



**THE CORRELATION BETWEEN STUDENTS' PERCEPTION ON  
VIDEO USED BY THE TEACHER AS INSTRUCTIONAL MEDIA AND  
STUDENTS' MOTIVATION IN LEARNING ENGLISH**

*(A Study of the Eighth Grade Students of MTsN 6 Tanah Datar in 2019/2020  
Academic Year)*

**THESIS**

*Submitted to English Teaching Department  
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As a Requirement for Thesis Writing*

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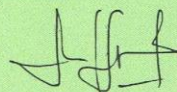
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
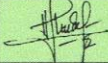
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## ABSTRAK

**RESI KHOTHORI, NIM 1630104056**, judul skripsi “**The Correlation Between Students’ Perception on Video Used by the Teacher As Instructional Media And Students’ Motivation in Learning English (A Study of the Eighth Grade Students of MTsN 6 Tanah Datar in 2019/2020 Academic Year)**”  
Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Batusangkar.

Masalah yang diteliti dalam penelitian ini adalah adanya penggunaan video sebagai media pembelajaran dalam mengajar oleh guru Bahasa Inggris, yang membuat siswa berambisi dalam belajar dan terciptanya lingkungan belajar yang baik seperti karakteristik siswa termotivasi dari Ur (1991:275) dan Uno in Hidayati (2016:13). Penelitian ini bertujuan untuk menggambarkan korelasi antara persepsi siswa tentang video yang digunakan guru sebagai media pembelajaran dan motivasi siswa dalam belajar Bahasa Inggris di MTsN 6 Tanah Datar.

Jenis penelitian ini adalah kuantitatif yang berbentuk korelasi. Populasi dalam penelitian ini adalah siswa kelas delapan MTsN 6 Tanah Datar tahun akademik 2019/2020 yang berjumlah 132 orang. Sample yang digunakan dalam penelitian ini berjumlah 30 orang yang dipilih dengan menggunakan teknik *Stratified Random Sampling Non-Propotional*. Kedua Instrumen yang digunakan untuk memperoleh data dari kedua variabel tersebut adalah Angket, baik untuk variabel persepsi siswa dan motivasi siswa. Sebelum digunakan, angket di uji validitas terlebih dahulu oleh tiga orang validator kemudian di *try out* kan. Hasil validasi dari validator tersebut untuk angket Persepsi Siswa adalah 0,759 pada kategori valid dan hasil untuk angket Motivasi Siswa adalah 0,778 pada kategori valid. Kemudian, dari hasil *try out* didapatkan untuk angket persepsi siswa terdapat 26 *item valid* dan 12 *item direvisi* dari 38 item yang ada. Sedangkan untuk angket motivasi siswa didapatkan 27 *item valid*, 22 *item direvisi* dan 3 *tidak valid* dari 52 item yang ada. Untuk hasil *reliability* dari kedua variable tersebut adalah 0.964 dan 0.932 yang berada pada tingkat realibilitas yang baik.

Hasil penelitian didapatkan bahwa  $r$  hitung pada penelitian ini adalah 0,332. Sedangkan  $r$ -table = 0,306 dimana dapat dilihat bahwa  $r$  hitung lebih besar dari  $r$  tabel. Dapat disimpulkan bahwa ada korelasi antara persepsi siswa terhadap video yang digunakan guru sebagai media pembelajaran dan motivasi siswa dalam belajar Bahasa Inggris. Nilai signifikan berdasarkan SPSS versi 22 adalah 0.073 yang mana besar dari 0,05. Artinya korelasi antara kedua variabel lemah dan tidak signifikan sehingga  $H_0$  diterima dan  $H_a$  ditolak.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Motivation is internal and external factors that affect someone interest and commitment to do something and make an effort to attain their goals. It is very important in life, because people need motivation in every activity that they do. Motivation also needed by students in order to successfully in learning, it can give them many good effects, for example: they will learning seriously, enjoy their learning activity and always be enthusiastic to learn the subject. In the other hand, if the students does not have a motivation in learning they will not success in it.

Motivation is one of the main determining factors of success in learning foreign language. It can influence students attitude in learning, then they can get their goals that is capable in English. Teachers who do the learning process should be able to invite learners to follow the learning process actively to make the students have motivation in learning English as a foreign language. One way that can influence students' learning motivation is instructional media.

Sadiman et. al in Sukmahidayanti (2015:92) define Instructional media is media used to deliver information from the teacher to the students to arise their curiosity and encourage them to learn what teacher taught about. Instructional media is an aid which is able to help the teacher in their teaching activity. During school hours, the teacher can use instructional media when teaching a lesson in order to students be able to capture the core of the material taught by the teacher.

Teaching using instructional media become importance because of many reasons, one of them is as mentioned by Dudeney and Hocky in Ahmed (2014:3): "Using a range of ICT tools can give learners exposure to and practice in all of the four main language skills: speaking, listening, writing and reading". It can be wisely concluded that, using ICT or instructional

media is the effective tool that can support the teacher deliver the materials in teaching English.

Baytak, Tarman, and Ayas in Ahmadi (2018:121) in their research finding found that technology made learners' learning interesting and interactive also increased their motivation, social interactions and academic engagement. From that theory it can be concluded that the benefits of using instructional media made the students interested with the subject, gained the students motivated while learning, good interaction and engagement.

In addition, there are three types of instructional media that the teacher can use to deliver materials to the students, they are: 1) Audio is a media that deliver something that can be heard by others, for example: song, mp3, podcast and so on. 2) Visual is a media that deliver something that can be seen by others, for example: picture, book, slide and many responsible others. 3) Audio-visual is a media combine audio and visual that can be heard also can be seen by others, which possible help teachers to engage students' attention. This kind of media also be able to convey a large amount of information the example of this media are film, television and video.

From these types of media, the teacher needs to choose the most appropriate instructional media to teach something because not all of the material can teach with the same types of instructional media. Also, the teacher needs to choose the most appropriate instructional media due to the students' characteristics. The most media often used to teach English in the classroom one of them is audio-visual. Because it is combine audio and visual media that can develop them more understand with the lesson and make it easy for the teacher to explain something. In this research, the researcher focused on video. Video can help teachers in motivating students to learn and in addition used to guide them in Learning English.

Video as Instructional Media is different from Video as Motivational. Because, video as instructional media in this research means that video as a tool in teaching English, that used for deliver the material that will be learn by the students, also it will used during the class hours. In the other hand,

video as motivational or ice breaking video it is not used for deliver the material to the students, it just to make the students have motivation before learning English and it will place in the beginning of the learning.

According to Kurniawati (2016:279), Videos make a particularly powerful contribution to both the content and the process of language learning; especially contribute to interest and motivation, sense of the context of the language, and a specific reference point or stimulus. This greatly aids comprehension. Based on the explanation above, it can be concluded that video is the one of the tool that can motivated students and make them interested with English subject, it is also make them good mood while learning English if the teacher uses video as instructional media.

Bajrami (2016:504) states that video materials makes more interesting and enjoyable is that Video makes the meaning clearer by illustrating everything in a way that is impossible with words, which proves the well-known saying “a picture is worth a thousand words”. From the previous theories, it can be concluded that Video is indeed becoming one of Instructional Media in learning that built students motivation in learning English.

The researcher obtained the information about the use of video as instructional media in teaching English when the researcher followed pre-service Teaching in MTsN 6 Tanah Datar. As islamic junior high school, some of the students were not have basic English in elementary school yet. Therefore, the teacher should have strategies to make the students enthusiastic with English, and they are fun with English, in order to understand what the teacher taught is in the classroom. At the time, the researcher did preliminary research in eighth grade, there are nine classes in the eighth grades, but only four classes that learning English using video as instructional media and the other five classes did not utilize it. In teaching, the teacher frequently used it in deliver the materials. Based on preliminary research was done by the researcher at 8A until 8D, the researcher found that the teacher frequently use video as instructional media and the use of it in teaching English influence

students motivation in learning English and the students pay attention to the video and they can understand about the material. The researcher saw the students were willing to complete the task given by the teacher, they push themselves to understand English, they were interest in English and also good learning environment created by the students and the teacher. As mention by Ur (1991:275) dan Uno in Hidayati (2016:13), those all acts showed by the students are indicates that they were motivated in learning English as a foreign language.

This cases has also been research by several previous researchers, such as: Sakan and Utanto (2019:71) in their article entitled The use of audio media to improve students motivation in English subject at junior high school, Kupang district-East Nusa Tenggara, they were found that in this research indicate that there is an improvement in the students' learning motivation. The researcher using song as a media to increase students motivation, to prove the increasing of students motivation, the researcher seen in students achievement in learning. It can be concluded that using audio media can improve the motivation of students in learning English on VIII grade students in SMP Negeri 3 Amabi Oefeto 2017/2018.

In the other hand, based on research were conducted by Sari and Nurcahyo (2018:273) entitled improving students learning motivation through mobile learning. The result shows that using mobile learning to improve learning motivation is felt to be appropriate and able to increase the learning motivation of students. They also stated that learning will be comfortable and faster if the teacher use mobile learning compared to direct explanation. From the explanation above of the previous studies, it can be concluded that the instructional media does have relationship with students' motivation in learning English.

Based on the phenomenon and theories above, the researcher wants to know the correlation between video through students motivation. According to the those explanations and the strong desire of finding the correlation of these variables, the researcher has motivation to do a research the researcher

did a research with the title “The Correlation Between Students’ Perception on Video used by the teacher as Instructional Media And Students’ Motivation in Learning English”.

## **B. Identification of the Problem**

Based on the background of the problem aforementioned, it can be seen that learning English using Media especially Video is really worked out well for the students. It can make the students enthusiastic to learn English and they were also getting excited and motivated to learn. According to Wahyudi (2017:608), there are two factors that impact to motivation, namely intrinsic and extrinsic factors. The Intrinsic factor is motivation that affects the students with their awareness to learn, have curiosity, and have a tendency to choose challenges in order to achieve scientific goals. The extrinsic factor is the external factor of the students that affects the students’ interests. The video is part of extrinsic motivation, because it makes the students interests to learn English. Based on the background of the problem above, video as Instructional media can influence students’ motivation in learning English. Therefore, the researcher wants to find out whether there is the correlation students’ perception on Video used by the teacher as instructional media and students’ motivation in learning English.

## **C. Limitation and Formulation of the Problem**

Based on the identification of the problem above, the researcher focuses her research on students’ perception on Video used by the teacher as Instructional Media and Students Motivation in learning English. Based on limitation of the problem aforementioned, formulation of the problem as follows:

1. “What is the description on students’ perception on video used by the teacher as instructional media?”
2. “What is the description on students’ motivation in learning English?”

3. “Is there any correlation between students’ perception on Video used by the teacher as instructional media and students’ motivation in learning English of the Eighth Grade students of MTsN 6 Tanah Datar?”

#### **D. Definition of the Key Terms**

To avoid the ambiguity and misunderstanding about this research, the key terms are defined as follow:

1. Students’ perception means an opinion, respond and recognizing the stimulus or information towards the feelings by the students on teachers’ video as instructional media.
2. Instructional media can be defined as tools, things and anything that the teacher use in teaching learning process to make the students easy to understand the materials. There are many kind of instructional media, in this research the researcher focus on audio-visual, such as video.
3. Video is the kind of audio-visual, used to students to help the teacher in deliver the materials to the students in learning English and to make them motivated in learning it.
4. Students’ motivation is some some feeling that the students have while the teacher taught English using Video as Instructional media. It can be known from the questionnaire that given by the researcher.

#### **E. Purpose of the Research**

The purpose of this research is:

1. To describe students’ perception on video used by the teacher as instructional media.
2. To describe students motivation in learning English.
3. To figure out whether there is correlation between students’ perception on video used by the teacher as an Instructional Media and students’ motivation in learning English

## **F. Significance of the Research**

The result of this research hopefully will be useful for the students, teacher and researcher.

### 1. Theoretically

- a. The result of this research can be used as a reference for further research.
- b. The result of this research hopefully may give information and knowledge about the use of video as instructional media and students' motivation in learning English.

### 2. Practically

#### a. The Students

The researcher expects the students to be motivated in Learning English and have appropriate behavioral changes during the teaching learning process.

#### b. The Teacher

Information from this research will help the English researcher in designing the Instructional Media in the classroom and the result of this research can be used as input also as a recommendation of a video as Instructional Media in teaching English for the teacher.

#### c. The researcher

By conducting the research, the researcher will get some information to improve her knowledge in the field. This research also as a requirement to get scholar degree (S1) at IAIN Batusangkar.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Review of Related Theories**

##### **1. Motivation**

###### **a. Definition of Motivation**

Motivation is one of the most frequently used words in psychology. It refers to the factors which move or activate the organism. Motivation refers to a set of internal forces/impulses that guide the behavior of an individual for a specific purpose. There are many experts that define motivation, such as: Further, Brown (2007:160) divided definition of motivation in three perspective, they are:

- 1) Behavioristic perspective, motivation is seen in terms of facts.
- 2) Cognitive perspective, motivation places much more emphasis on the individual's decisions.
- 3) Constructivist perspective, motivation places even further emphasis on social context as well as individual personal choices.

Then, Gardner in Saqlain (2014:73) defines motivation comes from attitude and this attitude is a construct divided from a subject's answers to a number of question. Besides that Saqlain and Islam in their research (2014:73), state that Motivation is defined as the psychological quality that leads people to achieve a goal.

According to Wahyudi (2017:608), Motivation is a supporting factor that can trigger a sense of spirit and also able to change the behavior of human to lead to things better for himself. Keller in Craig (2018:15) says that the goals people choose to pursue and how actively or intensely they pursue them.

Based on the definition above, it can be wisely concluded that Motivation is internal and external factors that stimulate desire and energy in people to be continually interested and committed to a subject or to make an effort to attain a goal. This contributing factor can influence someone's life to do his/her activities. Motivation can push someone to do thing based on their need and wants.

#### **b. Types of Motivation**

Different types of motivation are frequently described as being intrinsic and extrinsic. According to Craig (2018:15), there are two types of motivation, they are as follows:

##### **1) Intrinsic Motivation**

According to Craig (2018:15), intrinsic motivation involves people freely engaging in activities they find interesting, activities that provide novelty and optimal challenge. Intrinsically motivated behaviors do not depend on reinforcement. For learners, feedback is essential in developing intrinsic motivation and the feeling of competence. Perceived competence is necessary for any motivation to occurs.

Sunu (2015:84) Argues that Intrinsic Motivation is someone works because of the inner desire to be successful in certain tasks. From the theories above it can be concluded that an impulse from within to make someone to do something to catch their goals.

##### **2) Extrinsic Motivation**

According to Sunu (2015:84), extrinsic motivation means that someone is motivated by something external. Keller in Craig (2018:16) states that extrinsic motivation activities are performed for the rewards that come from the

activity, not necessarily from the pleasure of completing the activity.

Based on the reasonable explanation above, extrinsic motivation is an external impulse that positively affects someone to do something to catch their goals. Then, the students are motivated to learn English are influenced by their intrinsic motivation and extrinsic motivation.

### **c. Factors Influencing Students' Motivation in Learning English**

In learning English, students needs motivation in order to they can prove success. There are many contributing factors can influence students' motivation as mention by Dimiyanti and Mudiono in Wahyuni (2016:16):

- 1) Ideas/aspirations, the extence of ideas is also accompanied by the development and growth od individual that will lead to greater motivation to achieve goals or desired activities.
- 2) Students's ability, abilities and skills of each individual will strengthen the motivation ability in question is the ability to read, understand, so incentives exist at the individual would be higher.
- 3) Students and environmental conditions, student's condition is a spritual and physical condition. If the condition is stable and healthy then it will increase students' motivation and achievement will increase.
- 4) Dynamic elements and professional teaching, dynamic means that an individual can adjust to the surroundings, a place where an individual will gain experince. The professional teacher can use some benefits of media, such as: Radio, Television, Puppet, Pictures, Video, and many others for learning motivation students in the classroom.

- 5) The effort of teachers in teaching students, the teacher is figures admired and have an important role in the world of education.

It can be concluded that the ideas/aspirations, student's ability, students and environmental, dynamic elements and professional teaching, and the effort of teachers in teaching students are the factors that can influence students' motivation in learning English in the classroom.

#### **d. Characteristics of Motivated EFL Learners**

It is easy to assume that success learners in any task is due simply to the fact that someone is "motivated". Motivated learners can be observed from their attitude and also can be seen as a very important factor in the learning process. There are many characteristics of motivated learners. According to Uno in Hidayati (2016: 13) Desire to success, there is pushing of study, there are necessities in study, there is expectation in future, appreciation in the learning process, there are attractive activities in the teaching learning process and good learning environment. Furthermore, Ur (1991:275) argues there are seven characteristics of motivated learners, they are:

- 1) **Positive task orientation.** The students are willing to tackle tasks and challenges in doing a task, and they has confidence in their success for the subject in learning.
- 2) **Ego-involvement.** For the student finds it is important to succeed in learning in order to maintain and promote their own (positive) self-image in learning.
- 3) **Need for achievement.** The students has need to achieve something, to overcome difficulties and succeed in what he or she sets out to do in learning.

- 4) **High aspirations.** The students is ambitious, goes for demanding challenges, high proficiency, top grades in learning.
- 5) **Goal orientation.** The students is aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.
- 6) **Perseverance.** The students consistently invests a high level of efforts in learning, and is not discouraged by setbacks or apparent lack of progress if it happens.
- 7) **Tolerance of ambiguity.** The students is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; they can live with these patiently, in the confidence that understanding will come later.

Based on the explanation above, it can be concluded that characteristics of the motivated learners can be seen on Positive task orientation, ego-involvement, need for achievement, high aspirations, goal orientation, perseverance, tolerance of ambiguity,

In short, to make clear those characteristics of motivated learner can be explained as follows:

**Table 1**  
**Table about the Characteristics of Motivated EFL Learner**

<b>Expert</b>		<b>Conclusion</b>
Ur (1991:275)	Uno in Hidayati (2016: 13)	
1. Positive task orientation 2. Ego-involvement 3. Need for achievement 4. High aspirations 5. Goal orientation 6. Perseverance 7. Tolerance of ambiguity	1. Desire to success, 2. there is pushing of study, 3. there are necessities in study, 4. there is expectation in future, 5. appreciation in the learning process, 6. there are attractive activities in the teaching learning process and good learning environment.	1. Positive task orientation 2. Ego-involvement 3. Need for achievement 4. High aspirations 5. Goal orientation 6. Perseverance 7. Tolerance of ambiguity 8. there is pushing of study, 9. There are necessities in study 10. Appreciation in the learning process 11. There are attractive activities in the teaching learning process 12. Good learning environment

## 2. Perception

### a. Definition of Perception

Perception is the possible thing that can naturally influence someone though something. According to McShane and Prabandari (2014:136) perception is the process of receiving information about and making sense of the world around us. Richards in Syafni (2018:23) defined perception as the recognition and understanding of events, object, and stimuli through the use of senses. From those theories it can be concluded that perception is how someone interprets and organized something into their own information.

Greenberg and Baron in George (2017:340) stated that learners' perception is the process which gives the basis for understanding, learning and knowing or for motivating a particular action or

reaction. Learners' perception is how learners interpret what they got from the teachers into their own understanding.

**b. Types of Perception**

Perception divided into several types. According to Walter in Syafni (2018:24) there are five necessary steps of perception. First, self-perception is based on self-esteem, self-concept and self-efficacy. It is meant that self perception is to know about my self and what can do it only my self know. Second, environmental perception is perception formed based on the context in which the information received. It is meant that perception which has been planned and have to know what can do. Third, learned perception is the typically formed around our life. Four, physical perception is tangible perception for example how ears see, how the brain processes it. It is meant that physical perception is something real we have owned. The last, cultural personal is perception is the large perception and this is different from one to another city. It is meant that culture personal is something perception are different one to another, such as city people and village people have different tradition and also ceremonial.

Based on the theory above, it can be concluded that there are same types of perception and it means that the perception can give someone many knowledge and that he or she processes in their experience about and objects or event.

**c. Principles of Perception**

According to Slameto in Syafni (2018:25) There are five basic principles of perception. First, relatively perception is someone perception to an object or event around is relative. He or she can not respond all object or event around them clearly. Second, selectively perception is someone can not respond all stimuli but they just

focuses on one stimulus that interest for them. Third, orderly perception is someone will arrange the stimulus in their feeling before making the perception to an object or event. Fourth, expectation and readiness perception are someone will have a perception related with something that they expect. In this principle, someone expectation and readiness will influent their perception about an object or event around them. Fifth, differently perception is everyone in this world has a different opinion each other event through they are in a same situation.

Based on the theory above, it can be concluded that principles of the perception can be divided into five principles. The principle perception is to know all of objects or events around we, to arrange plan, feeling and someone expectation, readiness will influent their perception and sometime, someone has difference idea and thing other event.

#### **d. Component of Perception**

Perception is created by some part. It is called components of perception. Walgito in Syafni (2018:25) states that there are three components of perception. They are cognitive, conative or action components and affective or emotional components.

##### 1) Cognitive component

It is related to knowledge, opinion and belief, that is good things that related how persons' perception toward and object. It refers to how someone sees or interprets something or an object.

##### 2) Affective Component

It is related to like and dislike toward an object. Like is positive thing, while dislike is negative thing. This component indicates attitude's direction, positive and negative.

3) Conative or an action component

It is related to action toward an object. This component indicates intensity of attitude that is indicates big or small action tendency of someone toward an object.

Based on the theory above, it can be concluded that component of perception can be divided into three components, the components cognitive related to knowledge, opinion and belief, affective component related to like and dislike, and the last conative or action component and object.

**e. Factors Influence of Perception**

According to Walgito in Syafni (2018:26), perception in general occur because two factors, they are: internal factor and external factors. Internal factor come from the outside of someone individual that include the stimuli whether it be in social term or physical term. In addition, there are three factor in perception, they are:

1) Perception Object

Object raises the stimulus who sense organs or receptors. Stimulus could come from outside the individual who perceives, but it can also come from within the individual itself that is directly on the nerve receptors work as a receiver.

Perception that comes from outside the individual mean someone preceive something in his memory that are affected by the surrounding invironmental factors. While the factors that come from within the individual that is the factor that directly affects the human sensory organs.

2) Tools sense, nerves, and the central nervous system

Sense organ or receptor is a tool for receiving stimulus. Besides, there should be a sensory nerve as a tool to

forward the received stimulus receptor to the central nervous system that is at the center of consciousness.

### 3) Attention

For the perceptual needed attention. Attention is concentration of all individual activities directed at something or set of objects.

In summary, perception object, Tools sense, nerves, and the central nervous system and attention are the factors that can influence students' perception.

## 3. Instructional Media

### a. Definition of Instructional Media

The term instructional media has been defined in a variety of ways by many experts. Such as Sadiman et. al in Tanti (2015:92), instructional media are defined as anything used to send information from the senders or teacher to the receivers or students to arise their curiosity and encourage them to learn English.

Furthermore Smaldino et. al in Rahardian (2017:31), say that a media is a means of communication and source of information. It is refers to anything that carries information between a source and a receiver. When they provide messages with an instructional purpose, then these are considered as an instructional media.

Besides, According to Omege and Mosol (2016:1), Instructional media includes all the materials and substantial resources that an educator might use to implement instruction and facilitate students' achievement of instructional objectives.

Therefore, it can be concluded that Instructional media is an aid which is able to help teacher in their teaching activity. It is tools that teacher can use in deliver a material to the students in order to the students can catch easily the idea deliver by teacher.

## **b. Types of Instructional Media**

Instructional media is used to facilitate the teacher teaching and make it easier for students to be able to understand what is taught by the teacher. There are many types of instructional media that can teacher use in teaching as stated by several experts. Fitrawati (2015:14) classifying them into three categories, they are:

- 1) Audio, it means the media can be heard by someone. Such as: tape recorder, mp3, podcast and so on.
- 2) Visual, is a media that can be seen by someone. For example: picture, realia, book and many others.
- 3) Audio-Visual, this media combine audio and visual media which is the media can be seen and also heard by someone. It can help teachers to attract students' attention. This kind of media also can send a large amount of information. In a, such as: audio (mp3, voice recording, etc), visual (picture, animation, banner, etc) and audio-visual it is combine audio and visual (Video, film, TV, etc)

In conclusion, among these three types audio, visual and audio visual, the researcher tries to focus the research on the example of using audio visual media that is video and students motivation in learning English. Because video is media that combine audio and visual that the students can see and hear which then will play their imagination invites them to think about the material being taught by the teacher.

## **c. Video**

### **1) Concept of Video**

A possible way of stimulating the students to learn might be to provide them with the extensive exposure through audio visual, one of the example of audio visual media is video. According to Harmer (2001: 290), video can enhance

simulations, not only because it can provide feedback when the students can watch themselves and evaluate their performance, but also because the presence of a video helps to make media more realistic.

Kurniawati (2016:283), states that video in language learning may mean the use of popular films on video to provide content, and the use of smaller pieces of broadcast materials such as short documentaries and television advertisements. Video materials can be a learning alternative because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding of their pronunciation. Vaghan in Zhen (2016:183), claims that Video is the visible part of a television transmission and broadcasts visual images of stationary or moving objects. Compared with animation, video can offer more vivid information. But it will consume more storage space than animation.

Based on theories above, it can be concluded that Video as Instructional media helps the students understand the materials that deliver by teacher. Video can be alternative instructional media and make students more understand.

## **2) The Benefits of Video in English Teaching**

Using video in teaching English is not new, the teacher can use video to make students understand clearly what teacher taught about. There are many benefits using video in teaching, according to Wang (2015:24) says that Video materials have plenty of benefits in English teaching which could be embodied in the following aspect:

- a. Teaching English with video materials can stimulate students' autonomy and proactivity.

- b. Video materials enrich classroom activities, motivate students' passion for English learning and help to hold their attention in the classrooms.
- c. English video materials selected for language teaching are mostly depictions of realistic circumstances in life.
- d. Teaching English with video materials provide students with direct access to a taste of western culture, which can complement traditional English teaching which does not pay enough attention to the development of students' intercultural communication skills.

In addition, Brewster et. al in Mustikawati (2013:32) divide benefits of using videos into four aspects: 1) Psychological aspect: video can adds variety in teaching and learning process then makes students fun, stimulating them and highly motivation video also develop positive attitudes and confidence to learning English; 2) Linguistic aspect: video can taught the students how to use new words, phrases and expressions also all factors of communication such as language forms, nonverbal codes, negotiation of meanings and interaction; 3) Cognitive aspect: video can develop students' motor skills, information and research skills, and communication skills as well as independent learning; 4) Cultural aspect: video can help students to see the world and the cultural awareness around it.

Therefore, from the theories above it can be concluded that Video can adds variety in teaching and learning process then makes students fun, stimulating them and highly motivation video also develop positive attitudes and confidence to learning English, Video can taught the students how to use new words, phrases and expressions also all factors of communication such as language forms, nonverbal codes, negotiation of meanings and interaction, Video can develop students' motor skills, information and

research skills, and communication skills as well as independent learning, Video can help students to see the world and the cultural awareness around it, Teaching English with video materials can stimulate students' autonomy and proactivity, Video materials enrich classroom activities, motivate students' passion for English learning and help to hold their attention in the classrooms and English video materials selected for language teaching are mostly depictions of realistic circumstances in life are the benefits of using Video in teaching English.

In short, to make clear those the benefits of using Video in teaching English can be explained as follows:

**Table 2**

**The table about the benefits of the Use of Video as Instructional Media**

<b>Experts</b>		<b>Conclusion</b>
Brewster et. al in Mustikawati (2013:32)	Wang (2015:24)	
a. Video can adds variety in teaching and learning process then makes students fun, stimulating them and highly motivation video also develop positive attitudes and confidence to learning English.	a. Teaching English with video materials can stimulate students' autonomy and proactivity.	a. Video can adds variety in teaching and learning process then makes students fun, stimulating them and highly motivation video also develop positive attitudes and confidence to learning English.
b. video can taught the students how to use new words, phrases and expressions also all factors of communication such as language forms, nonverbal codes, negotiation of meanings and interation	b. Video materials enrich classroom activities, motivate students' passion for English learning and help to hold their attention in the classrooms.	b. Video can taught the students how to use new words, phrases and expressions also all factors of communication such as language forms, nonverbal codes, negotiation of meanings and interation
c. video can develop	c. English video materials selected for language teaching are mostly depictions of realistic circumstances in life.	c. Video can develop students' motor skills, information and research skills, and communication skills as well as independent learning
	d. Teaching English	d. Video can help students to see the world and the cross cultural awareness around it

<p>students' motor skills, information and research skills, and communication skills as well as independent learning video can help students to see the world and the cultural awareness around it</p>	<p>with video materials provide students with direct access to a taste of western culture, which can complement traditional English teaching which does not pay enough attention to the development of students' intercultural communication skills.</p>	<p>e. Teaching English with video materials can stimulate students' autonomy and proactivity  f. Video materials enrich classroom activities, motivate students' passion for English learning and help to hold their attention in the classrooms  g. English video materials selected for language teaching are mostly depictions of realistic circumstances in life</p>
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#### **4. The Relationship between students' perception on video used by the teacher as Instructional Video and Students' Motivation.**

Utilizing the appropriate instructional media is required because of several benefits. One of the benefits is to enhance students' motivation. According to Tomalin's in Bajrami (2016:504), language teachers like video because it motivates learners, brings the real world into the classroom, contextualizes language naturally and enables learners to experience authentic language. Students like it because video presentations are interesting, challenging, and stimulating to watch". From the theories above, it can be conclude that Video is indeed becoming one of Instructional Media in learning that built students motivation in learning English.

In addition, Bajrami and Merita (2016:503) mention that video is readable available source of authentic pop culture material. Encouraging students to interact in an educational capacity with popular culture through English language video clips may act as a motivating factor for students wishing to further develop their language skills as they endeavor to gain a deeper understanding of content they willingly access online.

In conclusion, it can be concluded that using video as instructional media and students' motivation really has a relationship according to the theory of the experts above.

## **B. Review of Relevant Studies**

There are some studies which are relevant to the study the researcher conducts here. This study can be supported by an extensive review of the literature on teaching with video and multimedia. In line with this, many researchers have been devoted to determining the usefulness of video as instructional media for delivering lesson.

Based on journal article conducted by Sri novita Falupi, Zainal Arifin and Dewi Novita with the title "Teaching descriptive text writing by using video to junior high school students" it is found that teaching descriptive text by using video significantly increased the students' score in writing. In addition, using video in teaching descriptive text writing gave large effect to the students' score in learning. Then, the differences of this research is using video in all skills of English and see wheter the students motivated or not.

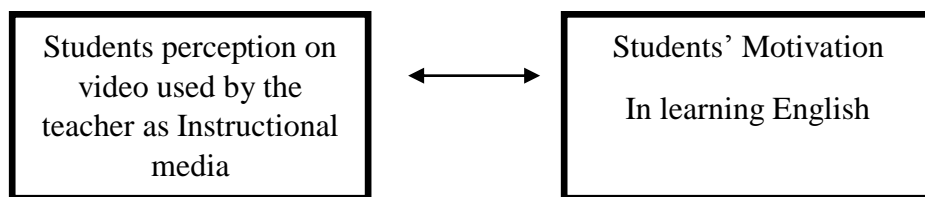
Furthermore, Valentinus Yoga Satyawan and Yuyun Yulia in 2018 in their journal article entitled "The use of animation video to teach English to junior high school students", found that the implementation of animation video in the learning process was only implemented two stages. The video in the observing stage and collecting information stage. The effect of the use of media to the students' learning motivation was obtained from the questionnaire showed that 75% of the students agree that they learned better and easier by using animation video. They become happy and more passionate. The differences with that research is variable of this research is video that contain the material that will be teach not only the animation video.

Then, Diki Riswandi in his journal article in 2016 entitled: Use of YouTube-Based Videos to improve Students' Speaking Skill, found that the implementation of youtube-based videos in teaching speaking can improve the students' speaking skills and motivation. The differences with this

research is the researcher will use video in teaching English subject, not only a skill of English.

### C. Conceptual Framework

The research will be conducted in order to know the correlation between students' attitudes on teacher's video as instructional media and students' motivation in learning English. The conceptual framework can be seen as follows:



### D. Hypothesis

Based on the previous explanation, the hypotheses are:

$H_a$  = There is significant correlation between students' perception on video used by the teacher as instructional media and students' Motivation in Learning English.

$H_0$  = There is no significant correlation between students' perception on video used by the teacher as instructional media and students' Motivation in Learning English.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research used quantitative research. The design of this research was correlation design. It is about correlation between students' perception on video used by the teacher as instructional media and students' motivation in learning English. It is categorized as correlational research. According to Gay, Mills and Airasian (2012:204) correlational research involves collecting data to determine whether, and to what degree, relationship exists between two or more quantifiable variables. Typically, correlation study used to involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. There are two variables in this research, they are students' perception on teachers video as instructional media (variable X) as independent variable and students motivation in learning English (variable Y) as dependent variable. To analyze the data, researcher used correlation analysis to see the correlation between variable X and Y, the design of this research draw as follows:

X  $\longleftrightarrow$  Y

Where

X : Students' Perception on video used by the teacher

Y : Students' motivation in learning English

$\longleftrightarrow$  : Correlation

#### B. Population and Sample

##### 1. Population

Population is the total number that is used as participants in a research. According to Fraenkel and Wallen (2009:91) a population is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study. The total population in

this research is 132 students. They are divided into four classes, VIII.A, VIII.B, VIII.C and VIII.D. (*see table 3*) the researcher choose them because the students have been studied English using Video as Instructional Media. The number of the students can be seen on the table below:

**Table 3: Table of the Population**

<b>Class</b>	<b>Population</b>
VIII A	35
VIII B	32
VIII C	33
VIII D	32
<b>Total</b>	<b>132</b>

## 2. Sample

Sample is number of population which it was selected from sampling technique. Gay et.al (2012:144) stated that sample is a group of individuals, items, or events that represents the characteristics of the larger group from which the sample is drawn. It means the sample that used should representative of the population that is used in data collection. According to Gay et.al (2012:144) sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected.

The researcher used Stratified Random Sampling Non-Propotional technique in selecting the sample. The reason why researcher choose the simple random non-propotional sampling because the researcher needs to select the sample from different subgroups of the population. According to Gay et.al (2012:133) Stratified Random Sampling Non-Propotional is the process to guarantee desired representation of relevant subgroups within the sample.

Related to the number of the population of eighth grade students' (132 students), the researcher used lottery to choose the participants for try-out questionnaire and others as the sample for questionnaire data. The researcher numbered the sample based on their attendance list. Then, the

researcher write the name of students on a piece of paper. To have the sample for test, the researcher shuffle the papers and choose them one by one to have amount of the sample for test.

The researcher took 30 participants as a sample for the test, because the sample for a correlational study is selected by using an acceptable sampling method, and a minimally acceptable sample size is generally 30 participants (*see table 4*). If validity and reliability are low, a larger sample is needed because errors of measurement may mask a true relation. The higher the validity and reliability of the variables to be correlated, the smaller the sample can be, but not fewer than 30. In short, can be seen in the table below:

**Table 4**  
**Sample description**

<b>Class</b>	<b>Try Out</b>	<b>Sample for test</b>
VIII A	4	8
VIII B	4	8
VIII C	4	7
VIII D	3	7
<b>Total</b>	<b>15</b>	<b>30</b>

### **C. Technique of Data Collection**

Data of this research collected by questionnaire. The researcher gave the questionnaire by using google form. She gave link questionnaires according to a predetermined number of sample. The sample is 30 participants from four classes of eight grade. Before the participants answer the questionnaire, the researcher explain them how to answer it.

### **D. Research Instrument**

Research instrument is a tool to measure the phenomenon or variables in this research (Sugiyono, 2017:190). Research instrument may be in the form of test, questionnaire, observation sheet, record or interview and documents. In this research, The researcher used one instrument it is questionnaire because the researcher want to know wheter the students motivated in

learning English using Video or not. The researcher made two questionnaires to test the two variables. The type of questionnaire that used in this research is closed questionnaire. It means the respondent just need to choose one statement from four statements that available. The questionnaire was conducted by the researcher in Indonesian Language to help the respondent to comprehend the items.

To construct the questionnaire, the researcher used some steps supported by Widoyoko (2012:127):

a. Determining the variable to be examined

In this steps the researcher takes two variable to examinee such as students' perception on video video used by the teacher as instructional media and students' motivation.

b. Formulating a conceptual definition

Then, the researcher find the theories related to the variables.

c. Developing operational definitions

Here the researcher develop statements that have been interpreted according to the theory that researchers got before, that can be observed and do not cause misunderstanding of interpretation.

d. Arranging the instrument grid or table of specification

In this steps, the researcher determine the indicators of each variable or sub-variable to be measured and compiled the design of instrument items in table form called table of specification.

e. Arranging instrument points

Based on the table of specifications that have been made by researcher, then researcher arrange the research instrument items and then described in the statements forms.

To make a questionnaire, the researcher used a Likert Scale, According to Widoyoko (2012:104), Likert scale is determining the location of one's position in the continuum of attitudes towards the object attitude, ranging from very negative to very positive. Determining the location is done by quantifying someone's response to the items provided. The researcher will use

four scale. In the questionnaire, the researcher will asking participants to respond to a series of statements such as: Strongly agree for *Sangat setuju* (SS), Agree for *Setuju* (S), Disagree for *Tidak Setuju* (ST) and Strongly disagree for *Sangat Tidak Setuju* (STS).

The score would be given based on the types of each items. The score for positive items will arrange as follows: SS= 4, S=3, TS=2 and STS=1. While the score for negative items was arrange as follow: SS= 1, S=2, TS=3 and STS=4 (*see table 5*) as stated by Widoyoko (2012:125). To make clear, it could be seen in order table below:

**Table 5**  
**The Score Categories Statement**

Categories	Statement	
	Positive	Negative
Sangat Setuju	4	1
Setuju	3	2
Tidak Setuju	2	3
Sangat Tidak Setuju	1	4

The items of questionnaire made based on the theories of Ur (1991:275) for the variable students' motivation and theories from Brewster et. al in Mustikawati (2013:32), and Wang (2015:24) for the variable of students' perception on video used by the teacher as instructional media also perception by considering the validity and reliability of the questionnaire (*see appendices 1 and 2*).

In order to create a good questionnaire, it should have validity and reliability. Before conducting validity and reliability analysis, the researcher has distributed try out questionnaire. The questionnaires were distributed on July on google form to 15 students and total item questionnaire for Students Perception was 38 items and total item questionnaire for Students Motivation was 49 items.

## 1. Validity

Validity is the most important characteristics of a test in order to get the appropriate of data collection. According to Ary, Jacobs, Sorensen and Razavideh (2010:225), Validity is the extent to which an instrument measured what it claimed to measure. Validity is not on the instrument itself but on the interpretation and meaning of the content scores derived from the instrument.

There are four criteria of validity, they are: face, content, construct and criterion validity. Sugiyono (2010:), stated that technically the content validity testing can be helped by using table specification. After research instrument complete, the researcher will asked three validators to check the questionnaire made by the researcher (*see appendix 5,6,7 and 8*).

In this study, researchers used content validity. According to Gay (2012: 161) content validity is a level test that measures the intended content area. According to Yusup (2018: 2) the validity of the focus content provides evidence on the elements present in the measuring instrument and is processed with rational analysis. In content validity, the method referred to in this validity is to compare test content with the domain being measured while the purpose of content validity is to find out to what extent this test represents the public domain of interest. Face validity is a term used in connection with test content.

Researchers measured the validity of the test using the Aiken's V formula in Hendryady (2017: 173) to calculate the content validity based on the results of the evaluation by the validator, representing the construct being measured. The following is the Aiken formula that the researchers used:

$$V = \frac{S}{[n(C - 1)]}$$

$$S = R - lo$$

Where:

lo= Lowest scoring rate

C= Highest score

R= the number given by the validator

$n$  = Number of validator

**Table 6**  
**Validation result of Students' Perception**

Skala	Validator 1	Validator 2	Validator 3	S1	S2	S3	$\sum x$	V	Keterangan
1-38	498	485	503	346	339	351	1036	0,759	Sedang/Valid

The result of all these aspects aim to obtain validity. To see these are all aspects of the questionnaire in the table above, (*see appendix 9*).

**Table 7**  
**Validation result of Students' Motivation**

Skala	Validator 1	Validator 2	Validator 3	S1	S2	S3	$\sum x$	V	Keterangan
1-38	713	658	708	505	451	499	1456	0,778	Sedang/Valid

The result of all these aspects aim to obtain validity. To see these are all aspects of the questionnaire in the table above, (*see appendix 10*).

From the tables above, the validity coefficient of students' perception questionnaire was 0,759. Therefore, it can be concluded that the validity of the test was "Medium/Valid". Then, the validity coefficient of students' perception questionnaire was 0,778. Therefore, it can be concluded that the validity of the test was "Medium/Valid". This is accordance with the validity table in Retnawati (2016:19) as follows:

$V \leq 0,4$	Low
$0,4 - 0,8$	Sufficient
$V \geq 0,8$	High

In this case, the researcher also used SPSS 22 version to see the validity of the questionnaires by Tried Out questionnaire. The researcher used significance 5% with r-table 0,553. For Students' Perception questionnaire, from 38 items, 26 items were valid, 12 items were revised. Then for Students' Motivation questionnaire, from 52 items, 24 items were valid, 25 items were revised and 3 items were discarded (*see appendix 16*).

## 2. Reliability

According to Ary et.al (2010:236), Reliability is the degree of consistency with which it measures whatever it is measuring. Reliable is consistent, it means establish by the determining the relationship between scores resulting from administering the same test, the same group on different occasion.

To measure the reliability of the questionnaire, the researcher used SPSS 22 version or by conducting Cronbach's Alpha formula. The reliability was 0.964 and 0.932 which means very high (*see appendix 15*).

## E. Research Procedures

This research was conducted by applying several steps, such as:

### 1. Finding the research problem

After reading some sources and discussing with the academic advisor related to the problem that the researcher interested about, the researcher found the research problem was what is the correlation between students' perception on video used by the teacher as instructional media and students' motivation in learning English. It is a study of the

eight grade students of MTsN 6 Tanah Datar in 2019/2020 Academic Year as the population and sample of this research.

## 2. Reviewing the Literature

In order to the researcher comprehend with the problem, the researcher try to collect the theories from many sources. The researcher reviewing the literature of students' perception, instructional media and students' motivation and so on. To be able to comprehend the problem, as many as related sources and references about the research problem were collected and discussed.

## 3. Designing the Study

After the researcher getting the theory, the researcher tried to design the instrument of this research. The instrument was a questionnaire of students' perception and students' motivation. The questionnaire was constructed from the theories related to the variables. The researcher confirmed the questionnaire to the lecture to validation, and try to giving the questionnaire to the students.

## 4. Collecting the data

After constructing the questionnaire and checking the validation from the validators and tried out, the researcher distributes it via google form to the sample of the research.

## 5. Analyzing the data

The data that had been acquired was described and analyzed by using statistic descriptive, requirement analysis, inferential statistics and correlation analysis. This study provided answers the research hypothesis.

## 6. Reporting the research

The researcher wrote the result of this research based on the finding the both of data students' perception on video used by the teacher as instructional media and students motivation in learning English and discuss the result in chapter four. After finishing chapter four the

researcher continue chapter five to write the conclusion and also the suggestion of this research.

## **F. Technique of Data Analysis**

After the data had been collected, the researcher analyzed the data by using descriptive statistics, requirement analysis and hypothesis testing. They are as follows:

### **1. Descriptive statistics**

Used to describe both of data: students' perception on video used by the teacher as instructional media and students' motivation in learning English. This statistic will be apply to both the use of video as instructional media and students' motivation. Descriptive analysis will arrange based on mean score (M) and standard deviation (SD) score.

### **2. Requirement analysis**

Requirement analysis of correlation analysis will conducted in order to see the correlation between students' perception video used by the teacher as Instructional Media and students' motivation. Inferential statistic used to make inference about parameters. Some test: normality, homogeneity and linearity should be applied before preceding the correlation analysis.

#### **a. Testing normality**

This test will used to test variable the use of video as Instructional Media, testing normality will be calculated by SPSS version 22. According to Urfi (2018:25), in her thesis stated that the criteria of this testing, if the significance score for analysis is bigger than standard significance score (0,05), the distribution is normal.

b. Testing homogeneity

This test use to see whether the sample is taken from population has the same characteristic. The testing of homogeneity that the researcher will use one way ANNOVA in SPSS version 22. If the significance score 0,05, the distribution of the data is homogeneity.

3. Inferential Statistics

Based on requirement analysis result, the test was normal and the data was homogeneity. Therefore the researcher used Statistics Parametrics Pearson Product Moment to test the correlation between two variables.

a. Correlation Analysis

This researcher will use statistict analysis by using pearson product moment to see the correlation between the use of video as instructional media and students' motivation in learning English. The data consist between the use of video as instructional media (X) and students' motivation (Y). After finding the correlation between X and Y, the researcher will test the hypothesis by compared with r-table. The hypothesis will be statistically by using product moment. Testing hypothesis mean to test the hypothesis whether accepted or rejected.

According to Widoyoko (2012:147), correlation technique proposed by Pearson is used to determine whether there is correlation between two variables. Correlation formula:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Explanation:

$r_{xy}$  = coefficient correlation

N = the number of subject the value owner

X = value of variable 1

Y = value of variable 2

#### 4. Hypothesis Testing

Hypothesis formulation is:

Ho : There is no significant correlation between student's perception on video used by the teacher as instructional media and students' motivation in learning English.

Ha : There is significant correlation between student's perception on video used by the teacher as instructional media and students' motivation in learning English.

There are two assumptions for the result, they are:

- a. If "r" observation is  $>$  than "r" table. It means hypothesis alternative (Ha) is accepted and hypothesis null is rejected.
- b. If "r" observation is  $>$  than "r" table. It means null hypothesis is accepted and hypothesis alternative is rejected.

**Table 8**

#### **The interpretation of correlation index number "r" product moment (r<sub>xy</sub>)**

The level of correlation can be seen in the table below:

<b>"r product Moment"</b>	<b>Interpretation</b>
0,00-0,20	Between X and Y very low correlation, can be regarded no correlation
0,20-0,40	Between X and Y have low correlation
0,40-0,70	Between X and Y have enough correlation
0,70-0,90	Between X and Y have high correlation
0,90-1,00	Between X and Y have very high correlation

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Findings

This chapter discusses about the description of students' perception (variable X) that has been taken from questionnaire and students' motivation that also has been taken from questionnaire (variable Y) the number of sample was 30 respondents of the eight grade students of MTsN Tanah Datar in 2019/2020 academic year. The researcher was analyzed the questionnaire that has been collected from all of samples. This research was conducted on July 20<sup>th</sup> until 24<sup>th</sup>, 2020 on Google Form.

This research was done by using two questionnaires. The questionnaire was used to measure students' perception and students' motivation. The items were constructed based on theories from Walgito and theories from Ur Penny and Uno. There were 30 questionnaires have been distributed to the eighth grade students of MTsN 6 tanah Datar who has learning English using video as instructional media in learning English. Questionnaire of students' perception consists of 38 statements and questionnaire of students' motivation consists of 49 statements. To collect the data, the researcher contacts them via *whatsapp*, then ask them to answer the questionnaires. But, before they answer the questionnaires, the researcher explain how to answer it first.

The researcher analyzed degree of correlation between students' perception and students' motivation. The score were arranged as follow:

**Table 9**  
**Data Distribution of Students' Perception (X) and Students' Motivation in Learning English (Y)**

R/N	X	Y	R/N	X	Y
1	118	177	16	106	167
2	131	158	17	125	153
3	139	189	18	116	156
4	123	143	19	129	162
5	117	172	20	95	161
6	123	153	21	127	154
7	150	174	22	133	186
8	149	187	23	126	165
9	125	144	24	93	158
10	120	140	25	147	178
11	133	160	26	110	158
12	108	136	27	149	175
13	110	177	28	131	169
14	141	129	29	141	175
15	135	164	30	130	161

Based on the data was collected, the result of students' perception (X) was 150 highest score for the number of respondent 7 and the lowest score was 93 for the number of respondent 24, then the result from the data of students' motivation, it was known that the highest score was 189 for the number of respondent 3 and the lowest score was 129 for the number of respondent 14.

There were two variables in this research: they were Students' Perception (X) and Students' Motivation in Learning English (Y). The data was collected were analyzed by using descriptive statistics and requirement analysis by SPSS version 22.

## 1. Data of Descriptive Statistics

### a. Students' Perception

The total items of Students' Perception were 38 items. The questionnaire was constructed in two ways, they are positive statements and negative statements by using Likert Scale. For

positive statements, the score were as follow: Strongly agree for *Sangat setuju (SS)* = 4, Agree for *Setuju (S)* = 3, Disagree for *Tidak Setuju (ST)* = 2 and Strongly disagree for *Sangat Tidak Setuju (STS)* =1. Then, for the negative items, the score were arranged as follow: *Sangat setuju (SS)* = 1, Agree for *Setuju (S)* = 2, Disagree for *Tidak Setuju (ST)* = 3 and Strongly disagree for *Sangat Tidak Setuju (STS)* =4.

The result of descriptive statistics information of Students' Perception (Variable X) can be seen the table below.

**Table 10**  
**Data Description of Students' Perception**

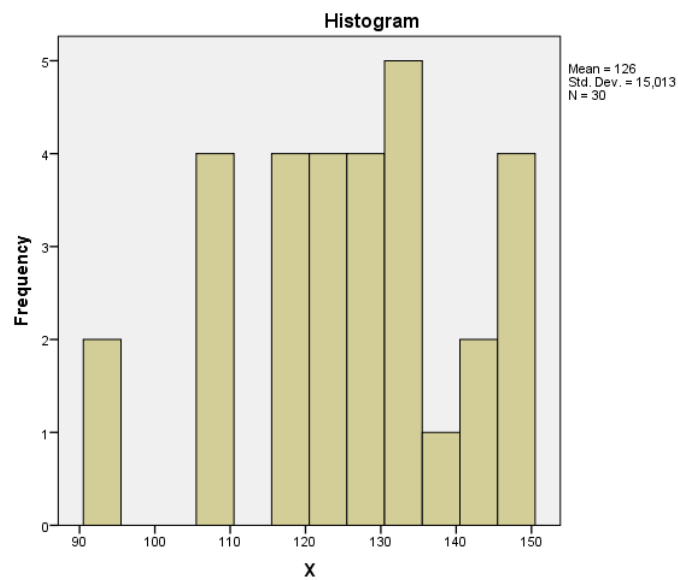
R/N	X	R/N	X
1	118	16	106
2	131	17	125
3	139	18	116
4	123	19	129
5	117	20	95
6	123	21	127
7	150	22	133
8	149	23	126
9	125	24	93
10	120	25	147
11	133	26	110
12	108	27	149
13	110	28	131
14	141	29	141
15	135	30	130

After getting the data of Students' Perception questionnaire, the data was found that the highest score was 150 for the number of respondent 7 and the lowest score was 93 for the number of respondent 24. To see the frequency table of students' perception, can be seen as follows:



From the score of Students' Perception, it can be seen that the highest score was 150 and the lowest score was 93. Moreover the histogram of students' perception, it can be stated in below:

**Figure 1**  
**Histogram of Frequency Distribution of Students' Perception**



From the histogram above, it shows the mean score (M) was 126 and the standard deviation (SD) was 15,013.

**Table 13**  
**Data Interpretation of Students' Perception**

Class Interval	Interpretation	F	%
$\geq (0.80 \times \text{max score})$	Strongly positive	20	53%
$(0.60 \times \text{max score}) - (0.80 \times \text{max score})$	Positive	18	47%
$(0.40 \times \text{max score}) - (0.60 \times \text{max score})$	Negative	-	-
$< (0.40 \times \text{max score})$	Strongly Negative	-	-

From the table above it can be seen that from 30 students, it can be concluded that 20 students (53%) with perception on strongly positive through video used by the teacher as instructional media and 18 students (47%) with perception on

strongly positive through video used by the teacher as instructional media.

#### b. Students' Motivation

The total items of Students' Motivation were 49 items. The questionnaire was constructed in two ways, they are positive statements and negative statements by using Likert Scale. For positive statements, the score were as follow: Strongly agree for *Sangat setuju (SS)* = 4, Agree for *Setuju (S)* = 3, Disagree for *Tidak Setuju (ST)* = 2 and Strongly disagree for *Sangat Tidak Setuju (STS)* =1. Then, for the negative items, the score were arranged as follow: *Sangat setuju (SS)* = 1, Agree for *Setuju (S)* = 2, Disagree for *Tidak Setuju (ST)* = 3 and Strongly disagree for *Sangat Tidak Setuju (STS)* =4.

The result of descriptive statistics information of Students' Motivation (Variable Y) can be seen in the table below:

**Table 14**

#### **Data Description of Students' Motivation**

R/N	Y	R/N	Y
1	177	16	167
2	158	17	153
3	189	18	156
4	143	19	162
5	172	20	161
6	153	21	154
7	174	22	186
8	187	23	165
9	144	24	158
10	140	25	178
11	160	26	158
12	136	27	175
13	177	28	169
14	129	29	175
15	164	30	161

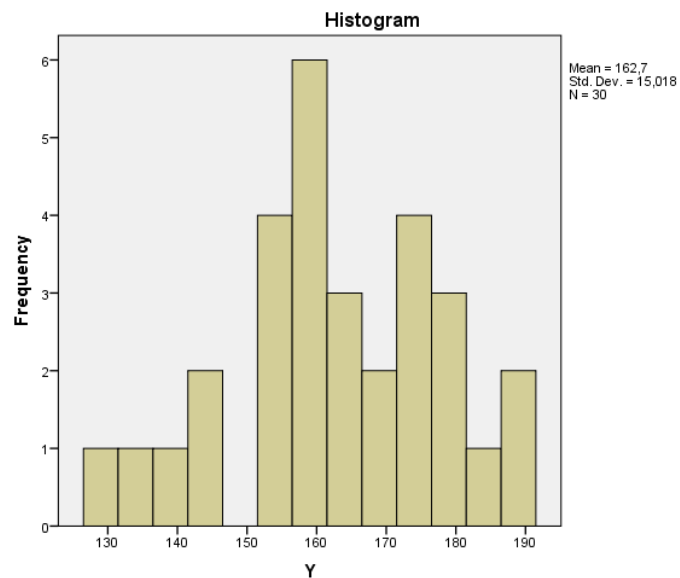


the highest score and there was one student who got the lowest score of students' motivation. The frequency in the table is the number of students who got score from the result of questionnaire.

Descriptive Statistics score of Students' Motivation can be seen on the table below:

From the score of Students' Motivation, it can be seen that the highest score was 189 and the lowest score was 129. Moreover the histogram of students' motivation, it can be stated in below:

**Figure 2**  
**Histogram of Frequency Distribution of Students' Motivation**



From the data above, it was found that the mean score (M) was 162,7 and the standard deviation (SD) was 15,018. This data also can be clearly by using Sudijono (2005:175) theory, based on the formula follows:

→	Mean + 1,5 SD	= Very High
→	Mean + 0,5 SD	= High
→	Mean – 1,5 SD	= Average
→	Mean – 0,5 SD	= Low
→	< Mean – 1,5 SD	= Very Low

**Table 17**

**The Frequency Data Distribution of Students' Motivation**

No	Interval Class	Frequency	%	Category
1	>185	3	10%	<b>Very high</b>
2	171 – 184	7	23%	<b>High</b>
3	156 – 170	12	40%	<b>Average</b>
4	141 – 155	5	17%	<b>Low</b>
4	<140	3	10%	<b>Very Low</b>
<b>Total</b>		<b>30</b>	<b>100%</b>	

From the table above it can be seen that from 30 students, there were 3 (10%) students who have *Very High* score, 7 (23%) students who have *High* score, 12 (40%) students who have *Average* score, 5 (17%) students who have *Low* score, and 3 (10%) students who have *Very Low* score.

In conclusion, students' motivation in learning English in *Average* category 40%.

## 2. Requirement Analysis

### a. Normality Test

Normality test aims to see whether the data used in research is normally distributed or not. To test the normal distribution of variables, a normality test is needed. The data are interpreted

normal if  $p > 0.05$ . if  $p < 0.05$ , it means the data was distributed not normal. *One-Sample Kolmogorov-Smirnov* test was used to see normality of the instrument. The result of test normality can be shown as follow:

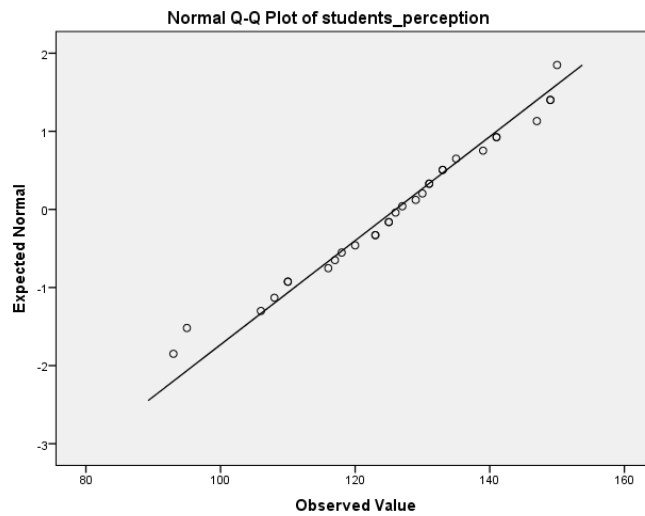
**Table 18**  
**Result of Testing Normality**

**Tests of Normality**

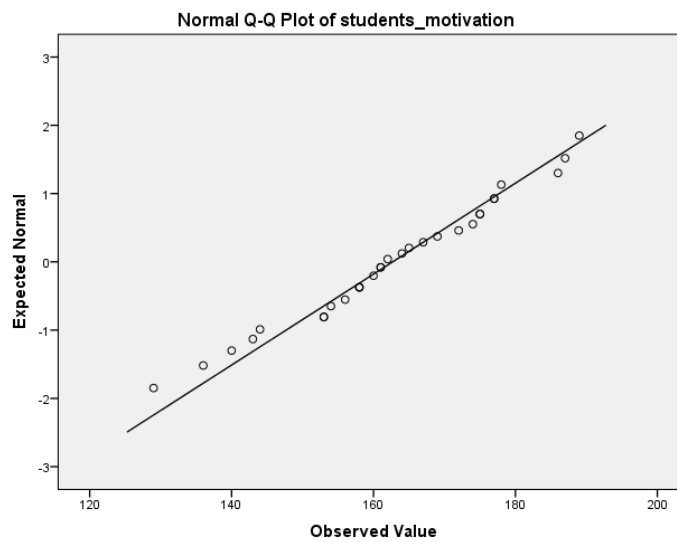
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
students_perception	,087	30	,200 <sup>*</sup>	,970	30	,531
students_motivation	,093	30	,200 <sup>*</sup>	,977	30	,745

Based on the result of testing normality by using computer program SPSS Version 22 above, it can be seen that the test distribution was normal. It can be seen from (sig. 2 tailed), it was 0,200. Then, the researcher compare the sig 2 tailed with 0.05 ( $0.200 > 0.05$ ). The information show that the data was distributed normal, because the data was meets the assumption of normality with as an asymp value. Sig is greater than probability level.

**Figure 3**  
**Distribution of Students Perception Data Normal Q-Q Plot of Students Perception**



**Figure 4**  
**Distribution of Students Motivation Data Normal Q-Q Plot of Students Motivation**



Based on the figure 3 and 4, both of the data (Students' Perception and Students' Motivation) it can be stated that the distribution of both data was normal.

### b. Test of Homogeneity

Homogeneity test is used to test whether the variance of two or more distributions is equal or not. To know whether the data were homogenous or not, the researcher use SPSS version 22 in finding homogeneity of the data. The summary for the result of testing homogeneity of students' perception and their motivation in learning English was presented in the table below:

**Table 19**  
**Result of Testing Homogeneity**

**ANOVA**

students\_perception

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5132,833	23	223,167	,954	,579
Within Groups	1403,167	6	233,861		
Total	6536,000	29			

Based on the output table above, it can be stated that the significance score gotten from the data was 0,579. it can be interpreted that both of the data were homogeneous because both of significance was higher than 0,05 ( $0,579 > 0,05$ ) as the standard significance. It means that the data variance is homogeneous.

### 3. Inferential Statistics

The result of r calculated to find the correlation between students' perception on video used by the teacher as intruotional media and students' motivation in learning English, can be seen in the table below:

**Table 20**  
**Result of r Calculated**

**Correlations**

		students_perception	students_motivation
students_perception	Pearson Correlation	1	,332
	Sig. (2-tailed)		,073
	N	30	30
students_motivation	Pearson Correlation	,332	1
	Sig. (2-tailed)	,073	
	N	30	30

Based on the coefficient correlation by using formula of Pearson Product Moment, it was found that r calculation (r<sub>xy</sub>) of this research was 0,332. Then, the researcher compared between r calculated and r table (r<sub>t</sub>). To find r table of this reseach, the researcher found the degree of freedom (df= n-2) (30-2)= 28. It can be stated that r table was 0,306 at the level significance 5%. In this research the hypothesis null (H<sub>0</sub>) was accepted. It means that, there was no correlation between students' perception on video used by the teacher as instructional media and students' motivation in learning English.

Then, the second way is by seen the result value of significance (sig. 2-tailed) if sig < 0.05 it means that there was significance correlation (H<sub>a</sub> is accepted), but if sig >0.05 it means that there is no significance correlation (H<sub>0</sub> accepted). It was found that value sig. 2-tailed of this research was 0.073. To find out the correlation between students' perception on teachers video as instructional media and students motivation in learning English the researcher analyzed it by using SPSS version 22.

#### 4. Testing Hypothesis

To accomplish this objective, the researcher makes two hypothesis to be tested, they are:

Ho : There is no significant correlation between students' perception on video used by the teacher as instructional media and students' motivation in learning English.

Ha : There is significant correlation between student's perception on video used by the teacher as instructional media and students' motivation in learning English.

After analyse the data, the result was  $H_0$  was accepted it means between Students' Perception (Variable X) and Students' Perception (Variable Y) had low correlation, can be regarded there was no significance correlation between students' perception on video used by the teacher as instructional media and students' motivation in learning English.

#### B. Discussion

Based on the analysis above, this research found that the null hypothesis ( $H_0$ ) was accepted and alternative hypothesis was rejected and. It means there is a low correlation between students' perception on video used by the teacher as instructional media and students' motivation in learning English, but the correlation is not significant. It could be prove from the data analysis by using "r" Product Moment (Pearson) formula and SPSS version 22.

Research finding may be caused by some factors that influence students motivation. It can be come from the students itself, such as: the low of students' level education, and also the low personality of individual or environment condition that makes students have low motivation in studying English and it is may be come from the teacher in applying intructional media in the classroom was not maximum in the classroom. However, the researcher hopes that the research finding do not makes the teacher no longer use the

instructional media in the classroom. The teacher can combine or make a turn in the use of instructional media types.

Next, the findings may be caused by other factors while the researcher completing the data in Google Form. The students can be not serious in answer the statements because they were fill the link form by phone, it makes them not really understand with the statement and they just choose it randomly. Then, it is also may be come from the limitations on data collection. The researcher can not be sure if the participants really completely the questionnaires by themselves or not, because the research was done by online platform.

The explanation to discuss this research finding is that there are many factors that can influence students' perception and students' motivation that possible to make the finding and the theories were different. Walgito in Syafni Reftika (2018:26) stated that there are three factors that can influence students' perception, such as: (1) Perception object, (2) Tools sense, nerves, and the central nervous system, and (3) Attention. According to Lele Mawarna Ambo (2018:88) in his research finding, found that most of the students gave positive perception toward the media used by English teacher in teaching and learning process. In contrast, the researcher found that students' perception in average.

According to Dimiyanti and Mudiono in Wahyuni Puji Tri (2016:16), there are five factors that can influence students' motivation, they are: (1) Ideas/aspirations. (2) Students' ability, (3) Students and environmental conditions, (4) Dynamic elements and Professional teaching, and (5) The effort of teachers in teaching students.

In conclusion, the research finding was no coefficient with the theories of experts and the previous finding, where there was no significant correlation between students' perception on teachers video as instructional media and students' motivation in learning English. As the result, the researcher has done the reseracher of the Eight grade students of MTsN 6 Tanah Datar in 2019/2020 academic year about the correlation between students' perception

on video used by the teacher as instructional media and students' motivation in learning English.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of this research, the researcher concluded that there was positive correlation between students' perception on video used by the teacher as instructional media and students' motivation in learning English. The result of the correlation between students' perception on teachers video as instructional media and students' motivation in learning English gotten by distributing questionnaires to know how the students respond through teachers video as instructional media and their motivation in learning English. It was found out by comparing  $r$ -calculated ( $r_{xy}$ ) in correlation between students' perception on teachers video as instructional media and students' motivation in learning English 0,332, while  $r$ -table ( $r_t$ ) was 0.306. it means that, alternative hypothesis ( $H_a$ ) was rejected and the null hypothesis ( $H_0$ ) was accepted.

#### B. Suggestion

Based on the conclusion of the research above, the researcher would like to give some suggestion as follow:

##### 1. Students

The researcher would like to suggest to the students to be aware about the factors which can influence their motivation in learning English especially video as instructional media. Even the researcher found that there is no significant correlation between students' perception on teachers video as instructional media and students' motivation in learning English, but the students can improve their motivation with other ways.

##### 2. Teachers

The researcher suggest English teacher to be careful in choosing the appropriate instructional media by considering students

perception on it and the teacher also needs to make sure . Therefore, the teachers instructional media can influence students motivation in learning English. In fact that, there was no significant correlation between students' perception on video used by the teacher as instructional media and students' motivation in learning English, the teacher hopefully maximizing the use of instructional media in teaching English.

### **3. Other researchers**

This research focus on the correlation between students' perception on video used by the teacher as instructional media and students' motivation in learning English. The researcher think that there were some gaps that can be discuss as the further studies. Hence, the researcher suggesst to conduct the study that related to the topic of this research as the continuation of this study.

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