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UTILIZATION OF LEARNING MEDIA AND LEARNING MOTIVATION ON STUDENT LEARNING OUTCOMES OF SMP IN ASAHAN DISTRICT

¹Sri Rahayu; ²Mapilindo,

¹ English of Education, Asahan University, Indonesia

² Mathematic of Education, Asahan University, Indonesia

Email: srir99774@gmail.com

dodomicke@yahoo.co.id

Abstract

This study was to determine the utilization of instructional media and learning motivation toward English learning outcomes. This research was conducted at the Junior High School Kisaran North Sumatera province with a sample of 28 students of class IX were obtained using the technique of multi-stage random sampling. The method used is the experimental design of treatment by level 2 x 2 with the dependent variable consists of local wisdom-based media and media-based presentation, moderator variables consist of high achievement and low achievement as well as the independent variable is the result of learning English. Collecting data using multiple-choice test instruments. Data analysis using descriptive and inferential statistics. Hypothesis testing is done by ANOVA two-lane after passing tests of normality and homogeneity. From the ANOVA calculation on the line between the two lanes of Learning Media (A) is known $F_{hitung} > F_{tabel}$ ($4.789 > 4.260$) so H_0 rejected and declared there was significant difference in student learning outcomes were studied using local wisdom-based media with the use of media-based presentations. In line AxB interaction known $F_{hitung} < F_{table}$ ($2.628 < 4.260$) so H_0 accepted and declared there was no interaction effect of instructional media and learning motivation on student learning outcomes. Research results prove the use of Interactive media gives better results than the use of media-based presentation of the results of night grade students learn English.

Keywords: Learning studying English, Learning Motivation, interactive media, students Achievement



A. Introduction

Learning can be defined as a process of behavior generated or corrected through a series of reactions and situations (or stimuli) that occur. Learning involves various elements in it, in the form of physical and psychological conditions of people who learn. Both of these conditions will greatly influence the learning outcomes. It may be that there are many other elements that can be mentioned that can influence learning outcomes, including the environment when learning the availability of educational media and so on. Therefore, these elements need to get attention to support the achievement of learning goals as expected. To support the success of learning, learning media should be available. Because, with the availability of student education media it is possible to think more concretely and this means that it can reduce verbalism in students. Especially along with the development of an increasingly modern and sophisticated era. This results in students including teachers being able to choose or use educational media in the learning process. In the teaching-learning process the presence of media has quite important meanings. Because in these activities the lack of clarity in the material delivered can be helped by presenting media as an intermediary.

The complexity of the material that will be delivered to students can be simplified with the help of the media. The media can represent what the teacher is unable to say through certain words or sentences. Even abstract material can be concretized with the presence of educational media, thus students are easier to find material than without the help of educational media. Hamalik (1980: 22) argues that the media of education itself has many terms such as the term demonstration, demonstration communication, audio visual aids, material teaching or instructional material. Because of the variety of terms with different pressures, the author chooses one of what is meant by educational media is a tool, method and technique used in order to more effectively communicate and interact between teachers and students in the process of education and teaching in schools.

B. Method

The method in this study is descriptive with a qualitative approach that uses natural settings. This study describes the effectiveness of using computer learning media to improve learning outcomes. Qualitative research is used to examine this study because it describes a



picture of the effectiveness of using computer learning media to improve the learning motivation of students in Asahan District Middle School. The implementation of this research was carried out without the control of the researcher so that natural interactions occurred. The above is according to what was stated by Mantja (2003: 34) that a qualitative approach is a research procedure that produces descriptive data in the form of writing about people or people's words and behavior that is visible or visible.

C. Research Finding

The Effect of Using Learning Media on Learning Achievement English at SMP N 6 Kisaran "The results of calculations using simple regression analysis are known that the value of the correlation coefficient (r_{x1y}) is 0.530. The results show that the positive correlation coefficient there is a positive influence on the variable use of learning outcomes in learning achievement. the meaning is the use of media in learning the materials explained 28.1% of changes in performance in English language learning. Based on the results of the test, the value of count is 6.299. If the results are compared with the table of 1, 670 on the significance level of 5%, then calculate $t > t$ table (6,299 > 1,670). We can conclude that there is positive influence and significant use of instructional media on learning achievement English Language Students Classes in the SMPN field 6 The Large Range of effective contributions to learning use on learning achievement is 31.68%. The results of the analysis are reinforced by a theory that states that factors that affect the resitation of learning are the use of media to influence learning achievement consisting of intrinsic factors and extrinsic factors. One of the extrinsic factors is learning. According to Sadiman (1996: 6) the media is "can be used for everything that transmits messages from senders to recipients so that they can stimulate thoughts, feelings, concerns, such and student interests and attention so that the learning process occurs". While learning achievements according to Ngalim Purwanto (2003: 98) "a proof that will show to where level of ability and success of students in achieving curricular goals". This research is carried out with research conducted by Tri Kurniawati (2013) with the title "The Effect of the Use of Learning Media and Student Motivation on Achievement in Student Learning Classes 2017/2018 ". The conclusion of this study is that it has a positive and significant effect on the Use of Learning Media on Achievement in Learning English with illiterate 1 (0.638), r_{2x1y} (0.407) and thitung (6.308) $> t$ table (2,000) at a significance level of 5%. Based on the results of



the calculations which are reinforced by the results of the research and the results of the journal that shows the lower achievement scores affected by the use of learning media. Learning media as an intermediary for delivering information about the age of parents must consider its speed with the aim of learning. The use of appropriate media is more easy for students to practice speaking. Students also feel more enthusiastic in following the English language lessons, so that it will be easier to achieve learning achievement. Because of that, the use of learning media is especially important to increase the level of performance.

D. Discussion

The results of the above analysis are reinforced by the theory of Slameto (2010: 54) that the factors that influence learning achievement are classified into two, namely internal and external factors. One internal factor is learning motivation, while one of the external factors is the use of learning media. The accuracy of the use of learning media can encourage student learning motivation, so that it can improve student learning achievement. The higher the use of learning media and learning motivation, the higher the learning achievement obtained by students. but if the use of learning media and learning motivation is low then student achievement is also low.

E. Conclusion

The conclusions that can be taken from the results of the research and discussion are as follows:

1. There is a positive and significant influence on the Use of Learning Media on Learning Learning Achievement of Class IX Students at SMP N 6 Kisaran. The calculation results using simple regression analysis indicate that the correlation coefficient (r_{x1y}) is 0.830 and the coefficient of determination (r^2_{x1y}) is 0.281. Based on the results of the t test obtained the value of t count of 6.299. These results when compared with t table amounting to 1,670 at the significance level of 5%, the value of t count > t table ($6,299 > 1,670$). The effective contribution of the use of instructional media to learning achievement is 31.68%. This shows that the higher the level of use of learning media, the higher the learning achievement achieved by students.
2. There is a positive and significant effect of Learning Motivation on English Language Learning Achievement of Class IX Students at 6 Kisaran



Middle School. The calculation results using simple regression analysis show that the correlation coefficient (r_{xy}) is 0.810 and the coefficient of determination (r^2_{xy}) is 0.656. Based on the test results

t obtained by the value of t count of 9.520. These results when compared with t table of 1.670 at a significance level of 5%, the value of t count $>$ t table ($9.520 > 1.670$). The effective contribution of learning motivation to learning achievement is 3, 8.52%. This shows that the higher the student's learning motivation, the higher the learning achievement achieved.

3. There is a positive and significant influence of the Use of Learning Media and Learning Motivation together on English Learning Achievement of Class IX Students in the SMP N 6 range. Based on the results of multiple regression calculations the price of the correlation coefficient ($R_{y(1,2)}$) is equal to 0,838 and the price of the coefficient of determination ($R^2_{y(1,2)}$) is 0,702. While the results of the F test obtained F value of 71,770. This result if compared with F table is 3,150 at the significance level of 5%, then the value of Fcount $>$ Ftable ($71,770 > 3,150$). The effective contribution of the use of instructional media and learning motivation to the learning achievement of English is 70.19%, while 29.81% comes from other variables not discussed in this study. This shows that the higher the level of use of learning media and student motivation, the higher the student achievement achieved

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