

THE CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND SPEAKING ACHIEVEMENT OF EIGHT GRADE STUDENTS OF SMP N 46 PALEMBANG, SOUTH SUMATERA, INDONESIA

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ABSTRACT

This study investigated the correlation between students' emotional intelligence to their speaking achievement and the significant influence between students' emotional intelligence to their speaking achievement. The population of were 294 students of eight grade students of SMP N 46 Palembang, South Sumatera, Indonesia in the academic year 2016/2017. We used cluster random sampling to determine the sample of this study. There were 74 students as a sample of this study. A quantitative study was used in this study. The data were obtained by questionnaires and speaking test. The result of the test was analyzed by means and percentage. Based on the result of the data analysis, there were two major findings. First, there was significant correlation between students' emotional intelligence and their speaking achievement and second is students' emotional intelligence did significant influence 3,11% to their speaking achievement.

Keywords: emotional intelligence, speaking achievement

INTRODUCTION

There are many kinds of languages in this world, one of them is English. It is disproved fact that English used as an international language. Having good English can be big challenges to complete globalization. It is supported by (Kachru, 1990; Hamid 2011) who argue that having English proficiency is like possessing Alladin's lamp or providing access to 'international opportunity' abound the literature.

Based on survey of English First English Proficiency Index (EF EPI) in 2016, Indonesia was ranked 32 from 72 countries with score 52,94 with participating 950.000

adult people. It shows that Indonesian people have moderate proficiency but the score is categorized low level categories compare to other countries. In Indonesia, English is taught from junior to university level as compulsory subject, the aim of English subject in the junior and senior high school level is to develop students' potential, in which it is hoped that they could have communicative competence, interpersonal, transactional, and functional aspects by using any kinds of spoken or written text.

Krashen (1981) perceives that learning a second and foreign language is difficult, exhausting and replete with stresses and strains for the learners. In language learning there are four skills. They are listening, speaking, reading and writing. However, related to Afshar and Rahimi (2014, p. 75), who mention that in order to communicate effectively, EFL and ESL learners should promote their speaking abilities in the foreign/second language. EFL/ESL learners are usually judged on their speaking abilities at first glance. Teaching and learning speaking are usually regarded as demanding and labor-intensive. Despite this significance of speaking, it is sometimes ignored (Bora, 2012).

Gardner (1999) suggests that intelligence is the ability or skill to solve problems or to fashion products that are valued within one or more cultural settings. Gardner calls the "IQ way of thinking": "that people are either smart or not, are born that way, that there's nothing much you can do about it, and that tests can tell you if you are one of the smart ones or not .

There are always some questions raise whenever discussing about students' achievement and success such as who will be successful in education?, why some people despite having high intelligence coefficient in education and the post-education process, they experience huge failures?, how is the role of intelligence co efficiency in the success of the students especially the academic one?. It can conclude that people with high intelligence still failed and unsure to academic success. Other that intelligence co efficiency are there other factors effective in academic success. (Joibari& Mohammad Taheri, 2011, p. 1334).

Some may argue that academic performance just relies on IQ level which measures intelligence. Goleman (1995) states that intelligence only contributes as much

as 20% for someone's success, the other factor that may have responsible on it is Emotional Intelligence (EI).

A substantial body of studies has been conducted to identify the relationship between speaking abilities and other areas of education. Emotional intelligence is assumed as one of the major components in promoting EFL and ESL learners speaking abilities (Naghdi-pour & Emeagwali, 2013; and Bora, 2012). Bora (2012) reveals that students who had high levels of emotional intelligence were more engaged in speaking and brain-based activities, because they had high levels of self-esteem and social skills, and were able to cooperate with others. He also reveals that students with low level of emotional intelligence did not have appropriate relations with the society; as a result, they were isolated from the classroom atmosphere, and denied taking part in speaking and brain-based activities.

Even Though there is already a clear-cut indication that both emotional intelligence and speaking skill has contribution on students' achievement and performance, some of people still neglect the importance between those variables.

This also occurs at SMP Negeri 46 Palembang in which based on the informal interview writer conducted with the English teacher on September 2016, it was found that some students have bad emotional management and their relation to their friend was not too good, because they emotion still not stable and easy influence by their environment. Furthermore, the teacher told that some students who have bad emotional management also have poor speaking ability but some of them have an average or even good speaking skill.

In line with that finding, based on informal interview writer conducted with the one who just finished PPLK II at school on September 2016, he also revealed the same statements. Make it worse, he said that, the main problem of student in studying English was that they were not confident and feel anxiety it caused they did not have many knowledge in vocabulary and their pronunciation is not too good, therefore they cannot have expressed their idea and it made they did not speak fluently.

Regarding the problems above, several related studies have been undertaken to investigate the correlation between students' Emotional Intelligence and the other related variables. Sadeghi and Farzizadeh (2014) reveals the relationship between EI

and the writing ability of Iranian EFL learners. Results obtained through Pearson Correlation indicated a positive relationship between the writing ability and the emotional self-awareness, a subcategory of EI. A small correlation was found between reading comprehension scores and some emotional-intelligence subscales as interpersonal abilities, intrapersonal abilities, and stress management. The study also revealed that IQ was a more determinative factor in reading comprehension proficiency than emotional intelligence.

On the other hand, based on the study conducted by Esfandiari and Ekradi (2014), The results indicated no statistically significant relationship between EI and cloze test performance. This current study involves the junior high school students of SMP Negeri 46 Palembang as participant and speaking achievement as the independent variable.

The aims of this study are: (1) to find out if there is significant a correlation between students' emotional intelligence and their speaking achievement. (2) to find out whether or not students' emotional intelligence significantly influences their speaking achievement.

LITERATURE REVIEW

The concept of emotional intelligence

Mayer and Salovey (1990,p.189) who define Emotional Intelligence (EI) as “a form of social intelligence that involves the ability monitor one’s own feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action”.

Goleman (1995) defines EI as “abilities such as being able to motivate oneself and persist in the face frustration, to control impulses and delay gratification; to regulate one’s mood and keep distress from swamping the ability to think; to emphasize and to hope. “ (p.34). He divides EI theoretical framework of emotional intelligence that reflects as personal competences for mastering the skill of individual competences (self-awareness, self management) and social competences (social awareness and relationship managements).

Four domains of emotional intelligence

Goleman (1995) divides the two domains of emotional intelligence were personal competences and social competences:

Personal competencies are the area of competences that concern for mastering the skill of the individual competence. He divides two quadrants:

1. *Self-Awareness or Emotional Awareness* is the ability to see ourselves with our own eyes, to be aware of our goals immediate and long-term, beliefs about our self and others, values those things we hold dear, drivers that affect how we work, rules that we live by the shoulds, musts and oughts, self-talk, the inner voice that tells us we can or cannot do something (Chapman, 2001, p.14)

2. *Self-Management or Emotional Managements* is managing our emotions effectively involves controlling those unproductive behaviors that really do not get us anywhere (Chapman, 2001 p.35).

Social competencies require to expand people awareness including the emotions in around environment or society. He also divides in two quadrants:

3. *Social Awareness* is the ability of being a cooperative, constructive, and responsible member of the society (Goleman, 1995).

4. *Relationship Management* refers to the ability to establish pleasant relationships and healthy interactions with others (Goleman, 1995).

Concept of speaking

Speaking skill, being the central and one of the most important language skills, has been the subject matter of constant discussions, debates and researches for pedagogies and language researches for countries. In speaking process, speaker involves some activities in the process itself-such as voices (pitches, stress, and rhythm), bodies (gestures and facial expression) and pauses and intonation (Raimes, 1983).

According to Fulcher (2003) (as cited in Rubiati, 2010, p.7), speaking is one of language skills which is very important to be mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others. By giving students speaking test, it can support them to improve speaking skill. It is

possible for people to produce practically all the correct sounds but still is unable to communicate their ideas appropriately and effectively (Heaton,1988, p. 88)..

METHODOLOGY

This study used correlational research design. There were two variables used in this study. Independent variable was emotional intelligence and dependent variable was speaking achievement.

The population of this study was all the eight grade students of SMP N 46 Palembang. There were 294 students consisting of eight classes. Furthermore, the sample of this study was taken by using cluster random sampling. The total number of sample was 74 students.

There were two instruments used to collect the data. First, questionnaire of the quick emotional intelligence self-assessment from San Diego city college MESA Program by Paul Mohapel (2015). There were 40 items in the questionnaire consisting of 10 items for each domain that translated into Indonesian and validated by experts to measure students' emotional intelligence. While to measure students' speaking achievement, speaking test was used. Pre-requisite analysis was used where the normality and linearity of data obtained. Last, Pearson Product Moment Correlation Coefficient and Multiple Regression was used to answer the first and second problems.

FINDINGS

In distributions the results of emotional intelligence questionnaire and speaking achievement, we got the score range and number of the students and percentage in the table 1 and table 2.

Table.1
Distributions of Students' Emotional Intelligence

No	Sub Variables of EI	Score		
		0-24	25-33	34-40
1	Self Awareness	48	24	2

2	Self Management	50	22	2
3	Social Awareness	31	39	4
4	Management Relationship	8	50	16

Table.2
Distributions of Speaking Achievement

Number of Student	Interval	Category	Percentages
0	81-100	Excellent	0 %
5	62-80	Good	6,8 %
40	43-61	Adequate	54,00 %
29	24-42	Fair	39,18 %
0	5-23	Unacceptable	0 %

(Adopted form Brown (2004),pp.287)

The descriptive statistical analyses of emotional intelligence and speaking achievement for the participants is shown below:

Table.3
Descriptive Analysis of Emotional Intelligence and Speaking Achievement

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Emotional Intelligence	74	17,25	35,25	25,3615	3,80117
Speaking Achievement	74	26,60	70,00	45,8885	10,25119
Valid N (listwise)	74				

The maximum score of emotional intelligence was 35,25 and the minimum score was 17,25 . The mean of the emotional intelligence score was 25,36. The standard deviation was 3,80. The result of speaking achievement, the maximum score was 70,00 and the minimum score was 26,60. The mean score was 45,88 and the standard deviation was 10,25.

Normality and linearity test were conducted prior to data analysis though SPSS 23th version for windows. As parametric statistic, correlation and multiple regression were used, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

Table. 4
Normality Test

		Emotional Intelligence	Speaking Achievement
N		74	74
Normal Parameters ^{a,b}	Mean	25,3615	45,8885
	Std. Deviation	3,80117	10,25119
	Most Extreme Differences		
	Absolute	,069	,101
	Positive	,048	,101
	Negative	-,069	-,057
Test Statistic		,069	,101
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,057 ^e

The results of normality is shown of the table indicated that the data from each variable were normal and appropriate from data analysis with coefficient ,200 for emotional intelligence and 0,57 for speaking achievement.

Table.5
Linearity Test
ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Emotional Intelligence * Speaking Achievement	Between Groups	(Combined) Linearity	719,096	44	16,343	1,412	,165
		Deviation from Linearity	258,057	1	258,057	22,295	,000
			461,039	43	10,722	,926	,597
Within Groups			335,672	29	11,575		
Total			1054,768	73			

The result showed that the deviation from linearity between emotional intelligence and speaking achievement was 0.597. To sum up, all the data were linear for each correlation and multiple regression to answer the first and second problems in this study. It was shown in the table below.

Table.6
Correlation between Emotional Intelligence and Speaking Achievement

	Emotional Intelligence	Speaking Achievement
Emotional Intelligence Pearson Correlation	1	,495**
Sig . (2-tailed)	74	,000
N	74	74
Speaking Achievement Pearson Correlation	,495**	1
	,000	74

Sig . (2-	74	
tailed)		
N		

** . Correlation is significant at the 0.01 level (2-tailed).

The result of this answered the first problem of the study, based on Pearson Product Moment Correlation Coefficient, r -obtain (0.495) of Emotional Intelligence was higher than r -table (0.2257) then, the level of probability (p) significance (sig.2-tailed) was (0.00) lower than 0.05. It means that there is a significant correlation between students' emotional intelligence and their speaking achievement. The writer also analyzed four domains of emotional intelligence with speaking achievement by the same formula.

Table.7
Correlation of Four Loadings Domain of Emotional Intelligence

No	Loading of Emotional Intelligence	Pearson Correlation	Sig.value
1	Self Awareness	.357**	.002
2	Self Management	.218	.063
3	Social Awareness	.536**	.000
4	Relationship Management	.210**	.001

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the result of correlational analysis from the four loadings of emotional intelligence, only self management showed negative correlation to students' speaking achievement. The result showed significant correlation between emotional intelligence and speaking achievement. It meant emotional intelligence influenced students' speaking achievement. We used multiple regression analysis to see the influence of emotional intelligence and speaking achievement.

Table.8
Multiple Regression Emotional Intelligence and Speaking Achievement
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,558 ^a	,311	,271	8,75071

a. Predictors: (Constant), Management Relationship, Self Awareness, Self Management, Social Awareness

b. Dependent Variable: Speaking Achievement

The result showed that R square (R^2) of four domains of emotional intelligence (total EI) was (0,311). It meant that emotional intelligence had contribution on students' speaking achievement with (3,11%).

DISCUSSION

The interpretations were made based on the result of the study . According to the findings, there was a correlation and influences between emotional intelligence (total) and speaking achievement and emotional intelligence did influence (3,11 %) for students' speaking achievement.

From the findings, self management was the only domains of emotional intelligence that had no relationship to students' speaking achievement. Self management is managing the emotions effectively involves controlling those unproductive behaviors that really do not get us anywhere (Chapman,2001 p.35). It meant that students could not manage their feeling and behavior. It could be seen from the result of questionnaire, many students had low score in self awareness.

The result of students' speaking achievement was not good. We concluded that anxiety and their less experience learning speaking were factors that make many students had not good score to speaking achievement. It was supported by Mohammadi and Mousalou (2012) they stated that anxiety is a one of affective factors that make students difficulties to speak. The other factor was students experienced learning

speaking, many students had lack pronunciation. If students can manage their emotion and behavior, they would feel relaxed when speaking.

The result of this study was similar to the study entitled 'The Relationship between Emotional Intelligence and Productive Language Skills' by Gench, Kullusakli, Aydin (2016). The study examined language skills speaking and writing with 150 students from different disciplines of the university and studying English as foreign language in Turkey the result of study showed that positive correlation between Emotional Intelligence and productive language skill. It was also supported by Yunita (2014) on her study that showed that there was positive correlation between emotional intelligence and their speaking achievement. The result also showed that self control was the best predictor to predict students English speaking ability.

Additionally, Afshar, and Rahimi (2016) also found there was significant correlation between emotional intelligence and speaking achievement and emotional intelligence was the best predictor to influence students' speaking achievement. Bora (2012) discussed the relation between Emotional Intelligence (EI) and students' perceptions towards speaking classes. In that study, two questionnaires were given to the participants in order to see their EI levels and understand their views on Brain-based speaking activities. The results demonstrated that students with high level of EI were eager to attend speaking classes and brain-based activities. Supported by the result of research by Hartono (2016), in his study, it showed that there was effect of teaching method, emotional intelligence upon students' speaking achievement and there was interaction between teaching method, emotional intelligence, upon students' speaking achievement.

Some researcher also found that emotional intelligence had a significant with other English language skill. Rafleyan, Nejad, and Damavand (2014) who investigated the relationship between emotional intelligence and pragmatic awareness, the participants were 120 Iranian senior undergraduates of English as foreign language in university in Iran. The result showed positive correlation between emotional intelligence and pragmatic awareness. Asadollahfard et al. (2012) also investigated the relationship between emotional intelligence and language learners' vocabulary knowledge. Participants included 50 learners of English as a Foreign Language at a

university in Iran. Data were collected through Nation's Word Level Test (2001) to assess language learners' vocabulary size and BarOn's Emotional Intelligence Questionnaire (1997) to assess their emotional intelligence score. The results showed that language learners with high levels of emotional intelligence posed a high level of vocabulary knowledge.

The result of research by Afshar, et.al (2016) also found that there was significant correlation between emotional intelligence, learning styles, strategy use, and their second language achievement of Iranian EFL learners. Fatum (2008) also found significant relationship with emotional intelligence and academic achievement in elementary-school children. She believed that social and emotional development is central to our children's in school. School that implement social and curricula that teach EI competencies as a systemic solution are more likely promote children's achievement in the secure their success for future.

In conclusion, this study found emotional intelligence had relationship and influence speaking achievement of eight grade students of SMP N 46 Palembang.

CONCLUSIONS

Based on the findings of the study, there were two conclusions. First, the students' emotional intelligence had a significant correlation to students' speaking achievement. It could be seen based on Pearson Product Moment Correlation Coefficient, r -obtain (0.495) of Emotional Intelligence was higher than r -table (0.2257) then, the level of probability (p) significance (sig,2-tailed) was (0.00) lower than 0.05. For sub categories of emotional intelligence only self management had no correlation to students' speaking achievement.

Based on the result from multiple regression, emotional intelligence was significantly influence 3,11% to speaking achievement of students SMP N 46 Palembang. From all the result, there was a correlation and influences between emotional intelligence and speaking achievement of eight grade students of SMP N 46 Palembang.

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