



Students' Perception on Multimedia Used by the Teacher during Online Learning Activity in SMA Pembangunan Laboratorium UNP

Ika Haya Aulia¹ and Fitrawati²

¹English Language and Literature Department, The Faculty of Languages and Arts, State University of Padang

²English Language and Literature Department, The Faculty of Languages and Arts, State University of Padang

Correspondence Email : Ikhaaulia61@gmail.com , Fitra_bing@fbs.unp.ac.id

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Abstract

This research was motivated by the condition this time. The teachers start to use multimedia to teach the students in the distance learning process during the Covid-19 pandemic. This study aims to determine the perception of SMA Pembangunan Laboratorium UNP towards multimedia in English learning online. This research was a descriptive study using a quantitative approach with the data collection technique using a questionnaire. The sample in this study was 87 students of SMA Pembangunan Laboratorium UNP. The data analysis technique used descriptive analysis was stated in the form of a percentage. The result showed the students' perception of SMA Pembangunan Laboratorium UNP towards multimedia in learning English online. In detail, as many as; 8 students (9.20%) had very less positive perceptions, 17 students (19.54%) had less positive perceptions, 27 students (31.03%) had quite positive perceptions, 35 students (40, 23%) had positive perceptions, and no students had very positive perceptions. The highest frequency is 40.23%, which is in the positive category. Thus the students' perception of the use of multimedia in learning English online at SMA Pembangunan Laboratorium UNP was positive.

Keywords:

Perception, Multimedia, SMA Pembangunan Laboratorium UNP, Online Learning

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INTRODUCTION

The development of science and technology increasingly encourages renewal efforts in the use of technological results in the teaching and learning process. Teachers are required to be able to use the tools that can be provided by the school, and these tools may be under the developments and demands of the times. Besides being able to use the available tools, the teachers are also required to be able to develop available tools, to develop skills, and to make teaching media that will be

used in the teaching and learning process. We all know that the development of technology and science provides conveniences, which enable learning to take place over a distance, not just face-to-face. Especially during the Covid-19 pandemic, the government has issued various policies such as isolation, a clean and healthy lifestyle by always washing hands after doing activities, social and physical distancing, and Large Scale Social Restrictions. This condition requires people including students and teachers to work and study at home.

One of the good ways in teaching the students in the distance learning process is by using multimedia. Learning using multimedia is very beneficial for students and teachers. By using multimedia, it is hoped that students can master English easily and in a fun way. The teacher should be selective about choosing which multimedia that they will use in teaching because the mistakes in the selection of media when teaching can affect the level of understanding of the students. The teacher should choose the media that is suitable for the atmosphere, preferences, and what is needed by students at that time related to the material to be taught. The selection of the appropriate media will give a good impact for students' learning. The use of multimedia provides a greater advantage in teaching than using conventional media such as chalk, markers, and speaking in front of the class in a monotone way. Many schools in Padang have used multimedia in teaching in the class, especially in English. Each teacher gets different results when they use conventional. Most of the schools show positive responses about the use of media in learning English. The media also can increase students' motivation in learning. Several schools in Padang also have used multimedia in teaching, and one of them is SMA Pembangunan that is located near Universitas Negeri Padang. The English teacher said that learning using multimedia runs smoothly and could make students understand while studying online. They become more active and interested during learning English. Likewise, students think that the use of multimedia during this pandemic can help them understand their lessons. According to them, in the modern era, using multimedia can help them know several English things, such as knowing the meaning of English words, searching for vocabulary through cell phones, or via YouTube and other websites. However, some students still do not understand and prefer to study in class directly.

It is relevant to the previous research with the title "The students' perception on the use of audiovisual media in learning English (A Qualitative Study at SMPN 4 Banda Aceh)". It showed that most students give a positive response to the use of Audio Visual Media in the teaching and learning process. This issue is also supported by Jyothirmayee, Eliah & Reddy (2014, p.2) that using audiovisual in the process of learning can improve teaching methods and increase student comprehension. It can be seen that the students learn better when they get more interest or motivated in activities which are relevant to them. Akram, Sufiana & Malik (2012, p.10957) agree that the use of audiovisual in the classroom can improve student performance.

In this research, the researcher intends to investigate the perception of students to the use of multimedia used by teachers when teaching English through online. The researcher argues that the use of Multimedia can give a big impact to the students in understanding the material. So, the researcher is interested in doing

this research to find out the students' perception of multimedia used to teach English during online learning activity and answer the question which are asking that "How do the students perceive the multimedia used to teach English during online learning activity?"

RESEARCH METHOD

In this research, the researcher decided to use the descriptive method. In descriptive research, researchers try to describe and interpret objects according to what is happening in the field. According to Sugiyono (2017, p. 8) that quantitative research methods are defined as research methods based on the philosophy of positivism, used to research on specific populations or samples, data collection using research instruments, data analysis quantitative/ statistical in nature, with the aim of proposing predetermined hypotheses. In this study, descriptive quantitative research will be done to analyze and describe the perception of students in SMA Pembangunan towards online learning activities using multimedia descriptively and supported by percentage figures through questionnaire. The population in this study was students who had learned English using multimedia through online activities in SMA Pembangunan Laboratorium UNP, academic year 2020/2021. There were 26 classes in total. From total 26 classes of SMA Pembangunan Laboratorium UNP, the researcher randomly took 87 students as the sample. The type of sampling in this research is simple random sampling. Kerlinger (2006, p. 188) states that simple random sampling is a method of drawing from a population or universe in a certain way so that every member of the population or universe has the same chance to be selected or taken. In this research, the researchers decided to use quantitative descriptive methods because the information conveyed was a type of student learning style preference.

The instrument used in this research was a questionnaire. The questionnaire was adapted and modified from Adhitama (2016) and the questionnaire from Sari (2015) titled The students perception on the use of audiovisual media in the learning English. The questionnaire has forty questions for the learners to know their perception. It also uses the five-point Likert scale with the range from 1 to 5 (5 = strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = strongly disagree). Questionnaire is used to determine students' perceptions of online learning activities using multimedia with some aspects including interests, concerns, objects and the environment of students which are then described in statement items. Each aspect has 10 statements with a total number of 40 statements. The questionnaire also has validity and reliability to make sure the questionnaire reliable and valid. In this case, to test the validity of the content contained in the questionnaire, it was given to English lecturers, who were experts in multimedia who stated that the questionnaire could be distributed after improving the aspects of the effectiveness of the sentences used in the questionnaire. (See appendix 5).

After the questionnaire was distributed to the sample, the validity test was again carried out using the correlation formula product moment. Based on the data calculation obtained, item number one was invalid. Because, the data can be valid if $r_{count} \geq r_{table}$. After calculating the data of 40 statements in the questionnaire, 25 valid items were obtained and 15 items were invalid (See Appendix 6). The

percentage of all valid statement on the questionnaire was 62.5%. To determine the reliability of the questionnaire, the formula was used Cronbach’s Alpha, and the criteria of the reliability was very high, high, enough, low, or very low. Based on the criteria that the researcher got from the formula of Cronbach’s Alpha, it was described that the questionnaire was reliable to be used to the research, because the result of the calculation was 0,7. According to the criteria of reliability in table 3.3, the reliability of the questionnaire was high. The detail calculation can be seen in *Appendix 6*. Thus, the data of the questionnaire was reliable.

RESULT AND DISCUSSION

1. Research Finding

a. Students’ Perception on Interest aspect

Table 1: The students’ perception based on the interest aspect

Items	The Response					MS	Perception
	SA	A	N	D	SD		
1. I used my spare time to repeat lessons that have been taught in multimedia online	0%	68%	32%	0%	0%	3,68	Positive
2. I never get bored of using multimedia in online learning	1%	77%	20%	1%	1%	3,76	Positive
3. I am very excited to take online lessons that use multimedia	0%	63%	36%	1%	0%	3,62	Average
4. I am diligent in reading books at home, when there are quizzes or exams using multimedia online	1%	61%	37%	0%	1%	3,61	Average
5. I never studied before online learning using multimedia.	0%	18%	35%	46%	1%	2,70	Average
6. I always ask the teacher when there is something i don't understand about lessons when studying online using multimedia	1%	69%	29%	1%	0%	3,70	Positive
Mean total						3,51	Average
SA: Strongly Agree	D	: Disagree					
A : Agree	SD	: Strongly Disagree					
N : Neutral							

Table 1 shows that there were 68% of students agreed to use their spare time to repeat lessons that have been taught in multimedia online. There were 77% of students agreed that they never get bored of using multimedia in online learning, and 63% of students agreed that they were very excited to take online lessons that use multimedia. Moreover, there were 61% of students agreed that they tend to be more diligent in reading books at home, when there are quizzes or exams using multimedia online, there were 18% of students told that they never studied before online learning using multimedia. They tend to be lazy to re-learn the lesson at home after they came back from school. They said that tiredness and boredom were the reasons why they never studied after they study at school. Hereinafter, 69% of students always ask the teacher when there is something they do not understand

about lessons when studying online using multimedia

However, there were 46% of students disagreed about the statement that they never studied before online learning using multimedia. It is the bigger percentage of this statement because the 45% of the students told that even though they just study in the real class at school, they keep studying and focus to learn. Moreover, 35% of the students were neutral about this statement. According to the students' statements, sometimes they enjoyed the learning without any multimedia used in the class, but sometimes they thought that learning using multimedia in their home was better. To sum it up, it is found out that mostly the students' interest through the learning using multimedia through online activity was average. They still need motivation in learning to improve their will without compulsion.

Table 2: The categories of students' perception based on the interest indicator

No	Class Interval	Frequency	Percentage	Categories
1	≤ 17,94	5	5,74%	Very Less Positive
2	17,95 – 20,02	24	27,59%	Less Positive
3	20,03 – 22,11	37	42,53%	Quite Positive
4	22,12 – 24,20	21	24,14%	Positive
5	> 24,20	0	0%	Very Positive
Total		87	100%	

From the table above, as whole items from the interest aspect, it was found that 5 students (5,74%) had very less positive perceptions, 24 students (27,59%) had less positive perception, 37 students (42,53%) had quite positive perceptions, 21 students (24,14%) had positive perception, and no students had very positive perception. The highest frequency was 42,53%, which was in the quite positive category, so the students' perceptions of multimedia in learning English during online learning activity at SMA Pembangunan Laboratorium UNP based on interest aspect was *quite positive*.

b. Students' Perception on concern aspect

There are 7 valid items in the questionnaire focused on students' concern of English learning when using multimedia during online learning activities. The result was presented in the table below.

Table 3: The students' perception based on the students' concern

Items	The Response				SD	MS	Perception
	SA	A	N	D			
1. I listened to the teacher's explanation about English lessons using multimedia online, very well	5%	80%	14%	1%	0%	3,89	Positive
2. I do other things when the teacher explains English lessons using multimedia online	1%	40%	17%	40%	1%	3,00	Average
3. I cheated the answers or assignments from	5%	47%	14%	34%	0%	2,78	Average

	friends while doing online English assignments that use multimedia								
4.	I am sleepy when studying using multimedia online	0%	36%	18%	45%	1%	3,11	Average	
5.	I really like the way of learning by using multimedia to do assignments	1%	82%	17%	0%	0%	3,84	Positive	
6.	I am always procrastinating about collecting online tasks performed using multimedia.	3%	41%	26%	29%	0%	2,80	Average	
7.	I happily do online learning tasks that use multimedia because the time limits and instructions are clear	2%	82%	15%	0%	1%	3,83	Positive	
							Mean total	3,32	Average
SA	: Strongly Agree								
A	: Agree								
N	: Neutral								
D	: Disagree								
SD	: Strongly Disagree								

Table 3 shows that there were 5% of students strongly agreed about listening to the teacher's explanation about English lessons using multimedia online very well, and 82% of students agreed about it. 40% of students agreed that they do other things when the teacher explains English lessons using multimedia online. They played around, read another book, played a game on the mobile phone, and sometimes they slept on the bed. Even though the teacher was giving the lesson through google classroom. But, 41% of students disagreed about the statement, because they pay attention to the lesson, and 17% of the students were neutral.

Furthermore, there were 52% of the students admitted that they cheated the answers or assignments from friends while doing online English assignments that use multimedia. According to them, the time given when they used multimedia in learning to do the assignment was flexible, and they did the assignment by cheating each other without being caught by the teacher, but 34% of the students disagreed about the statements, and 14% of them were neutral. Moreover, there were 46% of students disagreed about the statement that said they were sleepy when studying using multimedia online, 36% of the students admitted that they were sleepy when studying through multimedia, and 18% of them were neutral. Hereinafter, there were 47% of the students were agreed that they were always procrastinating about collecting online tasks performed using multimedia. There were 82% of students who agreed that they like the way of learning by using multimedia to do assignments. There were 84% of students agreed that they happily do online learning tasks that use multimedia because the time limits and instructions are clear. So, overall of the concern aspect, it is found out that mostly the students' concern through the learning using multimedia through online activity was average.

Table 4: The categories of students' perception based on students' concern

No	Class Interval	Frequency	Percentage	Categories
1	≤ 18,64	4	4,60%	Very Less Positive
2	18,65 – 21,72	28	32,18%	Less Positive
3	21,73 – 24,81	19	21,84%	Quite Positive
4	24,82 – 27,89	29	33,33%	Positive
5	> 27,89	7	8,05%	Very Positive
Total		87	100%	

From the table above, as whole items from the concern aspect of the students, it was found that 4 students (4,60%) had very less positive perceptions, 28 students (32,18%) had less positive perception, 19 students (21,84%) had quite positive perceptions, 29 students (33,33%) had positive perception, and 7 students (8,05%) had very positive perception. The highest frequency was 33,33% which was in the positive category, so the students' perceptions of multimedia in learning English Online based on the concern aspect of the students at SMA Pembangunan Laboratorium UNP was *positive*.

c. Students' Perception on objects or activities aspect

There are 7 valid items in the questionnaire focused on the effect of objects or activities in learning English using multimedia during online learning activities. The result was presented in the table below.

Table 5: The students' perception based on the object or activities of learning using Multimedia

	Items	The Response						Perception
		SA	A	N	D	SD	MS	
1.	The multimedia used in learning English online is always the same, making it boring.	2%	49%	7%	40%	1%	2,89	Average
2.	Learning English using multimedia online makes my English improve as more vocabulary is mastered	0%	74%	23%	3%	0%	3,70	Positive
3.	The multimedia used allows me to focus more on learning online	2%	75%	20%	2%	0%	3,80	Positive
4.	The lessons provided by the teacher during learning using multimedia online are very helpful because they are easy to understand	0%	87%	8%	3%	1%	3,82	Positive
5.	Multimedia used when studying online is very helpful in doing assignments	0%	87%	10%	2%	0%	3,85	Positive
6.	I read the lessons that will be studied first before English lessons using multimedia online begin	0%	68%	30%	0%	1%	3,68	Positive
7.	When I cannot do the task of English lesson using multimedia through online, i will look for the subject matter on the internet	7%	85%	6%	1%	1%	3,95	Positive
		Mean total					3,67	Average
SA	: Strongly Agree	D	: Disagree					
A	: Agree	SD	: Strongly Disagree					
N	: Neutral							

According to the result shown in table 5, there were 51% of the students were agreed that the multimedia used in learning English online is always the same. The teacher only used google classroom and used the text with a picture to explain the lesson. It was rarely explained using video that can improve passion to learn the lesson. So, it could make the students felt bored in learning. There were 74% of students agreed that learning English using multimedia online makes their English improve as more vocabulary was mastered. There were 2% of students strongly agreed that the multimedia used allows them to focus more on learning online, and 75% of students agreed about this statement.

Moreover, there were 87% of students agreed that the lessons provided by the teacher during learning using multimedia online are very helpful because they are easy to understand. There were 87% of the students agreed that Multimedia used when studying online is very helpful in doing assignments. According to the students, multimedia makes them easier to do the assignment by using the internet that is connected to their computer or mobile phone. They not only get the answer from the book, but also from the references that they found on the internet. There were 68% of the students read the lessons that will be studied first before English lessons using multimedia online begin. There were 7% of the students strongly agreed that they looked for the lesson on the internet when they cannot do the task of English lesson used multimedia online, and 85% of the students agreed about that statement. To sum it up, it is found out that most of the students' perception of the object and activities aspect was average.

Table 6: The categories of students' perception based on the object or activities of learning using Multimedia

No	Class Interval	Frequency	Percentage	Categories
1	≤ 22,04	7	8,05%	Very Less Positive
2	22,05 – 24,47	17	19,54%	Less Positive
3	24,48 – 26,89	26	29,89%	Quite Positive
4	26,90 – 29,31	37	42,53%	Positive
5	> 29,31	0	0%	Very Positive
Total		87	100%	

From the table above, as whole items from object aspect, it was found that 7 students (8,05%) had very less positive perceptions, 17 students (19,54%) had less positive perception, 26 students (29,89%) had quite positive perceptions, 37 students (42,53%) had positive perception. The highest frequency was 42,53% which was in the positive category, so the students' perceptions of multimedia in learning English Online based on the object or activities aspect on the learning using multimedia at SMA Pembangunan Laboratorium UNP was *positive*

d. Students' Perception on the environmental aspect

There are 5 valid items in the questionnaire focused on the effect of environment on the learning using multimedia during online learning activities. The result was presented in the table below.

Table 7: The students' perception based on the Environmental aspect

	Items	The Response						Perception
		SA	A	N	D	SD	MS	
1.	Learning to use multimedia online is often interrupted, due to frequent bad weather problems in my environment	0%	2%	31%	64%	2%	3,67	Average
2.	The situation at home is not calm, it doesn't support learning English using multimedia online	0%	54%	3%	39%	3%	2,91	Average
3.	Studying at home made me understand more about English lessons using multimedia online	0%	43%	53%	5%	0%	3,38	Average
4.	The learning atmosphere in the classroom using multimedia motivates me more to be enthusiastic about learning English than at home online	5%	33%	55%	6%	1%	3,34	Average
5.	Learning using multimedia online is often interrupted, because my house is located in a remote area, and it is difficult to get a signal	0%	25%	28%	46%	0%	3,22	Positive
Mean total							3,31	Average
SA	: Strongly Agree	D		: Disagree				
A	: Agree	SD		: Strongly Disagree				
N	: Neutral							

Table 7 shows that there were 66% of the students disagreed about the statement that said learning to use multimedia online is often interrupted, due to frequent bad weather problems in their environment. Because the situation in their environment was still good and it was rarely disturbed by the weather. 54% of students agreed that the situation at home is not calm, it doesn't support learning English using multimedia online, but 42% of the students disagreed about the statement. The 42% of the students experienced that the situations in their home support their learning process used multimedia through online activity, their family will not let any noise during the learning to make them focus. Moreover, there were 43% of students agreed that Studying at home made them understand more about English lessons using multimedia during online activities.

Meanwhile, there were 46% of students disagreed about the interruption of the learning because of the signal problem, they thought that it was not too difficult to get the signal around their house. There were 25% of the students agreed that the interruption often came from the signal problem. The signal suddenly disappeared during the learning process, due to bad weather at their home. 28% of the students were neutral, because the problem of the learning not only caused by the signal problem, but also because of another problems, such as, the location of their home. The students who lived in rural area will get difficulties when trying to catch the signal. So, the overall perception of the environmental aspect was average. The environmental condition of each of the students could not be positive in students learning using multimedia through online activity.

Table 8: The categories of students' perception based on the environmental aspect

No	Class Interval	Frequency	Percentage	Categories
1	≤ 12,96	1	1,15%	Very Less Positive
2	12,97 – 15,34	33	37,95%	Less Positive
3	15,35 – 17,73	21	24,14%	Quite Positive
4	17,74 – 20,12	32	36,78%	Positive
5	> 20,12	0	0%	Very Positive
Total		87	100%	

From the table above, as whole items from the indicator of an object, it was found that 1 student (1,15%) had very less positive perceptions, 33 students (37,95%) had less positive perception, 21 students (24,14%) had quite positive perceptions, 32 students (36,78%) had positive perception. The highest frequency was 37,95% which was in the less positive category, so the students' perceptions of multimedia in learning English Online based on the environment aspect at SMA Pembangunan Laboratorium UNP that was affected by their environmental aspect was *less positive*. From the data of 25 items in the questionnaire above, it can be concluded that the students' perceptions of all items on the questionnaire will be presented in the table below.

Table 9: The categories of students' perception

No	Class Interval	Category	Frequency	Percentage
1	≤ 75.01	Very Less Positive	8	9.20%
2	75.02 - 82.70	Less Positive	17	19.54%
3	82.71 - 90.40	Quite Positive	27	31.03%
4	90.41 - 98.10	Positive	35	40.23%
5	> 98.10	Very Positive	0	0%
Total			87	100.00%

From the table above, it was obtained students' perceptions of multimedia in learning English online at SMA Pembangunan Laboratorium UNP, namely as many as 8 students (9.20%) had very less positive perceptions, 17 students (19.54%) had less positive perceptions, 27 students (31.03%) had quite positive perceptions, 35 students (40.23%) had positive perception, and there were no students who had very positive perceptions. The highest frequency was 40.23%, which was in the positive category. Thus, *students' perceptions of multimedia in learning English online at SMA Pembangunan Laboratorium UNP was positive*.

Discussion

According to Syarif in Alifah (2013, p. 5) multimedia also can call by many media, the component of this media consist of text, picture, video, and audio. In other word, making communication by using multimedia means that making communication using more than one media. Multimedia makes you understand about the topic in many ways and provide the students with the opportunity to express their ideas to others. Learning by using multimedia makes the communication to be more interactive between students and teachers and gives the chance to the teacher to give feedback about the learning. According to Sofa (2008), some factors can be the

indicator of students' perception, namely interest, concerns, object, and environment that are related each other.

After the researcher examined four indicators on the use of multimedia in learning English through online activity at SMA Pembangunan Laboratorium UNP, it turned out that it was positive. It means that the learning media arouses motivation and stimulates students to learn. The use of pictures, screening of films, listening to recordings, presenting audio-visual or multimedia are stimuli that arouse the desire to learn. If we examine each indicator, the interest indicators show that the student category was quite positive. The students seem very interested in learning using multimedia during online learning activity. They become more active, and aware in receiving lesson from the teacher. It is the same with the previous research by Djamarah (2002) which was said that if the media can get the happiness, awareness of learning without being told, and the students can participate in learning activities, it means that the students' interest began to increase through the media. So, the interest of the students is an important part of the learning to be watched by the teacher. This is relevant to research from a journal of counseling and education by Sutarto, Sari, & Fathurrochman (2020) which states that the student's interest was also positive through the use of media in online activities during the pandemic. The media helps the students in learning. The result showed that the techniques used by the teacher to extend students' interest in learning were to supply understudies with an understanding of the significance of learning, to form learning material brief, clear, curious utilize basic, interesting media, and to conduct regular and persistent assessments. The students showed that they were interested resting in learning using multimedia in online learning. So, this is the teachers' task to create more varied ways of teaching students so that student's interest in learning will increase.

Next, the concern indicator, it was found that the category of student perception was positive. We all know that concern is a mental process when stimuli or a series of stimuli become prominent in consciousness when other stimuli are weakened. The enthusiasm and concern of students during learning activities are very influential in determining students' perceptions of learning which was also interpreted by Jalaludin Rahmat (2000, p. 52) with the same meaning. So, the students' concern of the learning is crucial to be watched by the teacher during the learning, because the students' concern shows the results that will be obtained during the learning process. Istudents'udents concern is big in learning, it means that the learning is successful. The result from this research shows that the students' concern in learning multimedia during online learning activity was positive, which means that the multimedia give impact the English learning through an online learning activity that can stimulate thoughts to be more active in absorb the learning material of the students. This study relevant to research by Santoso (2009) which also stated that learning using online media can stimulate thoughts and the concern of the students in such a way that the teaching and learning process can take place effectively and efficiently and instructional goals can be achieved properly. In the object indicator, the category of students' perceptions was positive. Object in learning can be any activity carried out by the students in learning or the media that is currently being used. The object can be the measurement or the indicator to know the students' perception about the use of multimedia. Students prefer activities and objects in

learning using multimedia so that it can generate interest and motivation in learning. This finding supported by the previous research of Astuti (2017) who stated that multimedia can make learning activities more lively so that it makes students more excited.

And the last, the environmental indicator was found that the category of students' perceptions was less positive. It is just that the environmental indicators get a less positive category. Quite a lot of students were constrained by environmental aspects and the signals used in learning English using multimedia online. However, overall students' perception of the use of multimedia in learning English online at SMA Pembangunan LaboratoriumUNP was positive. It is relevant to the other research from the Journal of office administration education by Handarini (2020) which states that So far, the learning process has been done by giving assignments through several types of multimedia such as WhatsApp, Zoom, Google Form, or through special applications available. But learning to use multimedia online also has its challenges. One of them is the availability of the internet network which is influenced by the geographical location of the environment or the conditions in the environment where they live. Some students admitted that it was difficult to take part in online learning because not all areas have an internet network with smooth access. But overall, learning using media that was done online was quite good.

So, with the creativity of teachers in increasing student interest and attention to learning using multimedia online, students' perceptions will be more positive. With an increasingly positive perception, learning will be easily achieved because students will be happier to take English lessons. Indirectly, students' achievement in English will also increase. This is the teachers' job to improve their skills in processing learning, paying more attention to environmental factors that can indeed affect the student learning process, such as giving learning at other times if many students have signal problems, or tolerate students who have no quiet space at home when studying online. The tolerance from the teacher about environmental problems for students will also make them happier and more interested in learning. The consideration of the teacher in processing learning and considering students so that students do not have to worry if problems in their environment will affect their grades is important to improve so that they will be happier and more motivated to learn if there is a feeling of supported and relaxation in learning. Thus, students' perceptions will also be more positive, and learning objectives will be easily achieved.

CONCLUSION

Based on the findings, overall four aspects got an average perception. Also, it can be concluded that the perception of the students of the use of multimedia in learning English online at SMA Pembangunan Laboratorium UNP was positive. It is evidenced that students' perception of multimedia used by the teacher during online learning activity gives positive effect to the students' learning. Learning using a variety of multimedia has been proven to make students more enthusiastic about learning even though they are studying in a distance learning process. It is suggested to the school to conduct online training, get to know the platform which can be used in multimedia for online learning. Because not all teachers are able to

operate the online platform deftly, so that it makes learning seem monotonous and does not vary.

Next, for the English teachers, It is recommended to be able to use multimedia properly, correctly, precisely, and attractively, so that students' perceptions of multimedia are increasingly positive, and students find it easier to understand the material during online learning. Thus, students will be happy to take part in the process of learning English at school. Then, It is suggested that the students take the learning process seriously, one of which is by having a positive perception of the use of multimedia by teachers. This is because the increasingly varied use of multimedia is intended to facilitate the delivery of material during the online learning process. For the next researcher, it would be better to conduct further research on students' perceptions of the use of multimedia in the English learning process and relate it to other variables that are not included in this study.

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