

## **CHAPTER I**

### **INTRODUCTION**

In this chapter the researcher discusses the essential aspects to be understood well before going to next chapters, they are research background, formulation of research problems, research objective, research significance, research assumption, research scope and limitation, definition of key terms.

#### **A. Background of the Research**

Human intelligences are indicated by high cognition, motivation and self-awareness. Through their intelligence, human possess the cognitive abilities to learn, compose a concept, understand, arrange a case logically, with reason, including the ability to recognize a design, construct ideas, plan, solve problems, make decisions, retain information, and use language to communicate. As individual have a capacity to learn foreign language tend to be different. Among so many factors contributing to second or foreign language learning success, including motivation, attitude or personality types, it seems that one important factor which accounts for success in language learning is the degree of intelligence that individual possess (Pisghadam, 2009 p.1). In other words, students' level of intelligence plays important role in English language learning.

Meanwhile, Smith (2002) mentions that Intelligence Quotient (IQ) does not seem to adequately explain individual difference in academic success or fail to fully explain cognitive ability. Among other intelligences, emotional intelligence is argued to be more important than Intelligence Quotient (IQ) for promoting academic, personal and occupation success (Jahandar, et.al, 2012, Mayer & Salovey, 1993, Mayer & Geher, 1996, Zeidner, et.al, 2009). Turner (2011) adds

that emotional intelligence is a better indicator of success than traditional cognitive intelligence. People with higher emotional intelligence find it easier to form and maintain interpersonal relationships (Rode, et.al, 2006) and to solve problems (Juvec & Gerli, 2001 in Bracket & Salovey, 2006). Thus, EI is argued to be more vital than simply being cognitively smart.

Furthermore, Emotional Intelligence (EI) is also so much necessary for effective social interaction and classroom success (Elias, 2004 in Fatum, 2008 p. 27). Research indicates that emotional intelligence is associated with success in many areas of life, including effective teaching, student learning, quality relationships, and academic performance (Brackett & Katulak, 2006 p.1). Considerable studies also reveal that EI plays a central role in students' academic success, personal and social lives beyond the effects of personality and general intelligence (Jennings & Greenberg, 2009 p.1). The importance of EI exists because emotions drive attention which impact learning, memory, and behavior (Ohman, Flykt & Esteves, 2001 in Bracket & Katulak, 2006).

According to Bar-On (2004) the components of emotional intelligence such as an intrapersonal (self-awareness and self-expression), self-regard (to accurately perceive, understand and accept oneself), emotional self-awareness (to be aware of and understand one's emotions), assertiveness (to effectively and constructively express one's emotions and oneself), independence (to be self-reliant and free of emotional dependency on others), self-actualization (to strive to achieve personal goals and actualize one's potential, interpersonal (social awareness and interpersonal relationship), empathy (to be aware of and understand how others feel), social responsibility (to identify with one's social

group and cooperate with others), interpersonal relationship (to establish mutually satisfying relationships and relate well with others, stress management (emotional management and regulation), stress tolerance (to effectively and constructively manage emotions), impulse control (to effectively and constructively control emotions), adaptability (change management), reality-testing (to objectively validate one's feelings and thinking with external reality), flexibility (to adapt and adjust one's feelings and thinking to new situations), problem-solving (to effectively solve problems of a personal and interpersonal nature), general mood (self-motivation), optimism (to be positive and look at the brighter side of life, happiness (to feel content with oneself, others and life in general).

Moreover, studies reveal that emotional intelligence can be taught and students can be coached to develop the tools and skills needed to manage their positive and negative emotions (Darling-Hammond, et.al n.d p. 92). Emotional Intelligence (EI) is not like IQ which is relatively fixed, but Emotional Intelligence is something that can be built as the age (Jahandar, et.al, 2012,p.1). IQ is more static measures and likely to stay quite constant through life ("Emotional Intelligence", 2014) while emotional intelligence is something that can be improved by learning (Turner, 2011).

Another study conducted by Afshar and Rahimi (2013) studied on the EI and speaking skill. They investigated the relationship among critical thinking, emotional intelligence, and speaking abilities of Iranian EFL learners in several private languages institutes in Sanandaj. The learners filled out the Bar-On emotional intelligence questionnaire, took the California Critical Thinking Skills Test (CCTST) form B, and had an interview. The results of the study showed that

emotional intelligence, followed by critical thinking, correlated with speaking abilities, all components of emotional intelligence correlated significantly with speaking abilities and there was a significant positive relationship between critical thinking and emotional intelligence.

Additionally, Bora Duygu (2012) studied the relation between Emotional Intelligence (EI) and students' perceptions towards speaking classes in preparatory school of a state university in Black Sea Region of Turkey. For the study, two questionnaires were given to the participants in order to see their EQ levels and understand their views on Brain-based speaking activities. The results demonstrated that students with high level of EQ were more eager to attend speaking classes and brain-based activities. However, the ones with low level of EQ did not have healthy relations with the society or confide in themselves, thus being isolated from the classroom.

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication.

Speaking has usually been compared to writing, both being considered "productive skills", as opposed to the "receptive skills" of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and

every listener is at least potentially a speaker (Oprandy, 1994: 153 & EL Menoufy, 1997: 9).

Speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers (Nunan, 1989: 27). Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships) (Brown and Yule, 1983: 3).

Developing speaking skills is of vital importance in EFL/ESL programs. Nunan (1999) and Burkart & Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, speaking is probably a priority for most learners of English (Florez, 1999). Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers.

Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Nunan, 1999 & Celce-Murcia, 2001). In addition, speaking can support other language skills. Recent research has considered oral interaction as an important factor in the shaping of the learner's developing language (Gass & Varonis, 1994). For instance, it was proved that learning speaking can help the development of reading competence (Hilferty, 2005), the development of writing (Trachsel & Severino, 2004) as well as the development of listening skills (Regina, 1997).

According to Krashen (1981) in Zarezadeh (2013) that learning a foreign language is difficult, exhausting and replete with stresses and strains for the learners. The problems get more difficult for the students as they are expected to communicate with a language which is different with their mother language. Thus, having the ability to manage emotions when facing complicated learning situation is useful for students.

In other hand, both emotional quotients and speaking ability have related each other, many factors that improve speaking ability, including motivation, attitude or personality types, it seems that one important factor which accounts factor for success in speaking skill is the degree of intelligence that learner possess. In other word, student's level intelligence have important role in English speaking ability.

Based on explanation above, speaking is important skills to communicate when learning English and most used in daily activity. The learner who have difficulties to improve speaking ability it is because of the psychological factor such as fear of making mistake, shyness, anxiety, lack of self-confidence and lack of motivation. Thornburry (2005) mention that psychological factors contribute to speaking failure and it is because sense of anxiety when it come to speaking. Thus for, if the leaner have introduced the power of Emotional Quotient. They would be able handle an anxieties, shyness, anger, fear, and stresses of learning difficulties. The researcher chooses the learners because there are a lot of student have difficulties in speaking skill especially in English Department. The researcher hope from the research that will be conducted to learner will give good result to developed leaner speaking ability.

Although many studies show EI has the potential to have important role in predicting the overall academic performance ( Zeidner et.al, 2009). However, in Indonesian context, as far as the writer is concerned, there has not been found any studies conducted in the area of emotional intelligence and English language learning especially in speaking skill. Therefore, the major concern of this study seeks to shed light on the correlation between Emotional Intelligence and learners' English language proficiency in Indonesian context. To be more specific, this study investigates the correlation between Emotional Intelligence and speaking ability students in State Islamic Intitute of Tulungagung in Englsih department academic year 2017/2018.

### **B. Research Problem**

This study focuses on the correlation of emotional quotient and learner's speaking ability. This research, particularly, intended to answer this following question:

1. Is there any correlation between emotional quotient and speaking ability of the fourth semester students at State Islamic Institute of Tulungagung?

### **C. Research Objective**

1. To clarify the correlation between emotional quotient and speaking ability of the fourth semester students in State Islamic Institute of Tulungagung.

#### **D. Research Hypothesis**

- a. Null Hypthesis (Ho) : there is no correlation between Emotional Quotient and Speaking Ability
- b. Alternative Hypothesis (Ha) : there is correlation between Emotional Quotient and Speaking Ability

#### **E. Research Assumption**

Research problem in this study is built based on the assumption that emotion is a part of human intelligence. Emotion typically arises in response to an event (Salovey & Mayer, 1990.p.186) and has the potential to influence people's ability to process information (Nelson, 2007). Therefore, based on the explanation above, it can be assumed that emotional intelligence also contributes to students' speaking performance.

#### **F. Research Significance**

- a. For learners

For proficiency English ability, we have to measures the English learning of the student. By measuring their emotional quotient, it can increase their speaking ability.

- b. For English teacher

By measuring the emotional quotient and speaking ability learner, the future research has a new reference about emotional quotient and speaking ability. In additional, the researcher can choose some method to increase speaking ability of the student.



## **G. Scope and Limitation**

The scope involved in this thesis is the emotional quotient learners and limited in learner's speaking ability. This research focuses on the emotional quotient and speaking ability learner.

## **H. Definition of Key Terms**

This study is directed to know emotional quotient and speaking ability learner. In order to avoid misunderstanding, the terms that use defines as follows:

### **a. Emotional Quotient**

Emotional Intelligence or its casual shorthand EQ (*Emotional Quotient*) by Daniel Goleman's book in 1995 "principles provide a new way to understand and assess people's, behaviours, management styles, attitudes, interpersonal skills, and potential."

### **b. Student**

A person formally engaged in learning, especially one enrolled in a school or college; pupil (a student Yale)

### **c. Speaking ability**

Speakign is skill a skill, which deserves attention every bit as much as literary skills, in both first and second language. Learners of a language need to be able to speak with confidence (Bygate, 2003).