STUDENT PERCEPTIONS OF THE ROLE EMOTIONAL INTELLIGENCE ON SPEAKING PERFORMANCE IN FRONT OF OTHERS

THESIS

Submitted in Partial Fulfilment of the Requirement for
Bachelor Degree of English Education Department

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Wassalamu'alaikum, wr. wb.

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MOTTO

It may be that you hate something and it may be that it is good for you, and it may be that you love something and it may be that it is bad for you; God knows and you do not know**.**

(QS Al Baqarah 216)

Importance Of Science. “One who acts without knowledge is like one who travels without guidance. And many already know that such a person would have been destroyed, not survived.”

(Hasan Al Basri)

ABSTRACT

Title : Student Perceptions of the Role of Emotional Intelligence in Speaking Performance in Front of others.

Writer : Kartika

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The purpose of this study was to determine student perceptions about the role of emotional intelligence on the speaking ability of students of the English Department of UIN Walisongo Semarang. The research design is a qualitative descriptive research where the researcher presents the material in a descriptive form. Data collection using questionnaires and structured interviews. Completed by 27 students from class 2019-2022 English Language Education Department of UIN Walisongo Semarang. The results showed that the subject in this study was about students' perceptions of emotional intelligence in speaking performance in front of other people. There are three discussions about emotional intelligence, namely Self-Awareness is the capacity to understand your own emotions and how they affect your performance. secondly, Self-Management analyzes problems, sets goals, monitors potential time and environmental barriers, and applies rewards and punishments to control progress and achievement of goals. Third, Social Awareness is the Capacity to show consideration and caution while practicing empathy and understanding. As well as being able to understand opposing points of view, socially conscious people can handle a wide range of emotions and people skillfully.

Keywords: Self-Awwareness, Speaking performance, Emotional Intelligence

DEDICATION

Praise the author pray to the presence of Allah SWT who has bestowed his grace to the author so that the author can work to complete this thesis.

This thesis I dedicate to me, my mother's Anita, my grandparents are H. Jafar Ismail and H j. Haerani, and my sister Wahyuningsah, and don't forget my friends Desi, Tania, Pebi, Koko, Tyas, Titi, Anna etc who always give everything, support, motivation and kindness to me, and also thank you for keeping me sane in a harsh world, I really hope the completion of this thesis can make me start to achieve my next goal. And I am very grateful to my supervisor Ma'rifatul Fadhilah for everything by guiding me to work on the thesis thoroughly.

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Bismillahirrahmanirrahim.

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In the name of Allah, the beneficent, and the Merciful. Praise and gratitude be to Allah for giving the strength and guidance for the writer, so that this thesis can be finished accordingly. Peace and blessing be upon Prophet Muhammad SAW, his family, his relatives, and all his followers. The writer of this study is so thankful that she could finish the study entitled: "The Influence of Emotional Intelligence in Speaking Ability". This study is a partial requirement for accomplishing a Degree of Bachelor of Education in English Education of Education and Teacher Training Faculty at UIN Walisongo, Semarang. Researchers working on the thesis will not be completed without the help of various parties who have been willing to help the author complete this thesis, both in terms of service, support, motivation, and thoughts.

The writer would like to thank all of the components, who had given their contributions to finishing her study. The writer would like to deliver this thanks to:

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4. Dra. Hj. Ma'rifatul Fadhilah, M.Ed as the advisor who has guidance, dedication, and support during writing this thesis.
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6. All the students of English Education Department 2019 - 2022 who was to be a participant and provide information for the researcher.
7. All members of English Education Department 2019 especially PBI A, thanks for always supporting each other.
8. For those who cannot be mentioned one by one, who have supported the researcher to finish the research.

Finally, the researcher realizes that this thesis is far from the perfect arrangement. As a result, the researcher will gladly accept any helpful criticism to improve this thesis. And hopefully, this thesis can be useful for the readers.

Semarang, 20 June 2023

Kartika

1903046024

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, the research questions, the research objectives, the pedagogical significance, and the limitations of the study.

A. Background of The Research

Throughout the instructional procedure Many factors that affect the process are incorporated by students. It goes without saying that the professors and students are what matter most. the degree to which the teacher's position can affect this process.

Humans have a self-conscious capacity to create fundamental personal, social, and cultural consequences (Mai, 1967; Shibutani, 1961). Emotions have always played an important role in psychological self-awareness. The original theory of objective self-awareness (Duval & Wicklound, 1972), for instance, assumed close ties between self-awareness and emotional experiences. It has been made clear here that the discrepancy between action and the "standard of truth" causes negative emotions. Because the person cares more about discrepancies when self-focused, the emotional consequences of discrepancies are more intense.[1]

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[1] Paul J. Silvia, *Self-awareness and emotional intensity*, Cognition and Emotion, 2002, 16 (2), 195-216

Self-awareness is comprised of emotional abilities that allow us to be more effective and develop positive relationships in social encounters. The initial aspect of self-awareness was emotional self-awareness, which included self-awareness capabilities. As suggested by the original self-awareness theory (Duval & Wicklund, 1972; Wicklund, 1975), research consistenly finds that emotions result from self-discrepancies are amplified by high self-awareness.

Rollo May (1967), for example argued that our capacity for self-awareness creates a "human dilemma", a tension between the mundane and existential features of self-awareness. Viewing ourselves as objects is necessary for regulating our actions and achieving complex goals. But objective self-awareness also enables self-*evaluation* and existential concerns. Focusing on yourself as a target can create its own experience so you don't get carried away easily. Self-awareness theory predicts in greater detail that if one tries to focus on self-awareness, one can elevate the most salient aspects of self-awareness and become the most relevant social standard in a given situation. As a consequence, persons will try to reduce descrepancies between their behavior and that standard. One standard that is learned during socialization in western cultures is that one should consider the opinions, feelings, and beliefs of others one should not behave egocentrically in social setting (see Eisenberg & Strayer, 1987;

Hoffman, 2001). Consequenrtly, If humans have cues for other people's points of view, self-awareness ought to encourage perspective-taking and, as a result, minimize egocentrism, according to a theory that has been put to the test in a number of experimental settings. These studies defined perspective-taking as taking into account another person's spatial perspective (e.g., Hass, 1979, 1984; Stephenson & Wicklund, 1984), taking into account another person's knowledge (e.g., Stephenson & Wicklund, 1983), or taking into account another person's personal or cultural background (e.g., Scaffidi Abbate, Ishgro, Wicklund, & Boca, 2006).[2]

Aguilera (2012) argues that speaking is a productive skill, like writing. It involves using speech as speaking to express another meaning to someone. Interaction is a two-way communication that involves something we say and to find out if they understand what we communicate. Speaking has the use of words, To find out the ability to use language: express oneself in pronunciation, make speeches, Sanchez et al.(2015) define

[2] Constanza Scaffidi Abbate, Stefano Boca and Guido H. E. Gendolla, *Self-awareness, Perspective-taking, Egocentrism.* Self and Identity, 2016

communication competence as the synthesis of the underlying system of knowledge and abilities required for communication.[3]

Fulcher (2014) notes that "speaking is the verbal use of language to communicate with others". Such a broad definition is of course limited, as what enables successful spoken communication is variable. Thus, speaking, as an activity, coupled with feedback from an interlocutor, is a necessary (although not sufficient) part of learning. Thid is so because in an interactive context, feedbact is frequent and draws a learners attention to some (usually erroneous) part of his/her spoken utterance, enabling the learner to focus on that part of language and make corrections, as may appropriate.[4]

Yule and Brown (2000: 45) stated that there are four basic skills that students must acquire when learning a foreign language: speaking, writing, listening and reading. Some of the facets of speech are those the speaker is able to his feelings, ask something, talk about it, and learn something material, etc.

Speaking ability measures how far a student's ability to learn a language goes. Talking is therefore knowledge of a person to communicate with another people using spoken language.

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[3] Aguilera, *Productive Language Skills Learning and Teaching:* Speaking and Writing, 2012

[4] Dustin Crowther and Susan M. Gass, *Speaking*, From part III – Skill Development, 2019.

Speaking is a task when a person interacts with others. It now forms a part of our daily routine. When a person speaks, interacts and uses language to communicate concepts, feelings, and thoughts. They converse and exchange knowledge. Speaking can be used to provide instructions or accomplish tasks in various circumstances.[5]

In light of the aforementioned assertion, the author is motivated to carry out study on "Student Perceptions of the Role of Emotional Intelligence in Speaking Performance in Front of others".

B. Research Question

Based on the research background, the researcher tried to get answers to the following questions about Student Perceptions about the Role of Emotional Intelligence in Speaking Performance in Front of Others in 27 English Department Students class of 2019-2022 UIN Walisongo Semarang.

C. Objective of the Research

Based on the research questions mentioned above, the purpose of this study was to determine students' perceptions

[5] Julfikar Nurdin, *Students' Speaking Ability Awareness: A Qualitative Study at Zawiyah English Club Iain Langsa*, Vol. 2, No. 1, 2020, https://journal.iainlangsa.ac.id/index.php/jades

of the role of emotional intelligence in speaking performance in front of other people.

D. Pedagogical Significant

The knowledge and contributions made by both theory and practice are hoped to be briefly summarized by the study's findings as follows:

1. Theoretically

   The main purpose of this study is to offer knowledge and understanding of students' perceptions about emotional intelligence in speaking performance and this research is also expected to provide additional information for readers about how to understand emotions in themselves.

2. Practical

   The results of this study are expected to provide some information for the researchers themselves and the wider community in the field of education. Researchers hope that research can be useful for:

   a. For students, this research is expected to help them understand their own emotions and increase their confidence in their speaking performance in front of others.
   b. The findings of this study can help English teachers understand how emotions affect speaking skills. Especially when they do presentations orally. So that the teacher can

provide more support so that students understand their emotions and increase confidence in speaking.

c. It is hoped for future researchers that the results of this study can assist in finding reference sources for further research. Can provide solutions in solving problems that occur in students.

E. Limitation of The Study

The purpose of this research is to find out students' perceptions of emotional intelligence in speaking performances in front of others such as giving oral presentations or situations that require them to speak English and feel insecure speaking because they do not understand their own emotions. Participants came from all semesters of the UIN Walisongo Semarang English Education Department. Researchers will focus on identifying students' English education by exploring and understanding emotional intelligence on speaking performance.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the Theoritical Framework and Previous Research.

A. Previous Researches

The recent references in the related literature to this study are:

First, International journal of Muhamad Farhan, Edward Alfin (2019) entitled *"The Effect of Emotional Intelligence and Self Effycacy Towards Students Achievement*". At South Jakarta's Ar-Rahman Integrated Islamic Middle School, the study's goal is to shed light on the relationship between emotional intelligence and self-efficacy and student accomplishment in grade 8. A survey method is used in this kind of research. The data collection tool is a self-efficacy and emotional intelligence questionnaire. Through description questions, the instrument gathers information about students' daily test results as well as their progress in learning mathematics. Multiple regression analysis is a data analysis technique. According to the findings of this data study, self-efficacy and emotional intelligence do not significantly affect how well students learn mathematics. The implication of this study is that students who have high scores and emotional intelligence and moderate self-efficacy do not have a significant

effect of improvement. Learning achievement, thus emotional intelligence and self-efficacy are not the main factors that cause it affect student achievement. The similarity of this research with the research that I did was that they both discussed about emotional intelligence while the difference was that in this study they used the emotionall intelligence questionnaire and self-efficacy questionnaire methods while I discussed speaking test and questionnaire methods.[6]

Second, International Journal of Khairun Nisa, Kisman Salija, Asfah Rahman (2022 entitled *"The Influence of Emotional Intelligence and Speaking Self-Efficacy on Speaking Skill of English Foreign Language College Students".* The purpose of this studybwas to determine the effect of emotional intelligence and self-efficacy on students' speaking skills. This research is a correlational study with a total population of 30 second and fourth semester students of the Departement of English Language Education, University of Muhammadiyah Makassar. Research data collected using quistionaire and speaking test. Data analysis using a likert scale and linear analysis multiple through SPSS version 25. The results showed that the value (sig) is known to be the sig. emotional intelligence 0.007 <probability of 0.05, then the

[6] Muhammad Farhan, Edward Alfin, *"The Effect of Emotional Intelligence and Self Effycacy Towards Students Achievement*", 37-39, 2019, 10.25273/jipm.v8i1.4669

first hypothesis is accepted because it has a positive effect on speaking skills. Sign value hand. Self-efficacy 0.001 <0.05 probability, it can be concluded that the second hypothesis is accepted because it has a positive effect on speaking skills. Emotional intelligence and speaking self-efficacy simultaneously have a significant effect on students' speaking performance is evidenced by F count = (19.276) > F table (3.34). so, it is included that intelligenceemotional and speaking self-efficacy affect the speaking skills of second and fourth semester students of the Departement English Education Muhammadiyah Makassar University. This study and mine share a common theme in that they both address the role of emotional intelligence in communication. The study I conducted employs qualitative data instead of quantitative data, which is the difference between it and the study published in this publication.[7]

Third, International Journal of Manalulallaili, Amala Hasanah, Herizal, Agnes Silvita (2018) entitled *"The Correlation Between Emotional Intelligence and Speaking Achievement of Eight Grade Students of SMP N 46 Palembang, South Sumatera, Indonesia*. The study investigated the correlation between students' emotional intelligence to their speaking achievement

[7] Khairun Nisa, Kisman Salija, Asfah Rahman, *"The Influence of Emotional Intelligence and Speaking Self-Efficacy on Speaking Skill of English Foreign Language College Students",* Vol.2, No. 4, 2022

and the significant influence between students' emotional intelligence to their speaking achievement. The population of were 294 students of eight grade students of SMP N 46 Palembang, South Sumatera, Indonesia in academic year 2016/2017. We used cluster random sampling to determine the sample of this study, there were 74 students as a sample of this study. A quantitative study was used in this study. The data were obtained by questionaires and speaking test. The result of the test was analyzed by means and percentage. Based on the result of the data analysis, there were two major findings. First, there was significant correlation between students emotional intelligence and their speaking achievement and second is students emotional intelligence did significant influence 3,11% to tjeir speaking achievement. Similarity, both discussed the influence emotional intelligence in speaking using Questionaire and Speaking test.[8] The difference in this study was that it examined grade 8 SMP N 46 Palembang, south Sumatera, Indonesia. While my research examined students at UIN Walisongo Semarang.

Fourth, International Journal of Christopher L, Thomas & Kristie Allen (2020) entitled *"Driving Engagement: Investigating*

[8] Manalulallaili, Amala Hasanah, Herizal, Agnes Silvita, *"The Correlation Between Emotional Intelligence and Speaking Achievement of Eight Grade Students of SMP N 46 Palembang, South Sumatera, Indonesia"*, 2018, https://online-journal.unja.ac.id/jelt/index.

The Influence of Emotional Intelligence and Academic Buoyancy on Student Engagement". The current study was designed to determine wether there is an emotional connection between intelligence, behavioral engagement, emotional involvement, behavior emotional dissatisfaction, and academic mediated emotional dissastisfaction buoyancy. An assessment of the key constructs of interest was performed by a sample of 253 undergraduate and graduate students. An a priori route analysis finding demonstrates that emotional intelligence significantly influences both behavioral and emotional dissatisfaction. According to our findings, conduct, emotional involvement, and emotional discontent all have a direct bearing on academic buoyancy. Importantly, our findings offer more proof that the relationship between the several aspects of student engagement—behavioral engagement, emotional engagement, and emotional dissatisfaction—is partially mediated by academic buoyancy. The potential advantages of implementing interventions to boost emotional intelligence are discussed in an effort to improve learners' capacity for coping, engagement, and academic success as a whole. The parallels are that both discussions touch on emotional impact or engagement on a student's situation. Although the focus of my research is on how emotional intelligence affects speaking, in this instance the differentiation is more about the kinds of feelings that students have.

Five, International Journal of Zhou Chen, Ping Zhang, Yi lin and Yanxia Li (2021) entitled *"Interactions of Trait Emotional Intelligence, Foreign Language Anxiety, and foreign Language Enjoyment in The Foreign Language Speaking Classroom".* The current study looked at how traits of emotional intelligence (trait EI), foreign language proficiency (FLA), and foreign language enjoyment (FLE) interacted in a classroom where students were learning a foreign language. According to data gathered from 274 Chinese postgraduate EFL students, the subjects generally exhibited medium to high scores on global trait EI; among the four trait EI variables, they scored relatively high on emotionality and well-being, followed by self-control and sociability. They have moderate to high mean FLA levels as well as high mean FLE levels. Between trait EI, FLE, and FLA, significant small to medium relationships were discovered. According to regression analyses, trait EI was a better predictor of FLA than FLE. In its significant interactions with FLA and FLE, trait EI was crucial. Additionally, while sociability alone strongly predicted FLA, wellbeing and emotionality significantly influenced both FLE and FLA. High self-control levels reduced the impact of other important factors. It is implied that encouraging learners' attribute EI may increase FLE and lessen FLA. Additionally, the findings make recommendations for the creation of EI-based intervention programs. The differences are more thorough than the similarities

because they cover not only emotional intelligence but also foreign language (FLA) and foreign language enjoyment (FLE).

B. Literature Review

Someone with good emotional intelligence is able to control emotions when angry, sensitive to other people's feelings, etc.

1. Emotional Intelligence

An individual's capacity to successfully handle the rigors of an academic environment can be significantly predicted by their emotional intelligence. Students with high levels of emotional intelligence frequently have higher grade point averages (GPA), are more likely to be retained, and are more likely to persist until the completion of a degree than those with low levels, claim studies (Parker et al. 2004; Perera and DiGiacomo 2013). When faced with difficulty, intelligent peers are more likely to use adaptive coping mechanisms (Austin, Saklofske, and Mastoras 2010; MacCann et al. 2011) and report fewer negative academic emotions like exam anxiety (Khaledian, Amjadian, and Pardegi 2013; Thomas, Cassady, and Heller 2017).[9]

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[9] Christopher L, Thomas & Kristie, *"Driving Engagement: Investigating The Influence of Emotional Intelligence and Academic Buoyancy on Student Engagement"*, 2020, https://www.tandfonline.com/loi/cjfh20

Emotional intelligence is consistently associated with a variety of adaptive outcomes, as shown, for example, in meta-analyses by Schutte, Malouff, Thorsteinsson, Bhullar, and Rooke (2007) and Van Rooy and Viswesvaran (2004). Emotional intelligence can be conceptualized as a characteristic adaptation of active emotional functioning derived from a mixture of cognitive processes and emotional processes (Salovey & Grewal, 2005). Emotional intelligence trait consists of self-perception of emotions and typical tendencies. The dual process Model of cognition and learning can provide insights into the underlying functioning of emotional intelligence traits and how higher emotional intelligence can lead to adaptive outcomes. The trait and ability approaches are the two main frameworks for conceptualizing and rating emotional intelligence. According to trait methods, emotional intelligence is a consistent feature of personality that shows up in regular emotional functioning (e.g., Neubauer & Freudenthaler, 2005; Petrides & Furnham, 2003; Petrides, Pita, & Kokkinaki, 2007). According to Petrides et al.'s 2007 research, trait emotional intelligence is made up of a combination of traits that fit into well-known personality taxonomies like the Big Five and the Three Giants as well as traits that don't. When compared

to other well-established personality traits, emotional intelligence has incremental validity.[10]

Another smart skill is emotional intelligence, which is essential for excellence at all levels, particularly in leadership. It has nothing to do with your IQ; it has everything to do with how you handle yourself and your relationships. Goleman (1995:8) identified four emotional intelligence competencies:

a. Self-Awareness

Gallup (1983) draws the conclusion that self-awareness and thought are all fundamentally a part of the same process by which one is able to be aware of what one desires through the mind and the capacity to keep track of one's mental state. He lists the following empirical mind indicators: anthropomorphism, intentional deceit, reciprocal altruism, empathy, reconciliation, and pretending.[11]

Self-awareness is made up of emotional skills that help us engage with others more effectively and build strong relationships. The initial aspect of self-awareness was emotional

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[10] Nicola S. Schutte, Einar B. Thorsteinsson, Donald W. Hine,Roxanne Foster, Avril Cauchi, & Caroline Bins, *Experiential and rational processing styles, emotional intelligence and wellbeing,* Australian Journal of Psychology, Vol. 62, No. 1, March 2010. DOI: 10.1080/00049530903312865

[11] Sue Taylor Parker and Robert W. Mitchell, *Envolving Self-Awareness,* 2019

self-awareness, which is included in self-awareness competencies. As suggested by the original self-awareness theory (Duval & Wicklund, 1972; Wicklund, 1975), research consistenly finds that emotions result from self-discrepancies are amplified by high self-awareness.

According to Goleman (1995), self-awareness is the capacity to comprehend your own emotions and how they affect your performance. Goleman (2016) identified three self-awareness competencies:

a. Being aware of one's emotions and the effects of their emergence is known as Emotional self-awareness. Being able to identify your own emotions and their repercussions is known as emotional awareness. Understanding a person's feelings, ideas, and behavior, including what they say and how their future feelings will affect their performance, as well as how their personal values will influence those feelings, is essential to effective communication.
b. Knowing one's talents and limitations is essential for Accurate self-assessment. comprehending our own unique strengths, limitations, inner resources, and maybe most significantly, our own, is essential for comprehending both our own emotions and those of others. Even in a competitive and hectic professional atmosphere, it can be quite tough to admit our flaws and limitations, yet doing so is crucial for emotional intelligence and our own wellbeing.

c. Self-confidence is the ability to appraise oneself without depending on the opinions of others. It also includes a strong sense of self-worth. People with high self-esteem are typically able to present oneself with kindness, and they are frequently referred to as charismatic.[12]

How far EI can be stretched has been a topic of significant dispute throughout the study of the nature of emotional intelligence. There is a general understanding that EI can grow, although varied perspectives on the rates at which it might do so have been put forth (Goleman, 1996, 1998; Higgs and Dulewicz, 1999; Steiner, 1997; Hopfl and Linstead, 1997; Cooper, 1997; Martinez, 1997). Some components of emotional intelligence are easier to develop than others, according to Higgs and Dulewicz (1999), who put out the original model (above). As opposed to limiters or drives, they contend that enablers are more receptive to expansion. This claim is somewhat supported by the findings of the retail survey because all three of the original model's supporters—self-awareness, interpersonal aspects, sensitivity, and influence—indicate a very considerable rise.[13]

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[12] Goleman, *Building Blocks of Emotional Intelligence:* Emotional Self-Awareness: A Primer. More than Sound, LLC. 2016

[13] Victor Dulewicz & Malcolm Higgs, *Can Emotional Intelligence be developed*, The International Journal of Human

b. Self-Management

Self-management is a person's effort to regulate his own conduct, according to Mills (1983). Self-management entails analyzing issues, establishing goals, keeping an eye on potential time and environmental obstacles, and employing rewards and penalties to control advancement and goal achievement (Frayne, 1991). Students become responsible for their own performance and advancement by being taught how to analyze, monitor, and self-regulate. In essence, they develop into self-managers. Self-assessment is the first stage in self-management. During this phase, a person learns about the obstacles to his desired goals. The second phase, which entails setting and committing to a particular objective, follows from this realization (Kanfer, 1987).

Self-monitoring of following actions will have minimal effect on individual behavior if people do not define and commit to these goals (Simon, 1979). Self-monitoring entails the person actively keeping track of how they manage their own environment and time, as well as identifying any issues or circumstances that might impede

them from reaching their objectives. Self-evaluation is the fourth and final stage of self-management, where people assess the effectiveness of their strategy and adjust it as appropriate.[14]

c. Social-Awareness

The capacity to demonstrate consideration and caution while exercising empathy and understanding. In addition to being able to comprehend opposing points of view, socially aware people can deal skillfully with a range of emotions and people (Daft, 2011; Goleman, 1998). Empathy, organizational awareness, and service all fall within the social awareness category.[15]

2. Concept of Speaking

1. Definition of speaking

Speaking is an interactive meaning-making process involving someone's speech or producing and receiving someone's speech,

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[14] Megan Gerhardt (2007) *Teaching Self-Management: The Design and Implementation of Self-Management Tutorials*, Journal of Education for Business, 83:1, 11-18, DOI: 10.3200/JOEB.83.1.11-18

[15] Juan F. Ramirez, Arvind Gudi, Thomas Griffin, Ed Sherbert. *Student Perceptions of the Role of Emotional Intelligence in College Success: A Phenomenological Study*. International Journal of Business Marketing and Management (IJBMM)Volume 1 Issue 3 October 2016, P.P.00

and it is also a multisensory activity because it involves paralinguistic features such as eye contact, facial expressions, body language, tempo, pauses, changes in voice quality, and variations. in a tone that affects the flow of the conversation. Culture seems to be an integral part of the structure of speech that affects the teaching and learning of speech. According to Solcova (2011:17), communication is achieved through speaking in an interactive process where speakers and listeners switch off and employ both verbal and non-verbal cues. Another understanding is that speaking is a process of constructing and sharing meaning through the use of verbal and nonverbal symbols, in a various contexts.[16]

In my opinion, speaking is something that has been done for a long time when we are listening to a word or sentence, so we will automatically learn or accidentally say the words and sentences we hear. Speaking requires the learner not only to know how to produce certain language points such as grammar, pronunciation, or vocabulary (linguistic competence), but also to understand when, why, and in what way to produce language (sociolinguistic competence)It seems that culture is integral in how speech is constructed which has implications for how to

[16] Alonso. *The Importance of Teaching Listening and Speaking Skills. Thesis.* 2012

speak taught and learned. Based on Solcova (2011:17), speaking as an interactive process where people exchange the roles of speaker and listener and use both verbal and non-verbal means to achieve their communication goals. Another understanding is that speaking is a process of constructing and sharing meaning through the use of verbal and nonverbal symbols, in a various contexts.[17].

In my opinion, speaking is something that has been done for a long time when we are listening to a word or sentence, so we will automatically learn or accidentally say the words and sentences we hear. Speaking requires the learner not only to know how to produce certain language points such as grammar, pronunciation, or vocabulary (linguistic competence), but also to understand when, why, and in what way to produce language (sociolinguistic competence).

a. Teaching Speaking

Rajagapolan (2019) define teaching is an interactive process, especially involving the classroom conversations that occur between teachers and students and occur over a certain period of time predetermined activities. Speaking skills instruction should focus on improving communication effectiveness, claims Sholihah (2016). Students must be able to make themselves

[17] Alonso. *The Importance of Teaching Listening and Speaking Skills. Thesis.* 2012

understandable by making the best use of their current skills. Sholihah (2016), teaching to speak is teaching students; produce English speech sounds and patterns, use word and sentence stress, the intonation pattern and rhythm of the second language, choose the right words and phrases for the right social setting, audience, situation and topic, organize their thoughts into meaningful and logical sequences, using language as a means of expressing values and judgments, using the language quickly and confidently with small, unnatural pauses called fluency.[18]

Here are some suggestions for English teachers when teaching spoken using English according to Ryan (2001):

a. Provide maximum opportunities to students to speak in the target language by providing a rich environment containing collaborative work, authentic materials and assignments, and knowledge sharing.

b. Try to involve every student in every speaking activity; to this end, practice different ways of student participation and can foster students ' self-confidence.

c. Reduce teacher talk time in class while increasing student talk time.

d. Show positive signs when commenting on student responses.

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[18] Fahmi Farizi and Sakhi Herwiana, *A study of teaching speaking techniques used a peace English course pare, Kediri*, Journal of Language and Literature, 2022

e. Ask questions that raise questions such as "What do you mean? How do you achieve it conclusion? "to encourage students to talk more.

f. Give positive written feedback such as "your presentation was excellent. That's good work. I really appreciate your efforts in preparing the material and the efficient use of your voice..."

g. Do not correct students ' mispronunciations too often while they are speaking. Corrections should not distract the student from his presentation.

h. Involves speaking activities not only in the classroom but also outside the classroom; healthy environmental influences from parents and others who can help.

i. Circulate around the class to make sure that students are on the right track and see if they need your help when they work in groups or in pairs.

j. Provide vocabulary in advance that students need in speaking activities.

k. Determine the issues that kids who struggle to communicate because they are frightened to make a mistake are experiencing and provide them extra opportunities to practice speaking clearly.[19]

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[19] Noprianus Tammu Batang, *TEACHING SPEAKING OF ENGLISH AS A FOREIGN LANGUAGE: PROBLEMS AND SOLUTIONS*, TEFL Overseas Journal, vol 2.2016.

b. Type of Speaking

There are several types of speaking;

1. Fluency is about how comfortable and confident you are in speaking English. If you can speak for an extended period of time, that is an indicator of strong fluency. It is also about showing a clear connection between each point that you are trying to make. This skill means that the listener can follow what you are saying and does not get lost.
2. Vocabulary, the more interesting words you know, the stronger your speaking skills. The best way to grow your vocabulary is to read in Englisg and make a note of any new words that you encounter in a vocabulary notebook.
3. Grammar. The dreaded G word! Grammar does matter and the fewer mistakes you make, the better your speaking skill will be. However, do not worry about making mistakes either! A good speaker does not have to use perfect grammar. Certainly, though, it is a good idea to make sure that you have mastered the major tenses.
4. Pronounciation is a complex area, with a lot of a sub skills that can be practiced. The basic rule of thumb is that an average speaker can speak and be understood. A skilled speaker can use the sub skills that can be practiced. The basic rule of thumb is that an average speaker can speak and be understood. A skilled speaker can use the sub skills of pronunciation to emphasise and

make the communicative effect of their speech more impactful. The sub skills of pronunciation include: word and sentence stress, intonation, rhythm and the use of the individual sounds of a language. A god way practice your pronunciation is to copy, simply listen to how someone with good pronunciation speaks, and try to imitate them as closely as possible.

c. Speaking Performance

According to Ladouse (1991), speaking performance is the capacity to record acts or interior feelings in precise language, as well as the capacity to talk or express a string of thoughts fluently. Additionally, according to Harmer (2007), speaking performance involves the capacity to comprehend information and language "on the point" as well as the ability to communicate effectively employing language elements. According to Heaton (1983), speaking consists of three components: correctness, fluency, and comprehensiveness. Gu (2010) makes the following two distinctions between the two: Fluency is the capacity to read, speak, and write swiftly, fluidly, and expressively. Accuracy is the capacity to produce accurate sentences using appropriate syntax and terminology. Richards (2008) defined comprehension as "the capacity to comprehend another's vocalization (listener) as well as

the capacity to communicate with and be understood by others (speaker)".[20]

C. Conceptual Framework

A conceptual framework is a framework that a researcher believes best describe how the research problem would be investigated (Camp, 2001, p.27). The conceptual framework outlines the relationship between a study's key concepts and offers an integrated approach to the research challenge. It is set up by giving a visual representation of how ideas in a study relate to one another.

The image below explains the researcher's conceptual framework. The study is qualitatively descriptive and explains speaking skills and how emotional intelligence affects speaking. Self-awareness is one of numerous components of emotional intelligence. The study looks at students' emotional self-awareness regarding their own emotional resilience and students' emotional intelligence. Self-confidence about students' self-confidence and

[20] Ayu Chandra Agustin1, Ekaning Dewanti Laksmi1, Suharyadi1. *Speaking Performance and Grammatical Competence Across Cognitive Learning Styles and Strategy Inventory for Language Learning*. Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan Volume: 6 Nomor: 5 Bulan Mei Tahun 2021 Halaman: 692—702 DOAJ-SHERPA/RoMEO-Google Scholar-IPI.

their own abilities. Researchers are interested in the emotional intelligence of speaking among pupils.

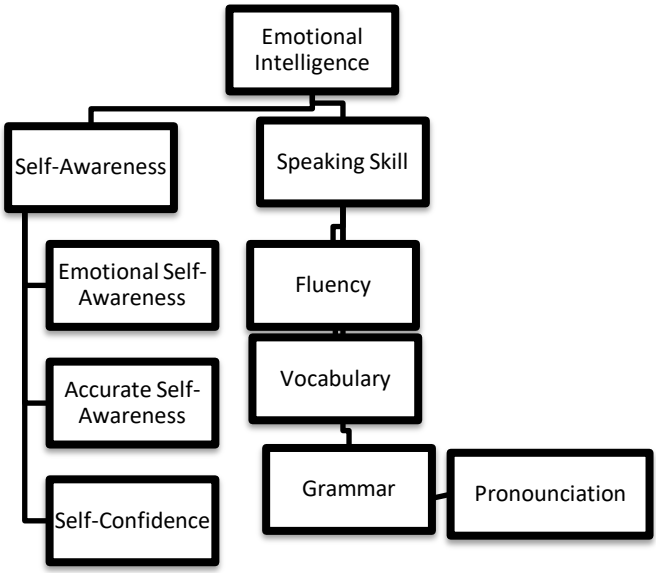


Chart 2.1 Conceptual Framework 1

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Shank (2002) defines qualitative research as “a form of systematic empirical inquiry into meaning". Systematically means "planned, organized and general", following the rules agreed upon by members of the qualitative research community. Empirically, that is that this type of inquiry is based on the world of experience. Meaning inquiry says the researcher tries to understand how other people make sense of their experience. Denzin and Lincoln (2000) claim that qualitative research involves both interpretive and naturalistic approaches: “This means that qualitative researchers study things in their natural setting, seeking to make sense of, or interpret, phenomena in terms of the meanings of people. bring it to them”.[21]

Research design is the method used to select a collection strategy, ie data in research. A qualitative survey design will be used in this study. The qualitative method is a research procedure, according to Lexy J. Moleong (2018), in which participants' descriptive data is gathered verbally or in writing, and their behavior is observed. The results of the study are presented using relevant information excerpts from written information, field

[21] Sonia Ospin, *“Qualitative Research”, Robert F. Wagner Graduate School of Public Service New York University,* 2004, www.sagepublications.com

notes, and interviews, as well as video, audio, and electronic clips communication. Meanwhile, Shareman and Webb stated that the focus of Qualitative research is on meaning as perceived or attained by individual in a social context.

The research design used in this study is the survey method used to collect as much data as possible on the quality of the subject, and aims to describe the state of the subject. Surveys are a form of in-depth research technique where information is collected from various sample participants, through questions (Sugiyono, 2011). The survey method is used to collect data from a certain places, researchers collect data, for example by distributing questionnaires, tests, structured interviews, and so on.

B. Research Setting

This study was carried out at the University of Indonesia Walisongo Semarang, which is situated at Jl. Prof. Dr. Hamka, Tambakaji, Ngaliyan, Semarang, Central Java. From June 9, 2023, this research was conducted.

C. Research Partisipants

27 English education majors from UIN Walisongo's 2019–2022 academic year participated in this study, Semarang. The reason for selecting Tadris English students is that the criteria listed are based on the assumption that they have direct experience in doing oral presentations using English, and they are still in the learning stage, which means they are in the stage of identity formation, so they all fully volunteer.

D. Method of Collecting Data

For this study, the data collected was supported by a qualitative survey using purposive sampling method. Purposive sampling is a sampling technique that chooses participants for study based on standards set by researchers and their expectation that they will be able to respond to questions. The sample criteria in this study were EFL students at UIN Walisongo, male and female, all semesters, are experienced in speaking skills, and experience emotional changes when speaking. Researchers use qualitative research.

E. Instrument of The Research

Data has a very important role in a study, because without data it is impossible to obtain research results. To obtain these data used research instruments, namely: a). Speaking Test and, b). A list of questions.

1. Interview

Structured interview, consisting of 3 items (questions). Structured interview means what is asked in the form of a formal interview, and according to Stuckey (2018: 2) the types of structured interviews are:

Stay consistent with the study introduction, the order of the questions and the wording of the questions.

- Don't let anyone else answer for the participant or give an opinion on the question.
- Don't suggest agreeing or disagreeing with answers. You don't want to give respondents an idea about your personal views on the theme.
- Do not interpret the meaning of a question. If the participant doesn't understand the question, you just have to repeat the question and ask them to give the best answer or choose to skip the question.
- Don't improvise, such as adding answer categories or making up word changes.

2. Qustionnaires

Questionnaires as a data collection technique are carried out by providing a set of questions or written statements to respondents to answer (Sugiyono, 2016: 199). In this study using instruments with a Likert scale. The Liker scale is used to measure

attitudes, opinions, perceptions of a person or some people towards social phenomena (Sugiyono, 2016: 134).

The answers to each instrument item using a Likert scale are gradations from Strongly Agree, Agree, Disagree, and Strongly Disagree (Sugiyono, 2016: 135). In this research instrument, respondents were asked to choose their retort to indicate one of the numbers from base 1 to 4 explanations for that number.

Strongly Agree, respondents got a score of (4)

Agree, the respondent gets a score of (3)

Disagree, the respondent gets a score of (2)

Strongly Disagree, the respondent gets a score of (1)

F. Method Data Analysis

Qualitative thematic analysis was the method used for data analysis in this study. Thematic analysis is a qualitative research technique that may be broadly applied to a variety of epistemologies and research issues, according to Nowell et al. (2017, p. 2). Finding, analyzing, and reporting patterns (themes) within data is done using thematic analysis. Thematic analysis is a very adaptable technique that can be tailored to the needs of different investigations and offers a thorough, intricate, and in-depth explanation of the data (Braun & Clarke, 2006; King, 2014).

Thematic analysis is one method of data analysis that can be used to detect themes or patterns in the acquired data, according to Braun and Clarke(2006).

The six processes listed below make up the data collection process used in the thematic analysis technique (Braun & Clarke, 2006):

1. Getting to know the information

   The first step in thoroughly understanding the information that has been obtained is becoming familiar with the data. It will serve as a helpful beginning point for the following phase and serve as an orientation to the raw data. The researcher read through the survey's transcript again to delve deeply into participants' viewpoints and become acquainted with all facets of the data.

2. Creating initial codes

   After becoming familiar with the data, simplify it by focusing on certain data features. This is done through a methodical data-coding process in which specific statements are analyzed and grouped into themes that describe the phenomenon of interest. The data is sorted and organized by the researcher to create certain codes, which are then written to describe the phenomena that emerge from the data and are based on the words used by the

participant. The researcher creates the coding system, then uses the same codes throughout the full data collection.

3. Trying to find themes

   The researcher produces themes by looking at, combining, contrasting, and even graphically mapping how codes interact. This comes after providing the first code.

4. Analyzing themes

   The next stage is examining the themes when the researcher finds the basic code and extracts the themes. The researcher then rereads the entire set of data to review themes and recode for additional data that fits within the themes that were added to or changed during this step. As part of this process, the researcher looks over any notes or memos made during data collection to create, alter, and remove themes that are no longer relevant to the data that was collected.

5. Theme definition and naming

   In this stage, the researcher identifies each theme, follows up with thorough analysis for each theme to ascertain its message, and then produces the themes. Additionally, at this point, researchers can assess how each theme fits into the larger narrative of the complete data set related to the study questions.

6. The report's production

   The last phase, which started with the earlier processes, is composing the final analysis and explanation of the results. There

should be a narrative in the report that explains the significance and accuracy of the data as well as how the researcher managed and used the data.

CHAPTER IV

FINDING AND DISCUSSION

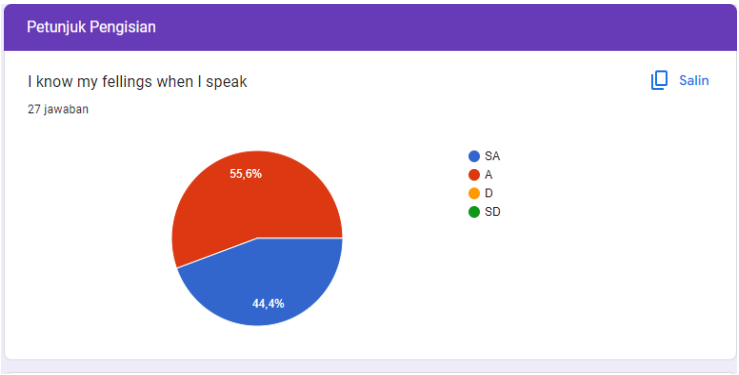
A. Finding

This chapter describes the research with the data that has been obtained and analyzed in the research. Furthermore, conclusions and limitations of the research are also discussed further in this chapter.

1. The result of Self-Awareness on Speaking Performance

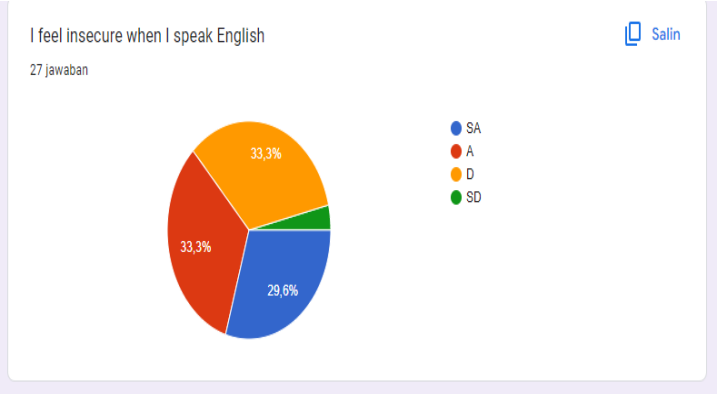
This information about students' self-efficacy was acquired through surveys. Accurate self-evaluation, emotional awareness, and self-confidence were the four metrics included in the questionnaires. The options on a Likert scale were strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD).

Here some data is detail:



Picture 4.1 Result Of Screening Question 1

The image above shows the results of the positive filter question. "I know what I feel when I speak", then participants will answer with their respective opinions if they agree they can choose the answer Agree (A) or Strongly Agree (SA). However, if they disagree, they can choose the answer Disagree (D) or Strongly Disagree (SD). There were 55.6% (15 people) who chose the answer Strongly Agree and 44.4 (12 people) who chose Agree only. This explains that some participants feel that they know very well how they feel when they speak, such as when they speak when they feel happy, sad or angry.



Picture 4.2 Result of screening Question 1

The following is an example of a negative question, namely "I feel insecure when I speak English" where in the data obtained there were 33.3% (9 people) who answered Agree, 33.3% (9 people) answered Disagree, 29.6% (8 people) answered Strongly Disagree, and 3.7% (1 person) answered Strongly Disagree. It is evident from the data that there are still many people who experience anxiety when speaking English in front of others, but from the data obtained there are some students who think that they feel confident because they can understand their own feelings so that they do not feel insecure to speak English. Actually from the data obtained, emotional changes greatly affect speaking ability, most people feel insecure because they cannot understand their own emotions. Many people are not sensitive to the conditions they face, causing feelings of fear and nervousness that make them feel unable to do something.

After all the questionnaire data and interviews conducted to several people to complete this research. The researcher found some fears that occur in students, whether they can understand their own feelings or not, what makes them feel afraid when speaking.

2. Their fears when presenting or speaking in front of others

Based on the results of the study, the researcher found several main problems in students when presenting or speaking in front of others.

a. Feeling shy

This theme was strongly expressed by several students in this study. Feeling shy when making presentations or speaking in front of others, this is influenced because they always feel inferior or insecure because they are afraid of the views of others on what they do. From the data obtained, there are some 33.3% (9 people) who agree with this topic.

Here are some excerpts that researchers took from related surveys:

No.	Some student responses
1.	Fear of being seen by many people, making them feel embarrassed
2.	Fear of criticism
3.	When they try to be brave, they are always unheard and unheeded
4.	Worried that when I make a speaking mistake that people will think badly of me

From the description above, it can be seen that students are worried and feel embarrassed to stand and speak in front of others or during presentations because they are afraid of the responses of many people about themselves, causing them to feel insecure. Concerns about other people's reactions to what he did during the presentation, as seen below.

No.	The factor
1.	People respond like they don't understand, don't listen, do a few words of criticism, are silent, passive or responsive.
2.	Having the trauma of presenting or speaking to others only to be laughed at or ridiculed makes us feel even less confident.

In the end, people's reactions are very influential to someone who has a fear of presenting. In addition, the self-diagnosis of being judged by people before making a presentation can limit ourselves in delivering something.

No.	Some fears
1.	Worried about not being a fun presentation that makes people feel bored
2.	Feeling worried if when speaking I make mistakes such as a few wrong words that

	make people not understand what I am talking about.
3.	Fear that what he prepared did not meet expectations
4.	Fear of being laughed at when making mistakes

Fear of other people's judgment can affect students' learning activities or can affect students' emotions so that they no longer feel confident. The best priority is not to diagnose themselves about other people's responses, and learn to understand emotions because it is very influential on what will be done so that it makes them feel more relaxed and confident. And for people to be able to give some positive responses so as to make someone feel good when presenting.

b. Lack of confidence

Speaking in front of others is an important part of language learning, but a lack of confidence is a common problem for people. From the data obtained 51.9% (14 people) agreed with this.

No.	The Factors
1.	Lack of confidence to perform in front of many people

2.	I feel bad because I think that I can't do it
3.	It's more like having stage fright, although they try to understand what they're feeling, if they're feeling nervous then they won't know what to say

In the statement above, students mentioned that they do not have a high drive to perform in front of many people. They feel insecure about their abilities, and afraid to take risks. Lack of self-confidence can lead to nervousness, shyness, worry, and difficulty speaking in public. Lack of self-confidence will also have a negative impact on the learning experience, students will feel afraid to express their opinions, feel lost, and confused about what to say. Having these feelings is normal, but everyone should control themselves, and try to give their best performance.

3. Strategies to understand emotions in oneself

The aspects of emotion regulation are the individual's ability to regulate emotions, both positive and negative emotions, to consciously control emotions easily and automatically, and to master situations that cause stress due to the problems faced. The

importance of emotion regulation strategies to make adjustments to the environment. There are two strategies that explain this.

a. Response-focused strategies (expressive suppression) which is the application of response regulation by inhibiting excessive emotional expression including tone of voice, attitude and behavior, attitudes and behaviors, and facial expressions. This strategy is useful for control the excessive emotion that arises, but not does not reduce the emotion that arises.
b. Antecedent-focused strategy (cognitive reappraisal) as the second strategy is a strategy that will be done by individuals when emotions arise and this happens when before the individual gives a response to the emotion that exists. Respond to existing emotions. This strategy appears to change the individual's mindset to be more positive positive in interpreting a situation that will cause certain emotions. This strategy is able to reduce the influence of strong emotions so that the response that appears will not be excessive.

c. Making positive affirmations will reduce negative assumptions, thus helping to reduce fear in oral presentations.

No.	Positive Affirmations
1.	Convince me that I can't do it
2.	Assume everyone in front of me is just an inanimate object/not even a human being
3.	Convince myself to be confident in delivering the presentation, and eliminate negative thoughts
4.	Just Be myself

Positive affirmations are linked to self-confidence as they can bring positivity to situations, reduce stress and worry, and make you want to try things. Actually, if you can understand the emotions in yourself then you can do something that you think you can't do because you can understand the emotions in yourself and not depend on the emotions of others so that it doesn't affect what you will do in the future.

4. The importance of managing your own emotions

Although emotions are a natural thing experienced by humans, if emotions cannot be controlled properly, then it can have a bad impact, both for yourself, friends, to many people or groups. The inability to control emotions will even complicate the problem and can harm others. There are several things that can be done in managing emotions and anger well, namely:

a. Calm yourself down

Calming down can be done as a way to reduce emotions. Ways that can be chosen in calming down can be like taking time to be alone, withdrawing from the existing problems, doing relaxation, and confiding in the closest person who can be trusted.

Taking time to be alone and withdrawing from existing problems can clear your mind and stabilize your emotions. So that the brain becomes fresher in making decisions in solving problems or finding the best solution. Relaxation is one of the techniques that can be utilized in managing emotions. This is because relaxation techniques can activate the parasympathetic nervous system which can relieve negative emotions.

b. Understand the causes of emotions and find solutions

It is undeniable that emotions always trigger a person to dissolve in it. Try to understand what causes the emotion, then try to think realistically about the cause of the emotion. Then from the cause, think about what you want to fix, including thinking about whether the emotions you feel have the potential to complicate the problem at hand and its adverse effects.

c. Think before you act

It is not uncommon for emotions to blind a person to do something without considering the impact. Because this condition will only make things worse. Therefore, try to think and be more mature and wise when you want to talk or want to do something when you are emotional. Especially if these actions can have an impact on your health.

d. Express emotions in the right way

Basically, venting emotions is better than suppressing them. Emotions that are not channeled properly have the potential to be the main cause of mental health disorders. However, this should not be misunderstood. Emotions can be expressed, but it must be in the right way. In fact, properly expressed emotions can improve the situation, avoid emotions from reappearing and prevent the possibility of hurting other people's feelings or bodies.

B. Discussion

This study has described how students' emotional perceptions in the speaking performance of English Education students make students understand the emotions of English Education students in their experiences in oral presentations, main problems, strategies to reduce, how to manage emotions in themselves. Specifically, this study aims to answer research questions about Student Perceptions of the Role of Emotional Intelligence in Speaking performance in Front of Other People in 27 English Department Students class of 2019-2022 UIN Walisongo Semarang.

This study discusses student perceptions of the role of emotional intelligence in speaking performance in front of other people. Investigators conducted individual interviews.

To assess students' perceptions of their understanding of EI. The research questions were aimed at (a) exploring participants' experiences as students regarding emotional awareness in the performance of their speech, (b) identifying participants' perceptions of their behavior and feelings in understanding emotions, (c) studying the traits that help students succeed in speaking. have self-awareness, and D) gain insight into the respondent's ability to identify the factors that arise in self-emotions.

The research sought responses to the following central questions: How often do you feel worried/anxious in the face of

rare/sometimes/frequently/frequently oral presentations? explain briefly!

This question was answered with their understanding and experience to be discussed during individual interviews. Are you worried/anxious about a presentation that doesn't meet your expectations? This question was asked to find out if they could understand the emotion in themselves and how they perceive it.

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

This is the final chapter of the study. This chapter provide conclussions and suggestions related to the research study.

A. Conclussions

This study explains the emotional influence on the ability to speak English education students UIN Walisongo Semarang. Researchers use surveys for research that is with interviews and questionnaires.

This study discusses student perceptions of the role of emotional intelligence in speaking performance in front of other people. Researchers used surveys for their research, namely interviews and questionnaires.

The research question concerns students' understanding of emotional intelligence in their speaking performance whether they are aware of the emotional changes that exist in students. And the researcher found several problems faced by students who did not understand emotions, were not confident, felt embarrassed and worried about other people's responses. Not understanding emotions in oneself can affect someone when speaking both from pronunciation and others, many students always make mistakes when speaking because of emotions in themselves. Second, lack of self-confidence makes him feel inferior and feel unable to do

anything well. Third, always feel ashamed and worried about the bad response from others because it has instilled in him that he can't, always thinks he can't speak well and appear confident. The findings of this study demonstrated that the study's participants had effective emotional understanding skills. The antecedent focus strategy (cognitive reassessment) has been shown to be able to reduce the appearance of negative emotions in oneself, which can be seen in people who carry out this strategy when they experience negative emotions in themselves. Then for response Focus Strategies (expression management) utilize this strategy to better control existing emotions so as not to harm the people around them. The results of this study showed that the subjects in this study had strategies to understand emotions well. The antecedent focus strategy (cognitive reassessment) has been shown to reduce the appearance of negative emotions in oneself, which can be seen from people who perform this strategy when they experience negative emotions in themselves. They have their own thoughts on implementing this strategy. Making positive affirmations will reduce negative assumptions, thus helping to reduce fear in oral presentations. Positive affirmations are related to self-confidence because they can bring positivity to situations, reduce stress and worry, and make you want to try something. In fact, if you can understand the emotions in yourself then you can do something that you thought you could not do because you can

understand the emotions in yourself and not depend on the emotions of others so that it does not affect what you are going to do. do it in the future.

A student's observation of a certain circumstance or setting can be construed as perception. The ability of students to see, hear, feel, present, or comprehend everything about their environment in terms of both their daily lives and their school lives can be interpreted as this. It can also take the form of mental images, concepts, or awareness of environmental elements through physical sensing. "Perception is the whole process of conscious human reasoning in describing the surrounding environment," claims Koentjaraningrat (2011: 99). According to the aforementioned notion, a student's perception is how he feels about an experience or a gift from another person, including the teachings a teacher has taught him. Student perceptions can also be seen as the method through which students receive or evaluate information in order to draw conclusions from or understand what they have learned.

B. Suggestions

In light of the aforementioned findings, the researcher would like to provide the following advise:

1. Teacher

To comprehend the human environment, one must be self-aware. The relevance of emotional intelligence, especially self-

awareness, should be emphasized by teachers in addition to delivering facts. The correct approaches, tactics, media, strategies, etc. should be used in the classroom based on the students' preferred learning styles by teachers who are more creative in their instruction. You must pay close attention to each student when instructing them in speaking, as well as cultivate a welcoming environment and engaging activities for them to enjoy and practice in.

2. Students

Learning to speak should not help students develop self-awareness because speaking is challenging for them. To improve lecturers' public speaking performance and learn how to engage students in conversation, students need to be self-aware.

3. Further Researchers

In the future, we hope that our research can be used as an example for other research in various talks, and researchers hope that other research will be more imaginative in coming up with solutions to their difficulties.

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APPENDICES

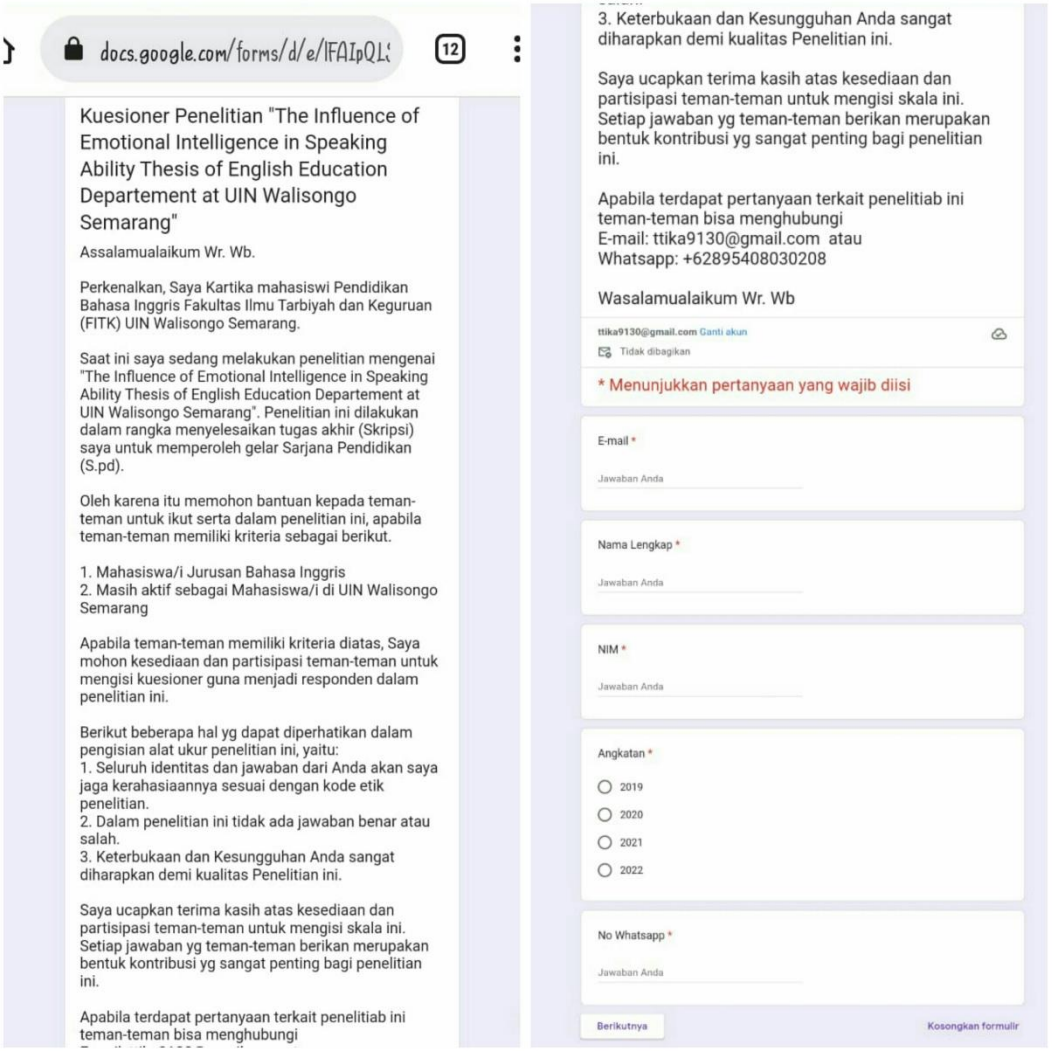
1. Interview

Appendix 1 List of Question 1

NO.	QUESTIONS
1.	The reaction often do you feel worried / anxious in the face of oral presentations rarely / sometimes / often? briefly explain!
2.	Do you feel worried / anxious in the face of a presentation that does not match your expectations?
3.	How do you reduce worry / anxiety in the face of your own insecurities?

No	Elements	Decription
1.	Introduction	Researchers gather with participants and explain purpose, also provide a welcoming statement by greet participants.
2.	Profile	Researchers asked participants about profile (eg. full name, Student Number, and semester)
3.	Screener	In this section researchers screen participants. They will get the first question "Do you ever understand emotions in yourself?". Survey only those who have an opinion on this issue.
4.	Survey Question	This section is a core part of the survey, namely the researchers asked the participants if they to obtain such data is necessary.
5.	Thanking	Researchers thank the participants help provide information for research.

Appendix 1 List of Question 2



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12

Kuesioner Penelitian "The Influence of Emotional Intelligence in Speaking Ability Thesis of English Education Departement at UIN Walisongo Semarang"

Assalamualaikum Wr. Wb.

Perkenalkan, Saya Kartika mahasiswi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan (FITK) UIN Walisongo Semarang.

Saat ini saya sedang melakukan penelitian mengenai "The Influence of Emotional Intelligence in Speaking Ability Thesis of English Education Departement at UIN Walisongo Semarang". Penelitian ini dilakukan dalam rangka menyelesaikan tugas akhir (Skripsi) saya untuk memperoleh gelar Sarjana Pendidikan (S.pd).

Oleh karena itu memohon bantuan kepada teman-teman untuk ikut serta dalam penelitian ini, apabila teman-teman memiliki kriteria sebagai berikut.

1. Mahasiswa/i Jurusan Bahasa Inggris
2. Masih aktif sebagai Mahasiswa/i di UIN Walisongo Semarang

Apabila teman-teman memiliki kriteria diatas, Saya mohon kesediaan dan partisipasi teman-teman untuk mengisi kuesioner guna menjadi responden dalam penelitian ini.

Berikut beberapa hal yg dapat diperhatikan dalam pengisian alat ukur penelitian ini, yaitu:
1. Seluruh identitas dan jawaban dari Anda akan saya jaga kerahasiaannya sesuai dengan kode etik penelitian.
2. Dalam penelitian ini tidak ada jawaban benar atau salah.
3. Keterbukaan dan Kesungguhan Anda sangat diharapkan demi kualitas Penelitian ini.

Saya ucapkan terima kasih atas kesediaan dan partisipasi teman-teman untuk mengisi skala ini. Setiap jawaban yg teman-teman berikan merupakan bentuk kontribusi yg sangat penting bagi penelitian ini.

Apabila terdapat pertanyaan terkait penelitiab ini teman-teman bisa menghubungi

3. Keterbukaan dan Kesungguhan Anda sangat diharapkan demi kualitas Penelitian ini.

Saya ucapkan terima kasih atas kesediaan dan partisipasi teman-teman untuk mengisi skala ini. Setiap jawaban yg teman-teman berikan merupakan bentuk kontribusi yg sangat penting bagi penelitian ini.

Apabila terdapat pertanyaan terkait penelitiab ini teman-teman bisa menghubungi
E-mail: ttika9130@gmail.com atau
Whatsapp: +62895408030208

Wasalamualaikum Wr. Wb

ttika9130@gmail.com Ganti akun

Tidak dibagikan

* Menunjukkan pertanyaan yang wajib diisi

E-mail *

Jawaban Anda

Nama Lengkap *

Jawaban Anda

NIM *

Jawaban Anda

Angkatan *

- 2019
- 2020
- 2021
- 2022

No Whatsapp *

Jawaban Anda

Berikutnya

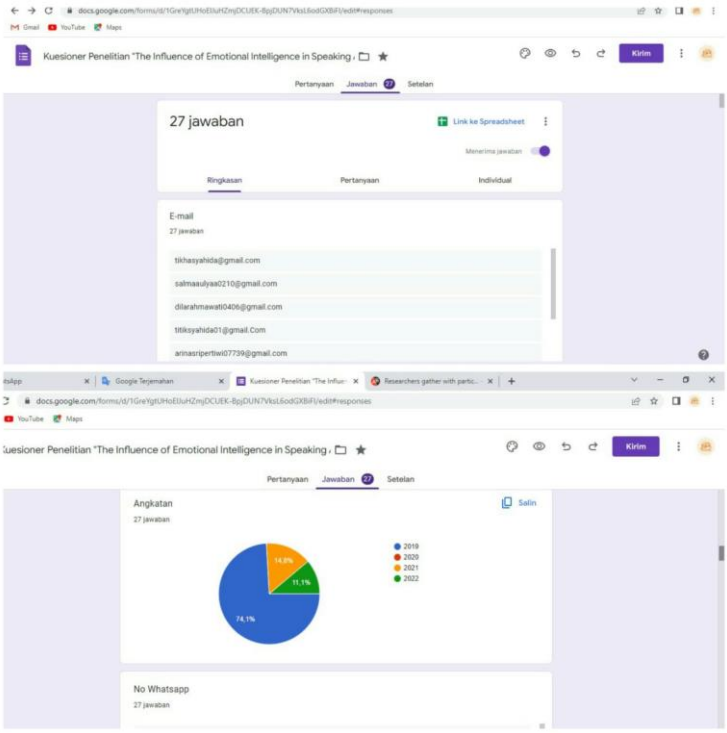
Kosongkan formulir

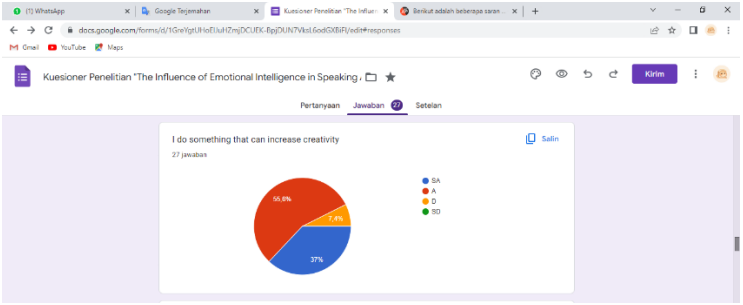
Appendix 3 Google Form for Survey 1

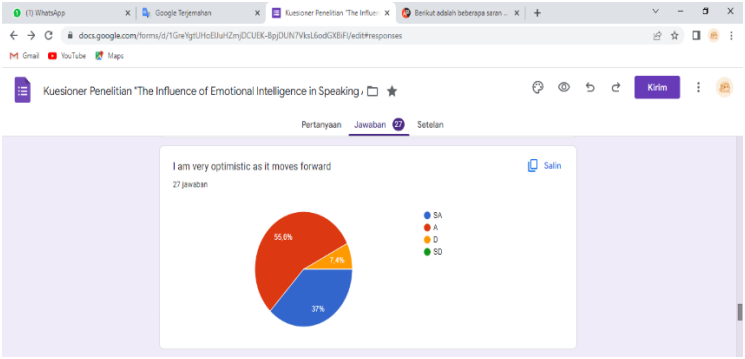
No.	Question	SA	A	SD	D
1.	I know my fellings when I speak				
2.	Feel that have a lot of weakness				
3.	Sure with practice, I will Success in Speaking				
4.	I dislike when I get Criticsm of my Friends				
5.	I do something that can increase creativity				
6.	I always believe a to myself that I can				
7.	I am very optimistic as it moves forward				
8.	I feel insecure when I speak English				
9.	I always felt that I couldn't				
10.	I really like it when it comes to the front for presentations				
11.	I always feel competitive friends				
12.	I always help my friend when he has difficulty speaking				
13.	I feel be shy when I				

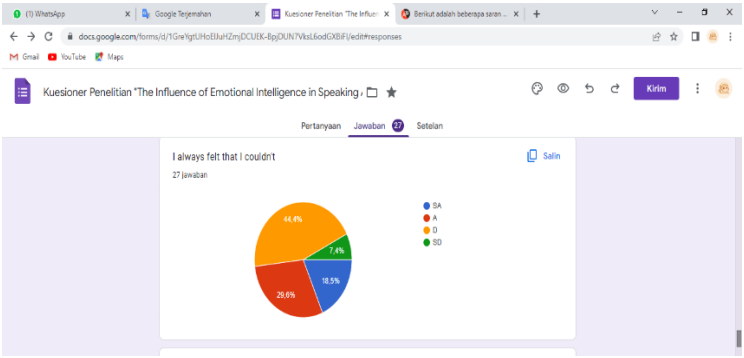
	speak in Front of the class				
14.	**Always Difficult to make reason when I speak in front of my friends**				
15.	**I like to monotonous activity**				
16.	**I can Understand own feelings**				
17.	**I am sure with high confident, I will do my best**				
18.	**Feel pesimist in front of their friends**				
19.	**Feel be confident in front of their friends**				

Appendix 4 Responses of The Survey 1






Kuesioner Penelitian "The Influence of Emotional Intelligence in Speaking
Kirim
Pertanyaan
Jawaban 27
Setelan
I am very optimistic as it moves forward
27 jawaban
Salin
SA
A
D
SD
55.6%
7.4%
37%


Kuesioner Penelitian "The Influence of Emotional Intelligence in Speaking
Kirim
Pertanyaan
Jawaban 27
Setelan
I always felt that I couldn't
27 jawaban
Salin
SA
A
D
SD
44.4%
7.4%
18.5%
29.6%

CURRICULUM VITAE

Name : Kartika

Student Number : 1903046024

Addres : Bima, Nusa Tenggara Barat

Born : Bima, 19 May 2001

Major : English Education Departement

Email : ttika9130@gmail.com

Number : 082326114547

Background Study :

1. SDN 50 Kota Bima
2. MtsN Raba Kota Bima
3. MAN 2 Kota Bima
4. UIN Walisongo Semarang

Semarang, 20 June 2023

Kartika

1903046024