

The Correlation Between Emotional Intelligence and Speaking Skill of EFL Students

Annifa Miftha Imama¹, Eka Wilany²

^{1,2}(English Education Study Program, University of Riau Kepulauan, Batam City, Indonesia)

Email: annifa.imama26@gmail.com ¹, ekawilany3@gmail.com ²

Article Info

Article History:

Received
Accepted
Published

Keywords:

Emotional Intelligence, correlation, speaking skill.

Abstract

This study aimed to find the correlation between Students' Emotional Intelligence and students' speaking skill at the eighth grades of SMP Islam Nurul Haq Batam. In this study, the population was 50 students, and the samples were 30 students. The researcher employed simple random sampling for technique sampling. In collecting the data, the researcher used questionnaires to assess students' emotional intelligence adapted from HRB (Health Research Board) by NHS London Leadership Academy (2014), which consisted of 29 items of questions, and the speaking test was to measure students' speaking skill. The researcher used the Shapiro-Wilk formula to test the normality of the data and Hartley's test to verify the homogeneity of the data before assessing the hypothesis. To determine the relationship between the two variables researched, the researcher used the Pearson Product-Moment Correlation formula. The result of this research showed that r_{count} was higher than r_{table} ($0.468 > 0.361$), with a significance level of 0.05; $n = 30$. It signified that the null hypothesis (H_0) was rejected, whilst the alternative hypothesis (H_a) was accepted. In decision, there was a considerable relationship between emotional intelligence and students' speaking skill. Teachers should emphasize emotional intelligence in students' learning to enhance speaking skills.

✉ Correspondence Address (author2):
E-mail (author 2): ekawilany3@gmail.com

p-ISSN 2830-5949
e-ISSN 2830-4837

INTRODUCTION

English as one of international languages is often used in communication around the world. Murcia et al (2014, p. 63) stated English has become the most widely used language for most communication purposes in international diplomacy, business, science, education, and entertainment. For children, English makes it easier for them to socialize and communicate in their surroundings and in their new environment because nowadays many environments in Indonesia use English, and children can prepare

themselves for many opportunities to get scholarships if they can master the English language well. In Indonesia, English is one of the foreign languages acquired in curriculum at school. As stated by Taslim et al., (2019), learning English is essential for anyone who recognizes the value of international languages for everyone's future. In addition to facilitating communication, learning English can expand knowledge. So, it is likely to have great opportunities to get scholarships abroad.

Speaking is one of the most essential English-learning abilities. As stated in Ur (2012, p. 117), speaking appears to be the most vital of the four expertises (listening, speaking, reading, and writing): individuals who know a language are called "speakers" of that language, as if speaking encompassed all other kinds of knowing. Because speaking skills are the most widely used skills in daily interactions, speaking is the key for someone to communicate. Communication is the way a person shows feelings and thoughts, asks questions, argues, asks for help, persuades, explains, and gives orders to others. Speaking skills are important in human life in general. In addition, good speech ability can support all activities. Speaking can also be used to describe something more clearly and in detail, make a polite request, or make a joke to entertain someone. The purpose of speaking is distinct in each conversation because the context of the conversation is different: where the conversation takes place, who is the speaker, the relationship between the speakers, and the type of activity being discussed.

In English learning, there are still many students who are lack of English skills, especially speaking skills. Many problems can affect students' speaking skills. Students at SMP Islam Nurul Haq experience several difficulties when learning to speak. First, many students are less confident in pronouncing the word. Second, students have a low mastery of grammar. Third, students lack English vocabulary because few words are known, and fourth, students are less fluent in English, which leads to less maximal learning. Because of many problems that faced by the students, they limit themselves to presenting their opinions directly in learning speaking skills.

Psychological factors such as lack of motivation, anxiety, or shyness in class, especially if their previous learning experiences were negative, are the factors that commonly hinder students from speaking. Emotional intelligence influences one of several aspects of speaking skills. Marzuki, Mustaffa, & Saad (2015, p. 267) explained that emotional intelligence is a crucial factor in determining a student's level of skill and expertise in the areas of communication and information technology. Individual success in life is not generally guaranteed by a single entity of general intelligence (IQ). As a result, the literature on emotional intelligence has grown since then.

As stated in McPheat (2010, p. 9), people with emotional intelligence (EI) are able to understand the physical, mental, and social impact

that negative emotions have on their bodies, minds, relationships, and ability to pursue and achieve goals. In order to absorb knowledge, students with emotional intelligence may manage and transform their negative feelings into positive ones. In addition, if students have emotional intelligence, it indicates that they are able to effectively control both their moods and their emotions. Students' ability to communicate in English is determined not only by their intelligence but also by their emotions. This is due to the fact that emotions can influence what students want to say and do. Furthermore, it can motivate them to succeed in public speaking. Students who can control their emotions well will be able to use their intelligence when speaking English well.

METHOD

In this research, the researcher used correlational quantitative research as the research design. According to Singh (2007, p. 63), "the primary goal of quantitative research is to determine the relationship between an independent variable and another set of dependent or outcome variables in a population." Whereas a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently (Creswell, 2012, p. 338). The research was carried out at SMP Islam Nurul Batam. The population for this study consisted of eighth-grade students from SMP Islam Nurul during the academic year of 2022/2023. This grade has three classes. One class contains 14 students, and the other class contains 18 students, so it took 30 students as the sample using a simple random sampling technique.

In collecting the data, questionnaires and a speaking test are used as the instruments. The Emotional Intelligence Questionnaire was provided based on five elements by Goleman (2004): self-consciousness, self-regulation, motivation, empathy, and social skill, with a total of 29 items. The questionnaires used a Likert scale, and the speaking test used an oral test and recorded the students speaking about asking and giving opinions. There are five categories that should be considered to score speaking skill by Brown & Abeywickrama (2018, p. 184–185). They are pronunciation, grammar, vocabulary, fluency, and comprehension.

Validity is the gathering of good evidence to show that the test interpretation (of scores about the concept or construct that the test is supposed to measure) matches its intended use (Creswell, 2012,

p. 159). In this research, the researcher used item validity to measure the emotional intelligence questionnaire calculated with the Product Moment Correlation formula, and content validity was used to measure the speaking test, where the material was based on the student's English textbook.

According to Syahrudin & Salim (2014, p. 134), a reliable research instrument can measure a variable at one time and be used at another time. It means that reliability is the ability of measuring instruments to remain consistent despite changes in time. The Alpha Cronbach formula was employed by the researcher to assess the reliability of the instrument questionnaire for emotional intelligence.

The researcher employed the Shapiro-Wilk test to measure the normality of the data during the process of analysis. According to Nuryadi et al. (2017, p. 79), "the normality test is a procedure used to find out whether data comes from a normally distributed population or is not in a normal distribution." Conversely, the Hartley test formula was employed to assess the homogeneity of the data. The homogeneity test is a statistical test procedure intended to show that two or more sample data groups come from populations that have the same variance (Nuryadi et al., 2017, p. 89). And to test the hypothesis, the researcher measured the relationship between students' emotional intelligence and speaking skill using the Pearson Product Moment Coefficient.

RESULTS AND DISCUSSIONS

The researcher acquired data on students' emotional intelligence scores by using the Emotional Intelligence Questionnaire, which was adjusted from the HRB (Health Research Board) by the NHS London Leadership Academy (2014). The emotional intelligence score is displayed in the table below:

Table 1. Students' Emotional Intelligence Frequency Distribution

INTERVAL	FREQUENCY
80-86	2
87-93	2
94-100	6
101-107	10
108-114	8
115-121	2
n	30

The following chart depicts the data description of students' Emotional Intelligence:

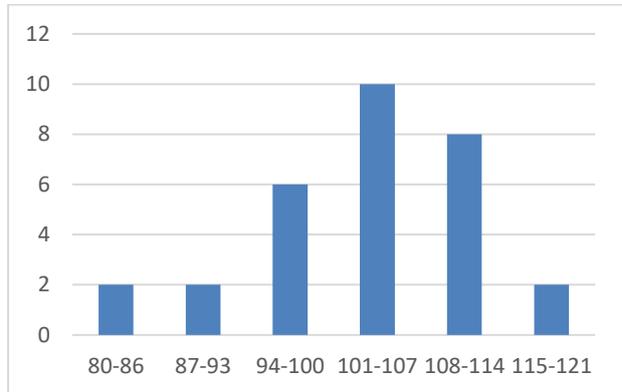


Figure 1. Chart of Frequency Distribution of Students' Emotional Intelligence

The following table provides further information regarding the Emotional Intelligence questionnaire, including the greatest score, the lowest score, the mean, the median, and the mode:

Table 2. Students' Emotional Intelligence Score Descriptive Statistics

Sample	Max	Min	Mean (X)	Median (X)	Modus (X)
30	118	80	103.07	104	105.17

The table above explained the minimum score for students' Emotional Intelligence was 80 and the maximum score was 118. The mean was 103.07, median was 104, and modus was 105.17.

To get data about students' speaking skill scores, the researcher used an oral test. Each student was asked to do a dialogue about asking and giving an opinion on the selected topic given by the researcher, which is: 1) school art show; 2) bullying at school; and 3) cheating on exams. The table below displays the scores obtained by the students in the speaking skill test:

Table 3. Students' Speaking Skill Score Frequency Distribution

INTERVAL	FREQUENCY
44-51	2

52-59	4
60-67	9
68-75	11
76-83	3
84-91	1
n	30

The data for the highest score, lowest score, mean, median, and modus of the scoring data can be seen on the table 4.5 below:

Table 4. Descriptive Statistics of Students' Speaking Skill Score

Samp le	Maxim um	Minimu m	Mea n (X)	Media n (X)	Mod us (X)
30	88	44	66.7 0	67.50	69

According to the table containing the results of the students' speaking ability test that was just shown, the minimum score among all 30 samples was 44, the maximum score was 88, the data mean was 66.70, the median was 67.50, and the data modus was 69.

In the validity test of an emotional intelligence questionnaire, the researcher prepared 50 items and tested them on 15 students in eighth grade. After the emotional intelligence questionnaire was tested on 15 students, out of a total of 50 items, 21 were eventually dropped, including question numbers 6, 7, 10, 11, 12, 16, 17, 19, 23, 25, 27, 35, 37, 38, 40, 43, 44, 45, 46, and 49. The remaining 29 items were reasonable. The subsequent table presents the findings of the reliability test conducted on the emotional intelligence questionnaire.

Table 5. Emotional Intelligence Questionnaire Reliability Results

N	Standard Deviation	r _{count}	r _{table}
30	5%	0.865	0.361

The reliability test results were shown in Table 4.7: r_{count} was greater than r_{table} with a level

of significance of 5%; the value of r_{count} was 0.865 more than r_{table} 0.361, which means that the emotional intelligence questionnaire was reliable.

Furthermore, in the content validity of the speaking test, the researcher used "asking and giving opinions" based on one of the materials in the junior high school learning syllabus in basic competencies 4.1 about comprehending asking and giving opinions in both spoken and written language.

By using Shapiro-Wilk test to test the normality data, it was found that emotional intelligence data has a significance value of 0.075 and speaking skill data has a significance value of 0.749, both of which are greater than 0.05 with a degree of freedom of 30. Hence, it may be inferred that the data on emotional intelligence and speaking skill can be assumed to be normally distributed. Moreover, homogeneity test used Hartley Test and it was calculated F_{count} was 1.13. While F_{table} was 1.86 with dk quantifier = 30-1 = 29, dk denominator = 30-1 = 29, and α = 0.05. It appears that F_{count} < F_{table}, which means that the data was declared homogeneous.

The researcher did hypothesis testing to determine whether or not there is a substantial relationship between students' emotional intelligence and their speaking skill. By using pearson product moment formula, it was gotten r_{xy} = 0,468. Based on the calculation, it was concluded that the alternative hypothesis was acceptable. It seems to imply that there is a considerable association between students' emotional intelligence and their speaking skill. The calculation of the data yielded the following results: r_{count} = 0.468 and r_{table} = 0.361. It can be argued that, at a significance level of 5%, r_{count} was higher than r_{table}. As a result, the alternative hypothesis was accepted and the null hypothesis was rejected.

The researcher would thoroughly examine the study's findings, from the findings through the hypothesis testing. The goal of this study is to investigate whether or not there is a substantial relationship between students' emotional intelligence and their' speaking skill among students

As previously stated, data were gathered using two instruments: an emotional intelligence questionnaire and a speaking test. The Pearson product moment correlation coefficient is employed as a statistical measure to assess the

presence of a significant relationship between emotional intelligence and speaking skill. The value of r_{count} (0.468) was greater than the value of r_{table} (0.361), based on the data analysis. This indicates that the alternative hypothesis (H_a) was accepted and that the null hypothesis (H_0) cannot adequately explain the data. Based on the results, it was concluded that eighth-grade students at SMP Islam Nurul Haq Batam in the academic year 2022/2023 had a substantial relationship between emotional intelligence and speaking skill.

The hypothesis testing results show a significant association between students' emotional intelligence and their speaking skill. One salient attribute exhibited by students with elevated emotional intelligence is their ability to effectively regulate their emotions. When the students believe that they can control their emotions, they can express their feelings and thoughts in oral form directly; thus, they have a good sentence structure and can arrange clearly and concisely what they want to convey. This implies that those with elevated levels of emotional intelligence also possess advanced speaking abilities.

In contrast, students with low emotional intelligence exhibit difficulties in effectively managing their emotions. So that students feel hopeless and less confident before they say what they want to convey. Therefore, students tend to lower their voice when they try to speak because they cannot convey what they feel and think properly. It means students who have low emotional intelligence have low speaking skills as well.

CONCLUSION

The researcher obtained the results of students' emotional intelligence through the use of a questionnaire and an oral test for students' speaking skill. The Shapiro-Wilk formula was employed to assess the normality of the data, and SPSS statistical software version 26 was utilized to conduct the normality test. The data result for emotional intelligence has a significance value of 0.075 and 0.749 for speaking skill, both of which are greater than 0.05 with the degree freedom 30. Hence, it is possible to conclude that the data for emotional intelligence and speaking skill were distributed normally.

The Pearson Product Moment was used by the researcher to test the data hypothesis. The hypothesis resulted in r_{count} being bigger than

r_{table} ($0.468 > 0.361$) at a significance level of 0.05. Thus, the null hypothesis is condemned and the alternative hypothesis is fulfilled. According to this, speaking skill and emotional intelligence were significantly correlated in the eighth grade at SMP Islam Nurul Haq Batam in the academic year 2022/2023.

Based on the conclusion above, the implications of this research were expected to be useful for education and personal development. The development of students' speaking skills depends heavily on emotional intelligence.

Related to the result of the research, it was suggested that the teacher must remind students of the value of emotional intelligence so that emotional intelligence knowledge can be instilled in their learning. Furthermore, students have to understand themselves, including their problems, when following some tests and ask their teacher how to solve their problems in order to get a better result in learning achievement. Besides that, research could be a reference for further researchers who want to conduct similar research in methodology or analyze the same variable.

REFERENCES

- Brown, H. D., & Abeywickrama, P. (2018). *Language Assessment: Principles and Classroom Practices* (3rd ed.). New York: Pearson Education ESL.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education, Inc.
- Goleman, D. (2004). *Emotional Intelligence: Working with Emotional Intelligence*. London: Bloomsbury Publishing Plc.
- Marzuki, N. A., Mustaffa, C. S., & Mat Saad, Z. (2015). Emotional intelligence: Its relationship with communication and information technology skills. *Asian Social Science*, 11(15), 267–274. <https://doi.org/10.5539/ass.v11n15p267>
- McPheat, S. (2010). *Emotional Intelligence*. UK: MTD Training & Ventus Publishing ApS.
- Murcia, M. C., Brinton, D. M., & Snow, M. A.

- (2014). *Teaching English as a Second or Foreign Language* (4th ed.). Boston: National Geographic Learning.
- NHS London Leadership Academy. (2014). *Emotional Intelligence Questionnaire. Outcomes Measurement Tool: Attitudes & Feelings – Emotional Intelligence*.
http://www.drugsandalcohol.ie/26776/1/Emotional_intelligence_questionnaire-LAL1.pdf
- Nuryadi, Astuti, T. D., Utami, E. S., & Budiantara, M. (2017). *Buku Ajar Dasar-Dasar Statistik Penelitian*. Yogyakarta: Sibuku Media.
- Singh, K. (2007). *Quantitative Social Research Methods*. New Delhi: Sage Publications India Pvt Ltd.
- Syahrum, & Salim. (2014). *Metodologi Penelitian Kuantitatif*. Bandung: Cipta Pustaka.
- Taslim, Asrifan, A., Chen, Y., & NR, N. (2019). Correlation Between Student's Vocabulary Mastery and Speaking Skill. *Journal of Advanced English Studies*, 2(02), 65–76.
<https://doi.org/10.24952/ee.v9i01.4107>
- Ur, P. (2012). *A Course in Language English Teaching* (2nd ed.). New York: Cambridge University Press.