THE INFLUENCE OF STUDENT'S PERCEPTION ON LEARNING MEDIA AND STUDENT'S MOTIVATION TOWARD STUDENT'S ENGLISH ACHIEVEMENT

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Abstract: This study aims to analyze and verify the hypothesis about the influence of students' perception of learning media and student's motivation toward student's English achievement. The hypothesis of the research is 1). There is a significant influence between students' perceptions and student's motivation at the same time toward the student's English achievement. 2). There is a significant influence on students' perceptions toward student's English achievement. 3). There is a significant influence of student's motivation toward student's English achievement. In this research, researchers used research Analyses regression survey method. The population is from students of Muhammadiyah 2 high school in Tangerang, IT As Syukriyah, and Yuppentek 1 high schools in Tangerang in the 2018/2019 academic year, which completed with 661 students. The sample size of 60 students was chosen randomly from all existing classes with *Proportionate Stratified random sampling*. The instrument used was a questionnaire. Hypothesis testing results are summarized as follows: (1) There is a significant influence between the student's perception and student's motivation on learning media toward student's English achievement. The result of this research can be implied to improve the quality of English teaching and learning.

Keywords: regression survey; students' perception; motivation; learning media; learning achievement

Introduction

The success of one's learning cannot be separated from the motivation of the students concerned. Therefore, learning motivation is a factor that significantly determines one's success. Students will also be more motivated if the results of the study get satisfying rewards from the teacher or the instructor, as a sign of appreciation for the learning outcomes. Varied learning and the use of learning media in the classroom can increase students' knowledge and understanding of their cognitive structure. In learning, students are involved in collaborating with other students, listen actively, and dare to ask in their effective structure. Besides that, it can improve the quality of teachers, especially in making and using computer media.

Students have different perceptions of learning media in the learning process. Mar' suggests that perception is a process of observing someone who originates from a cognition continuously and is influenced by new information from the environment (2005, p. 90). Aryanti suggests that perceptions are influenced by experience factors, learning processes, horizons, and knowledge of psychological objects (1999, p. 96). Grace also suggests that functional and structural factors also determine perceptions. Some functional factors or factors that are personal between individual needs, experience, age, past, personality, gender, etc. are subjective (as cited in Aryanti, 1999, p. 105). Structural factors or factors from outside the individual include family environment, applicable laws, and values in society.

Consequently, the factors that influence perception consist of personal and structural factors. Personal factors include experience, learning processes, needs, motivation and knowledge of psychological objects. Structural factors include the environment of social conditions, applicable laws, values in society. Actors of others and conclude the causes of these behaviors attribution can occur if 1). An unusual event attracts someone's attention; 2). An event has personal consequences; 3). Someone wants to know the motivation behind others. Learning achievement cannot be separated from learning because learning is a process, while learning achievement is the result of the learning process. To get an achievement is not as easy as imagined, because it requires struggle and sacrifice with various challenges that must be faced.

Student learning achievement is a systematic assessment of the school of a student and his teacher by several capable people, knowing how to carry out the tasks assessed (Ranupandojo & Husnan, 2002). Self-improvement of students in doing lessons through learning achievement is carried out in order to find out the achievements achieved by students to facilitate schools to determine the development and compensation given to schools that have gone through a rigorous selection stage, then trained and placed according to their abilities. Students are expected to be able to study well according to what the school wants. Most of the development is inseparable from the complexity, nature and diversity of various programs that are trained and educated in the learning place. All students are assessed based on their learning achievement in various ways to find out whether they have learned according to what the school expects and whether they achieve progress or otherwise experience setbacks, the learning achievements made by these students.

Purwanto argues that "Learning achievement as a tool used to assess the learning outcomes given by teachers to students or lecturers to students in a certain time" (2013, p. 27). The opinion explains that the value obtained by students is a measuring tool to see the learning achievement achieved by these students. In addition to that, Alawiyah argues that "learning achievement is the result of academic abilities that can be achieved by students in certain periods which are manifested in the form of values obtained through a series of tests and can be seen in a report book" (2014, p. 16). So, the value in the student learning report book is used as an indicator of the high and low achievement of learning. Several opinions that have been explained, it can be concluded that learning achievement is the result achieved by students in the learning process that can be seen from changes in behavior, skills and knowledge and often manifested in the form of values.

Understanding Student Perception

Drever mentions that perception is a process of recognizing or identifying something using the five senses (qtd. in Sasanti, 2003, p. 65). Impressions received by individuals are very dependent on all experiences that have been gained through the process of thinking and learning and are influenced by factors that originate within the individual.

Sabri argues that perception is an activity that allows humans to control stimuli that reach them through their sensory devices, making it an ability that allows individuals to recognize milieu (social environment) of their lives (2003, p. 53). Actors of others and conclude the causes of these behaviors attribution can occur if 1). An unusual event attracts someone's attention; 2). An event has personal consequences; 3). Someone wants to know the motivation behind others. Brems & Kassin (qtd. in Lestari, 1999, p. 76) says that social perception has several elements, namely:

a. Person, that is someone who values other people.

b. Situational, the sequence of events formed based on people's experience to judge something.

c. Behavior, which is something other people do. There are two views about the perception process, namely: 1) Social perception takes place quickly and automatically without much consideration of people making conclusions about other people quickly based on physical appearance and fleeting attention; 2) Social perception is a complex process, people observe the behavior of others to obtain a complete analysis of the person, situational, and behavior. Based on the description above, it can be concluded that perception is an active process of the emergence of immediate awareness of an object, which is an internal and external factor of the individual, including the existence of objects, events and other people through giving value to the object.

A similar study shows that there is a correlation between the students' learning style and intellectual intelligence toward their achievements in learning English (Rosa, 2018). Another study investigated the characteristics of learning media and their relation to students' learning styles by having 24 different media. The results show that just two media include physical learning styles: real objects, imitations (models) and computer-assisted learning. Some 24 outlets are only marginally accommodating cultural and human learning styles. This is because any learning media used, methods, strategies or models of learning becomes an essential role for social and individual learning styles to accommodate (Kurniawan, 2017).

A teacher or student learns from his social environment, and at the same time, the teacher or student teaches other individuals. Two studies had been carried out on the student-teacher relationship. The first study found that students identified referential ability, support for ego, and conflict management as the most essential to effective teaching while the second one found a reference to skill, support for ego, and immediacy to having a strong relationship with learning and motivation for students. (Frymier & Houser, 2000). Thus, the teacher is not only teaching (giving teaching to his students) but he must also learn from

his students. This resulted in the existence of two-way communication between teacher and student. The reciprocal relationship between teacher and student must show the existence of a relationship that is educative (educating), which is directed to the purpose of education, namely the change in behavior of students towards maturity. In this case, the teacher, as the instructor, must try maximally by using various skills and abilities in order to achieve the expected goals. Teaching is done to teach students how to learn so that the interaction between teachers and students occurs. The teacher oversees, directs, and, if necessary, provides guidance. It also provides actions that stimulate students to react, and there are times when the teacher must act as a friend of the student. Thus, it can be said that teacher-student interaction is always related to communication or reciprocal relationships or two-way relationships between teachers and students and/or students with students in conducting teaching and learning activities.

Aside from communication, there is also motivation, which can be said to be the ultimate driving force in students in learning activities which establish learning experiences that ensure consistency of learning activities and provide guidance in learning activities, so that the objectives sought by the learning subject can be achieved. The opinion can be formulated that motivation is one of the components that are very important in improving student learning outcomes and is an overall driver in students who can encourage someone to do something positive both in the form of actions and words that come from the surrounding environment.

Besides, students learn because their mental strength drives them. Mental strength is in the form of desire, attention, willingness, or ideals. This mental strength can be classified as low or high. Some educational psychologists mention the mental strength that drives learning as motivation for learning. Motivation is seen as a mental drive that drives human behavior, including learning behavior. "In motivation, there is a desire that activates, moves, expresses and directs the attitudes and behaviors of individual learning" (Dimyati & Mudjiono, 1992, p. 80).

So, it can be concluded that motivation in learning is an essential factor because it is a condition that encourages students to do learning. The problem with motivation in learning is how to regulate so that motivation in students can be improved. Likewise, in teaching and learning activities, a student will succeed if he has a high motivation to learn. Therefore, the researcher is interested in conducting a study to get definite answers empirically and the circumstances can be accounted for academically. The theme of the research study centered around "The Influence of Student Perceptions on Learning Media and Student's Motivation toward Student's English Achievement, a survey on a private high school in Tangerang, West Java, Indonesia.

Method

The method used in this study is a survey with correlational techniques (Creswell, 2009; Hayati, 2015; Nunan, 2002). The variables of this study consisted of dependent variables, namely Student Learning Achievement (Y) and two independent variables namely Student Perception of Learning Media (X1), and Learning Motivation (X2), then the constellation model of relationships between variables in this study are as follows:
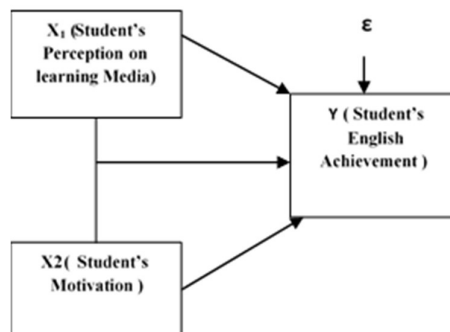

Figure 1 Constellation of relationships between research variables. Description: ε = Other variables not examined

Student's Achievement is student learning achievement in English subjects. The technical analysis of the data used is descriptive analysis, where data presentation techniques are in the form of frequency distribution tables, graphs/bar charts for each variable. Also, each variable will be processed and analyzed concentration and location size, such as mean, mode, and median and deviation sizes such as range, variance, standard deviation, tenderness and kurtosis.

The steps for creating frequency distribution tables and presentation of polygon graphs and histograms are carried out by the following steps:

a. Determine the range (R), which is the most substantial data minus the smallest data.

b. Determine many classes (k) with the rules of Sturges, i.e.

K = 1 + 3.3 log n, n = amount of data

c. Determine the length of the interval class (P), i.e.

d. Determine the lower end of the first-class interval, which is the <smallest data.

e. Creating a complete frequency distribution table by determining the lower end (UB) and the upper end (UA) of each class interval calculates the number (frequency) of data for each interval class.

f. Draw a histogram graph, by first determining the bottom edge (TB) and upper edge (TA) for each interval class, namely TB = UB - ½ unit of data, and TA = UA + ½ unit of data.

g. Draw a graph of frequency polygons, by first determining the middle value (Yi) of each interval class, namely Yi = ½ (UA-UB).

Whereas the following formulas can determine the size of the center, the location and deviation of the direction:

1) Determine the Mean / Average (Y), using the formula:
$$Y = \frac{\sum Y_i . fi}{n}$$

2) Determine Mode (Mo), using the formula:
$$Mo = b + p\left(\frac{b_1}{b_1 + b_2}\right)$$
Information:
Mo = Mode
b = the lower limit of the mode class is the interval class with the highest frequency
p = class length
b1 = Frequency of class mode minus the closest interval class frequency
b2 = Frequency of class mode minus the closest interval class frequency afterward

3) Determine Median (Me), using the formula:
$$Me = b + p\left(\frac{\frac{1}{2}n - F}{f}\right)$$
Me = Median
n = amount of data
F = Number of all frequencies before the median class
f = median class frequency
b = the lower limit of the median class
p = median class length

4) Variance (SD) and Standard Deviation, using the formula:
$$SD = \sum_{i=1}^{k} \frac{Yi^2 . fi}{n} - \left(\sum_{i=1}^{k} \frac{Yi . fi}{n}\right)^2$$ and
Standard Deviation (S)= $\sqrt{SD}$

Results and Discussion

Description Data of English Learning Achievement Data (Y)

Data on learning achievement in English was obtained from the UTS scores of 60 students who became the study sample. The value obtained is the lowest 70, the highest is 98, the average is 85.22, the median is 85.00 mode is 85, and the standard deviation is 6.58. The summary is provided in Table 1.

Statistics		
		Prestasi Belajar Bahasa Inggris
N	Valid	60
	Missing	0
Mean		85.22
Median		85.00
Mode		85
Std. Deviation		6.582
Variance		43.325
Skewness		-.180
Std. Error of Skewness		.309
Kurtosis		-.712
Std. Error of Kurtosis		.608
Range		26
Minimum		70
Maximum		96
Sum		5113
a. Multiple modes exist. The smallest value is shown		

Table 1. Learning English Achievement

Student Perception Variable Data Analysis (X1)

Data on learning creativity were obtained from questionnaires answered by 60 students resulting in the lowest score of 105, the highest score of 146, the average score of 128.32, median 129, mode of 124, and standard deviation of 9.81.

Student Motivation Data Analysis (X2)

Data on learning interest obtained from questionnaires that were answered by 60 students as respondents produced the lowest value of 135, the highest score of 194, an average score of 160.32, a median of 159.50, mode of 147, and standard deviation of 15.166.

Testing Requirements Analysis

Testing the requirements of data analysis carried out in this study is normality testing, testing classical assumptions, and linearity of partial regression lines between independent variables and dependent variables.

Testing Data Normality

Calculations are carried out with the help of computers through the SPSS 20. Application program. According to the provisions of the program, the criteria of data normality are "if p-value (sig)> 0.05 then H0 is accepted", which means the data in the sample are normally distributed. The value of p-value (sig) is

the number listed in the sig column in the results/output table for the calculation of normality testing by the SPSS program. In this case, the Kolmogorov-Smirnov method is used.

		Student's Perception	Student's Motivation	English Student's Achievement
N		60	60	60
Normal Parameters[a,b]	Mean	128.32	160.32	85.22
	Std. Deviation	9.811	15.166	6.582
Most Extreme Differences	Absolute	.063	.075	.085
	Positive	.059	.075	.080
	Negative	-.063	-.067	-.085
Kolmogorov-Smirnov Z		.490	.581	.657
Asymp. Sig. (2-tailed)		.970	.889	.781

a. Test distribution is Normal.

b. Calculated from data.

Table 2. One-Sample Kolmogorov-Smirnov Test

In the table above, it can be seen that the value in the Sig column in the Kolmogorov-Smirnov method for all samples is greater than 0.05, so that H0 is accepted, in other words, that the data from all samples in this study are normally distributed.

Testing of Classical Assumptions
A. MultikolenieritasTest

Independent variables consisting of Student Perception and Learning Motivation in the regression analysis required No multicolourity. Based on the tolerance statistical criteria (TOL), which states that the independent variable is declared not multicollinearity if the TOL value is smaller than 0.1. The same thing is also said that there is No correlation if the value of the variance inflaction factor (VIF) is greater than 10. Even with Allison's criteria (2003), only VIF> 2.5 and TOL <0.40 are required.

Coefficients										
Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (\Constant)	1.998	.779		.719	475					
Students' Perception	639	020	953	2.187	000	974	974	912	916	1.092
Learning Motivation	033	013	.075	.533	014	351	318	072	916	1.092
a. Dependent Variable: English Student's Achievement										

Table 3. Testing Classical Assumptions

Detection of the presence or absence of heteroscedasticity can be done by seeing the presence or absence of a particular pattern on the scatterplot chart between SRESID and ZPRED.
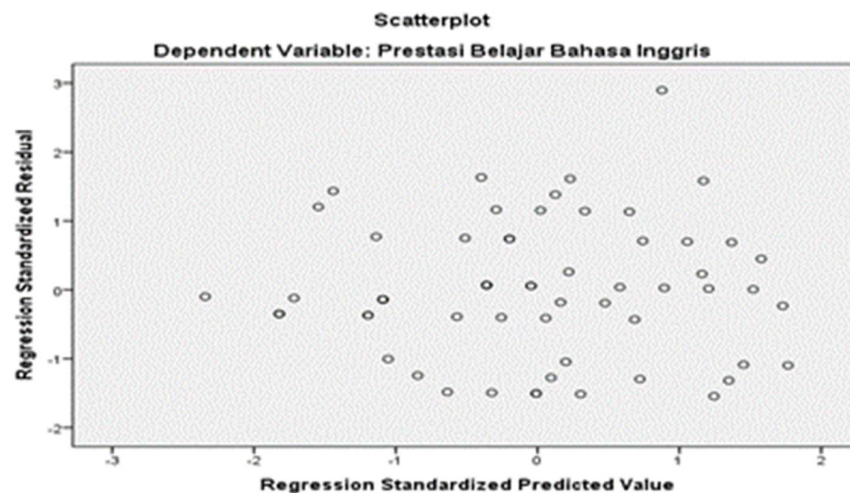

Figure 2. Scatterplot for Students' Learning Achievement

The scatterplot graph (in Figure 2) spreads randomly above and below the zero on the Y-axis. Heteroscedasticity problems do not occur. The graph of the above plot shows that the points spread randomly and did not form specific, clear patterns and scattered above or below the number 0 on the Y-axis. This indicates that there is no heteroscedasticity in the regression model, so that it can be used to predict variable learning achievement in English based on student perceptions and student motivation.

Hypothesis testing

The results of calculations and testing can be seen in the following table:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.977[a]	.954	.953	1.432

a. Predictors: (Constant), motivation, Perception

Table 4. The result of correlation coefficient Influence between Variabel X_1 and X_2 toward Variabel Y

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2439.311	2	1219.655	594.840	.000[b]
	Residual	116.872	57	2.050		
	Total	2556.183	59			

a. Dependent Variable: Student's Achievement
b. Predictors: (Constant), motivation, Perception

Table 5. Recapitulation of the result coefficient Significance Regression influence Variable X1 and X2 toward Variable Y

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.998	2.779		-.719	475
	Perception	.639	.020	.953	32.187	000
	Motivation	.033	.013	.075	2.533	014

a. Dependent Variable: Student's Achievement

Table 5. Result recapitulation line equality regression of influence Variable X_1 and X_2 toward Variable Y

Results
1. Effect of Student Perception and Student Motivation together on English Student's Achievement

From the description of the data, after correlation analysis was obtained, the correlation coefficient was 0.977 and the coefficient of determination was 95, 4%, after testing with the SPSS program it was proven that the correlation coefficient was significant. This means that there are influences of independent variables X1 (Student Perception) and X2 (Student Motivation) together on the dependent variable Y (Learning achievement in English).

The results of multiple linear regression analysis obtained the regression line equation Yˆ= –1.998 + 0.639 X1 + 0.033 X2. The constant value = -1,998 shows that with student perceptions and the lowest motivation of students it is difficult for these students to be able to achieve good learning achievement, while the regression coefficient value is 0.639 and 0.033 indicates that there are positive effects of independent variables X1 (Student Perception) and X2 (Student Motivation) together towards the dependent variable Y (Learning achievement in English). The regression coefficient number also shows that every increase in one Student Perception value, there will be an increase in student learning achievement by 0.033, and each time there is an increase in one Student Motivation value; there will be an increase in student learning achievement of 0.639.

Student achievement (Y) is influenced by Student Perception (X1) and Student Motivation (X2). If only all students had high or good perceptions or views and with good motivation, surely it would not be difficult for him to get good learning achievements. Therefore, from that as a teacher, it is better to conduct an assessment of the student must objectively not subjectively because the results of the assessment will be optimal, and under the conditions of the student. However, if you assess subjectively, the results obtained besides not being optimal will also affect the feelings of the assessor/assessor. This is a very bad influence on students who are assessed because it will cause a lie that has a negative impact on student development. From the quantitative information and the theory, the researcher has the conclusion that there is a positive and significant influence between Student Perception and Student Motivation together on English Learning Achievement.

2. Effect of Perception on Achievement in Learning English

From testing the hypothesis, it is obtained that the Sig = 0,000 and t count = 32, 187 while the table = 1,67. Because the Sig value <0.05 and t_{count}> t table, then H0 is rejected, which means that there is a significant effect of the independent variable X1 (Student Perception) on the dependent variable Y (Learning achievement in English).

Student Perception (X1) will affect student achievement (Y) in high school, because with high Student Perception, students can analyze and the material provided by teachers both in the form of daily tests, semester tests and school examinations. Not only that, students who have good perceptions, usually these students can receive lessons easily and can speak and write, so that they have no difficulty in the process of teaching and learning activities in the school to finally be able to take the exam held with satisfactory results.

However, if the student has a weak or not good perception or experience, it is challenging when pursuing the test or exam to overcome existing problems in the course of teaching and learning activities. Generally, there are extra lessons in school for students with poor expectations in the form of tutoring other fields of study on subject matter that have not been learned in the expectation that these students will be able to answer the questions with good grades. From the quantitative information and the theory, the researcher concluded that there was a positive and significant influence of Student Perception on learning media towards English learning achievement.

3. Effects of Motivation on Achieving Learning English

From testing the hypothesis, it was found that the Sig value = 0.014 and t count = 2, 53, while t table = 1.67. Because of the Sig value <0.05 and tcount> t table, then H0 is rejected, which means that there is a significant effect of the independent variable X2 (Motivation) on the dependent variable Y (Student achievement). Students who are not motivated in learning will undoubtedly have difficulty in getting good grades in English. From the quantitative information and the theory, the researchers concluded that there was a positive and significant influence of Student Motivation towards Learning achievement in English.

Conclusions

It can be concluded that: (1) there is a significant effect of Student Perception of Learning Media and Motivation to Learn together towards the learning achievement of the remaining English in Private High School in Tangerang City. This is evidenced by the acquisition of Sig = 0,000 <0.05 and F count = 594,840; (2) there is a significant effect of Student Perception of Learning Media on English learning achievement of Private High School students in Tangerang City. This is evidenced by the acquisition of Sig = 0,000 <0.05 and t count = 32, 187; (3) there is a significant effect of learning motivation on English learning achievement in private high school students in Tangerang. This is evidenced by the acquisition of Sig values = 0.014 <0.05 and t count = 2.53.

In other words, educators, educational institutions administrators, and parents should pay attention to their students ' level of understanding so that they can give the right direction in the learning process, skills provision, and character-building process. These teachers, educational institutions managers, and people also guide, cultivate, incorporate the expectations of students and motivate their students or children, especially in terms of that motivation, especially motivation in either school or home learning. Therefore, students need to be guided so that they are still interested in everything, including learning motivation, so that they can devote both their cognitive and language skills to achieving optimal learning outcomes.

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