

**STUDENTS' PREFERENCES ON MEDIA USED IN ONLINE
EFL CLASSROOM : A SURVEY STUDY**

THESIS

Submitted in partial fulfillment of the requirement for the degree of

Sarjana Pendidikan (S.Pd) in Teaching English



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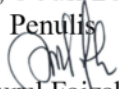
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ABSTRACT

Faizah, Nurul. (2022). *Students' Preferences on Media Used in Online EFL Classroom : A Survey Study*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisors: Fitriah, PhD and Hilda Izzati Madjid, MA.

Key Words: *Students' Preferences, Learning Media, Online EFL Classroom.*

The regulation of learning from home during the pandemic Covid-19 makes difficulties for students to learn online. Teachers should be able to transform the information effectively, and the use of media may be beneficial for facilitating students' understanding. In fact, there are various types of media to help teaching and learning process. Thus, knowing the students' media preferences and their responses is very crucial to optimize the students' understanding in online EFL classrooms. This quantitative study aims to investigate the types of media students prefer to have in online learning and their responses toward the used of media. The data was from survey questionnaires involving 164 secondary school students. The results showed that students preferred to have audio-visual media for learning in online EFL Classrooms. The media identified YouTube Videos, Online Quizzes, and TV Programs. Students believed that media could attract students attentions because it has interesting features such as animation, color, and sound. Media also helps students achieve learning goal and understand the material presented. Reflecting on this finding, teachers may consider to use the same learning media as found in this study and ensure the media use not only attract students' interests in learning but also facilitate their understanding in online EFL Classrooms.



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ABSTRAK

Faizah, Nurul. (2022). Students' Preferences on Media Used in Online EFL Classroom : A Survey Study. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Fitriah, PhD dan Hilda Izzati Madjid, MA.

Kata Kunci: Preferensi Siswa, Media Pembelajaran, Kelas EFL Online.

Regulasi belajar dari rumah di masa pandemi Covid-19 membuat siswa kesulitan belajar secara online. Guru harus dapat mengubah informasi secara efektif, dan penggunaan media mungkin bermanfaat untuk memfasilitasi pemahaman siswa. Faktanya, terdapat berbagai macam tipe media yang bisa membantu proses belajar mengajar. Untuk itu, mengetahui preferensi media dan respon siswa adalah hal yang sangat penting untuk mengoptimalkan pemahaman siswa di dalam kelas EFL online. Studi kuantitatif ini bertujuan untuk mengetahui jenis media yang disukai siswa dalam pembelajaran online dan tanggapan mereka terhadap penggunaan media tertentu. Data diperoleh dari kuesioner survei yang melibatkan 164 siswa sekolah menengah pertama. Hasil penelitian menunjukkan bahwa siswa lebih menyukai media audio visual untuk pembelajaran di kelas EFL online. Media yang diidentifikasi antara lain Video YouTube, Kuis Online, dan Program TV. Siswa percaya bahwa media dapat menarik perhatian siswa karena memiliki fitur yang menarik seperti animasi, warna, dan suara. Media juga membantu siswa mencapai tujuan pembelajaran, dan membantu siswa memahami materi yang disajikan. Berkaca pada temuan ini, guru dapat mempertimbangkan untuk menggunakan media pembelajaran yang sama seperti yang ditemukan dalam penelitian ini dan memastikan penggunaan media tidak hanya menarik minat siswa dalam belajar tetapi juga memfasilitasi pemahaman mereka di kelas EFL online..



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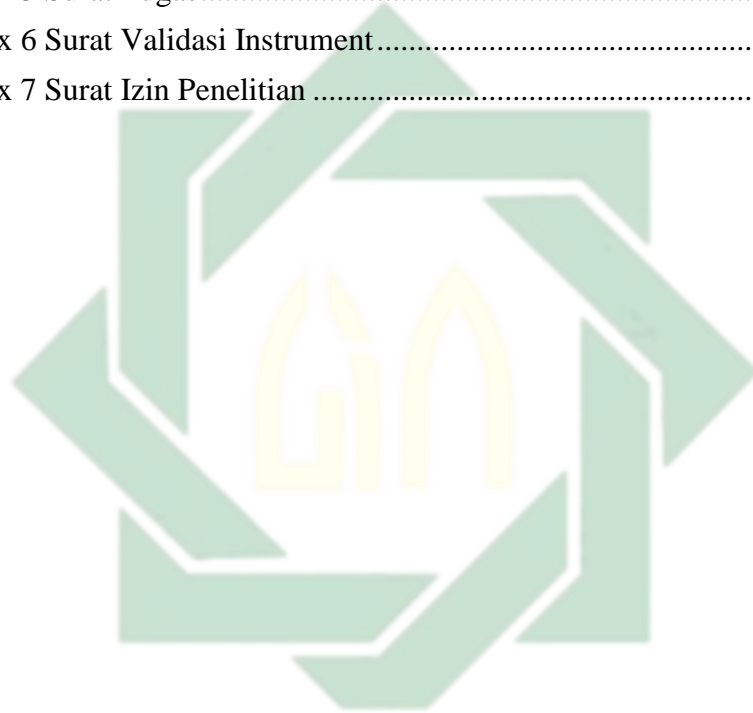
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LIST OF ABBREVIATIONS

EFL : English Foreign Language

SPSS : Statistical Package for Social Scienc



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CHAPTER I

INTRODUCTION

This chapter will discuss the concept why this study is important to be conducted to get the information related to the topic. In this chapter named introduction, will discuss about (A) Background of the Study, (B) Research Question, (C) Objective of the Study, (D) Significance of the Study, (E) Scope and Limitation, and (F) Definition of Key Terms.

A. Research Background

The Covid 19 pandemic has changed the way of life in various sectors, especially in the context of the educational system. Indonesia implements learning from home for all students in this situation. The Pandemic era provides an overview of the world's education continuity in the future with the help of technology. Indonesia Education Minister, Nadiem Makarim announced in the regulation letter No. 4 of 2020 that learning from home is carried out to provide more meaningful learning experiences for students. Learning from home makes all elements of the school distort the way to present interesting learning in this condition even though there are several challenges for students such as learning a foreign language, namely English.

The condition during the pandemic makes the students unable to obtain face to face learning. In doing online learning, teachers should do several

processes to manage the class. In fact, the teacher finds some challenges in online learning. The challenges may include choosing the suitable media to display the materials. The suitable online media learning cannot separate with technology. Even though there is so much online media learning, choosing the right media needs to be considered carefully. Orlando and Attard stated teaching used technology is not a one-size-fits-all approach because it depends on the type of technology being used and also the content of the curriculum being taught. Related to the technology used, the teacher should choose wisely the kind of devices that can be easily accessed by students. The facts show that most of the students in Indonesia who come from rural areas do not have sufficient technology to conduct online classes. In addition, the minimal income level of parents cannot fully fulfill what students need to study online. Several other problems come from packaging the material in an attractive media. As it is known, most online learning processes require the internet for media in displaying material. This is also a problem when not all students get a stable level of internet access. This problem occurs because the provider and the area where students live are not the same. This problem had a negative impact as stated in the Indonesian national news report that since March 2020, Indonesia had to face school closures which impacted 62.5 million students, ranging from pre-primary to higher education levels. Thus, teachers must really prepare for media use in an online learning in EFL classroom that is appropriate to the level of students' diversity.

Media is one of the important elements in the teaching and learning process. Brinton stated the term media commonly refers to the tool the teacher uses in facilitating the learning process in the classroom. In online learning, the teacher should know the online platform that the students prefer. This statement was also strengthened by Weller, online learning media is very important educational technology.

Media brings a big effect in the context of students' understanding in the classroom. Craig L said that media plays a prime role in teaching learning¹. In fact, the teacher and students can easily study in the classroom using media. This is related to what Marpaung said that when students easily understand the material, the use of learning media can facilitate the achievement of learning in the classroom².

Second, the media can help teachers to transfer the material in the classroom. Omenge and Priscah claimed that media is tools for transmitting or delivering messages and content for the students in the teaching learning process. The presence of media can help teachers to give instructions and deliver the material. Harmer, Brinton, and Tomlinson argued Language teaching media have been considered inseparable in supporting English learning activities.

Another benefit of learning media is students will be more active and think critically in absorbing the material. Karo and Rohani believe that

¹ Craig L Scanlan. "Instructional Media: Selection and Use", (http://www.umdj.edu/idsweb/idst5330/instructional_media.htm, accessed on July 6, 2021)

² Syafaruddin Marpaung. "Penggunaan Media dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Atas" Preprint, (<https://osf.io/ewus>, accessed on July 6, 2021)

relevant learning media can optimize the teaching and learning process. The students will be easier to understand and memorize what activity is taking place. The various features in the media gives an amazing impact for students to learn in different ways. attractive and colorful displays make students not easily bored to do learning.

Obviously, it is not easy to choose the appropriate media for teaching and learning in the online classroom. There are many factors to implement the best media learning. As we know, Indonesia is a vast country. Indonesian students also have different backgrounds, family, and education. In this case, certainly each student or learner has the preference of the way they learn about the English language. Every school in Indonesia uses different media in the online teaching and learning process. The reason is every school and basic competency adjusts the environment. It can be said that media facilities in schools also differ between regions such as urban and rural areas, even based on school accreditation.

There are many types of learning media that can be used in the online classroom. Kinds of media are known as educational media, there are human, material, and non-human³. Brettz classified media into seven groups: audio media, print media, silent visual media, motion visual media, semi-motion audio media, silent audio-visual media, and motion audio-visual media. Based on the Djamarah's statement in 2022, media is classified into three categories

³ Adegbija & Fakomogbon. 2012." Instructional Media in Teaching and Learning: A Nigerian Perspective", Global Media Journal Africa Edition.Vol. 6 No 2

namely audio, visual, and audio visual. Therefore, it is necessary to know what is the student's preference on the use of media in learning english.

Poerbakawatja stated preference is the willingness of an active soul to receive something from the environment. Student preferences must be given a place to be observed. It can be important because students' preference influences their motivation and wants to learn english. By adjusting student preferences media, it will be easier for teachers to provide and deliver the material for learning. Beside that, students also feel that learning English with the appropriate media will make it more comfortable and fun.

Despite this, there have been several studies conducted to explore media learning. A number of studies have investigated students' perceptions of using media to learn English. Marwana examined the students' perceptions of the media used in teaching English at and found that the use of media had a positive effect on teaching and learning process.⁴ This statement, reinforced by Mutia Safitri, uses social media for learning and improving their English.⁵ Moreover, the research by Charles Prim informed that the students have different levels of use and preferences of media use in the classroom.⁶

However, no study has discussed the types of students' preferences on media use in online learning in EFL classrooms, students' responses toward the use of particular media, and surveys from several schools. This study involved

⁴ Marwana, Skripsi : *"The students' Perceptions of The Media used by Teacher in Teaching English"*. Makassar: UM Makassar, 2019.

⁵ Mutia Safitri, Skripsi : *"Students' Perception of The Use of Social Media for Learning English"*. Jakarta : UIN Jakarta, 2021

⁶ Charles Primm, *"Illusions of Control: Media Uses and Preferences Among University Students"*, 2010

2 public schools that have A accreditation in Bugul Kidul District, Pasuruan City. Based on preliminary research by interviewing the English teacher and students in each school, The researcher identified the schools that use various types of media for online learning. Therefore, it will be interesting to find out preferences of media that may affect students' learning.

B. Research Questions

In accordance with the background, the research question of this study are stated as :

1. What types of media do students prefer to use in online EFL Classrooms?
2. What are the students' responses toward the used of media in online EFL Classrooms?

C. Objectives of The Study

Dealing with the research question, the objectives of this study as follows :

1. To investigate types of media do students prefer to use in online EFL Classrooms.
2. To investigate the students' responses toward the used of media in online EFL Classrooms.

D. Significance of The Study

The researcher expects the result of this study can give the benefits of two, theoretical and practical :

1. Theoretical Significance

This research can be used to improve knowledge of students' preference on media use in online learning in EFL classrooms. For the result of this study, it can be contributed in the education scope to know the result of type and the students responses toward the used of media in an online EFL Classrooms.

2. Practical Significance

a. English Teachers

The results of this study are expected to help English teachers as a guidance in choosing the media online learning. Furthermore, the result is also expected to find out the students' responses toward the used of in online EFL Classrooms.

b. Schools

The researcher hopes that the findings can be useful for schools in giving information about the importance of media in teaching and can encourage teachers to use media. The schools may also facilitate

the teachers with technology to support their teaching and learning process.

c. Researcher

Online learning is an interesting topic. There are different angles that other researchers can investigate to understand online learning such as teachers' creativity in doing online learning, the strategy used and approach to enhance students' participation in online learning. The findings of this study can be used as a reference to investigate online learning study, and extend the topic about types of media online learning, students' responses toward particular media, or do similar investigation with different context and participants.

E. Scope and Limitation

The research scope of this study to students of junior high school of 2 schools in Bugul Kidul District, Pasuruan with consideration that the school has A accreditation and is limited to the 8th grade. The total of students are 164 from two schools. The limitation of this study is focused on the types of students' media preference. Besides, this study also focuses on students' responses toward the used of media in online EFL Classrooms. The researcher used Hatch and Farhady's theory for analysis the data from two sections of findings.

F. Key Terms

To give an understanding of this study, the researcher provides the following key terms:

1. Learning Media

Media becomes a connection to extend the information⁷. Miarso stated that learning media is a tool used to convey messages that can stimulate students' thoughts, desires, feelings, and attention in the learning process. The use of learning media in the classroom is expected to attract students to learn faster and easier. In the learning process, media is categorized into two major points, namely online and traditional learning media. Traditional media defined as generally old and print out media used by the teacher in teaching and learning process.⁸ On the other hand, online media is a tool of technology such as application, software, and resources for education.⁹ Learning media in this study is defined as a tool used by teachers and students in the academic field related to EFL learning materials.

⁷ Wai Meng Chan, ed., *Media in Foreign Language Teaching and Learning, Studies in second and foreign language education 5*. Boston: De Gruyter Mouton, 2011.

⁸ Slavíková and Vít. *The Use of Media in the EFL Classrooms at Secondary Schools in the 21st Century*. p.11

⁹ Michelle J Eady and Lori Lockyer. 2013. "Tools for Learning: Technology and Teaching Strategies". *University of Wollongong Research Online*. 2013

2. Students' Preference

Students' preference refers to a student's way or style of doing everything, especially in education. Preference is the willingness of an active soul to receive and get things from the outside. Preference as behavior people or choices of objects that are reflected explicitly in decision making.¹⁰ Each student has their own preferences in determining their choice in receiving lessons in the class. Students' preference in this research refers to the choice of students' desires in using learning media in the EFL classroom.

3. Students' Responses

Students' responses is behavior that is born due to the inclusion of a stimulus given by the teacher in learning something. Regarding to the students' responses toward function of media, Levie and Lentz Theory clarified it in four aspects ; 1) Attention is to attract students' attention to concentrate on the content of the lesson, 2) Affective is the level of student enjoyment when learning, 3) Cognitive is media can facilitate the achievement of goals to understand and remember information or messages, and 4) The compensatory is provide help students who are weak in reading to organize the information. Students' responses in this study refers to students' voices toward media used in EFL Classroom.

¹⁰ Lichtenstein, S. & Slovic, P., *The Construction Of Preference United States of America* (Cambridge University Press, 2006)

4. EFL Classroom

EFL is also known as English as a Foreign language. EFL Classroom refers to an educational setting where the students in the class do not have English as their mother tongue. This is primarily used for students who are learning English and not living in their own country.¹¹ Since English is a second language, it cannot be isolated from discussing mother language learning. Because things that are discussed in second language learning are also usually discussed in the first language.¹² While EFL Classroom in this research refers to classes in the Bugul Kidul District Junior High School, Pasuruan City that run the English language program as a subject.



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¹¹ English, —What Do EFL ESL Mean?

¹² Mitchell, Rosamond and Myles, Florence. Second language learning theories. New York: Oxford University, 2004.

CHAPTER II

REVIEW OF LITERATURE REVIEW

This chapter will discuss and clarify a brief overview about several theories and reviews some related previous studies related to this research to build the research framework.

A. Theoretical Background

In this study, researcher provides particular operation literature review to help the readers understand well. They are defined as follow :

1. Learning Media

Learning media is tools that teachers and students use in the classroom to process learning. This statement is related to the Schramm, learning media is a messenger used for learning purposes. Learning media is the scope of pictures, objects, and other things that can be used to present and manipulate language along with involving students in activities.¹³ In the digital era, teachers need to learn to use computers and technology with the aim of teaching and assessing English. They need to build something new or innovative teaching through the use of technology.¹⁴

Miarso showed the same perspectives with Schramm, media learning is anything that can be used to convey a message so as to excite students' feelings, thoughts, willingness, attentions, and encourages the learning

¹³ Jeremy Harmer, *The Practice of Language Teaching*, Cambridge: Ashford Colour Press, 2007.

¹⁴ Carol A Chapelle. 2003. "English Language Learning and Technology". John Benjamins Publishing Company. Vol. 7, No. 31.

process. Then, media is an introduction between senders to recipients¹⁵. The use of learning media is expected to make the learning process more quickly accepted by students as well as attract students to learn.

Meanwhile, Briggs in 1977 defined learning media as a physical means to convey content or learning materials such as books, films, videos, slides, and so on. Smaldino, Lowther & Russell divided the media into six types namely audio, text, visual, video, manipulative, and people¹⁶. Along with this statement, Richard shows that media such as radio, television, and newspaper considered ways of entertaining to spread information to a large number of people¹⁷.

The learning media is very important to increase students' motivation and understanding to study in the EFL class. Media can make conveying material to students more effective and creative. This is related to the statement showed by Aqib in 2015 that Learning media is everything to convey and distribute messages from the source in a planned manner so as to stimulate the learning process conducive, efficient, and effective learning environment. Scarlan stated there is several advantages in the context if media can facilitate learning and increase understanding of

¹⁵ Fathurrohman, *Teknologi Dan Media Pembelajaran*. Surabaya: Dakwah Digital Press, 2008.

¹⁶ Sharon E Smaldino, Deborah L Lowther, and James D Russell, *Instructional Technology & Media For Learning*.(Jakarta: Kencana, 2012)

¹⁷ Jack C Richard., *Curriculum Development in Language Teaching*. UK: Cambridge University Press.

material are ; 1) get attention, 2) increase motivation, 3) develop learning climate, 4) create acceptance of opinion and idea¹⁸.

a. Types of Learning Media

In the EFL Classrooms, Learning media tend to be interpreted as photographic, graphic, or electronic tools for processing, capturing, and rearranging verbal and visual information.¹⁹ There are various types of media for learning in the context of EFL. In the 4.0 era, online learning certainly requires online media that involves technology. New types of learning media have started to emerge since the development of several online learning applications and platforms. This type of learning technology media is certainly considered more fun and effective. This is confirmed by the opinion of Costley, Murphy, DePasquale and McNamara which states that technology-based media is an effective tool for students. The use of this type of technology media can support the curriculum so that students can easily understand language skills in EFL classes.²⁰ Rudi Bretz in 1977 classifies the main characteristics of media into three types are sound, visual, and

¹⁸ Scanlan, "Instructional Media: Selection and Use. Online".

¹⁹ Azhar Arsyad. Media Pembelajaran. Jakarta: PT.Rajagrafindo Persada, 2017.

²⁰ Mohammad Reza Ahmadi. —The Use of Technology in English Language Learning: A Literature Review||....., p.117.

motion.²¹ Based on the Djamarah's statement in 2022, media is classified into three categories namely audio, visual, and audio visual. Each media has its own role in the context of stimulating sensory awareness during English language class.

1) Audio

Audio is one type of learning media in the form of sound output. Audio media is generally used for listening activities in EFL classes. Daryanto in 2010 said that audio comes from the word audible, which means a sound that can be heard naturally by humans. Supporting this statement, Andi Prastowo in 2011 stated that audio media is a tool to convey messages in the form of auditory symbols, both verbal and non-verbal. In the EFL class, Audio is used as a form of non-print intermediary that is played so that students are able to understand the competence of the material being taught.²²

Media in the form of audio can also be used as a support for mastering other skills in English. By using audio, teachers can provide supporting tools to students in terms of listening, reading, writing, and speaking.

²¹ M. Basyiruddin Usman, *Media Pembelajaran*, h.27.

²² Nana Sudjana dan Ahmad Rivai, *Media Pengajaran*, (Bandung: CV Sinar Baru, 1997), Cet Ke-3, h.129.

Students will also be helped by audio in understanding and pronouncing every English word. Barket in 1981 conducted a study and found that college students used 53% of their waking time to listen. Broadly speaking, it can be said that listening is an activity that is mostly done besides speaking, writing, and reading. It can be concluded that listening will be more fun and easier in the learning system. Audio media certainly has a big role in this context. Some of the advantages of using audio media in the EFL class are that it can help students understand things that are difficult to do. In addition, audio is also mobile or easy to move.²³ With audio, students can more easily focus and imagine the words or material presented.²⁴

In the EFL class, a teacher must be able to pay attention to listening to the material being explained. In this case, the role of audio media can be played to help teachers make lessons more enjoyable. The types of learning media including audio are audio recording, drama, news report, and song. In online learning in

²³ Sadiman, Arief, et.al., *Media Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 1996), 52.

²⁴ Anderson, Ronald. *Pemilihan dan Pengembangan Media Untuk Pembelajaran*. Jakarta: CV Rajawali, 1987.

EFL classrooms, audio is usually shared through the help of several platforms such as sent via Whatsapp, share screen via Zoom or Google Meet, and so on. The formulation for distributing this media is in MP3 format. After that, students can use audio in online classes to understand the lesson or answer questions.

2) Visual

Visual media is defined as a tool that will be physically related to the sense of sight. Visual media displays text and images that can help students understand the material in the EFL class. In this regard, Munadi in 2010 said that in general visual media will convey message content in the form of non-verbal and verbal. Smaldino in 1996 argued that the application of visual media in the classroom can be in the form of posters, graphics, cartoons, pictures, charts, and so on.

The benefits of using visual media are many, such as encouraging students to draw abstract ideas located in the media. Visual media will certainly attract students to pay more attention to the material because in it there are various designs and colors.

To use visual type media, teachers usually share in the form of JPG, PNG, PDF, or Word. However, to

make it easier for students to see it, many teachers share it in the form of a direct image or JPG. Then, the teacher shared through the learning platforms used by each school.

3) Audio Visual

This media is a combination of audio and visual types of media. Smalindo in 1996 argues that audio-visual media almost embrace cognitive, affective, psychomotor, and interpersonal abilities. Audio visual is considered very profitable because this media can display sound and also images. In the classroom, students will definitely be encouraged to pay more attention to the material to be studied. Examples of audio-visual media used in EFL classes include videos, films, and TV programs.

The implementation process of sharing audio visual in an online learning in EFL Classrooms, the teacher gives the link or video in the form of MP4 format. The teacher also uses the help of media teaching platforms such as Whatsapp, Zoom, Google Meet, and also private teaching media provided by the school.

The types of learning media in online and offline EFL classroom are actually the same. The existing theory also states that the types of media in the context of online and offline are audio, visual, and audio visual. The slightly difference is in how the media used. This statement is supported by Lucie Slavikova in 2014 who stated that online media use requires technology and software. Furthermore, The table by Bannister & Wilden below stated that online and offline media are the same, but the operation method is different

Table 2.1 The Differences of Media Used

Old (Offline Media)	Level of Use	New (Online Media)
Textbook		E-book
Tape		Recording on Tablet
Paper Dictionary		Dictionary Application
Writing Down on Paper		Microsoft Word

All of the learning media bring the advantages in the context of Online EFL Classroom. This is related with the statement of Scanlan that indicated media can facilitate and increase understanding of the material which deliver for students :1) getting attention, 2) increasing motivation of learning, 3) developing

learning climate, 4) creating acceptance of ideas and opinion²⁵. In this era, the educational system can utilize the internet and technology. The Internet becomes an unlimited library.²⁶ The learning media in the online EFL Classroom with the help of technology become an espousal tools for teaching and learning. The media of online learning can be classified by resources such as application, software, and support for education²⁷

2. Students' Preference

Preference is something that comes purely from individual thoughts and desires. According to Porteus in 2000, preferences are part of an individual's decision in making components. The components of the statements mean perception, attitude, value, preference, and satisfaction.

These components will influence each other to make decisions. Caleb and Peter strengthen this statement by mentioning preference as a feeling of the tendency of each individual in choosing something they want.²⁸ In learning in the EFL class, not all students have the same way of learning. Educational psychologists argue that students should assume their own preferences as well as their ability to learn.²⁹ Therefore, teachers can monitor individual differences in preferences for choosing learning media

²⁵ Scanlan, "Instructional Media: Selection and Use. Online."

²⁶ Smaldino, Lowther, and Russell, *Instructional Technology & Media For Learning.*, p.237

²⁷ Ibid

²⁸ Caleb Warren, et.al., "Values and preferences: defining preference construction". *WIRES Cognitive Science*, Vol. 2, 2010, 193-205

²⁹ Byron W.Brown& Carl E. Liedholm,"Student Preferences in Using Online Learning Resources".*Social Science Computer Review*, Vol.22, Issue 4,2004, 479-492.

as a form of opportunity in choosing the right answer to support the learning process.³⁰

Each individual has preferences in determining various options for their needs. It is related to the fact that Simamora reveals that preferences can be formed through the mindset of individuals which is based on two things; experience and belief. Gibson also stated that perception in the preference is a process of giving meaning of process from a person to his environment.

Preferences will affect how satisfied the object has been chosen later. In addition, preferences are also influenced by other factors, such as motivation or from the surrounding environment. In a simple word, students' preference is the student's own style or way of doing everything, especially in education.

Strauss and Frost in 2011 stated that there are nine key factors that must be considered in choosing teaching media. The nine key factors include the limitations of institutional resources, the suitability of the media with the subjects being taught, students' characteristic, behavior and skill levels of educators, subject learning purposes, learning relationships, learning locations, time and level of media diversity. This will certainly affect students' preferences in choosing and feeling comfortable with the media used. As you know, each type of media has its own advantages and drawbacks.

³⁰ Neil J. Salkind. *Encyclopedia of Educational psychology*. California: SAGE Publications, Inc., 2008.

Wina Sanjaya in 2015 in her book entitled *Learning System Planning & Design* said that audio can arouse students' curiosity about something so that it can stimulate creativity. However, audio media has a drawback, the nature of one-way communication. Thus, it is difficult for students to discuss things that are difficult to understand. Second, visual media will certainly make it easier for students to understand the material because there are illustrations or pictures. On the other hand, visual media do not present sounds that make students bored. Third, audio-visual media is a combination of the two existing media. According to Fazriah in 2011, the advantage of audio-visual media is to clarify the presentation of the message, but of course users will spend more space and costs. The three types of media in EFL Classrooms, all of them are closely related to the learning process in each skill. Audio is very suitable for learning listening skills. In addition, visual media is appropriate for learning reading and writing skills. Last, audio-visual media is certainly very suitable for covering all skills in the EFL class. Thus, students' preferences in choosing media will certainly differ from one individual to another based on their needs.

3. English Learning

English is an important language that all of the people in the world must understand to communicate with other people in different nations. English is called a world language, that can connect one person and another that has a different background of nation. This is supported by Paten & Jain

who claim that the primary functions of language are communication, thinking, and self-expression. Kcay, Butuner, & Arikan in 2015 argued the goal of learning English is that learners can master four skills; speaking, reading, writing, and listening.

Learning English will give access to information more broadly. Barlow stated that learning is a process of behavior adaptation, while Chaplin proposed two definitions of learning; learning is an acquisition and practice.

There are some purposes for people to learn English based on motivation. Akcay, butuner, and Arikan stated some of learner motivation for learning english are; a) English is France Alingua that used around the world, b) learners hope to have a better job in their life, c) they have to get the higher score in english test, d) they want to go and work in overseas.

4. Students' Responses

Response can be interpreted as a reaction in answering a question. Susanto argued that the response is a reaction of rejection and acceptance, the attitude towards what is delivered by a communicator. This is a propensity to give positive or negative responses to an object, situation, and person.³¹ Supporting this statement, John H. Harvey argued that response is the identification of the primary function of the psyche that can be described as an estimate of observational memory and impressions.³²

³¹ Susanto, Astrid. *Komunikasi Dalam Teori dan Praktek*, Bandung: Bima Cipta, 1999.

³² Harvey, John. *Psikologi Sosial*, Jakarta: PT Rineka Cipta, 2009.

Activities in communication are interactions between individuals that give a response effect to the communicator.³³ So, it can be concluded that the response is a communication process that gives the expected results.

Borich in 2000 divided two types of students' responses into desired and undesired. The classification seen from the teacher as the stick holder of teaching and learning process. It is essential as an indication that learning has taken behaviour modified. The responses represent how the students' thinking, voices, and feels in the classroom.

Student responses in the classroom are certainly not much different from the statements made by Rossenberg and Hovland. Both say if there is a component named tripartite model inside the attitude component. The first component is cognitive, which is characterized by what a person believes and thinks. Second, affective which is an emotional identification of something. Last, conative or what is usually called behavior refers to a person's tendencies.³⁴ Regarding to the students' responses toward function of media, Levie and Lentz Theory clarified the function of media in four aspects ; 1) Attention is to attract students' attention to concentrate on the content of the lesson, 2) Affective is the level of student enjoyment when learning, 3) Cognitive is media can facilitate the achievement of goals to understand and remember information or messages, and 4) The

³³ Riza, Rosita., Undergraduate Thesis: *"Students' Response Toward Multimodality in Booktrack To Assist the Students' English Language Learning at Tenth Grade in Sman 13 Surabaya Academic Year 2017-2018"*. Surabaya : UIN Sunan Ampel Surabaya, 2018.

³⁴ Rosenberg, M.J and Hovland, C.I, *Attitude Organization and Change: An Analysis of Consistency among Attitude Components* (New Haven: Yale University Press, 1960).

compensatory is provide help students who are weak in reading to organize the information.

B. Review of Previous Studies

A number of studies have investigated the students' preferences and perception of the use of media for learning English. For example, Marwana examined the students' perceptions of the media used in teaching English at Makassar using a qualitative design with observation and interview to gather the data. The study found that the use of media had a positive effect on teaching and learning process³⁵.

Second previous research was done by Charles Prim entitled Illusions of Control: Media Uses and Preferences Among University Students. The study used quantitative and qualitative research design, therefore questionnaire as the instrument to collect the data. The result of this study showed that students reported different levels of use and preference for e-mail, Facebook, Twitter and text messaging with campus leadership and their own instructors.³⁶

Third, Mutia Safitri in Students' Perception of The Use of Social Media for Learning English. This study used a case study, qualitative method with questionnaires and semi-structured interview as data collection methods. The results indicated that the students in this study use social media for learning

³⁵ Marwana., Skripsi : *"The students' Perceptions of The Media used by Teacher in Teaching English"*. Makassar : UM Makassar, 2019.

³⁶ Charles Primm, *"Illusions of Control: Media Uses and Preferences Among University Students"*, 2010, hal 2.

and improving their English. They choose YouTube as the most used social media for learning English³⁷.

Fourth, Yanuari Dwi Puspitarini in *Using Learning Media to Increase Learning Motivation in Elementary School*. The method used in this study was a qualitative research method. The instrument of this study was observation and interview. The results found that in the learning of teachers using lecture methods and learning resources used were books³⁸.

Last, the study from Fabio Testy Ariance Loren in *The Use of Learning Media on Listening Skill in Teaching Indonesian to Speakers of Other Language*.³⁹ This research was descriptive qualitative research with case study strategy. To gather the data, this study used observation, interview, and document analysis. The results showed that the use of learning media listening skills in teaching Indonesian to speakers of Integrated Language Service Unit Universitas Sebelas Maret was done with two patterns, namely the use of media inside and outside the classroom.

The previous studies had various results but do not focus on the context of students' preference on media use in an online learning in EFL classrooms. The previous researcher only found about students' perception on the use of media in English classroom. Thus, the previous also took the qualitative

³⁷ Mutia Safitri., Skripsi : *"Students' Perception of The Use of Social Media for Learning English"*. Jakarta : UINJakarta, 2021.

³⁸ Yanuari Dwi Puspitarini. 2019. "Using Learning Media to Increase Learning Motivation in Elementary School ", *Anatolian Journal and Education*. Vol.4 No.2, 53-60

³⁹ Fabio Testy Ariance Loren. 2017. "The Use of Learning Media on Listening Skill in Teaching Indonesian to Speakers of Other Language", *Lingua Didaktika*. Vol.11 No.1, 1-12.

method by involving only one school. From that, the researcher interested to conduct the topic research with focus on students' preference learning media in online EFL Classroom to find the deep result. Other than that, the researcher used survey quantitative and took 2 schools to get the valid data to answer the research question.



UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER III

RESEARCH METHOD

This chapter discusses the procedures in conducting the research about students' media preferences and responses toward the used of media. The section covers the information about research design, location and participants, data and source of data, instrument, data collection techniques, data analysis techniques, research stages, and ensuring validity.

A. Research Design

This research used a quantitative design by administering a survey questionnaire to students. There were 164 students who filled out the questionnaires. The use of survey questionnaires help to identify the types of media that students prefer to use in online learning and the students' response toward the use of particular media. This study involved two schools which apply online learning. Creswell stated that survey questionnaires are a common method in quantitative study which involve the population of society to illustrate the assumption, manner, and actions of a group of people. Quantitative study aims to quantify the problem by generating numerical data and transforming it into usable statistics. This study also aims to quantify the general trend of the students' preferences of media use and the students' responses toward the use of particular media in an online EFL Classroom. The data of the questionnaire analyzed descriptively.

B. Research Location and Subject

1. Research Location

This research was conducted at 2 Junior High Schools which have A accreditation in Bugul Kidul, Pasuruan, a city in East Java. These are categorized as public schools. The researcher chose this location for ease of access to the intended data. The schools with accreditation A were chosen because the schools may have better supporting facilities to do online learning compared to schools with accreditation B, C and no accreditation. Pasuruan is also one of the cities which have mixed areas: urban and suburban areas, and students may have different preferences of media use in learning English.

2. Research Subject

The researcher focused on a population of 8th grade students at the 2 junior high schools which have A accreditation in Bugul Kidul District, Pasuruan. The schools category that is used as the subject is public schools which have A accreditation. The 2 schools in this study were SMPN 8 Pasuruan and SMPN 9 Pasuruan. The researcher chose a school located in Bugul Kidul Pasuruan because it was based on the preliminary research conducted by the researcher when discussing with several English teachers and students in the schools. The English teachers stated that online English learning is carried out by several media involving visual, audio, and audio visual categories. In fact, Pasuruan is an area that can be categorized as a

small city where each community has a different background. The student learning process with the media used in online classes is certainly influenced by the conditions of each student. Third, researchers chose schools with A accreditation because the school is good and meets quality education standards based on government regulations.

Below is the number of students in 8th grade from each school which used as a research subject based on data from teachers' interviews and the website of sekolah.data.kemdikbud.go.id

Table 3.1 The Calculation of 8th Grade Students

The Name of School	The Total of Students
SMPN 8 Pasuruan	223
SMPN 9 Pasuruan	102
TOTAL	325

The took a sample based on the technique of random sampling and the sample calculation based on the Slovin formula with an error rate of 5%

$$n = \frac{N}{1 + Ne^2}$$

Figure 3.1 The Slovin's Formula

The study involved two schools: SMPN 8 and SMPN 9 Pasuruan. The total of students who answered the questionnaires were 82 students from each school. The calculation of the sample were 164 students of 8th grades from 2 schools as a subject for this research.

C. Data and Source of Data

The first data of this research was types of students' media preferences in an online EFL Classroom. Second, the data came from the students' responses towards the use of particular media in an online EFL Classroom. The source of data to answer the first and second research question obtained through the students' answer in the questionnaire instrument, to investigate and find out the types of media do students prefer to use and the students' responses toward the use of particular media in an online EFL Classroom.

D. Research Instrument

This study used questionnaires to collect the data. The questionnaire, consisting of 23 close-ended questions, were used for gaining information from students to answer the research question. The researcher divided into 2 sections; types of media learning and the students' responses toward particular media. The section of students' types learning media preferences was checkboxes and the second section of students' responses was likert scale that had five options ranging from strongly agree to strongly disagree. The researcher adapted the questionnaire from Zain for the types of media learning.

The total items were four items ; types of media preferences, audio media preferences, visual media preferences, and audio visual media preferences. Next, the researcher adapted from the Levie & Lentz Theory to answer students' responses toward the use of particular media. The total items were nineteen including four main aspects; attention, affective, cognitive, and compensatory. Then, the questionnaire was validated by one of the lecturers of the English Language Education Department of UINSA (See appendix 1).

E. Data Collection Technique

The questionnaire administered online to 164 students through google form. The link was distributed to teachers via whatsapp and asked the teacher to share the link to the students. Before administering the questionnaire, the researcher gave information to the students about the purpose of the study. The researcher gave the information by entering the class that has been given approval. Students should complete the questions in the questionnaire within 3 days. The students were informed that their responses will not be judged in terms of the correctness and accuracy of their responses. All students' responses were very important for this study. The data calculated using SPSS to find the general trend of the types of media preference and students' responses about the particular media use in EFL Classroom.

F. Data Analysis Technique

This study designed the questionnaires using google form. The questions included check boxes and closed likert scale responses. The link of google

form was distributed via Whatsapp, and the researcher asked the teachers to share the link to the students. Once the students completed the questionnaire, the data transferred into a spreadsheet to ease for analysis. The data from Likert Scale coded numerically, and the analysis adopted by Hatch and Farhady's formula follow:

$$P = f/n \times 100\%$$

P = Percentage

F = Frequency

n = Number of sample

100% = Constant value

The result of the percentage above is to know the percentage of students' preference of media use and the students' responses toward particular media in an online EFL Classroom. The data analyzed statistically used the "frequency" option in SPSS to identify the students' responses. The last step was writing a summary and conclusion of the research.

G. Research Stage

This study applied several stages to obtain information about the use of media:

1. Preliminary Research

The first step, the researchers searched for schools in Pasuruan in the context of A accreditation. This was carried out through the official website of schools registered in Indonesia. After that, the researcher tried to have an online discussion via whatsapp with the teacher and some students at the target schools. From this step, the researchers found different things about the use of online media to learn English from several schools. Apparently, accreditation also affects schools' readiness to provide interesting and attractive media for learning.

2. Designing the Research

Second stage, the researcher designed the research. The researcher chose survey quantitative as the research design. The survey quantitative was suitable with this research. The reason was because the objective of this research is to know what is the media learning preference and how are the students' responses toward the particular media in an online EFL Classroom. For this purpose, the researcher set 2 schools in the Pasuruan City which has A accreditation. The participants of this study are 164 students. The researcher got the participant based on the simple random sampling technique with the calculation from Slovin Theory.

3. Collecting Data

Third stage, the researcher collected the data from the participant. The data collected from the answers of students in the moment of filling out the questionnaire. The questionnaire was given through a google form.

4. Analyzing and Interpreting Data

The data analyzed using SPSS. The theory used in this step was Hatch and Farhady's. The researcher analyzed the percentage, mean, and standart deviation to quantify the general trend of the data. In the analyzing of data the researcher used the data from questionnaires that have been filled out from the participants. In this section, the researcher knew how far the research question can be answered. The reason was the result of the data analysis answered for all research questions in this study.

5. Writing Conclusion

In this stage, the researcher wrote the conclusion based on the data finding. The researcher stated and concluded the result of the study about students' English media learning preferences and students responses toward the use of particular media in an online EFL Classroom.

H. Validity and Reliability

Validity is very important in research to the extent that the researcher measures what should be measured. This is also reinforced by the statement of

Holdcrook & Bourke in 2005 which stated that validity is used to find out how far to measure what should be. Golafshani said that quantitative validity is based on the view of empirical evidence, objectivity, truth, deduction, facts, reason, and numerical data.

This study used content validity to ensure that the questionnaire items are in accordance with what will be measured. The questionnaire was validated by a lecturer of the English Language Education Department UIN Sunan Ampel Surabaya to get measurable statements. The researcher validated the questionnaire which consists of 2 parts : 1) students' preference media types, and 2) students' responses towards particular media. The statements in the questionnaire were prepared completely so it can answer all the theoretical questions on the research topic.

After adapted the questionnaire, the researcher did consultation with supervisor related to the expert who capable to validated each items of questionnaire. Next, the researcher got the contact of expert and start to discussed of each items with regard to the aims of the research. The research did some revision based on the expert's comments and suggestion. Then, the researcher got validation from the expert and continue it to the both of supervisors. Last, the supervisor asked to the researcher to collect the data in the research location.

While Drost in 2011 said that reliability is the extent to which measurements are repeated when different people take measurements on different occasions and conditions. This study used Cronbach's Alpha

technique on SPSS. The reliability categories below are taken from Guilford theory in 1956

Table 3.2 Category of Reliability

$0,80 < r < 1,00$	Very High
$0,60 < r < 0,80$	High
$0,40 < r < 0,60$	Moderate
$0,20 < r < 0,40$	Low
$-1,00 < r < 0,20$	Very Low

The researcher tried the questionnaires to the several eight students before shared it to the target subject in the different times. After that, the researcher analyzed the data used SPSS to checked the reliability of the instrument. There were two section in the questionnaires. From the Cronbach Alpha's Analysis, the first section which contains of check boxes (multiple responses) got the result 0,899 and classified very high reliability. Beside that, the result of second section (likert scale) was 0,882 and classified as very high reliability. For this reason, it is reliable to be used as instrument research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter describes the findings and the discussion of the main findings about students' media preferences and their responses toward the use of particular media.

A. Research Findings

To find out the answer of research questions, the researcher administered questionnaires to 164 students from 2 schools. The finding categorized into two sections; the students' media preferences in online EFL Classroom, and the students' responses toward the particular media.

1. Students' Media Preferences

a. Types of Learning Media Preferences

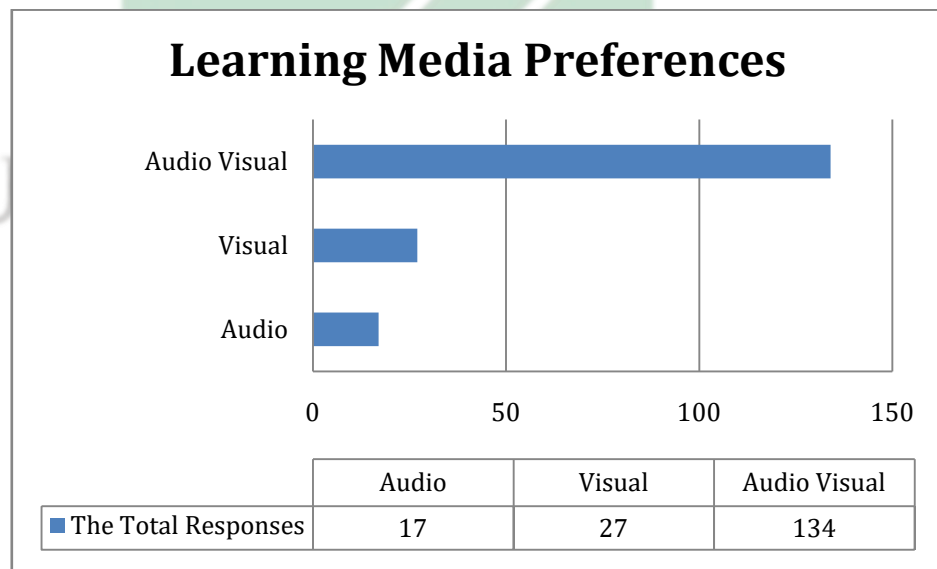


Figure 4.1 Learning Media Preferences

Based on the figure above, the data shows that the highest learning media preferences in online EFL classroom was audio visual. The data shows 134 students (81,7%) chose audio visual, 27 students (16,5%) preferred visual media, and 17 students (10,4%) answered audio media. It can be concluded that the students' prefer to use audio visual as the media in online EFL classroom.

b. Audio Media Preferences

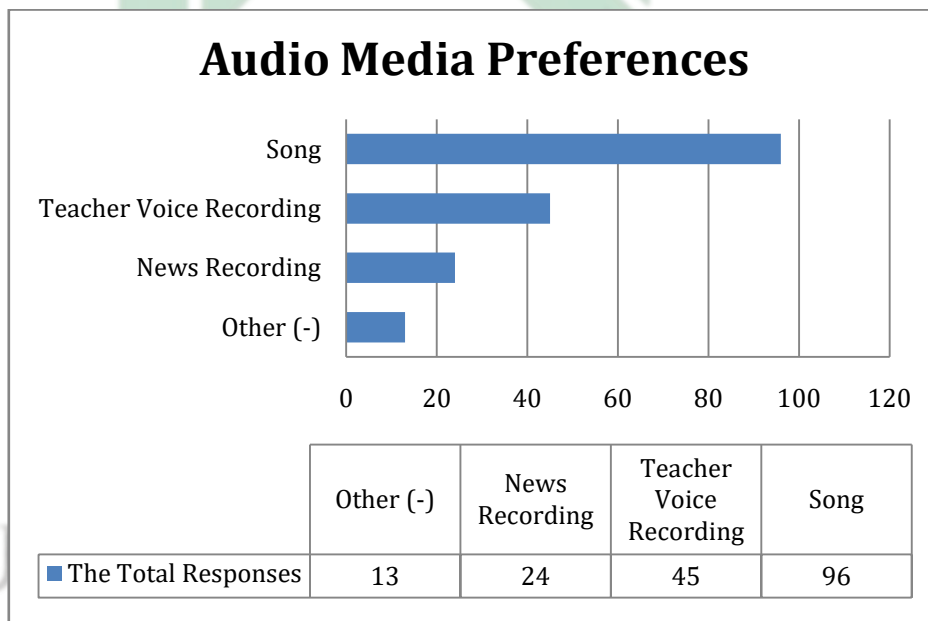


Figure 4.2 Audio Media Preferences

The data of figure 4.3 is about kinds of audio media preferences. The data clarifies that students' chose different audio media preferences; song (96 students, 58,5%), teacher voice recording (45 students, 27,4%), news recording (24 students, 14,6%), and other or students' not chose the audio preferences (13 students, 7,9%). From the

data in can be said that students prefer to use song for audio media preferences in online EFL Classroom.

c. Visual Media Preferences

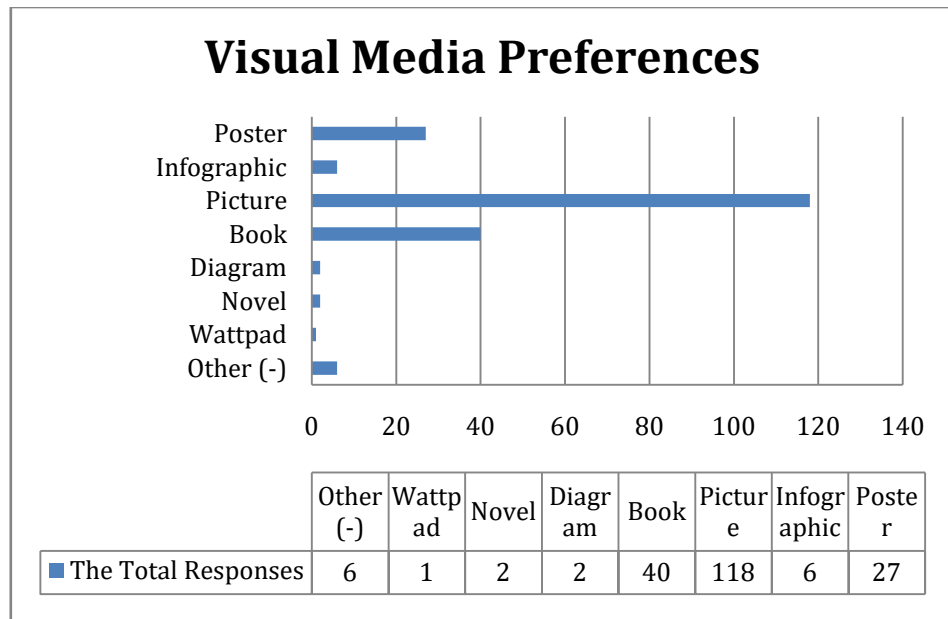


Figure 4.3 Visual Media Preferences

The data of figure 4.3 is about visual media preferences. Based on the data answer, the students chose; picture (118 students, 72%), book (40 students, 24,4%), poster (27 students, 16,5%), other or students not chose the visual media preferences (6 students, 3,6%), diagram (2 students, 1,2%), novel (2 students, 1,2%), and wattpad (1 students, 0,6%). The highest result was the students prefer to chose picture as visual media to study english in online EFL Classroom.

d. Audio Visual Media Preferences

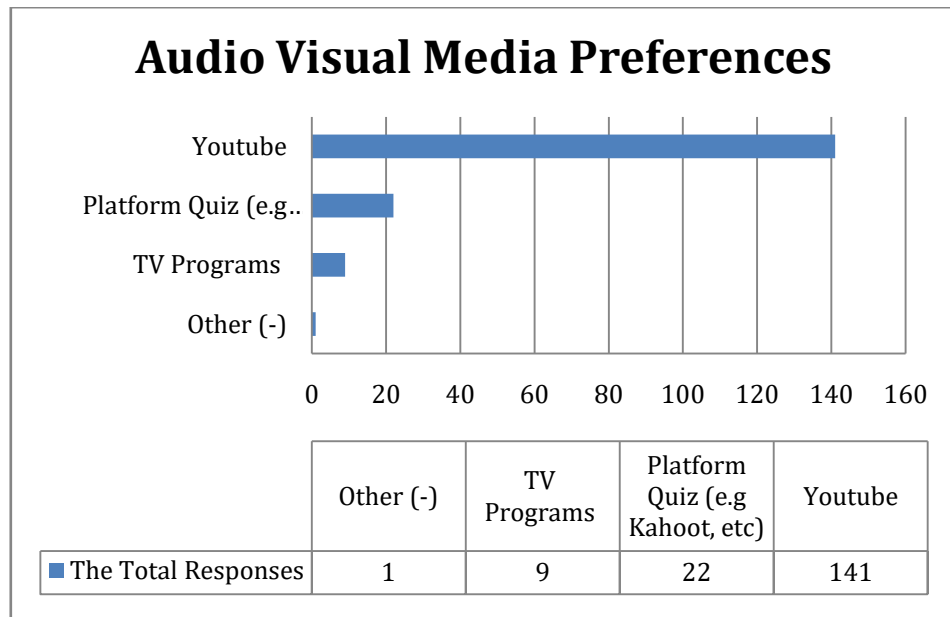


Figure 4.4 Audio Visual Media Preferences

The figure 4.4 above is about kinds of audio visual media preferences. The data showed the students' chose visual different audio media preferences; Youtube (141 students, 86%), Platform Quiz (22 students, 13,4%), TV Programs (9 students, 5,5%), and other or students not chose the visual audio preferences (1 students, 0,6%). The data from students answer on figure 4.5 indetified that most of students prefer to use Youtube as visual media preferences in online EFL Classroom.

In short, the data reveal that most of students have preferences in audio visual media especially Youtube Video to study English in online EFL Classroom.

2. Students' Responses toward Particular Media

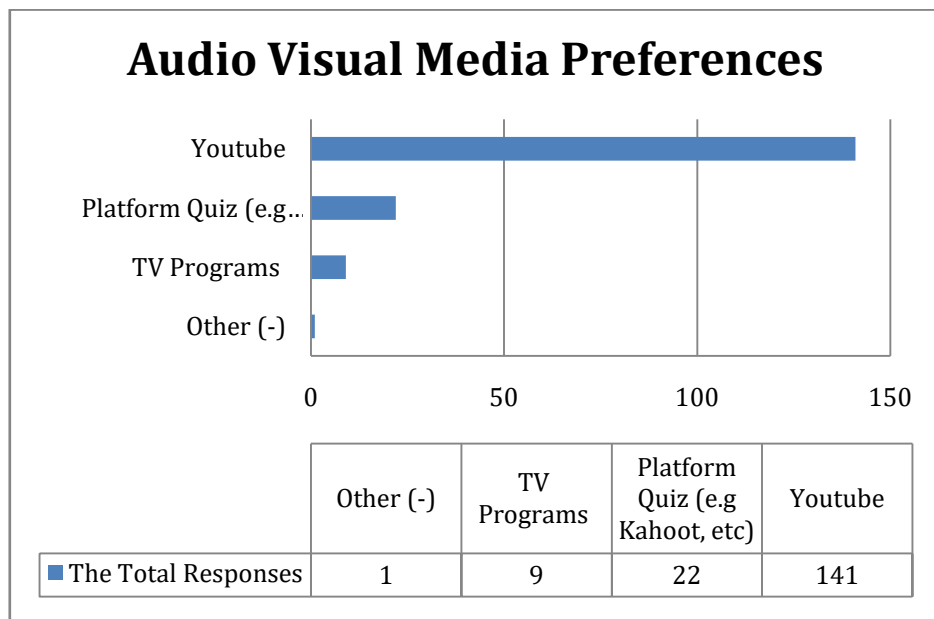
In this section, the researcher wrote the results of student responses which were divided into 4 aspects ; Attention, Affective, Cognitive, and Compensatory. Each aspect consists of several statements that answer the purpose of this research

a. Attention Aspect

Attention means that media capable to attract students' attention and concentration on the content of the lesson. There were four statements to reveal the answers of students' responses toward particular media in the context of attention aspect as follows:

Table 4.1 Students' Responses toward Particular Media Based On The Attention Aspect

Item	Statement	Descriptive Statistics	
		Mean	St. Deviation
S01	Learning media is able to attract students' learning attention	4,01	0,779
S16	Learning media in EFL online classroom helps students to connect well with teachers	3,67	0,893
S18	Learning media makes students easy to receive feedback from teacher	3,76	0,803
S19	Learning media makes students easy to discuss with other	3,82	1,014



**Figure 4.5 Frequency of Attention Aspect on Students' Responses
Toward The Particular Media**

The first indicator of students' responses toward the particular media was the attention aspect. There were four statements in the indicators of attention aspect; (S01) Learning media is able to attract students' learning attention, (S16) Learning media in EFL online classroom helps students to connect well with teachers, (S18) Learning media makes students easy to receive feedback from teacher, (S19) Learning media makes students easy to discuss with other.

Based on the table 4.1, the statement (S01) was the highest ($M= 4,01$, $Set\ Dev = 0,779$) of the statement "Learning media is able to attract students' learning attention". This statement indicated learning media helped the students to attract their attention while studying in EFL Classroom. In this statement, there were 41% students chose agree (See figure 4.5). In contrast,

the lowest statement was on (S16) “Learning media in EFL online classroom helps students to connect well with teachers” which had the (M= 3,67, Sert Dev= 0,893). In (S16) statement got 37,2% agree from students’ responses. From the analysis of the data of attention aspect indicator, it can be concluded that media helps the students to attract and connect with teachers in online EFL classroom.

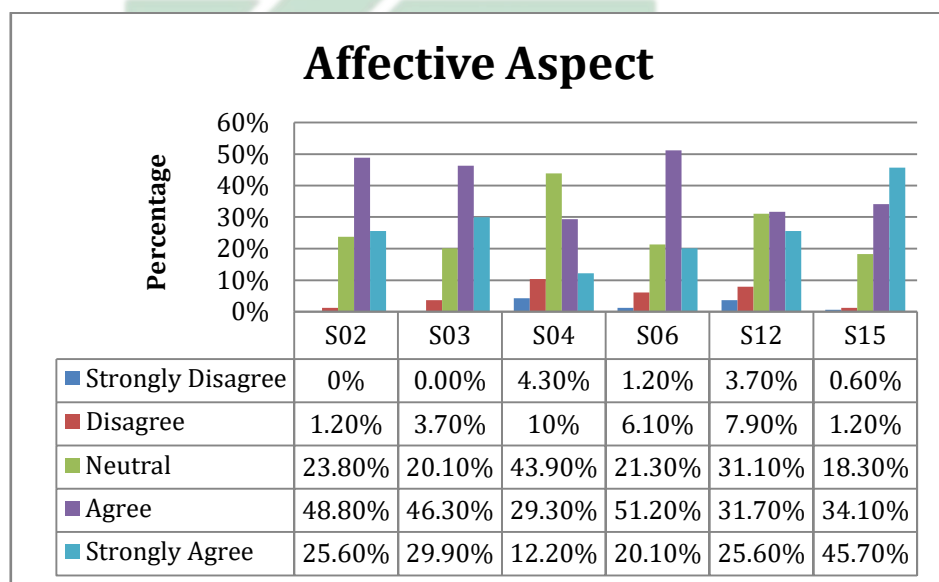
b. Affective Aspect

Affective defined as the level of student enjoyment when learning. There were six statements to reveal the answers of students’ responses toward particular media in the context of affective aspect as follows:

Table 4.2 Students’ Responses toward Particular Media Based On The Affective Aspect

Item	Statement	Descriptive Statistics	
		Mean	St. Deviation
S02	Learning media can help students’ increase the enjoyment of learning	3,97	0,775
S03	Learning media can increase students' motivation to learn	4,02	0,806
S04	Learning media can affect the emotional level of student learning	3,34	0,969
S06	Learning media can affect students' learning attitudes	3,82	0,862

S12	Learning media makes students more independent to learn even though learning is conducted remotely	3,67	1,056
S15	Learning media is very attractive because of animation, sound, color, and features	4,23	0,833



**Figure 4.6 Frequency of Affective Aspect on Students' Responses
Toward The Particular Media**

The second indicator on students' responses toward the particular media was about affective aspect. There were six statements in this indicator. The statements were; (S02) Learning media can help students' increase the enjoyment of learning, (S03) Learning media can increase students' motivation to learn, (S04) Learning media can affect the emotional level of student learning, (S06) Learning media can affect students' learning attitudes, (S12) Learning media makes students more

independent to learn even though learning is conducted remotely, (S15) Learning media is very attractive because of animation, sound, color, and features.

Regarding to the table 4.2, the statement (S15) was the highest (M= 4,23, Set Dev = 0,833) which had the statement “Learning media is very attractive because of animation, sound, color, and features”. In the (S15) statement, the percentage of students who chose agree was 45,70% (See figure 4.7). In the other hand, The statement (S04) “Learning media can affect the emotional level of student learning” got the lowest which (M= 3,34, Set Dev= 0,969). As the result, this statement got 29,3% agree from the students’ responses.

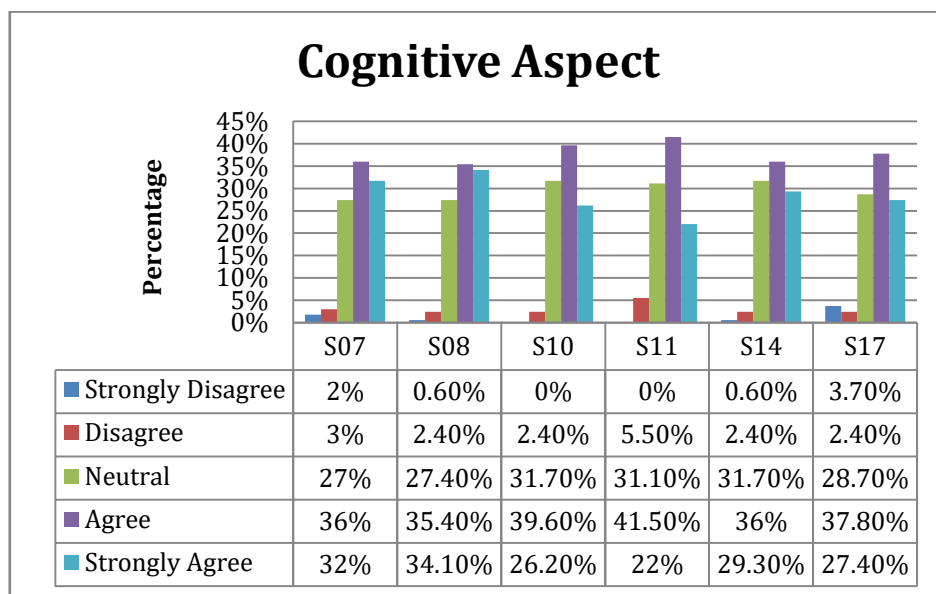
Table 4.2 and Figure 4.6 shows that students more interesting to use media in EFL classroom because some features in it, and media can changes the level of students’ emotional.

c. Cognitive Aspect

Cognitive interpreted as media can facilitate the achievement of goals to understand and remember information or messages. There were six statements to reveal the answers of students’ responses toward particular media in the context of cognitive aspect as follows:

**Table 4.3 Students' Responses toward Particular Media Based On
The Cognitive Aspect**

Item	Statement	Descriptive Statistics	
		Mean	St. Deviation
S07	Learning media helps students to remember more deeply to the material being taught	3,92	0,937
S08	Learning media helps students achieve learning goals	4,0	0,879
S10	Learning media helps students to respond the material discussion	3,89	0,818
S11	Learning media can clarify the instructions ordered by the teacher	3,79	0,844
S14	Learning media makes students get better learning score	3,90	0,870
S17	Learning media in EFL online classroom is more fun because it is not limited by time and place	3,82	0,982



**Figure 4.7 Frequency of Cognitive Aspect on Students' Responses
Toward The Particular Media**

The third indicator of students' responses toward the particular media was cognitive aspect. In the third indicator, there were six statements. It included (S07) Learning media helps students to remember more deeply to the material being taught, (S08) Learning media helps students achieve learning goals, (S10) Learning media helps students to respond the material discussion, (S11) Learning media can clarify the instructions ordered by the teacher, (S14) Learning media makes students get better learning score, (S17) Learning media in EFL online classroom is more fun because it is not limited by time and place. From the students' answer, the statement S08 (M= 4,0, Set Dev= 0,879) "Learning media helps students achieve learning goals" was the highest. This statement got 35,4% agree and 34,1% strongly agree from students' answer. Other than that, the lowest statement on the S11 (M= 3,79, Set

Dev= 0,844) “Learning media can clarify the instructions ordered by the teacher”. The 41,5% students’ responses agree and 22% strongly agree for S11 statement.

From the analysis above on table 4.3 and 4.7, the conclusion was the students more understand and achieve the learning goals with the help of media in online EFL Classroom.

d. Compensatory Aspect

Compensatory means that media provide assistance students who are weak in organize the information. There were three statements to reveal the answers of students’ responses toward particular media in the context of cognitive aspect as follows:

Table 4.4 Students’ Responses toward Particular Media Based On The Compesatory Aspect

Item	Statement	Descriptive Statistics	
		Mean	St. Deviation
S05	Learning media can help project student learning materials	3,78	0,821
S09	Learning media helps students understand the material presented	3,92	0,806
S13	Learning media makes students easy to realize mistakes in answering questions given by the teacher	3,64	0,878

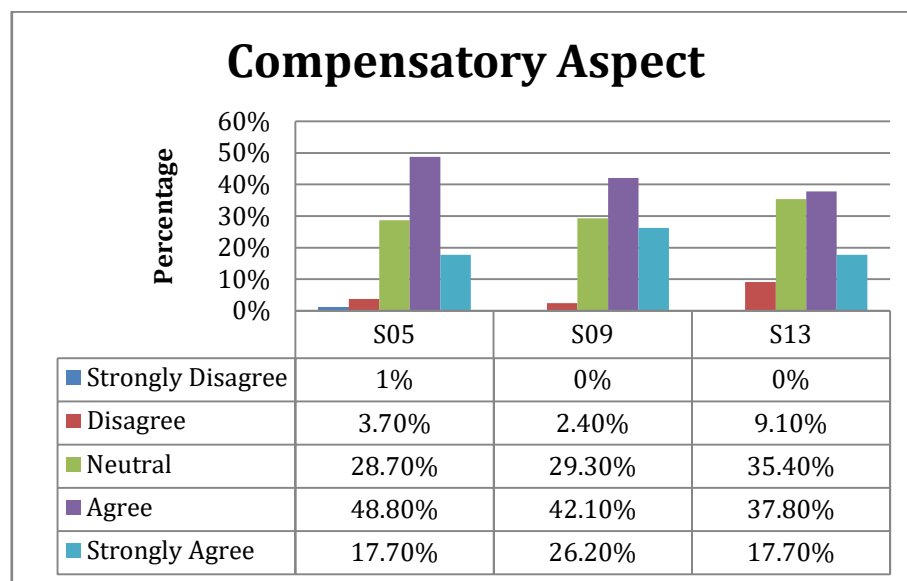


Figure 4.8 Frequency of Compensatory Aspect on Students'

Responses Toward The Particular Media

The compensatory aspect was the last of students' responses toward the particular media. There were three statements in this indicator. There were (S05) Learning media can help project student learning materials, (S09) Learning media helps students understand the material presented, and (S13) Learning media makes students easy to realize mistakes in answering questions given by the teacher.

From the result of data , (S09) "Learning media helps students understand the material presented" was the highest mean value. This statement got (M=3,92, Set Dev 0,806) and 42,10% agree from students' answer. In contrast, the (S13) statement "Learning media makes students easy to realize mistakes in answering questions given by the teacher" got the lowest mean value which had (Mean= 3,64, Set Dev= 0,878) and 37,8% agree responses. Based on the display of table 4.4 and figure 4.8,

it was fact that media can make student easy to understand and relize the mistakes to do the activities in online EFL Classroom.

B. Research Discussions

In this section, the researcher presented the discussion after getting the result of the research. The result of the research was known after researcher did an analysis of the data. This discussion concerned about the types of media preferences and students' responses toward particular media in online EFL Classroom. From the findings from two sections, it can be interpreted that most of students prefer to use audio visual (e.g Youtube Video) in the online class and students' gave the positive agreement responses to the use of particular media.

1. Students' Media Preferences

a. Types of Learning Media Preferences

Regarding the use of types of learning media preferences, there are some types and kinds of media in this study. Researcher consider the following points as Audio (e.g Song, Teacher Voice Recording, and News Recording), Visual (e.g Posters, Infographics, Picture, Books, and Diagrams), and Audio Visual (Youtube Video, Quiz Platform, and TV Programs).

From the result analysis, the calculation of students' answers are ; Audio (17 students), Visual (27 students), and Audio Visual (134

students). In Sump, most of the students have preferences in using Audio Visual as learning media type in online EFL Classroom.

b. Audio Media Preferences

In this study, the means of audio media is the tool which has sound as a way to display the material learning. Audio media preferences consist of song, teacher voice recording, and news recording. From the results most of students interest with song. In the context of online EFL Classroom, the song usually shared with the MP3 format in the group learning. This result accord with the research from Kittiya Phisutthangkoon in 2016 that showed learning English through song activities can encourage students to develop and retain their knowledge.⁴⁰ Next, Hilda F Israel in 2013 also reveals that The application of song and music as a teaching and learning classroom motivation was affirmed, resulting in creative and enhanced language performance.⁴¹ Yet, Daniel Schon in 2007 confirmed several reasons why songs are very good for learning languages. First, emotionally, songs can increase interest and attention in the learning process. Second, from a perceptual point of view, the appearance of pitch contours enhances phonological clustering, where syllable changes are often accompanied by pitch. Third, the consistency of the map of the

⁴⁰ Phisutthangkoon. "Effectiveness of English song activities on vocabulary learning and retention" In The European Conference on Language Learning. (https://papers.iafor.org/wp-content/uploads/papers/ecll2016/ECLL2016_28332, accessed on March 28, 2021)

⁴¹ Israel, H. F. 2013. "Language learning enhanced by music and song. "Literacy information and computer education". journal (LICEJ). Vol. 2 No. 1. 1360-1365.

structure of music and linguistics can optimize the mechanism of the learning process.⁴²

c. Visual Media Preferences

Visual media is type of learning media that display the material information in the form of visual form. Visual media in this study focused on picture, book, poster, diagram, and also wappad. The result reveals that picture is a visual media preference chosen by most of students. In online EFL Classroom, the picture packed in the form of PDF, DOCX, JPG, and PNG format. The finding of this study supported Naela's study in 2012 that stated picture is pleasant media that can improve students' attention in learning english. Apart from that, Dwi in her study on 2014 claimed using interesting picture scan increase the students' motivation and improve their reading comprehension.⁴³

d. Audio Visual Preferences

The last type of this study is Audio Visual preferences. This type include of Youtube, Platform Quiz, and TV Program. For the result, most of students chose Youtube as media preferences in learning

⁴² Schön D, Boyer M, Moreno S, Besson M, Peretz I, Kolinsky R. Songs as an aid for language acquisition. *Cognition*. 2008 Feb;106(2):975-83. doi: 10.1016/j.cognition.2007.03.005. Epub 2007 May 1. PMID: 17475231.

⁴³ Nurhayati, D. A. W. 2014. "Using Picture Series to Inspire Reading Comprehension for the Second Semester Students of English Department of IAIN Tulungagung". *Dinamika Ilmu: Jurnal Pendidikan*, 176-189

english. Youtube as audio visual media channeling information of the material by audio and visual display. The combination of audio and visual able to optimize learning process.⁴⁴ This study accepted the Mutiara Safitri statement in 2021, most of students' perception choose audio visual media like youtube as the most used media for learning english. In agreement with this, this study reveals students' types of media preferences in online EFL Classroom is Audio Visual (e.g Youtube). The Audio Visual media got the answers for the total of students 141 students or 86% (see figure 4.5).

The study from Dwi Widjanarko in 2021 showed audio visual media can improved students' competency. The research from Constantinos Nicolaou in 2019 support with stated that the effects of audio visual media in learning and teaching contributed the discipline of studies. This statement goes hand in hand with this study which found that audio-visual was the preferred medium for students in grade 8 of SMPN 8 Pasuruan and SMPN 9 Pasuruan.

2. Students' Responses towards Particular Media

The second section of discussion was about students' responses towards particular media. In this section, there was four aspects ; Attention, Affective, Cognitive, and Compensatory. Briefly, the students' gave the positive responses of each statement in four aspects.

⁴⁴ Fuady, R., & Mutalib, A. A. 2019. "Audio-Visual Media in Learning". *Journal of K6 Education and Management*. Vol. 1 No. 2, 1-6.

a. Attention Aspect

Attention means the media attract students' attention to concentrate on the content of the lesson. In part of attention aspect, students' responses agree if learning media helped the students to attract their attention while studying in online EFL Classroom. It proved by the analysis that this statement got ($M= 4,01$, Set Dev = $0,779$). Next, Learning media makes students easy to discuss with other. The student feel the media can be the substance for their imagination to discuss something else with other students. Beside of that, the students easy to receive feedback from teacher through the help of learning media. Not only the students, but also the teacher will easy to give the comments and suggestion to the students. Thus, Learning media in EFL online classroom helps students to connect well with teachers. The result of this study is similiar with Marwana in 2019 that found media had a positive effect on teaching and learning process. Apart from that, the study from Bella Lusiana in 2020 strengthened that media help the process of transmitting their knowledge.

b. Affective Aspect

Affective aspect disclose the level of student enjoyment when do learning. The result indicated that learning media is very attractive because there are animations, sounds, colours, and features. The fact denoted by ($M= 4,23$, Set Dev = $0,833$). Due to the animations, sounds,

colours, and features can increase students' motivation to learn. Furthermore, particular media can makes students more independent even tough learning is conducted remotely and affect the emotional level of student learning. Related with this study, The research from Nurrizi in 2022 reveals that the students' regularly felt comfortable using Edmodo as their learning circumstances.⁴⁵ The reason was because in the media learning for EFL online classroom has various features. Each of media has the superiority. Thus, the teacher must know about the media which has supporting features to increase students understanding eventough in online EFL Classroom.

c. Cognitive Aspect

Cognitive means media can facilitate the achievement of goals to understand and remember information or messages. In the terms of cognitive aspect, this is depicted that learning media helps students achieve learning goals. This statement had (M= 4,0, Set Dev = 0,879). Learning media helps students to remember more deeply to the material being taught. So, the students get better in learning score. Learning media also helps the students to respond the material dicussion. It makes the classroom more fun because there is no limited of time and place to do learning media in online EFL Classroom. Thus, the learning media can clarify the instructions ordered by the teacher. The findings of this study

⁴⁵ Ferdian, N. R., Putri, D. D., & Febraningrum, L. "ESP Students' Experiences and Challenges in Using Edmodo". *PANYONARA: Journal of English Education*. Vol. 4 No. 1, 17-31

are contrary to the research from Nurhayati in 2020. Nurhayati stated that learning process used media has not been carried out optimally since they have the convenience of choosing and using variations of media. Beside on that, Oladotun Opeoluwa's study in 2020 supported this study and found a significant main effect of students' interest and achievement in reading comprehension using media.

d. Compesatory Aspect

The compensatory aspect defined as the media provide help students who are weak in organize the information. In case of compensatory aspect, students' responses that learning media helps students understand the material presented. The value of this statement was (M= 3,92, Set Dev = 0,806). This study also reveals that learning media can help project student learning materials and makes students easy to realize mistakes in answering questions given by the teacher.

This result same with Nnenna Gertrude' study that discovered media can facilitates the overall learning process and helps the teacher transcend his limit in areas of pronunciation. Beside of that, Gülten GENÇ in his study reveals strongly recommends to use a media which the learners prefer to contributes the process of foreign language.⁴⁶

⁴⁶ Genc, Gulten & kuluşaklı, Emine & Aydın, Savaş. 2016. A STUDY ON EFL LEARNERS' FOREIGN LANGUAGE LISTENING AND SPEAKING PROBLEMS. 8609-8614. 10.21125/iceri.2016.0952.

CHAPTER V

CONCLUSION AND SUGGESTION

The chapter of presents the conclusion of the main findings about the preferences of media use in online learning. It also provides suggestions for other English teachers on how to media for learning, schools, and future researchers to do similar study or extend the study to obtain better information about the use of media in online learning.

A. Conclusion

The findings of this study indicated that the students have preference to use audio-visual media, such as Youtube, online quiz and TV programs to learn English in online EFL Classroom. The visual media identified are YouTube (141 responses), online quiz (22 responses), and TV Programs (9 responses).

Regarding the students' responses toward the use of particular media, this finding indicated positive responses toward the use learning media. In attention aspect, they believed the media that teachers use could attract students' attentions. Second, the students' responses toward the particular media showed the audio visual media was more attractive because it has animation, sound, color, and features. Next, the cognitive aspect indicated that the media helps students achieve learning goals. Last, in the compensatory aspect result showed the students also believed that learning media helps students understand the material presented.

B. Suggestion

After recognizing the finding about students' media preferences and their responses toward the use of media, there are some suggestion that can be addressed for other EFL teachers, the school and future researchers as follows:

1. The Others EFL Teachers

The results of this study indicated that audio visual such as YouTube, online quizzes and TV programs are the media that students prefer to have when they learn English online. Other EFL teachers may consider to use these particular media in their practices. For example, teachers can use videos YouTube for teaching listening by comprehending the content of the videos. In using videos YouTube, they may need to consider the content suitability of the videos. They cannot just use any videos they like without considering the content, and it should be relevant to the topic discussed.

2. The School

The study found that students prefer to have audio-visual media, such as YouTube, online quizzes and TV programs in learning online. Considering this, the school may need to support the teachers by providing internet connection and other facilities that can support teachers' teaching practices and students' learning.

3. The Future Researchers

This study focused on the students' types of media preferences and students' responses toward the use of particular media in online learning. Other researchers may develop this study by exploring further on how

teachers use the media in facilitating students' learning and the challenges in using particular media. Other researcher should also include more participants from different context so the results will be more comprehensive.



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S U R A B A Y A

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