

## AN ANALYSIS OF STUDENTS' EMOTIONAL INTELLIGENCE MANAGEMENT IN SPEAKING ENGLISH

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### Abstract

This research aimed to describe the student's emotion in speaking English and to describe the students' emotional intelligence management in speaking English at the State Senior High School (SMAN) 1 Soppeng. This research used qualitative descriptive method. Observation and interviewing were employed on 64 students of year 11 class MIA and IIS. Data were collected through speaking test, observation checklist, and interview. The data were analysed using interactive model contained 3 sub interrelated processes namely were data reduction techniques, data presentation, drawing conclusion, and verification. The research result indicated that students experienced positive and negative emotions. In positive emotion is Happy, the indicator of positive emotion is Smile while in negative emotions the students experienced nervous, afraid, worried, anxiety, shy, confused, and lack of confidence, and difficult to express words or sentences. In the student's emotion management covers how emotional intelligence handles positive and negative emotions. The student manages his positive emotion by relaxation while in managing their negative emotions, they used relaxation, Positive reinterpretation & growth, and acceptance. In emotion management, there are three from the five aspects of emotional intelligence competencies used by students when speaking English which covered in students' emotional intelligence. The students' emotional intelligence are self-awareness, self-regulation, and motivation.

**Keywords:** Emotional Intelligence Management, Speaking English

### INTRODUCTION

Speaking skill is the most important skill to acquire foreign or second language learning. Pammu et al. (2014), EFL is advantageous for pursuing education and training abroad. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. In general, from a variety of research reports and findings show that speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language. They are generally facing problems to use the foreign language to express their thoughts effectively. They stop talking because they face psychological obstacles or cannot find the suitable words and expressions (Leong & Ahmadi, 2017). In line with this, Bueno, Madrid, and McLaren in Parupalli (2019, p.3) said that speaking is one of the most difficult skills language learners have to face. In line with that, (Belegdair, 2015) argued that Difficulty of EFL students on performing English speaking probably caused by cognitive or psychological factors.

Tuan & Mai (2015) pinpoint the factors that affect students' speaking performance such as motivation, confidence, anxiety, time, planning, and amount of support, standard performance, listening ability and feedback during speaking activities. Most students want and expect their teachers to give them feedback on their performance. There are abilities to appreciate everyone in deeper level of self-efficiency. In other words, students' level of

emotional intelligence and self-efficiency has essential roles in English language learning.

Rivers (1968) says that teachers must provide numerous opportunities for children to practice speaking skills. This indicates that students who are learning a foreign language must engage in a great deal of practice in order to overcome the issue of speaking. Consequently, feedback is crucial to student development. Providing feedback involves explaining to students what they are doing well and badly. It is backed by Nasmilah et al., (2021), who state that teacher's feedback as a source of input plays a crucial role in assisting students to improve their speaking abilities. The influence of emotion is also an important process of learning. People with lower emotional intelligence might find it harder to accurately identify emotions, recognize how other people feel, or express and honor emotional needs. Emotion determines one's learning process, especially in a collaborative learning process that often became a recommendation in learning at this time (Nagaime, 2014: 112). Emotion affects the contribution of student achievement and maintains good relationships between peers and teachers of the subject-related, physical and psychological state as well as the long-term success of the students (Brackett and Rivzgers, 2009:9). Students will perform better with positive emotion.

However, there are two types of emotion can affect learning outcomes in learning English. The emotions categorized into positive emotion and negative emotion (MacIntryev & Gregesen: 2013). Positive emotional factors like self-esteem, empathy, and motivation can facilitate the learning process, yet negative emotions such as anxiety contribute to students' poor performance in the class (Arnold and Brown, 2005: 1, 9) emotions lead the students to feel very unpleasant during learning, they do not have desires to learn because the negative emotions bring them to that situations as Pam (2013) defines negative emotions "as an unpleasant or unhappy emotion which is evoked in individuals to express a negative effect towards an event or person." Besides, Emotions' impact learning in four ways. They impact our levels of motivation (motivational impact). Positive emotions can help a student engage with learning longer because they stay motivated.

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## LITERATURE REVIEW

### Definition of Speaking

Speaking is one of two productive abilities in language teaching and learning. It is defined as a two-way process between speaker and listener and includes practical speaking and receptive understanding skills (Golkova & Hubackova, 2014). Meanwhile, Nunan (2003) defines that

speaking consists of producing systematic verbal utterances to deliver meaning. Moreover, Bygate (1987) argues that speaking is the capability in the usage of oral language to explore ideas, intentions, and emotions to other people as a way to make the message truly delivered and nicely understood by the listener.

In social interaction, speaking is more than the ability to make grammatically correct sentences. Speaking in real interaction is not a matter of producing a spoken language, but speaking is also an active process of negotiating meaning by using social knowledge. Additionally, speaking requires students to have knowledge about how to produce not only linguistically but also pragmatically appropriate utterances (Martinez & Juan, 2006). The reason someone speaks depends on the social need, to be a tool for expressing feelings and ideas, responding to someone else, and exchanging information referring to an action or event in the past, present, future, and so on (Lindsay & Knight, 2006). People need to say something by using language based on the purpose involving the role of speakers and listeners (Harmer, 2007).

Meanwhile, speaking is also able to express someone in a situation of life or report acts or conditions in precise words or converse or express a sequence of ideas fluently. It means that speaking emphasizes more the ability of an individual to say something in the form of an expression, a report, etc., with the language he has. From the definition above, it can be inferred that speaking is a matter of expressing ideas, opinions, or feelings to others. In addition, speaking is a process of building and sharing meaning through verbal and non-verbal symbols in various contexts, including the production, reception, and processing of information.

### **Concept of Speaking**

Speaking is one of the four language skills that students or many people must master in order to communicate orally with others. In communication, speech is the fundamental means of conveying sufficient information to the interlocutor about what we intend. Speaking is an example of employing communication. Therefore, as driving is more directly related to social contact than other language skills, it is the most important language skill.

Bahar (2014) described speaking as the expression of emotion and thought through the succession of sounds (pronunciation). They are words, phrases, and sentences (grammar) that express a certain purpose within a language through their pragmatic and semantic meaning. According to Widdowson (1985), speaking is a sort of oral communication that involves two parties: the speaker, who conveys the message, and the listener, who receives the message. In other words, communication requires the productive talent of listening.

Moreover, according to Birney (1976), speaking is a sort of oral communication that conveys ideas or information to others. It is the primary means through which a person can express themselves through language. The act of speaking involves not only the creation of sound but also the employment of gestures, facial muscle movement, and the entire body. All of these non-vocal communication activities except speaking are relayed through the visual medium. Birney (1976) asserts that oral communication is a two-way process between the speaker and

the listener, valuing speaking as the producing skill and listening as the receptive skill. Therefore, both the speaker and the listener are active during oral communication.

### **Emotional Intelligence**

To understand the concept of emotional intelligence, it is important to recognize what is emotional intelligence. Salovey & Mayer (2006) define 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. In line with this, Najafpour (2008) stated that Emotional intelligence holds within social intelligence and gives a special importance to the effect of emotions on our ability to look at situations without being influenced by personal feelings and therefore understanding ourselves and other people. Emotional intelligence is being able to sense, understand, and use the power of emotions, as a source of energy, creativity and influence. Furthermore, Ghani, et al. (2014) said that Emotional intelligence become one of important determinant for measuring success in one's life. Emotional intelligence involves the quality of an individual's ability to identify and understand their own emotions and others, manage conflict and flexible in positive interactions with the environment in verbal and non-verbal. Brain added that emotionally intelligent people recognize this and use their thinking to manage their emotions rather than being managed by them. In the course of last two decades, Emotional Intelligence (EI) concept has become a very important indicator of a person's knowledge, skills and abilities in workplace, school and personal life.

### **METHODOLOGY**

This study employed qualitative-descriptive by applying phenomenological study approach. Qualitative descriptive studies are the least "theoretical" of all of the qualitative approaches to research. In addition, qualitative descriptive studies are the least encumbered studies, compared to other qualitative approaches, by a pre-existing theoretical or philosophical commitment. For example, phenomenology, grounded theory, and ethnographic are based on specific methodological frameworks that emerged from specific disciplinary traditions (Lambert, 2013). The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data (Hosseini, 2015). This study also applied phenomenological study as a means to obtain deeper understanding of something and phenomena in a particular study and context. Phenomenology is the study of human experience and of the way's things present themselves to us in and through such experience (Gallagher, 2008). The purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation. In the human sphere this normally translates into gathering 'deep' information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation, and representing it from the perspective of the research participant(s) (Mann, 1980).

To collect the necessary data of students' emotional intelligence in speaking, firstly, researcher collected some videos about speaking activity by recording the students. Secondly, researcher observed the videos one by one. Thirdly, researcher interviewed the students to get further information. Finally, after interviewing, researcher analyzed the data.

Technique of collecting data is a way that used by the researcher to get the data (Arikunto, 2002:136), in this research the researcher collected the data by likert questionnaire data analysis, the likert questionnaire used to investigate the level of negative emotion they have in case of anger, anxiety and hopelessness and then the students were being interviewed to investigate the reasons stimulate students' negative emotion in case of anger, anxiety and hopelessness. The instruments of this research were field notes and interview protocol. The interviewing protocol used in this research namely interview protocol of students' emotional intelligence in speaking. The questions of the interview protocol were adopted from basic theory.

## **FINDINGS**

### **Students' Emotion in Speaking English**

The data shows that students experienced 2 emotions in speaking English. The two sections are elaborated as follows:

#### **1. Positive Emotion**

The observation was administered to collect the data of students' emotion expression when they were speaking English. To obtain the data, some videos observed to investigate students' emotion expression. The result of the observation shows that the students experienced 2 emotions in speaking English, namely positive and negative emotions. In positive emotion, students' felt happy that could be known from their face and vocal. The following extractions from observation. In interviewing, the results of the observations are supported by the results of the interviews. The data shows that positive emotion who felt in speaking English was happy. Toward some questions about emotion in speaking English, here is his response from interviewing:

##### **a. Happy**

"The emotion that I often feel when speaking is feeling happy when my friends pay attention what I say. So, I feel happy".

The response from interviewing shows that he experienced positive emotion when speaking. The positive emotion that he felt was happy especially when he spoke and his friends paid attention what he said.

#### **2. Negative Emotion**

The results of the observation shows that beside positive emotions, students also experienced negative emotions. In negative emotion, student's felt nervous and shy that could be known from their face, gesture and vocal. The following extractions from observation. The results of

the observations are supported by the results of the interviews. The data shows that negative emotion who felt in speaking English are nervous, afraid, anxiety, worried, confused, shy and lack of confidence. Toward some questions about emotion in speaking English, here is the responses from interviewing:

a. Nervous, Anxiety, and Confused

“Usually when I speak as like nervous, anxiety, then sometimes confused, sometimes it goes blank when it runs out of topics when I speak in front of the people because when with friends am easy going”.

The preceding extract shows that he experienced negative emotion when speaking. The negative emotions that he felt were nervous anxiety and confused especially when he spoke in front of the people.

b. Nervous, Anxiety, Lack of Confidence and Afraid

“I feel Nervous, anxiety, lack of confidence, afraid before my speaking turn”.

The preceding extract shows that she experienced negative emotion when speaking. The negative emotions that she felt were nervous, anxiety, lack of confidence, and afraid especially when before her speaking turn.

c. Anxiety, Nervous, and Afraid

“Sometimes anxiety, nervous when I forget vocabularies, trembling, afraid of being wrong.”

The preceding extract shows that he experienced negative emotion such as nervous and afraid when speaking. The emotions arose when he forgot vocabularies.

d. Anxiety, worried, shy and afraid

"Anxiety, worried, shy and afraid when speaking in front of the people"

The preceding extract shows that he experienced negative emotion when speaking. The emotions that he felt were anxiety, worried, shy and afraid when he was speaking in front of the people.

### **Students' Emotion Management in Speaking English**

#### 1. Management of Positive Emotion

Toward some questions about Students' emotion management in speaking English, here is his response from interviewing:

a. Happy: Smile

“When I am happy, I always smile and usually cause me to be over confidence which sometimes make me feel embarrassed. When I feel happy, I usually try to control myself by catching my breath and then start to speak slowly.”

The data shows that the indicator of positive emotion is smile. He managed his positive emotion when speaking with relaxation by catching his breath and then started to speak slowly.

He recognized the positive emotions that he felt as like always smile and usually caused him to be over confidence when speaking.

## 2. Management of Negative Emotion

Toward some questions about Students' emotion management in speaking English, here is the responses from interviewing:

### a. Nervous, Anxiety, and Confused: Getting Headache and Heart Thump

“Usually I am getting headache, sometimes my heart thump after and before speaking. Of course, the first always positive thinking that I can do it”.

The data shows that the indicators of negative emotions are getting headache and heart thump. He managed his negative emotions with Positive reinterpretation & growth by positive thinking. He recognized the emotion he felt as like got headache and heart thump before and after speaking.

### b. Nervous, Anxiety, Lack of Confidence and Afraid: Difficult to Express Words or Sentences.

“Sometimes, I don't know what I have to say, difficult to express words or sentences. I give motivation for myself that I can do it.”

The data shows that the indicator of negative emotions is difficult to express words or sentences. He managed his negative emotions with Acceptance by giving motivation for his self and recognized the emotion he felt when he did not know what he had to say or difficult to express words or sentences.

### c. Anxiety, Nervous, and Afraid: Cold Sweaty Hands

“Cold sweaty hands, trying to calm down that everything is fine”

The data shows that the indicator of negative emotions is cold sweaty hands. He managed his negative emotions with Positive reinterpretation & growth by trying to calm down. He recognized the emotions he felt as like cold sweaty hands.

### d. Anxiety, Worried, Shy and Afraid: Cold Hands and Shaking Voice

“My hands are cold and then the voice is a little shaky at the beginning but when it's in the process it has been fluent, I try to control myself by catching my breath”.

The data shows that the indicators of negative emotions are cold hands and shaking voice. She managed her negative emotions with relaxation by catching her breath and trying to master the material. She recognized the emotion she felt as like her voice was a little shaky at the beginning but when it was in the process it had been fluent.

The result of the data from interviewing shows that the students had same way in managing their positive and negative emotions, such as relaxation by catching breath. But in managing their negative emotion, the students had several ways beside with relaxation, such as Positive reinterpretation & growth, and acceptance. The ways did by students in managing their emotions were self-regulation and motivation. In addition, the students recognized the

emotions first before managing it by indicators that they felt and shown. The student showed smiling when happy but when felt negative emotion they got headache, heart thump, difficult to express word or sentences, cold sweaty hand and shaking voice. The indicators that students felt in recognizing their emotions were self-awareness. From the 5 aspects of Emotional intelligences; self- awareness, self-regulation, motivation, Empathy and social skills, the students only used 3 aspects of emotional intelligences in recognizing and managing their emotions. Those were self-awareness, self-regulation and motivation. Students experienced positive and negative emotions in speaking English. The researcher presents the data below:

Students' Emotions	
Positive	Negative
Happy	Anxiety
	Nervous
	Afraid
	Worried
	Shy
	Confused
	Lack of Confidence

**Table 1: Classification of students' emotions in speaking English class**

From the table above, the data shows students experienced 2 kinds of emotions. It was Positive and negative emotion. In this study was founded that the students who became the respondents felt anxiety, nervous, afraid, worried, shy, confused, and lack of confidence during the speaking English class. While in positive emotion, the student only experienced happy. It means that the students were indicated to have experienced several negative emotions than positive emotion.

## DISCUSSION

### 1. Students' Emotion in Speaking English

The finding of this research shows that Students' emotion in speaking English consists of Positive and negative emotion. In positive emotion is happy while in negative emotions are anxiety, nervous, afraid, worried, shy, confused, and lack of confidence. In observation, the students can be known the emotions by face expression, gesture and vocal. One study that supports this argument is the study of Keltner et al (2019), Emotions enable people to react to significant stimuli (in the environment or within themselves), with complex patterns of behaviour involving multiple modalities – facial muscle movements, vocal cues, bodily movements, gesture, posture, and so on.

In addition, Guarnera et al (2015), in particular, the study demonstrated that happy and angry expressions were the most recognized emotions, followed by expressions of disgust and neutral expressions, while facial expressions of fear and sadness were significantly less recognized compared to all the other emotions. Furthermore, Giacomo Mancini and other add that the recognition of emotional facial expressions is a central aspect for an effective interpersonal communication.



## 2. Students' Emotion Management in Speaking English

Based on the interviewed, the data shows that only 3 of the 5 emotional intelligence competencies used by students in speaking English class. The first, students can recognize the positive and negative emotions that come up when speaking by some indicators such as smile, get headache, heart thump, difficult to express words or sentences, cold sweaty hands, and shaking voice. It is related to the first emotional intelligence competencies; it is self-awareness. In line with this, in Psychological sweating in response to emotive stimuli like stress, anxiety and pain occurs over the whole-body surface, but is most evident on the palms, soles, face and axilla (Harker, 2013). Besides that, Hulu (2018) claimed that the main cause of shaking voice is the feeling of nervousness. In positive emotion, Jeannette Haviland-Jones and others states that in the measurement of emotion, the smile is the easiest facial movement to recognize. This is especially important when the movement is brief and embedded in ongoing activity. Smile is consistently related to positive emotion in humans and is a reliable indicator of happiness.

Finally, the result of this research found that the XI MIA, XI IIS, and XI English Literature students of SMAN 1 Soppeng experienced positive and negative emotion in speaking English. The data shows that the most often felt by the students when speaking are anxiety, nervous, and afraid. Meanwhile, students used 3 aspects of emotional intelligence competencies of the 5 competencies in speaking English. Those were self-awareness, self-regulation and motivation. They used those competencies in recognizing and managing their emotion when speaking.

## CONCLUSION AND SUGGESTIONS

This research aimed to describe the student's emotion in speaking English. The result shows that students experience 2 kinds of emotion, those are positive and negative emotions. In positive emotion is happy while in negative emotion, the students experienced afraid, worried, anxiety, shy, confused, and lack of confidence. Each student experiences several emotions. But the most often felt by the students when speaking are negative emotions; anxiety, nervous and afraid. The second aims of this research are to describe the students' emotion management in speaking English. The result shows that from the 5 emotional intelligence competencies, only 3 used by students in recognizing and managing their emotion when speaking English. Those are self-awareness, self-regulation and motivation. In self-awareness, they can recognize the emotions they feel by some indicators such as smile, getting headache, heart thump, difficult to express words or sentences, cold sweaty hands, and shaking voice when speaking. While in self-regulation, the students manage their emotions by 1). Relaxation: catching breath, 2). Positive reinterpretation & growth: positive thinking, try to calm down, and 3). Acceptance: giving motivation. It indicates that students used self-regulation in managing the positive and negative emotions in speaking English.

For upcoming research, it is strongly suggested that the research maybe be focusing on the student who feels positive emotion when speaking and what factors influence it. For further researcher, this research focuses on negative emotion and how to manage them. Besides, this

study was limited to the qualitative data about emotional intelligence in speaking English. Quantitative data is needed to explore students in recognizing and managing emotion positive and negative by implementing emotional intelligence competencies.

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