

**EXAMINING THE INFLUENCE OF EMOTIONAL  
INTELLIGENCE ON STUDENTS' SPEAKING  
PERFORMANCE**

THESIS

Submitted in Partial Fulfillment of the Requirements  
For Gaining the Degree of Bachelor of Education  
In English Language Education



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**2024**

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## THESIS PROJECT STATEMENT

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*Wassalamu 'alaikum Wr. Wb.*

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## MOTTO

أَلَا بِذِكْرِ اللَّهِ تَطْمَئِنُّ الْقُلُوبُ ﴿٢٨﴾

“Surely in the remembrance of Allah do hearts find comfort.” (QS. Ar-Rad: 28)

“No need to run, just walk and see everything around us.”

-Mark Lee

“Enough crying, enough being sad, enough saying tomorrow, start now with what you have”

-Thewizardliz



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Semarang, 15<sup>th</sup> December 2024

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## ABSTRACT

Title : Examining the Influence of Emotional Intelligence on Students' Speaking Performance  
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Emotional intelligence is a crucial factor in developing English-speaking ability, particularly for junior high school students, as their transitional phase is characterized by emotional changes that can influence their speaking ability. This study aims to investigate the influence of emotional intelligence by focusing on four factors, namely well-being, self-control, emotionality, and sociability on the students' speaking performance. This cross-sectional study took samples from class 9 of SMP N 44 Semarang totaling 31 students. The techniques used to collect data were TEIQue Questionnaire and English-Speaking Performance Test. Then, the data were analyzed using quantitative analysis. This study revealed a significant positive relationship between the components of emotional intelligence (EI), well-being, self-control, emotionality, and sociability, with speaking performance among junior high school EFL students. This study also showed that emotional intelligence (EI) significantly influences junior high school EFL students' speaking performance, with EI accounting for 72.85% of the variance in speaking ability. This research suggests that improving students' emotional intelligence can enhance their English-speaking performance.

*Keywords: EFL Learners, Emotional Intelligence, Junior High School, Speaking Performance.*

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# CHAPTER I

## INTRODUCTION

The purpose of this introduction is to explore various aspects of the topic. This chapter provides background of the research, research questions, objectives of the research, limitations of the research, and significance of the research.

### **A. Background of the research**

Learning English as a foreign language (EFL) is essential in today's global society, and junior high school students are at a crucial point in their language development. This stage of development emphasizes how crucial it is to give students the essential tools for successful communication, especially while speaking. Speaking requires a number of essential skills, according to Brown (2004): content comprehension, vocabulary utilization, pronunciation, grammar, and fluency. Effective communication depends on these components, which are also necessary for evaluating speech skills. Because spoken language and its examination are complicated, each component adds to a comprehensive evaluation of speaking abilities (Romadlon & Astuti, 2022).

The importance of speaking in language acquisition is underscored by the necessity of comprehension and expression for meaningful communication. Effective speaking skills are foundational in learning a new second or foreign language, as they precede reading and writing in the language acquisition process. This sequence reflects the central role that speaking plays in initial language development, setting the stage for further linguistic growth (Suleyeva et al., 2022).

Speaking ability development is a multifaceted process that is influenced by several variables other than language proficiency. Shumin (2002) highlights that motivational levels, self-confidence, and awareness all have a major impact on speaking competency and are not just related to language proficiency. These elements are vital to a person's communication effectiveness because they support the speaker's capacity for meaningful interaction with listeners and the clear expression of ideas.

Furthermore, the speaking domain is not just a technical skill but also a platform for emotional expression. Suleyeva et al., (2022) argue that emotional

intelligence and speaking abilities are tightly associated. Speaking well demonstrates not only one's command of the language but also one's capacity for empathy, anxiety management, and situational flexibility. This viewpoint emphasizes the emotional and psychological components of successful verbal communication in addition to grammatical precision, highlighting the richness of the speaking domain as a representation of both linguistic and emotional competencies.

Speaking challenges are caused by a variety of variables that affect students' capacity for verbal speech. Alfonsius (2020) outlines several important impediments, such as inhibition, which causes students to be hesitant to speak because they fear making mistakes or receiving negative feedback. Lack of subject matter or purpose for speaking is another problem that can make students reluctant to express themselves. Furthermore, in large courses, there may be unequal or poor involvement due to dominating students dominating quieter ones, which limits the opportunity for all students to practice speaking. Likewise, speaking in a mother tongue can hinder students' practice speaking in English in mixed-language environments because they may feel it more comfortable

and less scary to converse in their native language. Motivation also plays a crucial role; without a perceived need or desire to learn and speak English, students may lack the drive to engage actively in language practice (Anwar, 2019).

Educational performance is significantly influenced by emotional intelligence (EI), emotional intelligence (EI) is significantly influencing students' ability to engage with and overcome learning challenges. Goleman (1996) highlights that Students that score higher on emotional intelligence are better able to inspire themselves, persist through difficulties, control impulsive behaviours, and manage their moods effectively. Zhang, (2023) believes that emotional competence enables students to approach learning with resilience and adaptability, enhancing their overall educational outcomes.

Emotional intelligence (EI), as a core construct related to emotion in mainstream psychology, has also attracted increased interest in the field of foreign language acquisition (FLA). Studies on FLA have reaffirmed the importance of the emotions of both teachers and students in FLA. It is further influenced by the fact that the FLA

process apparently largely relies on the psychology of teachers and learners as well as interpersonal communication (Chen & Zhang, 2020).

Salovey and Mayer were the first to propose the idea of emotional intelligence (EI) (1990). According to Mayer et al., (2009) the ability to recognize and differentiate between one's own and other people's feelings and emotions, as well as to use this understanding to guide one's thoughts and actions, is known as emotional intelligence (EI).. EI has also emerged during the past few years as one of the keys and most commonly used notions. Confidence is a crucial factor that impacts communication efficacy when speaking in public. According to Eliya Adelia et al., (2022), confidence is necessary for organizing and communicating ideas in a way that other people can understand. Speakers who lack confidence may find it difficult to communicate their thoughts clearly, which may hinder productive dialogue.

Emotional intelligence has an important role in education (Goh & Kim, 2021). Enhancing student learning can be achieved by designing learning environments with the knowledge that intelligence is multifaceted and can be enhanced. In order to promote

holistic development and enhance both academic performance and personal development, the idea of emotional intelligence (EI) has a special position. Those with strong emotional intelligence (EI) are capable of controlling their feelings, such as fear and anxiety, and adopt a mentality that encourages living a high-quality life. Chen et al., (2021) found that the importance of emotional intelligence in language learning is underscored by the recognition that effective communication is not solely a cognitive endeavor but is profoundly influenced by emotional factors.

Junior high school, marked by the transitional phase of adolescence, introduces unique emotional challenges that can significantly influence language learning experiences. Junior high school students grapple with a myriad of emotions that can either fuel or impede their language learning journey. As learners navigate linguistic challenges, their ability to manage emotions, empathize, and adapt emotionally to diverse communicative contexts can significantly impact their speaking performance. Students that possess high emotional intelligence (EI) will be capable of controlling their own feelings, see and comprehend other people's

feelings objectively, and communicate with others in a very effective manner (Suleyeva et al., 2022).

The majority of studies have looked into the connection between EI and various aspects of foreign language proficiency, including reading comprehension (Abdolrezapour & Tavakoli, 2012), writing achievement (K. Q. Shao et al., 2013), and EFL acquisition (Li & Xu, 2019). As far as researcher have found, there has been no research examining the influence of emotional intelligence on speaking performance, especially in junior high school. This study will investigate the influence of emotional intelligence by focusing on four factors, namely well-being, self-control, emotionality, and sociability on the speaking performance of junior high school EFL students to design effective language learning interventions. This research aims to provide valuable insights into the complex dynamics between emotional intelligence and English-speaking performance, which ultimately contribute to improving EFL education for junior high school students.

## **B. Research Questions**

This research is aimed to answer the following research questions:

1. How is the influence of emotional intelligence on students' English-speaking performance?

### **C. Objectives of the Research**

The objectives of the research are divided into two points below:

1. To examine the influence of emotional intelligence on students' English-speaking performance.

### **D. Limitation of the Research**

To keep the research's major objectives in mind, this study has some limitations.

1. The research's findings may be limited in generalizability due to the use of a specific sample of junior high school EFL learners from a particular geographic location or educational setting. The sample size may also be small, which could affect the representativeness of the results.
2. The study relies on specific measurement tools to assess emotional intelligence and English-speaking performance. While these tools may be valid and reliable, the choice of instruments could impact the breadth and depth of the study's findings. Different tools or variations in measurement approaches might yield different results.

3. The study may not account for external influences beyond the classroom environment that could impact emotional intelligence and speaking performance, such as family background, social interactions outside of school, or extracurricular activities.

### **E. Significance of the Research**

The finding of this study can be significant to:

1. Educational Implications: Findings from the study can guide the development of targeted educational interventions. Strategies aimed at enhancing emotional intelligence in junior high school EFL learners may prove instrumental in alleviating language-related anxieties, improving communication skills, and fostering a positive attitude towards language learning.
2. For teachers: Findings from the research can inform student-centric approaches to language education. Recognizing the impact of emotional intelligence on speaking performance allows educators to adopt personalized teaching methods that resonate with the emotional needs and capacities of individual learners, promoting a more effective and engaging learning experience.

3. For students: The research can develop individualized support systems for junior high school EFL learners by identifying emotional intelligence factors affecting speaking performance. This can lead to targeted interventions enhancing self-regulation, motivation, and social skills, crucial for speaking performance.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the theoretical review and literature review that are relevant to the topic that is about emotional intelligence. At the end of this chapter there is a conceptual framework related to this research.

#### **A. Previous Study**

##### **1. The Influence of Emotional Intelligence on Students' Academic Performance**

Emotional intelligence (EI) significantly impacts academic success by enhancing cognitive, motivational, and interpersonal abilities. Emotionality and ability-based EI which are the two important aspects of emotional intelligence are highly predictive of academic success. According to Goh & Kim (2021), research conducted on master's students in hospitality found that emotionality, the capacity to identify and regulate the emotions of others, was a significant determinant of GPA. Comparing ability-based EI to self-reported EI measures, longitudinal research on Portuguese secondary school students revealed that the former had a greater impact on GPA and subject-specific grades, such as math and

Portuguese (Costa & Faria, 2015). Perera (2016) further highlights how emotional intelligence (EI) promotes academic learning through cognitive and motivational processes, even when its social components might occasionally limit success in particular situations.

Enhancing emotional intelligence through specific interventions can improve both academic performance and resource utilization. For example, by engaging students' emotions and promoting reflective learning, literature-based activities in EFL classes greatly improved their writing and reading comprehension abilities (Abdolrezaipoor & Tavakoli, 2012; K. Q. Shao et al., 2013). Additionally, according to a Pakistani study, students were more likely to make effective use of library resources if they scored higher on the emotional intelligence scale, and this was favourably connected with their GPA (Jan & Anwar, 2019). These results show that developing EI through focused tactics can help students achieve academically and give them the skills they require to succeed in a variety of learning environments.

## **2. Emotional Intelligence, Language Enjoyment, and Language Anxiety**

Emotional intelligence (EI) significantly influences both positive and negative emotions in second language (L2) learning, which, in turn, affect learners' academic performance. Research has shown that EI has a negative correlation with foreign language anxiety (FLA) and a positive correlation with foreign language enjoyment (FLE). For example, studies conducted on Chinese high school students showed that EI is a strong predictor of L2 learning outcomes and that the relationship between EI and L2 accomplishment is partially mediated negatively by FLA and positively by FLE (Li, 2020).

Similarly, postgraduate EFL students in China demonstrated that emotionality and well-being were important factors in lowering FLA and increasing FLE when EI levels were higher (Chen et al., 2021). Emotional intelligence (EI) has also been demonstrated to reduce communication anxiety (CA) and fluency (FLA) in multilingual contexts across a range of languages and situations, highlighting its

significance in reducing negative emotions in a variety of linguistic contexts (Dewaele et al., 2008).

Furthermore, research has shown how emotional intelligence (EI) has real-world applications in academic contexts, such as language acquisition and resource use. Emotional training has the capacity to promote pleasant classroom emotions, as evidenced by an experimental study conducted with Chinese high school students that showed a six-week EI intervention based on enjoyable psychology significantly increased FLE and decreased FLA (Li & Xu, 2019). Furthermore, research conducted on Chinese university students revealed that FLA partially moderated the association between EI and self-rated proficiency and English accomplishment, highlighting the significance of removing emotional barriers in language instruction (K. Shao et al., 2013). These findings highlight how important emotional intelligence (EI) is in determining students' emotional and academic experiences, offering guidance for focused interventions that increase FLE and decrease FLA in L2 instruction.

### **3. The Role of Emotional Intelligence in Enhancing Students' Leadership Skills**

Emotional intelligence (EI) has emerged as a crucial factor in fostering leadership qualities among students. Numerous studies emphasize how crucial emotional intelligence (EI) qualities like empathy, self-control, and social awareness are to the development of leadership. Gómez-Leal et al. (2022) highlight that self-awareness, empathy, and self-management greatly contribute to effective school leadership, especially in creating trustworthy connections that promote teacher satisfaction and performance. In a similar vein, Parrish (2015) studies in higher education highlight the essence of emotional intelligence (EI) qualities like empathy and self-control in motivating and directing people in leadership positions. This is confirmed by Alnabhan's (2010) study in Kuwait, which discovered that only high-achieving students were predicted to be good leaders by specific EI components.

Practical applications of EI also play a significant role in leadership development. According to Chan's (2007) research on talented Chinese

students, leadership traits like adaptability and goal orientation are highly predicted by emotional control as well as practical abilities like applied and tacit knowledge. Alnabhan (2010) results also highlight how effective leadership may be enhanced by practical EI elements, especially in high achievers. Furthermore, Ozańska-Ponikwia (2012) studies on bilingual people show how emotional intelligence (EI) qualities like sociability, empathy, and emotional expression affect behaviour, suggesting that they may improve interpersonal dynamics that are essential for leadership.

Modern leadership paradigms also require adaptability, which EI can facilitate. According to Greenockle (2010), effective leadership in complex contexts requires interpersonal interactions and emotional control. She also examines the transition from traditional top-down leadership to teamwork-oriented approaches. According to Hartini et al., (2023), research on cultural effects and emotional intelligence in communication shows that harmony can only be preserved by being aware of social and emotional indicators, especially in multicultural

leadership settings. These studies collectively stress the importance of integrating EI into leadership training programs to equip students with the emotional and social tools needed to thrive in today's collaborative, globalized settings.

## **B. Literature Review**

### **1. Understanding Emotional Intelligence**

The ability to successfully identify, comprehend, control, and communicate emotions is known as emotional intelligence (EI), which can significantly impact language learning and academic success. Salovey and Mayer initially used the term "emotional intelligence" (EI) in 1990. Daniel Goleman gave this idea widespread recognition in his 1995 book *Emotional Intelligence*. Emotional intelligence (EI) has the potential to be more potent than IQ, according to Goleman (1995). Emotional intelligence is the ability to recognize, understand, regulate, and communicate one's own emotions as well as those of others as well. (Goleman, 1995). It comprises a set of skills that can contribute to overall language learning and academic success.

Humphrey et al. (2014) use the phrase emotional intelligence as a catch-all for "emotional literacy" and "emotional competence" (Humphrey et al., 2007). Although "emotional literacy" and "emotional competence" have similar meanings, they can also be used interchangeably. For example, the term "literacy" may suggest a single thing rather than a collection of skills, which might cause miscommunication. Similar to this, "competence" has a tendency to ignore other domains in favour of concentrating just on educational settings. However, the term 'intelligence' is more consistent with accepted norms and offers a more lucid framework for comprehending emotional intelligence.

Emotional intelligence (EI) plays a pivotal role in students' academic success, influencing their stress management, problem-solving abilities, and adaptability during critical transitions in their educational journey. Researcher have looked at the relationship between emotional intelligence and a variety of student traits, including the ability to handle stress, act out, and solve problems, among others. Emotional intelligence has been linked to reduced

stress and burnout, improved emotion regulation, and adaptive coping. During the transition from school to higher education, students' academic achievement and retention are positively correlated with trait EI (Austin et al., 2010). In a similar vein, emotional intelligence is crucial to students' academic success.

High emotional intelligence (EI) enhances students' ability to adapt to academic challenges, contributing to improved learning and academic performance. For example, people with higher EI might be more confident when navigating the challenges of school life. Stronger academic results are the final result of this self-assurance, which promotes improved comprehension and knowledge absorption (Ullah Jan et al., n.d.).

The foundation for many qualities that enable learners to function more successfully and efficiently is emotional intelligence (Abdolrezapour & Tavakoli, 2012). Some learners with high trait EI may also exhibit excessive self-criticism and perfectionistic impulses. While aiming for perfection can be inspiring, being overly critical of oneself can increase anxiety, self-doubt, and the dread of making mistakes

while learning a language. This can impede language production fluency, inventiveness, and risk-taking, which ultimately has a detrimental effect on EFL performance. High trait EI learners may be more sensitive to their own emotions as well as those of others, which can occasionally result in emotional overload.

## **2. Components of Emotional Intelligence**

Emotional intelligence encompasses a range of components that collectively contribute to interpersonal effectiveness and significantly impact speaking performance in English as a foreign language. The emotional intelligence sampling domain consists of 15 facets, namely: adaptability, assertiveness, emotion expression, emotion management, emotion perception, emotion regulation, impulsiveness (low), relationships, self-esteem, self-motivation, social awareness, stress management, trait empathy, trait happiness, trait optimism. The 15 facets are divided into four key factors: wellbeing, self-control, emotionality, and sociability. (Palmer et al., 2009).

### **a. Well-being**

The well-being factor reflects a generalized sense of well-being, encompassing both past accomplishments and future expectations. Those with low well-being ratings usually suffer from low self-esteem and life unhappiness, whilst those with high levels tend to be positive, optimistic, and content. This element is associated with an individual's general perspective on life, impacting both emotional states and self-esteem assessments (Palmer et al., 2009).

Well-being reflects a general sense of fulfillment, from past achievements to future expectations. Individuals with high well-being experience positive emotions such as happiness and contentment, while those with low well-being may struggle with negative emotions like disappointment and low self-esteem. In particular, indicators of well-being have been found to be positively correlated with higher levels of emotional intelligence, both as a personality and as an ability (Schutte et al., 2010). This component is crucial for emotional stability and influences various aspects of mental health and EI (Goh & Kim, 2021).

Andrei et al. (2016) investigated the relationships between well-Being, self-control, global trait emotional intelligence (EI), and emotional stability. Their results showed that these variables had strong positive relationships with one another, indicating that emotional stability, anxiety, and contentment are all outcomes that are significantly predicted by well-being. In addition to providing insightful information about how these factors affect mental health, the study highlights the complex connections among psychological well-being, emotional stability, and emotional intelligence.

**b. Self-control**

Self-control test takers who perform well believe they possess greater willpower and stand out for their ability to manage external pressures and stress. They stand out for having good self-control, as well as the capacity to manage pressures and stresses from the outside world. Strong performers are able to restrain their impulses and desires to a healthy extent. Not only do they manage impulses, but they also effectively handle stress and outside demands (Palmer et al., 2009). Conversely, those who score poorly may

have trouble controlling their stress levels and are more likely to act impulsively.

Self-control also demonstrated incremental validity in predicting emotional reactivity, beyond the influence of other trait EI factors (Mikolajczak et al., 2007). It implies that understanding someone's degree of self-control adds valuable information to the predictive power of other emotional intelligence traits, making it a useful tool for predicting emotional reactions. In essence, self-control plays a specific and significant role in understanding and predicting how individuals respond emotionally to different situations.

Andrei et al. (2016) found strong positive correlations between self-control, well-being, and global trait emotional intelligence (EI), indicating their significant role in fostering emotional stability. Furthermore, the impact of self-control extended beyond mere correlations, as it meaningfully increased the amount of variance accounted for in both anxiety and hostility-irritability. This suggests that cultivating self-control not only contributes to overall emotional well-being but also plays a crucial

role in mitigating specific facets of emotional distress, such as anxiety and hostility-irritability.

### **c. Emotionality**

Emotionality typically reveals one's emotional capacity. High marks indicate a significant capacity for developing and maintaining intimate interpersonal relationships as well as for recognizing one's own and other people's feelings (Palmer et al., 2009). People who score highly on this factor have empathy for both other people and themselves. Their ability to sense and communicate emotions is one of their strongest suits when it comes to forming and maintaining intimate bonds with significant ones. A student's higher emotionality score can be viewed as an indication of their emotional intelligence (Şahin, 2016). Low scores on this component make it harder for a person to identify their own emotional states and communicate those sentiments to others, which may result in less fulfilling interpersonal connections.

High emotionality scores are associated with a variety of emotional skills, including the ability to recognize and communicate emotions, and these skills support the growth and upkeep of interpersonal

relationships (Goh & Kim, 2021). Additionally, there is a substantial correlation between emotionality and traits like "clarity of feelings" and "attention to feelings," indicating that those who are more emotional are better able to comprehend and control their emotions (Freudenthaler et al., 2008).

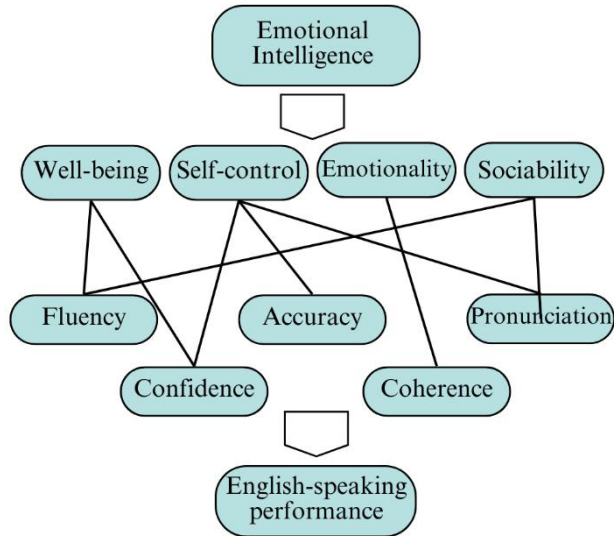
#### **d. Sociability**

The sociability component places greater emphasis on interpersonal connections and social impact than it does on personal connections. High achievers are more effective networkers because they have greater emotional intelligence, are candid, and are eager to defend their own rights. Self-assessments of interpersonal emotional skills were more strongly correlated with sociability (Freudenthaler et al., 2008). This component is different from the previous one on emotionality since it places more emphasis on social influence and connections. Sociability is more about engaging with a broader social environment, where the individual's influence on others takes precedence over close familial or personal connections.

Students that score highly in sociability are adept at interacting with others. They are able to converse easily with people from diverse backgrounds and are skilled listeners. In contrast, students with low sociability tend to struggle in social settings, appearing shy or restrained. They often find it difficult to influence others and may lack negotiation skills (Humphrey et al., 2007). Social influence and relationships are the main topics of the sociability factor. In contexts of society, the individual is emphasized more so than closer friendships and familial ties (Goh & Kim, 2021). Those with high scores are adept at communicating and listening. Lower scorers typically come across as quiet and introverted, are fewer adept negotiators, and are unable to influence the emotions of others.

### **C. Conceptual Framework**

The following figure displays the conceptual framework that frames this study:



The conceptual framework illustrates the relationship between emotional intelligence (EI) and English-speaking performance, emphasizing how different components of EI contribute to various speaking attributes. Emotional intelligence is divided into four key dimensions: well-being, self-control, emotionality, and sociability, which serve as the foundational factors influencing speaking skills.

Each EI dimension targets specific attributes of speaking, such as fluency, confidence, accuracy, coherence, and pronunciation (Mikolajczak et al., 2007). For instance, well-being positively impacts

fluency and confidence by fostering a positive emotional state, while self-control enhances accuracy, confidence and pronunciation by helping students remain calm and focused. Similarly, emotionality strengthens coherence by enabling speakers to express their thoughts logically, and sociability promotes improved pronunciation and fluency through social interactions.

These intermediate attributes, shaped by emotional intelligence, collectively determine the overall speaking performance. The framework demonstrates a clear flow from emotional intelligence to specific speaking factors, which then contribute to the broader goal of effective English-speaking skills. This structured approach highlights how emotional and interpersonal skills are closely tied to linguistic abilities, showing that emotional intelligence is not just a personal trait but also a critical factor in language acquisition and communication success.

#### **D. Hypothesis**

1. There is an influence of emotional intelligence on students' English-speaking performance. ( $H_a$ )
2. There is no influence of emotional intelligence on students' English-speaking performance. ( $H_0$ )

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the methodology of this research. It comprises of research design, source data, instruments, techniques of collecting data, and techniques of analyzing data.

#### **A. Research Design**

In this research, the researcher used a cross-sectional design with regression analysis to examine both the relationship and the influence of emotional intelligence on English-speaking performance among junior high school EFL learners. Since data was gathered within a relatively short period and without changing any variables to reflect the participants' current states, a cross-sectional approach was suitable (Alalwan et al., 2019). In order to gather quantitative or qualitative data related to two or more variables, a cross-sectional design involves gathering data on multiple cases at a single point in time. These data are then analyzed to look for patterns of association (Haynes, 2009).

Correlational designs with regression analysis are effective for investigating both relationships and

predictive influences between two or more variables in a non-experimental setting. Moreover, Levin (2006) points out that they are helpful in finding correlations and formulating theories for further investigation. It explains how emotional intelligence influences the speaking performance of grade 9 students at SMP N 44 Semarang. Quantitative analysis is used to interpret data collected through questionnaire and speaking performance test.

## **B. Research Setting**

In this study, the researcher obtained data from a questionnaire and an English-speaking test on junior high school students. This research was conducted at SMP N 44 Semarang, specifically involving the 9E class students as participants. The study took place over a period of three days, from February 4 to February 6, 2024. On February 5, 2024, the participants completed the English-speaking performance test, which was designed to assess their speaking abilities in English. The following day, on February 6, 2024, the students completed the TEIQue questionnaire to measure their emotional intelligence. The activities were arranged in order to guarantee that the data collection process was well-organized and to enable a targeted examination of the relationship and influence

between speaking performance and emotional intelligence. Next, data analysis began after the data from the questionnaire and tests were completed.

### **C. Sample**

In this study, the researcher used non-probability sampling because the researcher did not select samples randomly but had determined the location of the research, namely at SMP N 44 Semarang with a sample of 9E class, with a total of 31 students, 13 female students and 18 male students. Participants were recruited by the researcher because of the various characteristics possessed by students in the class. Apart from that, it is also to support the school's mission, namely to realize the achievement of 8 educational standards that are creative, innovative, effective, and efficient, especially in learning English.

### **D. Variables**

This study looks at how junior high school EFL learners' English-speaking abilities and emotional intelligence (EI) relate to one another. As explained below, the variables are separated into independent and dependent variables.

## **1. Independent Variable**

The independent variable in this study is emotional intelligence (EI), which refers to the ability to recognize, understand, and manage one's own emotions and the emotions of others (Goleman, 1995). The four main indications of emotional intelligence are sociability, emotionality, self-control, and well-being. Students' general emotional health and level of life satisfaction are reflected in their well-being. Self-control demonstrates the students' capacity to control their emotions, impulses, and actions under trying circumstances. While sociability concentrates on a student's ability to engage and form relationships with people, emotionality assesses a student's ability to recognize and successfully communicate emotions. A questionnaire modified from the Trait Emotional Intelligence Questionnaire (TEIQue) was used to measure the emotional intelligence levels (Palmer et al., 2009).

## **2. Dependent Variable**

The dependent variable in this study is English-speaking performance, which evaluates the students' ability to communicate orally in English effectively.

This variable was evaluated using five indicators: pronunciation, accuracy, coherence, fluency, and confidence (Galaczi et al., 2011). Confidence is the degree of self-assurance demonstrated when speaking, whereas fluency is the fluidity and flow of speech without needless pauses. The grammatical and lexical correctness of the students' spoken language is evaluated by accuracy. While pronunciation concentrates on the accuracy and clarity of the articulation of English sounds, coherence assesses the logical arrangement and relationship of concepts in speech. A speaking test was used to assess the students' proficiency in English, and a rubric customized for these indicators was used to calculate their results.

#### **E. Instruments**

For research instruments, researcher used questionnaires and English-speaking tests. The questionnaire was distributed at grade 9 students by asking several questions related to how they recognize, understand, manage and use emotions in themselves and towards others. An English-speaking test is also carried out to measure students' speaking abilities.

## 1. TEIQue

This research uses TEIQue or Trait Emotional Intelligence Questionnaire, as a tool to measure students' emotional intelligence. The TEIQue is a scientific assessment tool that provides a thorough evaluation of an individual's emotional environment and is solely based on trait EI theory (Petrides et al., 2007). TEIQue materials are specifically created and updated to provide a doorway to trait EI theory, which is unique and very different from the numerous models in the realms of intelligence, personality, and emotional intelligence (Palmer et al., 2009).

**Table 1. Factor pattern for the 15 TEIQue facets**

<b>Factors</b>	<b>Facets</b>
Well-being	Self-esteem Trait happiness Trait optimism
Self-control	Emotion regulation Stress management Impulsiveness (low) Adaptability Self-motivation

Emotionality	Emotion perception Trait empathy Emotion expression Relationships
Sociability	Assertiveness Emotion management Social awareness Self-esteem
Global trait EI	Adaptability Self-motivation

*Note. Self-esteem can be based on two factors, namely well-being and sociability.*

The 15 TEIQue facets are arranged according to the factor that corresponds to them. Keep in mind that the traits "adaptability" and "self-motivation" are directly fed into the global trait EI score rather than being tied to any particular component. There are several versions of TEIQue, some versions of TEIQue are currently available in more than a dozen languages, including Dutch, Croatian, French (Mikolajczak et al., 2007), German (Freudenthaler et al., 2008), Greek (Petrides et al., 2007), Polish, Portuguese, Spanish, and others.

In this study, the researcher used the TEIQue-SF version, which consists of 30 items. Two items from each of the 15 TEIQue aspects are included in this 30-item form. In order to guarantee wide coverage of the sampling domain of the construct, items were chosen mostly based on their correlations with the relevant total facet scores. The -SF can be applied to studies where trait EI is a secondary variable or where experimental time is constrained. In addition to the global score, scores on the four trait EI components can be obtained from it; however, these tend to have considerably lower internal consistency than the inventory in its entirety. This form's scores are available at [www.psychometriclab.com](http://www.psychometriclab.com) in addition to being scored with Minitab.

## **2. English-Speaking Performance Assessment**

English-speaking performance test is a test carried out to find out how proficient students are in speaking English. In this English test, the researcher took narrative text material as test material. The assessment in this test is based on the indicators in the lesson plan that the teacher has created. These

indicators include fluency, confidence, accuracy, coherence, and pronunciation.

Table 2. Indicators of English-Speaking Performance Test

Indicators	Definition	Assessment Criteria
Fluency	The ability to speak smoothly while retelling or discussing a narrative text.	<ul style="list-style-type: none"> <li>- Minimal use of filler words (e.g., "um," "uh") during retelling.</li> <li>- Maintains a steady pace while narrating events.</li> <li>- Consistent flow of the story.</li> <li>- Quick recovery from interruptions or errors.</li> </ul>
Confidence	The level of self-assurance demonstrated while presenting the narrative text.	<ul style="list-style-type: none"> <li>- Clear and assertive voice projection while narrating.</li> <li>- Shows enthusiasm or engagement in retelling the story.</li> <li>- Maintains eye contact (if in a live setting).</li> <li>- Little visible nervousness.</li> </ul>

Accuracy	The correctness of grammar, vocabulary, and sentence structure when retelling a narrative.	<ul style="list-style-type: none"> <li>- Correct use of past tense to describe events.</li> <li>- Appropriate vocabulary relevant to the narrative text.</li> <li>- Proper use of story-related grammar (adverb of time, adjective, and noun phrase).</li> <li>- Minimal grammatical errors.</li> </ul>
Coherence	The ability to organize the sequence of the narrative text logically and clearly.	<ul style="list-style-type: none"> <li>- Events are presented in the correct order (orientation, complication, resolution, and re-orientation).</li> <li>- Effective use of linking words (e.g., "next," "finally").</li> <li>- Clear transitions between story parts.</li> <li>- The characters and setting are clearly described.</li> </ul>

Pronunciation	The clarity and accuracy of articulation when narrating the text.	<ul style="list-style-type: none"> <li>- Correct pronunciation of key vocabulary from the narrative text.</li> <li>- Proper stress on key words and intonation to reflect the story's emotions.</li> <li>- Minimal mispronunciations that affect meaning.</li> <li>- Natural rhythm and speech patterns while retelling.</li> </ul>
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Five essential factors can be used to evaluate ninth-grade students' speaking performance of narrative texts: fluency, confidence, correctness, coherence, and pronunciation. A crucial component of speaking that helps students successfully recount or discuss a narrative material is reflected in each signal (Galaczi et al., 2011).

The capacity of students to speak fluently and continuously while retelling a story is measured by

fluency. A fluent speaker is able to recount the events without unnecessary hesitation, eliminate filler words or needless pauses, and keep a continuous flow. This is especially crucial for narrative texts, as keeping the story's pace keeps the reader interested. A student recounting a legend such as Malin Kundang, for example, should be able to explain the plot without pauses or frequent interruptions that break the narrative's flow.

Confidence evaluates the level of self-assurance a student displays while presenting the narrative. Students who are confident engage the audience with their enthusiastic delivery, solid eye contact, and clear speech and voice production (Ozdemir & Papi, 2022). Confidence in storytelling contexts is demonstrated by the student's ability to make the story come to life, demonstrating their command of the subject and their capacity to communicate it effectively. To make a story more fascinating, a confident speaker may emphasize its dramatic moments using expressive gestures or a range of vocal tones.

Correct use of syntax, vocabulary, and sentence structure when recounting the story is the main focus of accuracy. The past tense should be used to explain events, and transition words like "next," "then," or "finally" should be used to keep the sequence in order. Students are expected to utilize proper language for narrative texts. Grammatical or lexical errors, such as improper verb tenses or the misuse of important story words, may confuse the audience and reduce the narrative's effect. For instance, a student retelling Malin Kundang could say, "Malin Kundang refused to admit his mother, and she cursed him. He was turned into stone as punishment." Using correct grammar and clear sentences helps the audience understand the story better (Galaczi et al., 2011).

The students' ability to tell the story in a rational and well-structured way is reflected in coherence. An orientation, a complication, and a resolution are all parts of a clear, cohesive narrative. In order to properly integrate concepts and make sure that the events are presented in a meaningful order, students should employ cohesive devices. In order to

maintain logical transitions between events, a student recounting Malin Kundang, for instance, should introduce Malin and his humble beginnings, build to the conflict when he rejects his mother after becoming wealthy, and end with the resolution of him being cursed and turned into stone.

Lastly, students' ability to express words and sentences accurately and clearly can be assessed from their pronunciation. To guarantee that the audience understands the story, it is crucial to pronounce important words from the narrative text correctly. In order to accurately represent the emotions and tone, students should also employ rhythm, stress, and natural intonation (Safdari & Fathi, 2020). To guarantee that the listener understands the key elements of Malin Kundang, for instance, the student should clearly pronounce phrases like "curse," "stone," and "mother" when repeating the story. The emotional tone of Malin's regret and his terrible fate can also be communicated by using natural intonation, stress, and rhythm. On the other hand, mispronunciations may lead to misunderstandings and reduce the storytelling's impact.

## **F. Technique of Collecting Data**

For data collection techniques, researcher used questionnaires and English-speaking performance tests.

- **TEIQue-ASF Questionnaire**

The TEIQue is a scientific assessment tool that provides a thorough evaluation of an individual's emotional environment and is solely based on trait EI theory (Mikolajczak et al., 2007). The researcher collected data using the TEIQue-ASF, which had been printed on paper. Before distributing questionnaires, students were given a warm-up to stimulate students to speak English. Then a questionnaire was addressed to grade 9 students by asking several questions related to how they recognize, understand, manage, and use emotions in themselves and towards others. Students are given an explanation regarding the questionnaire they will fill out. Then students were given 15 minutes to fill out the questionnaire. Students are given the opportunity to ask questions when there is something they do not understand.

- **English-Speaking Performance Test**

An English test is also carried out to measure students' speaking abilities. Students were asked to retell a

narrative passage in their own words as part of the test material. The test was created to assess their understanding and proficiency in English communication. Five main areas were evaluated: fluency, which assessed how smoothly and naturally they spoke; confidence, which indicated how confident they were when speaking; accuracy, which evaluated how well they used grammar and vocabulary; coherence, which assessed how logically their ideas were organized; and pronunciation, which measured how clearly and correctly they spoke words. These standards were chosen to guarantee reliable and significant study outcomes as well as to offer a thorough assessment of the students' speaking abilities.

### **G. Technique of Analysis Data**

In this research, the researcher used correlation analysis and regression analysis as tools to process the data that was obtained.

#### **- Correlation Analysis**

In this study, correlation analysis was conducted to examine the relationship between emotional intelligence and English-speaking

performance among 9th-grade EFL learners. In this study, the Pearson's Product-Moment Correlation Coefficient was used, as it is suitable for continuous variables such as emotional intelligence scores and speaking performance scores. A systematic set of procedures was used in this study's correlation analysis (Romanov, 2003). First, the results from the speaking performance exam and the TEIQue questionnaire (which measures emotional intelligence) were gathered to make sure they were accurate and comprehensive. Once it was determined that the two variables were both continuous, a scatterplot was used to visually confirm the linear relationship between them.

After these assumptions were fulfilled, the direction and strength of the link were determined by calculating Pearson's correlation coefficient ( $r$ ) using Minitab software. It was determined that the values of  $r$  were either zero (no relationship), negative (inverse relationship), or positive (direct relationship). To make sure that the correlation observed was statistically significant, a significance test was also conducted, using a p-value threshold of 0.05. The

results were reported by including the *r*-value and *p*-value, and the strength of the relationship was categorized as weak, moderate, or strong based on established correlation scales.

- Regression Analysis

In this study, regression analysis was used to determine whether there was an influence of emotional intelligence on students' speaking performance (Chen & Zhang, 2020). Regression analysis is a statistical technique for determining the impact of one or more independent variables on a dependent variable. The researcher used linear regression analysis using Minitab software. English-speaking proficiency was the dependent variable in this study, and the global EI score was the independent variable. To guarantee the correctness and dependability of the analysis, the following actions were performed:

1. Normality test

The normality test was conducted to confirm whether the data used in the regression analysis followed a normal distribution (Stein, 1990). For this, a plot graph and a histogram were the two techniques

employed. The data points in the plot graph were shown to follow a diagonal line, which indicates a normal distribution. The histogram also displayed a bell-shaped, symmetrical curve, which further supported the data's compatibility with the normalcy assumption. These outcomes confirmed that it was possible to do the regression analysis.

## 2. Multicollinearity Test

To ensure that the independent variable (global EI score) did not exhibit multicollinearity, the Variance Inflation Factor (VIF) was calculated. A strong correlation between independent variables is known as multicollinearity, because it may hide the different impacts of each variable on the dependent variable (Gunst & Webster, 1975). With a VIF score of 1.00, much below the minimum score of 10, this investigation showed no problems with multicollinearity. This made sure that other factors wouldn't interfere with the global EI score's ability to be employed in the regression model.

## 3. Heteroscedasticity Test

Heteroscedasticity refers to a situation where the variance of the residuals is not constant across the

range of the independent variable, potentially leading to biased regression estimates (Stein, 1990). To detect heteroscedasticity, the residuals were plotted against the predicted values. The scatter plot showed a random distribution without any clear patterns, confirming the absence of heteroscedasticity in the model. This result supported the validity of the regression analysis.

#### 4. Hypothesis Testing

To assess the impact of the global EI score on English-speaking proficiency, hypothesis testing was done. The global EI score had no effect on English-speaking performance, according to the null hypothesis ( $H_0$ ), but it did, according to the alternative hypothesis ( $H_a$ ). The study showed a p-value of 0.000, which was below the threshold value, with a significance level of  $\alpha = 0.05$ . Thus, the null hypothesis was disproved and the alternative hypothesis was approved. This implied that the global EI score and English-speaking ability were statistically correlated.

## 5. Coefficient of Determination Analysis

To determine the percentage of variance in the dependent variable (English-speaking performance) that can be accounted for by the independent variable (global EI score), the adjusted R-squared value, or coefficient of determination, was computed. With an adjusted R-squared value of 72.85%, the global EI score was responsible for 72.85% of the variation in English-speaking performance, with other factors accounting for the remaining 27.15%. The regression model's resilience was confirmed by its excellent explanatory power.

## 6. Regression Equation

The regression equation was developed to establish the mathematical relationship between the independent and dependent variables (Stein, 1990). Based on the independent variable (global EI score), the regression equation offers a prediction model for estimating the dependent variable (English-speaking performance). It has a coefficient and a constant term that together show the direction and strength of the relationship.

## CHAPTER IV

### RESULTS AND DISCUSSION

This chapter presents the research results that have been obtained as well as discussion and analysis of the research results.

#### **A. Results: The Influence of Emotional Intelligence on English-Speaking Performance**

From research conducted on February 6, 2024, researcher have summarized the results of the Emotional Intelligence test and English-speaking performance score of 31 9E class students in the table in the appendix. The results show various variations in emotional intelligence possessed by 9E class students.

Table 3. Descriptive statistics of TEIQue-ASF and English-speaking performance score

	<b>Well - being</b>	<b>Self- control</b>	<b>Emoti o- nality</b>	<b>Socia - bility</b>	<b>Glob al score</b>	<b>English speakin g score</b>
<b>N</b>	31	31	31	31	31	31
<b>Mea n</b>	5.30	4.01	3.82	4.23	4.33	91.06
<b>SD</b>	0.88	0.52	0.69	0.71	0.49	2.93
<b>Mdn</b>	5.33	4.00	3.75	4.33	4.40	90
<b>Min.</b>	3.66	3.00	1.75	2.50	3.00	85
<b>Max.</b>	7.00	5.00	4.87	6.00	5.06	95

Table 3 presents descriptive statistical data for TEIQue-ASF results and English-speaking performance scores. As shown in Table 3, the mean value of Global EI is about 4.33, and the median Global EI is about 4.4. This suggests that in general, students have relatively good overall assessments, falling in the range considered quite high on the evaluation scale, and that the data distribution may tend to be symmetrical or normal.

The average well-being score is around 5,301. This shows that in general, students tend to have a fairly high level of well-being in the scale range of 1 to 7. The standard deviation of well-being is around 0.887. The relatively high standard deviation indicates that there is quite significant variation in the level of well-being among students. Median well-being is around 5,333. The median is close to the mean value, indicating that the data distribution may tend to be symmetrical or normal. The minimum value for well-being is around 3,667, while the maximum value is 7,000. This shows that there is great variation in levels of well-being among students, with some students having lower levels of well-being and others having higher levels of well-being. Thus, we can conclude that in general, students have relatively high

levels of well-being, but there are significant variations between them.

Self-control is the capacity to restrain one's impulses, refrain from unwanted actions, and maintain behaviour related to certain goals or values. In the context of the data provided, self-control is measured in relation to students' emotional intelligence. The average self-control score is around 4.016. This indicates that students generally possess an acceptable level of self-control, as seen by their average score being higher than the middle number on the scale (in this case, a scale of 1 to 7).

The standard deviation of self-control is approximately 0.526. The relatively low standard deviation indicates that the variation in levels of self-control among students may not be very large, meaning that the majority of students may have similar levels of self-control. Median self-control is around 4,000. The median is close to the mean value, indicating that the data distribution may tend to be symmetrical or normal. The minimum self-control score is around 3, while the maximum score is around 7. This shows that there is variability in the level of self-control among students, with some students having lower levels of self-control

and others having higher levels of self-control. So, it can be concluded that in general, students have a fairly good level of self-control, with relatively small variations between them.

Emotionality refers to a person's level of intensity and tendency to express emotions. In the context of the data provided, emotionality is measured in relation to students' emotional intelligence. The average emotionality score is around 3.822. This shows that in general, students have a moderate level of emotionality, with an average score below the middle value of the scale used (in this case, a scale of 1 to 7).

The standard deviation of emotionality is around 0.698. The relatively low standard deviation indicates that the variation in levels of emotionality among students may not be very large, meaning that the majority of students may have similar levels of emotionality. Median Emotionality is around 3,750. The median is close to the mean value, indicating that the data distribution may tend to be symmetrical or normal. The minimum score for emotionality is around 1,750, while the maximum score is around 4,875. This suggests that there is variation in the level of emotionality among students, with some students

expressing emotions with lower intensity, while others may be more likely to express emotions with higher intensity. So, we can conclude that in general, students have a moderate level of emotionality, with relatively small variations between them.

The average sociability score is around 4.237. This shows that in general, students have a moderate level of sociability, with an average score above the middle value of the scale used (in this case, a scale of 1 to 7). The standard deviation of sociability is around 0.712. The relatively low standard deviation indicates that the variation in sociability levels among students may not be very large, meaning that the majority of students may have similar levels of sociability.

Median Sociability is approximately 4,333. The median is close to the mean value, indicating that the data distribution may tend to be symmetrical or normal. The minimum sociability score is around 2.5, while the maximum score is around 6. This shows that there is diversity in the level of sociability among students, with some students having lower levels of sociability and others having higher levels of sociability. So, we can conclude that in general, students have a moderate level

of sociability, with relatively small variations between them.

## **1. Correlation Results**

This sub-chapter aims to explore the correlation between emotional intelligence (EI) and students' English-speaking performance. Specifically, this chapter examines the correlation between global scores EI, as well as its four main components, namely, well-being, self-control, emotionality, and sociability. Through statistical analysis, the significance and strength of these relationships will be discussed to provide a deeper understanding of how EI affects students' English-speaking performance.

### **a. Global Score EI**

The findings on the correlation between students' English-speaking proficiency and their overall Emotional Intelligence (EI) score are shown in this section. Pearson correlation was used for the analysis, and Table 4 provides a summary of the findings. The correlation coefficient, confidence interval, and significance level provide insights into the strength and significance of this relationship,

highlighting the impact of global EI on English-speaking abilities.

Table 4. Statistics of the relationship between Global score EI and English-speaking performance

<b>Sample 1</b>	<b>Sample 2</b>	<b>N</b>	<b>Correlation</b>	<b>95% CI for <math>\rho</math></b>	<b>P-Value</b>
English-Speaking Performance Score	Global Score	31	0.859	(0.725, 0.930)	0.000

As shown in Table 4, the Pearson correlation coefficient value is 0.859. The results of the analysis show that there is a very strong positive correlation between the global emotional intelligence score and the students' English-speaking performance scores, with a Pearson correlation coefficient of 0.859. This shows that the higher a student's emotional intelligence, the higher the possibility that they will have a high score in speaking English.

The statistical significance of this correlation is further supported by a 95% confidence interval for the correlation coefficient ( $\rho$ ) between 0.725 and 0.930, we can be confident that this correlation is strong and statistically significant. The p-value

obtained (0.000) is smaller than the generally chosen significance level ( $\alpha = 0.05$ ), thus indicating that this correlation is very statistically significant. According to the data, there is a significant correlation between the global emotional intelligence scores and English-speaking performance ability, with those with higher emotional intelligence typically scoring higher on the English-speaking test.

#### **b. Well-being**

This section looks at the connection between students' English-speaking proficiency and well-being, which is a component of emotional intelligence (EI). To ascertain the relevance and degree of this link, a correlation study was performed. Table 5 summarizes the statistical results, including the correlation coefficient, confidence interval, and p-value, providing valuable insights into how students' well-being influences their ability to speak English effectively.

Table 5. Statistics of the relationship between Well-being and English-speaking performance

Sample 1	Sample 2	N	Correlation	95% CI for $\rho$	P-Value
English-Speaking Performance Score	Well-being	31	0.697	(0.454, 0.843)	0.000

The correlation results between well-being and English-speaking performance score show a positive significant relationship between these two variables. With a correlation coefficient of 0.697, it can be concluded that students who have a higher level of well-being tend to have better ability to speak English. The relationship between well-being and English-speaking performance score is strong, as seen by the 95% confidence interval for the correlation coefficient ( $\rho$ ), which falls between 0.454 and 0.843. This link is extremely statistically significant, as indicated by the extremely low p-value (0.000).

### c. Self-control

This section examines the connection between students' English-speaking proficiency and self-control, one of the key elements of emotional intelligence (EI). The results of the correlation analysis are presented in Table 6.

Table 6. Statistics of the relationship between Self-control and English-speaking performance

Sample 1	Sample 2	N	Correlation	95% CI for $\rho$	P-Value
English-Speaking Performance Score	Self-control	31	0.309	(-0.051, 0.598)	0.091

There is an insufficient relationship between self-control and English-speaking performance score, according to the correlation data. With a correlation coefficient of 0.309, it can be said that there is not much of a relationship between self-control and English language proficiency. At the 0.05 significance level, however, this association is not statistically significant because a value of zero is included in the 95% confidence interval for the correlation coefficient ( $\rho$ ) (-0.051 to 0.598). The p-value of 0.091 shows a tendency in the link between self-control and English-speaking performance score, but it is not low enough to rule out the null hypothesis.

#### **d. Emotionality**

This section examines the connection between students' English-speaking proficiency and emotionality, a facet of emotional intelligence (EI).

The capacity to recognize, express, and control emotions is reflected in emotionality, which may have an impact on communication abilities. Table 7 summarizes the statistical results.

Table 7. Statistics of the relationship between Emotionality and English-speaking performance

<b>Sample 1</b>	<b>Sample 2</b>	<b>N</b>	<b>Correlation</b>	<b>95% CI for <math>\rho</math></b>	<b>P-Value</b>
English-Speaking Performance Score	Emotionality	31	0.671	(0.415, 0.828)	0.000

The correlation results between emotionality and English-speaking performance score show that there is a significant positive relationship between these two variables. With a correlation coefficient of 0.671, it can be concluded that students who have a higher level of emotionality tend to have better English-speaking performance skills. The 95% confidence interval for the correlation coefficient ( $\rho$ ) is in the range between 0.415 to 0.828, confirming the strength of the relationship between emotionality and English-speaking performance score. The very low p-value (0.000) indicates that this correlation is highly statistically significant.

### e. Sociability

This section examines the connection between students' English-speaking proficiency and sociability, a facet of emotional intelligence (EI). Sociability, which is a measure of one's ability to engage and communicate with others effectively, may have a big impact on speaking ability. The statistical results are shown in Table 8.

Table 8. Statistics of the relationship between Sociability and English-speaking performance

Sample 1	Sample 2	N	Correlation	95% CI for $\rho$	P-Value
English-Speaking Performance Score	Sociability	31	0.593	(0.302, 0.783)	0.000

The results of the connection between English-speaking performance score and sociability indicate a strong positive relationship between the two factors. Given the correlation coefficient of 0.593, it can be said that pupils with greater levels of sociability also typically speak English more fluently. The association between friendliness and English-speaking performance score is strong, as seen by the 95% confidence interval for the correlation

coefficient ( $\rho$ ), which falls between 0.302 and 0.783.

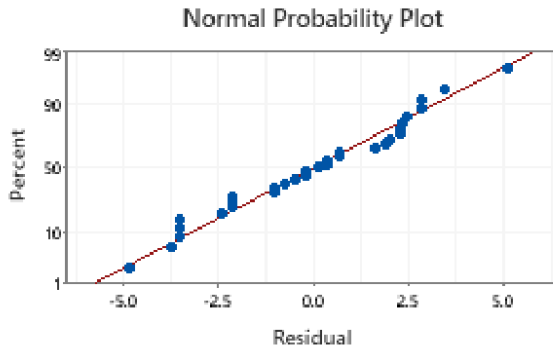
This link is highly significant, as indicated by the extremely low p-value (0.000).

## **2. Regression Results**

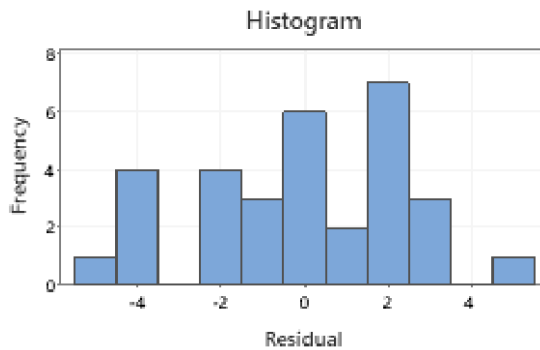
This sub-chapter will discuss the influence between emotional intelligence and students' English-speaking performance scores through regression analysis. Before carrying out regression analysis, researcher carried out normality tests, multicollinearity tests, and heteroscedasticity tests.

### **a. Normality test**

The normality test is carried out to ensure that the data used in regression analysis has a normal distribution. In graph 1, test normality using Plot. The data plot shows that the points in the plot almost follow a diagonal line, it shows that the data follows a normal distribution. Likewise in graph 2, using the histogram normality test. The histogram results show a symmetrical distribution that resembles a bell, so the data can be considered to have a normal distribution.



Graph 1. Plot Normality Test



Graph 2. Histogram Normality Test

**b. Multicollinearity test**

A high degree of correlation between two or more independent variables in a regression model is referred to as multicollinearity in regression analysis. Because it can be challenging to identify the distinct influences of each independent variable,

multicollinearity can lead to issues when interpreting regression coefficients.

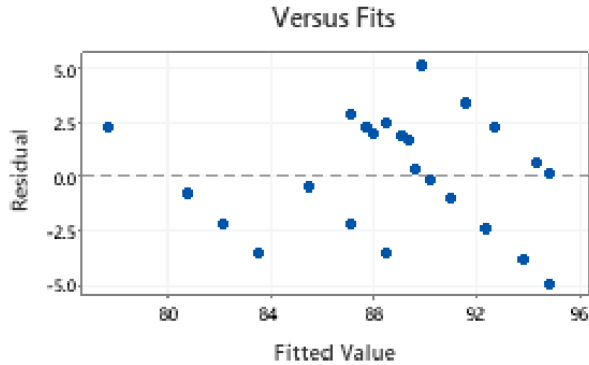
Table 9. Global score EI coefficient and English-speaking performance score

Term	Coef	SE Coef	T-Value	P-Value	VIF
Constant	52.82	4.01	13.16	0.000	
Global score	8.302	0.920	9.03	0.000	1.00

From table 9, the VIF value given is 1.00. A low VIF value indicates that there is no significant multicollinearity between the independent variables in the regression model. The ideal VIF value is less than 10, and a higher value indicates increasingly significant multicollinearity. In this case, a very low VIF value (1.00) indicates that multicollinearity does not occur.

### c. Heteroscedasticity test

In a regression model, heteroscedasticity occurs when the variance of the errors (residuals) is not consistent over the range of values of the independent variable. This means that the distribution of the variance of the residuals is not evenly distributed along the x-axis or predicted values. This can cause problems in the interpretation of regression coefficients and estimation of model accuracy.



Graph 3. Heteroscedasticity

To detect heteroscedasticity, it is often done by plotting residuals versus predicted values. If the plot shows a certain pattern or uneven distribution, it indicates the presence of heteroscedasticity. In graph 3 the data is spread throughout without forming a particular pattern, so it can be concluded that heteroscedasticity does not occur.

**d. Hypothesis testing**

The impact of the global Emotional Intelligence (EI) score variable on the English-speaking performance score was also tested by the researcher using the null hypothesis ( $H_0$ ), which holds that there is no influence, and the alternative hypothesis ( $H_a$ ), which holds that there is. The null

hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted if the p-value is less than  $\alpha$ , which indicates that there is an influence, according to the basic guidelines for hypothesis testing with a significance level of  $\alpha = 0.05$ . On the other hand, the null hypothesis (H0), which states that there is no effect, is accepted if the p-value is higher than  $\alpha$ .

Based on table 9 of the EI global score coefficient table, the resulting p-value is 0.000, which is smaller than the significance level  $\alpha = 0.05$ . Therefore, based on the rules already mentioned, we reject the null hypothesis (H0) and accept the alternative hypothesis (Ha). This means that there is a significant influence of the global score Emotional Intelligence (EI) variable on the English-speaking performance score. Thus, it can be concluded that there is a significant relationship or influence between the overall emotional intelligence (EI) score (global score) and the ability to speak English (English-speaking score).

**e. Coefficient of determination analysis**

The researcher then performed an analysis using the coefficient of determination. To find out

how much the independent variable in the regression model explains the variance of the dependent variable, one can analyze the coefficient of determination. The R-squared number shows the coefficient of determination. Even if independent variables don't significantly affect the regression model, their inclusion typically results in an improvement in R-squared. Consequently, the addition of independent factors that do not significantly increase the explanation of the dependent variable's variance is offset by the adjusted R-squared.

Table 10. Coefficient of determination

<b>S</b>	<b>R-sq</b>	<b>R-sq(adj)</b>	<b>R-sq(pred)</b>
2.53264	73.76%	72.85%	69.72%

In table 10, the adjusted R-squared value is 72.85%, which also describes around 72.85% of the variation in English-speaking scores explained by the independent variables, after considering the addition of independent variables that may not be significant. So, it can be concluded that the influence of the EI global score on the English-speaking score is 72.85%, and the other 27.15% is influenced by other factors.

## f. Regression equation

This research also analyzed the regression equation, resulting in the following equation:

$$\text{English-speaking score} = 52.82 + 8.302 \text{ Global score EI}$$

From this equation, a positive constant value is produced, namely 52.82. If the constant is positive, it shows a positive influence, which means that if the EI global score increases, the English-speaking performance score also increases.

The resulting global score EI coefficient value is 8.302. This shows that for every one-unit increase in the EI Global score, the English-speaking performance score is expected to increase by 8,302 units. This is the rate of change in the English-speaking performance score explained by a one-unit change in the Global EI score. This coefficient shows the direction and strength of the relationship between the independent variable (global score) and the dependent variable (English-speaking performance score).

## B. Discussion

In this part, the factors that influence the hypothesis will be explained.

## **1. The influence of four key factors of emotional intelligence on English-speaking performance**

The substantial influence of emotional and social competencies on language competence is demonstrated by the correlation between students' success in speaking English and their emotional intelligence (EI). The study's findings indicate that higher EI levels, as measured by the global EI score and all of its components (sociability, emotionality, self-control, and well-being), are positively correlated with better English-speaking abilities. These results also demonstrate that every element of EI has a distinct correlation with several facets of English-speaking performance:

### **a. Well-being**

The significant positive correlation between well-being and speaking performance ( $r = 0.697$ ) underscores the role of emotional stability in fostering fluency and confidence. Well-being, which is a component of emotional intelligence (EI), is a reflection of a person's capacity for stress management, life satisfaction, and emotional stability. High-wellbeing students are better able to manage the emotional difficulties of speaking a foreign language,

like nervousness or a fear of making mistakes. This is also in line with research conducted by Andrei et al. (2016), which shows that well-being, self-control, global traits of emotional intelligence (EI), and emotional stability have a strong positive relationship with each other, and also emotional stability, anxiety, and satisfaction are all outcomes that are significantly predicted by well-being. Reduced anxiety allows for smoother speech, as students can focus on the content of their message rather than worrying about errors.

Another important component of well-being is confidence, which increases students' desire to participate in speaking tests and try out new words or structures. Individuals with high well-being often experience positive emotions such as happiness and contentment (Goh & Kim, 2021). Students who are confident are less afraid to make mistakes and see them as learning experiences rather than failures. This way of thinking stimulates active participation in speaking tests, assisting students in assertively and clearly expressing their thoughts. Confidence also positively affects non-verbal communication, such as maintaining eye contact, projecting their voice, and

conveying emotions effectively, all of which contribute to more impactful speaking performance.

**b. Self-control**

Self-control is crucial for emotional intelligence (EI) and English-speaking performance. It helps maintain a balance between fluency and accuracy, with fluency requiring seamless communication and speed, and accuracy focusing on grammatical structures, vocabulary, and sentence formation. Students with high self-control may effectively manage these aspects to ensure comprehensible and grammatically sound speech.

Despite this, the weaker correlation ( $r = 0.309$ ) suggests that self-control's role in spontaneous speaking tasks is less impactful. Excessive self-regulation can lead to hesitation or interruptions, hindering fluency and disrupting the natural flow of speech. This is consistent with research showing that self-control can help regulate emotions in controlled situations but can unintentionally stifle creativity and spontaneity in unplanned activities (Mikolajczak et al., 2007). Consequently, students overly focused on monitoring their speech may prioritize avoiding errors

over fluid communication, reducing their ability to engage naturally and effectively in spontaneous speaking situations.

Educators can help students apply self-control more flexibly during speaking exercises by prioritizing communication over perfection, focusing on grammar and pronunciation, and engaging in activities like role-playing or timed discussions. This approach helps students balance fluency and accuracy naturally without over-regulating their speech, making self-control an effective tool for improving speaking performance.

**c. Emotionality**

The significant positive relationship between emotionality, a component of emotional intelligence (EI), and students' English-speaking performance highlights the pivotal role of emotional abilities in communication. One of the most important components of effective speaking is coherence, which is directly impacted by emotionality, which includes the capacity to recognize, communicate, and control emotions (Palmer et al., 2009). Coherence is the ability to explain concepts rationally, maintain a

coherent order of events, and make sure the narrative flows naturally. This was particularly important in the English-speaking performance test, where students were asked to narrate a story based on a narrative text. Given their improved emotional awareness and expressive abilities, students with greater emotionality scores do better in these domains, according to the result of correlation coefficient is 0.671.

Coherence in narrative work depends on the ability to connect with the audience and effectively communicate emotions in addition to language proficiency. Strongly emotional students might find it simpler to convey the feelings that are present in a story, which would make their narratives more interesting and coherent. Palmer et al., (2009) emphasize that their ability to sense and communicate emotions is one of their strongest attributes in forming and maintaining meaningful connections. For example, emotionally intelligent students may effectively employ tone, pauses, and emphasis to highlight important points and transitions when narrating events from a narrative source, such as a

fable or personal story. By highlighting connections between concepts and enhancing listeners' comprehension of the plot, this emotional expression promotes coherence.

Additionally, a student's emotionality affects their capacity to control their tension and maintain concentration when performing speaking assignments. These abilities are crucial for preserving coherence, particularly in trying circumstances like answering follow-up inquiries or delivering a narrative under time constraints. The correlation's strength and the statistically significant results ( $p$ -value = 0.000) highlight the fact that emotionality is a crucial element that improves the capacity to deliver a coherent and powerful story, not just a supporting element.

The speaking performance test's narrative text style closely matches the emotionality-related skills. Recounting events is simply one aspect of storytelling; another is being able to communicate the narrative's underlying emotional dynamics. Students with strong emotionality, for instance, might highlight a story's moral lesson or clearly convey the characters'

emotions, which would strengthen the narrative's coherence and memorability. The convergence of linguistic and emotional intelligence is demonstrated by the capacity to incorporate emotional subtleties into a cohesive story (Şahin, 2016). The significant relationship between emotionality and English-speaking performance underscores the importance of emotional intelligence in fostering coherence during narrative tasks.

**d. Sociability**

The strong positive correlation found between English-speaking performance and sociability, a measure of emotional intelligence (EI), emphasizes how crucial interpersonal interaction skills are to the development of critical speaking abilities like fluency and pronunciation. Sociability is a measure of a person's capacity for confident and successful social communication (Freudenthaler et al., 2008), directly improves fluency by encouraging consistent practice and lowering hesitancy when speaking. A strong correlation, as indicated by the correlation value of 0.593, suggests that students who exhibit higher levels of sociability are more likely to speak English

fluently, transferring ideas across concepts without needless pauses or interruptions. Furthermore, research by Freudenthaler et al. (2008) supports this finding by indicating that high achievers, who often demonstrate greater sociability, are also more effective networkers due to their higher emotional intelligence, candor, and readiness to defend their own rights.

Frequent verbal exchanges are often the best way to foster fluency, and extrovert students are more likely to engage in them organically. Due to their increased comfort level starting conversations, taking part in discussions, and adjusting to various social situations, these students have plenty of opportunity to improve their speaking abilities. Being sociable gives students the confidence they need to express themselves more openly by lowering anxiety, which is a common obstacle to fluency. Humphrey et al. (2007) highlight that such individuals may find it difficult to influence others and lack negotiation skills, which limits their ability to participate in meaningful interactions. This is in line with the highly significant p-value (0.000), which demonstrates how

important sociability is for promoting natural, unplanned speech in English.

Furthermore, another important aspect of speaking English is pronunciation, which is significantly impacted by sociability. Due to their increased exposure to real-world communication situations, students who exhibit high levels of sociability are frequently able to emulate the pronunciation of native or skilled speakers (Miao et al., 2017). Regular conversation enables kids to improve their intonation, articulation, and stress patterns, all of which are essential for precise and understandable communication. During storytelling activities, like those that involve narrative texts, for example, sociable students might be more adept at employing dynamic pronunciation to highlight important ideas, express feelings, and keep the attention of the audience.

The speaking performance test's narrative text style highlights the importance of sociability in improving fluency and pronunciation. Storytelling is a naturally participatory activity that frequently reflects conversational exchanges in real life, which is

where extroverted students thrive. They can effectively use pronunciation to improve the narrative's delivery while maintaining fluency by modifying their speaking style according to the audience and environment. This capacity to handle the linguistic and social aspects of speaking highlights how closely sociability and speaking performance are related. The significant positive correlation between sociability and English-speaking performance demonstrates that interpersonal communication skills are essential for achieving fluency and accurate pronunciation.

## **2. The influence of global score emotional intelligence on English-speaking performance**

The results of this study show that junior high school students' proficiency in speaking English is highly influenced by their emotional intelligence (EI). The regression analysis, which showed a high positive correlation between the global EI score and English-speaking proficiency (as indicated by the adjusted R-squared value of 72.85%), supports this finding. This indicates that EI explains a significant 72.85% of the variation in speaking performance, with additional factors

outside the purview of this study accounting for the remaining 27.15%. This result is consistent with Zhou's research, which found that students' overall speaking and listening performance was greatly influenced by their global trait EI, but not their reading and writing performance (Chen & Zhang, 2020).

The strength of the relationship is demonstrated by the regression equation, English-speaking score =  $52.82 + 8.302 \times \text{Global EI score}$ . In particular, students' English-speaking scores are predicted to improve by approximately 8.302 units for every unit increase in the global EI score. This research highlights how crucial it is to develop emotional intelligence (EI) in order to improve students' English communication abilities, especially while speaking, which calls for not only linguistic proficiency but also traits like confidence, empathy, and sociability, all of which are elements of EI. Perera (2016) underscores how EI enhances academic learning through cognitive and motivational processes, which aligns with the significant influence of EI on English-speaking performance observed in this research. In particular, traits such as confidence, empathy, and sociability, as

components of EI, are crucial in facilitating speaking tasks that require emotional regulation and adaptability.

The normality, multicollinearity, and heteroscedasticity tests conducted prior to the regression analysis validate the reliability of the statistical model used. The normality test results, as shown by the diagonal pattern in the normality plot and the bell-shaped histogram, confirm that the data distribution is appropriate for regression analysis. Furthermore, the absence of multicollinearity, indicated by a Variance Inflation Factor (VIF) of 1.00, suggests that the independent variable (global EI score) is not highly correlated with other potential predictors. Additionally, the heteroscedasticity test revealed no significant pattern in the residuals, indicating that the assumption of constant variance was met. These diagnostic tests enhance the credibility of the study's conclusions.

The substantial correlation between speaking performance and emotional intelligence is further supported by the hypothesis testing. The null hypothesis was rejected with a p-value of 0.000, significantly below the significance level of 0.05, indicating that students' speaking abilities are significantly impacted by their

global EI score. This finding aligns with Li (2020), which shows that EI is a strong predictor of second language (L2) learning outcomes. According to Li's research, which discovered a substantial association between emotional intelligence (EI) and language achievement, EI is a crucial element of successful language learning. Likewise, the results of the study underscore the importance of emotional intelligence (EI) elements including social connection, emotional regulation, and flexibility, especially in speaking tasks where these attributes are critical for enhancing communication.

The results are consistent with earlier research that emphasizes the importance of emotionality and sociability—two essential elements of emotional intelligence—in successful language learning. Pupils with higher emotional intelligence might be more adept at controlling their feelings, handling pressure when speaking, and expressing themselves with more assurance. This could explain their superior performance in English-speaking tasks compared to peers with lower EI scores. This is supported by K. Q. Shao et al., (2013), which suggests that emotional intelligence helps moderate foreign language anxiety (FLA), enabling

students to manage anxiety and perform better in speaking tasks.

Additionally, studies by Palmer et al. (2009) and Schutte et al. (2010) further confirm that well-being, an aspect of EI, positively influences emotional regulation, helping students maintain a positive attitude and approach speaking tasks with confidence. However, it is essential to acknowledge the limitations of this study. While the global EI score explained a significant proportion of the variance in speaking performance, other factors such as linguistic competence, learning strategies, and classroom environment were not accounted for. These factors likely contribute to the unexplained 27.15% of the variation and should be explored in future research.

Fluency and confidence are strongly influenced by well-being, which is a reflection of emotional strength, optimism, and satisfaction in general. According to Palmer et al. (2009), students with higher well-being, encompassing emotional stability and optimism, are better equipped to manage stress and anxiety. This emotional strength helps students approach speaking tasks with a positive mentality, which lessens hesitation and anxiety. Students are less constrained by their fear of

making mistakes when they are emotionally secure, which encourages fluid and ongoing communication. Additionally, even under pressure, such as in tests or presentations, their sense of confidence, which is supported by their well-being, enables them to approach speaking assignments with greater composure and assurance. This strengthens the idea that emotional intelligence, which includes well-being, is directly related to increased fluency and confidence in language activities.

Accuracy and coherence are intimately related to self-control, or the capacity to regulate feelings and impulses. Li (2020) found that emotional intelligence, particularly self-control, plays a significant role in second language learning. Higher self-control enables students to better regulate their emotions and concentrate during speaking tasks, which results in fewer grammatical errors and more accurate vocabulary selections. These kids are able to methodically arrange their ideas and make sure their language stays coherent and reasonable by remaining composed under pressure. Similarly, Dewaele et al. (2008) emphasized that emotional intelligence helps reduce communication anxiety (CA) and improves

fluency (FLA). Students with high emotional intelligence (EI) are able to control their emotions, which keeps them composed and focused when speaking, improving their accuracy and coherence. These students are better able to focus on organizing and accurately expressing their ideas and arranging them when they have emotional control.

Lastly, confidence, fluency, and coherence are all strongly impacted by sociability, or interpersonal communication skills. Humphrey et al. (2007) found that students with high sociability tend to feel more comfortable in social situations, which enhances their confidence during speaking tasks. Their numerous social encounters give them the chance to improve their fluency and make their speech sound more genuine. Coherence is also supported by sociability since these students are adept at adapting their speech patterns and styles to various audiences and situations, which leads to clear and well-structured communication. Furthermore, Schutte et al. (2010) demonstrated that Emotional regulation and sociability, a crucial aspect of emotional intelligence, are positively connected. Socially adept students are better able to regulate their emotions, which helps them remain calm and confident when speaking. This emotional

control enables them to adapt their communication style to the audience and the scenario, which makes them more fluid and logical. These results highlight how crucial sociability is for developing strong speaking abilities.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusion**

The researcher will provide some conclusions from the study after investigating the emotional intelligence and speaking abilities of junior high school EFL students.

This study focuses on two research questions, the first is the correlation between emotional intelligence and speaking performance. This study reveals a significant positive relationship between emotional intelligence (EI) components, well-being, self-control, emotionality, and sociability, and speaking performance among junior high school EFL learners. Well-being, reflecting emotional stability and confidence, enhances fluency and participation in speaking tasks, as students with higher well-being manage stress better and approach speaking with confidence. Self-control plays a role in balancing fluency and accuracy, although excessive regulation can hinder spontaneous communication. Emotionality, particularly emotional awareness and expression, significantly improves coherence in speaking tasks, helping students convey narratives more effectively.

Sociability, linked to interpersonal skills, promotes fluency and pronunciation by encouraging regular social interaction and reducing anxiety. Students who have higher emotional intelligence generally do better when speaking, highlighting the significance of social and emotional skills in language learning.

The second research question was, "How do emotional intelligence influence speaking performance in junior high school EFL learners?". This study demonstrates that emotional intelligence (EI) significantly influences the speaking performance of junior high school EFL learners, with EI accounting for 72.85% of the variance in speaking ability. The findings reveal that higher EI, as measured by well-being, self-control, emotionality, and sociability, leads to improved fluency, accuracy, coherence, and confidence in speaking tasks. Well-being enhances fluency and confidence by reducing anxiety and promoting a positive mindset. Self-control supports accuracy and coherence by helping students regulate emotions and stay focused during speaking tasks. Emotionality strengthens coherence, particularly in narrative tasks, by improving emotional expression and empathy. Sociability fosters fluency and

pronunciation by encouraging social interactions and reducing hesitation. Overall, EI plays a crucial role in developing effective speaking skills by facilitating emotional regulation, social engagement, and communication adaptability.

## **B. Suggestions**

Based on the results, discussions, and conclusions, the researcher makes the following recommendations:

### 1. Broader Sample and Diverse Settings

Future studies should consider using a larger and more diverse sample of EFL learners from different geographic locations, educational settings, and demographic backgrounds to enhance the generalizability of the findings. This would help determine whether the observed relationship between emotional intelligence and speaking performance holds across different populations and contexts.

### 2. Use of Multiple Measurement Tools

To improve the comprehensiveness of the findings, future research could incorporate various tools and methods to assess both emotional intelligence and speaking performance. Utilizing different types of assessments, for example, behavioural observations

and peer evaluations, as well as using different EI measurement instruments, for example, self-report questionnaires and ability-based assessments, may provide a more nuanced understanding of how emotional intelligence influences speaking skills.

### 3. Exploration of External Factors

Future research should explore external factors beyond the classroom, such as family background, social interactions outside school, and extracurricular activities, that might influence both emotional intelligence and speaking performance. Longitudinal studies could be particularly useful in understanding how these factors interact with EI over time and impact language acquisition and speaking proficiency.

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# APPENDICES

## Appendix 1: Verification Letter of having Conducted Research

PEMERINTAH KOTA SEMARANG  
DINAS PENDIDIKAN  
**SMP NEGERI 44 SEMARANG**  
Alamat : Wonoplumbon, RT 04, RW 02, Mijen, Semarang. (0294) 3671126  
Email : smp44semarang@gmail.com Website : smpn44.semarangkota.go.id

**SURAT KETERANGAN**  
Nomor : B/086/045/III/2024

Yang bertanda tangan dibawah ini :

Nama : **Y Hesty Padmaratnawati, S.Pd**  
NIP : 19681010 199203 2 014  
Pangkat/Gol : Pembina Tingkat I /IV.b  
Jabatan : Kepala Sekolah

dengan ini menerangkan bahwa :

Nama : **Firda Dzikrina Istighfarani**  
NIM : 2003046049  
Jurusan : Pendidikan Bahasa Inggris  
Perguruan Tinggi : UIN Walisongo Semarang

Bahwa mahasiswa tersebut diatas benar-benar telah melakukan penelitian di SMP Negeri 44 Semarang dengan judul **"Mengkaji Pengaruh Kecerdasan Emosional Terhadap Kinerja Berbicara pada Pelajar EFL Sekolah Menengah Pertama"** pada 4 s.d 6 Februari 2024.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

13 Maret 2024  
Kepala Sekolah  
**Y Hesty Padmaratnawati, S.Pd**

Appendix 2: Research Instrument

**TEIQue-ASF Questionnaire**

**TEIQue-ASF**

*Instructions:* Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from ‘Completely Disagree’ (number 1) to ‘Completely Agree’ (number 7).

1.....2.....3.....4.....5.....  
.....6.....7

1. Expressing my emotions with w problem for me.	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person’s viewpoint.	1	2	3	4	5	6	7
3. On the whole, I’m a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don’t find life enjoyable.	1	2	3	4	5	6	7

6. I can deal effectively with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can't figure out what emotion I'm feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I'm usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don't treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I'm able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7

17. I'm normally able to "get into someone's shoes" and experience their emotions.	1	2	3	4	5	6	7
18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
19. I'm usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
20. On the whole, I'm pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23. I often pause and think about my feelings.	1	2	3	4	5	6	7
24. I believe I'm full of personal strengths.	1	2	3	4	5	6	7
25. I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7
26. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7

27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7

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### Appendix 3: Students' TEIQue.ASF Results

**Table Trait Emotional Intelligence test results**

<b>No.</b>	<b>Name</b>	<b>Well-being</b>	<b>Self-control</b>	<b>Emotionality</b>	<b>Sociability</b>	<b>Global Score</b>
1.	AAR	3.83	3.50	3.62	3.66	3.53
2.	AMK	3.83	3.16	2.50	4.00	3.36
3.	ABU	5.83	4.66	4.50	3.50	4.50
4.	ABP	4.50	3.38	3.87	4.00	4.13
5.	AHANF	5.33	4.83	4.50	6.00	5.00
6.	AHUNF	4.83	4.66	4.87	4.50	4.76
7.	ASD	5.66	3.33	3.75	4.00	4.20
8.	AF	4.66	4.33	4.50	3.16	4.13
9.	SM	3.66	4.00	3.00	4.33	3.70
10.	DN	4.33	3.66	3.70	4.00	3.93
11.	DFR	4.33	4.00	3.87	4.16	4.13
12.	FM	5.33	4.83	3.00	4.00	4.43
13.	FZA	5.50	3.16	3.75	4.50	4.23
14.	FK	5.83	3.33	4.62	4.00	4.46
15.	IHAW	5.83	4.00	4.50	4.33	4.66
16.	IHEW	5.16	4.50	3.62	4.83	4.60
17.	JAZ	4.50	4.50	4.00	4.00	4.13
18.	KM	6.33	3.83	3.50	3.50	4.30
19.	LS	4.00	3.66	3.25	3.00	3.70
20.	MHB	5.16	4.00	3.62	4.66	4.40
21.	MAPW	5.66	3.83	3.25	4.33	4.30
22.	NHS	5.50	4.33	3.62	4.33	4.36
23.	NHA	6.16	4.00	4.75	5.00	5.00
24.	PTW	5.00	3.50	1.75	2.50	3.00
25.	SAP	5.66	3.00	4.50	4.50	4.50
26.	SV	6.66	4.50	4.87	4.50	5.06
27.	SDR	6.50	4.00	4.25	4.33	4.80
28.	SAR	5.66	4.50	4.00	4.33	4.60
29.	WDP	5.16	4.00	4.12	4.16	4.43
30.	YBP	6.83	5.00	3.25	5.66	4.93
31.	ZA	7.00	4.00	3.50	5.50	5.06

## Appendix 4: Students' English-Speaking Test Results

PEMERINTAH KOTA SEMARANG  
DINAS PENDIDIKAN  
**SMP NEGERI 44 SEMARANG**  
Alamat : Wonoplumbon, RT 04, RW 02, Mijen, Semarang, (0294) 3671126

DAFTAR NILAI  
TAHUN AJARAN 2023/2024

Kelas: 9E

Daftar Pelajaran : B Inggris  
 Semester : 2 (Dua)  
 Guru Mapel / Wali Kelas : P. H. / Pujaningsih, A.Md.Pd.

No	NAMA SISWA	L	P	NILAI PENGETAHUAN DAN KETERAMPILAN				PTS	PAS
				PH1	PH2	PH3	PH4		
1	AI SYA ANANDITA RIFFANY		1	95	85				
2	ALETHEIA ZELAFESYA		1	95	90				
3	ALYFA MEYGIE KRISBIANTORO		1	95	90				
4	AMAR BIMA UNZILA		1	90	90				
5	ANDIKA BASITH PRATAMA		1	90	90				
6	ARFAN HASAN NUR FADLA		1	90	90				
7	ARFAN HUSAIN NUR FADLI		1	90	90				
8	ARYA SANI DEWANGGA		1	90	85				
9	AULIYA FAHREYZA		1	85	85				
10	CITRA MAHESWARI		1	90	90				
11	DEVIA NALINI		1	95	95				
12	DIONICKO FITRA RAMADHAN		1	90	90				
13	FIKRI MUZAKI		1	90	90				
14	FIRDA ZALFA AFZALURRIZQI		1	95	95				
15	FRISKA KIRANA		1	95	95				
16	IMANUEL HENDRA WIBOWO		1	90	90				
17	IMANUEL HENDRI PRASETYO		1	90	90				
18	JEANY AYU ZASKI		1	90	95				
19	KHOIRI MUFIDIN		1	85	90				
20	LAILATUSSIFAI		1	90	90				
21	MAULANA HAFIZH BAIHAQI		1	90	90				
22	MUHAMMAD ABID PUTRA WIYANA		1	90	90				
23	NATHANAEL HEROBA SITORUS		1	90	90				
24	NESYA HANI AURELIA		1	95	95				
25	PUTRA TRI WIJAYA		1	90	90				
26	SAFA AUDIA PRATIWI		1	90	90				
27	SILVIANA		1	95	95				
28	SUSANTI DEWI RAHAYU		1	95	90				
29	SYAFA ANNAFIU ROSYITA		1	90	95				
30	WAHYU DIMAS PRASETIA		1	85	85				
31	YUDISTIRA BAGAS PRAKOSO		1	90	90				
32	ZAKI ALZADA		1	90	90				
JUMLAH L/P			18 14						
JUMLAH TOTAL			32						

## Appendix 5: Assessment rubric

**A. Assessment Technique:** Direct assessment by teachers through student performance

**B. Instrument Form:** assessment sheet

**C. Indicators**

<b>Indicators</b>	<b>Assessment Criteria</b>
Fluency	<ul style="list-style-type: none"><li>- Minimal use of filler words (e.g., "um," "uh") during retelling.</li><li>- Maintains a steady pace while narrating events.</li><li>- Consistent flow of the story.</li><li>- Quick recovery from interruptions or errors.</li></ul>
Confidence	<ul style="list-style-type: none"><li>- Clear and assertive voice projection while narrating.</li><li>- Shows enthusiasm or engagement in retelling the story.</li><li>- Maintains eye contact (if in a live setting).</li><li>- Little visible nervousness.</li></ul>
Accuracy	<ul style="list-style-type: none"><li>- Correct use of past tense to describe events.</li><li>- Appropriate vocabulary relevant to the narrative text.</li><li>- Proper use of story-related grammar (adverb</li></ul>

	<p>of time, adjective, and noun phrase).</p> <ul style="list-style-type: none"> <li>- Minimal grammatical errors.</li> </ul>
Coherence	<ul style="list-style-type: none"> <li>- Events are presented in the correct order (orientation, complication, resolution, and re-orientation).</li> <li>- Effective use of linking words (e.g., "next," "finally").</li> <li>- Clear transitions between story parts.</li> <li>- The characters and setting are clearly described.</li> </ul>
Pronunciation	<ul style="list-style-type: none"> <li>- Correct pronunciation of key vocabulary from the narrative text.</li> <li>- Proper stress on key words and intonation to reflect the story's emotions.</li> <li>- Minimal mispronunciations that affect meaning.</li> <li>- Natural rhythm and speech patterns while retelling.</li> </ul>

**D. Assessment rubric:**

Students' name: .....					
<b>No</b>	<b>Indicator</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Fluency				
1.	Minimal use of filler words (e.g., "um," "uh") during retelling.			
2.	Maintains a steady pace while narrating events.			
3.	Consistent flow of the story.			
4.	Quick recovery from interruptions or errors.			
Confidence				
1.	Clear and assertive voice projection while narrating.			
2.	Shows enthusiasm or engagement in retelling the story.			
3.	Maintains eye contact (if in a live setting).			
4.	Little visible nervousness.			
Accuracy				
1.	Correct use of past tense to describe events.			
2.	Appropriate vocabulary relevant to the narrative text.			
3.	Proper use of story-related grammar (adverb of time, adjective, and noun phrase).			
4.	Minimal grammatical errors.			
Coherence				
1.	Events are presented in the correct order (orientation, complication, resolution, and re-orientation).			
2.	Effective use of linking words (e.g., "next," "finally").			
3.	Clear transitions between story parts			

4.	The characters and setting are clearly described.				
Pronunciation					
1.	Correct pronunciation of key vocabulary from the narrative text.				
2.	Proper stress on key words and intonation to reflect the story's emotions.				
3.	Minimal mispronunciations that affect meaning.				
4.	Natural rhythm and speech patterns while retelling				

Final score:  $\frac{\dots\dots\dots}{8} \times 10 = \dots\dots\dots$

8

## Appendix 5: Documentation



Participants fill out questionnaire



Participants fill out questionnaire



Participants fill out questionnaire



Participants fill out questionnaire

## CURRICULUM VITAE

### Personal Data


Name : Firda Dzikrina Istighfarani  
Place of Birth : Jepara  
Date of Birth : 15<sup>th</sup> April, 2001  
Religion : Islam  
Gender : Female  
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### Formal Education

1. Bachelor Degree of English Education Department,  
Faculty of Education and Teacher Training, Walisongo  
Islamic State University Semarang
2. Walisongo Islamic Senior High School, Pecangaan
3. Walisongo Junior High School, Pecangaan
4. Public Elementary School 03 Ngeling

Semarang, 15<sup>th</sup> December 2024

The Author



Firda Dzikrina Istighfarani