Relationship between Emotional Intelligence and Ability of Developing Paragraph with Ability of Argumentative Writing of the Students Class VIII SMP Negeri 1 Tomia

A. Introduction

One of the standards of competency to be achieved by students in learning to write is that students are able to express a variety of thoughts, ideas, opinions and feelings in various tulisan. Kemampuan express thoughts, opinions, ideas, and feelings should be owned by every student. Because of this ability can affect the learning process (Ministry of Education, 2006: 8). The ability of to write covering various aspects of the capability of inter-related and need to be controlled to produce an essay (composition or how to present the table of contents), use of grammar (patterns sentence), style (choice of structure and vocabulary to memeberi color or
tone of the essay), and the mechanics of writing. These aspects are needed as a basis for the assessment of an essay.

There are many different forms writing skills and one of them is the form of the argument. In arguing authors should disclose the facts with ideas logically and critically to meyakinkan pembaca. This makes a writer must have high creativity and could express his ideas into written language is good and right, so that it can affect the emotions of readers.

Another thing that is considered relevant to supporting and improving writing skills as mentioned above is to educate the emotions of learners. This is important because emotions contain the immense power that is very meaningful to learners. With human emotions can show the existence in human problems. Similarly with human emotions can be good or bad depending on the human intelligence to manage it. As has been leveled by Goleman in his book is so popular that emotional intelligence refers to the ability to recognize our own feelings and the feelings of others and the ability to manage emotions well in ourselves and in relation to others (Goleman, 1999: 47). In this case the emotional intelligence has the same status as intellectual intelligence.

Writing argument requires certain abilities such as the ability to make decisions in recognizing emotional expression an opinion. Be able to regulate emotions and feelings so as to create stability in the writing process of thinking and the ability to express ideas. In addition, it is also able to empathize with the feelings of others (readers) as the basis for building a happy relationship with the reader so that the reader can accept the ideas presented as sound.

B. Literature Review
1. The Definition of Emotional Intelligence
Goleman (1999: 313) explained that emotional intelligence is the ability to monitor and control their feelings of themselves and others, and use those feelings to guide thought and action and Jeanne (2001: 5) says that the scope of the EQ is personal and social relationships. That is to say, emotional intelligence in humans is grouped into two categories, namely personal intelligence and social intelligence.

2. The Definition of Paragraph
Understanding paragraph would be more easily understood when the paragraph itself compared with a bouquet. Tarin (1987: 42) explains paragraph is the smallest part of an essay, and the essay is a container paragraph, both closely linked once. Further Crimmon (1967: 109) argues that good paragraph should be structured satisfy four conditions, namely completeness, unity, order, and coherence.

3. Definition of Argumentative Writing
Lakhsmi (2008: 1) expressed his opinion that the argumentative writing is written for aiming to convince the reader to agree the facts, norms, excuses, excuses, and the conclusion of a view. Therefore, the ability to write an author's argument is competence in making a written language to convince the reader of the idea, or the idea of the author's views are accompanied by facts, norms, reasons, and examples.

C. Methodology
This study uses a quantitative method with the correlational approach. The study population was all students in grade VIII SMP Negeri 1 Tomia totaling 103 students. The sample in this study amounted to 51 students. The sampling technique used was simple random sampling carried out in each class, amounting to 5 classes. The collection of data on writing skills and ability to develop argumentative paragraphs used the testing techniques. The tests used to measure writing skills and the ability to develop argumentation paragraph essay tests are shaped by giving the task of composing / develop paragraphs to students. Meanwhile, the data collected with the emotional intelligence techniques nontes the form of emotional intelligence questionnaire on the respondents. Data analysis technique used is the technique of correlation (simple and multiple).
D. Finding and Discussion

1. Data description
   a. Data of Emotional Intelligence
      Data of emotional intelligence is the scores obtained through a questionnaire of emotional intelligence. These data have the highest score and the lowest 143 116; Mean (average scores) amounted to 127 235; 128 mode, median 127. This data variance is 37.544; standard deviation of 6.127.
   
   b. Data of Ability in Developing Paragraph
      Data of the ability to develop a paragraph constitute the score obtained by the test instrument's ability to develop paragraphs. This data has the highest score and the lowest score 50. 98 Mean (the average score) 82 627; this data variance is 205 718; with a standard deviation of 14.343. Mode (a score that has the highest frequency) 94; and the median 88.
   
   c. Data of the Ability in Writing Argumentation
      Data of the ability to write argument constitute the score obtained by the test the ability to write fabricate arguments. This data has the highest score and the lowest score 40. 96 Mean (the average score) 75 157; This data variance is 200 655; with a standard deviation of 14,165. Mode (a score that has the highest frequency) 80; and the median 80.

2. Hypothesis testing
   a. Analysis of Relationship between Emotional Intelligence and Ability of Writing Argument
      The results of the analysis of the correlation between emotional intelligence (X1) with the ability to write arguments (Y) using SPSS 21 obtained by the data analysis results as follows:

      Table 1. Correlation Coefficient Emotional Intelligence and Ability of Writing Argument

      | Model | R     | R Square | Adjusted R Square | Std. Error of the Estimate |
      |-------|-------|----------|-------------------|--------------------------|
      | 1     | .554  | .307     | .293              | 11.908                   |

      Based on the summary model of table above was obtained correlation coefficient (R) of 0554 which shows the level of relationship between emotional intelligence (X1) with the ability to write arguments (Y). The coefficient of determination (R Square) of 0.307 means that 30.7% of students the ability to write argumentation caused by or associated with emotional intelligence of students and the remaining 69.3% is influenced by other factors.

      The first hypothesis proposed in this study is a significant relationship between emotional intelligence and the ability to write arguments. To test the hypothesis used simple correlation analysis by comparing \( t_{\text{count}} \) with \( t_{\text{table}} \). Hipoteis accepted if this value greater than \( t_{\text{table}} \).

      Table 2. Emotional Intelligence Hypothesis Testing and Ability of Writing Argument

      | Model | Unstandardized Coefficients | Standardized Coefficients | t   | Sig  |
      |-------|-----------------------------|---------------------------|-----|------|
      | 1     | (Constant)                  |                           |     |      |
      |       | -87.936                     | -25.011                   | -2.512 | .015 |
      | K_Emotional | 1.282                       | .275                      | .554 | .464 | .000 |

      Coefficients according to the table above, obtained \( t_{\text{count}} \) for emotional intelligence of students (X1) of 4664 with \( t_{\text{table}} \) value of 2.313 with Sig. of 0000. Because \( t_{\text{count}} = 4.664 > t_{\text{table}} = 2.313 \) or \( \text{Sig.} = 0.000 \leq 0.05 \), then \( H_0 \) is rejected. With the rejection of \( H_0 \) it can be concluded that there is a significant relationship between emotional intelligence and the ability to write arguments class VIII SMPN 1 Tomia.

   b. Analysis of Relationship between Ability of Developing Paragraph and Ability of Writing Argument
      The results of the analysis of the correlation between the ability of developing paragraphs (X2) with the ability to write arguments (Y) using SPSS 21 obtained by the data analysis results as follows:
Table 3. Correlation Coefficient for The ability of Developing Paragraphs and Ability of Writing Argument

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.619</td>
<td>0.383</td>
<td>0.371</td>
<td>11.238</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), K_Meng_Paragraph

Based on the model summary of table above were obtained correlation coefficient (R) of 0.619 which showed a high degree of correlation between the ability of developing paragraphs (X2) and the ability to write arguments (Y). The coefficient of determination (R Squere) of 0.383 means that 38.3% of students caused or related to the ability to write arguments and students' ability to develop paragraphs and the remaining 61.7% is influenced by other factors.

The second hypothesis proposed in this study is a significant relationship between the ability to develop the ability to write paragraphs with argumentation. To test the hypothesis used simple correlation analysis by comparing t_count with t_table. Hypothesis accepted if t_count greater than t_table.

Table 4. Hypothesis Testing for The ability of Developing Paragraph and Ability of Writing Argument

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>24.646</td>
<td>9.256</td>
<td></td>
<td>2.653</td>
</tr>
<tr>
<td>K_Meng_Paragraph</td>
<td>0.111</td>
<td>0.111</td>
<td>0.619</td>
<td>5.517</td>
</tr>
</tbody>
</table>

a. Dependent Variable: K_Men_Argumentasi

Coefficients based on the table above, obtained t_count to develop the ability of paragraph (X2) is 5.517 with t_table value of 2.313 with Sig. of 0.000. Because t = 5.517 > t_table = 2.313 or Sig. = 0.000 ≤ 0.05, then H0 is rejected. With the rejection of H0 it can be concluded that there is a significant relationship between the ability of developing paragraphs and the ability to write argumentation at class VIII SMPN 1 Tomia.

c. Analysis of Relationship among Emotional Intelligence, Ability of Developing Paragraph and Ability of Writing Argument

The results of the analysis of the correlation between emotional intelligence (X1) and develop paragraphs (X2) and the ability to write arguments (Y) using SPSS 21 obtained by the data analysis results as follows:

Table 5. Correlation Coefficient for Emotional Intelligence, The ability of Developing Paragraph and Ability of Writing Argument

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.703</td>
<td>0.494</td>
<td>0.473</td>
<td>10.297</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), K_Meng_Paragraph, K_Emotional

Based on the model summary of table above were obtained correlation coefficient (R) of 0.703 which showed a high level of relationship between emotional intelligence (X1) and the ability to develop paragraphs (X2) with the ability to write arguments (Y). The coefficient of determination (R Squere) for 0.494 amounted to 49.4% means the the ability to write arguments caused or associated with students' emotional intelligence and the ability to develop paragraphs and the remaining 50.6% is influenced by other variables than these two variables.

The third hypothesis proposed in this study is a significant relationship between emotional intelligence and the ability to develop paragraphs and the ability to write of argumentation. To test the hypothesis used multiple correlation analysis by comparing the value of F_count with F_table. Hypothesis accepted if the value of F_count larger than F_table.
Table 6. Hypothesis Testing for Emotional Intelligence, The ability of Developing Paragraph and Ability of Writing Argument

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>4853.726</td>
<td>2</td>
<td>2476.064</td>
<td>23.408</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>10332.746</td>
<td>50</td>
<td>106.513</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15186.472</td>
<td>52</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the ANOVA table above shows that the value of $F_{count}$ for emotional intelligence and the ability to develop paragraphs of 23,408 with a value of 3,987 $F_{table}$ with Sig. of 0000. Because of $F_{count} = 23,408 > F_{table} = 3,987$ or Sig. = 0.000 ≤ 0.05, then H0 is rejected. With the rejection of H0 it can be concluded that there is a significant relationship between emotional intelligence, the ability to develop a paragraph and the ability to write argumentation at class VIII SMPN 1 Tomia.

3. Discussion

The main study in this research is the ability to write arguments at class VIII SMP Negeri 1 Tomia. The research looked at how the relationship between emotional intelligence and the ability to develop the ability to write a paragraph with argumentation at class VIII SMP Negeri 1 Tomia. Based on the results of hypothesis testing showed the three hypotheses of this study all successfully resisted the diujisecara H0 statistics, because emotional intelligence (X1) and the ability to develop paragraphs (X2) significantly associated with the ability to write arguments (Y). Significant relationships between independent variables and the dependent variable in this study can be explained as follows.

First, the results of the analysis of the relationships between emotional intelligence and the ability to write arguments. By obtaining the value of the strength of the relationship is reflected through a correlation coefficient of 0.554 with sig. = 0.000 ≤ 0.05, it means that these two variables have a significant positive relationship. The higher the emotional intelligence of students, the higher the ability to write the argument. With degrees (levels) of 0.554 strength of the relationship and the effective contribution of 30.7%, it can be said that about 30.7% of variance score the ability to write the arguments of at class VIII SMP Negeri 1 Tomia can be determined by emotional intelligence they have. Or in other words, emotional intelligence gave a contribution of 30.7% to the variance score of the ability to write argumentation.

Second, regarding to the results of the analysis relating to the relationship between the ability to develop paragraphs and the ability to write argumentation. By obtaining the value of the strength of the strong relationship that is reflected through the correlation coefficient of 0.619 with sig. = 0.000 ≤ 0.05, it means that these two variables have a significant positive relationship. Effective contribution given by the variable ability to develop variants of this paragraph to score of the ability to write the argument was about 38.3%. Thus, the results of these tests indicate that the ability to develop paragraphs proven to be a determinant variables (predictors) for variable of the ability to write argumentation. The higher the students' ability to develop a paragraph, the higher the ability to write their arguments and the third discussion with the relationship between these two variables together with the ability to write arguments. The acceptance of the research hypothesis which states there is a significant relationship between emotional intelligence and the ability to develop a paragraph together with the ability to write the argument, it implies that the position of the two independent variables as predictors of variance score of the ability to write argumentation is unquestionable.

By obtaining multiple correlation coefficient of 0.703 with sig. = 0.000 ≤ 0.05 and effective contribution given by emotional intelligence and the ability to develop paragraphs together to the the ability to write the argument is about 49.4% means that there are approximately 50.6% is determined by variable of other than these two variables.

Between these two variables, it is known that the most effective contribution given by the ability to develop paragraphs. This is in line with the views expressed by Suriamiharja (1997: 25) that in order to make the text well, there are some things that needed, including: knowledge of effective sentences and paragraphs. In talks paragraph explained that the paragraph both coherent and cohesive.

Referring to the above opinion, the ability to compose a paragraph constitute one of the elements that contribute in determining the quality of a person's the ability to write, including writing the argument. This may be because write arguments essentially an attempt to convince
the reader about everything he wrote. This effort can be realized by either when argumentative writers have the ability to compose a paragraph reliable.

With the ability to compose good paragraph, students will be able to draw up a series of sentences that qualify completeness, unity, order and cohesion among the flowers he made. Authorship created by students constitute idea of how well in their power to organize his thoughts, ideas through sentences that are developed through paragraphs are arranged. The picture is detected through (1) the conformity of ideas with the content presented (the unity of the idea), (2) the organization of contents, include: composition the writing in paragraphs (coherence and kohesifan antarkalimat), keruntutan, (3) correct use of grammar and sentence patterns (sentence structure), (4) the accuracy of the word/term (diction), and (5) the accuracy of the use of spelling and punctuation.

In addition to the ability to develop paragraphs, emotional intelligence is also needed because any activity undertaken in earnest, supported by the level of emotional self-regulation well gets good results. Golaman (1999: 313) explains that emotional intelligence is the ability to monitor and control their feelings of themselves and others, as well as expressing the feelings to guide thought and action. If someone has a good emotional intelligence, the question will be able to regulate or recognize himself. Someone who has a high emotional intelligence, for example, would recognize him if he was sad, upset, happy and so forth. In connection with the activity of writing argumentation, emotional intelligence will assist in regulating emotions, especially feelings, are brilliant ideas without fear of making mistakes. They are free to say something, say what they want but they can still consider the ideas of others and have feelings that are sensitive to others.

E. Conclusion

Referring to the results of the data and testing hypotheses explained above, the results of this study concluded as follows:

1. There is a significant correlation between emotional intelligence (X1) and the ability to write arguments (Y) class VIII SMP Negeri 1 Tomia. It can be seen from the results of the correlation coefficient between X1 and Y (ry1) = 0.554 with sig. 0.000 ≤ 0.05. That is, the higher the emotional intelligence students, the higher the ability to write their arguments. Conversely, the lower the emotional intelligence students, the lower the ability to write their arguments.

2. There is a significant correlation between the ability of developing paragraphs (X2) and the ability to write arguments (Y) class VIII SMP Negeri 1 Tomia. It can be seen from the results of the correlation coefficient between X2 and Y (ry2) = 0.619 with sig. 0.000 ≤ 0.05. That is, the higher the students ability to develop a paragraph, the higher the ability to write their arguments. Conversely, the lower the students ability to develop paragraphs, the lower the ability to write their arguments.

3. There is a significant correlation between emotional intelligence (X1) dankemampuan develop paragraphs (X2) with the ability to write arguments (Y) class VIII SMP Negeri 1 Tomia. It can be seen from the results of the correlation coefficient between X1 and X2 with Y (ry1.2) = 0.703 with sig. 0.000 ≤ 0.05. That is, the higher the emotional intelligence and the ability to develop paragraph of students, the higher the ability to write their arguments. Conversely the lower the emotional intelligence and the ability to develop paragraphs students, the lower the ability to write their arguments.

Based on the research results and conclusions that have been described, the author will deliver some suggestions as follows.

1. For students of SMP Negeri 1 Tomia
   Students are expected accustomed to facing the challenge of balancing the emotions and social skills include self-awareness, self-regulation, motivation, empathy and social skills.

2. For Teachers of SMP Negeri 1 Tomia
   Teachers should be able to cultivate the spirit to give good example to the students about emotional intelligence and awareness to students that emotional intelligence has a strong potential in supporting intellectual intelligence. For students who are less able to write arguments should be given more opportunities, guidance, motivation and directed to appear willingness to write so that they can be active and accomplishments could have been better.
3. For Manager of school
   School administrators should organize activities that are not only nonacademic, but also academic routine to increase love to write, for example: hold a writing competition, streamline magazine wall, holding a blackboard special mention / paste works well students in each lesson.

4. For further Researchers
   Researchers can use this study as a reference material, and further deepen the results of this study to take a larger population as well as developing other variables related to the ability to write arguments.

F. References