

CHAPTER IV

FINDING AND DISCUSSION

In this chapter present the result of data collections and data analysis to get the answer of research problem. It includes the description of data, hypothesis testing, and discussion.

A. Research finding

There were two kinds of research findings in this study. First the result of emotional quotient students and second, the result of speaking ability students

1. Emotional Quotient students

For the first data is taken by distributing the questionnaire. The writer has been finished the field research about students emotional intelligence and their speaking ability of 39 students at the forth semester in English Education Department, faculty of Tarbiyah and teacher training, There were 45 items of the quick emtional quotient self essassment were used to investigate the participants emtional intelligence.

This chapter, the writer gave report concerning the data description (the data of students' emotional intelligence and their speaking ability). As the result of emotional quotient as follow:

No.	Participants	Result of EQ Score
1.	AN	179
2.	AK	144
3.	AO	167
4.	CA	171
5.	DB	125
6.	DA	147
7.	DS	158

8.	DN	113
9.	DSS	143
10.	DR	181
11.	GS	107
12.	GK	168
13.	HN	163
14.	IC	169
15.	IM	168
16.	IB	152
17.	LH	132
18.	MA	134
19.	M S	151
20.	MJ	153
21.	MN	175
22.	MR	173
23.	MSA	170
24.	NF	157
25.	NAR	172
26.	NA	178
27.	NR	191
28.	NN	149
29.	PA	163
30.	RR	150
31.	RA	143
32.	RH	172
33.	RA	144
34.	SV	181
35.	SI	173
36.	ST	158
37.	VA	186
38.	WG	164
39.	ZY	171

According to Multi-Health System (2002) there were 3 level scores of BarOn Emotional Quotient Inventory (EQ-i); first, area enrichment the scoring 60-90, second effective functioning the scoring 90-120, and the third enhanced functioning 120-150, as the result above showed that students have different amount of EQ scoring.

Based on table above, there are no any students who had area enrichment, there are 2 students who had effective functioning and there are 10 enhanced functioning. Then, highest score is 191 and lowest score is 107.

2. Speaking ability students

For the second, the researcher took students from English department in State Islamic Institute of Tulungagung academic year 2017/2018 as the participants. The result students' speaking score as follows:

No.	Participants	Result
1	AN	95
2	AK	70
3	AO	89
4	CA	76
5	DB	76
6	DA	83
7	DS	89
8	DN	89
9	DSS	76
10	DR	89
11	GS	76
12	GK	95
13	HN	76
14	IC	89
15	IM	95
16	IB	76
17	LH	89
18	MA	89
19	M S	76
20	MJ	70
21	MN	83
22	MR	83
23	MSA	89
24	NF	89
25	NAR	76
26	NA	83
27	NR	95
28	NN	76

29	PA	83
30	RR	89
31	RA	76
32	RH	89
33	RA	83
34	SV	76
35	SI	95
36	ST	95
37	VA	76
38	WG	83
39	ZY	95

As the result above, showed that some of students have a good speaking skill. It showed that seven students have highest speaking score 95 and there were two students have lowest speaking score there is 70.

B. The relationship between emotional quotient and speaking ability students

As the data shown data above, the researcher got the result of each variable. This is the result of correlation between emotional quotient and speaking ability student's English department in State Islamic Institute of Tulungagung. The result of each score as follow:

No.	Participants	Result of students' EQ test	Result of students' speaking scoring
1.	AN	179	95
2.	AK	144	70
3.	AO	167	89
4.	CA	171	76
5.	DB	125	76
6.	DA	147	83
7.	DS	158	89
8.	DN	113	89
9.	DSS	143	76

10.	DR	181	89
11.	GS	107	76
12.	GK	168	95
13.	HN	163	76
14.	IC	169	89
15.	IM	168	95
16.	IB	152	76
17.	LH	132	89
18.	MA	134	89
19.	M S	151	76
20.	MJ	153	70
21.	MN	175	83
22.	MR	173	83
23.	MSA	170	89
24.	NF	157	89
25.	NAR	172	76
26.	NA	178	83
27.	NR	191	95
28.	NN	149	76
29.	PA	163	83
30.	RR	150	89
31.	RA	143	76
32.	RH	172	89
33.	RA	144	83
34.	SV	181	76
35.	SI	173	95
36.	ST	158	95
37.	VA	186	76
38.	WG	164	83
39.	ZY	171	95

As the result above showed the scoring both Emotional Intelligence and Speaking Ability and as analysis of the interpretation from two variables as follow:

Analysis result Pearson Product Moment

Correlations

		Emotional Quotient	Speaking Ability
Emotional Quotient	Pearson Correlation	1	,282
	Sig. (2-tailed)		,082
	N	39	39
Speaking Ability	Pearson Correlation	,282	1
	Sig. (2-tailed)	,082	
	N	39	39

The table above showed the correlation coefficient $r = .282$, which indicated there was positive correlation between two variables. From r number (.282) the writer could use it to know the strength of correlation between two variables (see on the data interpretation correlation by Gay in Chapter III). The number of .282 raised between 0.26-.0.50, that means the correlation is moderate

Whereas, for the number significance (Sign) =.082 will be used to know which hypothesis will be accepted or rejected (it will explain in next part)

C. Hypothesis Testing

This research was done in collecting data and got the result of the correlation. But to answer research problem, the writer had to measure whether the hypothesis was rejected or not. The writer had two hypothesis in this research, those are:

1. Null hypothesis (H_0)

There is correlation between emotional quotient and speaking ability students.

2. Alternative hypothesis (Ha)

There is no correlation between emotional quotient and speaking ability students.

To know the answer, the researcher used SPSS hypothesis testing based on the N.Sig (Number of significance). As the result of correlation above (table) got $r=.282$, $N.Sig=.082$. Before the writer concluded the answer, these were the theories of hypothesis based on SPSS calculation:

- a. H_0 is accepted if $N.Sig > 0.05$ ($\alpha = 5\%$)
- b. H_a is rejected if $N.Sig < 0.05$ ($\alpha = 5\%$)

The result of analyzing the data .082 (level of significance 0.05 and 2-tailed) clarified H_0 accepted. The hypothesis testing concluded that $N.Sig > 5\%$, where H_a cannot be accepted. It told that both emotional quotient and speaking ability students' in speaking class are not correlated.

The null hypothesis was result "there is no correlation between emotional quotient and speaking ability".

D. Discussion

As the researcher wrote at the first chapter, this research purposed to find out the correlation between emotional quotient and speaking ability students' English department semester 4 in State Islamic Institute of Tulungagung academic year 2017/2018. In the learning foreign language. Speaking it is a way to present new language English orally. Speaking is an act to express one's ideas, feelings, purpose and thought orally. (Nunan 1991:39). When the learners have problem in

speaking such as feel anxieties, shyness, anger, fear, and low-self confidence, it can impact acquiring the foreign language.

This discussion derived from the analysis of the findings. The analysis has been accomplished in order to answer the research problems. This part present some points concerning in research design, collecting data method and analyzing data based on the result in findings in connection with the related literature.

In this study, the writer had conducting the data collection. The data were collected into using sections. The first was spreading the emotional quotient questionnaire sheet that given to all students as participants in this research. They asked to fill the items of statement on the questionnaire. The questionnaire used to know the level of Emotional intelligence. The second instrument was administering English speaking test the researcher collaborated with the English speaking lecturer had prepared the students to faced the speaking test. Students were told to deliver an English *storytelling* and look for their own theme. Then, give them task to make a video. They had around 2 weeks to prepare the task and prepared well all the thing as like tools for the role. Two qualified relevant lecturers had helped the researcher to assess the students' speaking performance.

In this discussion the writer intended to present derived from the analysis of the findings. The analysis has been accomplished in order the answer the research problem. From the analysis, the researcher got result as follow:

1. The number of participants used in this study was 39.
2. The highest EQ score is 191 and the lowest EQ score is 107
3. The highest speaking score is 95 and the lowest speaking score is 70.

4. The result of calculating correlation between emotional quotient and speaking ability students' test was $r=.282$. Based on Gay interpretation the correlation both two variables are moderate correlation.
5. From SPSS calculation the writer got $N.sig=.082$ where the significance < 0.05 .
6. The hypothesis was accepted was Null hypothesis (H_0)

By the result, it can be concluded that there was positive correlation both two variables in very low correlation. And the hypothesis testing showed there was no correlation between two variables, because $N.Sig.>5\%$, it means H_0 accepted and H_a rejected.

Nevertheless, as the writer explained before, if students had high emotional quotient it might be impact or influence in their speaking acquisition or their test. The students might be failed in their test when they have high emotional intelligence. 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 another case Afshar, Tofighi, and Hamazavi (2016) their research about Iranian EFL learners' emotional intelligence, learning styles, strategy use, and their L2 achievement. The participants in this study included 138 EFL learners from English language institutes in Kermanshah, a city in the west of Iran. The participants asked to complete the questionnaire that developed from BarOn

Emotional Quotient Inventory and the result of Pearson correlation analyses revealed there was no statistically significant relationship between learning styles and L2 achievement; however, the findings indicated L2 achievement was significantly related to emotional intelligence as well as to language learning strategy use.

Additionally, by Abdolrezapour (2012) who studied the relationship between emotional intelligence and EFL learners' writing performance where Forty four students studying Intermediate in a private language institute in Iran participated in this study. The students were native speakers of Farsi and had taken English for three to four years. they had a writing test and the TEIQue-ASF was administered prior to the experiment. As the result there is no significant difference between the means of writing scores of the subjects in the experimental group and those of the control group.

If we back to the theories and compare to the result that showed no correlation between emotional intelligence and speaking ability students', it was in line with the theory. In the term of this research, we can pull the conclusion that if students have high level of emotional quotient. They will also get high score in speaking test.

The result was different with theories above and researcher assumption. However, the correlation showed moderate correlation of two variables, as the writer opinion, ought to there was correlation between emotional quotients and speaking ability students. The writer assumed there are some reasons why this result (H_a cannot be accepted) can be happened, as follow:

1. Teacher has another scoring rubric to score the students without focus on their emotional quotient aspect. Because in speaking skill has some aspect or point to be scored, so the teacher should considerate with another skill or point when the students performance their speaking ability.
2. When the questionnaire distributed to the students, they might be confused with the statement or they might be not give attention with statement that wrote on the questionnaire, so they did not answer them maximal or became misunderstanding in answering the sentences.
3. Next, because of the time distributing the questionnaire was not directly with the time in speaking testing, it might be make the students forgot the feeling when they took the test.