STUDENTS' PERCEPTIONS OF TEACHER'S APPROACHES: TRADITIONAL VERSUS INTERACTIVE TEACHING MEDIA

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Abstract:

This study highlights the importance of incorporating interactive teaching media to enhance student engagement and learning outcomes in language education. Using a qualitative method and case study approach, data were collected through open-ended questionnaires from seven participants. This study explores 7th-grade students' perceptions of traditional teaching media versus interactive teaching media, specifically focusing on manual scramble word games. Findings reveal a strong preference for the scramble word game, with students citing its enjoyment, engagement, and effectiveness for learning English vocabulary. The result obtains a positive impact of the scramble word game beyond mere enjoyment; it also enhances students' motivation to learn and improves their comprehension of English vocabulary. Despite some minor challenges reported by a few participants, the overall consensus favors using interactive teaching methods for language learning.

Keywords: _Interactive Teaching Media, Students' Perception, Traditional Teaching Media_

1. INTRODUCTION

One of the biggest changes in the educational system over time is the approach to instruction. To address the changing needs of a globalized society, educators must also possess an intense enthusiasm for both learning and teaching, as well as a keen understanding of technology (Koumiti et al., 2024). The teacher's goals for their approaches consisted of trying to impart the subject's knowledge to the pupils wanting to assist them in reframing the material. Classification of teaching techniques, one can argue that teacher-focused approaches are concentrated on content, whereas student-focused approaches are concentrated on (Munna & Kalam, 2021). The goals of educators are a reflection of their views on education. It is becoming more and more noticeable to switch from conventional techniques to an interactive strategy utilizing modern media, thus the effects of this should be taken into consideration (Xia & Shen, 2020).

It is becoming more and more noticeable to switch from conventional techniques to an interactive strategy utilizing modern media, thus the effects of this should be taken into consideration. Learning media is a crucial instrument to help teachers effectively execute out the teaching process, in addition to the suitability of methods and approaches (Seifullina & Shokybayev, 2024). Nonetheless, it is still typical to see educators employ traditional media or retain a conventional teaching style. Memorization is a common technique, particularly when acquiring new vocabulary, with no additional instruction on word structure or pronunciation (Wang, 2023)d's. In this instance, despite the numerous ways that technology is used in learning aids, the author attempts to implement a conventional style approach employing manual media in a scramble words game.

Students' perception is a crucial aspect of the educational landscape, as it encompasses the views and beliefs held by students regarding various elements of their learning experience (Yulian et al., 2022). This aspect of education has a crucial role in influencing students' motivation, engagement, and overall academic achievements. Perception is something that is considered a purely physical process (Baron, 2020). When a person feels something or stimulus such as seeing or hearing, the physical qualities of the object we perceive are then received by the sense organs such as the eyes or ears. Then, this information is sent to the heart, where all this information is stored in the bloodstream, where a memory or memory is finally formed. So it can be concluded that perception and memory occur entirely through physical processes in the body.

Depending on the individual, a person's perception might be classified as either positive or negative (Bandura, 1997). A positive perspective regards knowledge or experience as beneficial or valuable in and of itself. When someone has a positive perspective, they attempt to use and support the object or knowledge they have been given in addition to understanding it and responding to it. On the other hand, negative perception is a view that considers information or experience inappropriate or unpleasant. Someone may tend to respond with a passive attitude, rejecting, or opposing the object or information.

Vocabulary is the most important element in learning a language. The ability to speak, write, listen, and read all have a close relationship with vocabulary as a basic skill (Kim et al., 2022). With a focus on incidental and deliberate learning methods, vocabulary learning should be prioritized in the curriculum. Given the importance of vocabulary in linguistics, the course, students must be given learning about this vocabulary effectively. In addition to the other factors, vocabulary is crucial to the teaching and learning of languages (D'souza & Padmanabha, 2024). By learning a variety of new vocabulary in a foreign language, learners can succeed in both their academic and social endeavors. However, the facts on the ground prove that many students are still passively learning vocabulary without any learning innovations being provided. Vocabulary learning is done using monotonous learning techniques such as just listening to the teacher explaining in front of the class or those who are required to memorize some vocabulary without any further guidance and direction.

Naturally, one interactive approach that educators have to implement is the application of instructional media (Resti & Rachmijati, 2020) . It is intended that the use of instructional media not deviate from the material, purpose, method, or characteristics of students so that the student's understanding of learning media use can be more easily achieved. Teachers also possess creativity in utilizing the existing learning media and using methods appropriate to the material to be conveyed relating to the vocabulary. Interactive media occurs in a variety of styles which enable students to participate in the learning process (Liliana et al., 2020). The media in question, which tries to improve student knowledge, critical thinking, and enthusiasm for learning, can take the shape of digital platforms, instructional games, or reality shows. Among these

interactive techniques is the word scramble game, which will be used in addition to a media manual and is anticipated to enhance learning through play elements.

Both interactive and traditional media play significant roles in education, nevertheless, both also have advantages and disadvantages (Haleem et al., 2022). Traditional media has the benefit of not depending on technology, thus it can still be accessed in places with unsuitable digital resources. Apart from that, because students are less likely to be distracted by notifications or other irrelevant web content, learning processes with traditional media are also more focused and separated. However, the drawback of traditional media is its lack of engagement and interactivity, which frequently results in students becoming merely passive information consumers. This limits students' ability to think critically and lowers their enthusiasm to study.

Several studies have explored the use of both traditional and interactive media in language learning, providing a foundation for understanding how these different approaches impact students' engagement, retention, and overall learning outcomes (Lin, 2024). One area of research that aligns closely with this study is the examination of how interactive media, particularly gamified approaches, can enhance vocabulary acquisition. For instance, digital games by their interactive nature, allow students to engage in active learning processes, which help them to internalize information more effectively. In this context, the scramble word game app used in this study exemplifies the kind of interactive media, where students can engage with vocabulary in a dynamic, game-based environment that promotes active participation.

Moreover, studies by highlight key distinctions between traditional and interactive media in education (Febriansyah et al., 2024)ho. Emphasizes the cognitive theory of multimedia learning, suggesting that interactive media when designed well, can enhance learning by allowing students to process information through both visual and auditory channels. This dual-channel processing helps students to better retain information, as they are actively involved in the learning process. In contrast, traditional media typically involves a more passive learning approach, where students receive information without the same level of engagement.

Relevant studies also examine the efficacy of games in vocabulary learning. A study by Yip and Kwan (2006) on digital educational games found that such games can significantly enhance students' motivation and vocabulary retention. They argue that games create a more engaging and fun learning environment, leading to improved learning outcomes compared to traditional methods. Similarly Hung et al. (2014) found that digital game-based learning, especially through educational games, increased student participation and improved learning outcomes. The use of the scramble word game app in this study aligns with these findings, as students demonstrated high levels of engagement and vocabulary retention.

In terms of traditional methods, there is evidence that teacher-led vocabulary instruction, though less interactive, can still be effective when paired with repetition and memorization strategies. Nation (2001) stresses the importance of vocabulary repetition in traditional learning environments, where students need repeated exposure to new words to retain them. This echoes the findings from studies on traditional

language learning, which suggest that repetition and memorization are key strategies for learning new vocabulary, even if these methods are often perceived as less engaging by students.

Another relevant study conducted by Postareff and Lindblom-Ylämne (2008) examines the difference between teacher-centered and student-centered approaches. The study highlights how teacher-centered methods, which are often aligned with traditional teaching media, can sometimes be more focused on delivering content. While this can be effective in certain contexts, particularly when clarity and depth of content are priorities, it may not address the varying learning needs of students. Student-centered approaches, which are more aligned with interactive media, emphasize active learning, critical thinking, and student engagement, elements that are crucial for language acquisition.

Conversely, interactive media provides a more engaging and dynamic educational experience. To suit a range of learners, interactive media can also incorporate different auditory, visual, and kinesthetic learning modalities (Pinchot & Paullet, 2014). Because they must actively participate, this encourages pupils to take an active part in their education. In addition to these benefits, interactive media has some serious drawbacks. Certain pupils may be excluded due to inadequate access to gadgets and internet connectivity, and learning is frequently disrupted by inevitable technological issues. Digital environments' overflow of stimulation might occasionally distract students from engaging more deeply with the subject matter.

The objective of this study is to investigate how junior high school students in grade 7 perceive and respond to interactive or traditional teaching approaches, particularly when it comes to developing their vocabulary through the use of manual media, specifically, scramble words. knowledge of how students view these various methods can help you, as an educator in particular, have a greater knowledge of how learning tactics might best impact students' educational experiences. Teachers can modify their teaching strategies to accommodate students' interests in different learning styles by researching how students perceive and react to this approach.

2. METHOD

This study uses a qualitative research approach to gather and verify students' views on conventional and interactive instructional media. The qualitative approach was chosen because it is highly appropriate for deeply understanding students' experiences and perceptions, especially in the context of the use of traditional media as well as interactive media, such as the scramble word game.

A qualitative approach aims to understand phenomena from the participants' perspective, in this case, seventh-grade students who have been exposed to both traditional teaching methods and interactive media. According to Creswell (2013), qualitative methods are suitable for research focused on subjective experiences and individual perceptions because this approach allows the researcher to immerse themselves in the participants' world and understand how they make sense of their experiences.

Through this method, the researcher can explore in-depth how students perceive the effectiveness of both teaching methods, including how they evaluate their engagement in learning with traditional media compared to interactive media. Through in-depth interviews, rich and contextual data about students' experiences can be gathered.

This study is designed as a case study, where the researcher conducts an in-depth exploration of a group of seventh-grade students at a middle school. The case study method was chosen because it allows the researcher to focus the investigation on a specific case, in this instance, students' perceptions of the teaching methods they have experienced. Yin (2018) states that case studies are appropriate when researchers seek to answer "how" and "why" questions related to a phenomenon. In this study, the goal is to answer how students assess the effectiveness of traditional media versus interactive media and why they may prefer one method over the other.

The participants in this study are seven seventh-grade students from a middle school. The selection of participants was conducted through purposive sampling, with the criterion that they have experienced both teaching methods—traditional and interactive, particularly through the scramble word game. Purposive sampling was chosen because it allows the researcher to select relevant participants who can provide in-depth insights into the topic being studied.

Seventh-grade students were chosen as participants because they are at a developmental stage where active engagement in learning is particularly important. Students aged 12 to 15 years, namely junior high school students, are in the cognitive development phase so interactive and collaborative learning can have a significant influence on students' understanding. Therefore, students as subjects and participants in this research are expected to be able to provide a comprehensive view regarding how different teaching media can influence student engagement and understanding.

The primary data collection method used in this research is interviews with students who have experience in using interactive media and also traditional media in learning English, namely using random word games. Interview activities can enable researchers to explore and explore students' perceptions of these two types of learning media. Interviews of course also give students as participants the freedom to explain their related experiences in more detail and freely. Semi-structured interviews allow researchers to explore issues discovered during interviews without being limited by rigid questions (Horton et al., 2007). When the interview activity takes place, the interview will be recorded using a recorder which will then be transcribed and then analyzed further.

The data obtained from the interviews will be analyzed using thematic analysis techniques. Thematic analysis itself is a method used to identify, analyze and report patterns that emerge from qualitative data (Dawadi, 2020). Thematic analysis is also described as a flexible approach to analyzing qualitative data, so that researchers may be able to uncover themes that are relevant or appropriate to the research question without being limited by a particular theoretical framework.

In this research, to ensure the validity and reliability of the data that researchers collected, researchers also used data triangulation. Data triangulation itself involves comparing the interview results of each participant and then connecting them with

observations made during the interview. Triangulation functions to increase the credibility of research findings, because researchers do not only rely on one data source.

Finally, the researcher also carried out member checking which involved and asked participants to review the interview transcripts they had conducted to ensure that the researcher's interpretation proved accurate in interpreting the meaning that the participant intended. This technique can help researchers to minimize bias and ensure that the data researchers analyze truly represents the views of students or participants.

3. FINDING AND DISCUSSION

This study aims to examine the views of seventh-grade junior high school students regarding the use of manual or traditional and application-based random word games to learn English vocabulary. In the findings of this research, overall students gave positive responses to the two types of learning media. However, students tend to like application-based interactive media. The following are several points obtained from the findings of this research:

3.1. Engagement and Enjoyment

Students reported that both the interactive and traditional media versions were equally engaging and enjoyable. However, interactive media—specifically, application-based scramble vocabulary games—are thought to be more engaging due to their contemporary features and subtleties, which enable students to benefit from direct feedback features, engaging graphics, and game elements that boost their motivation for learning English vocabulary.

3.2. Vocabulary Acquisition and Retention

Students believe that both interactive and traditional media are sufficient to aid with vocabulary memorization and retention. Even though traditional media might offer greater contemplation and knowledge, students tend to favor interactive media since it has a direct input aspect that they evaluate making learning marginally more effective.

3.3. Comparison with Traditional Methods

In contrast to traditional paper-based media, which they said tended to be duller, students said they preferred application-based interactive media. Indeed, kids can directly learn English vocabulary through traditional media, but they prefer interactive media since it has an engaging digital element.

3.4. Motivation and Suggestions

To keep learning sessions engaging and lively, the students recommended employing interactive media more frequently, particularly while acquiring English vocabulary. A predilection for technology instruments appropriate for digital-native learning is also evident in this.

In this study, it can be found that students like all types of media, namely interactive, application-based, and traditional paper-based. According to students, interactive media is an interesting learning medium because it has interactive features and displays. The feedback feature can facilitate students to correct mistakes made in real time. Vocabulary retention also gradually increases through repetition and practice carried out by students when using these two media. By using interactive media, students' sense of competence tends to increase because it has level and achievement

features so that students compete or have the ambition to be the most superior which automatically makes students' learning motivation also increase.

Apart from increasing motivation, gamification elements contained in interactive media such as points, levels, and additional challenges, can make students more interested in learning so that student involvement in learning also increases. However, traditional media also has its advantages that students can feel that they do not get from interactive media. Traditional media can facilitate students in focused areas, such as spelling, pronunciation, and also the meaning of vocabulary translation because traditional learning media is a learning media that is structured and guided by the teacher.

The findings in this research also show the need for a balanced approach by combining interactive media and traditional media in learning. By combining the two media, we can accommodate individual student differences such as varying comfort in using technology. This can also facilitate students' differential learning. Students who tend to visual and audio learning can have their needs met through application-based interactive learning media, whereas students who have a kinesthetic learning style can have their needs met with traditional paper-based learning media. Although interactive media can increase student motivation and engagement, by complementing traditional media, it can offer a more comprehensive learning experience and suit students' diverse learning styles.

4. CONCLUSION

The purpose of this study is to investigate how seventh-grade students, in particular, see the usage of traditional media—specifically, application-based interactives and paper-based random word games—to acquire vocabulary in English. Several outcomes from this study show that pupils prefer classic manual games to interactive media based on applications. These preferences can be comprehended through educational elements about motivation, engagement, and vocabulary retention. These elements provide important information on how interactive tools can influence contemporary language learning.

This study demonstrates how successful application-based random word games are in increasing student engagement. To create learning that is both enjoyable and successful, supporting features like the direct feedback feature and game components like the display of points won and game progress through stages are used. This study also demonstrates the importance of high levels of engagement in the learning process, particularly for students in the present era who are more accustomed to the digital world. Students can participate more actively in the learning process by using application-based games. supported up by Gee (2004) claim that playing digital games can promote interactive, active learning and offer rich learning experiences. However, some students find manual or traditional random word games less appealing since they lack the dynamic and quick nature of application-based interactive versions, even though they are still quite entertaining.

Using interactive or app-based scramble word games has been shown to improve vocabulary retention and acquisition. This is because of the application's direct feedback features and recurrent tasks, which reinforce the fundamentals of vocabulary

learning as covered by Nation (2001), who highlighted the significance of suppressed feedback and repetition for retention. This application's interactive features urge it to give pupils lots of chances to interact and practice new words. Motivation is a key component of language learning. Because application-based games are participatory, motivation itself can rise dramatically. Students gain a sense of competence and autonomy from this interactive game, two important aspects of intrinsic motivation. Direct feedback makes it possible for students to make progress on their own, and indirectly participating in the game's competitive aspects makes learning more engaging and less overwhelming for pupils. However, because they follow a planned strategy and are supervised by the teacher, manual random word games are still thought to be very helpful. However, they are unable to generate the same amount of enthusiasm or willingness to participate as application-based interactive games.

Nevertheless, this study highlights the value of more conventional approaches, such as manual, paper-based random word games. Some students acknowledged that they were more serious and concentrated when playing manual games, particularly when learning spelling and delving deeper into vocabulary meanings. If properly planned, traditional teaching techniques can undoubtedly offer more concentrated practice, something that interactive technologies occasionally cannot.

To guarantee that students are not only interested in the topic but also fully comprehend it, teacher supervision and planned learning are essential. This study also demonstrates that the best complete technique for acquiring English vocabulary may involve combining interactive and traditional methods. Students are more likely to be engaged and motivated when using interactive teaching strategies that use technology and gamification. Traditional approaches, on the other hand, frequently contribute significantly to improving learning and expanding comprehension in ways that interactive media might not be able to.

To sum up, interactive media, like application-based random word games, can help with vocabulary learning in English by increasing motivation, engagement, and retention. However, the conventional method is just as significant for expanding comprehension when it comes to studying English vocabulary. Naturally, as education continues to evolve, educators must think about how to best integrate techniques and media to satisfy the demands of contemporary students while understanding the advantages and disadvantages of each strategy.

Naturally, teachers need to be able to integrate interactive and traditional media to enhance vocabulary development. Through the integration of two forms of media, students can benefit from both digital tools and learning, particularly in the area of English vocabulary. To ensure that kids are not only entertained but also gain a solid vocabulary, teachers are crucial in promoting both forms of media. The level and accomplishment characteristics of application-based interactive media can be utilized to improve vocabulary retention and sustain teacher-student connection over time.

Other than that, striking a balance between technology and practice is also crucial. For instance, teachers alternate between using interactive and traditional media to help pupils better learn new words. Even though they continue to learn through traditional

media, kids find it easier to adjust when interactive media is used sporadically and gradually. Students' vocabulary retention is further strengthened through the use of application-based interactive media that offers direct input features. This, of course, enables teachers to modify learning activities in response to students' progress. Teachers can establish a well-rounded learning environment for students by integrating and balancing traditional and interactive media.

For future research, the researcher suggests that future researchers explore more about what types of games can be used in interactive and traditional learning media, especially in learning English vocabulary. Researchers also suggest focusing more on meeting students' learning styles or learning differentiation. For participants, it might also be possible to explore more broadly, not only junior high school students, but also exploring teachers' perceptions regarding traditional media versus interactive media would also be no less interesting.

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