

## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the Study**

Language is the instrument for communication. Language is the important thing in our life. Besides to communicate, language can be used to connect people in their life. Every country has a language, like Indonesia has Indonesian language. Indonesian can be used to communicate with other people in Indonesia. To communicate with foreigner, impossible to use Indonesian language, we must use English for communication with their, this case causes English is international language that used to communicate with people from other countries.

Since English became International language connecting people with foreigner, all people want to learn it. At the time, English not only teaches at formal institution, but also informal institution likes in Course Center. According to Djauhari (1986: 1-2), to have a good communication we should acquire the language well. In acquiring language especially English, the learners should have four basic language skills. They are listening, reading, writing, and speaking. Listening skill concerns with understanding what has been heard in order to avoid miscommunication or misunderstanding. Reading skill deals with understanding the text and it usually focuses on the vocabulary. Writing skill relates to the ability to write something well and

usually focuses on the structure and diction. The speaking skill, also relates to the ability of the sound and pronunciation.

Speaking is the instrument of the people to communicate, so speaking is important thing to understand by people. Parents always teach the way to speak for the baby, its stimulus to understanding the way of communication. To communication with others, people always speak. Although with the different ways, they must use it. Since English became International language to connect a people with foreign from all people want to learn it.

In Indonesia all formal institutions must give English as a main subject in the curriculum. The students must get English lessons min 4 times in a week. In learning English the students have main objectives in mind; there are their success and achievement. Success and achievement are not only supported by themselves, but also by any factors that influence them. Commonly there are two factors influential there are; internal and external factor (Muniroh, 2004: 4). The internal factor includes intelligence, learning motivation, attitude, interest, and learning behavior. The external factor includes family environment and school environment.

One of the internal factors that influence achievement is intelligence. In the past, students achievement was measured by using Intellectual Quotient (IQ), but now, some fundamental theories have been introduced: the Multiple Intelligence Theory (Gardner, 1983: 9) quoted in (Goleman, 2003: 53), and the Emotional Intelligence Theory (Goleman, 2003: 44). We can say that success depends on several intelligences and control of emotions. IQ cannot

measure success of people. It's only supporting 20 % someone success, and the others are the emotional, social intelligences, and luck (Goleman, 2003: 44).

Speaking skill is one of important skills in learning second or foreign language. To be competent in language, they must be clever to communication, read and write by using language (Tarigan, 1988: 12). With speaking, we will able to know the kinds of situation in the world. Commonly, people who have ability in speaking will be better in receiving information. Specifically, the students who have good ability in speaking can be easy in their communication, and this case can be seen in their speaking achievement.

Considering speaking is the main factor in studying foreign language, the writer will give more attention to what factors that influence the speaking achievement. The factor that influences the second language acquisition is psychology and affective domain.

Psychological factor is the problems that influences if thinking likes family, boyfriends, friends, way of life etc; usually it happens in adolescent then Affective domain is generally assumed to influence second language acquisition. Affective factors refer to the emotional side of human behavior. The development of affective states or feelings involve a variety of personality factors, both feeling about one self and about others with whom he/she comes into contact.

Talking about emotion, there are two forms of emotion; first is positive emotion which involves happiness, love, curiousness. Second is negative

emotion which involves anger, shame, frightening, anxiety, jealousy, sadness. One of negative emotions that attack the students on speaking test is anxiety. The student's' success on speaking test is based on the success of managing their negative emotions.

MTS Negeri Plupuh is a School equivalent with junior high school majoring behavior and language, especially in Arabic languages and English language. Some of the students admit that it is uneasy to speak English especially in front of the people, even though they have already prepared what should be spoken, but their thought will disappear suddenly when they start to speak in front of the class. In other words, the students feel anxious when they have to speak in front of the class. The anxiety itself is one of negative emotions that should be controlled by the students when they speak. Being able or not to control their negative emotion will influence their speaking achievement. Shapiro (1997: 4) states that having high EQ is as important as having high IQ. Her research found that the students who have high EQ will be more confident and get the success in their school in (Nia, 2005:6). In this case, usually the students who can manage the negative emotion on speaking test will get a good score.

Based on the phenomena above, the writer is interested in conducting research entitled **A STUDY ON THE CORRELATION BETWEEN EMOTIONAL QUOTIENTS (EQ) AND SPEAKING ACHIEVEMENT OF EIGHT YEAR STUDENTS' IN MTS NEGERI PLUPUH.**

**B. Problem of the Study**

How much is the Correlation degree between Emotional Quotient (EQ) and Speaking Achievement of Eight Year Students of MTS Negeri Plupuh?

**C. Subsidiary Research Question**

Based on the Problem Statement above the writer raises some subsidiary research question as follows:

1. What are the students' speaking score's?
2. What are the students' Emotional Quotient score's?
3. How much is the correlation degree between Emotional Quotient and speaking achievement?
4. What is the pedagogic implication on language teaching?

**D. Objective of the Study**

The objectives of the research are as follows:

1. To know the students' speaking score's,
2. To know the students' Emotional Quotient score's,
3. To know the correlation between Emotional Quotient and speaking achievement,
4. To know the pedagogic implication on language teaching.

### **E. Limitation of the Study**

In this research, the writer only focuses on the correlation between emotional quotient (EQ) and speaking achievement of the eight year student of MTs Negeri Plupuh 2010/2011 academic year.

### **F. Benefit of the Study**

There are two benefit of the study from theoretical and practical advantages, as follows:

#### **1. Theoretical Benefit**

The result of this study will give the contribution to support the speaking study.

#### **2. Practical Benefit**

- a. For the MTs Negeri Plupuh Students, the study will give more understanding that EQ is needed to reduce the negative emotion, in order to get a high achievement on speaking.
- b. For the other researchers, they are expected to be able to use the result of this research as an additional reference in carrying out further research.
- c. For the teacher of English, the study gives the awareness about the Emotional Quotient as important aspect to support the speaking achievement.

## **G. Research Paper Organization**

The writer organizes this paper in order to make it easier to understand. The following shows the content of this research paper. The first chapter is introduction. It consists of background of the study, previous study, problem of the study, objective of the study, benefit of the study and research paper organization.

In the second chapter, the writer presents underlying Theory. It consists of the description of Emotional Quotient (EQ), the aspects of Emotional Quotient (EQ), The Characteristics of Emotional Quotient (EQ), and the description of speaking achievement.

In the third chapter, the writer discusses the research method. It consists of type of the research, subject of the study, data and source of data, method of collecting data, and technique for analyzing data.

The fourth chapter presents the result of the research and the discussion.

The fifth chapter is the last chapter. It consists of conclusion and suggestion.