191). In the Indonesian context, English is the main foreign language taught from elementary through senior secondary school, and students are expected to develop all four core language skills: listening, speaking, reading, and writing. Accordingly, English language learning at Madrasah Aliyah Hidayatul Islamiyah encompasses the development of these integrated skills, supported by relevant instructional media, including audio-visual media.

b. Characteristics of English Language Learning at the Senior High School Level

1. English as a Foreign Language (EFL) Context

English learning in Indonesian senior high schools takes place in an English as a Foreign Language (EFL) context. This means that English is not commonly used in students' daily communication and is mainly

learned in the classroom. Although students have learned English from elementary school, many of them still have difficulties using English in communication because they have limited opportunities to practice it outside the classroom (Malik et al., 2025: 191).

Because the classroom is one of the main sources of English exposure, teachers play an important role in helping students develop their English skills. The materials, teaching methods, and learning media used by teachers can influence students' learning experiences. Therefore, teachers need to provide activities that give students opportunities to understand and practice English actively.

Learning English as a foreign language can also influence students' motivation and confidence. Some students may consider English difficult or unfamiliar because they rarely use it in their daily lives. Welesilassie and Nikolov (2024: 3) stated that motivation and willingness to communicate are important factors in language learning. Therefore, teachers need to create an enjoyable learning environment and use appropriate learning media, including audio-visual media, to encourage students to participate in English learning.

2. Mastery of Language Skills

Another characteristic of English learning at the senior high school level is the development of students' language skills. Students are expected to develop listening, speaking, reading, writing, viewing, and presenting skills. According to the Learning Achievement *(Capaian*

Pembelajaran) for English Phase E in SK BSKAP No. 032 of 2024, these skills should be developed through various spoken, written, visual, and multimodal texts.

Speaking is one of the important skills in English learning, but it can also be difficult for EFL students. Students may hesitate to speak because of limited vocabulary, lack of confidence, or fear of making mistakes. Malik et al. (2025: 196) explained that limited vocabulary, low self-confidence, and an unsupportive classroom environment can affect students' speaking performance. Therefore, teachers need to provide learning activities that allow students to practice speaking in a supportive environment.

Students also need to develop their ability to understand different types of texts through reading and listening. At the end of Phase E, students are expected to understand several types of texts, such as narrative, descriptive, procedure, recount, report, and exposition texts. Audio-visual media can support this process because students can listen to English while also seeing visual information that helps them understand the meaning of the material (Daulay, 2025: 140).

3. Motivation as a Key Factor in English Learning

Motivation is an important factor in English learning. In an EFL context, students have limited opportunities to use English outside the classroom. Therefore, motivation is needed to encourage students to participate actively in learning activities. Welesilassie and Nikolov

(2024: 5) found that students with higher motivation tend to have greater willingness to communicate and more confidence in their English ability.

Students' motivation can come from both internal and external factors. In Madrasah Aliyah, students may be influenced by external factors such as teachers, classmates, and the learning environment. These factors can help maintain students' interest in learning English (Danar, 2012, in Briliant, 2019: 53). Therefore, teachers need to create learning activities that can maintain students' interest and encourage them to participate.

One way to support students' motivation is through the use of appropriate learning media. Videos and other multimedia resources can present learning materials in an interesting and contextual way. Lena and Nikolov (2025: 12) reported that the use of digital technology in English teaching can increase students' interest and classroom engagement. This indicates that audio-visual media may support both students' learning process and their motivation.

4. Language Anxiety and Its Impact on English Learning

Language anxiety is another factor that can affect students' English learning, especially when they are required to speak English. Language anxiety refers to feelings of nervousness, fear, or worry when students use English in classroom activities. Paraguas (2025: 82) explained that students' speaking anxiety can be caused by physical factors, such as an

uncomfortable classroom environment, and emotional factors, such as peer pressure, fear of being judged, teacher correction, and lack of fluency.

These problems can make students reluctant to participate in English activities. Malik et al. (2025: 197) found that some students hesitate to speak English because they are afraid of making mistakes or receiving negative responses from others. As a result, students may avoid speaking activities and have fewer opportunities to practice English.

Audio-visual media can provide students with examples of English communication before they are asked to communicate themselves. Through videos, students can observe pronunciation, expressions, gestures, and communication in different situations. This exposure can help students become more familiar with English and may increase their confidence in participating in classroom activities (Indrayanti et al., 2023: 321). Therefore, audio-visual media can function not only as a source of learning materials but also as supporting media that can help create a more comfortable English learning environment.

c. The Role of Media in English Language Learning

1. Media as a Tool for Enhancing Language Comprehension

One important role of instructional media in English language learning is to help students understand the language more easily. Audio-visual media, such as videos and films, present information through both sound and images. This allows students to receive language input while

also seeing the context in which the language is used. This combination can help students understand meaning, especially in an EFL context where they have limited opportunities to encounter English outside the classroom. Muñoz (2023: 4) stated that rich audio-visual input, such as videos and television programs, can support language comprehension and vocabulary development by exposing learners to authentic language.

Several studies also show that audio-visual media can support listening comprehension. Pham (2021: 18) found that students' listening performance improved after learning through videos, and most students had positive attitudes toward this type of media. Visual elements such as facial expressions, gestures, and situations can help students understand spoken English more easily than audio alone.

Subtitles or captions can also support students' comprehension. Muñoz (2023: 5) explained that captions can help learners recognize words, understand new vocabulary, and connect spoken language with written language. Therefore, the combination of sound, images, and captions can provide additional support for students when learning English.

2. Media as a Tool for Vocabulary Acquisition

Media also plays an important role in helping students develop their English vocabulary. Unlike learning vocabulary only by memorizing word lists, audio-visual media presents new words in meaningful

contexts. Students can hear how words are pronounced while also seeing the situations in which the words are used. This can help students understand both the meaning and the appropriate use of new vocabulary.

Muñoz (2023: 5) explained that audio-visual media supports vocabulary learning by connecting spoken words with images and contextual situations. Captions can also help students recognize unfamiliar words and understand their pronunciation. Learning through different forms of input can make vocabulary easier to remember.

This is supported by Nurfauziah et al. (2025: 7), who found that students who learned English through movies used different strategies to learn vocabulary, such as using English subtitles, repeating unfamiliar words, and choosing films based on their interests. These activities helped students remember new vocabulary and increased their motivation to learn English.

Digital media can also provide students with opportunities to continue learning outside the classroom. Lena and Nikolov (2025: 13) found that digital media that matches students' everyday interests can maintain their attention and support vocabulary development. Because digital content is easily accessible, students may also have more opportunities to encounter English outside school.

3. Media as a Tool for Increasing Student Motivation and Engagement

Another important role of media is to increase students' motivation and participation in English learning. Learning that mainly uses

textbooks and teacher explanations can sometimes become repetitive. The use of audio-visual media can provide more varied learning activities and help maintain students' attention.

Muñoz (2023: 4) explained that audio-visual input can make language learning more relevant to students' interests and increase their motivation. Videos and films can present English in situations that are closer to real communication. As a result, students may find English more interesting and meaningful.

Nurfauziah et al. (2025: 8) also found that multimedia-based learning increased students' motivation because students enjoyed learning through movies and became more interested in exploring new vocabulary. Interesting media can also create a more enjoyable learning environment and encourage students to participate in classroom activities.

Purwanto et al. (2024: 7) found that digital communication activities improved EFL learners' engagement and willingness to use English during classroom interaction. This suggests that the use of digital and audio-visual media can support students' participation and confidence in English learning.

4. Media as a Tool for Providing Authentic Language Input

Media can also provide students with authentic English language input that may be difficult to obtain from textbooks alone. Authentic input refers to language used naturally in real communication. Through

videos, films, interviews, and online content, students can observe how English is used, including pronunciation, intonation, expressions, and conversational patterns.

Gonzalez and Boyle (2024: 3) explained that digital media provides learners with access to authentic English through different forms of online communication. This can help students become more familiar with natural English and understand how the language is used in real situations. This is particularly useful for EFL students who have limited opportunities to communicate with English speakers in their daily lives.

Audio-visual media can also help students understand how to use English appropriately in different situations. By watching conversations, students can learn not only what to say but also when and how to say it. Peñamaría and Martínez (2025: 6) explained that multimedia resources can support learners' verbal and non-verbal communication skills through authentic audio-visual input. This is relevant to English learning at Madrasah Aliyah Hidayatul Islamiyah, where students learn expressions such as giving opinions, giving advice, and making suggestions.

The use of audio-visual media is also relevant to the current English curriculum in Indonesia. The Learning Achievement *(Capaian Pembelajaran)* for Phase E encourages students to engage with different types of multimodal texts, including audio and visual materials. Therefore, audio-visual media can support English learning by

providing students with meaningful language input and varied learning experiences.

2. Instructional Media

a. Definition of Instructional Media

The term media comes from the Latin word medius, which means "middle" or "intermediary." In education, media refers to anything that serves as a bridge between the source of information and the learners who receive it. In other words, instructional media help teachers deliver learning materials so that students can understand the content more easily. According to (Gagne in Sadiman et al., 2002: 6), media are various components in the learning environment that can stimulate students to learn. Similarly, (Briggs in Sadiman et al., 2002: 6) explained that instructional media include all physical tools used to deliver messages and encourage learning, such as books, films, videos, slides, and other teaching materials. In addition, the Association for Educational Communications and Technology (AECT) defines media as all forms and channels used to communicate information (Hikmah, 2019: 85). This definition highlights that the main purpose of instructional media is not merely the physical object itself, but its role in delivering learning messages effectively. This understanding remains widely relevant in contemporary educational contexts, where instructional media continue to be recognized as a strategic instrument in determining the success of the teaching and learning process (Susanto et al., 2025: 54).

Several experts have also emphasized the importance of instructional media in supporting the teaching and learning process. (Hamalik : 1994 in Wasiyah et al., 2023: 206) stated that instructional media include the methods, tools, and techniques used to facilitate communication between teachers and students during classroom instruction. This means that instructional media not only assist teachers in presenting learning materials but also help create more effective interaction throughout the learning process. Likewise, (Gerlach and Ely : 1971 in Hikmah, 2019: 85) argued that media can be any person, material, or event that creates learning conditions allowing students to acquire knowledge, skills, and attitudes. This definition shows that instructional media are not limited to technological devices but may also include teachers, classroom activities, and real-life experiences. Furthermore, (Arsyad : 2011: 4) defined instructional media as any tool used to deliver learning messages in order to stimulate students' thoughts, feelings, attention, and willingness to learn. Based on these definitions, it can be concluded that instructional media are all forms of tools, materials, or communication channels intentionally used by teachers to deliver learning content, facilitate students' understanding, encourage active participation, and support the achievement of learning objectives.

b. Functions of Instructional Media

Instructional media play an important role in supporting the teaching and learning process. Their function is not limited to delivering learning

materials, but also includes attracting students' attention, increasing motivation, facilitating understanding, and helping students achieve the expected learning objectives. (Levie and Lentz 1982 in Arsyad, 2018: 20) classify the functions of instructional media into four main categories: attentional, affective, cognitive, and compensatory functions (Jonedu, 2023: 3932).

1. Attentional Function

The attentional function refers to the ability of instructional media to attract and maintain students' attention during the learning process. Through visual and auditory stimuli, media make classroom activities more interesting and reduce students' boredom. As a result, students are more likely to stay focused on the lesson. According to Wordu and Ogwo (2024: 5), only instructional media can help a teacher keep learners attentive for as long as they learn, as media truly serve to brighten up a lesson's presentation and alleviate students' boredom. This function is particularly valuable because students often have different levels of concentration, and media can help direct their attention to the learning materials.

2. Affective Function

The affective function relates to the influence of instructional media on students' feelings, attitudes, and interest in learning. According to Levie and (Lentz 1982 in Arsyad, 2018: 21), visual symbols or images can arouse students' emotions and attitudes during the learning process. Images,

sounds, animations, and videos can create enjoyable learning experiences and encourage positive attitudes toward the lesson. When students enjoy the learning process, they are generally more motivated to participate in classroom activities and show greater interest in the subject being studied.

3. Cognitive Function

The cognitive function refers to the role of instructional media in helping students understand and remember learning materials. (Levie and Lentz : 1982 in Arsyad, 2018: 21) explain that visual symbols or images facilitate the achievement of goals to understand and remember the information or messages contained within them, making information easier to understand and retain than verbal explanations alone (Jonedu, 2023: 3932). Therefore, instructional media are particularly useful for explaining concepts that are difficult or abstract because they present information in a more concrete and meaningful way.

4. Compensatory Function

The compensatory function emphasizes the role of instructional media in supporting students who experience difficulties in learning through text or verbal explanations. According to (Levie and Lentz : 1982, in Arsyad, 2018: 21), instructional media provide context for understanding text and help students who are weak in organizing and recalling information. In this way, instructional media can accommodate differences in students' learning abilities and create more inclusive learning opportunities for all learners. This compensatory dimension of media use is particularly

important in diverse classrooms where students have different learning styles and levels of ability (Susanto et al., 2025: 55).

c. Types of Instrumental Media

Instructional media can be classified into several types based on the sensory channels they engage and the format through which they deliver learning content. According to (Daryanto : 2011, in Zainuri et al., 2023: 975), instructional media can be divided into four main types:

1. Visual Media

Visual media are instructional media that deliver learning content exclusively through the sense of sight. Examples include pictures, posters, charts, diagrams, flashcards, and projected slides. According to Sadiman et al. (2018: 28), visual media communicate messages through graphic or pictorial representations without any auditory elements. In the English language classroom, visual media are commonly used to introduce vocabulary or present grammatical structures. However, their main limitation is the absence of sound, which means students cannot hear how the language is used in real communication.

2. Audio Media

Audio media deliver learning content exclusively through the sense of hearing, without any visual support. Common examples include audio recordings, podcasts, language laboratory equipment, and radio broadcasts. (Riyana : 2012 in Hikmah, 2019: 87) explains that audio media stimulate students' attention and thinking through sound-based

learning materials. In the EFL classroom, audio media are particularly useful for developing listening comprehension and pronunciation awareness. However, the absence of visual context may make it difficult for students to fully understand the meaning of what they hear.

3. Audio-Visual Media

Audio-visual media combine both sound and visual elements, allowing students to receive information through two sensory channels simultaneously. Examples include educational videos, films, animations, and online streaming content. (Anderson : 1994, in Hikmah, 2019: 88) defines audio-visual media as electronic images combined with sound that can deliver more complex and realistic messages than audio or visual media used separately. This type of media is considered the most effective for English language learning because it exposes students to authentic language use in real communicative contexts (Daulay, 2025: 139).

4. Multimedia and Computer-Based Media

Multimedia combines text, images, audio, video, and interactive features within a single digital platform. Examples include educational software, language learning applications, e-learning platforms, and online learning resources accessed through computers or smartphones. According to Wordu and Ogwo (2024: 6), multimedia provides flexible learning opportunities that can accommodate students' individual needs and learning pace. In English language learning, this type of media

gives teachers access to a wide range of authentic digital content, making learning activities more varied and interactive.

3. Audio-Visual Media

a. Definition of Audio-Visual Media

Audio-visual media are instructional media that combine sound and visual elements in delivering learning materials. By involving both hearing and sight, this type of media allows students to receive information through two sensory channels simultaneously. According to (Djamarah and Zain : 2010 in Fuady & Mutalib, 2018: 2), audio-visual media is a medium that has elements of sound and images, and this media has a better ability than others because it covers both audio media and visual media at once. Likewise, (Hamdani : 2011 in Fuady & Mutalib, 2018: 2) defines audio-visual media as a combination of audio and visual elements, or "sight-and-sound media," which enables teachers to present learning materials in a way that is more complete, interesting, and easier for students to understand. These definitions show that the main characteristic of audio-visual media lies in the integration of images and sound, making it more effective than media that rely on only one sensory channel.

Other experts also explain audio-visual media from broader educational perspectives. (Raharja : 2000 in Fuady & Mutalib, 2018: 2) states that audio-visual media are modern instructional media that can be both seen and heard, reflecting the development of science and technology in education. In addition, (Setiadarma : 2006, in Fuady & Mutalib, 2018: 3)

explains that audio-visual media involve the use of mechanical and electronic technology to present learning materials through visual and auditory messages. He further points out that audio-visual media present dynamic visualizations, represent both concrete and abstract ideas, and are designed based on learning principles to support students' understanding. (Hardjito : 2004 in Fuady & Mutalib, 2018: 3) also argues that audio-visual media help learners understand abstract concepts by presenting them in a more concrete and realistic form. Through visualization and sound, students are able to connect new information with real situations more easily. Based on these expert opinions, it can be concluded that audio-visual media are instructional media that integrate visual and auditory elements to facilitate the delivery of learning materials, improve students' understanding, and create more meaningful learning experiences (Fuady & Mutalib, 2018: 4).

b. Characteristics of Audio-Visual Media

Audio-visual media have several characteristics that distinguish them from other types of instructional media. According to (Arsyad :2011 in Ritonga et al., 2023: 101), audio-visual media are characterized by six main features: they are linear in nature, present dynamic visualization, are used in a predetermined manner, represent real or abstract ideas, are developed based on psychological principles, and combine sound with visual elements. These characteristics explain why audio-visual media

are widely used to support the teaching and learning process. Each characteristic is described as follows.

1. Linear in Nature

One characteristic of audio-visual media is that the learning content is presented in a fixed sequence, from the beginning to the end. Unlike interactive digital media, where users can freely select or skip content, videos and films follow an order that has been determined by the producer. (Arsyad : 2011 in Ritonga et al., 2023: 101) explains that audio-visual media are generally linear, meaning the learning materials are presented step by step in a predetermined sequence. In classroom practice, this characteristic helps students follow the lesson systematically, especially when learning materials involve procedures, conversations, or processes that need to be understood in order.

2. Presents Dynamic Visualization

Another characteristic of audio-visual media is the ability to display moving images. Unlike printed pictures or photographs, videos present actions, expressions, and events that change over time. According to (Atmaja : 2019, in Serungke et al., 2023: 3505), one of the main characteristics of audio-visual media is its dynamic visualization. This feature allows students to observe how language is used in real situations. In English learning, students can not only hear conversations but also see facial expressions, gestures, and body language, making communication easier to understand.

3. Used in a Predetermined Manner

Audio-visual media are designed and organized before they are used in the classroom. The sequence of the content, its duration, and the way information is presented have already been determined by the creator. (Arsyad : 2011 in Ritonga et al., 2023: 101) states that audio-visual media are used according to a predetermined design prepared by the producer. Although teachers cannot change the structure of the media itself, they can decide how it will be integrated into the lesson, such as choosing when to play the video, pause it for discussion, or provide follow-up activities. Therefore, selecting media that match the learning objectives is an important part of lesson planning.

4. Represents Real or Abstract Ideas

Audio-visual media can represent both concrete and abstract concepts. Through the combination of images and sound, ideas that are difficult to explain verbally become easier for students to understand. According to (Arsyad : 2011 in Ritonga et al., 2023: 101), audio-visual media function as physical representations of real as well as abstract ideas. In English language learning, this characteristic is particularly useful because students can observe how language is used in authentic situations. For example, expressions such as giving advice or giving opinion become easier to understand when students watch people using them in real conversations instead of only reading examples from a textbook.

5. Developed Based on Psychological Principles

The development of audio-visual media is closely related to psychological theories of learning, particularly behaviorism and cognitivism. (Arsyad : 2011 in Ritonga et al., 2023: 101) explains that audio-visual media are designed based on these psychological principles. From a behaviorist perspective, audio-visual media provide learning stimuli that encourage students to respond to what they see and hear. Meanwhile, from a cognitive perspective, presenting visual and auditory information simultaneously helps students process information more effectively and retain it for a longer period. This view is also supported by Mayer (2009: 3), who explains in his Cognitive Theory of Multimedia Learning that learning becomes more effective when verbal and visual information are presented together because they activate separate cognitive channels simultaneously.

6. Combines Sound and Visual Elements

The main characteristic that distinguishes audio-visual media from other instructional media is the combination of sound and visual elements. Students do not only listen to information but also observe it directly through images or videos. According to (Arsyad : 2011 in Serungke et al., 2023: 3505), audio-visual media are more effective than media that rely only on sound or images because they provide more realistic learning experiences and help students understand

information more easily. In English learning, this combination allows students to hear pronunciation, intonation, and expressions while observing gestures, facial expressions, and the context of communication. As a result, students gain a better understanding of how English is used in everyday situations (Daulay, 2025: 140).

c. Benefits of Audio-Visual Media

Audio-visual media offer various benefits in the teaching and learning process. By combining visual and auditory elements, this type of media helps students understand learning materials more easily while creating a more engaging classroom atmosphere. In English language learning, audio-visual media provide opportunities for students to experience language in meaningful contexts, making the learning process more effective. The main benefits of audio-visual media are explained below.

1. Enhancing Students' Motivation and Engagement

One of the major benefits of audio-visual media is its ability to increase students' motivation and classroom participation. Learning activities become more interesting when teachers use videos, animations, or other audio-visual materials that are relevant to the lesson. Ismail et al. (2023: 868) found that students find using video material in the classroom to be engaging, pertinent, helpful, and motivating, and that audio-visual aids are frequently used by teachers to increase students' interest in learning English. Similarly, Satriya and Fahyuni (2024: 4) reported that learning videos and animations create

a more enjoyable classroom environment, encouraging students to pay greater attention and participate more actively during lessons. For English learners, especially in EFL classrooms, this increased motivation can positively influence their willingness to learn and use the language.

2. Supporting Listening Comprehension

69 Audio-visual media also help students improve their listening comprehension. By listening to spoken English while observing visual information, students can understand conversations more easily. Daulay (2025: 140) explains that the integration of sound and images helps learners recognize pronunciation, intonation, accents, and conversational contexts more effectively. Facial expressions, gestures, and the surrounding situation also provide additional clues that support students in interpreting meaning, especially when they encounter unfamiliar vocabulary or expressions. This benefit has also been confirmed by Namaziandost and Nasri (2019: 255), who found that students taught using authentic video achieved significantly higher listening comprehension scores than those taught using audio-only materials.

3. Supporting Vocabulary Acquisition

Another important benefit of audio-visual media is improving students' vocabulary mastery. New vocabulary is easier to remember when students hear words being pronounced while simultaneously

seeing their meaning represented through actions, objects, or situations. According to the World Journal of English Language (2023: 450), audio-visual learning activities contribute to vocabulary development because continuous exposure to visual and auditory information strengthens students' memory. Indrayanti, Kuntoro, and Romadhon (2023: 320) also confirmed that audio-visual media positively influence vocabulary acquisition by helping students connect words with their meanings in context. As a result, students are more likely to retain new words and use them appropriately in different communication contexts.

4. Providing Authentic Language Input

Audio-visual media expose students to authentic English used in real communication. Through videos, films, or other multimedia resources, students can observe natural pronunciation, intonation, expressions, and everyday conversations that are difficult to obtain from textbooks alone. Peñamaría and Martínez (2025: 6) state that multimedia resources support the development of both verbal and non-verbal communication skills by providing authentic language input through audio-visual content. This exposure helps students become more familiar with how English is actually used in daily life while also improving their understanding of cultural and social contexts. Daulay (2025: 141) further emphasized that audio-visual tools encourage the use of authentic language by exposing students to a variety of accents, intonations, and real-life communicative settings.

5. Improving Language Skill Development

The use of audio-visual media contributes to the development of several English language skills at the same time. Besides enriching vocabulary, students can improve their listening skills through authentic spoken language, develop speaking skills by observing pronunciation and intonation models, and strengthen reading skills through subtitles or on-screen texts. Indrayanti, Kuntoro, and Romadhon (2023: 321) reported that audio-visual media positively influence vocabulary acquisition as well as students' attitudes toward language learning, confirming that media use has benefits that extend beyond a single language skill. Therefore, audio-visual media can support the integrated development of English language skills within a single learning activity.

6. Making Abstract Concepts Easier to Understand

Audio-visual media help teachers explain learning materials that are difficult or abstract. Images, videos, and sounds provide concrete examples that enable students to understand concepts more clearly than verbal explanations alone. (Arsyad : 2011 in Ritonga et al., 2023: 102) explains that audio-visual media improve students' understanding and strengthen memory because information is presented in the form of physical representations of both real and abstract ideas. In English learning, topics such as giving advice, giving opinions, or other communicative expressions become easier to understand when students

observe how they are used in real-life situations rather than simply reading examples from a textbook.

7. Accommodating Different Learning Styles

Students have different ways of learning, and audio-visual media can accommodate these differences effectively. Visual learners benefit from pictures, videos, and written text, while auditory learners gain understanding from spoken language and sound. Indrayanti et al. (2023: 321) also found that visual aids and multimedia create learning experiences that encourage students to participate more confidently without feeling afraid of making mistakes or experiencing difficulties in class due to shyness. Consequently, audio-visual media provide learning opportunities that are more inclusive and support students with different learning preferences and abilities.

d. Types of Audio-Visual Media

Audio-visual media can be categorized in several ways depending on how the sound and visual elements are presented. (Djamarah and Zain : 2010 in Fuady & Mutalib, 2018: 3) classify audio-visual media into two main types, namely audio-visual still media and audio-visual motion media. They also distinguish between pure audio-visual media, where sound and images come from the same source, and impure audio-visual media, where the audio and visual components are produced separately. This classification helps teachers choose media that best fits the learning objectives and classroom conditions.

1. Audio-Visual Still Media

Audio-visual still media combines sound with static images. Examples include narrated slide presentations, filmstrips with audio recordings, and PowerPoint presentations accompanied by recorded narration. According to (Djamarah and Zain : 2010 in Fuady & Mutalib, 2018: 3), this type of media presents audio together with still images rather than moving visuals. Although the images do not move, combining them with sound can still improve students' understanding compared to using visual or audio media alone. In English classrooms, this type of media is often used to introduce vocabulary, present dialogues with pronunciation models, or explain learning materials through narrated slides. It is also practical because it requires simpler equipment than video-based media.

2. Audio-Visual Motion Medi

Audio-visual motion media combines sound with moving images. Educational videos, films, television programs, and online videos are common examples of this type. (Djamarah and Zain : 2010 in Fuady & Mutalib, 2018: 3) explain that motion audio-visual media presents both sound and moving pictures simultaneously. Among the different types of audio-visual media, motion media is the one most frequently used in English language teaching because it provides a more realistic learning experience. Students can hear authentic pronunciation while observing facial expressions, gestures, and social interactions. According to

Fuady and Mutalib (2018: 4), film media can reveal events or objects as they appear in the real situation, making learning more meaningful and contextual. In many Indonesian classrooms, educational videos have become one of the most popular instructional resources because they help students understand language in real communication (Daulay, 2025: 139).

3. Pure Audio-Visual Media

Pure audio-visual media refers to media in which the sound and visual elements are produced as one integrated unit. Fuady and Mutalib (2018: 4) explain that pure audio-visual media includes motion films (movies), television programs, and video recordings in which both the audio and visual components originate from a single, unified source and are presented in complete synchronization. This synchronization is particularly beneficial for language learning. Students are able to observe how language is spoken while simultaneously seeing the speaker's expressions, gestures, and surrounding context. As a result, they can understand not only the spoken message but also the non-verbal aspects of communication, which is essential for developing pragmatic competence in English (Peñamaría & Martínez, 2025: 6).

4. Impure Audio-Visual Media

Impure audio-visual media consists of sound and images that come from different sources and are combined during instruction. A common example is a slide presentation accompanied by separate audio narration

or a teacher's explanation. According to Fuady and Mutalib (2018: 4), this type of media includes what is known as slides, opaque projectors, overhead projectors, and other visual equipment that are combined with separately produced audio elements. Although this type is less common today due to the availability of digital video, it is still widely used in classrooms. Teachers often present PowerPoint slides while providing live explanations or playing separate audio recordings. This approach still allows students to receive information through both visual and auditory channels, supporting comprehension even in classrooms with limited technological resources (Serungke et al., 2023: 3505).

e. Steps of Using Audio-Visual Media in the Learning Process

The use of audio-visual media in the classroom requires proper planning so that it can support the learning objectives effectively. Simply showing a video without preparation or follow-up activities may reduce its educational value. According to (Sadiman in Serungke et al., 2023: 3505), the implementation of instructional media consists of four main stages: teacher preparation, class preparation, presentation, and follow-up activities. This is further supported by research from Didaktika (2024: 4), which explains that technical preparation is an essential part of classroom management when using audio-visual media, as it prevents disruptions that may affect students' concentration during the lesson. These stages help teachers organize learning activities more

systematically and encourage students to participate actively throughout the lesson.

1. Preparation Stage

The preparation stage is the first step before audio-visual media is used in the classroom. At this stage, the teacher determines the learning objectives, selects appropriate audio-visual materials, and plans how the media will be integrated into the lesson. (Sadiman in Serungke et al., 2023: 3505) explains that teachers should first identify the competencies to be achieved and then choose media that supports those objectives. For example, if the lesson focuses on giving opinions or giving advice, the selected video should provide clear examples of those expressions in context.

Besides selecting the learning materials, the teacher also needs to prepare the technical equipment. This includes checking the projector, speakers, laptop, and internet connection to ensure that everything functions properly before the lesson begins. According to Didaktika (2024: 4), the first step in teacher preparation is to prepare the classroom to suit the needs of audio-visual equipment, including a projector, screen, speaker, and computer, and the teacher must also design a lesson plan that integrates the application of audio-visual media to enrich teaching and learning activities. A well-prepared lesson allows the learning process to run more smoothly and enables students to focus on the material rather than technical problems.

2. Class Preparation

After preparing the instructional materials, the teacher should prepare the classroom and the students before the media is presented. (Sadiman in Serungke et al., 2023: 3505) states that class preparation is not only related to arranging the equipment but also to preparing students for the learning activities they will perform during or after watching the media. This stage ensures that students are mentally ready to engage with the content and understand what is expected of them throughout the lesson.

At this stage, the teacher explains the learning objectives and provides instructions about what students should pay attention to while watching the video. Students may also be asked to take notes, identify important vocabulary, answer guiding questions, or observe certain language expressions. These activities help students watch the video with a clear purpose rather than simply observing it as entertainment. In addition, the seating arrangement should allow every student to see the screen and hear the audio clearly so that all students can participate equally in the learning process (Daulay, 2025: 143).

3. Presentation Stage

The presentation stage is the main part of the lesson, where the selected audio-visual media is shown to the students. During this stage, the teacher acts as a facilitator by guiding students to understand the content rather than merely playing the video. According to Serungke et

al. (2023: 3506), the presentation stage involves presenting the audio-visual content in accordance with the learning plan that has been designed, ensuring that the media is used in a purposeful and structured manner that aligns with the learning objectives.

The teacher may pause the video to explain unfamiliar vocabulary, emphasize important language expressions, or ask questions to check students' understanding. Daulay (2025: 143) found that teachers reported audio-visual tools make lessons more interactive and facilitate efficient material delivery, particularly when the video is used as a starting point for classroom discussion rather than as a passive viewing activity. Therefore, teachers should ensure that students remain focused throughout the presentation and provide clarification whenever necessary to maximize the learning potential of the media being used.

4. Follow-Up Stage

The final stage is the follow-up stage, which gives students the opportunity to apply what they have learned from the audio-visual media. According to (Sadiman in Serungke et al., 2023: 3506), after the presentation there needs to be learning activities as a follow-up, such as discussions, reports, and other tasks. Without these activities, students may only receive information passively without demonstrating their understanding of the material.

In English language learning, follow-up activities can be adapted to the lesson objectives. Students may discuss the content of the video,

perform role plays based on the expressions they have learned, answer comprehension questions, or write a short summary of the material. Indrayanti, Kuntoro, and Romadhon (2023: 321) confirmed that follow-up activities after media-based learning are effective in reinforcing vocabulary acquisition and developing more positive attitudes toward language learning. These activities encourage students to use the language actively and help reinforce their understanding of the lesson. In addition, the follow-up stage allows the teacher to evaluate whether the learning objectives have been achieved and to identify aspects that need improvement in future lessons (Didaktika, 2024: 5).

4. Perception

a. Definition of Perception

Perception is a psychological process through which individuals receive, organize, and interpret information from their environment using their senses. According to Walgito (2010:87), perception is a process that begins with the reception of stimuli through the sensory organs, followed by interpretation so that the stimuli become meaningful information for the individual.

Similarly, Slameto (2015: 102) states that perception is an individual's way of viewing and interpreting objects or events based on experience, knowledge, and feelings. In the learning context, students' perceptions influence how they respond to teaching methods, learning media, and classroom activities.

In addition, Robbins and Judge (2017: 167) explain that perception refers to the process by which individuals organize and interpret sensory impressions in order to give meaning to their environment. This means that different individuals may perceive the same object or situation differently depending on their background and experiences.

In educational settings, perception plays an important role because it affects students' attitudes, motivation, and involvement in learning activities. Positive perceptions toward learning media may lead students to be more engaged and responsive during the learning process. Therefore, understanding students' perceptions is essential in evaluating the effectiveness of learning media used in the classroom.

Based on these definitions, perception can be concluded as a process through which students interpret and give meaning to learning experiences, including the use of audio-visual learning media in English learning.

b. Factors That Affect People's Perception

Krech and Crutchfield (1975 in Sobur 2003:460) categorize factors influencing perception into four groups. Those are as follows:

1. Functional Factors

Functional factors originate from an individual's personal attributes, including needs, mood, past services, and prior experiences. These elements shape how people select, organize, and interpret sensory information. For example, someone who is hungry may perceive food-

related stimuli more prominently, while a person in a positive mood tends to view their surroundings more favorably.

2. Structural Factors

Structural factors arise from the physical form of stimuli and neutral effects generated by the individual's nervous system. This includes characteristics of the stimulus itself (such as movement, contrast, or size) and how the sensory system processes these features. For instance, a moving object is more likely to capture attention than a stationary one, and differences in neural processing can lead to varied interpretations of the same stimulus.

3. Situational Factors

Situational factors are closely related to nonverbal cues and the context in which perception occurs. Examples include proxemic cues (distance between individuals), kinesic cues (body language), facial expressions, and paralinguistic cues (tone of voice). The same behavior or stimulus can be perceived differently depending on the situation—for example, a leisurely walk may be seen as relaxed in a park but obstructive when crossing a busy street.

4. Personal Factors

Personal factors encompass an individual's experiences, motivation, and personality traits. Unique life histories and inherent characteristics influence how people make sense of the world around them. A person

with a risk-taking personality may perceive a challenging task as an opportunity, while someone more cautious might view it as a threat.

c. Indicator of perception

According to Walgito (2010), perception consists of three main indicators: stimulus reception, understanding, and evaluation. These three indicators describe the process through which individuals receive information from their surroundings, interpret it, and finally form a judgment about what they have perceived. In the context of education, these indicators are useful for explaining how students respond to learning experiences, including the use of instructional media in the classroom.

1. Stimulus Reception

Stimulus reception is the first stage of the perception process. At this stage, individuals receive information through their sensory organs, namely the eyes, ears, nose, skin, and tongue. These senses function as channels that capture various stimuli from the surrounding environment. According to Walgito (2010), perception begins when a stimulus is received by the sensory organs before being processed by the brain.

The information captured by the senses creates an initial impression in the individual's mind. The clarity of this impression depends on several factors, such as the quality of the stimulus, the condition of the sensory organs, and the individual's previous

experiences. In an English classroom, for example, students receive visual and auditory stimuli when they watch learning videos. The images, sounds, and spoken language become the initial input that forms the basis of their perception of the learning media.

2. Understanding

After receiving the stimulus, the next stage is understanding. At this stage, the information obtained through the senses is organized and interpreted so that it becomes meaningful. Walgito (2010) explained that individuals do not simply receive stimuli; they also process them by connecting new information with their prior knowledge and experiences.

Because each student has different learning experiences and backgrounds, the same stimulus may be interpreted differently. For instance, students who are already familiar with English vocabulary may understand a learning video more easily than students with limited vocabulary knowledge. Therefore, understanding is influenced not only by the stimulus itself but also by the knowledge and experiences that students already possess.

3. Evaluation

Evaluation is the final stage of perception. After understanding the stimulus, individuals assess or judge it based on their own opinions, experiences, expectations, and values. According to Walgito (2010), this stage reflects how individuals respond to what they have

perceived by determining whether they consider it positive, negative, useful, or unhelpful.

In the learning process, students may have different evaluations even though they experience the same instructional activity. Some students may consider audio-visual media interesting and helpful because it makes the lesson easier to understand, while others may feel that it is less effective due to factors such as the speed of the video, unfamiliar vocabulary, or personal learning preferences. These differences occur because perception is subjective and is shaped by each individual's unique experiences and background.

B. Review Of Related Findings

A previous study related to this research was conducted by Fauziah, Ernawati, and Rozak (2021) entitled Students' Perceptions in Learning English: A Case Study on the Use of Audio-Visual Media in an Indonesian Vocational High School in Blora, Central Java. The study aimed to explore the implementation of audio-visual media in English learning and to identify students' perceptions of its use. It employed a descriptive qualitative design involving 15 eleventh-grade students from a vocational high school in Blora, Central Java. The data were collected through questionnaires and interviews. The results showed that 86.7% of the participants had positive perceptions of audio-visual media because it made the learning process more interesting and helped them understand the material more easily. Meanwhile, 13.3% of the students expressed negative perceptions. This study is relevant to the present

research because both examine students' perceptions of the use of audio-visual media in English learning. However, the previous study was conducted in a vocational high school, while the present study focuses on tenth-grade students at Madrasah Aliyah Hidayatul Islamiyah. Therefore, this research is expected to provide findings from a different educational setting.

Another relevant study was carried out by Fitria, Isnawati, and Perdhani (2022) entitled Investigating Students' Perception Using Audio-Visual Material in Listening Class. The purpose of the study was to investigate students' perceptions of the use of audio-visual materials in listening classes. The researchers applied a quantitative method involving 109 university students, with data collected through questionnaires and analyzed using SPSS. The findings indicated that most students responded positively to the use of audio-visual materials. They believed that the media made learning more interesting, increased their motivation, and helped them understand listening materials more effectively. Nevertheless, several difficulties were also reported, including unfamiliar vocabulary, fast speech, and unclear pronunciation. This study shares a similar topic with the present research because both focus on students' perceptions of audio-visual media. However, the participants and research focus are different. Fitria et al. investigated university students in the context of listening classes, whereas the present study examines the perceptions of tenth-grade students toward the use of audio-visual media in English learning more generally.

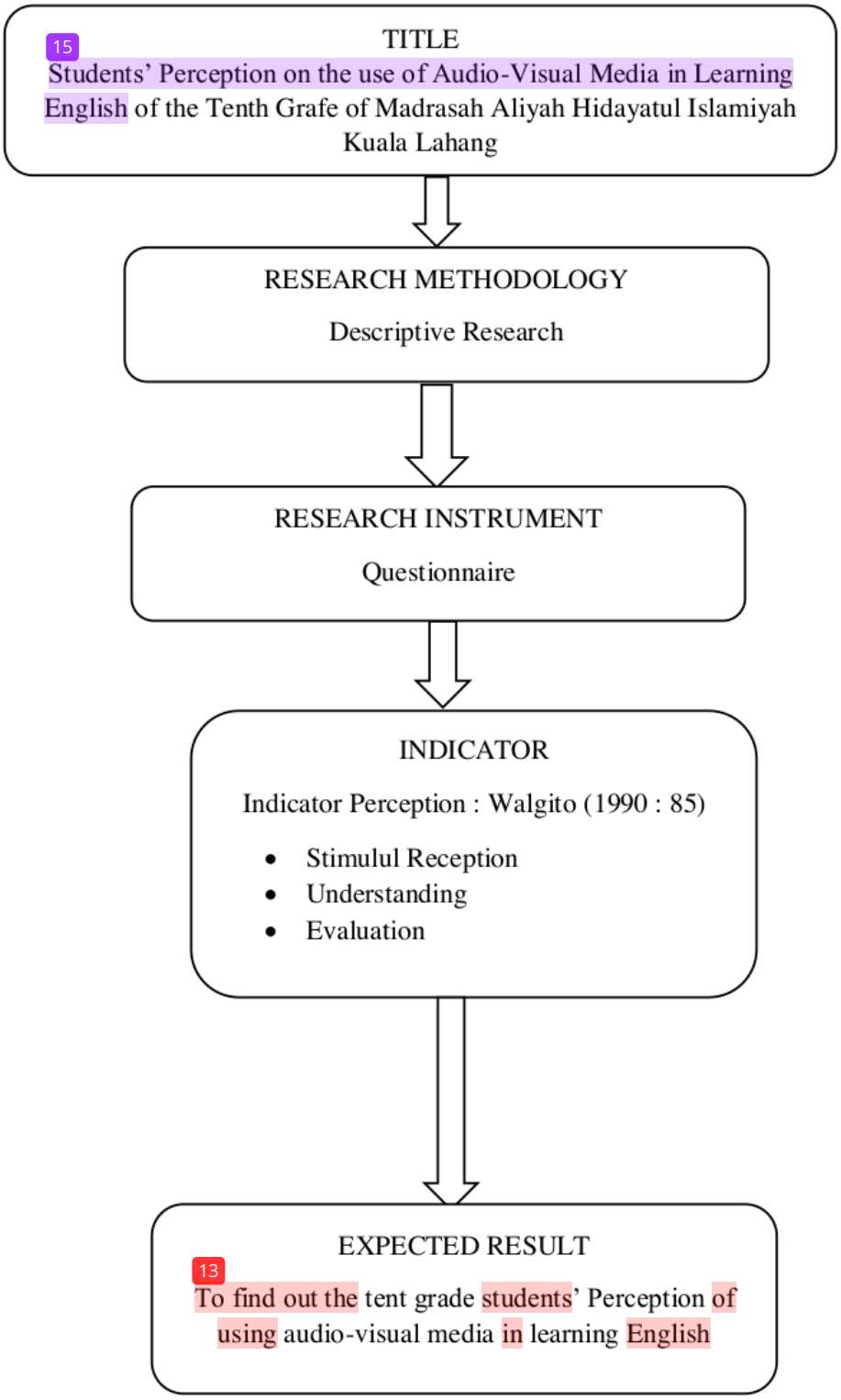
The third previous study was conducted by Mubarokah and Rizal (2024) entitled EFL Students' Perceptions on Watching English Movies as Audio-Visual Media to Improve Students' Vocabulary Mastery. The study aimed to investigate EFL students' perceptions of watching English movies as audio-visual media to improve vocabulary mastery. A quantitative research design was employed, involving 106 students from the English Education Department of Walisongo State Islamic University. Data were collected using a questionnaire and analyzed quantitatively. The findings showed that students had positive perceptions of using English movies as learning media. Most participants agreed that English movies were enjoyable and effective in supporting vocabulary learning. In addition, they believed that watching English movies also contributed to the improvement of other English skills, such as listening, speaking, reading, writing, pronunciation, and cultural understanding.

This study has several similarities with the present research. Both studies investigate students' perceptions of the use of audio-visual media in English learning and employ a quantitative approach using questionnaires as the main instrument for data collection. However, there are also notable differences. Mubarokah and Rizal focused specifically on the use of English movies to improve vocabulary mastery among university students, whereas the present study examines students' perceptions of audio-visual media in English learning among tenth-grade students at Madrasah Aliyah Hidayatul Islamiyah. In addition, the present research adopts Walgito's (2010) theory of perception,

which consists of three indicators: stimulus reception, understanding, and evaluation. These indicators were not used in the previous study.

Based on the previous studies discussed above, it can be seen that students generally have positive perceptions of the use of audio-visual media in English learning. The findings consistently show that audio-visual media can increase students' motivation, engagement, and understanding of learning materials. However, those studies were conducted in different educational settings, such as vocational high schools and universities. In contrast, the present study focuses on tenth-grade students at Madrasah Aliyah Hidayatul Islamiyah and applies Walgito's (2010) perception framework. Therefore, this research is expected to provide additional evidence regarding students' perceptions of audio-visual media in the context of English learning at an Islamic senior high school.

C. Conceptual Framework



The conceptual framework explains the main components and the flow of this 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" This study employs a descriptive research design to describe students' perceptions of the use of audio-visual media in learning English.

Students' perceptions are measured based on the indicators proposed by Walgito (2010), which include stimulus reception, understanding, and evaluation. Stimulus reception refers to how students receive the media through their senses and pay attention to it. Understanding refers to how students comprehend the material presented through audio-visual media. Evaluation refers to how students assess and respond to the use of audio-visual media in the learning process.

A questionnaire is used as the research instrument to collect the data based on these indicators. Through this framework, the study aims to obtain a clear description of students' perceptions of the use of audio-visual media in learning English.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research employed a quantitative approach to examine the research problem. The quantitative approach was used because this study aimed to measure students' perceptions of the use of audio-visual media in English language learning in the form of numerical data. According to Creswell (2018: 41), quantitative research is an approach that involves collecting numerical data through structured instruments to analyze patterns or trends. In line with this, Sugiyono (2020: 14) states that quantitative research emphasizes measurement, objectivity, and statistical analysis to obtain accurate and reliable results.

The quantitative approach was considered appropriate for this study because students' perceptions could be measured systematically through the use of questionnaires with specific scales, making it easier for the researcher to process and analyze the data objectively.

Furthermore, this study employed a descriptive research design. The descriptive design was used to describe phenomena as they naturally occurred without manipulating the variables under study. According to Creswell and Creswell (2018: 146), descriptive research aims to provide an accurate description of the characteristics of individuals, groups, or situations based on the data obtained. In addition, Sugiyono (2020: 36) states that descriptive research is used to describe the value of a variable independently without comparing it with other variables or examining cause-and-effect relationships.

This descriptive design was chosen because the study aimed to describe the perceptions of Madrasah Aliyah Hidayatul Islamiyah students regarding the use of audio-visual media in English language learning, rather than to test hypotheses or examine relationships between variables.

The data in this study were collected through a questionnaire administered to MA students after they participated in English language learning using audio-visual media. The questionnaire was designed using a Likert scale to measure students' perceptions in a structured manner.

The collected data were then analyzed using descriptive statistical techniques, such as frequency distribution, percentages, and mean scores. According to Sugiyono (2019: 156), descriptive statistical analysis is used to present and describe data so that they are easier to understand without making broad generalizations. Through this analysis, the researcher was able to clearly describe the level of students' perceptions of the use of audio-visual media in English language learning.

B. Time and Location

The research was conducted from May to June 2026. This research took place at Madrasah Aliyah Hidayatul Islamiyah, located on H. Hanafi Street, Kuala Lahang, Gaung Subdistrict, Indragiri Hilir Regency, Riau Province.

C. Population and Sample

According to Sugiyono (2020: 126), a population refers to a generalization area consisting of objects or subjects that have certain qualities and

characteristics determined by the researcher to be studied and from which conclusions are drawn.

The population of this study consisted of all tenth-grade students at Madrasah Aliyah Hidayatul Islamiyah in the 2025/2026 academic year, totaling 20 students. This population was selected because the study focused on students' perceptions of the use of audio-visual media in English language learning. Therefore, tenth-grade students were considered capable of providing clearer and more focused responses.

According to Sugiyono (2020: 127), a sample is a part of the population that represents its number and characteristics. The sampling technique used in this study was total sampling.

Total sampling is a sampling technique in which all members of the population are included as the sample. Sugiyono (2020: 134) states that total sampling is appropriate when the population size is relatively small, so all members of the population can be used as the research sample.

Table 3.1 Population and Sample of the research

No	Class	Total Students	Population	Sample
1	10	20	20	20

The use of total sampling in this study is considered appropriate due to the relatively small population size, which consists of only 20 students. Therefore, all tenth-grade students at Madrasah Aliyah Hidayatul Islamiyah are included as the research sample. This approach is intended to obtain more comprehensive data in

line with the objective of the study, which is to describe students' perceptions of the use of audio-visual media in English language learning.

D. Research Instruments

The questionnaire is used in this research as a research instrument to identify fifth-grade students' perceptions of the use of audio-visual media in English learning. Sugiyono (2020: 145) states that a questionnaire is a data collection technique carried out by providing respondents with a set of written questions or statements to answer. The researcher uses a questionnaire because it is the most appropriate instrument for quantitative research and is easy to administer.

The type of questions used in the questionnaire are closed-ended questions. Closed-ended questions help respondents answer quickly and also make it easier for the researcher to analyze data from all collected questionnaires.

The questionnaire employs a Likert scale. According to Sugiyono (2020: 150), a Likert scale is used to measure the attitudes, opinions, and perceptions of an individual or group of people regarding social phenomena. The answers for each item on the instrument using a Likert scale range from very positive to very negative.

Table 3.2 Blue Print of questionnaire

No	Indicators	Number of Item
1	Stimulus reception	1,2,3,4,5
2	Understanding	6,7,8,9,10
3	Assessment or evaluation	11,12,13,14,15

E. Data Collection Technique

Data collection techniques are methods used by researchers to obtain data that are relevant to the objectives of the study (Sugiyono, 2020: 200). In this study, the researcher used a questionnaire as the research instrument. The questionnaire was chosen because it was suitable for collecting quantitative data related to students' perceptions.

The researcher developed a questionnaire consisting of 15 items based on perception indicators, namely stimulus reception, understanding, and assessment or evaluation. The questionnaire was distributed to 20 students of class X at Madrasah Aliyah Hidayatul Islamiyah. The students were given 20 to 30 minutes to answer the questions based on their own opinions and experiences.

In gathering the data, the researcher followed these procedures:

1. The researcher developed a questionnaire consisting of 15 items based on perception indicators.
2. The researcher distributed the questionnaire to the students and explained the instructions for completing it.
5. The researcher collected the questionnaires after the students finished answering.
6. The researcher checked the questionnaires to ensure that all responses were complete.
7. The researcher classified the data based on the perception indicators.
8. The researcher analyzed the data using descriptive statistical techniques.
9. The researcher drew conclusions based on the analyzed data.

F. Data Analysis Techniques

There are several procedures carried out by the researcher in analyzing data for this study. First, the researcher collected the data to be analyzed. Second, the answers were classified based on the questions in the questionnaire. From the collected questionnaire data, the researcher used a Likert scale as a data measurement tool. According to Sugiyono (2020: 146), a Likert scale is used to measure the attitudes, opinions, and perceptions of an individual or group of people regarding social phenomena. In this study, the focused social phenomenon has been specifically determined by the researcher, hereinafter referred to as the research variable.

Through the Likert scale, the variable to be measured is translated into indicator variables. These indicators are then used as a basis for developing instrument items in the form of statements or questions. To identify students' perceptions, the researcher used a questionnaire consisting of 15 items. Each item has 4 alternative answer choices using a Likert scale, with scores assigned as follows:

Table 3.3 Likert-scale score

Options	Score
Strongly Agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly Disagree (SD)	1

This study uses descriptive statistical data analysis techniques, which according to Sugiyono (2020: 210) is a method to describe, summarize, and interpret data to make it easily understandable. After the students' perception data were collected and coded, the researcher used a formula to identify the percentage of fifth-grade students' perceptions of the use of audio-visual media in English learning. The formula used to calculate the mean of data in this study is as follows:

$$\bar{x} = \frac{\sum x}{n}$$

Where:

$\bar{X}$ = Mean score

$\sum x$ = Total score obtained

n = Number of items

After obtaining the mean score, the researcher classified the results into perception categories by using interval scores. The interval score was calculated using the following formula:

$$I = \frac{R}{K}$$

Where :

I = Interval width

R = Range (highest score – lowest score)

K = Number of categories

Since this study used a four-point Likert scale with scores ranging from 1 to 4 and four perception categories, the interval width was calculated as follows:

$$I = \frac{4-1}{4} = 0,75$$

Based on the calculation above, the perception categories used in this study are presented in the following table.

Table 3.4 classification of perception questioner score

No	Mean score range	Category level
1	3,26 – 4,00	Very positive perception
2	2,51 – 3,25	Positive perception
3	1,76 – 2,50	Negative perception
4	1,00 – 1,75	Very negative perception

CHAPTER IV

DATA PERSENTATION AND RESEARCH FINDINGS

A. Data Presentation

The data of this research were collected from the tenth-grade students of Madrasah Aliyah Hidayatul Islamiah Kuala Lahang in the academic year 2025/2026. The purpose of this study was to identify students' perceptions of the use of audio-visual media in learning English.

The data were obtained through a questionnaire consisting of 15 statements developed based on the perception indicators proposed by Walgito (2010), namely stimulus reception, understanding, and Assessment or evaluation. The questionnaire used a four-point Likert scale, namely Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The questionnaire was distributed to 20 students. The collected data were analyzed using mean score analysis to determine the level of students' perceptions toward the use of audio-visual media in learning English. The results were then classified into four categories: Very Positive, Positive, Negative, and Very Negative.

Table 4.1
Students' Perceptions on Stimulus Reception Indicator

No	Statements	Mean Score	Category
1	I can see the pictures or videos clearly when the teacher uses audio-visual media.	2,90	Positive

2	The sound from the video or audio can be heard clearly during the lesson	3,25	Positive
3	I pay attention when the teacher uses audio-visual media.	3,60	Very Positive
4	Audio-visual media help me stay focused during the lesson.	3,60	Very Positive
5	Audio-visual media attracts my attention in learning English	3,45	Very Positive
Total Mean		16,8	
Average total mean		3,36	Very Positive

Based on the table above, it shows the Stimulus Reception indicator obtained an average mean score of 3.36, which was categorized as Very Positive. This result indicates that students were able to receive information effectively through the use of audio-visual media during English learning activities. The highest mean scores were obtained by Item 3 and Item 4, with a score of 3.60, indicating that students paid attention to the lesson and maintained their focus when audio-visual media were used in the classroom. Meanwhile, Item 1 obtained the lowest mean score of 2.90, although it was still categorized as Positive. This finding suggests that students generally had a very positive perception of the use of audio-visual media in terms of stimulus reception. Therefore, it can be concluded that audio-visual media effectively

attracted students' attention and helped them receive learning information during the English learning process.

Table 4.2
Students' Perceptions on Understanding Indicator

No	Statements	Mean Score	Category
6	Audio-visual media help me understand English lessons more easily.	3,65	Very Positive
7	I understand the material better when the teacher uses audio-visual media.	3,25	Positive
8	Pictures or videos in the media help me understand the teacher's explanation.	3,35	Very Positive
9	I do not get confused easily when learning English using audio-visual media.	2,85	Positive
10	Audio-visual media make English lessons clearer for me.	3,30	Very Positive
Total Mean		16,4	
Average total mean		3,28	Very Positive

Based on the table above, it shows the Understanding indicator obtained an average mean score of 3.28, which was categorized as Very Positive. This result indicates that students perceived audio-visual media as helpful in understanding English learning materials. The highest mean score was obtained by Item 6 with a score of 3,65, indicating that students strongly agreed that audio-visual media enhanced their understanding of the lesson.

Meanwhile, the lowest mean score was obtained by Item 9 with a score of 2,85, although it was still categorized as Positive. This finding suggests that students generally had a very positive perception of the use of audio-visual media in terms of understanding. Therefore, it can be concluded that audio-visual media helped students comprehend English learning materials more easily and effectively.

Table 4.3
Students' Perceptions on Assesment or Evaluation Indicator

No	Statements	Mean Score	Category
11	I enjoy learning English using audio-visual media.	3	Positive
12	Audio-visual media make me more interested in joining English lessons.	2,85	Positive
13	I am more enthusiastic about learning when the teacher uses audio-visual media.	3,20	Positive
14	I want the teacher to use audio-visual media more often in English lessons.	3,10	Positive
15	In my opinion, audio-visual media are good to be used in English learning.	3,35	Very Positive
	Total Mean	15,50	
	Average total mean	3,10	Very Positive

Based on the table above, it shows the Assessment or Evaluation indicator obtained an average mean score of 3.10, which was categorized as Positive. This result indicates that students generally had positive evaluations toward the use of audio-visual media in learning English. The highest mean score was obtained by Item 15 with a score of 3,35, indicating that students considered audio-visual media beneficial in supporting their English learning activities. Meanwhile, the lowest mean score was obtained by Item 12 with a score of 2,85, although it remained within the Positive category. This finding suggests that students positively evaluated the use of audio-visual media as a learning tool. Therefore, it can be concluded that audio-visual media contributed positively to students' English learning experiences and supported their engagement in the learning process.

Table 4.4
Overall Students' Perceptions toward the Use of Audio-Visual Media in Learning English

No	Indicators	Mean score	Category
1	Stimulus Reception	3.36	Very Positive
2	Understanding	3.28	Very Positive
3	Assessment or Evaluation	3.10	Positive
	Grand mean	3,25	Positive

Based on the table above, it shows the Stimulus Reception indicator obtained a mean score of 3.36 and was categorized as Very Positive. The Understanding indicator obtained a mean score of 3.28 and was also

categorized as Very Positive. Meanwhile, the Evaluation indicator obtained a mean score of 3.10 and was categorized as Positive.

Furthermore, the grand mean score of all indicators was 3.25, which falls into the Positive category. This finding indicates that the tenth-grade students of Madrasah Aliyah Hidayatul Islamiah Kuala Lahang had a positive perception toward the use of audio-visual media in learning English. The results suggest that audio-visual media helped students receive information effectively, understand learning materials more easily, and develop positive attitudes toward English learning.

B. Research Findings

This study was conducted to answer the research question: "How are students' perceptions of the use of audio-visual media in learning English at the tenth grade of Madrasah Aliyah Hidayatul Islamiyah?" The discussion is presented based on the three indicators of perception proposed by Walgito (2010), namely stimulus reception, understanding, and evaluation.

The findings show that students had a very positive perception in terms of stimulus reception, with a mean score of 3.36. This indicates that audio-visual media successfully attracted students' attention and enabled them to receive learning stimuli effectively during English lessons. The combination of visual and audio elements made students more focused and interested in the learning activities.

According to Walgito (2010), stimulus reception is the initial stage of perception, in which individuals receive information through their senses before

interpreting it. In this study, the use of audio-visual media provided students with both visual and auditory stimuli, allowing them to pay closer attention to the learning materials presented by the teacher.

This finding is consistent with the study conducted by Fauziah, Ernawati, and Rozak (2021), which reported that most students had positive perceptions of audio-visual media because it made English lessons more interesting and easier to follow. Similarly, Ismail et al. (2023) found that audio-visual materials increased students' interest and engagement during English learning. These findings suggest that audio-visual media is effective in capturing students' attention, which is an essential first step in the learning process.

The second finding indicates that students also had a very positive perception regarding understanding, with a mean score of 3.28. This result suggests that audio-visual media helped students understand English materials more easily. The combination of images, sound, and contextual information enabled students to grasp lesson content more clearly than through verbal explanations alone.

Based on Walgito's (2010) theory, understanding occurs after individuals receive stimuli and begin to interpret the information they have obtained. The findings of this study show that audio-visual media supported this process by presenting learning materials in a clearer and more meaningful way.

This result supports the findings of Fitria, Isnawati, and Perdhani (2022), who found that students perceived audio-visual materials as helpful in improving their understanding of listening materials. Likewise, Pham (2021) reported that

students showed better listening comprehension after learning through videos and expressed positive attitudes toward the use of video in English classes. These similarities indicate that audio-visual media can improve students' comprehension by combining visual and auditory information in a meaningful context.

The third indicator, evaluation, obtained a mean score of 3.10, which falls into the Positive category. This finding indicates that students generally evaluated the use of audio-visual media positively. Most students believed that learning through audio-visual media was enjoyable and beneficial for their English learning, although a few students expressed less positive opinions compared to the previous indicators.

According to Walgito (2010), evaluation is the stage where individuals assess or judge the information they have received and understood based on their own experiences and expectations. The positive evaluation found in this study shows that students appreciated the use of audio-visual media and considered it a useful learning resource.

This finding is in line with the study conducted by Mubarokah and Rizal (2024), which revealed that university students had positive perceptions of watching English movies as audio-visual media because they believed it improved vocabulary mastery and other English skills. Likewise, Fauziah et al. (2021) found that most students considered audio-visual media enjoyable and beneficial for learning English. Although the participants and educational

settings were different, both studies support the present finding that students generally respond positively to the use of audio-visual media.

Overall, the grand mean score of 3.25 indicates that the tenth-grade students of Madrasah Aliyah Hidayatul Islamiyah had a positive perception of the use of audio-visual media in learning English. The findings suggest that audio-visual media not only attracted students' attention but also helped them understand learning materials more effectively and encouraged positive attitudes toward English learning.

The overall findings are consistent with previous studies by Fauziah et al. (2021), Fitria et al. (2022), and Mubarokah and Rizal (2024), all of which reported positive student perceptions of audio-visual media in English learning. Although those studies were conducted in different educational contexts, they reached similar conclusions that audio-visual media can increase students' engagement, facilitate understanding, and create more meaningful learning experiences. Therefore, the findings of this study provide additional evidence that audio-visual media is an effective instructional medium for English learning, particularly for students at Madrasah Aliyah Hidayatul Islamiyah.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings of this study, it can be concluded that the tenth-grade students of Madrasah Aliyah Hidayatul Islamiyah Kuala Lahang have a positive perception of the use of audio-visual media in learning English. This is reflected in the grand mean score of 3.25, which falls into the Positive category.

Among the three indicators of perception proposed by Walgito (2010), Stimulus Reception obtained the highest mean score (3.36) and was categorized as Very Positive. This result indicates that audio-visual media was effective in attracting students' attention and helping them receive learning materials during English lessons. The Understanding indicator also received a Very Positive category, with a mean score of 3.28, suggesting that students found it easier to understand English materials when audio-visual media was used. Meanwhile, the Evaluation indicator obtained a mean score of 3.10, which was categorized as Positive. This shows that, overall, students viewed the use of audio-visual media favorably and considered it beneficial in supporting the learning process.

Overall, the findings suggest that audio-visual media contributes positively to English learning. Students perceived that it made classroom activities more interesting, helped them understand the lesson more easily, and created a more enjoyable learning experience. These findings indicate that audio-visual media can be an effective instructional medium to support English teaching and learning, particularly at the senior high school level.

B. Suggestions

After conducting this research, the researcher would like to provide several suggestions for students, teachers, and future researchers.

1. For Students

   Students are encouraged to pay attention to the instructional videos used during English lessons, take notes of important information, and review the materials when necessary.

2. For Teachers

   Teachers are recommended to use audio-visual media more frequently in English learning activities because it can attract students' attention, improve their understanding of learning materials, and create a more engaging learning environment. Teachers should also select appropriate audio-visual materials that match students' learning needs and abilities.

3. For Future Researchers

   Future researchers are encouraged to conduct similar studies with a larger number of participants or at different educational levels to obtain broader findings. In addition, future studies may employ different research methods, such as qualitative or mixed-method approaches, to gain deeper insights into students' perceptions and experiences regarding the use of audio-visual media in English learning.

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