

**ENGLISH TEACHERS' PERCEPTION TOWARD MILEALAB
(VIRTUAL REALITY) AS TEACHING MEDIA FOR ENGLISH
SUBJECT IN SMPN 3 SOLOK SELATAN**

Thesis

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B.Ed.) in English Language Education*



Written by:

RIFKA HAFIZHAH

19018099

Supervised by:

LAFZIATUL HILMI, S.Pd., M.Pd.

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG**

2024

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan Lulus Setelah Dipertahankan di depan Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris Departemen Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang dengan judul


ENGLISH TEACHERS' PERCEPTION TOWARD MILEALAB (VIRTUAL REALITY) AS TEACHING MEDIA FOR ENGLISH SUBJECT IN SMPN 3 SOLOK SELATAN

Nama : Rifka Hafizhah
NIM : 19018099
Program Studi : Pendidikan Bahasa Inggris
Departement : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni


Padang, 26 Februari 2024

Tim Penguji:

Ketua : Ainul Addinna, S. Pd, M. Pd

: 

Sekretaris : Senorica Yulia Sari, S.Pd, M. Tesol

: 

Anggota : Lafziatul hilmi, S. Pd., M. Pd

: 

HALAMAN PERSETUJUAN SKRIPSI

Judul : English Teachers' Perception Toward MileaLab (Virtual Reality) as Teaching Media for English Subject in SMPN 3 Solok Selatan
Nama : Rifka Hafizhah
NIM : 19018099
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 26 Februari 2024

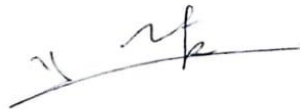
Disetujui oleh,
Pembimbing



Lafziatul Milmi, S.Pd., M.Pd
NIP. 182024

Mengetahui,

Kepala Departemen Bahasa dan Sastra Inggris



Dr. Yuli Tiarina, S.Pd., M.Pd
NIP. 197707202002122002



SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama : Rifka Hafizhah
NIM/ TM : 19018099 / 2019
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul *English Teachers' Perception Toward MileaLab (Virtual Reality) as Teaching Media for English Subject in SMPN 3 Solok Selatan* adalah benar merupakan hasil karya saya dan bukan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota Masyarakat ilmiah.

Diketahui oleh,
Ketua Jurusan bahasa dan sastra inggris

Dr. Yuli Tiarina, S.Pd, M.Pd
NIP. 197707202002122002

Saya yang menyatakan

Rifka Hafizhah
19018099/2019

ACKNOWLEDGEMENTS

First and foremost, I want to take this opportunity to express my gratitude to Allah SWT for the abundance of blessings and mercy bestowed upon me throughout my academic journey and in successfully finishing this thesis entitled “English Teachers’ Perception Toward MileaLab (Virtual Reality) as Teaching Media for English Subject in SMPN 3 Solok Selatan”. This thesis aims to complete one of the requirements for the bachelor's degree at Universitas Negeri Padang's (UNP) English Department, Faculty of Languages and Arts. Therefore, the researcher would like to express her heartfelt and profound gratitude to the following individuals:

- Her beloved parents, siblings, and big family that always gave her encouragement and spirit whenever she needed it, and she is thankful to them for their never-ending prayers.
- **Lafziatul hilmi, S. Pd., M. Pd** as the writer’s advisor, who had previously encouraged her to complete the thesis by providing suggestions, remarks, and corrections, which had caused her to learn many new aspects of academics.
- **Ainul Addinna, S. Pd, M. Pd and Senorica Yulia Sari, S.Pd, M. Tesol**, the examiners who provided helpful guidance, changes, and thoughts for the writer's thesis.
- **Rizaldy Hanifa, S.Pd., M. Pd**, the writer's validator, gave her advice and recommendations on how to enhance her instruments and interview techniques.
- **All the lecturers in the English Department** who gave lessons, imparted knowledge, offered support, and rendered crucial assistance to her in order to successfully complete the academic years.
- **All friends in K5 class** for the camaraderie and cherished memories shared with my classmates during our four-year journey in university.

- **Teachers and students in SMPN 3 Solok Selatan** for their warm greeting and remarkable collaboration during the study endeavor.
- Her supportive best friends; **Aulia, Fitri, Riska, Windi, Reza, Yoli** and **Fajar** who always care, love, and always support me till she can finish the thesis.

Padang, 2 February 2024

Rifka Hafizhah

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS	iii
LIST OF APPENDICES	v
LIST OF TABLES	vi
LIST OF FIGURES	vii
ABSTRACT	viii
CHAPTER I INTRODUCTION	1
A. Background of Research Problem.....	1
B. Identification of Problem.....	6
C. Limitations of the Problem	6
D. Formulation of the Problem.....	7
E. Research Questions	7
F. Purpose of the Research	7
G. Significance of the Research.....	7
H. Definition of Key Terms	8
CHAPTER II LITERATURE REVIEW	10
A. Review of Related Literature.....	10
1. Perception.....	10
2. The Proses of Perception.....	11
3. Virtual Reality	12
4. Milealab	14
5. Teaching Media	15
6. Teaching English	16
7. Technology Acceptance Model (TAM)	17
B. Review of Relevant Research.....	20
C. Conceptual Framework	22
CHAPTER III RESEARCH METHODOLOGY	24
A. Research Design	24
B. Participant.....	24
C. Instrument Validation.....	25
D. Instruments of Research	26

E.	Technique of Data Collection.....	27
F.	Technique of Data Analysis.....	27
CHAPTER IV RESEARCH FINDING AND DISCUSSION		29
A.	Research Finding	29
B.	Discussion	37
CHAPTER V CONCLUSION AND SUGGESTION.....		41
A.	Conclusion.....	41
B.	Suggestion	41
BIBLIOGRAPHY		43
APPENDIXES.....		47

LIST OF APPENDICES

Appendix 1. Table of Interview Guidelines	47
Appendix 2. Interview Transcript of teachers in SMPN 3 Solok Selatan	47
Appendix 3. Documentations	63
Appendix 4. Surat Permohonan Izin Penelitian dari Departemen	67
Appendix 5. Surat Permohonan Izin Penelitian dari Fakultas	68
Appendix 6. Surat Permohonan Izin Penelitian dari Dinas Pendidikan	69
Appendix 7. Surat Keterangan Selesai Penelitian dari Sekolah	70
Appendix 8. Surat Validasi Angket dan Interview	471

LIST OF TABLES

Figure 1: Indicator Technology Acceptance Model.....	26
---	----

LIST OF FIGURES

Figure 1: Technology Acceptance Model original model	17
Figure 2: Technology Acceptance Model Vankatesh version	18
Figure 3: Conceptual Framework	22

ABSTRACT

Hafizhah, Rifka. 2023. *English Teachers' Perception Toward MileaLab (Virtual Reality) as Teaching Media for English Subject in SMPN 3 Solok Selatan*. A Thesis of English Department, Faculty of Language and Arts, Universitas Negeri Padang. Supervised by Lafziatul Hilmi, S. Pd., M. Pd.

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 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.

Keywords: English teachers, Teachers' perception, MileaLab, Virtual Reality, Teaching media

ABSTRAK

Hafizhah, Rifka. 2023. *English Teachers' Perception Toward MileaLab (Virtual Reality) as Teaching Media for English Subject in SMPN 3 Solok Selatan*. A Thesis of English Department, Faculty of Language and Arts, Universitas Negeri Padang. Supervised by Lafziatul Hilmi, S. Pd., M. Pd.

Tujuan dari penelitian ini adalah untuk menganalisis perspektif guru terhadap penggunaan teknologi virtual reality sebagai alat instruksional dalam konteks belajar. Penelitian ini menggunakan pendekatan kualitatif. Empat orang guru yang mengajar di SMPN 3 Solok Selatan berpartisipasi dalam penelitian ini. Data dikumpulkan melalui wawancara setelah peserta mencoba materi berbasis MILEALAB. Penelitian ini menggunakan teori technology acceptance model (TAM) yang dikemukakan oleh Fred Davis (1996) sebagai kerangka teoritis. Analisis data pada penelitian mencakup menguji 4 indikator yaitu persepsi tentang kemudahan, persepsi tentang kemanfaatan, sikap penggunaan dan perilaku untuk tetap menggunakan. Hasilnya menunjukkan bahwa banyak sudut pandang muncul terhadap peralatan virtual reality. Jadi, sebagian besar guru menyetujui penggunaan peralatan virtual reality di dunia pendidikan. Menurut guru, penggunaan virtual reality meningkatkan kemampuan dalam berbahasa Inggris dan juga meningkatkan minat dan antusias terhadap individu yang berpartisipasi dalam kegiatan pembelajaran Bahasa Inggris. Kemudian, beberapa guru mengemukakan persepsi mereka bahwa peningkatan harusnya dilakukan terhadap materi virtual reality.

Keywords: Guru Bahasa Inggris, Perspektif Guru, MileaLab, Virtual Reality, Media Pembelajaran

CHAPTER I

INTRODUCTION

A. Background of Research Problem

In this century, technological devices are rapidly evolving. It is marked by a high degree of current technology that makes our tasks less difficult. Virtual reality is one of these technologies. Since the 19th-century prototype of panoramic artworks to today's modern VR headgear, virtual reality technology has grown significantly.

Virtual reality started to enter various sectors, including entertainment, advertising, marketing, education, etc. In education setting, Virtual reality can bring actual scenarios into the classroom, bringing in more realistic learning, as well as increase people's enthusiasm for learning. Researchers and educators saw VR's educational potential early on. However, VR experiences and headsets were expensive, making VR adoption in education difficult.

In recent years, there has been greater enthusiasm in using virtual reality (VR) in education. Following the spread of the corona virus in 2019, all schools decided to establish online learning activities. Both students and instructors are making significant progress in incorporating ICT strategies into instructional activities. With the use of innovative technology, students are involved in learning activities. For instance, the use of virtual reality (VR) helps us to gain students attention.

When it comes to innovative learning approaches, virtual reality has showed huge promise as a teaching tool (Pinto, et, al, 2021). Virtual reality (VR) can

provide a more interesting, authentic, and dynamic learning environment for students of the English language than traditional methods. VR technologies enhance student learning by providing authentic materials and real-life events in an immersive atmosphere. Such an encounter is rare and valuable when students cannot speak to native speakers or study the language of their chosen nation (Gamdi, 2019). Virtual reality can be used to improve language skills, such as vocabulary. There was a significant improvement in EFL students' ability to acquire and remember new vocabulary words and their contexts after using a virtual reality software (Tai, et, al, 2020). We can ask students to look at every part of the virtual world and tell us what kind of thing they found. Also, in tense material, short texts, etc. We can make a short role play to show the expressions each language has, and at the end, we can evaluate students' understanding of the topic.

The use of VR to study the English language has several advantages. First, virtual reality may make learning more interesting and exciting, which in turn increases motivation. With the help of virtual reality, students may discover English to be an attractive subject and desire to utilize the language they are studying in everyday situations (Chen, Hung & Yeh, 2021). Second, virtual reality (VR) is widely regarded as an effective tool for improving learning and easing the presenting of complicated data. According to a study conducted by Alfadil (2020), a virtual reality (VR) app for learning languages, called the House of Languages game, was tested for its ability to help students learn new words in a foreign language more quickly and effectively than the conventional methods of learning a new language acquisition.

Furthermore, numerous researchers conducted virtual reality research in Indonesia. Sepang, Santosa, & Suprianti (2020) carried out a study to investigate the virtual reality effect on students' English learning achievement especially in writing skills. They conducted experimental research on using virtual reality as an instructional media in learning English in the form of writing skills. The analysis of the findings showed an effect of Virtual Reality-based English classes on the English skills of students in the tenth grade at a public high school in North Bali. Another research was conducted by Kustandi (2020) to investigate how virtual reality can be used by higher education students to learn through the internet. They concentrated on learning theory, learning methods, and learning models which utilized technology to help students study more in class. Both quantitative and qualitative analysis showed that the learning model can make students want to learn more and help them learn effectively.

Additionally, Sapta, Gafur, and Jameel (2023) undertook a study on how Virtual Reality (VR) has been applied in teaching, which includes VR methods and how they can be used to help students gain knowledge. In this study, the approach used was a "literature study." They discovered that using VR for education has beneficial impacts that can make studying better. Then, Utami et, al (2021) also carried out a study about the implementation of virtual reality devices for authentic learning in the classroom. They also used a literature review approach to collecting data. The researchers noticed that bringing VR into practice has led to improvements in the way students learn foreign languages.

The previous researchers have done numerous studies about virtual reality. However, the majority of them carried out studies that focused on the implementation of virtual reality in the class and the impact of virtual reality on students' performance. Also, there weren't any research projects on the MileaLab platform that use virtual reality for English learning. One study that was done with MileaLab recently looked into the use of virtual reality in jumbo mart supermarket promotion. At this moment, the studies about the teachers' perception and the adaptation of virtual reality in Indonesia, especially in foreign language learning, are still limited. The teachers' attitudes towards new technology are important to make sure this technology is acceptable as a teaching media in the classroom.

The implementation of virtual reality (VR) in Indonesian educational settings is still novel and limited. Because of this, we need to be sure that this form of media can genuinely help educators achieve their educational goals before introducing it into the classroom. Educators have the best understanding of their children, so we need to discover what they perceive regarding using MileaLab in the classroom before making a final decision. Researchers tested the efficacy of this medium as a teaching aid by applying the TAM theory.

TAM is a vital tool for recognizing and anticipating users' acceptance and adoption of new technologies because it can predict users' attitudes toward new technologies, can help boost user satisfaction by ensuring that systems have been created to satisfy users' needs and standards, and TAM can be used to assess the acceptance and adoption of various technologies. The Technology Acceptance Model (TAM) theory also shows a great deal of flexibility and can be effectively

applied in various contexts. Technology Acceptance Models (TAMs) have been used intensively to evaluate how well a system is accepted by its intended customers (Kurniawati, Arif, & Winarno, 2017; Alwafi, et, al, 2022).

Related to the use of VR in education, the researcher did preliminary research to English teachers in SMPN 3 Solok Selatan. The researcher found that teachers were clueless about futuristic technologies such as virtual reality and augmented reality. Teachers often use several equipment to help students learn, such as educational videos, audio recorders, textbooks and so on. The researchers also discovered that the teachers attempted to implement “Kurikulum Merdeka” that focuses on student-centered learning, but they had trouble implementing it for a variety of reasons such as a lack of motivation and enthusiasm to learn English among students. Thus, the researcher made an effort to persuade teachers to use the MileaLab platform in a classroom. This platform can be used as a pre-teaching resource to provide a brief overview of the subject.

Moreover, the researcher provides a simulation of the usage of virtual reality (VR) tools in English learning for English teachers at SMPN 3 Solok Selatan in order to provide them with background information about this cutting-edge technology. A virtual reality program called "MileaLab" was displayed to the teachers, the researcher guided the teachers in using the virtual reality application. The researcher started introducing the teachers to the MileaLab application. Then, the researcher introduced the teachers to the MileaLab application, demonstrated how to use it, and turned it over to the teachers for personal use.

Soon after demonstrating how to use virtual reality (VR) devices to English instructors at SMPN 3 Solok Selatan, this study seeks to gain insight into how those educators perceive the potential of VR in the classroom. especially the educators who have never had the opportunity to experience VR in any way. The researcher believes that this research will be a small step in convincing every educational institution to adopt virtual reality devices. Therefore, this study needs to be conducted so that Indonesia continues to improve its quality of education.

B. Identification of Problem

According to the information that was shown earlier, teachers who teach English as a foreign language have a great deal of difficulty. First, there is a lack of innovative materials that can capture the interest of students when they are studying English. Second, there is a lack of familiarity with cutting-edge technologies among educators. Third, the challenges encountered by educators when teaching the English language in a classroom setting

C. Limitations of the Problem

Based on the research problems listed above, the researcher believes that virtual reality can shed new light on language learning and help teachers deal with the problems they experience in the classroom. In this research, the researcher narrowed the scope of the study to focus on the teachers' perception towards the use of virtual reality devices in educational environment. The researcher also limited the study based on Davis (1986) theory about the implementation of Technology Acceptance Model (TAM).

D. Formulation of the Problem

Associated with the identification and limitations of the previously identified issues, the researcher formulates the following problem statement:

“What are teachers’ perceptions toward MileaLab (VR) as a teaching media?”

E. Research Questions

In order to provide focus for the research, there will be a research question.

The question is:

What are teachers’ perceptions of the use of MileaLab (VR) technology as a teaching media?

F. Purpose of the Research

The following is the purposes of the research based on the research question presented in the previous section:

To investigate how teachers perceive the adoption of virtual reality technology as a teaching media within the learning environment.

G. Significance of the Research

This study is predicted to be crucial and it is considered to be important in two main ways:

1. Theoretical Significance

This research will provide new insights about the use of teaching devices in educational institutions. Through this research, educators will consider promoting MileaLab as one of the teaching media.

2. Practical Significance

- a) For teachers, this finding of this study is intended to help educators create innovative learning tools for learning foreign languages in order to gain students' interest. By knowing about this study, teachers may come up with ideas to make VR technology work better in the classroom.
- b) For students, the researcher expects that this study will help them overcome obstacles while learning English.
- c) For other Researchers, the findings of this study are expected to be an educational source for individuals who are fascinated by integrated virtual reality tools.

H. Definition of Key Terms

The researcher has provided a definition for each of terms used in this study below:

- 1) **MileaLab** is educational platform that help teachers create material in the form of 3D environment that help students experience realistic and interactive instruction.
- 2) **Teaching Media** is a set of materials, equipment, and technology that students use to help them gain knowledge. It provides wide variety of

resources and techniques that teachers use to share knowledge, get students interested, and improve the atmosphere in the classroom.