THESIS

AN ANALYSIS OF STUDENTS' EMOTIONAL INTELLIGENCE

MANAGEMENT IN SPEAKING ENGLISH:

A STUDY AT SMAN 1 SOPPENG

ANDI ERINA FAQIHA ASNAWI

GRADUATE PROGRAM

FACULTY OF CULTURAL SCIENCE

HASANUDDIN UNIVERSITY

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Thesis

As one of the requirements for achieving Master's Degree

English Language Studies Program

Written and submitted by

ANDI ERINA FAQIHA ASNAWI

F022211009

To

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"An Analysis of Students' Emotional Intelligence Management in Speaking English: A Study at SMAN 1 Soppeng"

was the result of my own work. If it is proven later that some parts of this thesis are the work of others, I am willing to accept any sanctions for my dishonesty.

Makassar, March 12th 2023

The Researcher
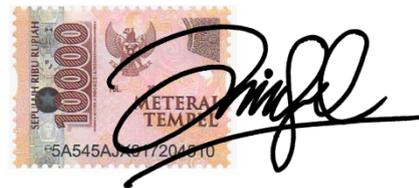
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ABSTRACT

ANDI ERINA FAQIHA ASNAWI**.** *An Analysis of Students' Emotional Intelligence Management in Speaking English: A Study at SMAN 1 Soppeng* (supervised by Abidin Pammu and Nasmilah).

This research aims to investigate the kinds of students' emotional intelligence in speaking activity and what strategies they applied in managing their emotions. The research used a descriptive qualitative approach. The participants of the study were 64 students of the year 11 class MIA and IIS in SMAN 1 Soppeng. The research data were collected by means of observation and interviews. The data were analyzed using Miles and Huberman's data analysis model, involving data collection, data reduction, data presentation (display), and confusion drawing and verifying. The research results indicate that the students experienced both positive and negative emotions in speaking English. The emotions were identified by facial expressions, gestures, and vocals. The findings also confirm that students encountered positive emotions, such as happiness; on the other hand, the students frequently encountered negative emotions, such as anxiety, nervousness, and fear in speaking activity. In addition, students were able to manage negative emotions by using three of the five competencies related to emotional intelligence when speaking English. The competencies included self-awareness, self-regulation, and motivation. They used those competencies to recognize and manage their emotion when speaking.

Keywords:Emotional Intelligence, Speaking English, Emotional Management

ABSTRAK

ANDI ERINA FAQIHA ASNAWI. *Analisis Manajemen Kecerdasan Emosi Siswa dalam Berbicara Bahasa Inggris: Studi di SMAN 1 Soppeng* (dibimbing oleh Abidin Pammu and Nasmilah).

Penelitian ini bertujuan; (1) mengetahui jenis-jenis kecerdasan emosional siswa dalam kegiatan berbicara; (2) strategi apa yang mereka terapkan dalam mengelola emosi mereka. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Partisipan penelitian adalah 64 siswa kelas 11 MIA dan IIS di SMAN 1 Soppeng. Data penelitian dikumpulkan dengan menggunakan observasi dan wawancara. Analisis data menggunakan model analisis data Miles dan Huberman, meliputi pengumpulan data, reduksi data, penyajian data (*display*), dan penarikan kesimpulan serta verifikasi. Hasil penelitian menunjukkan bahwa siswa mengalami emosi positif dan negatif dalam berbicara bahasa Inggris. Emosi diidentifikasi oleh ekspresi wajah, gerak tubuh, dan vokal. Saat berbicara, siswa sering memiliki emosi positif, seperti kebahagiaan. Di sisi lain, siswa sering mengalami emosi negatif, seperti kecemasan, kegugupan, dan ketakutan. Selain itu, siswa mampu mengelola emosi negatif dengan menggunakan tiga dari lima kompetensi terkait kecerdasan emosional saat berbicara bahasa Inggris. Kompetensi tersebut meliputi kesadaran diri, pengaturan diri, dan motivasi. Mereka menggunakan kompetensi tersebut untuk mengenali dan mengelola emosi mereka saat berbicara.

Kata kunci: kecerdasan emosi, berbicara bahasa Inggris, manajemen emosi

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CHAPTER I
INTRODUCTION

1.1 Background of Study

As of recently, one of the compulsory subjects for students to study in Indonesia is English as a Foreign Language, and students are expected to have a working command of the language. According to Pammu et al. (2014), it is significant to possess a proficient level of English as a Foreign Language (EFL), which is advantageous for those who want to pursue education. English skill is significant for students to master. The students are put in the position of having to increase their English skills, whether or not it is easy for them to do so. In order to improve their English language skills and fluency, students make an effort to participate actively in the English language teaching and learning process that takes place in the classroom.

The classroom is often recognized as the single most important setting for language learners to gain information about and practice their target language. For students of English as a Foreign Language, this is especially true. When it comes to learning a foreign language or a second language, the ability to speak is considered to be the most crucial of the four core language abilities. In general, a variety of research reports and findings mostly cited that speaking ability is consistently as one of the characteristics of language acquisition that is regarded as the most challenging.

English language learners commonly find it challenging to express themselves in spoken language. They are generally facing problems using foreign language to express their thoughts effectively. They stop talking because they encounter psychological obstacles or unable to find the suitable words and expressions (Leong & Ahmadi, 2017). In line with this, Bueno, Madrid, and McLaren in Parupalli (2019) said that speaking is one of the most difficult skills language learners have to acquire. In line with that, (Belegdair, 2015) argued that EFL students' difficulties on performing English speaking probably caused by cognitive or psychological factors.

However, it seems that language learners are unable to communicate effectively and fluently due to a lack of understanding in this area. In accordance with this, Tuan & Mai (2015) identify the aspects that influence the speaking performance of students, including motivation, confidence, anxiety, time, planning, quantity of assistance, standard performance, listening capacity, and feedback during speaking activities. The majority of students want and anticipate receiving performance feedback from their teachers. There are methods to appreciate everyone on a higher level of self-efficiency. In other words, students' level of emotional intelligence and self-efficacy play crucial roles in English language acquisition.

According to Rivers (1968), teachers must give multiple opportunities for students to enhance their speaking capabilities. This demonstrates that students studying a foreign language must participate in a substantial amount of speaking practice in order to overcome the issue of speaking. Therefore, feedback is essential for student growth. Providing feedback entails revealing to students their strengths and weaknesses. It is supported by Nasmilah et al., (2021), who stated that teacher feedback as a source of input plays an essential role in aiding students to enhance their communicative competence.

The influence of emotion is also a vital component of learning. Emotion has a significant part in influencing students since it directs their attention to be more engaged in achieving learning objectives by adopting good behavior (Valiente & Eisenberg in Anderman, 2009). Emotions also have a big impact on language learning because emotion is a psychological state that is owned by an individual which can determine the action and behaviour towards the environment, includes their learning environment. It is difficult to define but emotion consists of feelings, behaviour, physiological changes, cognitions and always occurs in a particular context that influences it.

Studies about emotional intelligence are urgently needed. The influence of emotion is also a significant aspect of learning. People with poor emotional intelligence might find it harder to accurately identify emotions, recognize how other people feel, or express and honor emotional needs. Emotion determines one's learning process, especially in a collaborative learning process that often

became a recommendation in learning at this time (Nagaime, 2014). Emotion affects the contribution of student achievement and maintains good relationships between peers and teachers of the subject-related, physical and psychological state as well as the long-term success of the students (Brackett and Rivzxers, 2009). Students will perform better with positive emotion.

However, there are two types of emotion can affect learning outcomes in learning English. The emotions categorized into positive emotion and negative emotion (MacIntryev & Gregesen, 2013). Positive emotional factors like self-esteem, empathy, and motivation can facilitate the learning process, yet negative emotions such as anxiety contribute to students' poor performance in the class (Arnold & Brown, 2005) emotions lead the students to feel very unpleasant during learning, they do not have desires to learn because the negative emotions bring them to that situations as Pam (2013) defines negative emotions "as an unpleasant or unhappy emotion which is evoked in individuals to express a negative effect towards an event or person." Besides, Emotions' impact learning in four ways. They impact our levels of motivation (motivational impact). Positive emotions can help a student engage with learning longer because they stay motivated.

Similar research was conducted by Cowie (2012) in one of the universities in Japan, analysed the contribution of the emotions which the lecturers had towards their students, colleagues, the institution and its impact on their English teaching process. The research finding showed that most of the lecturers had negative emotional conditions towards their colleagues and institution. This condition led to a lack of collaboration among lecturers and a lack of support from the institution (Cowie, 2012).

Emotions such as anxiety contribute to students' poor performance in the class (Arnold & Brown, 2005) emotions lead the students to feel very unpleasant during learning, they do not have desires to learn because the negative emotions bring them to that situation as Pam (2013) defines negative emotion as "an unpleasant and unhappy emotion which is evoked in individuals to express a negative effect towards an event or person". Besides that, emotions' impact learning in four ways. Those emotions impact our levels of motivation (motivational

impact). Positive emotions may prolong a student's engagement in learning because they maintain motivation.

Speaking skills are strongly influenced by emotional intelligence factors. It supported by some experts, a study by Goleman (2002) finds out that a distinguished and knowledgeable psychologist in the field of emotional intelligence, one can attribute 80% of the reasons for any success to the emotional intelligence. The position is confirmed by many English teachers and university instructors' findings and studies. Consequently, it can be argued that the more an English learner possesses emotional intelligence, the more successful he/she becomes (Goleman, 2002). How successful individuals are in life is determined by both emotional intelligence and by IQ, though intellect works best when it's accompanied by high emotional intelligence.

There has been extensive research on various aspects of Emotional Intelligence. However, research on the association between Emotional Intelligence and language skills, mainly speaking ability, is limited. This research limitation has become the research gap. In addition, researchers have discovered that many senior high school students have difficulty speaking English. It is common knowledge that Senior High School kids are classified as adolescence with emotional instability. Therefore, researchers regarded senior high school students to be the study's participants. The students' emotions were analyzed to see what feelings they experienced when speaking English and how they handled their emotions and challenges to improve their speaking ability.

The researcher chose the second-year students from Senior High School 1 Soppeng as a typical sample of students in Watansoppeng. The participants supported researchers in gaining an accurate understanding of their experiences and emotions in coping with emotional instability. The researcher was interested in conducting the study titled "An Analysis of Students' Emotional Intelligence Management in Speaking English: A Study at SMAN 1 Soppeng" as a follow-up to this issue.

1.2 Research Questions

The research questions have been formulated as follows:

1. What kind of emotional Intelligence do SMAN 1 Soppeng students have to use when they speak English?
2. How do the students manage their Emotional Intelligence in speaking English?

1.3. The Objective of the Study

Related to the problems of the research, the main objectives of the study are as follows:

1. To find out students' emotional intelligence and emotional management skills in speaking English
2. To describe the students' emotional intelligence management in speaking English.

1.4 Significances of Study

The result of this study is expected to be beneficial theoretically as follows:

1. The findings of this research become the initial data for the research design to overcome the problems in speaking.
2. The result of this research added to the readers' knowledge about emotional Intelligence and speaking skills.
3. This research provided new facts on the finding of similar researches, especially about the students' emotional Intelligence in speaking English.

1.5 Limitation of Study

By discipline, the study is under psychology and Teaching English as the Foreign Language (TEFL). To avoid the vagueness of the analysis, the writer makes a limitation in the analysis to a narrow scope so that the analysis can be interpreted and understood. This research limited the content of the research on the discussion about the students' Emotional Intelligence in speaking English.

CHAPTER II
REVIEW OF RELATED LITERATURE

1.1 Previous Related Studies

There are many kinds of research that have been documented concerning emotional intelligence. Most research revolves around exaggerating the importance emotional intelligence that have been exposed in English learning activity. The following studies are previous studies that are closely related to the current research.

Rahimi & Alavi (2010) conducted a study titled "On the Relationship between Emotional Intelligence and Vocabulary Learning of Iranian EFL Learners at the Intermediate Level". This study examined the relationship between Emotional Intelligence (EI) and learning English language vocabulary. This study employed a quantitative method. The findings of the study indicated a low and negative correlation between emotional intelligence and vocabulary knowledge. Moreover, the results showed a significant difference in problem solving, independence, self-actualization, optimism, and self-regard components of emotional intelligence between males and females.

Another investigation on the relationship between Emotional Intelligence (EI) and learning English was by Abdolrezapour & Tavakoli, (2012) conducted a study that examined "The Relationship Between Emotional Intelligence and EFL Learners' Achievement in Reading Comprehension." The purpose of this study was twofold: (1) to see whether it is possible to enhance emotional intelligence (henceforth, EI) through prepared literature response activities based on Goleman's framework, and (2) to see whether there is any relationship between EI and EFL learners' reading comprehension achievement. This study employed a quasi-experimental. The results indicated that the participants in the experimental group showed greater achievement in reading comprehension than students taught under the standard approaches that did not place any emphasis on the emotional content or words and have some implications for EFL teachers and practitioners.

Study concerned with the relationship among critical thinking, emotional intelligence, and speaking ability of Iranian EFL learners was conducted by Afshar (2014). The results of the multiple correlation analyses revealed that emotional intelligence, followed by critical thinking, correlated significantly higher with learners' speaking ability. Further analyses revealed that almost half of the components of emotional intelligence correlated significantly higher with critical thinking. The findings imply that learners who are emotionally intelligent and critical thinkers are more capable of speaking skills Afshar (201).

Furthermore, Ebrahimi et al. (2017) focused on study entitled "Emotional Intelligence Enhancement on Writing Skill." The purpose of the study was to examine the effect of EQ enhancement on the progress of writing ability. This study employed a Quantitative method. The results revealed a significant change both in EQ and in writing skills. The study findings could help further the knowledge in the related field.

In a study conducted by Tedvoska in 2017 under the title "The Impact of Emotional Intelligence in the Context of Language Learning and Teaching,". The purpose of the research was to assess their perceptions of their emotional intelligence. The research method applied was self-rating the level of emotional intelligence after the students were asked to complete the Emotional Intelligence Questionnaire. Among the conclusions which can be drawn from this study is that emotional intelligence aspects are needed in individual development and further careers. The results of the study, according to the participants' answers and reported average scores, it is evident that developing awareness and providing support for emotional intelligence development is considered to be essential for future professionals and workers.

Despite the fact that Emotional Intelligence has been the subject of a great deal of study in the previous, the research that concerns the connection between Emotional Intelligence and speaking ability is still lacking. In addition, most previous studies employed a quantitative approach, meanwhile the current research used qualitative research. The result of the current research was more profound due to the participants having the opportunity to more explore their answers in the interview process. Therefore, the previous studies' limitations become the gap of the current research.

1.2 Theoretical Discussions

2.2.1 Definition of Speaking

Speaking is one of two productive abilities in language teaching and learning. It is defined as a two-way process between speaker and listener and includes practical speaking and receptive understanding skills (Golkova & Hubackova, 2014). Meanwhile, Nunan (2003) defines that speaking consists of producing systematic verbal utterances to deliver meaning.

In social interaction, speaking is more than the ability to make grammatically correct sentences. Speaking in real interaction is not a matter of producing a spoken language, but speaking is also an active process of negotiating meaning by using social knowledge. Additionally, speaking requires students to have knowledge about how to produce not only linguistically but also pragmatically appropriate utterances (Martinez & Juan, 2006). The reason someone speaks depends on the social need, to be a tool for expressing feelings and ideas, responding to someone else, and exchanging information referring to an action or event in the past, present, future, and so on (Lindsay & Knight, 2006).

People need to say something by using language based on the purpose involving the role of speakers and listeners (Harmer, 2007). Speaking can occur if the speaker uses verbal symbols such as words and phrases and non-verbal symbols such as gestures or signs to express meaning.

Meanwhile, speaking is also able to express someone in a situation of life or report acts or conditions in precise words or converse or express a sequence of ideas fluently. It means that speaking emphasizes more the ability of an individual to say something in the form of an expression, a report, etc., with the language he has.

From the definition above, it can be inferred that speaking is a matter of expressing ideas, opinions, or feelings to others. In addition, speaking is a process of building and sharing meaning through verbal and non-verbal symbols in various contexts, including the production, reception, and processing of information.

2.2.2 Components of Speaking

Fulcher (2014) stated that speaking has five components which are generally recognized in analysing speaking. They are as follows:

a) Pronunciation

Pronunciation is a way to pronounce a word. In addition, it is also the act or result of producing the sound of speech, including articulation, stress, and intonation, frequently regarding some correctness requirements. The speakers are required to pronounce English word correctly (Aboe, 2008).

b) Grammar

Grammar is one of the regulating behaviours. Young (2013) stated that grammar is associated with pedantic insistence on niceties of expressions. Communication will be running well and smoothly if the grammar is used in speaking. Thus, grammar or structure is an essential aspect of speaking ability.

c) Fluency

Powley & Syder (2014) defines fluency is the quality of being able to speak easily. It means that the speakers can communicate without any hesitation. In other words, the speakers can speak fluently, even though they have errors in pronunciation and grammar.

d) Vocabulary

Vocabulary is range of words known or used by a person in trade, profession, etc. (Hosni, 2014). If students have many vocabularies, it will be easier for them to express their idea.

e) Comprehension

In learning English, comprehension is an act or ability of understanding speaking (Fidge, 2014). It requires the listener to understand automatically what other speakers say in oral communication.

2.2.3 Functions of Speaking

Richards (2007) categorized speaking functions in human interaction into three types: interaction, transaction, and performance. Trigon (1998), as cited in Richards (2007), stated that each of these speech activities is quite distinct in form and function and requires different teaching approaches. In other words, the main goal of speaking in the form of conversation is to maintain interaction and social relationships.

a) Interaction

Mastering the art of speaking as interaction is complicated and required to create good communication naturally. However, some second-language learners lose words and feel difficulty presenting a good image of them. He also added that speaking as interaction needs some skills, opening and clothing conversation, choosing topics, making small talk, recounting personal incidents and experiences, turn-taking, using adjacency pairs, interrupting, reacting to others. It also requires some features, social function, formality or casualness, role relationships, speaker's identity, conversational convention, degree of politeness, generic words, and conversational registers.

b) Transaction

Transaction as the second feature of speaking refers to situations where the focus is on what is said or done and is making oneself understood clearly and accurately rather than how the participants interact socially. Burns (1999), as cited in Richard (2007), considered speaking as a transaction from two different dimensions; giving and receiving not only information but also goods or services. There are different features when speaking as a transaction: emphasis on information, message and the participants, application of communication strategies, frequent questions, repetitions, comprehension checks, negotiation, and digression. Speaking as a transaction has several main skills: explaining a need or intention, describing something, asking questions, confirming information, justifying an opinion, making suggestions, clarifying understanding, and making comparisons. Unlike speaking as a transaction, speaking as interaction is more easily planned because current

communicative materials are considered as a rich source for group activities, role-plays, and information-gap activities.

c) Performance

The third kind of speaking, speaking as performance refers to public speaking for transmitting information such as mourning tasks, public announcements, and speeches. Compared with speaking as interaction or transaction, speaking as performance has a monologue-based and recognizable format, and it is evaluated by

2.2.4 Emotional Intelligence

To understand the concept of emotional intelligence, it is important to recognize what is emotional intelligence. Salovey & Mayer (2006) defined emotional intelligence as the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. In line with this, Najafpour (2008) stated that Emotional intelligence holds within social intelligence and gives a special importance to the effect of emotions on our ability to look at situations without being influenced by personal feelings and therefore understanding ourselves and other people. Emotional intelligence is being able to sense, understand, and use the power of emotions, as a source of energy, creativity and influence. Furthermore, Ghani, et al. (2014) said that Emotional intelligence become one of important determinant for measuring success in one's life. Brain added that emotionally intelligent people recognize this and use their thinking to manage their emotions rather than being managed by them. In the course of last two decades, Emotional Intelligence (EI) concept has become a very important indicator of a person 's knowledge, skills and abilities in workplace, school and personal life.

The overall result of research suggests that EI plays a significant role in the job performance, motivation, decision making, successful management and leadership. Thus, applying EI methodology in higher education can have lots of benefits for students. It not only fulfils their desire but also makes them more efficient in their field (Brain, 2013). To sum up, Emotional intelligence can be

defined as the ability to recognize, understand and manage our emotions and the others to become more productive and successful at what we do. In other words, Emotional intelligence is the ability to aware and manage one's own emotions, as well as the emotions of others.

The main focus of emotional intelligence research is in which ways emotions make reasoning more intelligent and whether reasoning about emotions can be considered intelligent. It is important to mention that emotional intelligence fairly evaluates the contribution of emotion and intelligence components, the role of each is equally important whereas in emotional effect on cognition, emotions have a dominant role (Lobakosva, 2016). In short, because the concepts of emotional intelligence and emotional competence are relatively new, there is still great controversy regarding the definition of the terns and measures to be employed when testing the relationship between emotional intelligence and other attributes. As we have seen, the general concept of emotional intelligence suggests that an individual can recognize emotions in him or herself and in others, and can use that recognition as the basis for cognition and action. As we will see, the main definitions of EQ and its related capacities tend to revolve around the idea of high-EQ persons thinking and acting more effectively (Samad, 2014).

Paulo (2003) argued that the emotional skills mapped by their model can be viewed as an intelligence, because: (a) they represent an intercorrelated set of competencies that can be statistically interpreted as a single factor with four subfactors mapping onto the four branches of the theoretical model; (b) they are distinct from, but meaningfully related to, abilities such as verbal intelligence; and (c) they develop with age. Studies with the MEIS provided preliminary evidence that emotional intelligence, measured as a set of abilities, shows convergent, discriminant, and predictive validity.

Daniel Goleman is being credited for popularising the concept of emotional intelligence in 1995, when he wrote the landmark book 'Emotional Intelligence'. He described emotional intelligence as "abilities such as being able to motivate oneself and survive in the face of frustrations; to control impulse and delay gratification; to manage one's moods and keep distress from swamping the ability to think; to empathize and to hope." Therefore, emotional intelligence is defined as "the

capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships". Goleman (2001) pointed that emotional intelligence refers to the ability to recognize our own feelings and others, the ability to motivate yourself, and the ability to manage emotions well in ourselves in relationship with others". It means to understanding emotional intelligence is the ability to know what people feel, including the proper way to handle the problem.

2.2.5 Type of Emotions

2.2.5.1 Positive Emotion

There are some kinds of feeling which are categorized as positive emotions, such as joy, interest, gratitude, care, love, power, and many others. Positive emotions influence the experiencers in many ways. As cited in Frederickson (2006) in MacIntrye (2013: 198), some of them influence the cognitive and social. Effective language learning is often characterized by high interest and participation of students in the classroom. The interest will exist only if the students are in the good condition such as being happy, comfortable, and feel safe in the classroom. Meaningful learning occurs when emotional factors facilitate personal transformation (McIntyre & Gregersen, 2012: 9). Moreover, learning is enhanced when learners are affectively engaged and when they willingly invest energy and attention in the learning process (Bolitho et al, 2003:252).

In addition, there are five mechanisms about how the positive emotions broaden the language learners' brain. They are: first, broadening learners' attention and thinking which makes them do more exploration. This activity will make learners get more knowledge and play with the language, which is good for language learning. Second, preventing the bad behaviour caused by the negative emotions. Third is promoting flexibility by triggering productive reaction to stressful events during the learning. Fourth is building more social bonds between the language learners and teachers by smiles given from the experiencers. Fifth is creating better self-expectation of the learners. The learners with positive emotions will make good goals and they are determining the effort during the learning process. Sixth, positive emotion also stimulates positive behaviours in the learning

process. Research done by Frederickson (2001) that is cited in MacIntrye (2013: 207-208) mention that there are some positive behaviours stimulated by the positive emotion in language learning process. It is very important for teachers and educators to create and maintain the positivism of the class and learning environment.

2.2.5.1 Negative Emotion

Negative emotions lead the students to feel very unpleasant during learning, they do not have desires to learn because the negative emotions bring them to that situation. Negative emotions can be described as any feeling which causes you to be miserable and sad. These emotions make you dislike yourself and take away individual's confidence.

According to Fredrickson (2006) a broaden and build theory proposes that negative emotions tend to be focused and associated with specific thought-action trajectories (anger-destroy obstacles). Conversely, negative emotion produces the opposite tendency, like narrowing the focus and like restricting the range of potential language input (MacIntrye and Gregesen, 2013).

In negative emotion, Barbara L Fredrickson stated that Negative emotions have important functions. Anxiety promotes vigilance. Anger promotes seeking justice. Yet negative emotions often linger on beyond their usefulness, producing unnecessary irritability and increases in heart rate and blood pressure. Laboratory experiments have demonstrated that evoking positive emotions in thesecircumstances is the most efficient way to quell or "undo" the lingering aftereffects of negative emotions. Cultivating positive emotions speeds the return to cardiovascular normalcy. This undoing effect of positive emotions has been shown both for energized positive emotions like joy and amusement, and for tranquil positive emotions, like serenity and appreciation. The ability to cultivate positive emotions is thus an important skill for regulating negative emotions.

There are many negative kinds of emotion that a student could have in the class. Those emotions could be stimulated by many aspects such as the internal class conditions, external condition (like from students' houses condition), or even from the personality of the students. However, in most cases in a class, it is clear that the classroom environment gives impact to that emotion. In the section below

the writer tried to elaborate some of the negative emotions which were often occur in the participants.

a) Anger

Anger is a strong feeling of annoyance, displeasure, or hostility. Anger can be stimulated by environmental influences or genes. In many cases, anger is also stimulated by aggressive and bullying behavior among the school children. It can be expressed through temper tantrums and direct physical actions such as hitting, pulling, and pushing (Anderman & Anderman, 2009: 26). If in the learning process angry students are not well managed, it can lead to internal conflict which can hinder the learning process. Highly aggressive students who easily get angry tend to be less successful academically, more behavior destructive, and less motivated in class, such as off-task, not doing homework, in comparison to non-aggressive peers (Anderman & Anderman, 2009). Therefore, it is necessary for teachers to know the individual differences and characteristics to prevent the unwanted problem in the class.

Based on the various explanations about anger above, the researcher concludes that anger is an emotional state showing someone is feeling frustrated towards something.

b) Anxiety

Foreign language anxiety is a special kind of anxiety related to foreign language classes. Anxiety in learning foreign language or second language is different from other anxieties because language anxiety is a special complex system of belief, feelings, self-perceptions and behavior that usually happens in language classroom which emerges because the complex system of learning process (Hortwiz, Michael B. Elaine K. Cope, Joan, 1986). Foreign language anxiety is a feeling of tension and apprehension specifically associated with language skills, including speaking, listening, writing, and learning. Although foreign language anxiety or second language anxiety is commonly expressed by foreign or second language learners and considered as normal issue, yet FLA/SLA has been widely known as one of main obstacles for the learners when they are in a process of learning second or foreign language because anxiety is very consistent in contributing negative impact on language achievement (MacIntyre,

P.D & Gardner, R.C, 1994). Foreign language anxiety can be related to three different of anxieties that are related to academic and social evaluation situations. Ritonga, Nasmilah, and Rahman (2020) emphasize the importance of students' motivation in reducing their school anxiety.

It is categorized as negative emotion because it can give negative impact to the students' classroom performance. It also hinders students' ability to learn. Rebeca J. Frey in her study defined anxiety as an inside impulse happening to the students when they are worried fearing that of something bad might happen in the future but they feel powerless to avoid it, prevent it, otherwise influence the outcome (Frey, 2009:39). She also added that, it gives much impact to the students' learning process because it influences the experiencer memories about the past events towards the bad result in the future outcomes and appraisal in the present. Moreover, anxiety also involves the biochemical and neuromuscular changes in the student's body (Frey, 2009: 40). This condition makes students cannot maximize their learning process that makes the learning process does not effective.

Based on the various explanations about anxiety above the researcher conclude that anxiety is an emotional state caused by lack of self-confidence and fear.

c) Hopelessness

Hopelessness is some teachers might find a condition where the students feel she/he cannot make any improvement in the class though she has not done any effort yet. Many educators called this condition as hopelessness. Students become hopeless when they believe that they have no control over what happens to them (Okazaki, 2012: 42). Some students who experienced hopelessness can have other situation like helplessness that can stimulate another negative feeling in learning. This can lead to self-blame, lowered self-esteem, and chronic depression (Petri, 1991: 315 in Okazaki, 2012: 42).

Based on the definitions above, the researcher conclude that hopelessness is when someone is giving up or totally done in doing something due to their incompetence.

3. Classroom Interaction

This chapter deals with the definition of classroom interaction and the categories of language activities in a classroom.

a). Definition of Classroom Interaction

Interaction between teacher and students and students and students are needed in the classroom activities taking communicative approach. It will maintain communication to happen in the classroom. It will help the teaching and learning process run smoothly. When the teacher and students, and students and students' interactions happen, the instruction will reach the target. The gap between teacher and students in the classroom will disappear. So, the teaching and learning process will be balanced between the teacher and the students. Not only the teacher who will be active in communication but the students will also participate in the teaching and learning process.

Moreover, Brown (2015) stated that interaction is the basis of L2 learning, through which learners are engaged both in enhancing their own communicative abilities and in socially, constructing their identities through collaboration and negotiation.

According to the regulation of the Ministry of Education number 23, 2016 about standard of assessment, learning is the process of interaction among learners, between 2 learners and teachers and learning source in the learning environment. So because of it the classroom interaction is needed. By interacting other learners and the teacher, learners will increase their language skill and social skill. It is important role of the teacher to make the teaching and learning process by designing the plan well.

Teaching is interactive act, whereas interaction is the communication among teacher and students which run continuously as responsive acts. Tickoo (2009) stated that in classroom interaction and classroom activities, a productive class hour can be described as follows:

1. The teacher interacts with the whole class.
2. The teacher interacts with a group, a pair or an individual pupil.

3. Pupils interact with each other: in groups, in pairs, as individuals or as a class.
4. Pupils work with materials or aids and attempt the task once again individually, in groups and so on.

In terms of the language learning Flanders and Moskowitz (cited in Brown, 2001) categorized the language activities in the classroom into 2 categories, namely teacher-talk and student-talk Interaction is the center of communication. The central goal of foreign language learning in oral or written is communication. Among learners, learner and teacher, teacher and learner need to cooperate and interact. In short, communication is derived from interaction since in communication there must be interaction between people who have something to share (Rivers, 1987), in short classroom interaction is related to emotion as emotion can affect the process of interaction.

From various of classroom interaction definition above the writer conclude that classroom interaction is when teacher and students have a good communication (by giving responses and feedback) during the learning process.

1.2.4 Possibility Factors Emotions Appear In EFL Classroom Interaction

There are many negative kinds of emotions that a student could have in the class. Those emotions could be stimulated by Internal class condition and External class condition

a. Classroom Environment

Learning a foreign language is accompanied by various emotions, such as enjoyment, anxiety, boredom, anger, hope and pride (Pishghadam et al., 2016). The extent to which students manage such a wide spectrum of emotions is often determined by the classroom environment (Arnold, 2011). Moreover, the literature showed that if students are provided with the chance to reflect on their emotional experience in the classroom, they can channel these experiences into productive learning (Lopez & Gardenas, 2014; Aragao, 2011). Therefore, teachers as facilitator of learning can empower students to gain control over their affective

domain (Jordan & Le Metais,1999) through the promotion of emotional literacy (EL) in the classroom., its introduction in schools has yet to be fully realized. In the Republic of Cyprus, the concept of EL is neither well-known nor commonly used (Pouyioutas et al., 2008). Teachers still rely heavily on their own experience, beliefs and intuition to create an environment conducive to learning and to support the influence of various factors found to affect teacher behavior in the classroom, such as teaching experience and class size, on teachers' choice of strategies (Zahorik et al., 2000; Nikoopou et al., 2012).

b. **Personal Skills**

1) **Self-awareness** is Knowing one's internal states, preferences, resources and intuitions. This is the ability to recognize and understand personal moods, emotions and drives and the effect of them on both self and others. Self-awareness depends on one's ability to monitor one's own emotional state and to correctly identify and name the emotions being felt. Developing this ability is essential for realistic self-assessment and builds self-confidence and the ability to take oneself less seriously.

2) **Motivation** is Emotional tendencies that guide or facilitate reaching goals. There is often a strong drive to achieve, optimism even in the face of failure. Popa & Salanta (2013) argued that it is obvious that emotions are causal variables of motivation, as they elicit states, forces and energies that trigger and guide labour behaviour. Thus, motivational tension that is not informed by needs alone, but also by emotions, intention, goals and means to achieve them is therefore generated within the mental, emotional and physical plane.

3) **Social skills** (how we manage relationships)
Empathy is Awareness of other's feelings, needs, and concerns. This relates to the ability to understand the emotional make-up of others and the skill to treat people according to their emotional reactions. It includes skills in building and maintaining relationships with those we come into contact with on a daily basis. Empathy often does, but does not necessarily, imply compassion; it can be used for both good and bad. According to Konstantikaki (2008) , Empathy is often characterized as the ability to "put oneself into another's shoes", or in some way experience the out-looker emotions of another being within oneself.

After knowing some difficulties that often occur in speaking, it can conclude that how important the development of emotion for students that could affect the learning process. Likewise, with teachers who must have good learning designs, supported by adequate facilities, coupled with teacher creativity make students more easily reach learning targets and giving students encouragement. Developing emotional intelligence in learning is really needed so that learning takes place optimally and produces maximum learning outcomes, especially in speaking.

1.3 Conceptual Framework


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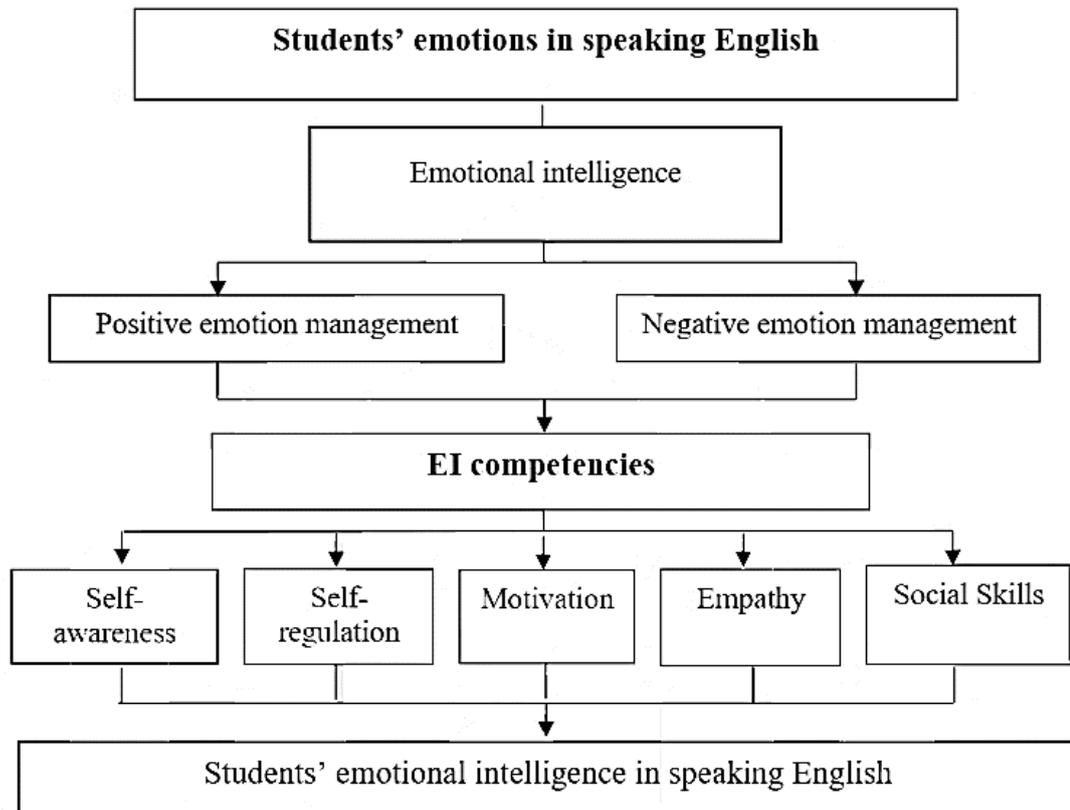
Figure 1. Conceptual Framework of the Research

The conceptual framework is depicted by diagram below. The theory of IE competencies was adopted by Daniel Goleman.

This research was administered in order to find out the kind of Emotional Intelligence that was performed by participant while speaking English and the way they manage the emotion. Emotional Intelligence consists of positive emotions and negative emotions. Participants' emotions were classified in Emotional Intelligence competencies involving self-awareness, self-regulation, motivation, empathy, and social skills. The result described the emotions performed by students while speaking.