

THE EFFECT OF PERCEPTION ON LEARNING MEDIA AND VOCABULARY MASTERY ON ENGLISH SPEAKING ABILITY

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Abstract: This research aims to determine the effects of perception of learning media and vocabulary mastery on the English-speaking ability of eighth grade State Junior High School students in South Jakarta. The research method uses a survey method, with the random sampling technique with a sample of 60 students as research respondents. The results of the research are 1) There is a significant effect between the variables perception of learning media and vocabulary mastery together on the English speaking ability, this is evidenced by the results of Sig. 0.000 < 0.05 and Fo = 69.411. 2) There is a significant influence on the perception of learning media on English speaking ability with the results of Sig. 0.030 < 0.05 and Fo = 2222. 3) There is a significant effect of vocabulary mastery on English speaking ability with the results of Sig. 0.000 < 0.05 and Fo = 5.472.

Key Words: perception; learning media; vocabulary mastery; speaking ability 1

Introduction

Since the outbreak of the Covid-19 virus in Indonesia in March 2020, it has had a major impact, both in terms of the economy, industry, and education in Indonesia. This epidemic spread very quickly to various countries in the world. The World Health Organization (WHO) has declared that the COVID-19 outbreak is a global pandemic. The increasingly widespread spread of the Coronavirus has caused the Indonesian Government to issue a Large-Scale Social Restriction (PSPB) policy, which at this time requires us to carry out social distancing/physical distancing, namely all activities carried out from home, such as working from home, study at home, worship at home, and others.

The world of education in Indonesia, through the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI), encourages the implementation of the learning process to be carried out with an online system. This is in accordance with the Circular Letter of the Minister of Education and Culture of the Republic of Indonesia, No. 03 of 2020 concerning "Prevention of Corona Virus Disease (Covid-19) in Education Units", and the Letter of the Secretary-General of the Minister of Education and Culture of the Republic of Indonesia, No. 35492/A.A5/HK/2020 dated March 12, 2020 concerning "Prevention of Corona Virus Disease (Covid-19)". Therefore, various educational institutions are currently starting to take advantage of technological sophistication and implement online learning systems to support current learning activities.

According to Moore, Dickson-Deane, and Galyen (2011), "Online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to provide various types of learning interactions". The learning system uses a computer or laptop that is connected to an internet network that uses various groups on social media such as WhatsApp (WA), Zoom Meeting applications, Google Classroom applications, Google Meetings, or other media as learning media. With these media,



teachers can ensure that students can take part in learning at the same time, even though students are in different places. In line with the development of science and technology, humans are required to have good language skills, someone who has good language skills will more easily absorb and convey information both orally and in writing (Rediasih, 2017). Language as a medium of information is very important to be mastered by everyone, and one of the languages that must be mastered is English because English is an international language which is often used in various parts of the world as a means to communicate. In that position, English is the language of science and technology, therefore without English language skills, a person will experience difficulties in interacting with a world that is increasingly open, fast, and uncontrollable (Yamin: 2017).

The purpose of learning English in schools is to develop language skills both orally and in writing. The English language skills in question are listening, speaking, reading, and writing skills. The four language skills are a unit that cannot be separated from one another but can only be distinguished, meaning that one skill depends on or affects other skills. Among the four skills, speaking skill is the most often considered the most difficult skill for students to learn. The role of the teacher is also very necessary to help develop students' speaking skills, not only to provide knowledge so that students can pass the exam but also to use it in general when students want to use English in the outside world. They may need English to continue their education, work, or vacation abroad, so they will not be among those who cannot express their ideas in English even though they have studied it for years (Al-Baekani, 2015).

Speaking is a person's ability to express himself orally, and it is one of the four language skills that play a very important role in communication. In general, speaking skills require several components, including mastery of vocabulary, grammar, intonation, and others. One should understand the language itself after learning how to use the language fluently and appropriately. Bergil (2016:178) explains that the purpose of language learning is so that learners are able to use the target language communicatively in accordance with the education, work, and in other fields. This shows that learners who study a language are expected to be able to speak using the target language or the language they are learning. Talking involves interacting with one or more people. Talking activity can happen everywhere and is a part of our daily life.

The success of learning English is reflected in the ability of students to convey their ideas, both orally and in writing. This means that students who learn English are essentially learning to use it in oral and written communication actively and effectively (Basri, 2014). Vocabulary has a very important role in mastering foreign languages, especially English. According to Herlina (2015), vocabulary can be interpreted as a collection of words that are understood by someone. Another opinion says that the quality of a person's language skills depends on the quantity and quality of the vocabulary he has, as explained by Tarigan (2015). Observing the importance of English, learning English in the classroom must use appropriate, interesting strategies and must involve students so that English competence can be mastered by students optimally (Ulya, 2016).

In the current implementation of the online learning process, especially learning English, based on the results of observations, researchers found that junior high school students in South Jakarta had difficulties in achieving a learning indicator, in this case, the ability to speak English. This is caused by the inadequate mastery of students' English vocabulary and the low interest of students to learn English itself. Online learning is undeniable as one of the causes of the lack of interest in student learning because sometimes online learning becomes very boring if a teacher does not prepare interesting learning methods in delivering learning material.

Method

This study uses a survey research method that was conducted in two public junior high schools in South Jakarta, namely SMP Negeri 239 and SMP Negeri 253, which used 60 students of class VIII as research respondents. The data collection technique uses the Google form platform by providing links to students. This was done because when this research was conducted, students were still using Pembelajaran Jarak Jauh (PJJ), so the researcher could not obtain data from students directly. The variables studied in this study consisted of two independent variables and one dependent variable, namely perceptions of learning media (X_1) and vocabulary mastery (X_2) as independent variables, while the dependent variable

was English-speaking ability (Y). The form of the instrument used is in the form of a questionnaire to determine the perception of the learning media and also a test to measure the level of students' vocabulary mastery, as well as video speaking performance to assess students' English speaking ability.

Results and Discussion

Data analysis was carried out using the SPSS 22 program, and the data description can be seen in the following table:

Table 1. Description of Research Data

Statistics Measurement	Perception on Learning Media	Vocabulary Mastery	English Speaking Ability
Mean	64,62	70,27	68,47
Median	64,00	72,00	68,00
Mode	60	72	72
Std. Deviation	8,563	8,787	8,810
Minimum	41	52	52
maximum	85	96	92

Table 1 shows that this study's score data on perception on learning media, vocabulary mastery, and English-speaking ability are classified as high. In contrast, the scores above the average are more than those below the average. Overall, the data is presented in the following histogram and polygon.

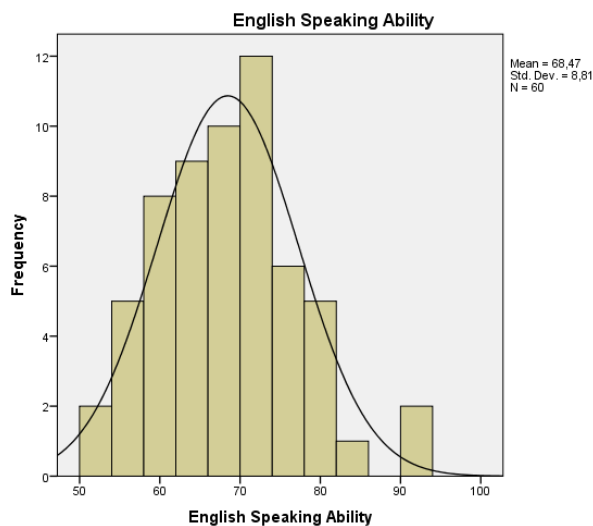


Figure 1. Histograms and Polygons Variable English Speaking Ability

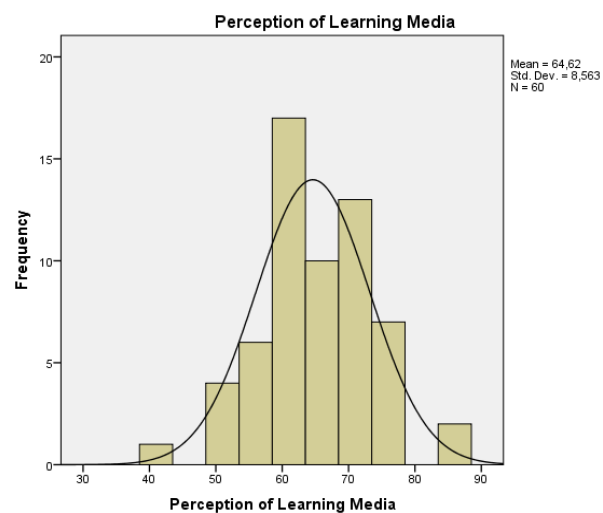


Figure 2. Histograms and Polygons Variable Perception of Learning Media

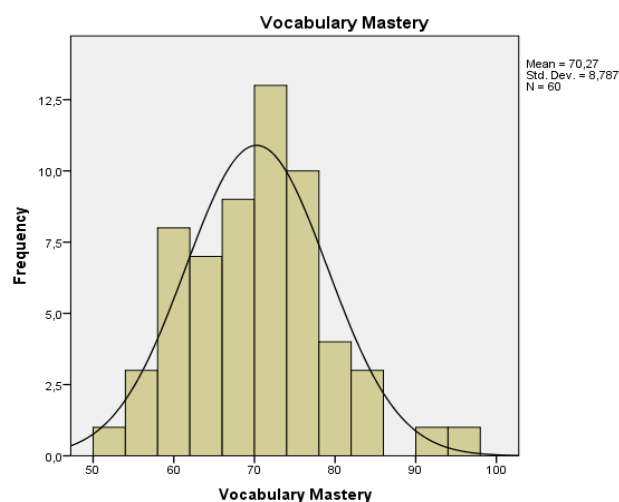


Figure 3. Histograms and Polygons Variable Vocabulary Mastery

From the histogram and frequency polygons in Figure 1, Figure 2, and Figure 3, it can be concluded that the perception of learning media, vocabulary mastery, and English speaking ability of grade VIII students of junior high schools in South Jakarta has a normal distribution.

Testing Requirements Analysis

1) Test of Normality

The results of the calculation of the data normality test can be seen in the following table:

Table 2. Normality Test Results Data

	Statistic	df	Sig.
Perception of Learning Media	0,73	60	0,200
Vocabulary Mastery	0,112	60	0,061
English Speaking Ability	0,111	60	0,064

Table 2 shows that the normality test (hypothesis) states that the data distribution in this regression analysis follows **the normal distribution** This is indicated by all variables Sig values show

that it is more significant than 0.05 so that H0 is accepted. In other words, the data from the sample of the dependent variable and the two independent variables in this study are normally distributed.

2) Linearity Test

The results of the calculation of the linearity regression test can be seen in the following table:

Table 3. Linearity Test Results Data

	Deviation from linearity	
	F	Sig
• English Speaking Ability* Perception of Learning Media	0,891	0,617
• English Speaking Ability*Vocabulary Mastery	1,098	0,382

The derivation from linearity between the variables perception of learning media (X₁) and English speaking ability (Y) with Fo = 0.891 and Sig. = 0.617 > 0.05. This means that the variable perception of learning media with the ability to speak English has a **linear relationship**; The derivation from linearity between the variables vocabulary mastery (X₂) and English speaking ability (Y) with Fo = 1.098 and Sig. = 0.382 > 0.05. This means that the variable mastery of vocabulary with the ability to speak English has a **linear relationship**.

3) Multicollinearity Test

The multicollinearity test results in Table 3 shows that the tolerance value is 0,388 > 0,1 and the Variant Inflation Factor (VIF) value is 2,575 < 10. It can be concluded that there is **no multicollinearity** in this double regression analysis.

Table 4. Multicollinearity Test Results

Variables	Collinearity Statistics	
	Tolerance	VIF
Perception of Learning Media	0,388	2,575
Vocabulary Mastery	0,388	2,575

4) Heteroscedasticity Test

The figure below shows the dots spread randomly and do not form a clear pattern, and are spread above or below the 0 points on the Y-axis. It showed **no heteroscedasticity** in the regression model, so it can be used to further analysis.

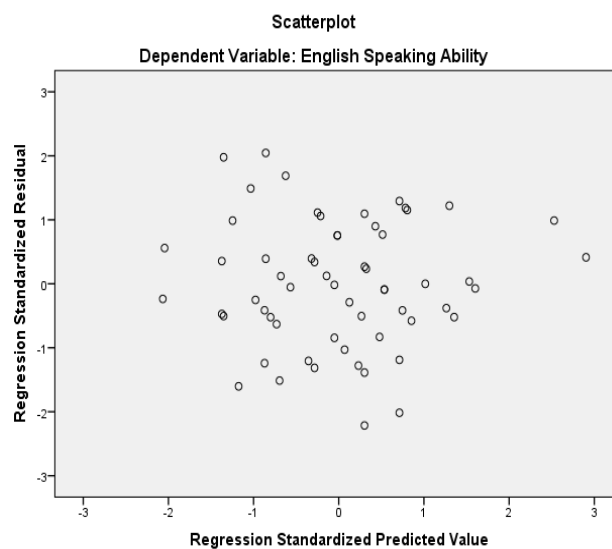


Figure 3. Scatter-plot Heteroscedasticity Test

Research Hypothesis Results

- 1) Results of Calculation of the Correlation Coefficient The effect of perception on learning media (X_1) and vocabulary mastery (X_2) together on English Speaking Ability (Y)

Table 5. Multiple Correlation Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,842	0,709	0,699	4,836

- 2) Significance of the effect of perception on learning media (X_1) and vocabulary mastery (X_2) together on the ability to speak English (Y)

Table 6. Significance Test Results

Model	F	Sig.
Regression	69,411	0,000

- 3) Multiple regression equation The effect of perception on learning media (X_1) and vocabulary mastery (X_2) together on English speaking ability (Y)

Table 7. Multiple Regression Equation

Model	Unstandardized Coefficients		t	Sig
	B	Std. Error		
(Constant)	7,317	5,238	1,397	0,168
Perception on Learning Media	0,262	0,118	2,222	0,030
Vocabulary Mastery	0,629	0,115	5,472	0,000

Discussion

- 1) The effect of Perception on learning media and vocabulary mastery together on English speaking ability



Based on table 6, it can be stated that there is a significant effect of perception on learning media and vocabulary mastery together on English speaking ability. The Sig proves this. $0.000 < 0.05$ and Fobserved = 69,411, Ho is rejected which means that the regression coefficient is **significant**. Meanwhile, from table 7, it can be stated that the multiple regression line equation can be expressed by $\hat{Y} = 7,317 + 0.262 X_1 + 0,629 X_2$; In table 5, It can also be explained that perception on learning media and vocabulary mastery contributes 70,9% (R Square = 0,709) towards students' English speaking ability; the remaining 29.1% was influenced by other variables outside this regression equation or the variables not studied.

2) The effect of Perception on learning media on English speaking ability

Based on table 7. Sig $0,030 < 0.05$, and Fhitung = 2,222. Ho is rejected which means that the regression coefficient is **significant**. This means that there is a significant effect of perception on learning media variable on English speaking ability.

3) The effect of vocabulary mastery together on English speaking ability

Based on table 7. Sig $0,000 < 0.05$, and Fhitung = 5,472. Ho is rejected which means that the regression coefficient is significant. This means that there is a significant effect of vocabulary mastery variable on English speaking ability.

Conclusions

The study aims to determine the effect of perception on learning media and vocabulary mastery on students' English speaking ability at public junior high schools in South Jakarta, and the following conclusions are obtained.

- Perception of learning media and vocabulary mastery have a significant effect on students' English speaking ability at public junior high schools in South Jakarta. It is proven by the Sig. $0,000 < 0,05$ and F observed = 69,411.
- There is a significant effect of Perception on learning media on students' English speaking ability at public junior high schools in South Jakarta. It is proven by the Sig. $0,030 < 0,05$ and t observed = 2,222.
- Vocabulary mastery has a significant effect on students' English speaking ability at public junior high schools in South Jakarta. It is proven by the Sig. $0,000 < 0,05$ and t observed = 5,472.

Based on the findings of the above research based on the analysis of research data, students' English speaking ability can be improved by paying attention to students' perception of learning media and better vocabulary mastery. In addition, the researcher found that vocabulary mastery is not easy to improve, so both teacher and students should find an excellent way to improve it, and then speaking lesson will be great.

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