

The Correlation Between Emotional Intelligence and Speaking Performance

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Abstract

This research aims to find out the correlation between emotional intelligence and speaking performance. This research is quantitative research that uses the correlation as a method. The subject in this research is the second semester English education students at Cokroaminoto Palopo University. The instrument of this research is questionnaire and speaking test, the questionnaire used to know students' emotional intelligence and speaking test used to know students' speaking performance. The result of this research shows the significance value Sig. (2-tailed) is 0.312, because the significantly is higher than 0.05 ($0.312 > 0.05$), it can be concluded that there is no significant correlation between emotional intelligence and speaking performance (H_0 is accepted and H_a is rejected) and also the researcher concluded that respondents have high emotional intelligence but very low correlation with speaking performance. It can be state that influential factor on speaking performance comes from linguistic problems.

Keywords: emotional intelligence, speaking performance

Introduction

English is one of the major languages in the world and has been chosen and accepted as an international language. The role of English language in Indonesia is becoming more significant which can be seen clearly in some aspects of society life. In educational sector, English language is taught compulsorily at public schools starting from secondary school to the freshman year of the university or college. The education system in Indonesia is very aware of the importance of English. So, the English teaching and learning process is very meaningful for the development of education in Indonesia. In English, there are four skills that we need to learn are reading, writing, listening, speaking, and the components in it, such as grammar, pronunciation, vocabulary, and others.

Speaking is a person's ability to say words while conveying or expressing the intentions of ideas, thoughts and feelings that they want to express to others. So, speaking can be used by people to deliver messages with other. Speaking is important for many people because speaking is the main key for someone to communicate.

In addition, speaking requires confidence so that what is conveyed can be structured and can be understood by others.

Furthermore, according to Ur, 1996 (as cited in Alfonsius, 2020) there are many factors that cause difficulty in speaking, and they are as follows: The first, inhibition: Student are worried about making mistakes, fearful of criticism, or simply shy. The second, nothing to say: Students have no motive to express themselves. The third, low or uneven participation: Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. The last, mother tongue use: Learners who share the same mother tongue tend to use it because it is easier and because learners feel less

exposed if they are speaking their mother tongue. Some learners also lack the motivation to speak English. They don't see a real need to learn or speak English. Actually, motivation is the crucial force which determines whether a learner embarks in a task at all.

Based on the researcher's observations at the University of Cokroaminoto Palopo, especially in the second semester of English Education Study Program, that found some problems about students' difficulties in speaking; first, the students are not confident to perform in front of their friends because they are afraid that their friends will laugh if they say the wrong word or sentence. Second, the students lack vocabulary, grammar and pronunciation. The last, the students are lazy and bored in following the teaching and learning process, especially if there is no variation in teaching process.

In addition, the challenges faced by students in speaking are influenced by the students' lack of confidence and motivation, both of which are related to their emotional. It is not only intelligence is needed in achieving success in academic, but also their emotion. If students can manage their emotions well, so they can manage their self especially in speaking English. To make the research focused, the researcher formulated the question into: Is there any significant correlation between emotional intelligence and speaking performance?

Emotional Intelligence

Daniel Goleman, 1998 (as cited in Drigas & Papoutsis, 2018) defines Emotional Intelligence as the ability to recognize our own feelings and those of others, to motivate ourselves, and to handle our emotions well to have the best for ourselves and for our relationships. Emotional Intelligence describes capacities different form, but supplementary to academic intelligence.

Emotional Intelligence or Emotional Quotient (EQ) is the ability to perceive, understand, and effectively apply the power and sensitivity of emotions as a source of energy, information, connections and influence humane Cooper and Sawaf, 1998 (as cited in Kurniawan, 2017). It is also delivered by Salovey and Mayer (as cited in Kurniawan, 2017) defines emotional intelligence as the ability to recognize feelings, reach and awaken your senses to help the mind, understand the feeling and meaning, and control their feelings in a manner that fosters emotional and intellectual.

According to Homes and Herald (as cited Kurniawan, 2017) emotional intelligence is a component that makes a person smarter in using the emotions and feelings (subconscious) to understand about yourself and another people. Meanwhile, according to Cooper and Sawaf, 2000 (as cited in Kurniawan, 2017) Emotional intelligence is the ability to feel and understand and effectively apply the power and sensitivity of emotions as a source of energy, information, and human influence.

Serrat, 2009 (as cited in Freddy Butarbutar, 2020) made a framework and applications of emotional development intelligence. It refers to the theory that states that the individual has personality, wants, needs and ways express different emotions. In a general sense, emotional intelligence includes 5 domains, namely personal competence (self-awareness, self-regulation, self- motivational) and social competence (social-awareness and social-skills). Five domains this is getting better and better in the following explanation. In this research, the researcher focused in *self- awareness competencies*:

Personal Competence (how we manage ourself)

Self-Awareness

Self-awareness is awareness of emotions and the ability to express orally in a suitable manner Goleman, 1999: 56 (as cited in Kurniawan, 2017). Self-awareness is the basis of emotional intelligence which can build on top of other components such as management, social awareness, and relationship management Goleman, 1996: 47 (as cited in Kurniawan, 2017). Goleman, 2002 (as cited in Novesar, 2020) Self-awareness is a person's ability to know what one feels and use it to guide decision-making for oneself, has realistic benchmarks and is in accordance with one's abilities and abilities self-confidence.

Self-awareness is a holistic approach to ourselves for better development at all levels, social, professional, interpersonal, intrapersonal. It is a psychological state in which oneself

becomes the focus of attention (as cited in Freddy Butarbutar, 2020). Self-awareness is the ability to recognize emotions as they really are happening is the key to your EQ. Develop self-awareness requires tuning your true feelings. If you evaluate emotions, you can manage them (as cited in Sulistyawat Meiva, 2019). There are three competencies of self-awareness:

Emotional Self-Awareness, your ability to recognize your own emotion and their effects Goleman, 1998 (as cited in Sulistyawat Meiva, 2019). **Accurate Self-Assessment**, it's the key to recognizing your own strengths and weaknesses. Individuals who perform accurate self-assessments are aware of their own abilities and limitations, seek feedback, learn from mistakes, where they need to improve, and when to work with others who have complementary strengths. I know what to do Goleman, 1998 (as cited in Sulistyawat Meiva, 2019). **Self-Confidence**, sureness about your self-worth and capabilities Goleman 1998 (as cited in Sulistyawat Meiva, 2019).

a) Self-Regulation

Self-Regulation which consists of:

1. Self-control, which is the ability to manage emotions and impulses.
2. Trustworthiness, which is being able to maintain standards of honesty and integrity.
3. Conscientiousness, is a responsibility towards Self-performance.
4. Adaptability, is flexibility in facing change.
5. Innovativeness which is openness to new ideas and information

b) Self-Motivation

Self-Motivation which consists of:

1. Achievement drive, is an encouragement to increase and meet the standard of excellence.
 2. Commitment, is the ability align yourself with the goal groups and organizations.
 3. Initiative, is readiness to act on various occasions.
 4. Optimism, is persistence in chasing targets and overcoming obstacles and difficulties.
2. Social Competence (how we manage relationships)

a) Social-Awareness

Social Awareness consists of:

1. Empathy, is feeling the feelings and other people's point of view and show active interest to others.
2. Service orientation, is aware of and give what is the needs of others.
3. Developing others, is the ability to feel the need and desire for develop others.
4. Leveraging diversity, able take advantage of opportunities from various types of people.
5. Political awareness, understand the power of a connection.

b) Social-Skills

Social skill consists of:

1. Influence, have the ability to persuade.
2. Communication, able understand and convey ideas clearly.
3. Leadership, inspire and direct the group.
4. Change catalyst, initiate and manage changes.
5. Conflict management, negotiate and resolve disapproval.
6. Building bonds, managing relationships.
7. Collaboration and cooperation, cooperate with others to achieve goals together.
8. Team capabilities, create synergy.

Speaking Performance

Ladousse, 1991 (as cited in Agustin et al., 2021) speaking performance as the ability to articulate oneself and record acts or circumstances in specific terms and the ability to converse or express a series of ideas fluently. Furthermore, according to Harmer, 2007 (as cited in Agustin et al., 2021), speaking performance includes the ability to communicate fluently using language features and to process knowledge and language 'on the spot.'

According to (Harun et al., 2022) there are two problems that occur in speaking performance:

Linguistics Problems

According to Spolsky & Hult, 2008 (as cited Fitriani et al., 2015), generally linguistics comprises the detailed of vocabulary, grammar, and pronunciation. Linguistics problems are those problems which make students speaking ability become poor. There are some linguistics problems that affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation. Richards, 2008 (as cited in Fitriani et al., 2015) claims there are some typical learner's problems in speaking. Those problems are, lack of vocabulary needed to talk, poor in grammar and poor in pronunciation.

a. Vocabulary

Vocabulary is one the language component of communication used by human in this life Delatu et al, 2020 (as cited in Harun et al., 2022). Moreover, N. V. F. Liando et al, 2019 (as cited in Harun et al., 2022) states that vocabulary as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning. Vocabulary is an essential part in English as a foreign language that will helps the students to express their ideas. It means that vocabulary is important elements that should be developed by the students. However, in fact the students often face difficulties in speaking because they have lack vocabulary.

b. Grammar

Grammar can be defined as the rules and regulation that govern how a language work Lengkoan et al, 2022 (as cited in Harun et al., 2022). Grammar plays an important role in sentence formation. It helps us to understand nouns, pronouns, verb, adverb, adjective, tense, proposition, form of verb, degrees etc. To learn grammar, it really needs the time and effort, and it may make the students a bit boring to learn it. Celce Murcia, 2001 (as cited in Harun et al., 2022) says that grammar become difficult because it lack an intrinsic connection to our spoken language.

c. Pronunciation

According to Pikirang et al, 2021 and Hinkel 2005 (as cited in Harun et al., 2022) foreign language should be master the individual characteristics of a new language sound. As a foreign language learner, pronunciation is very important because it makes others can clearly understand what you are trying to say. To develop speaking skill, it necessary to correct pronunciation. In fact, not all students can pronounce well, sometimes in one presentation, or given their opinion make errors in pronouncing words, and on other occasions they also made the same errors.

Non-linguistic Problems

a. Shyness

Shyness is an emotion that affect how a person feels and behaves around others. Many of studentssuffer from this an emotional thing when they are required to speak in English in the classroom

b. Lack of self confidence

In the case of foreign language learning, students' emotions tend to be more discouraging rather than encouraging. One of the emotional states that make such process become difficult is lack of self- confidence Karisi et al, 2021 (as cited in Harun et al., 2022).

There are 2 aspects of speaking, but in this research the researcher focused on *fluency*:
Fluency

Oxford learner pocket dictionary 1995:10 (as cited in Sekaran et al., 2018)states that fluency is the state of being able to speak a language smoothly and easily and students are to communicate easilyto others friends. Fluency means the ability to speak clearly Hughes, 2002 (as cited in Huwari, 2019).

Brown, 1980:255 (as cited in Sekaran et al., 2018) fluency is ready and expressive use of language. It is probably best achieved by allowing the “stream” of speech to “flow” then, assumed of this speech spills over beyond comprehensibility to river bank of instruction or same details of phonology, grammar and discourse explained that fluency defined as the ability to across communicative intent without too much hesitation and to many pauses or breakdown in communication.

According to Hornby cited in Nursyamsi, 2010 (as cited in Sekaran et al., 2018) state that fluency is the quality or condition of being fluent. Fluency is highly complex notion relate mainly to smoothness of continuity in discourse. It includes a consideration of how sentence is connected, how sentence patterns vary in word- order and omit elements of structure and also certain aspects of the prosody of discourse.

Hypothesis

The researcher formulates the hypothesis as follows:

H_0 : There is no significant Correlation Between Emotional Intelligence and Speaking Performance
 H_a : There is significant Correlation Between Emotional Intelligence and Speaking Performance

Hypothesis Testing:

H_0 is accepted if (sig. 2-tailed > 0.05) and H_a is rejected
 H_0 is rejected if (sig. 2-tailed < 0.05) and H_a is accepted

Based on the hypothesis testing above, we can conclude that if sig. 2-tailed higher than 0.05, H_0 is accepted it means that there is no significant correlation between emotional intelligence and speaking performance. Where, if sig. 2-tailed less than 0.05, H_0 is rejected it means that there is significant correlation between emotional intelligence and speaking performance.

Research Method

Research Design

This research, the researcher used quantitative research. The data collected about the correlation between emotional intelligence and speaking performance. The researcher also uses the correlation method to find out the correlation between two variables of research.

Research Subject

As part of this research, the researcher used *Simple Random Sampling* as a technique for selected sampling. The researcher applied in the second semester English Education Students of Cokroaminoto Palopo University.

Instrument of the Research

Questionnaire

The number of statements in the questionnaire was 20 statements consisting of three variables namely, emotional self-awareness, accurate self-assessment and self-confidence. In this research use a Likert scale were gradation from Strongly Agree, Agree, Disagree, and Strongly Disagree.

Speaking Test

For speaking test, the researcher gave a theme namely “Daily activity”. Respondents are given max 3 minutes to talk about the theme. So, questionnaire used to know that students’ emotional intelligence and speaking test used to know that students speaking performance.

Technique of the Data Analysis

To found out correlation between emotional intelligence and speaking performance, the researcher analysis the data using SPSS program version 23. To know the strength of the correlation, the researcher uses the classification below:

Table 1. Interpretation Correlation Coefficient

Coefficient Interval	Correlation Level
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Moderate
0,60 – 0,799	High
0,80 – 1,000	Very High

Sugiyono, 2011 (as cited in Ariawan & Nufus, 2017)

Result and DiscussionResult

The Result of Questionnaire

Based on the questionnaire given to students of the second semester English Education at Cokroaminoto Palopo University, in the table 2 below describes the results of the answers from all respondents to each statement in the questionnaire, where (F) is the frequency / total answers and (P) is the percentage:

Table 2. The Questionnaires Recapitulation of Self-Awareness

Statement	Option							
	Strongly (SA)	Agree	Agree (A)		Disagree (D)		Strongly Disagree (SD)	
	F	P	F	P	F	P	F	P
1	11	32%	21	62%	2	6%	0	0%
2	3	9%	19	56%	8	24%	4	12%
3	19	56%	13	38%	2	6%	0	0%
4	0	0%	4	12%	26	76%	4	12%
5	5	15%	27	79%	2	6%	0	0%
6	8	24%	13	38%	12	35%	1	3%
7	4	12%	13	38%	15	44%	2	6%
8	0	0%	3	9%	26	76%	5	15%
9	13	38%	19	56%	2	6%	0	0%
10	16	47%	16	47%	2	6%	0	0%
11	1	3%	15	44%	16	47%	2	6%
12	2	6%	17	50%	15	44%	0	0%
13	8	24%	24	71%	2	6%	0	0%
14	0	0%	5	15%	22	65%	7	21%
15	17	50%	15	44%	2	6%	0	0%
16	23	68%	9	26%	2	6%	0	0%
17	17	50%	14	41%	3	9%	0	0%
18	0	0%	3	9%	23	68%	8	24%
19	2	6%	22	65%	9	26%	1	3%
20	0	0%	4	12%	15	44%	15	44%

The Result of Speaking Test

Based on the table 3 below shows that from 34 students, 6 students who could achieve good category, 20 students who could achieve fairly good category and 8 students who could achieve poor category.

Table 3. The Students' Score in Oral Speaking Test

No	Respondents	Score	Classification
1	R1	3	Fairly Good
2	R2	3	Fairly Good
3	R3	3	Fairly Good
4	R4	2	Poor
5	R5	2	Poor
6	R6	3	Fairly Good
7	R7	3	Fairly Good
8	R8	3	Fairly Good
9	R9	4	Good
10	R10	3	Fairly Good
11	R11	3	Fairly Good
12	R12	3	Fairly Good
13	R13	3	Fairly Good
14	R14	3	Fairly Good
15	R15	3	Fairly Good
16	R16	3	Fairly Good
17	R17	2	Poor
18	R18	3	Fairly Good
19	R19	2	Poor
20	R20	3	Fairly Good
21	R21	3	Fairly Good
22	R22	4	Good
23	R23	4	Good
24	R24	3	Fairly Good
25	R25	2	Poor
26	R26	2	Poor
27	R27	3	Fairly Good
28	R28	4	Good
29	R29	3	Fairly Good
30	R30	4	Good
31	R31	2	Poor
32	R32	2	Poor
33	R33	3	Fairly Good
34	R34	4	Good

Correlation Analysis

Hypothesis testing was done to find out the correlation between emotional intelligence and speaking performance. The researcher did the correlational test using SPSS (Spearman's Rho) program version 23 below:

Table 4. The Result of Correlation Analysis

Correlations				
Spearman' srho	Emotional Intelligenc e	Correlatio n Coefficient Sig. (2-tailed)	Emotional Intelligence	Speaking Performanc e
			1.000	.179
			.	.312

	N	34	34
Speaking Performance	Correlation Coefficient	.179	1.000
	Sig. (2-tailed)	.312	.
	N	34	34

Based on the result of data above, it can be concluded that significant value and the interpretation of the correlation test described as follow:

- The correlation coefficient value is 0.179 which the value close to 1.00 indicates a positive correlation. Positive correlation indicates that when the variable X increases, the variable Y also increases.
- The correlation coefficient value 0.179 is between 0.00 – 0.199. It means that the strength of correlation coefficient between two variables came in Very Low Correlation.
- The significance value Sig. (2-tailed) is 0.312, because the significantly is higher than 0.05 (0.312 > 0.05), it can be concluded that there is no significant correlation between emotional intelligence and speaking performance (H_0 is accepted and H_a is rejected).

Discussion

In this part, the researcher presented the discussion about the data analysis on the research that has been presented in findings. The discussions consist of description about students' emotional intelligence and speaking performance. Based on the research was conducted, where samples 34 students from 45 population. This research was conducted in the second semester of English Education Students of Cokroaminoto Palopo University, the data was collected in July 2022.

Emotional intelligence is a person's ability to recognize, understand, and manage emotions, both in oneself and in others. Everyone is born with emotional intelligence, but everyone has different levels. Based on the explanation of statements 1 to 20 above, the researcher concludes that respondents have high emotional intelligence. Respondents always agree with positive statements for example statement that respondents know their feelings when they are speak, feel be confident in front of their friends, feel not pessimistic and want to continue to learn and develop their abilities. Supported by Hein, 1999 (as cited in Rismi, 2020) suggests specific signs or characteristics of high emotional intelligence. These characteristics include:

- Can express emotions clearly. This section corresponds to the result of statements 1, 7, 14.
- Not afraid to express their feelings. This section corresponds to the result of statements 2, 9, 11, 12,
- Not dominated by negative feelings. This section corresponds to the result of statements 15, 16, 18.
- Behave as you wish, not because necessity, encouragement and responsibility. This section corresponds to the result of statements 4, 5, 8.
- Having flexible emotions. This section corresponds to the result of statement 13.
- Optimistic, does not internalize failure. This section corresponds to the result of statements 3, 10, 19, 20.

Meanwhile for students' speaking performance collected from speaking test with daily activity theme. The result of speaking test, students got various score start from category poor were 8 students, category fairly good were 20 students, and category good were 6 students. There is no student in the category very poor and very good. In this research, the researcher used speaking scoring rubric by Harris, 1969.

Based on the results of the respondent's speaking test, the researcher concluded that emotional intelligence has very low correlation with speaking performance, this is accordance with the results of the correlation analysis test using SPSS. Because the most influential factor

on speaking performance comes from linguistic problems. According to Spolsky & Hult, 2008 (as cited Fitriani et al., 2015), generally linguistics comprises the detailed of vocabulary, grammar, and pronunciation. Linguistics problems are those problems which make students speaking performance become poor.

In this research, respondents' difficulties to pronounce some English words, most of respondents can't speak English fluently because they have limited vocabulary. Respondents always hesitate to say a few words and think too long to connect the next sentence. Delatu et al, 2020 (as cited in Harun et al., 2022) vocabulary is one of the language component of communication used by human in this life. It means that the vocabulary is important elements that should be developed by respondents.

In addition, respondents lack of pronunciation. Most of the respondents had difficulty in pronouncing some words so that it was difficult to understand the meaning of the words. Sometimes the respondent pronounces the word or sentence according to the writing of the word which means that this is something wrong. Pronunciation is very important because it makes others can clearly understand what you are trying to say. To develop speaking skill, it necessary to correct pronunciation. Next problem come from grammar, although some people think that grammar is not too important than vocabulary and pronunciation, grammar will be very useful to facilitate communication so that it is easy to understand each other, especially if students speak with native speakers. In this research, respondents do not care about the use of correct grammar because they do not know about it.

Besides linguistic problems, the factor also that affects speaking performance is topical knowledge. It is defined as knowledge structures in long-term memory Bachman, L. F., & Palmer, 2010 (as cited in Manurung, 2020). It can be said that topical knowledge is the speakers' knowledge of relevant topical information that enables learners to use language regarding the world in which they live. This task gets easier for learners who own knowledge about the relevant topics. while the ones who do not have to feel more difficult because of anxiety. A person's fluency in speaking depends on their linguistic ability, if students have a lot of vocabulary, good pronunciation and the use of correct grammar, it can be ensured that students can speak fluently. Fluency will make students more confidence and the audience can clearly understand what is being said.

Conclusion

Based on the results of the research, the researchers concluded that respondents have high emotional intelligence but very low correlation with speaking performance. It can state that influential factor on speaking performance comes from linguistics problem. Linguistics problems are those problems which make students speaking ability become poor. There are some linguistics problems that affect someone in speaking, such as lack of vocabulary, lack of pronunciation and poor in grammar.

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