

# The Influence of Students' Emotional Intelligence on Speaking Ability

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## Abstract

The objective of this research was to find out the influence of emotional intelligence on students' speaking ability. The research was conducted at SMA Negeri 1 Lohia, Kabupaten Muna. The design of this research was a quasi-experimental design. The data were collected by interviewing the students. The students' answers were varied; for example, they were afraid of making mistakes, lacking vocabulary, and so on. The results of calculations with the T-Test formula on the Pre-Test Questions obtained 3.26 with a significant level of 5%. It turned out that  $t\text{-count} > t\text{-table}$  or  $3.26 > 1.99$ . This means that  $H_0$  is rejected and  $H_a$  is accepted. It indicated that Emotional Intelligence influenced the student's speaking ability.

Keywords: *Influence, speaking ability, emotional intelligence.*

## 1. Introduction

One of the important things in English is the English teaching-learning process. It influences students' ability, including their speaking ability. There are many aspects that the teacher needs to pay attention to that can influence students' abilities; one of them is emotional intelligence. According to Marzuki, Mustaffa & Saad (2015:2), emotional intelligence is one element that determines students' ability.

In relation to that, one of the things that influence students speaking ability is Emotional intelligence. Emotional intelligence is unseparated from the students' speaking ability. Furthermore, Ahmadi (2014:3) stated that emotional intelligence is one of the aspects that identify, understand, as well as manage both moods and feelings of ourselves and other people. The connection between EI and students' speaking ability can be seen by giving a controversial topic or agreement and

disagreement to know their emotional intelligence.

This study aims to determine the influence, whether it is positive or negative. In addition, based on the previous studies, such as Susan's research (2010), which only focused on implications for personal and Richard's research, which focused on human abilities. Thus, the present research concludes that neither Susan's nor Richard's research has yet conducted the research concerning the influence of students' emotional intelligence.

## 2. Literature Review

There are some related findings from the expert as follows: Shahtalebi and Javadi conducted research to determine the relationship between Emotional Intelligence and students' learning styles. Soraya's research aims to determine the relationship between parenting styles and Emotional Intelligence to the adolescents' character. Shahtalebi and

Javadi (2014:2), in relationship between Emotional Intelligence and Learning Styles of Students, the research results show that emotional intelligence components (emotional self-awareness, courage, self-esteem, self-actualization, independence, interpersonal relationships, liability, empathy, test of reality, problem-solving, and flexibility, tolerance of psychological strains, impulse control, happiness, and optimism) only a weak relationship between interpersonal relationships, controlled impulse, and adaptive learning style appeared.

Soraya (2012) *The Relationship between Parenting Styles and Emotional Intelligence to the adolescents' character*. She found a significant relationship between authoritarian parenting style and the adolescents' character towards oneself is also found. The findings additionally discover a significant relationship between every dimension of emotional intelligence and the adolescents' character with a few exceptions.

The influence that occurs on something depends on the treatment given, and influence exists when a person takes an action, positive or negative, depending on what they want to measure. Black also categorized influence into positive and negative influence.

### **2. 1. Positive Influence**

According to Simmerling (2015:105), The students with positive influence will build a relationship with others, make a positive impact, and help others to be successful. It requires a high level of intentionality, energy, and effort, but the results will be better because they are the leaders for themselves. The students who have a positive influence in speaking will speak confidently without any mistakes.

### **2. 2. Negative Influence**

Black (2017:1) stated that positive influence tends to focus on the students' authority. They are often egocentric and prideful. These are those who have a hard time getting other

friends to follow, respect, or listen to them. This influence will impact in a negative or bad way, mainly through the poor result. In speaking, the students who have negative influence will cause a lot of worry for themselves because they cannot respect and know what other friends feel; they care for themselves, not others.

## **3. Research Methodology**

### **3. 1. Research Design**

The design of this research adopted quasi-experimental design. In addition, Hatch and Farhady (1982) assert that quasi-experimental design is a comparison group design. In this study, the researchers compared students who have good emotional intelligence and those who have less emotional intelligence, and the result will be a positive influence or negative influence.

### **3. 2. Research Subject**

The subject of this research was the Second-Grade Senior High School at SMA Negeri 1 Lohia. This research used one class from five classes and was divided into two groups of Second-Grade students because experimental research needs at least two groups to compare the results at the end of the study. In this research, there are two groups, and Each group will be students with good intelligence and less intelligence. In addition, the class consisted of thirty-four students.

### **3. 3. Research Instruments**

In this research, there were two types of tests. They are pre-test and post- test. The researchers used a pre-test to measure the student's writing achievement before the treatment given, and a post-test to measure students' writing achievement after the treatment given. The test in this research is a prompt test to write narrative text using some criteria explained clearly in the paper of student task. There are some criteria for students to write narrative text, such as organization, grammar, vocabulary, and

mechanics. The content of the text should also be relevant.

Table 1. Classifications of Students' Test Score

Test Score	Classification
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fair
51-60	Poor
0-50	Very Poor

(adapted from Subana, Rahadi, and Sudrajat: 2015)

### 3. 4. Technique of Data Analysis

To get the result of the research, the researchers applied the data collecting techniques consisting of interviews, pre-test, treatment, and post-test:

#### a. Interview

According to Latief (2016), interviews could be used to collect the data on factual information and information on people's attitudes. In this research, the researchers interviewed the students about the implicate. The instrument used to collect the data was an interview guide.

#### b. Pre-Test

The pre-test was conducted for both of the groups, experimental and control in order to know the students' speaking ability. Before they started doing the test, the researchers introduced themselves and give the simple instruction.

#### c. Treatment

After giving a pre-test, the researchers taught the students. The researcher carried out the treatment in 4 meetings, and each meeting consists of 90 minutes. The procedure of the treatments was as follows:

- 1) Greeted the students and warmed the students up to make them enthusiastic in the learning process.

- 2) The researchers introduced the materials to the students.
- 3) The researchers made the students speak in groups.

#### d. Post-Test

After teaching, the students were given a post-test. The test in the post-test was the same as the pre-test. It was aimed to find out the result of the influence of students' emotional intelligence on speaking ability.

### 4. Findings and Discussions

The result presented was based on the data taken from interviewing the students and doing pre-tests as well as post-tests in the teaching and learning process at SMA Negeri 1 Lohia. The researchers conducted the pre-test on the 11th January 2023. Then, the researchers conducted the treatment from the 18th January 2023 to the 15th February, and the researchers conducted the post-test on the 2nd February 2023. In addition, the researchers collected data from the interview to know the influence of emotional intelligence on students' speaking ability.

From the table of scores for the pre-test result, the largest score was 80 and the smallest score was 40. The students who got a score of 40 were 2.45 score was 9.50, 7.55, 12.6, 6.65, 5.7, 1.75, 1, and 80 score for 2 students. The results of calculation with the T-test formula on the post-tests questions obtained a T-count of 10.7. It turned out that  $T\text{-count} > T\text{-Table}$  or  $10.7 >$

1.99. This means that  $H_0$  is rejected, and  $H_a$  is accepted. From the hypothesis test,  $H_0$  is rejected, and  $H_a$  is accepted. With  $H_a$  being accepted, there is a significant effect or positive influence of emotional intelligence on speaking ability.

#### **4. 1. The Negative Influence**

Based on the findings, the students are active participants in speaking class. The students who have low levels of EI are less eager to attend speaking classes and activities, which causes interruptions in language teaching. First of all, each student has a different way of learning; this means activating different hemispheres of the brain. Thus, as the teachers cannot be sure which students learn best with which hemisphere, they need to design activities appealing to both of them. When students find something interesting and helpful in terms of their experiences and goals, they become more eager to take part in the lesson, manage to work cooperatively, develop self-esteem, and reach a high level of EI. On the analysis in detail, it can clearly be realized that key factors of EI, which are motivation, knowing needs, managing feelings, and self-awareness, are all integrated. One of them leads a path to the other, and an interaction appears among them, which results in self-confidence and a high level of EI.

#### **4. 2. The Positive Influence**

According to Simmerling (2015:105), positive influence will build a relationship with others, make a positive impact, and help others to be successful. It requires a high level of intentionality, energy, and effort, but the results will do better because they are the leaders for themselves. The students who have a positive influence in speaking will speak confidently without any mistakes.

#### **4. 3. The Result of Calculation**

Regarding the analyses of the T-Test, the result of calculation with the T-Test formula on the Pre-Test Questions obtained 3.26 with a significant level of 5%. It became that t-count >

t-table or  $3.26 > 1.99$ . This means that  $H_0$  was rejected and  $H_a$  was accepted.

In this part, the researchers presented the discussion about the data analysis on the research that had been presented in finding. Based on the research conducted, where samples were 45 students, it can be concluded that emotional intelligence influences students' speaking ability.

#### **5. Conclusion**

Based on the result of the research, it can be concluded that students' emotional intelligence has an influence on the students' speaking ability that is already described in the findings of the research through the calculation of the data by using the T-Test.

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