

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Analisis Kesulitan Belajar Siswa Menurut Polya pada Materi Turunan

Upaya Meningkatkan Kemampuan Mengemas Produk dan Motivasi Belajar dengan Penerapan Pembelajaran Berbasis Proyek pada Siswa Kelas XII Bisnis Daring dan Pemasaran SMK PGRI 4 Blitar Tahun Pelajaran 2019/2020

The Effectiveness of Mind Mapping Method with Facebook Media in Teaching Writing for Senior High School Students

Peran Tenaga Kerja Wanita di Luar Negeri dalam Meningkatkan Kesejahteraan Keluarga

Multiple Correlation of Browsing Internet and Watching English Movie toward Speaking Mastery of Junior High School Students

Evaluasi Penyelenggaraan Perkuliahan Daring Mata Kuliah Media Pembelajaran Matematika I Program Studi Pendidikan Matematika UNIPA Kampus Blitar

Persepsi Mahasiswa Program Studi PPKn Terhadap Pelaksanaan Hukuman Mati di Indonesia

An Analysis on Intrinsic Aspects and Moral Values in the Novel of "Little Women" by Louisa May Alcott

Analisis Pembelajaran Daring melalui Grup *WhatsApp* pada Mata Kuliah Geometri Analitik Bidang dan Ruang

An Analysis of Intrinsic Aspect and Moral Lesson in "Moby Dick" Novel by Herman Melville

Pemahaman Konsep Siswa terhadap Materi Aritmetika Sosial

Penguatan Partisipasi Politik Masyarakat dalam Pemilihan Umum

An Analysis of Figurative Language in the Lyrics of Bruno Mars Album "Doo-Wops & Hooligans"

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Digital Storytelling Affect in Multimedia Feature Writing Skill at Paragraph Writing

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Terbit pertama kali April 1999

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MULTIPLE CORRELATION OF BROWSING INTERNET AND WATCHING ENGLISH MOVIE TOWARD SPEAKING MASTERY OF JUNIOR HIGH SCHOOL STUDENTS

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Abstrak: Penelitian difokuskan untuk menemukan korelasi ganda antara browsing internet dan menonton film bahasa Inggris dengan penguasaan speaking siswa kelas VII. Data diperoleh melalui angket dan tes lisan. Sampelnya adalah 30 siswa kelas tujuh. Hasil penelitian menunjukkan bahwa browsing internet dan menonton film berbahasa Inggris bukanlah cara yang baik untuk meningkatkan penguasaan speaking siswa.

Kata Kunci: korelasi ganda, browsing internet, penguasaan speaking

Abstract: The study focused on finding the multiple correlations of browsing internet and watching English movie toward speaking mastery for grade VII. The data were obtained through the questionnaire and oral test. The sample was 30 students of seventh graders. The result showed that browsing internet and watching English movie is not good way to improve students' speaking mastery

Key Words: multiple correlations, browsing internet, speaking mastery

INTRODUCTION

The world has developed rapidly in all kinds of sectors, including, language. As one of the international languages, English has taken a part as a tool of communication to develop a better world for many sectors in human life. In Indonesian education for instance, this language has been included in curriculum that has to learned in some levels of education, from elementary level up to university. To learn English, there are generally four skills that students have to comprehend such as reading, writing, listening, speaking. Among

them, some students still get some difficulty to learn is speaking.

There are many ways to improve speaking skill. Some of them conducted by language educators and scholars have revealed that films on video format can become an integral part of the curriculum because movie provides exposures to real language use in authentic settings and culture in which the foreign language is spoken.

The existence of internet can also be used to practice speaking, where an expert, Marchionini said that browsing internet can be used to seeking information strategy that

depends upon serendipity and especially appropriates for ill-defined problems and for exploring new task domains.

This study works on multiple correlations of browsing internet and watching English movie toward speaking mastery for grade VII of Junior High School. Ismaili (2012: 122) said that “movies are an enjoyable source of entertainment and language acquisition”

Movie is very interesting entertainment and can be enjoyed by children and adult. Beside for entertainment media, movie also can provide us something to be learned. It can be from the contents, moral values, characters etc. if we watch movies using foreign language; we will be able to learn the language gradually.

Moreover, it is also a good opportunity for students to watch English movies while learning their ways to speak. Even by hearing the artists’ talks, it is believed to be able to help them increase their speaking skill. Moreover, by practicing the scene from their favorite movies, the students will help themselves in two ways, their acting skill and also speaking skill.

Classification of Movies

The following lists are genres of movies that can be categorized as:

1. Action film
 - Disaster
 - Martial arts
 - Spy
 - Action thriller
 - Superhero

2. Adventure film
 - Swashbuckler
3. Comedy film
 - Comedy of manners
 - Slapstick
 - Parody
 - Black comedy
 - Comedy horror
 - Romantic comedy
 - Teen movie
4. Drama film
 - Crime drama
 - Historical drama
 - Docudrama
 - Legal drama
 - Psychodrama
 - Comedy-drama
 - Melodrama
 - Tragedy
5. Hybrid film
 - Docufiction

Definition of Speaking

Tarigan (1990: 3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. According to Ladouse (in Nunan, 1991: 23) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report

acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that “*Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari*”. It means that speaking as a way of communication that influences our individual life strongly.

Definition of Internet

Internet is the global system of interconnected computer networks that use the Internet protocol suite (TCP/IP) to link billions of devices worldwide. The origins of the Internet date back to research commissioned by the United States federal government in the 1960s to build robust, fault-tolerant communication via computer networks. The primary precursor network, the ARPANET, initially served as a backbone for interconnection of regional academic and military networks in the 1980s. Although the Internet has been widely used by academia since the 1980s, the commercialization incorporated its services and technologies into virtually every aspect of modern life. Internet use grew rapidly in the West from the mid-1990s and from the late 1990s in the developing world. In the 20 years since 1995, Internet use has grown 100-times, measured for the period of one year, to over one third of the world population.

By using internet we will be able to do browsing. According to Marchionini browsing “an

exploratory, information seeking strategy that depends upon serendipity” and is “especially appropriate for ill-defined problems and for exploring new task domains.

METHOD

This research uses quantitative approach that is useful to study the specific population or sample. This applies multiple correlational.

This work uses Microsoft excel 2010 to compute the data collected. They consist of two variables, dependent variable and independent variable. The dependent variables are browsing internet and watching movie, and the independent variable is speaking mastery of junior high school students. All scores will be computed using Pearson Product Moment correlation.

Population

Population is the total number of persons living in a specified area (Standard Dictionary, 2003: 363). The population of this research is first year students of SMPN 1 Kademangan. There are eight classes; each class consists of 30 up to 35 students. The total member of the first year students are 236 students.

Sample

Sample is a portion, part, or piece shown as a representative of the whole (Standard Dictionary, 2003: 412). There are two kinds of sampling technique, probability sampling and non-probability sampling. The technique of this research is probability sampling,

because the members of population have a change to be taken as the sample. Therefore, the researcher uses the proportional random sampling. The aim is to get an accurate and representative data. The sample is taken proportionally from F class of SMPN 1 Kademangan.

Instrument

The instruments used are questionnaires and English objective test. The questionnaires are used to measure the frequency of browsing internet and watching English movie. Moreover, the objective test is used to obtain the data of speaking mastery.

Questionnaire is a written or printed series of questions submitted to a number of people to obtain information (Standard Dictionary, 2003: 514). Questionnaire is instrument which is used to get information about student's activities in browsing internet and in watching movies.

The test was conducted for students to know their speaking score. The form was oral performance assessment used to get detailed description of performance. This test had five speaking criteria for each presentation. They are grammar, vocabulary, pronunciation, fluency, and comprehension.

By far the most complex criterion of an effective test and arguably the most important principle is validity, which is "the extent to which inferences made from assessment" (Gronlund, 1998:226).

The Standards for Educational and Psychological Testing lists are three categories of evidence used to establish the validity of score-based interpretations: evidence based on content, evidence based on relations to a criterion, and construct-related evidence of validity.

Content-related evidence of validity requires evidence based on test content involves the test's content and its relationship to the construct it is intended to measure. The Standards defines the content-related evidence as "The degree to which the samples of items, tasks, or questions on a test are representative of some defined universe of domain of content".

Criterion-related validity evidence refers to the extent to which test scores are systematically related to one or more outcome criteria. The emphasis is on the criterion because one will use the test scores to infer performance on the criterion. Historically, two types of criterion-related validity evidence have been distinguished: concurrent and predictive. The distinction is made on the basis of the time the criterion data are collected.

Construct-related validity evidence refers to the nature of the psychological construct or characteristic being measured by the instrument. Usually, there are three steps involved in obtaining construct-related evidence of validity:

First, the variable is measured is clearly defined. Second, hypotheses

are based on a theory underlying the variable, are formed about how people who possess a lot versus a little of the variable will behave in a particular situation. Third, the hypotheses are tested both logically and empirically.

According to Fraenkel and Wallen (2009: 154) reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. The researcher uses Spearman Brown formula to calculate the reliability of the test. Before calculating the data into Spearman Brown, the researcher did calculate the data using Split-half technique and by applying Pearson Product moment formula.

Charles (1995: 96) defines a sample as a small group of people selected to represent the much larger entire population from which is drawn. Here the researcher would like to take two classes comprising 60 students as the sample of this research. It is divided into two groups, 30 students are taken from class 8H as the control group and the rest are taken from class 8E as the experimental group. Those two classes will be given a pretest to measure the homogeneity of the class.

Generally, the whole process of preparing to collect data is called instrumentation. In this study, the instrument the researcher used is test. The test is in the form of oral

performance assessment. There are at least two requirements to make a good test, namely, validity and reliability.

Ary (2010:224) states that two very important concepts that researchers must understand when they use measuring instruments are validity and reliability.

Validity

By far the most complex criterion of an effective test and arguably the most important principle is validity, which is “the extent to which inferences made from assessment” (Gronlund, 1998:226).

According to Ary (2010), validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument. The most recent standards for Educational and Psychological Testing (1999:9), prepared by the American Educational Research Association, the National Council on Measurement in Education, and the American Psychological Association, defines validity as “the degree to which evidence and theory support the interpretations of the test scores entailed by proposed uses of tests”. Measuring instruments yield scores; however, the important issue is the

interpretation we make of the scores, which may or may not be valid.

The Standards for Educational and Psychological Testing lists three categories of evidence used to establish the validity of score-based interpretations: evidence based on content, evidence based on relations to a criterion, and construct-related evidence of validity.

In this study the researcher used criterion-related evidence of validity to get the valid test. To measure the validity of the test, the researcher applied the Grader analysis. This analysis deals with the scores of each grader of the test.

According to Fraenkel and Wallen (2009: 154) reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. Psychologists and educators who use such measuring instruments must identify and use techniques that will help them determine to what extent their measuring instrument are consistent and reliable. The reliability of data makes the test can use because the test is consistent and trustable to apply. The researcher uses Spearman Brown formula to calculate the reliability of the test. Before calculating the data into Spearman Brown, the researcher did calculate the data using Split-half technique and by applying Pearson Product moment formula.

Method of Collecting Data

Method of collecting data means a way to obtain the data regarding to variables of the research. Researcher used oral performance assessment for it enables him to measure the effectiveness of the specific learning objective.

In this research the students in the group are taught using Suggestopedia as the experimental group while the students in the other group are taught using GTM as the control group. The researcher used multiple-choice tests to measure the students master in English. The test consisted of 25 multiple-choice items. The students are expected to choose the correct answer for pretest and posttest.

There are some steps to analyze the variables in this research: First, computing the correlation between two variables, by using the Pearson product moment correlation. Second, computing the correlation of browsing internet and watching movie toward speaking mastery. Third, computing F test the correlation of browsing internet and watching movie toward speaking mastery.

CONCLUSIONS

Actually, the objective of this research is to prove there is a positive correlation among browsing internet, watching English movie, and speaking mastery of the junior high school students of SMPN Kademangan 1. According to the

statements of the problems and the data analysis on this research, the researcher concludes that:

First, there is negative correlation between browsing internet and speaking mastery of the first year students of SMPN 1 Kademangan. In other words, student who active in browsing internet is not followed by the high of the speaking mastery, and their speaking mastery will decrease. Second, there is negative correlation between watching English movie and speaking mastery. Unfortunately that student who active in watching English movie is not followed by the high of the speaking mastery, and their speaking mastery will decrease. Last, there is negative correlation of browsing internet hobby and watching English movie toward speaking mastery. It means that student who active in browsing internet and watching English movie is not followed by the high of speaking mastery. Students who active browsing internet and watching English movie, their speaking mastery will reduced.

SUGGESTIONS

From the conclusions above, the researcher gives suggestion as follow:

- a. Browsing internet and watching English movie habit is not influence to student's speaking mastery. Students must find out another habit to improve their speaking mastery.
- b. Both of browsing internet and watching English movie is not

significant in speaking mastery. So that, the students suggested to learn about speaking mastery using another way. The success of study is depending on not only browsing internet and watching English movie; there are still many factors that affect it.

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