

## **CHAPTER I INTRODUCTION**

### **1.1 Background of the Problem**

Speaking is an instrument that is required by people in communication orally. Speakers must speak, express opinions and thoughts clearly so that it can be understood well by the listeners. Speaking is one of abilities have to be mastered by students who learn English. In learning English not only about memorized a word or sentences, but also have to practice speaking English. In teaching and learning process, speaking is a very difficult ability that should be learned because the students have to master components of speaking such as pronunciation, vocabulary, grammar, fluency and comprehension. Those components are very important to support speaking English well.

Based on the indicators of competence achievement in lesson plan of the tenth grade in SMAN 01 Kotabumi, the students are expected to be able to imitate song lyrics orally, respond to congratulation and expressions of compliments submitted to them, with the correct speech and stress of word correctly, compose a descriptive text orally, read out an urban legend with the correct intonation of speech and stress and compose a statement sentence carrying out an activity orally and in writing. Based on the target goals that have been determined, the students are expected to achieve them. However, there is a gap between the goals and the fact in the classroom because the problem that exist during teaching and learning process.

According to Ur (2009, p. 121) there are some problems faced by students in speaking activities. First, inhibition. Unlike reading, writing, and listening activities, speaking requires some real time exposures to an audience. Students are often inhibition about trying to say things in English in the classroom because they worried if make mistakes, fearful of criticism, and shy of the attention when try to speak in front of class. Second, nothing to say. Some students faced difficulties in thinking of anything to say. Even if they are not inhibition, but they have no motivation to express themselves beyond the guilty feeling that they should be speak. Third, low participation. Usually only one student can speak at a time if they want to be heard. It means that each students only little to speak in classroom. This problem is compounded by some students who wants to dominate, while others students have very little or not at all opportunities to speak. Fourth, mother-tongue use. In number of classes, the students have the same mother tongue, they may talk to each other used their mother tongue. The tendency of students to use mother tongue for several reasons. Firstly, mother tongue is easier to use because in daily conversation they use that language to others. Secondly, they feel uncomfortable to talk to one another in English. The last, when they are talking in small group it can be quite difficult and less motivated to keep using English. It shows that the students face difficulties in speaking English.

Those problem above are the problems in learning speaking faced by students of the tenth grade in SMAN 01 Kotabumi. It can be seen from interview which was done on 9<sup>th</sup> December 2019 with English teacher in SMAN 01 Kotabumi, she said that there are some problems about students difficulties in

speaking, for instance; first, the students lack vocabulary mastery. The students have lack motivation and interest to learn English well, so it made students have no effort to memorize vocabulary. Second, the students are feeling shy and afraid of being laughed by their friends if making mistake when they try to speak English in front of class. Feeling shy and afraid is naturally for students because English is a foreign language for them that the reason why they are unconfident when the teacher ask them to speak in front of class.

Third, the students have difficulty to pronounce vocabulary, it makes the students unconfident to practice speaking English, for sure that makes students tend to be silent and having less participation in class. The last, the students are lazy and bored in following the teaching and learning process, especially if there is no variation in teaching process. This situation happens because learning process in classroom is dominated by reading activity and teacher's explanation, so makes them passive in class.

In common, based on lesson plan in SMAN 01 Kotabumi there are only two hours in each meeting, which during learning process is divided into several activities, such as: literary activities, teacher's explanation, and do task, so the opportunity to practice speaking English in front of class is very rare. Furthermore, the difficulties faced by students in speaking ability are students lack confidence and lack motivation, both of which are related to their emotional. It is not only intelligence is needed in achieving success in academic, but also their emotion. If students can manage their emotion well, so they can use their intelligence well, especially in speaking English.

Based on explanation above, the researcher assumes that one of factors that affect students in speaking during teaching and learning process is emotional intelligence. According to Mayer et al. (2015, p. 125) emotional intelligence is the ability to control feelings and emotions oneself and to use this information to guide them in thinking and taking action . It means that students who have high emotional intelligence can manage their emotional to motivation themselves in learning activity especially in speaking English. According to Azwar (as cited in Hartati, 2018, p. 242) there are five factors within oneself that affect a person in learning, for instance; interest, motivation, personality, talent, and intelligence. It means that, intelligence is one of important factors that influence success or failure of someone in learning.

There are positive emotion and negative emotion (Yusuf as cited in Sari et al., 2018, p. 29). Firstly, with positive emotion students can more focus in learning process, like: pay attention to teacher's explanation, actively participating in the discussion, reading the book, doing task, and discipline during the teaching and learning process. Positive emotions same like feeling of happy, like, love, diligent, glad, cheerful, comfortable, confident, charm, spirit, and so on. Secondly, negative emotions can be unpleasant feeling, such as: unhappy, anger, anxiety, afraid, stress, hopeless, lazy, bore, shy, lonely, and so on. Those emotions will affect students to do careless act, so the students teaching and learning process will experience an obstacle. Moreover, less control of negative emotion will make students cannot focus to learn, so it is likely to experience failure in their learning.

By having emotional intelligence, the students can manage and change their negative feelings to reflect positive feelings in an effort to get knowledge.

Besides that, if the students have emotional intelligence that means they have the capability to monitor their emotions and feelings correctly. Students can speak English well because of their intelligence. It is not only about intelligence but also their emotion. It is because emotion can influence what the students want to say and what they want to do. Moreover, it can motivate them to be successful in speaking. If students can control their emotion well, they can use their intelligence in speaking English well.

Based on the explanation above, the researcher is interested to conduct a research paper with the title “The Correlation Between Students’ Emotional Intelligence and Their Speaking Ability at the Tenth Grade of SMAN 01 Kotabumi Academic Year 2020/2021”.

### **1.2 Identification of the Problem**

Based on the background of the problems above, the researcher identifies some problems as follows:

1. The students lack vocabulary mastery,
2. The students are shy and afraid to speak by using English,
3. The students have difficulty pronounce vocabulary,
4. The students are lazy and bored in following the learning process,

### **1.3 Limitation of the Problem**

Based on identification above, the researcher limits the problem of the research on the correlation between students’ emotional intelligence and their speaking ability at the tenth grade of SMAN 01 Kotabumi academic year 2020/2021.

#### **1.4 Formulation of the Problem**

Based on the limitation of the problem above, the researcher formulates the problem as follows: “is there significant correlation between students’ emotional intelligence and their speaking ability at the tenth grade of SMAN 01 Kotabumi academic year 2020/2021?”.

#### **1.5 Objectives of the Research**

The objective of the research is to find out whether there is significant correlation between students’ emotional intelligence and their speaking ability at the tenth grade of SMAN 01 Kotabumi academic year 2020/2021.

#### **1.6 Usage of the Research**

Based on objective of the research above, it is expected that the result of the research can be useful as both theoretically and practically:

##### **1. Theoretically**

This research is expected to give information about the correlation between emotional intelligence and speaking ability.

##### **2. Practically**

###### **a. For Teachers**

The advantage of this research is expected to give the additional knowledge to English teachers about the correlation between emotional intelligence and speaking ability.

###### **b. For next Researchers**

This research is expected to be used as a reference for next researchers who want to conduct a further research relating to emotional intelligence and speaking ability.