

Students Emotional Quotient and Their Speaking Skills; a case of SMA Negeri 4 Baubau

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ABSTRACT

This study aims to find out whether there is a significant correlation between students' Emotional Quotient and their Speaking Skills. This study applied correlational design which employed quantitative research methods. The sample of this study was 32 students of X MIPA 3 in SMAN 4 Baubau. The sampling was taken by random sampling method. The data were collected by using a questionnaire to measure the students' emotional quotient and used oral test to assess their speaking skills. The data was analyzed by using Pearson Product Moment Correlation with SPSS 16.0. The result indicates that there is a significant, but fair correlation between students' emotional quotient and their speaking skills with r -obtained was 0.59 ($p=0.00$) low than 0.05 ($\text{sig (2-tailed)} > \alpha$). It can be concluded that H_1 is accepted and H_0 is rejected. This indicates that there is a significant, but it has fair correlation between students' emotional quotient and their speaking skills.

Keywords:

Emotional Quotient, Speaking Skills, Questionnaire.

1. Introduction

English teaching and learning has the goal of focusing students so that they were able to use English for communication and as a tool for furthering their studies. In the process teaching and learning, namely listening, speaking, reading and writing. All skills are taught to achieve integration in learning. Among the four skills, speaking is believed to be the most difficult skill educated. This is needed for oral communication. There are many difficulties that students' can find in this skill. It makes the teacher work hard deliver English to students because there is a lot of material available delivered by the teacher to students.

Brown and Yule (2000) states that the important thing of learning speaking in higher level is to prepared the students to be able to express him/herself in the target language, to cope with basic interactive skills like exchanging greetings and and opologies, and to express his needs request information, services, et cetera. It can be concluded that speaking is categorized as success speaking when the listener can understand what the speaker says.

Emotional Quotient (EQ) is one of the important factors that support children's achievements, both in school and their future careers. Therefore, parent need to

understand and train their children's emotional quotient from an early age. EQ also needs to be owned and formed from an early age. Children with a good EQ, will be easier to socialize, solve problems, and grow a better personality. Meanwhile, low EQ tends to make children difficult to control their emotion, unable to make friends, and lack sympathy and empathy for others.

Students' emotional quotient (EQ) is contributing their speaking. It is commonly known that speaking in the target language can be defined as the most stressful situation for nearly all of the foreign language learners, and they are usually reported to experience stress and tension (Young, 1991). In this theory, it can be thought that the more emotional quotient of someone may get rid of those problems easily and enhance language performance. Then, a relaxing and healthy classroom atmosphere which enables students to get relaxed is needed to promote speaking skills of the students. It can be concluded that the higher the level of students' emotional quotient, the higher the students' speaking skills.

Difficulty in understanding English is not only because students have a low Emotional Quotient (EQ) but it also exists some factors. Daniel Goleman (1996) is one of the people who popularize other types of human intelligence which consider as important factors that can influence a person's achievements, namely emotional intelligence, which is recognized as Emotional Quotient (EQ). The abilities of Emotional Quotient (EQ) are to motivate self, to cope the frustration, to desire the heart, to manage the mood, empathy and capability to work together. Therefore, Emotional Quotient (EQ) is important for students' development.

However, most people still unfamiliar with these kind of intelligence. They always use IQ instead of EQ as predictor of students' success in an academic system. Goleman (2002) argue that Intelligence Quotient (IQ) only contributes about 20% in determining of human life success and 80% is filled by other factors. They are emotional and social development which being oftenly ignored among students. They are seldom educated about the importance of developing empathy, responsibility, persistence.

There are some students' express their thoughts freely and also some students are afraid to speak. Meanwhile, other students feel anxious when they start talking front of the class. So, anxiety itself is one of the negative emotions that students must control when they speak. Those who are able or not controlling their negative emotions will affect their conversation. Goleman (1997) says that having a high EQ is as important as having a high IQ. His research found that students who have high EQ will be more confident and successful in class. This research interested in knowing correlation of emotional quotient possessed by students of SMA Negeri 4 Baubau with their speaking skills and some students who has good skills in speak English and there are also those who feel anxious when they start talking front of the class.

2. Methods

The design of this research was quantitative research. This research used correlational design, it described relationship between two or more variables which are X and Y variables. This research tried to find out whether there was significant correlation between Students' emotional quotient and their speaking skills. The

population of this study were all the students in SMAN 4 Baubau. There were 138 students as a population that divided in 5 classes. The technique sampling that used in this research was random sampling and the researcher took one class as the sample to get representative data, namely **X MIA 3** which consisted of 32 students. The researcher used questionnaire which developed by Suzanne farmer et al (2013) to find out students' emotional quotient based on Goleman's Theory. It consisted of five abilities in emotional quotient. They were self-awareness, self-regulation, empathy, motivation and social skill. Speaking test used to know the students' speaking skills, the researcher used the oral test in this study. In this research, the researcher gave a test (Narrative text) and the students were retelling *A Hungry Crocodile* in front of class by individual and would be recorded to give to the teachers to assess. The test was conducted in 3 until 5 minutes. The test also had a rubric and the researcher focused to assess Fluency and Pronunciation. While data analysis used descriptive statistics to describe maximum scores, minimum scores, average scores, and standard deviations, and it does not draw conclusions; and inferential statistics to test hypotheses to draw conclusions.

3. Result

In this part, there will be correlation of emotional quotient and speaking skills. It can be seen below; the correlation between students emotional quotient and their speaking skills.

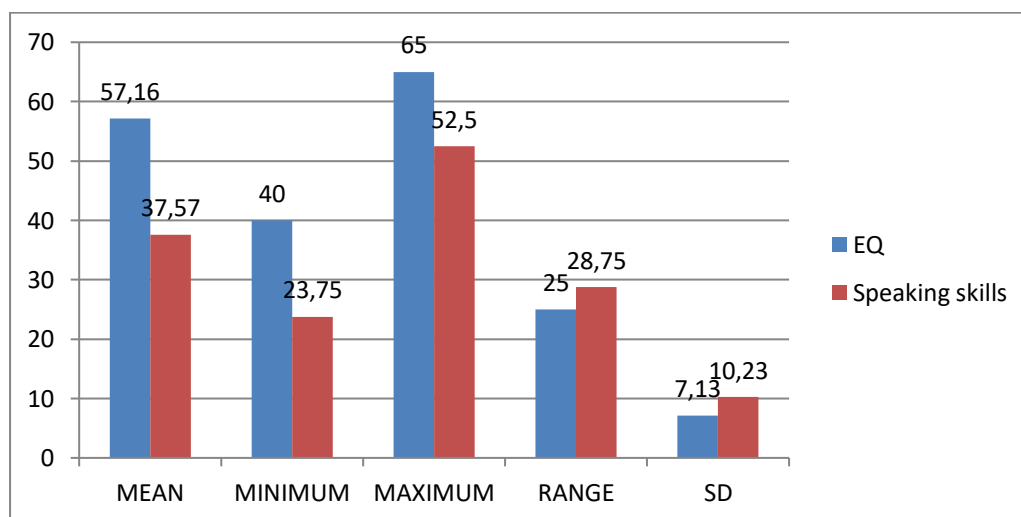


Figure 1. Correlation Students EQ and Speaking Skills.

The figure above was about the students' EQ and their speaking skills of mean, minimum scores, maximum scores, range and standard deviations. In the the mean of EQ was 57.16, the mean of speaking skills was 37.57, minimum score of EQ was 40, the minimum score of speaking skills was 23.57, while the maximum score of EQ was 65, while in speaking skills was 52.5, the range score of EQ was 25, while in speaking skills was 28.75. Then, the standard deviation in EQ was 7.13 while in speaking skills was 10.23. It can be concluded that students' score from EQ and speaking skills has a significant value that can be seen from the difference in the total mean, maximum, and minimum scores.

4. Discussion

Based on the findings, the result of this study shows that Emotional quotient (EQ) is not associated with students' speaking skills which can be seen from the probability value (Sig.2-tailed) is $0.00 < 0.05$. It means that there is a significant correlation between students' emotional quotient and their speaking skills. Hence, H1 is accepted. The students who have high EQ means they know their emotions or self-awareness, they can manage their emotions in different situations and people, can motivate themselves and others, recognizing emotions in others, and they can handle relationship each other (Goleman,1995).

Based on the explanation of these results, it can be seen that how the basic speaking skills of the students previously were quite low, this can also be seen in the score in speaking test and the problems that existed in the students themselves where they had relatively fair and poor category in speaking skills. However, based on Pearson Correlation value which is 0.59, there is fair correlation between emotional quotient and students' speaking skills. From the score, it can be known that Emotional Quotient give little contributed to Speaking skills. When the students' Emotional Quotient increases, and the speaking skills is not affected that much. So, students' who have a high EQ do not necessarily have high speaking skills. It might be because students who have higher emotional quotient can have the possibility to have good self-respect; able to manage situations, have positive relationship with other students, and can control their stress whenever they are already in the classroom, have flexibility in new situations, and aware of their feelings as well.

Here, this research used questionnaire and speaking test to the students to in order to get the value of correlation. After the researcher got the value. The students got high score in questionnaire in emotional quotient but the students got fair and poor score in speaking test. So, EQ does not always make a big contribution to students' speaking skills.

The result shows that most of students have fair and poor in speaking skills. Previously, the students' speaking skills were quite low based on the mean score in the speaking test and the problems that existed in the students themselves where they had relatively fair and poor speaking skills in the inadequate aspects of fluency and pronunciation. But after conducting research, it appears that students had not produced good enough results after they were given speaking test, this shows that students cannot train themselves. In this research things that need to be strengthened is how students should always be encouraged to practice speaking, which is expected to give positive results for students' speaking skills.

This research can concluded that, students who have higher EQ but has low in speaking skills. It is because they are aware of themselves, they know well what they need to do. When they feel they lack the ability to speak, they feel embarrassed and anxious to look for ways to expand their speaking skills. Some type of people like to study together because it is easier the knowledge to be absorbed. As Goleman (1990) stated that individuals who have high EQ give themselves a greater chance of being successful than individuals that do not. Therefore, students who have higher EQ but

have low in speaking skills. It is in harmony with study that conducted by Aki (2006), who figured out that language learning need emotional quotient because it has the ability to recognize, employ, comprehend, and control emotions. It can be concluded EQ does not always contributed to students' speaking skills because students' speaking is fair and poor.

A different result was reported by Nuniek Kurniasih (2018) which she reported the of the research finds that speaking ability is influenced by emotional.

The findings of some studies are in contrary with the results that obtained by Zohre Esmaeeli, Masoud Khalili Sabet and Yadollah Shahabi (2018) They conducted the research for 96 advanced EFL learners including 48 males and 48 females were randomly selected from eight institutes in Tehran. The result of the study finds that The value of Pearson correlation coefficient indicated that there was a significant relationship between emotional intelligence and speaking score of advanced EFL learners. Furthermore, Meiva Eka Sri Sullistyawati (2018) found that the observed population of this research was the XII graders students of the State Senior High Scholls in East Jakarta. The sample was taken using simple random sampling technique. The data were gathred from questionnaire, objective test, and oral test for both variables. The gained data were then analyzed by using correlation formula and multiple regressions.

In summary, this result of this study is students emotional quotient (EQ) and their speaking skills have significant but fair correlation. It means that students of SMA Negeri 4 Baubau have avarage level of EQ and have a low score in speaking skills.

5. Conclusion

The research shows that there is a significant but fair correlation between emotional quotient and their speaking skills. Based on the research findings, it can be concluded that students emotional quotient does not contribute to students' Speaking skills, because the probability value (sig.2 tailed) between EQ and their speaking skills is 0.59. The implication can be taken from this study is that enhancing students' emotional quotient have to be considered to enhance their speaking skills. Then, the students are necessary in order to emotional quotient and should practice the activities in their daily live to improve their speaking skills. Because with activities learning, the students' can improve their speaking skills.

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