

## **CHAPTER II THEORY REVIEW**

### **2.1 Theory Review**

#### **2.1.1 Concept of Speaking Ability**

Speaking is oral communication used by people to interact in daily life to convey information and maintain social relation. According to Brown (as cited in Episiasi, 2017, p. 29) related to expertise that can be learned and can be done directly and empirically, observations related to the accuracy and effectiveness of the listening skills of test takers, which affect the reliability and validity of the oral test. If the students want to be able speak fluently in English, they should pronounce words correctly, use the appropriate emphasis on each word correctly and use a pattern of good speech intonation.

Tarigan (as cited in Heriansyah, 2012, p. 37) states that speaking is a tool to express ideas that are arranged and developed according to the needs of the listener. It means that speaking is a way to expressing our thought and opinion, delivering mind and ideas by communication to other. According to Burn and Joyce (as cited in Hadriana, 2008, p. 38) speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It means that in speaking someone can take and give information from other ones through speaking. According to Luoma (2009, p. 1) speaking skill is important part of curriculum in language teaching, and this makes them an important object of assessment well. It means that speaking is an ability that

should be mastered by students well and students should pay attention to this ability because speaking is one of important part in English.

Speaking is the ability to speak fluently and process information and language well (Harmer as cited in Kuning, 2020, p. 78). It means that speaking is the ability of people to communicate in conveying ideas and how to use grammar and pronunciation correctly in processing information that can be understood by listener. According to Ur (as cited in Hadriana, 2008, p. 38) states that the characteristics of speaking can be said to be successful if the students speak a lot, as much as possible the teacher can allocate more time and provide opportunities for students to speak. Participation is even, it means that classroom discussions are not dominated by a minority of talkative students, but every student has a chance to speak. Motivation of high, students are eager to speak because they are interested in the topic and have something new to talk about. Language is an acceptable level, students are able to express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. Its characteristic is not easy to master by students. The student should try to practice as often as possible.

Hornby (as cited in Marlinda, 2015, p. 8) states that ability is the level of skill or intelligence that is mastered by someone. It means ability is performance of shows being able to do something well, physical, or mental potential of someone and that ability can be taught by teacher English as a foreign language.

In conclusion, speaking ability is a skill to deliver the information, giving expression and direction, and sharing though directly to another clearly.

Furthermore, speaking ability is the skill that can be mastered by students if they always practice to develop and increase their ability in speaking English.

### **2.1.2 Types of Speaking Performance**

Speaking is a kind of productive skill that can be directly and empirically observed (Brown, 2004, p. 141). Moreover, there are five types of speaking:

#### a. Imitative

Imitative is the ability to simply parrot back a word or phrase or possibly a sentence not for understand or convey meaning or to participate in an interactive conversation. The students imitate a sounds of the teacher, the step is the teacher will be pronounce or say a word or phrase or sentence one by one then the students should be focus about what the teacher said and listen carefully, endless repeating of word or phrase or a sentence without developing of production the words.

#### b. Intensive

Intensive is prompted to produce short stretches of discourse (more than a sentence) through which they demonstrate linguistic ability at a specified level of language. Intensive speaking involves producing a limit amount of language in highly control context. An example of this would be to speak aloud a passage or give a direct response to a simple question. It means intensive speaking is shown through achieving certain grammatical or lexical mastery. Intensive speaking tasks, such as: directed response, read aloud, oral sentence and dialogue completion, and translation up to the simple sentence level.

c. Responsive

Responsive tasks involves brief interactions with an interlocutor, differing from intensive tasks in the increased creativity given to the test-taker and from interactive tasks by the somewhat limited length of utterances (a very shorts conversations, standard greetings, small talk, simple requests, and comments). It is a way of speaking that uses reason and logic, encourages independence, and encourages elaboration. Responsive speaking can helps students develop oral language ability, self-expression, and social emotional skills related to social interaction.

d. Interactive

Interactive is the length and complexity of the interaction which sometimes includes tasks that involve relatively long stretches of interactive discourse. Interactive is also emphasizing the test taker to do good interaction between other people. Interactive speaking tasks, such as: oral interviews, role plays, discussions and conversations, and games.

e. Extensive

Extensive is an oral production task including of equally long duration but that involve less interaction or extensive such as: speeches, telling longer stories, and extended explanations and translations. Extensive speaking tasks, such as: oral presentation, picture-cued (extensive) storytelling, retelling a story or news event, and translation of an extended text.

Based on the several types of speaking performance above, it can be concluded that the most suitable types of speaking performance at the tenth grade in senior high school is responsive, because responsive can help students develop

oral language ability, self-expression because students can express their idea, opinion, and though in their mind, furthermore students has social emotional ability related to social interaction that can increased their speaking ability well day by day.

### **2.1.3 Assessing Speaking**

Assessing speaking is a way to measure students' speaking ability. According to Brown (as cited in Suroso, 2017, p. 21) assessing is the process of evaluating students' ability to build competencies with the aim of helping them to continue the learning process. The key to such formation is the deliverer by the teacher and internalization by the student of appropriate feedback on performance, with an eye toward the future continuation of learning. It means that assessing is a process to determine the ability of a person, against a competency, based on the evidence and assessing is ones way to measure skill of students, especially in speaking.

Louma (2009, p. 1) states that assessing speaking is challenging because there are so many factors that influence our impression of how someone can speak language. It means that speaking focus on what the speaker say and an assessor (teacher) should pay attention to the speaker. In other word speaking assessment is process to measure students ability encompasses such as students give response to a question, offer a comment and deliver information. The teacher can evaluate the students speaking ability in asking and giving information to improve their speaking ability. Suckie and Banta (as cited in Komalasari, 2015, p. 13) state that assessment is ongoing process of stabling students outcome, ensuring that students has sufficient opportunities to achieve those outcome, systematically

gathering, analyzing and interpreting students to determine how well their learning in teachers' explanation, using the information to understand and improve students' learning.

Speaking can be gotten by rating scale. Rating scale is modified by Harris based on Oral-English Rating Sheet. There are five aspects to measure students speaking ability, such as: pronunciation, grammar, vocabulary, fluency, and comprehension. Harris (as cited in Wicaksani, 2013, p. 4) states that here the rating scales for each component.

a. Grammar

Grammar is one of important components in language, especially in English. If the students use grammatical correctly in the sentence, it is makes the listener easier to understand about what the speaker talk about. Hornby (as cited in Komalasari, 2015, p. 14) states that grammar that describe of the rules for forming words and making sentences. It means that grammar is a tool to make our sentence to be well and easier to catch the point of the message by the listener. The indicators and scores to assess grammar of students can be seen at the following table:

**TABLE 1**  
**GRAMMAR ASSESSEMENT INDICATORS**

<b>ASPECT</b>	<b>INDICATORS</b>	<b>SCORES</b>
GRAMMAR	Errors in grammar are frequent	1
	Can usually handle elementary construction quite accurately but does not confident control of grammar	2
	Control grammar is good	3
	There are some grammatical errors but still intelligible	4
	Errors in grammar are quite rare	5

*Adopted from Harris (as cited in Wicaksani, 2013, p. 4)*

b. Vocabulary

Vocabulary is essential components in language, especially in English because it is very important in resulting speech. Thornbury (as cited in Helmanda and Nisa, 2019, p. 81) state that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is almost important rather than learning grammar, so vocabulary should be mastered by someone who learn English because it is always used by people when they are used language as a tool of communication. The indicators and scores to assess vocabulary of students can be seen at the following table:

**TABLE 2**  
**VOCABULARY ASSESSEMENT INDICATORS**

ASPECT	INDICATORS	SCORES
VOCABULARY	Speaking vocabulary inadequate to express anything	1
	Has vocabulary sufficient to express	2
	Often use the wrong word, the conversation is somewhat limited because vocabulary is inadequate	3
	Can understand in any conversation within the range of experience	4
	Almost all of the vocabulary is used correctly	5

*Adopted from Harris(as cited in Wicaksani, 2013, p. 4)*

c. Pronunciation

Pronunciation is a way in which language and particular word or sound is spoken. Thornbury (as cited in Helmanda and Nisa, 2019, p. 81) states that pronunciation refers to the student's ability in producing comprehensible utterances to fulfill the task requirements. It is clear that pronunciation is one of important components that have to consider in order making a good speech. If make mistake when pronounce a word it can make a different meaning or message

of the content of speech. The indicators and scores to assess pronunciation of students can be seen at the following table:

**TABLE 3**  
**PRONUNCIATION ASSESSEMENT INDICATORS**

ASPECT	INDICATORS	SCORES
PRONUNCIATION	Pronunciation problems are extremely severe to make speech difficult to understand	1
	Errors in pronunciation are frequent must to repeat often	2
	Pronunciation errors often interfere with understanding	3
	Errors in pronunciation are quite rare	4
	Pronunciation is clear, accepted and under stable	5

*Adopted from Harris (as cited in Wicaksani, 2013, p. 4)*

d. Fluency

Fluency is one of important aspects in English. Foster and Skehan (as cited in Helmanda and Nisa, 2019, p. 81) state that fluency is ability to speak speed, accuracy and proper expression without having to stop and think to long about what is going to said. It shows that fluency is a part of speaking to indicates how well or how fluent a speaker expresses their idea in term of sentence. The indicators and scores to assess fluency of students can be seen at the following table:

**TABLE 4**  
**FLUENCY ASSESSEMENT INDICATORS**

ASPECT	INDICATORS	SCORES
FLUENCY	Speech very halting and fragmentary to make conversation	1
	Often silent because language limitation	2
	Speed and fluency are greatly affected by language problems	3
	Language problems slightly affect speech	4

	rate	
	Can use the language fluently and speed of speech is normal	5

*Adopted from Harris (as cited in Wicaksani, 2013, p. 4)*

e. Comprehension

Comprehension is the ability to understand something that is being talked about (Hornby as cited in Helmanda and Nisa, 2019, p. 79). Comprehension is a way of students to understand what the meaning the other says and can know the purpose of every single word in sentence when they speak. The indicators and scores to assess comprehension of students can be seen at the following table:

**TABLE 5**  
**COMPREHENSION ASSESSEMENT INDICATORS**

ASPECT	INDICATORS	SCORES
COMPREHENSION	Cannot understand even simple conversational English, requires repeated repetitions	1
	Can understand speech if delivered with slowed speech and repetition	2
	Can understand what is said but speech a little slower	3
	Can understand any conversation but occasional repetition is required	4
	Can understand almost all what is said at normal speed	5

*Adopted from Harris (as cited in Wicaksani, 2013, p. 4)*

Conclusion, based on explanation above there are some of expert aspects and indicators of assessing speaking that should teacher know if they are want to measure or assesses students' speaking ability well should following the rule of assessing speaking it. If students want to get high score in speaking so they should to fulfill the criteria above.

#### **2.1.4 Concept of Emotional Intelligence**

Emotion are the most naturally elements in human beings in creating behavior and characteristic of person. Emotion and feeling play an important role in creating happiness and sadness in human life. The root of emotion word is come from Latin word 'Movere', which implies that the tendency to act is absolute in emotion (Goleman, 2016, p. 7). It means that emotion play role to encourage person to act or responds to overcome problems quickly.

Stem (as cited in Daud, 2012, p. 245) state that intelligence is the ability to recognizing problems and the environment, the ability to think, the ability to work, the ability to control one's behavior, and the ability to accept complex relationships. Intelligence is an ability of someone to establish and maintain a goal, to make adjustments in order to achieve that goal and to be critical of yourself (Binet as cited in Daud, 2012, p. 246). It can be interpreted that intelligence is adjustment can affect someone in managed and mastered environment effectively to reach a goal .

Low and Nelson (as cited in Mohza et al., 2013, p. 304) state that emotional intelligence is very important for students' mental health and academic success. It is explain that students academic achievement is closely related to their emotional intelligence because mental health is affect them in an effort to success in learning. Yusuf ( as cited in Sari et al., 2018, p. 29) states that there are positive and negative emotions. Positive emotions are happy, spirited or curiosity and negative emotions are un happy, disappointed and not excited. It means that if students have positive emotions it will make students focus in the teaching and learning process. Furthermore, if students have negative emotions and they cannot

manage, so they will experience an obstacle in learning activity and they will experience failure.

According to Goleman (2016, p. 42) intelligence quotient (IQ) is only contribute about 20% of a person success, and others factors contribute about 80% for person success in life. Nowadays, people are faced with the fact that not only IQ needed to achieve learning success but is strongly influenced by other factors such as emotional intelligence or emotional quotient (EQ), it is an ability to motivate students, overcoming stress, controlled impulse, set the feelings (mood), empathy, and the ability to build relationships and work well together to reach learning achievement.

According to Spielberger ( as cited in Akduman et al., 2015, p. 126) there are three major models of emotional intelligence :

1) The Salovey and Mayer Model

Emotional intelligence refers to an ability to perceive, understand, manage and use emotions to facilitate thinking. It consists of four subscales: perceiving emotions, using emotion to simple thought, understanding and managing emotions.

2) The Bar-On Model

This model refers on an interrelated emotional and social competencies measured by self-report. It contain of five scales: intrapersonal, interpersonal, adaptability, stress management and general mood.

### 3) The Goleman Model

Model defines emotional intelligence controlling the construct of competencies and skills. It consists of five subscales: self-awareness, self-management, motivation, empathy, social skills.

Goleman (as cited in Mehta and Singh, 2013, p. 1253) emotional intelligence divides into five elements, such as: self-awareness, self-regulation, motivation, empathy, and social skills.

#### 1) Self-Awareness

A person who has high emotional intelligence it means they have self-awareness. Self awareness competencies include emotional awareness, accurate self assessment and self confidence. According to Goleman (2016, p. 56) self-awareness refers to the way to recognizing one's emotions and their effects and observing feelings as they occur. It means that someone who self awareness understand between their emotions, their thought and actions, including what they feel and say, understand how their feeling will therefore affect to performance, and use it to guide them in making decisions. People who are good at self assesment generally have a good understanding of their strengths, weaknesses and limits. Self confidence is belief with their abilities and potential (McGee as cited in Yurika, 2015, p. 16). It means that someone who self confidence is able to understand and present themselves well. The ability of self awareness is the most important part of emotional intelligence.

#### 2) Self-Regulation

This is the ability to control emotion and feelings in the right way (Goleman, 2016, p. 56). It means that the ability to self control in manage

disruptive emotions and impulses effectively, so give the positive impact to implement the task. If their moods are bad or sad, they do not worried and do not let their emotions get out of control. The characteristic of people with high self-regulation are generally have positive feelings to themselves and the environment, they have the ability to overcome stress, they do not allow themselves to angry or jealous, they do not let their impulsive rule them and take decision careless because they always think before act, and they can recovery from emotion pressure quickly.

### 3) Motivation

Motivation is internal circumstances that encourage people or animal to do something (Gleitman as cited in Daud, 2012, p. 247). It means that motivation is encouragement from within without any influence from other people and situation. Person who have high self-motivation can find strongest reason to push them to do something in any situation, can manage oneself to control the deepest desires to guide them reaching goal and optimistic in dealing with problems. In addition, motivation direct oneself to take the initiative and act effectively, and survive the failures faced.

### 4) Empathy

Empathy is the ability to identify and understanding the wants, needs, point of view by people around you (Goleman, 2016, p. 57). It means, people higher in empathy are being able to understand others feelings and perspective, so it can to avoid them to judging quickly. Furthermore, empathy makes individuals feel sensitive to help, can building trust and align oneself with different kinds of

people. In addition people who have empathy will be able to listening and managing relationships to others.

#### 5) Social Skills

People who wants to build and maintain the relationship should be better in giving attention and responds to others. According to Goleman (as cited in Metha and Singh, 2013, p. 1256) social skills is an ability to communicate, persuade, and interact with other members of society harmoniously without conflict to each other. It means that people who high social skills capable to controlled their emotions well in relationship to each other, can avoid disputes which might appear, accurately to read the circumstances, can communicate clearly and fluently, help to other, have ability of being cooperative and excellent work in team.

It can be concluded that emotional intelligence is the ability to guide someone in using and controlling emotions, impulse and feelings, to use this informations to thing and action in a good way. Moreover, emotional intelligence is the capability that can bring someone has better in relationship and social interaction. In addition, emotional intelligence is a characteristic of someone who really needs to be improved right because it can be a key to success of one's life, both in social life and in the academic field.

#### **2.1.5 Previous Related Research**

There are some previous researches which are conducted related emotional intelligence and speaking ability. The previous research was conducted by Gustina (2016) in her research entitled "The Correlation Between Students' Emotional Intelligence and Their Speaking Achievement at the Tenth Grade of

SMA Negeri 4 Kotabumi North Lampung Academic Year 2016/2017". The result of her research showed that  $t_{\text{count}} = 2.775 > t_{\text{table}} = 1.684$  with  $\alpha = 0.05$ . It means that  $H_0$  was rejected and  $H_a$  was accepted. So, this research showed that there was correlation between students' emotional intelligence and their speaking achievement. The differences between my research and previous research is in the dependent variable of her is about speaking achievement then mine is about speaking ability. The similarities in previous research is in research conducted at the tenth grade of senior high school. The next is about independent variable is emotional intelligence same with previous research.

Moreover, previous research from Reni (2019) in her research entitled "The Correlation Between Students' Emotional Intelligence and Speaking Ability of The Twelfth Grade Students of SMA N 4 Pariaman in Academic Year 2018/2019. The result of his research showed that  $r_{\text{count}} = 0.54 > r_{\text{table}} = 0.396$ . It means that  $H_0$  is rejected and  $H_a$  is accepted. So, this research showed that there is a correlation between students' emotional intelligence and speaking ability. The differences between my research and previous research is in research conducted at the twelfth grade of senior high school then mine at the tenth grade of senior high school. The similarities in previous research are two variables there are the independent variable and the dependent variable same with the previous research above.

Based on review previous research above showed that emotional intelligence related to students' speaking ability. Moreover, the previous researchers conducted also revealed that emotional intelligence are positive correlation toward students' speaking ability. In addition, the previous research

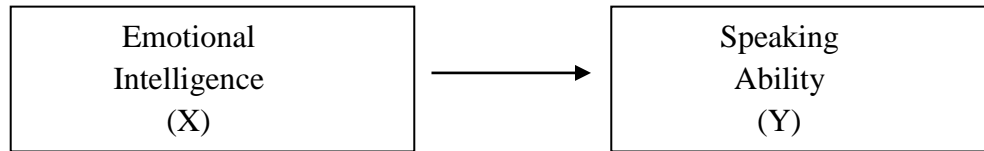
showed that emotional intelligence was significant correlation between emotional intelligence and speaking ability. Regarding the previous researchers above, the researcher interested to conduct research about The Correlation Between Students' Emotional Intelligence and Their Speaking Ability at the Tenth Grade of SMAN 01 Kotabumi Academic Year 2020/2021.

## **2.2 Frame of Thinking**

In speaking, students should master some components, such as: pronunciation, grammar, vocabulary, fluency, and comprehension. However in fact, the students often face difficulties to express their feeling, convey their ideas, thoughts, and opinion, most of the students feeling unconfident, anxiety, afraid, shy which are causes them to speak English in a low voice, also lack of vocabulary it is makes them feeling guilty when their speak a word incorrectly. These problems may correlate with students' psychologies, because in learning not only use their intellectual intelligence but also used their emotional intelligence because it guide someone to think and take action, so the students who used their emotional intelligence well, can practice more their ability for example, arrange good sentence, enrich their vocabulary, practice their pronunciation, practice their fluency, and practice their courage to speak in front of class. Additionally, students will feel more confident, enjoy and fun in speaking English.

Consequently, they will practice speaking more and make their speaking ability better time by time. Based on the explanation above, the researcher assumes that there is significant correlation between students' emotional

intelligence and their speaking ability. The frame of thinking of the research can be drawn in figure 1 below:



**FIGURE 1. THE CORRELATION BETWEEN STUDENTS' EMOTIONAL INTELLIGENCE AND THEIR SPEAKING ABILITY**

### **2.3 Hypothesis**

Based on the theories and frame of thinking above, the hypotheses to be proved in this research are as follows:

H<sub>0</sub> :There is no significant correlation between students' emotional intelligence and their speaking ability at the tenth grade of SMAN 01 Kotabumi academic year 2020/2021

H<sub>a</sub> :There is significant correlation between students' emotional intelligence and their speaking ability at the tenth grade of SMAN 01 Kotabumi academic year 2020/2021