THE CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND STUDENTS' SPEAKING ENGLISH SKILL AT EIGHT GRADE OF SMP K BHARATA 2 JUMAPOLO THE ACADEMIC YEAR 2022/2023

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ABSTRACT

This study aims to determine the correlation that occurs between students' emotional intelligence with the English speaking skills of eighth-grade students at SMP K Bharata 2 Jumapolo during the academic year 2022/2023. The researcher used quantitative methods as well as correlational techniques. The result of this study showed that there is a positive correlation between students' emotional intelligence and students' English speaking skills. It is proven by the results after analyzing the two variables using the Person Product Moment formula, $r_{xy}= 0.494$. From the results of rx : r table = 0.494 > 0.367 and at a degree of significance of 1% rx : r table = 0.494 > 0.470. It can be concluded that the Null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It means that there is a positive correlation between students' emotional intelligence and students' English speaking skills. Thus, the higher the students' emotional intelligence, the better their speaking skills.

Key words: Students' Emotional Intelligence, Speaking Skill, Correlational Study.

INTRODUCTION

The ability to speak is something that is quite important in life, speaking is very important in everyday life because speaking is a vital complementary tool in communicating and language is an important part of communication. According to Hayani (2019), speaking skills are a person's ability to convey ideas and receive them well when getting information. It can be concluded, speaking skills are very important for students. In fact, there are still many students who have difficulty speaking with native speaker.

Therefore, in a foreign language speaking skill, speaking skill is the most important sequence. In learning a language, it is required to have an effect on building a speaker or learner's desire and how the child's feelings and attitudes play a role in speaking. According to Roinah's (2019), research on "Problems in Learning English," there are a variety of external and internal factors that can influence students' ability to learn English. Internal variables such as: Learning attitude, learning motivation, learning attention, learning intellect, learning success, study habits, the ability to comprehend instructional materials, and the ability to attain Internal circumstances appear to have a significant impact on some students' learning of a

second language; they report that this lesson is exhausting and difficult.

Meanwhile, students' skills are not only determined by their intelligence quotients (IQ), but also by the academic field, which makes children able to understand and use English language skills. There is emotional intelligence (EI), which is one factor that is also considered important in learning English, especially speaking skills. Emotional intelligence is the ability to understand the meaning of emotions and relationships and use them to solve problems. Emotional intelligence is needed by students who want to succeed in learning.

According to Lahey (2003), emotion is a feeling, both positive and negative, that is associated with behavior and is accompanied by physical arousal. Emotion is the most natural factor in shaping a person's behavior and character in humans. Emotions and feelings are crucial in determining happiness and sadness in human life. The root word 'emotion' comes from the Latin word 'Movere', which implies that the tendency to act is absolute in emotion (Goleman, 2016, p. 7). That is, emotions play a role in encouraging someone to act or respond to problems quickly. So it can be concluded that

Emotion is an expression of feelings that he actually feels that is shown to someone or something, it can be in positive and negative forms.

Therefore, this study was conducted to find out whether there is a relationship between Emotional Intelligence and Student Speaking English Skills for Class VIII Students of SMP K Bharata 2 Jumapolo with the title "The Correlation Between Emotional Intelligence And Students' Speaking English Skill At Eight Grade Of SMP K Bharata 2 Jumapolo The Academic Year 2022/2023." Using Variable (X) Emotional Intelligence and Variable (Y) Students' Speaking English Skills.

RESEARCH METHOD

The research would be conducted at SMP K Bharata 2 Jumapolo at Tengklik, Mojorejo, Mojoroto, Kedawung. Jumapolo, Karanganyar Regency, Central Java. This research used correlation methods in quantitative design. In the correlation approach, the researcher conducted a statistical test of correlation to characterize and assess the relationships between two or more variables. To get the result of two variables X and Y, a student emotional intelligence test was carried out by distributing questionnaires to determine the results of the student's English speaking skills on the speaking test.

The questionnaire used to measure students' level of emotional intelligence was adapted from San Diego City College's MESA Program from a model by Paul Mohapel. In this study, a closed question questionnaire was used, because the respondent only needed to mark one answer that was considered correct.

In collecting data used Likert Scale. According to Sugiyono (2017), the Likert Scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena. The Likert scale used in this study is a minimum score of 1 and a maximum score of 5. And to get the results of speaking skills, a speaking test is carried out. To know the students' English speaking skills. The test is used to measure the level of ability to speak English, students carry out a dialogue with their friends with the theme "Getting Attention", then students come forward to read or say the dialogue. And for the assessment of this test will be carried out using the David P. Harris scoring rubric.

RESULT AND DISCUSSION

A. **Result**

1. **Emotional Intelligence**

The researcher obtained data from questionnaires distributed to 31 students of

class VIII SMP K Bharata 2Jumapolo. Students' emotional intelligence an independent variable in this study (X). This study employs a questionnaire to assess emotional intelligence. In this study, there were 40 items on the questionnaire, as described in the data analysis technique. The questionnaire was assessed with (Sugiyono:2018) rating on a Likert scale. There are 5 possible ratings on this scale, the following five options: Never, Rarely, Sometimes, Often and Always.

Table 4. 1 The Data of Emotional Intelligence (Variable X)

Score	Frequency	Percentage
40-50	3	10%
51-60	8	26%
61-70	10	32%
71-80	9	29%
81-90	1	3%
TOTAL	31	100%

From the emotional intelligence data table above, there are several groups of scores, it can be seen that students who have the lowest scores are those who have a value of 40 and 50, with as many as three kids having a percentage of 10%, while students with a score of 51-60 are 8 students with a percentage of 26%, a score of 61-70 obtained by these 10 students is the highest score with a percentage of 32%, a score of 71-80 obtained by 9 people with a

percentage of 29% is already higher than the average of other students, and the highest result has a score of 81-90 with a total frequency of 1 student with a percentage of 3%.

2. Speaking Test

Students' English speaking skills as the dependent variable (Y). To find out the students' speaking scores, the researcher gave oral tests to students. In this study, students were assessed based on the five components of speaking skills using the David P. Harris rating scale. This test is evaluated according to five criteria, namely: pronunciation, grammar, vocabulary, fluency, and comprehension.

Table 4. 2 The Data of English Speaking Skill (Variable Y)

Score	Frequency	Percentage
80	19	61%
84	4	13%
88	4	13%
92	4	13%
TOTAL	31	100%

From the english speaking skill data table above, It is evident that there are still a large number of students that receive an average score, with the lowest scoring group of 19 students having an 80, representing a 61% percentage of the total group. Students are much better than the previous score with a score of 84, and as

many as 4 students with an average percentage of 13%. And the highest score is 92, with as many as 4 students with a percentage of 13%. The number of frequencies that are still the same as the previous scores, it is hoped that student's English speaking skills will improve.

B. Disscussion

1. Emotional Intelligence

After conducting research and processing data, the researcher gets a recapitulation of data that can be analyzed and discussed from the data obtained. The data is processed using the calculation technique from (Sudjana as quoted in Sulastri:2013) to find final score with the formula for students' points multiplied 100 after being split by the highest possible score, it can be concluded that the total score of 31 respondents is 1.982. According to the SPSS program, the mean score for students' outcomes is 63, the median was 64, the range was 39, and the least and maximum students' score are 72 and and the minimum and maximum scores for students' emotional intelligence are 43 and 82, respectively.

Table 4.3 Output SPSS of Students Emotional Intelligence

STATISTIC		
N	Valid	31
	MISSING	0
Mean	63.94	
Median	64.00	
Mode	59[a]	
Std.Deviation	9.522	
Variance	90.662	
Range	39	
Minimum	43	
Maximum	82	
Sum	1982	

Based on the statistical result obtained above, it is divided into two categories of emotional intelligence scores. The first is having emotional intelligence poorly, and the second is having emotional intelligence highly. Students who are classified as having low emotional intelligence scores fall below a score of 43, while those who are classified as having strong emotional intelligence scores fall above 82. In light of the aforementioned table, it is determined that 64 is the median score for students' emotional intelligence. This indicates that the majority of students are highly to learn how to speak English. From the average data, it can be inferred that students are very emotional to speak English because very few of them received score below 64.

2. Speaking

After conducting research and processing data, the researcher gets a recapitulation of data that can be analyzed

and discussed from the data obtained. The data is processed using the calculation technique from (Sudjana as quoted in Sulastri:2013) to calculated the final score, increase the students' points by the top score and divided that result by 100. The sum of the scores for the 31 respondents is 2.576, according to the data obtained above. According to the SPSS program reveals that the minimum and highest speaking score for students are 80 and 92, respectively, with the mean learning outcomes score for students being 83, the median 80, and the range 12.

Table 4.4 Output SPSS of Students English Speaking Skill

STATISTIC		
N	Valid	31
	MISSING	0
Mean	83.10	
Median	80.00	
Mode	80	
Std.Deviation	4.467	
Variance	19.957	
Range	12	
Minimum	80	
Maximum	92	
Sum	2576	

The mean speaking rating is 83 according to the results of the statistics above. This demonstrates that most students communicate at a reasonable intensity. The minimal speaking score is 80. Because so few students received scores below 80, it may be deduced from that

based on the average data, students have sufficient skills to speak English.

3. **The Correlation Between Emotional Intelligence and Students' Speaking English Skill**

After obtaining the two data, the researcher carried out the next step, which is to determine whether the two data on the habit of emotional intelligence (X) and Students English Speaking Skill (Y) are correlating or not. The value of the student's habit of watching English movies and vocabulary mastery is related to Pearson's Product Moment formula with the calculation result rxy = 0.494.

Table 4.5 Output of Correlation Between Students' emotional intelligance Score and Students' Speaking English Score by Applying SPSS

Correlations Variable X & Variable Y

		Emotional Intelligence	Speaking Skill
Emotional Intelligence (X)	Pearson Correlation	1	.494**
	Sig. (2-tailed)		.005
	N	31	31
Speaking Skill (Y)	Pearson Correlation	.494**	1
	Sig. (2-tailed)	.005	
	N	31	31

**. Correlation is significant at the 0.01 level (2-tailed).

After finding the rxy value with calculations using the formula Pearson's Product Moment. Researchers interpret the value of rxy. The results of the analysis of the Emotional Intelligence (X) and (Y) Students Speaking Skill, from the table the correlation table between variable X and

variable Y are 0.494. which means that both variables have a correlation or relationship in the medium numbers. Looking from the simple interpretation with "r" Product Moment (rxy) in the following table follows:

Coefficient of Correlation	Interpretation
0.0 - 0.20	There is a very weak relationship between the two variables, because the relationship is too weak, it is reputed as there is no relationship between those two variables
0.20 - 0.40	There is a weak relationship between two variables
0.40 - 0.70	There is some average relationship between two variables
0.70 – 0.90	There is a strong relationship between two variables
0.90 – 1.00	There is a very strong relationship between two variables.

It is seen from the table that with the value of rxy = 0.494, it is at intervals of 0.40-0.70. meaning that the correlation between variables X and variable Y in this study is fairly strong. It can be concluded that there is a fairly strong correlation between emotional intelligence and students' English-speaking skills. After the researcher gets the results from rx, the researcher continues to look for the t count to determine the significance of the t table and obtains a t count of 3,0597. Then, to determine the t table, the researcher needs to find Df (degrees of freedom) and obtain Df = 29.

CONCLUSION

The Research using two factors under the title "The Correlational Between Emotional Intelligence and Students' Speaking English Skill at Eight Grade of SMP K Bharata 2 Jumapolo The Academic Year 2022/2023. Researchers can conclude that:

1. During the process of learning English and the results of the students' emotional intelligence tests in the form of questionnaires and speaking tests, it can be concluded that students' emotional intelligence can improve students' English speaking skills.

2. To find research results from emotional intelligence (Variable X) and English Speaking Skill (Variable Y), use the formula from Pearson's Product Moment Formula and the findings revealed that rxy = 0.494. The researcher can draw the conclusion that there is a positive correlation between the X and Y variables based on the findings of rxy = 0.494, which indicates that the relationship in this study is at a high level.

3. By comparing the r table at Df = 29 and comparing it with rxy, it can be determined that at the 5 % significance level rxy : r table = 0.494 > 0.367 and at a degree of significance of 1% rxy : r table = 0.494 > 0.470. Meaning in 5% and 1% significance, rxy is greater than r table. In other words, in degrees 5% and 1% significance. The null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted, it can be concluded that there is a correlation between emotional intelligence and students' English skills.

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