

THE EFFECTS OF TEACHING METHOD AND EMOTIONAL INTELLIGENCE UPON STUDENT'S SPEAKING SKILL AT SMAN 1 KOTO KAMPAR HULU

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ABSTRACT

This study aims to determine the effects of teaching method and emotional intelligence upon student's speaking skill at SMAN 1 Koto Kampar Hulu. Research hypothesis included: 1) there is effect of teaching method upon student's speaking skill, 2) there is effect emotional intelligence upon student's speaking skill, 3), there is interaction between teaching method and emotional intelligence upon student's speaking skill. Method used in this research in experimental method. The population is all students and the sample of 40 students who obtained a random sampling technique that use *cluster sampling*. Instrument that is used is result test of student's speaking skill in the multiple choice with 35 items that is tested validity with reliability coefisient = 0,82, questionnaire 38 items of emotional intelligence that is tested validity with reliability coefficient = 0,72. Analysis of data uses analysis of variance (ANOVA) two-ways. Result of the rsearch show that there sre effects of teaching method and emotional intelligence upon studnt's speaking skill.

Keyword: *Teaching method, emotional intelligence, student's speaking skill*

Introduction

From the syllabus of vocational school, it can be seen that the school started to teach their students not only English for specific purpose but also general English. The syllabus is designed to fulfill the needs of the students. Graduating from vocational school, most of the students wish to implement the skill they have learned. They have to meet certain requirements in order to get work. One of the requirements is having sufficient skill in foreign language especially English.

Learning English means learning language components and language skills. Grammar, vocabulary, pronunciation, and spelling are examples of language components. Meanwhile, language skill covers listening, writing, reading, and speaking. Among the four skills, speaking is often considered as the most difficult skill to be learned by the students. Learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with. Helping the students develop the speaking skill not

merely so that they can pass examination but also for more general use when they want to use the English in the outside world. They may need for further study, work or leisure, so that they will not be among the many people who unable to express his idea in English after having studied it for some years.

Language skill as a focus of this research is speaking or oral production. Yet, speaking activity has close relation to listening one, comprehending one's utterances for the two mentioned skills get involved into oral communication in which a speaker produces utterances (encoding process) and listener accept them into his brain (decoding process).

Students, in the context above, are certainly hoped to use oral or spoken English to express their ideas and feelings and have self-socialization wherever and whenever they are. They are also hoped to tell about their and other people's experiences interchangeably accompanied by self-reflection activity, setback some steps for an introspection and internalize new experiences get from other people and then go forwards to absorb new experiences for their future needs and changes.

In fact, producing utterances in English is not always easy. Learning to speak is the most difficult skill to acquire among four language skills. (Celce-Murcia and Olshtain, 2000: 166). Some reasons underlining the fact are: Firstly. producing utterances,

students need a considerable spontaneity, a clear oral pronunciation, good grammatical patterns, and clear ideas. In short, they have to pay attention to cohesion and coherence of their productions. Cohesion relates to how utterances are arranged structurally and coherence concerns with the link among different meanings in the texts that forms literal meanings, communication functions, and behaviors. Secondly. producing utterances, students, of course, interact directly with other people or listeners. It means that they are involved in a discourse of communication in which they must make their ideas understandable or intelligible.

Theories of language learning and approaches to language teaching have been thoroughly developed in order to enable learners to use the target language efficiently. Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need. For as long as people have been learning and teaching language, there has continual debate about how to theorize the process and what the best way of doing it is. Many current teaching practices are the direct result of such constructive arguments.

In more recent times, there have been five teaching methods which influence on classroom practice and which teachers and trainers still refer to. They "Grammar translation, Audio-lingualism, influence on classroom practice and which teachers and trainers

still refer to. They “Grammar translation, Audio-lingualism, PPP (Presentation, Practice, Production), Task-Based learning, and Communicative Language Teaching.” (Jeremy Harmer, 1998:30). The last is the widely accepted method in the English language teaching world. The debate is still going on, of course. In attempting to investigate the complex nature of foreign language learning, which foreign language learning, we have to appeal to ideas not only from linguistic analysis, but from other fields such as communication studies, education, psychology and sociology.

The way in which people announce and develop new teaching methods can make discussions of comparative methodology somewhat confusing. What the interested teacher needs to when confronted with a new method for example, is to see and/or how it incorporates theories of language and learning. What procedures does it incorporate? Are they appropriate and effective for the classroom situation that the teacher works with? In this case two questions seem worth asking: is it satisfying for both students and teachers, and does it actually achieve what it sets out to achieve?

In learning a foreign language, the opportunity of using it is one of the supporting factors which can be neglected, students who have a good opportunity of using the target language will get better progress in learning the

language. To get a good result of teaching and learning a foreign language, teachers should create language environment which supports students to use the language, such as the way that teachers talk to the students-the manner in which they interact with them-is one of the crucial teacher skills. Within the classroom, teachers; role may change from one activity to another or from one stage of an activity to another. If they are fluent at making these changes their effectiveness as teachers can be greatly enhanced.

Teaching and learning language is a contract between two parties for which they both need to agree with the terms. It is not a one sided affair. Teachers need to understand students' needs the target language effectively. Therefore, it is extremely difficult to come conclusions about which approaches and methods are best and/or most appropriate for teachers' own teaching situations.

In to selecting appropriate method, many of us believe that learners have certain characteristics which lead to more or less successful language learning. Such beliefs are usually based on anecdote evidence, that is, on individual people we have known. For example, many teachers are convinced that motivated learners who interact without inhibition in their second language and find many opportunities to practice language skills will be the most successful learners. In

addition to personality characteristics, other factors generally considered to be relevant to language learning are “intelligence, emotional intelligence, aptitude, motivation, and attitudes. Another important factor is the age at which learning begins.” (Patsy M. Lightbown., Nina Spada, (1993:33). When researchers are affect second language learning, they usually select a group of learners and give them a questionnaire to measure the type and degree of motivation. The learners are then given a test to measure their second language proficiency. The test and the questionnaire are both scored and the researchers investigate whether a learner with high score on the proficiency test is also more likely to have a high score on the motivation questionnaire. This kind of procedure can be used to measure the effect of emotional intelligence on for language learning through the use of emotional intelligence test. Course designer and material writers have a great role to play here since any course book that is used embodies approaches and methods. If teachers and students constantly monitor their classes and adjust what they do accordingly, there is a really good chance that the methods they use will be the best for the classes they teach. Teaching plans should always be designed to meet an aim or aims.

Since English the first for language in Indonesia-is a compulsory subject for all levels of education, it is crucial to find out the most appropriate methods of teaching and learning

English will be implemented in this developing country. the private vocational school in Indonesia-applies English as a compulsory subject which must be taught in all semesters. Those having taken English I am demanded to be able to use English in a simple way. It is in accordance with its instructional objectives stating, “having studied for one semester, students are expected to be able to use English in certain circumstances. In this objective, subjects-related to people, location, prices, vacations, request, complains, skills, world knowledge, and interest-are emphasized. In some cases after having taken English I and some students still feel difficult in using English even in a simple way.

With regard to the facts above, it is urgent to do a kind of research to find out the appropriate method for students. The research is an experimental research in which the method is communicative Language Teaching Method. Communicative Language Teaching Method is a teaching method which broadly and strongly affects the teaching and learning process of English in class in recent years. The method which is used in this research also involves other factor, namely emotional intelligence.

Emotional intelligence is the ability to constructively study with all of our emotions by: identifying and communicating them (through appropriate expression and exploration); listening to what they are signaling to us about perceived or real

threats to our well-being, so that we may examine these perceptions; and becoming more aware of how they reflect our socio-cultural beliefs.

It is very important to understand that emotional intelligence is not the opposite of intelligence. Emotional intelligence, then, is the ability to use your emotions to help you solve problems and live a more effective life. Emotional intelligence without intelligence, or intelligence without emotional intelligence, is only part of a solution. Emotional intelligence has also the benefits in making good relationship.

Emotional intelligence is the ability to understand the meaning of emotions and relationships, and use it to solve the problem. These capabilities include the ability to understand the feelings associated with emotions and understand information about these emotions and manage them. Emotional intelligence needed by students who want to succeed in learning. Emotional intelligence will provide benefits in the process and the quality of decision making, communication and relationships.

Emotional intelligence is not innate, but can be developed quickly and not stop at a certain age only. Emotional intelligence is also not a personality but a series of unique properties that help to shape one's character, in thinking, feeling and behaving. Personality is a concept that is often confused with emotional

intelligence, but they have fundamental differences.

Emotional intelligence is a useful instrument in solving the critical problems with subordinates, reached a deal with difficult customers, convey a good criticism of superiors and resolve some of the opportunities that influence success. Emotional intelligence is used to help ourselves and help other students.

Emotional intelligence refers to the special ability that we call common sense, it is associated with the ability to read environment, set it back, with the spontaneous ability to understand what other student want and need, their advantages and disadvantages, the ability to be unaffected by pressure, and the ability to be a nice student so coveted presence of others.

Emotional intelligence as a key factor in the success in learning, the instrumental factor in the success of which is a reflection of emotional intelligence. Emotional intelligence of a student with another student is different. It can be seen in daily life that some students succeed and there are students who fail, success rates are different from each student.

Method

Methodology or research methods derived from the word meaning a way and logy meaning science. So the research methodology

means the study of the method to do research.

In Webster's New World Dictionary, the research methodology is defined as the investigation of a field that is executed to obtain facts or principles patiently, carefully and systematically. According to Arikunto, (2002: 160) "The research method is the means used by researchers in collecting research data.

From the this definition, it can obtain a conclusion about the understanding of research methodology is as process to find an answer to a question or problem with the way a patient, careful, planned, systematic, or scientific way, with a view to discover facts or principles, develop and test a knowledge of scientific truth.

The method which is used in

TM	K-1	K-2
EI		
B-1	Y11	Y12
B-2	Y21	Y22

the research is survey research. The survey research is used to investigate the effect of the communicative language teaching method towards mastery on degrees of comparison of adjectives at the second grade of SMAN 1 Koto Kampar Hulu.

In this study, the authors divide the sample into two groups, consisting of the experimental group is the group

given teaching method and a control group of the group given conventional teaching.

End of instruction, students in both groups were given a test with about the same. The results of these tests be used as research data, then analyzed and compared to see the influence of different teaching methods on English vocabulary learning outcomes of students between the experimental group and control group.

In accordance with the problem statement and objectives of this study, this research is an experimental study. This method treated students in two different classes-an experimental class and a control class. The experimental class the teacher used CLTM in teaching English and for the control class, the teacher used conventional class. Likewise, the students in both

classes were also asked to answer the EI test at the end of the treatment is to find out the effect of it upon student's

speaking skill. The design in this study is a Factorial Design 2 x2 as follows:

Remarks:

TM : Teaching Mehod

EI : Emotional Intelligence

K-1 : Communicative language teaching method

K-2 : Conventional method

B-1 : High emotional intelligence

B-2 : Low emotional intelligence

Y11: Student's speaking skill with communicative language teaching method and high emotional intelligence

Y12: Student's speaking skill with conventional method and high emotional intelligence

Y21: Student's speaking skill with communicative language teaching method and high emotional intelligence

Y22: Student's speaking skill with conventional method and low emotional intelligence

In this experimental study the researcher uses the 2 groups, namely the experimental group and control group. The experimental group is students at class XI.1 which consists of 20 students who are given communicative language teaching method. The control group was students at class XI.2, which consists of 20 students who are given conventional teaching methods.

The group received the material on speaking skill with the same

allocation of time. The material provided in accordance with that specified in the curriculum. The data in this study were obtained by giving the final test in each of the students who worked individually, either in the experimental group and control group.

Frequency at a meeting in this study were as many as three times. Twice to give the subject matter and once to give the final test. Each meeting is conducted once a week for 90 minutes. The researcher held a meeting once a week because of school hours the other day used to discuss other topics that according to the curriculum. This is done so that achievable goals can be accomplished by either. The second group received the same lesson that is "degrees of comparison of adjectives" with the same allocation of time.

Finding and Discussion

1. Score of student's speaking skill with communicative language teaching method

Measurement data of student's speaking skill using instrument of objective test of multiple choice with five answer options, a total of about 20 items. Each item if question is answered correctly given score 1 and if the answer is wrong given score 0, so that the range of respondents score is 0 to 20. Respondents of experimental group of 20 students, taught by the communicative language teaching method. The highest score 20 and lowest 11. Score obtained from the

statistical calculation of the average 15.9 median 16 mode 14 standard deviation 2.64 and variance 6.99.

From the explanation above can be see that the research subject which had scores on the average there are 4 people or 20%. Research subject which is below the class average there are 7 people or 35% and above the class average of 7 people 35%. The data is quite well and is not much variety.

2. Score of student's speaking skill taught with conventional method

Measurement of data of student's speaking skill using the instrument of test objective of multiple choice with five answer options, a total of about 20 items. Each item if question is answered correctly given score 1 and if the answer is wrong given score 0, so that the range of respondents score is 0 to 20. Respondents of experimental group of 20 students, taught by conventional method. The highest score 19 and lowest 9. Score obtained from the statistical calculation of the average 14, median 14, mode 13, standard deviation 2.82 and variance 8.0.

From the explanation above can be see that the research subject which had scores on the average there are 6 people or 30%. Research subject which is below the class average there are 6 people or 30% and above the class average of 8 people 40%. The data is quite well and is not much variety.

3. Score of student's speaking skill taught with communicative

language teaching method and high emotional intelligence

Measurement of data student's speaking skill using the instrument of test objective of multiple choice with five answer options, a total of about 20 items. Each item if question is answered correctly given score 1 and if the answer is wrong given score 0, so that the range of respondents score is 0 to 20. Respondents of experimental group of 10 students, taught by communicative language teaching method and high emotionl intelligence. The highest score 20 and lowest 12. Score obtained from the statistical calculation of the average 16.5, median 16.5, mode 16, standard deviation 2.83 and variance 8.05.

From the explanation above can be see that the research subject which had scores on the average there are 3 people or 30%. Research subject which is below the class average there are 3 people or 30% and above the class average of 4 people 40%. The data is quitenwell and is not much variety.

4. Score of student's speaking skill taught with communicative language teaching method and low emotional intelligence

Measurement data of student's speaking skill using instrument of objective test of multiple choice with five answer options, a total of about 20 items. Each item if question is answered correctly given score 1 and if the answer is wrong given score 0, so that the range of respondents score is 0 to 20. Respondents of experimental

group of 10 students, taught by the communicative language teaching method. The highest score 19 and lowest 11. Score obtained from the statistical calculation of the average 15.4 median 15.5 mode 14 standard deviation 2.45 and variance 6.04.

From the explanation above can be see that the research subject which had scores on the average there are 2 people or 20%. Research subject which is below the class average there are 4 people or 40% and above the class average of 4 people 40%. The data is quite well and is not much variety.

5. Score of student's speaking skill taught with conventional method and high emotional intelligence

Measurement data of student's speaking skill using instrument of objective test of multiple choice with five answer options, a total of about 20 items. Each item if question is answered correctly given score 1 and if the answer is wrong given score 0, so that the range of respondents score is 0 to 20. Respondents of control group of 10 students, taught by the conventional method and high emotional intelligence. The highest empirical score 19 and lowest 11. Score obtained from the statistical calculation of the average 15.2 median 15 mode 15 standard deviation 2.82 and variance 7.95 the table as follows:

From the explanation above can be see that the research subject which had scores on the average there are 3 people or 30%. Research subject which

is below the class average there are 4 people or 40% and above the class average of 3 people 30%. The data is quite well and is not much variety.

6. Score of student's speaking skill taught with conventional method and low emotional intelligence

Measurement data of student's speaking skill using instrument of objective test of multiple choice with five answer options, a total of about 20 items. Each item if question is answered correctly given score 1 and if the answer is wrong given score 0, so that the range of respondents score is 0 to 20. Respondents of control group of 10 students, taught by the conventional method and low emotional intelligence. The highest empirical score 17 and lowest 9. Score obtained of the statistical calculation of the average 12,8 median 13 mode 13 standard deviation 2.39 and variance 5,73.

From the explanation above can be see that the research subject which had scores on the average there are 4 people or 20%. Research subject which is below the class average there are 4 people or 40% and above the class average of 2 people 20%. The data is quite well and is not much variety.

7. Score of student's speaking skill that has high emotional intelligence

Measurement data of student's speaking skill using instrument of objective test of multiple choice with five answer options, a total of about 20

items. Each item if question is answered correctly given score 1 and if the answer is wrong given score 0, so that the range of respondents score is 0 to 20. Respondents of control group of 10 students have high emotional intelligence. The highest empirical score 20 and lowest 11. Score obtained from the statistical calculation of the average 15.85 median 16 mode 16 standard deviation 2.83 and variance 8.02.

From the explanation above can be see that the research subject which had scores on the average there are 5 people or 25%. Research subject which is below the class average there are 7 people or 35% and above the class average of 8 people 40%. The data is quite well and is not much variety.

8. Score of student's speaking skill that has low emotional intelligence

Measurement data of student's speaking skill using instrument of objective test of multiple choice with five answer options, a total of about 20 items. Each item if question is answered correctly given score 1 and if the answer is wrong given score 0, so that the range of respondents score is 0 to 20. The highest empirical score 19 and lowest 9. Score obtained from the statistical calculation of the average 14.1 median 14 mode 14 standard deviation 2.71 and variance 7.35.

From the explanation above can be see that the research subject which had scores on the average there are 5 people or 35%. Research subject which

is below the class average there are 5 people or 25% and above the class average of 8 people 40%. The data is quite well and is not much variety.

CONCLUSION

From the data analysis, the research findings of the research are as follows:

1. Learning result of student's speaking skill with communicative language teaching method is higher than students taught by conventional method, or in other word there is a significant difference in effect between the communicative language teaching method with conventional learning method on student's speaking skill. This is supported by obtaining an average score of the learning of student's speaking skill with communicative language teaching method 15.9 higher than the conventional learning method on student's speaking skill with 14.00.
2. The result of the student's speaking skill of the high emotional intelligence is higher than student's low emotional intelligence. Or in other word there is a significant difference in effect emotional intelligence upon student's speaking skill. This is supported by obtaining an average score of the student's speaking skill with high emotional intelligence 15.85 higher from 14.10 low emotional intelligence.
3. There are effects of interaction between teaching method and emotional intelligence upon student's speaking skill. It is characterized by a significant score to the method of learning and emotional intelligence $0.044 < 0.05$

can be concluded there is an interaction effect between teaching method and emotional intelligence upon student's speaking skill. Based on these results, then further testing is needed. From further testing can be seen that each class/group has a significant effect on the student's speaking skill. From the data above average grade student's speaking skill of experiment with communicative language teaching with high emotional intelligence was 16.5. While the average of student's speaking skill by communicative language teaching method with low emotional intelligence was 15.4. The result of student's speaking skill in the classroom control with conventional learning method of and high emotional intelligence is obtained the following results: an average of 15.20 while the student's speaking skill with conventional teaching method and low emotional intelligence obtained a lower average of 12.80.

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