

CHAPTER I

INTRODUCTION

A. Rationale

Learning is the most vital key term in every educational effort, so that without learning in fact education never existed.¹ Then, in order to be able to achieve educational objectives, it cannot be separated from learning process itself. Therefore, successful key in education depends on the students themselves whether want to accept the lesson or do not. If students want to accept the lesson, the efforts for achieving educational objectives will be easier to be reached. On the contrary, if students do not want to accept the lesson, failure potency in achieving educational objectives is very big. Based on this matter, of course, problems that exist in the scope of learning have to be overcome appropriately.

The essence of learning process itself starts from a concept that learning is an act of change through activities, practices, and experiences.² Therefore, people who hold responsible for education must have a way so that students are able to master the lesson. Whether through activities, practices, and experiences that should be given to achieve those objectives. Then, changes through act of students will be happened. These changes are the result of learning process that has been experienced by students.

¹ Muhibbin Syah, *Psikologi Belajar*, (Jakarta: PT RajaGrafindo Persada, 2006), Revise Edition, p. 59.

² Oemar Hamalik, *Psikologi Belajar dan Mengajar*, (Bandung: Sinar Baru Algensido, 2002), Third Publication, p. 55.

In Indonesia, many sciences have to be learned by students. One of them is English. In past time, students start to learn English in junior high, but at present time, many elementary schools teach this subject. Even in kindergarten, English has already started to be introduced. This matter can mean that this subject is very important to be taught.

According to Sibuea, factors of geography, communication, and access of information to be three plausible reasons why Indonesian people need to learn English.

The first reason, Indonesia is surrounded by countries that most people use English as their first or second language. These countries included Singapore, Malaysia, Philippines, Australia, New Zealand, and Papua New Guinea. So, Indonesian needs to learn English in order to be easy to talk with people from surround countries.

The second and most common reason, English needs to be studied because of wide use as the language of international communication. To be able to communicate with people of different cultural backgrounds and nationalities, English has become the main option that is often used in communication.

While the last reason namely the circulation of information in the world mostly published in English. Therefore, to find many needed information, English should be understood previously.³

From this three reasons, it can be concluded that the benefits of English is not only for being able to communicate with people who do not have the same language, but

³ Todo Sibuea, "Education: Pendapat dan Saran Pribadi Mengenai Isu-Isu Dunia Pengajaran dan Pendidikan". <http://todoeducare.posterous.com/alasan-di-balik-pentingnya-belajar-bahasa-ing>, April 15th, 2010

broader than that. English can be a way for each person to learn other sciences because at this moment a lot of information material used English. Even many various kinds of technologies used English. Thus, English is very important to be learned.

Meanwhile, after doing learning process, of course there something else should be done namely finding out learning results that have been done by students, by performing evaluation. This evaluation means assessment toward success of student learning program, which aimed among others to know progress level that have been reached by student, and functioned among others to determine students' position in their group.⁴ So, this evaluation is expected to know whether learning process during this time was successful or not. Besides, it is expected to know students' achievement.

Surely, however the results has been achieved by students, it cannot be separated from many factors influence learning achievement. One of them is perception. Perception included in the field of psychology, which the meaning of psychology itself is science of mental life, both its phenomena and their conditions.⁵

This perception problem is very interesting to be studied, because before students can remember and think about a subject, the first thing that they do is to perceive the subject, so that what students remembered and thought about a subject based on what they have perceived previously. This could mean that perception has a significant role in successful learning. Moreover, in order to be able to obtain English

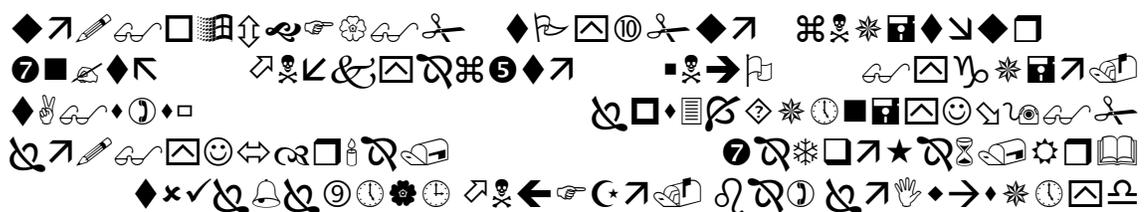
⁴ Muhibbin Syah, *op. cit.*, p. 221.

⁵ William James, *The Principles of Psychology*, (New York: Dover Publications, Inc. 1950), first published , Authorized Edition, Volume One, p.1.

learning achievement well, good perception toward English subject is very necessary to make students ready and want to learn English.

While in students' selves, they have readiness to learn. Even Qur'an stated that one of special treatments bestowed by Allah to human being is readiness to learn.⁶

Allah said in *surah Al-Baqarah* verse 31:



Therefore, every student has readiness to learn. So, the main problem that must be overcome previously namely how to make students want to learn. When students want to learn English, they will have desire and wish to learn English. Then, learning process will be going smoothly.

It is very important to make students have desire and wish to learn because this matter can facilitate English teacher in teaching when students themselves really have desire and wish to learn English. While on the contrary, when students do not have desire and wish to learn, this matter will affect success of English learning.

Based on this matter, the first important thing that is necessary to do namely making students have desire and wish to learn. One way to do it by giving good perception toward English subject, which this subject has many advantages for their future lives.

⁶ H. Yunahar Ilyas and Muhammad Azhar, *Pendidikan dalam Perspektif Al-Qur 'an*, (Yogyakarta: Lembaga Pengkajian dan Pengamalan Islam Yogyakarta Universitas Muhammadiyah Yogyakarta, 1999), p. 33.

For students who live in big city, English may become a need in daily life, their desire and wish to learn English is better than students in rural area. This is because students in big city are familiar with computer and internet, near to modern markets, or public services that use English as communication tool. Therefore, students in big city have wider perspective about the benefit of learning English than students in rural area.

Based on this case, students of SMPN 3 Batumandi balangan that is located in rural area, their perception toward English subject can be different with students' perception in big city. This matter will affect students' learning achievement. Then, it is very important to find out how big the effect of perception toward English learning achievement in order to be able to reach maximal result of learning English subject.

Finally, writer is interested to find out the correlation between students' perception and their English learning achievement for students of SMPN 3 Batumandi Balangan. Then, this research entitled "A Study of Correlation between Students' Perception and English Learning Achievement at SMPN 3 Batumandi Balangan Academic Year 2009/2010".

To avoid misunderstanding occurs in defining the title, writer provides operational definitions as follows.

1. Correlation

Correlation in this study means the connection between the perception and English learning achievement.

2. Perception

Perception in this research is process concerns the entry of stimulus about

English subject into students' brain through five senses so that it has own meaning for every student.

3. English Learning Achievement

The explanation of English learning achievement here is the result achieved by students from their effort and ability in English learning activities that is stated after examination process in odd semester academic year 2009/2010.

B. Problem Formulation

In this study, writer limits the problem just for searching students' perception toward English subject and correlates it with their English learning achievement. So, based on the limitation of problem, the formulation of problem as follow:

Is there significant positive correlation between perception and English learning achievement for students of SMPN 3 Batumandi Balangan academic year 2009/2010?

C. Objectives of Research

There is one objective of this research namely to find out whether the positive correlation between perception and English learning achievement for students of SMPN 3 Batumandi Balangan Academic Year 2009/2010 is significant or not.

D. Significance of Research

This research has some significance, namely:

1. As information substance for those who needs about this research, whether it is for teachers, students, and other public.
2. As reference substance for everyone who needs about this research, whether it is for teachers, students, and other public.

E. Basic assumptions and hypotheses

Based on the formulation of problem, writer makes basic assumptions and hypotheses as the orientation in implementation this research as follows.

1. Basic assumptions

Basic assumptions are necessary as the orientation in collecting needed data. Based on these basic assumptions, data collecting techniques are chosen. Basic assumptions in this research are:

- a. Students' answers on the questionnaire are the description of the actual student perception to English subject.
- b. Students' English grades in odd semester academic year 2009/2010 reflected students' English learning achievement.

2. Hypotheses

Hypotheses are needed as orientation in analyzing data. There are two hypotheses in this research namely nil hypothesis (Ho) and alternative hypothesis (Ha) as follows.

Ho: There is no significant positive correlation between perception and English learning achievement for students of SMPN 3 Batumandi Balangan academic year 2009/2010.

Ha: There is significant positive correlation between perception and English learning achievement for students of SMPN 3 Batumandi Balangan academic year 2009/2010.

F. Thought Framework

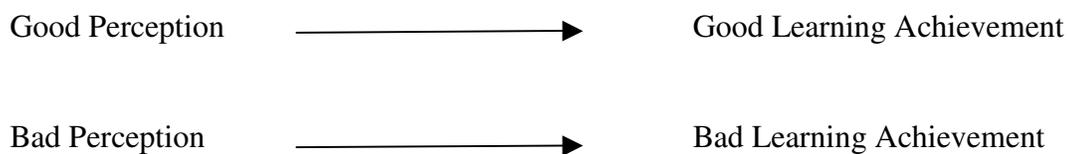
Learning essentially is psychological process. Therefore, all psychological situations and functions of course affect one's learning. That means learning is not self-supporting, apart from other factors such as external factor and internal factor. Psychological factor as internal factor of course forms the main thing in determining the intensity of a child's learning. Although external factor supports, but psychological factor do not support, then the external factor will be less significant. Therefore, interest, intelligence, talent, motivation, and cognitive abilities are the main psychological factors that influence result and process of protégé's learning.⁷

One of some aspects included in the scope of psychology is cognitive abilities. While in cognitive abilities, it is divided into various kinds of phenomenon. One of them

⁷ Syaiful Bahri Djamarah, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2002), p. 156-157.

is perception. Perception is a mental phenomenon, which proceeds in the brain. This phenomenon includes one of many factors that influence the process and result of learning. So that when students have a good perception in learning process, so do the results of learning. In short, when perception of students is good, learning achievement is too. On the contrary, perception of students is bad, so is learning achievement.

The result of thought framework that describes the correlation between perception and learning achievement to be visualized as follows.



G. Organization of Writing

Writing of this research is divided into five chapters as follows.

The first chapter is introduction; it consists of rationale, problem formulation, objectives of research, significance of research, basic assumptions and hypotheses, thought framework, and organization of writing.

While the second chapter is theoretical review that involves review about perception and review about learning achievement. Review about perception included definition of perception, general characteristics of perception, process of perception and factors influencing perception. While review about learning achievement included definition of learning achievement, assessment objects of learning achievement,

function of learning achievement assessment, and factors influencing learning achievement.

Furthermore, the third chapter is method of research. It included types and approaches, design of research, objects of research, subjects of research, data and source of data, data collection techniques, design of measurement, and data analysis techniques.

Afterwards, the fourth chapter is data presentation and analysis. It included data presentation and data analysis.

The last, the fifth chapter is closure. It included conclusion and suggestions