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English Teachers' Perception toward Milealab (Virtual Reality) as Teaching Media for English Subject in SMPN 3 Solok Selatan

Rifka Hafizhah[1] and Lafziatul Hilmi[2]
[12]Universitas Negeri Padang
Correspondence Email: Rifkahfz10@gmail.com

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Abstract

The aim of this study is to analyze teachers' viewpoints regarding the utilization of virtual reality technology as an instructional tool in the context of learning. This study utilized qualitative research methodologies. Four English teachers from SMPN 3 Solok Selatan participated in this study. The data were collected through an interview after the participants tried out the MILEALAB-based materials. This study used Fred Davis's Technology Acceptance Model (TAM) theory (1996) as the theoretical framework. The data analysis in this study involved the examination of four indicators, specifically perceived usefulness, perceived ease of use, attitude to use, and intention to use. The researcher chose to employ Miles and Huberman's flow model in order to analyze the data obtained from the interview. The result showed that many viewpoints existed about virtual reality equipment. Thus, nearly all teachers approve of the utilization of virtual reality in educational settings. According to teachers, the use of virtual reality has been found to enhance English language proficiency as well as increase interest and enthusiasm among individuals who participate in English language learning activities. Also, certain teachers share the viewpoint that improvements should be made to virtual reality course material.

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INTRODUCTION

Virtual reality is an immersive technology that allows users to completely engage with environments generated by a computer. By simulating real-world situations, this application grants users the opportunity to deal with obstacles they have never faced before. Virtual reality has the potential to significantly improve the educational experience through the implementation of an authentic learning process within the classroom environment. Technology is preferred as a platform for creating authentic

learning. Simulating a real-world environment via media or being at a location where certain skills or knowledge are employed in the actual world-providing a more realistic context for learning-increasing the possibility that lessons will be remembered and can be applied in comparable situations (Utami, et, al, 2021).

One of the virtual reality platforms recognized in the world of education in Indonesia is MileaLab. This is a platform that enables educators to produce their own instructional resources. This platform offers a wide range of virtual components that assist educators in bringing the classroom to life for students, giving them an authentic and realistic experience. This may also help them in evaluating students' comprehension of each topic presented by the teacher. Researchers believe that this platform can help students learn English more effectively by improving their knowledge of vocabulary, reading comprehension, as well as listening abilities. Soto et, al (2020) argued that the students had to talk, read, and listen much more clearly and fluently shortly after that. It showed that the platform had succeeded. In addition, this VR platform works with the philosophy of constructivism, which tells students to explore, try new things, and connect with virtual objects to learn new skills and ideas (such as vocabulary, pronunciation, and listening).

MileaLab is one of VR that is commonly used in Indonesia. The adoption of this virtual reality is currently restricted due to its novelty, which requires further investigation to determine whether it's appropriate as an instructional media for classroom usage. Even before implementing this device in the classroom, it is essential to carefully examine every consideration to see whether this tool can potentially enhance students' knowledge and skills. A key consideration to look at is the teacher's perception regarding the utilization of virtual reality tools. Perception is the cognitive process through which we build a meaningful relationship with the world around us. Rookes & Wilson (2000) stated that perception is a form of thinking that refers to recognizing as well as understanding stimuli that are detected by our senses.

A number of prior investigations concentrated on the teacher's perception of virtual reality. The initial study conducted by Putra, Santosa, and Saputra (2020) investigated the perceptions of teachers about virtual reality as a teaching tool. The findings showed that, on an overall basis, teachers had quite positive opinions on virtual reality. But there were some challenges during the study, some of which came from students who struggled to use the virtual reality equipment. Furthermore, Nur (2020) examined the research concerning lecturers' perspectives on the adoption of virtual reality (VR) for teaching and learning, including specific indicators of the technology's advantages, usability, and obstacles. The researcher arrived at the determination that virtual reality fosters active learning and establishes an engaging environment. A significant number of respondents indicated that preparations would continue despite the fact that virtual reality (VR) is now fully operational, because its adoption demands lengthy planning. Another study was undertaken by Kurniawati et al. (2020) looking into the possibility of promoting Virtual Reality (VR) as an educational tool for students. It was discovered that virtual reality (VR) technologies, including Google Cardboard and smartphones, are already being effectively implemented in Indonesian educational institutions, offering valuable and stimulating opportunities.

This study reflected the previous one, which looked at the potential for adaptation of virtual reality. The latest study, however, differs significantly from prior ones. In Indonesia, research into the possibilities of virtual reality is only beginning. As a result, virtual reality research is still in its early stages. The previous study focused on those issues while examining the benefits and drawbacks of adopting VR in the classroom. Furthermore, fewer academics use TAM theory to evaluate the acceptability of current technologies. As a result, this study has the potential to complement previous research by identifying teachers' perceptions of using virtual reality as an instructional tool.

METHOD

The researcher used a qualitative method to evaluate the perspectives of teachers on the use of virtual reality as a teaching media for English subject. In this study, the researcher used purposive sampling as a sample technique. It is commonly believed that samples used in qualitative research are chosen with the intention of producing "information-rich" examples (Patton, 2002, as cited in Palinkas et, al, 2015). Four English teachers were observed as the researcher organized the study at SMPN 3 Solok Selatan. The data in this study were analysed using miles and Huberman (1994). The Technology Acceptance Model (TAM) theory was employed in this study, consisting of four indicators: perceived usefulness, perceived ease of use, attitude to use, and intention to use. In-person and semi-structured interviews with 10 questions were used to collect data for this investigation.

RESULTS AND DISCUSSION

This study employed interviews as the primary method of data collection, which were separated into four different indicators; they are perceived usefulness, perceived ease of use, attitude towards usage, and intention to use.

Finding

1) Perceived Usefulness

Teachers generally agree that incorporating virtual reality technology is beneficial for English language acquisition and academic accomplishment. The result can be discovered in the next part of the paper.

Virtual reality has the potential to enhance students' proficiency in the English language. Some teachers believe that virtual reality has the capability to enhance students' English language abilities, namely in areas such as reading competence, listening comprehension, and vocabulary development.

> *Teacher 1: Virtual reality seems to help students become better at things like vocabulary and making sentences.*
> *Teacher 4: … so that we can improve our listening abilities. Then, because there are reading materials here, this involves abilities such as listening and reading.*

Virtual reality provides students with captivating visuals that help them escape boredom. Teachers claimed that virtual reality gadgets could increase

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students' academic progress because they provide engaging images that encourage students to avoid boredom while studying English in the classroom.

Teacher 4: Because of its attractive design, this may attract the interest of students.
Teacher 2: Thus, it is possible to help students learn better in school, avoiding boredom, and making things more fascinating.

The teachers added that the lesson content should be appropriate for the students' skills and knowledge. The rest of the teachers think that virtual reality technologies can be useful if they are employed with lessons that are right for the students' level of knowledge and ability. The materials themselves must use clear, simple language and give clear instructions.

Teacher 2: This is determined by how simple the topic is and how capable the student is. Long phrases, for example, may be difficult for middle school students to master, but they are achievable in high school. As a result, phrases must be reduced and simplified.

2) Perceived ease to use

The vast majority of educators were of the belief that virtual reality devices are simple to learn how to utilize for students. It is revealed in the next section of the writing.

Today's students have become addicted to technology because they live in a time when it has grown quickly. Students have grown utilized with the use of current technology. As a result, when advanced technology was presented to them, they did not have trouble comprehending it. They only need to use it on a regular basis.

Teacher 4: It is definitely simple once you attempt it, comprehend it, and get used to practicing it. It might be basic as well as easy to use.

Technical understanding is necessary for operating virtual reality equipment. To use virtual reality technology, we must have knowledge and abilities. People need to grasp technology, particularly modern tools such as virtual and augmented reality. Fortunately, today's students are well-equipped with technology.

Teacher 3: Isn't it wonderful that today's youth are just as skilled? Students will be pleased which is excellent because students sometimes understood technology better than we do.

While many students consider virtual reality devices as user-friendly for students, there are still obstacles to overcome in the adoption of virtual

reality tools such as the limitations of virtual reality headsets, poor students' understanding, and teachers' difficulty in creating material.

Virtual reality headset devices remain restricted because of their novelty. Virtual reality headset technologies are currently limited in Indonesian education. Teachers continue to struggle with limiting smartphone use in the classroom, despite the fact that the software can be accessed via smartphone.

> *Teacher 1: Since you allow us to use our phones in class, it might be hard to keep them from getting out of hand. There's a chance that kids may misuse it after practice.*
> *Teacher 2: It's difficult to keep track of what every student does in class. Students will be noisy at the beginning.*
> *Teacher 3: Teachers need to be able to deal with kids who don't have this. Also, they need to think about how to manage the class since this is still new.*

Students' understanding of the lesson content is insignificant. Students can quickly learn and use what they learn, but they do not fully comprehend what they are learning. They may be enthusiastic about using this technology, but they may fail to pay attention to the content in the mobile application.

> *Teacher 3: It seems easy for students to utilize, yet they still lack comprehension of the subject matter.*

The teacher is having difficulty creating instructional materials. For newcomers, understanding the process of creating content on the MileaLab application is rather straightforward. However, in order to fully optimize all the features of the app, regular practice is necessary. It should be noted that this may require a significant amount of time.

> *Teacher 1: Students are unthinkable to have a problem with it, but teachers may have concerns if they use it to create their own courses.*

3) Attitude Toward Use

To find out how willing teachers are to using cutting-edge technology in the classroom, it's necessary to know what their perspectives are about virtual reality devices. The following part of the writing exposes the details.

Teachers demonstrate a deep trust in the effectiveness of virtual reality instruments. The majority of students demonstrate significant confidence in the effectiveness of virtual reality instruments as a teaching medium in secondary schools. Their trust derives from the device's user-friendliness and usefulness as a teaching tool.

> *Teacher 3: With the proper tasks given by the teacher, students can achieve anything. Also, it's great that students nowadays are so into technology.*

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Teacher 4: I reckon it helps in the process of learning. Suitable for academic use. Modifications to the materials are possible thereafter. Using such a method to educate is excellent.

Teachers claimed that the virtual reality tool made the lessons more effective. They believed that the implementation of virtual reality technology enhanced teaching methods due to the positive feedback received from students.

Teacher 2: Students who are competent to use technology are likely to perform properly.
Teacher 4: It's possible that this new thing will make this way of teaching better. Students are also interested in new things.

4) Intention to Use

The teacher's willingness to accept and employ new technological breakthroughs is particularly strong. A significant percentage of educators are attracted by the application of virtual reality technology. They consider virtual reality technology appropriate for educational objectives. The following part will provide insight into the factors that contribute to students' willingness and preparedness to adopt a virtual reality tool.

It increases students' motivation and improves their English proficiency. The teachers believe VR can help with vocabulary, reading, and listening comprehension. Also, this technology may raise student motivation because it provides auditory visuals, which a lot of students find intriguing. It also offers students a platform to engage in brainstorming exercises that simulate real-world situations.

Teacher 1: This seems like a better way to learn new words and improve listening abilities at the same time. Most students enjoy it when you use audiovisual content.
Teacher 4: We will reach our goal if we change it to fit the topic and use it at the beginning of class or for a brainstorming session.

The potential of virtual reality technology to improve learning makes teachers welcome its future use. The teachers anticipated that technological advancements would continue to progress, resulting in heightened complexity, while the materials employed in these devices would greatly improve.

Teacher 2: There's no question that the students will be more motivated because today's students especially enjoy playing games. I think that the material is correct and right for the child's level of ability if we use it the right way. This is wonderful.
Teacher 3: If the child has tools and if the teacher has adjusted the material, we may utilize them frequently, and this is applicable to students.

Discussion

The study revealed that English teachers at SMPN 3 Solok Selatan have a favourable view of MileaLab (Virtual Reality) as a teaching media for the English subject. First, the teachers shared a favorable opinion of the perceived usefulness of virtual reality. According to the facts gathered from the interview, virtual reality technology has a chance to improve student performance and academic success. The traditional style of education failed to meet the academic needs of the students. Learners' engagement and performance are impacted by the usage of virtual reality apps (Farsi, et, al, 2021). Virtual reality devices also provide eye-catching images that motivate students to avoid monotony while studying English in school. Additionally, they suggested the need of ensuring that the material is compatible with students' ability level and knowledge in order to properly utilize it.

On the other hand, the teachers held a negative perception on the user-friendliness of the virtual reality device. Teachers believe that students are addicted to modern technology such as virtual reality since they already have technical skills and find it easy to learn this sophisticated technology. Although students find it simple to operate virtual reality equipment, they have difficulty understanding the course material on the VR platforms. The limitations of virtual reality equipment are also an obstacle to using this technology. Even if it can be used with a smartphone, the teacher will have a difficult time managing smartphone usage in the classroom. Another challenge that the teachers have is the difficulty in developing learning material.

In addition, the teachers hold an optimistic outlook regarding the use of virtual reality instruments. The virtual reality device is widely trusted by almost all teachers as a teaching medium due to its user-friendly style and high level of usefulness. Students' curiosity in utilizing this cutting-edge technology also contributes to the effectiveness of the activity.

Last but not least, the students' perspective is positively inclined towards the objective of utilizing virtual reality technologies. They are eager to embrace this innovative technology due to its positive impact on students' motivation and competence. They claim that the continuous anticipation of advancements in virtual reality is crucial, as it holds great potential for enhancing students' motivation and understanding.

These findings have been linked to the preliminary findings of Alfalah (2018), which were also published in 2018. Alfalah (2018) discovered that the thoughts and opinions of educators regarding the implementation of virtual reality technology in the classroom suggest a positive trend toward accepting its utilization. The findings of this study have been associated with these preliminary findings.

CONCLUSION

The researcher draws the conclusion that the English teachers' view against MileaLab (Virtual Reality) as a teaching media for English subject in SMPN 3 Solok Selatan belongs into the positive category. The adoption of virtual reality has been achieved with favorable responses from teachers, as measured by technology acceptance model (TAM) indicators. They recommended that the material's content relate with their abilities along with the expertise of the students.

EISSN: 2302-3198

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