

The Relationship Between Students Emotional Intelligence and The Speaking Ability

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Keywords:

Emotional intelligence

Speaking ability

Students' difficulties

ABSTRAK

The aim of this research is to find out whether there is a significant correlation between students' emotional intelligence and their speaking abilities in the twelve grade of SMAN 7 Kota Jambi in the 2023/2024 academic year. Speaking is one of the instruments needed by humans to communicate verbally. Students' speaking abilities are influenced by several factors, one of which is students' emotional intelligence. Students who have high emotional intelligence can manage and control their emotions so they speak well. In fact, students face several difficulties in speaking, such as: students lack vocabulary, students feel embarrassed and afraid to speak English, students have difficulty pronouncing vocabulary correctly, and students are lazy and bored in speaking. follow the learning process. If students have high emotional intelligence, they can control their emotions well and they can use their intelligence in speaking English. This research is quantitative research, researchers use correlational methods. In this research there are two variables, namely the independent variable (X), namely students' emotional intelligence and the dependent variable (Y), namely speaking ability. The population of this research was 367 students. The total sample of this research consisted of 30 students. Samples were taken using the Proportional Random Sampling technique. Student emotional intelligence data was collected using a questionnaire. Meanwhile, data on students' speaking abilities was collected using a speaking test. The research results show count 3.361 > table 1.130 with $\alpha=3\%$. This means H_a is accepted. Because count is greater than table, it means that there is a significant correlation between students' emotional intelligence and their speaking ability in the tenth grade of SMAN 7 Kota Jambi in the 2023/2024 academic year.

ABSTRACT

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan yang signifikan antara kecerdasan emosional siswa dengan kemampuan berbicara siswa kelas XII di SMAN 7 Kota Jambi tahun pelajaran 2023/2024. Berbicara merupakan instrumen yang dibutuhkan oleh masyarakat dalam berkomunikasi secara lisan. Kemampuan berbicara siswa berkaitan dengan beberapa faktor, salah satunya adalah kecerdasan emosional siswa. Siswa yang memiliki kecerdasan emosional tinggi dapat mengatur dan mengendalikan emosinya, sehingga berbicara dengan baik. Pada kenyataannya siswa mengalami beberapa kesulitan dalam berbicara, seperti: siswa kurang penguasaan kosakata, siswa merasa malu dan takut berbicara bahasa Inggris, siswa sulit untuk mengucapkan kosa kata

Kata Kunci:

Kecerdasan, emosional,

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dengan benar, dan siswa malas dan bosan dalam mengikuti proses pembelajaran. Jika siswa memiliki kecerdasan emosional yang tinggi, mereka dapat mengontrol emosi dengan baik dan mereka dapat menggunakan

kecerdasannya dalam berbicara bahasa Inggris. Penelitian ini merupakan penelitian kuantitatif, peneliti menggunakan metode korelasi. Dalam penelitian ini terdapat dua variabel yaitu variabel bebas (X) yaitu kecerdasan emosional siswa dan variabel terikat (Y) yaitu kemampuan berbicara. Populasi penelitian ini sebanyak 367 siswa. Jumlah sampel penelitian ini terdiri dari 30 siswa. Sampel diambil dengan menggunakan Teknik Proportional Random Sampling. Pengumpulan data kecerdasan emosional siswa menggunakan kuesioner. Sedangkan untuk pengumpulan data kemampuan berbicara siswa menggunakan tes berbicara. Hasil penelitian menunjukkan hitung $3.361 > t_{tabel} 1,130$ dengan $\alpha = 3\%$. Artinya Haditerima. Karena hitung lebih besar dari tabel, artinya ada hubungan yang signifikan antara kecerdasan emosional siswa dengan kemampuan berbicara siswa kelas X di SMAN 7 Kota Jambi tahun pelajaran 2023/2024.

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INTRODUCTION

Speaking is a person's ability to say words by conveying or expressing intentions, ideas, thoughts and feelings that he wants to express to other people. So, speaking can be used by someone to convey messages to other people. Talking is important for many people because speaking is the main key for someone to communicate. Apart from that, speaking skills can develop students' self-confidence because in speaking students have to practice a lot with their friends so that their speaking skills become better than before.

Furthermore, according to Ur (2009, p. 121) there are several problems faced by students in speaking activities. First, inhibition, unlike reading, writing, and listening activities, speaking requires real-time exposure to an audience. Students often experience obstacles in trying to say things in English in class because they are worried about making mistakes, afraid of being criticized, and embarrassed to pay attention when trying to speak in front of the class. Second, there is nothing to

say. Some students have difficulty thinking of what to say. Even though it is not an obstacle, they have no motivation to express themselves other than the guilt they have to express. Third, low participation, meaning each student only speaks a little in class. This problem occurs when there are students who want to dominate, while other students have little or no opportunity to speak at all. Fourth, use of mother tongue. In some classes, students have the same mother tongue, they are allowed to talk to each other using their mother tongue. The tendency of students to use their mother tongue is caused by several things. First, the mother tongue is easier to use because in everyday conversations they use it with other people. Second, they feel uncomfortable to talk to each other in English. Lastly, when they speak in small groups, it will be very difficult and less motivated to using English. This shows that students face difficulties in speaking English.

Based on the results of an interview with an English teacher at SMAN 7 Jambi City, several problems were found related to students' difficulties in speaking, for example; First, students do not master vocabulary. Second, students feel less confident in expressing something or speaking because they are afraid of being laughed at by their friends if they make a mistake when practicing speaking English in front of the class. Third, students have difficulty expressing themselves or pronouncing vocabulary correctly, this makes students less confident to practice speaking English, which of course makes students tend to be quiet and participate less in class. Lastly, students become lazy and bored in participating in the teaching and learning process, especially if there is no variation in the teaching and learning process.

In relationship between emotional intelligence Okpara and Edwin (2015: 53) explained self-awareness consist of emotional abilities that enable us to be more effective and form outstanding relationships in the social interaction. Self-awareness was the ability for one to recognized his or her emotions and their effects. Self-awareness competencies included emotional self-awareness, accurate self-awareness and self-confidence. Emotional self-awareness was the first component of self-awareness. This reflects the importance of recognizing one's own feelings and how they affect one's performance. Accurate self- Assessment involved knowing one's inner resources, abilities and limits. People with this competency are aware of their strengths and weaknesses, reflective, learning from experience, open to candid feedback, new perspectives, continuous learning and self-

development. Self-confidence involved a strong sense of ones worth and capabilities.

In speaking process, the students often found some difficult, such as they cannot think what to say, they do not know how to say it in English and they might say something wrong, because of that can make students are reasonably well acquainted with the word. And also he difficulty of students in learning language caused by teacher more focus of the skills in English that were listening, reading, speaking and reading rather than to know their students specially students" emotional. Based on the previous statement, the writer is interested to conduct a research under the title "The Influence of Emotional Intelligence in Speaking Ability".

Speaking is oral communication used by people to interact in daily life to convey information and maintain social relation. According to Brown (as cited in Episiasi, 2017, p. 29) related to expertise that can be learned and can be done directly and empirically, observations related to the accuracy and effectiveness of the listening skills of test takers, which affect thereliability and validity of the oral test. If the students want to be able speak fluently in English, they should pronounce words correctly, use the appropriate emphasis on each word correctly and use a pattern of good speech intonation, message or opinion verbally with the interlocutors.

Furthermore, Speaking is the ability to speak fluently and process information and language well (Harmer as cited in Kuning, 2020, p. 78). It means that speaking is the ability of people in conveying ideas and how to use grammar and pronunciation correctly in processing information that can be understood by listeners. In addition, Hornby (as cited in Marlinda, 2015, p. 8) states that ability is the level of skill or intelligence that is mastered by someone. It means ability is performance of shows being able to do something well, physical, or mental potential of someone.

Grammar is one of important components in language, especially in English. If the students use grammatical correctly in the sentence, it makes the listener easier to understand about what the speaker talks about. Hornby (as cited in Wicaksani, 2003, p. 81) states that grammar describes of the rules for forming words and making sentences. Moreover, grammar is one of components in speaking English to make our sentence be well and easier to catch the point of the message by the listeners.

Vocabulary is essential components in language, especially in English because it is very important in resulting speech. According to Thornbury (as cited in Helmanda & Nisa, 2019, p. 81) without vocabulary nothing can be conveyed, without grammar very little can be conveyed. It means that vocabulary is almost important rather than learning grammar, so, so vocabulary should be mastered by people who learn English because it is always used by people when they use language as a tool of communication.

Pronunciation is a way in which language and particular word or sound is spoken. According to Thornbury (as cited in Helmanda & Nisa, 2019, p. 81) pronunciation refers to the student's ability in producing comprehensible utterances to fulfill the task requirements. It is clear that pronunciation is one of important components that has to be considered in order to make a good speech. If you make a mistake when you pronounce a word it can make a different meaning or message of the content of speech.

Comprehension is the ability to understand something that is being talked about (Hornby as cited in Helmanda & Nisa, 2019, p. 79). Comprehension is a way for students to understand what the meaning the other says and can know the purpose of every single word in a sentence when they speak.

In Conclusion, based on the explanation above there are some aspects and indicators of assessing speaking that should be known by a teacher if she wants to measure or assess students' speaking ability well. If students want to get a high score in speaking so they should fulfill the criteria above.

Emotion is the most natural element in human beings in creating behavior and characteristic of a person. Emotion and feeling play an important role in creating happiness and sadness in human life. The root of the word 'emotion' comes from the Latin word 'Movere', which implies that the tendency to act is absolute in emotion (Goleman, 2016, p. 7). It means that emotion plays a role to encourage a person to act or respond to overcome problems quickly.

According to Low & Nelson (as cited in Mohza et al., 2013, p. 304) emotional intelligence is very important for students' mental health and academic success. It explains that students' academic achievement is closely related to their emotional intelligence because mental health affects them in an effort to succeed in learning.

According to Goleman (2016, p. 42) intelligence quotient (IQ) is only contribute about 20% of a person success, and others factors contribute about 80% for person success in life. Nowadays, people are faced with the fact that not only IQ needed to achieve learning success but is strongly influenced by other factors such as emotional intelligence or emotional quotient (EQ), it is an ability to motivate students, overcoming stress, controlled impulse, set the feelings (mood), empathy, and the ability to build relationships and work well together to reach learning achievement.

According to Goleman (as cited in Mehta & Singh, 2013, p. 1253) emotional intelligence divides into five elements, such as: self-awareness, self-regulation, motivation, empathy, and social skills.

A person who has high emotional intelligence it means they have self- awareness. Self awareness competencies include emotional awareness, accurate self assessment and self confidence. According to Goleman (2016, p. 56) self-awareness refers to the way to recognizing one's emotions and their effects and observing feelings as they occur. It means that someone who self awareness understand between their emotions, their thought and actions, including what they feel and say, understand how their feeling will therefore affect to performance, and use it to guide them in making decisions. People who are good at self assesment generally have a good understanding of their strengths, weaknesses and limits. Self confidence is belief with their abilities and potential. It means that someone who self confidence is able to understand and present themselves well. The ability of self awareness is the most important part of emotional intelligence.

Motivation is internal circumstances that encourage people or animal to do something (Gleitman in Daud, 2012, p. 247). It means that motivation is encouragement from within without any influence from other people and situation. Person who have high self-motivation can find strongest reason to push them to do something in any situation, can manage oneself to control the deepest desires to guide them reaching goal and optimistic in dealing with problems. In addition, motivation direct oneself to take the initiative and act effectively, and survive the failures faced.

METHODS

This research method uses quantitative research methods and uses correlation methods. Arikunto (2020, p. 4) states that the correlation method is used to determine the relationship between two variables without changing, adding or manipulating the data. That is, the correlation method aims to investigate the extent to which one or more relationships exist. The variables in this research are the independent variable (X) which is emotional intelligence and the dependent variable (Y) which is speaking ability.

Population is all the subjects of the research. According to Sugiyono (2008, p. 80) population is general region consisting of subject that had quantities and specific characteristic that to be learn and to be interred and assessment by researcher. The population of this research was all tenth grade of SMAN 7 Kota Jambi academic year 2023/2024 consisted of ten classes. The total populations were 367 students. Furthermore, from the population above the sample of this research was taken 10% from 367 that was 30. The sample taken by using Proportional Random Sampling Technique.

The data analysis technique in this research uses the Normality Test and Homogeneity Test. The normality test is carried out to find out whether the data is normally distributed or not. The homogeneity test is a measurement that can be used to determine data variations. This is used to find out whether data is homogeneous or not.

RESULTS AND DISCUSSION

The research was conducted in order to find out the correlation between students' emotional intelligence and their speaking ability. Starting from the try out instruments of emotional intelligence and speaking test. The try out used to collect and analysis the data to check the validity and reliability of the research instruments.

Based on the results of calculating the validity of the student's emotional intelligence questionnaire, the researcher obtained 20 valid questions from the 30 questions tested. A summary of the validity test of emotional intelligence instruments can be seen in the table below:

Table 1
The Summary of Validity Test of Questionnaire

Observation	Frequency
Valid	20
Invalid	10
Total	30

Based on all experts' opinion, it was found that the instrument of speaking was already appropriated to measure the students' speaking ability. It can be concluded that the instrument of speaking ability was valid.

To measure the reliability of the student speaking ability test instrument in this study, it was calculated using inter-rater reliability. The reliability coefficient obtained from the calculation is 0.931, meaning that the reliability results using an inter rater show that the reliability coefficient is in the interval 0.0-1.0, so that the test instrument is categorized as reliable and there is consistency in the results. inter-rater instrument test. In other words, the test instrument is reliable and can be applied to measure students' speaking abilities.

After conducting trials and analyzing the validity and reliability of the instrument, the researcher then began to conduct and analyze data from the actual sample in the research. The sample consisted of 30 students taken using proportional random sampling technique from each class in class XII SMAN 7 Kota Jambi. To collect data on students' emotional intelligence, researchers distributed a questionnaire consisting of 20 statements. After completing the questionnaire, the researcher sent the questions to students via WhatsApp and then students had to answer and record them using their own words.

CONCLUSION

Based on the results of data analysis, it was found that there was a significant correlation between students' emotional intelligence and their speaking abilities in the tenth grade of SMAN 7 Kota Jambi in the 2023/2024 academic. year Based on the discussion and conclusions above, the researcher provides several useful suggestions to support speaking teaching. For English teachers, it is recommended to encourage students to develop and use emotional intelligence

optimally to practice their speaking skills and strengthen the emotional intelligence that already exists within them.

Future researchers who wish to investigate related problems in this field should have good preparation and management to achieve more effective results.

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