

THE EFFECTS OF STUDENTS' PERCEPTION ON USING TEACHING MEDIA AND VOCABULARY MASTERY ON STUDENTS' LISTENING SKILLS

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Abstract: This research aims to know the effect of students' perception of learning media and vocabulary mastery toward students' listening comprehension skills. *The result of the research* shows that; 1). There are significant effects of students' perception on the use of learning media and vocabulary mastery toward students' listening comprehension skills at the Private Colleges in Jakarta. The significant effect was proved by the score of Sig. = 0,000 < 0,05 and $F_0 = 47.238$. Both variables, the students' perception on the use of learning media and vocabulary mastery, had a contribution of 62.4 % to the students' listening comprehension. 2). There is a significant effect of the students' perception of learning media toward the students listening comprehension skills at the Private Colleges in Jakarta.

Keywords: Learning media; vocabulary mastery; listening comprehension skill

Introductions

The students who learn English are expected to develop 4 (four) language skills, such as listening, speaking, reading, and writing. The four skills are a unit, which is a game of single chess. In order for students to master the four skills, students can understand vocabulary first. Learning English is much easier when students have a lot of vocabulary mastery. Mastering vocabulary is essential, especially for students who study English. Vocabulary mastery is a critical aspect. This means that the more vocabulary a person has, the easier it is to convey and receive information.

Moreover, vocabulary can be used as a measurement of one's intelligence. At present, the vocabulary learning system is monotonous, less varied, and less attractive so that students are bored, not interested in learning. Students are often only given language theories in class, not the daily application of the theory or how practical it is, so students do not feel the benefits of learning English. Through the media, students are expected to see, listen to, and imitate vocabulary, speech, or English sentences by themselves and even analyze a discourse. The use of this media can promote a positive perception of the teacher. Based on the fact that mentioned before, the writer is interested in finding out "The effect of students' perception on the use of learning media and vocabulary mastery toward the students' listening comprehension skill." The problem formulation in this research is as follows.

1. Are there any effects of students' perception of learning media and vocabulary mastery on the students' listening skills at the Private College Students in Jakarta?
2. Is there any effects of students' perception on the use of learning media on the students' listening skill at the Private College Students in Jakarta?
3. Is there any effects of vocabulary mastery on the students' listening skill at the Private College Students in Jakarta?

Method

This study emphasizes the effects of students’ perception of learning media and vocabulary mastery jointly towards students’ listening comprehension skills. There are two independent variables and one dependent variable; variable X_1 as the first independent variable (students’ perception on the use of learning media) and variable X_2 as the second independent variable (vocabulary mastery), which have interconnected and influenced the variable Y as the dependent variable (students’ listening comprehension skill). The method used is a descriptive survey with a multiple-correlation technique.

Results and Discussion

Testing of Hypothesis

The testing of the hypothesis is done based on the statistical hypothesis at the end of the article. The recapitulations of the entire test can be seen as follows:

Table 1. The Recapitulation Result of Multiple Correlation Coefficients

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.790 ^a	.624	.610	7.564

a. Predictors: (Constant), Penguasaan kosakata, Persepsi siswa atas penggunaan media pembelajaran

Table 2. Recapitulation Result for Regression Coefficient Significant Test of the Effects students’ perception on the use of learning media and Vocabulary mastery towards Students’ Listening Comprehension skill

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5405.624	2	2702.812	47.238	.000 ^b
	Residual	3261.359	57	57.217		
	Total	8666.983	59			

a. Dependent Variable: Keterampilan menyimak bhs Inggris

b. Predictors: (Constant), Penguasaan kosakata, Persepsi siswa atas penggunaan media pembelajaran

Table 3. The Recapitulation Result for Linear Regression Equality Test of the Effects of students’ perception on the use of learning media and Vocabulary mastery towards Students’ Listening Comprehension skill

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.872	7.098		.968	.337
	Persepsi siswa atas penggunaan media pembelajaran	.407	.089	.449	4.576	.000
	Penguasaan kosakata	.407	.090	.445	4.538	.000

a. Dependent Variable: Keterampilan menyimak bhs Inggris

$H_0 : \beta_1 = \beta_2 = 0$

$H_1 : \beta_1 \neq 0, \beta_2 \neq 0$

H_0 : There are no effects of students’ perception on the use of learning media and vocabulary mastery jointly toward the Listening Comprehension Skill

H_1 : There are effects of students’ perception on the use of learning media and vocabulary mastery jointly toward the Listening Comprehension Skill

Refer to Table 1 above, and we can see that the coefficient correlation of the effects of independent variables: students' perception on the use of learning media (X_1) and vocabulary mastery (X_2) jointly towards dependent variable: the students' Listening comprehension skill (Y) is 0.790. It indicates that among variables have powerful effects as stated by Samian (2012) that if R_{observed} is close to 1, the correlation tight will be getting stronger. Furthermore, according to the recapitulation above, we may get that coefficient correlation value is significant. In other words, there is a significant bound effect among the independent variables: students' perception on the use of learning media (X_1) and vocabulary mastery (X_2) jointly towards the dependent variable: students' listening comprehension skill (Y).

Meanwhile, the coefficient of determination students' perception of learning media and vocabulary mastery variables contributes to the listening comprehension skill variable of 0.624. It indicates that the contribution of independent variables: students' perception of learning media and vocabulary mastery jointly towards the dependent variable: students' listening comprehension skill is about 62.4%, and other factors determine the rest (for about 37.6%). According to the regression analysis, which is used to test the hypothesis, we may get the data set stated in Table 2 and Table 3 above. Refer to this, and we may set the regression line equality that represents the effects of independent variables: students' perception on the use of learning media and vocabulary mastery jointly towards the dependent variable: students' listening comprehension skill in the following equation:

$$Y = 6.872 + 0.407 X_1 + 0.407 X_2$$

which means:

Y = dependent variable

X = independent variables

6.872 is a value of constant while both 0.407 and 0.407 are values of the regression coefficient. To test the significance of the regression line, we have to look at the recapitulation of Table 2. according to general criteria, the significance of the regression is obtained if Significance (*Sig*) is less than 0.05, which implies H_0 is rejected or if F_{observed} is more than F_{table} , which affects H_0 is rejected, and coefficient of regression is stated significant, or we may say that there is a significant effect of independent variables: students' perception on the use of learning media (X_1) and vocabulary mastery (X_2) jointly towards the dependent variable: students listening comprehension skill (Y). As we know, *Sig value* is a number stated in the *Sig* column on Table 2, while F_{observed} is a number stated in *F* column on Table 2. The value for F_{table} is the value of *F* on the distribution table in 5% real degree, with the numerator degree (k) = 2 and the denominator degree ($n - k - 1$) = 57, where n is the total number of respondents. In contrast, k is the total number of independent variables.

Based on Table 2 above, we can see that *Sig value* is stated by $0.000 < 0,05$ and $F_o = 47.238$ as the consequence H_0 is rejected, and automatically the H_1 is accepted. It means that the coefficient of regression is significant. In general, we may say that there is a significant effect of independent variables: students' perception on the use of learning media (X_1) and vocabulary mastery (X_2) jointly towards the dependent variable: students' listening comprehension skill (Y). From the recapitulation of test results, either correlation or regression, we can conclude that there are effects of students' perception of the use of learning media (X_1) and vocabulary mastery (X_2) jointly towards students listening comprehension skill (Y).

2. The Effect of students' perception on the use of learning media (X_1) towards Students' Listening Comprehension Skill (Y)

$$H_0: \beta_1 = 0$$

$$H_1: \beta_1 \neq 0 \text{ which means:}$$

H_0 : There is no significant effect on students' perception of learning media on Students' Listening Comprehension Skills.

H_1 : There is a significant effect on students' perception of learning media towards Students' Listening Comprehension Skills.

To test the hypothesis above, we can see from the numbers stated in the *t* column or *Sig* column in the row of students' perception on the use of learning media in Table 3. According to the general

assumption, the significance of the regression is if t_{observed} is higher than t_{table} or *Sig value* is less than 0.05, it brings the consequence that H_0 is rejected, and H_1 is automatically accepted. It means that there is a significant effect of the independent variable X_1 towards the dependent variable Y . *Sig value* is the number stated in the *Sig* column for the row of students' perception on the use of learning media (Variable X_1) in Table 3. Meanwhile, t_0 value is the number stated in *t* column for students' perception on the use of learning media (Variable X_1) on Table 3. The value of t_{table} for 5% real degree and degree of freedom ($df = n - 2$) is 58, where n is the total number of respondents.

Refer to Table 3 above, we can see that *Sig value* is stated by $0.000 < 0,05$, and $t_0 = 4.576$, it brings consequence that H_0 is rejected and automatically H_1 is accepted. It means that there is a significant effect of independent variable X_1 (students' perception on the use of learning media) towards the dependent variable Y (students' listening comprehension skill). From the tabulation of correlation test, regression test, and linear model above, we can conclude that there is a significant effect of independent variable X_1 (students' perception on the use of learning media) towards the dependent variable Y (students' listening comprehension skill).

3. The Effect of Vocabulary Mastery (X_2) towards Students' listening Comprehension Skill (Y)

$$H_0 : \beta_2 = 0$$

$$H_1: \beta_2 \neq 0, \text{ which means:}$$

H_0 : There is no significant effect of vocabulary mastery on students' listening comprehension skills.

H_1 : There is a significant effect of vocabulary mastery on students' listening comprehension skills.

To test the hypothesis above, we can see from the numbers stated in the *t* column or *Sig* column in the row of perception on learning styles in Table 3. According to the general assumption, the significance of the regression is if t_{observed} is higher than t_{table} or *Sig value* is less than 0.05, it brings the consequence that H_0 is rejected, and H_1 is automatically accepted. There is a significant effect of the independent variable X_2 towards the dependent variable Y . *Sig value* is the number stated in the *Sig* column for the row of vocabulary mastery (Variable X_1) in Table 3. Meanwhile, t_{observed} value is the number stated in *t* column for vocabulary mastery (Variable X_2) in Table 3. The value of t_{table} for 5% real degree and degree of freedom ($df = n - 2$) is 58, where n is the total number of respondents. Refer to Table 3 above, we can see that *Sig value* is stated by $0.000 < 05$, and $t_0 = 4.538$, it brings consequence that H_0 is rejected and automatically H_1 is accepted. It means that there is a significant effect of independent variable X_2 (vocabulary mastery) towards the dependent variable Y (students' listening comprehension skill). From the tabulation of the correlation test, regression test, and linear model above, we can conclude a significant effect of independent variable X_2 (vocabulary mastery) towards the dependent variable Y (students' listening comprehension skill).

Conclusions

Some conclusions of this research can be presented as follows:

1. There are any significant effects of students' perception of learning media and vocabulary mastery jointly toward the Listening Comprehension Skill of Private College students in Jakarta. It is proved by the score of *Sig*. $0.000 < 0.05$ and $F_0 = 47.238$.
2. There is a significant effect of students' perception of using learning media towards the Listening Comprehension Skill of Private College students in Jakarta. It is proved by the score of *Sig*. $0.000 < 0.05$ and $t_0 = 4.576$
3. There is a significant effect of vocabulary mastery towards students' listening comprehension skill of Private College students in Jakarta the score of *Sig* proves it. $0.000 < 0.05$ and $t_0 = 4.538$.

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