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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Speaking is an important skill in language learning, which we may have information or ideas. Furthermore, it is an oral communication that maintains social-relationship with others. Otherwise, many learners think that speaking is the most difficult skill when they learn English as a foreign language. Absolutely, it is harder than reading, writing or listening. First, unlike reading or writing, speaking happens in real-time, that the interlocutor usually waits for you to speak right then. Second, when you are speaking, you cannot edit and revise what you have said. It means that speaking skill is not an easy skill. It will measure students' success in learning a language rather than other skills such as, listening, reading and writing.

Based on Richards (2008, p. 24) the standard competence of speaking, students are able to express the meaning of formal and sustained transactional and interpersonal conversation in daily life. Both of transactional and interpersonal conversation can be described as, the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

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Speaking is one of the skills taught and learned in Senior High School. State Senior High School of 1 Lubuk Dalam is one of schools that implements 2013 curriculum. The basic competence stated this syllabus for twelfth-grade is to enable the students to make and respond in transactional conversation with knowing social function, structure of the text and used the right grammar based on the context.

Based on the researcher interview with English teacher at State Senior High School of 1 Lubuk Dalam on April 20th 2017, the English teacher mentioned that many students had low scores in English, especially in speaking. Related to the teacher's side, the teacher applied some strategies in developing students' speaking ability but the students had difficulties when they were learning speaking ability. Moreover, their speaking ability was not satisfied from the expectation of the curriculum. Their speaking scores is still out of passing grade 75.

Based on researcher interview with English teacher, students were difficult to express their idea and make conversation in speaking, it might because they have lack of knowledge and ability of five components of speaking; pronunciation, grammar, vocabulary, fluency and comprehension. The five components of speaking is one of the factors influenced speaking ability of students. Beside that Particularly, there are the feeling of being afraid of making mistakes, lack of confidence when the students have to speak in front of the class Juhana(2012, p.24).

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According to Fauzan(2014, p.15), the behavior of fear of making mistakes are caused by opportunity that the students seldom perform speaking as well as corrections which are given by the teacher directly when the students are performing their speaking. Brown(1994, p.54) also noticed that it is important to highlight that psychological aspect in assigning the successfulness of the students' language learning.

Armstrong (2000, p. 22) in Gardner there are nine kinds of intelligence and there are two psychological aspects both interpersonal and intrapersonal. Interpersonal and intrapersonal have mutual relation to the theory of emotional intelligence by Goleman (1995). Goleman stated (1995, p. 34) that emotional intelligence involves a combination of competencies which allow a person to be aware of, to understand, and to be in control of their own emotions, to recognize and understand the emotion of others, and to use this knowledge to foster their success and the success of others. He also said that emotional intelligence refers to someone's ability to manage himself when he/she is afraid, angry, happy, smitten, with love, sad, surprise, loathe, spellbound, and sorrow. Actually, the ability to manage emotion is very important.

Emotional intelligence has an important role to improve speaking ability of students, Armstrong (2000, p. 20) this ability is related to others; interpretation of behavior and communications; understands the relationships between people and their situations, including other people. In addition Saber Khooei(2014, p.20) in his journal has found that the relationship between

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emotional intelligence as well as its components and speaking ability. The results of the correlation analyses indicated that emotional intelligence as a whole factor had a statistically positive relationship with the complexity of students' speaking ability.

However, based on the writer's interview with English teacher at State Senior High School of 1 Lubuk Dalam on April 20th 2017, the researcher found some of phenomena faced by the students. It can be seen in the following phenomena:

1. The students were not able to pronounce the word correctly
2. The students were not able to speak English grammatically
3. The students had lack sufficient vocabulary
4. The students were not able to speak English fluently
5. The students were not able to use English comprehensively

Based on the background above, beside knowledge about five components of speaking there is psychological factor influenced speaking ability of students. The researcher is interested in carrying out the research entitled, **“The Correlation between Students' Emotional Intelligence and Their Speaking Ability at State Senior High School 1 Lubuk Dalam Siak Regency”**

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B. Definition of the Term

To avoid misunderstanding in this research, it is necessary to give the definition of the term that used in this research as follows:

1. Correlation

According to Oxford (2011, p. 98) correlation is connection between two things in which one things changes. Correlation in this research is the relationship between students' emotional intelligence and their speaking ability at the twelve grade of State Senior High School 1 Lubuk Dalam Siak Regency. Kind of correlation in this research is asymmetrical. Asymmetrical relates to change in one variable (independent variable) causes changed in another variable (dependent variable). In this research, variable x (emotional intelligence) causes changed variable y (speaking ability).

2. Emotional Intelligence

Saiful (2010, p. 1) defined Emotional Intelligence (EI) as the ability to perceive, express, understand, motivate, control and regulate emotion. According to Goleman (1995, p. 128) Emotional Intelligence refers to the ability to identify, express and understand emotion to thought; and to regulate both positive and negative emotions in oneself and others. Emotional Intelligence in this research is the students' ability to manage emotions in speaking.

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3. Speaking Ability

According to Kalayo Hasibuan (2007, p. 141) speaking ability is the measure of knowing language which involves mechanics (pronunciation, grammar, vocabulary); using the right words in the right order with the correct pronunciation. Function (transaction and interaction); knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/ relationship building) and social cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative rules of participant); understanding how to take into account who is speaking to whom, and what circumstances, about what, for what reason.

C. The Problems

1. The Identification of the Problem

Based on the symptoms gained from the researcher observation, the researcher identifies the problems as follows:

- a. The natives languages caused them to get difficulty in using the foreign language
- b. The students had low scores in speaking ability
- c. The students had problem to pronounce the word correctly
- d. The students had low in grammar mastery
- e. The students had inadequacy of vocabulary
- f. The students had problem to speak English fluently
- g. The students had problem to use English comprehensively

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- h. The students' confidence were low in speaking
- i. The students were low in emotional intelligence

2. The Limitation of the Problem

The researcher realizes that to carry out this research, he has limited time, knowledge and finance. Therefore, researcher needs limit this research on the emotional intelligence, pronunciation, grammar, vocabulary, fluency and comprehensively. In addition, the indicators of emotional intelligence in this research only focus to: Self-Awareness, Self-Regulation, Motivation, Empathy, Social skills.

3. The Formulation of the Problem

To do this research, the researcher formulates the following research questions:

- a. How is the emotional intelligence of the twelfth-grade students at State Senior High School 1 Lubuk Dalam Siak Regency?
- b. How is the speaking ability of the twelfth-grade students at State Senior High School 1 Lubuk Dalam Siak Regency?
- c. Is there any significant correlation between emotional intelligence and speaking ability of the twelfth-grade students at State Senior High School 1 Lubuk Dalam Siak Regency?

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D. The Objectives and the Significance of the Research

1. The Objectives of the Research

From the formulation of the problem, the researcher has objectives of the research as follows:

- a. To find out the emotional intelligence of the twelfth-grade students at state Senior High School 1 Lubuk Dalam Siak Regency.
- b. To find out the speaking ability of the twelfth-grade students at State Senior High School 1 Lubuk Dalam Siak Regency.
- c. To find out whether there is a significant correlation between Emotional Intelligence and Speaking ability of the twelfth-grade students' at state senior high school 1 Lubuk Dalam Siak Regency.

2. The Significance of the Research

With the aims of finding out the difficulties of speaking faced by the students, the research is expected to contribute beneficial impacts as follows:

a. Theoretical Significance

This study is expected to be useful information for teacher and students. This study will improve knowledge about emotional intelligence which has a big value to improve the education system particularly in teaching and learning speaking.

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b. Practical Significance

1) For teacher

From this study, researcher hopes it can give the value contribution especially for English teachers to knowing emotional intelligence their students while they teach in the classroom especially in speaking activity.

2) For students

By knowing these strategies, researcher expects students will better manage their emotions; they can apply to enhance their speaking learning process.