



Vol. 7, Issue 1,
April 2024
p-ISSN: 2615-8671
e-ISSN: 2615-868X

Received: 1 January 2024
Revised: 1 February 2024
Accepted: 15 April 2024

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Handling Editor:
Shinta

DOI:
<https://doi.org/>

Published by:
Universitas Indraprasta PGRI

RESEARCH ARTICLE

THE EFFECTS OF PERCEPTION ON LEARNING MEDIA AND LEARNING INTEREST TOWARDS STUDENTS' ENGLISH GRAMMATICAL UNDERSTANDING (SURVEY AT JUNIOR HIGH SCHOOL IN NORTH JAKARTA)

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Abstract: The aim of this research is to analyze and to know about the effects of perception on learning media and learning interest towards students' English grammatical understanding. Quantitative research is applied as the method of the research. This is survey research which was conducted at two Junior High Schools in North Jakarta. Questionnaires and tests are implemented as the instruments of the research. The result showed that there is a significant effect of perception on learning media and learning interest towards Students' English grammatical understanding at Junior High Schools in North Jakarta with the Sig value $0.000 < 0.05$ and the F_{count} value = 766,934, there is a significant effect of perception on learning media learning Interest towards students' English grammatical understanding at Junior High Schools in North Jakarta with the Sig value $0.000 < 0.05$ and t_{count} value = 9,794, and there is a significant effect of learning interest towards students' English grammatical understanding at Junior High Schools in North Jakarta with the Sig value $0.000 < 0.05$ and $t_{\text{count}} = 6,211$.

Keywords: perception; learning media; learning interest, grammatical understanding

PENGARUH PERSEPSI MEDIA PEMBELAJARAN DAN MINAT BELAJAR TERHADAP PEMAHAMAN GRAMMATIKA BAHASA INGGRIS SISWA (SURVEI DI SEKOLAH MENENGAH PERTAMA DI JAKARTA UTARA)

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Abstrak: Tujuan dari penelitian ini adalah untuk menganalisis dan mengetahui pengaruh persepsi terhadap media pembelajaran dan minat belajar terhadap pemahaman tata bahasa Inggris siswa. Penelitian kuantitatif diterapkan sebagai metode penelitian. Penelitian ini merupakan penelitian survei yang dilakukan di dua SMP di Jakarta Utara. Instrumen penelitian yang digunakan adalah kuesioner dan tes. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan persepsi media pembelajaran dan minat belajar terhadap pemahaman tata bahasa Inggris siswa SMP di Jakarta Utara dengan nilai Sig $0,000 < 0,05$ dan nilai F hitung = 766,934, terdapat pengaruh yang signifikan persepsi media pembelajaran dan minat belajar terhadap pemahaman tata bahasa Inggris siswa SMP di Jakarta Utara dengan nilai Sig $0,000 < 0,05$ dan nilai t hitung = 9,794, dan terdapat pengaruh yang signifikan minat belajar terhadap pemahaman tata bahasa Inggris siswa SMP di Jakarta Utara dengan nilai Sig $0,000 < 0,05$ dan nilai t hitung = 6,211.

Kata kunci: persepsi; media pembelajaran; minat belajar, pemahaman tata bahasa

INTRODUCTION

English education is crucial for the development of Indonesian society. English is a language used for communication both spoken and written. Communication is understanding and expressing information, ideas, feelings and developing science, technology and culture using the language; so that the function and role of the language is an important element in communication. Since 1946, a year after the nation's independence in 1945, English has been the first foreign language taught in secondary schools in Indonesia, which means that English as a foreign language (TEFL) has been taught in Indonesia for nearly 75 years. Since 2011, the globe has been going through the Industrial Revolution 4.0, with its three main characteristics primary traits significantly rely on technology: innovation, automation, and information transfer, some reinforcement and enhancement are required for English teachers to adapt to the present evolution, which primarily focuses on the teachers' professional and pedagogical competences.

The use of English as a second language has increased significantly recently. There was a noticeable increase in the number of people who used English not just to interact with others but also as a means of maximizing their skill and passion in all spheres of life, including work, education, and profession. Grammar is one of the main components that need to be mastered especially for students who learn the English language or commonly called English as Foreign Language (EFL) students. Grammar is related to the rules in forming words, phrases, and language clauses that the function is to make correct sentences both verbally and non-verbally (Thornbury, 2004). Mastering grammar helps people to have an understandable communication between speaker and listener. (Schleppegrell, 2014). According to Thompson (1996), grammar helps people to communicate with other people who come from all over the world. Unfortunately, in Indonesia grammar has been taught for a long time at any level of the school but the result of grammar learning gave an unsatisfactory category (Ramelan, 1991). Thus, grammar is one of the important components in the English language that needs to be mastered by all people, especially EFL students.

Grammar is used in four skills namely listening, speaking, reading, and writing. According to Lailika (2019), grammar supports four skills in language. Those skills can be divided into two types such as receptive skills and productive skills. Receptive skills consist of listening and reading skills while productive skills consist of speaking and writing skills (Hidayati, 2018). Productive skills are challenging because the learners need to do action on it. It means that writing becomes a challenging skill especially for EFL students. According to Blanchard and Root (2003), writing is a difficult activity for a learner who learns a new language and writes in an academic field. It is because writing



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has many things that need to be considered and one of them is the implementation of correct grammar.

Several students in English Education major, it is difficult for them to learn and produce English appropriately because of their limited understanding, particularly in grammar. According to Watkins (2005), grammar is not about the patterns, but it also helps to make a meaning in a sentence clearly. So, if there are grammatical errors in a sentence, a sentence will be meaningless. Due to their deficiencies, students occasionally make mistakes, particularly in grammar. There are many factors which influence the students' skill in the English language. such as the background of knowledge of the students, background of the English teacher, low motivation in learning English, lack of vocabularies, the English learning materials, and the other supported facilities. For instance, when students want to be good in writing, such as in recount text, they are expected to be able to write the sentences correctly. Writing a recount text allows pupils to improve their writing skills as well as grammar based on an experience they had in their lives. Based on the limited observations, the writer discovered that many secondary school students still had a limited understanding about grammar. As a result, they found it challenging to communicate in English, either orally, reading, writing or speaking. After considering the problems above, it can be concluded that learning media and learning interest in grammatical understanding is very important. With the three main characteristics primary traits significantly rely on technology: innovation, automation, and information transfer, some reinforcement and enhancement are required for English teachers as stated above, Teachers must have sufficient experience and provisions to implement a bold learning system, so that the learning system is carried out actively and innovatively, particularly in modern learning models and in accordance with today's developments. The benefits of teachers having new innovations in the first learning for teachers can dilute or assess the learning that students like, and students become more enthusiastic in the second learning with new innovations in learning students are not bored and bored because the models and learning used are the same.

In this globalization era, where technology is really developed, using smartphones is a common activity that we can find everywhere. As we know that smartphones give us so many advantages to help our life. We also frequently observe students using smartphones, from elementary school children to college students. However, a smartphone is an important thing that someone has because it will help people to communicate, study, and even work. Mehtälä (2015) said that the role of information technology has been growing rapidly in the field of education. As this transformation progresses, there is an increasing demand for studies in learning theory and the relationship between the use of computer devices. Mobile technology such as tablets, laptop computers and smartphones enable learning in and out of the traditional classroom setting, bridging the gap between formal and informal learning. Online resources have brought almost universal access to learning, allowing autonomous learning on a global scale.

Mobile learning really helps the learner to study wherever they want. Mobile phones, tablets, media players, and other portable devices can be used by language learners at anytime and anyplace. It is a useful media that can help everyone to learn language because it can be used informally and spontaneously in every occasion. Nushi and Eqbali (2017) stated that actually there are so many language learning media in the world and *Duolingo* is one of them. *Duolingo* is a free mobile application (there is also a web version) and statistically is the most popular in the category of Education in Google Play. Actually, this is a language learning application with a game concept, so people will really enjoy it while using it. Studies have shown statistically significant improvements in language abilities as a result of using the app, Vesselinov and Grego said in Nushi and Eqbali (2017).

According to Mehtälä (2015) *Duolingo* was created by Luis von Ahn, and Severin Hacker. Launched for the general public in 2012 and it has no price or subscription fees: the company wishes that the product will remain free to use for everybody. It is a software program for mobile devices



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using the Android and iOS operating systems that makes learning languages more fun. All of these versions have the same base functions with some variance in their user interfaces. There are exercises in *Duolingo*, the user can translate words and sentences from both languages, repeating sentences from audio cues by speaking into the microphone of the device, transcribing or translating spoken language from audio cues, multiple-choice quiz questions with sentences, words, missing words in a sentence or word-picture cards, matching word-translation pairs, Mehtälä (2015).

To apply this Application in learning English, the researcher will first propose *Duolingo* to the class. Students will install the application on their phones and select English as their course, researchers will explain to the student about how it works and introduce many kinds of exercises that are available in the platform *Duolingo*. There are many kinds of skill trees with different topics (it is just like a level or stages that will be open if students have finished each lesson that is available in every skill that they take). After the researchers make sure that *Duolingo is installed* on a students' phone, researchers will let them finish one of the first skills. At the first basic skill the user has to finish several lessons to continue to the next skill. Students will get appreciation with surprising sounds and pictures if they finish their daily goal. Mehtälä (2015) state that there are three kinds of daily goal that student can take before starting the lesson, these are casual (5 minutes a day), Regular (10 Minutes a day) and serious (15 minutes a day), student also will get lingot, it is the in-game currency of *Duolingo*, represented by a red ruby symbol. Users are awarded with lingots when they reach a new level or when they reach a long streak.

The user of *Duolingo* can also have friends. Students will feel more motivated when using it if they can add friends to the leader board and create clubs. They can also compete by seeing the XP that *Duolingo* awards after practicing the new skill, which will greatly inspire them to learn English. The user can also see how well they speak English by looking at the presentation that *Duolingo* displays on the screen. From the explanation above, we can see the exercises that are available in the platform of media learning. Most of them offer the user to play with words, translating and applying their grammar skills in a motivating and easy way. Therefore, the purpose of the study, responses to the following research questions were sought:

1. Are there any effects of perception on learning media and learning interest towards students' English grammatical understanding?
2. Is there any effect of perception on learning media towards students' English grammatical understanding?
3. Is there any effect of learning interest towards students' English grammatical understanding?

RESEARCH METHOD

The method in this research is a quantitative method through survey study. Creswell (2009: 3), stated that "Research designs are plans and the procedures for research that span the decision from broad assumption to detailed method of data collection and analysis". From three quantitative research above, one of the common types of research is Correlational research. According to Creswell (2012) Correlational research is research which provides the possibility to predict scores and explain the relationship among variables. Therefore, correlational research provides two or more variables which affect another. The majority of researchers conduct the correlational research to step weather one thing influences another related to the issues in the field.

In this research the writer attempted to describe the current conditions in a quantitative context that was reflected on the variables. This research aims to determine the strength or degree of the relationship between a pair of variables. Furthermore, this type of research is often part of other research, which is conducted as a start for other complex research processes. The sampling technique used is the Simple Random Sampling technique, which is the sample taken based on the proportional technique, meaning that each population unit has the same opportunity to be taken as the research



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sample. The Simple Random Sampling technique in this study was carried out by drawing lots, so that the number of samples was obtained according to the table below.

Table 1. The sample of the Research Population and Sample Distribution

No.	The School Name	Population at 8 th grade	Sample of the Research
1	SMPN 261 Jakarta Utara	246 students	$\frac{246}{534} \times 85 = 39,1$ orang
2	SMPN 21 Jakarta Utara	288 students	$\frac{288}{534} \times 85 = 45,8$ orang
Total Sample		534 students	85

Student's grammatical understanding ability in learning media was measured using a test by multiple choices that will measure the results of students' grammatical understanding in learning media. Perception on learning media and learning interest will be tested using a questionnaire with a Likert scale. After the entire test requirements are convened and known data analysis of data feasible for further processing, the next step is to test each of these hypotheses that have been put forward. Hypothesis testing uses multiple linear regressions. In practice, for the calculation and correlation and regression testing of either partial or doubles will be used SPSS 22.0.

RESULTS AND DISCUSSION

The Data Analysis of Learning Media Perception

The data from Perception on Learning Media were obtained from questionnaire scores answered by 85 students who became the research sample, resulting in a minimum score of 90 and a maximum score of 156. The mean score obtained was 124.16, with a median value of 124,00. The mode for this variable was 118, with a standard deviation of 15,691.

The Data Analysis of Learning Interest

The data from Learning Interest (X_2) were obtained from questionnaire scores answered by 85 students who became the research sample, resulting in a minimum score of 90 and a maximum score of 178. The mean score obtained was 132,09, with a median value of 130,00. The mode for this variable was 118, with a standard deviation of 22,245.

The Data Analysis of Students' English Grammatical Understanding (Y)

The data from English Grammatical Understanding (Y) were obtained from questionnaire scores answered by 85 students who became the research sample, resulting in a minimum score of 6 and a maximum score of 30. The mean score obtained was 17,93 with a median value of 19,00. The mode for this variable was 19, with a standard deviation of 6,078. Hypotheses tested for the research include: 1) The influence of perception on learning media towards students' English grammatical understanding. 2) The influence of learning interest towards students' English grammatical understanding. 3) The influence of perception on learning media and learning interest towards students' English grammatical understanding. The recapitulations of the entire test can be seen in the set of following tables.



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Table 2. Double Correlation Coefficient Data of Perception on Learning Media and Learning Interest towards English Grammatical Understanding

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.974 ^a	.949	.948	1.386	.949	766.934	2	82	.000

a. Predictors: (Constant), Learning Interest, Perception On Learning Media

b. Dependent Variable: English Grammatical Understanding

Table 3. Data from the Multiple Regression Equation Test Results of Perception on Learning Media and Learning Interest towards English Grammatical Understanding

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2946.080	2	1473.040	766.934	.000 ^b
	Residual	157.496	82	1.921		
	Total	3103.576	84			

a. Dependent Variable: English Grammatical Understanding

b. Predictors: (Constant), Learning Interest, Perception On Learning Media

Table 4. Data from the Significance Test of Regression Coefficients on Perception on Learning Media and Learning Interest towards English Grammatical Understanding

Coefficients ^a									
Model		Unstandardized Coefficients		Standardized Coefficients	t	SSig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	-25.262	1.304		-19.374	.000			
	Perception On Learning Media	.236	.024	.608	9.794	.000	.962	.734	.244
	Learning Interest	.105	.017	.386	6.211	.000	.943	.566	.155

a. Dependent Variable: English Grammatical Understanding

The Effects of Perception on Learning Media (X_1) and Learning Interest (X_2) towards Students' English Grammatical Understanding (Y)

From table 4, the result is obtained with the $F_{\text{statistic}} = 766,934$ and the Significance value (Sig.) = $0,000 < 0,05$. Since the significance value is less than 0.05, it can be concluded that there is a significant effect between perception on learning media and learning interest together towards students' English grammatical understanding. Meanwhile, referring to table 4.11, we can determine the equation of the multiple regression line through the values in the Unstandardized Coefficients column in part B. Based on that data, the regression line can be expressed as follows.

$$Y = -25,262 + 0,236X_1 + 0,105X_2$$

The equation of the multiple regression line above can be interpreted as follows an increase of one unit in the variable perception on learning media and the variable learning interest will contribute 0.236 from perception on learning media and 0.105 from learning interest to the variable English grammatical understanding. Furthermore, in Table 4, it shows the correlation coefficient (R) and the Coefficient of Determination (CD). In that table, the correlation coefficient value is obtained as $r = 0.974$, thus it can be concluded that the relationship between Perception on Learning Media and Learning Interest towards Students' English Grammatical Understanding is very strong.



Furthermore, the coefficient of determination values is indicated in the $R_{\text{Square}} = 0.949$ or 94.9%. This explains that perception on learning media and learning interest together contribute 94.9% to English grammatical understanding. The remaining percentage is influenced by other undefined factors.

The Effects of Learning Media Perception (X₁) towards Students' English Grammatical Understanding (Y)

From table 4.11 above, the Significance value (Sig.) = 0.00 < 0.05, and the t_{value} is 9,794. Thus, the writer concludes that there is a significant effect of perception on learning media on English grammatical understanding. Meanwhile, the partial contribution of the perception on learning media variable to English grammatical understanding can be expressed by the following formula:

$$CD = B_{x1y1} \times \text{Nilai Zero Order} \times 100\%$$

$$CD = 0,608 \times 0,962 \times 100\%$$

$$CD = 58,49 \%$$

Based on the above calculations, it can be concluded that perception on learning media partially contributes 58.49% to English grammatical understanding. The remaining percentage is influenced by other undefined factors.

The Effects of Learning Interest (X₂) towards Students' English Grammatical Understanding (Y)

From Table 4 above, the Significance value (Sig.) = 0.00 < 0.05, and the t_{value} is 6,211. Thus, the writer concludes that there is a significant effect of learning interest on English grammatical understanding. Meanwhile, the partial contribution of the learning interest variable to English grammatical understanding can be expressed by the following formula:

$$CD = B_{x2y1} \times \text{Score Zero Order} \times 100\%$$

$$CD = 0,386 \times 0,943 \times 100\%$$

$$CD = 36,40 \%$$

Based on the above calculations, it can be concluded that learning interest partially contributes 36,40% to English grammatical understanding. The remaining percentage is influenced by other undefined factors.

The Effects of Perception on Learning Media (X₁) and Learning Interest (X₂) towards Students' English Grammatical Understanding (Y)

Based on the above analysis, it can be concluded that perception on learning media and learning interest together significantly affects English grammatical understanding in Junior High Schools in North Jakarta. This is evidenced by the significance value (Sig.) = 0,00 < 0,05 and the calculated $F_{\text{count}} = 766,934$. Furthermore, the combined influence of perception on learning media and learning interest on English grammatical understanding is very strong. This is indicated by the correlation coefficient (r) = 0,974, which falls between 0,800 and 1,00. Additionally, perception on learning media and learning interest collectively contribute 94,9% to English grammatical understanding, with the remaining percentage influenced by other undefined factors.

The regression analysis results were obtained using IBM SPSS Statistics version 22, and the regression equation is $Y = -25.262 + 0.236X_1 + 0.105X_2$. The constant value of -25.262 indicates that with perception on learning media and learning interest, students will experience ease in English grammatical understanding. Meanwhile, the regression coefficients of 0,236 and 0,105 indicate a positive influence of the independent variables X_1 (perception on learning media) and X_2 (learning interest) on the dependent variable Y (English grammatical understanding). These regression coefficients suggest that an increase of one unit in the perception on learning media variable and the learning interest variable will contribute 0,236 and 0,105, respectively, to the English grammatical understanding variable.

The result of research above, the writer concluded that learning media perception and learning interest jointly give effect positive on students the enhancement of students's English grammatical understanding at Public Junior High schools in North Jakarta. It means that learning media perception

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e-ISSN: 2615-868X

and learning interest give significant contribution on students' English grammatical understanding at Junior High School in North Jakarta.

The Effects of Learning Media Perception (X_1) towards Students' English Grammatical Understanding (Y)

This research also partially measures the effect of perception on learning media on English grammatical understanding. From the above analysis, it can be concluded that perception on learning media, in part, has a significant positive effect on English grammatical understanding in Junior High Schools in North Jakarta. This is evidenced by the significance value (Sig.) = 0,00 < 0,05 and the $t_{count} = 9,794$. Additionally, perception on learning media contributes partially by 58,49% to English grammatical understanding. The remaining percentage is influenced by other factors that cannot be defined.

The Effects of Learning Interest (X_2) towards Students' English Grammatical Understanding (Y)

The final discussion is about the effects of learning interest (X_2) on students' English grammatical understanding (Y). This research also partially measures the effect of learning interest on English grammatical understanding. From the above analysis, it can be concluded that learning interest, in part, has a significant positive effect on English grammatical understanding in Junior High Schools in North Jakarta. This is evidenced by the significance value (Sig.) = 0,00 < 0,05 and the $t_{count} = 6,211$. Additionally, perception on learning media contributes partially by 36,40% to English grammatical understanding. The remaining percentage is influenced by other factors that cannot be defined.

CONCLUSIONS

From this research, it can be concluded three major conclusions. At first, there is a significant effect between perception on learning media and learning interest collectively towards Students' English grammatical understanding. Secondly, there is a significant effect of perception on learning media towards students' English grammatical understanding. At last, there is a significant effect of learning interest towards students' English grammatical understanding.

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