

## **THESIS**

**THE ANALYSIS OF STUDENTS' EMOTIONAL INTELLIGENCE AND SELF-EFFICACY AND THE EFFECT ON THEIR SPEAKING PERFORMANCE IN HEALTH POLYTECHNIC OF MIMIKA**

***ANALISIS TENTANG KECERDASAN EMOSIONAL DAN EFIKASI DIRI SERTA PENGARUH DALAM KEMAMPUAN BERBICARA PADA POLITEKNIK KESEHATAN MIMIKA***

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**ENGLISH LANGUAGE STUDIES  
POSTGRADUATE PROGRAM  
FACULTY OF CULTURAL STUDIES  
HASANUDDIN UNIVERSITY**

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Thesis

As one of the requirements for achieving Master degree  
English Language Studies Program

Written and submitted by

**OLIVIA TIKUPASANG**

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to

**ENGLISH LANGUAGE STUDIES  
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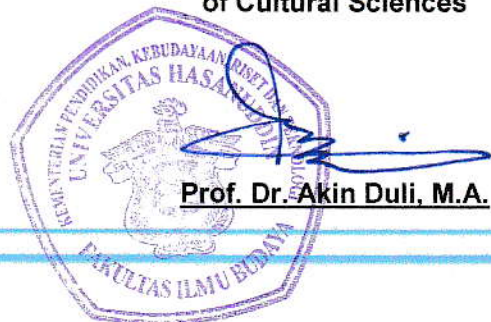
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States trustfully that this thesis was the true result of my own efforts, and it not the work of others, if evidently later found this part is the work of other people, I am willing to accept the consequence of conformity dishonesty

Makassar, 7 Desember 2022



Olivia Tikupasang

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Makassar, October 2022

**Olivia Tikupasang**

## ABSTRACT

**OLIVIA TIKUPASANG.** *The Analysis of Students' Emotional Intelligence and Self-Efficacy and The Effect on Their Speaking Performance in Health Polytechnic of Mimika* (Supervised by Nasmilah and Abidin Pammu)

The research aims to find out the level of students' emotional intelligence, to reveal how emotional intelligence and self-efficacy affect the students' speaking performance, and to compare emotional intelligence and self-efficacy, which dominantly affect the students' speaking performance. This research was conducted in mixed method research. The instruments used in this research were a speaking test, questionnaire, and interview. The population were 35 students of Health Polytechnic of Mimika. The data were analyzed using the Likert scale, descriptive statistics, and ANOVA through SPSS 23 version. The result of this research showed that (1) the level of students' emotional intelligence was at a very good level, while the level of students' self-efficacy was at an average level, (2) the emotional intelligence affected the students' speaking performance were self-awareness, self-regulation, motivation, empathy, and relationship management, (3) the dimensions of self-efficacy was not affecting the students' speaking performance, (4) emotional intelligence dominantly affected the students' speaking performance as evidenced by standardize coefficient (Beta) value 41.3 %, while the standardize coefficient (Beta) value of self-efficacy is 3.3%. The dominantly of emotional intelligence was because the students with high emotional intelligent could control their feeling and adapting in their environment, so that their speaking ability became good.

**Keywords:** Emotional intelligence, self-efficacy, speaking performance

## ABSTRAK

**OLIVIA TIKUPASANG.** *Analisis tentang kecerdasan Emosional dan Efikasi Diri dan Pengaruh dalam kemampuan berbicara pada Mahasiswa Politeknik Kesehatan Mimika (Dibimbing oleh Nasmilah dan Abidin Pammu)*

Penelitian ini bertujuan untuk mengetahui level kecerdasan emosi mahasiswa, untuk menjelaskan bagaimana kecerdasan emosi dan efikasi diri berpengaruh terhadap penampilan berbicara mahasiswa, dan untuk membandingkan kecerdasan emosi dan efikasi diri, mana yang paling dominan berpengaruh terhadap penampilan berbicara mahasiswa. Penelitian ini menggunakan metode penelitian kombinasi. Instrumen penelitian yang digunakan adalah tes berbicara, kuisioner, dan wawancara. Populasi penelitian ini adalah 35 mahasiswa Politeknik Kesehatan Mimika. Data penelitian dianalisis menggunakan skala likert, statistik deskripsi, dan ANOVA menggunakan SPSS versi 23. Hasil penelitian ini adalah (1) level kecerdasan emosi mahasiswa berada di tingkat sangat baik, sedangkan efikasi diri mahasiswa berada di tingkat rata-rata, (2) kecerdasan emosi yang mempengaruhi penampilan berbicara mahasiswa adalah kesadaran diri, regulasi diri, motivasi, empati, dan manajemen hubungan, (3) dimensi dari efikasi diri tidak mempengaruhi penampilan berbicara mahasiswa, dan (4) kecerdasan emosi secara dominan berpengaruh terhadap penampilan berbicara mahasiswa yang dibuktikan dengan nilai koefisien standar (Beta) 41,3%, sedangkan nilai koefisien standar (Beta) dari efikasi diri adalah 3,3%. Dominasi dari kecerdasan emosional disebabkan karena mahasiswa yang memiliki kemampuan tersebut bisa mengontrol perasaan dan beradaptasi dengan lingkungan, sehingga penampilan berbicara mereka mereka menjadi bagus.

Kata kunci: Kecerdasan emosi, efikasi diri, dan penampilan berbicara



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# CHAPTER I

## INTRODUCTION

This chapter describes a set of introductory parts. It starts with the background which explains why the writer chooses the topic. Therefore, this chapter includes the background, research questions, objectives of the research, and the significance of the research.

### 1.1. Background

Language is characterized by reasoning and moving society, and information. It starts from one age to others and from one country to others. It additionally implies correspondence among people. For many purposes, individuals learn more than one language. It is probably great for instruction, science, well-being, finance, trade, publication, strategy, business, social life, innovation, etc. English is a global language, and it plays a significant role on the planet as a means of correspondence. Ramelan (1992) states that English as a worldwide language is utilized to convey, fortify and attach relationship among all nations on the planet. It is used in numerous countries, whether as a native language or a second or unknown dialect.

One of the significant purposes of creating talking ability is to involve language to enhance communication. It should be noticed that talking holds an exceptionally critical spot in unknown-dialect learning through the used discourse messages. Nunan (1991) states that, to most people, mastering the art of speaking is the single most crucial factor of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Speaking is one of the significant abilities that need a great deal of rehearsing to convey. Nunan (1995) expressed that acquiring talking abilities is the main part of learning a second or unknown dialect and the achievement is estimated in light of the capacity to play out a discussion in the language. By speaking, individuals can see one another. Individuals who have talking capacity will get the data better. Language is not only instructed and learned but also utilized as a propensity. Consequently, talking expertise is a significant ability that ought to be dominated by the understudies to confront globalization.

It is conceded that singular ability in learning unknown dialects will generally be unique. Among such countless variables adding to second or unknown dialect learning achievement such as inspiration, demeanor, or character types, it indicates few significant elements which represent accomplishment in language learning and affect understudies' talking capacity. There are abilities to appreciate everyone on a deeper level of self-efficacy. In other words, students' level of emotional intelligence and self-efficacy has essential roles in English language learning.

Historically, education emotions have been thought to be peripheral to the process of learning. Late exploration of Elias (2004), in any case, has begun to indicate that Emotional Intelligence (EI) is a necessary component of any educational community. Expanded interest in emotional intelligence research to understand anyone at their core has prompted a journey for a solid observational case associating the estimation of social and passionate learning programs that train EI to further developed school conduct and scholastic execution. According to Bradberry and Greaves (2005), late cerebrum research has characterized EI as a quantifiable

association in the human mind between reactions to feelings and their effect on one's activities. Understanding anyone at their core is enormous and valuable for different fields. Since the 1990s, emotional intelligence to understand anyone at their core has impressively concentrated specialists which zero in the possible results of interrelating the development with the results of life, like business, brain research, or schooling.

The capacity to understand individuals on a deeper level or emotional intelligence is critical and valuable for different fields. In scholarly settings, individuals self-saw the capacity to appreciate anyone on a deeper level. Emotional intelligence has been demonstrated to be connected with better mental and social change and social transformation, and to school execution. Moreover, trademark or capacity EI are connected with life, life fulfillment, and individual execution, relational connections, scholastic accomplishment, professional pressure, work achievement and execution, administration and that's just the beginning. Turner (2011) adds that ability to appreciate people on a profound level is a preferable mark of accomplishment over conventional mental knowledge. Individuals with higher ability to appreciate people on a deeper level find it more straightforward to frame and keep up with relational connections (Rode,et.al, 2006). Along these lines, EI is accepted to be more crucial than essentially being intellectually brilliant.

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This 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). 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). The importance of EI exists because emotions drive attention which impacts learning, memory, and behavior (Bracket & Katulak, 2006).

Other 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. Emotional Intelligence influences people's actions, whereas academic aptitude has no connection with how people understand and deal with others' emotions (Schutte et al., 1998). On the other sides, according to Barbara, 2008, if schools focus only on academic instruction and school management in their effort to help students attain academic success, they will fail to achieve their goals. Thus, it is

vital to educate students to be socially and emotionally intelligent to receive the maximum benefit of a teaching program.

On the other hand, Krashen (1981) stated 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 different language from their mother language. Thus, having the ability to manage emotions in facing complicated learning situations is helpful for students. Some may argue that academic performance relies on IQ level, which measures intelligence. Goleman (1995) expressed that intelligence only contributes as much as 20% to someone's success. Another factor responsible for it is Emotional Intelligence (EI).

If talking about language as means of communication, it is necessary to consider the importance of language itself in our life. By the social cognitive theory, learners' evaluations of what they can perform are essential variables that could influence their academic performances (Bandura, 1986). The reason is that judgments of confidence and self-worth could, at least in part, understandably serve as determinants of academic performance or mediators between the effects of other variables, such as learners' prior knowledge and skills acquired in academic settings, and their learners' subsequent academic achievement (Zimmerman, 2000). This implies that the beliefs children develop about their intellectual capacities are of immense importance to determine what they can do with the knowledge and skills. Therefore, those learners with a reasonably good level of beliefs are likely to make a difference in any educational endeavor (among students with similar abilities).



Most importantly, self-beliefs of capability and self-worth are believed to contribute to students' academic achievement. In this regard, it is noted that self-beliefs usually serve students well when they attempt to achieve academic goals. Their feelings of the capability to accomplish specific tasks help them keep on investing effort and increase perseverance, especially when challenges are faced (Bandura, 1986; Pajares, 1996). In other words, self-efficacy is seen as a generative mechanism through which persons integrate and apply their existing cognitive, behavioral, and social skills to perform a given specific task (Shell et al., 1989:91). During the 1960s and early 1970s, experts in the field began to direct an increasing focus upon affective factors in EFL contexts. An influential factor is known as self-efficacy, which refers to people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986).

Self-efficacy was derived from Bandura's social-cognitive theory and suggested that individuals' beliefs about their abilities significantly influence their subsequent achievement. It has been examined in various disciplines and settings and has received support from a growing body of findings in various fields. In past decades, self-efficacy has been studied extensively in educational research, primarily in academic performance, motivation, and self-regulation. In EFL contexts, self-efficacy studies pivot around some variables, namely language learning strategies, language anxiety, inspiration, and language achievement.

There have been earlier studies on emotional intelligence and speaking English self-efficacy. Yunita (2014) performed the first research, titled "An Investigation into the Relationship Between Emotional Intelligence and Students' Speaking English Ability." The findings indicate that the students' emotional

intelligence is mediocre, but their communication skills are excellent. There is a strong correlation between emotional intelligence and speaking skill. In addition, the outcome indicates that EI is a possible predictor of speaking ability. Multiple regression indicates that, among the other four EI components, self-control is the strongest predictor of students' speaking English ability.

The study about Self-efficacy in speaking English was conducted by Rosaria (2017), "*Students' Self-efficacy to Perform Speech in Public Speaking Class*". The findings of the study indicate that the elements demonstrating the students' self-efficacy impact their speaking performances. These were the students' strategies, their successes, and their peers' opinions. Although the kids have a high level of self-efficacy, they lack in some areas. In general, the more a person's self-efficacy, the greater their performance expectations. Thus, there are more opportunities to get greater results.

The final important research with reference is conducted by Serasi and Fransiska (2020), "*The Correlation between students' self-efficacy and speaking English Skills at Eight Grade of Junior High School 09 Bengkulu Tengah*". This research used correlation research to determine the relationships between two or more variables studied without any attempt to influence them. The finding showed a positive correlation between Students' Self-efficacy and speaking skills.

From the previous studies explained above, several studies have been undertaken on how emotional intelligence and self-efficacy impact speaking ability. The researcher attempts to combine emotional intelligence and self-efficacy characteristics in this study. This research's study that emotional intelligence and self-efficacy have a substantial influence on students' ability to speak English is incomplete. The capacity to speak English was a fascinating subject of discussion. Therefore, the researcher has identified emotional intelligence and self-efficacy as major factors on students' English-speaking proficiency.

Health Polytechnic of Mimika is one of excellent university at Papua. Based on researcher's observation, most students still got difficulties in learning English. They just began to study English at university, yet some students could win English competition among vocational university in Indonesia. For the reason, researcher was

interested to find out the level of self efficacy and Emotional Intelligence of Health Polytechnic of Mimika students. Researcher was interested to find out the effect of self efficacy to the speaking performance and which one between emotional intelligence and self-efficacy, that dominantly affect their speaking performance.

### **1.2. Research Questions**

Based on the background study above, the researcher formulates the research problems as follows:

1. What is the level of students' emotional intelligence and self-efficacy in Health Polytechnic of Mimika?
2. How does emotional intelligence affect the speaking performance of the students?
3. How does self-efficacy affect the speaking performance of the students?
4. Which of these two variables (emotional intelligence and self-efficacy) dominantly affects their speaking performance?

### **1.3. Research Objectives**

In relation to the research question above, the researcher formulates the objectives of the research as follow:

1. To find out the level of students' emotional intelligence.
2. To reveal how emotional intelligence affects the speaking performance of the students.
3. To reveal how self-efficacy affects the speaking performance of the students.
4. To find out which of the two variables (emotional intelligence and self-efficacy) that

dominantly affects their speaking performance.

#### **1.4. Significance of the Research**

The result of this study is to give a meaningful contribution. This study is expected to enrich the literature in emotional intelligence and self-efficacy in students' speaking ability. Emotional intelligence and self-efficacy are the factors of people's success and are related to speaking ability. Therefore, the study hopefully can be beneficial for teachers, especially those who teach English, to know the classification of students' emotional intelligence and be more patient in the teaching and learning process. Moreover, it can be helpful for students to improve their emotional intelligence and self-efficacy, like many studies which have shown the significant impact of research contribution to students' academic performance. Thus, it is hoped for students to learn the knowledge of emotional intelligence and self-efficacy and the ways to improve their speaking performance. The last significance relates to further research. This study can encourage them to continue studying the significant effect of emotional intelligence and self-efficacy on various aspects of students' and teachers' performance and behavior using a number of different emotional intelligence and self-efficacy instruments and skills in English. It will provide teachers and students with more information on the affected performance and behavior types.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Previous Studies

In this research, several different studies relevant to this research topic have been done in speaking ability. And the important study about emotional intelligence and self-efficacy in speaking English

The study about emotional intelligence in speaking English ability is a study conducted by Yunita (2014) under the title *“An Investigation into the Relationship between Emotional Intelligence and Students’ speaking English Ability”*. The results reveal that the students’ emotional intelligence is average, and their speaking ability is good. There is a significant positive relationship between emotional intelligence and speaking English ability. The result also shows that EI is a potential predictor for speaking ability. Multiple regression shows that self-control is the best predictor of students’ speaking English ability among the other four EI dimensions. Based on the results of this study, teachers are recommended to consider the role of EI in the English teaching process especially in speaking skills. Moreover, students are hoped to improve their emotional intelligence as this study revealed that EI has a significant relationship to their speaking ability. It is also strongly recommended to further study the relationship of EI on various aspects of language skills by using a number of different EI instruments.

Related to the topic about speaking ability in Self-efficacy is a study conducted by Rosaria (2017), *“Students’ Self-efficacy to Perform Speech in Public Speaking Class”*.

The research result found that the factors which showed the students' self-efficacy influence their speech performances. Those factors were students' strategies, success experiences, and other friends' feedback. Although the students have high self-efficacy, they still lack in some aspects. For instance, the students were unsure they could handle their nervousness and did not feel nervous when they knew they would perform. It can happen because they face many unexpected situations like they are suddenly asked to perform outside the class, the previous performance of their friends is not good, and the audience does not cooperate and give good responses. In general, the higher self-efficacy they gain, the higher their expectations for performing well. Thus, there are better possibilities to get higher scores.

The final important research with reference is conducted by Serasi and Fransiska (2020), "*The Correlation between students' self-efficacy and speaking English Skills at Eight Grade of Junior High School 09 Bengkulu Tengah*". This research used correlation research to determine the relationships between two or more variables studied without any attempt to influence them. This study has two variables: variables (X) are students' Self-Efficacy and (Y) are their speaking skills. The population was the first semester at eighth grade of junior high school 09 Bengkulu Tengah, and there were 128 students. Out of this population, 30 students were taken as samples. The researcher uses two ways to test the correlation: calculating manually using Pearson's Correlation Product-moment formula and using the SPSS program. The correlation coefficient is 0,864 (the value of r-count) from the calculation. The critical values of r-table on the significant level of 5% with N=30 and r-table = 0,361. It means that rcount was higher than r-table ( $0,864 > 0,361$ ). The hypothesis accepted in this research was

the alternative (H1), while the null hypothesis (H0) was rejected. The finding showed a positive correlation between Students' Self-efficacy and speaking skills.

From the previous studies explained above, the writer concluded that many studies had been conducted in line with how emotional intelligence and self-efficacy affect speaking ability. In this research, the researcher tries to incorporate emotional intelligence and self-efficacy variables. This research analysis about students' emotional intelligence and self-efficacy has a significant effect on speaking English ability is part of the gap in this research. The topic of speaking English ability was an exciting topic to discuss. Therefore, the researcher has come up with the emotional intelligence and self-efficacy that have believed significant influences in students' speaking English ability.

## **2.2. Theory of Speaking**

### **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. Moreover, Bygate (1987) argues that speaking is the capability in the usage of oral language to explore ideas, intentions, and emotions to other people as a way to make the message truly delivered and nicely understood by the listener.

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). According to Nunan (1999), to have a good communicative interaction, speakers must fulfill several competences including linguistics competence, sociolinguistics competence, and conversational skills. By having the competencies, they enable to help the speaker to adjust what to say, for whom to say, when to say particular things, and how to say. 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) states that speaking has five components which are generally recognized in analyzing 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 behaviors. Young (2013) states 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 closing 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

the degree of effectiveness on the listener. In addition, speaking as performance is affected by some factors. In order to help students to overcome problems in learning speaking, teachers should figure out the factors that may affect students' speaking performance. The suggested factors by Hoang and Ngoc (2015), as cited in Jahbel (2017), include; 1. Performance conditions (time pressure, planning, performance standard, and amount of support), 2. Affective factors (motivation, confidence, and anxiety), 3. Listening ability, 4. Feedback during speaking activities.

## **2.3. Theory of Emotional Intelligence (EI)**

### **2.3.1. Definition of Emotional Intelligence**

According to Goleman (1995), emotionally, intelligent people can control their emotional impulses at least more than those who cannot. They have the self-awareness to know what they feel, think, and express. They have empathy for the feelings of others and insight into how others think. They can do things like delay gratification. They are optimistic and generally positive. They easily understand the dynamics of a given group and, most importantly, they fit inside that group.

The model introduced by Goleman (1995) focuses on emotional intelligence as a wide array of competencies and skills that drive leadership performance. The model outlines four main emotional intelligence constructs: self-awareness, self-management, social awareness, and relationship management. He includes a set of emotional competencies within each construct of emotional intelligence. He suggests that emotional competencies are not innate talents but learned capabilities that must be developed to achieve outstanding performance. He posits that individuals are born

with a general emotional intelligence that determines their potential for learning emotional competencies.

Bar-On (1997) defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people, adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On (1997) posits that emotional intelligence develops over time and can be improved through training, programming, and therapy. He hypothesizes that individuals with higher average emotional intelligence are more successful in meeting environmental demands and pressures.

He also notes that a deficiency in emotional intelligence can mean a lack of success and the existence of emotional problems. Bar-On is thinking about the problems in coping with one's environment, being especially common among those individuals lacking in emotional intelligence competencies like reality testing, problem-solving, stress tolerance, impulse control, and general mood.

In general, he considers emotional intelligence to contribute equally to a person's general intelligence, which then indicates one's potential to succeed in positions of importance. On the other hand, Petrides (2009), the trait of the Emotional Intelligence model is general and subsumes the Goleman (1995) and Bar-On (1997) models. The conceptualization of emotional intelligence as a personality trait leads to a construct outside the taxonomy of human cognitive ability.

The need for power and leadership predicts the frequency of demonstration of influence behaviors such as those evident in the competencies of the social skills cluster. According to Goleman (1995), emotional intelligence is a convenient phrase

to focus attention on human talent. It incorporates the complexity of a person's capability and posits that emotional intelligence is highly predictive of success.

### **2.3.2. Five Dimensions of Emotional Intelligence**

Goleman (1998) posits that the five dimensions of emotional intelligence are self-awareness, self-regulation, motivation, empathy, and relationship management in his four major EI scales (Barzii; Slaski, 2003).

- 1) **Self-awareness:** Self-awareness occurs when the individual knows what he is feeling in the moment and uses those preferences to guide decision-making, has a realistic assessment of his abilities, and has a well-grounded sense of self-confidence.
- 2) **Self-regulation:** This involves handling our emotions so that they facilitate rather than interfere with the task at hand; having conscientious and delaying gratification, pursuing goals; recovering well from emotional distress.
- 3) **Motivation:** This dimension of emotional intelligence involves using available deepest preferences to move and guide the individual toward desired goals and help take the initiative and strive. To improve and to persevere in the face of setbacks and frustration.
- 4) **Empathy:** This is related to sensing what other people are feeling, being able to take their perspective, and cultivating rapport and attunement with a broad diversity of people.
- 5) **Relationship management:** Relationship management manifests in handling emotions well, accurately reading social situations and networks, and

interacting smoothly. Using these skills to persuade, lead, negotiate, and settle disputes for cooperation and teamwork. These dimensions of EI are critical for transformational leadership.

### **2.3.3. The Benefits of Having High Emotional Intelligence**

Goleman (1995) expressed that intelligence only contributes as much as 20% to someone's success. Another factor responsible for it is emotional intelligence (EI). Graeme Taylor, as cited in Ciarrochi et al. (2001), People with poor scores on Emotional Intelligence tests are indeed more likely to be involved in substance abuse, more at risk of eating disorders, more likely to suffer from panic attacks, have a greater tendency to violence, and have more severe problems in relationships. Petrides et al. (2004) in school students with low IQ, those with higher Emotional Intelligence, perform considerably better than those with lower Emotional Intelligence. It means that students with higher emotional intelligence are calmer and patient when solving problems concerning their environment.

## **2.4. Theory of Self-Efficacy**

### **2.4.1. Definition of self-efficacy**

Self-efficacy is the core of social cognitive theory put forward by Albert Bandura who emphasizes the role of observational learning, social experiences, and reciprocal determinism in personality development. Bandura (1997) defines self-efficacy as the people's beliefs in their capabilities to produce desired effects by their actions. He also interprets self-efficacy as an individual's confidence in its capacity to organize and

implement actions to achieve the goals set and assess the level and strength in all activities and contexts. In addition, However, Flanagan & Metzger (2014) reveal that self-efficacy is an individuals' evaluation of these abilities or competencies to ask, achieve goals, and overcome resistance. Furthermore, Alwisol (2014) states that self-efficacy is an individuals' perception of how well he can function in certain situations. It relates to the ability to do an expected action. Therefore, self-efficacy beliefs lead individual's ability to organize and implement a series of actions to achieve specific outcomes. Papalia, Olds, and Feldman (2009) state that self-efficacy is someone's belief if he or she has the ability needed to reach any success. Self-efficacy can affect motivation and behavior in performing something. People respond differently in the same situation because they have a different estimate of their capabilities (Wortman & Loftus, 1985).

Self-efficacy is one of the most influential aspects of knowledge about oneself. This is because it affects the individuals in determining the actions they will take to achieve a goal, including the estimation of various events that they will face. Bandura (2013) states that self-efficacy plays an essential role in affecting an individual's effort and how much his effort is in predicting the success he will achieve. This is what Maddux (2016) says in which self-efficacy is a person's assessment of himself about how much his ability in doing a specific task to achieve a result.

Individuals who believe their abilities tend to succeed, whereas people who always feel fail tend to fail. Bandura (2013) reveals that individuals who have high self-efficacy will achieve a better performance because these individuals have strong motivation, clear goals, and the ability to provide performance on activities or



behaviors successfully. Meanwhile, individuals with low self-efficacy will not tend to try or prefer cooperation under challenging situations.

From the explanation above, it can be concluded that self-efficacy is an individuals' belief in their capabilities to take actions, complete tasks and difficulties they face to overcome obstacles and achieve goals. It is not anticipated to know individuals' capabilities instead of individuals' beliefs in order to precise abilities.

#### **2.4.2. Dimensions of Self-efficacy**

In this section, there are several dimensions of self-efficacy which have an important implication on performance. Bandura (1986) states that self-efficacy has divided into three dimensions; magnitude, strength, and generality.

##### **1) Magnitude**

This dimension refers to the difference in someone's self-efficacy depending on the various demands. Self-efficacy magnitude measures the difficulty level (e.g., easy, moderate, and hard). An individual feels it is required to perform a certain task (Van der Bijl & Shortridge-Baggett, 2002). It means that something has to do with task difficulty and individuals believe they can handle it. When they perform something at an easy level, they believe they can do it well because they have their own standard or degree of difficulty. The difficulty level causes people to choose tasks that they think can be performed well and avoid the complex tasks because of the doubt of their capabilities.

##### **2) Strength**

Various experiences have many influences on someone's self-efficacy. Lack of experience will cause a lack of self-efficacy. Self-efficacy strength refers to the amount of conviction where an individual has been performing successfully at diverse levels of difficulty (Van der Bijl & Shortridge-Baggett, 2002). Strength refers to the degree of someone's confidence in believing their capabilities. This dimension refers to the degree of confidence in someone's belief or expectancy. Mbato (2013) states that when learners possess a high sense of self-efficacy, they feel capable of carrying out a given task and may devote an appropriate degree of effort to achieving success. However, someone who has low self-confidence does not have any desire to keep trying and decides to give up easily. The strength of the belief in someone's capability will determine the degree of correspondence between self-efficacy and performance.

### 3) Generality

Generality is the concept in which someone's self-efficacy is unlimited to the specific situation. It has something to do with similar behavior. The generality of self-efficacy refers to the degree to which the expectation is generalized across situations (Lunenburg, 2011). Individuals may believe that they can produce the intended result only in certain areas or in various activities and situations. It depends on the beliefs of their abilities when they get certain tasks that vary the difficulty level.

#### **2.4.3. Sources Self-efficacy**

According to Bandura (1997), four sources influence self-efficacy that people's beliefs about their efficacy can be instilled and strengthened. Those sources are

performance attainment, vicarious experience, verbal persuasion, and physiological state.

1) Performance attainment

Performance attainment, also called enactive mastery, mastery experience, or enactive attainment, is the most powerful source of self-efficacy (Wise & Trunnel, 2001). Smith (2002) states two reasons for this. The first reason is that performance attainment is based on direct and personal experiences. Second, performance attainment is usually attributed to someone's effort and skill. The success that someone has reached will bring higher self-efficacy. Whereas, the failure of previous experience can lower the self-efficacy, especially if the failure happens at the beginning of the task and does not cause by a lack of effort or the external obstacle.

2) Vicarious experience

Vicarious experience, also known as modeling, affects self-efficacy through a social comparison process where people judge their capabilities to the capability of others. Proficient models build self-beliefs of capability by observing effective strategies for managing different situations (Wood & Bandura, 1989). Others' experiences can also influence Self-efficacy. Individuals will observe other people who can succeed and perceive their self-efficacy. By seeing someone's success, individuals can convince themselves that they can reach the same success as well as others. If someone sees others' failure with the same ability and gives much effort, it can lower the assessment of their ability and do not put more effort.

3) Verbal persuasion

Verbal persuasion, also known as social persuasion, is another way to increase people's beliefs in their efficacy. Verbal persuasion is thought to be the third most effective way to develop self-efficacy (Chowdhury et al., 2002). Verbal persuasion is used to believe that they have a satisfying ability to reach their own goals. "If people receive realistic encouragement, they will be more likely to exert greater effort and to become successful than if they are troubled by self-doubts" (Wood & Bandura, 1989). Someone who can be convinced verbally will put more effort if he is compared to others who doubt and think about their weakness.

#### 4) Physiological state

Physiological or emotional states affect self-efficacy in any possibilities as well. It arises due to stress, fear, anxiety, depression, and others that can limit self-efficacy. Individuals are greater in all likelihood to feel competent when they do not have experience of hostility. In short, empowerment techniques grant emotional assistance to subordinates and create a supportive surrounding that can be more effective in strengthening self-efficacy beliefs (Maddux, 2016).

#### **2.4.4. Characteristics of high and low self-efficacy**

According to Bandura (1997), the characteristics of high and low self-efficacy are described as follow:

##### 1) High self-efficacy

- Individuals believe that they can handle something to do or any situation they face effectively.
- Individuals believe in their abilities.

- Individuals see the difficulties as a challenge, not a threat.
- Individuals set their own goals and strengthen their commitments.
- Individuals do their best in doing something and put more effort when facing failure.
- Individuals focus while doing tasks and think of the strategy to overcome any difficulty.
- Individuals directly recover themselves after their failures.
- Individuals can overcome their stresses by believing that they can control them.

## 2) Low self-efficacy

- Individuals feel not useful.
- Individuals will feel sad, apathetic, and worried.
- Individuals avoid difficult tasks.
- Individuals tend to give up easily.
- Individuals have low aspirations.
- Individuals have a low commitment to their own goals.
- In a difficult situation, individuals tend to think about their weaknesses, how difficult the task is, and the consequences of their failure.
- Individuals need more time to recover their feeling after experiencing failure.

## 2.5. Conceptual Framework

2.5. The focus of this research is the analysis of emotional intelligence self-efficacy, schemata in their speaking ability. The conceptual framework of this research describes in the following diagram:

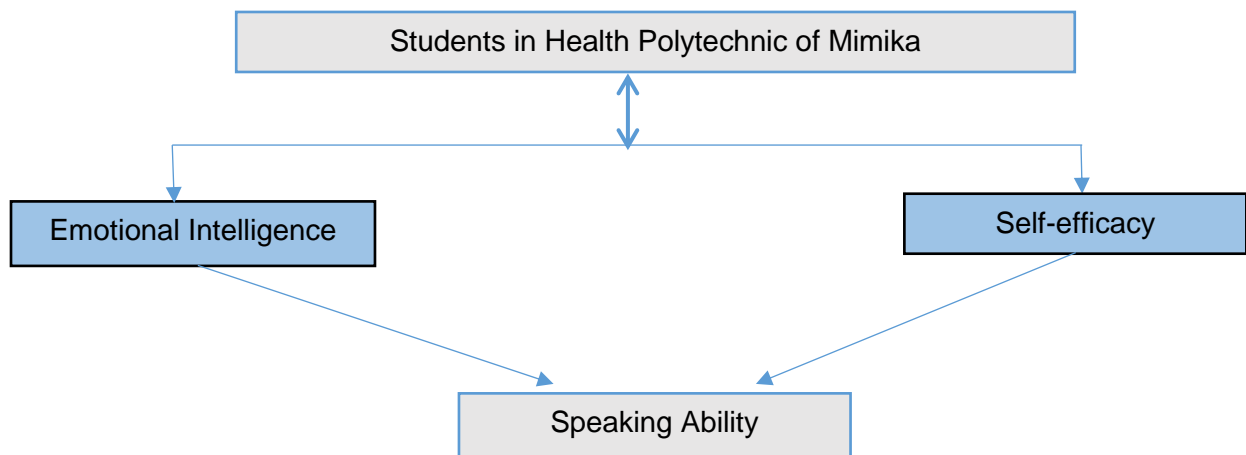


Figure 1. Conceptual Framework

The variables of this research are emotional intelligence and self-efficacy in speaking ability. Emotional intelligence and self-efficacy will be analyzed through questionnaires and speaking abilities known by speaking test. Next, the researcher will analyze the result of questionnaires, speaking tests and the interview to get the result of this research.

## 2.6. Hypotheses

Based on the theory and research question, the researcher put the hypothesis as follows:

1. Emotional intelligence improves students' speaking performance.
2. Self-efficacy improves students' speaking performance.
3. Emotional intelligence and self-efficacy simultaneously have a significant effect on speaking performance.