

**THE CORRELATION BETWEEN STUDENTS'
EMOTIONAL INTELLIGENCE AND THEIR SPEAKING
ACHIEVEMENT IN DAILY CONVERSATION AT THE
SECOND SEMESTER OF THE EIGHTH GRADE OF
SMP NEGERI SATAP 5 PESAWARAN IN THE
ACADEMIC YEAR OF 2020/2021**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

**FIMI AULI YASINIA
NPM. 1711040061**

Study Progra : English Education

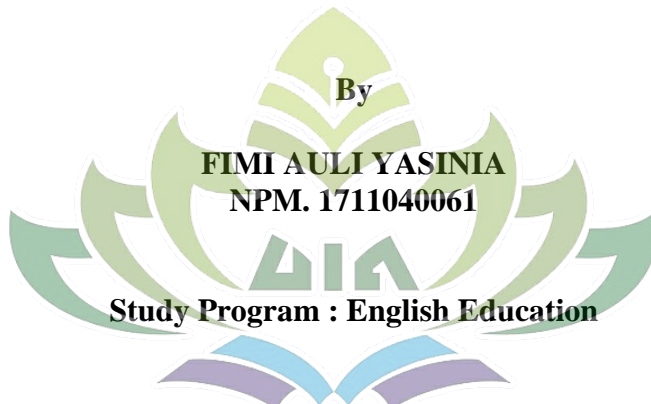


**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2021**

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**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2021**

ABSTRACT

The research was about relationship between emotional intelligence and speaking achievement in daily conversation. It was conducted because, emotional intelligence affected to how someone handle and facilitate their thinking and emotion through their emotional intelligence degree. Therefore, this research aimed to get empirical evidence of the students' emotional intelligence in relation to their speaking achievement in daily conversation, especially in positive correlation. The students should have a good emotional intelligence in facilitated their speaking achievement in daily conversation.

Correlational research was used as the methodology. The students of the eighth grade at SMP Negeri Satap 5 Pesawaran were chosen as the participant of this research. There were two classes which consisted of 42 students. The cluster random sampling was used to determine the sample. The class VIII A was chosen as the sample because it was chosen randomly. In collecting the data, this research used instruments in form of questionnaire consisted 40 statements for students' emotional intelligence and speaking test for speaking achievement in daily conversation. In this research, SPSS was used to compute the data.

The results showed that there was a positive correlation between students' emotional intelligence and their speaking achievement in daily conversation at the second semester of the eighth grade of SMP Negeri Satap 5 Pesawaran. From the data analysis computed by using SPSS, it was obtained that Sig. $\alpha = 0.05$. It meant that H_a was accepted because Sig. = $0.000 < \alpha = 0.05$. Therefore, there was a positive correlation between students' emotional intelligence and their speaking achievement in daily conversation.

Keywords: Correlation Study, Emotional Intelligence, Speaking Achievement, and Daily Conversation.

DECLARATION

I hereby stated that the thesis entitled “The Correlation between Students’ Emotional Intelligence and Their Speaking Achievement in Daily Conversation at the Second Semester of the Eighth Grade of SMP Negeri Satap 5 Pesawaran in the Academic Year of 2020/2021” is completely my own work. I am fully aware that I have quoted some statements and theories from many sources and they are properly acknowledged in this thesis.

Bandar Lampung, October 2021
Declared by



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A thesis entitled: **“THE CORRELATION BETWEEN STUDENTS’ EMOTIONAL INTELLIGENCE AND THEIR SPEAKING ACHIEVEMENT IN DAILY CONVERSATION AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI SATAP 5 PESAWARAN IN THE ACADEMIC YEAR OF 2020/2021”**, by: **Fimi Auli Yasinia, NPM: 1711040061**, Study Program: English Education, was tested and defended in the examination held on: **Thursday, October 28th 2021.**

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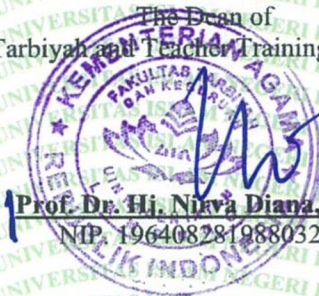
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MOTTO

وَلَا تَحْزَنُوا وَانْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ ﴿١٣٩﴾
وَلَا تَهِنُوا

“So lose not heart, nor fall into despair; for you must gain mastery if you are true in faith.” (Q.S Ali Imran: 139)¹

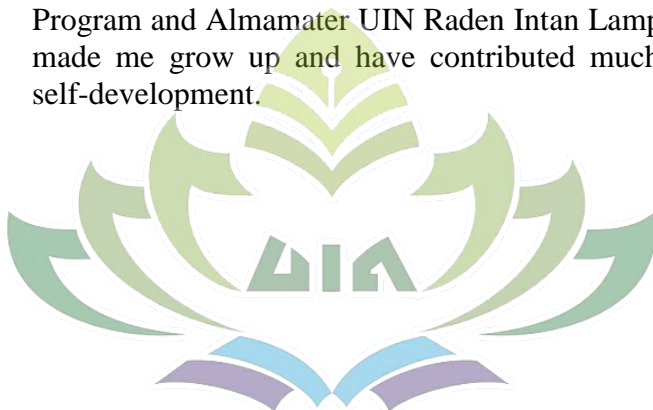


¹ Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, (Beltsville: Amana Publications, 2004), P.163.

DEDICATION

This thesis is dedicated to everyone who support and care for me. I would like to dedicate this thesis to:

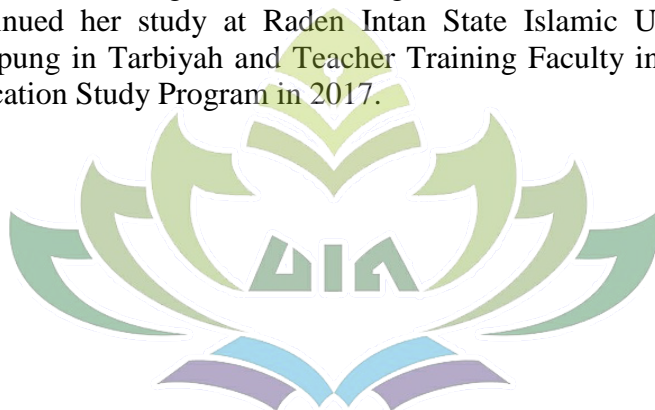
1. My beloved parents, Mr. Eko Susanto and Ms. Sulasmini who always pray, support, and guide me to reach my success. There is no word can express my feeling and gratitude to them.
2. All of my big families who always give me motivations and suggestions to complete this undergraduate thesis and finish my study as soon as possible.
3. My beloved lecturers in English Education Study Program and Almamater UIN Raden Intan Lampung that made me grow up and have contributed much for my self-development.



CURRICULUM VITAE

Fimi Auli Yasinia was born in Natar on September, 25th 1999. Fimi is the third daughter of Mr. Eko Susanto and Ms. Sulasmini. She has three brothers, named Muhammad Nico Dangara, Ichlas Sani Abdurrozak, and Fikri Jabbarul Insan.

In her academic background, she accomplished her formal education at SDS Swadhipa Natar in 2005 and she graduated in 2011. In the same year, she continued her study in SMP Negeri 1 Natar and finished in 2014. At the year, she continued her study in SMA Negeri 1 Natar and graduated in 2017. Then, she continued her study at Raden Intan State Islamic University Lampung in Tarbiyah and Teacher Training Faculty in English Education Study Program in 2017.



ACKNOWLEDGEMENT

First of all, praise due to Allah SWT, the most Grateful, the most Merciful, the Master and the Creator of everything in this universe. His bless and mercy that given to me during my study to complete my undergraduate thesis. Peace upon the great messenger Prophet Muhammad SAW, his families, companies, and followers until the end of life. This undergraduate thesis entitled “The Correlation between Students’ Emotional Intelligence and Their Speaking Achievement in Daily Conversation at the Second Semester of the Eighth Grade of SMP Negeri Satap 5 Pesawaran in the Academic Year of 2020/2021” is submitted as the compulsory fulfillment of the requirements for S1 – degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung. When finishing the thesis, a lot of helps, supports, and many valuable things from various sides. Therefore, sincerely thanks to:

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7. All my classmates PBI-B in Department of English Education 2017. Thanks for every single time we shared together.
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Finally, none or nothing is perfect and neither is this undergraduate thesis. Any corrections, comments, critics, and suggestions for the betterment of this thesis are always open heartedly welcome.



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CHAPTER I

INTRODUCTION

A. Background of the Research

Speaking is the most essential aspect of communication. We need communication to deal with others in our lives. Someone expressed their feelings, emotions, ideas, and motivations through speaking. In other words, speaking can be used as effective ways refers to express/to share what we want to say or to deliver about our ideas/feelings/emotions through the mouth. According to Fulcher, speaking is the use of language verbally to communicate with others.¹ It implies that speaking is absolutely important, since human beings and speaking are inextricably related. Speaking is a way of representing one's thoughts or arguments to others in a civilized society. As we know, speaking is one skill in learning English/foreign language among others. The other skills of learning English are listening, speaking, reading, and writing. English proficiency, particularly speaking skill, in many parts of the world, it was seen as a desired goal for young and old people of all levels. Thus, learners should have a good speaking skill to achieve the aims of English teaching and learning activity. Learner who has good speaking skills will be able to communicate more effectively while still in school or once they have a job. Describes by Brown and Yule, the goal of learning higher-level speaking is to prepare the students to be able to 'express himself/herself' in the target language, to cope with basic interactive skills, such as exchanging greetings,

¹ Fulcher, G., *Testing Language Second Language Speaking*, (Sidney: Longman, 2003), P. 79.

thanks, apologies, and expressing needs.² The crucial thing to learn to speak at a higher level is to train students in the target language to be able to “convey themselves” to cope with fundamental interactive skills such as expressing gratitude, apologies, greetings, and articulate their needs.

In learning English, among the other skills in English, speaking is a difficult one. Several students, without a doubt, find it difficult to learn and practice speaking. Every student has a unique perspective. They thought that speaking was a difficult thing to learn. There are a variety of conditions, such as a lack of vocabulary, wrong way in pronouncing some words, confusing in grammar, and feeling afraid of doing mistakes that might occur. Another problem is that when the teachers ask them questions, they feel shy, insecure, and nervous. Those problems affect to students’ ability to react for something. It could also make them respond wrongly to instructions because they incorrectly understand the details of the teacher said.

From the explanation provided, the preliminary research was conducted at SMP Negeri Satap 5 Pesawaran students. The data was gathered through interviews with Mr. Dwika, an English teacher, and students of SMP Satap 5 Pesawaran. There are some problems in speaking, especially in practicing daily conversation. According to the teacher, when students practice it, they run into some difficulties. Furthermore, as delivered by the teacher, students were terrified of making a mistake and having their classmates laugh at them. Besides, the teacher said that students’ prior knowledge is one problem in teaching

² Naajihah Mafruudloh, *The Correlation Study between Students’ Emotional Intelligence and Their ESP Speaking Achievement in University of Muhammadiyah Malang*, Thesis (English Language Education, University of Muhammadiyah Malang, Malang, 2018), P. 3.

speaking. Student self-confidence also affects student achievement in learning English, especially in speaking. Students also have a similar argument about how difficult it is for them to learn English, especially speaking. Based on the outcome of student interviews, many students who are afraid of speaking both influenced from teaching method and lack speaking practice, and students have difficulties in pronouncing some words in English.

There are a variety of methods, ways, and factors that a teacher could use to resolve this problem. Students must participate in classroom activities in order to solve the problems that students faced when learning speaking. The aim of classroom activity is to make the learners get used to express their ideas, abilities, and motivations. Besides, for teachers, they should use the relevant materials/topics and should use interesting methods in teaching.

One way to solve it is the students have to choose their own styles in learning speaking, based on their abilities and interests. However, in order to determine the appropriate style of their speech/communication skill, students need to know their Emotional Intelligence (EI), which will be explored in this research. Based on Bora, she described 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.³ She additionally revealed that students with low level of emotional intelligence did not have appropriate relations with the society, as a result of which they were

³ F. Duygu Bora, "The Impact of Emotional Intelligence on Developing Speaking Skills: From Brain-Based perspective." *Procedia – Social and Behavioral Sciences*, 46, 2049-2098.

isolated from the classroom atmosphere and denied participation in speaking and brain-based activities. In other words, speaking or communication ability has a strong relationship with emotional intelligence itself.

Some people learn English as a second language easily, while others struggle. Besides, the research has revealed that person's emotional intelligence has an impact in learning.⁴ Emotion as fundamental role is the important thing in our lives. Emotion is about psychology, though that has many characteristics. All of the responses or reactions were based on a certain situation that was affected by emotions. Emotions are complex, pattern, and organismic reactions of how well we are doing in our endeavors to survive and grow, as well as to reach what we want for someone.⁵ Emotions can be defined as dynamic, pattern-based organismic responses to how we think we are doing in our attempts to survive, develop, and achieve our objective. Then, the emotion plays a role in decision-making.

Afterward, emotional intelligence has a very strong relation with the human's brain. Pheat defined emotional intelligence as a set of skills that allows an individual to be aware of, understand, or influence the human brain.⁶ Bradberry and Greaves said emotional intelligence is a measurable relation in the human brain between responses

⁴ Maryam Mohammadi, "The Role of Emotional Intelligence on English Learning as a Second Language", *International research Journal of Applied and Basic Sciences*, Vol. 3 (9), 2012, 1953.

⁵ Richard S. Lazarus, *Emotion and Adaptation*, (New York: Oxford University Press, 1991), P. 3-6.

⁶ Naajihah Mafruudloh, *The Correlation Study between Students' Emotional Intelligence and Their ESP Speaking Achievement in University of Muhammadiyah Malang*, Thesis (English Language Education, University of Muhammadiyah Malang, Malang, 2018), P. 4.

and their influence with one's activities.⁷ It has been proved by Genc, the components of emotional intelligence (intrapersonal, interpersonal, and stress management) has a significant relationship with the human brain, especially in language achievement.⁸ So, in emotional intelligence, both emotion and the human brain would produce one response, which can be spoken, written, or any other type of response.

The ability to recognize and understand feelings is referred to as emotional intelligence, for giving motivation, managing emotions, and influence others. Based on O'Neil opinion, emotional intelligence is a different way of being smart. It includes understanding and responding on one's impulses in order to make excellent life choices.⁹ After that, by knowing their emotional intelligence, it provides new information on high performance. So, if it is implemented in speaking skill, emotional intelligence appeared to play an important role in speaking skill.

On the other hand, other experts believe that smart students do not depend on only the cognitive intelligence called Intellectual Quotient (IQ), but also on their ability to control the emotions. According to Goleman, intelligence only contributes as much as 20% for

⁷ Mahsome Azimifar, "The Relationship between Emotional Intelligence and Academic Achievement among Iranian Students in Elementary Schools", *European Online Journal of Natural and Social Sciences (ES)*, Vol. 2, No. 2, PP. 222, ISSN: 1805-3602, 2013.

⁸ Gulden Genc, "The Relationship between Emotional Intelligence and Productive Skills", *The Reading Matrix An International Online Journal*, Vol. 16, No. 1, 2016.

⁹ Nanda Adi Guna, *The Correlation between Emotional Intelligence and Students' Achievement in SMAN 03 Salatiga*, Thesis (English department, Faculty of Language and Literature, Satya Wacana Cristian University, Salatiga, 2012), P. 7.

someone's success, the other factor that may have responsible on it is Emotional Intelligence (EI).¹⁰ It states that a student's academic performance is influenced not only by their IQ (Intellectual Quotient) level, but also by their EI (Emotional Intelligence) level.

Regarding the explanation above, it is reasonable to suppose that there is a positive correlation between emotional intelligence and student success, especially in speaking achievement in teaching and learning process. Have a good managing emotional intelligence means someone can make the best decisions, so it can influence someone to get on their academic achievement. Because, it can affect how someone handles and facilitates their thinking and emotions through emotional intelligence to concentrate on some important information in verbal interactions.

Emotional intelligence is the problem that students in the eighth grade at SMP Negeri Satap 5 Pesawaran are dealing with. The teacher said that to know each student emotions quite a challenging as a teacher. He should understand the characteristic of each student, because emotion takes control in every student's behavior. All of the students have different emotional intelligence in learning speaking. As a result, differences degree of emotional intelligence among students will have an impact on their whole language skills, not only in speaking achievement in daily conversation. It means that the student can manage their emotions in many things.

¹⁰ Manalulallaili, Amala Hasanah, Herizal, and Agnes Silvita, "The Correlation between Emotional Intelligence and Speaking Achievement of Eight Grade Students of SMP N 46 Palembang, South Sumatera, Indonesia", *English Language Teaching Journal*, e-ISSN: 2503-3840 3 (2), 2018.

On the other hand, several researches have been carried out to examine the relation between students' emotional intelligence and other associated variables. Tabrizi and Esmaeili revealed about "The Relationship between the Emotional Intelligence and Reading Comprehension of Iranian EFL Impulsive vs. Reflective Students."¹¹ Other research is from Manalulallaili, Hasanah, Herizal and Silvita which discussed about "The Correlation between Emotional Intelligence and Speaking Achievement of Eight Grade Students of SMP N 46 Palembang, South Sumatera, Indonesia."¹² The last research that conducted by Dehkordi and Bidabadi with the title "Relationship between Iranian EFL Learners' Reading Strategy Use and Emotional Intelligence."¹³

Those researches above-mentioned and this research has the same independent variable that is emotional intelligence. The dependent variables are what distinguishes other researches from this one. Reading comprehension was employed in the first research, speaking achievement in the second, and reading strategy use in the third, while this research found out the positive correlation between students' emotional intelligence and

¹¹ Amin Reza Nemat Tabrizi and Leila Esmaeili, "The Relationship between the Emotional Intelligence and Reading Comprehension of Iranian EFL Impulsive vs. Reflective Students", *International Journal of English Linguistics*, Vol. 6, No. 6, 2016.

¹² Manalulallaili, Amala Hasanah, Herizal, and Agnes Silvita, "The Correlation between Emotional Intelligence and Speaking Achievement of Eight Grade Students of SMP N 46 Palembang, South Sumatera, Indonesia", *English Language Teaching Journal*, e-ISSN: 2503-3840 3 (2), 2018.

¹³ Behnam Majidi Dehkordi and Farinaz Shirani Bidabadi, "Relationship between Iranian EFL Learners' Reading Strategy Use and Emotional Intelligence", *International Journal of Foreign Language Teaching and Research*, Vol. 3, Issue 9, Spring 2015.

their speaking achievement in practicing daily conversation.

Considering what has been explained above, the purpose of this research was to investigate how students' emotional intelligence, how their speaking achievement, especially in daily conversation, and whether there is a positive correlation between students' emotional intelligence and their speaking achievement in daily conversation.

As an outcome, this research was conducted to know whether there is any relation between students' emotional intelligence and their speaking achievement, especially in daily conversation at SMP Negeri Satap 5 Pesawaran by the title "The Correlation between Students' Emotional Intelligence and Their Speaking Achievement in Daily Conversation at the Second Semester of the Eighth Grade of SMP Negeri Satap 5 Pesawaran in the Academic Year of 2020/2021."

B. Identification of the Problem

Based on the research background, there were some problems in teaching and learning speaking, which are listed below:

1. Many students feel that speaking is a difficult subject to study and to understand.
2. Most students are afraid, nervous, and lack self-confidence when it comes to practicing speaking in daily conversation, whether inside or outside of class.
3. Almost of students have little or no experience speaking English.

4. The students are afraid of making grammatical mistake.
5. The students have difficulties in pronouncing some words.

C. Limitation of the Problem

The focus of this research was on the correlation between two variables. They were students' emotional intelligence and their speaking achievement in practicing daily conversation at the second semester of the eighth grade of SMP Negeri Satap 5 Pesawaran in the academic year of 2020/2021. Therefore, this research limited the problems in the daily conversation material about "Offering and Asking Help, Asking and Giving Opinion, and Asking and Giving Information." This material was based on the syllabus of junior high school for the second semester of the eighth grade student.

D. Formulation of the Problem

Based on the background, identification, and limitation of the problem mentioned above, this research formulated the problem as follows: "Is there any positive correlation between students' emotional intelligence and their speaking achievement in daily conversation at the second semester of the eighth grade of SMP Negeri Satap 5 Pesawaran in the academic year of 2020/2021?"

E. Objective of the Research

The objective of conducting this research is to know whether there is a positive correlation between students'

emotional intelligence and their speaking achievement in daily conversation at the second semester of the eighth grade at SMP Negeri Satap 5 Pesawaran in the academic year of 2020/2021.

F. Significant of the Research

The results of this research were expected to give the theoretical and practical contribution.

1. Theoretically

Theoretically, to enrich new theory about the correlation between students' emotional intelligence and their speaking achievement in daily conversation to English teacher of SMP Negeri Satap 5 Pesawaran.

2. Practical Significance

- a. For the teacher, particularly any who teach English subjects better understand the emotional intelligence of students and be much more patient with them during the teaching and learning activity.
- b. For the students of SMP Negeri Satap 5 Pesawaran, by knowing the factor that can affect them in emotional intelligence, the researcher expects students will better manage their emotions; they can apply to enhance their speaking learning process.
- c. For further researcher, this research can provide some information regarding emotional intelligence, particularly as it relates to speaking achievement in daily conversation, or they can

expand with emotional intelligence domains to other parts of language.

G. Scope of the Research

In this research, there are some kinds of information as the scope of the research. They are as follows:

1. Subject of the Research

The subject of the research are students of the eighth grade of SMP Negeri Satap 5 Pesawaran.

2. Object of the Research

The object of the research is the correlation between students' emotional intelligence and their speaking achievement in practicing daily conversation.

3. Place of the Research

The research was conducted at SMP Negeri Satap 5 Pesawaran.

4. Time of the Research

The research was conducted at the second semester in academic year of 2020/2021.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theory

1. Emotional Intelligence

a. Concept of Emotional Intelligence

Emotion is derived from the Latin word “movere”, which means “to move.” Which reveals the fact that emotions are the root of our doing, our moving towards, or away from.¹ Emotion is a superordinate system that includes components such as motivation (an individual’s purposes), assessment, stress, emotion, and coping.² Caine in Bora emphasize the role of emotions in effective learning and teaching, by emphasizing the importance of experiences, activities based on those experiences, and the low threat.³ When all of the definitions of emotion are considered, it is clear that emotion shows the fact that feelings are at the center of our actions, our step towards, or away from them.

There are several definitions of intelligence that come up by field experts. McDougall in Dai and Sternberg defined, intelligence is

¹ Tim Sparrow and Amanda Knight, *Applied EI: The Importance of Attitudes in Developing Emotional Intelligence*, (San Francisco: Jossey-Bass, a Wiley imprint, 2006), P. 25.

² Richard S. Lazarus, *Stress and Emotion*, (New York: Springer Publishing Company, 1999), P. 25.

³ F. Duygu Bora, “The Impact of Emotional Intelligence on Developing Speaking Skills: From Brain-Based perspective.” *Procedia – Social and Behavioral Sciences*, 46, 2049-2098.

fundamentally the ability to make new adaptations; it cannot be described in terms of structure.⁴ Interpret by Pinker in Dai and Sternberg that intelligence is a property of mind that allows humans to learn things that other species are incapable of learning.⁵ Intelligence defined as the ability to adapt to new situation by using means of thought that are focused on a certain purpose. People with high intelligence will cope with obstacles more appropriately and quickly than those with low intelligence.⁶ It can be state that intelligence is a person's ability to deal with situation in the environment and how he/she can think out about it.

Thereafter, the ability to motivate oneself, persevere in the face of anger, impulse control, gratification deferral, self-motivation, mood management, and anxiety avoidance without sacrificing the capability to think, hope for, and sympathize is referred as emotional intelligence.⁷ Thus, according to Carter, emotional intelligence is defined as the ability to be aware of and understand oneself, one's own objectives, aspirations, responses, and behavior, as well as to understand others and their emotions and feelings.⁸

⁴ David Yun Dai and Robert J. Sternberg, *Motivation, Emotion and Cognition: Integrative Perspectives on Intellectual Functioning and Development*, (London: Lawrence Erlaum Assc, 2004), P. 15.

⁵ *Ibid*, P. 388.

⁶ Kinra, *Guidance and Counselling*, (Jakarta: Gramedia) GoogleBooks.

⁷ Sean McPheat, *Emotional Intelligence*, (The United Kingdom: MTD Training & Ventus Publishing), P. 9.

⁸ Philip Carter, *Test Your EQ*, (London: Kogan Page, 2009), P. 1.

From those opinions it can be said that, emotional intelligence has control in managing emotions, feelings, and impulsive human brain to respond what happening.

Emotional intelligence also defined as a combination of abilities that make a person aware of his/her emotions, understand, and manage them, identify and understand other people's emotions, and use them for their achievement.⁹ Sparrow and Knight added that emotional intelligence is the usual practice of using emotional intelligence with our thinking and implementing it in order to make an appropriate decision as what we want.¹⁰ It is mean that emotional intelligence is a person's power to employ or control their own emotions to thinking about other emotions and putting it into practice in order to make an informed decision on what they want.

From those definitions, it is concluded that emotional intelligence is an ability of soul to adapt the environment around to you in identify, understand, and organizing the emotions includes moods and feelings in yourself to achieve your success as a success person.

b. The Component of Emotional Intelligence

Emotional intelligence has several components. Goleman divided emotional intelligence into four elements, they are self-

⁹ Sean McPheat, *Op.cit.*, P. 9.

¹⁰ Tim Sparrow and Amanda Knight, *Applied EI: The Importance of Attitudes in Developing Emotional Intelligence*, (San Francisco: Jossey-Bass, a wiley imprint, 2006), P. 32.

awareness or emotional awareness, self-management or emotional management, social awareness, and relationship management. After that, the four elements are classified into two categories of emotional intelligence, they are personal competencies and social competencies. The personal competencies are those competencies that are concerned with mastering the skill of individual competence. Thus, social competencies require to expand people awareness, including the emotions in around environment or society. There are two elements that fall into personal competencies, such as self-awareness and self-management. Afterward, there are two elements that into social competencies, namely social awareness and relationship management.¹¹ So, emotional intelligence divides the two domains are personal competencies and social competencies which all of these competencies are the four elements.

The first is self-awareness, also known as emotional awareness, which refers to our ability to effectively recognize our own emotions in the moment and understand our propensities across situations. It is part of our self-confidence to remain on top of our responses to certain occasions, circumstances and people. When we have self-awareness as the fundamental skill, another elements of emotional intelligence become more easier to use. Someone with a high level of self-awareness is extraordinarily clear in they

¹¹ Daniel Goleman, *Emotional Intelligence: why it can matter more than IQ*, (London: Bloomsbury, 1995), P. 51-52 .

understand of what they do well. What motivates and satisfies them, and who or what situations push their buttons.¹² Self awareness is described as the ability to see ourselves with our own eyes, to be aware of our short and long term objectives, and belief about ourselves and others.

The second is self-management or emotional management, about the capability to manage our emotions or moods in order to achieve our objectives.¹³ It is mean that the ability to overcome, control, and guide emotions is part of self-management. So, it will allow people to choose what they express and do immediately based on their awareness of their emotions.

The third is social awareness, about the ability of being a cooperatively, constructively, and responsibly in society. We should be able to interpret the messages of what turns us on and what turns us off, from our bodies that convey us what we like and do not like.¹⁴ Social awareness includes a behavior or action, internal energy and external strength to achieve a goal and drive to pleasure and joy.

The fourth competence is relationship management, which entails the ability to influence

¹² Travis Bradberry and Jean Greaves, *Emotional Intelligence 2nd Edition*, (San Diego: Talen Smart, 2009), P. 24-25.

¹³ Rob Yeung, *Emotional Intelligence: The New Rules*, (London: Marshall Cavendish, 2009), P. 147.

¹⁴ Tim Sparrow and Amanda Knight, *Applied EI: The Importance of Attitudes in Developing Emotional Intelligence*, (San Francisco: Jossey-Bass, a wiley imprint, 2006), P. 15.

and change other people emotions.¹⁵ Our ability in relationship management is reinforced by our respect for others and awareness of others. In our life, we should develop this relationships to help us in achieving our goals and expectations.¹⁶ Relationship management can be described as the ability to develop friendly relationships and interact with others in a healthy manner.

From the explanation above we know that emotional intelligence divided into several components, namely self-awareness, self-management, social awareness, and relationship management. The first, self-awareness is the ability to correctly identify our own thoughts at the moment or consider our tendencies through contexts. The second, self-management is about the ability to control our moods or thoughts in order to accomplish objectives. The third, social awareness that refers to someone's capability of work cooperatively, constructively, and responsibly in community. The fourth, relationship management is the capacity to adjust and manipulate other people's feelings. Then we can see that all of the components of emotional intelligence have a significant relationship with the human brain.

¹⁵ *Ibid*, P. 147.

¹⁶ Tim Sparrow and Amanda Knight, *op.cit.*, P. 153.

2. Speaking Achievement

a. Concept of Speaking

Speaking is one of the language skills that students should master in order to be effective communicators. Cameron defined speaking as active use of language to convey ideas in a way that others can understand.¹⁷ Besides Brown's definition, speaking is an interactive process of conveying meaning that includes producing, receiving, and processing information.¹⁸ The spoken use of language to communicate with others is referred to as speaking. Thornbury said that speaking is interactive and requires the ability to cooperate together in managing speaking turns. Speaking is the form of language acquisition for children, it constitutes for the majority of most individuals' daily engagement with linguistic activity, and it is the motor of language change.¹⁹ Derived from previous definitions, speaking is a form of communication to express about ideas/thoughts/opinions/feelings/information to others. Speak-ing also can be an effective way to convey messages as the tool to communicate with other.

Furthermore, speaking is the term that someone uses for verbal communication between

¹⁷ Cameron L., *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press, 2001), P. 40-41.

¹⁸ H. D. Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (San Fransisco: Wesley Longman, 2003), P. 267.

¹⁹ R. Hughes, *Spoken English, TESOL, and Applied Linguistics*. (Palgrave Macmillan: University of Nottingham, 2006), P. 144.

people. When two people are engaged in talking to each other, surely that they are doing communication. Communication between people is an extremely and ever changing phenomenon. There are certain generalizations that we can make about the majority of communicative events and these have particular relevance for the learning and teaching process. People do communication for some reasons. Harmer states the reasons as follow:

First, “They want to say something.” What is used here is general way to suggest that the speaker make definite decisions to address other people. Speaking may of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.

Second, “They have some communicative purpose.” Speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter, to agree or complain. In each of this case they are interested in achieving this communicative purpose what is important the message they wish to convey and effect they want it to have.

Third, “They select from their language store.” Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the “store” of language they posses) the language they think is appropriate for this purpose. Of course there will be a desire to communicate on the part of the

students and they will also have communication purpose. When the students are involved in a drill or in repetition, they will be motivated the need to reach the objective of accuracy. The emphasis is on the form of language. The teacher should be in creating procedures of teaching in order that the objective is reached.²⁰ Referring to the explanation above, it can be concluded that speaking is the ability to express the ideas, feelings, and many others by using the appropriate words, good grammar, and understandable by the listener.

Afterward, we can say that speaking is one of performance skills in learning a second language or foreign language. The most crucial thing of speaking is to practice the language, because practice makes perfect. Everyone uses this skill to communicate in daily activity, whether at school or in the community. Speaking can be done by two or more individuals to communicate, to share information, and to get a particular goal.

b. Concept of Achievement

In the educational or psychometrics area, the term “achievement” is sometimes used to define the level of interpretation that the student should make in order to contribute, as well as the form of relation to a cognitive process made explicit in the measurement method. Algarabel and Dasi who defined achievement as the ability of a person to

²⁰ Jeremy Harmer, *How to Teach English* (7th Ed), (Cambridge: Longman, 2001), P. 46.

perform in a specific area of knowledge.²¹ In the Standards for test construction cited by Aljarabel, achievement is considered as a person's ability to perform in a specific field of knowledge.²² Competence is the result of a variety of intellectual and nonintellectual factors. In the standards for test constructions, achievement refers to an individual's ability to perform well in a specific area of material. That is properly considered as an outcome of intellectual and non-intellectual factors. In summary, achievement defined as an increase in what students know and can do in relative to their starting point and maximum ability.

c. Speaking Achievement

After explaining about concept of speaking and achievement above, we can say that speaking achievement is the result of students' activities during teaching and learning process in speaking class. Speaking achievement is students' skill that can be scored by their result of their performance in the classroom.²³ It describes that speaking achievement is the result or comprehension of students after they have completed the teaching and learning process in a speaking class. It can be said that speaking achievement is about the result

²¹ Salvador Aljarabel and Carmen Dasi, *The Definition of Achievement and The Construction of Tests Its Measurement: A Review of The Main Trends*, (Valencia: Universitat de Valencia, 2001), P. 46.

²² *Ibid*, 44.

²³ Fulcher G., *Testing Language Speaking*, (New York: Pearson Education, 2003), P.18.

of what students' understanding about something that have been known by students in teaching learning process. Based on the previous explanation, speaking achievement is the product of students' performance during some periods in teaching learning process in speaking classroom.

d. Types of Speaking Activities

One of the most important goals of teachers is to enable learners to use English for communication. According to many theories, speaking skill can be improved by games, role play, etc. Evidence shows that speaking should incorporate activities in a group work. There are some types of speaking performance which can be used in the classroom activities, they are imitation, responsive, intensive, transactional dialogue, interpersonal dialogue, and extensive.²⁴

The first is imitation, in imitation students should pay attention to certain vowel sounds and intonations; next they should imitate correctly. Meanwhile learners need to practice an intonation contour or to find exactly certain vowel sound.

The second is responsive, it refers to short replies to teachers. It can be learners to initiated questions or comments. Students should be active in the classroom. They should reply to teachers' questions and comments. They should participate in the classroom. For example:

²⁴ Ali Derakhshan, et.al, "Developing EFL Learner's Speaking Ability, Accuracy, and Fluency", *English Language and Literature Studies*, Vol. 6 No. 2 (2016), P. 178-179.

T: *How's it going?*

S: *Pretty good!*

The third is intensive, any speaking performance is planned to practice some phonological or grammatical features of language that can be self-initiated or pair work activity.

The fourth is transactional dialogue, it is used to convey a message or exchange the information. In addition, it is utilized to elaborate a concept or to manifest the purpose of something. Learners should participate in conversation. For example:

T: *What is the main idea in this essay?*

S: *The USA should have more power.*

T: *What do you mean?*

S: *Well, for example the USA should have the power to destroy the others countries.*

The fifth is interpersonal dialogue, It is regarded as maintaining social relationships not for transmission of facts and information involves factors like: casual register, colloquial language, slang, ellipsis, sarcasm and a covert "agenda." For example:

A: *Hi B, how's it going?*

B: *Oh, not bad.*

A: *Not a great weekend, huh?*

B: *Well, I'm really miffed about last week.*

The sixth is extensive, it refers to students at intermediate to advanced levels that are asked to provide extensive monologues in the form of oral reports, summaries or short speech. In order to improve second language skills, learners should practice regularly. First learners should expand their general vocabulary and then they can improve their domain of vocabulary by listening from simple sentences to complex sentences. Meanwhile they can increase their knowledge by reading short story and sometimes memorizing some important parts of it. When students read a book, story and magazine aloud, it can help students more. When students practice, their fluency would be better too.²⁵

e. **Daily Conversation**

Conversation is one form of spoken activity that is used to support language use. Because conversation is one of the most common ways for individuals to communicate with one another using human language, all human societies depend on conversation to function in the most effective way.²⁶ The conversation can be seen as an effective form to expressed communication of the human language between two or more people.

A conversation is an informal communication between two or more people, such as a dialogue, which would be more formal (for example, among representatives of the stakeholders to a negotiating

²⁵ *Ibid*

²⁶ Ebrahim Khodadady, *Journal of Language Teaching and Research*, (Finland: ACADEMY PUBLISHER Manufactured, 2012), P. 1.

process), a seminar or committee gathering discussion, in which agreed rules of procedure are followed, or a talk, presentation, or lecture, in which one speaker addresses an audience or might welcome and invite comment and answer question, and from an interview in which the participants are either interviewing or being interviewed.²⁷ Thus, the conversation is an informal and formal discussion between two or more people to share their thoughts on many occasions.

In the other hand, Thornbury and Slade added, conversation is an informal interactive talk between two or more individuals that takes place in present moment, spontaneously, primarily serves interpersonal purposes, or in which participants have symmetrical rights.²⁸ So, the conversation produced spontaneously in real time by the participants to express anything.

In the speaking classroom, daily conversation is a way of language education that encourages students' speaking fluency improvement through daily communication.²⁹ It aims to overcome several problems that students encounter in learning foreign language skill, especially in speaking. After that, its primary function is to assist in the maintenance of social relationships,

²⁷ Robert Barras, *Speaking For Your Self A Guide For Student*, (Canada: routledge, 2006), P. 46.

²⁸ Scott Thornbury and Diana Slade, *Conversation: From Description to Pedagogy*, (Cambridge: University Press, 2006), P. 25.

²⁹ M. Muchlas and Eva Fadhilah, The Influence of DCM toward Students' Foreign Language Speaking Fluency in Modern Islamic Boarding School in Indonesia. (*Proceedings of SOCIOINT*, 2016), P. 63.

conversation is not (and should not be) held to the written grammar's rigid standards, which often cause conversation to be viewed in a negative way. Moreover, conversation should not be equated with uses of language that are not authentic, spontaneous interpersonal communication.

Daily conversation is conversation activity which students do by forming a line with friend actively and creatively.³⁰ Daily aims to promote speaking conversation improvement through daily communication. Daily conversation method implementation is language education method with the setting of foreign language practice outside classroom. It aims to accustom students in practicing foreign language speaking. Any kind of abilities needs a custom and practice continuously to be more skillful including the improvement of language skill adeptness. It is important to construct the language practice which not only promote their language ability, but also their own belief and experiences in social ability along with promoting the students' aptitude, feeling, ideas, and other learning factors.³¹

In the words of Krashen "the ability to speak fluently cannot be taught directly but it emerges independently at time when acquirer has built linguistic competence by understanding it".³² It is

³⁰ Ahmad Sony Syamsudin, *Penerapan Model Muhadatsah Yaumiyyah untuk Meningkatkan Kemahiran Berbicara Bahasa Arab Siswa Kelas X.10 MAN 01 Kota Magelang*, (Magelang: 2013), p. 6

³¹ Jo Mynard, "Learning Environment that Facilitate Reflection", *The Jalt Call Journal*, Vol. 7, No. 3, 2011. P. 249.

³² M. Muchlas, *Op. Cit.*, P. 64

difficult for second language learners to speak well and with ease because they do not get exposure to communicate in the target language outside the classroom.

Providing other activities outside of the classroom such as English daily conversation can be really beneficial toward their progress in learning speaking. It will influence the student achievement to provide appropriate content-area instruction to the student.³³ It can also necessary to promote the interaction between language learners and shape the individual development both the form and the content of target language.³⁴ Therefore, additional language learning environment is important in improving the students' speaking ability. The concept of participation in conversation also reveals the importance of daily conversation in language learning since it is responsible for language acquisition.

In conversation, language learners do not only hear their partner, but also actively engage in conversation. In this case, Kosar and Bedir stated that the good language learning have a strong motivation to make use of the chances for communication.³⁵ Hence, the more the learners

³³ Yang Hong, "On Teaching Strategies in Second Language Acquisition", *US-China Education Review*, Vol. 5, NO. 1, 2008, P. 61.

³⁴ Shima Kameli, et.al. "The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies", *Journal of Language Teaching and Research*, Vol. 3, No. 1, 2012, P. 24-25.

³⁵ Gulden Kosar and Hasan Bedir, "Strategies-Based Instruction: A Means of Improving Adult EFL Learners' Speaking Skills", *International Journal of Language Academy*, Vol. 2 No. 3, 2014, P. 13.

talk, the more people will talk back to them which will increase the quantity of input and improve their language ability.³⁶

Based on the explanation above, daily conversation method is a set of rules and guidelines of language education that encourages students' speaking achievement improvement through daily communication. The communication which happens in daily life would be students habits to use English as students' speaking and English environment which built by daily conversation method encourages students to be have positif behavior toward their studying. Activity in talking or interpersonal communication which expresses authentic thoughts and ideas which happens between two or more people which happens to every day in human life.

In conclusion, conversation is an activity that happens every day between two or more people and a talking together, informal or formal talk, verbal exchange of ideas, and information. The daily conversation uses routine performance by the human community in the form of an adverb that shows an activity is carried out on a habitual or every day. From these explanation above we can say that daily conversation is the form of spoken interaction that used by all people to communicate to each other to convey the information in every day.

³⁶ Stephen D. Krashen, *Principles and Practice in Second Language Acquisition*, (California: University of Southern California, 2009), P. 61.

B. Relevance Studies

There are some researches have conducted related to Emotional Intelligence, the first research conducted by Tabrizi and Esmaeili with the title “The Relationship Between the Emotional Intelligence and Reading Comprehension of Iranian EFL Impulsive vs. Reflective Students.”³⁷ According to them, they stated that further detailed research with different gender and age groups of students from different regions of the world is needed before drawing any generalizable findings to confirm or deny the existence of this type of link. In light of the outcomes of the study, in conclusion, Iranian impulsive EFL female students with higher levels of emotional intelligence in terms of reading comprehension, emotionally intelligent reflective learners dominate them.

The second research by Manalulallaili, Hasanah, Herizal and Silvita with the title “The Correlation Between Emotional Intelligence and Speaking Achievement of Eight Grade Students of SMP N 46 Palembang, South Sumatera, Indonesia.”³⁸ The emphasis of the study was on the relationship between EI and speaking achievement. In the study, investigate to found out is there any significant correlation between four

³⁷ Amin Reza Nemat Tabrizi and Leila Esmaeili, “The Relationship between the Emotional Intelligence and Reading Comprehension of Irian EFL Implusive vs. Reflective Students”, *International Journal of English Linguistics*, Vol. 6, No. 6, 2016.

³⁸ Manalulallaili, Amala Hasanah, Herizal, and Agnes Silvita, “The Correlation between Emotional Intelligence and Speaking Achievement of Eight Grade Students of SMP N 46 Palembang, South Sumatera, Indonesia”, *English Language Teaching Journal*, e-ISSN: 2503-3840 3 (2), 2018.

subcategories of EI, such as self-awareness, self-management, social awareness, and relationship management. After doing research, it was found that only the self-management that had no correlation to students' speaking achievement. The findings of this study revealed that self-control was the strongest indicator of a student's ability to speak English. Then, based on discussions, there was a correlation and influence among emotional intelligence and eighth grade students' speaking achievement at SMP N 46 Palembang.

The third research arranged by Dehkordi and Bidabadi with the title "Relationship between Iranian EFL Learners' Reading Strategy Use and Emotional Intelligence."³⁹ Based on research, this study focused on the relationship between EI and reading strategy use as well as the most common and least common reading strategies employed by Iranian EFL learners with high and low EI reading comprehension. They said emotional intelligence can influence EFL students' reading comprehension abilities. Learner who employ reading methods on a regular basis and appropriately are more effective than those who do not. They claimed that the research can also help teachers, instructors and mostly learners to see what reading strategies that should employ regarding their EI level use in order to improve the

³⁹ Behnam Majidi Dehkordi and Farinaz Shirani Bidabadi, "Relationship between Iranian EFL Learners' Reading Strategy Use and Emotional Intelligence", *International Journal of Foreign Language Teaching and Research*, Vol. 3, Issue 9, Spring 2015.

quality of their second/foreign language teaching and learning.

C. Conceptual Framework

Emotional intelligence is the ability of soul to adapt the environment around to you in identify, understand, and organizing the emotions includes moods and feelings in yourself to achieve your success as a success person such as in academic study.

Then, speaking is a form of communication to express/convey about our ideas/thoughts/opinions/feelings/information to others. Speaking also can be an effective way to convey messages as the tool to communicate with other. The point of speaking, two or more individuals can interact together to communicate, share the information, and achieve a certain goal. While, achievement is defined as an improvement in what students know and can do in relative to where they started and their fullest capacity. Afterward, it can be said that speaking achievement is the product of students' performance during some periods in teaching learning process in speaking classroom.

Conversation is a daily activity that involves two or more people and they talking together, formal or informal dialogue, interaction sharing of ideas and information. Daily conversation is the form of spoken interaction that used by all people

to communicate to each other to convey the information in every day.

After understanding the definition of each of these variables, such as emotional intelligence, speaking achievement and daily conversation, then this research wants to find out the positive correlation between students' emotional intelligence and their speaking achievement in daily conversation.

D. Hypothesis

It is assumed that there is a positive correlation between students' emotional intelligence and their speaking achievement in daily conversation at the second semester of the eighth grade of SMP Negeri Satap 5 Pesawaran. The following is the hypothesis that this research is based on:

1. Null hypothesis (H_0)

There is no positive correlation between students' emotional intelligence and their speaking achievement in daily conversation.

2. Alternative hypothesis (H_a)

There is a positive correlation between students' emotional intelligence and their speaking achievement in daily conversation.

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