
AFFECTIVE ASPECT AND SPEAKING SKILL OF THE STUDENTS OF ENGLISH EDUCATION PROGRAM

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ABSTRACT

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This study was designed to investigate the relationship between affective aspects (emotional intelligence) and the speaking skill of students in the English Education study program, as well as the relationship between fifteen elements in the affective aspect (emotional intelligence) and the speaking skill of students in the English Education study program. Sources of data from this study were 120 students from the English Language Education study program at Muria Kudus University. They filled out a Bar-on (1997) Emotional Intelligence questionnaire which was used as an instrument and an online interview whose results were analyzed using Cambridge English Assessing Speaking Performance – Level C1. The results of the analysis using the correlation method show that there is a positive relationship between the affective aspects of students' emotional intelligence from the English Education study program and their speaking skill. Furthermore, this study found that there was a significant positive relationship of the fifteen elements in the affective aspect of emotional intelligence with students' speaking ability. In addition, the results of this analysis indicate that the affective aspect can significantly predict students' speaking ability using the Cambridge speaking ability assessment sheet.

KEYWORDS

Affective Aspect, Emotional Intelligence, Speaking Skill, English Education Program



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INTRODUCTION

Nowadays, the ability to speak English has a very important role. Some experts argue that the ability to speak is linked to anxiety. One of them, Tsiplakides, et.al., (2009) states that students' anxiety in speaking foreign languages comes from their anxiety of

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unexpected responses from their friends. Anxiety in foreign languages also results in low speaking skills, which in turn will prevent them from actively participating in speaking activities. Thus, it can be assumed that students with good affective aspects may not easily feel anxious to speak even in situations that trigger this sense since they manage the emotion well so that they can show better ability to speak.

(Shumin, 2002) states that speaking skill is also possibly influenced by some other aspects such as motivation, confidence, and awareness. Related to the relationship between affective aspects and speaking skill, students who felt, observed, and assessed their affective aspects (namely emotionally intelligent) felt very competent to speak. A number of studies have been conducted to investigate the two variables correlation (affective factors-emotional intelligence and speaking skill) (Egloff, Schmukle, Burns, & Schwerdtfeger, 2006), anxiety (Beatty & Friedland, 1990), confidence and motivation.

The affective aspect covers several elements including emotion, anxiety, emotional intelligence, self-esteem, motivation, and empathy. One of the elements of the affective aspect that becomes the focus of this study is Emotional Intelligence (EI). Many studies in the field of education focus on this element, among others (Pekrun & Linnenbrink-Garcia, 2014) (MacCann, Fogarty, Zeidner, & Roberts, 2011) and especially in English learning (Pishghadam, 2009). (Mayer & Salovey, 1995) conveys that the emotion visualization and the pertinence of supervision can be assisted by some abilities. This unit of abilities called as affective aspects (emotional intelligence). In addition, they perceive this aspect as controlling emotions in themselves and in other people. They also use it to encourage the motivation. Numerous opinions and concepts about emotional intelligence, one of which is proposed by (Bar-On, 2000). He argues that emotional intelligence is a non-cognitive ability and affects a person's ability to achieve success in the face of environmental pressures. In addition, he considers emotional intelligence as the ability to understand emotions and how they affect interpersonal relationships.

A number of researches have also studied the relationship between speaking skill and affective aspect (emotional intelligence). (Bora, 2012) found that students who had better emotional intelligence were engaged more in activities which involved mind. They also spoke with better confidence sense and interpersonal aspects which make them better in interacting with other people. Furthermore, Bora found that students who had less emotional intelligence did not interact appropriately with other people. Pishghadam (2009), also conducted research on the relationship between emotional intelligence and students' English speaking and listening skills. The results showed a significant relationship between the two. The five components that he focuses on, including interpersonal skills, mood, stress management, and emotional intelligence are closely related to students' speaking and listening skills.

Speaking is one of the important skills that must be mastered by all students. As one of the main skills needed in the world of communication today, speaking is emphasized on oral appearance. This is a productive skill that can be observed directly and empirically. (Brown, 2004) states that speaking consists of several oral components which are used as assessment as well. They are grammar, fluency, pronunciation, use of vocabulary, and comprehension (content). These components provide a big role for non native English speakers. According to Chaney, speaking is the process of constructing and sharing meaning through the use of verbal and non-verbal symbols in various contexts. This is an important aspect in English learning. This is commonly seen as skill in English as a Foreign Language classes. Oral performance is a priority in everyday English communication. Intuitive speaking seems to be the most important of the four language skills (listening, speaking, reading, and writing) because a person who knows a language is referred to as the 'speaker' of that language, as if speaking included all the

other skills for knowing it (Ur, 2008). In other words, the learner's final product of language learning is being able to speak the target language fluently. (Bygate, 1987) explains that speaking skill mainly used in language learning. In linguistics or applied teacher education programs, the knowledge about speech (speech act) also needed to improve in learning speaking. It results the students' concerned about strategies in teaching speaking. It is begun from teacher centered learning to students centered learning which had been improved put teachers as facilitators only in the process. Activities in the class which involve more in the speaking tasks makes students have better skill in communication in different situation, to different communicants, and different setting of time. And it engages their speaking skill as well (fluency, pronunciation, diction, intonation, etc). From a learner's perspective, speaking is the most complex and difficult task among language skills because their preparation must include knowledge of language and the skills involved in using it. (Wang, 2014) investigated Chinese students in a new English class and the result showed that students felt to improve speaking skill more than other skills (83.7%). This means that they still have less speaking skill. Also, several studies have shown that Asian students have relatively high anxiety in learning English (Na, 2007; Tsai, 2003). They are seldom to use English as medium to communicate in the classroom or in daily life context. It causes low confidence of the students which finally make them afraid to speak. This phenomenon requires teachers to explore their thoughts so that students can effectively share their views by speaking. One of the ways to improve students' speaking ability is by applying the right technique for them.

The purpose of this study was to figure out whether there was a significant correlation between affective aspects and speaking ability of students of the English Education study program, Muria Kudus University, and whether there was a positive correlation between the elements in emotional intelligence and the speaking ability of students of the English Education study program. Muria Kudus University. As stated in several opinions about affective aspects and students' speaking abilities, this study is expected to give more emphasis and knowledge related to learning English, especially in teaching speaking skills. In addition, the results of this study provide a reference for developing students speaking skills.

RESEARCH METHOD

This research is an ex-post-facto qualitative study where the researcher investigates the relationship between affective aspects and speaking skills of students of the English Education study program, Muria Kudus University, and the correlation between the elements in emotional intelligence and the speaking skill of students of the English Education study program. Muria Kudus University. According to Gay in Sukardi (2004: 166) correlational researches is one part of ex-postfacto researches because researchers usually do not manipulate any state of the existing variables and directly look for the existence of a relationship and the level of variable relationship which is reflected in the correlation coefficient. Furthermore, (Fraenkel, Wallen, & Hyun, 2012) mentions correlational research belongs to descriptive research because this research is an attempt to describe conditions that have already occurred. In this study, the researcher tries to describe the current condition in a quantitative context that is reflected in variables. Questionnaire on emotional intelligence by Bar- on (1997) and online interviews were used as the instrument for 120 students of the English Education program in Kudus, Central Java, with a distribution of 105 females and 15 males to obtain the data.

Researchers used a questionnaire developed by Bar-on (1997) which consisted of questions which were short sentences that assessed five elements such as mood, intrapersonal, interpersonal, stress management, and adaptability. In addition, within the five elements there are fifteen more detailed points on the affective aspect, namely; flexibility, interpersonal relationships, happiness, problem-solving, independence, self-awareness, self-esteem, assertiveness, self-actualization, empathy, impulse control, social responsibility, reality testing, optimism, and stress tolerance. While the results of online interviews were assessed using Cambridge English Assessing Speaking Performance-Level C1. There are five assessment criteria which include Grammatical Resource, Lexical Resource, Discourse Management, Pronunciation, and Interactive Communication.

RESULT AND DISCUSSION

After the process of recapitulation and calculation of the data, the results of the questionnaire on affective aspects, namely emotional intelligence and students' speaking scores, used Cambridge English Assessing Speaking Performance-Level C1 from the results of online interviews were obtained. They can be seen in table 1 below.

Table 1 Student Speaking Skill Scores using Cambridge English Assessing Speaking Performance-Level C1, how they respond to the questionnaire about emotional intelligence, and fifteen elements of emotional intelligence.

		N	Min.	Max.	Mean	Std. Deviation
A	Speaking skill score	120	1.50	5.00	4.31	1.22
B	Emotional intelligence	120	1.48	4.67	3.27	.62
C	Points in Emotional Intelligence					
1	Self-actualization	120	1.14	5.00	3.28	.82
2	Stress tolerance	120	1.57	5.00	3.37	.83
3	Self-regard	120	1.44	4.89	3.21	.82
4	Emotional self-awareness	120	1.29	4.86	3.31	.83
5	Assertiveness	120	1.33	4.78	3.30	.74
6	Problem solving	120	1.50	5.00	3.38	.79
7	Impulse control	120	1.36	4.82	3.37	.77
8	Flexibility	120	1.30	4.80	3.27	.75
9	Reality testing	120	1.14	5.00	3.33	.80
10	Optimism	120	1.43	5.00	3.37	.83
11	Independence	120	1.50	4.88	3.28	.77
12	Happiness	120	1.56	4.89	3.44	.79
13	Interpersonal-relationship	120	1.33	4.78	3.37	.79
14	Empathy	120	1.13	5.00	3.41	.83
15	Social responsibility	120	1.40	4.70	3.38	.77

From the data above, the formulation of the first problem regarding the relationship between the affective aspects of emotional intelligence and the student's speaking ability was answered using the Pearson correlational formula. It showed that the two variables were significantly related. This can be seen in figure 1:

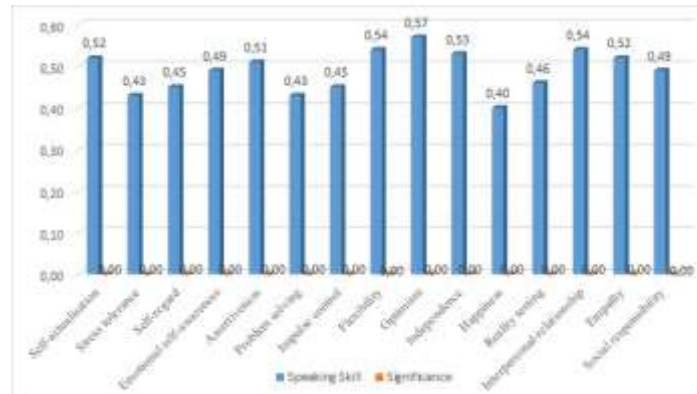


Figure 1 the relationship between the affective aspects of emotional intelligence with students' speaking ability

Furthermore, to answer the second formulation of the problem, further analysis of the relationship between the fifteen points of the affective aspect of emotional intelligence with students' speaking ability are presented in Figure 2 below.

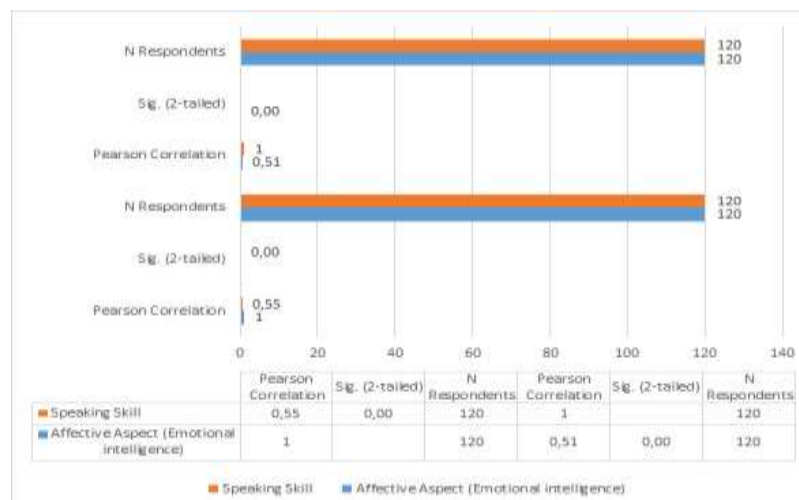


Figure 2 the relationship of fifteen points from the affective aspect of emotional intelligence with students' speaking ability

The findings of this study show that there is a significant correlation between the affective aspects of emotional intelligence and the students' speaking skill. In addition, it was also found that there was a significant relationship between each of the fifteen points in the affective aspect of emotional intelligence and the students' speaking skill. This finding is in agreement with the study of Pishghadam (2009) who obtained a result that EFL students' emotional intelligence and speaking skill had correlation, as was the case with Bora (2012) who figured out that students who had better affective aspect (emotional intelligence) were more actively involved in class activities, especially speaking. Students find it difficult to speak foreign languages, especially in front of public because there is a sense of anxiety when speaking which can cause failure to communicate with the interlocutor, especially with native speakers (Brown, 1980). He further states that EFL students who have better emotional intelligence tend not to get stressed and anxious

easier (stress tolerance) and tend to be more flexible in dealing with indecision and pressure (flexibility). These two elements of the affective aspect of emotional intelligence are important because they can result in better speaking in general and speaking in foreign languages at especially.

This means that students who are able to accept, observe, and control their emotions in learning English work out in learning speaking, especially English because their social skill is better where this element is one of the elements in the affective aspect of emotional intelligence, and are more able to achieve success in dealing with environmental pressures (Bar-On, 2000). Furthermore, he revealed that in addition to the interpersonal element, stress tolerance and impulse control also strongly support speaking skills. Therefore, learners who can handle stressful situations better and anxiety will finally become successful in learning languages especially speaking.

This study concerned about the correlation between the affective aspects of the emotional intelligence of students in the English Education program and their speaking skill. A positive correlation between the affective aspects of students' emotional intelligence and their speaking skill indicated the result of the study. It can be said that students who understand and handle their own and others' emotions (e.g. emotional intelligence) have orderly speaking skills and can become better English speakers. This finding answered the first research question.

The research findings also showed that the affective aspect of emotional intelligence becomes a measure of assessment for students' speaking skill. Emotional intelligence is recommended to be prioritized to help students improve their speaking skill.

Further results that investigate the relationship between the elements in the affective aspects of the emotional intelligence of students of the English Education study program with their speaking ability show that there is a positive correlation between the variables. Interpersonal relationships, self-actualization, problem solving, flexibility, emotional self-awareness, assertiveness, independence, empathy, social responsibility, reality testing, stress tolerance, self-esteem, optimism, impulse control, and good happiness help students' speaking skills, so that the resulting communication is better. The results of this study are similar to those produced by Riemer (2002) that the increase in students' skills in communication is correlated to different aspects of their emotional intelligence.

CONCLUSION

According to the analysis of data findings from the study, the results show that there is a positive correlation between the affective aspects of the emotional intelligence of students in the English Education program and their speaking ability. In addition, emotional intelligence can be used to predict students' speaking ability. The results of this study also show that the elements of affective aspects in the form of emotional intelligence have a significant relationship with students' speaking ability.

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