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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Speaking Ability

Speaking is very important for us in learning a language as communication. By speaking, we can deliver our minds and also a crucial part for students in language learning process, because in speaking the students not only get knowledge of target language but also the students are able to interact to their friends.

According to Kalayo (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.

Speaking can be defined as oral communication. Communication is a part of human civilization. It can be concluded that one of the important aspects in speaking, there is a communication or interacting between the



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speaker and listener. According to Utami (2006, p. 4) speaking is to make the primary aim of language when the direct method come. In this oral communication become the basis of grading the language teaching program. Harmer (2001, p. 46) states that there are three reasons why people communicate. First, people communicate because they want to say something. Second, they communicate because they have some communicative purposes. Third, when people communicate, they select from their language store. Therefore, it becomes clear that speaking or oral communication has been considered an important language skill for second or foreign language learners.

a. Types of Speaking

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 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. It can use an expanded three-part version of Brown and Yule's framework (after Jones, 1996, and Burns, 1998): *talk as interaction; talk as transaction; talk as performance.*

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1) Talk as interaction

Talk interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other than on the message

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Burns in Richards distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

3) Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as

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performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are:

- a) Giving a class report about a school trip
- b) Conducting a class debate
- c) Giving a speech of welcome
- d) Making a sales presentation
- e) Giving a lecture.

The main features of talk as performance are:

- a) A focus on both message and audience
- b) Predictable organization and sequencing
- c) Importance of both form and accuracy
- d) Language is more like written language
- e) Often mono logic

Some of the skills involved in using talk as performance are:

- a) Using an appropriate format
- b) Presenting information in an appropriate sequence
- c) Maintaining audience engagement
- d) Using correct pronunciation and grammar

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- e) Creating an effect on the audience
- f) Using appropriate vocabulary
- g) Using an appropriate opening and closing.

b. Assessing Speaking Ability

Evaluating speaking is the most important aspect in language testing. However, Speaking is a complex skill among the other skills in English to be assessed because many criteria should be evaluated in speaking such as pronunciation, vocabulary, grammar, fluency, comprehension. Moreover, the administration of speaking test is quite difficult because it will be not effective and sufficient to test speaking in large number of students at limited time.

The other skills can be assessed by paper and pencil test, whereas speaking cannot be assessed. Students' speaking ability should be measured by oral test. The kinds of oral test commonly used by teachers and practitioners to know the students' speaking is face to face speaking test (interview), conversations, role plays, story-telling, oral presentations, etc. Actually, all of them only the most popular choices of oral test in teaching and learning English to assess students' speaking skill.

Therefore, this study issued conversational exchange to assess students' speaking ability since it is simple and good to know information about students' skill in depth. The test is evaluated into five criteria; they are pronunciation, grammar, vocabulary, fluency and



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comprehension. The five criteria are the components of speaking skill.

In this study, the students are scored based on five components of speaking skill by using the scale rating scores of Douglas.H.Brown.

2. Students' Speaking Ability

For most people, the ability to speak is same as we know the basic language of human communication since a baby. Our parents are the teachers. They teach everything in front of us to introduce thing by using oral communication. That can be written, spoken and just monitoring and understanding. Speaking skill is an important part of curriculum in language teaching. Without speaking the students cannot achieve the good proficiency in English. The goal of teaching speaking should improve students' communicative skills. It means that students can express themselves, and practice to explore the idea and the message by using social strategy or spoken and written communication. So, teaching speaking can give a good way for all students. Therefore, it invites students to be active students in the classroom.

Kalayo (2007, p. 20) stated students will be motivated with the way of teacher in teaching. Different way in teaching makes the students feel get new situation in learning. The students as language learners need to recognize that speaking involves three areas of knowledge: Mechanics (pronunciation, grammar, and vocabulary), functions (transaction and interaction), and social, cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participations).

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Kalayo (2007, p. 101) explained the goal of teaching speaking ability is as a communicative efficiency. Learners should be able to make themselves understood by using their current proficiency to the fullest. To sum up, the purpose of teaching speaking is to drill their speaking ability so that they are able to speak English well, and they know what they want to speak about. Students should be familiar with three areas of knowledge speaking:

- a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- b. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and; when precise understanding is not required (interaction/relationship building)
- c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

By taking account of the areas of knowledge speaking, teacher may assist students to pay more attention on enhancement of speaking ability in learning a foreign language. Students may rehearse their speaking ability. They always need communication to express idea to do everything what's more as a student or leaner they have to speak with their teacher as long as in learning process to express their idea. Speaking also helps students to

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learn, to reflect on what they are learning, and to communicate their knowledge and understanding.

3. Factors Influence Students' Speaking Ability

Speaking is not only means of how we speak fluently and correctly to be understood by others but it also has components that explain the way we produce the utterances or sentences meaningfully and accurately to be understood by others. According to Haris (1974, p. 75), there are five components to measure students' speaking ability as follows:

a. Fluency

Fluency refers to the ability how to speak fluently and accurately. Smoothness or flow the sounds, syllabus, words and phrases can be indicated the quality of her or his fluency whether it is logically smooth or not. It also can be seen with the way they speak, If someone can speak English without any pauses, such as; 'ums' or 'emm'. It indicates that the quality of their fluency is smooth. When someone can give respond another persons' question without any difficulty in the conversation; it also means that his or her speech is effortless and smooth. For example, if A asks B this sentence: 'What are you doing?' B can answer correctly: 'I am watching a movie.'

b. Pronunciation

Pronunciation is the way of a person produces or utters the sound of the words meaningfully and accurately to be understood by others in communication such as different phonemes, rising and falling in

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intonation and stress Harmer (2001, p. 28). Here is the example of different phonemes.

‘Potato chips made by the chef is so crunchy’

/pə/ “ teitou/ /tʃ ips/ /meid/ /bai/ /ðə/ /ʃ ef/ /iz/ /sou/ krʌ ntʃ /

The letter ‘ch’ in the words ‘chips’ and ‘chef’ has two different pronunciations, which are represented by two different phonemes: /tʃ / and /ʃ /. Which is /ʃ / is strong friction sound and belongs to voiceless alveopalatal fricative; and /tʃ / is stop affricate weak sound and belongs to voiceless alveopalatal affricate.

Besides that, the students should be able to use stress clearly. Thus, the listener can understand what the clues or the important information that speaker said. In English, stressed syllables are louder than non-stress syllables. For example the stressed syllables are represented by bold typed:

‘In my opinion, her dress is **incredible**.’

‘She was born on **April**.’

In the word ‘incredible’, the second syllable (in“ credible) is stressed, and in the word ‘april’, the first syllable (april) is stressed.

Moreover, the students should be able to recognize the differences between risings and falling in intonation. It can be observed when looking at commands and questions. For example the intonation of these questions can be illustrated as follows:

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1) Tag question (when we the speaker is sure that the answer will be ‘yes’) ‘You /EAT my cake, /DON“ T you?’ It means that the speaker is sure and expects the answer ‘yes’

2) The last part of alternative questions (after ‘or’)

‘Do you want /MILK or /TEA ?’

c. Vocabulary

Vocabulary can be defined as the words use in language, phrase, clauses, and sentences. If someone has many words to utters what they interest to say, they will be smooth to give some information or receive the information. In vocabulary, the students should know about content word and function word in English vocabulary. Content word refers to classes of word (noun, verb, adjective and adverb) and function word refers to the function of the word in the sentence whether it is as a subjective pronoun or objective pronoun. For example:

A: ‘I heard you graduated with honor, Congratulations!

Finally, you did it!’

B: ‘Yes, I did it. Thank you very much.’

A: ‘What are you going to do next? Are you going to get a job?’

B: ‘No, I am not. Actually, I am going to the states next month to get my Master degree. ‘

A: ‘That is great! Go for it! I wish you good luck!’

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B: ‘Thank you very much. I appreciate it.’

In that short conversation, the word ‘heard’, ‘did’ and, get’ are irregular verb; the word ‘graduated’ and ‘appreciate’ are regular verb. The word, ‘next’ and ‘great’ is adjective. Noun in that dialog are the word ‘congratulations’, ‘honor’, ‘thank’, ‘job’, ‘states’, ‘month’, ‘much’, ‘degree’ and ‘master’ while the word ‘finally’, ‘actually’ and ‘very’ are adverb because it explains adjective. Subjective pronouns on that conversation are ‘I’ (the first, second, fourth, fifth and sixth sentence), ‘you’ (the first sentence) while objective pronoun are ‘you’(the first and fifth sentence), ‘it’(the first, fifth and sixth sentence).

d. Grammar

Basically, grammar refers to the sentence structure and tenses. Heaton (1991, p. 5) defined grammar as the students’ ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. Besides that, grammar will help the students to speak fluently. Here is the example of grammar component:

A: ‘Could you please tell me where were you born?’

B: ‘I was born in Bandar Lampung on March 22nd1994.’

When we are talking about someone life, we are going to be talk about story that happened in the past. Thus, we have to use verb II. In the conversation, the speaker should use past tense, as seen below: S+ Verb II refers to past tense.



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e. Comprehension

Comprehensibility denotes the ability of understanding the speakers' intention (understand what the speaker said) and general meaning (get the point what the speaker said) Heaton(1991, p. 35). Cohen (2005, p. 51) argues that to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks. From those two experts, it can be said that comprehension refers to the speakers' "understanding about what are they saying to the listeners in order to avoid misunderstanding information

4. Emotional Intelligence (EI)

a. The Definition of Emotional

Often people interpret emotions as a feeling of anger that exists in self. Generally only the anger that people know about emotions, but not just anger, emotions also include some other feelings such as happy, sad, jealous, love. The emotion according to Goleman (1995, p. 20) is essentially an impulse to action, an immediate plan to overcome the problem that has been instilled gradually by evolution. The origin word of emotion is *move*, the verb in Latin is moving or moving. Moving tendencies are absolute in emotion. Emotion provokes action, emotion becomes the root of the urge to act apart from visible reactions in the eye. In the Big Indonesian Dictionary emotions are defined as burst of feelings that develop and recede in a short time,

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physiological states and reactions (such as joy, sadness, novelty, love); courage which is subjective. Anthony Dio Martin (2003, p. 91) expresses emotion as a reaction to a particular situation. The nature and intensity of emotion is usually closely related to the cognitive (thinking) of human activity as a result of perceptions of the situation. Emotions are the result of cognitive reactions to specific situations. Emotion is a typical feeling and mind, a biological and psychological state, and a series of tendencies to act. From some experts opinions can be concluded that emotion is a state of mental turmoil associated with thoughts and feelings that include pleasure, love, tears, sadness, anger, jealousy, anxiety, fear, panic and so forth.

b. The Definition of Intelligence

Intelligence is one's ability to solve, handle, or think things well. Intelligence according to Casmini (2007,p. 14) defined through two ways, namely quantitatively is the learning process to solve problems that can be measured by intelligence tests, and qualitatively a way of thinking in shaping constructs how to connect and manage information from outside tailored to him. Amstrong (2005, p. 81) intelligence is the ability to crack or create something of value to a particular culture. Munzert (2000, p. 61) defined intelligence as an intellectual attitude including the speed of providing answers, solving, and problem-solving skills. David Wescler (2002, p. 34) also gave the notion of intelligence as a general capacity of individuals to act, think

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rationally and interact with the environment effectively. So it can be interpreted also that intelligence is the ability to master a certain ability.

c. The Definition of Emotional Intelligence

Sunita (2011, p. 1) defined Emotional Intelligence (EI) is defined as the ability to recognize and manage your emotion of others. Saiful (2010, p. 1) also defined emotional intelligence as the ability to perceive, express, understand, motivate, control, and regulate emotions. Salovey Mayer (1990, p.7) defined emotional intelligence is an array of non cognitive capabilities, competencies, and skills that influence one's ability to succeed in environmental demands and pressure.

Furthermore, 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.

In addition with multiple intelligences that Armstrong (2000, p.20) talks about interpersonal. Interpersonal is perception of

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other people's feelings; ability to relate to others; interpretation of behavior and communications; understands the relationships between people and their situations, including other people, now termed Emotional Intelligence. These tasks, activities or tests with interpret moods from facial expressions; demonstrate feelings through body language; affect the feelings of others in a planned way; coach or counsel another person.

From the explanation above, it can be concluded that emotional intelligence is the ability to understand one's emotions, access, generate emotion effectively, so they are able to do interaction with the others easily.

5. The Componentsand Factors of Emotional Intelligence

Goleman(1995, p. 89) claimed there are five domains of EI.

a. Self-awareness:

Knowing what is felt at some point, and use to guide self-making decisions; have a realistic benchmark of strong self-esteem and self-confidence.Furthermore, self-awareness goes beyond merely accumulating knowledge about ourselves. It is also about paying attention to our inner state with a beginner's mind and an open heart.

Our mind is extremely skilful at storing information about how we react to a certain event to form a blueprint of our emotional life.Such information often ends up conditioning our mind to react in a certain way as encounter a similar event in the future. Self-awareness allows

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us be conscious of these conditioning and preconceptions of the mind, which can form the foundation of freeing the mind from it.

b. Self-regulation:

Self-regulation is the ability to respond to the ongoing demands of experience with the range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions as well as the ability to delay spontaneous reactions as needed. It can also be defined as extrinsic and intrinsic processes responsible for monitoring, evaluating, and modifying emotional reactions. Emotion self-regulation belongs to the broader set of emotion-regulation processes, which includes the regulation of one's own feelings and the regulation of other people's feelings.

The process model of emotion regulation is based upon the modal model of emotion. The modal model of emotion suggests that the emotion generation process occurs in a particular sequence over time. This sequence occurs as follows:

- 1) Situation: the sequence begins with a situation (real or imagined) that is emotionally relevant.
- 2) Attention: attention is directed towards the emotional situation.
- 3) Appraisal: the emotional situation is evaluated and interpreted.
- 4) Response: an emotional response is generated, giving rise to loosely coordinated changes in experiential, behavioral, and physiological response systems.

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c. Motivation:

Motivation is what pushes us to achieve our goals, feel more fulfilled and improve overall quality of life., using the deepest desire to move and guide us toward goals, help take initiative and act very effective, and to withstand failure and frustration.

- 1) Personal drive to achieve, the desire to improve or to meet certain standards;
- 2) Commitment to personal or organizational goals;
- 3) Initiative, which he defined as ‘readiness to act on opportunities’; and
- 4) Optimism, the ability to keep going and pursue goals in the face of setbacks.

d. Empathy:

Since empathy involves understanding the emotional states of other people, the way it is characterized is derived from the way emotions themselves are characterized. If, for example, emotions are taken to be centrally characterized by bodily feelings, then grasping the bodily feelings of another will be central to empathy. On the other hand, if emotions are more centrally characterized by a combination of beliefs and desires, then grasping these beliefs and desires will be more essential to empathy.

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Empathy necessarily has a "more or less" quality. The paradigm case of an empathic interaction, however, involves a person communicating an accurate recognition of the significance of another person's ongoing intentional actions, associated emotional states, and personal characteristics in a manner that the recognized person can tolerate. Recognitions that are both accurate and tolerable are central features of empathy.

The human capacity to recognize the bodily feelings of another is related to one's imitative capacities, and seems to be grounded in an innate capacity to associate the bodily movements and facial expressions one sees in another with the prospective feelings of producing those corresponding movements or expressions oneself. Humans seem to make the same immediate connection between the tone of voice and other vocal expressions and inner feeling.

e. Social skills:

Social skills deal with emotions well when connected with others and carefully with the situation and social networks; interact fluent; use these skills for influence and lead, deliberate and resolve disputes, and to work together and work in teams. Asocial skill is any competence facilitating interaction and communication with others where social rules and relations are created, communicated, and changed in verbal and nonverbal ways. The process of learning these

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skills is called socialization. For socialization, interpersonal skills are essential to relate to one another.

Interpersonal skills are the interpersonal acts a person uses to interact with others, which are related to dominance vs. submission, love vs. hate, affiliation vs. aggression, and control vs. autonomy categories (Leary, 1957). Positive interpersonal skills include persuasion, active listening, delegation, and stewardship, among others

Factors affect a person's emotional intelligence according to Goleman (1995, p. 47), as follows:

- a. Family environment. Family life is the first school in studying emotions. The parent is the first subject whose behavior is identified or imitated by the child, then internalized and will eventually become the personality of the child. Parents should be able to provide a good example of how to respond to other people's feelings, how to behave well in the face of problems.
- b. Society's environment Emotional intelligence goes according to the child's physical mental development in society. Emotional learning can be done by giving the child a role as someone outside of himself, so that children can learn about the feelings of others when faced on a problem.



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6. Correlation between Emotional Intelligence and Speaking Ability

According to Richards (2008.p.21), Speaking is also an appropriate way to make others understand with what we mean and say. For most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. For the students, speaking exercise is difficult to try. Naturally, they feel confused on the rule, like: grammar, vocabulary, pronunciation, and fluency. Some of students are afraid being active in speaking because they felt anxious, shyness, lack of confidence in speaking. Therefore students should have some intelligence to solve these problems and get high score in speaking exercise.

Armstrong (2000, p. 22) in his book multiple intelligence stated from Howard Gardner there are nine kinds of intelligence, they are:

- a. Verbal-linguistic intelligence (well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words)
- b. Logical-mathematical intelligence (ability to think conceptually and abstractly, and capacity to discern logical and numerical patterns)
- c. Spatial-visual intelligence (capacity to think in images and pictures, to visualize accurately and abstractly)
- d. Bodily-kinesthetic intelligence (ability to control one's body movements and to handle objects skillfully)

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- e. Musical intelligences (ability to produce and appreciate rhythm, pitch and timber)
- f. Interpersonal intelligence (capacity to detect and respond appropriately to the moods, motivations and desires of others)
- g. Intrapersonal (capacity to be self-aware and in tune with inner feelings, values, beliefs, thinking processes, relation to the emotional intelligence model)
- h. Naturalist intelligence (ability to recognize and categorize plants, animals and other objects in nature)
- i. Existential intelligence (sensitivity and capacity to tackle deep questions about human existence such as, What is the meaning of life? Why do we die? How did we get here?)

It means to solve these problems; felt anxious, shyness, lack of confidence in speaking, students should have intrapersonal and interpersonal intelligence which relation to emotional intelligence model. Goleman states (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.

Bora (2012, p. 15) revealed that students who had high levels of emotional intelligence were more engaged in speaking and brain-based



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activities, because they had high levels of self-esteem and social skills, and cooperated to others.

Saber khooei (2014) in his journal investigate the relationship between emotional intelligence as well as its components and oral task fluency, accuracy, and complexity among Iranian English as a foreign language (EFL) learners. The results of the correlation analyses indicated that emotional intelligence as a whole factor had a statistically positive relationship with the complexity of students' oral performance. It was also found that among five components of emotional intelligence interpersonal and stress management components had a significant relationship with both fluency and accuracy of oral performance and intrapersonal, adaptability, and general mood components were significantly correlated just with complexity of speaking

B. The Relevant Research

According to syaff'i (2007, p. 122) relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to their research. Besides, they have to analyze what the point was focused on, information the design, finding conclusion of the previous research, that of.

1. A research from Een Vivany Yunita(2014)

In his research entitled "An Investigation into the Relationship between Emotional Intelligence and Students' English Speaking Ability". This research has been investigated by student Indonesia

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University of Education to get her second bachelor degree where the object are student fourth semester. The researcher used quantitative research method which is a precise manner to test and measure human behaviors and interpret the results of the study in terms of numerical statistics. For the EI test, students will answer to a test of 60-item questionnaire based on personal and social skills in five domains of Goleman's theory of emotional intelligence. For the oral tests, the researcher will make situations to apply four kinds of oral tasks; interview, reading aloud, description tasks, and role plays.

2. A research from F.Duygu Bora (2012)

In his research entitled ‘The impact of emotional intelligence on developing speaking skills: From brain-based perspective’. His formulation of the problem was finding the relationship between EI and speaking skills of learners a state university in the Black Sea region of Turkey. He took 21 participant 21 participants who were learning English as a foreign language and used quasi experimental method in his research. In the light of the results of this research, it can be concluded that Emotional Intelligence plays an active role for students to be active participants of speaking classes. The students who have low level of EQ are less eager to attend to speaking classes and activities, which causes interruptions in language teaching. However, the students who have high level of EQ do not feel any hesitation about joining in



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the activities because they have self-esteem, know what they need and want, manage their feelings, and are able to study cooperatively.

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. According to syaff'I (2007, p. 122) operational concept are gotten from related theoretical concepts for all variables in the research title that should be practically and empirically. It should be interpreted into particular words in order to make it easy to measure. There are two variables in this research, namely students' emotional intelligence as independent variable (X) and students' writing ability as dependents variable (Y).

Variable X

According to Goleman (1995, p. 332) Emotional intelligence is the ability to know one's emotion, manage emotion, motivate one self, recognize emotion in others, and handle relationship.

To know students' emotional intelligence, Goleman (1995, p. 89) identifies them in some indicators as follows:

1. Self-Awareness

Self-awareness is to understand what is perceived by self at a time and use it as guidance in decision-making, have a realistic measure of self-ability and self-confidence.



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2. Self-Regulation

Self-regulation is defined as emotion that gives positive impact on implementation of the tasks; sensitive conscience and could delay the pleasure before reaching a target, and able to recover self from emotional stress.

3. Motivation

Motivation means using deepest desire to direct and lead toward a goal, ability in turn initiative and act very effectively to withstand from failure and frustration.

4. Empathy

Empathy is to be aware of others feeling that helps them to understand others perspective, build a relationship of trust and aligning self with various people.

5. Social skills

Social skills is able to handle emotions well when dealing with others and carefully read the situation and social networks; interact smoothly; use these skills to influence and lead, deliberate to solve problem, and cooperate to work in teams.

Variable Y

To know the students' ability in speaking ability at twelve grade students of State Senior High School 1 LubukDalamSiak Regency, the researcher determines some indicators based on Brown(2007, p.111). for speaking as the follows:



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1. The students are able to pronounce the word correctly
2. The students are able to speak English grammatically
3. The students have sufficient vocabulary
4. The students are able to speak English fluently
5. The students are able to use English comprehensively

D. The Assumption And Hypothesis

1. Assumption

In general, assumption for this research can be exposed as in the following:

- a. The better are the students' emotional intelligence are better students' speaking ability will be.

2. Hypothesis

Based on the assumption above, hypothesis for this study can be formulated as follows:

Ho: There is no significant correlation between Students' Emotional Intelligence and their speaking ability at State Senior High School 1 LubukDalamSiak Regency

Ha: There is a significant correlation between Students' Emotional Intelligence and their speaking ability at State Senior High School 1 LubukDalamSiak Regency.