



Developing Students Emotional Learning through English Instructions Visual E-Book

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ARTICLE INFO	ABSTRACT
<p>Article history: Received 11 October 2022 Revised 20 December 2022 Accepted 10 January 2023 Available online 06 June 2023</p> <p>ISSN: 2986-3848</p>	<p>The purpose of this study was to investigate whether the visual English instructions was effectively used in developing students emotional in learning English. The research method used quantitative approach. The design of this study was a quasi-experimental study to determine the effectiveness of using visual book English instructions on students' emotional learning especially in English. The population of this research are the students of primary school in Tangerang District. The sample of this research is 80 respondents. The results showed that there was a significant difference between students' emotional learning through visual e book English Instructions the pre-test and post-test. After being given treatment, their understanding in the instruction they use in the classroom in the teaching learning process increased significantly by up to 18 percent. This can be seen from the average pre-test result in the experimental class of 76.50, and the post-test average of 82.28. The average pre-test result in the control class was 69.84, and the average post-test result was 66. The t-test value was greater than the t-table ($9.34 > 2.00$). This shows that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. It can be concluded that the use of visual e book English instruction is effective in developing students' emotional in learning English.</p> <p>Keywords: Emotional Learning, English Instructions, Visual E-Book</p>

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1. Introduction

There are many languages used to communicate, about 7000 languages in the world. But we don't need to master all languages, we just need to master English because English is an international language where everyone in all parts of the world can communicate with someone who has a different language by using only English as a medium of communication. In today's education English is a widely used language, even students in the current era are emphasized as much as possible should have the ability to speak English not only to those who will study abroad, but students who attend school in Indonesia are currently required to understand English.

English has four skills, namely reading and listening as receptive skills, and there is speaking and writing as productive skills. Four skills must Student master: listening, speaking, reading, and writing. As we know, learning to read is the most important aspect, by reading someone will know an information that he does not know yet, then the results of reading activities we can present the information that we have obtained through oral by speaking and writing by writing. Therefore, reading skills are the main goal of students in learning English.

Students are less interested in learning English which is characterized by students who are busy themselves with their activities such as, gossiping, kidding and soon, do not understand what they learn in English learning, do not understand the task given, and students bored in teaching technique in English learning. English instructions are language teaching techniques designed to enable students to acquire new expressions,

especially verbs and other accompanying words, through listening and performing these words and can also be applied with individual learning style (Rissanes, *at all*, 2019). E book is a book that has been converted to digital format so that its use on a smartphone or computer is no longer limited to print (Levan's, Oktavia, 2022). Teachers and students may obtain more information in the form of the most recent electronic books from anywhere and at any time (Gumartifa, Yuliani, Marliasari, 2021).

Identification of Problem such as 1) Students are lack of Vocabulary master, 2) Students are reluctant to speak English, 3) Students easy to bored and unconfident using English, 4) Students are not motivate in English learning. Limitation of the problem, researcher select English Instructions Visual E book is could make the students' more enthusiastic and motivated to learn English because this technique makes lessons more fun and also makes all students more active and dare to express their understanding. Formulation of the problem, can the learning technique using English Instructions visual E Book to develop students' emotional learning in English? and the objective of the Research to find out whether there is the development students' emotional learning in English taught by English instructions visual e book, and those who are taught not English instructions visual e book.

2. Theoretical Framework

2.1. Emotional learning

Emotions are intrinsic expressions of what is happening in one's life, what one is learning, or what one is doing (Sohiba & Namuna, 2021). One of the key successes in language learning is motivation And aspects of learning motivation can be seen from students' attitude during the learning process such as students' interest and attention, students' spirit, students' responsibility, students' pleasure, and students' reaction (Mukarram, Wello, Weda, 2015).

2.2. English Instructions

Effective instruction is an instruction that enables students to acquire specified skills, knowledge, and attitude (Aini, 2013), English instructions are language teaching techniques designed to enable students to acquire new expressions, especially verbs and other accompanying words, through listening and performing these words and can also be applied with individual learning style (Rissanes, *at all*, 2019). means that in the level of practice, the teacher begins learning by saying a command in the form of a word (such as: "Jump!" or Read!") or a phrase (such as: 'look at the board') and perform actions in accordance with the command (Syafrijal & Haerudin, 2021).

2.3. Visual e book

Technology is a way to easily create different situations of normal life and provide many possibilities for the educator resulting in the use of virtual environments to allows the practice with social situations that simulate real-life, improves the educational procedures via Mobiles (Chaidi, Drigas, 2022), Most schools and other institutions prefer to give their learners electronic books as the support material during the learning process and Some benefits of using e-book in the learning process; in terms of availability on the instant, e-books can be accessed immediately and do wouldn't go out of print. (Gumartifa, Yliani, Marliasari, 2021)

3. Method

The research methods used are as follows: Stage 1, researchers use a quantitative descriptive approach with quasi experimental designs because it performs a way to compare groups. The type of quasi experimental designs selected is nonequivalent control group design by including pretest and posttest in the experimental and control classes in determining the ratio of ability level scores before and after treatment. Stage 2, researchers drafted in preparation for the creation of customized electronic books using the Book Creator app. After the draft is completed, researchers made a manual for the use of electronic books to 80 students as a sample.

This research conducted at primary school students at Tangerang Distric, consists of 80 students at 5 grades from 2 school. SDN Pakujhaji 1 and SDN Pakuhaji 2. It is located at, Kec. Pakuhaji, Kab. Tangerang, Banten, in the 2022/2023 academic year. The technique of collecting data are observation, interview and test

4. Result and Discussion

Table 4.1. The Result of The Pre-Test Experiment and Control Class

Score	Experimental	Control
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Mean (\bar{X})	76.5	69.7
Median	77.78	66.67
Mode	77.78	77.78
Standard deviation	15.190	14.097
Variance	230.73	198.74
Range	55.56	66.67

Table 4.2. The Result of The Post Test Experiment and Control Class

Score	Experimental	Control
Mean (\bar{X})	82.28	66
Median	80	60
Mode	80	60
Standard deviation	10.314	10.058
Variance	106.38	101.17
Range	30	40

Table 4.3. The Result of Normality Test

No	Normality Test	(χ_c^2)	(χ_t^2)	Conclusion
1	Students' pre-test score in experimental class	0.123	0.325	Normal Distribution
2	Students' pre-test score in control class	0.173	0.325	Normal Distribution
3	Students' post-test score in experimental class	0.216	0.325	Normal Distribution
4	Students' post-test score in control class	0.304	0.325	Normal Distribution

4.1. Homogeneity

Homogeneity of the Pre – Test Experiment and Control Class

$F_{\text{count}} = 1.152$, and $F_{\text{table}} = 1.860$. If $F_{\text{count}} < F_{\text{table}}$. It could be concluded that both variants are Homogeneous Population. Homogeneity of the Post –Test Experimental and Control Class, $F_{\text{count}} = 1.051$, and $F_{\text{table}} = 1.860$, If $F_{\text{count}} < F_{\text{table}}$, It could be concluded that both variants are Homogeneous Population.

4.2. Hypothesis Testing

Data Analysis Result of Pre – Test, $t_{\text{count}} = 1.93$ and $t_{\text{table}} = 2.00$ with significant 5% or 0.05. (if $t_{\text{count}} < t_{\text{table}}$ then H_0 is accepted). From the calculation result, if $t_{\text{count}} = 1.93 < t_{\text{table}} = 2.00$, then H_0 is accepted or there was no significant difference in students' emotional learning development between experimental class students who were taught by using English instructions visual book and control class students who were not taught by using English instructions visual book.

4.3. Hypothesis Testing

Data Analysis Result of Post – Test, $t_{\text{count}} = 9.34$ and $t_{\text{table}} = 2.00$ with significant 5% or 0.05. (If $t_{\text{count}} > t_{\text{table}}$ then H_1 is accepted). From the calculation result, if $t_{\text{count}} = 9.34 > t_{\text{table}} = 2.00$, then H_1 is accepted or there is any significant difference in students' emotional learning development between experimental class students who were taught by using English instructions visual book and control class students who were not taught by using English instructions visual book.

5. Conclusion

The purpose of this study was to determine whether the learning technique with the English instructions visual e book could develop students' emotional learning and increase students' vocabulary mastery. Based on the analysis, the researcher can conclude that there are differences in emotional learning, especially from their motivations and interesting in English learning by using English instructions visual e book than the use of

Conventional Techniques. Means, the use of English instructions visual book can develop emotional learning to the students of primary school in the 5th grade at Kabupaten Tangerang.

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