

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is one of compulsory subjects in Junior High School level. Basically, learning English has a central role in the intellectual, social, and emotional development of students and supports the success in studying all fields of study. Learning English is expected to help students get to know themselves, their culture, and the culture of others. In addition, language learning also helps students be able to express ideas and feelings, participate in society, and even discover and use analytical and imaginative abilities that exist within them.

In learning English, there are four language competencies should be mastered by students namely listening, speaking, reading, and writing. In teaching and learning processes, English plays as a tool for verbal and written communication. Communicating aims to understanding and expressing information, thoughts, and feelings. Curriculum 2013 explains that “the ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and / or produce oral and / or written texts which are realized in four language skills.”<sup>1</sup>

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<sup>1</sup>Kementerian Pendidikan dan Kebudayaan, “Konsep dan Implementasi Kurikulum 2013”, January

Learning English in school is directed to improve students' literacy skills. Tompkins clarifies that:

“the literacy level includes performative, functional, informational, and epistemic. At the performative level, people are able to read, write, listen, and speak with the symbols used. At the functional level, people are able to use language to meet the needs of everyday life such as reading newspapers, manuals or instructions. At the informational level, people are able to access knowledge with language skills, while at the epistemic level people are able to express knowledge into the target language”<sup>2</sup>

As matter of fact, learning English at Junior High School level is targeted so that students can reach the functional level, namely communicating orally and in writing to solve daily problems, while Senior High School level is expected to reach the informational level because they are prepared to continue their education to higher education. The level of epistemic literacy is considered too high to be achieved by Senior High School level students because English in Indonesia functions as a foreign language.

In the Curriculum 2013 is also explained that one of the objectives of learning English is to develop communication competencies in spoken and written form to achieve functional literacy levels. This communication skill is manifested in speaking activities. For English Foreign Learners (EFL) “speaking seems to be the most important skills of

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16,2021. <https://www.kemdikbud.go.id/kemdikbud/dokumen/Paparan/Paparan%20Wamendik.pdf>

<sup>2</sup>Gail. E. Tompkins. *Literacy in the Early Grades: a Successful Start for Pre-K-4 Readers and Writers*. (Boston: Pearson Education Inc, 2011), 67.

all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language.”<sup>3</sup> In fact, speaking is often considered one of the most difficult aspects of language learning. Many EFL in Indonesia setting find difficulties to express themselves in spoken language in the target language and each student has their own problems.

Davies & Pearse in Tuan and Mai emphasizes that “the major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication.”<sup>4</sup> In fact, not all EFL after many years studying English in formal institution can communicate fluently and accurately because they lack necessary knowledge, lack of practice, lack of vocabulary mastery and not confident to speak English.

Therefore, in order to observe some variables which may affect students’ speaking ability, the researcher tries to find out some factors that affect their speaking ability. Nation and Newton points out that “Students’ speaking ability can be affected by the factors that come from performance conditions (time pressure, planning, the performance of teacher in English language learning, amount of support from family and society), affective factors (such as interest, motivation, confidence,

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<sup>3</sup>Penny Ur. *A course in Language Teaching. Practice and Theory.* (Cambridge: Cambridge University, Press, 1996), 97.

<sup>4</sup>Nguyen Hoang Tuan & Tran Ngoc Mai, “Factors Affecting Students’ Speaking Performance At Le Thanh Hien High School”, *Asian Journal of Educational Research*, Vol. 3, No. 2, 2015, 8.

hesitation, and anxiety), listening ability, feedback during speaking activities. topical knowledge, Intelligence Quotient and Emotional Quotient (a person's ability to accept, assess, manage, and control the emotions of himself and others around him).”<sup>5</sup>

Recently, Emotional intelligence (EQ) has recently been deemed as important as intellectual intelligence (IQ).A study reveals that emotional intelligence is twice as important as intellectual intelligence in contributing to one's success. According to Zig Ziglar in Schutte et al. describes “emotional intelligence (EQ) as a more relevant attitude than intellectual intelligence (IQ) which is described as competence (aptitude): "It is your attitude (EQ), and not your aptitude (IQ),that will determine your altitude.”<sup>6</sup>

From the previous statements, the researcher strongly believes that EQ has a significant influence toward students’ speaking ability. Therefore, the researcher proposes study which entitle *The Relationship Between Emotional Intelligence and Students’ Speaking Ability in Pandemic Covid 19*. Later on, due to pandemic situation, this study will be carried by online and utilize zoom or google meet application to prevent the spread of Corona virus.

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<sup>5</sup> Nation, I. S. P. Nation & Newton, J. *Teaching ESL/EFL Listening and Speaking*. ESL & Applied Linguistics Professional Series, (London: Routledge Taylor & Francis Group, 2009), 29.

<sup>6</sup> Nicola S. Schutte, et al, “Characteristic Emotional Intelligence and Emotional Well-Being” *Cognition & Emotion*,16:6, (2002), 769-785.

## **B. Limitation of the Study**

Based on background of the study, there are many factors affect students' speaking ability such as performance conditions, affective factors, listening ability, feedback during speaking activities, topical knowledge, and Emotional Intelligence. Then, due to the researcher faces some obstacles and has many limitations, so this study will be focused to measure the relationship between Emotional Intelligence and students' speaking ability.

## **C. Research Questions**

To make this study more focus and beneficial for development of science, so the researcher only proposes two research questions, they are:

1. How is speaking ability of the Eighth-grade students of SMPN 1 Pontang?
2. How is the relationship between Emotional Intelligence and students' speaking ability at the Eighth-grade of SMPN 1 Pontang?

## **D. Aims of the Study**

Based on the research questions, so the aims of the study can be inferred as follows:

1. To investigate speaking ability of the Eighth-grade students of SMPN 1 Pontang.

2. To test the relationship between Emotional Intelligence and students' speaking ability at the Eighth-grade of SMPN 1 Pontang.

### **E. Significance of the Study**

In practice, this study hopefully will give significant contribution to many parties such as for English teachers or other researchers. On one hand, for English teacher, this study will reveal her students' speaking ability and it can be a reference to improve the quality of teaching and learning English by selecting effective learning strategy and attractive media which suit to learning outcomes and students' needs. On the other hand, for other researchers, this study exposes some factors may affect students' speaking ability which can be investigated more comprehensively.

### **F. Hypothesis**

Because this is correlational study, so the hypothesis of this study can be drawn as follows:

$H_1$  : there is a significant relationship between Emotional Intelligence and students' speaking ability at the Eighth grade of SMPN 1 Pontang.

$H_0$  : there is no significant relationship between Emotional

Intelligence and students' speaking ability at the Eighth grade of SMPN 1 Pontang.

## G. Previous Study

Regarding to study about speaking ability and Emotional Intelligence, the researcher has found some related literature such as first, the study which conducted by Fitri Septiani Kurniasih with entitled "The effective of talking chips technique to student's speaking ability."<sup>7</sup>The result of this study showed that  $t_o > t_t = 5,10 > 1.67$  in degree of significance 5%. So that (alternative hypothesis) of the result is accepted and (null hypothesis) is rejected. It means that using Talking Chips Technique has significant on student's speaking ability.

Moreover, the second study which conducted by Irwan, Deni Asrida, and Novria Fadli which entitled "Contributing Factors to The Students' Speaking Ability"<sup>8</sup>This research showed that there are some contributing factors to the students' speaking development. Those factors are Teacher, Daily Practice, Listening to English Music, Family Support, Watching English Video and Movie, Motivation to Learn, Classroom Environment, Learning Material. Such as a good teacher would provide good learning.

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<sup>7</sup>Fitri Septiani Kurniasih, "The Effective of Talking Chips Technique to Student's Speaking Ability."(Unpublished undergraduate paper, UIN Sultan Maulana Hasanuddin Banten, 2017), ii.

<sup>8</sup> Irwan, Deni Asrida, and Novria Fadli, "Contributing Factors to The Students' Speaking Ability"*Langkawi*, Vol. 3 No. 2, September 2017, 156.

Support of the family would also give an effective outcome for the student's development.

The last, dissertation which conducted by Todd L. Drew with the title “The Relationship Between Emotional Intelligence and Student Teacher Performance.”<sup>9</sup>The results indicate that Emotional Intelligence (further glossed by EI), as assessed by the BarOn EQ-i, and College Supervisors’ assessments of Student Teacher Performance (further glossed by STP) are related. However, data collected from the Cooperating Teacher and Student Teacher perspectives did not reveal any statistically significant relationship for any EQ/STP variable pair studied. While total Emotional Quotient (further glossed by EQ) scores and scores for the Intrapersonal, Interpersonal, and General Mood Scales had a statistically significant association with two or more individual aspects of STP, the Stress Management and Adaptability Scale scores did not have any statistically significant relationships with total or any aspect of STP. The four participants in the study who had the most anomalous EQ/STP combinations were contacted to participate in interviews. Two individuals agreed, and these interviews revealed the complexity surrounding assessment of STP, and four themes which fall within the

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<sup>9</sup> Todd L. Drew. “The Relationship Between Emotional Intelligence and Student Teacher Performance.” (Ph.D. Dissertation, University of Nebraska, 2006), i.



following analogous EQ-i Subscales: Assertiveness, Interpersonal Relationships, Social Responsibility, and Flexibility.

However, unfortunately, from those previous studies, there is no a single study who had conducted by a researcher that intends to test the relationship between Emotional Intelligence and students' speaking ability. Therefore, the researcher strongly believes that this study is necessary to be investigated in depth.

## **H. The Organization of Writing**

This study will be presented into three chapters with sub-chapters as follows:

Chapter one is introduction which consists of background of the study, limitation of the study, research questions, aims of the study, significance of the study, hypothesis, previous study and the organization of writing.

Chapter two is theoretical framework. This chapter discusses some issues related to emotional intelligence and speaking ability.

Chapter three is research methodology. This chapter involves research method, time and setting, population and sample, research instrument, technique of data collection, and technique of data analysis.

Chapter four is result and discussion. This chapter discusses some research findings and discussion

Chapter five is conclusion. This chapter provides some conclusion and suggestions.