

CHAPTER 1

INTRODUCTION

This chapter consists of some section. They are background of the research, setting of the research, limitation of the research, formulation of the research, purpose of the research, significance of the research, and definition of the key terms.

1.1 Background of The Research

English has some skills. There are 4 skills that should be learned. It is speaking, listening, writing, and reading. Among this 4 skills, the skill of speaking in the target language has been revealed as being the most challenging for language learners due to its interactive nature (Harumi, 2011:15). This means that students that learns English and they are live in non-English country, they will have more difficulty in learning speaking, unlike the students that learns English in the country that use English as their language. The reason is because of the opportunity for them to practice. Although many people really know that the key of their successes in mastery speaking skill is oral practice, but the fear of judges from teacher and friend make them scare to practice, give opinion and ideas in class.

Studies report that most language learners are concerned about making pronunciation or grammar mistakes when participating in classes because they fear teachers' negative judgment or their peers' mockery (Mendez & Pena, 2013:37). This is supported by theories of motivation which suggesting that teachers who exercise authority and control in the classroom affect students'

motivation negatively whereas if teachers are flexible and comprehensive can positively improve it (Deci & Ryan. 1985:42). This habit of teacher in any way can really effect students. It can lead them to bad emotional condition which effect their speaking if they cannot control their emotion. This is because it can make them scare to speech. Thus, we can say that it is important for teacher to know what students emotional condition and how this will affect their motivation on practice English in the class.

Emotional control is very important. It is very important for us to have the ability to express and also control our own emotion. But not only that. we also really need to have an ability to understand. It is mean that we are not only be able to express and control our emotion, but we need to understand what others' emotional condition. This ability is called as Emotional Intelligence. Emotional Intelligence (EI or EQ- Emotional Quotient) is a more modern concept and was only fully developed in the mid-1990s, by Daniel Goleman, among others. Emotional Intelligence (EI) is the ability of someone to perceive, control, and evaluate their emotion.

Emotional intelligence is expected to be master by students. Including eight semester students of English study program of university of Pasir Pengaraian (UPP). The reason is other than because they are students who are studying linguistics. But also because they are candidates for linguistic educators. That is why the future of community linguistic education depends on the hands of prospective educator like them. From the situations above, and in order to contribute to the literature on speaking ability in foreign language learning, this

study aimed to find out the influence of emotional intelligence on students' speaking skill. The researcher interest to conduct this research and give the title as **“The Influence of Emotional Intelligence On Speaking Skill at Eight semester of English Department of University of Pasir Pengaraian”**

1.2 Setting of the Research

Based on background above. There are two settings on this research. The setting of this research can be identifies as follows:

1. Emotional intelligence is important in academic achievement.
2. Speaking skill is the most challenging for language learners.

1.3 Limitation of the Research

The researcher wants to limit the scope of the research so that to avoid misinterpretation. In this research, the researcher focuses on the influence of emotional intelligence (EI) on students' speaking skill at fourth semester of english department of university of pasir pengaraian.

1.4 Formulation of The Research

The formulation of the research: Is there any influence of emotional intelligence on students' speaking skill at eight semester of English department of university of Pasir Pengaraian?

1.5 Purpose of The Research

Purpose of this research is the researcher want to find out: whether there is or no influence of emotional intelligence on speaking skill at eight semesters of English department of university of Pasir Pengaraian

1.6 Significance of The Research

There are two kind of significance of this research. There are theoretically and practically. For the theoretically, it is expected will be additional knowledge for the readers about emotional intelligence, speaking skill, and also the influence of emotional intelligence on students' speaking skill. For the practically significance, this research expected will help teacher especially English teacher on encourage students' ability on speaking.

1.7 Definition of Key Terms

1. Emotional intelligence: Mayer and Salovey (1990:11) state that “Emotional intelligence is the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.” In this research, researcher define emotional intelligence as skill on control emotion condition.
2. Speaking: Burns & Joyce (1997:4) and Louma (2004:2) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. In this research, researcher define speaking as communicating with oral voice.

CHAPTER 2

REVIEW OF LITERATURE

In this chapter, the researcher presented about Review of Related Theories, Previous Related Studies, Conceptual Framework, and hypothesis.

2.1 Review of Related Theories

2.1.1 Psycholinguistic

Study of human language known as linguistic. It is because only human use language as media of communication. Hatch (1983:1) expresses her concept as follows, “Psycholinguistics is defined traditionally as the study of human language, language, language comprehension, language production, and language acquisition.”

In its developed, psycholinguistic divided into some branches. They are micro and macro. Micro psycholinguistic divided into phonology, morphology, syntax, semantic, and pragmatic which focus on the structure while macro linguistics focuses on the relation of language with other studies e.g., sociology, psychology, neurology, etc.

Study of relationship between human mind and language called as psycholinguistic too. This is supported by Scovel (1998:4) which says, “Psycholinguistics is the study of the normal and abnormal use of language and speech to gain a better understanding of how human mind functions.”

2.1.2 Emotional Intelligence

Everything that people do is consist of emotion. Even if it is action, judgment, and decisions. Mayer and Salovey (1990:11) state that “Emotional intelligence is the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.”

Emotional intelligence (EI) is very important nowadays. It is used as indicators on someone’s knowledge, ability, and skills at work place, school, and their personal life. EI have a special position on job, motivation, successful management, decision making, and also leadership. Thus who apply this EI in school or university will get benefit from it. Elias (2001:48) says, “Emotional intelligence is very important at school, it affects academic achievement positively of students not only during the year they were taught but during the years that follow as well.”

In the early of the year 1990s, the concept of emotional intelligence was introduced by Psychologists John Mayer and Peter Salovey. They said that emotions are internal events that coordinate physiological responses, cognitions, and conscious awareness. They defined it as the ability of human on understanding and control the emotion so as promote emotional and knowledge growth.

\ In 1996, Dr. Reuven Bar-On⁷ explained that Emotional Intelligence reflects our ability to deal successfully with other people and with our feelings.

The Bar On7 was developed by him. It is the first scientifically developed and validated way to measure emotional intelligence. Which influence on ability on facing the environment challenges and success in personal life.

The ability to recognize the meaning of emotions and its relationship, and then use it to solved the problem is Emotional Intelligence. This ability includes the ability to understand the emotion and information of it and can manage it. Cooper & Sawaf (1997:12) say that, “Emotional intelligence is the ability to perceive, understand effectively, applying the power and acumen of emotions as a source of energy, information, and influence.”

Emotional intelligence is the ability to regulate one's own feelings and others, use it to motivate and manage emotions in themselves and their relationship with others (Rahim & Psenicka, 2002:72). This mean that emotional really important so that someone can understand other condition. In this case teacher can use it to motivate and manage their emotion and their students' emotion.

According to Salovey, Mayer, Caruso, and Lopes (2003:79), EI is composed of four related abilities. They state that if people possess a high level of EI, they are able to accurately perceive how both they and others feel, use those feelings to help with the task at hand, comprehend both the way those feelings have arisen and how they will change, and then manage those feelings effectively to achieve a positive result. The development of EI have good benefit. It will help on managing the stress. The development of EI is said to reduce stress not only for

individuals but also for organisations because it enables employees to achieve work/life balance” and “enhance leadership capability and potential (Chapman, 2014:93).

2.1.3 Emotional Intelligence Model

Emotional intelligence consists of some models, they are bar-on model and Goleman model.

A. Bar-On Model

Measuring tool of emotional intelligence was made for the first time by Reuven Bar-On at 2006. He is the director of the institution of applied intelligences in Denmark. He is also consultant for variety of institutions and organization in Israel. Bar-On said that someone with higher EQ is more successful in their meeting environmental demand and pressures. In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to person’s general intelligence, which then offers an indication of one’s potential to succeed in life (Bar-On, 2002:106).

In his model, there are 5 type of emotional intelligence. They are intrapersonal, interpersonal, adaptability, stress management and general mood.

First is Intrapersonal. Intrapersonal consist of Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization. The first one is Self-Regard, it is the ability to perceive, understand and accept ourselves. Emotional Self-Awareness, it is the ability of aware and understand our own emotional. After that there is assertiveness, it is the ability to express our emotion in general. Independence. It is the ability to be self-reliant and free of emotional

dependency on others. The last is Self-Actualization. It is the ability to set goals and try achieve it.

Interpersonal. Interpersonal is consist of empathy, Social responsibility, and Interpersonal relationships. First is Empathy. It is the ability to aware and understand other's emotion. Second is social responsibility. It is the ability to define a group and corporate in it. After that there is interpersonal relationships. It is the ability to establish and maintain mutual satisfying relationships and relate well with others.

Stress management. Stress management is consisting of Stress tolerance and Impulse controls. The first one is stress tolerance. It is the ability to manage emotion effectively and constructively. Second is impulse controls. It is the ability to control emotion effectively and constructively.

Adaptability. Adaptability is consisting of Reality testing, Flexibility, and Problem solving. The first one is reality testing. It is the ability to validate our feeling objectively and thinking with external reality. Second one is flexibility. It is the ability to adapt and adjust our feeling. The last is problem solving. It is the ability to solve the problem of personal and interpersonal.

General mood. General mood is consisting of Optimism and Happiness. The first one is optimism. It is the ability to maintain positive and hopeful attitude. The last one is happiness. It is the ability to feel content with ourselves, others and life in general.

B. Goleman model

Daniel Goleman is a psychologist and science writer who has previously written on brain and behavior research for the New York Times. Goleman (2002:7) defines emotional intelligence as “the capacity for recognizing our own feelings those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships.”

Type of emotional intelligence of Goleman first is self-Awareness. Self-awareness is consisting of some sub-unit. The first one is Emotional Self-Awareness knowing one feels and why. It is the ability to recognize emotion and how it will effect for them and another. Second one is Accurate Self-Assessment. It is the ability of someone to realize one’s strength and weaknesses. And the last is Self-Confidence. It is a belief in one’s own capability on accomplish task.

Self-Management. Self-Management is consisting of some sub-unit. The first one is Emotional Self-Control. It is the ability to keep your emotion on positive condition. Second is Transparency. It is mean to keep consistent on doing something with one has said. Next is Adaptability. It is the ability to work effectively in any kind of situations. Achievement orientation. It is accomplishing thing through someone effort. Initiative. It is the ability to identify a problem. And the last one is optimism. It is the way to keep our goal even with many obstacles.

Social-Awareness. Social-Awareness is consisting of some sub-unit. The first one is Empathy. It is awareness of other’s conditions (emotion, concerns and

needs). Second is organizational Awareness. It is the ability to understand organization condition (internal and external). And the last is Service Orientation. It is the desire to help others.

Relationship management. Relationship management is consisting of some sub-unit. The first one is Developing others. It is the ability to understand other's developmental need and help them. Second is Inspirational leadership. It is a desire to lead others. Next is Influence. It is the ability to persuade others. Conflict management. It is the ability to handle problem on individual or groups. And the last one is Teamwork and collaboration. It is the ability to work with others.

2.1.4 Speaking and type of speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994:12). It is mean that in order to speak, someone should produce something, in this case is the sound. In order to speak, people need to know not only what to produce such as grammar, pronunciation, or vocabulary. But also understand when, why and in what way to produce it.

Burns & Joyce (1997:4) and Louma (2004:2) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is often understood as a productive skill in communication and as often considered the basis of other skill (Pohan & Manurung, 2020).

According to Brown (2004: 141-142), there are five basic types of speaking, they are imitative, intensive, responsive, interactive, and extensive. Imitative speaking is the ability to imitate (parrot back) a word or a phrase or possibly a sentence. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language. Responsive speaking is interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment and request, and the like. Interactive speaking; complex interaction which sometimes includes multiple exchanges and/or multiple participant. Extensive speaking is oral production, include speeches, oral presentation, and storytelling.

2.1.5 The Purpose of Speaking

Tarigan (1990:16) said there are three important purpose of speaking, there were:

- a. To inform. It is mean that the goal of speaking is the speaker able to inform to the listener what they want to inform.
- b. To entertain. The speaker able to express their feeling, and listener know how to entertain them.
- c. To persuade. We already know that speaker want to persuade listener when they speak.

2.1.6 The Component of Speaking Skill

(Pohan & Manurung, 2020) said that at least there are five component of speaking skills, they are pronunciation, grammar, vocabulary, fluency, and comprehension.

a. Pronunciation.

Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Pohan & Manurung, 2020).

b. Grammar.

The function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator (Pohan & Manurung, 2020).

c. Fluency.

Harris and Hodges (1995: 14) said that fluency is an ability to speak quickly and automatically. It is mean that someone called fluent in speaking if one can speak without over thinking.

d. Vocabulary.

Based on Longman Dictionary (2002: 508), vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. If someone want to be good at speaking, they need to master more vocabulary.

e. Comprehension.

Comprehension is an ability to perceive and process stretches of discourse, to formulate representation the meaning of sentences (Pohan & Manurung, 2020).

2.2 Influence and Relationship between Emotional Intelligence and Speaking Skill.

Evidence is growing that students do better not only socially but also academically when they feel safe and regarded as important members of a learning community. Considerable research indicates that EI skills play a central role in students' academic, personal, and social lives above and beyond the effects of personality and general intelligence. Emotions drive attention which impacts learning, memory, and behavior. The ability to regulate emotions, for example, can help students to stay focused in class and handle anxiety-arousing situations such as taking tests. Indeed, children with higher EI skills tend to experience higher academic achievement than children with lower EI skills. It also is possible that some EI skills will interact with intelligence to predict academic achievement, such that students of the same level of intelligence will perform differently in school depending on their level of EI. For example, a highly intelligent student who becomes anxious during a test may fail because he or she has not learned effective strategies to deal with the problem. Thus, providing training in emotion skills may lead to greater academic achievement.

In the field of language learning, there are some pieces of evidence (although it is not enough) several dimensions of emotional intelligence affect significantly learners' speaking skill performance in and out of the classrooms.

Learners with high level of motivation, selfregulation, and social skills are equipped to abilities much more effective than the others.

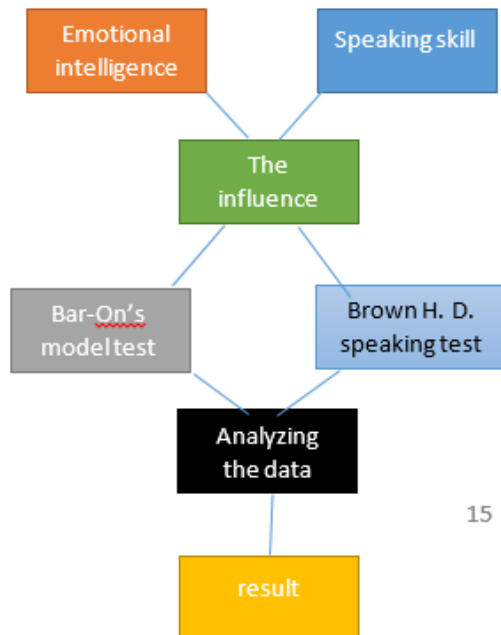
2.3 Previous Related Studies.

Afshar and Rahimi (2013) studied on the emotional intelligence and speaking skill. They studied about the relationships of critical thinking, emotional intelligence, and speaking ability of Iranian EFL learners. The emotional test using Bar-On's model. They also done Critical Thinking Skills Test (CCTST), and also interview. The result of their study is Emotional intelligence, critical thinking, correlated with speaking skill.

Nwadinigwe & Azuka-Obieke (2012). Downey, Mountstephen, Lloyd, Hansen & Stough (2008) studied about the relationship between emotional intelligence and student's academic achievement. The result of their research is there are correlation between emotional intelligence and academic achievement.

2.4 Conceptual Framework

This research consists of two variables. They are X variable and Y variable. X variable of this research is emotional intelligence. And Y variable of this research is speaking skill. The instrument of X variable is questionnaire and the instrument of Y variable is Test. The research will be done by giving the sample speaking and emotional intelligence test. The result of the test then will be analyzing to see the influence of the variable.



2.5 Hypothesis

In this research, the researcher proposes two hypotheses. They are as follows:

Ha: there is significance influence of emotional intelligence and speaking skill at eight semester of English department of university of Pasir Pengaraian.

H₀: there is no significance influence of emotional intelligence and speaking skill at eight semester of English department of university of Pasir Pengaraian.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter explains about research design, population and sample of the research, technique of collecting data, analyzing the data taken at the 3rd semester students of ESP of Universitas of Pasir Pengaraian and research instrument.

3.1 Research Design

Result of research never mean as real problem solving. It is because research is part of the way to solve the problem itself. Function of research is to find the explanations and answers on a problem and also give an alternative on anything that can be used on solving the problem (Azwar, 2010).

Every research that will be done should have method. That is why this research also have a method. The method that will be used in this research is quantitative method which is designed as quasi-experimental. It is examining whether there is relationship between two variables.

3.2 Population and Sample.

1. Population.

“Population is a whole of subject in social research” Arikunto (2006) in (Amir, 2015), It is mean that population in this research is people which will be the subject of this research in general. To become a population on the research, there should be characteristic on them. Azwar (2011) said “as a population, this group of subject should have characteristics which differs them from another groups, but it is also can be an individual character.

The population on this research is students of 3rd semester of English department of University of Pasir Pengaraian. There are two class in 3rd semester of English department of University of Pasir Pengaraian. There are class A (Reguler) and class B (Non-reguler). For the population of this research, researcher will use class A and B which is 30 total of population.

2. Sample

Sample is part of population. Because of that, sample should have the characteristics of the population. According to Arikunto (2006) in (Amir, 2015), “If the subject is less than 100 people, it is better to use all the subject on the population as a sample, but if it is more than that, only 10-15% or 20-25%, or more should be used”.

The sample of this research is “population sample”. It is the 4th students of English department of University of Pasir Pengaraian which is 26 people. Researcher use all of the people in class A and B, because they are under 100 in total of number.

3.3 Technique of Collecting Data.

According to Arikunto (2006) in (Amir, 2015), “Technique of collecting data is way of researcher on collecting the data of their research”. In this research, the researcher use questionare and test method

The questionnaire of this research is Likert scale. It is the scale which contain statements which will be made using the following procedure:

1. Make the blue-print based on the indicator.

2. Make the item that relevant with the problem.
3. Every statement contains of 4 alternative answers. They are strongly agree, agree, disagree, and totally disagree.

3.4 Research Instrument

The instrument of this research is questionnaire and speaking test. The questionnaire will be adopted from validated emotional intelligence questionnaire. The questionnaire that will be using on this research is to measure the score/level of emotional intelligence. It will have adopted from the validated questionnaire from Leadership Toolkit based on Daniel Goleman as follows:

Assess and score each of the questionnaire's statements.

Score your assessment, using a scale where

1 indicates that the statement **does NOT apply at all**

3 indicates that the statement **applies about half the time**

5 indicates that the statement **ALWAYS applies to you**

Read each statement and decide how strongly the statement applies to YOU. Score yourself 1 to 5 based on the following guide. 1 = Does not apply ~ 3 = Applies half the time ~ 5 = Always applies		the number that shows how strongly the statement applies				
NO.	STATEMENT	1	2	3	4	5
1	I realise immediately when I lose my temper					
2	I can 'reframe' bad situations quickly					
3	I am able to always motivate myself to do difficult tasks					
4	I am always able to see things from the other person's viewpoint					

5	I am an excellent listener					
6	I know when I am happy					
7	I do not wear my 'heart on my sleeve'					
8	I am usually able to prioritise important activities at work and get on with them					
9	I am excellent at empathising with someone else's problem					
10	I never interrupt other people's conversations					
11	I usually recognise when I am stressed					
12	Others can rarely tell what kind of mood I am in					
13	I always meet deadlines					
14	I can tell if someone is not happy with me					
15	I am good at adapting and mixing with a variety of people					
16	When I am being 'emotional' I am aware of this					
17	I rarely 'fly off the handle' at other people					
18	I never waste time					
19	I can tell if a team of people are not getting along with each other					
20	People are the most interesting thing in life for me					
21	When I feel anxious I usually can account for the reason(s)					
22	Difficult people do not annoy me					
23	I do not prevaricate					
24	I can usually understand why people are being difficult towards me					
25	I love to meet new people and get to know what makes them 'tick'					
26	I always know when I'm being unreasonable					

27	I can consciously alter my frame of mind or mood					
28	I believe you should do the difficult things first					
29	Other individuals are not 'difficult' just 'different'					
30	I need a variety of work colleagues to make my job interesting					
31	Awareness of my own emotions is very important to me at all times					
32	I do not let stressful situations or people affect me once I have left work					
33	Delayed gratification is a virtue that I hold to					
34	I can understand if I am being unreasonable					
35	I like to ask questions to find out what it is important to people					
36	I can tell if someone has upset or annoyed me					
37	I rarely worry about work or life in general					
38	I believe in 'Action this Day'					
39	I can understand why my actions sometimes offend others					
40	I see working with difficult people as simply a challenge to win them over					
41	I can let anger 'go' quickly so that it no longer affects me					
42	I can suppress my emotions when I need to					
43	I can always motivate myself even when I feel low					
44	I can sometimes see things from others' point of view					
45	I am good at reconciling differences with other people					
46	I know what makes me happy					
47	Others often do not know how I am feeling about things					
48	Motivations has been the key to my success					

49	Reasons for disagreements are always clear to me					
50	I generally build solid relationships with those I work with					

Table 1 Questionnaire of emotional intelligence

Total and interpret your results

Record your 1, 2, 3, 4, 5 scores for the questionnaire statements in the grid below. The grid organises the statements into emotional competency lists.

SELF-AWARENESS		MANAGING EMOTIONS		MOTIVATING ONESELF		EMPATHY		SOCIAL SKILL	
1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
16		17		18		19		20	
21		22		23		24		25	
26		27		28		29		30	
31		32		33		34		35	
36		37		38		39		40	
41		42		43		44		45	
46		47		48		49		50	

Table 2 Example of questionnaire score table

For the speaking test, researcher will give speaking task. Researcher will give three random photos, and then the sample will explain about one of the photos.

No	Aspect	Criteria	Score
1)	ACCENT	Pronunciation frequently unintelligible	1
		Frequent gross errors and every heavy accent make understanding difficult, require frequent repetition.	2
		“Foreign accent” requires concentrated listening and mispronunciations lead to occasional misunderstanding	3
		Marked “foreign accent” and occasional and mispronunciations which do not interfere with understanding	4
		No conspicuous mispronunciations, but would not be taken for a native speaker	5
		Native pronunciation, with no trace of “foreign accent”	6
2)	GRAMMAR	Grammar almost entirely inaccurate except in stock phrases	1
		Constant errors showing control of very few major patterns and frequently preventing communication	2
		Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding	3
		Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding	4
		Few errors, with no patterns of failure	5
		No more than errors during interview	6

3)	VOCABULARY	Vocabulary inadequate for even the simplest conversation	1
		Constant limited to basic personal and survival areas.	2
		Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic	3
		Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions	4
		Professional vocabulary broad and precise; general adequate to cope with complex practical problems and varied social situations	5
		Vocabulary apparently as accurate and extensive as that of an educated native speaker	6
4)	FLUENCY	Speech is so halting and fragmentary that conversation is virtually impossible	1
		Speech is very slow and uneven except for short routine sentences.	2
		Speech is frequently hesitant and jerky; sentences may be left uncompleted	3
		Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words	4
		Speech is effortless and smooth, but perceptively non-native in speed and evenness	5
		Speech on all professional and general topics as effortless and smooth as a native speaker's	6
5)	COMPREHENSION	understands too little for the simplest type of conversation	1
		Understands only slow, very simple speech on common social touristic topics requires constant repetition and rephrasing	2
		Understand careful, somewhat simplified speech when engage in a dialogue but may require considerable repetition and rephrasing	3

	Understand quite well educated speech when engage in a dialogue, but requires additional repetition and rephrasing	4
	Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally Rapid or slurred speech	5
	Understand everything in both formal and colloquial speech to be expected of an educated native speaker	6

Table 3 Scoring Rubric by Arthur Hughes (2003):

WEIGHTING TABLE						
	1	2	3	4	5	6
Accent	0	25	50	50	75	100
Grammar	16,6	33,2	50	66,5	83	100
Vocabulary	16,6	33,3	50	66,7	83,2	100
Fluency	16,6	33,2	50	66,4	83	100
Comprehension	17,4	34,8	52	65	82,5	100

Table 4 weighting table

In calculating the speaking score, the researcher used Bungin's formula (2005: 171) where:

$$\frac{x}{y} \times 100\% = N$$

N = the speaking score

X = the total score

Y = the high score of speaking skill level

The score will be determined by three raters. Researcher will give the video of sample when describe the photo and also give the transcript of it. The raters are three lecturers of English Study Program of University Of Pasir Pengaraian.

3.4 Linear Regression

Inferential analysis is intended to make conclusions with hypothesis testing (Azwar, 2011: 132). It is used to know the influence between variable X and variable Y. statistical plans which will be used to analyze the data of the influence of emotional intelligence on 3rd semester students of English Department of University of Pasir Pengaraian is simple linear regression. The purpose of simple linear regression is show form of the influence of variable X on variable Y. This analysis will be helped by computer program called SPSS 16.0 Version for windows.

Simple linear regression line equation is as follow:

$$Y' = b_0 + X_1$$

Explanation:

Y' : dependent variable (expected value).

X_1 : independent variable.

b_0 : Constanta (value of Y' if $X_1, X_2, \dots, X_n = 0$).

b : regression coefficient (value increase or decrease)