

The Relationship of Perception and Foreign Language Learning Results

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ABSTRACT

German is the second obligatory foreign language that must be learnt by students at almost all high schools in Maluku Province. Learning German is not an easy task for Indonesian students due to the very different characteristics of the two languages. This results many students less interested in learning the language. Not a few of them find German language unpleasant and boring, so it is not surprising that many students get poor grades. If their perception is negative, then they surely are not motivated to learn it. Thus, these students need to be directed to know the benefits of learning German, so that they can foster their positive perceptions of the language and of course have a positive impact on their learning outcomes. This paper theoretically examined the relationship between perceptions of the benefits of learning German and student learning outcomes.

I. BACKGROUND

Education is one of the important bases of life. Through education, a person acquires knowledge to build their future. In this context, it can be said that the opportunity to obtain educational services is important and is the right of all humans. This is because in this globalization era, everyone has the same opportunity to benefit from advances in science and technology so that they are competing to get quality education. The Indonesian government also uses the awareness of the importance of the role of science and technology in all dimensions of human life to strive to be part of the development of science and technology and at the same time so as to provide prosperity for the people of Indonesia and at the same time equalize with other nations in international relations.

The fact that the development of science and technology has provided great benefits to the life of the world community is also seen in the convergence between science, technology, communication, media, informatics and culture. Community groups or nations which have a broad understanding of science and technology will be ready to accept and become determinants and actors of development. The higher the level of mastery of a nation's science and technology, the stronger their role will be in determining the direction of world development. On the other hand, a nation will lag behind other countries in various fields of development if structurally, the nation has not been at a level that prioritizes science and technology in overcoming various problems. Thus, it can be stated that, the key to the success of a nation in

competing globally is largely determined by the extent to which the nation has mastered science and technology.

One of the countries that is famous for the advancement of science and technology in this era of globalization is Germany. With its capabilities, Germany is able to become one of the respected countries not only in Europe but also throughout the world, not only in the field of technology but also covering various other fields such as education, culture, sports, industry, tourism, business and so on. Because of this progress, Germany has become one of the development references in the field of education, for example, many countries have sent their best children to study various fields of science at various leading universities in Germany in the hope that they can use the knowledge obtained for the development of their respective countries. Apart from education, Germany is also known as a country that uses technological advances in the development of sports so that they are able to compete in various world-class sporting events. They have several well-known football clubs, various well-known and quality sports equipment companies. In the field of culture, various kinds of works have been produced in the fields of literature, philosophy, fine arts, music, theatre, painting, architecture and others, even some of the world's leading artists came from Germany.

The progress in these various fields has certainly resulted in Germany becoming a new idol for many young people in various worlds. Various attempts have been made by the world community to be able to study and work in Germany, including the best sons and daughters of Indonesia. This of course resulted in the German language being an important element. This is because language is a means of transforming knowledge and technology in fulfilling the expectations of technology transfer for other countries. It

is therefore not surprising that German is also known as the language of technology. Mastery of the German language in the context of technology transfer has resulted in German being taught in various countries. By mastering the German language, a person will not get any significant obstacles in the process of transferring knowledge and technology either directly in Germany or in their home country. This is in line with the German expression “*Die Grenze meiner Sprache ist die Grenze meiner Welt*”, which literally means that the boundaries of my language are the boundaries of my world which means that language is a bridge or a link in international communication. The more foreign language a person masters, the more knowledge they have.

On the consideration of these science and technology experts that the Indonesian government included German as one of the foreign languages taught formally and non-formally in various higher and

secondary education institutions in Indonesia. Especially for secondary education, German is a compulsory and optional subject in almost all Senior High School and Vocational High School with the aim that students master German well so that they are able to use it to obtain knowledge information from various German language sources as well as for further studies at the university level and other needs related to the country, culture or German language.

The development of Germany as a country which is well-known in various fields of development so as to motivate people from various nations to learn from Germany, should also be directly proportional to their views on German. This means that the more people are attracted to the German state and attach importance to the transfer of science and technology, the more motivated the person will be to learn German language and

culture. The reason is that only by understanding the culture and mastering the German language one can understand German characters and at the same time can use German in communicating both spoken and written, especially in relation to the

transfer of knowledge and technology. This should also apply to German high school students in Indonesia, especially in Maluku, which has a language and culture that is different from German and is even geographically very far away. The view that learning German has a positive impact on knowledge transfer and technology transfer because German is the language of technology, should be able to encourage them to study hard so that they can master German well. In other words, the better their view or perception of the benefits obtained through German, the more motivation they will learn, which in turn can improve their learning outcomes

However, the results of observations on the learning outcomes of teaching German in high schools in Ambon illustrated a different fact. Students still experience difficulties in the teaching and learning process. This could be seen from the unsatisfactory learning outcomes. Many students were not motivated to learn German because they found German grammar and vocabulary very difficult. In fact, many of them learnt German forcibly because it was compulsory and not on the basis of the principle of benefit. For them, language learning was considered less interesting and not as important as English, Mathematics, Biology, Physics, etc. Learning German was not considered to be of immediate benefit to them. This perspective had surely an impact on the low interest and enthusiasm of student learning, reduced attention and activeness in the teaching and learning process of

German, low willingness to complete given assignments, the teaching and learning process that looks stiff which in turn had an impact on learning outcomes obtained.

The facts above illustrated that there were still students who were less motivated to learn German because German is considered difficult and less useful compared to English and other favorite subjects. On the other hand, their German learning outcomes are still low. This surely raised the question whether the low student learning outcomes were due to their poor perception of the benefits of learning German for their future. This is surely interesting to be studied in more depth through scientific research. Starting from this background, this research conducted a literature study on the relationship between student perceptions of the benefits of learning German and learning outcomes in learning German.

2. THE PRINCIPLE OF PERCEPTION

Student perception is a mental process that occurs in students that will show how students see, hear, feel, give and spread (sense work) around them. The process of the student's perception is due to an object or stimulating stimulus to be captured by the five senses, then the stimulus or object of attention is brought to the brain. From the brain there is an impression or answer (response) to a stimulus, in the form of an impression or response reversed to the senses in the form of a response or perception or the work of the senses in the form of experiences resulting from brain processing. The process of this perception requires a phenomenon, and the most important phenomenon of this perception is "attention". The notion of attention itself

is a concept given to the perceptual process that collects certain inputs to be included in an experience that we are aware of/know at a certain time. There are four things that greatly influence student perceptions, including student's perceptions of different learning, mental readiness, needs and motivation as well as perceptions of different thinking styles (Walgio, 2005: 99).

According to Setiadi, (2013: 91) student perception is an internal process that allows students to select, organize, and interpret stimuli from the student environment and this process affects student behavior. Perception occurs because every student has the senses to absorb objects and events around him and in the end this perception can influence the way students think, work and behave. This happens because these students in digesting information from the environment have succeeded in adapting their attitudes, thoughts or behavior to that information (Dewi and Eveline, 2004: 132).

3. BENEFITS OF LEARNING GERMAN LANGUAGE

Europe is a leading center for higher education. Students from various parts of the world come there. From a total of about 2.7 million students studying abroad, more than 45% choose European universities

(www.atlas.iienetwork.org/). In Europe German is the mother tongue of 100 million people and is the most widely spoken. In the last 10 years, German has become the

regional linguafranca of Central and Eastern European countries. (Benefits of learning German | arlianfachrul (wordpress.com))

German is an important language in international communication. More than 101 million people in the world speak German, about 20 million people in the world learn German. This places German among the 12 most commonly spoken languages in the world. The German language opens the door to studying at German universities. Higher education is open to foreign students. More than 10% of students in Germany are foreign students. The benefits of learning German include the opportunity to take part in student exchanges and scholarships, the opportunity to study in German speaking countries, the opportunity to take part in education or job training in German speaking countries. In the European Union, there are attractive training, study and employment opportunities for experts with a knowledge of the German language (http://zone-mad-people-

blogspot.com/2010/03/usability-learning-german-language.html). Germany offers many scholarship programs that are offered in addition to the DAAD program, PAD there is also a course program in Germany for schools that are partners in the “Schools: Partners of the Future (PASCH) program. PASCH provides the opportunity for students with the best German achievement from each partner school to experience Germany first-hand in the form of a three-week German course in Germany (Cahaya and Sopacua: 2018)

From the above explanation, it can be concluded that students’ perceptions of the benefits of learning German are a mental activity of students in the process of organizing,

and translating impressions, assessments, views, and opinions in feeling and interpreting German based on information presented by people. who work as educators and in their fields. Students' perceptions about the benefits of learning German are different for each student according to the student's experience. The components are as follows: 1. A positive attitude about the benefits of learning German, 2. Perception of the importance of learning German, 3. Perception of expectations, and 4. German is always needed.

4. THE PRINCIPLES OF LEARNING GERMAN LANGUAGE RESULTS

Learning outcomes are the result of an interaction of learning and teaching actions. In terms of students, learning outcomes are the end of cutting and the peak of the learning process (Dimiyati and Mudjiyono, 2009: 3,18). Furthermore, it is explained by (Purwanto, 2009: 44) that learning outcomes or sholastic achievement (academic achievement) are the overall skills and results achieved through the teaching and learning process in schools which are expressed by numbers or values measured by learning outcomes tests. Learning outcomes as a result of changes in behavior include three

domains, including: cognitive, affective and psychomotor. The three domains cannot be separated from each other, but conceptually can be distinguished according to their characteristics. The cognitive domain is concerned with learning outcomes related to intellectuality and has six levels, including knowledge or memory (knowledge, the lowest level), comprehension, application,

analysis, synthesis, evaluation (evaluation, the highest level). The affective domain is pleased with learning outcomes related to attitudes. The affective domain is divided into five levels of ability including: the level of receiving or maintaining (receiving), the level of responding or responding, the level of assessing (valuing), the level of organizing (organization), and the level of characteristics with a value or paying attention to value (characterization by value) or value complex). The psychomotor domain is concerned

with learning outcomes related to skills or skills. Some of the psychomotor domains that have been applied in learning in schools were stated by Syah (2007, 64.) consisting of five levels, including: perception, set, guided response, mechanistic response, and complex response.

Sukmadinata, (2005: 102) suggests that the learning outcomes achieved by students are influenced by two main factors, including internal factors and external factors.

Internal factors include: 1. Physiological factors, both innate and acquired, 2. Psychological factors, which consist of intellectual factors (intelligence and talents), non-intellectual factors (attitudes, interests and motivation). External factors include: social, cultural and environmental factors. Meanwhile, according to Gagne and Briggs (in Hartiny 2010: 33), learning outcomes are grouped into five categories of capabilities, including (1) intellectual skills, (2) cognitive strategies, (3) verbal information, (4) motor skills, and (5) attitude. Meanwhile, Sudjana (1995: 22) explains learning outcomes are the abilities that students have after receiving their learning experiences.

Based on the above theories, it can be concluded that the results of learning German are the overall skills and outcomes achieved through the teaching and learning process where students can achieve four German language skills which include listening, speaking, reading and writing skills.

5. THE RELATIONSHIP OF LEARNING PERCEPTION AND LEARNING OUTCOMES

According to Ramadhan and Soenarto (2015: 308), learners' perceptions have a significant relationship with learning outcomes both in practice and theory. This means that a person's perception of a particular field or subject will have an impact on the achievement their field of expertise. In line with Ramadhan and Suharto, Pratama (2021: 24) also said that there is a positive

relationship between students' perceptions of the subjects they are engaged in. For example, if the student has a good perception of a foreign language subject, his achievement in that subject will automatically be good.

Sudjana (2000: 40) argues that internal factors attract the attention of educational experts to conduct research, including to see how much these factors contribute to student learning outcomes. These internal

factors consist of students' perceptions, student talents, time available for learning and individual abilities. Based on the opinions of the experts above, it can be concluded that students' perceptions of a certain material or subject will greatly influence learning outcomes or achievement. If the student has a positive perception, they will surely try to learn maximally to get satisfactory results. On the other hand, if the student has a negative perception, he will tend to be less than optimal or experience doubts in learning so that the results obtained are not good.

CONCLUSION

Students' perception of the benefits of learning German is an internal factor as well as a psychological aspect that greatly impacts their learning outcomes. Based on the theoretical study above, it can be said that a positive perception of the benefits of learning German will also have a positive impact on learning outcomes in German. Therefore the role of the teacher is also very necessary in an effort to convey the benefits of learning German to them, so it is hoped that students can have a positive perception of these subjects so that their learning outcomes will also be better.

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