Students' perceptions of Photomindset media in English language teaching

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English learning, photomindset, students' perception, TAM	The demand for innovative and attractive teaching resources in the digital age is crucial for enhancing students' language proficiency and learning engagement. This study examines students' perceptions of Photomindset as media in English teaching and learning. This study employed a mixed-method approach, combining a close-ended questionnaire and interviews. The study involved 32 students in one of Junior High School in Batam, Indonesia and utilized the Technology Acceptance Model (TAM) to assess their perceptions. Three students with the highest TAM scores were selected for interviews to gain deeper insights into their perception. Data were analyzed using descriptive statistics to describe the tendency of students' perceptions of Photomindset and the relationship between perceived usefulness and perceived ease, as measured by Pearson correlation. Thematic analysis was employed to identify recurring themes and pattern from interviews. The results showed that students have positive perception of Photomindset with the mean score of 116 for Perceived Usefulness and 115 for Perceived Ease of Use. However, there is no correlation between perceived usefulness and perceived ease of use. The findings suggests that Photomindset is an effective, beneficial and user-friendly tool for enhancing English learning.

1. INTRODUCTION

As we are aware, English is a global language that plays a crucial role in various aspects of life, including education. It is an international language that effectively communicates in various global contexts, including business, politics, science, education, etc(Utami et al., 2025). With more than 1.5 billion speakers worldwide, English is one of the most widely studied languages. Therefore, it is not surprising that English is a subject taught in Indonesian schools. Learning this language involves four main skills that are essential for effective communication. Furthermore, the ability to use English is considered a vital skill in today's era of globalization.

However, learning English at school is not an easy task and presents several challenges, especially considering that English is a foreign language rarely used by students, particularly in Indonesia. Teachers often feel uncertain about selecting the most suitable media and methods for addressing English learning challenges. Therefore, teachers must possess creativity and a deep understanding of effective methods, as well as the use of appropriate learning media, so that challenges in learning English can be effectively overcome. Teaching or learning media refers to any tools that can be used to excite students' minds, emotions, attention, and abilities or skills to

promote learning (Prabawati et al., 2021). Learning media are used to illustrate or clarify the content being taught. Additionally, learning media draws students' attention while studying and facilitates their comprehension of the material (Ningsih & Sari, 2021).

The use of appropriate learning media is essential because it can help students understand the material from the learning. Besides that, it can also encourage students' motivation and participation in the classroom. According to Bond in (Sitompul et al., 2023), teachers must employ various techniques and media that promote both mental and physical engagement to increase student enthusiasm for learning and preserve the sustainability of academic activities. Using the right learning media to teach English is one way to create effective and engaging learning experiences. Therefore, selecting suitable media plays a crucial role in supporting successful English language instruction.

Among the various learning media available, visual-based learning tools have proven to be very effective. Previous studies have shown that visual learning media can aid students' English learning. Visual learning materials such as pictures, diagrams, films, and animations effectively aid primary school students in understanding scientific concepts and enhancing comprehension, memory, and engagement, thereby boosting their interest in studying (Arsyad, 2024). Furthermore, Visual media aids English teaching and learning by enhancing understanding, fostering interest, and connecting learning materials to real-world situations (Dzakiah, 2022). This media is effective not only in promoting students' English learning but also in saving time. In addition to helping teachers manage their time during lesson preparation and delivery, visual learning aids aided educators in the teaching and learning process (Wiyati & Marlina, 2021).

Although visual-based media have great potential for language learning, little research has explored the effectiveness of specific digital visual tools like Photomindset in learning English. Most previous studies have focused on general digital learning tools rather than examining the unique features and impacts of Photomindset. There is still a lack of understanding about how this media can influence student engagement and comprehension in educational settings. As a result, it is essential to explore students' perceptions of Photomindset and its potential benefits in the learning process. Gaining this understanding can provide valuable insights into improving English language instruction through innovative media.

As technology advances, it further enhances the effectiveness of visual learning media by making it more interactive and accessible. Technology has significantly impacted education by enhancing learning experiences, offering flexible and interactive learning platforms, and providing students with opportunities to learn independently. Through digital media, technological advancements have altered the paradigm of education. The practice of technology-based or digital media has become an urgent continuous learning pattern(Wiranegara & Zahra, 2023). Both students and teachers benefit significantly in this situation (Guan et al., 2020). For teachers, technology is very helpful in determining and choosing the right learning media. Teachers can present lessons in a more engaging fashion that accommodates different learning styles, and student's participation in the learning process is also increased by the interactivity provided by digital media (El-Sabagh, 2021). Some research results show that digital learning media are beneficial in learning English, mainly because they engage students' excitement and facilitate an understanding of the material. Students found digital storytelling materials adaptable, easy to use, and captivating, inspiring them to write fantasy tale texts and want to use them again (Hanifah et al., 2024). Given the growing role of technology in education, continuous innovation in learning media is crucial, especially in mastering the English language.

An example of one such innovation is Photomindset. Photomindset is a digital visual media innovation in English learning that combines images, Mnemonic-based questions, and vocabulary support to help students understand and improve their writing skills. The process of using Photomindset begins with students observing images that trigger critical thinking, analysis, and strong recall. Utilizing visual materials can help students actively engage in the learning process and even aid in retaining information (Mardianti & Eliza, 2022). Students then answer a series of guided questions designed to lead them to think more deeply. These questions help students connect the details of the image to the bigger idea. After that, students compile their answers into a cohesive paragraph, which exercises writing skills and organizing ideas effectively. In addition, vocabulary support makes it easier to understand the vocabulary used in the instructions and questions, while Mnemonics ensures students can develop a more structured understanding. With this approach, Photomindset not only improves writing skills but also strengthens reading comprehension and critical thinking, making it an interactive and effective learning media.

The suitable learning media were chosen based on observations made at the school, which showed that the previously employed media had not adequately met students' needs for optimal understanding of the subject matter. To address this issue, the researchers selected Photomindset as an alternative learning tool for English instruction at SMPN 21 Batam. Photomindset is expected to offer a more engaging and effective learning experience for students. In this regard, the study aims to explore how 7th grade students perceive the use of this media in learning English. Additionally, it seeks to examine whether there is a relationship between perceived usefulness and perceived ease of use.

2. METHOD

This research is a mixed- method research which combines quantitative data in the form of close ended questionnaires and interviews. Quantitative data were analyzed using descriptive statistics while data from interviews were analyzed using thematic analysis. The Technology Acceptance Model (TAM) questionnaire was validated by experts and tested using Pearson correlation, which showed that all items are valid. Additionally, Cronbach's Alpha reliability test shows that the instrument is reliable. Furthermore, interviews were used in this study to obtain a deeper understanding of the research findings.

Table. 1 Validity and reliability result

Aspect	Method	N of Items	Result	Criteria	Interpretation
Validity	Pearson Correlation	26	0.35-0.705	r table: 0.349	All items are valid
Reliability	Cronbach's Alpha	26	0.903	> 0.70	Reliable

The study's sample, comprising 32 students from one of the seven classes in a junior high school in Batam, Indonesia, was selected through purposive sampling. Purposive sampling allows researchers to choose participants based on specific criteria that are most relevant to the research objectives (Memon, Thurasamy, Ting, & Cheah, 2025). This method ensures that the selected participants can provide meaningful insights related to the study. The chosen class was the only one that had implemented Photomindset tools in their English learning process. Therefore, it was considered the most appropriate group for investigating students' perceptions of this digital media.

The questionnaire for this study is based on the Technology Acceptance Model (TAM) proposed by (Davis, 1989). According to TAM, the questionnaire is divided into two main components: (1) Perceived Usefulness and (2) Perceived Ease of Use. The questionnaire consists of 26 items, with 13 focusing on Perceived Usefulness and 13 on Perceived Ease of Use, with 19 positive and 7 negative statements. A Likert Scale was used to rate the questionnaire. Likert scales enable researchers to generate quantitative estimates of subjective characteristics, allowing for summarization and comparison with other quantitative data for assessment purposes (South et al., 2022). Likert scale is a method that gathers data through statement-based questions, which prompts respondents to express their level of agreement or disagreement (Yaska & Nuhu, 2024). Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D) were the four categories on a Likert scale that ranged from 1-4. The data collected was analyzed using descriptive statistics to describe, summarize, and present the data in a clear and concise manner, making it easier to understand. Descriptive statistics are methods used to summarize and organize data from observations or scores (Dong, 2023). To analyze the correlation between perceived usefulness and perceived ease of use, this study employed the Pearson product-moment correlation. Additionally, thematic approaches with several phases were used to analyze the interview data. The researcher transcribed the interview results from the recording; afterwards, the student responses were coded and categorized. After coding, the researcher breaks down the data into smaller groups, particularly those whose themes align with the students' responses, and draws conclusions.

The scoring criteria used in this survey are displayed in the following table to provide a clearer understanding of how students' perceptions of Photomindset Learning Media were distributed. These criteria serve as a basis for interpreting the levels of student perception. The students' scores are categorized into three levels: Low, Medium, and High. This classification helps in identifying how well the learning media was received by different groups of students. The detailed scoring criteria for each category are presented in the table below.

Table 2. Students' perception score criteria

Score Range	Category
97-128	High
64-96	Moderate
32-63	Low

3. RESULTS AND DISCUSSION

The following data are the results obtained from distributing questionnaires to 32 respondents. The questionnaire consists of two sections: perceived usefulness and perceived ease of use, with 13 statements in each section. These sections were designed to measure how students respond to the use of Photomindset in learning English. The responses were collected and analyzed using descriptive statistics through SPSS version 25. This analysis aims to examine students' overall perceptions of Photomindset as an English learning medium.

Table 3. Descriptive analysis of students' perception

Domains	Mean	Std. Deviation	Category
Perceived of Usefulness	116	2.920	High
Perceived of Ease of Use	115	5.484	High

Based on the table above, it can be concluded that students have a high perception using Photomindset in English language teaching. The two main aspects measured, Perceived usefulness, have an average of 116 (High), and Perceived ease of use, have an average of 115 and fall into the "High" category. One of the factors that contributed most to this positive perception was the media's relevance to students' daily lives, which obtained the highest score (121). In addition, Photomindset makes it easier for them to learn English especially on vocabulary, grammar. As a student stated "Photomindset helps me understand vocabulary and grammar more easily". Then the students believe that by using this media while learning, the classroom atmosphere becomes more interactive because of the discussion among them. As student X said: "If you use this media, learning becomes fun because you can discuss with your group friends so that the learning is more meaningful".

Meanwhile, students also gave Photomindset a very high rating for usability. The straightforward and easy-to-use navigation design of this media is one of the primary reasons students can easily access its many features (118). Furthermore, the photo aspects in this media are particularly beneficial to student's comprehension of the content (124). Students believed that the Photomindset learning steps were a clear framework (118) that could be applied flexibly a various of classroom learning activities, promoting a more concentrated and effective learning process. This was also said by student X: "It's also very easy to use, the display is simple, and I quickly understand how to use it. There is a step-by-step guide, so it doesn't make me confused, the images displayed are also clear and not blurry".

Table 4. Category recapitulation of student perceptions of the use of Photomindset

Range Score	Frequency	Percent%	Category
97-128	32	100	High

According to the category recapitulation findings, all 32 students fall into the high category, with scores ranging from 97 to 128. This indicates a consistently positive perception of the Photomindset Learning Media among the respondents. Students view Photomindset as a highly effective visual digital tool in English language instruction. It enhances their comprehension of the material while also making the learning process more enjoyable. These results suggest that Photomindset has strong potential to support English language learning in similar educational settings.

Table 5. Correlation between perceived usefulness & perceived ease of use

		Perceived Usefulness	Perceived Ease of Use
Perceived Usefulness	Pearson Correlation	1	.505
	Sig. (2-tailed)		.078
	N	13	13
Perceived Ease of Use	Pearson Correlation	.505	1
	Sig. (2-tailed)	.078	
	N	13	13

According to the data, perceived usefulness and ease of use have a "moderate" relationship ($r = 0.505$). The correlation, however, was not statistically significant ($p > 0.05$, $p = 0.078$). Therefore, perceived usefulness and perceived ease of use are unrelated**.** The results

showed that Photomindset learning media received a positive response in learning English. All students (100%) are in the high category, indicating that this media has been very well received and is considered effective in helping English learning. In the term of usefulness, students felt significant benefits from using Photomindset learning media to improve their understanding of English. The analysis result show that this media facilitates the understanding of English concepts, increases student engagement, and improves students' critical thinking skills. This aligns with previous research by (Katona et al., 2022). According to the study, using visual learning materials improves students' ability to actively participate in class discussions and respond to instructor inquiries, which helps them comprehend the subject matter and feel more comfortable in the classroom. Another research conducted by (Alzobidy et al., 2024) also shows that visual media (pictures or photos) help create deep mental images and encourage creativity, effective planning, and critical thinking in EFL students. Another study by (Thi et al., 2023) showed that most students truly believe that using visuals to teach is a good way to increase motivation. This suggests that most students strongly believe that teaching with images can enhance learning. In this context, the image visualization feature in Photomindset becomes a major factor contributing to learning effectiveness, mainly due to clear image's quality and relevant to the material being studied. Research by (Ilmi & Dewi, 2022) supports this finding where 52% strongly agree, and 27% agree that pictures engage learners in learning, 38% strongly agree and 40% agree that photos improve their understanding, and 34% strongly agree and 48% agree that pictures can help learners illustrate the material. Based on this, most students think visual design can help them understand the content better, interest them more, and improve their understanding. They also think that colors and templates can help them concentrate on learning. Thus, using proper visuals in Photomindset can be an effective strategy for creating a more engaging, interactive, and easy-to-understand learning experience for students. Simple navigation, flexibility in its use in the classroom, and ease of understanding instructions are the main factors that make students feel comfortable using this media. These results are in line with the results of previous research by (Ria & Yaqushava, 2024); the result shows that students felt more assured because of the platform's organized, step-by-step instructions. Many students said they could navigate and remain interested in the learning exercises with ease because of the user-friendly design and clear directions.

Based on the research, there are several factors that have the potential to influence students' high perception of the use of Photomindset in English learning, such as prior knowledge of the technology as well as the accessibility of the technology itself. This is in line with study by (Ronquillo & Thaisurya, 2024), which shows that students who have a good technological background are more likely to view digital media as beneficial and useful in their educational experiences. Because they are more comfortable with technology, they are more open to using digital media as a teaching tool. Similar findings were made by (Tahat et al., 2023), who discovered that students' opinions of e-learning are greatly influenced by internet accessibility. While quick access to e-learning resources reinforces students' perceptions of the value and efficacy of digital media, a dependable, fast connection reduces interruptions, improves convenience, and makes an application easier to use. All of these research point to the importance of accessibility and technological familiarity in fostering students' positive interactions with Photomindset media in ELT.

However, according to this study, perceived usefulness and ease of use are unrelated. This study's lack of a significant relationship between perceived usefulness (PU) and perceived ease

of use (PEO) suggests that the usefulness of Photomindset is not always directly correlated with ease of use. This finding aligns with a previous study by Keji (2024), which states that respondents' attitudes, intentions to utilize new technology, perceived usefulness, and ease of use did not show significant correlation. Another study by Wulandari, Siregar, and Dacholfany (2022) also stated that the study found no significant relationship between the perceived ease of use (PEOU) and the perceived usefulness (PU) of e-learning systems, possibly due to user characteristics or context. In conclusion, users' preference for task-oriented advantages and contextual aspects over usability, past experience, peer interaction, and the motivating dynamics inherent in the classroom setting may be the cause of this lack of correlation.

Therefore, it is important to recognize the various limitations of this study. First, the research focuses solely on students' perceptions of using Photomindset media in English learning without examining specific areas of English language skills such as speaking, listening, reading, or writing. As a result, it does not provide insight into the direct impact of the media on students' proficiency in these language components. This limits the study's ability to assess the practical effectiveness of Photomindset in improving language skills. Future research should consider evaluating how this media influences specific aspects of language learning for a more comprehensive understanding.

4. CONCLUSION

This study concludes that students have a very positive perception of using Photomindset teaching media in English language learning. Their perception of media's usefulness and ease of use are categorized very well. The results indicate that using this media helps students when learning English, such as forming words and sentences; besides that, using Photomindset can improve students' critical thinking skills. Students appreciate the media design, which features simple navigation, well-explained steps, and photo features, making it easy for them to access and improve their comprehension of the subject matter.

Furthermore, this study confirms that Photomindset is an effective medium for EFL learning, utilizing visuals to enhance language comprehension and skills. However, the findings show no significant correlation between perceived usefulness and ease of use, suggesting that students may view the media as beneficial regardless of its ease of use or vice versa. This highlights the need for further investigation to explore other factors that may influence this relation, such as user experience, learning motivation, or contextual factors in learning.

These results suggest that teachers should consider integrating Photomindset into their lesson plans to help students learn English, particularly in areas such as vocabulary and sentence structure. Teachers can improve students' engagement and comprehension by utilizing a visual-based approach. Additionally, because this study only examines students' general perceptions of Photomindset without examining specific English language proficiency (speaking, listening, reading, or writing), future research should examine how students perceive its use in one of these domains to get a better understanding of its effectiveness.

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