THE INFLUENCE OF EMOTIONAL INTELLIGENCE IN SPEAKING ABILITY

(A Descriptive Study at English Department, Muhammadiyah University of Makassar)

ATHESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fullfillment of the Requirement for Degree of Education in English Department

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Yang membuat perjanjian

Desi Karmia

MOTTO

THE MORE YOU GIVE

THE MORE YOU WILL GET

RELIGION WITH NO KNOWLEDGE

THE WORLD WILL BE ENDED

I DEDICATED THIS THESIS TO

MY BELOVED PARENTS AND MY SISTERS

ABSTRACT

DESI KARMIA, 2018. ***The Influence of Emotional Intelligence in Speaking Ability (A Descriptive Study at English Department, Muhammadiyah University Of Makassar*.** English Department, Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Thesis.*)*. Guided by Hasnawati Latief and Nurdevi Bte Abdul.

The objective of this research was to find out the influence of emotional intelligence in emotional self-awareness, accurate self-assesment, and self-confidence on students' speaking ability and students' ability in speaking at English Department of Muhammadiyah University of Makassar. The design of this research was descriptive quantitative research, where the researcher presented data in numerical and descriptive form. The data were collected by using questionnaire and structural interview as speaking test . The researcher used purposive sampling, so that she took 28 samples from 38 (population)class B at English Department Muhammadiyah University of Makassar.

The result indicated that from 28 students, the calculated data showed the total score of positive questions was 556 and also negative questions was 479, positive score of questionnaires higher than negative. And also it was found in Variable X (Emotional Intelligence): Emotional Awareness (EA)12.3%, Accurate Self-Awareness (AS) was 11.7%. Self-Confidence was 12.8%. So, the Self-Confidence as maximum score at English Department Muhammadiyah Makassar. While in Variable Y (Speaking Ability) the mean of pronounciation and hesitation were not far at the score 6.67 and 6.60, and categorized as Average. So, it conclude that emotional intelligence influencing students' speaking ability in aspect pronounciation and hesitation at Class B, English Depatment of Muhammadiyah University of Makassar.

Keywords: Self-Awareness, Speaking Ability, Student of English Department

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The writer finished her thesis entitled **"The Influence of Emotional Intelligence in Speaking Ability (A Descriptive Study at English Department, Muhammadiyah University Of Makassar)"**which is aimed to complete a partial fulfillment for Degree of Strata-1 (S1) in the Faculty of Teacher Training and Education.

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Makassar, January 2018

The Writer

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CHAPTER I

INTRODUCTION

A. Background

In teaching and learning included several aspects that influenced that process. It is more than obvious that the student together with the teacher taht were the most important ones. The way that process can be influenced from the position of the teacher. One of the several aspects that speaking skill influenced by emotional intelligent, Marzuki, Mustaffa & Saad (2015: 2) explained that emotional intelligence was an important element to determined student's skills and competencies in communication and information technology. Generally, the single entity of general intelligence (IQ) was not a guaranteed for individual success in life. It was said that individuals possess some abilities in using emotions in order to enhance thought effectively than others. Thus, emotional intelligence literature has grown since then.

In relationship between emotional intelligence Okpara and Edwin (2015: 53) explained self-awareness consist of emotional abilities that enable us to be more effective and form outstanding relationships in the social interaction. Self-awareness was the ability for one to recognized his or her emotions and their effects. Self-awareness competencies included emotional self-awareness, accurate self-awareness and self-confidence. Emotional self-awareness was the first component of self-awareness. This reflects the importance of recognizing one's own feelings and how they affect one's performance. Accurate self-Assessment involved knowing one's inner resources, abilities and limits. People

with this competency are aware of their strengths and weaknesses, reflective, learning from experience, open to candid feedback, new perspectives, continuous learning and self-development. Self-confidence involved a strong senseof one's worth and capabilities.

However, Nesbit (2010: 5) point out the self-awareness in an integrated self-development model was more than just the outcome state of insight, but involved the development of skills to consciously manage perceptual based and emotional reactions to feedback. Self-awareness in this sense can be considered a skill, as people vary in their capability to manage their emotional reactions to critical performance feedback. As with other skills, improvement in self-awareness (accuracy and acceptance of insights), can also be developed with training.

English teaching and learning has the goal of focusing students so that they were able to use English for communication and as a tool for furthering their studies. In the process of teaching and learning, the four language skills (listening, speaking, reading, and writing) were simultaneously performed. Normally, learners in an EFL context did not used the language in authentic situations. They possess inability in communicating appropriately and correctly. In foreign language teaching and learning, ability to speak is the most essential skill since it was the basic for communication and it was the most difficult skill. Speaking English was the most difficult for learners Oradee(2012:533).

Aguilera (2012: 163) defined speaking as a productive skill, like writing. It involved using speech to express other meanings to other people. Interaction

wastwo-way communication that involved using language and body language to keep our listener involved in what we weresaid and to checked that they understood our meaning. Examples of these interactive strategies were: made eye contact, used facial expressions, asked check expressions, clarified your meaning, confirmed understanding. We also speak with fluency and accuracy. Fluency meant speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth used of connected speech. Accuracy in speaking was the used of correct forms of grammar, vocabulary and pronunciation. When we speak, we used different aspects of speaking depending on the type of speaking we were involved in.

Speaking have used words, knowing and being able to used language: expressing oneself in word, making speech, while is the ability to do something well to get a clear idea about what is speaking proficiency, Sanchez et al (2015: 16) defined it as understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. Furthermore, to become a proficient English as a foreign language speaker, studying the knowledge of grammar, vocabulary, pronunciation, intonation, etc. that not adequate but the ability to use this knowledge in order to communicate successfully is indispensable.

In speaking process, the students often found some difficult, such as they cannot think what to say, they do not know how to say it in English and they might say something wrong, because of that can make students are reasonably well acquainted with the word. And also he difficulty of students in learning

language caused by teacher more focus of the skills in english that were listening, reading, speaking and reading rather than to know their students specially students' emotional.

Based on the previous statement, the writer is interested to conduct a research under the title "The Influence of Emotional Intelligence in Speaking Ability".

B. Problem Statement

Based on the background above, the writer formulated:

1. What is the influence of emotional intelligence in term of self-awareness on students' speaking ability at English Department of Muhammadiyah University of Makassar?
2. What are students' ability in speaking skill at English Department of Muhammadiyah University of Makassar?

C. Objective of the Research

The objective of this research was described as follows:

1. To find out the influence of emotional intelligence in term of self-awareness on students' speaking ability at English Department of Muhammadiyah University of Makassar.
2. To find out the students' ability in speaking at English Department of Muhammadiyah University of Makassar.

D. Significance of the Research

This research given positive result, it was expected that the result was able to given some benefits for students, teachers, and other researchers.

a. For the students, itwas expected that this study will help them improve their speaking ability.
b. For the teachers, it was expected that the result of this research given them a reference in their teaching
c. For other researcher, it was expected that the result of this research will help them in finding references or resources for further research.

E. Scope of the Research

This research used descriptive research as a method. The research will focused on students' emotional intelligence in self-awareness competencies, there were*emotional self-awareness*, *accurate self-awareness*, and *self-confidence*. In speaking ability the researcher will focus on students' fluency was *hesitation* and in accuracy was *pronounciation*.

CHAPTER II

LITERATURE RIVIEW

A. Research Related Findings

There are some related findings from the expertas follows: Shahtalebi and Javadi "Relationship between Emotional Intelligence and Learning Styles of Students", Soraya "the Relationship Between Parenting Styles and Emotional Intelligence With the Adolescent's Character", and Marzuki "emotional intelligenceIts Relationship with Communication and Information Technology Skills".

Shahtalebi and Javadi (2014:2) in Relationship between Emotional Intelligence and Learning Styles of Students, the research results show that of 15 emotional intelligence components (emotional self-awareness, courage, self-esteem,self-actualization,independence, interpersonal relationships, liability, empathy, test of reality, problem solving, and flexibility, tolerance of psychological strains, impulse control, happiness and optimism) only a weak relationship between interpersonal relationships, controlled impulse and adaptive learning style appeared.

Soraya (2012:3) the Relationship Between Parenting Styles and Emotional Intelligence With the Adolescent's Character. She found a significant relationship between authoritarian parenting style and the adolescent's charactertowards oneself is also found. The findings additionally discover a significant relationship between every dimension of emotional intelligence with the adolescent's characterwith a few exceptions. The researcher found that there is no significant

relationship between empathy and the adolescent's character, towards Allah and human beings.

Marzuki (2015:1) emotional intelligence Its Relationship with Communication and Information Technology Skills. He found that there were positive significant relationship between emotional intelligence and both communication and information technology skills. This study implicates that students with high emotional intelligence will have better command in communication skills and information technology skills.

Based on the previous study on related to the research of emotional intelligence it is have different from Shahtalebi and Javadi,Soraya and Marzuki study. Shahtalebi and Javadi found that there are 15 emotional intelligence componentsonly a weak relationship between interpersonal relationships, controlled impulse and adaptive learning style appeared. Soraya found there is no significant relationship between empathy and the adolescent's character towards Allah and human beings and Marzuki found positive significant relationship between emotional intelligence and both communication and information technology skills. So the researcher will conduct the research about emotional intelligence in order teaching speaking skill under the title "The Influence of Emotional Intelligence in Speaking Ability".

B. Theory of Influence

The word influence as well as the individual influencers is elusive in terms of standard definition. Finding a common understanding and meaning is easier said than done. Influence itself is undergoing reexamination to

perceive the actual social capital and the effects of conversations across social networks and graphics of each other. Influence and influencers as slightly modified from its longstanding definition in standard dictionaries. Influence is the ability to cause desirable and measurable actions and outcomes.

According to Ruth Simmerling (2015:105) As a common way of speaking, though it is only rarely spelled out as an explicit conceptual distinction between the two concepts. The idea that influence is simply what result when power is (successfully) exercised or more generally.

Influence itself is undergoing reexamination to better understand the diversity in perceived and actual social capital and the effects of conversations across first degree social graphs and across the social graphs of those connected across each degree. Influence is the ability to cause desirable and measurable actions and outcomes.

In addition Dan Black (2017:1) Influence also defined as the capacity to have an effect on the character, development, or behavior of someone or something, or the effect itself. Every interaction, conversation, reaction, attitude, and action you have has the potential to influence other people. There are four main types of influence. The types of influence include: negative, neutral, positive, and life changing.

The influence that occurs on something depends on the treatment given, and influence exists, when a person took an action, positive or

negative, it depend from what they want to measure. Dan Black also explained positive and negative influence as;

1. Positive Influence

The positive influence will build relationship with others, make a positive impact, help others to be successfull, it requires a high level of intentionality, energy, and effort but the results will be that everyone will be and do better because they are leader for their self. The students' who has a positive influence in speaking will speak confidently without any mistakes.

2. Negative Influence

Those who have this type of influence tend to focus on their authority. They are often egocentric and prideful. These are the who have a hard time getting other friend to follow, respect, or listen to them. This influence will impacted in negative or bad way, mainly through the poor result. In speaking, the students' who has negative influence will make a lot of worry of their self, because they can't respect and know what others friend feel, they care for their self, not others.

C. Concept of Speaking

1. Definition of Speaking

Based on Šolcová (2011: 17) speaking as an interactive process in which individuals alternate in their roles as speakers 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.

Speaking is an interactive process of constructing meaning that involves producing and receiving which speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation affect conversational flow. It seems that culture is integral in how speaking is constructed which has implications for how speaking is taught and learned.

Thus, the researcher concludes that speaking ability is ability or skil lto convey our ideas, opinions or message orally. Speaking ability uses in everyday, it is the only one way when we want to communicate to each other orally. Some people think that speaking ability in foreign language is difficult because the target language is different with mother language. In order to have a good ability in speaking we must always practice it.

2. Teaching Speaking

Teaching speaking ability is very important part in second language learning. The ability to communicate in second language clearly and efficiently contribute to the success of the learner in the school and success later in every phase of life. Therefore it is essential that language teacher pay great attention in teaching speaking ability so that the teacher should make various activities to promote speaking to students, theteacher should motivate

students to learn more about speaking. Somereasons speaking ability is very important in our life are through aspeaking we can convey our ideas or minds.

Speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, the ability to read, write, or comprehend oral language. They regard speaking as the most important skill that can acquire, and assess their progress in terms of their accomplishments in spoken communication. Language learners need to recognize that speaking involves three areas of knowledge:

1) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
2) Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
3) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom. In what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct,

logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

3. Aspect of Speaking

Based on Iwashita (2010:33) in speaking has many component, but the researcher will focus on two object, there are fluency and accuracy.

a. Fluency

Fluency as natural language use like the native speakers. That the ability one speaks fluently can sustain the speaker to produce continuous speech and meaning without comprehension difficulties for the listener. eventually put the fluency development into the criteria list of communicative competence for being a successful English speaker. Fluency is also used as a criterion to measure one's speaking competence. Speaking fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying

Shen (2013:5) fluency as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication. Fluency refers to the quality or condition of being able to speak or write a language or perform an action smoothly, accurately and easily, which includes the ability to produce written and/or spoken language with ease, the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar, the ability to communicate ideas effectively, and the ability to produce continuous speech without causing

comprehension difficulties or a breakdown of communication. In other words, accuracy emphasizes precision or exactness and is often emphasized in formal instruction, language acquisition, grammar competence and grammar-translation method, while fluency describes a level of proficiency in communication and is frequently stressed in procedural skill, expression proficiency, lexical phrases, social interaction, necessary topics and discourse. Accuracy is the basis of fluency while fluency is a further improvement of a person‘s linguistic competence and a better revelation of his/her communicative competence. Speaking fluency are the ability to talk at length with few pauses/hesitation, be able to produce sentences coherently, reasoned and semantically. There are some part of fluency, but the researcher will focus on hesitation.

1). Hesitation

This research will focus on hesitation. Based on Khojastehrad (2012: 179) Hesitations are pauses of varying lengths, which are not usually left unfilled. They usually occur when a speaker finds himself/herself in a po sition where he/she lacks the words to use or strug gles with cognitive or verbal planning. The students' speak confidently without irrelevant pauses or hesitation, however, often with making major mistakes. Various kinds of hesitation such as "um", "well", "you know".

According to Santos & Alarcón (2016:192) fillers are also known as pausing or hesitation phenomena which are a commonly occurring

feature of natural speech in which gaps or hesitations appear during the production of utterances. The commonest types of pauses are: silent pauses, that is to say, silent breaks between words and filled pauses which are gaps filled by such expressions as um, er, mm.

Point out the hesitations are pauses with varying length, which are not usually left unfilled. They occur when the speakers are in the need of words or when they plan their next utterance. Speakers do this by stretching sounds, repetitions or fillers. As for another key concept, disfluencies; they can be defined as phonema which interrupts the flow of speech. Disfluencies are about silent pauses, fillers, false starts, grammatical errors and hesitations. As hesitations and disfluencies are inevitable and in fact, natural, some speakers prefer to resort some filler words or pause fillers. What a speaker wants to convey while using fillers may be actually a signal showing that he is in a cognitive process; in other words, he is thinking.

In addition Rahmatian et al (2014: 107) hesitation in a foreign language is interpreted as a sign of disfluency. Disfluent speech is a speech marked with long pauses which cut off the discourse into less well-defined blocks from a syntactic or conceptual point of view. Hesitation that extends beyond three seconds is the sign of a major breakdown, or even premature end to the speech. Hesitation comprises three components: beginnings, pauses, and repetitions.

The concept of fluency as opposed to the concept of hesitation is centered over the temporal aspects of speech: as the number and duration of hesitation goes up, the speech is considered as less fluent. On a general basis, hesitation in mother tongue allows the speaker to plan his/her speech, to select words, and to articulate. The same is true for a foreign language. However, hesitation in a foreign language is interpreted as a sign of disfluency. Disfluent speech is a speech marked with long pauses which cut off the discourse into less well-defined blocks from a syntactic or conceptual point of view. Hesitation that extends beyond three seconds is the sign of a major breakdown, or even premature end to the speech. Hesitation comprises three components: beginnings, pauses, and repetitions. Each component has sub-components. The following diagram illustrates the phenomenon of hesitation along with its components.

2). Coherence

Coherence is based more on the logic of the ideas and how they are presented rather than on the language that is used to express theseideas.Coherence is grammatical and semantic interconnectedness between sentences. It is the semantic structure, not its formal meaning, which create coherence. Coherency is a condition where sentences in a text hang together. It can occur in relation of sentences that immediately follow each other. Coherency grammatically arises when a text contains transition signals or when it possesses consistent

pronoun. Semantically, a text is said coherence when there is unity of meaning among elements of the speaking.

3). Semantic

Semantics is the study of how linguistic elements carry meaning. It sits squarely at the intersection between language and cognition, inextricably linked to the linguistic system which conveys meaning and the conceptual system which interprets it. In order to acquire the semantics of a language, the students must do three things: first, they must identify the relevant linguistic items, second, theymust identify (and understand) the meanings these link to, and third, they must learn how the forms connect to the meanings.

b. Accuracy

Accuracy is one of the most important criteria to measure one's linguistic ability and to shelter language users from communication breakdowns. accuracy concerns "the ability to produce grammatically correct sentence. Nevertheless, the terms accuracy seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well.

Shen (2013:5) accuracyas the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language. accuracy refers to the ability to produce grammatically correct sentences.

Accuracy is the ability to speak correctly without making serious mistakes and therefore a greater use of instant teacher's correction within a speaking activity is appropriate. There are some parts of accuracy, they arevocabulary,grammar, and pronunciation.

1). Vocabulary

Blintz (2011: 44) vocabulary can be defined as the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved. In addition, the student should be able to recognize words, and know their meanings as well. Thus, when a student is effectively able to recognize and use a word in different contexts, speak, write, pronounce the word well, she/he has the knowledge and meaning of that word.

2). Grammar

Teaching grammar started gaining judicious attention on the part of language teachers. The reality is that advocates no grammar teaching was misleading. So, no one can tell you that grammar is irrelevant. No one doubts the prominence of grammar as an organizational framework within communication. On the other hand, it can be said that grammar teaching should be neglected. Although in recent trend in language teaching, the focus of teaching should be placed on communicative

function rather than grammar, it is still considered as an important aspect of language teaching.

According to Chowdhury (2014:3) grammar has often been regarded as a structure base, formal activity. But after the integration of several sources and techniques, which are mainly on communicative activities, the teaching grammar, technique- resource combination are often modified to structure-discourse match and if well developed, they can be used effectively for all phrases of a grammar lesson. In order to make a grammar lesson effective, beneficial, and interesting, a teacher should use some well-developed and fascinating techniques in the classroom.

3). Pronounciation

In accuracy the researcher will focus on pronounciation. Talk about pronunciation in language learning, means that production and perception of significant sounds of the language in order to achieve meaning in contexts of language use, this comprises the production and perception of segmental sounds, of stressed and unstressed syllables, and of 'speech melody', or intonation.

Gilakjani (2016:1) pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice qualify) and,

in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

In addition Laurea (2015: 8) point out the pronunciation refers to how we produce the sounds that we use to make meaning when we speak. It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the level of the individual segments, such as stress, timing, rhythm, intonation, phrasing, (suprasegmental aspects), and how the voice is projected (voice quality). Although we often talk about these as if they were separate, they all work together in combination when we speak, so that difficulties in one area may impact on another, and it is the combined result that makes someone's pronunciation easy or difficult to understand.

4. Speaking Performance

The mastery of speaking skills in english is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning on how much they feel they have improved in their speaking skill. Thus, it emerges many varieties of approaches to learn speaking, ranging from direct approaches focusing on specific features of oral interaction to indirect approaches that create conditions for oral interaction.

According to Alonso (2012: 49) speaking activities that concentrate on getting learners to produce sounds, phrases or grammatical structures range from activities, which are control by the teacher to activities where the learners have more freedom to choose the language, they use. Controlactivities

generally focus on the learners producing language accurately, while less control activities focus on developing the learner´s fluency three-part expand functions of speaking to design the suitable materials for the students. There are talk as interaction, talk as transaction, and talk as performance. Each of these activities is different in terms of form and function and needs different teaching approaches.

a. Talk as interaction

Talk as interaction refers to the conversation that we usually do. It describes interaction that serves a primarily social function. The focus ismore on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on the message or what is said or done. The primary focus is on the message of making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other.

c. Talk as performance

The third type of talk is talk as performance which refers to public talk that transmits information before an audience. It can be such as classroom presentations, public announcements, and speeches.

D. Emotional Intelligence

Based on Pishghadam (2009: 33) emotional intelligence as the ability to monitor one's own and other's feelings and emotions, to

discriminate among them, and to use this information to guide one's thinking and action. Citing a need to distinguish emotional intelligence abilities from social traits or talents, it focus on specific mental aptitudes for recognizing and marshaling emotions (for example, knowing what someone is feeling is a mental aptitude, whereas being out-going and warm is a behavior). A comprehensive they argue, must include some measure of "thinking about feeling," an aptitude lack by models that focus on simply perceiving and regulating feelings.

In addition, Ahmadi (2014: 3) emotional intelligence is the ability to identify, understand, and manage moods and feelings, in both ourselves and other people. Emotional Intelligence refers to the competence to identify and express emotions, understand emotions, assimilate emotions in thought, and regulate both positive and negative emotions in the self and in others.

Based on Grant &Kinman (2013: 7) emotional intelligence define broadly as the ability to motivate oneself and persist in the face of frustrations: to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think, to empathise and to hope. These qualities are essential for helping professionals and key components of emotional resilience.Emotional intelligence has both inter-personal aspects (i.e. social intelligence) as well as intra-personal elements (i.e. self-awareness). Inter-personal emotional intelligence helps people relate confidently and empathically to others, whereas intra-personal emotional

intelligence allows people to gain insight into their emotional state, regulate their moods effectively, and build their emotional resources.

Based on Hashempour & Mehrad (2014: 117) emotional intelligence as a powerful inner factor that can growth or improve all facets of behavior and trends among individuals. In reality, emotional intelligence is kind of ability to assessing individuals trends and conduct them in various ways. These kinds of emotions have direct effect to individuals' skills for obtaining social and private performances. This internal factor determine kind of living, relationand learning. Emotional intelligence with all facets has different effect on behavior and options of individuals. Emotions focus on two sides of individuals' behavior and reactions in each level of their life. Based on the roles of emotions, considering to this internal factor and improve, could be so effective for controlling and conduct behaviors and performance.

Emotional intelligence is a different way of being smart, is a key to high performance at all levels, particularly for outstanding leadership. It's not your IQ, it's how you manage yourself and your relationships. According to Goleman (1995:8) there are four competencies of emotional intelligence those are:

1. **Self Awareness**

   a. **Definition of Self Awareness**

      Based on Goleman (1995:9) self-awareness is the ability to understand your own emotions and their effects on your performance.

You know what you are feeling and why and how it helps or hurts what you are trying to do. You sense how others see you, and so align your self-image with a larger reality. You have an accurate sense of your strengths and limitations, which gives you a realistic self-confidence. It also gives you clarity on your values and sense of purpose, so you can be more decisive when you set a course of action. As a leader, you can be candid and authentic, speaking with conviction about your vision.

McGonical (2012: 26) self-awareness is the ability to realize what we are doing as we do it, and understand why weare doing it. With any luck, we can also predict what we're likely to do before we do it, giving usample opportunity to reconsider. This level of self-awareness appears to be uniquely human. Sure,dolphins and elephants can recognize themselves in a mirror, but there's little evidence that they search their souls for self-understanding

Self-awareness is the building block of all the others. Without recognizing what you are feeling, you cannot proceed to the other competencies. Self-awareness involves three skills: Emotional self-awareness, accurate self-assessment, self-confidence. In a sense, these three skills can also be said to build upon each other. You must first be aware of your emotional state, and then you can assess it. By having a firm grasp on your emotions and an understanding of how they manifest, you can feel more self-assure and in control, which of course

will be a boost to your self-confidence. We'll look at these skills each in turn.

Kight (2014:17) self-awareness is an honest understanding of your own values, desires, thought patterns, motivations, goals and ambitions, emotional responses, strengths and weaknesses, and effect on others. This awareness takes years to fully develop, requires commitment, and is supplement by others' feedback. Once develop and practice regularly, self-awareness enables you to manage your behavior, improve your interactions and relation-ships, and gain or increase your influence.

b. Competencies of Self-Awareness

According to Goleman (2016:16) there are three compentencies of self-awareness:

1) Emotional Self-Awareness

Emotional Self-Awareness is knowown emotions and recognizing their impact. Emotional awareness is an ability to recognize your own emotions, and their effects. Understand between their emotions and their thoughts and actions, including what they say; Understand how their feelings will therefore affect their performance; and be guided in how they feel by their personal values.

Being aware of emotions, and how the affect to behaviour, is crucial to effective interaction with others. But it can also be

crucial to your personal health and well-being. People can find self-analysis of their emotions difficult, especially if they have suppressed them for a long time. It may be hard for people to accurately recognise their emotions and even more difficult to understand why they are feeling them. However, self-analysis is a vital skill to learn and develop for good emotional intelligence.

A good starting point is to be aware of the values, which can also be thought of as the personal 'moral compass'. For more about this, see our page on Developing th Moral Compass. These values have an emotional value to us, which therefore means that many emotional responses come from some action or event that touches on those values. If we are aware of our values, we can quickly see why we may have had a particularly emotional reaction to an event or person. Most importantly, we can then take action to address the issue, with a better understanding of the problem.

2) Accurate Self-Assessment

Accurate self-assessment is knowing one's strengths and limits. Understanding our own and others' emotions also requires a good understanding of our personal strengths, weaknesses, inner resources and, perhaps most importantly, our limits. It can be particularly hard to admit to weaknesses and limits, especially if we are in a competitive and fast-moving

work environment, but it is crucial for emotional intelligence and our own well-being.

People who are good at self-assessment generally not only have a good understanding of their strengths and weaknesses, they show a good sense of humour about themselves and their limitations. They are usually very reflective, learning from experience, and also open to feedback.

3) Self-Confidence

The final area of self-awareness is self-confidence. Self-confidence is having a sound sense of one's self- worth and capabilities, having a strong sense of own self-worth, and not relying on others for our valuation of ourselves. People with good self-confidence are generally able to present themselves well, and are often described as charismatic.

Objective self-awareness is described as the process in which the self directs its attention inward whereas subjective self-awareness is when attention is directed away from the self. Self-confidence is absolutely vital for job performance. Without the ability to '*tell it like it is*' when necessary, and to stand up for unpopular positions, it is very hard to achieve anything, especially during tough times.

Table 2.1 Description of Self-Awareness

Emotional Intelligence	
Self Awareness	**Description**
Emotional Self-Awareness	The ability to know own emotions and recognizing their impact. Emotional awareness is an ability to recognize your own emotions, and their effects.
Accurate self-assessment	Accurate self-assessment is knowing one's strengths and limits.Understanding our own and others' emotions also requires a good understanding of our personal strengths, weaknesses, inner resources and, perhaps most importantly, our limits
Self-confidence	Self-confidence is having a sound sense of one's self- worth and capabilities, having a strong sense of own self-worth, and not relying on others for our valuation of ourselves

2. Self-Management

Build on the understanding that you gained with self-awareness and involves controlling your emotions so that they don't control you. This could equally be called self-control in other words how you regulate to maintain your equillibrium in the face of any problem you may face. It looks into how trustworthy and conscientious you are, as well as how you motivate yourself to acvhieve, taking into account your level of commitment and optimism.

3. Social-Awareness

Involves expanding your awareness to include the emotion of those people around you. It includes being able to emphatize with others and being aware. This covers your ability to read the emotional environment and power relationship your encounter in your role.

4. **Relationship-Management**

It means that using an awareness of your own emotions and those to bulid strong relationship. It includes the identification, analysis, and management of relationship with people inside and outside of your team as well as their development through feedback and coaching.

E. Self-Awareness and Emotional Intelligence

According to Kight (2014: 17) the level of self-awareness is related to the level of influence and performance: The more self-aware a leader is, the more influential she is and the better her followers perform. As Daniel Goleman, a thought leader in the area of emotional intelligence, explains in his book Primal Leadership, leaders high in emotional self-awareness are attune to their inner signals, recognizing how their feelings affect them and their job performance. Leaders with high self-awareness typically know their strengths and limitations and exhibit a gracefulness in learning where they need to improve.

Okpara & Edwin (2015: 53) self-awareness consists of emotional abilities that enable us to be more effective and form outstanding relationships in the work place. Self awareness is the ability for one to recognize his or her emotions and their effects. Studies suggest that people who are aware of their emotions are more effective in their jobs. They recognize and understand their moods, emotions, needs, can perceive and anticipate how their actions affect others. People with great certainty about their feelings manage their lives well and are able to direct their

positive feelings towards accomplishing tasks. Self awareness competencies includeemotional self awareness, accurate self awareness and self confidence.

Gill (2014: 87) explain the first key aspect of emotional intelligence relates to self-awareness, which alludes to the ability to recognize and understand your moods, emotions, and drives, as well as their effect on others. Self-awareness is important because awareness of own emotions should regulate thinking processes. In exploring life skills, tutorials the contain a range of material related to wellbeing and mental health. Therefore, to raise self-awareness practitioners could for example, introduce a video of mental health. Arguably, with student engagement it can be postulate that awareness can be raiseas reflective practice is form through interpretation of the mental health video.

F. Self Awareness and Speaking

Vihar (2002: 4) self-awareness includes recognition of 'self', our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stress or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.

Thomasson (2006: 7) the move from speaking of conscious states to speaking of states we are conscious of is not a more verbal slip, but is motivate by the epistemological thesis that conscious states are those we

have (at least tacit) knowledge of being in but then the apparent verbal evidence collapses into the epistemological evidence.

Zahavi (2006: 12) the phenomenologists are notadvocating strong theses concerning total and infallible self-knowledge, rather they are calling attention to the constitutive link between experiential phenomena and first-personal givenness or accessibility. They are emphasizing the importance of considering the first person perspective when elucidating phenomenal consciousness. When speaking of a first-person perspective it is important to be clear about the distinction between havingsuch a perspective and being able to articulate it linguistically (eventually tobe labeled as a weak and strong first-person perspective, respectively).

G. Conceptual Framework

Conceptual framework underline in this research in the following:

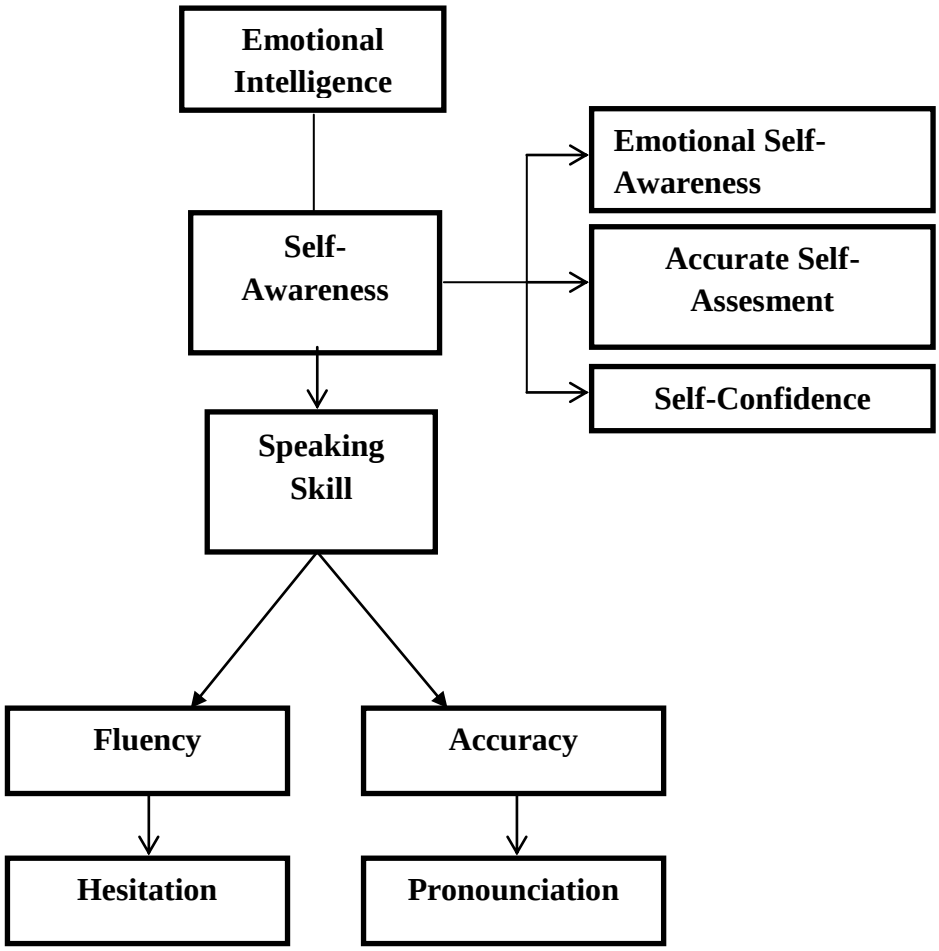

Figure 2.1 Conceptual Framework

The figure above describes about researcher's conceptual framework. This research is descriptive quantitative, and it will describe about speaking skill and how speaking influenced by emotional intelligence. The emotional intelligence have some parts, one of them is self-awareness. The research will examine students' emotional self-awareness is about self-aware and effect of emotions, accurate self-assesment is about students' strenght own emotions and self-

confidence is about students' self worth and own capability. The researcher wants to know the students' emotional intelligence in speaking.

CHAPTER III

METHODOLOGY

A. Research Design

The design of this research used descriptive quantitative research, where researcher presented data in numerical and descriptive form. According to Sugiyono (2016: 13), quantitative research method can be interpret as a research method that is based on the philosophy of positivism, use to examine the population or a particular sample. Descriptive research which was designed to obtain information concerning the current status of phenomena. The aim of the research was to describe, what exits with respect to variables or condition in a situation.

The research design model as follows:

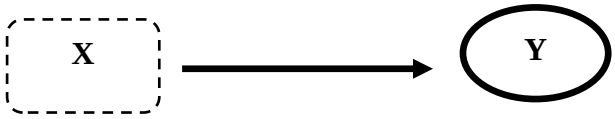

Figure 3.1 Design of Research

(Sugiyono, 2016: 62)

Explanation :

X = Emotional Intelligence (Independent Variable)

Y = Speaking Ability (Dependent Variable)

1. Independent variable(X)

   Independent variable was variable which can give influence or response to dependent variable.

2. Dependent variable(Y)

   Dependent variable was variable which caused or influenced by other variable.

B. Research Subject

The researcher used purposive sampling as the technique for selectedsampling. Purposive sampling which one of the most common sampling strategies, group participants according preselected criteria relevant to a particular research question. The researcher applied in third semester students of English Educational Department of Makassar Muhammadiyah University in academic years 2017/2018. These participants taken as subject based on criterion.

C. Instrument of the Research

Data are very important role in a research, because without data it is impossible to get result of the research. To obtain the data, the research used instruments, namely: (1) Speaking test and(2) questionnaires.

1. Speaking Test

Scores of students' speaking skill determined through the speaking test. The form is structured interview, it consists of 3 items (questions). Structured interview means that asked in set as a formal interview, and according to Stuckey (2018:2) type of stuctured interview:

a. Stay consistent with the study introduction, sequence of questions and question wording.
b. Do not let another person answer for the participant or offer his/her opinion about the question.
c. Do not suggest an answer or agree or disagree with an answer. You do not want to give the respondent any idea of your personal views on the topic.
d. Do not interpret the meaning of a question. If the participant does not understand the question, you should just repeat the question and ask him/her to give the best response or choose to skip the question.
e. Do not improvise, such as adding answer categories or making word changes.

2. Questionnaires

The questionnaire as a technique of data collection the done by giving a set questions or a written statement to the respondent to answer (Sugiyono, 2016: 199). In this study use an instrument with a likertscale.Likert scale used to measure attitudes, opinion, someone or some people perceptions about social phenomena (Sugiyono, 2016: 134).

The answer for every item of instrument that use Likert scale were gradation from Strongly Agree, Agree, Disagree, And Strongly Disagree (Sugiyono, 2016: 135).In this study the instrument, respondents ask to choose their retort to signify one of the numbers from 1 to 4 base explanation for the numbers:

a. Strongly Agree, respondents got score (4)

b. Agree, respondents got score (3)

c. Disagree, respondents got score (2)

d. Strongly Disagree, respondents got score (1)

Table 3.1 The Indicators of Self-Awareness

Variable	Indicators	Description	No. item	Types of Number
Emotional awareness	Self-aware	I know my feelings when I speak	1	+
		I can understand own feelings	9	+
	Effects of emotion	Always difficult to make reason when I speak in front of my friends	7	–
		Feel that have a lot of weakness	2	–
Accurate Self-Awareness	Know of strength own emotion	I dislike when I get criticism of my friends	4	–
		Sure with practice, I will success in speaking	3	+
		I like to monotonous activity	8	–
		I do something that can increase creativity	5	+
Self-Confidence	Sure about self-worth	I am sure with high confident, I will do my best	10	+
		Feel be confident in front of their friends	12	+
	Sure to own capabilty	I feel be shy when I speak in front of the class	6	–
		Feel pessimist in front of their friends	11	–

Adopted (in Silfa Nugrawati "skripsi" 2016)

D. Technique of Collecting Data

In collect the data, researcher examined students' speaking ability in English and took the first data from the result of their speaking test. The researcher explained about how to introduced their self, descibed thing, and it consist of 3 questions each students. The researcher gave examples in front of class before ask them to practice it.

The reseracher used questionnaires and the questions would be direct to the English students who learn speaking subject and focus to the students who get 'A' in the previous semester and active to speak in the class. The researcher was given the explanation to the students about the purpose of the questionnaires and how to answer.The participants of the research answer the questionnaires about 30 minutes.

E. Technique of Data Analysis

The data from the english speaking test were given score base on the two English speaking skill classification. In this case the researcher give score on the students' pronounciation and hestiation. To make it clearthe researcher describes all classification as follow:

Table 3.2 The Assessment of Pronounciation

Classification	Score	Criteria
Excellent	5	Pronounciation and intonation are almost always very clear/accurate
Very Good	4	Pronounciation and intonation are usually clear/accurate with a few problem areas
Good	3	Pronounciation and intonation errors sometimes make it difficult to understand the students

Average	2	Frequent problem with pronounciation and intonation
Poor	1	The students' speak very hasty,and more sentences are not appropriate in pronounciation and little or no communication

(Longman in Asmadi, 2016)

Table 3.3 The Assessment of Hesitation

Classification	Score	Criteria
Excellent	5	Speaks smoothly, there is no hestiation that does not interfere with communication
Very Good	4	Speaks smoothly, with little hesitation that does not interfere with communication
Good	3	Speaks with some hesiation, but it does not usually interfere with communication
Average	2	Speak with some hesitation, which often interferes with communication
Poor	1	Hesitates too often when speaking, which often interferes with communication.

(Longman in Asmadi, 2016)

Table 3.4 Degree of Students' Speaking Skill

Scores	Classification
9.6-10	Excellent
8.6-9.5	Very good
7.6-8.5	Good
6.6-7.5	Average
5.6-6.5	Fairy
3.6-5.5	Poor
0.0-3.5	Very poor

(Longman in Asmadi, 2016)

To score on the table convert into the score in the table by use the following formula:

$$\text{Score } = \frac{X}{N} \times 10$$

Where : X=Score of the students

N= Score Maximun

To calculate the mean score, the following formula:

$$\bar{x} = \frac{\sum \text{x}}{\text{N}}$$

Where : X = Mean score

$\sum$ x = The sum of all score

N = The number of students

(Gay, 1981)

Data Obtain from Quetionnaires

Likert scale uses to assess and calculate data which obtain from questionnaires.

Table 3.4 Degree of Likert Scale

Alternative answer	**Degree**	
	Positive	**Negative**
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

To collect data from the students' self-awareness questionnaires tabulated and dropped into precentage by using the following formula:

$$P = \frac{F}{N} x\ 100\%$$

With:

P = Precentage

F = Frequency

N = Total Sample

(Anas Sudijono, 1991:41)

Finding out the mean score of the students answer by use the formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where : X = Mean score

$\sum x$ = The sum of all score

N = The number of students

(Gay, 1981)

CHAPTER IV

FINDINGS AND DISSCUSSIONS

A. Findings

This chapter consists of findings of the research and its discussion. The findings of the research present the result of the level in students' speaking ability which is correlated by emotional intelligence. The discussion of the research covers further explanation of the findings. All the data was presented based on the action that has been conducted.

1. The Result of Self-Awareness on Speaking Ability

This data concerning the influence of self-awareness taken by the students were obtained through questionnaires. There were three indicator on the questionnaires, Emotional-Awareness, Accurate Self-Assessment, and Self-Confidence and the likert scale used of namely, strongly agree, agree, disagree, and strongly disagree.

a. The data of influence self-awareness of speaking

There were 12 statements in this questionnaires, the questions divided into positive and negative types, each statement was derived from indicator in operational concept. The result of questionnaires would be illustrated as follows:

Table 4.1 The influence of self-awareness of speaking through questionnaires

No.	Self-Awareness	Score	
		Positive	Negative
1.	Emotional-awareness	93	252
2.	Accurate self-assessment	174	155

3.	Self-confidence	289	72
	Total score	**556**	**479**

The data were about the influence self-awareness throught questionnaires. The questionnaires divided into two types, positive and negative. From the table above, emotional-awareness on speaking, showed the score of positive statement were 93 and from negative statement were 252. It can be conclude that, self-awareness indicator emotional-awareness did not have influence in speaking ability.

The table above accurate self-assessment on speaking, it showed that positive statement of accurate self-assessment were 174 and negative statement were 155. Positive statement has a significant value from negative statement in indicator accurate self-assessement. The result was that self-awareness indicator accurate self-assessment has influence in speaking ability.

From the table, it showed the siginficant score of self-confidence on speaking. It showed that the positive statement was 289 and negative statement was 72. From the third indicators of self-awareness, self-confidence has a high score and it concluded that self-confidence has influence in speaking ability.

The calculatedof the data showed the total score of positive questions was 556 and also negative questions was 479. It can be concluded that emotional intelligence categories self-awareness has influence in speaking ability through questionnaires, because there were a significant different between positive and negative score of questionnaires.

b. The Data Calculation of Each Indicators Self-Awareness

Table 4.2 Students' Score of Self-Awareness by Questionnaires

Indicators			Total Score
EA	**AS**	**SC**	
345	**329**	**361**	**1035**

Explanation:

Variable X : Self-Awareness

EA : Emotional Awareness

AS : Accurate Self-Assessment

SC : Self-Confidence

From the table it showed the students' score from each indicators of self-awareness by questionnaires. the total score of all indicators was 1035, and the score of emotional-awareness was 345 or 12.3%, accurate self-assessment was 329 or 11.7%, and self-confidence was 12,8%. From the data above, it concluded that self-confidence is the higher score than the other.

2. The Result of Students' Speaking Ability in the Aspect of Pronounciation and Hesitation

The following table was the result data of the students' speaking ability in the aspect of pronounciation and hesitation taken from the interview.

Table 4.3 The Recapitulation Students' Speaking Ability

No	Speaking ability	Total score	Mean score	classification
1.	Pronounciation	189.4	6.67	Average
2.	Hesitation	184.9	6.60	Average

The table above calculated that mean score of students' speaking, where speaking ability in the aspect of pronounciation was higher than hesitation at the mean score 6.67 and 6.60. whereas the total score of the students's sepaking ability in the aspect hesitation at the level of 189.4 and another aspect, pronounciation,was higher not significantly at total score 6.60. Based on the standard of classification, the overall students' speaking ability were classified and regarded as Average in the aspect of pronounciation and hesitation.

Table 4.4 The Frequency and Rate Percentage Students' Speaking Ability

No	Score	Classification	Pronounciation	
			Frequency	Percentage
1	9.6-10	Excellent	-	-
2	8.6-9.5	Very good	-	-
3	7.6-8.5	Good	7	25%
4	6.6-7.5	Average	16	57%
5	5.6-6.5	Fairy	5	18%
6	3.6-5.5	Poor	-	-
7	0.0-3.5	Very poor	-	-
Total			**28**	**100%**

The table above demonstrated that none of student got excellent and very good, neither did poor and very poor score in hesitation and pronounciation. The

highest score for hesitation 6 students or 21% could reach Good classification, whereas most of students 17 or 61% from sample obtained Average score and also the other students 5 or 18% got Fairy.

Table 4.5 The Frequency and Rate Percentage Students' Hesitation

No	Score	Classification	Hesitation	
			Frequency	Percentage
1	9.6-10	Excellent	-	-
2	8.6-9.5	Very good	-	-
3	7.6-8.5	Good	6	21%
4	6.6-7.5	Average	17	61%
5	5.6-6.5	Fairy	5	18%
6	3.6-5.5	Poor	-	-
7	0.0-3.5	Very poor	-	-
Total			**28**	**100%**

The table 4.5 above demonstrated that none of student got excellent and very good, neither did poor and very poor score in hesitation and pronounciation. The highest score for hesitation 6 students or 21% could reach Good classification, whereas most of students 17 or 61% from sample obtained Average score and also the other students 5 or 18% got Fairy. On students' pronounciation, 7 students or in percentage 25% who got Good, 16 students or 57% got average, and 5 or 18 % students got Fairy. From the data of percentage, the students have different score, it because they have different way to express their ideas, and it depend on their self-awareness.

B. Discussions

In this part, the researcher presented the discussion about the data analysis on the research that has been presented in finding. Based on the research was conducted, where samples were 28 students from 38 population, the result can conclude that speaking ability at class B, English Department Muhammadiyah Makassar influenced by emotional intelligence.

1. The influence of Self-Awareness on Speaking Ability

The writer insvestigated every indicators of Self-Awareness. There were 3 indicators: Emotional Awareness, Accurate Self-Awareness, and Self-Confidence. Emotional self-awareness, from the result of the data, there were positive and negative types of question. The positive score of emotional self-awareness was 93 and negative was 252. It concluded that in this aspect, there was no influenced by self-awareness. Accurate self-assessment, the positive score was 174 and negative was 155. It mean that in that aspect self-awareness has influence speaking ability. Self-confidence, the positive score was 289 and negative was 72. There were a significant different and it concluded that self-awareness has influence speaking ability. And self confidence was the higher aspect that have a big influence in speaking ability. The total score of from three indicators that positive statement has a high score 556 and negative question was 479. The students' score from each indicators Emotional Awareness (EA) was 12.3%, Accurate Self-Awareness (AS) was 11.7%, Self-Confidence was 12.8%. So that, among of 3 indicators of Self-Awareness, the writer got the self-

confidence as high score at class B, English Department Muhammadiyah University of Makassar.

Most of students have the influence of their self-awareness while they were speak. The reason it could be seen from the data analysis, that the students who have a little worried and good emotion will got a good score in speaking. While, the students who have a big worried, less confidence, and bad emotion, they can still calm when they were speak. The students' may have many idea on their main, but they couldn't speak because they have a big worried for everything. Some worried that students' have as, they worried to speak something wrong, they can overcome their self when they were speak, and they didn't want to try because they didn'y know their strength.

Self-awareness is to inform themselves of interest to identify feelings and how it affects performance. This self-awareness is the key to sensitize a person of strength and weakness. This self-awareness allows one to obtain self-confidence. In a study conducted by Holahan and Sears (Yahaya, 2012: 6) for a period of 60 years to more than 1000 people who have a high IQ from childhood until the time they retire. It was found that those who acquire self-confidence during the first year was more successful in their careers.And Silfa Nugrawati (2016:38) stated that self-confidence was indicator that very high or strong among the others indicators of self-awareness. It means that, self-confidence was needed when the students speak, especially in front of the class.

2. The Students' Speaking Ability

The researcher also interviewed the students as respondent in order to obtain the descriptive analysis from their speaking ability. In addition by giving interview, the reseracher also got the descriptive analysisthat could be used to analyze the students' speaking ability. Marzuki (1983:58) states, interview is a way of collecting data by questioning undertakenunilaterally bysystematic and based on objective research.

Based on the data of interview, it would be calculated the overall score and the mean score as well. The researcher assessed the students ability in their aspect of pronounciation and hesitation in speaking. from the aspect of pronounciation, among 28 students interviewed, there were 7 students reached the good categories (7.6-8.5) in which it was the highest score among others. Another score, there were 19 students reached the average categories (6.5-7.5). and the rest of whom they only reached the fairy categories (5.6-6.5) were 2 students as well. The mean score of students' pronounciation was 6.76.

Based on Khojastehrad (2012: 179) Hesitations are pauses of varying lengths, which are not usually left unfilled. They usually occur when a speaker finds himself/herself in a po sition where he/she lacks the words to use or strug gles with cognitive or verbal planning. The students' speak confidently without irrelevant pauses or hesitation, however, often with making major mistakes. Meanwhile, assessed the students' speaking ability aspect of hesitation, among 28 students had interwieved, there were

2 students got good categories (7.6-8.5) in which the highest among the other students. And the other 19 students reached average categories (6.6-7.5). while 7 students got fairy categories (5.6-6.5) from interwieved. The mean score of students' hesitation was 6.6.

BAB V

CONCLUSION AND SUGGESTION

In the last chapter of this thesis presented conclusion and suggestion based on this research have done at English Department of Muhammadiyah University of Makassar.

A. Conclusion

In regard with the influence of emotional intelligence in speaking ability in the aspect of pronounciation and hesitation as well, based on the reasearch finding and discussion in previous chapter

1. The influence of self-awareness on students' sepaking ability have been seen after calculated the data. The questionnaires having been given 12 questions, is about self-awareness, and it has three indicators; emotional-awareness, accurate self-assessment, and self-confidence. The total score of from three indicators that positive statement has a high score 556 and negative question was 479. And also about data calculated of self-awareness, it can be seen that Emotional Awareness (EA) was 12,3%, Accurate Self-Awareness (AS) was 11,7%. Self-Confidence was 12,8% So that, among of 3 indicators of Self-Awareness, the researcher got the self-confidence as high score at class B, English Department MuhammadiyahUniveristy of Makassar. It meant that, self-confidence was indicator that very high or influenced among the others indicators of Self-Awareness. From the data of self-awareness, emotional intelligence especially self-awareness have a big influence when the students

wanted to speak in front of the people. It could be seen that some of students have problem to speak up, because they can't overcome their feeling and emotion when they were speak. And also when the students speak, they have a lot of worried about mistake, they didn't know about their strengths and limits.

2. Students' speaking ability in aspect of pronounciation and hesitation that have been calculated from interview, for instance of their pronounciation. Some of students have a low of pronounciation, because they rarely to practice specially in front of their friends, they were shy to speak up, but overall is average. Another ability was the students' hesitation, sometimes there was filler but overall is average. It could be seen from the mean score which the mean of pronounciation and hesitation were not far at the score 6.67 and 6.60, and categorized as Average.

B. Suggestion

Based on the conclusion above, the researcher would like to give suggestion, that will be listed as follows:

1. Teacher

   Self-awareness was needed to be understood within the person's environment. Beside giving and transferring knowledge, the lecturer should also give more encouragement to the students to know about the important of emotional intelligence specially Self-Awareness. Lecturer should be more creative in giving a lesson and use appropriate method, technique, media,

strategy etc in the classroom based on students' learning style. In learning speaking, we should pay attention to all of the students and create fun atmosphere and engaging method in order that the students enjoy and practice cheerfully

2. Student

The students were excepted to increase their self-awareness in learning speaking, because the students though that speaking is difficult. The students need self-awareness to increase their speaking ability and it from the lecturer, how they make the students enjoyed and loved speaking.

3. Further Researcher

It is expected that the future this research can be used as an example for further research with different discussion and the researcher hope that the further research will more creative to find the solution for their problem.

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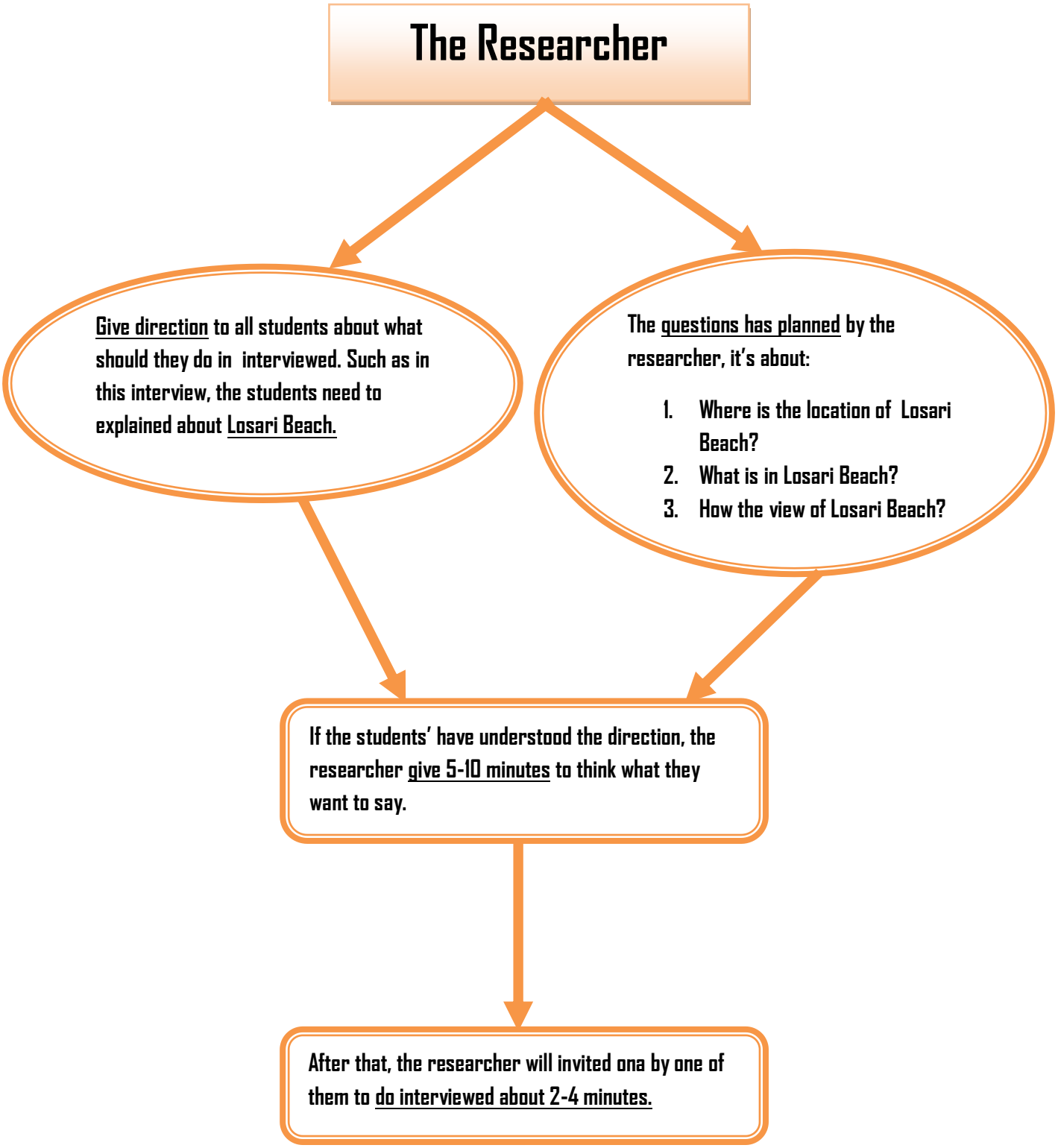
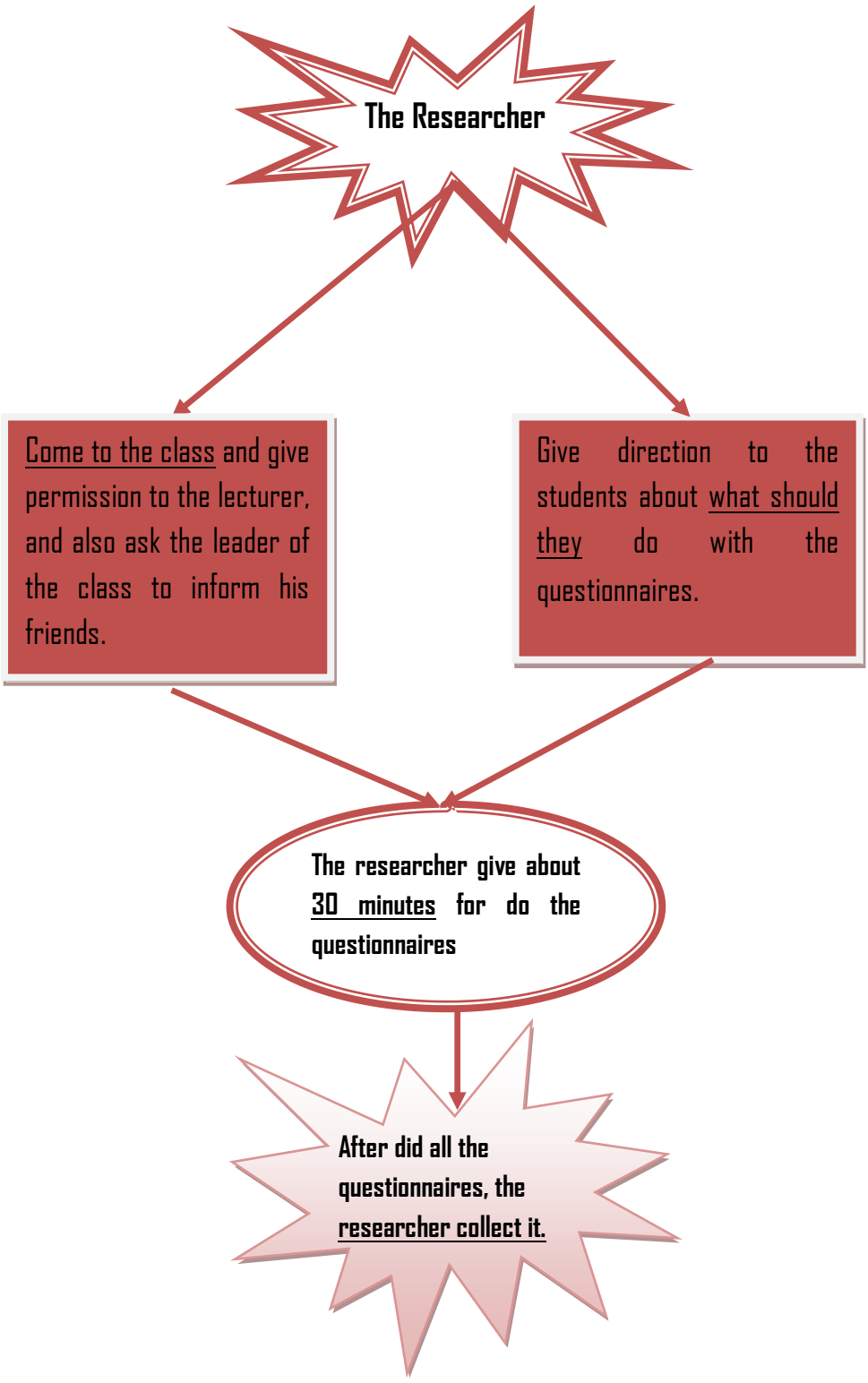
Appendix

Direction of Structural Interview



Appendix

Direction to do Questionnaires



Appendix : Questionnaires of Self-Awareness

Questionnaire of Self-Awareness

Name :

Reg.Number :

Class :

Directions: this Questionnaire has been designed to help you better understand your Self-Awareness. Then place a circle mark (O) on the response that most accurately describe how yours. SA (Strongly Agree), A (Agree), D (Disagree), or SD (Strongly Disagree).

No	Statement	Answer			
1	I know my feelings when I speak	SA	A	D	SD
2	Feel that have a lot of weakness	SA	A	D	SD
3	Sure with practice, I will success in speaking	SA	A	D	SD
4	I dislike when I get criticism of my friends	SA	A	D	SD
5	I do something that can increase creativity	SA	A	D	SD
6	I feel be shy when I speak in front of the class	SA	A	D	SD
7	Always difficult to make reason when I speak in front of my friends	SA	A	D	SD
8	I like to monotonous activity	SA	A	D	SD
9	I can understand own feelings	SA	A	D	SD
10	I am sure with high confident, I will do my best	SA	A	D	SD
11	Feel pessimist in front of their friends	SA	A	D	SD
12	Feel be confident in front of their friends	SA	A	D	SD

Adopted (in Silfa Nugrawati “skripsi” 2016)

Appendix 1

Data Analysis of Student's Self- Awareness

Num of students	Items									
	EA (+) 1	**EA (-) 2**	**AS (+) 3**	**AS (-) 4**	**AS (+) 5**	**SC (-) 6**	**EA (-) 7**	**AS (-) 8**	**EA (+) 9**	**SC (+) 10**
1	3	3	3	4	3	2	2	2	4	4
2	4	4	4	4	2	2	4	3	3	4
3	3	4	3	3	3	4	3	3	3	4
4	3	3	3	3	4	3	2	2	3	4
5	3	4	3	3	4	3	3	4	3	3
6	4	4	3	4	3	3	2	4	3	3
7	4	3	3	2	4	2	2	2	3	4
8	3	4	4	3	2	2	3	3	3	4
9	3	3	2	3	3	2	3	2	3	3
10	4	4	3	3	4	4	3	2	3	4
11	3	4	3	3	3	4	4	3	3	3
12	3	3	4	3	4	3	2	3	3	4
13	3	4	4	3	3	1	3	3	4	4
14	3	3	4	2	3	2	2	2	3	4
15	3	3	4	3	4	4	3	3	3	4
16	4	4	4	2	3	1	4	2	4	3
17	3	3	3	4	2	4	3	2	3	3

18	3	3	3	2	4	3	2	2	3	3
19	3	3	3	2	4	3	2	2	3	3
20	3	3	3	3	3	2	3	2	1	3
21	4	4	2	4	3	4	2	4	1	4
22	3	4	4	2	3	1	3	2	4	4
23	3	4	4	2	3	1	3	2	3	4
24	3	4	3	3	3	2	3	2	3	4
25	3	4	4	2	4	1	4	2	2	4
26	4	4	3	3	3	2	3	4	2	4
27	4	4	3	3	3	2	3	4	2	4
28	4	4	2	3	3	3	2	3	2	4
Total	**93**	**98**	**92**	**79**	**82**	**72**	**74**	**76**	**80**	**102**

Appendix 2

Data Analysis of Students' Positive Score

Num of students	Items					
	EA (+) 1	**AS (+) 3**	**AS (+) 5**	**EA (+) 9**	**SC (+) 10**	**SC (+) 12**
1	3	3	3	4	4	4
2	4	4	2	3	4	4
3	3	3	3	3	4	3
4	3	3	4	3	4	3
5	3	3	4	3	3	3
6	4	3	3	3	3	3
7	4	3	4	3	4	3
8	3	4	2	3	4	3
9	3	2	3	3	3	3
10	4	3	4	3	4	3
11	3	3	3	3	3	4
12	3	4	4	3	4	3
13	3	4	3	4	4	4
14	3	4	3	3	4	4

15	3	4	4	3	4	3
16	4	4	3	4	3	4
17	3	3	2	3	3	4
18	3	3	4	3	3	4
19	3	3	4	3	3	4
20	3	3	3	1	3	3
21	4	2	3	1	4	3
22	3	4	3	4	4	3
23	3	4	3	3	4	3
24	3	3	3	3	4	3
25	3	4	4	2	4	3
26	4	3	3	2	4	3
27	4	3	3	2	4	3
28	4	2	3	2	4	4
Total	**93**	**92**	**82**	**80**	**102**	**93**

Appendix 3

The students' self-awareness negative score

Num of students	Items					
	EA (-) 2	**AS (-) 4**	**SC (-) 6**	**EA (-) 7**	**AS (-) 8**	**SC (-) 11**
1	3	4	2	2	2	4
2	4	4	2	4	3	4
3	4	3	4	3	3	4
4	3	3	3	2	2	3
5	4	3	3	3	4	3
6	4	4	3	2	4	4
7	3	2	2	2	2	4
8	4	3	2	3	3	3
9	3	3	2	3	2	3
10	4	3	4	3	2	3
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14	3	2	2	2	2	4
15	3	3	4	3	3	4
16	4	2	1	4	2	4

17	3	4	4	3	2	3
18	3	2	3	2	2	3
19	3	2	3	2	2	3
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21	4	4	4	2	4	4
22	4	2	1	3	2	4
23	4	2	1	3	2	3
24	4	3	2	3	2	3
25	4	2	1	4	2	3
26	4	3	2	3	4	3
27	4	3	2	3	4	3
28	4	3	3	2	3	3
Total	**98**	**79**	**72**	**74**	**76**	**94**

Appendix 4

The Students' Score of Each Variable of Self-Awareness

No	Students	Variable X			Score
		EA	AS	SC	
1.	S-1	12	12	14	**38**
2.	S-2	15	11	16	**42**
3.	S-3	13	12	15	**40**
4.	S-4	11	12	13	**36**
5.	S-5	13	14	12	**39**
6.	S-6	13	14	12	**39**
7.	S-7	12	11	13	**36**
8.	S-8	13	12	12	**37**
9.	S-9	11	10	8	**29**
10.	S-10	14	12	14	**40**
11.	S-11	14	12	14	**40**
12.	S-12	11	14	14	**39**
13.	S-13	14	13	13	**40**
14.	S-14	11	13	14	**38**
15.	S-15	12	13	15	**40**
16.	S-16	16	12	12	**40**
17.	S-17	12	11	14	**37**
18.	S-18	11	11	13	**35**
19.	S-19	11	11	13	**35**
20.	S-20	10	11	11	**32**
21.	S-21	11	13	15	**39**
22.	S-22	14	11	12	**37**
23.	S-23	13	11	11	**35**
24.	S-24	13	11	12	**36**
25.	S-25	13	12	11	**36**

26.	S-26	13	13	12	**38**
27.	S-27	13	13	12	**38**
28.	S-28	12	11	14	**37**
TOTAL		**345**	**329**	**361**	
%		**12,3%**	**11,7%**	**12,8%**	

Appendix 5

The Questionnaires Recapitulation of Self-Awareness by Students

Questions	Option							
	SA		A		D		SD	
	F	P%	F	P%	F	P%	F	P%
1	9	32%	19	68%	-	-	-	-
2	18	64%	10	36%		-	-	-
3	10	36%	15	53%	3	11%	-	-
4	5	18%	14	50%	9	32%	-	-
5	9	32%	16	57%	3	11%	-	-
6	6	21%	7	25%	10	36%	5	18%
7	4	14%	14	50%	10	36%	-	-
8	5	18%	8	29%	15	53%	-	-
9	4	14%	17	61%	5	18%	2	7%
10	18	64%	10	36%	-	-	-	-
11	10	36%	18	64%	-	-	-	-
12	9	32%	19	68%	-	-	-	-

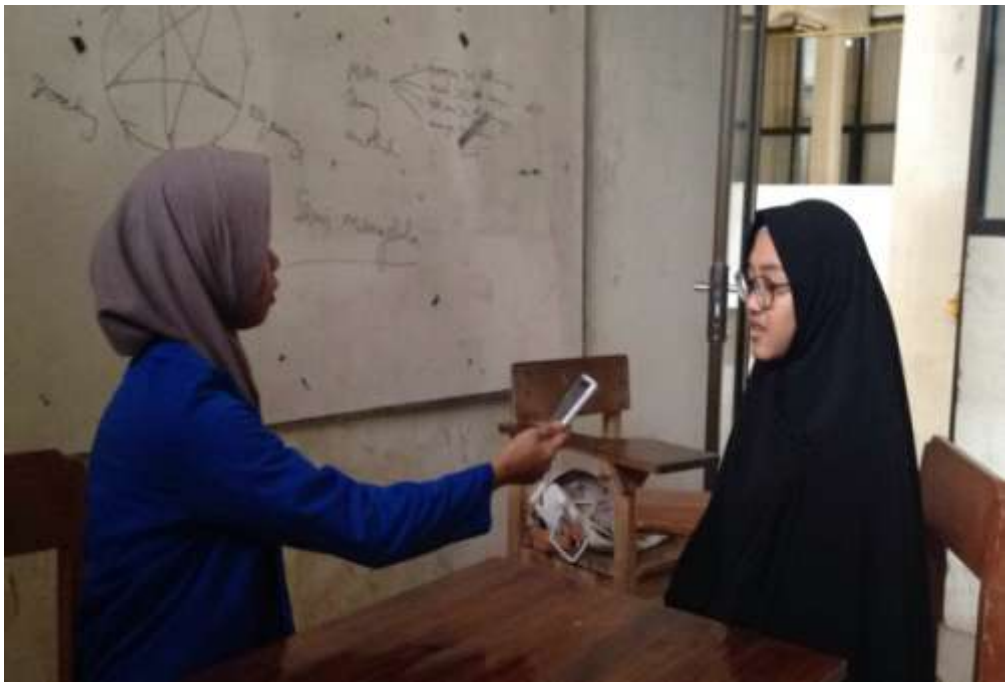
Appendix 6

Score of students' speaking ability

No.	Student	Aspect of speaking				Total score	Mean score	Classification
		P		H				
1	S-1	3	7.0	4	8.5	15.5	7.75	**Average**
2	S-2	3	6.6	3	7.0	13.6	6.8	**Average**
3	S-3	4	8.3	3	6.6	14.5	7.45	**Average**
4	S-4	3	6.6	2	5.6	12.2	6.1	**Fairy**
5	S-5	4	8.0	4	8.0	16.0	8.0	**Good**
6	S-6	3	7.5	3	6.6	14.1	7.05	**Average**
7	S-7	3	7.0	3	6.6	13.6	6.8	**Average**
8	S-8	4	8.0	3	6.6	14.6	8.5	**Good**
9	S-9	3	6.6	2	6.0	12.6	6.3	**Fairy**
10	S-10	3	7.6	3	7.6	15.2	7.6	**Good**
11	S-11	4	7.6	3	7.0	14.6	7.3	**Average**
12	S-12	3	6.6	2	6.0	12.6	6.3	**Fairy**
13	S-13	2	6.0	2	6.0	12.0	6.0	**Fairy**
14	S-14	2	6.0	1	5.0	11.0	5.5	**Fairy**
15	S-15	3	6.6	2	6.0	12.6	6.3	**Fairy**
16	S-16	3	7.6	3	7.6	15.2	7.6	**Good**
17	S-17	3	7.0	3	6.6	13.6	6.8	**Average**
18	S-18	4	8.5	3	7.0	15.5	7.75	**Good**
19	S-19	3	6.6	3	6.6	13.2	6.6	**Average**
20	S-20	4	7.6	3	7.0	14.6	7.3	**Average**
21	S-21	3	7.0	3	6.6	13.6	6.8	**Average**
22	S-22	3	7.0	3	6.6	13.6	6.8	**Average**
23	S-23	4	8.0	3	7.0	15.0	7.5	**Average**
24	S-24	3	6.6	3	6.6	13.2	6.6	**Average**

25	S-25	2	6.0	2	5.6	11.6	5.8	**Fairy**
26	S-26	3	6.6	3	7.0	13.6	6.8	**Average**
27	S-27	3	7.0	3	6.6	13.6	6.8	**Average**
28	S-28	3	7.5	3	7.0	14.5	7.25	**Average**
Total score			**189.4**		**184.9**	**381.5**	**190.9**	
Mean score			**6.76**		**6.60**	**13.6**	**6.81**	**Average**

DOCUMENTATION



CURRICULUM VITAE

DESI KARMIA, was born on May 12, 1995 in Caleru, Kabupaten Wajo. From the marriage of her parents Amir Jaya and Hj. Marcaya, S.Pd. She is the first child from 3 siblings. In 2001, she started her elementary school in SDN 342 Manurung and she finished in 2007. Then, she continued her study in SMPN 2 Bola in 2007 until 2010. At the same time, she continued in senior high scholl in SMAN 2 Sengkang and finished her study in 2013. After that, she continued in Muhammadiyah University of Makassar in 2013, and she was accepted as student in English Department of Faculty Teacher Training and Education.