Jambi-English Language Teaching Journal
http://online-journal.unja.ac.id/index.php/jelt/index

THE EFFECT OF INSTRUCTIONAL MEDIA POWER POINT -BASED AND EMOTIONAL INTELLIGENCE ON DESCRIPTIVE WRITING ABILITY OF JUNIOR HIGH SCHOOL STUDENTS CLASS VII SMPN 8 MUARO JAMBI

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Received 15 December 2015 *Accepted 29 April 2016*
Received in revised form 23 Januari 2016 *Published online 15 May 2016*

Abstract. This research aims to determine the effect of the use of instructional media power point-based and emotional intelligence on descriptive writing skill of Junior High School students number eight Muaro Jambi class seven. This is quantitative with quasi-experimental study which was conducted in two classes, class VII D as the experimental class (has treatment) and class VII F as a control class (has no treatment). Overall results of the research showed that there is no effect of the use of instructional media power point-based and emotional intelligence on descriptive writing skill of Junior High School students class seven at 95% level of significant. This is because of three hypotheses proposed; only one hypothesis stated that H1 received. The rest, hypothesis two and three H0 received. The results of hypotheses testing to hypotheses one, two, and three, are: (1) There is an effect of instructional media power point-based on descriptive writing skill of Junior High School students, (2) There is no effect of emotional intelligence on descriptive writing skill of Junior High School students, (3) There is no interaction between instructional media power point-based and emotional intelligence. It is true that the result of hypothesis testing on hypothesis one that there is an effect of instructional media power point-based, but the effect is not significant.

Keywords: *instructional media, power point -based, emotional intelegence, descriptive writing ability*

Introduction

Learning media is often referred to as instructional media. Based on the basic elements, the media are classified into three kinds, namely: (1) audio media, (2) visual media, and (3) audio-visual media. Anderson (Asyhar, 2011: 49) classifies media into ten types, namely: a) Audio, for example, radio, CD, and telephone, b) Printed, for example, textbooks, modules, and brochures, c) Audio-printed, for example audio cassettes equipped with written material, d) Silent visual projection, for example, transparencies overhead, e) Silent audiovisual projection, for example, the film frame slide voiced, f) Visual motion, for example a silent movie, g) Audio visual motion, for example, voiced motion movie, VCD, and television, h) physical object, for example a real object, i) Human and environment, for example, teachers, and librarians, and j) Computers

The result of the use of certain media in a process of learning, especially in learning descriptive writing related topic "Physical Appearance" and "Things Inside the House" depends on the teacher understanding in choosing the media. So that in addition to know the importance of using instructional media, teachers also need to know the characteristics of each media, the potential of what it has, what are the advantages and disadventages. After knowing the characteristics of the various media, teachers can select which media are most suitable to use in the learning process.

In addition to use media in learning, ideally a teacher should understand the characteristics of students who become learners including students' level of emotional intelligence. The authors assume that the level of emotional intelligence of the students will affect their ability to think including the ability to write descriptive. It is believed to affect the ability to write descriptive because emotional intelligence, itself, is a student's ability to understand his feelings and understand the feelings of others, how the student has ability to control himself, to motivate himself and manage his own emotions (anger, love, irritated, sad, favors, scared, shocked, and embarrassed) well and how a student has an ability to build relationships with others.

Method

This research method is quantitative with quasi-experimental research design, held at SMPN 8 Muaro Jambi in March to May 2013. The subjects of this research were students of SMPN 8 Muaro Jambi class VII namely VII D and VII F totaling 68 people, divided into two classes, each class consists of 34 students.

Before performing data analysis, there are three initial requirements that must be fulfilled. They are as follows: 1) Research instruments test, namely the validity of data test by using a Product Moment formula and reliability of data test using Spearman Brown formula, 2) test of normality and homogeneity of each grade, and 3) the average similarity test using t test to determine the ability of preliminary knowledge of experimental and control class students of the research group. Pretest data were tested by t-test. The research declared good when both groups have the same pretest value (equivalent).

After the initial three conditions are fulfilled, the next test is doing post-test data analysis using normality data test , using Chi Quadrat technique and homogeneity test data using Barlett test. Then Variant Analysis (ANOVA) two lanes is done.

Table 1. Two Way ANOVA

Variable Source (*source of variation)*	SS	*df*	MS	F
(row means)	SSR	r - 1	$MSR = \frac{SS_R}{r-1}$	$F = \frac{MS_R}{MS_E}$
(column means)	SSC	c - 1	$MSC = \frac{SS_C}{c-1}$	$F = \frac{MS_C}{MS_E}$
row x column (interaction)	SSRC	(r-1) (c -1)	$MSRC = \frac{SS_{RC}}{(r-1)(c-1)}$	$F = \frac{MS_{RC}}{MS_E}$
Error	SSE	rc (n - 1)	$MSE = \frac{SS_E}{rc(n-1)}$	
Total	SST	rcn - 1		

Decision criteria: if the probability is bigger than 0.05 (> 0.05) then H0 is accepted and If probability smaller than 0.05 (<0.05) then H0 is rejected

Findings

After doing test to reseach instrument namely emotional intelligence questionnaire consisting of 50 statements, the author obtained 29 valid and reliable statements. It means that the instrument is declared valid and able to measure what should be measured, and can be trusted to be used as a data collector. The validity is r counted bigger than r table (0,349) and the reliability r11 bigger than r tabel (0,349). While testing of the ability to write descriptive consisting of 45 items to "complete" and two items to write descriptively related to the topic of "Physical appearance" and "Things inside the house" gained 27 items to "complete" and two items to write descriptive declared valid and reliable.

Furthermore, the average similarity test to pretest was conducted by using t-test with SPSS 19. The result obtained is 0.346 bigger than 0.05 or p-value is bigger than 0.05, which means that preliminary capabilities between the experimental class and control class were the same or equivalent.

Once the data is equivalent, post-test data analysis is conducted. To test normality of the data, authors calculated statistic with SPSS 19.

Table 2. Normality Test of Post Test Data, to High and Low emotional Intelegence Level

One-Sample Kolmogorov-Smirnov Test					
		High Emotional Intelligence, Experiment Class	Low Emotional Intelligence, Experiment Class	High Emotional Intelligence, Control Class	Low Emotional Inteligence, Control Class
N		11	11	11	11
Normal Parameters[a,b]	Mean	67,6473	63,2473	54,9964	53,5091
	Std. Deviation	6,55461	8,65221	18,62949	18,62098
Most Extreme Differences	Absolute	,364	,253	,393	,338
	Positive	,242	,180	,203	,192
	Negative	-,364	-,253	-,393	-,338
Kolmogorov-Smirnov Z		1,206	,839	1,305	1,120
Asymp. Sig. (2-tailed)		,109	,483	,066	,162

From Table 2 , it appears that the four groups of the study showed by p-value is bigger than 0.05 i.e a) a group with high emotional intelligence, experimental class 0.109 is bigger than 0.05 . b) a group with low emotional intelligence, experimental class 0.483 is bigger than 0.05 . c) a group with high emotional intelligence, control class 0.066 is bigger than 0.05 . d) a group with low emotional intelligence, control class 0.162 is bigger than 0.05 . It means that the data were normally distributed . Further to Bartlett test was obtained 4.08251 is smaller than 7.8 or X2 hitung is smaller than X2 table so that the data is expressed homogeneous . To test the hypothesis of the study , the authors used two way Analysis of Variant (ANOVA). The results are shown in Table 3 :

Table 3. Calculation of Two Ways Anova					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1497,142[a]	3	499,047	2,460	,077
Intercept	157608,990	1	157608,99	776,76	,000

			0	0	
factor_a	*1378,496*	*1*	*1378,496*	*6,794*	*,013*
factor_b	*95,315*	*1*	*95,315*	*,470*	*,497*
*factor_a * factor_b*	*23,331*	*1*	*23,331*	*,115*	*,736*
Error	8116,223	40	202,906		
Total	167222,355	44			
Corrected Total	9613,365	43			

From Table 3, it can be seen that the p-value (significant) of factor a: instructional media power point -based is 0.013. Due to the significant value is smaller than 0.05 then H0 is rejected. It means that there is an effect of instructional media power point -based on the ability to write descriptive at 95% of level of confidence. From figure viewed by F counted, it is known that the magnitude of the effect of the use of instructional media power point -based to increase the ability to write descriptive seventh grade students of SMPN 8 Muaro is 6.794%. Furthermore, testing to the hypothesis factor b: emotional intelligence is conducted. From Table 3, it can be seen that p-value of factor b is 0.497. Due to the significant value is bigger than 0.05 then H0 is accepted. This means that there is no effect of emotional intelligence on the ability to write descriptive at the 95% of level of confidence. Then testing to the hypothesis factord a * b: interaction between instructional media power point -based with emotional intelligence. From Table 3, it can be seen that p-value of factors a * b is 0.736. Due to the significant value is bigger than 0.05 then H0 is accepted. This means that there is no interaction between instructional media power point -based with emotional intelligence at the 95% of level of confidence.

Discussion

Instructional media power point -based is one of the media with Information and Communication Technology (ICT) based. Overall results of the study show that there is no effect of instructional media power point -based and emotional intelligence to the ability to write descriptive text in seventh grade students of SMPN 8 Muaro Jambi. Similar research related to the use of instructional media power point -based was also done by Gunawan (2010). The result of his research indicated that the use of instructional media power point -based for the topic "reciprocating engine" does not improve student learning outcomes.

Similar research related to the use of technology has also been done by Papanastasiou, Zembylas, & Vrasidas, 2003; Ravitz, Mergendoller, & Rush, 2002; and Wenglinsky, 1998 (Glass & Vrasidas, 2005). The results of their research showed that the negative impacts of the use of the computer used to enhance students' skills (learning outcomes). The combined results of their research said that there is a complex relationship between computer use and improvement of students' abilities. This occurs due to use computers in the classroom take something to support its implementation in the field. These things include the

readiness of teachers to use these technologies, limitation of curriculum, assessment, educational policy and school culture.

The results of the research conducted by Brown and Cuban, 2001 (Glass & Vrasidas, 2005) also declared that people are often denied a statement that the use of technology in education can make a school more productive and efficient, improving the quality of learning, involving students directly to obtain the learning experience, and make the students trained and ready to enter the world of work.

Vrasidas and Glass (2005) in his study said that there are several obstacles to use ICT in the classroom. These constraints include: 1) school traditional culture and classroom learning, 2) teachers who are reluctant to change their learning approach, 3) the lack of time available for teachers to learn how to use and integrate ICT in teaching, 4) lack of technology infrastructure, 5) lack of particular technology that can deliver specific needs of teachers and students, 6) lack of support from the relevant agencies, 7) lack of time available and incentives for teachers who innovate, 8) the need of a program to prepare teachers to be able to integrate ICT in the classroom, 9) the need of policy reform, curriculum and assessment related to the use of ICT in the classroom. When these constraints do not find a way out, then the use of technology in the classroom will not achieve the expected results. In other words, the use of ICT will not bring positive influence to successful learning.

However, concerning the use of ICT in the classroom that is instructional media-power point -based in this study, the data analysis of the hypothesis of this study showed that group of students of experimental class, learning using instructional media power point -based, obtains test scores of ability to write descriptive higher than group of students of control class, learning without using instructional media-power point -based. It means that the use of instructional media power point -based in teaching descriptive writing has an effect on students' ability to write descriptive. In other words, the use of instructional media power point -based in teaching can improve the ability to write descriptive seventh grade students of SMPN 8 Muaro Jambi.

The use of instructional media power point -based in learning can improve students' ability to write descriptive as instructional media power point -based has many advantages that can support a successful of learning. These advantages include: a) Presentation of interesting material because of colors combination, fonts and animations, both text animated or images or photos animated. b) More stimulate children to learn more information about the teaching materials presented. c) it’s easy to understand visual information message. d) The teacher does not need much explaination about material presented. e) Can be reproduced as needed, and can be used repeatedly. f) Can be stored in the form of optical and magnetic data (CD / Floppy disk / flash), so it is practical to carry everywhere. http://id.shvoong.com/social-sciences/education/2189519-media-microsoft-power point .

In fact, there is an effect of the use of instructional media power point -based on the ability to write descriptive, but the effect is not so significant. The author assumes that the effect is not so significant as the instructional media power point -

based that used for this research is less providing exercises and examples of descriptive text that can lead students to be more skillful in writing descriptive.

Furthermore, the results of hypothesis testing to hypothesis two using two ways analysis of variance indicates that the ability to write descriptive of seventh grade students of SMPN 8 Muaro Jambi is not influenced by students' emotional intelligence. In other words, the level of emotional intelligence of the students did not affect the students' ability to write descriptive. The author assumes that to obtain maximum results, it needs an element of other intelligence. It means that students do not only have high emotional intelligence to obtain maximum result of descriptive writing skills, but also there must be another intelligence that they need to have.

Gardner (2003) stated that every person has multiple intelligences. There are ten multiple intelligences possessed by each individual. The intelligences are linguistic (language) intelligence, logical-mathematic intelligence, visual-spatial intelligence, gestures intelligence , musical intelligence, intrapersonal intelligence, interpersonal intelligence, naturalist intelligence, existential intelligence and spiritual intelligence. But not all of the intelligences are prominent in a person. The author assumes that in order to obtain a good descriptive writing skills, not only emotional intelligence is needed, but also linguistic intelligence. Most of students at SMPN 8 Muaro Jambi do have high emotional intelligenced, but they are not supported by linguistic intelligences. So their abilities to write descriptive are not as expected.

Based on the results of two ways ANOVA to hypothesis three: interaction between instructional media power point -based, it is found that F counted > F table, the probability is 0.736. Because of the probability is bigger than 0.05, so H0 is accepted. It means that there is no interaction between instructional media power point -based and emotional intelligence.

Conclusion and Suggestion

At 95% level of confidence, it can be concluded that overall result of the research shows that there is no effect of instructional media power point -based and emotional intelligence on descriptive writing ability of class VII students of Junior High School SMPN 8 Muaro Jambi**.**

In fact, the use of instructional media power point -based in learning can affect students' ability to write descriptive, but the effect is not so significant. This happens because of using instructional media power point -based needs various considerations. Vrasidas and Glass (2005) on their researches said that there are some obstacles appear when TIK is used in the classroom. They are: 1) school traditional culture and classroom learning, 2) teachers who are reluctant to change their learning approach, 3) the lack of time available for teachers to learn how to use and integrate ICT in teaching, 4) lack of technology infrastructure, 5) lack of particular technology that can deliver specific needs of teachers and students, 6) lack of support from the relevant agencies, 7) lack of time available and incentives for teachers who innovate, 8) the need of a program to prepare teachers to be able

to integrate ICT in the classroom, 9) the need of policy reform, curriculum and assessment related to the use of ICT in the classroom. When these constraints do not find a way out, then the use of technology in the classroom will not achieve the expected results. In other words, the use of ICT will not bring positive influence to successful learning, particularly in learning descriptive writing.

According to the author, this is caused by the presence of other elements of the intelligence that are needed by students to be able to write descriptive well . The intelligence is linguistic intelligence. Gardner (2003) explains that people who stand on linguistic intelligence have abilities to use words effectively in reading , writing , speaking , and also have abilities to write poetry , or a style of writing that is rich in expression .

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