

**The Correlation Between Student's Emotional Quotient (EQ) and Their
Achievement in English Speaking Skill**

THESIS

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**The Correlation Between Student's Emotional Quotient (EQ) and Their
Achievement in English Speaking Skill**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 21 Juli 2022

Saya yang membuat surat pernyataan,



Rizki Okta Jaya

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ABSTRACT

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This study aims to determine whether there is a relationship between students' emotional intelligence and learning achievement, especially in speaking skills in English Language Education students of the 2019 UIN Ar-raniry Banda Aceh.

This study used a correlational approach, the population of this study were students majoring in English education at UIN Ar-raniry Banda Aceh which consisted of 140 students/I and the total sampling used as the sample of this study amounted to 50 students. The data in this study were obtained using a questionnaire and documentation. The data from the questionnaire aims to determine the level of emotional intelligence of students, while the documentation is carried out to determine the scores of students' speaking courses.

The final finding in this study shows that the correlation between Emotional Quotient and student achievement in speaking skills is 0.603, which means that there is a significant or high enough correlation between emotional intelligence and speaking skills in batch 2019 students majoring in English education at UIN Ar-raniry Banda Aceh. This implies that the higher the emotional intelligence of students, the higher their achievement in speaking skills, and vice versa.

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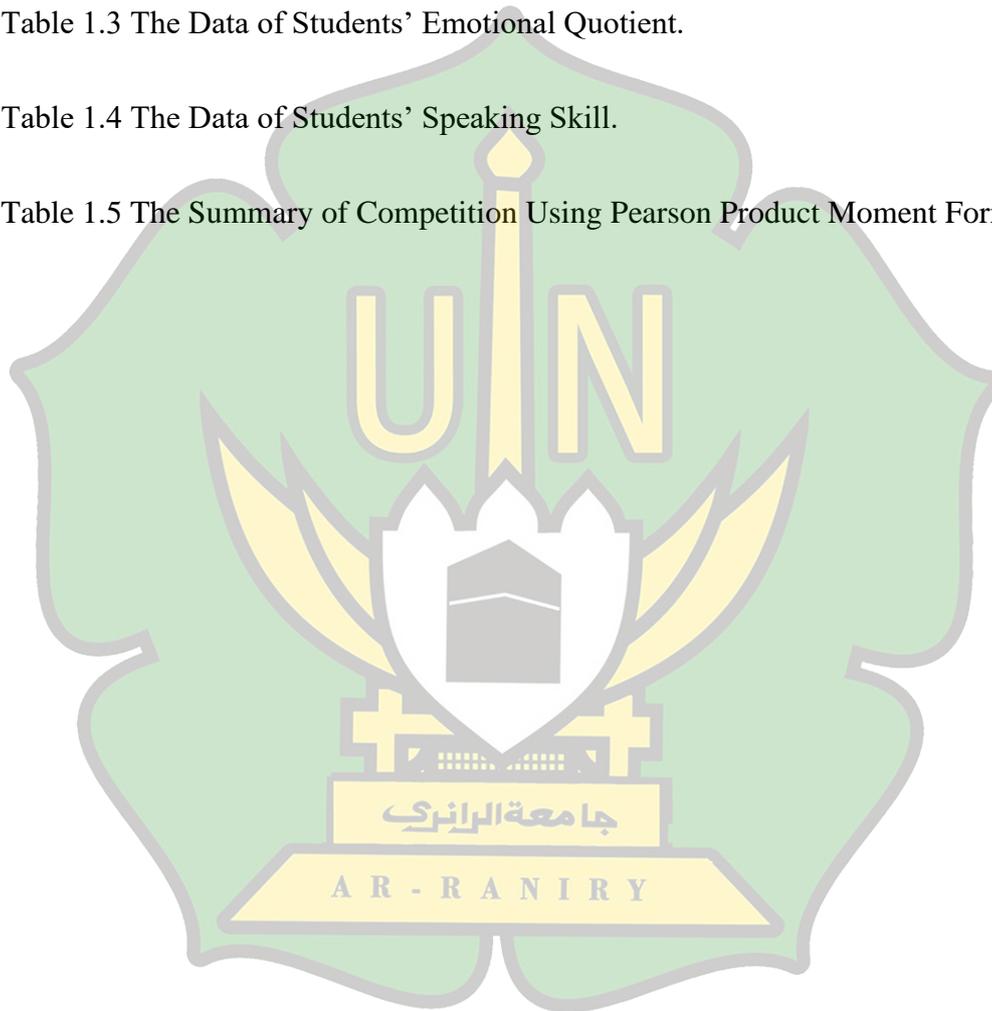
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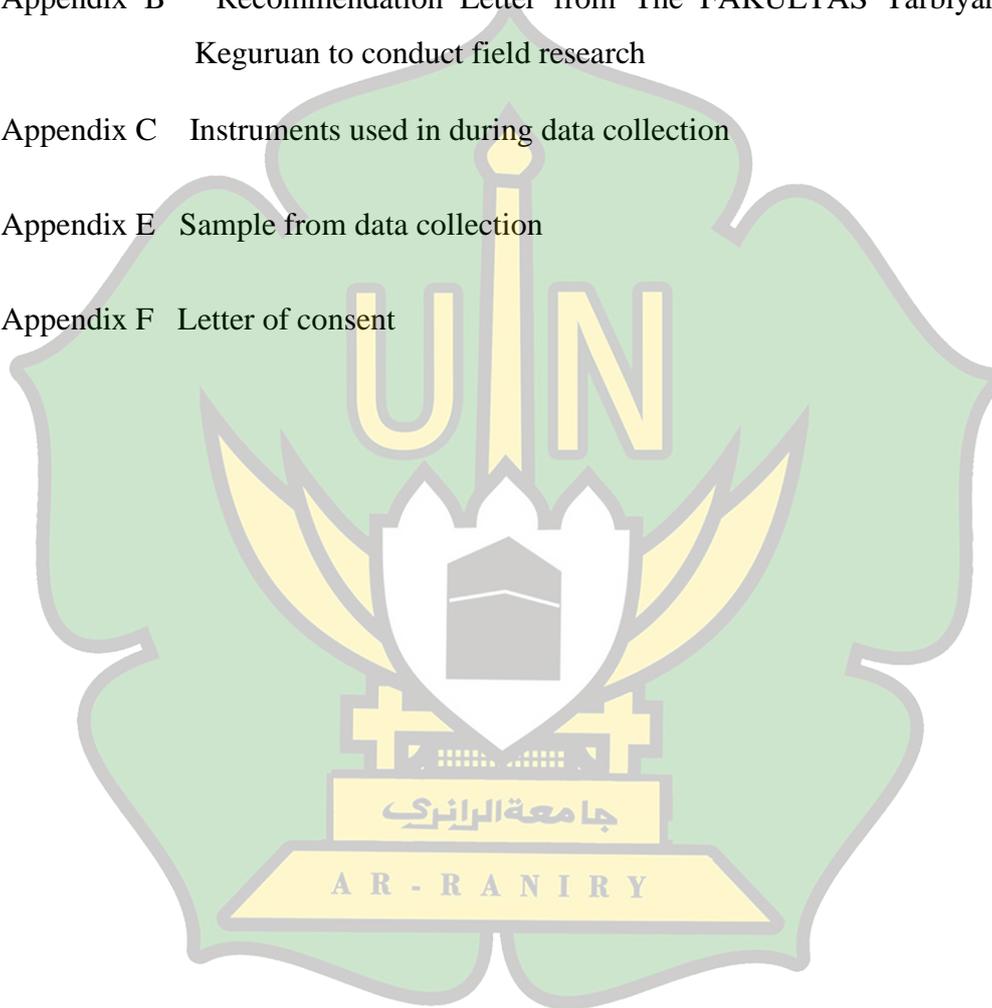
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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is one of the important abilities used in daily life to communicate with each other. This ability can be said to be a very productive ability and has a great contribution to exchanging and obtaining information. In addition, speaking is also a key in the communication process used in all aspects of life, both academic and social needs.

In an academic context, students studying English (EFL) in a non-English speaking place or country have limited opportunities to practice speaking skills compared to those studying directly in an English-speaking country. Foreign language learners recognize that speaking practices are important to achieve communicative competence, linguistic constraints, and the reactions they face often cause students to avoid participation and activeness in speaking or remain passive when they are asked to be able to express opinions or express ideas in language classes. Some studies found that most language learners are concerned about making pronunciation or grammar mistakes when participating in classes because they fear the teacher's negative judgment or their peer's mockery (Méndez & Peña, 2013, p.37). Rababa'h in Al-Hosni (2016) Found that many factors that cause difficulties in speaking English among EFL learners. In speaking ability in particular there are many difficulties found such as its relation to cognitive ability, psychomotor and psychological factors.

In the process of teaching and learning in the classroom often found that students cannot learn according to their intellectual level. Some students have a high level of intelligence but get low achievements in learning, but some students have a low level of intelligence but can get high achievements in learning (Ananta, 2016). That is why a person's level of intelligence cannot be a major factor in success because other factors support it.

Many people may argue that a person's academic achievement depends only on the level of intelligence quotient (IQ) as an indicator of intelligence. In the statement discovered by Goleman (1995) that intelligence contributes at least only 20% to a person's success, while another factor that may play a role in it is emotional intelligence (EQ).

Wong and Low (2002), in a study found that the concept of emotional intelligence was originally introduced by Salovey and Mayer (1990) which describes a person's ability to deal with his emotions. In this study, they describe emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". (p. 189). Then this concept was popularized by Goleman (1995) who said that emotional intelligence involves a person's ability which can be categorized as self-awareness, managing emotions, motivating oneself, empathy, and handling relationships.

The basic skills of emotional abilities cannot be created suddenly, but require processes, and one of the biggest influences to create emotional intelligence

is their environment. Positive things will be obtained when in the process of learning basic emotional skills, emotionally children will be smarter, understand, more receptive to feelings, more experience in solving their problems, so that when growing up they will be more successful in classroom, school, friendship, and will avoid bad risks such as delinquency, drugs, and violence (Gottman, 2000).

The study of emotions in the classroom is very important to do to know and understand learning patterns and motivations among students (Beilock & Ramírez, 2011). Emotional experience is an integral component of all activities in school and has an important role that is not only related to learning but also plays a role in one's achievements over time (Pekrun & Schutz, 2007). In terms of academics, an emotional intelligence that can be realized by oneself, the individual is associated with better psychology, adaptability, social acceptance, and performance in learning activities at school or campus.

Many studies have been conducted to identify the relationship between speaking ability and other educational fields. Emotional intelligence is considered the main component in supporting the speaking ability of EFL and ESL students (Naghdi-pour & Emeagwali, 2013). Bora (2012) found that students who have high levels of emotional intelligence are more active and involved in speaking and brain-based activities because they have high levels of self-esteem and social skills and can cooperate with others. In addition, he also found that students who have low emotional intelligence do not have a good relationship with the community. As a result, they are isolated from the classroom environment and are reluctant to be active and participate in speech and brain-based activities.

Regarding the problems above, several related studies have been undertaken to investigate the correlation between students' Emotional Intelligence and the other related variables. There are two previous studies that I found as references.

Research by Yunita (2016) in her study found that there is a good correlation between emotional intelligence and student speaking achievement. The results of this study also show that self-control is the best factor in seeing students' speaking ability. In this case, there are similarities and differences with the research that the author examines, the similarity is the way to measure emotional intelligence and speaking achievement. And the difference is in the population and sample, the study used junior high school students while this study used university students.

The other research by Fatum, (2008) in his dissertation found a significant relationship between emotional intelligence and academic achievement for elementary students in California. The similarity in the research is the same goal, namely the influence and relationship between emotional intelligence in student achievement, the difference is in the study looks for influence in general in academics while this study only focuses on students' speaking abilities.

Based on the above description and to contribute to speaking ability in English, the researcher aims to find out about The Correlation Between Student's Emotional Quotient (EQ) and Their Achievement In English Speaking skills.

B. Research Question

This study was guided by the research questions; is there any significant correlation between students' emotional quotient and their achievement in speaking English skills?

C. Study Objectives

The objectives of this study is as follows; to figure out if the significant correlation between students' emotional quotient and their achievement in speaking English skill.

D. Significant of Study

This study intends to provide information to the researcher about emotional intelligence as a factor in the achievement of a student in the ability to speak a foreign language. Therefore, this study hopes to be useful for teachers, especially English teachers who teach speaking courses to identify the emotional intelligence of a student and to understand the emotional condition of their students while in the teaching and learning process. And for foreign language students to understand emotional intelligence and be able to manage their emotions in the learning process so that they can achieve good achievements in English-speaking class,

E. Terminology

1. Emotional Quotient (EQ)

Emotional Quotient (EQ) or also can be called Emotional Intelligence (EI), in this study is an aspect that the author will explain. Emotional intelligence is using

emotions to think and act. Someone who has a good level of emotional intelligence will be able to manage his emotions to control his thoughts and actions and be able to understand the emotional conditions of others.

According to Goleman (2005), emotional intelligence is a person's intelligence in understanding and controlling his emotions intelligently, keeping emotions stable and expressing them consciously in life, self-motivation, self-control, social skills, and empathy.

Based on the explanation above, emotional intelligence in this study is defined as the ability of students to understand the emotions toward themselves and others. Students can make emotional intelligence as information in improving the quality of interpersonal and intrapersonal relationships to see the extent to which it has an impact on learning achievement in the classroom, especially their English speaking skills.

2. Speaking Skills

Speaking for some students is considered the most difficult skill in learning English because it includes many aspects, such as pronunciation, listening, grammar, and vocabulary that are obtained at the same time in speaking skills. In the teaching and learning process in English class, this speaking material will be taught by the teacher and will usually apply a system of practice and discussion in class as part of learning.

In this study, speaking skill can also be interpreted as the ability to speak in English which is practiced by students majoring in English which is one of the main abilities for second language students (Richards & Renandya, 2002).



CHAPTER II

LITERATURE REVIEW

A. Theory of Emotional Quotient (EQ)

The word emotion comes from the Latin word *emovere*, which means to move. The meaning of the word is that the desire to act and do something is an absolute from an emotion. According to Goleman (2002), emotions lead to certain thoughts and feelings, psychological and biological states, and the desire to do something. In general, an emotion will react when there are impulses from outside and within the individual. For example, when someone is happy, it can make someone's mood happy, and when someone is sad, other people will also grieve.

The origins of emotional intelligence can be seen in Darwin's early work on the importance of expressing emotions for one's survival. Although in the 1900s many traditional theories emphasized that a person's intelligence was only seen from the memory, cognitive, and problem-solving aspects, and in the end, some researchers in the field of human intelligence said that non-cognitive aspects also played an important role in human intelligence.

The concept of emotional intelligence was introduced in the early 1900s by psychologists John Mayer and Peter Salovey. They found that emotions are internal events that control a person's physical, cognitive, and conscious awareness responses. They explain that emotional intelligence is the ability to control

emotions, access and generate emotions to assist thought, to understand and learn an emotion.

According to Mayer and Salovey (1990), Emotional Intelligence is a social intelligence that involves the ability to understand oneself, emotions, and feelings to guide one's actions and thoughts. (Salovey and Mayer 1990, in Fatum 2008) found that EQ which can be called EI is divided into five parts, namely:

1. Knowing one's emotions involves self-awareness in understanding feelings when they are happening.
2. Managing emotions, namely emotions that lead to the ability to control feelings, negative emotions and calm oneself. A person with this kind of ability gets up more quickly from the difficult conditions he is in.
3. Motivating oneself to make good use of one's emotions to delay gratification, pay attention and achieve mastery.
4. Recognizing emotions in others is an ability that can be called empathy and creates emotional self-awareness. Understanding other people's emotions are the first way to build good relationships, which includes being an active listener and understanding other people's thoughts and feelings.
5. The handling relationship is the final part of the theory of competence approach to emotional intelligence. This stage involves the ability to manage emotions in others, this emotional intelligence ability is also referred to as social competence.

Another concept found by Goleman (1995) found emotional intelligence (EQ) is the ability to motivate oneself and survive in the face of problems and frustrations that are being experienced, regulate and understand the moods of others. He created a theoretical framework for EQ that describes personal abilities to master abilities, namely individual competencies (self-awareness, self-management) and social competencies (social awareness and relationship management).

Two parts of emotional intelligence, personal competence, and social competence have been mentioned by Goleman (1995). Personal competencies are the competencies that focus on mastering the abilities of individual competencies, there are two sub-sections, namely self-awareness, and self-management. While social competence is a part of competence that is focused on expanding the awareness of others, including emotions in the surrounding and social environment, there are also two sub-sections, namely social awareness, and relationship management. Based on Goleman (2002) there are five aspects contained in emotional intelligence (EQ), namely: Self-awareness, Self-regulation, Motivation, Empathy, and Social skills.

a. Self-awareness

Self-awareness is the ability to recognize and understand your own emotions, it is also the most critical emotional intelligence skill. More than just recognizing your emotions, however, is being aware of the effect your actions, moods, and emotions have on other people. To become self-aware, you must be

able to monitor your own emotions, recognize different emotional reactions, and then correctly identify each particular emotion. Someone who has good self-awareness will recognize the connection and meaning in the things they feel and how they behave.

b. Self-regulation

In addition to being aware of your own emotions and the impact you have on others, emotional intelligence also requires that a person be able to regulate and manage their emotions. But that doesn't mean it puts emotions at the core of hiding your true emotions and feelings. Self-regulation is about how you can express emotions appropriately. Someone skilled in self-regulation will be more flexible and adapt well to change.

c. Motivation

Motivation is another important emotional intelligence skill. Emotionally intelligent people are motivated by things beyond external rewards like fame, money, recognition, and acclaim.

d. Empathy

Empathy is a person's ability to be able to understand and feel the feelings of others, this is a very important factor for emotional intelligence. Empathy is not just being able to recognize and feel the emotional state of others. It also involves how you respond to that person's emotions. When you sense and know that someone is feeling sad or hopeless, how do you respond? You may treat them with extra care, or you may try to lift their spirits.

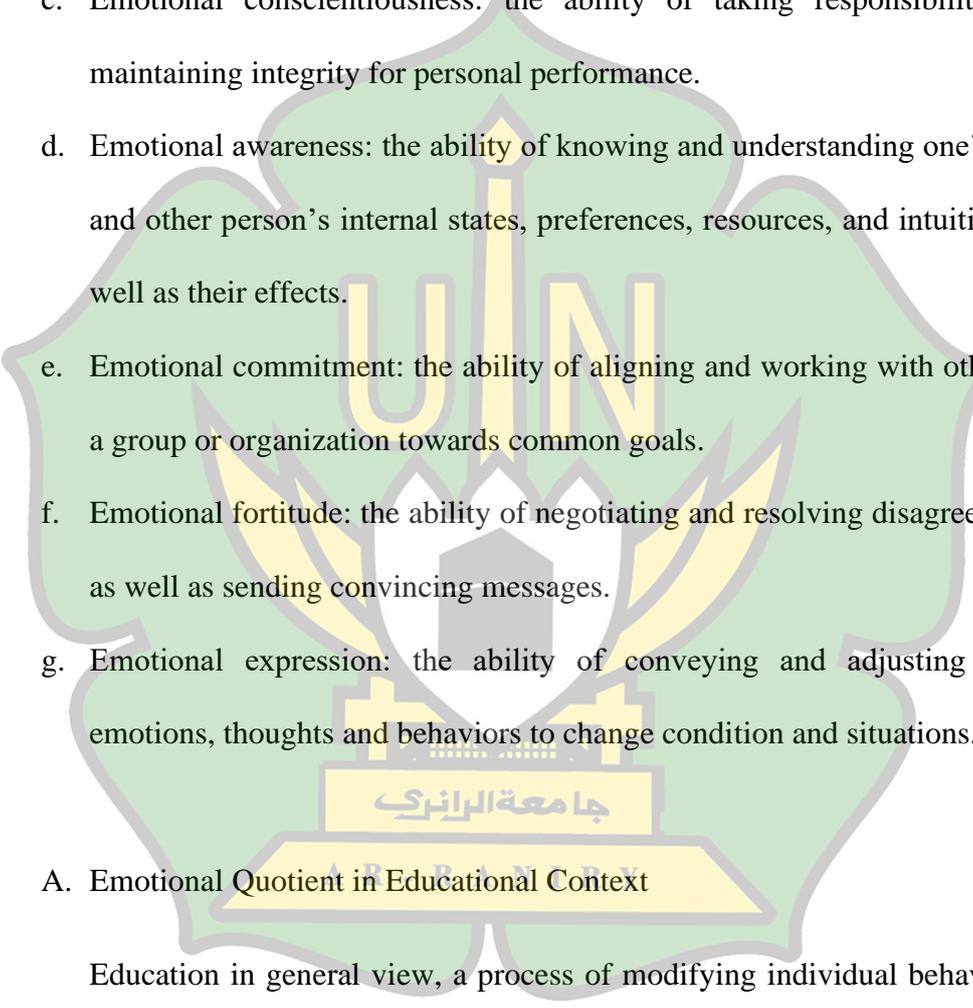
e. Social Skills

Being able to interact well with others is another important aspect of emotional intelligence. Having strong social skills allows people to build meaningful relationships with other people and develop a stronger understanding of themselves and others. True emotional understanding involves more than just understanding your own emotions and those of others. You also need to be able to put this information to work in your daily interactions and communications.

Based on the description of the paragraph above, Emotional Quotient is a skill that can be divided into 5 parts, which can monitor their feelings (Self-awareness), ability to entertain themselves (Self-regulation), motivate themselves to continue to be creative (Motivation), understand the feelings with the others (Empathy), and be able to foster good relations with others (Social Skill

In the last few decades, the concept of emotional intelligence has become an important indicator of a person's success, abilities, and achievements at work, college, school, and one's personal life. Thus applying the concept of emotional intelligence in the world of education will certainly provide many benefits for students. This is based on the statement of Elias (2003) that emotional intelligence plays an important role in schools, this will affect a student's academic achievement not only when they study but will also have an impact on the future.

Yusoff (2010) proposed the different aspects of emotional quotient which is divided into seven domains, as follows:

- 
- a. Emotional control: the ability of self-control from disruptive emotions and impulsive feelings.
 - b. Emotional maturity: the ability to facilitate and guide emotional tendencies to achieve and reach intended goals.
 - c. Emotional conscientiousness: the ability of taking responsibility and maintaining integrity for personal performance.
 - d. Emotional awareness: the ability of knowing and understanding one's own and other person's internal states, preferences, resources, and intuitions as well as their effects.
 - e. Emotional commitment: the ability of aligning and working with others in a group or organization towards common goals.
 - f. Emotional fortitude: the ability of negotiating and resolving disagreements as well as sending convincing messages.
 - g. Emotional expression: the ability of conveying and adjusting one's emotions, thoughts and behaviors to change condition and situations.
- A. Emotional Quotient in Educational Context

Education in general view, a process of modifying individual behavior in the desired direction that will bring the development of both individuals and society. It also aims to modify and improve our unwanted (social) behavior and develop our inner qualities to the fullest. This helps humans become rational beings, lead a socially healthy life with neighbors and community members. But basically, people

burn with rational quality and animals, it is an educational process that allows humans to rationalize behavior and control animal instincts (Behera, 2010).

Emotions are something that cannot be separated from human life. With the power of emotion, the individual loses everything and becomes a slave to emotions, despite having intelligence, a high achievement score that is adequate. In this kind of crucial life stage, he is one and only one thing, "Emotional Quotient" which allows individuals to lead happy lives and become emotional masters, not slaves. Emotional Quotient, having high needs is a basic and complementary part of the education process. So teaching it (Emotional Quotient) has become a necessary task in the education arena and most parents and teachers regard mastery of these skills as a priority in the social-emotional and personal development of their children and students.

Emotional Quotient tends to be involved in home, school, work, and other settings, much attention has been paid to how it can be improved effectively. While homes are often regarded as places where emotional skills learning begins, schools are generally designated as the main location for promotion and further teaching of Emotional Quotient. Thus, schools need to face challenges by creating a school climate that encourages the development and application of emotional skills and incorporates emotional literacy into a standard curriculum, emotional literacy becomes a term used by some educators to refer to teachable Emotional Quotient skills (Bocchino, 1999).

In America, emotional education is called the subject of self-science. Self-science is one of the subjects included in the school curriculum. The goal is to increase the level of emotional and social skills in children as part of their regular education. The Independent Science curriculum developed by Stone and Dillehunt (1978), shows how Emotional Quotient learning helps. Self Science is a curriculum and process for teaching social and emotional skills. This is a flexible framework in which students carry out activities, or experiments, which lead to discussion and learning. Students' own experiences, concerns, and questions encourage content, so the process works with people of all types of backgrounds, of all ages, of all levels. Own Science combines cognitive and effective learning: students build feelings and thinking skills at the same time. In one study, 100% of teachers said that Self Sciences increased cooperation and improved class relations. Seventy-five percent said that after using this program, both violence and "humiliation" declined, plus students became more focused and their performance improved. Emotional Quotient in Educational Context

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B. Theory of Speaking skill

A. Definition of Speaking

Brown (2019) pointed out that speaking is a productive skill that can be observed directly and empirically. Argawati (2014) stated that speaking covers many things in addition to the pronunciation of individual sounds. Thornbury (2005) said that speaking is interactive and requires the ability to cooperate in the management of speaking turns. It typically took place in real time with little time for detail the plan. Based on Solcova (2011), speaking as an interactive process in which individuals alternate in their roles as speaker and listeners and employ both verbal and non-verbal means to reach their communicative goals, speaking in a similar way saying that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Based

on those definitions of speaking, we can define that speaking ability is the students' capability of speech or increasing speaking or talking. The functions of speaking ability are to express an idea, feeling, thought, and needs orally. The Elements of Speaking

One of the most important abilities in learning a language is the ability to speak, even in some countries, this subject continues to be debated and discussed among language researchers. In learning and teaching speaking skills, several activities are often carried out such as controlling voice (rhythm, stress, and pitches), body movements (gestures and facial expressions), as well as intonation and pauses. As found by (Fulcher, 2003 as cited in Rubiati, 2010). Speaking ability is a very important language skill that must be mastered by students to become good speakers. Speaking is also a verbal language used by humans to communicate with each other.

Based on Astryan (2010) divides speaking into two parts, namely:

1. Dialogue is a type of conversation carried out by two or more people or what is often referred to as a conversation, and is usually more emotional. In general, this dialogue is not prepared at all and just happens, but it can be prepared or planned according to the needs of the conversation.
2. A monologue, which is a speaking activity where the speaker is alone, can convey his thoughts, feelings, or feelings. However, this is only done for certain situations and usually, the monologue is done with preparation beforehand.

Brown (2019) stated that there are six components of speaking skill as in the following:

a. Pronunciation.

Pronunciation cannot largely learn successfully by imitation and repetition. Therefore, teachers should have good standard of pronunciation in order that students can imitate their teacher in any teaching and learning process, but we cannot expect our students to sound exactly like American or Britain and the teachers should introduce the activities will be done in order to give the opportunities to make a lot of repetition.

b. Vocabulary

There are two types of vocabulary which are active and passive vocabulary. Active vocabulary is the words which the students will need to understand. Passive vocabulary is the words which we want the students to understand, but they will not use themselves.

c. Grammar.

Grammar is word organization into various combinations that represents structures, such as phrase, sentences, and complete utterances. Grammar can be defined the way words to make a good sentence. The points of grammar are isolated and practice.

d. Fluency.

Fluency does require a reasonable knowledge of vocabulary and grammar, the language produced does not need to be flawless as long as you are able to be clearly understood.

e. Comprehension.

The strength of comprehension that is trained aims to improve or test a person understanding of spoken language. Comprehension can be defined as the ability to understand spoken English. Comprehension points out how well students understand spoken language.

f. Task.

Task is speaking proficiency equivalent to that of an educated native speaker. Someone would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations and handle informal interpreting form and into language

Brown (2019) mentioned that rating scales for intensive speaking specifically read-aloud tasks are pronunciation and fluency that incorporate read-aloud passage of about 120 to 130 words

B. Types of Speaking

Brown (2019) said that there are some types of speaking as in the following taxonomy:

a. Imitative.

Imitative speaking is an ability to simply imitate (follow) a word or phrase or possible sentences. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

b. Intensive.

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. Intensive speaking involves producing a limited amount of language in a high controlled context.

c. Responsive.

Responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small greeting, simple requests, and comments. This is a kind of short replies to teacher or student-limited questions or comments, giving instruction, and directions. Those replies are usually sufficient and meaningful.

d. Interactive.

The difference between interactive and responsive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

e. Extensive (monologue).

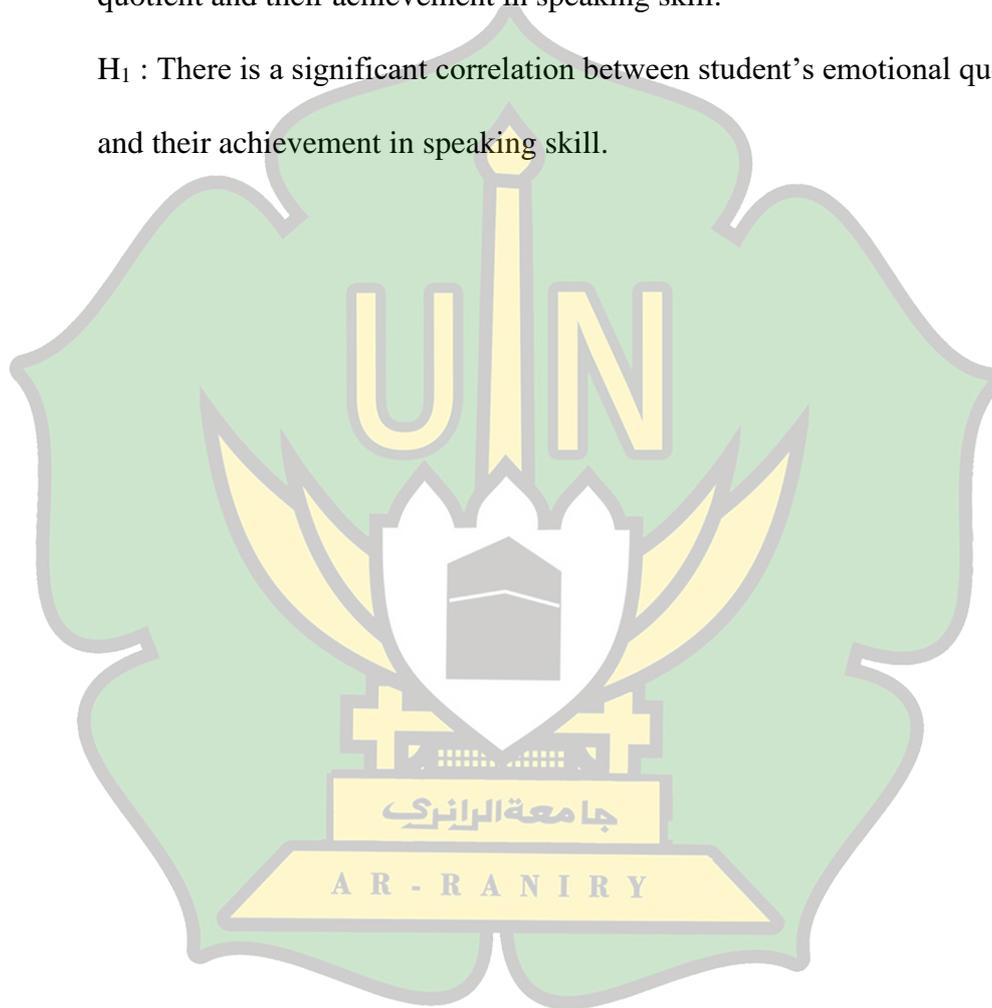
Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or ruled out together.

C. Hypothesis

The hypothesis of this study is:

H₀ : There is not a significant correlation between students' emotional quotient and their achievement in speaking skill.

H₁ : There is a significant correlation between student's emotional quotient and their achievement in speaking skill.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, I used correlational research, which aims to find out the relationship between the two variables and explain the results of the study. According to Fraenkel and Wallen (2012), correlational research is researching whose purpose is to find out the relationship between two or more variables and their cause and effect. Therefore, this research is included in quantitative research. This research is also an activity in solving a problem, the results of the research are not intended as the main solution to the problem being studied. This study intends to provide an explanation and seek the answer to the opportunities that can be used to solve the problem.

B. Research Participant

This study takes place at UIN Ar-raniry Banda Aceh, a university located in Darussalam Banda Aceh.

1. The population

According to Creswell (2012), population is the group of individuals that has the same characteristics. Based on the statement, we can conclude that the population is the subjects or individuals that have the same characteristics in research. The population of this research is the students of UIN Ar-raniry Banda

Aceh, English Language Education Department batch 2019. From each unit of a different class. With a total of population of population is 140 students

2. The sample

The sample of this study was 50 students in English Education Department Batch 2019 at UIN Ar-raniry Banda Aceh. I use random sampling in this research. The reason I choose random sampling is that each student has a different schedule because of the difference in the class and it is difficult to select a random sample of individuals. Fraenkel and Wallen (2012) explain cluster random sampling can be used if selecting a random sample of the individual is difficult to be done.

C. Data collecting techniques

In collecting data, researcher used questionnaires and documentation. The sample for this study was ~~50100~~ students of UIN Ar-raniry Department of English Education, batch 2019.

1. Questionnaire

The questionnaire is a data collection technique using forms containing questions asked in writing to a person or group of people to obtain the responses, answers, and information required by the researcher, (Mardalis, 2008). To make it easier for researchers and to make the questions in the questionnaire more reliable, the authors refer to Goleman's theory (2002) which is the questionnaire of emotional Emotional Quotient consisted of five aspects, self-awareness, self-regulation, motivation, empathy, and social skill, This is used to be able to measure

the extent to which Emotional Intelligence is understood by students. This questionnaire also consisted of statements that were pleasant (favorable) and unpleasant (unfavorable), (Widyoko, 2015). To make it easier and not to misunderstand students, the questions will be presented in Bahasa.

2. Documentation

According to Arikunto (2013) documentation is a method used to find out data about something in the form of notes, transcripts, newspapers, magazines, etc. In this study, documentation will be carried out by taking the scores of the intended student's speaking skills course from the English language education study program in the form of transcripts or KHS of the student concerned.

D. Data Analysis

Based on Patton's statement explains that data analysis is a process of managing the data being researched, compiling it into a pattern, categorizing, and making a description of the research to find the results of the research.

Analyzing data is a series of activities carried out after collecting data from respondents. In this study, the results from the questionnaire and speaking test will be analyzed and compared. After collecting data I analyzed data by using several steps, those were:

a. Collecting the questionnaire responses

To obtain the data in this research I used the analyzed Likert scale.

The score ranges from 1 to 4. If the nature of the statement were favorable

(positive), the respondent was given a score 4 for Strongly Agree (SA), 3 for Agree (A), 2 for Disagree (D), and 1 for Strongly Disagree (SD), if the statement is unfavorable (negative), the respondent was given a score 1 for Strongly Agree (SA), 2 for Agree (A), 3 for Disagree (D), 4 for Strongly Disagree (SD).

- b. Calculating the Percentage of Students Score based on the data from Questionnaire of students' emotional quotient and students' English achievement in Speaking Skill by using the following formula:

$$P = \frac{F}{N} \times 100$$

Explanation:

P = Percentage

F = The Frequency of items

N = Total Respondent

(Arikunto, 2013)

- e. Classifying the students' percentage in students' Emotional Quotient and students' Speaking score into five classifications: The data from instruments were analyzed by using these formula:

c.

Table 1.1
Classifying the students' score.

Score	Classification
91-100	Excellent
75-90	Good

61-74	Fair
51-60	Less
X < 51	Poor

(Depdikas, 20015)

- d. In the next step, the researcher looks for the correlations of the relationship between students' emotional quotient and English speaking skills using the formulas. The correlation coefficient between the criteria X and Y with the formula as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Pearson Product Moment (Arikunto, 2013)

r_{xy} : Correlation coefficient between variables X and Y, two variables that will be correlated

N: The number of respondent

$\sum XY$: The sum of the product of paired scores

$\sum X$: The number of scores in the distribution of x

$\sum Y$: The number of scores in the distribution of y

$\sum X^2$: Squares amount of each score x

$\sum Y^2$: Total score y respectively squares

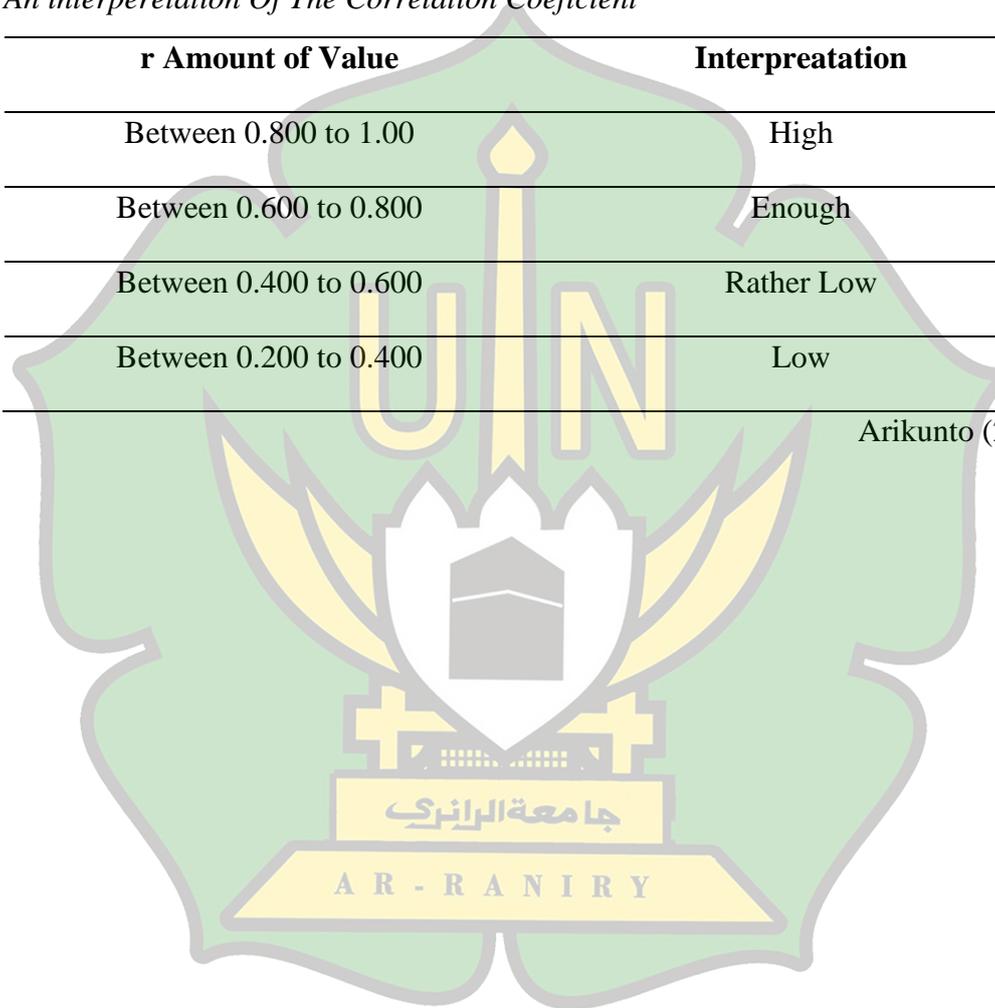
According to Arikunto (2013) to be able to give an interpretation of the correlation coefficient obtained, the interpretation guidelines that used:

Table 1.3

An interpretation Of The Correlation Coefficient

r Amount of Value	Interpretation
Between 0.800 to 1.00	High
Between 0.600 to 0.800	Enough
Between 0.400 to 0.600	Rather Low
Between 0.200 to 0.400	Low

Arikunto (2013)



CHAPTER IV[SM1]

FINDINGS AND DISCUSSION

A. Findings

In this chapter, I described the results of the data based on the problem statement that has been mentioned in chapter 1. The results and findings in this study will be related to the assessment of emotional intelligence based on student questionnaires and documentation of the speaking ability scores that have been taken in the study program.

1. Emotional Quotient

The number of students who filled out the questions was 50 students and the number of questions was 30. The data can be seen in the following table:

Table 1.3

The Data of Students' Emotional Quotient

No.	Classification	Data Analysis	
		F	%
1.	Excellent (91-100)	3	6
2.	Good (75-90)	45	90
3.	Fair (61-74)	2	4
4.	Less (51-60)	-	-
5.	Poor ($X < 51$)	-	-
Total		50	100%

Table 1.3 showed that 45 students or (90%) had a good emotional quotient. Some student even got an emotional quotient in the excellent category. Thus, it can be claimed that the majority of the PBI Student batch 2019 of UIN Ar-raniry had an emotional quotient in good categorized.

1. Students' Speaking Skill

The data were obtained from the documentation which was taken from the students' speaking scores. Student speaking scores are obtained from English speaking skills courses in the fourth semester that they have taken. The data below is the result of data analysis.

Table 1.4

The Data of Students' Speaking Skill

No.	Classification	Data Analysis	
		F	%
1.	Excellent (91-100)	4	8
2.	Good (75-90)	40	80
3.	Fair (61-74)	6	12
4.	Less (51-60)	-	-
5.	Poor (X<51)	-	-
Total		50	100%

Table 1.4 showed that 40 students (80%) gained good English Speaking skill achievement. Meanwhile, other students showed low achievement being in the fair category 6 (12%) and 4 students (4%) in the excellent category.

2. Correlation between Students' Emotional Quotient and Students' Achievement in English Speaking Skill

After collecting data, the next step is to find out whether or not there is a correlation between students' emotional intelligence and students' learning achievement in speaking skills. Correlation data between students' emotional intelligence and English speaking skills in PBI batch 2019 UIN Ar-raniry students were obtained from the results of questionnaire answers given to 50 students from the 2019 batch and the data from the documentation was taken from the scores of English-speaking skills courses in the fourth semester that they have taken. The following are the results of the competition using the Pearson Product Moment Formula:

Table 1.5

The Summary of Competition Using Pearson Product Moment Formula:-

$N \sum XY$	17687700
$\sum X \sum Y$	17638976
$N \sum X^2$	17993400
$(\sum X)^2$	17909824
$N \sum Y^2$	17450300
$(\sum Y)^2$	17372224
Sig. 5%, df N-1= 32-1=31	0.279

$$r_{xy} = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{(N\Sigma x^2 - (\Sigma x)^2)(N\Sigma y^2 - (\Sigma y)^2)}} \quad 0.603$$

From the above data processing, using Pearson's product-moment formula, the correlation between emotional quotient and students' speaking ability is 0.603. Based on the classification table described in the previous chapter, the number 0.603 is at a level between 0.600 to 0.800. So it can be interpreted that the correlation between variable X and variable Y is at a fairly high level of correlation.

Furthermore, to investigate the hypothesis of whether this value (r) was significant or not the writer has compared with rtable, the significance of variable X and variable Y with the number of sample 50 students with a significance level of 5% obtained rtable at 0.279. The result of the correlation analysis stated that the correlation between students' emotional quotient and students' English achievement in speaking skill was positive because rvalue was higher than rtable (0.603>0.279).

The result showed that H1 accepted and H0 rejected. It means that there was a significant correlation between student's emotional quotient and students' English achievement in speaking skill in PBI student's batch 2019 of UIN Ar-raniry Banda Aceh.

B. Discussion

In this part, the discussion deals with the interpretation of findings derived from the result of findings about the correlation between students' Emotional Quotient and students' English Achievement in speaking skill in the batch 2019 students' at PBI UIN Ar-raniry compared prices count with rvalue dan rtable. After analyzed the data, the data showed that out of 50 students, 45 students (90%) got a good score, 3 of them (6%) got an excellent score, and 2 of them (4%) got a fair score. It was indicated the score percentage of students' Emotional Quotient was good. So, the result showed that students at PBI batch 2019 of UIN Ar-raniry were good categorized in students' Emotional Quotient.

~~From the data After collected collected and calculated the data,~~ it was known that ~~50 students got good categorized where~~ 40 students (80%) got >75-90. There were 4 students (8%) got excellent score, there was 6 student (12%) got less and fair score, and none of them got poor score. So, the result showed that students in PBI batch 2019 of UIN Ar-raniry in English Achievement in speaking skill were in good categorized[SM2][L3].

~~According to Goleman theory (2002) Intelligence Quotient alone is no more the only measure for success. Emotional Quotient and luck also play a big role in person's success. Since Emotional Quotient is a master aptitude, a capacity that profoundly affect all other abilities, either facilitating or interfering with them, the need is felt to investigate the emotional quotient and academic achievement among students~~ In other words, emotional intelligence has an impact on student achievement in speaking skills. It also means that the higher the emotional intelligence of students, the higher the achievement of students in speaking skills.

According to the theory by Goleman (2002) intelligence intelligence is not the only factor of a person's success, emotional intelligence also plays a role in this, because emotional intelligence is the main talent that exists in that person. Moreover, with the existence of Emotional Quotient when students learn English speaking skill were able to memorize themselves that English speaking skill is not scary thing but it is the beginning of success in achieving better learning outcomes. Students were able to motivate themselves, maintain the spirit, and optimistic about something which were the part of emotional quotient.

This indicated that the students' English achievement in speaking was in good category on teaching and learning proses. It was showed from the result of the data where 90% of the students get good scores in Emotional Quotient and 80% of students could obtained good category English Speaking Skill.

The result of findings about the correlation between Emotional Quotient and students' English achievement in speaking skill in the batch 2019 students at PBI of UIN Ar-raniry compare price count with rvalue dan rtable. From the testing of the data between students' Emotional Quotient and students' English achievement in speaking skill, it was found that the data said that there was a positive significant correlation between students' Emotional Quotient and students' English achievement in speaking skill, because the result of the correlation between students Emotional Quotient and students' English achievement in speaking skill was 0.603. It was a quite high or positive correlation between students' emotional quotient and students' English Achievement in speaking skill on the batch 2019 students at PBI UIN Ar-raniry, because if $rvalue < rtable$ then H1 accepted (significant) and if

$r_{value} < r_{table}$ then H_0 rejected or the correlation between students' emotional quotient and students achievement in English Speaking was 0.603, it proven that r was higher because of r was 0.603 while r_{table} was 0.279, this means that the correlation between students' Emotional Quotient and students' English achievement in speaking skill was quite high correlation categorized.

Based on the research above emotional quotient affected the teaching and learning process, especially in speaking skill. Bar-On (2002) identifies an Emotional Quotient relating to performance potential and success, rather than performance or success itself, and is considered process oriented rather than results oriented. It focuses on various emotional and social abilities, including the ability to realize, understand and express themselves, the ability to realize, understand and relate to others, the ability to deal with strong emotions, and the ability to adapt to change and solve problems that are social or personal (Bar-On, 2006).

To substantiate and strengthen the results, I found some research and related findings. The result was there is a significant correlation between emotional intelligence and speaking ability in PBI students of batch 2019 of UIN Ar-raniry Banda Aceh. In other words, it can be concluded that if students have good emotional intelligence, they will get good achievement in speaking skill.

The first finding was Farooq, Riaz, and Javid (2017) stated that there is a positive relationship between emotional quotient and academic success of students. Students in high emotional quotient was in high level of academic success. In this findings, male students have higher statistics than female students but it is not statistically significant. There are differences in the study with the research I did.

Some of them are; first, variable Y in this study is the academic success of students in general and broadly. Meanwhile the Y variable in the research I did was more specific that is student achievement in speaking skill. Second, the subjects in the study, which amounted to 60 respondents, were distinguished into genders, 30 men and 30 women. Meanwhile, in the study I conducted, I took the research subjects randomly from PBI Students batch 2019 of UIN Ar-raniry and were not grouped from gender.

The second finding was from Yunita (2016) that Found a positive relationship between emotional intelligence and student achievement. The research, which was researched by Indonesian university students, was carried out to obtain a second bachelor's degree which made the fourth semester students the object of research. This study also uses quantitative methods. In the emotional intelligence test, students answered 60 question items in a questionnaire based on Goleman's theory. As for the oral test, the researcher used an interview system, made a description task, played a drama and read aloud. The results of this study also show that self-control is the best predictor to predict students' English speaking ability.

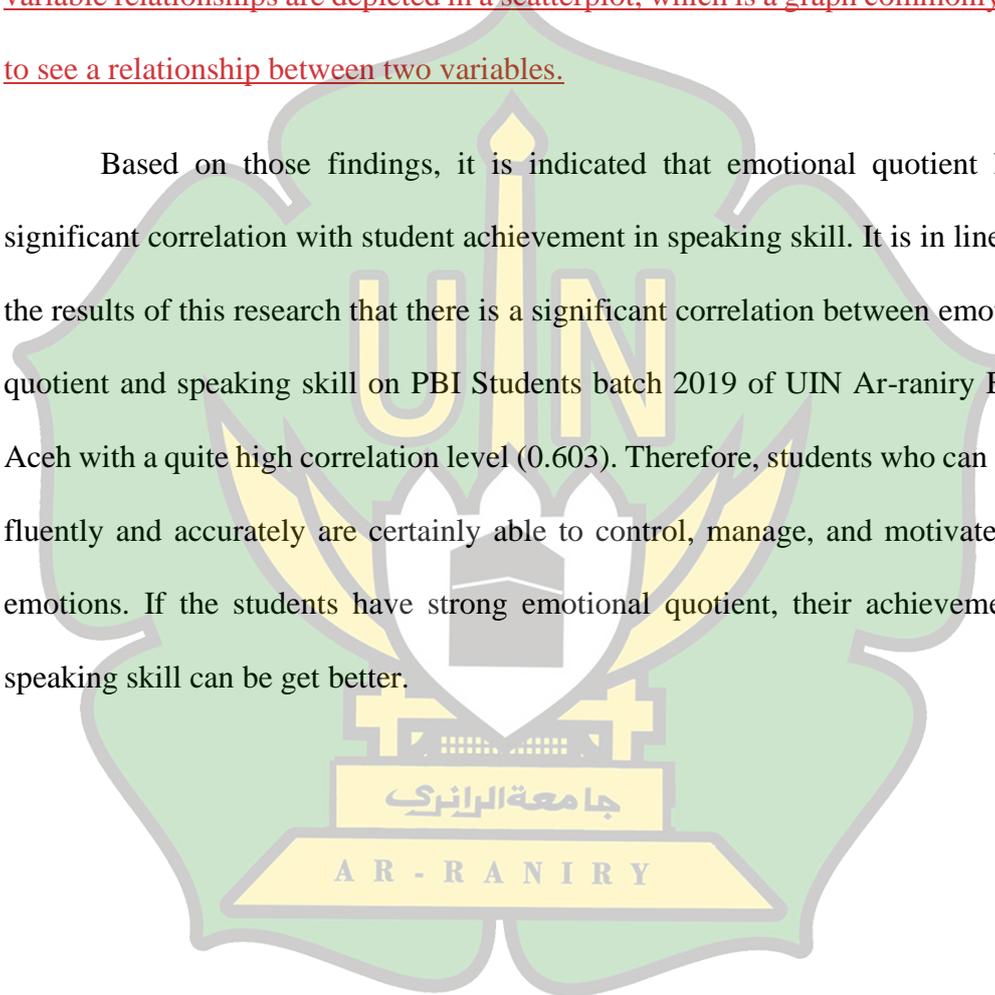
Although the final results from Yunita (2016) are the same as the research I did, there are significant differences, these differences are found in the question sheets used. In this study, researchers used an EI test based on Goleman's theory which amounted to 60 questions. In addition, this study also uses an additional oral test as previously mentioned, while in the study I used two research instruments, namely the EI score and the documentation of speaking scores obtained from the English education department program.

The third finding was from Gench, Kullusakli, and Aydin (2016[SM4]) that Focus on finding the relationship between emotional intelligence and productive language skills. This study examines writing and speaking skills involving 150 students from different disciplines as research subjects, which is carried out to learn English as a foreign language in Turkey. The results of this study indicate that there is a positive relationship between emotional intelligence and productive language skills. The difference with the research that I did is that in this study the researcher examined emotional intelligence on productive language skills which focused on speaking and writing skills. Meanwhile, the research that I did was related to a more specific thing, namely the students' speaking ability. In addition, the respondents in this study also differed in number and type.

The fourth finding was from Rafleyan, Nejad, Damavand, Eng, and Mohamed (2014[SM5][L6]) 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 showed positive correlation between emotional intelligence and pragmatic awareness. The difference in this study is in the variable Y which looks for emotional intelligence on pragmatic awareness. ~~T~~In addition, the types of respondents who became the research subjects were also different, which studied more participants than what I studied[SM7][L8]he instrument used in this study was a pragmatic awareness test and an emotional intelligence questionnaire which was adopted from the EQ-i Bar on (1997) with a total of 133 items. In addition, the procedure for collecting data is very different from the research I did, in this study

emotional intelligence questions were given while the respondents were doing an awareness test. While the research that I made was carried out in a separate way which made it easier for the respondents to focus on answering the questions on the questionnaire sheet. Another difference is in the finding process in this study, two variable relationships are depicted in a scatterplot, which is a graph commonly used to see a relationship between two variables.

Based on those findings, it is indicated that emotional quotient has a significant correlation with student achievement in speaking skill. It is in line with the results of this research that there is a significant correlation between emotional quotient and speaking skill on PBI Students batch 2019 of UIN Ar-raniry Banda Aceh with a quite high correlation level (0.603). Therefore, students who can speak fluently and accurately are certainly able to control, manage, and motivate their emotions. If the students have strong emotional quotient, their achievement in speaking skill can be get better.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestion based on the findings and discussions.

A. Conclusion

Based on the discussion and findings in the previous chapter, it can be concluded that the level of emotional intelligence of batch 2019 in PBI UIN Ar-raniry students was in a good category (78.12%) and the achievement level in speaking skills was also in the good category. good category (75%), 6 students get a very good category in emotional intelligence and achievement in speaking skills. This shows that most of the 2019 batch students have high levels of emotional intelligence and achievement in speaking skill.

The correlation between students' Emotional Intelligence and speaking ability was 0.603, higher than rtable. Therefore, the alternative hypothesis is accepted and the null hypothesis is rejected. In other words, it can be said that there is a positive relationship between students' emotional intelligence and achievement in speaking skills among the 2019 PBI students at UIN Ar-raniry.

B. Suggestion

Based on the research and findings, it is necessary to give some suggestions for students, teachers, and further research. Hopefully, this advice will be useful for them to improve the quality of teaching and research in the future.

1. To improve the quality and results of learning English in speaking skills at all levels of education, especially for PBI students batch 2019 UIN Ar-raniry Banda Aceh. The effort that can be taken is to increase emotional intelligence in students. This research shows that there is a correlation between students' emotional intelligence and their achievement in speaking skills. It is recommended for English teachers and teaching staff to be able to introduce and teach about positive emotional intelligence to students. The teacher not only teaches from a cognitive perspective but also tries to improve students' emotional intelligence by introducing emotions, including emotional intelligence in the learning process, it does not only focus on aspects of students' cognitive abilities but also on other affective aspects. Students are expected to increase their knowledge of emotional intelligence which can grow through the life processes that each student goes through such as self-awareness, motivation, empathy, self-regulation and social skills.

2. To the next researcher, It is hoped that further researchers will be able to develop this research so that they can overcome and complete the shortcomings in this study by discussing other factors that can affect student learning outcomes and achievements such as family factors, life motivation, learning motivation, environmental factors, and other factors that influence can expand the scope of research not only for students but also for other institutions.

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Appendix A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-16640/UN.08/FTK/KP.07.6/11/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Oktober 2021

MEMUTUSKAN

- Menetapkan** :
PERTAMA : Menunjuk Saudara:
1. Safrul Muluk, Ph.D
2. Fithriyah, M. Pd
- Sebagai Pembimbing Pertama
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NIM : 170203051
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Correlation Between Student's Emotional Quotient (EQ) and their Achievement in English Speaking Skill

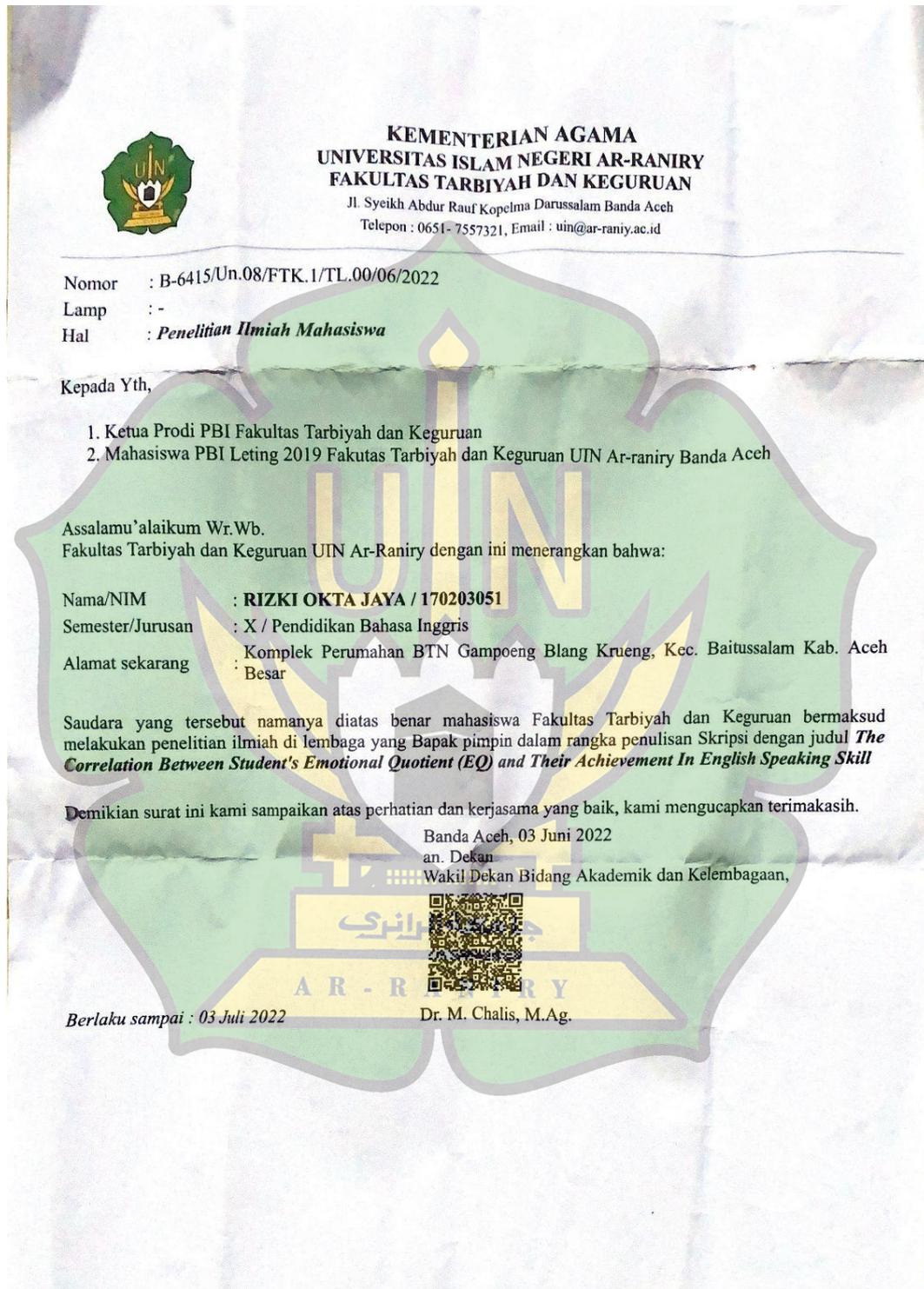
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 09 November 2021
Dekan,



Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);

Appendix B



Appendix C

Emotional Quotient Scores

Result																																
R1	4	3	3	4	3	1	2	1	4	2	3	3	3	3	1	3	2	4	1	3	3	4	3	3	2	3	4	3	2	3	83	
R2	3	4	4	3	4	4	3	3	4	4	3	3	1	2	3	1	3	2	2	3	1	1	3	1	1	2	2	2	4	4	80	
R3	4	4	3	4	2	3	2	4	3	4	1	3	2	4	3	2	3	3	4	3	4	3	3	4	3	1	3	3	1	3	89	
R4	4	4	3	3	2	4	2	3	2	4	3	2	4	2	3	4	3	2	4	3	1	1	3	1	3	1	3	3	3	1	85	
R5	3	4	3	4	2	3	4	4	2	4	3	3	2	4	3	2	3	2	4	3	1	2	3	2	3	3	4	3	3	3	89	
R6	4	3	3	4	4	3	3	4	3	3	4	2	2	4	4	2	4	1	1	4	1	2	4	2	1	2	1	2	2	4	83	
R7	3	4	1	3	2	2	2	3	2	3	3	3	3	1	3	2	4	3	2	2	4	3	4	4	4	4	4	3	4	4	3	88
R8	3	4	4	4	4	1	3	3	3	2	3	4	4	2	1	3	2	1	1	3	3	3	3	4	3	4	2	4	2	2	85	
R9	3	4	3	4	3	3	3	3	3	3	3	2	3	2	3	2	3	2	3	2	3	3	3	2	3	3	3	3	3	2	85	
R10	3	4	3	4	3	4	1	4	2	4	2	4	2	3	4	3	3	3	4	2	4	3	4	1	4	3	4	2	4	3	94	

R11	4	3	3	3	4	4	3	3	4	2	3	2	3	2	4	2	3	4	2	1	2	3	4	4	2	3	4	4	3	3	91
R12	3	4	4	3	4	3	4	4	1	4	3	2	1	2	2	3	2	2	3	2	2	3	4	2	2	4	2	3	4	3	85
R13	4	1	4	1	3	3	1	4	4	4	1	2	1	4	3	2	2	3	4	3	4	4	2	3	4	2	4	3	4	4	88
R14	4	3	4	4	3	2	4	3	2	3	1	3	3	3	1	3	1	3	4	3	2	4	1	2	3	4	1	4	1	2	81
R15	3	3	4	4	2	3	4	2	3	4	2	3	2	3	3	4	3	4	2	4	2	3	4	1	3	3	3	1	4	4	90
R16	4	4	3	2	2	4	1	2	4	3	1	3	3	3	2	3	3	2	2	1	2	2	3	4	1	3	4	2	3	4	80
R17	2	3	3	3	3	3	3	2	3	3	3	3	3	3	4	2	3	3	3	2	3	4	3	4	4	3	2	4	3	3	90
R18	3	4	4	3	3	1	2	4	4	2	4	2	2	4	2	3	3	3	1	2	3	4	3	3	3	2	4	3	3	4	88
R19	2	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	3	3	2	3	3	3	2	3	3	3	3	3	3	85
R20	3	3	4	3	4	2	3	2	1	3	4	3	3	4	2	3	2	3	3	3	2	1	3	3	3	3	4	4	3	4	88
R21	3	4	3	3	3	2	3	3	3	2	3	3	3	4	1	2	3	3	3	2	2	3	2	2	3	3	3	3	3	3	83
R22	3	3	4	3	3	3	3	2	3	2	3	2	3	4	3	3	2	3	4	3	3	3	2	2	3	2	4	4	3	4	89
R23	2	4	4	3	3	3	2	2	3	3	3	2	3	3	3	2	2	3	2	4	1	2	2	4	3	3	4	3	4	85	
R24	4	4	3	3	2	1	3	2	3	2	3	2	2	2	1	1	3	3	3	1	2	2	3	4	3	3	4	4	3	4	80

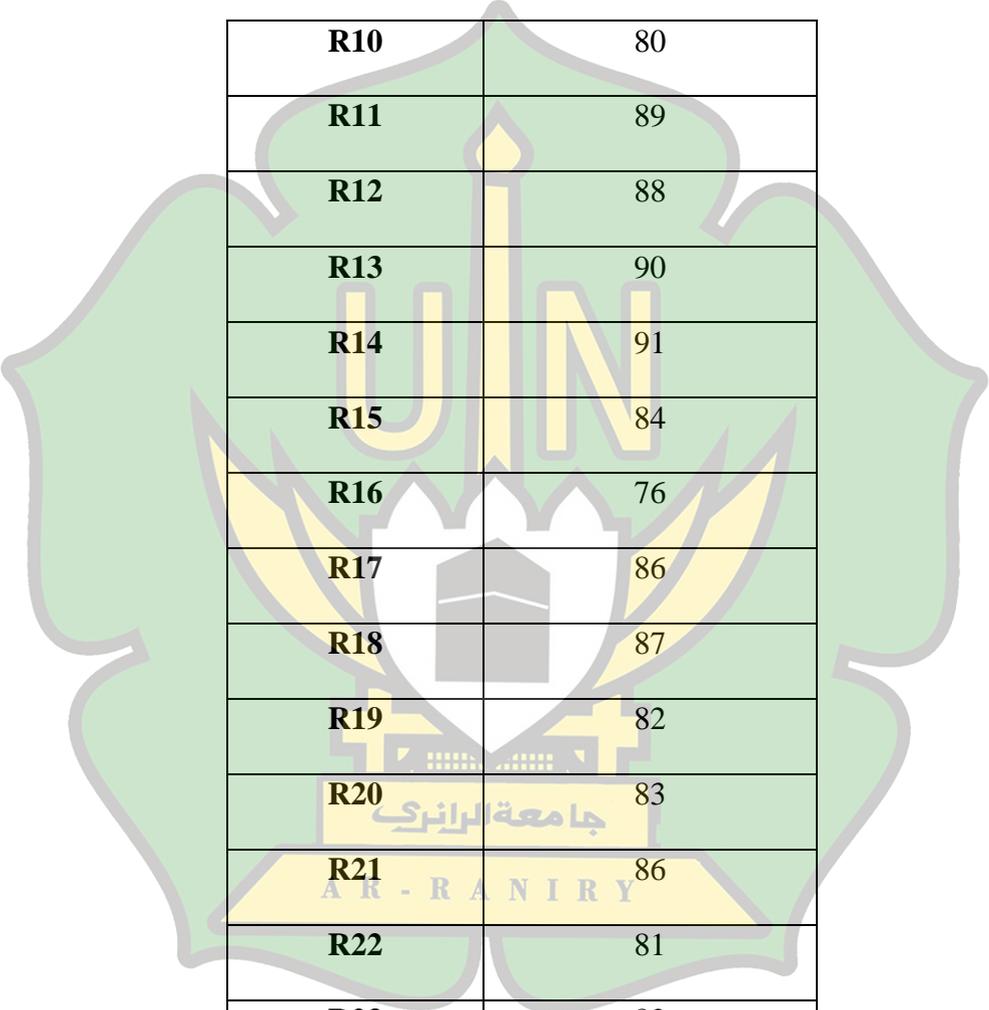
R25	3	3	3	4	3	2	3	2	3	2	3	3	2	3	4	2	3	3	3	2	2	3	2	4	3	3	4	4	4	2	87
R26	3	4	4	3	3	2	2	3	3	2	2	3	3	4	1	1	2	3	3	3	2	3	3	4	3	3	3	3	4	4	86
R27	4	3	4	2	4	4	3	3	2	4	1	1	3	2	4	3	2	4	3	3	3	1	2	3	4	4	2	3	3	4	88
R28	3	2	2	3	3	2	3	4	2	3	1	2	2	4	3	2	2	4	1	1	3	1	3	2	3	2	3	3	3	3	75
R29	2	4	3	3	3	3	4	2	3	3	3	4	2	4	4	3	3	2	2	4	4	2	2	2	3	4	2	4	2	3	89
R30	1	2	4	3	1	3	2	3	2	2	2	2	3	3	2	3	4	2	1	4	2	3	4	3	2	3	2	2	1	4	75
R31	3	4	4	3	4	3	3	4	4	3	4	2	1	3	4	3	3	2	2	1	1	3	4	3	3	3	4	3	4	2	90
R32	3	2	2	3	2	4	1	2	2	2	1	1	1	2	2	3	4	3	2	1	2	4	3	2	2	4	2	2	3	3	70
R33	4	4	4	2	3	3	1	2	3	3	3	4	4	4	3	3	3	3	4	2	4	3	4	4	3	3	1	2	2	2	90
R34	4	4	3	4	4	3	3	4	3	4	2	1	2	3	3	1	1	3	2	2	4	2	3	2	3	2	2	1	2	3	80
R35	3	4	3	2	4	4	3	3	3	4	4	2	2	1	4	3	2	3	2	4	3	3	3	4	4	4	2	2	3	2	90
R36	4	2	1	2	3	2	3	2	1	3	2	2	3	3	2	2	2	3	1	3	3	2	3	2	2	2	4	3	4	4	75
R37	3	4	4	4	3	4	4	4	2	2	4	2	3	4	2	2	2	1	3	3	4	2	4	2	2	1	3	3	2	2	85
R38	4	4	3	2	2	3	2	2	4	3	2	3	2	3	2	2	3	2	3	2	2	2	2	3	3	1	2	1	2	2	73

R39	3	4	3	4	3	2	3	2	3	4	3	3	3	4	2	4	3	1	3	3	3	2	4	3	3	2	3	3	2	3	88	
R40	4	3	1	3	3	4	3	3	3	2	4	3	4	1	3	1	4	2	3	4	3	2	3	4	4	2	3	2	2	3	86	
R41	3	4	3	3	2	3	2	3	2	3	2	4	2	3	1	4	2	2	1	2	1	3	2	2	3	3	3	2	3	2	75	
R42	3	3	4	3	3	4	3	4	3	4	2	3	4	2	4	3	1	2	2	4	3	2	2	3	2	2	4	3	2	2	86	
R43	3	4	2	2	3	3	3	2	3	2	4	3	3	3	3	4	4	4	3	3	2	2	3	3	4	4	3	3	4	1	90	
R44	3	4	2	3	4	4	2	2	1	2	3	2	4	3	2	3	2	3	2	2	2	3	3	2	2	3	3	2	4	3	80	
R45	4	4	4	4	3	2	4	3	1	3	3	2	4	4	2	3	4	2	2	3	2	1	4	2	2	1	3	2	3	4	85	
R46	4	3	4	4	2	4	3	3	3	4	4	3	3	4	3	4	3	4	3	4	4	2	3	4	3	2	4	4	2	2	99	
R47	3	4	3	2	3	4	2	4	3	3	4	4	3	2	3	2	4	3	3	3	2	1	4	3	3	2	2	3	3	4	89	
R48	3	3	2	2	3	2	3	3	3	3	3	3	2	2	2	3	2	3	2	2	3	1	3	2	3	2	2	3	2	3	75	
R49	3	2	3	4	2	3	1	3	2	2	3	1	4	2	3	2	3	2	4	2	4	2	3	3	3	3	3	2	4	2	3	80
R50	4	3	3	3	4	2	3	3	3	3	4	3	3	3	2	4	4	4	4	3	4	3	2	2	3	1	3	2	3	2	90	

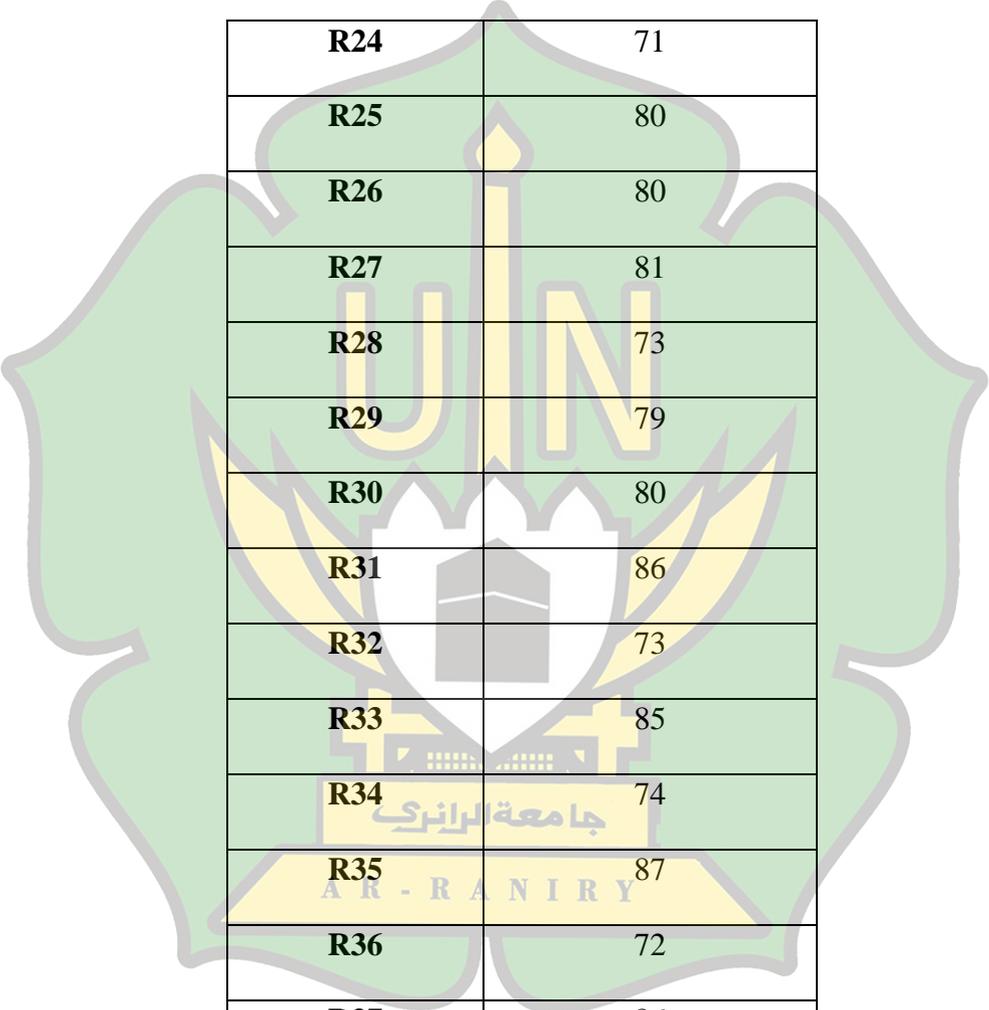
Appendix D

The Scores of English Speaking Test

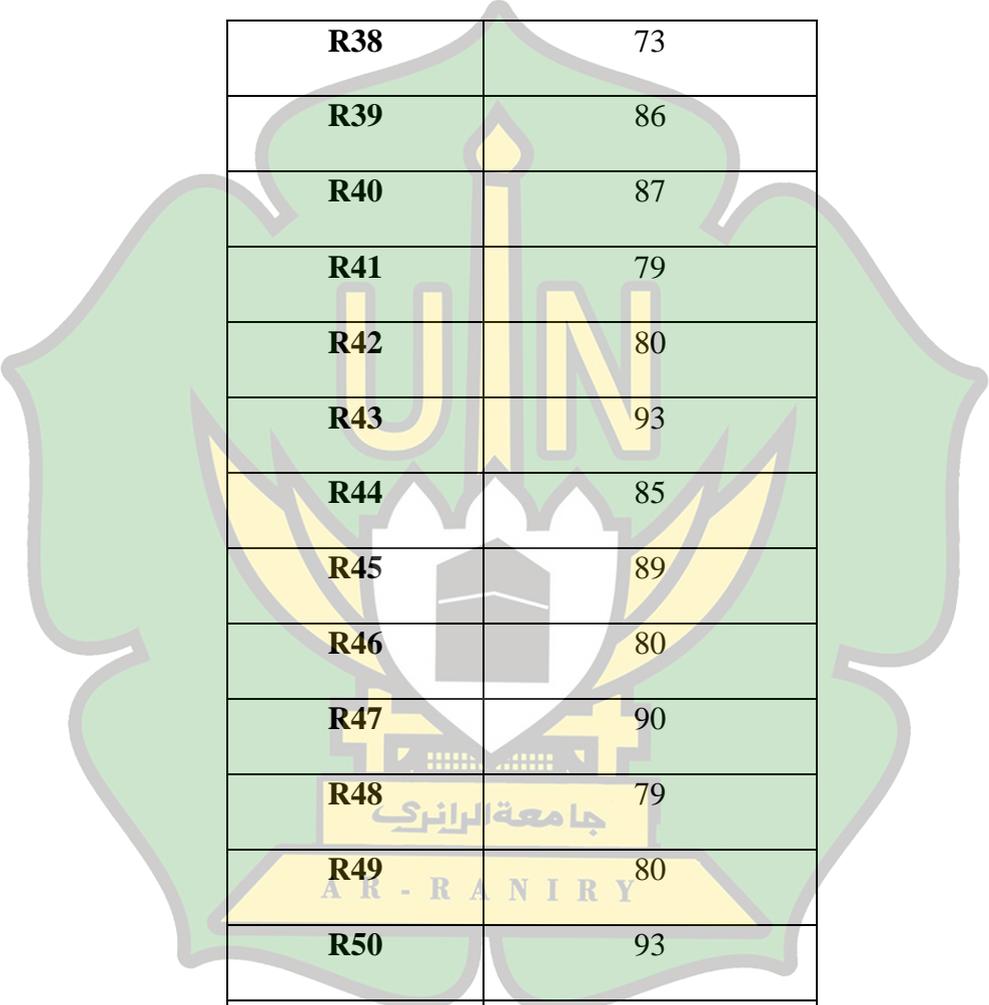
Respondents	The Scores of English Speaking Test
R1	85
R2	89
R3	85
R4	88
R5	86
R6	83
R7	90
R8	91
R9	84



R10	80
R11	89
R12	88
R13	90
R14	91
R15	84
R16	76
R17	86
R18	87
R19	82
R20	83
R21	86
R22	81
R23	83

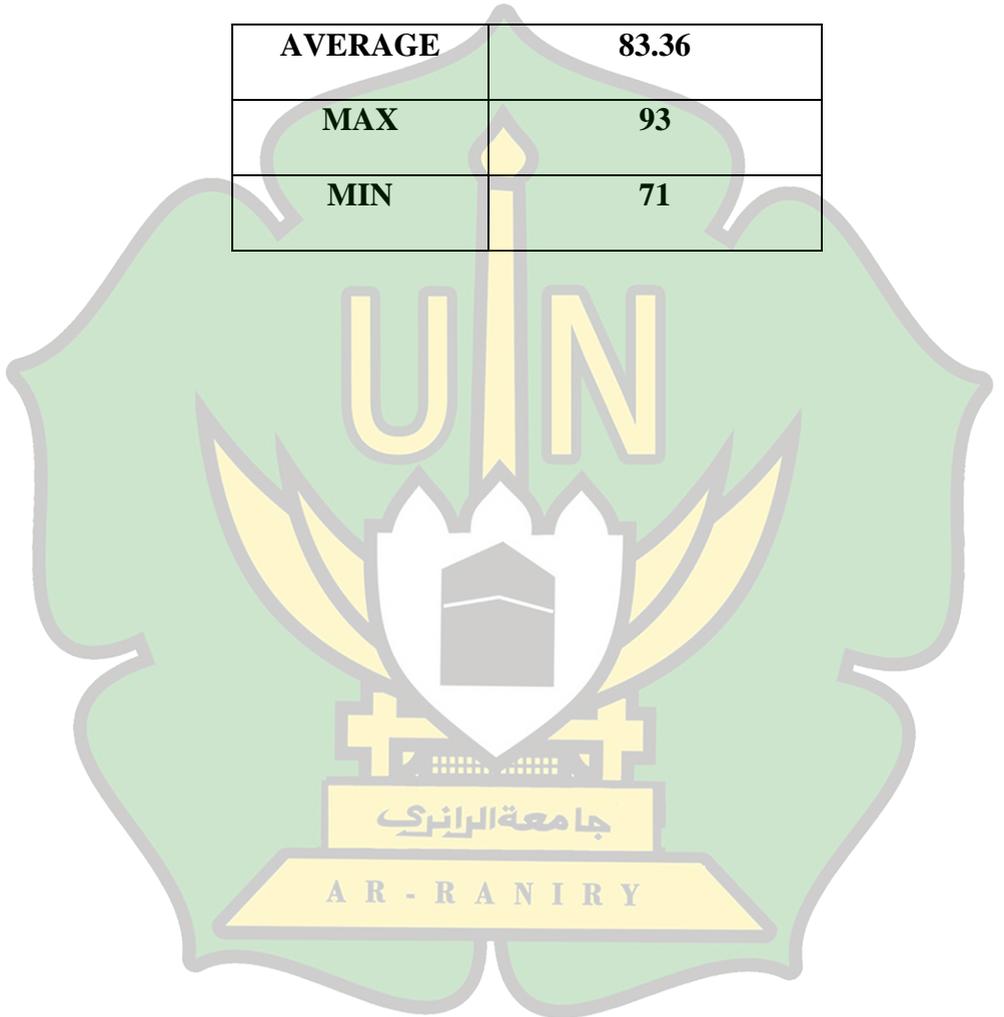


R24	71
R25	80
R26	80
R27	81
R28	73
R29	79
R30	80
R31	86
R32	73
R33	85
R34	74
R35	87
R36	72
R37	86



R38	73
R39	86
R40	87
R41	79
R42	80
R43	93
R44	85
R45	89
R46	80
R47	90
R48	79
R49	80
R50	93
TOTAL	4168

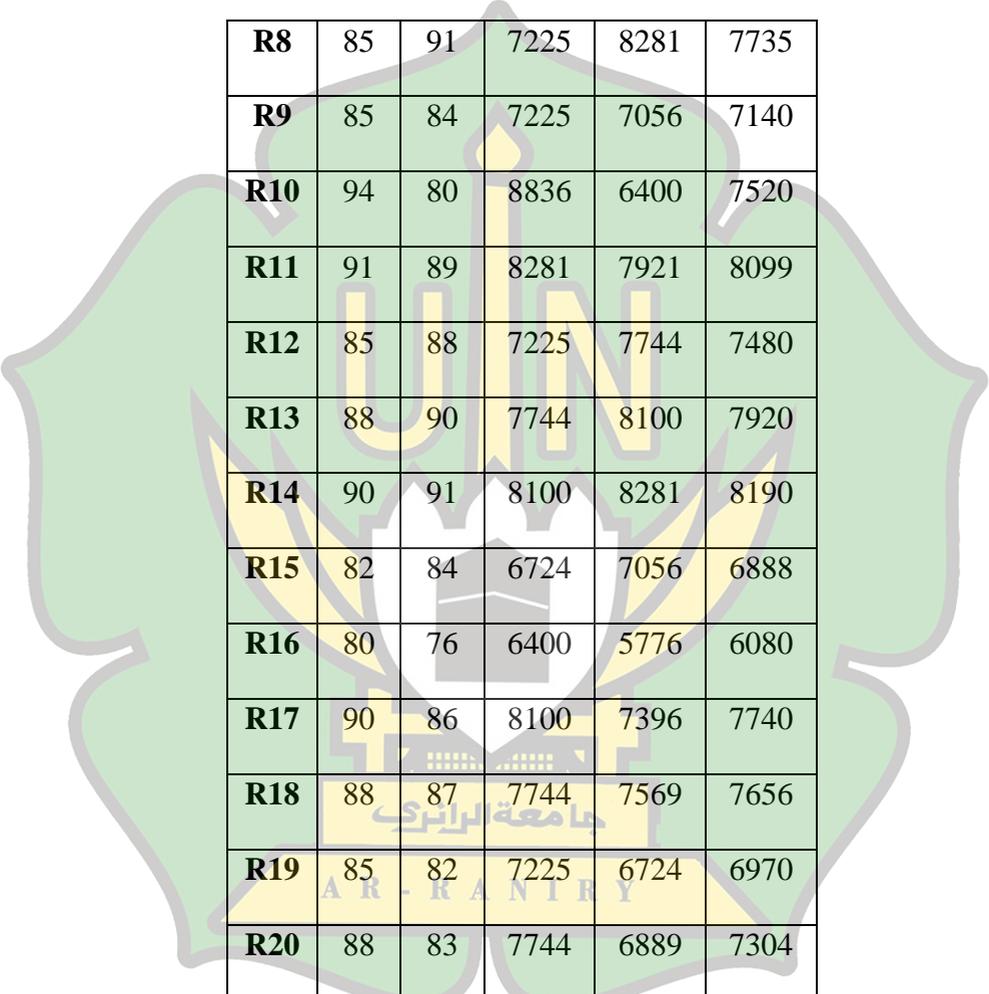
AVERAGE	83.36
MAX	93
MIN	71



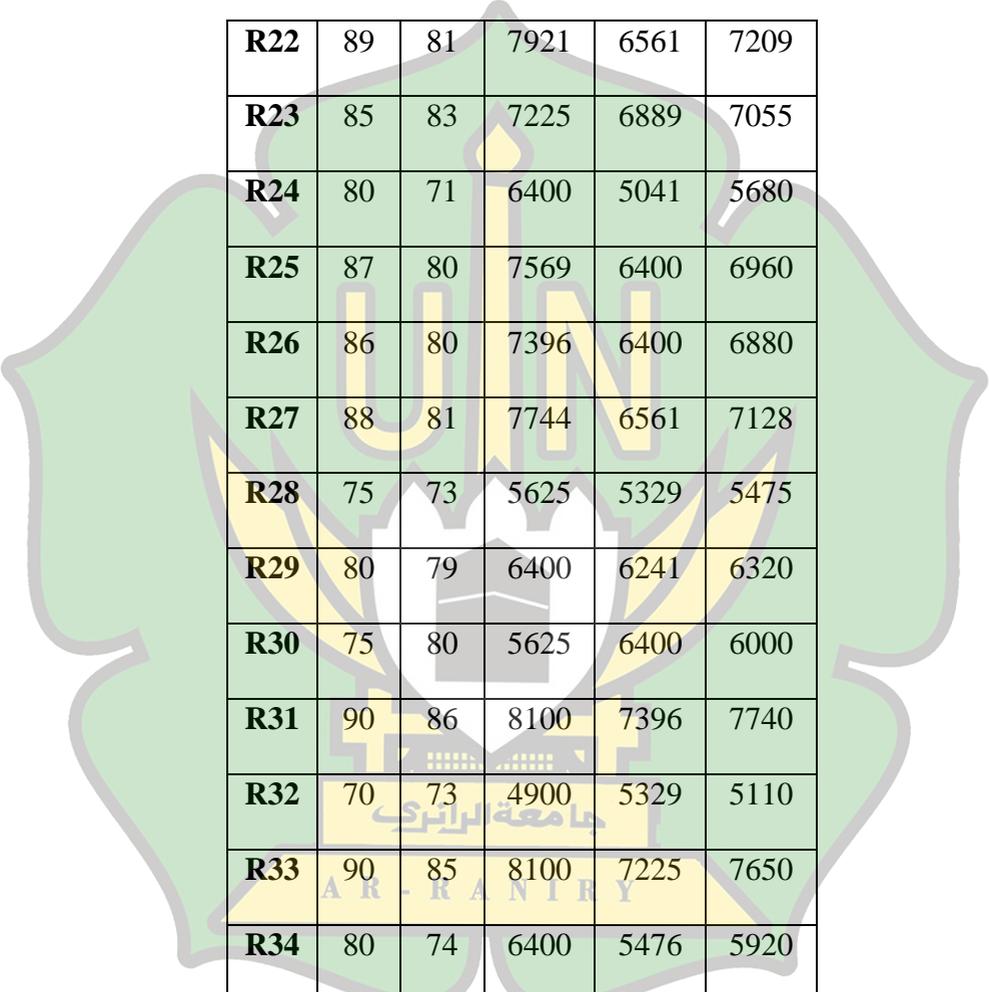
Appendix E

The results between variables X
(Emotional Quotient) and Y (English
Speaking Skill) on the Batch 2019 at PBI
UIN Ar-raniry Banda Aceh

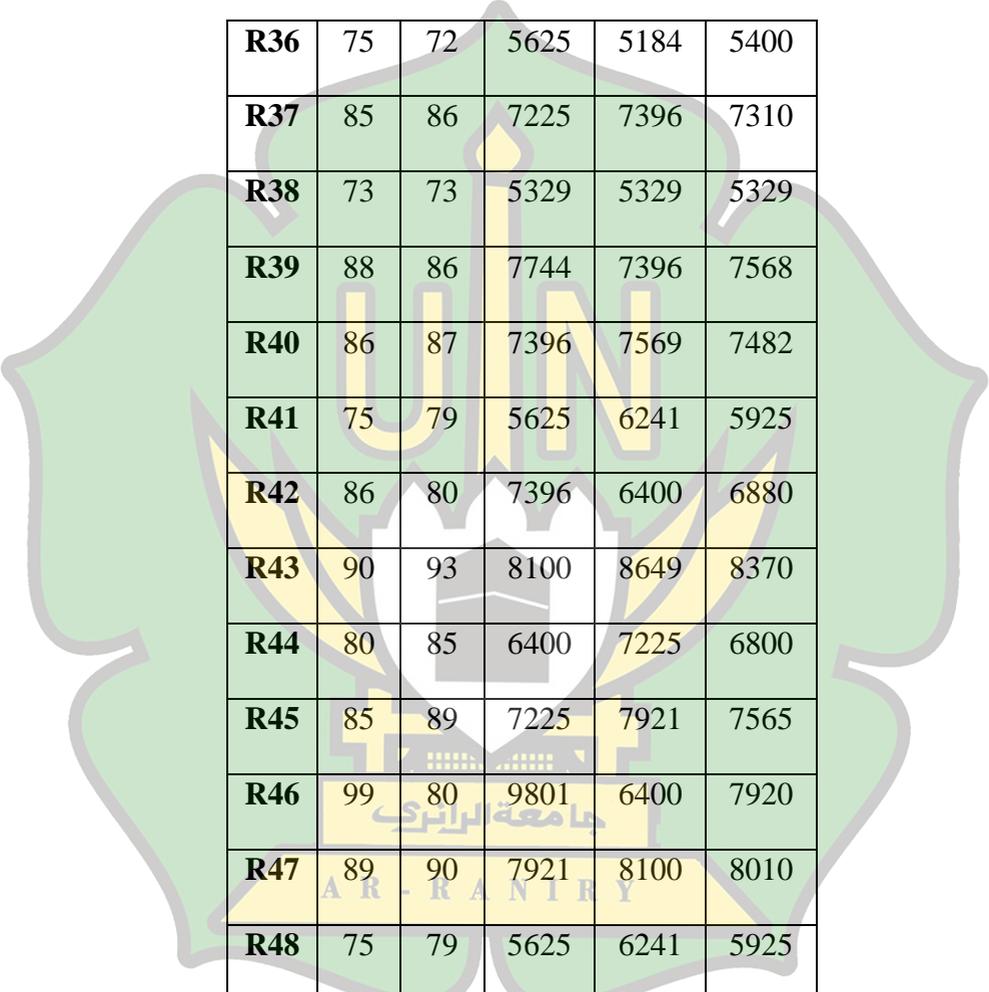
NO	X	Y	X ²	Y ²	XY
R1	83	85	6889	7225	7055
R2	80	89	6400	7921	7120
R3	89	85	7921	7225	7565
R4	85	88	7225	7744	7480
R5	89	86	7921	7396	7654
R6	83	83	6889	6889	6889
R7	88	90	7744	8100	7920



R8	85	91	7225	8281	7735
R9	85	84	7225	7056	7140
R10	94	80	8836	6400	7520
R11	91	89	8281	7921	8099
R12	85	88	7225	7744	7480
R13	88	90	7744	8100	7920
R14	90	91	8100	8281	8190
R15	82	84	6724	7056	6888
R16	80	76	6400	5776	6080
R17	90	86	8100	7396	7740
R18	88	87	7744	7569	7656
R19	85	82	7225	6724	6970
R20	88	83	7744	6889	7304
R21	83	86	6889	7396	7138

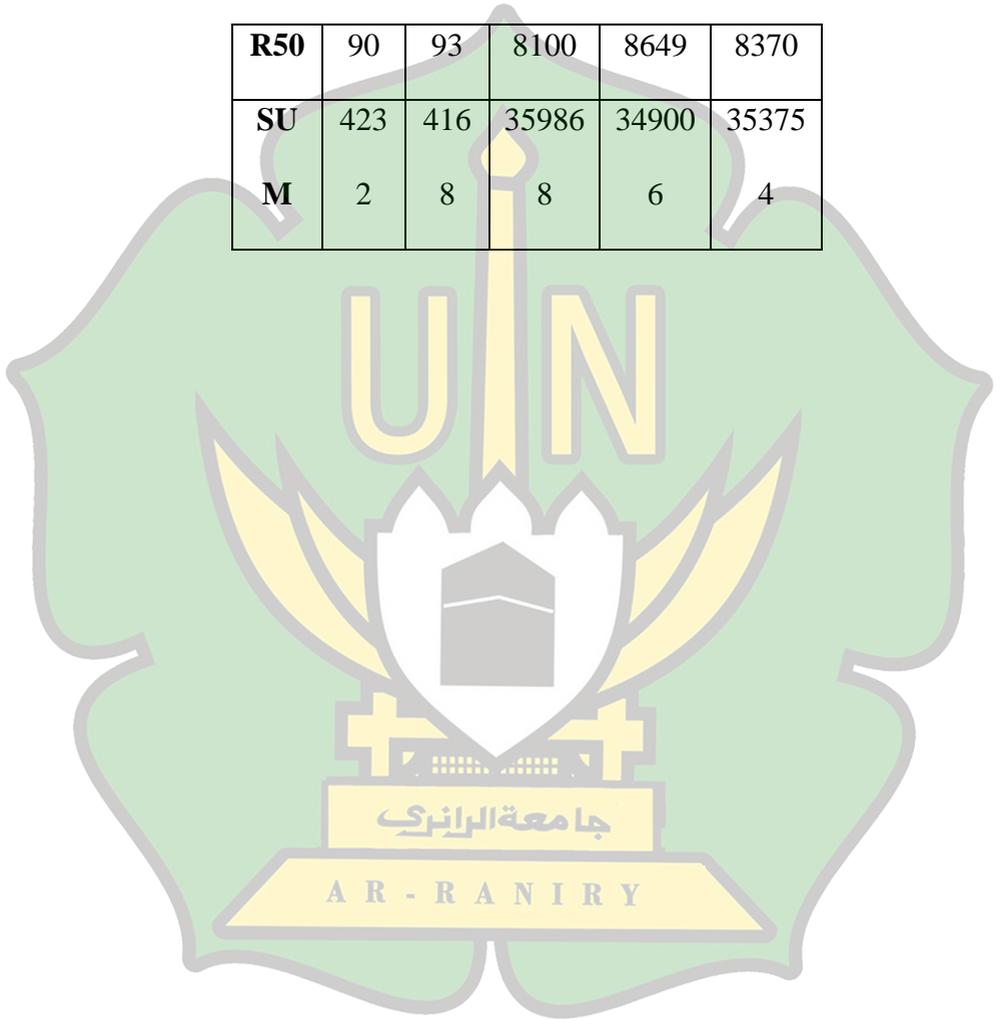


R22	89	81	7921	6561	7209
R23	85	83	7225	6889	7055
R24	80	71	6400	5041	5680
R25	87	80	7569	6400	6960
R26	86	80	7396	6400	6880
R27	88	81	7744	6561	7128
R28	75	73	5625	5329	5475
R29	80	79	6400	6241	6320
R30	75	80	5625	6400	6000
R31	90	86	8100	7396	7740
R32	70	73	4900	5329	5110
R33	90	85	8100	7225	7650
R34	80	74	6400	5476	5920
R35	90	87	8100	7569	7830



R36	75	72	5625	5184	5400
R37	85	86	7225	7396	7310
R38	73	73	5329	5329	5329
R39	88	86	7744	7396	7568
R40	86	87	7396	7569	7482
R41	75	79	5625	6241	5925
R42	86	80	7396	6400	6880
R43	90	93	8100	8649	8370
R44	80	85	6400	7225	6800
R45	85	89	7225	7921	7565
R46	99	80	9801	6400	7920
R47	89	90	7921	8100	8010
R48	75	79	5625	6241	5925
R49	80	80	6400	6400	6400

R50	90	93	8100	8649	8370
SU	423	416	35986	34900	35375
M	2	8	8	6	4



Appendix F

Calculated the Correlation by Using Pearson Correlation Formula

$$N \sum XY = 17687700$$

$$\sum X \sum Y = 17638976$$

$$N \sum X^2 = 17993400$$

$$(\sum X)^2 = 17909824$$

$$N \sum Y^2 = 17450300$$

$$(\sum Y)^2 = 17372224$$

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}}$$

A R - R A N I R Y

$$= \frac{17687700 - 17638976}{\sqrt{(17993400 - 17909824)(17450300 - 17372224)}}$$

$$= \frac{48724}{\sqrt{(83576)(78076)}}$$

$$= \frac{48724}{\sqrt{6525279776}}$$

$$= \frac{48724}{80779.2}$$

$$= 0.60317505$$

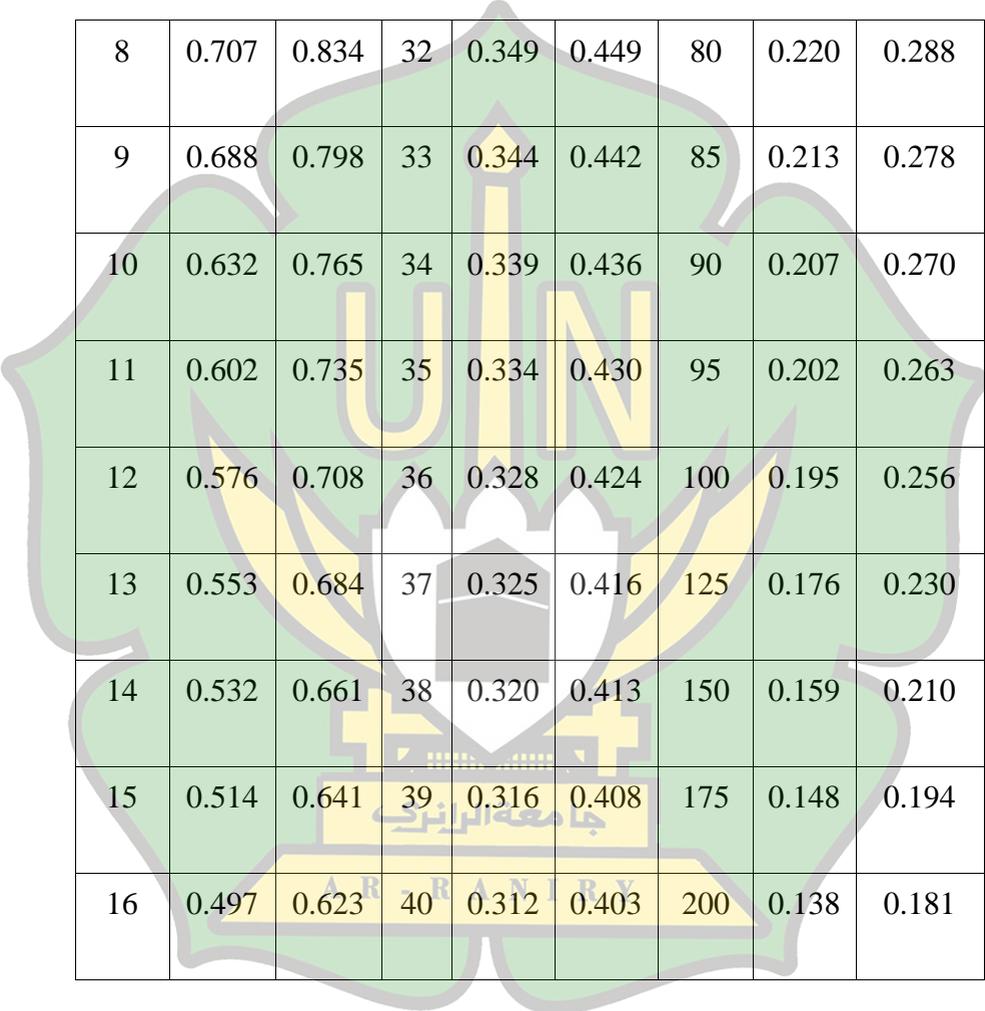
$$A R - R \triangleq 0.603 R Y$$

$$r_x = 0.603$$

Appendix G

r table

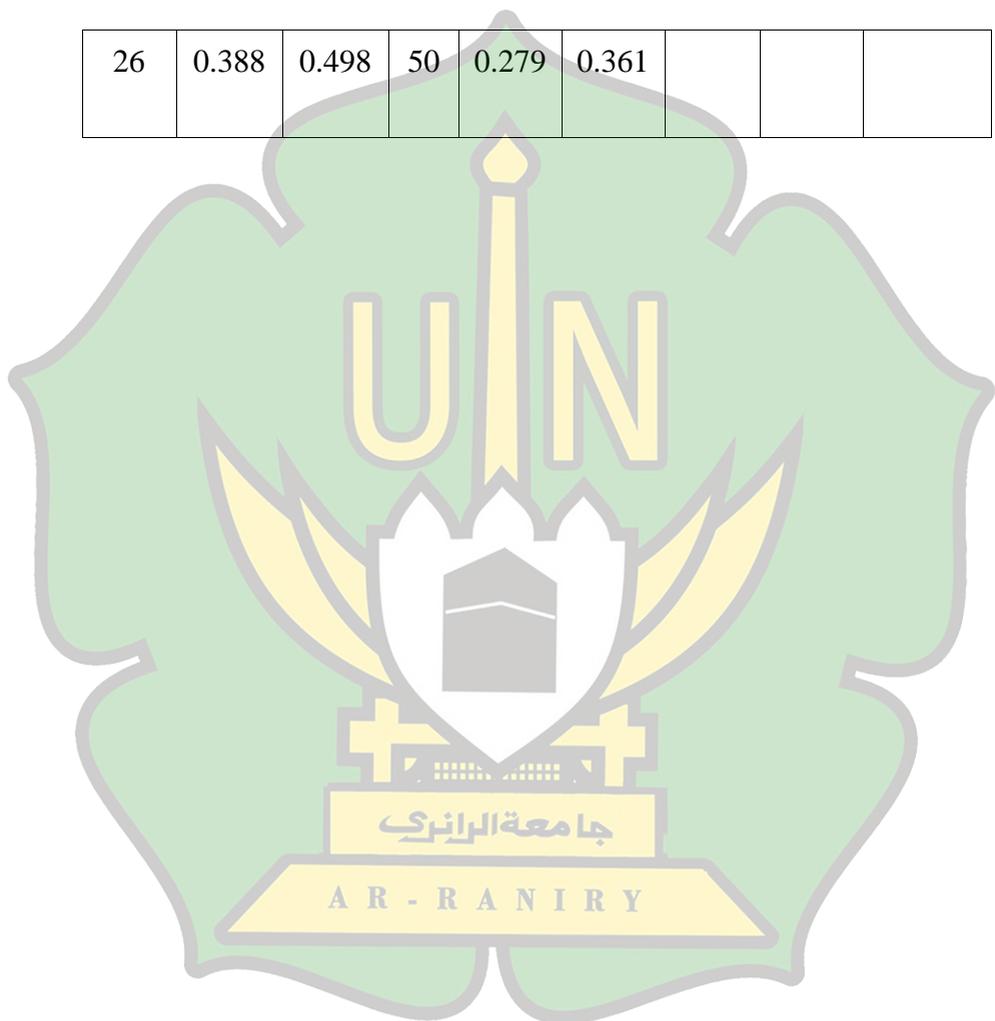
df	taraf signif		Df	taraf signif		df	taraf signif	
	5%	1%		5%	1%		5%	1%
	3	0.997		0.999	27		0.381	0.487
4	0.950	0.990	28	0.374	0.478	60	0.254	0.330
5	0.878	0.959	29	0.367	0.470	65	0.244	0.317
6	0.811	0.917	30	0.361	0.463	70	0.235	0.306
7	0.754	0.874	31	0.355	0.456	75	0.227	0.296



8	0.707	0.834	32	0.349	0.449	80	0.220	0.288
9	0.688	0.798	33	0.344	0.442	85	0.213	0.278
10	0.632	0.765	34	0.339	0.436	90	0.207	0.270
11	0.602	0.735	35	0.334	0.430	95	0.202	0.263
12	0.576	0.708	36	0.328	0.424	100	0.195	0.256
13	0.553	0.684	37	0.325	0.416	125	0.176	0.230
14	0.532	0.661	38	0.320	0.413	150	0.159	0.210
15	0.514	0.641	39	0.316	0.408	175	0.148	0.194
16	0.497	0.623	40	0.312	0.403	200	0.138	0.181

17	0.482	0.606	41	0.308	0.398	300	0.113	0.148
18	0.468	0.590	42	0.304	0.393	400	0.98	0.128
19	0.456	0.575	43	0.301	0.389	500	0.88	0.115
20	0.444	0.581	44	0.297	0.384	600	0.80	0.105
21	0.433	0.549	45	0.294	0.380	700	0.74	0.97
22	0.423	0.537	46	0.291	0.376	800	0.70	0.91
23	0.413	0.526	47	0.288	0.372	900	0.65	0.86
24	0.404	0.515	48	0.284	0.368	1000	0.62	0.81
25	0.396	0.505	49	0.281	0.364			

26	0.388	0.498	50	0.279	0.361			
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Appendix H

QUESTIONNAIRE

Name:

Class:

NIM:

This questionnaire aims to see the student's Emotional Quotient. The information gather in this survey will help the researcher to determine the correlation between students' Emotional Quotient and students' English Achievement in English speaking skill. To make it easier and not to

misunderstand students, the questions will be presented in Bahasa.

INSTRUCTION

Please check (√) the statements that match to your condition. Questionnaire consists of 30 questions.

Note:

SA : Strongly Agree/ Sangat Setuju

A : Agree/ Setuju

D : Disagree/ Tidak Setuju

SD : Strongly Disagree/ Sangat Tidak

Setuju

No	Pernyataan	SA	A	D	SD
1.	Saya dapat dengan mudah praktek <i>speaking</i> karena telah belajar. / I can easily practice speaking because I have learned.				
2.	Saat dosen menjelaskan, saya sering bermain dengan teman di kelas. / When the lecturers explained, I often played with friends in class.				
3.	Saya tidak peduli bila ada teman yang susah. / I don't care if there				

	are friends who are in trouble				
4.	Saya mudah memaafkan teman yang salah. / I easily forgive friends who did a mistake				
5.	Saya senang saat teman dapat nilai bagus. / I am happy when friends get good grades.				
6.	Saya tidak dapat belajar saat ada teman yang ribut. / I can't study when there are friends who are noisy.				
7.	Saya cuek saat ada teman mendapatkan nilai yang lebih bagus. /				

	I ignored when a friend gets a better grade.				
8.	Saya selalu semangat praktek <i>speaking</i> meskipun sedang sakit. / I am always passionate about the practice of speaking even when I'm sick.				
9.	Saya dapat menyelesaikan tugas yang diberikan dosen. / I can finish the homework that given by the lectures.				
10.	Saya mudah bosan saat <i>speaking</i> dengan topic yang sama. / I am easily				

	bored when speaking on the same topic.				
11.	Saya malas mendengarkan cerita teman di kelas. / I am lazy to listen to friends' confidein in class				
12.	Saya selalu percaya diri saat praktek <i>speaking</i> yang diberikan dosen. / I always confidence when speaking practices given by lectures.				
13.	Saya bertanya ketika dosen selesai menjelaskan materi pelajaran. / I asked when the lecture finished				

	explaining the lesson.				
14.	Saya sering melamun saat belajar di kelas. / I often daydream while studying in class.				
15.	Saya sedih ketika mendapat nilai jelek. / I am sad when I get a bad score.				
16.	Saya sering mendengarkan cerita teman di kelas. / I often listen to friends' confidein in class.				
17.	Terkadang saya bergurau dengan teman ketika belajar. /				

	Sometimes I joke with friends while studying.				
18.	Saat teman sedih, saya menghiburnya./ When friends are sad, I comforted them.				
19.	Saya tidak dapat menghibur diri ketika sedang sedih. / I Can't cheer myself up when I'm sad.				
20.	Saya dapat belajar meskipun ada teman yang ribut. / I can study even though there is a noisy friends.				
21.	Saya sering tiba-tiba ingin marah. /				

	I often suddenly want to be angry.				
22.	Saya mendengarkan saat ada teman yang bercerita. / I listen when there are friends confided.				
23.	Saya hanya ingin <i>speaking</i> jika hanya dengan topic yang mudah. / I just want to speak if only with an easy topic.				
24.	Saya memilih menyelesaikan tugas lebih dulu kemudian bermain. / I chose to complete the task first then play.				

25.	Saya sulit untuk berteman baik. / I find it hard to be good friends.				
26.	Saya sering bertanya kepada dosen saat ada mata kuliah yang sulit. / I often ask the lecturers when there are difficult courses.				
27.	Saya tidak mau berbagi makanan dengan teman. / I don't want to share food with friends.				
28.	Saya hanya mau berteman dengan teman yang pintar. / I just want to be friends with smart friends				

29.	Menurut teman-teman, saya sombong karena tidak bermain dengan mereka. / According to friends, I'm arrogant because I don't play with them.				
30.	Saya menyembunyikan alat tulis ketika ada teman yang ingin meminjam. / I will hide the stationery when a friend				

Adapted from Ananta (2016)

A R - R A N I R Y

Appendix I

AUTOBIOGRAPHY

- | No | Name | |
|-----|------------------------|--|
| 1. | Name | : Rizki Okta Jaya |
| 2. | Place/Date of Birth | : Takengon, 15 oktober 1999 |
| 3. | Gender | : Male |
| 4. | Religion | : Islam |
| 5. | Nationality/Ethnicity | : Indonesia/Gayonese |
| 6. | Address | : Jl. Lebe Kader, Desa Paya Tumpi 1,
Takengon, Aceh Tengah |
| 7. | Email | : Oktajaya92@gmail.com |
| 8. | Occupation | : Student of English Language Education of
Ar-raniry Islamic State University |
| 9. | Parents | |
| | a. Father's Name | : M. Saidi |
| | b. Mother's Name | : Rohati |
| | c. Father's Occupation | : Civil Servant |
| | d. Mother's Occupation | : Housewife |
| 10. | Address | : Jl. Lebe Kader, Desa Paya Tumpi 1,
Takengon, Aceh Tengah |
| 11. | Educational Background | |
| | a. Elementary School | : SDN 3 Kebayakan Aceh Tengah (2006-
2011) |
| | b. Junior High School | : MTsN 2 Takengon (2011-2014) |
| | c. Senior High School | : SMAN 4 Takengon (2014-2017) |
| | d. University | : UIN Ar-raniry Banda Aceh (2017-2022) |

AR - RANIRY

Banda Aceh, July 14, 2022

The researcher,

Rizki Okta Jaya