

**THE CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND
SPEAKING ACHIEVEMENT OF EIGHT GRADE STUDENTS OF
SMP N 46 PALEMBANG**



UNDERGRADUATE THESIS

*This thesis was accepted as one of the requirements to get
the title of Sarjana Pendidikan (S.Pd.)*

by

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Assalamualaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"THE CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND SPEAKING ACHIEVEMENT OF EIGHT GRADE STUDENTS OF SMP N 46 PALEMBANG"**, ditulis oleh saudari **Agnes Silvita** telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

Demikianlah terima kasih.

Wassalamu'alaikum Wr.Wb

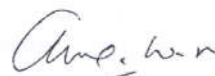
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**THE CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND
SPEAKING AVHIEVEMENT OF EIGHT GRADE STUDENTS OF
SMP N 46 PALEMBANG**


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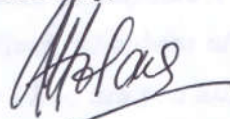
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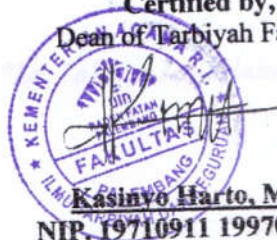
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DEDICATION AND MOTTO

This thesis is dedicated for:

- *My Lord (Allah SWT) who always gives his mercies and graces.*
- *My Lovely parents Bapak and Ibu your daugther will never can't recompensing all your kindnesses along my life.*
- *My great youngsisters (Rizki Amelia,Am.Keb and Dewinda), I do thankful to be your sister.*
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- *My great Almamater.*

MOTTO

“Indeed, There is ease after the Hardship QS: Al-Insyirah:5-6”

La Tahzan Innallaha ma'ana

\SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **“THE CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND SPEAKING ACHIEVEMENT OF EIGHT GRADE STUDENTS OF SMPN 46 PALEMBANG”** adalah karya saya sendiri. Apabila ternyata bukan hasil karya saya, saya bersedia diberi sanksi sesuai dengan pasal 70, Undang-undang No. 20 tahun 2003 tentang “Sistem Pendidikan Nasional” yang berbunyi “Lulusan karya ilmiah yang digunakan untuk mendapatkan gelar akademik, profesi, atau vokasi sebagaimana dimaksud pada ayat 25 (2) terbukti merupakan jiplakan dipidana dengan pidana penjara paling lama dua tahun/atau pidana denda paling banyak Rp. 200.000.000 (dua ratus juta rupiah)”.

Demikianlah pernyataan ini saya buat dengan sebenarnya.

Palembang, 27 April 2017

Yang menyatakan,

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Palembang,
The Writer,

AS

CONTENTS

ACKNOWLEDGEMENT	i
CONTENTS.....	ii
ABSTRACT	iv
LIST OF TABLE	v
LIST OF FIGURE	vi
LIST OF APPENDICES	vii
List of Documentation	vii
 I. INTRODUCTION	 1
1.1 Background	1
1.2 Research Problems	7
1.3 Research Objectives	7
1.4 Significance of the Study	8
 II. LITERATURE REVIEW	 9
2.1 Concept of Emotional Intelligence.....	9
2.1.1 Four Domains of Emotional Intelligence	10
2.1.2 The Benefit of Having Emotional Intelligence	17
2.1.3 Steps of Improving Emotional Intelligence	18
2.1.4 Emotional Intelligence in Education.....	21
2.2 Concept of Speaking	24
2.3 Previous Related Studies.....	25
2.11 Hypotheses	29
2.12 Criteria for Testing Hypotheses	29
 III. METHOD OF RESEARCH.....	 30
3.1 Research Design.....	30
3.2 Research Variables.....	30
3.3 Operational Definition	31
3.4 Subject of The Study.....	31
3.4.1 Population	31

3.4.2 Sample	32
3.5. Data Collection.....	33
3.5.1 Emotional Intelligence Questionnaire.....	33
3.5.2 Speaking Test.....	36
3.6 Validity and Reability of Data Collection	36
3.7.Data Analysis	37
3.7.1 Instrument Analysis	37
3.8 Pre-Requisite Analysis.....	39
3.8.1 Normality Test	39
3.8.2 Linearity Test	40
3.9 Statistical Analysis	40
3.9.1 Correlation Analysis	40
3.9.2 Multiple Regression Analysis	41
IV. FINDING AND INTERPRESTATIONS	42
4.1 Research Findings	42
4.1.1 Result of students' Emotional Intelligence	42
4.1.2 Result of Students' Speaking Achievement.....	43
4.2 Pre-Requisite Analysis	44
4.2.1.The Result of Normality Test.....	44
4.2.2The Result of Linearity Test	46
4.3 Statistical Analysis	
4.3.1 Correlation between Emotional Intelligence and Speaking Achievement	47
4.3.2 Multiple Regression between Emotional Intelligence and Speaking Achievement	48
4.4 Interpretations	50
V. CONCLUSIONS AND RECOMMENDATIONS.....	53
5.1 Conclusions.....	53
5.2 Recommendations.....	54
References	55

ABSTRACT

This study is an attempt to investigate the correlation between students' emotional intelligence to their speaking achievement and the significant influence between students' emotional intelligence to their speaking achievement. The population of were 294 students of eight grade students of SMP N 46 Palembang in the academic year 2016/2017. The writer used cluster random sampling to decided the sample of this study. There were 74 students as a sample of this study. A quantitative study was used in this study. The data were obtained by questionnaires and speaking test. The result of the test was analyzed by means and percentage. Based on the result of the data analysis, there were two major findings. First, there is significant correlation between students' emotional intelligence and their speaking achievement and second is students' emotional intelligence did significant influence 3,11% to their speaking achievement.

Keywords: Emotional Intelligence, Speaking Achievement

LIST OF TABLE

	Page
Table 1 Population of the Study	32
Table 2 Sample of the Study	33
Table 3 The Quick Emotional Intelligences Self-Assesment	34
Table 4 The Category of Emotional Intelligences Domains	35
Table 5 Cronbach Alpha of Instruments Try-Out	37
Table 6 The Category Score of Emotional Intelligence	38
Table 7 The Category Score of Speaking Achievement	39
Table 8 Descriptive Analysis of Emotional Intelligence	42
Table 9 Distributions of Students Emotional Intelligence	43
Table 10 Descriptive Statistics of Speaking Test	43
Table 11 Distribution of Speaking Achievement	44
Table 12 Normality Test	45
Table 13 Linearity Test	46
Table 14 Correlation between Emotional Intelligence and Speaking Achievement	47
Table 15 Correlation of Four Loading Domains of Emotional Intelligence	48
Table 16 Multiple Regression of Emotional Intelligence and Speaking Achievement	46

LIST OF FIGURE

	Page
Figure 1 Distribution of Emotional Intelligence Data Normal Q-Q Plot of Emotional Intelligence	45
Figure 2 Distribution of Speaking Achievement Data Normal Q-Q Plot of Speaking Achievement.....	46

LIST OF APPENDICES

Appendix A	The Quick Emotional Intelligence Self Assesment
Appendix B	The Quick Emotional Intelligence Self Assesment (Indonesia Version)
Appendix C	Oral Proficiency Test Score Categories
Appendix D	Result of Students'EI SMP N 26 Palembang
Appendix E	Score Oral Proficiency Test of SMP N 26 Palembang
Appendix F	Result of Students'EI SMP N 46 Palembang
Appendix G	Score Oral Proficiency Test of SMP N 46 Palembang
Appendix H	Sylabus of KTSP 2006
Appendix I	Correlation and Influence of Domains Emotional Intelligence

LIST OF DOCUMENTATION

1. Surat Pengajuan Judul Skripsi
2. Surat Penunjukan Pembimbing
3. Surat Permohonan Izin Try Out
4. Surat Keterangan Telah Melakukan Try Out
5. Surat Keterangan Penelitian
6. Surat Keterangan Telah Melakukan Penelitian
7. Lembar Validasi Questionnaire
8. Konsultasi Revisi Skripsi Pembimbing

CHAPTER I

INTRODUCTION

This chapter describes (a) background, (b) research problems, (c) research objectives, and (d) significance of study:

1.1. Background

There are many kinds of languages in this world, one of them is English. It is disproved fact that English used as an international language. Having good English can be big challenges to complete globalization. With English students can develop their creativity, generating their emotionally in communication and it can help students having good career in future. It is supported by (Kachru, 1990; Hamid 2011) who argue that having English proficiency is like possessing Alladin's lamp or providing access to 'international opportunity' abound the literature. Based on survey of English First English Proficiency Index (EF EPI) in 2016, Indonesia was ranked 32 from 72 countries with score 52,94 with participating 950.000 adult people. It shows that Indonesian people have moderate proficiency but the score is categorized low level categories compare to other countries.

Based on the government policy number 32 in 2013, English is considered as one of the compulsory subject that must be taught from junior high school, since it has become one of the subject that is tested in the Nation Examination (Ujian Nasional, UN). But, in Indonesia, English is taught from junior to university level as compulsory subject, the aim of English subject in the junior and senior high school level is to develop students' potential, in which it is hoped

that they could have communicative competence, interpersonal, transactional, and functional aspects by using any kinds of spoken or written text.

Krashen (1981) perceives that learning a second and foreign language is difficult, exhausting and replete with stresses and strains for the learners. In language learning there are four skills. They are listening, speaking, reading and writing. However, related to Afshar and Rahimi (2014, p. 75), who mention that in order to communicate effectively, EFL and ESL learners should promote their speaking abilities in the foreign/second language. EFL/ESL learners are usually judged on their speaking abilities at first glance. Teaching and learning speaking are usually regarded as demanding and labor-intensive. Despite this significance of speaking, it is sometimes ignored (Bora, 2012).

Gardner (1999) suggests that intelligence is the ability or skill to solve problems or to fashion products that are valued within one or more cultural settings. He points out that the glory days of the IQ (Intelligence Quotient) tests began during World War I, when two million American men were sorted out through the first mass paper-and-pencil form of the IQ test, freshly developed by Lewis Terman, a psychologist at Stanford. Gardner calls the "IQ way of thinking": "that people are either smart or not, are born that way, that there's nothing much you can do about it, and that tests can tell you if you are one of the smart ones or not. Gardner (1983) proposed the existence of seven types of intelligence (to which he has added more, such as natural, spiritual, and existential) consisting of linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, and intrapersonal.

Even though many researchers believe that human intelligence consists of dozens of assorted cognitive skills that are acquired through experience and education (Cohen, 2012), there are always some questions raise whenever discussing about students' achievement and success such as who will be successful in education?, why some people despite having high intelligence coefficient in education and the post-education process, they experience huge failures?, how is the role of intelligence co efficiency in the success of the students especially the academic one?. It can conclude that people with high intelligence still failed and unsure to academic success. Other that intelligence co efficiency are there other factors effective in academic success. (Joibari& Mohammad Taheri, 2011, p. 1334).

Some may argue that academic performance just relies on IQ level which measures intelligence. Goleman (1995) states that intelligence only contributes as much as 20% for someone's success, the other factor that may have responsible on it is Emotional Intelligence (EI).

The concept of Emotional Intelligence (EI) is initially introduced by Salovey and Mayer (1990) to represent the ability of people to deal with their emotions (Wong & Law, 2002). They defines emotional intelligence as “the subset of social intelligence that involves the ability to monitor ones' own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions” (p. 189). This concept was then popularized by Goleman (1995) who proposes that emotional intelligence

involves abilities that can be categorized as self-awareness, managing emotions, motivating oneself, empathy, and handling relationships (Wong & Law, 2002).

The study of emotions in classrooms is central to understand motivation and learning patterns among students (Beilock & Ramírez, 2011). Emotional experience is an integral component of all school activities and plays a key role not only in relation to learning but also with respect to achievement over time (Pekrun & Schutz, 2007). In academic contexts, individual self-perceived emotional intelligence (EI) has been shown to be related to better psychological and social adjustment and social adaptation, and to school performance. Furthermore, characteristic or ability EI are related to life, life satisfaction and, individual performance, interpersonal relationships, academic achievement, vocational stress, job success and performance, leadership and more.

A substantial body of studies has been conducted to identify the relationship between speaking abilities and other areas of education. Emotional intelligence is assumed as one of the major components in promoting EFL and ESL learners speaking abilities (Naghdipour & Emeagwali, 2013; and Bora, 2012). Bora (2012) reveals that students who had high levels of emotional intelligence were more engaged in speaking and brain-based activities, because they had high levels of self-esteem and social skills, and were able to cooperate with others. He also reveals that students with low level of emotional intelligence did not have appropriate relations with the society; as a result, they were isolated from the classroom atmosphere, and denied taking part in speaking and brain-based activities.

Even Though there is already a clear-cut indication that both emotional intelligent and speaking skill has contribution on students' achievement and performance, some of people still neglect the importance between those variables. This also occurs at SMP Negeri 46 Palembang in which based on the informal interview writer conducted with the English teacher on September 2016 , it was found that some students have bad emotional management and their relation to their friend was not too good, because they emotion still not stable and easy influence by their environment. Furthermore, the teacher told that some students who have bad emotional management also have poor speaking ability but some of them have an average or even good speaking skill.

Moreover, related to the writer observation when she did PPLK II at school on August 2015, The writer found some facts such as some students behaved differently with different teacher., including teacher of English. In line with that finding, based on informal interview writer conducted with the one who just finished PPLK II at school on September 2016, he also revealed the same statements. Make it worse, he said that, the main problem of student in studying English was that they were not confident and feel anxiety it caused they did not have many knowledge in vocabullary and their pronunciation is not too good, therefore they cannot have expressed their idea and it made they did not speak fluently.

Speaking is way of people to communicate each other, it means that with speaking people can get and sharing informations but actually, speaking also make people have conflict because misscommunication of speaking, and

emotional intelligence is way of people to manage their feeling and emotion. Because the population of this study was junior high school students that have not good in speaking skill and their emotion was not stable, It means they need give educational character to have good emotional intelligence and speaking ability, to make them aware and avoid conflict to have a good career in their future life. It reasons of writer chose the topic.

Regarding the problems above, several related studies have been undertaken to investigate the correlation between students' Emotional Intelligence and the other related variables. Sadeghi and Farzizadeh (2014) reveals the relationship between EI and the writing ability of Iranian EFL learners. Results obtained through Pearson Correlation indicated a positive relationship between the writing ability and the emotional self-awareness, a subcategory of EI. Ghabanchi and Rastegar (2014) studied the impact of both IQ and emotional intelligence on reading comprehension in Iran. The results showed that the relationship between IQ and reading comprehension was stronger than the relationship between total emotional intelligence and reading comprehension. A small correlation was found between reading comprehension scores and some emotional-intelligence subscales as interpersonal abilities, intrapersonal abilities, and stress management. The study also revealed that IQ was a more determinative factor in reading comprehension proficiency than emotional intelligence. On the other hand, based on the study conducted by Esfandiari and Ekradi (2014), The results indicated no statistically significant relationship between EI and cloze test performance. This

current study involves the junior high school students of SMP Negeri 46 Palembang as participant and speaking achievement as the independent variable.

1.2. Research Problems

As the problem stated in the introduction, the writer formulates the research problems as follows:

1. Is there any significant correlation between students' emotional intelligence and their speaking achievement?
2. Does students' emotional intelligence significantly influence their speaking achievement?

1.3. Research Objectives

The aims of this study are:

1. To find out if there is significant a correlation between students' emotional intelligence and their speaking achievement.
2. To find out whether or not students' emotional intelligence significantly influences their speaking achievement.

1.3.1. Significance of Study

This study give some informations to the writer that emotional intelligence, is one of factors of people to success, and emotional intelligence related to the students' speaking achievement in SMP N 46 Palembang. Therefore, the study hopefully can be beneficial for teachers, especially those who teach English courses to know the classification of students' emotional intelligence and more patient to them in teaching and learning process. And for students of SMP N 46 Palembang to know about their emotional intelligence and can make them manage

their emotion to make them have well in English, especially in speaking achievement. And the last, For future reseacher can give some informations about emotional intelligence especially related to speaking achievement or can develop with domains of emotional intelligence to other aspects of language .

CHAPTER II

LITERATURE REVIEW

This chapter describes the theoretical framework of (a) concept of EI, (b) concept of speaking (c) previous related study, (d) hypothesis, and (e) criteria of hypothesis:

2.1. Concept of Emotional Intelligence

Mayer and Salovey (1990, p. 189) who define Emotional Intelligence (EI) as “a form of social intelligence that involves the ability monitor one’s own feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action”.

They proposed that an individual’s ability to recognize, understand, regulate, and use emotions were things that could be studied and measured. Initially, (Salovey and Mayer (1990; Fatum (2008), p. 27) divide EI abilities into five main domains. *Knowing one’s emotions* involves self-awareness in recognizing a feeling as it happens. Mayer and Salovey proposed that an inability to notice emotions leaves individuals at the mercy of those emotions. *Managing emotions* refers to the ability to handle feelings, to self-soothe, and to deal with negative emotions. Individuals who demonstrate this skill bounce back much more quickly from life’s difficulties. *Motivating oneself* involves utilizing emotions to pay attention, to delay gratification, and to achieve mastery. *Recognizing emotions in others*, an ability often labeled as empathy, builds emotional self-awareness. Recognizing others’ emotions is the first step to good relationships with others and includes active listening to others and an ability to

understand another's perspective and feelings. *Handling relationships*, the final step in this theoretical approach to EI competence, involves managing emotions in others. This EI ability is often referred to as social competence.

Goleman (1995) defines EI as “abilities such as being able to motivate oneself and persist in the face of frustration, to control impulses and delay gratification; to regulate one's mood and keep distress from swamping the ability to think; to empathize and to hope.” (p.34). He divides EI theoretical framework of emotional intelligence that reflects as personal competences for mastering the skill of individual competences (self-awareness, self management) and social competences (social awareness and relationship managements).

2.1.1 Four Domains of Emotional Intelligence

Goleman (1995) divides the two domains of emotional intelligence were personal competences and social competences:

Personal competencies are the area of competences that concern for mastering the skill of the individual competence. He divides two quadrants (self-awareness and self-management). Social competence require to expand people awareness including the emotions in around environment or society. He also divides in two quadrants (social awareness and management relationship).

- a. *Self-Awareness or Emotional Awareness*** is the ability to see ourselves with our own eyes, to be aware of our goals immediate and long-term, beliefs about our self and others, values those things we hold dear, drivers that affect how we work, rules that we live by the shoulds, musts and oughts, self-talk, the

inner voice that tells us we can or cannot do something (Chapman, 2001, p.14)

There are three components of this quadrants:

1. Emotional self-awareness: Reading one's own emotions and recognizing their impact. People with this competence:
 - a) Know which emotions they are feeling and why
 - b) Realize the links between their feelings and what they think, do, and say
 - c) Recognize how their feelings affect their performance; and
 - d) Have guiding awareness of their values and goals (FME team, 2014, p.28).
2. Accurate self-assessment: Knowing one's strengths and limits people with this competence:
 - a) Aware of their strengths and weaknesses
 - b) Reflective, learning from experience
 - c) Open to candid feedback, new perspective, continuous learning, and self-development
 - e) And able to show a sense of humor and perspective about themselves (FME team, 2014, p.29).
3. Self-confidence: A sound sense of one's self-worth and capabilities people with this competence:
 - a) Present themselves with self-assurance
 - b) Have presence

c) Can voice views that are unpopular and go out on a limb or what is right and are decisive and

f) Able to make sound decisions despite uncertainties and pressures
(FME team, 2014, p.30).

b. *Self-Management or Emotional Managements* is managing our emotions effectively involves controlling those unproductive behaviors that really do not get us anywhere (Chapman, 2001 p.35). There are six components of this quadrants: self-control, trustworthiness, adaptability, achievement, initiative, and conscientiousness.

1. Self-control : Keeping disruptive and impulses under control. People with this competence:

- a) Manage their impulsive feelings and distressing emotions well
- b) Stay composed, positive, and unflappable, even in trying moments
- c) And think clearly, and
- g) Stay focused under pressure (FME team, 2014, p.30).

2. Trustworthiness: means that you will do what you say, when you say you will do it. People with this competence:

- a) Act ethically and are above reproach,
- b) Build trust through their reliability and authenticity,
- c) Admit their own mistakes and confront unethical actions in others,
- h) Take tough, and principled stands even if they are unpopular (FME team, 2014, p.31).

3. Adaptability: Flexibility in adapting to changing situations or overcoming obstacles. People with this competence:
 - a) Smoothly handle multiple demands
 - b) Shifting priority and rapid change
 - c) Adapt their responses and tactics to fit fluid circumstances and
 - i) Are flexible in how they see events (FME team, 2014, p.31).
4. Achievement: The drive to improve performance to meet inner standards of excellence. People with this competence:
 - a) Are result oriented, with a high drive to meet their objectives and standards
 - b) Set challenging goals and take calculated risks
 - c) Pursue information to reduce uncertainty and find ways to do better
 - j) Learn how to improve their performance (FME team, 2014, p.32)
5. Initiative: Readiness to act and seize opportunities. People with competence:
 - a) Are ready to seize opportunities
 - b) Pursue goals beyond what's required or expected of them
 - c) Cut through red tape and bend the rules when necessary to get the job done
 - d) Mobilize others through unusual, enterprising efforts (FME team, 2014, p.32).
6. Conscientiousness: involves individual being thorough, careful or vigilant and implies a desire to perform a task well. People with this competence:

- a) Persist in seeking goals despite obstacles and setbacks
- b) Operate from hope of success rather than fear of failure
- c) See setbacks as due to manageable circumstance rather a personal flaw (FME team, 2014, p.31).

c. ***Social Awareness*** is the ability of being a cooperative, constructive, and responsible member of the society (Goleman, 1995). There are four quadrants of emotional management that involves competences: empathy, organizational awareness, and service.

1. Empathy: Sensing other's emotions, understanding their perspective, and taking active interest in their concerns people with this competence:

- a) Are attentive to emotional
- b) Cues and listen well
- c) Show sensitivity and understand others' perspectives, and
- d) Help out based on understanding other people's needs and feelings

(FME team, 2014, p.34).

2. Organizational awareness: Reading the currents, decisions networks, and politics at the organizational level. People with this competence:

- a) Accurately read key power relationships;
- b) Detect crucial social networks;
- c) Understands the forces that shape views and actions of clients, customers, or competitors; and
- d) Accurately read situations and organizational and external realities

(FME team, 2014, p.35).

3. Service: Recognizing and meeting follower, client, or customer needs.

People with this competence:

- a) Understand customers' needs and match them to service or products,
- b) Seek ways to increase customers' satisfaction and loyalty,
- c) Gladly offer appropriate assistance,
- d) Grasps customers' perspective, and
- e) Acting as a trusted advisor (FME team, 2014, p.35).

d. *Relationship Management* refers to the ability to establish pleasant relationships and healthy interactions with others (Goleman, 1995). There are seven quadrants of emotional management that involves competences: Inspirational leadership, influence, developing others, change catalyst, conflict management, teamwork and collaboration.

1. Inspirational leadership: Guiding and motivating with compelling vision.

People with this competences:

- a) Articulate and arouse enthusiasm for a shared vision and mission,
- b) Step forward to lead as needed
- c) Regardless of position
- d) Guide the performance of others while holding them accountable, and lead by example (FME team, 2014, p.36).

2. Influence: Wielding a range of tactics for persuasions. People with this competence:

- a) Are skilled at persuasion

- b) Fine-tune presentations to appeal to the listener
 - c) Use complex strategies like indirect influence to build consensus and support
 - d) Orchestrate dramatic events to effectively make a point (FME team, 2014, p.36).
3. Developing others: Bolstering others' abilities through feedback and guidance . People with competence:
- a) acknowledge and reward people strength,
 - b) accomplishments and development
 - c) offer useful feedback and identify people's need for development;
 - d) mentor give timely coaching, and
 - e) offer assignments that challenge and grow person's skills (FME team , 2014, p.36-37).
4. Change catalyst: Initiating, managing and leading in a new direction. People with this competence:
- a) recognize the need for change and remove barriers,
 - b) challenge the status quo to acknowledge the need for change,
 - c) champion the change and enlist in its pursuits and model the
 - d) change expected of others (FME team, 2014, p.37).
5. Conflict management: Resolving disagreement. People with competences:
- a) Handle to difficult people and tense situations with diplomacy and tact
 - b) Spot potential conflict, bring disagreements into the open and help deescalate

- c) Encourage debate and open discussion
 - d) Orchestrate win-win solutions (FME team, 2014, p.37).
6. Building bonds: Cultivating and maintaining a web of relationships.
People with this competences:
- a) Are widely respected and liked
 - b) Cultivated a broad personal network that incorporates, colleagues, professionals, contacts, and friends
 - c) Keep others informed appropriately (FME team, 2014, p.38).
7. Teamwork and collaboration: Cooperation and team building. People with this competence:
- a) Ensure the objective is defined and understood by all
 - b) Behave in a way that others adopt as their own
 - c) Demonstrate that they value all contributions. (FME team, 2014, p.38).

2.1.2 The Benefit Having High Emotional Intelligence

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

Emotional Intelligence more calm and patient when solve the problems in relationship their environment.

2.1.3 Steps of Improving Emotional Intelligence

(Chapman,2001,pp.14-76) there are five steps to develop emotional intelligence. The develop emotional intelligence can divided into two competecies intrapersonal and interpersonal intelligence :

A. Intrapersonal Intelligence: This is the inner-intelligence we use to know, understand and motivate ourselves. For intrapersonal intelligence divided into three steps .

1) Self-awareness is the ability to see ourselves with our own eyes, to be aware of our goals, beliefs, values, drivers, rules, and self –talk . You can identify your emotional responses by:

- Tuning into your senses : This means paying attention to what you see and hear and not what you think you see and hear. Your beliefs, values, drivers and rules act as filters, distorting and deleting what otherwise might be important information.

- Getting in touch with your feelings : paying attention to these external signals, you can begin to understand what these feelings mean for you, moment by moment.

- Knowing your goals: The value of becoming aware of our goals is that we can use this information to help us develop the strategies necessary to get what we really, really want.

2) Emotion Management : Managing our emotions effectively involves controlling those unproductive behaviours that really don't get us anywhere.

Method of exceptional emotion management is the 5-step freeze-frame technique:

1. Recognise stressful feelings and freeze-frame them. Take time out!
2. Make a concerted effort to shift your focus away from the racing mind or disturbing emotion(s).
3. Be calm and recall a positive, fun feeling that you have had and re-experience it.
4. Ask your heart, What's a more effective response to this stressful situation.
5. Listen and do what your heart says.

3) Self Motivation: As human beings we are goal-oriented, and being self-motivated means pursuing our goals with commitment, passion, energy and persistence.

Being self-motivated calls for four essential actions. You can remember them by using the acronym SAME:

1. Adopt positive Self-talk: (increase self-esteem)
2. Build an effective support network (your 'A' team*)
3. Visualise an inspirational Mentor (real or fictitious)
4. Create a conducive Environment (air, light, sound, visual images)

B. Interpersonal Intelligence: This is the outer-intelligence we use to read, sense, understand and manage our relationships with other people.

4) Relationship Management: Relationship Management means being effective at managing relationships and building effective networks.

Six steps to building effective relationships:

1. Know the boundaries of the relationships (what can and can't be said or done; behaviours that are acceptable outside of work may be inappropriate within the workplace).
2. Check out expectations (respective needs and wants)
3. Review your perceptions (avoid making assumptions on basis of little evidence).
4. Review the other person's perceptions of you (take a risk, ask yourself what is the worst that can happen – use the worry buster to help)
5. Examine interactions (consider what worked well or not so well, and why this might be the case)
6. Determine the desired outcomes (set exceptional goals that have power).

5. Emotional Coaching : The changing shape of organisations means that we need new types of leaders. As Pat Fritts observes, Organisations need emotionally intelligent managers, who will help to develop the competencies and commitment to work together in the new knowledge economy.

In terms of EI, being an E-coach means helping others to: Develop their emotional capabilities, resolve differences, solve problems, communicate effectively, become motivated

2.1.4 Emotional Intelligence in Education

Emotional education within the family in particular, is positively affecting children's emotional intelligence and mental health. The first area of socialization that promotes children's' emotional intelligence is family and in particular their parents (Currie G, 2004).

Gottman (Gottman J, 2000) proposes the following stages of children's emotional education:

- Awareness of children's feelings
- Recognition
- Hearing with empathy and confirm children's feelings.
- Help the child to name his feelings
- Setting limits while helping to explore strategies for problem solving
- Recognition and Setting targets
- Thoughts on possible solutions
- Assessment of proposed solutions on the basis of family values
- Helping the child to choose a solution (Plomaritou V, 2006).

In schools, we might also remember that the humanities have long been helping young people to become more thoughtful and articulate about emotions. teachers have been using literature and the arts as powerful tools to help young people learn about 'delayed gratification', 'empathy', 'risk-taking' and the like.

(The Association Teachers and Lecturers,2005, p.14).

Emotional Intelligence in education probably depends at least as much on the way teachers publicly respond to their own shifting moods and stresses, and

the way they deal with these children, as it does on set-piece discussions or activities. One can see why these more personal channels of emotional education might have been down-played, but if they are, powerful opportunities to influence the development of Emotional Intelligence are being missed. It may also be that the emotional messages conveyed through these implicit channels sometimes run counter to those that are being espoused and discussed more consciously in the classroom. (The Association Teachers and Lecturers,2005, p.20).

Three elements commonly give rise to classroom confrontation between a teacher and ‘difficult’ students. First, a lack of clarity about a teacher’s expectations of student behaviour and performance. Secondly, because such students often lack both empathy and social skills, they may misinterpret a teacher’s intentions, and normal interactions may be perceived as confrontational and stimulate an aggressive response. Thirdly, a teacher may react to the student’s reputation rather than to the actual level of disruption. Such a lack of empathy may itself provoke inappropriate behaviour on the part of the student. (Autumn ,2000 p.2)

A teacher’s ability to deal with problems firmly but with empathy reassures vulnerable students, whilst providing a model of acceptable, assertive interaction for the class as a whole.

The following list should not be considered complete and it is important to remember that all students are unique entities and that strategies that are effective

with a student may not be necessarily effective with someone else (Stepien K, Baernstein A, 2006).

- Teamwork is an effective method to encourage students to listen to other's views and to work together to solve problems. However, some people may have difficulty, in terms of teamwork, and thus their participation should not be encouraged if they are experiencing problems

- Students should be actively encouraged to hear the views and experiences of other students, examining the causes of their views and making comments

- Teachers should listen and understand their students' views. In this way, they create feelings of acceptance to their students, while helping them recognize how they can develop the ability of active listening themselves.

'Difficult' students often have strained relationships with peers and can be intimidating. The principal objective is to achieve a safe, effective learning environment, involving all students, because it is only within a social context that they can develop interpersonal skills. This may be achieved by:

- involving students in setting social as well as academic expectations and targets, for individual and group activities;
- making students aware of how their behaviour is perceived by others and how it affects others;
- helping students develop empathy and negotiating skills, to resolve conflict and promote their own and others' learning;
- monitoring each student's behaviour towards others, and their contribution to achieving collective objectives in the case of group work;

- in the event of inappropriate social interaction, temporarily relocating individual students to safeguard the overall learning environment.

However, in these circumstances, it is a priority to make the student aware of the reason for his/her relocation, of its duration and of the behavioural changes required for re-entry into the group. (Autumn ,2000, p.4)

2.2 Concept of Speaking

Speaking skill, being the central and one of the most important language skills, has been the subject matter of constant discussions, debates and researches for pedagogies and language researches for countries. In speaking process, speaker involves some activities in the process itself-such as voices (itches, stress, and rhythm), bodies (gestures and facial expression) and pauses and intonation (Raimes, 1983). Speaking is a complex task for second or foreign language learners (Richards & Renandya, 2002). According to Fulcher (2003) (as cited in Rubiati, 2010, p.7), speaking is one of language skills which is very important to be mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others. By giving students speaking test, it can support them to improve speaking skill. It is possible for people to produce practically all the correct sounds but still is unable to communicate their ideas appropriately and effectively (Heaton,1988, p. 88).

Brown (2000) points out some types of speaking performance:

1. Imitative, the purposes of imitative is on the particular element of language form so it is not the meaning of interaction.
2. Intensive is to practice phonological or grammatical aspect language.

3. Responsive is short replies to teacher or students initiated questions or comments.
4. Transactional (dialogue) is to convey or to exchange specific information.
5. Interpersonal (dialogue) is to maintain social relationships rather than to transmit facts or information.
6. Extensive (monologue) can be planned or impromptu. The types of activity can be short speech, oral report, or summary.

Astryan (2010) also differentiates the two forms of speaking which are each form has peculiarities, which should be taken into consideration.

- 1) Monologue, is the speech of one person who expresses his thoughts and feelings in particular situation and shows his definite conclusion. Monologue is generally prepared speech.
- 2) Dialogue, is a conversation between 2 interlocutors. it is always situational and emotionally colored. Dialogue is generally unprepared but it can be planned to carry dialogue people need words and phrases to start a conversation, to join it, to confirm, to argue, to reject, to invite, to comment, and so on.

2.3 Previous Related Studies

There are some previous related studies which are related to the writer's present study , the first The Relationship between Emotional Intelligence and Productive Language Skills, by Gench, Kullusakli, and Aydin (2016). The study examines language skills speaking and writing with 150 students from differences

disciplines of the university and studying English as foreign language in Turkey the result of study showed that positive correlation between Emotional Intelligence and productive language skills. The similarity of this research with the study is measure emotional intelligence and speaking achievement and the differences between this research and the study is the way of collect the data, in this research the writer using oral test to collect the data of speaking achievement and the study using speaking and writing academic scores to collect the data.

The second is Yunita (2014) on her study showed the was positive correlation between emotional intelligence ad their speaking achievement. The result also showed that self control is the best predictor to predict students English speaking ability. The similarity of this research and the study is the way measure emotional intelligence and speaking achievement and the differences is the population and sample, this study used junior high school students and this research used students in university.

The third is Bora (2012) who studied the relation between Emotional Intelligence (EI) and students' perceptions towards speaking classes. For the study, two questionnaires were given to the participants in order to see their EI levels and understand their views on Brain-based speaking activities. The results demonstrated that students with high level of EI were more eager to attend speaking classes and brain-based activities. However, the ones with low level of EI did not have healthy relations with the society or confide in themselves, thus being isolated from the classroom atmosphere. The similarity of this research and that study is find the relationship between emotional intelligence and speaking

achievement and the differences of this research and that study is way of collect the data, that study using 2 questionnaires EQ-I and brain-based speaking activities to collect the data and this research using questionnaire and oral test to collect the data.

Soodmand Afshar, and Rahimi (2016) found there is strong correlation between emotional intelligence and speaking achievement in students English Department of University in Iran. The similarity of this study is measured the correlation and influence between emotional intelligence and speaking achievement. And the differences are this research used instruments by BarOn (1997) and also this research measure the correlation reflective thinking.

Hartono (2016) on his study showed that there was effect of teaching method, emotional intelligence upon students' speaking achievement and there was interaction between teaching method, emotional intelligence, upon students' speaking achievement. The similarity of this research and this study is the writer using quantitative research and this research used experimental study.

Rafleyan , Nejad, and Damavand (2014) who investigated the relationship between emotional intelligence and pragmatic awareness, the participants were 120 Iranian senior undergraduates of English as foreign language in university in Iran. The result shows positive correlation between emotional intelligence and pragmatic awareness. The similarity of this this research is measuring emotional intelligence using questionnaire and test to collect the data, but previous study did pragmatic awareness test.

Asadollahfam, et al. (2012) also investigated the relationship between emotional intelligence and language learners' vocabulary knowledge. Participants included 50 learners of English as a Foreign Language at a university in Iran. Data were collected through Nation's (2001) Word Level Test to assess language learners' vocabulary size and BarOn's (1997) Emotional Intelligence Questionnaire to assess their emotional intelligence score. The results showed that language learners with high levels of emotional intelligence posed a high level of vocabulary knowledge. The similarity of this research and this study is the way to collect the data to measure emotional intelligence.

Mohammadi and Mousalou (2012) in their research find there is no correlation between emotional intelligence, linguistic intelligence and relevance speaking anxiety of students university in Iran. The similarity of this research is used speaking test to collect the data but this research measure to linguistic intelligence and speaking anxiety relationship to emotional intelligence.

Fatum A B, (2008) in her dissertation found significant relationship between emotional intelligence and academic achievement for elementary students of California. The similarity in this study is measure the influence of emotional intelligence and in achievement, the difference is this study also see the influence emotional intelligence in curriculum.

2.5.Hypotheses

The hypotheses of this study are proposed in the forms of null and alternative hypotheses below:

1. H_0 : There is no significant correlation between students' emotional intelligence and their speaking achievement.
 H_a : There is a significant correlation between students' emotional intelligence and their speaking achievement.
2. H_0 : Emotional intelligence does not significantly influence students' speaking achievement.
 H_a : Emotional intelligence significantly influences students' speaking achievement.

2.7. Criteria for Testing Hypothesis

Creswell 2005 mention the criterions of hypothesis as follows:

1. If p-value is higher than 0.05 ($p > 0.05$), the level of significance is 5%, H_0 is accepted and H_a is rejected.
 If p-value is less than 0.05 ($p < 0.05$), the level of significance is 5%, H_0 is rejected and H_a is accepted.
2. If F-obtained is lower than or the same as F-table ($F\text{-obtained} \leq F\text{-table}$), at significance level 5%, H_0 is accepted.
 If F-obtained is higher than F-table ($F\text{-obtained} > F\text{-table}$), at significance level 5%, H_0 is rejected.

CHAPTER III

METHOD AND PROCEDURE

This chapter describes (a) method of research, (b) operational definition, (c) subject of research, (d) data collection, and (e) data analysis:

3.1 Method of Research

In conducting this research, the writer used correlational research design in term of explanatory design to find out the correlation between those variables and explain the result of the research. Creswell (2012) states that correlational research designs provide an opportunity to predict scores and explain the relationship among variables. The research design was as follows:



X = Students' Emotional Intelligence

Y = Students' Speaking Achievement

3.2 Variables

A common and useful way to think about variables is to classify them as independent or dependent. Independent variables are those that the writer chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In commonsense terms, the dependent variable depends on what the independent variable does to it, how it affects it (Fraenkel, Wallen, & Hyun, 2012, p. 80). The independent variable, in this research was emotional intelligence of students of SMPN 46 Palembang. In the other hand, the dependent variable was the students' speaking achievement.

3.3 Operational Definition

There are some terms in this study were defined in order to avoid the possibility of missinterpretation.

First, *emotional intelligence* refers to how people manage, show and eclipse their emotion or bad feeling in their environment. It was identified by using The Quick Emotional Intelligence Self-Assessment. Second, *speaking achievement* was the ability of students to express their ideas in the speaking form in form of scores which was obtained from the speaking test on the given topic related to their syllabus. The test was in the form of speaking. As the indicators; grammar, vocabulary, comprehension, fluency, pronunciation, and task.

3.4 Subject of Research

3.4.1 Population

Population is the larger group to which one hopes to apply the results. (Fraenkel, Wallen & Hyun, 2012, p. 91). The population of this research was eight grade of students in SMP N 46 Palembang, which consist of eight classes. The distribution of population of the resesarch can be seen below:

Table 1.
Distribution of Population

No	Class	Number of Students
1.	VIII.1	39
2.	VIII.2	35
3.	VIII.3	37
4.	VIII.4	39
5.	VIII.5	36
6.	VIII.6	37
7.	VIII.7	35
8.	VIII.8	36
Total		294

Source: (Staff Administration Office of SMP N 46 Palembang , 2016)

3.4.2 Sample

The minimum sample size for correlation research mention by many researchers is not less than 30 (Fraenkel, Wallen & Hyun, 2012 p. 338; and Creswell, 2012, p. 146). In this study , the writer used cluster random sampling. A cluster random sampling is the selections of groups or clusters, of subject rather than individual (Fraenkel, Wallen & Hyun, 2012, p. 95- 96) . The writer chose this technique sampling because when she did the research on February 2017 the teacher asked to the writer that only 81 and 85 class had study recount text by the teacher. She also asked that 81 and 85 class was superior class in eight grade in the school. The distributions of the sample can be seen below :

Table 2
Distribution of Sample

No	Class	Number of Students
1.	VIII.1	39
2.	VIII.5	35
TOTAL		74

Source: (Staff Administration Office of SMP N 46 Palembang , 2016

3.5 Data Collection

There were two kinds of instruments used to collect the data, questionnaire and speaking test.

3.5.1. Questionnaire

The Quick Emotional Intelligence Self-Assessment from San Diego city college MESA Program by Paul Mohapel (2015), a neuroscience professor and a PhD in psychology used to measure students' emotional intelligence. There were 40 items in the questionnaire consisting of 10 items for each domain. Each item of domains was in the form of Likert scales which are 0= never, 1= rarely, 2= sometimes, 3= often, 4= always. It took approximately 20-25 minutes to be completed. The following table of The Quick Emotional Intelligence Self-Assessment.

Table. 3**The Quick Emotional Intelligence Self-Assessment**

No	Category	Number of Items	Items
1	Emotional Awareness	1-10	10
2	Emotional Management	11-20	10
3	Social Emotional Awareness	21-30	10
4	Relationship Management	31-40	10
	TOTAL	40	

In categorizing students' emotional intelligence, each domains' score calculated based on the key. There were three categories convered on the questionnaire :

Table. 4
The Category of Emotional Intelligences' Domains

No	EQs' Domains	Score	Category
1	Self-Awareness	0-24	Area for enrichment (low)
		25-34	Effective functioning (medium)
		35-40	Enhanced Skill (high)
2	Emotional Management	0-24	Area for enrichment (low)
		25-34	Effective functioning (medium)
		35-40	Enhanced Skill (high)
3	Social Emotional Awareness	0-24	Area for enrichment (low)
		25-34	Effective functioning (medium)
		35-40	Enhanced Skill (high)
4	Relationship Management	0-24	Area for enrichment (low)
		25-34	Effective functioning (medium)
		35-40	Enhanced Skill (high)
	<ul style="list-style-type: none"> ➤ Area for enrichment (low): requires attention and development ➤ Effective Functioning (Medium): consider strengthening ➤ Enhanced skill (High): use as leverage to develop weaker areas 		

Source: Paul Mohapels' model (2015)

Moreover, to overcome the misunderstanding and confused of the students the writer used the Indonesia version.

3.5.2. Speaking Test

Then, speaking test was conducted in order to obtain the students' speaking achievement. Therefore, the students had to choose one of the given topics and speak at least 2 minutes. The topics was ; (1) My Idol, (2) My Best Friend, (3) My Best Experience, and (4) My Best Holiday.

Furthermore, content validity used in order to find out the validity of the speaking test by having expert judgement. There was three raters evaluating the test whether it was appropriate or not. Related to this, there were some considerations for choosing a rater. They were:

1. The minimum TOEFL score was 550
2. The teaching experience must be more than 5 years
3. The last educational background was at least master degree of English major

There were 5 evaluated items: instruction, topics, time allocation, content, and rubric. Then, the result, from each rater was calculated to get the mean score.

3.6 Validity and Reliability of Data Collection

This study used ready made questionnaire, Emotional Intelligence questionnaires adopted from San Diego Collect MESA program by Paul Mohapel there were 40 items in likert scale, there were 10 statements for each sub characterization domain, but to avoid missunderastanding of students ,the quesitionnaire was translated into Indonesian version. To find out the validity and reliability the writer did try out in SMP N 26 Palembang who had same level and characteristic as the sample.

Johnson and Christensen (2012, p 340) state that when used to check reliability of scores, the coefficient should be at least 0,70, preferably higher . and Cronbach alpha formula used to see the consistency of the reliability of questionnaire and test. The following was the results of reliability of SMP N 26 Palembang :

Table 5.
Cronbach Alpha of Questionnaire SMP N 26 Palembang

Reliability Statistics	
Cronbach's Alpha	N of Items
.524	40

Cronbach Alpha of Speaking Test of SMP N 26 Palembang

Reliability Statistics	
Cronbach's Alpha	N of Items
.618	3

3.7 Data Analysis

3.7.1 Instrument Analysis

The instruments, both emotional intelligence questionnaire and speaking test, analyzed in order to gain the data of the study. First of all, the writer analyzed the data from questionnaire to measure students' emotional intelligence. the 40 items of emotional intelligence used, and scale ranges from 1 to 4. There are 10 statements for each variable characterization of emotional intelligence , every sub variable had 40 points as highest score and 0 points as lowest score. The next

step the total score of each students was calculated. It means that the maximum score are 160 and the minimum score are 40 and then divided 4.

$$EI = X:4$$

EI = Students' emotional intelligence

X= Total score of students

4= Total domains of emotional intelligence

Therefore, the strength of students' emotional intelligence can be classified as below

Table 6.
The Category Score of Emotional Intelligence

Domain	Score		
	Area for Enrichment	Effective Functioning	Enhanced Skills
Emotional Awareness	0-24	25-34	35-40
Emotional Management			
Social Emotional Awareness			
Relationship Management			

Source: Paul Mohapel's Model 2015

Second, the students' speaking analyzed by the three raters, the ones who validate the speaking test, by using the rubric for oral proficiency test scoring categories by Brown (2004, p. 418-419). There were six aspects of the speaking scoring system and the scale of each aspect was from one to five. As a result, the highest point of all is 30. Since there was three raters, the total points from them was calculated to get the mean scores which was still considered as the raw score.

In order to make the writer analyzed the data more easily, the raw scores transformed into 100 by using the following formula:

$$T = \frac{X}{30} \times 100$$

T= Final Score

X= Raw Score

Therefore, the students' speaking achievement can be classified as below:

Table 7.
The Category Score of Speaking Achievement

Interval	Category
81-100	Excellent
62-80	Good
43-61	Adequate
24-42	Fair
5-23	Unacceptable

(Adopted from Brown (2004), pp.287)

As the result, the data obtained from the questionnaire and students' speaking test was analyzed by using SPSS 23 in order to find out the significant correlation and significant influences of students' emotional intelligence and speaking achievement.

3.8 Pre-Requisite Analysis

3.8.1 Normality Test

A normality test used to determine whether sample data had been drawn from a normally distributed population or not. It conducted due to many parametric statistical methods, including Pearson correlation test and multiple linear regression test, require an approximately normally distributed dependent variable (Lofgren, 2013). Therefore, the writer applied Kolmogorov-Smirnov test by using SPSS 23. The data was distributed normally, the p-value was greater than 0.05 ($p > 0.05$).

3.8.2 Linearity Test

The linearity test conducted in order to recognize whether the correlation between the variables was linear or not. The test was going to be established as the prerequisite test of multiple linear regression test (Puriyatno, 2010, p. 73). Hence, test for linearity by using SPSS 23 conducted in order to recognized whether the correlation of the variables was linear or not. Therefore, if the p-value (linearity) was less than 0.05 ($p\text{-value} < 0.05$), the data correlation was linear. Then, after the writer conducted those tests and the data was normal and linear, the further analysis be able to be administered.

3.9 Statistical Analysis

3.9.1. Correlation Analysis

To find out whether emotional intelligence of students as whole, had any correlation with students' speaking achievement or not, the writer applied Pearson- Product Moment Correlation Coefficient. Still, by using the same statistical method, Pearson-Product Moment, the correlation between each types of students' emotional intelligence, self awareness, self management, social awareness, relationship management, and their speaking achievement established. After that, there was any significant correlation between the variables, the analysis continued to see there was any significant influence between students' emotional intelligence and speaking achievement.

3.9.2 Multiple Linear Regression Analysis

As there was a probability of correlation, the analysis continued by using multiple linear regression analysis method in relation to see emotional intelligence had any significant influence to their speaking achievement

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter describes (a) findings of the study (b) statistical analysis and (c) interpretations of the study:

4.1 Research Findings

There were two kinds of research findings in this study. First, the result of students' emotional intelligence and the result of students' speaking achievement.

4.1.1 Results of Students' Emotional Intelligence

In this study, 74 students of the eight grade of SMP N 46 Palembang in academic year 2016/2017 constituted as sample. The 40 items of the quick emotional intelligence self assessment were used to investigate the participants emotional intelligence.

The descriptive analysis of EI for the participants is shown below. The maximum score is 35,25 and the minimum score is 17,25. The mean of the emotional intelligence participants is 25,36 and standard deviation is 3,80.

Table 8.
Descriptive Analysis of Emotional Intelligence

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Emotional Intelligence	74	17,25	35,25	25,3615	3,80117
Valid N (listwise)	74				

From the questionnaire, it was revealed that four sub variables of emotional intelligences were all perceived by the students with different numbers. There were two students who had high score in self awareness, for self management there were fifty students who had low score, social awareness there were only four students who had high score and ⁴² as fifty of students who had middle score for management. The details are as follow:

Table.9
Distributions of Students' Emotional Intelligence

No	Sub Variables of EI	Score		
		0-24	25-33	34-40
1	Self Awareness	48	24	2
2	Self Management	50	22	2
3	Social Awareness	31	39	4
4	Management Relationship	8	50	16

4.1.2 Result of Students' Speaking Achievement

The descriptive analysis of speaking achievement for the participants is shown below. The maximum score is 70 and the minimum score is 26,60. The mean of speaking achievement score for the participants is 45,88 and the standard deviation is 10,25. It means that score indicated that the level of speaking achievement of the participants is low.

Table.10
Descriptive Statistics of Speaking Achievement

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Speaking Achievement	74	26,60	70,00	45,8885	10,25119
Valid N (listwise)	74				

For each category, there were 5 students good in speaking score, there were 40 students who were adequate in speaking score and there were 29 students who were fair in speaking achievement score. This distributions is shown below:

Table.11
Distributions of Speaking Achievement

Number of Student	Interval	Category	Percentages
0	81-100	Excellent	0 %
5	62-80	Good	6,8 %
40	43-61	Adequate	54,00 %
29	24-42	Fair	39,18 %
0	5-23	Unacceptable	0 %

(Adopted form Brown (2004),pp.287)

4.2 Pre Requisite Analysis

4.2.1 The Result of Normality Test

The result of normality test of this study showed all the data were normal and appropriate for data analysis with coefficients .200 for emotional intelligence and .057 for speaking achievement.

Table. 12
Normality Test
One-Sample Kolmogorov-Smirnov Test

		Emotional Intelligence	Speaking Achievement
N		74	74
Normal Parameters ^{a,b}	Mean	25,3615	45,8885
	Std. Deviation	3,80117	10,25119
Most Extreme Differences	Absolute	,069	,101
	Positive	,048	,101
	Negative	-,069	-,057
Test Statistic		,069	,101
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,057 ^c

a. Test distribution is Normal.

The normal Q-Q plot of each variable is illustrated in the following figures:

Figure 1. Distribution of Emotional Intelligence Data Normal Q-Q Plot of Emotional Intelligence

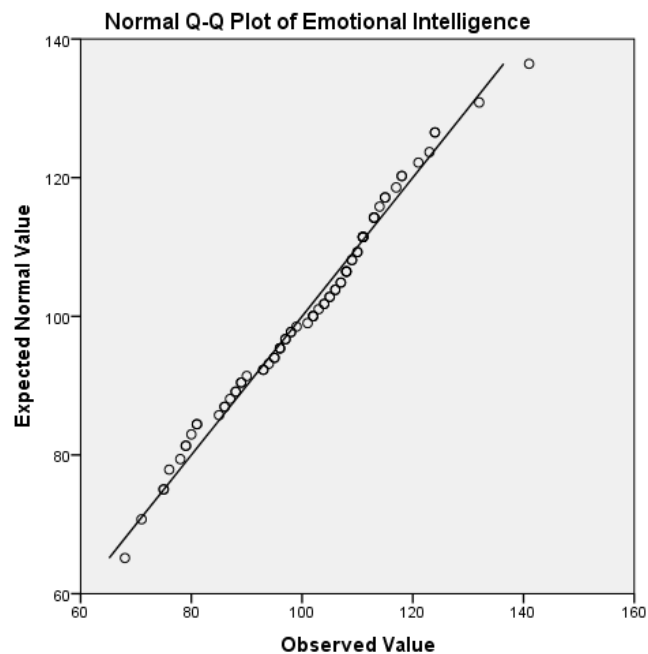
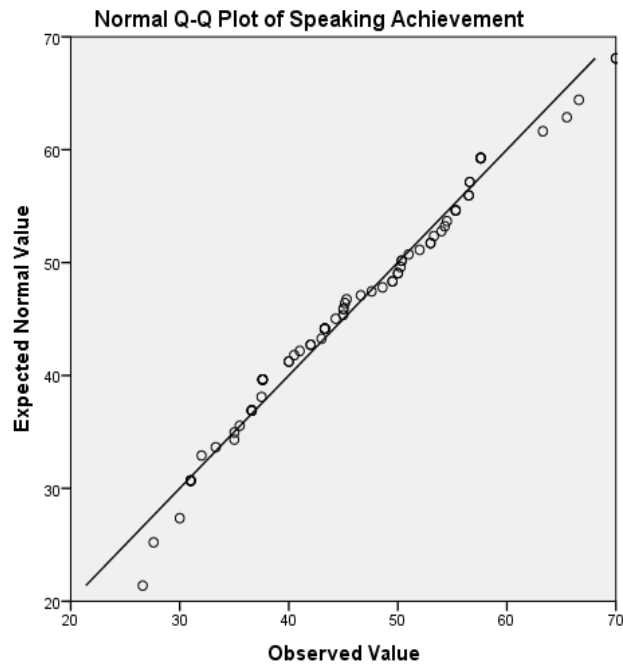


Figure 2. Distribution of Speaking Achievement Data Normal Q-Q Plot of Speaking Achievement



4.2.2 The Result of Linearity Test

The result showed that the deviation from linearity between emotional intelligence and speaking achievement was 0.597. To sum up all the data were linear for each correlation and multiple regression.

Table 13.
Linearity Test
ANOVA Table

			Sum of Square s	Df	Mean Square	F	Sig.
Emotional Intelligence * Speaking Achievement	Between Groups	(Combined)	719,096	44	16,343	1,412	,165
		Linearity	258,057	1	258,057	22,295	,000
		Deviation from Linearity	461,039	43	10,722	,926	,597
	Within Groups		335,672	29	11,575		
Total			1054,768	73			

4.3 Statistical Analysis

4.3.1 Correlation between Emotional Intelligence and Speaking Achievement

The result of this answered the first problem of the study, based on Pearson Product Moment Correlation Coefficient, r -obtain (0.495) of Emotional Intelligence was higher than r -table (0.2257) then, the level of probability (p) significance (sig.2-tailed) was (0.00) lower than 0.05. It means that there is a significant corellation between students' emotional intelligence and their speaking achievement and emotional intelligence did influence students' speaking achievement. It means that H_0 is rejected and H_a is accepted.

Table 14.
Correlation between Emotional Intelligence and Speaking Achievement

Correlations		Emotional Intelligence	Speaking Achievement
Emotional Intelligence	Pearson Correlation	1	,495**
	Sig. (2-tailed)		,000
	N	74	74
Speaking Achievement	Pearson Correlation	,495**	1
	Sig. (2-tailed)	,000	
	N	74	74

** . Correlation is significant at the 0.01 level (2-tailed).

The writer also analyzed four domains of emotional intelligence with speaking achievement by the same formula. Based on the result correlation analysis from the four loadings of emotional intelligence, both factors of intra personal emotional intelligence showed that there is positive correlation between self awareness and speaking achievement with pearson correlation is (.357**) and sig.value is (0,02) but, negative correlation between self management and speaking achievement with pearson correlation is (.218) and sig.value is (0,63). And there is positive correlation from both interpersonal factors of emotional intelligence, social awareness and management relationship. The distribution can be seen below:

Table 15.
Correlation of Four Loadings Domain of Emotional Intelligence

No	Loading of Emotional Intelligence	Pearson Correlation	Sig.value
1	Self Awareness	.357**	.002
2	Self Management	.218	.063
3	Social Awareness	.536**	.000
4	Relationship Management	.210**	.001

** . Correlation is significant at the 0.01 level (2-tailed).

4.3.2 Multiple Regression between Emotional Intelligence and Speaking Achievement

The result of this answered the second problem of the study, based on Pearson Product Moment Correlation Coefficient, there is a significant corellation between students' emotional intelligence and their speaking achievement and emotional intelligence did influence students' speaking achievement. It means that H_0 is rejected and H_a is accepted. Multiple regression by method analysis was used to see influence students' emotional intelligence and their speaking achievement.

Table 16
Multiple Regression Emotional Intelligence and Speaking Achievement

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,558 ^a	,311	,271	8,75071

a. Predictors: (Constant), Management Relationship, Self Awareness, Self Management, Social Awareness

b. Dependent Variable: Speaking Achievement

The result showed that R square (R^2) of four domains of emotional intelligence (total EI) was (0,311). It means that emotional intelligence had contribution on students' speaking achievement with (3,11 %).

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2387,680	4	596,920	7,795	,000 ^b
	Residual	5283,671	69	76,575		
	Total	7671,351	73			

a. Dependent Variable: Speaking Achievement

b. Predictors: (Constant), Management Relationship, Self Awareness, Self Management, Social Awareness

For the result showed that F table was (7,795) was higher than F obtained (2,50) then, the level of probability (p) significance (sig.2-tailed) was (0.00) lower than 0.05. It means that there is significant influence between emotional intelligence and speaking achievement. In Conclusion emotional intelligence give significant influence to speaking achievement.

4.4 Interpretations

The interpretations are made based on the result of the study . According to the findings there was a correlation and influences between emotional intelligence (total) and speaking achievement .

From the result of self management was the only domains of emotional intelligence that had no relationship to students' speaking achievement. Self management is managing our emotions effectively involves controlling those unproductive behaviors that really do not get us anywhere (Chapman,2001 p.35). It means that students can not manage their feeling and behavior. It can be seen from the result of questionnaire 50 of students had low area, 22 students for medium area and only 2 had high score for self management.

The result of students' speaking achievement showed that only 5 students had good category, 40 students had adequate category, and 22 students had low category. The writer concluded that anxiety and their less experience learning speaking were factors that make many students had not good score to speaking achievement. It was supported by Mohammadi and Mousalou (2012) they stated that anxiety is a one of affective factors that make students difficulties to speak.

The other factor was students experienced learning speaking, many students had lack pronunciation such as when there was some students can not pronouncing of year. If students can manage their emotion and behavior, they would feel relaxed when speaking during the research.

The result of this study is similar to the study of The Relationship between Emotional Intelligence and Productive Language Skills, by Gench, Kullusakli,

Aydin (2016). The study examined language skills speaking and writing with 150 students from different disciplines of the university and studying English as foreign language in Turkey the result of study showed that positive correlation between Emotional Intelligence and productive language skill. It also supported by Yunita (2014) on her study showed the was positive correlation between emotional intelligence ad their speaking achievement. The result also showed that self control is the best predictor to predict students English speaking ability.

The result of research by Soodmad, Afshar, and Rahimi (2016) also found there is signifcant correlation between emotional intelligence and speaking achievement and emotional intelligence is the best predictor to influence students' speaking achievement.

Additionally by Bora (2012) who studied the relation between Emotional Intelligence (EI) and students' perceptions towards speaking classes. For the study, two questionnaires were given to the participants in order to see their EI levels and understand their views on Brain-based speaking activities. The results demonstrated that students with high level of EI were more eager to attend speaking classes and brain-based activities.

Supported by the result of research by Hartono (2016) on his study showed that there was effect of teaching method, emotional intelligence upon students' speaking achievement and there was interaction between teaching method, emotional intelligence, upon students' speaking achievement.

Some researcher also found that emotional intelligence had a significant with other English language skill. Rafleyan, Nejad, and Damavand (2014) who

investigated the relationship between emotional intelligence and pragmatic awareness, the participants were 120 Iranian senior undergraduates of English as foreign language in university in Iran. The result shows positive correlation between emotional intelligence and pragmatic awareness.

Asadollahfam et al. (2012) also investigated the relationship between emotional intelligence and language learners' vocabulary knowledge. Participants included 50 learners of English as a Foreign Language at a university in Iran. Data were collected through Nation's (2001) Word Level Test to assess language learners' vocabulary size and BarOn's (1997) Emotional Intelligence Questionnaire to assess their emotional intelligence score. The results showed that language learners with high levels of emotional intelligence posed a high level of vocabulary knowledge.

The result of research by Soodmad, Afshar, et al (2016) also found there is significant correlation between emotional intelligence, learning styles, strategy use, and their second language achievement of Iranian EFL learners. And Fatum (2008) also found significant relationship with emotional intelligence and academic achievement in elementary-school children. She believed that social and emotional development is central to our children's in school. School that implement social and curricula that teach EI competencies as a systemic solution are more likely promote children's achievement in the secure their success for future.

In conclusion, this study find emotional intelligence had relationship and influenced speaking achievement of eight grade students of SMP N 46.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter describes (a) conclusion of the study, and (b) suggestion of the study:

5.1 Conclusions

Based on the findings of the study, there are two conclusions. First, the students' emotional intelligence had a significant correlation to students' speaking achievement. It can be seen based on Pearson Product Moment Correlation Coefficient, r -obtain (0.495) of Emotional Intelligence was higher than r -table (0.2257) then, the level of probability (p) significance (sig.2-tailed) was (0.00) lower than 0.05. For sub categories of emotional intelligence only self management had no correlation to students' speaking achievement.

Based on the result from multiple regression, emotional intelligence was significantly influence 3,11% to speaking achievement of students SMP N 46 Palembang . From all the result, there was a correlation and influences between emotional intelligence and speaking achievement of eight grade students of SMP N 46 Palembang.

5.2 Suggestions

There are some suggestions that can be given. For the English teacher, it is important to should inform about emotional intelligence to the students and help them to had high emotional intelligence during learning language. Then, give motivation and find the interesting methodology of speaking to make students feel relaxed in speaking class and add experience of students in learning speaking. For students, it is suggested to know and control their emotional intelligence to reduce anxiety when speaking class , then improve their pronounciations and vocabulary knowledge and more practice to have experience in learning speaking. Last for next researcher, it is suggested to apply other variables relationship with sub domains of emotional intelligence with bigger sample and larger population in order to gain better result in the future.

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Appendices

Appendix A

The Quick Emotional Intelligence Self-Assessment

Name :

Class :

No	Statements	Never	Rarely	Sometimes	Often	always
1	My feelings are clear to me at any given moment					
2	Emotions play an important part in my life					
3	My moods impact the people around me					
4	I find it easy to put words to my feelings					
5	My moods are easily affected by external events					
6	I can easily sense when I'm going to be angry					
7	I readily tell others my true feelings					
8	I find it easy to describe my feelings					
9	Even when I'm upset, I'm aware of what's happening to me					
10	I am able to stand apart from my thoughts and feelings and examine them					
11	I accept responsibility for my reactions					
12	I find it easy to make goals and stick with them					
13	I am an emotionally balanced person					
14	I am a very patient person					
15	I can accept critical comments from others without becoming angry					
16	I maintain my composure, even during stressful times					
17	If an issue does not affect me directly, I don't let it bother me					
18	I can restrain myself when I feel anger					

	towards someone					
19	I control urges to overindulge in things that could damage my well being					
20	I direct my energy into creative work or hobbies					
21	I consider the impact of my decisions on other people					
22	I can tell easily if the people around me are becoming annoyed					
23	I sense it when a person's mood change					
24	I am able to be supportive when giving bad news to others					
25	I am generally able to understand the way other people feel					
26	My friends can tell me intimate things about themselves					
27	It genuinely bothers me to see other people suffer					
28	I usually know when to speak and when to be silent					
29	I care what happens to other people					
30	I understand when people's plans change					
31	I am able to show affection					
32	My relationships are safe places for me					
33	I find it easy to share my deep feelings with others					
34	I am good at motivating others					
35	I am a fairly cheerful person					
36	It is easy for me to make friends					
37	People tell me I am sociable and fun					
38	I like helping people					
39	Others can depend on me					
40	I am able to talk someone down if they are very upset					

Appendix B

**The Quick Emotional Intelligence Self-Assessment
(Indonesia Version)**

Nama :

Kelas :

No	Pertanyaan	Tidak Pernah	Hampir Tidak Pernah	Kadang-kadang	Sering	Selalu
1	Saya memahami apa yang saya rasakan					
2	Perasaan merupakan bagian terpenting dalam hidup saya					
3	Mood saya mempengaruhi orang-orang yang di sekitar saya.					
4	Sayamudah menjelaskan tentang perasaan saya					
5	Mood saya mudah sekali dipengaruhi oleh lingkungan disekitar saya					
6	Saya menyadari kapan saya marah					
7	Saya mudah mengungkapkan apa saja yang saya rasakan					
8	Saya bisa dengan mudah menceritakan kepada orang lain tentang perasaan saya					
9	Bahkan ketika saya sedang marah, saya tetap sadar dengan apa yang terjadi pada saya					
10	Saya mampu memahami perasaan dan fikiran saya					
11	Saya bertanggung jawab penuh atas apa-apa yang saya lakukan					
12	Saya orang yang konsisten dan bertanggung jawab					
13	Saya dapat mengendalikan emosi diri saya sendiri					
14	Saya adalah orang yang sangat sabar					
15	Saya dapat menerima kritik dengan pikiran terbuka dan					

	menerimanya bila hal itu dapat dibenarkan					
16	Dalam keadaan tertekan sekalipun, saya tetap bersikap tenang					
17	Ketika permasalahan tidak menyangkut diri saya, saya tidak terpengaruh					
18	Saya dapat mengendalikan diri saya ketika saya marah					
19	Saya mampu mengendalikan diri terhadap hal-hal yang dapat mengganggu ketenangan hidup saya					
20	Saya suka menghabiskan energi saya untuk hal-hal yang kreatif atau hobi-hobi saya					
21	Saya menyadari dampak dari keputusan-keputusan terhadap orang-orang disekitar saya					
22	Saya dapat dengan mudah menjelaskan jika seseorang didekat saya menjadi pengganggu					
23	Saya dapat merasakan mood orang lain berubah					
24	Saya mampu menyampaikan dengan baik ketika menyampaikan berita buruk					
25	Saya biasanya dapat mengetahui bagaimana perasaan orang lain terhadap saya					
26	Teman-teman saya dapat menceritakan hal-hal pribadi mereka kepada saya					
27	Saya merasa terusik ketika melihat orang lain menderita					
28	Saya biasanya paham kapan saya harus berbicara dan kapan saya harus diam					
29	Saya peduli dengan apa yang terjadi dengan orang lain					
30	Saya mengerti ketika rencana orang lain berubah					
31	Saya mampu menunjukan					

	rasa kasih sayang saya kepada orang lain					
32	Saya senang bergaul					
33	Saya mudah mencurahkan perasaan kepada orang lain					
34	Saya mampu memotivasi orang lain					
35	Saya orang yang ceria					
36	Saya orang yang bersahabat					
37	Banyak orang yang menilai saya sebagai orang yang menyenangkan dan pandai bergaul					
38	Saya suka membantu orang lain					
39	Saya adalah orang yang dapat diandalkan oleh orang lain					
40	Saya mampu menghibur seseorang yang sedang sedih					

	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
1	errors in grammar are frequent, but speaker can be understood by native speaker used to dealing with foreigners attempting to speak his language.	speaking vocabulary inadequate to express anything but the most elementary needs.	with the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	(No specific fluency description. Refer to other four language areas for implied level of fluency).	errors in pronunciation are frequent, but can be understood by active speaker used to dealing with foreigners attempting to speak his language.	can ask and answer questions on topics very familiar to him. able to satisfy routine travel needs and minimum courtesy requirements. (should be able to order a simple meal, find shelter, or lodging, ask and give simple directions, make purchases, and tell time.)
2	can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar.	has speaking vocabulary sufficient to express himself simply with some circumlocutions.	can get the gist of most conversations of non-technical (i.e. Topics that require no specialized knowledge).	can handle with confidence but not with facility most social situations, including introductions about current events, as well as work, family, and autobiographical information.	accent is intelligible though often quite faulty.	able to satisfy routine social demand and work requirement; needs help in handling any complications or difficulties.
3	control of grammar is good able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.	able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. vocabulary is broad enough that he rarely has to grope for a word.	comprehension is quite complete at a normal rate of speech.	can discuss particular interest of competence with reasonable ease. rarely has to grope for words.	errors never interfere with understanding and rarely disturb the native speaker. accent may be obviously foreign.	can participate effectively in most formal and informal conversation on practical, social, and professional topics.
4	able to use the language accurately on all levels normally pertinent to professional needs, errors in grammar, are quite rare.	can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	can understand any conversation within the range of his experience.	able to use the language fluently on all levels normally pertinent to professional needs. can participate in any conversation within the range of this experience with a high degree of fluency.	errors in pronunciation are quite rare.	would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations. can handle informal interpreting from and into language.
5	equivalent to that of an educated native speaker.	speech on all levels is fully accepted by educated native speakers in all its features, including, breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	equivalent to that of an educated native speaker.	has complete fluency in the language such that his speech is fully accepted by educated native speakers.	equivalent to and fully accepted by educated native speakers.	speaking proficiency equivalent to that of an educated native speaker.

Appendix D

Distributions of Students' EI Try-Out SMP N 26

No	Name	Self Awareness	Self Management	Social Awareness	Management Relationship	Total
1	Students 1	21	22	22	30	23
2	Students2	25	19	19	24	21
3	Students 3	26	23	29	30	27
4	Students 4	21	24	26	27	24
5	Students 5	26	27	24	35	28
6	Students 6	17	22	18	28	21
7	Students 7	19	22	22	30	23
8	Students 8	26	24	29	24	25
9	Students 9	28	31	32	24	28
10	Students10	22	21	13	33	22
11	Students11	19	21	17	22	19
12	Students12	17	20	17	33	21
13	Students13	18	23	24	23	22
14	Students14	23	28	30	30	27
15	Students15	11	21	20	26	19
16	Students16	11	27	23	26	21
17	Students17	14	23	26	29	23
18	Students18	24	27	26	27	26
19	Students19	20	24	27	35	26
20	Students20	17	26	17	31	22
21	Students21	13	18	14	21	16
22	Students22	18	23	22	28	22
23	Students23	30	26	17	28	25
24	Students24	18	21	20	27	23
25	Students25	25	20	19	29	21
26	Students26	18	22	24	20	27
27	Students27	20	30	27	23	24
28	Students28	24	23	25	32	28
29	Students29	28	17	22	23	21
30	Students30	14	22	20	28	23
31	Students31	29	19	23	29	25
32	Students32	24	27	29	29	28
33	Students33	24	30	27	24	22
34	Students34	27	28	34	34	19
35	Students35	24	26	22	27	21
36	Students36	29	25	30	30	22
37	Students37	28	16	23	34	27
38	Students38	20	20	29	30	19

39	Students39	28	33	23	30	21
40	Students40	27	28	22	33	23
41	Students41	14	23	14	25	26
42	Students42	36	26	29	36	26
43	Students43	21	22	22	24	22
44	Students44	25	27	32	33	16
45	Students45	27	20	23	30	29
46	Students46	23	22	24	30	25
47	Students47	17	24	21	24	24
48	Students48	24	20	22	30	21
49	Students49	28	27	29	33	24
50	Students50	28	27	25	32	29
51	Students51	36	22	22	32	28
52	Students52	24	30	32	35	28
53	Students53	22	28	24	33	30
54	Students54	23	21	20	29	26
55	Students55	22	25	16	23	23
56	Students56	22	28	24	33	21
57	Students57	36	14	24	30	26
58	Students58	21	22	26	22	26
59	Students59	27	23	22	29	22
60	Students60	28	22	33	30	25
61	Students61	27	25	14	21	28
62	Students62	26	25	29	31	21
63	Students63	28	29	23	32	27
64	Students64	24	22	32	28	28
65	Students65	28	22	24	29	26
66	Students66	25	25	30	25	25
67	Students67	19	21	17	25	26

Appendix E

Score Oral Proficiency Test Try-Out SMP N 26 Palembang

No	Name	Rater 1	Rater 2	Rater 3	Total
1	Students 1	20	23,33	36,66	26,66
2	Students2	23,33	20	36,66	26,66
3	Students 3	56,66	40	43,33	46,66
4	Students 4	33,33	36,66	50	40
5	Students 5	43,33	40	40	41,11
6	Students 6	43,33	40	46,66	43,33
7	Students 7	30	20	46,66	32,22
8	Students 8	43,33	40	60	47,77
9	Students 9	30	40	40	36,66
10	Students 10	23,33	23,33	46,66	31,11
11	Students 11	20	20	40	26,66
12	Students 12	43,33	40	43,33	42,22
13	Students 13	56,66	26,66	43,33	42,22
14	Students 14	26,66	23,33	40	30
15	Students 15	30	30	50	36,66
16	Students 16	20	23,33	50	31,11
17	Students 17	66,66	23,33	50	46,66
18	Students 18	20	20	43,33	27,77
19	Students 19	23,33	40	46,66	36,66
20	Students 20	50	43,33	50	47,77
21	Students 21	26,66	20	46,66	31,11
22	Students 22	20	20	40	26,66
23	Students 23	33,33	20	50	34,44
24	Students 24	36,66	40	46,66	41,11
25	Students 25	36,66	20	46,66	34,44
26	Students 26	30	23,33	40	31,11
27	Students 27	30	26,66	40	32,22
28	Students 28	20	20	26,66	22,22
29	Students 29	56,66	40	63,33	53,33
30	Students 30	30	20	40	30
31	Students 31	36,66	26,66	40	34,44
32	Students 32	33,33	40	60	44,44
33	Students 33	30	33,33	40	34,44
34	Students 34	26,66	40	60	42,22
35	Students 35	20	20	40	26,66
36	Students 36	20	20	40	26,66

No	Name	Rater 1	Rater 2	Rater 3	Total
37	Students 37	20	26,66	60	35,55
38	Students 38	30	20	40	30
39	Students 39	46,66	40	43,33	43,33
40	Students 40	20	36,66	53,33	36,66
41	Students 41	20	40	40	33,33
42	Students 42	30	20	46,66	32,22
43	Students 43	40	30	40	36,66
44	Students 44	33,33	20	40	31,11
45	Students 45	20	20	40	26,66
46	Students 46	26,66	20	50	32,22
47	Students 47	43,33	20	40	34,44
48	Students 48	23,33	33,33	46,66	34,44
49	Students 49	26,66	23,33	46,66	32,22
50	Students 50	40	20	46,66	35,55
51	Students 51	30	33,33	46,66	36,66
52	Students 52	20	20	50	30
53	Students 53	30	20	46,66	32,22
54	Students 54	23,33	23,33	40	28,88
55	Students 55	20	20	40	26,66
56	Students 56	20	20	40	26,66
57	Students 57	43,33	40	50	44,44
58	Students 59	20	20	40	26,66
59	Students 59	20	40	46,66	35,55
60	Students 60	20	20	46,66	28,88
61	Students 61	23,33	23,33	40	28,88
62	Students 62	53,33	40	46,66	46,66
63	Students 63	43,33	23,33	40	35,55
64	Students 64	20	20	40	26,66
65	Students 65	66,66	40	46,66	51,11
66	Students 66	56,66	40	40	45,55
67	Students 67	20	20	33,33	24,44

Appendix F

Distributions of Students' EI SMP N46

No	Name	Self Awareness	Self Management	Social Awareness	Management Relationship	Total
1	Students 1	25	23	29	24	29
2	Students2	27	18	25	28	24
3	Students 3	20	26	13	27	21
4	Students 4	32	20	26	31	28
5	Students 5	23	22	26	34	26
6	Students 6	25	26	30	32	28
7	Students 7	34	21	27	26	26
8	Students 8	16	18	21	30	21
9	Students 9	16	28	33	36	29
10	Students10	16	16	21	28	20
11	Students11	24	24	29	31	27
12	Students12	28	27	20	36	30
13	Students13	22	29	22	25	25
14	Students14	15	30	23	26	23
15	Students15	25	25	26	34	27
16	Students16	30	21	32	31	29
17	Students17	31	36	38	36	35
18	Students18	31	18	28	32	27
19	Students19	26	24	28	29	26
20	Students20	21	28	32	39	30
21	Students21	9	28	34	33	26
22	Students22	22	30	35	28	31
23	Students23	16	25	24	37	25
24	Students24	18	9	15	23	19
25	Students25	14	23	23	36	24
26	Students26	30	33	31	30	31
27	Students27	31	22	17	27	24
28	Students28	20	25	28	20	23
29	Students29	21	24	25	29	24
30	Students30	24	31	29	27	27
31	Students31	14	28	25	32	24
32	Students32	18	22	23	32	23
33	Students33	24	22	25	34	26
34	Students34	20	22	26	29	24
35	Students35	28	30	34	26	29
36	Students36	15	28	26	30	24
37	Students37	25	18	19	24	21
38	Students38	34	21	25	26	26
39	Students39	26	25	26	34	27
40	Students40	19	33	30	29	28
41	Students41	18	17	17	23	18

42	Students42	24	28	19	19	23
43	Students43	19	35	28	33	28
44	Students44	25	26	28	35	28
45	Students45	23	31	32	31	27
46	Students46	26	31	20	33	25
47	Students47	23	26	25	28	27
48	Students48	20	27	28	33	26
49	Students49	27	24	27	28	20
50	Students50	11	25	18	27	23
51	Students51	16	31	19	29	17
52	Students52	17	16	11	24	19
53	Students53	13	18	19	26	29
54	Students54	22	36	28	32	21
55	Students55	22	25	16	23	22
56	Students56	14	21	20	33	27
57	Students57	21	29	25	33	21
58	Students58	22	15	22	28	19
59	Students59	18	18	16	27	22
60	Students60	14	27	19	28	25
61	Students61	28	26	25	25	20
62	Students62	15	20	22	24	27
63	Students63	24	29	25	30	33
64	Students64	33	29	33	37	30
65	Students65	31	29	29	34	25
66	Students66	22	26	25	30	28
67	Students67	26	30	24	31	19
68	Students68	11	19	19	30	22
69	Students69	19	25	21	28	17
70	Students70	12	21	17	21	25
71	Students71	21	27	24	29	24
72	Students72	21	27	25	23	19
73	Students73	16	20	14	28	25
74	Students74	19	32	24	27	29

Appendix G

Score Oral Proficiency Test of SMP N 46 Palembang

No	Name	Rater 1	Rater 2	Rater 3	Total
1	Students 1	50	76,66	70	59
2	Students2	23,33	26,66	43,33	31
3	Students 3	43,33	46,66	40	26.6
4	Students 4	30	50	56,66	45.3
5	Students 5	30	53,33	43,33	42
6	Students 6	56,66	66,66	46,66	34.3
7	Students 7	40	76,66	56,66	57.6
8	Students 8	20	20	40	26.6
9	Students 9	63,33	66,66	40	32
10	Students 10	40	43,33	36,66	25.3
11	Students 11	30	43,33	40	37.6
12	Students 12	53,33	80	56,66	63.3
13	Students 13	23,33	43,33	46,66	37.6
14	Students 14	20	20	43,33	27.6
15	Students 15	46,66	76,66	46,66	56.6
16	Students 16	60	76,66	73,33	70
17	Students 17	40	66,66	60	55.3
18	Students 18	33,33	80	60	57.6
19	Students 19	53,33	63,33	33,33	24.3
20	Students 20	56,66	60	33,33	33.3
21	Students 21	56,66	60	40	28.6
22	Students 22	60	60	30	25.3
23	Students 23	56,66	60	33,33	25.3
24	Students 24	36,66	36,66	33,33	25.3
25	Students 25	36,66	46,66	36,66	40
26	Students 26	36,66	80	46,66	54.3
27	Students 27	40	50	46,66	35.3
28	Students 28	46,66	53,33	36,66	26.6
29	Students 29	50	60	40	27.6
30	Students 30	60	60	43,33	36.6
31	Students 31	50	60	40	32
32	Students 32	30	63,33	43,33	51
33	Students 33	33,33	70	46,66	45.3
34	Students 34	33,33	56,66	46,66	37.6
35	Students 35	23,33	66,66	43,33	44.3
36	Students 36	33,33	63,33	46,66	47.6
37	Students 37	26,66	73,33	46,66	48.6
38	Students 38	23,33	46,66	43,33	37.6
39	Students 39	20	50	43,33	37.6
40	Students 40	53,333333	53,333333	40	27.6

41	Students 41	20	26,6	36,6	27,6
42	Students 42	40	40	50	43,33
43	Students 43	40	26,66	46,66	37,77
44	Students 44	40	50	76,66	55,55
45	Students 45	50	76,66	73,33	66,66
46	Students 46	40	50	50	46,66
47	Students 47	53,33	80	76,66	70
48	Students 48	40	26,66	43,33	36,66
49	Students 49	26,66	36,66	50	37,77
50	Students 50	20	46,66	46,66	37,77
51	Students 51	23,33	33,33	36,66	31,11
52	Students 52	20	26,66	46,66	31,11
53	Students 53	23,33	43,33	46,66	37,77
54	Students 54	40	63,33	70	57,77
55	Students 55	23,33	46,66	40	36,66
56	Students 56	20	46,66	53,33	40
57	Students 57	50	50	36,66	45,55
58	Students 59	20	53,33	56,66	43,33
59	Students 59	20	36,66	36,66	31,11
60	Students 60	20	63,33	26,66	36,66
61	Students 61	23,33	63,33	43,33	43,33
62	Students 62	40	63,33	63,33	55,55
63	Students 63	30	46,66	50	42,22
64	Students 64	26,66	50	46,66	41,11
65	Students 65	23,33	46,66	40	36,66
66	Students 66	43,33	70	60	57,77
67	Students 67	23,33	26,66	46,6	32,22
68	Students 68	23,33	43,33	46,66	37,7
69	Students 69	20	33,33	46,66	33,33
70	Students 70	33,33	30	43,33	35,55
71	Students 71	20	30	40	30
72	Students 72	30	66,66	56,66	51,11
73	Students 73	40	73,33	46,66	53,33
74	Students 74	40	46,66	43,33	43,33

Appendix I
Correlation Self Awareness and Speaking Achievement

Correlations

		Self Awareness	Speaking Achievement
Self Awareness	Pearson Correlation	1	,357**
	Sig. (2-tailed)		,002
	N	74	74
Speaking Achievement	Pearson Correlation	,357**	1
	Sig. (2-tailed)	,002	
	N	74	74

**, Correlation is significant at the 0.01 level (2-tailed).

Correlation Self Mangement and Speaking Achievement

Correlations

		Self Management	Speaking Achievement
Self Management	Pearson Correlation	1	,218
	Sig. (2-tailed)		,063
	N	74	74
Speaking Achievement	Pearson Correlation	,218	1
	Sig. (2-tailed)	,063	
	N	74	74

Correlation Social Awareness and Speaking Achievement

Correlations

		Social Awareness	Speaking Achievement
Social Awareness	Pearson Correlation	1	,536**
	Sig. (2-tailed)		,000
	N	74	74
Speaking Achievement	Pearson Correlation	,536**	1
	Sig. (2-tailed)	,000	
	N	74	74

**, Correlation is significant at the 0.01 level (2-tailed).

Correlation Management Relationship and Speaking Achievement

Correlations

		Management Relationship	Speaking Achievement
Management Relationship	Pearson Correlation	1	,298**
	Sig. (2-tailed)		,001
	N	74	74
Speaking Achievement	Pearson Correlation	,298**	1
	Sig. (2-tailed)	,001	
	N	74	74

** . Correlation is significant at the 0.01 level (2-tailed).

Influence of Self Awareness and Speaking Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,357 ^a	,128	,116	9,64082

a. Predictors: (Constant), Self Awareness

Influence of Social Awareness and Speaking Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,536 ^a	,288	,278	8,71149

a. Predictors: (Constant), Social Awareness

Influence of Management Relationship and Speaking Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,298 ^a	,089	,076	9,85326

a. Predictors: (Constant), Management Relationship



FORMULIR KONSULTASI REVISI SKRIPSI

Nama : Agnes Silvita
 NIM : 12250003
 Jurusan : English education study program
 Fakultas : Tarbiyah
 Judul : The correlation between emotional intelligence and speaking achievement of eight grade students of SMP N 46 Palembang.
 Pembimbing 1 : Manalullaili, M.Ed


Hari / Tanggal	Masalah yang dikonsultasikan	Ttd
18 / 12 '16	Chapter 1 → Revise as suggested	df
23 / 12 '16	Chapter 1 → Need revision: add the information of the theories	df
24 / 12 '16	Chapter 2 → Revise as suggested	df
6 / 1 '17	Chapter 2 → OK! Bring Chapter 3	df
24 / 2 '17	Chapter 3 → OK !	df
27 / 2 / 17	Chapter 4 → Revise It !	df
1 / 3 / 17	Chapter 5 → Revise	df
2 / 3 / 17	Chapter 5 → OK !	df

10/3/17	Ch ^A _{Redy} ^{OK} _{Munagasyah}	1

Palembang,

2017

Dosen pembimbing


Manalullaili, M. Ed



FORMULIR
KONSULTASI REVISI SKRIPSI

Nama : Agnes Silvita
NIM : 12250003
Jurusan : English Education Study Program
Fakultas : Tarbiyah Faculty
Judul Skripsi : The Correlation Between Emotioal Intelligence and Speaking Achievement of Eight Grade Students of SMPN 46 Palembang
Pembimbing II: Amalia Hasanah, M.Pd

No	Hari / Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Pembimbing
1.	Wed/14-12-2016	chapter I → Revise Bring chapter II	Ame. L. v.
	Fri/16-12-2016	Chapter I → OK! Chapter II → Revise Bring chapter III	Ame. L. v.
	Wed/21-12-2016	Chapter II → OK! Chapter III → Revise Bring instruments	Ame. L. v.
	Fri/23-12-2016	Chapter III → OK! DO your research	Ame. L. v.
	Tue/ Wed 22-02-2016	Chapter IV & V → Revise Bring abstract & references	Ame. L. v.
	Thu: 23-02-2016	Chapter V → OK! abstract & references → Revise	Ame. L. v.
	Friday: 24-02-2016	Abstract & references OK! proceed to manuscript!	Ame. L. v.

Palembang, Desember 2016

Dosen Pembimbing

Ame. L. v.

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