Guttmann scale Method for Analyze Emotional Intelligence and Speaking Achievement Between Students’

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Abstract. The research was done because there is a significant factor in supporting language learning and academic achievement. That factor was emotional intelligence. Additionally, in language learning process, social and personal skills are necessary. As a result, the researcher needed to find and to search about emotional intelligence of the students and their speaking achievement. This research was conducted in SMKN 1 Baso at the tenth grade in academic years of 2019/2020. This research was a correlational research as its design. The instruments of this research were questionnaire for measuring emotional intelligence and documentation for collecting speaking score of the students. It was all of the tenth grade students of SMKN 1 Baso as the population which consists of 7 classes. The sample was 47 students taken by purposive sampling technique. After that, the researcher has used Pearson Product Moment Correlation Coefficient to search and to find the correlation between two variables. The researcher has gotten that the coefficient of relationship between Emotional intelligence of the students and their speaking achievement was 0.48. Based on the result of the research, it can be concluded that emotional intelligence has positive contribution in speaking achievement. The meaning of positive symbol was if the students were intelligent in emotional, they also became intelligent in speaking.

Keywords: correlation, emotional intelligence, speaking.

1. Introduction

In learning process, many people think that intelligent quotient is a main factor which makes students successful. They believe that the students who have high intelligent quotient scores are usually considered more intelligent. In fact, IQ is not always to make someone successful. There are intelligent people who are not successful because they don’t have high motivation and controlled by negative emotions.

To make the people successful, it is important to have high IQ. However, it is not the one factor that is needed by the people to achieve and to get their goals. There is another factor which it can make the people to get successful. The people can be good at job and also at education. The another factor is called “Emotional Intelligence”. Goleman in Esmaeeli states that the people can be smart, and they also can handle their feelings and their emotions with their level of emotional intelligence (Zohre Esmaeeli et al, 2018). He also mentions that IQ just supports 20% for the success of the students and emotional intelligence has important role to help them be successful as the other factor.

The perception of emotional intelligence shows a significant and important role because emotional intelligence is the aptitude to know the emotion, to facilitate thought, to comprehend the emotion, and to regulate the emotion. Moreover, the people who have high EQ will have a positive sense of self, and they will have meaningful and useful relationship with others. EQ also supports academic achievement,
and it helps the students to become more available for learning. In short, high emotional will give some good outcomes for the people.

In language learning, emotional intelligence has relationship with the skills of language learning, and it is as a factor affected to it. One of the parts of language learning is speaking or oral language. Speaking is very important skill that every student must gain. Emotional intelligence is believed to give big effect to the students’ speaking, and it can support the students’ speaking achievement. Bora in Manalulaili says that the students will be active in speaking if they have high levels in emotional intelligence. Because they have social skill and also self esteem, they can cooperate with their friends and others. On the contrary, the students who have low level in emotional intelligence don’t have good relationship and they deny taking part in speaking. Clearly, emotional intelligence has relationship with students’ achievement in speaking or oral communication in language learning.

However, many students have problems in speaking. The students sometime make a lot of mistakes in conveying the message which they want to say to other people, and the others are difficult to understand and to comprehend what they have conveyed. This issue will make the students not confident to speak anything. They will feel shy to speak and they are afraid if the others or their friends are laughing at them when they are speaking. In contrast, there are environmental factors which give a contribution on their problem. Most of the problem is connected with emotional factors. Shortly, the students have different problem in speaking that is caused by many factors.

In short, there are some issues about emotional intelligence and speaking achievement. The researcher found these issues at the tenth grade of SMKN 1 Baso academic years 2019/2020. First, some students who were difficult to be managed, bad relationship with their friends, and disturbing their friend in language learning were able to speak in English. They were disturbing in the language learning such as they walked around the class during the learning process.

Secondly, some students who obeyed in the class, good relationship, good responsibility, giving attention, and interested in language learning, but they chose to be silent and they avoided to take part in speaking activities. They always listened carefully to what was conveyed by the teacher. Not only that, they also had good responsibility if they were given a task. Moreover, they gave attention when teacher taught them, they didn’t speak with their friends, and they were also interested in language learning process, for example, reading and taking note about the material. On the contrary, when the teacher asked them to speak in English, they were not able to speak. They chose to be silent, and they avoided taking part in speaking activities. Thus, the researcher thinks that having good emotional is not always to make the students successful in language learning especially in speaking.

Next, the researcher did interview with English teacher in SMKN 1 Baso. Based on that interview, the teacher said that there were the problems with the students’ emotional intelligence when that teacher taught in English class. The English teacher stated that the problems related to adaptability of the students. There were the students who were still shy, afraid, and not comfortable in the class because it was the period of their development. Furthermore, it was also caused by the transition from Junior High School to Vocational High School so that they felt difficult to adapt to new environment. In one class, maybe there were 5 until 6 students who were difficult to be regulated by the teacher such as they didn’t want to pay attention and to do the task. Besides, they also felt bored and not serious in studying like they often asked permission to leave the class. On the other hand, if the teacher asked them to speak up, they could speak in English even though it was not perfect. Shortly, the students who were difficult in adaptability, difficult to be regulated and not serious in studying were able to speak in English.

Lastly, the English teacher also said that there were the students who were good attitude, polite, and quite in studying were not able to speak up. As an example, they were polite if they asked something to the teacher, and they didn’t want to make a noise when studying. Not only that, there were another problems from the interview with English teacher that the students who couldn’t speak up because they had limited vocabulary, they had bad pronunciation, and they couldn’t arrange words into sentences. Therefore, they chose to avoid speaking in English.

Thus, the problems that happened were related to students’ emotional. Based on the theory which has been explained above, it is said that the students who have good emotional intelligence, so they are
successful in language learning process especially in speaking. In fact, the researcher found that the students who had bad emotional were able to speak in English even though it was not fluent. Briefly, the researcher found the facts that were contrary to the theory.

Then, research under the title “The Correlation between Students’ Emotional Intelligence and Speaking Achievement at the Tenth Grade of SMKN 1 Baso Academic Years 2019/2020” conducted. The formulation of this research was formulated as follows:

1. Is there any significant correlation between students’ emotional intelligence and speaking achievement?
2. What is the correlation direction between students’ emotional intelligence and speaking achievement?
3. What is the magnitude of the relationship between students’ emotional intelligence and speaking achievement?

2. Methodology

This research is correlational design. Correlational research is a research that involves an action collecting data to find out whether there is a relationship and correlation between two or more variables and to determine the stage of that correlation and that relationship. About the population, in this research, all of the tenth grade of SMKN 1 Baso was used as the population which consisted of seven classes.

Besides, about the sample, it is the part of population, and the researcher used it for doing the research. Sample should be able to represent the population. For this research, it used non probability sampling. One of technique of non probability sampling is purposive sampling. Purposive sampling is the technique that is used by the researcher by using some considerations to take the sample. The researcher used two classes for the sample in this research. The researcher took those classes because those classes were handled by one teacher. As a result, the teacher has the same way in giving students’ speaking assessment because the researcher used documentation as instrument for variable y.

Not only that, the teacher in that school also gave suggestion to the researcher to take the sample from those two classes. In purposive sampling, the researcher took the sample using the experience and knowledge of the group that have been known. As a result, the researcher used purposive sampling because the researcher has the experience and prior knowledge about the group that will be sample.

In this research, questionnaire and documentation were used as the instruments. The researcher used self report questionnaire by Bar-On for measuring students’ emotional intelligence and documentation for measuring students’ speaking achievement. In questionnaire, the researcher used Guttmann scale which is “yes” and “no”.

| Response | Favorable (+) | Unfavorable (−) |
|----------|--------------|----------------|
| Yes      | 1            | 0              |
| No       | 0            | 1              |

(Lijan Poltak Sinambela (2014 : 147)

The questionnaire that has been arranged before, it must be done validity test. If the questionnaire is not valid, it won’t be gotten a good research results. To find out whether the questionnaire is valid or not, it is important to do validity test. After that, the items of statements that are not valid, so it must be discarded or not used as items of questionnaire. In this research, it will be used content validity. To determine the validity, the researcher will consult with the lectures in IAIN Bukittinggi. By consulting with the lectures, the researcher will get information about how to make good questionnaire.

To find that students’ emotional intelligence and speaking achievement have relationship or no, the researcher uses Pearson Product Moment Correlation Coefficient.
3. Result and Discussion

The data were gathered by using questionnaire and documentation. The data about students’ emotional intelligence was collected by using questionnaire. Meanwhile, documentation was used to collect data about students’ speaking achievement. There were 47 students at the tenth grade of SMKN 1 Baso that answered the questionnaire. Then, the researcher analyzed the questionnaire by using product moment formula. The result of the students’ emotional intelligence and speaking achievement has been provided in the table below:

| Table 2. Descriptive Statistics |
|---------------------------------|
| **Descriptive Statistics**      |
| N | Minimum | Maximum | Mean | Std. Deviation |
|---|---------|---------|------|---------------|
| Emotional Intelligence Score    | 47      | 27      | 86   | 68.53         |
| Valid N (listwise)              | 47      |         |      |               |

| Table 3. Descriptive Statistics |
|---------------------------------|
| **Descriptive Statistics**      |
| N | Minimum | Maximum | Mean | Std. Deviation |
|---|---------|---------|------|---------------|
| Speaking Score                  | 47      | 51      | 84   | 68.49         |
| Valid N (listwise)              | 47      |         |      |               |

| Table 4. Pearson product moment correlation |
|--------------------------------------------|
| **Correlations**                           |
| x       | Y       |                 |                  |
| Pearson Correlation                        | .480**  | Sig. (2-tailed) | .005             |
| N      | 47      | 47              |                 |
| Y       | Pearson Correlation | .480**  | Sig. (2-tailed) | .005             |
| N      | 47      | 47              |                 |

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

Thus, the correlation coefficient which shows the relationship between emotional intelligence of the students and their speaking achievement was 0.48.

Clearly, the correlation coefficient which shows the relationship between emotional intelligence and speaking achievement is 0.48. About the second question, 0.48 was the correlation coefficient of this research. As a result, it showed the positive symbol. It means that if the students were intelligent in emotional, they also became intelligent in speaking. Therefore, there is a significant correlation between emotional intelligence of the students and their speaking achievement because the result of this calculation has positive symbol.

Shortly, the correlation coefficient that shows the correlation between emotional intelligence of the students and their speaking achievement is 0.48. To know about the magnitude of the correlation, it should be consulted to the table below:
Table 5. Pearson product moment correlation

| Coefficient | Magnitude of correlation |
|-------------|--------------------------|
| 0.80 - 1.00 | Very High                |
| 0.60 – 0.79 | High                     |
| 0.40 – 0.59 | Sufficient               |
| 0.20 – 0.39 | Low                      |
| 0 – 0.19    | Very Low                 |

(Lijan Poltak Sinambela (2014 : 208)

This interpretation answers the third question in this research. Based on the interpretation table above, 0.48 has “sufficient” correlation because it is between 0.40 – 0.59. It can be concluded that the magnitude of the correlation between emotional intelligence of the students and their speaking achievement is sufficient.

To determine whether the researcher will accept or reject the hypothesis, the researcher consults to r-table by using significant alpha value (\(\alpha\)) = 0.05 and \(df\) = 45. Based on the r-table, it is obtained 0.2876, and the researcher has \(r = 0.48\). It means that score is bigger rather than r-table score.

If \(r_{xy} > r_{tab}\), so \(H_a\) is accepted and \(H_0\) is rejected

\(0.48 > 0.2876\), so \(H_a\) is accepted and \(H_0\) is rejected

Briefly, \(H_0\) is rejected and \(H_a\) which states that there is significant correlation and relation between emotional intelligence of the students and their speaking achievement is accepted.

4. Conclusion

Based on the finding and discussion above, it can be summarized that the \(H_a\) or alternative hypothesis of this research is accepted. The result is obtained after the researcher consulted score to r-table. Score that has been gotten by the researcher is 0.48 whereas r-table score on alpha 0.05 is 0.2876. It means that score is bigger than r-table score. Additionally, emotional intelligence has positive contribution in speaking achievement. It means that if the students were intelligent in emotional, they also became intelligent in speaking.

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