

CHAPTER I

INTRODUCTION

A. Research Background

Learning media is one of the components in teaching and learning activities that is very crucial. This is because its main function is as a tool to convey material from teachers to students so that students can understand. Learning media helps explain complex concepts and makes learning more interesting and interactive. Marpanaji (2018) states that the learning media must provide facilities to move students from not knowing to knowing, from not understanding to understanding, from the easiest things to difficult things, from simple things to complex things and from real things to abstract things.

Choosing the appropriate type of learning media in teaching and learning activities can influence students' interest and desire to learn, as well as raise their motivation. Learning media have the capacity to guide students' focus, foster interest in learning, increase teacher-student interaction, and facilitate students in learning according to their abilities and interests (Handayani, 2020). Apart from that, the use of appropriate media also has a positive psychological influence on students, helping them feel more involved and enthusiastic in the learning process. Thus, learning media is not only a tool, but also an important element that can improve the overall quality of learning.

As an important component in teaching and learning activities, the use of learning media should receive attention from teachers or schools. However, in reality, learning media is still often neglected for various reasons. This actually will not happen if teachers have knowledge and creativity in choosing or using learning media. There are several types of learning media that can be selected and used according to existing needs and conditions because each type of learning media has its own characteristics that teachers need to understand.

In this digital era, teachers are certainly often using technology-based media. This is supported by reasons such as easy access to using technology, efficient time and energy, and extensive information sources. However, sometimes the use of technology-based media cannot always be used. There are many factors or reasons that underlie this, both external and internal. Examples of external factors include the lack of availability of technology-based media from schools, students' lack of participation in receiving technology-based media, and the monotony of the learning atmosphere due to frequent use of technology-based media. Meanwhile, examples of internal factors include teachers' lack of understanding in using technology-based media, teachers' perceptions in choosing learning media, and so on.

In this case, other learning media can be utilized. Teaching through real object media can be chosen as an alternative. This is because real object media have many benefits. Real object media automatically bring a real environment in the classroom. It also breaks student passiveness and monotonous learning. According to Ingrid and Anggraini (2016), real object media may help the teacher when explaining the material in order to make the students more focused and motivated to study better and also to create an enjoyable atmosphere.

As well as technology-based media, real object media also cannot always be used due to various existing factors. One of them is the teacher's perception of the use of real object media. With this, this paper is intended to show what are the perceptions of English teachers regarding the use of real object media in EFL Classroom.

B. Research Question

Based on the research background, the question of this research is stated as follows “What are English teachers’ perceptions regarding the use of real object media in EFL classroom?”.

C. Aims of the Research

The aim of this research is to find out English teachers' perceptions of the use of real object media in EFL classroom.

D. Contribution of the Research

The results of this research are expected to give theoretical and practical advantages as follows:

1. Theoretical

This research is conducted to contribute in the field of education by providing insights into the perceptions of English teachers on the use of real object media in EFL classroom. In addition, this research is expected to be the one of theories for further research in the same field.

2. Practical

a. Other Researcher

The outcome of this research is also beneficial for the other researcher as knowledge and telling them about the perceptions of English teachers on the use of real object media in EFL classroom. The other researcher also can use the results of this research as a reference.

b. Teachers

This research can practically help teachers to find out their preferences in choosing learning media. This research also potentially provides useful insights and recommendations of learning media for teachers.

c. Schools

The schools are expected to be able to improve the quality of English learning, especially the learning media available at schools and which can be utilized by teachers.

E. Clarification of Relevant Terms

To clarify information and minimize misunderstandings, the following are definitions of several terms utilized in this research:

1. Teachers' Perceptions

Teachers' perceptions refer to how teachers view and interpret various aspects of their professional environment and experiences. This can include their attitudes and beliefs about choosing learning media. Perceptions influence teachers' instructional decisions and interactions with students.

2. Real Object Media

Real object media refers to a type of learning media with the characteristic of being an authentic object that is intact, can be operated, and recognizable in its original form (Ardini et al., 2019).

3. EFL Classroom

EFL Classroom is a place where teaching and learning activities about English materials take place between teachers and students.