

## THE EFFECT OF TEACHING MEDIA AND EMOTIONAL INTELLIGENCE ON STUDENTS' SPEAKING SKILL

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Submitted: 29-10-2016, Reviewed: 29-10-2016, Accepted: 17-07-2017  
<http://dx.doi.org/10.22216/jcc.v2i3.2518>

### ABSTRAK

Banyak guru mengabaikan penggunaan media dalam pengajaran mereka. Guru harus kreatif membuat suasana kelas menjadi menarik dan nyaman di kelas. Penelitian ini bertujuan untuk mengetahui pengaruh media pengajaran dan kecerdasan emosional terhadap kemampuan berbicara mahasiswa. Penelitian ini merupakan penelitian eksperimental yang melibatkan 40 mahasiswa di STIKes YPAK Padang. Data dikumpulkan dengan member tes berbicara dan kuesioner kecerdasan emosional. Hasil penelitian menyimpulkan: (1) Media pembelajaran memberikan pengaruh yang signifikan terhadap kemampuan berbicara mahasiswa. Hasil tes diperoleh bahwa nilai  $p$  untuk kategori media pengajaran  $0,008 < 0,05$  dan  $F$  mengamati 7,931. (2) Kecerdasan Emosional memberikan pengaruh yang signifikan terhadap kemampuan berbicara mahasiswa di STIKes YPAK Padang. Hasilnya diperoleh bahwa nilai  $p$  untuk kecerdasan emosi  $0,000 < 0,05$  dan  $F$  mengamati 40,458. (3) Pengajaran media dan kecerdasan emosional memberikan pengaruh interaksi yang signifikan dengan kemampuan berbicara siswa. Hasil pengujian diperoleh bahwa nilai  $p$  untuk kategori media pengajaran dan kecerdasan emosional adalah  $0,010 < 0,05$  dan  $F$  mengamati 7,393. Dapat disimpulkan bahwa terdapat pengaruh terhadap media pengajaran dan kecerdasan emosional terhadap keahlian berbicara.

**Kata kunci:** keahlian berbicara, media pengajaran, kecerdasan emosional

### ABSTRACT

Many teachers ignore the use of media in their teaching. Teachers have to be creative to make classroom atmosphere become interesting and comfortable in the class. This research aimed at finding the effects of teaching media and emotional intelligence on students' speaking skill. The research is an experimental research involving 40 students in STIKes YPAK Padang. The data were collected by giving the students a Speaking performance test and a questionnaire of emotional intelligence. The result of the research concluded: (1) Teaching media gives a significant effect on the students' speaking skill. Test result obtained that  $p$ -value for category teaching media is  $0,008 < 0,05$  and  $F$  observe 7,931. (2) Emotional intelligence gives a significant effect on the students' speaking skill in STIKes YPAK Padang. The result obtained that  $p$ -value for emotional intelligence is  $0,000 < 0,05$  and  $F$  observe 40,458. (3) Teaching media and emotional intelligence give significant interaction effects of students' speaking skill. Test result retrieved that  $p$ -value for category of teaching media and emotional intelligence is  $0,010 < 0,05$  and  $F$  observe 7,393. It means that there is significant effect of teaching media and emotional intelligence on students' speaking skill at STIKes YPAK Padang

**Keywords:** Speaking Skill, Teaching Media, Emotional Intelligence

### INTRODUCTION

Speaking is the crucial part that has to be emphasized in teaching and learning process. Unfortunately, the students' skill in STIKes YPAK Padang is still unsatisfactory. It is approximately 70 % of the students have low in speaking. It can be

seen from students' score which most of them under average.

There are many negative factors that influence students' skill in speaking. They are internal factors and external factors. The internal factors that influence them are; firstly, the students are lazy to

practice English in their daily life. They think English is difficult subject to be learnt, so they do not have motivation and spirit to use it. They do not realize that English is very important in life today. Then, they do not have self-confidence and might be shy if their friends laugh at them when they speak English because they make errors in pronunciation and grammar. The other problem faced by students in learning foreign language is the lack of vocabulary so that they do not have any ideas to speak English. Finally, the students feel uncomfortable when they are asked to speak in English.

Moreover, there are some external factors that influence students in learning English. Firstly, the teachers are confused to apply the technique of teaching. Then, the teachers do not provide the media for the students in the learning. Many teachers ignore the use of media in their teaching. As effect, the students prefer to keep silent.

Teachers have to be creative to make classroom atmosphere become interesting and comfortable and make students want to stay longer in the class. By using games, learners acquire language unconsciously, with their whole attention engaged by the activity in much the same way as they acquired their mother tongue. One of the games used in teaching process is board game. According to Hornby (2000), a board game is a game played on board, often using dice and small pieces that are moved around.

Dealing with explanation above, the teacher should be able to find new strategy in teaching speaking. Board game can reduce students' anxiety in learning English. They will feel fun and interested. This condition which is not under pressure will cause the students to learn English easier and quicker.

In this research, it 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 has also the benefits in making good relationship.

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

Many people believe that speaking skill is an important aspect to acquire when learning a second or foreign language and the success of learning the language is measured from the performance of learners to speak the language learned. However most people learning a language have a goal to be able to speak so that they can communicate. According to Finocchiaro and Bonomo (1989:11) there are six important things to be considered in speaking. They are (1) to decide what wants to say, (2) to select words that fall into pattern they are going into use, (3) to select words that fall into pattern conveying the meaning, (4) to use correct arrangement of words, (5) to make sure the appropriate situation, and (6) to place tongue and lips in certain position to produce sounds.

A problem of speaking activity is making sure that the activity is actually developing the learner's knowledge of language item. Brown et.al (1997) explains several ways of using speaking to increase the speaker's control of the language items:

- a. The learners are given topics to talk about.

If the speaker gives the view of the topic that talk about, there is no misinterpretation between them. Both of them will talk about the topic and never out from the topic until the talk activity over.

- b. Many speaking activities involve some kinds of written or picture input in form of worksheet. This is necessary because the effectiveness which can be reached if we talk by using picture we will get some benefits from it such as: we use the picture of an apple, so we ask our learner to describe the picture they suddenly improve their ability in speaking by describing the picture and of course we don't need to say many directions to get the idea.
- c. Some speaking activities encourage learner to ask each other about the meaning of unfamiliar words.

In addition, according to Bygate (1987:6) there are two basic ways in which speaking can be seen as a skill. They are:

- a. Motor perceptive skills  
Motor perceptive skills involve perceiving, recalling, and articulating in the correct order sounds and structures of the language
- b. Interaction skills  
While interaction skills involve making decisions about communication, such as : what to say, how to say it, and whether to develop it, in accordance with one's intention, while maintaining the desired relations with others

Based on the theory, it can be concluded that, in developing students' speaking skill, teacher should pay attention to the theory given in order to control the students are not out of the con

Furthermore, Yingyu (2008) suggests that there are eight methods in teaching speaking. They are:

1. Asking and answering question.  
The teacher asks questions about the texts or other things and let the students answer. In this way, students can exercise both listening and speaking ability, and it can also help the teachers to have deeper understanding of their students.
2. Pattern drills.  
By using this method, students can review and drill grammars and sentence patterns orally. It is better they write exercises, because it will save time for students to have more chances in classes.
3. Making dialogues.  
By making dialogues, the students adjust the way he speaks according to the situation he is in.
4. Talking about a picture or pictures  
Let the students use their own words to express the contents of those pictures. The teachers can check students degree of level and help them to improve their learning.
5. Story telling  
Speaking out the contents that the students have read and listened, it is the way to understand the content that the students get.
6. Oral composition and report  
At the beginning of the class, the teacher asks one student to give a class report about weather, attendance, and some important events happening in schools.
7. Simulation and role-play  
Students are the main participants, and teacher is the organizer, observer, adviser and encourage.

8. Discussion and debate

It can train students' ability to expound their viewpoints and participate in another's opinion can be small speech.

However as a good teacher, he/she should select appropriate materials of teaching speaking. He/she should have a program and some ways to manage the students. So good teacher ought to create conducive situation that is effective for teaching speaking.

In the teaching and learning process, there are three cases that must be prepared by the teacher, those are teaching objective, materials, techniques of teaching. Teaching objective is the skill that must be understood and comprehended by the students after they finish learning. Materials means facts, concepts, some principles, knowledge which can support the objective of teaching. One of the teaching techniques is teaching media. It can help the teachers to convey the fact, concept, some principles and knowledge.

In other words, teaching is giving everything that students need no change what they cannot do to be skillful in doing it, make learners comprehend things they do not know before. Teaching is learning at once. When teaching, it means that teachers facilitate students to learn based on the strategy, method, style and technique that the teacher provides to transform the whole information and skill needed to reach by the students

There are many ways that teachers can apply in teaching speaking. One of them is by using a game. According to Hadfield (2001) game is an activity with rules, a goal and elements of fun. It means that the function of game is to make students enjoy and fun in learning language. Furthermore, Deesri (2002) states that games are form of play concerning rules, competition, and an element of fun. It involves many factors: rules, competition, and an element of fun. From the statement we can conclude

that games is not only an activity which has rules but also concern on the relax and fun atmosphere in learning.

One of games that the teacher is going to do and to improve students' speaking skill is that board game. Board game is the game that used a board as a tool in the game. According to Wikipedia (2003), a board game is a game played with counters of pieces that are placed on, removed from, or moved across a board. Then, Wiley (2005) defines a board game is any of various games played by moving pieces on board, as chess or backgammon.

According to Hornby (2000) board game is any game played on a board, often using dice and small pieces that are moved around. Moreover, Adnin (2003) explains that there are three important things to be considered in making board games. They are:

- a. Decide on an idea for your game
- b. Make your 50 game squares long. Every 5 or 6 squares, something good or bad should happened to the player. Use lots of colours and make your drawings big and exciting.
- c. Use some of these words, or use your own:
  - (1). Go back 3 Squares
  - (2). You find a secret tunnel, go forward 4.
  - (3). It's dark. Nobody can see you. Add 2 to your next throw.
  - (4). Miss a turn.
  - (5). Thequards are sleeping. Have an extra turn
  - (6). Go back to the Start.
  - (7). You find a map. Go to number 25.
  - (8). Take the secret road to number 40
  - (9). Have another go.
  - (10). You have gone the wrong way. Go back 10.

Kisito (2005) states there are some procedures in playing board game

- a. The students make group consists of some members
- b. Students need dice and chips according to the

number of groups and the take turns rolling the dice. Everytimetheyroll the dice they count the number of spaces in the game and wherever they land.

- c. Students take turns rolling the dice. They use the statement or picture to give comments about it.

In playing this game, the researcher asks the students to give their opinion and ideas about the statements in the board that researcher has made. There are statements, instructions and pictures in board game. Dice and chips are needed to play this game and students take turns to roll the dice. The diagram below represents conceptual board game of this research.

Emotional intelligence has the benefits in making goodrelationship. Researchers have found that even more than IQ, your emotional awareness and abilities to handle feelings will determine your success and happiness in all walks of life, including family relationships. The elaboration on the emotions give motivations and stimulations in managing the feeling so as that the running life will be much better and successful. It can be concluded that theintelligence is the mind that includes a number of capabilities, such as the ability to reason, plan, solve problems, think abstractly, understand ideas, using language, and learning, it is closely related to cognitive abilities possessed by individuals.

Salovey and Mayer in his theory states that emotional intelligence includes the ability to monitor their own feelings and emotions as well as others, distinguish and use the information to guide one's thoughts and actions (Craig, 2004:19).

According to Meyer (2004: 38) a special emotional intelligence is the ability to read the feelings most of whom we will be in touch so that they can manage effective relationships, in which at the same time motivated to meet the challenges of managing relationships.

Emotional intelligence is the ability to recognize feelings, reach and awaken

your senses to help the mind, to understand the feelings and meanings, controlling the depth of feeling that helps the development of intellectual emotion. Emotional intelligence is also a set of skills that allow us to clear the way life is so complicated and covers aspects of personal, social, and defense of all the intelligence, sense of mystery and sensitivity are essential to function effectively every day (Stein & Book, 2004: 30).

Emotional intelligence skills include strategic short-term dynamic, can be tampered with in accordance with the demands of the situation. Therefore, any factors that play a role in the development of emotional intelligence and all buildings can be improved by education, training and experience (Stein & Book, 2004: 38-39). Then Goleman, Boyatzis and McKee (2004: 303-307) streamline model of emotional intelligence into four categories by entering into the management of self-motivation. The fourth category is a model of emotional intelligence is self-awareness, self management, social awareness and relationship management. Meanwhile, according to Robbins and Judge (2007: 248) emotionalintelligence is the ability to recognize and manage emotions and information. Emotional intelligence compiled by five dimension, namely: self-awareness, self-management, self-motivation, empathy, and social skills.

From the description above, it can be concluded that the emotionalintelligence is qualities that one has to recognize and manage emotional cues and information about yourself or other people with emotional selfaware indicators, managing emotions, empathy toward others, and have a social conscience.

There are some researchers that have done this research. Firstly, Ratna (2008) did the research entitle "The effects of using a board game on student's fluency in speaking". This research was conducted to the eight year students of Junior High School. There are two results of the research were found. Firstly, the score of

the students who were taught by using board game are higher than the students who are taught by using conventional technique. Secondly, using board game in teaching English make the students enjoy and relax in the class.

Moreover, another research is suggested by Noor Eka Chandra (2008). He had done research about teaching speaking skill through language games. He found that language games is a useful technique in learning and developing speaking skill, since it can create positive classroom interaction that can lower the students' anxiety in learning the foreign language. Games also help the students to develop their speaking skill in interesting activities so that their speaking ability can be developed in natural ways.

Then, Hilton Harlem Suite (2008) also conducted the research about using board game in the language classroom. He concludes that using board game in the language classroom is an effective, low-anxiety, and fun way students to learn and practice communication skill as well as develop their own communication strategies that can be readily applied to the real world. Besides that, board game makes students to involve in speaking or in learning process. Board game make students enjoy and have a fun in studying English, and make students share, give ideas, opinion and expressing feeling each other.

## RESEARCH METHODOLOGY

The method which is used in the research is experimental research. The experimental research is used to investigate the effect of teaching media and emotional intelligence on students' speaking skill at STIKes YPAK Padang

In this study, the researcher treated students in two different classes-an experimental class and a control class. The experimental class the teacher used teaching media by using board game 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:

**Table 1**  
**Design of 2 x 2 Factorial Experiments**

Teaching media*	Teaching media	
	Board Game (A1) Conventional Media (A2)	Conventional Media
Emotional Intelligence*		
High (B1)	A1B1	A2B1
Low (B2)	A1B2	A2B2
total	A	B

Explanation :

- A : teaching media
- B : emotional intelligence
- A1 : board game
- A2 : conventional media
- B1 : High Emotional

Intelligence

- B2 : Low Emotional

Intelligence

A1B1 : The group of students who use board game with high emotional Intelligence.

A1B2 : The group of students who use board game with low emotional intelligence .

A2B1 : The group of students who use conventional media with high emotional Intelligence.

A2B2 : The group of students who use conventional media with 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 Midwifery class which consists of 20 students who are given teaching media by using board game. The control group was students at Nursery class, which consists of 20 students who are given conventional teaching media.

In testing null hypothesis Anova two-way (2 X 2) technique of data collection is adapted after doing a required test which includes normality and homogeneity test. If the score is significant, it would be further tested by using Scheffe test.

In this research, there are two variables, they are:

a. Independent variables

There are independent variables, they are teaching media which uses board game and emotional intelligence.

b. Dependent Variable

The independent variable of this study is the student's speaking skill

As the previous statement above, the researcher would collect the data in four ways:

a. Hold a pre-test of mastery student's speaking skill to the class of control and experimental class with the same problem.

b. Teach materials mastery student's speaking skill for class control using conventional media.

c. Teach the material for the class experiments on mastery student's speaking skill

with board game as teaching media.

d. Hold a post-test on the material on mastery student's speaking skill for two classes (class control and experimental class) and the observed score of the second class.

The purpose of this research to analyze the mean difference of two free variables, so the hypothesis testing used is analysis of Variance (ANOVA) two ways.

The steps of ANOVA two ways Faktorial 2x2:

- a. Classifying the scores of student's speaking skill based on the categories:
  - Faktor A : The use of Teaching Media, A-1 uses Board Game and A-2 uses Conventional Media.
  - Faktor B: Emotional Intelligence, B-1 High dan B-2 Low.

**Tabel 2**  
**Design of ANOVA two Ways**  
**Faktorial 2x2**

Teaching Media	A-1	A-2	B
Emotional Intelligence			
B-1	Y <sub>11</sub>	Y <sub>12</sub>	Y <sub>10</sub>
B-2	Y <sub>21</sub>	Y <sub>22</sub>	Y <sub>20</sub>
A	Y <sub>01</sub>	Y <sub>02</sub>	Y <sub>00</sub>

b. The following are the statistical hypothesis of this research:

1.  $H_0: \mu A_1 = \mu A_2$  :

(There is no an effect of teaching media on students' speaking skill)

$H_1: \mu A_1 \neq \mu A_2$  :

(There is an effect of teaching media on students' speaking skill)

2.  $H_0: \mu B_1 = \mu B_2$  :

(There is no an effect of emotional intelligence on students' speaking skill)

$H_1: \mu B_1 \neq \mu B_2$  :

(There is an effect of emotional intelligence on students' speaking skill)

3.  $H_0: \text{Interaction A x B} = 0$  :

(There are no interaction effects of teaching media and emotional intelligence on students' speaking skill)

$H_1$ : Interaction A x B  $\neq 0$  :

(There are interaction effects of teaching media and emotional intelligence on students' speaking skill)

**RESEARCH FINDINGS AND DISCUSSION**

This research is an experimental research that has two factors, that is, teaching media (A) and emotional intelligence (B).

Each factor consists of subfactors that are called level. The first factor is Teaching media (A) that has two levels: board game (A<sub>1</sub>) and conventional (A<sub>2</sub>). The second factor is emotional intelligence (B) with two levels; high (B<sub>1</sub>) dan low (B<sub>2</sub>).

The summary data result based on research plan as the following table:

**Table 3**  
**Summary of Descriptive Statistics**

Descriptive Statistics				
Dependent Variable: Students' Speaking Skill				
Teaching Media	Emotional Intelligence	Mean	Std. Deviation	N
Board Game	High	85.40	3.921	10
	Low	66.70	6.634	10
	Total	76.05	10.962	20
Conventional	High	74.00	7.817	10
	Low	66.50	7.012	10
	Total	70.25	8.188	20
Total	High	79.70	8.392	20
	Low	66.60	6.644	20
	Total	73.15	9.991	40

Based on the data above, it is got that students' speaking skill using board game teaching media and have high emotional intelligence from 10 students get the mean, 85,4 and the standart deviation,3,921. And for students' speaking skill using board game teaching media who have low emotional intelligence from 10 students get the mean, 66,7 and standart deviation 6,634.

For students' speaking skill using conventional teaching media who have high emotional intelligence from 10 students get the mean,74 and standart deviation7,817. And for students' speaking skill using conventional teaching media who have low emotional intelligence from 10 students get the mean,66,5 and standart deviation,7,012.

**Table 4**  
**Statistical Description of Research Result**

Emotional Intelligence (B)	Stat	Teaching Media (A)		Total
		Board Game (A <sub>1</sub> )	Conventional Media (A <sub>2</sub> )	
High (B <sub>1</sub> )	N	10	10	20
	$\bar{X}$	85.40	74.00	79.70
	S	3.921	7.817	8.392
Low (B <sub>2</sub> )	N	10	10	20
	$\bar{X}$	66.70	66.50	66.60
	S	6.634	7.012	6.644
Total	N	20	20	40
	$\bar{X}$	76.05	70.25	73.15
	S	10.962	8.188	9.991

The data could be analyzed based on two test, they are:

1. Normality Test

To determine whether the variable is normal or no, thus the test performed using Colmogorov- Smirnov. In this case which tested is null hypothesis (Ho). To reject Ho by comparing *P-value* with significance level 0,05 or comparing

significance value based on the following criteria:

If sig value > 0,05; then the data normally distributed.

If the sig value < 0,05; then the data is not normally distributed.

**Tabel 5**  
**Normality Test Data**

One-Sample Kolmogorov-Smirnov Test		
		Students' Speaking Skill
N		40
Normal Parameters <sup>a,b</sup>	Mean	73.15
	Std. Deviation	9.991
Most Extreme Differences	Absolute	.136
	Positive	.124
	Negative	-.136
Kolmogorov-Smirnov Z		.862
Asymp. Sig. (2-tailed)		.448
a. Test distribution is Normal.		
b. Calculated from data.		

From the table above shows that students' speaking skill variable have statistic Colmogorov-Smirnov Z = 0,862 and Sig. = 0,448 > 0,05 which means H<sub>0</sub> is accepted and H<sub>1</sub> rejected. It means the data of students' speaking skill follows normally distributed.

2. Homogeneity Tests

In the analysis of difference, beside to fulfill the assumption that the data come from normally distributed populations it must also meet the assumption of homogeneity of variance. Homogeneity test aims to determine whether the variance comes from a homogeneous population. Testing homogeneity of data on students' learning outcomes do with Levene test at

significance level 0.05 or homogeneity testing.

Based on data calculation with SPSS 21.0 obtained F<sub>0</sub> = 1,067 and sig value 0,375 > 0,05 which means H<sub>0</sub> is accepted and H<sub>1</sub> is rejected. And the data comes from homogenous population the same variance.

Testing hypothesis is the technique how to analyze multivariate which has function to distinguish the average more than two data group with different Variances. It can be used with ANOVA as the tool of parametric statistic, in which it must be tested by normality and homogeneity test before. After the test is required the condition of the research and it is tested with ANOVA two ways.

The result of data analysis using ANOVA can be seen at the table below :

**Table 6**  
**Hypothesis Statistic of ANOVA two Ways Tests**

Tests of Between Subjects Effects					
Dependent Variable: Students' Speaking Skill					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2366.100 <sup>a</sup>	3	788.700	10.594	.000
Intercept	211036.900	1	211036.900	5045.057	.000
A	335.400	1	335.400	7.931	.008
B	1716.100	1	1716.100	40.458	.000
A*B	313.600	1	313.600	7.393	.010
Error	1527.000	36	42.417		
Total	217900.000	40			
Corrected Total	3893.100	39			
a. R Squared = .608 (Adjusted R Squared = .575)					

Based on the table hypothesis statistic of ANOVA two ways above can be formulated with three testing hypothesis as follows:

1. Hypothesis- 1:

There is a significant effect of teaching media on students' speaking skill at junior high school in Bogor. The hypothesis tested to see significant coefficient.

If sig value > 0.05; therefore H<sub>0</sub> is accepted and H<sub>1</sub> is rejected.

If sig value < 0,05; therefore H<sub>1</sub> is accepted and H<sub>0</sub> is rejected.

Based on the Tests of Between-Subjects Effects, shows that sig value for teaching media is  $0,008 < 0,05$  and  $F_{\text{observe}}$  is 7,931. Therefore it can be concluded there is significant effect of teaching media on students' speaking skill. In other words, there is a difference between students' speaking skill using board game teaching media and students' speaking skill using conventional teaching media.

## 2. Hypothesis-2

There is a significant effect of emotional intelligence on students' speaking skill at junior high school in Bogor. The hypothesis tested to see significant coefficient.

If sig value  $> 0,05$ ; therefore  $H_0$  is accepted and  $H_1$  is rejected.

If sig value  $< 0,05$ ; therefore  $H_1$  is accepted and  $H_0$  is rejected.

Based on the Tests of Between-Subjects Effects, shows that emotional intelligence the sig is  $0,000 < 0,05$  and  $F_{\text{observe}}$  is 40,458. Therefore it can be concluded that there is a significant effect of emotional intelligence on students' speaking skill. On the other words, there is a difference between students' speaking skill who have high emotional intelligence and low emotional intelligence.

## 3. Hypothesis -3

There is a significant interaction effects of teaching media and emotional intelligence on students' speaking skill at STIKes YPAK Padang. The hypothesis tested to see significant coefficient.

If sig value  $> 0,05$ ; therefore  $H_0$  is accepted and  $H_1$  is rejected.

If sig value  $< 0,05$ ; therefore  $H_1$  is accepted and  $H_0$  is rejected.

Based on the table of Tests of Between-Subjects Effects shows that sig for teaching media and emotional intelligence is  $0,010 < 0,05$  and  $F_{\text{observe}}$  is 7,393. Therefore there is significant interaction effect of teaching media and emotional intelligence on students' speaking skill.

According to the value Adjusted R. Squared about 0,575 has a meaning that students' speaking skill using teaching media and emotional intelligence give influence about 57,5 % on students' speaking skill at STIKes YPAK Padang. Based on this data, further testing is needed.

Because there is interaction significance using teaching media and emotional intelligence on students' speaking skill, it is needed further testing. Based on further testing can be concluded as follows:

- 1) In group A1B1 and A1B2: shows that *Mean Difference* (18,7), means the average of group A1B1 and A1B2 is 18,7. This score is big enough and can be proved with sig value  $0,000 < 0,05$  ; or can be concluded that group A1B1 and A1B2 differ significantly.
- 2) In group A1B1 and A2B1: shows that *Mean Difference* (11,4) means the average of group A1B1 and A2B1 is 11,4. This score is big enough and can be proved with sig value  $0,002 > 0,05$  ; or can be concluded that group A1B1 and A2B1 differ significantly.
- 3) In group A1B1 and A2B2: shows that *Mean Difference* (18,9), means that the average of group A1B1 and A2B2 is 18,9. This score is big enough and can be proved with sig value  $0,000 < 0,05$  ; or can be concluded that group A1B1 and A2B2 differ significantly.
- 4) In group A1B2 and A2B2: shows that *Mean Difference* (0,20), means that the average of group A1B2 and A2B2 is 0,20. This score is small enough and can be proved with sig value  $1,000 > 0,05$  ; or can be concluded no differ significantly

## DISCUSSION

Based on the analysis of the results of the data research for the testing hypothesis above, it can be interpreted as follows:

1. There is significant effect of teaching media on students' speaking skill at STIKes YPAK Padang.

On the other words, there is the difference between students' speaking skill using board teaching media and using conventional teaching media. This can be seen from the mean of students' speaking skill using board game, 76,05 and the mean of students' speaking skill using conventional teaching media, 70,05

In the teaching and learning process, there are three cases that must be prepared by the teacher, those are teaching objective, materials, techniques of teaching. Teaching objective is the skill that must be understood and comprehended by the students after they finish learning. Materials means facts, concepts, some principles, knowledge which can support the objective of teaching. One of the teaching techniques is teaching media. It can help the teachers to convey the fact, concept, some principles and knowledge. In other words, teaching is giving everything that students need no change what they cannot do to be skillful in doing it, make learners comprehend things they do not know before. Teaching is learning at once. When teaching, it means that teachers facilitate students to learn based on the strategy, method, style and technique that the teacher provides to transform the whole information and skill needed to reach by the students. The teacher must help the students who are difficult to understand the material given. One of the way to develop the interaction between teacher and the students is by using the teaching media. It assists the students to achieve the material and to achieve the teaching objective

2. There is significant effect of emotional intelligence on students' speaking skill at STIKes YPAK Padang

Based on the research, There is significant effect of emotional intelligence on students' speaking skill at STIKes YPAK Padang. On the

words, students' speaking skill using high emotional intelligence are better than students' speaking skill using low emotional intelligence. This can be seen from the mean of students' speaking skill who have high emotional intelligence 79,7 and the mean of students' speaking skill who have low emotional intelligence 66,6.

3. There are significant interaction effects of teaching media and emotional intelligence on students' speaking skill at STIKes YPAK Padang

Based on the research, it can be told that teaching media and emotional intelligence give significant interaction effects on students' speaking skill at STIKes YPAK Padang.

Based on the researcher's observation, there are several problems deal with teaching and learning English. One of the problems is speaking. Many students think that English is difficult, uninteresting, and boring subject to be learnt, so that it will reduce the students' confidence in speaking English. Consequently, the students' speaking skill is still unsatisfactory. It is approximately 70% of the students have low ability in speaking. It can be seen from students' scores which most of them are under average.

There are many factors that influence students' skill in speaking. They are internal factors and external factors. The internal factors that influence them are; firstly, the students are lazy to practice English in their daily life. They think English is difficult subject to be learnt, so they do not have motivation and spirit to use it. They do not realize that English is very important in life today. Then, they do not have self-confidence and might be shy if their friends laugh at them when they speak English because they make errors in pronunciation and grammar. The other problem faced by students in learning foreign language is the lack of vocabulary so that they do not have any ideas to speak

English. Finally, the students feel uncomfortable when they are asked to speak in English.

Moreover, there are some external factors that influence students in learning English. Firstly, the teachers are confused to apply the technique of teaching. Then, the teachers do not provide the media for the students in the learning. Many teachers ignore the use of media in their teaching. As effect, the students prefer to keep silent.

Teachers have to be creative to make classroom atmosphere become interesting and comfortable and make students want to stay longer in the class. By game, it can reduce students' boredom in the classroom. The teacher can make the lesson interesting and motivating, so they do not think that English is a difficult, boring and uninteresting subject. By using games, learners acquire language unconsciously, with their whole attention engaged by the activity in much the same way as they acquired their mother tongue. One of the games used in teaching process is board game.

## CONCLUSION

Based on the hypotheses testing research above, it can be concluded as follows:

There is significant effect of teaching media on students' speaking skill at STIKes YPAK Padang. That is proved by the value of sig  $0,008 < 0,05$  and  $F_{\text{observe}} = 7,931$ . It is meant that the students who are taught using board game teaching media have better in speaking skill than those who are taught using conventional teaching media. It is meant that the use of board game teaching media is more effective than conventional instruction for the students of STIKes YPAK Padang

There is significant effect of emotional intelligence on students' speaking skill at STIKes YPAK Padang. That is proved by the value of sig  $0,000 < 0,05$  and  $F_{\text{observe}} = 40,458$ . It is meant that the students who have high emotional intelligence have better in speaking skill those who have low

emotional intelligence. It is meant that there is an effect of emotional intelligence on students' speaking skill for students of STIKes YPAK Padang.

There are significant interaction on effects of teaching media and emotional intelligence on students' speaking skill at STIKes YPAK Padang. That is proved by the value of sig  $0,010 < 0,05$  and  $F_{\text{observe}} = 7,393$ . It is meant that the effect of teaching media on students' speaking skill depends on the students' emotional intelligence for the students of STIKes YPAK Padang

## THANKS TO:

The researcher express her cordinal gratitude and appreciation to the head of STIKes YPAK Padang.

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