

**INFLUENCE OF EMOTIONAL INTELLIGENCE AND TEACHING METHOD
TOWARDS LISTENING SKILL**

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ABSTRACT

The aim of the research is to know the effect of teaching method and emotional intelligence towards student's listening skill. The writer applied the purpose sampling to determine the sample. The technique of collecting data of teaching method and emotional intelligence used Likert scales or questioners and the Listening Skill test was acquired from the test multiple choice of 20 items. The research methodology that is used explanatory experimental and technique of data analysis that used in this research is regression analysis model. It was used to know the effect of independent variable to dependent variable. The statistic test used t-test and data analysis used correlation technique and partial regression. The research findings are: 1). There is effect of Teaching Method towards Student's Listening Skill. The result of the research is obtained by sig value = 0.000 < 0.05. It means that there is significance different of Student's Listening Skill of the students who are taught by audio lingual teaching method and Student's Listening Skill who are taught by conventional method. 2). There is effect of Emotional intelligence towards Student's Listening Skill. The result of the test is obtained by sig value = 0.000 < 0.05. It means that there is significance difference of Student's Listening Skill of the students whose High Emotional intelligence with Student's Listening Skill of the students whose Low Emotional intelligence. 3). There is interaction between Teaching Method and Emotional intelligence towards Student's Listening Skill at Private Junior High School in South Jakarta. The result of the test is obtained by sig value = 0.043 < 0.05.

Keywords: Emotional Intelligence, Teaching Methods, Listening Skill

I. INTRODUCTION

Inevitably, education is a main way to prepare a youth generation to welcome and face in this global era. Education should be conducted as well. In every country, people who lived in that country have the right to get education. A quotation from Nelson Mandela, "Education is the most powerful weapon which you can use to change the world. It shows that education is a base foundation to a country for creating better future."

Educators are well-known as teachers, having main tasks to teach their students. Whether teaching to students' skill or students' psychology. The development of psychology in the field of philosophy has made teaching and learning very effective and scientific. The education was slave of teacher. They have no any role in teaching learning process. Whole teaching learning

process was teacher centered. Teacher teaches in his own way. He did not think mental condition of students. The psychology provided the way of teaching and learning both teacher and students have got this advantage from it. Nevertheless, teachers have to have method to teach their students.

Method in teaching is necessary for teachers what type and technique that suitable for teachers to apply the process of teaching. Patel and Paveen on their book, elaborated the four methods. Grammar Translation Method (GMT) emphasizes on mother tongue in teaching second language. Direct method is using gesture, action, and showing objects to teach second language. Bilingual method is the same of GMT but this is improved version of audio-visual aids. Reading method based on Dr. Michel, person can learn second language by reading

different books, novels, drama and many other books. Situational method is direct bond between speech and expression. Learners are to know the situation in which different structure are used for transmitting message or expressing ideas.

Fundamental of English language is reading, listening, writing, and speaking. We have two ears and one mouth so that we can listen twice as much as we speak ~ Epicetus. The primary purposes of human listening, then, are information-gathering and pleasure, though there are other reasons, such as empathy, assessment and criticism.

The researcher found problems based on his research conducted at private school in Jakarta are following:

1. Is teaching method effect on students' listening skill?
2. Is emotional intelligence effect on students' listening skill?
3. Are teaching method and emotional intelligence effect on students' listening skill?

II. THEORETICAL REVIEW

This chapter will discuss related literature to the variables, there are, the meaning of listening skill, the meaning of teaching method, and the meaning of emotional intelligence. These three variables will be elaborated step by step.

1. Theory of Listening

a. Nature of Listening

In the areas of second language acquisition research and second language teaching, listening has always been forgotten and least researched of the four macro skills (speaking, reading, writing, and listening). According to (Helgesen, Brown, and Nunan, 2007) for years people thought listening and reading as passive skills while speaking and writing were active skills. Indeed, until the late 1970's, not much attention was paid to ESL and EFL listening at all. Prior to that, if it was thought about at all, listeners were thought of as human tape recorders: They took in a bit of information, held it in a sort of medium term memory, and used it. We now recognize that listening is much more complex than that.

According to the decree of Minister of National Education No. 22 year 2006 concerning the content standard of KTSP, especially the competence standard and basic competence in English which covers;

a. Listening, b. Speaking, c. Reading, and d. Writing.

Based on the statement above that listening is one of the aspects which is compulsory to be developed at schools. In (Celcee Murcia, 2001) listening comprehension describes comprehension of speaker's messages at the internal reproduction of that message in the listener's mind, so that successful listening reproduces the meaning intended (Clark and Clark 1977). What 'listening' really means is 'listening and understanding what we hear at the same time'. So, two concurrent actions are demanded to take place in this process.

a. Nature of Listening Skill

Listening has been claimed that over 50 percent of the time that students spend functioning in a foreign language will be devoted to listening (Nunan in Nation and Newton, 2009). It means that listening uses more than 50 percent of the students time in studying foreign language in a class. It shows how much important listening in studying foreign language is. "Students with good listening comprehension skills are better able to participate effectively in class" (Brown, 2001). Students who have a good listening skill will perform in class satisfactorily. This is all because almost of the distribution of the material need a listening activity. Therefore, a good listening's student should be able to perform and respond well in teaching learning activity.

Based on the description about skill and listening, it can be concluded that listening is a skill in a sense that it's a related but distinct process than hearing which involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the streams of sounds. This correlation is like that between seeing and reading. Seeing is a very ordinary and passive state, while reading is a focus process requiring reader's instrumental approach. Listening has a "volitional component". (Tomatis, 2007) view is, while listening; the desire to listen, as well as the capability to listen (comprehension) must be present with the listener for the successful recognition and analysis of the sound.

2. Theory of Teaching Method

a. Definition of Teaching Method

When linguists and language specialist sought to improve the quality of language

teaching, they often did so by referring to general principles and theories concerning how languages are learned, how knowledge of language is represented and organized in memory, or how language itself is structured. Let us go through to the definitions of approach, methods, and techniques delivered by Edward Anthony as quoted in Richards and Theodore:

“...An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught...”. “...Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is a procedural.” “...A technique is implementational - that which actually takes place in a classroom. It is particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach well. (Anthony, 1963).

From the definition, it can be concluded that approach is assumption and beliefs about language and language learning held. At least there are three theoretical views of language as explained by Richards and Rodgers, namely “structural view, functional view, and interactional view” (Richards & Theodore, 1986), The preceding one seems to be the most traditional one. Other language specialist, Harmer also proposes four terms related to teaching and learning language. The four hierarchical terms relocated by Harmer are “approach, method, procedure, and technique.” (Brown, 2002)

3. The Kinds of Teaching Method

Different theories of language and language learning influence the focus of a method; that is, they determine what a method sets out to achieve. Some methods set out to reach general communication skills and give greater priority to the ability to express oneself meaningfully and to make oneself understood than to grammatical accuracy or perfect communication (Richards and Theodore, 1986). Some linguists and theorist have their own understanding about teaching method. They deliver the understanding based on their experience in a researching and quoting from other any experts.

a) Grammar-Translation Method

The Grammar-Translation Method is the oldest method of teaching English. This method is also known as the Classic Method. The Grammar-translation Method dominated European and foreign language teaching from the 1840s to the 1940s. It modified form it continues to be widely used in some parts of the world today. In The Grammar-Translation Method the students first study the part of speech and syntax in detail. The sentences in English and the mother tongue were compared and contrasted side by side. (Patel and Praveen, 2008).

The explanation above about Grammar-Translation Method is having students to get their language from mental discipline and intellectual development. Grammar-Translation Method (GMT) also teaches students to use their language by using grammar rules. In applying this method, the students are persuaded to translate sentences and texts into the target language. GMT focuses on studying grammar through rules, translation, and definition.

b) Direct Method

Child learns his mother tongue naturally and without practice. It means child learns mother tongue directly. An attempt to teach the language as one could in learning mother tongue is known as the Direct Method. It is also called natural method because it is learnt naturally like mother tongue or first language, (Patel and Praveen, 2008). The quotation defines that people started to learn from their parents and their basic environment. People since they were child that imitate their parent mother tongue directly.

c) The Audio-Lingual Method

Audio-linguicism (the term was coined by Professor Nelson Brooks in 1964) claimed to have transformed language teaching from an art to a science, which would enable learners to achieve mastery of a foreign language effectively and efficiently. The method was widely adopted for teaching foreign languages in North American colleges and universities (Richards and Theodore, 1986).

As stated in (Brooks, 1964) quoted by (Richards and Theodore, 1986), Audio-linguists demanded a complete reorientation of the foreign language curriculum. Like the nineteenth-century reformers, they

advocated a return to speech-based instruction with the primary objective of oral proficiency, and dismissed the study of grammar or literature as the goal of foreign language teaching. "A radical transformation is called for, a new orientation of procedures is demanded, and a through house cleaning of methods, materials, texts and tests is unavoidable."

d) The Silent Way

(Richards and Theodore, 1986) stated The silent way is the name of a method of language teaching devised by Caleb Gattegno. It is based on the premise that the teacher should be silent as much as possible in the classroom but the learners should be encouraged to produce as much language as possible. Elements of the Silent Way, particularly the use of color charts and the colored Cuisenaire rods grew out of Gattegno's previous experience as an educational designer of reading and mathematics programs. The Silent Way shares a great deal with other learning theories and educational philosophies.

e) Communicative Language Teaching

(Richards and Rodger, 1986) stated, "...since the mid-1970s the scope of Communicative Language Teaching has expanded. Both American and British proponents now see it as an approach (and not a method) that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication".

This method needs a qualified teacher in order teacher can create one conducive situation supporting the learning process. This method is a learning method which demands active students. They have to be able to interact and co-operate each other. Those who can motivate themselves-will, unhesitatingly, follow the learning process easily, in contrast, those who cannot motivate themselves, they will be left behind for this method teacher's responsibility to motivate their students. To motivate students is not an easy task for teacher since he/she only has limited time in class.

Based on explaining above it can be concluded that communicative language teaching method is a method which is used in teaching language communicatively. It is

happened teaching learning process always by using English.

f) Role-Playing Method

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell us the student that "You are David, you go to the doctor and tell him what happened last night, and ..." (Harmer, 1984)

g) Suggestopedia

The most conspicuous characteristics of Suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher (Richards and Rodger, 1986). From this definition that suggestopedia is a way to serve students with tools or features physically in a classroom together with the teacher.

h) Total Physical Response

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity (Richards and Rodgers, 1986: 87).

i) Conventional Method

According to (Dutta, 2010) "Conventional teaching became debatable since early nineteenth century due to many factors. The most important was lack of basic science teacher that initiated to involve clinical teachers to teach basic science. Due to paucity of subject expert teacher, different forms of teaching modules were adopted namely problem-based learning, problem-solving learning, task-based learning, and so on". Based on the quotation, conventional teaching results the lack of many factors. There are subject expert teacher and the forms of teaching module. Sometimes the comments and questions from new students may become passive while teachers cannot receive feedback, and this is a deficiency and can hinder teaching and learning activities, especially if students are not motivated to learn.

4. Theory of Emotional Intelligence

a. Emotional Intelligence

(Goleman, 2009) stated “Emotional intelligence: abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize and to hope”. While (Goleman, 2001) states that emotion refers to the feelings and thoughts of his trademark, a biological and psychological state, and a series of tendencies to act.

Emotional intelligence is the ability to recognize 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 is one of the intelligence is very important and needed by people who want to succeed in career or in his life. Emotional intelligence will provide benefits in the process and the quality of decision making, leadership, conflict resolution skills, bridging the gap, strategic and technical breakthroughs, communication, cooperation, mutual trust relationships, customer loyalty, creativity and innovation, manage yourself effectively, social skills and capabilities.

(Reeve, 1992), states that emotion is a multi-dimensional phenomenon, as a demonstration of the level of subjective feelings. Emotions make us feel on a particular condition, such as, angry or happy. Emotion is also a biological and psychological response that moves our bodies in a particular reaction. Plutchick, 1984 in Robert S.Feldman illustrates that there are eight basic human emotions, the feelings: joy (Joy), accept (acceptance), fear (fear), surprise (surprise), sad (sadness), annoyance (disgust), anger (Angger) and hope (Anticipation). Every feeling has opposite feelings, such as joy is the opposite of the feeling of sadness, hope as opposed to a surprise (surprise). On the other hand, it can interact with each other emotions among the eight basic types.

Goleman and Strongman, 1977 revealed that emotion as a feeling that is always moving depending on a stimuli received by a person, it has a close relationship between emotional and cognitive elements, which in turn will affect human behavior. Emotion is essentially the impulse to act, once a plan to address issues that have been implanted

gradually by evolution. Emotions are also shaped by the experience of life and culture.

(Feldman, 1990), states that emotions function as we prepare to take an action, in addition to the media between the events in the external environment with the response to be made of human behavior. Emotions also help individuals in regular social interaction with others. Hamburg in (Goleman, 1997), stated more specifically the emotional intelligence as the ability to delay gratification, to be socially responsible in an appropriate manner, to maintain control over their emotions, and to have an optimistic outlook.

The term emotional intelligence is actually a development of the basic definition of the proposed (Gardner, 1985), a private intelligence, the ability to understand to other people, what motivates him, and how to work and how to work with them. In addition to the ability to discern and respond appropriately to the moods, temperaments, and desire of others. Gardner opinion this is the key to self-knowledge, where a person will learn and understand her feelings, and distinguish it, so can use it to guide behavior.

b. Aspects of Emotional Intelligence

Lynn concentrates on developing aspects of emotional intelligence. There are five aspects of emotional intelligence. They are self-awareness and control, empathy, social expertness, personal influence, and mastery of vision. Lynn states the aspects as follows:

1. Self-Awareness and Control – This talent comprises two separate skills. The self-awareness component demands intimate and accurate knowledge of one’s self and one’s emotions. It also demands understanding and predicting one’s emotional reactions to situations.
2. Empathy – Empathy requires the ability to understand how others perceive situations. This perception includes knowing how others feel about a particular set of events or circumstances.
3. Social Expertness – Social expertness is the ability to build genuine relationships and bonds with others that are based on an assumption of human equality. Social expertness allows people to genuinely express feelings, even conflict, in a way that builds rather than destroys relationships.

4. Personal Influence – Personal influence is the ability to inspire others through example, words, and deeds. It is the ability to lead others by way of social

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

expertness. Personal influence is the ability to read situations and exert influence and leadership in the desired direction. Personal influence is also the ability to confront issues that are important or debilitating to relationships, goals, missions, or visions. Personal influence is also exhibiting motivation for one’s visions, missions, core values, and beliefs.

5. Mastery of Vision - Mastery of vision requires that the individual has the ability to set direction and vision guided by a strong personal philosophy. The ability to communicate and articulate with passion regarding direction and vision are also essential to mastery of vision. This talent serves as the inner compass that guides and influences one’s actions. This inner compass also provides resilience and strength to overcome obstacles.

III. METHOD OF RESEARCH

A. The Location and the Time of the Research

This research was conducted at Private Islamic Junior High School and had been proceed since September to December 2014.

B. Research Method

For the most part, the accepted research procedures were based on a quantitative approach to conducting and obtaining educational understanding. Quantitative methods of research are based on the collection and analysis of numerical data, usually obtained from questionnaires, tests, checklists, and other formal paper-and-pencil instruments.

In accordance with the statement of the problem 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 Audio-lingual Method and the control class is used by Conventional method. Likewise, the students in both classes were asked to answer the Emotional Intelligence

(EI) test at the end of the treatment in order to find out the effect of both variables towards students’ listening skill. The design in this study is a Factorial Design 2x2 as follows:

Table 3.2

Design of 2x2 Factorial Experiments

Source: Educational Research, 2000

Remarks:

- TM : Teaching Method
- EI : Emotional Intelligence
- K-1 : Audio Lingual Method
- K-2 : Conventional Method
- B-1 : High Emotional intelligence
- B-2 : Low Emotional Intelligence
- Y11 :Students’ listening skill with audio lingual teaching method and high emotional intelligence
- Y12 :Students’ listening skill with conventional method and high emotional intelligence
- Y21 :Student’s listening skill with low emotional intelligence and audio lingual teaching method
- Y22 :Student’s listening skill with low emotional intelligence and conventional teaching method.

In this experimental study, the researcher uses two groups, namely the experimental group and control group. The writer named these groups into classes. The experimental group is students at class 91.1A which consist of 20 students who are given Audio-Lingual Method. The control group was students who are given at class 91.1B which consist of 20 students who are given conventional method.

The group received the material on listening skill as the same as the allocation 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 student who works individually, either in the experimental group and control group.

C. The Population and Sampling Method

The population of this research is all of the students in the second semester of private junior high schools. Sample taken in this research is 4 classes that are become 4 groups, consist of 40 students. So each group consist of 10 students. 10 students with audio-lingual method and high emotional intelligence, 10 students with conventional method and high emotional

intelligence, 10 students with audio-lingual method and low emotional intelligence and the rest another 10 students with conventional method and low emotional intelligence.

D. Data Analysis Technique

In testing null hypothesis Anova two-ways (2x2) technique is adapted after doing a required test which includes normality and homogeneity test. If the score is significant, it would further be tested by using Scheffee test. The research variables consist of independent and dependent variable. Teaching method and emotional intelligence are the independent variable. Meanwhile, dependent variable is listening skill. The research also needs data which divided into primary data and secondary data. Students, teachers, schools, and material study are primary data. Theoretical reviews from books, e-books, internet, and also the experts are secondary data. Technique for collection the data is followed by holding a pre-test, teaching through materials made, and holding a post-test.

IV. FINDING AND DISCUSSION

A. Data Description Student's Listening Skill

The finding research has been successfully resulted by data of student's listening skill that used two variables, teaching method and emotional intelligence. Research data in the form of Student's Listening Skill (Y) as a result of treatment research (X1), the Teaching Method (A), in the form of Audio lingual teaching method(A1) and Conventional method (A2), and the Emotional intelligence (B), divided into High Emotional intelligence (B1) and Low Emotional intelligence (B2). The experiment process started from variables crossing. Audio-lingual method with high emotional intelligence named A1B1. Audio-lingual method with low emotional intelligence named A1B2. Conventional method with high emotional intelligence named A2B1. Conventional method with low emotional intelligence named A2B2. Within the number of sample from each group values ten. So, A1B1 resulted mean 79, median 80, and standard deviation 5.676. A1B2 resulted mean 71.50, median 70, and standard deviation 4.743. A2B1 resulted mean 74.50, median 75, and standard deviation 6.852. A2B2 resulted mean 59, median 60, and standard deviation 6.583.

B. Analysis Requirement Test

Before testing the hypothesis, first tested the data analysis is prerequisite test data normality and homogeneity of variance test population. Normality test is done to assess whether or not normal distribution of data to be analyzed from each treatment group data.

Research data normality test is done towards eight sets of data, namely the group A1B1, A1B2, A2B1, A2B1, A1, A2, B1, and B2. Data normality test performed with the Kolmogorov-Smirnov test with a significance level of $\alpha = 0.05$. Summary results of the normality test are presented in the following table:

	A1B1	A1B2	A2B1	A2B2	
Normal Parameter	10	10	10	10	
Mean	79.0000	71.5000	74.5000	59.0000	
Standard deviation	5.67646	4.74342	6.85160	6.58281	
Most Extreme Differences	Absolute	.230	.224	.229	.160
	Positive	.230	.224	.171	.140
	Negative	-.170	-.176	-.229	-.160
Kolmogorov-Smirnov Z	.728	.709	.724	.507	
Asymp. Sig. (2-tailed)	.665	.697	.670	.959	
Test distribution is Normal.					
Source: SPSS Ver.17 program					

Kolmogorov-Smirnov on Significance Level of $\alpha = 0.05$

From table 4.2 above shows that all groups of data normality was tested with Kolmogorov-Smirnov test with SPSS provides significant value (Asymp. Sig. (2-tailed)) in column-Smirnov Kolmogorov amounted A1B2 A1B1 = .665; A1B2 =.697, A2B1 = .670, A2B2 =.959; A1=.643, A2 = .801, B2=.435, B2 = .672. Then all the sig has a value> 0.05 level. Thus concluded that the eight groups of data in this study comes from a normally distributed population. This suggests that one of the prerequisites of F-test in the study have been met.

1. Homogeneity Test

Testing homogeneity of variance using levene's test is to determine whether the research data that has been collected from a homogeneous population with a significance level of $\alpha = 0.05$ level. The criteria are obtained significant if count > table then concluded the data significantly homogeneous or otherwise. More variance homogeneity test results are presented in the following table.

Intercept	201640.00 0	1	201640.00 0	5562.48 3	.000
Teaching_Metod	722.500	1	722.500	19.931	.000
Emotional_Intelligence	1322.500	1	1322.500	36.483	.000
Teaching_Metod * Emotional_Intelligence	160.000	1	160.000	4.414	.043
Error	1305.000	36	36.250		
Total	205150.00 0	40			
Corrected Total	3510.000	39			

a. R Squared = .628 (Adjusted R Squared = .597)

Table 4.2. Homogeneity Test

Levene's Test of Equality of Error Variances ^a			
Dependent Variable: Listening_Skills			
F	df1	df2	Sig.
.270	3	36	.847

a. Design: Intercept + Teaching_Metod + Emotional_Intelligence + Teaching_Metod * Emotional_Intelligence

Source: SPSS Ver.17 program

Requirement that the data homogeneity significant value count > significant values (0.05), the null hypothesis (Ho) is accepted as per the requirements. Homogeneity test results of the three groups of data obtained are mean values (0.847 or sig > 0:05). It can be concluded that the data Student's Listening Skill of three sets of data have the same population variance or in other words the data across treatment groups derived from a homogeneous population.

C. The research Hypothesis Test

The research Hypothesis Test of this research was done by using two-way ANOVA analysis with SPSS. After calculation if later found the interaction then followed by Tuckey test.

Tests of Between-Subjects Effects

Dependent Variable: Listening_Skills

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2205.000 ^a	3	735.000	20.276	.000

a. R Squared = .628 (Adjusted R Squared = .597)

1. The effect of Teaching Method Towards Student's Listening Skill

The first hypothesis stated "There is a significant effect of Teaching Method towards Student's Listening Skill.

From this table, it is known p-value for the category learning approach (A) is 0.000 then > 0:05, then the conclusion there is a difference Student's Listening Skill given learning with Audio lingual teaching method and Student's Listening Skill given learning with Conventional method. Therefore concluded there is a significant effect of Student's learning approaches towards Descriptive Writing Skill.

2. The effect of Emotional intelligence Towards Student's Listening Skill

The second hypothesis stated "There is a significant effect of emotional intelligence towards Student's Listening Skill."

Based on the test results has a value of 0.000 the sig < 0.05. Then the conclusion is there is a difference Student's Listening Skill at students who have a high Emotional intelligence with Student's Listening Skill at students who have lower Emotional intelligence. Therefore concluded that there is a significant influence of Student's Emotional intelligence towards Listening Skill.

3. The effect of interaction between Teaching Method and Emotional intelligence towards Student's Listening Skill.

The third hypothesis stated "There is a significant effect of interaction between Teaching Method and Emotional intelligence towards Student's Listening Skill".

Based on the test results contained in Table Test of Between-Subject Effects obtained p-value for interaction and Emotional intelligence Learning Approach (A * B) is 0.043 or <0.05, then the conclusion there is a significant effect of interaction between Teaching Method and Emotional intelligence towards Student's Listening Skill Student's Listening Skill.

Advanced Test

Based on the advanced test results can be summed up:

- a. The Differences A1B1 with A1B2
The above calculation is known Mean Difference (IJ) with A1B2-A1B1 group is 7.500, and the test results obtained sig = 0.040 (sig< 0.05), so it is concluded that there is significant differences between the groups A1B with A1B2
- b. The Differences A1B1 with A2B1
The above calculation is known Mean Difference (IJ) with A2B1 A1B1 group is 4.500, and the test results obtained sig = 0.353(sig> 0.05), so that concluded there is no significant difference

Multiple Comparisons

Listening_Skills
Tukey HSD

(I) Kel.	(J) Kel	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
A1B1	A1B2	7.50000*	2.69258	.040	.2483	14.7517
	A2B1	4.50000	2.69258	.353	-2.7517	11.7517
	A2B2	20.00000*	2.69258	.000	12.7483	27.2517
A1B2	A1B1	-7.50000*	2.69258	.040	-14.7517	-.2483
	A2B1	-3.00000	2.69258	.683	-10.2517	4.2517
	A2B2	12.50000*	2.69258	.000	5.2483	19.7517
A2B1	A1B1	-4.50000	2.69258	.353	-11.7517	2.7517
	A1B2	3.00000	2.69258	.683	-4.2517	10.2517
	A2B2	15.50000*	2.69258	.000	8.2483	22.7517
A2B2	A1B1	-20.00000*	2.69258	.000	-27.2517	-12.7483
	A1B2	-12.50000*	2.69258	.000	-19.7517	-5.2483
	A2B1	-15.50000*	2.69258	.000	-22.7517	-8.2483

*. The mean difference is significant at the 0.05 level.

between groups A1B1 with A2B1.

- c. The Differences A1B2 with A2B2
The above calculation is known Mean Difference (IJ) with A2B2-A1B2 group is 10.6, and the test results obtained sig = 0.000 (sig< 0.05), so that concluded there is significant difference between groups A1B2 with A2B2
- d. The differences A2B1 with A2B2
The above calculation is known Mean Difference (IJ) .A2B1 group with A2B2 were 12.50, and the test results obtained sig = 0.000 (sig<0.05), that concluded there is significant differences between the groups A2B1 withA2B2.

D. The Discussion of The Research Findings

The table of Between-Subject Factors describes the number of respondents per category and awarding Emotional intelligence Teaching Method. From the table find the amount of each category were 30 respondents for Audio lingual-Conventional method, High and Low Emotional intelligence.

Descriptive analysis of the results in Table Descriptive Statistics, describes the average value and standard deviation Student's Listening Skill in providing Teaching Method based approach Audio lingual teaching method and Conventional method, and High-Low Emotional intelligence. For Audio lingual teaching method on categories of students with High Emotional intelligence has an average value of Student's Listening Skill is higher than giving category Conventional method on students with Low Emotional intelligence. Similarly, for the category of provision Conventional method to students with High Emotional intelligence has an average Student's Listening Skill is higher than that of Conventional method on students with Low Emotional intelligence. From the table Levine's Test, p-value of 0.847 or > 0:05, then the conclusion that the assumption of homogeneity of variance assumptions in the analysis are fulfilled. This means that there is no significant difference between the groups is significant variation data.

The table of Test of Between-Subject Effects is the main table which presented the results of the proposed research hypotheses. From this table, it is known p-value for the category of Teaching Method (hypothesis-

1) is 0.000 (>0.05), the conclusion to the first hypothesis is that there is a significant difference granting Teaching Method for Student's Listening Skill in giving Audio lingual teaching method and Conventional method.

Furthermore, from table test of Between-Subject Effects are also known p-value for interaction and Emotional intelligence Teaching Method (A * B) is 0.043 (< 0.05), the conclusion to the third hypothesis is that there is a significant difference in the interaction factor category with the Teaching Method Emotional intelligence to Student's learning outcomes Listening Skill.

From the results of descriptive analysis, obtained an average (mean) of learning outcomes Student's Listening Skill groups of students using Teaching Method Audio lingual teaching method and has high emotional intelligence (A1B1) of 79.00 higher than the average (mean) learning outcomes Student's Listening Skill groups of students using Teaching Method has Audio lingual method and Low Emotional intelligence on learning outcomes Student's Listening Skill (A1B2) is 71.50. While in the group of students who use Conventional method and has High Emotional intelligence on learning outcomes Student's Listening Skill (A2B1) obtained an average (mean) = 74.50, higher than the group of students who use Conventional Method and have the Low Emotional intelligence on learning outcomes Student's Listening Skill (A2B2) that is equal to 59.00. Average Student learning outcomes learning outcomes' Listening Skill of the four groups showed an interaction effect of the use of models and Emotional intelligence learning in the learning outcomes of Student's Listening Skill. It is strengthened by the acquisition value / mean score of the four groups of learning outcomes research data, namely:

In group A1B1 and A1B2: Seen that Differences Mean of (7.50), meaning the difference between the average group A1B1 and A1B2 at 7.50. This value is quite large and can be proven with a significance value $0.040 > 0.05$, or can be interpreted that the group A1B1 and A1B2 differ significantly. In group A1B1 and A2B1: It appears that the Mean Difference of (4.50), meaning that the average difference between groups of 4.5, A1B1 and A2B1. This value is small and can be evidenced by the significant value $0.353 > 0.05$, or can be interpreted that

the A1B1 and A2B1 group did not differ significantly. In group A2B1 and A2B2: It appears that the Mean Difference of (12.50), meaning the difference between the group average of 12.50.A2B1 and A2B2. This value is quite large and can be proven with a significance value $0.000 > 0.05$, or can be interpreted that the group A2B1 and A2B2 significantly different.

According to the theory in Chapter II, Emotional intelligence is one of the intelligence is very important and needed by people who want to succeed in career or in his life. Emotion Intelligence will provide benefits in the process and the quality of decision making, leadership, conflict resolution skills, bridging the gap, strategic and technical breakthroughs, communication, cooperation, mutual trust relationships, customer loyalty, creativity and innovation, manage yourself effectively, social skills and capabilities, an ordinary workers or those who occupy leadership positions require the benefits of emotional intelligence so that they are able to function with less well in the organization. The quality of human relationships begins with emotional intelligence Corporate who are working on some other country, be aware that the cultural environment in which people tend to be more sensitive and less attention to other people. Good social skills will help create better interaction for business negotiations and the ability to pursue a career on a global scale (Goleman, 2001:412)

By looking at the relationship between one another so the researcher tries to modify the model learning and emotional intelligences. Students who have high emotional intelligence growing nice to be suitable to use. Audio lingual teaching method of models in learning and for students who have low emotional intelligence are suitable to use Conventional method models in the learning process in the classroom.

Based on the quantitative and qualitative information above. It can be concluded that there is a significant interaction effect between teaching method and emotional intelligence towards the student's listening skill.

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