
Teachers' Perceptions of Using English Learning Media At SMPN 1 Tolitoli

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Abstrak: Pelatihan dan dukungan yang memadai sangat penting bagi para guru untuk mengembangkan persepsi yang terbuka dan siap untuk menggunakan media sebagai alat yang efektif dalam proses pembelajaran. Namun, penggunaan media pembelajaran sangat bergantung pada persepsi guru dan kesiapan mereka untuk menerapkannya. Di SMPN 1 Tolitoli, dua orang guru bahasa Inggris memainkan peran penting dalam menentukan strategi pembelajaran yang tepat. Penelitian ini bertujuan untuk mengeksplorasi persepsi guru tentang penggunaan media pembelajaran bahasa Inggris di SMPN 1 Tolitoli. Pendekatan kualitatif deskriptif digunakan, dengan wawancara sebagai metode utama pengumpulan data. Panduan wawancara digunakan untuk memperoleh data. Temuan menunjukkan bahwa guru-guru di SMPN 1 Tolitoli menganggap media pembelajaran sebagai komponen penting dalam meningkatkan efektivitas pengajaran bahasa Inggris. Mereka menunjukkan keterbukaan dalam memanfaatkan media tradisional dan digital dan mampu menyesuaikan penggunaan media berdasarkan kebutuhan siswa dan ketersediaan sumber daya. Media pembelajaran tidak hanya berfungsi sebagai alat bantu mengajar tetapi juga sebagai alat untuk menumbuhkan lingkungan belajar yang menarik, interaktif, dan berpusat pada siswa.

Kata Kunci: Persepsi Guru, Pembelajaran Bahasa Inggris, Media.

Abstract: Adequate training and support are essential for teachers to develop open perceptions and be prepared to utilize media as an effective tool in the learning process. However, the use of learning media largely depends on teachers' perceptions and their readiness to implement it. At SMPN 1 Tolitoli, two English teachers play a crucial role in determining appropriate learning strategies. This study aimed to explore teachers' perceptions of using English learning media at SMPN 1 Tolitoli. A descriptive qualitative approach was employed, with interviews serving as the primary method of data collection. An interview guide was used to obtain the data. The findings reveal that teachers at SMPN 1 Tolitoli perceive learning media as a vital component in enhancing the effectiveness of English language instruction. They show openness to utilizing both traditional and digital media and are able to adapt the use of media based on students' needs and the availability of resources. Learning media function not only as teaching aids but also as tools to foster engaging, interactive, and student-centered learning environments.

Keywords: Teachers' Perceptions, English Learning, Media.

Article info: Submitted | Accepted | Published
20-11-2025 | 20-01-2026 | 07-02-2026

INTRODUCTION

The development of technology and information has brought a significant impact in the world of education, including in the teaching of English. The use of learning media is one of the important factors that can improve the effectiveness of the teaching and learning process. Various learning media, such as audio, video, technology-based applications, and other tools, can help improve students' understanding and interest in learning English.

Learning is an interactive process that involves the actuation of knowledge, skills and attitudes through experience, observation or systematic instruction. Gunawan & Karimah, (2022) Learning is a process of conscious effort made by individuals for a change from not knowing to knowing, from not having an attitude to having the right attitude, from being unskilled to being skilled at doing something.

This process can take place formally in educational settings such as schools and universities, as well as informally through everyday experiences. Effective learning involves active engagement, reflection, as well as the application of concepts in real life. With advances in technology, learning methods are constantly evolving, allowing greater access to information and facilitating self-directed learning. The main purpose of learning is to enhance understanding, develop individual potential, and prepare one to face future challenges.

Teachers are educators who play an important role in guiding, inspiring, and shaping the character and knowledge of students. Siagian et al., (2022) Teachers as the driving force in classroom management have the main task of creating a classroom atmosphere for interaction, teaching and learning that can motivate students to learn well and earnestly.

In addition to teaching subject matter, teachers also act as mentors who help students develop critical thinking skills, creativity, and moral and social values. With dedication and patience, a teacher creates a conducive learning environment, motivating students to achieve their best potential. Along with the times, teachers are required to continue to innovate in teaching methods to suit the needs and challenges of modern education. The success of a teacher is not only measured by the academic achievements of students, but also by how they are able to form a generation that is smart, characterized, and ready for the future.

Teacher perception refers to an educator's perspective or assessment of various aspects of the learning process, including students, teaching methods, the school environment, and educational policies. Nurbaiti in (Andayani et al., 2023) Perception is a mental process obtained through observation or giving meaning that results in interpretation so that it can provide a response regarding the good and bad things that are perceived. These perceptions are influenced by teachers' experiences, backgrounds and values, which in turn can affect the way they teach and interact with students. Positive perceptions of students, for example, can encourage teachers to be more supportive of their development, while less supportive perceptions can be an obstacle in creating an effective learning environment.

Therefore, it is important for teachers to always be reflective and open to change, in order to provide better learning that meets the needs of learners.

Teachers' perceptions of using learning media greatly influence the effectiveness of the teaching-learning process, as their views determine the extent to which they are willing to utilize available technology and resources. Setyawan in (Afifah et al., 2022) Learning media is a means to convey and get messages, while the recipients of the messages are students and even educators themselves. A message is conveyed by educators or other sources into communication symbols, either verbally (oral or written) or non-verbally or visually.

Teachers who have a positive perception of learning media tend to be more creative and innovative in integrating various tools, such as video, interactive presentations, or digital platforms, to improve student understanding and engagement. Conversely, teachers who lack confidence or find it difficult to use media may be more likely to rely on conventional methods, which can limit variety in learning. Therefore, adequate training and support is essential for teachers to develop a more open perception and be ready to utilize media as an effective tool in learning.

However, the utilization of learning media is highly dependent on teachers' perceptions and readiness to use it. SMPN 1 Tolitoli as one of the educational institutions has teachers who play an important role in determining the right learning strategy. Therefore, this study aims to find out how teachers' perceptions of using English learning media at SMPN 1 Tolitoli.

METHOD

This research employed a descriptive qualitative approach, utilizing interviews as the primary method of data collection. Qualitative research was inherently descriptive and analytical, focusing on the participants' perspectives, the processes involved, and the underlying meanings of the phenomena under study. It often drew on theoretical frameworks to support and interpret findings from the field Fiantika *et al.* (2022) In this study the , interviews were conducted to explore and analyze teachers' perceptions of using English learning media. The research, titled "*Teachers' Perceptions in Using English Learning Media,*" was conducted at SMPN 1 Tolitoli, in Tolitoli Regency. The research took place from May to June 2025, starting with the observation phase for initial data collection and continuing with interviews to analyze teachers' perceptions of using English learning media. The subjects in this study were located at SMP Negeri 1 Tolitoli. In this study, two teachers were involved in the research titled "*Teachers' Perceptions in Using English Learning Media.*"

Data collections

The data collection techniques used in this research were observation, interviews, and documentation, which were employed to gather initial data and analyze the results. Data collection methods could include interviews with questionnaires, observations, (or a combination of all three). The final report for this research had a flexible structure or framework Umrati & Wijaya, (2020). The data collection techniques used in this research were explained as follows:

Interviews

Interviews are an interactive communication process between two parties, where at least one party has a specific goal, anticipation, and seriousness, typically involving a question-and-answer session. Wien adds that interviews are conducted to achieve specific objectives Fadhallah (2021) This interview technique is used by the researcher to obtain more complete data/information that cannot typically be gathered through observation techniques

FINDINGS AND DISCUSSION

The results of the study were obtained from data collection conducted using interview techniques, where researchers conducted direct questions and answers with participants, which served to complement the results of observations and interviews by providing supporting evidence from existing documents.

The indicators used to support the research findings are based on the theory proposed by Bovee in Rohima (2023), which explains that educational or learning media evolve alongside the development of increasingly advanced learning technologies. The substance of learning media includes a. forms of channels used to channel messages or learner. b. various type of components in the learner environment that can simulate students to learner. c. forms of physical tools that can present messages and simulate student to learn. d. forms of communication that can stimulate learning to learn, both print and audio, visual, and audiovisual. This study aimed to answer the research question.

Forms of Channels Used to Channel Messages or Learners

On the other hand, the second teacher, NH, emphasized the importance of using visual media such as teaching aids and projectors (infocus). In practice, the teacher displays images or learning materials through the projector and explains them directly to the students. This strategy is considered effective as it can attract students' attention and help them understand the material more easily through visualization. According to NH, using the right media makes students more engaged and focused in the learning process, especially when the media is supported by clear and structured teacher explanations. Thus, it can be concluded that English teachers at SMPN 1 Tolitoli are highly aware of the importance of selecting appropriate learning media by considering the theme of the material, students' level of understanding, and the effectiveness of communication. The use of contextual and visual media is the main strategy in creating interactive.

Teachers at SMPN 1 Tolitoli use different English learning media based on their teaching style. IM prefers student worksheets to give students direct practice and assess their understanding. Meanwhile, NH uses visual media and transversion showing picture to stimulate students' thinking and guide them to construct sentences related to the lesson topic. NH; s method emphasizes contextual and interactive learning to increase student engagement. Overall, both teachers choose media that support effective learning, either through independent practice or participatory activities

Teachers at SMPN 1 Tolitoli have different views on using print and digital media. I.M believes digital media is more effective because students can easily access materials on their phones. In contrast, N.H prefers to print based media due to students' limited access to and skill with digital devices, and she values simple, clear material delivery. The use of digital media also depends on available school facilities like projectors and students' devices. Overall, the choice of media is shaped by the school's resources and students' readiness to use digital technology

English learning media at SMPN 1 Tolitoli, it is evident that teachers adapt their communication methods according to the characteristics and learning needs of their students. One teacher, I.M, explained that different classes require different approaches. For instance, class 9A, which has a more advanced level of English proficiency compared to class 9C, receives instructions more directly. In contrast, class 9C requires more detailed explanations due to varying levels of understanding among students. This shows that the teacher adjusts not only the content but also the style and depth of instruction based on the class's capabilities. Meanwhile, N.H, highlighted the importance of using textbooks, although she acknowledged that not all students have access to them. As a result, she often resorts to writing on the board to ensure all students receive the necessary information. She emphasized that there are various methods to

adapt to students' needs, and the key is to provide clear explanations and instructions, especially when learning materials are incomplete or unevenly distributed. This reflects a flexible and student-centered approach in choosing and using communication channels during the teaching and learning process.

English learning media at SMPN 1 Tolitoli, it is clear that teachers apply specific strategies to ensure learning messages are effectively delivered through the chosen media. One teacher, I.M., emphasized that English, being a foreign language for the students, requires careful comprehension. He highlighted the importance of ensuring that students first understand the message being conveyed, especially in listening, speaking, and reading activities. If necessary, he translates the content to help students grasp the meaning before proceeding with the assignments. This approach ensures that students do not just hear or read the words but also comprehend them. Meanwhile, N.H. shared that while the use of digital tools like an infocus is limited, she employs group discussion as a key strategy. When using digital media, she often organizes students into groups to work collaboratively on tasks, which are later presented in front of the class. Through this method, students learn not only from their own group work but also by observing and understanding the presentations of their peers. This visual and participatory approach helps reinforce understanding and makes the learning process more interactive and effective for all students.

At SMPN 1 Tolitoli, teachers use different strategies to increase student involvement despite resource limitations. I.M. addresses the lack of textbooks by encouraging students to share and writing key points on the board so everyone can participate. Meanwhile, N.H. used mobile phones and class groups during long-distance learning to ensure materials reached all students, even those without phones, through peer sharing. Both teachers show adaptability in creating inclusive and participatory learning environments.

English learning media at SMPN 1 Tolitoli, both teachers emphasized different strategies and media they considered most effective in distance or hybrid learning situations. According to I.M., the most effective approach is to provide students with a text beforehand. This allows students to independently identify unfamiliar vocabulary and comprehend the content. For instance, when dealing with dialogue texts, students are expected to understand the meaning first, which prepares them to later present the dialogue using their own expressions. This method promotes active learning and ensures students engage with the material more deeply. Meanwhile, N.H. highlighted the importance of mobile phones and group communication in long-distance learning. Since not all students have personal devices, she utilizes group-based communication by distributing materials through class chat groups. Students who have access are encouraged to help distribute the materials to peers who do not. This peer-supported distribution ensures that learning materials reach all students, helping to bridge the gap caused by unequal access to technology. Both approaches reflect a practical and student-centred adaptation to the challenges of remote and hybrid learning environments.

English learning media at SMPN 1 Tolitoli, it was found that teachers have their own methods for evaluating the success of the media or communication channels used in achieving learning objectives. I.M. shared that he evaluates students' understanding through performance-based tasks such as presenting dialogues in pairs or groups. He also assesses reading comprehension by asking students to identify the main ideas or themes in each paragraph of a text. According to him, skills like reading, speaking, and writing are relatively easier to evaluate,

as they often occur simultaneously when students read, they also speak and write. However, he noted that listening remains a challenge, especially when students are exposed to native speaker audio. Even he, as a teacher, finds it difficult to fully grasp native speech, which becomes an obstacle for students as well. Meanwhile, N.H. uses digital applications as a tool for evaluation. One application she mentioned is Kipper, which allows her to send questions to students with a set duration for completion. After students submit their answers, the application automatically provides results along with scores, making it easy for both teachers and students to track performance. This use of technology offers a more structured and immediate form of assessment. Both teachers' approaches whether through direct classroom interaction or digital platforms reflect their efforts to measure the effectiveness of the media in facilitating student learning and achieving educational goals.

At SMPN 1 Tolitoli, teachers face challenges in choosing and using learning media but apply strategies to overcome them. I.M. noted that limited student vocabulary makes understanding tasks difficult, so he encourages students to translate and interpret material themselves, fostering independence and peer support. N.H. highlighted issues with digital tools like Kipper, as not all students have access or know how to use them. She addresses this by giving direct instructions, identifying students without access, and providing alternative assignments. These efforts show the teachers' commitment to inclusive and adaptable learning.

At SMPN 1 Tolitoli, teachers recognize that advances in communication technology greatly influence how learning materials are delivered now and in the future. I.M. believes digital tools give students flexibility to access content anytime, supporting continuous learning. Similarly, N.H. sees technology as helpful for faster understanding, especially with mobile phones and interactive learning apps that make lessons more engaging through quizzes and games. Both teachers agree that technology makes learning more dynamic and accessible, and they are optimistic it will continue to improve education quality and research.

Various Types of components in The Learner Environment That Can Stimulate Learners to Learn

At SMPN 1 Tolitoli, teachers have positive views on using interactive media in English lessons. I.M. finds that using a projector makes lessons clearer and more engaging than writing on the board, although access to projectors is limited. N.H. prefers using interesting pictures and IT-based media to capture students' attention and motivate them to participate. Both teachers agree that interactive media, whether visual or technology-based, effectively increases student interest and improves learning outcomes.

At SMPN 1 Tolitoli, teachers see several key factors as essential for creating a positive English learning environment. I.M. emphasized the importance of good teacher-student communication, a clean and comfortable classroom, varied teaching methods, and the use of educational technology to boost motivation. Fair and supportive assessments also help students feel secure. Meanwhile, N.H. stressed that textbooks and engaging materials are vital, as they provide structure and prevent boredom. She prepares and shares visual content and questions to make lessons more interactive and efficient. Together, these views highlight that supportive strategies, adequate resources, and a positive atmosphere are crucial for effective English learning.

At SMPN 1 Tolitoli, teachers use different but complementary approaches to create meaningful English learning experiences. I.M. builds an inclusive, collaborative classroom by connecting lessons to students' real-life contexts in Palu, using local examples, field trips, and interviews, and integrating technology like videos and online apps to keep learning engaging and relevant. Meanwhile, N.H. focuses on careful preparation and structured lessons. She organizes materials in advance, distributes copies, explains key points clearly, asks questions, and gives immediate feedback to keep students focused and active. Together, these strategies show that meaningful learning comes from combining real-world context, clear preparation, and interactive teaching.

At SMPN 1 Tolitoli, both teachers recognize that a well-designed learning environment greatly boosts student motivation. I.M. noted that an engaging atmosphere makes students more interested, confident, and creative, encouraging them to independently find additional information online to enrich their work. N.H. emphasized the importance of managing student behavior through interactive strategies, like calling students to the front to solve tasks, which keeps them focused and involved without relying on punishment. Together, their views show that attention, interaction, and opportunities for creativity help students stay motivated and make learning more meaningful

Forms of Physical tools that can Present Messages and Stimulate Students to Learn Physical

At SMPN 1 Tolitoli, teachers see physical tools like whiteboards, books, and projectors as essential for helping students understand abstract concepts. I.M. uses the whiteboard alongside the projector to explain ideas clearly and step by step, allowing for interaction and giving shy students a way to participate by writing instead of speaking. N.H. combines whiteboards, books, and projectors to make abstract ideas more concrete, using sketches and visuals to clarify material that text alone can't explain easily. Together, they show that integrating these tools makes learning clearer, more engaging, and less intimidating for students.

Teachers' Perceptions of Using English Learning Media at SMPN 1 Tolitoli, the teachers identified textbooks, whiteboards, and occasionally mobile phones as the most used physical aids in English learning. Teacher I.M explained that textbooks are the primary tool she uses in class; however, the limited availability poses a significant challenge. Often, one textbook is shared between two students, which can be effective if both are equally engaged. However, in cases where one student is passive, they tend to rely on their partner, leading to uneven participation and understanding. This shortage of materials limits the effectiveness of the learning process. Meanwhile, teacher N.H highlighted the frequent use of whiteboards alongside textbooks. She noted that writing material from the book onto the whiteboard helps students understand the content more quickly. She also pointed out that when digital devices like mobile phones are available, students can more easily comprehend lessons by viewing the material directly. However, in the absence of such devices, the traditional combination of books and whiteboards remains essential to ensure students have something concrete.

At SMPN 1 Tolitoli, teachers view technological devices like computers and projectors as valuable tools for boosting student engagement in English learning. I.R. uses projectors to show short videos of daily conversations and interactive slides explaining idioms, helping students learn vocabulary and grammar in real-life contexts and making lessons more interesting. N.H. also finds projectors effective for improving understanding but noted that limited availability

means they are often reserved for special events, making regular use challenging. Despite this, both teachers agree that when used, these tools make lessons more interactive, clear, and enjoyable for students

Teachers' Perceptions of Using English Learning Media at SMPN 1 Tolitoli, the strategies employed by teachers in selecting and combining physical tools aim to ensure that learning messages are conveyed clearly, visually, and concretely. Teacher I.M shared that when textbooks are insufficient, she takes the initiative to photocopy or type the learning materials herself and distributes them to each student. By ensuring that every student has their own copy, she minimizes dependency on peers and encourages individual effort. This strategy promotes active engagement, as students are expected to find unknown vocabulary and complete tasks independently, often using dictionaries as a support tool. This approach fosters responsibility and deeper learning. On the other hand, teacher N.H emphasized the importance of collaborative learning through group work. She organizes students into small groups of no more than four members, which allows for more effective communication and participation.

Forms of Communication that can Stimulate Learning to Learn, Both Print and audio, visual, and audio-visual

Based on observations made by the researcher regarding *Teachers' Perceptions of Using English Learning Media* at SMPN 1 Tolitoli, teachers select communication formats such as printed text, audio, images, or videos based on the learning material and the students' learning styles. Teacher I.M emphasized the importance of aligning the format with the type of content being taught. For instance, when teaching narrative texts, she ensures that the stories selected from the internet such as fairy tales, legends, or fables match the specific sub-genre being discussed in class. This alignment ensures that the students can relate the format to the learning objectives and better understand the structure and meaning of the material. Meanwhile, teacher N.H highlighted the effectiveness of using visual formats such as images and videos, especially when teaching topics like family. She explained that showing a picture related to the theme helps spark students' curiosity and engagement. For example, a visual of a family is used as a prompt to generate questions like "Whose family is this?" or "How many children are there?" This method helps students develop comprehension through visual context and supports learners who benefit from visual and interactive input. Both teachers demonstrate that the careful selection and adaptation of communication formats not only cater to diverse learning styles but also enhances student understanding and involvement in the lesson.

Teachers' Perceptions of Using English Learning Media at SMPN 1 Tolitoli, both teachers agree that the most effective audiovisual media for increasing students' understanding and attention are those that are interesting, unique, and interactive. Teacher I.M shared an experience where she used a video of animals making sounds but intentionally paused the video before it finished. This strategy sparked students' curiosity and encouraged them to actively guess and complete the narrative themselves, leading to a lively and engaged classroom atmosphere. Similarly, teacher N.H emphasized the same approach, noting that videos which invite student participation such as partially shown content stimulate imagination and involvement. These audiovisual tools not only make the lesson more enjoyable but also promote critical thinking and verbal expression. Both teachers believe that when the media is designed to

be fun and unexpected, it captures students' attention more effectively and deepens their understanding of the material.

Teachers' Perceptions of Using English Learning Media at SMPN 1 Tolitoli, both teachers shared valuable experiences in combining various forms of communication to create more varied and engaging learning. Teacher I.M. expressed that using a mix of teaching methods such as lectures, group discussions, multimedia presentations, educational videos, and even student-created short videos has made the learning environment more interactive and dynamic. She also incorporates visual aids like pictures, mind maps, and demonstrations to enhance students' understanding, particularly for those with different learning styles. Meanwhile, teacher N.H. emphasized the importance of interpersonal communication and teacher presence in the classroom. Rather than staying static after explaining a lesson, she walks around the classroom to observe and assist students individually. This approach allows students, especially those who are shy or hesitant to speak publicly, to ask questions directly and receive clarification. By combining verbal, visual, and physical communication strategies, both teachers effectively create a more supportive, inclusive, and meaningful learning atmosphere that helps students stay engaged and better understand the material.

Teachers at SMPN 1 Tolitoli consider the characteristics and comprehension levels of their students when compiling learning materials that use visual, audio, or a combination of both media. I.M emphasized that each class requires a different approach; for instance, students in class 9A can understand material quickly just by seeing pictures and simple instructions, while students in class 9C need more detailed explanations and step-by-step guidance using visuals to stimulate their prior knowledge before continuing with deeper material. Meanwhile, N.H explained that combining visual and audio elements helps students grasp lessons more easily, and that tools like projectors and props make explanations clearer and more engaging. Repetition and adaptation of teaching methods are important to ensure understanding, especially for students who need extra support. Both teachers believe that actively engaging students through media use can make English learning more effective and meaningful, enabling students to achieve better learning outcomes.

Teachers' Perceptions of Using English Learning Media At SMPN 1 Tolitoli Firstly, Teachers at SMPN 1 Tolitoli have a positive perception of using learning media in teaching English. They understand that selecting appropriate media significantly affects how learning messages are conveyed to students. Teachers choose various communication channel such as worksheets, storybooks, whiteboards, and digital media like the *Kipper* app based on the lesson topic and student characteristics. Printed media like textbooks and whiteboards are still commonly used due to their practicality, but digital media are increasingly appreciated for their ability to provide quick access to information, especially during remote learning. The main challenge, such as the lack of student access to devices, is addressed through collaborative strategies like group work and sharing materials via messaging groups. Second, Teachers also utilize various components in the learning environment to stimulate student interest and motivation. The use of interactive media like projectors, infographics, humorous images, and educational apps has proven effective in increasing participation and curiosity. Additionally, integrating real-life contexts and local issues into lessons, and adjusting materials based on student proficiency such as between Class 9A and 9C demonstrates an adaptive and contextual approach. Teachers emphasize the importance of a comfortable classroom environment, effective communication, and fair

assessments that focus on students' learning processes. Third, Regarding physical tools, teachers still rely on blackboards as a primary medium to explain abstract concepts step by step. However, tools such as projectors and computers are also used to complement blackboards, especially when showing contextual videos or visual materials that help connect learning to students' real-life experiences. Limited access to such tools is addressed by preparing photocopied materials in advance, allowing students to learn independently without relying on shared textbooks.

The last, Teachers also incorporate various forms of communication printed, audio, visual, and audiovisual when delivering materials. A combination of lectures, group discussions, educational games, and visual storytelling (like fables and legends) is considered effective in accelerating comprehension and maintaining student focus. Teachers are attentive to individual learning styles and levels of understanding and often provide personal guidance to ensure students feel comfortable and grasp the material well.

Teachers at SMPN 1 Tolitoli perceive the use of learning media as a vital component in enhancing the effectiveness of English instruction. They demonstrate openness to both traditional and digital media and can adapt their use of media based on student needs and available resources. Learning media serve not only as teaching aids but also as tools to create engaging, interactive, and student-centered learning environments. Despite facing challenges such as limited facilities and varying student abilities, teachers remain creative and flexible in maximizing the use of available learning media to support student understanding and active participation.

CONCLUSION

Based on the results of this research, it can be concluded that the teachers at SMPN 1 Tolitoli have a positive perception of using English learning media. This is reflected in several indicators, namely the selection of communication channels or learning media that are varied and adapted to the lesson topic, student characteristics, and availability of resources and facilities. Teachers use a range of media, including printed media such as textbooks, blackboards, and worksheets, as well as digital media such as learning applications, projectors, images, infographics, and videos. Another indicator is the use of components in the learning environment that can stimulate students' interest in learning, such as interactive media, visual aids, a comfortable classroom atmosphere, effective communication, and the integration of real-life contexts and local issues into the lessons. The next indicator is the effective use of physical tools such as blackboards to explain abstract concepts step by step, complemented by projectors and computers to present visual and audiovisual materials that enhance understanding. Teachers also combine forms of communication printed, audio, visual, and audiovisual through methods such as lectures, group discussions, presentations, educational games, and storytelling. All these indicators show that learning media play an important role in supporting the delivery of material, increasing students' motivation and active participation, and helping students better understand the lessons, despite existing limitations in facilities.

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