

**THE CORRELATION BETWEEN STUDENTS' EMOTIONAL
INTELLIGENCE AND THEIR SPEAKING ABILITY AT
THE TENTH GRADE OF SMAN 01 KOTABUMI
ACADEMIC YEAR 2020/2021**

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Abstract: The purpose of this research is to find out whether there is significant correlation between students' emotional intelligence and their speaking ability at the tenth grade of SMAN 01 Kotabumi academic year 2020/2021. Speaking is an instrument that is required by people in communication orally. The students' speaking ability is related with some factors, one of them is students' emotional intelligence. The students who have high emotional intelligence can manage and control their emotion, so their speaking well. In fact, the students are facing some difficulties in speaking, such as: the students are lack vocabulary mastery, the students are feeling shy and afraid to speak English, the students are difficult to pronounce vocabulary correctly, and the students are lazy and bored in following the learning process. If the students have high emotional intelligence, they can control emotion well and they can use their intelligence in speaking English. This research was quantative research, the researcher used the correlation method. In this research had two variables, they were independent variable (X) which was students' emotional intelligence and dependent variable (Y) which was speaking ability. Population of this research consisted of 347 students. The total sample of this research consisted of 35 students. The sample taken by using Proportional Random Sampling Technique. The data of students' emotional intelligence was collected using questionnaire. Meanwhile the data of students' speaking ability was collected using speaking test. The result of this research showed $t_{\text{observed}} 4.641 > t_{\text{table}} 1,690$ with $\alpha = 5\%$. It means H_a was accepted. Since the t_{observed} is greater than t_{table} , it means that there was significant correlation between students' emotional intelligence and their speaking ability at the tenth grade in SMAN 01 Kotabumi academic year 2020/2021.

Keywords: emotional intelligence, speaking ability, students' difficulties

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan yang signifikan antara kecerdasan emosional siswa dengan kemampuan berbicara siswa kelas X di SMAN 01 Kotabumi tahun pelajaran 2020/2021. 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 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 347 siswa. Jumlah sampel penelitian ini terdiri dari 35 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 $t_{hitung} 4,641 > t_{tabel} 1,690$ dengan $\alpha = 5\%$. Artinya H_a diterima. Karena t_{hitung} lebih besar dari t_{tabel} , artinya ada hubungan yang signifikan antara kecerdasan emosional siswa dengan kemampuan berbicara siswa kelas X di SMAN 01 Kotabumi tahun pelajaran 2020/2021.

Kata kunci: kecerdasan emosional, kemampuan berbicara, kesulitan siswa

INTRODUCTION

Speaking is the ability for someone to say words by conveying or expressing intentions of ideas, thoughts, and feeling that they want to expressed to others. So, speaking can be used by people to deliver messages with other. Speaking is important for many people because speaking is the main key for someone to communicate. In addition, speaking ability can develop students' confidence because in speaking students must have a lot of practice with their friends so that their speaking ability will be better than before.

Furthermore, According to Ur (2009, p. 121) there are some problems faced by students in speaking activities. First, inhibition, unlike reading, writing, and listening activities, speaking requires some real time exposures to an audience. Students are often inhibition about trying to say

things in English in the classroom because they worried if they make mistakes, fearful of criticism, and shy of the attention when try to speak in front of class. Second, nothing to say. Some students faced difficulties in thinking of anything to say. Even if they are not inhibition, but they have no motivation to express themselves beyond the guilty feeling that they should speak. Third, low participation, it means that each students only little to speak in classroom. This problem is occurs by some students who want to dominate, while other students have very little or not at all opportunities to speak. Fourth, mother-tongue use. In number of classes, the students have the same mother tongue, they may talk to each other used their mother tongue. The tendency of students to use mother tongue for several reasons. Firstly, mother tongue is easier to use because in daily conversation they use that to others. Secondly, they feel

uncomfortable to talk to one another in English. The last, when they are talking in small group it can be quite difficult and less motivated to keep using English. It shows that the students face difficulties in speaking English.

Based on interview with English teacher in SMAN 01 Kotabumi, that found some problems about students' difficulties in speaking, for instance; first, the students lack vocabulary mastery. Second, the students are feeling shy and afraid of being laughed by their friends if making mistake when they try to speak English in front of class. Third, the students have difficulty to pronounce vocabulary correctly, it makes the students unconfident to practice speaking English, for sure that makes students tend to be silent and having less participation in class. The last, the students are lazy and bored in following the teaching and learning process, especially if there is no variation in teaching process.

In addition, the difficulties faced by students in speaking ability are influenced by students lack confidence and lack motivation, both of which are related to their emotional. It is not only intelligence is needed in achieving success in academic, but also their emotion. If students can manage their emotion well, so they can use their intelligence well, especially in speaking English. From explanation above, the researcher assumes that one of factors

that affect students in speaking during teaching and learning process is emotional intelligence.

By having emotional intelligence, the students can manage and change their negative feelings to reflect positive feelings in an effort to get knowledge. Besides that, if the students have emotional intelligence that means they have the capability to manage their emotions and feelings correctly. Students can speak English is not only about intelligence but also their emotion. It is because emotion can influence what the students want to say and what they want to do. Moreover, it can motivate them to be successful in speaking. If students can control their emotion well, they can use their intelligence in speaking English well.

Furthermore, the researcher interested in conducting a research the correlation between students' emotional intelligence and their speaking ability at the tenth grade of SMAN 01 Kotabumi academic year 2020/2021.

I. THEORY REVIEW

2. 1 Speaking

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 the reliability 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.

Meanwhile, Luoma (2009, p. 1) states that speaking skill is important part of curriculum in language teaching, and this makes them an important object of assessment well. It means that speaking is an ability that should be mastered by students well and students should pay attention to this ability because speaking is one of important part in English.

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.

In conclusion, speaking ability is a skill to deliver the information, giving expression and direction, and sharing though directly to another clearly. Furthermore, speaking ability is the skill that can be mastered by students if they always practice to develop and increase their ability in speaking English.

Louma (2009, p. 1) states that assessing speaking is challenging because there are so many factors that influence our impression of how someone can speak language. It means that speaking focus on what the speaker said and an assessor (teacher) should pay attention to the speaker. In other word speaking assessment is process to measure students' ability encompasses such as students give response to a question, offer a comment and deliver information. The teacher can evaluate the students' speaking ability in asking and giving information to improve their speaking ability.

Speaking can be gotten by rating scale. Rating scale is modified by Harris based on Oral-English Rating Sheet. There are five aspects to measure students' speaking ability, such as: pronunciation, grammar, vocabulary, fluency, and comprehension. According to Harris (as cited in Wicaksani, 2013, p. 4) here the rating scales for each component.

a. Grammar

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 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.

b. Vocabulary

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 vocabulary should be mastered by people who learn English because it is always used by people when they used language as a tool of communication.

c. Pronunciation

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 consider in order making a good speech. If make mistake when pronounce a word it can make a different meaning or message of the content of speech.

d. Fluency

Fluency is one of important aspects in English. According to Foster & Skehan (as cited in Helmanda & Nisa, 2019, p. 81) fluency is ability to speak speed, accuracy and proper expression without having to stop and think to long about what is going to said. It shows that fluency is a part of speaking to indicates how well or how fluent a speaker expresses their idea in term of sentence.

e. Comprehension

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 of students to understand what the meaning the other says and can know the purpose of every single word in sentence when they speak.

In Conclusion, based on explanation above there are some aspects and indicators of assessing speaking that should teacher

knows if she wants to measure or assess students' speaking ability well. If students want to get high score in speaking so they should to fulfill the criteria above.

2.2 Emotional Intelligence

Emotion is the most naturally elements in human beings in creating behavior and characteristic of person. Emotion and feeling play an important role in creating happiness and sadness in human life. The root of word 'emotion' comes from Latin word 'Movere', which implies that the tendency to act is absolute in emotion (Goleman, 2016, p. 7). It means that emotion play role to encourage person to act or responds 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 is affect them in an effort to success 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.

1) Self-Awareness

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 assesement 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.

2) Self-Regulation

This is the ability to control emotion and feelings in the right way (Goleman, 2016, p. 56). It means that the ability to self control in managing disruptive emotions and impulses effectively, so give the positive impact to implement the task. If their moods are bad or sad, they do not worried and do not let their emotions get out of control. The characteristic of people with high self-regulation are generally have positive feelings to themselves and the environment, they have the ability to overcome stress, they do not allow themselves to angry or jealous, they do not let their impulsive rule them and take decision careless because they always think before act, and they can recovery from emotion pressure quickly.

3) Motivation

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.

4) Empathy

Empathy is the ability to identify and understanding wants, needs, point of view by people around you (Goleman, 2016, p. 57). It means, people higher in empathy are being able to understand others feelings and perspective, so it can to avoid them to judging quickly. Furthermore, empathy makes individuals feel sensitive to help, can build trust and align oneself with different kinds of people. In addition people who have empathy will be able to listening and managing relationships to others.

5) Social Skills

People who want to build and maintain the relationship should be better in giving attention and responds to others. According to Goleman (as cited in Metha & Singh, 2013, p. 1256) social skills is an ability to communicate, persuade, and interact with other members of society harmoniously without conflict to each other. It means that people who high social skills capable to controll their emotions well in

relationship to each other, can avoid disputes which might appear, accurately to read the circumstances, can communicate clearly and fluently, help to other, have ability of being cooperative and excellent work in team.

It can be concluded that emotional intelligence is the ability to guide someone in using and controlling emotions, impulse and feelings, to use this information to thing and action in a good way. Moreover, emotional intelligence is the capability that can bring someone has better in relationship and social interaction. In addition, emotional intelligence is a characteristic of someone who really needs to be improved right because it can be a key to success of one's life, both in social life and in the academic field.

II. RESEARCH METHODS

Method of research was quantitative research. This research used the correlation method. Arikunto (2020, p. 4) states that correlation method is done to determine relationship among two variables without change, add or manipulation of data. It means, correlation method aimed to investigate the extent to which one or more existing relationship. The variables of this research were independent variable (X) is emotional intelligence and dependent variable (Y) 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 01 Kotabumi academic year 2020/2021 consisted of ten classes. The total populations were 347 students. Furthermore, from the population above the sample of this research was taken 10% from 347 that was 35. The sample taken by using Proportional Random Sampling Technique.

In this research the instrument used questionnaire and oral test. The questionnaire used to measure students' emotional intelligence. In other hands, speaking test aimed to measure the students' speaking ability. To get the data speaking ability in Pandemic nowadays, the researcher interviewed the students, the researcher sent the questions to the students via Whatsapp and the students answered and recorded it by using their own words. In other hands, the researcher distributed the questionnaire to the students by using Google Form Application.

Data analysis technique in this research used Normality Test and Homogeneity Test. Normality test was conducted to know whether the data have normal distribution or not. Homogeneity test was a measurement which can used to

determine a data variation. It was used to know the data are homogeneous or not.

From data analysis above, the hypotheses that would be proved were :

H_0 : There is significant correlation between students' emotional intelligence and their speaking ability at the tenth grade of SMAN 01 Kotabumi academic year 2020/2021

H_a : There is significant correlation between students' emotional intelligence and their speaking ability at the tenth grade of SMAN 01 Kotabumi academic year 2020/2021.

III. 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 result calculation of validity students' emotional intelligence questionnaire, the researcher got 22 valid items from 40 items which was tested. The summary of validity test of emotional intelligence instrument can be seen in the table below:

Table 1
The Summary of Validity Test of Questionnaire

Observation	Frequency
Valid	22
Invalid	18
Total	40

Based on the table above, it can be seen that there were 22 items was valid, they were: 1, 3, 4, 7, 11, 12, 13, 14, 16, 18, 19, 20, 22, 23, 25, 26, 29, 30, 32, 33, 34, and 37. Meanwhile, there were 18 items not valid, namely: 2, 5, 6, 8, 9, 10, 15, 17, 21, 24, 27, 28, 31, 35, 36, 38, 39, and 40. The total items of emotional intelligence instrument were 40 items.

Meanwhile, the reliability of students' emotional intelligence questionnaire was calculated by using Alpha Formula. The criterion for reliable instrument is if r_{observed} is greater than r_{table} in significant level 5% with n was 30.

Table 2
The Result of Reliability Emotional Intelligence Instrument

Total Varian	r_{11}	r_{table}	Description
28.57	0.867	0.361	Reliable

Based on the tables above, From the calculation above, it was got r_{observed} whereas r_{table} with $n=30$ and significant scale 5% was $r_{xy}(0.05)(30)=0.361$. Based on the theory, if $r_{\text{observed}} > r_{\text{table}}$, it means that the instrument

test was reliable. After that to know the validity of the instrument speaking ability in this research used the opinion from the expert or usually called expert's judgement. The experts gave comment and suggestion on the instrument.

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 test instrument from students speaking ability in this research was calculated by using inter-rater reliability. The coefficient reliability gotten from the calculation was 0.931, it means that the result of the reliability using inter rater revealed the coefficient of reliability which was within the interval of 0.0-1.0, so the instrument test was categorized reliable and there was a consistency result of the instrument test between raters. In other word, the instrument test was reliable and applicable to measure students' speaking ability.

After conducting the try out and analyzing the validity and reliability of the instruments, then the researcher began to conduct and analyze the data from the real sample in the research. The samples were 35 students taken by using proportional random sampling technique from each classess in tenth grade of SMAN 01 Kotabumi. To

collect the data of students' emotional intelligence, the researcher distributed the questionnaire which consists of 22 statements. After finished fulfill the questionnaire, the researcher sent the question to the students via Whatsapp and then the students hould answer and recorded it by using their own word.

After collected all the data of questionnaire and speaking test, the researcher analyzed the data to find whether the data normal distribution or not. Therefore, the researcher used normality test, by using Liliefors formula. The criterion is: if $L_{o\max} < L_{table}$ it means that the data is normal distributed. The summary can be seen in the following table:

Table 3
The Summary of Normality Test

Variables	$L_{o\max}$	L_{table}	Description
Students' Emotional Intelligence	0.1135	0.1497	Normal
Speaking Ability	0.1405	0.1497	Normal

Based on the table above, it can be seen that the data of emotional intelligence and speaking ability were normally distributed. Therefore, the test can be continued to test the homogeneity of the data.

Having conducted the normality test, the analysis was continued to the homogeneity test to find out whether the

data were homogeneous or not. To measured the homogeneity, it was used the formula of Barlett. The criterion is: if $X^2_{\text{observed}} < X^2_{\text{table}}$, it means that the data is homogeneous. The summary of can be seen in the following table:

Table 4
The Summary of Homogeneity Test

Variable	X^2_{observed}	X^2_{table}	Description
Emotional Intelligence	7.800	16.919	Homogeneous
Speaking Ability	4.723	16.919	Homogeneous

From the table above, it can be seen that the data of emotional intelligence and speaking ability were homogeneous. Therefore, the test can be continued to the hypothesis test. This research hypothesis was tested by using Pearson's Product Moment formula. The calculation of hypothesis test can be seen below:

Table 5
The Summary of Hypotheses Test

Observation	Result
$r_{xy} (r_{\text{observed}})$	0.628
r_{table}	0.334

Based on the result of calculation by using Pearson Product Moment formula above, it was found that the value of

correlation between variable (X) and variable (Y) or $r_{xy} (r_{\text{observed}}) = 0.628$, and r_{table} with $n = 35$ at significant level 5% or $0.05 = 0.334$. Because r_{observed} was greater than r_{table} , where $0.628 > 0.334$, it means that H_0 was rejected, H_a was accepted. It can be concluded, there was correlation between students' emotional intelligence and their speaking ability.

The hypothesis test only showed the coefficient correlation between students' emotional intelligence and their speaking ability, significant test was needed to measure the significant of correlation. To test the significant of the correlation, the researcher used t-test. The summary of t-test presented in table below.

Table 6
The Summary of Significant Test

Observation	Result
t_{observed}	4.641
Significant level	5%
t_{table}	1.690

Based on the table above, it was clear that t_{observed} was greater than t_{table} , where $4.641 > 1.690$. It can be concluded that H_0 was rejected and H_a was accepted, it means that there was significant correlation between students' emotional intelligence and their speaking ability at the tenth grade of SMAN 01 Kotabumi academic year 2020/2021.

Discussion

This research was conducted in SMAN 01 Kotabumi. The data was collected on Monday, December 7th, 2020. The purpose of the analysis in this research was to measure whether there is significant correlation between students' emotional intelligence and their speaking ability. From the result of t-test in which value of the t_{observed} was greater than the t_{table} , where $4.641 > 1.690$. It was clear that the correlation between students' emotional intelligence and their speaking ability at tenth grade of SMAN 01 Kotabumi academic year 2020/2021 was significant correlation.

The result of this research supported with theory by 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 especially in speaking ability.

In addition, this research result is also in line with the research conducted by

Gustina (2016) in her research entitled "The Correlation Between Students' Emotional Intelligence and Their Speaking Achievement at the Tenth Grade of SMAN 4 Kotabumi North Lampung Academic Year 2016/2017". The result of the research showed that emotional intelligence contribute about 31,36 %.

Another relevant previous research was conducted by Reni (2019) in her research entitled "The Correlation Between Students' Emotional Intelligence and Speaking Ability of The Twelfth Grade Students of SMA N 4 Pariaman in Academic Year 2018/2019". The result of the research showed that emotional intelligence contribute about 29,16 %. Moreover, in her research finding explain that the improvement of students' emotional intelligence related to the improvement of students' speaking ability.

In conclusion, from the research finding and previous theories, it has been proved that students' emotional intelligence gives positives and significant correlation to students' speaking ability. By having high emotional intelligence students tend to speak fluency, even though they still make mistake on several aspects, such as: pronunciation, grammar, vocabulary and comprehension. However, students have good speaking in public because they can control and do not worried about their mistakes and enjoy speaking up freely.

Moreover, students who high emotional intelligence more confident and ready to accepted criticism to improve their speaking ability

CONCLUSION

Based on the result of the data analysis, it is found that there is significant correlation between students' emotional intelligence and their speaking ability at the tenth grade of SMAN 01 Kotabumi academic year 2020/2021.

Based on the discussion and conclusion above, the researcher gives some useful suggestions to support the teaching of speaking. For English teacher, is suggested to encourage students to promote and use emotional intelligence optimally to practice their speaking ability and can strengthen the emotional intelligence that already exists themselves.

For the further researcher who want to investigate related issues in this field should have good preparation, management in achieve a more effective result.

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