

## **The Effect Perception of Interactive Learning Media and the Role of Parents towards English Speaking Skill (Survey at State Junior High School in East Jakarta)**

**Sumartini<sup>1)</sup>**

Universitas Indraprasta PGRI Jl. Nangka No. 58C Tanjung Barat, Jakarta Selatan

**Rifari Baron<sup>2)</sup>**

Universitas Indraprasta PGRI Jl. Nangka No. 58C Tanjung Barat, Jakarta Selatan

**Jawane Malau<sup>3)</sup>**

Universitas Indraprasta PGRI Jl. Nangka No. 58C Tanjung Barat, Jakarta Selatan

[sumartin0782@gmail.com](mailto:sumartin0782@gmail.com)

### **Abstract**

*The abstract displayed in English and Indonesian is 150-250 words and given a minimum of 3 and a maximum of 5 keywords. The abstract contains important things related to the article, including the background, research methods, results and discussions, and conclusions.*

**Keywords:** Each word/phrase is separated by a semicolon (;)

### **Abstrak**

Tujuan penelitian ini adalah untuk mengetahui : (1) Pengaruh media pembelajaran interaktif dan peran orang tua secara bersama-sama terhadap kemampuan berbicara bahasa Inggris siswa (2) Pengaruh media pembelajaran interaktif terhadap kemampuan berbicara bahasa Inggris siswa (3) Pengaruh peran orang tua secara bersama-sama terhadap kemampuan berbicara bahasa Inggris siswa. Jenis penelitian ini adalah penelitian kuantitatif yang menggunakan metode survei dengan teknis korelasi. Selanjutnya populasi dalam penelitian ini adalah 504 siswa kelas 8. Siswa berasal dari SMPN 27 Jakarta Timur dan SMPN 255 Jakarta Timur dengan sampel penelitian sebanyak 84 siswa. Hasil penelitian ini menunjukkan bahwa (1) Terdapat pengaruh yang signifikan dampak media pembelajaran interaktif dan peran orang tua secara bersama-sama terhadap kemampuan berbicara bahasa Inggris siswa SMP Jakarta Timur. Hal ini dibuktikan dengan nilai Sig. 0,000 < 0,05 dan Fhitung = 60,864. (2) Terdapat pengaruh yang signifikan dampak media pembelajaran interaktif terhadap kemampuan berbicara bahasa Inggris siswa SMP Jakarta Timur. Hal ini dibuktikan dengan nilai Sig 0,035 < 0,05 dan thitung = 3,789. (3) Terdapat pengaruh yang signifikan peran orang tua terhadap kemampuan berbicara bahasa Inggris siswa SMP Jakarta Timur. Hal ini dibuktikan dengan nilai Sig 0,035 < 0,05 dan thitung = 8,113.

**Kata kunci:** Dampak media pembelajaran interaktif peran orang tua, Kemampuan berbicara Bahasa Inggris

## **INTRODUCTION**

English is Language international used by various countries as means communication cross nation. In the era of globalization, the ability speaking English No Again considered as skills additional, but become need main for access



knowledge, networking communication, as well as expand opportunity career and education. In Indonesia, although Language English status Language foreign, eyes lesson This own position important in schools, especially at the junior high school level. With one of the objective mainly is develop skills speaking. Skills speak in Language English is essential Because involving ability convey ideas, feelings, and information in a way effective and clear . According to experts , the skills This No only important in the academic and professional world, but also in life social , travel international, as well as global media consumption. Therefore that is, mastery of speaking is seen as indicator success in Study Language English. The process of learning speaking in class demands an interactive strategy . Teachers are expected to create atmosphere supportive class communication real through activity authentic and meaningful tasks. Some recommended method including discussions group , describe picture , telling return story , report news , simulation or role play, interviews , brainstorming, to game roles . Activities This can practice student think critical , creative , confident self , as well as brave disclose opinion in Language English .

However , in practice Still there is a number of obstacles . Many junior high school students in Indonesia face difficulty speak in Language English Because a number of factors : methods monotonous teacher teaching , low teacher competence , lack of use of learning media interactive , limitations facility school , until lack of parental involvement in support learning at home . As a result , students often feel awkward , no believe self , or not enough motivation For train speak . For overcome obstacle mentioned , utilization instructional Media Interactive media is highly recommended . technology like application language , learning videos , games educational , up to simulation interactive proven can increase motivation , participation , and frequency exercise students . With interactive media , students No only accept information in a way passive , but also active participate in the learning process . Interactivity This push student For communicate in more context experience so that skills speak develop more optimal. Besides that , the role of parents also becomes factor key . Parents can give support emotional , providing facility learn , help child learn vocabulary new , up to create environment conducive home For train Language English. Research show that involvement active parents relate positive with performance academic children. In fact, the conversation light in Language English at home can increase motivation intrinsic as well as trust selfchild. Even though Thus, parental involvement also faces challenge. No all parents own time, ability Language English, or access adequate technology for accompany children. Like wisewith schools that are still limited the facilities.

Therefore Therefore, a comprehensive strategy is needed, including training for teachers and parents, so that both can support development skills speak student in a way maximum. In conclusion, mastery skills speak Language English for junior high school students is very important for readiness they face global challenges. Improvement ability This can achieved through learning varied interactive as well as support active from parents. Combination both of them believed capable form environment fun learning, growing trust yourself, and improve quality communication student in Language English.

**METHOD**

This research utilizes a quantitative methodology defined by a survey framework. This study aims to systematically and quantitatively evaluate the impact of interactive learning media and parental engagement on the speaking abilities of students. The survey's design enables the exploration of hypotheses by comparing groups that received treatment namely, interactive media and parental involvement with a control group that did not receive any treatment.

Sugiyono (2018) articulates the survey method as a quantitative research strategy utilized to collect data regarding both historical and contemporary phenomena, encompassing beliefs, opinions, characteristics, behaviors, and the interrelations among variables. This approach further enables the examination of diverse hypotheses concerning sociological and psychological variables, employing samples sourced from particular populations. Data collection techniques generally encompass observations via interviews or questionnaires that lack depth, resulting in outcomes that are typically derived from this methodology.

**RESULTS AND DISCUSSION**

Testing hypothesis done like provisions written at the end of Chapter III. Results of calculations and testing Can seen in Table 4.6., Table 4.1., and Table 4.2. below

Table 1 Calculation Results Coefficient Correlation Influence Variables X 1 and X 2 to Variable Y

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.775 <sup>a</sup>	.600	.591	6.237

a. Predictors: (Constant), Role of Parents, Interactive Learning Media

b. Dependent Variable: English Speaking Ability

Table 2 Recapitulation of Calculation Results Testing Signification Coefficient Regression Influence Variables X 1 and X 2 with Variable Y

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4734.35	2	2367.467	60,864	.000 <sup>b</sup>
Residual	3150.732	81	38,898		
Total	7885.667	83			

a. Dependent Variable: English Speaking Ability



b. Predictors: (Constant), Role of Parents, Interactive Learning Media

Table 3. Recapitulation of Calculation Results Regression Line Equation Influence Variables X 1 and X 2 to Variable Y

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-18,850	8,792		-2.144	.035		
Interactive Learning Media	.423	.112	.288	3,789	.000	.853	1.173
1 Role of Parents	.803	.099	.617	8.113	.000	.853	1.173

a. Dependent Variable: English Speaking Ability

From the three tables above, three hypotheses will be tested at once, namely:

Influence Impact of Learning Media Interactive (X 1) and the Role of Parents (X 2) Together -Together Against p Ability speak English (Y)

Hypothesis These influences are:

H 0 :  $\beta .1 = 0$  and  $\beta 2 = 0$

H 1 :  $\beta .1 \neq 0$  and  $\beta .2 \neq 0$ ;

It means:

H 0 : no there is significant influence Impact of Learning Media Interactive (X 1) and the Role of Parents (X 2) together to Ability Speaking English (Y)

H 1 : there is significant influence Impact of Learning Media Interactive (X 1) and the Role of Parents (X 2) together to Ability Speaking English (Y)

From table 4.1. above, that coefficient correlation double influence variable free Impact of Learning Media Interactive (X 1) and the Role of Parents (X 2) together to Ability Speaking English (Y) is as big as 0.775.

Calculation testing significance coefficient correlation double This Can seen in the Appendix. From the calculation that was obtained that coefficient correlation the significant, in other words that there is a significant influence variable free Impact of Learning Media Interactive (X 1) and the Role of Parents (X 2) together to Ability speak English (Y) is as big as 0.775.

Whereas coefficient his determination of 0.600 indicates that the magnitude contribution Impact of Learning Media Interactive (X 1) and the Role of Parents (X



2) together to Ability Speaking English (Y) is by 60%, the remainder (40%) because influence factor other.

Whereas For testing hypothesis through analysis regression obtained results calculation seen in Table 4.2. and Table 4.3., From Table 4.3. it is obtained the regression line equation that represents influence variables X 1 and X 2 against variable Y, namely  $\hat{Y} = -18,850 + 0.423 X_1 + 0.803 X_2$ .

Whereas testing significance of the regression line is with notice results calculations in Table 4.2. According to existing provisions, criteria significance regression the is " if " Sig < 0.05 then H 0 rejected" or "if F count > F table then H 0 rejected", which means that coefficient regression the significant, in other words there is significant influence variable free X 1 and X 2 to variable bound Y. Sig. Value is the numbers listed in the column Sig in Table 4.2. Calculated F value is the number listed in column F in Table 4.2. Whereas mark F table is marking table distribution F For level real 5% with degrees numerator (k) = 2 and degree denominator  $(84 - 2 - 1) = 81$  where n is the amount respondents, and k is the amount variable free.

From Table 4.2. It can be seen that mark Sig = 0.000 < 0.05 and F count = 60.864 then H 0 is rejected which means that coefficient regression is significant. In other words, there is a significant influence variable free Impact of Learning Media Interactive (X 1) and the Role of Parents (X 2) together with Variables bound Ability speak Language English (Y).

From the results testing regression the so Can concluded that there is significant influence variable free Impact of Learning Media Interactive (X 1) and the Role of Parents (X 2) together to Ability speak Language English (Y).

Influence Impact of Learning Media Interactive (X 1) Against Ability speak Language English (Y)

Hypothesis These influences are :

H 0:  $\beta_1 = 0$

H 1:  $\beta_1 \neq 0$ ;

It means:

H 0 : no there is significant influence Impact of Learning Media Interactive to Ability speak Language English

H 1 : there is significant influence Parental attention to Ability speak Language English

To prove hypothesis this is to notice the value / number listed in the column t or column Sig for the Impact of Learning Media line Interactive (Variable X 1) in Table 4.3. According to existing provisions, criteria significance regression is " if " t count > table then H 0 rejected" or "if Sig < 0.05 then H 0 rejected", which means that there is significant influence variable free X 1 to variable bound Y. Sig. Value is the numbers listed in the column Sig for the Impact of Learning Media line Interactive (Variable X 1) in Table 4.3. T - value is the numbers listed in the column t for the Impact of Learning Media line Interactive (Variable X 1) in Table 4.3 Meanwhile mark t table is marking table distribution t for level real 5% with degrees trust  $(df = 84 - 2) = 82$  where n is the amount respondents.

From Table 4.3. It can be seen that mark Sig = 0.035 < 0.05 and t count = 3.789, then H 0 is rejected, which means there is significant influence variable free

X 1 (Impact of Learning Media Interactive) to variable bound Y (Ability speak English).

From the results testing regression the so Can concluded that there is significant influence variable free X 1 (Impact of Learning Media Interactive) to variable bound Y (Ability speak Language English).

The Influence of Parental Roles (X 2) English speaking ability (Y)

Hypothesis These influences are :

H 0:  $\beta_2 = 0$

H 1:  $\beta_2 \neq 0$

It means:

H 0 : no there is significant influence of the role of parents to Ability speak Language English

H 1 : there is significant influence of the role of parents to Ability speak English

For prove hypothesis the is with notice the value / number listed in the column t or column Sig for the Parent Role line (Variable X 2) in Table 4.3. According to existing provisions, criteria significance regression is " if " t count > t table then H 0 rejected" or "if Sig < 0.05 then H 0 rejected", which means that there is significant influence variable free X 2 to variable bound Y. Sig. Value is the numbers listed in the column Sig for the Parent Role line (Variable X 2) in Table 4.3. T - value is the numbers listed in the column t for the line Role of Parents (Variable X 2) in Table 4.3. Whereas mark t table is marking table distribution t for level real 5% with degrees trust ( $df = 84 - 2) = 82$  where n is the amount respondents.

From Table 4.3. It can be seen that mark Sig = 0.035 < 0.05 and t count = 8.113, then H0 is rejected, which means there is significant influence variable free X 2 (Role o f Parents) towards variable bound Y (Ability speak English).

From the results of the regression test, it can be concluded that there is a significant influence of the independent variable X2 (Parents' Role) on the dependent variable Y (English speaking ability).

## CONCLUSIONS

Drawing from the findings articulated in the research hypothesis test detailed in chapter 4, which explores the influence of interactive learning media and parental engagement on the English-speaking abilities of junior high school students in East Jakarta, the following conclusions emerge:

A variety of analyses indicate that the interplay between interactive learning media and parental involvement significantly influences students' proficiency in English speaking, as evidenced by a coefficient of determination ( $R^2$ ) value of 0.600, or 60%. This indicates that 60% of the variation in students' proficiency in English speaking can be accounted for by these two factors. The computed F value of 60.864, accompanied by a significance level of 0.000, provides robust evidence that the two independent variables have a significant impact on the English-speaking proficiency of junior high school students in East Jakarta City.

The impact of interactive learning media is significant in improving the English-speaking abilities of junior high school students in East Jakarta. The findings are corroborated by the results of the regression analysis, which yielded a regression coefficient of 0.423 and a significance value (Sig) that falls below 0.05. This indicates that an increased utilization of interactive learning media correlates positively with improvements in students' English-speaking abilities. A notable disparity is evident in the scores attained by the participants.

The impact of parental involvement on the English language proficiency of junior high school students in East Jakarta City is considerable. The findings are substantiated by the results of the regression analysis, yielding a regression coefficient of 0.803 and a significance value (Sig) below 0.05. This suggests that increased parental support and engagement correlates positively with students' proficiency in English speaking.

In conclusion, it is evident that the incorporation of interactive learning media, coupled with active involvement from parents, significantly contributes to the enhancement of students' English-speaking abilities. Enhancing these two elements within the educational framework, both in academic settings and at home, is anticipated to positively impact students' proficiency in the English language.

## REFERENCES

- Alfira, D., & Siregar, M. F. Z. (2024). The importance of parents' role in advancing early childhood language skills through communication. *Journal of Early Childhood Education*, 1(4), 15.
- Ali, A. J. A. K. N., Wulandari, D., Firstiyanti, A. H., Purnamasari, W., & Yosiana, M. (2024). Improving students' speaking skills at Keisha Smart House, Harjamukti Village, Cimanggis District, Depok City. *GENDIS: Community Service Journal*, 2(1), 5–9.
- Ashila, L., Sya, M. F., & Dalilah, W. K. (2024). Implementation of community language teaching methods in improving students' English language skills. *Karimah Tauhid*, 3(7), 8090–8099.
- Aulia, L. A., Saputra, E. R., & Merliana, A. (2024). Obstacles and strategies in mastering English-speaking skills in integrated Islamic junior high school.
- Febrianto, E., & Silver, S. T. E. (2024). The influence of the communicative language teaching (CLT) model on the reading and speaking ability of class VIII students of UPTD SMPN 2 Socah. *Pendas: Scientific Journal of Elementary Education*, 9(3), 471–483.
- Kamila, S., & Firdaus, I. (2024). The role of parents in early childhood education. *Student Research Scientific Journal*, 2(4), 24–31.
- Khoir, A., & Aminatuzuhriah, A. (2024). The influence of using interactive media in language learning for early childhood. *Journal of Education and Teaching Review (JRPP)*, 7(3), 12002–12008.