

# THE CORRELATION BETWEEN PERCEPTION OF LEARNING MEDIA AND LEARNING ACHIEVEMENT OF ENGLISH WITH WRITING ABILITY AT THE STUDENTS OF MTs N METRO ACADEMIC YEAR 2012/2013

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**Abstract:** In this research, the research focuses on the main problem that is on the Correlation between Perception of Learning Media and Learning Achievement of English with Writing Ability at the students of MTs N Metro Academic Year 2012/2013.

The objectives of the research are (1) whether there is positive and significant correlation between perception of learning media with writing ability. (2) Whether there is positive and significant correlation between learning achievement of English with writing ability. (3) Whether there is positive and significant correlation between perception of learning media and learning achievement of English with writing ability simultaneously.

The researcher uses quantitative research. The research design of this research is correlation study. The research was conducted at MTs N Metro. The sample of the research consisting of 32 students and subject of the research was students of MTs N 1 Metro at the Second Grade in Academic Year 2012/2013. The researcher uses simple random sampling as technique sampling. In collecting the data, the researcher administered questionnaire and documentation. The questionnaire consists of 20 items. To know the correlation between variables, the researcher calculated the data by using Split-half technique and formulation of Product Moment.

After calculated the data, the result found that " $r_{\text{observed}}$ " = 0,6968 with the level of significant of " $r_{\text{table}}$ " 0,05 = 0,423 and the level of significant of " $r_{\text{table}}$ " 0,01 = 0,537. Then " $r_{\text{observed}}$ " with the level of significant of " $r_{\text{table}}$ " 5 % (0,05) = 0,423 and the level of significant of " $r_{\text{table}}$ " 1 % (0,01) = 0,537 that " $r_{\text{observed}}$ " is higher than " $r_{\text{table}}$ ". Therefore, the Alternative Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_o$ ) is rejected. It means that there is a positive and significant correlation between perception of learning media and learning achievement of English with writing ability.

**Key Words:** Learning Achievement, Perception of Learning Media, Writing

## INTRODUCTION

Writing is a very important part in school and university study. It is ones of four skills that must mastered by students. Students will write assignment that may be one paragraph or several paragraphs, and they will write answers for test and exams that may be a few sentences, a paragraph or two, or a complete essay. Academic writing in English may be different not only from academic writing in students' own language, but even from other writing in English.

In referencing those achievement grades, it is hoped that the students are able to master the material more than 75%. Thus, it does not need the remedial program. From the data of pre survey which the researcher took in MTs N Metro, it was

about 55% of students can master the material of writing. It means that 45% from the students must repeat or get remedial to achieve the minimum passing grade or KKM. Almost of them got difficulty to express their thinking or ideas. It is can be caused by less of their mastery in vocabulary, grammar, method and learning media that used by the teacher in teaching writing. Using learning media not in appropriately can cause the students' difficulty to understand the material in learning process.

Meanwhile, teacher uses method and media that is not varied or less interest for students. The teacher can apply method and use learning media appropriately. Many kinds of learning media which can be used by teacher based on the material.

It can encourage their thinking to get good ideas in writing skill. Thus, students will be able to increase their learning achievement in writing ability.

In learning process there are two important elements, they are teaching method and learning media. National Education Association in Arsyad (2009, 5) has definition for media as forms of communication in print or audio visual form and their instrument. Learning media in commonly is all of tools in learning process. Something that can be used to stimulate of thinking, feeling, attention, and ability or skill of students thus can encourage or increase students' interest in instruction. There are kinds of learning media, for example visual media (chart, picture, graphic), audio media (radio, tape recorder, laboratory), projected still media (Over Head Projector) and projected motion media (film, television, video, computer). Using learning media in learning process has purpose to increase learning achievement of English. Three factors in using learning media are content or message, way to explain message, and the characteristic of students. Using and concerning all of factors hoped that learning process can give the learning achievement optimally.

Learning achievement is the result from students' study which usually symbolized in grade or score form. There are some factors of learning activity which influenced students' learning achievement. Among them are:

1. Internal factor is arising out factor from students' itself, such as health, ability or talent, motivation, etc.
2. External factor is incoming factor from outside of students' itself, such as situation of environment and family.

It means that, learning achievement is very influenced by various factors which have been mentioned above. Every student has the different of learning achievement.

Based on those statements above, the researchers want to know about The Correlation between Perception of Learning Media and Learning Achievement of English with Writing Ability at the Students of MTs N Metro academic year 2012/2013.

## **THEORETICAL FRAMEWORK**

The researcher takes three researches as a previous research overview. The first previous is supported by Safitri Metta Anggraini (2011). In this research, the writer just wants to focus on vocabulary mastery with students' interest in learning English and writing ability. Vocabulary mastery and students' interest can help the students' writing ability. The objective of the research is to know whether there is positive correlation between students' vocabulary mastery with students' interest in learning English and writing ability. For data collecting technique, the writer used objective test that was multiple choice that consist of 40 items, questionnaire consist of 20 items, and essay test for writing ability. In analyzing the data, the writer used product moment formula.

After analyzing the data by using product moment formula, it was found  $r_{hit} > r_{table}$  for  $N = 40$  significant 5% that  $r_{table} = 0,312$ . The result of the calculation above, the score  $r_{hit} = 0,965$  and significant correlation. Based on all data, the research has been found that if the students got highest score in vocabulary mastery and students' interest questionnaire, the students can make good written. If the students got lowest score vocabulary

mastery with students' interest questionnaire, the students cannot make good written. So, there is any correlation between students' vocabulary mastery with students' interest in learning English and writing ability at the first semester of the eight grade of Junior High School State 2 Kota Gajah.

The second previous is the research from Purnomo (2012). The objective in this study was to know whether the multimedia presentation can increase the students' vocabulary mastery in the learning process. Subject in this study was twenty-five fifth graders students of SD N 9 Metro Barat in the academic year of 2011/2012. The problem in this research are most of the students have low ability especially in vocabulary, many students have difficulty in remembering vocabulary, students have low motivation and low interest in following learning in the classroom, and the students' vocabulary score is not satisfactory. Each cycle consisted of four stages of planning (planning), implementation (action), observation, and reflection. The material which has used in this study is family and instruction. In this study the students were given pretest before the treatment and final test (post test) after the treatment. In collecting data, the writer used the test, observation, interviews, document, and field notes. The purpose of pretest and post test is to know how far the students have mastered vocabulary before and after being given treatment.

The third previous is supported by Ahmad Sofyan (2011). The distinction of this research analyzes about the correlation between the students' motivation and their English learning achievement. Motivation has influence to achieve of learning. Motivation is a support grow out become of the existence of excitement from within and also from outside. So that someone wishful to do the changes of behavior and

certain activity to be better. If the students have high motivation they will get better in their achievement in learning.

## RESULT

The researcher did data collection in the whole students' of MTs N Metro to choose which class that would become the sample of this research. The research was done in class D at the second grade of MTs N Metro. The class was taken by random sampling technique. By doing this research, hopefully the school would know the information about the correlation and significant correlation between perception of learning media and learning achievement of English with writing ability. There are 160 population and 24 students as sample in this research. After getting population of sample the researcher distribute questionnaire. And then, after finishing distributing a questionnaire, the researcher meet English teacher to submit a student' score for learning achievement of English and students' score for writing ability.

### Data Analysis

In this case, the researcher distributed 20 items questionnaire to the participants. From the result of the data, the highest score is 78 whereas the lowest score is 61. In deciding the class interval, the researcher used formula as follow:

$$\text{Range (R)} = \frac{\text{Highest Score} - \text{Lowest Score}}{\text{Score}}$$

So, the interval is 3 (it can be seen in appendix 14). The distribution score result of questionnaire for perception of learning media ( $x_1$ ) can be seen in table 9 (appendix 12).

The researcher classification the result of score from questionnaire into three categories, they are: good (73 – 81), fair (69 – 72), and low (61 – 68). From the

table above the researcher made classification, as follow:

- 1) There were 13 students (55 %) who included in good score.
- 2) There were 7 students (30%) who included in fair score.
- 3) There were 4 students (15%) who included in low score.

### **Learning Achievement of English**

In collecting the data of their learning achievement of English, the researcher did not give a test. The researcher took the students' score of English learning achievement from the first semester of test. Because, the test used in semester had a good validity in terms content. It had already proposed and revised for many times. The material that was reached by students has good content validity, because it deals with curriculum. The data of students' learning achievement of English can be identified as follows:

- 1) The highest score is 83
- 2) The lowest score is 75

The interval for learning achievement of English is 2. The researcher classification the result of score into five categories, they are: excellent (81 – 100), good (66 – 80), fair (56 - 65), less (41 – 55), and bad (0 – 40). From the table above the researcher made classification, as follow:

- 1) There were 5 students (20,5 %) who included in excellent category.
- 2) There were 19 students (79,5 %) who included in good category.

### **Writing Ability**

The researcher did not give a test in collecting data for writing ability. The researcher took the students' score of their writing ability from the first semester of test. The genre for students' writing test is descriptive. The test that used had a good validity in terms content. It had already

proposed and revised for many times. The material that reached by students have good content validity, because it deals with curriculum or appropriate with syllabus for second grade of Junior High School.

The data of students' writing ability can be identified as follows:

- 1) The highest score is 78
- 2) The lowest score is 67

Based on the result above, the researcher found the invariant frequency the distribution of students' writing ability. The interval for writing ability is 2 (it can be seen in appendix 16). Students' score for their writing ability can be seen in appendix 11.

The researcher classified the result of score from questionnaire into five categories, they are: good (75 – 100), fair (67 – 74), less (55 – 66), and bad (0 – 54). From the table above the researcher made classification, as follow:

- 1) There were 14 students (58%) who get good score.
- 2) There were 10 students (42 %) who get fair score.

After getting the data, the researcher correlated the result score from perception of learning media and learning achievement of English with writing ability to measure whether there is any correlation between perception of learning media and learning achievement of English with students' writing ability.

After that, the researcher analyzed the data by using analysis of product moment correlation in order to prove whether there are any correlation between perception of learning media ( $x_1$ ) and learning achievement of English ( $x_2$ ) with writing ability ( $y$ ) at the students of MTs N Metro. It can be seen in appendix 20.

The result of data analyzed can be seen in appendix 13, as follow:

$$\begin{aligned}
 \sum n &= 24 & X_1^2 &= 534 \\
 \sum X_1 &= 1728 & \sum X_2^2 &= 124 \\
 \sum X_2 &= 1896 & \sum Y^2 &= 262 \\
 \sum Y &= 1752 & \sum X_1 \cdot Y &= 228 \\
 \sum X_1 (X_1 - \bar{X}) &= 0 & \sum X_2 \cdot Y &= 121 \\
 \sum X_2 (X_2 - \bar{X}) &= 0 & \sum X_1 \cdot X_2 &= 183 \\
 \sum Y (Y - \bar{Y}) &= 0 \\
 r_{x_1y} &= 0,6095 \text{ (see in appendix 17)} \\
 r_{x_2y} &= 0,6713 \text{ (see in appendix 18)} \\
 r_{x_1x_2} &= 0,7111 \text{ (see in appendix 19)} \\
 R_{yx_1x_2} &= \frac{r^2 y x_1 + r^2 y x_2 - 2 r y x_1 r y x_2 r x_1 x_2}{1 - r^2 x_1 x_2} \\
 &= \frac{(0,6095)^2 + (0,6713)^2 - 2 (0,6095) (0,6713) (0,7111)}{1 - (0,7735)^2} \\
 &= \frac{0,3714 + 0,4506 - 0,5819}{1 - (0,5056)} \\
 &= \frac{0,822 - 0,5819}{0,4944} \\
 &= \sqrt{\frac{0,2401}{0,4944}} \\
 &= \sqrt{0,4856} \\
 &= 0,6968
 \end{aligned}$$

Therefore “ $r_{\text{observed}}$ ” is 0,6968 “ $R_{\text{observed}}$ ” is correlation coefficient (r) as the result of the counting

The critical value of “ $r_{\text{observed}}$ ” is 0,6968. The researcher interprets based on the table above; there is strong correlation between perception of learning media and learning achievement of English with writing ability at the students of MTs N

Metro.

In double correlation, it can be continued with double regression. For as an example, if there is question about how the correlation when perception of learning media and learning achievement of English simultaneously increased until reach the value optimally, how the quality for writing ability. In this case, the perception of learning media ( $X_1$ ) and learning achievement of English ( $X_2$ ) increased until 72. To know about the prediction of writing ability used analysis of double regression, the calculation as follows:

$$\begin{aligned}
 Y' &= a + b_1 X_1 + b_2 X_2 \\
 &= 4,269 + (0,1872) (72) + (0,6994) (72) \\
 &= 4,269 + 13,4784 + 50,3568 \\
 &= 68,1042
 \end{aligned}$$

From the calculation double regression above, it means that if the perception of learning media ( $X_1$ ) and learning achievement of English ( $X_2$ ) increased until 72, thus writing ability become = 68,1042.

## Hypothesis Test

- 1) There are three variables that are exam in this analyzed data, they are perception of learning media ( $x_1$ ) and learning achievement of English ( $x_2$ ) with writing ability (y).
- 2) Coefficient correlation (r) product moment between perception of learning media and learning achievement of English with writing ability is 0,6968.
- 3) Value probability that shown by the column significant (2 tailed) 0,000. If probability <  $r_{\text{table}}$  significant level of 0,05,  $H_0$  is accepted.

If probability  $> r_{\text{table}}$  significant level of 0,05,  $H_0$  is rejected.

- 4) The number of subject in this research is 24 students. The researcher has formulated the Alternative Hypothesis ( $H_a$ ) and Null hypothesis ( $H_0$ ) as follow:

a) Alternative Hypothesis ( $H_a$ )

There is a positive and significant correlation between perception of learning media and learning achievement of English with writing ability.

b) Null hypothesis ( $H_0$ )

There is no positive and significant correlation between perception of learning media and learning achievement of English with writing ability.

After  $H_a$  and  $H_0$  above were formulated, the researcher consulted " $r_{\text{observed}}$ " to " $r_{\text{table}}$ " as follow:

- a) If " $r_{\text{observed}}$ " is higher than " $r_{\text{table}}$ ", Alternative Hypothesis ( $H_a$ ) is accepted and Null Hypothesis ( $H_0$ ) is rejected.
- b) If " $r_{\text{observed}}$ " is smaller than " $r_{\text{table}}$ ", Alternative Hypothesis ( $H_a$ ) is rejected and Null Hypothesis ( $H_0$ ) is accepted.

To know the critical value of  $r$  product moment ( $r_{\text{table}}$ ), the researcher firstly counted df. Df is degree of freedom. The formulation of  $Df = N - 2$ .

$N$  is the number of research population.

$$\begin{aligned} Df &= N - 2 \\ &= 24 - 2 \\ &= 22. \end{aligned}$$

After considering the product moment table by using  $df = 22$ , it can be known that:

- a) The critical value of  $r$  product moment ( $r_{\text{table}}$ ) for the 5 % level is 0,423

- b) The critical value of  $r$  product moment ( $r_{\text{table}}$ ) for the 1 % level is 0,537

From all of data analyzed above, it can be known that:

$$1) \text{ "r}_{\text{observed}} = 0,6968$$

$$2) \text{ "r}_{\text{table}} = 0,423 \text{ or } 0,537$$

Finally, the data confirmed that " $r_{\text{observed}}$ " is higher than " $r_{\text{table}}$ ". Therefore, it can be inferred that  $H_a$  is accepted and  $H_0$  is rejected. It means that, there is a positive and significant correlation between perception of learning media and learning achievement of English with writing ability.

### Discussion

In this research, the researcher states that there is a positive and significant correlation between perception of learning media and learning achievement of English with writing ability. This fact can be seen from the result of the computation that " $r_{\text{observed}} = 0,6968$  with the level of significant of " $r_{\text{table}}$ " 0,05 = 0,423 and the level of significant of " $r_{\text{table}}$ " 0,01 = 0,537. Then " $r_{\text{observed}}$ " with the level of significant of " $r_{\text{table}}$ " 5 % (0,05) = 0,423 and the level of significant of " $r_{\text{table}}$ " 1 % (0,01) = 0,537 that " $r_{\text{observed}}$ " is higher than " $r_{\text{table}}$ ". It means that there is a positive and significant correlation. Therefore, the Alternative Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_0$ ) is rejected.

The result of this research seems relevant with the previous research overview by Purnomo. In the previous research, the result indicated that multimedia presentation can increase the students' vocabulary mastery in instruction. Multimedia is ones of kinds for learning media. It means that, there is correlation or effect from learning media in instruction to increase students' ability. Whereas, the result from previous research overview by Ahmad Sofyan

indicated that motivation has influence to achieve of learning. From these result, the researcher correlates that besides motivation, there is learning media that will influence or can increase the students' learning achievement of English. The right learning media can increase students' motivation in learning and make them easier in accepting the material. It can be said that when the students have good perception of their learning media that used by their teacher, it can increase learning achievement of English.

## CONCLUSION

Based on the hypotheses, the researcher made finding as follow:

- 1) There is positive and significant correlation between perception of learning media with writing ability. It can be seen from the result calculation of regression between variables.
- 2) There is positive and significant correlation between learning achievement of English with writing ability. It can be seen from the result calculation of regression between variables.
- 3) There is positive and significant correlation between perception of learning media and learning achievement of English with writing ability. It can be seen from the result of the product moment correlation " $r_{\text{observed}}$ " = 0,6968. It means that the Alternative Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_o$ ) is rejected. This fact can be seen from the result of the computation that " $r_{\text{observed}}$ " = 0,6968. Then " $r_{\text{observed}}$ " with the level of significant of " $r_{\text{table}}$ " 5 % (0,05) = 0,423 and the level of significant of " $r_{\text{table}}$ " 1 % (0,01) = 0,537 that " $r_{\text{observed}}$ " is higher than " $r_{\text{table}}$ ". It means that there is a positive and significant correlation between perception of learning media and

learning achievement of English with writing ability. Therefore, the Alternative Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_o$ ) is rejected.

The conclusion showed by the theories of analysis the data, as follow:

- 1) There is correlation between perception of learning media and learning achievement of English with writing ability. It can be seen from the result of the product moment correlation " $r_{\text{observed}}$ " = 0,6968. It means that the Alternative Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_o$ ) is rejected.
- 2) There is correlation between perception of learning media and learning achievement of English with writing ability. This fact can be seen from the result of the computation that " $r_{\text{observed}}$ " = 0,6968. Then " $r_{\text{observed}}$ " with the level of significant of " $r_{\text{table}}$ " 5 % (0,05) = 0,423 and the level of significant of " $r_{\text{table}}$ " 1 % (0,01) = 0,537 that " $r_{\text{observed}}$ " is higher than " $r_{\text{table}}$ ". It means that there is a positive and significant correlation between perception of learning media and learning achievement of English with writing ability. Therefore, the Alternative Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_o$ ) is rejected.
- 4) Based on the calculation of double regression, the result is  $Y' = 68, 1042$ . It means that:
  - a. Constanta number (a)  
Constanta number is the number or if the value of  $X = 0$ .  
Based on the calculation, it be known that  $a = 4,269$ .
  - b. Coefficient Regression ( $b_1$ )  
From that calculation, it be known that Coefficient Regression ( $b_1$ ) = 0,1872. In this case, the perception

of learning media ( $X_1$ ) increased until 72.

c. Coefficient Regression ( $b_1$ )

From that calculation, it be known that Coefficient Regression ( $b_1$ ) = 0,6994. In this case, the learning achievement of English ( $X_2$ ) increased until 72.

It can conclude that, if the perception of learning media ( $X_1$ ) and learning achievement of English ( $X_2$ ) increased until 72, thus writing ability become = 68,1042.

### SUGGESTIONS

Based on the result of the research, the researcher proposed the following suggestions:

1. The result of the research stated that there is correlation between perception of learning media and learning achievement of English with writing ability. Thus, as teachers we must use learning media in instruction appropriately and can increase learning achievement. Teachers should use learning media which have variation and can make students more interest in following of each instruction.
2. The Researcher hope for students can accept or understand the material easily in instruction. Using the right of learning media appropriately hoped can help students in accept or understand the material easily. Thus, students can give good perception for their learning media that used by the teacher.
3. From the result of the research, the research hope that school can increase or give good facilities that correlate with learning media. Thus, the teacher can use learning media in variations for each the material. It is as ones effort from the school to increase learning achievement of students.

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