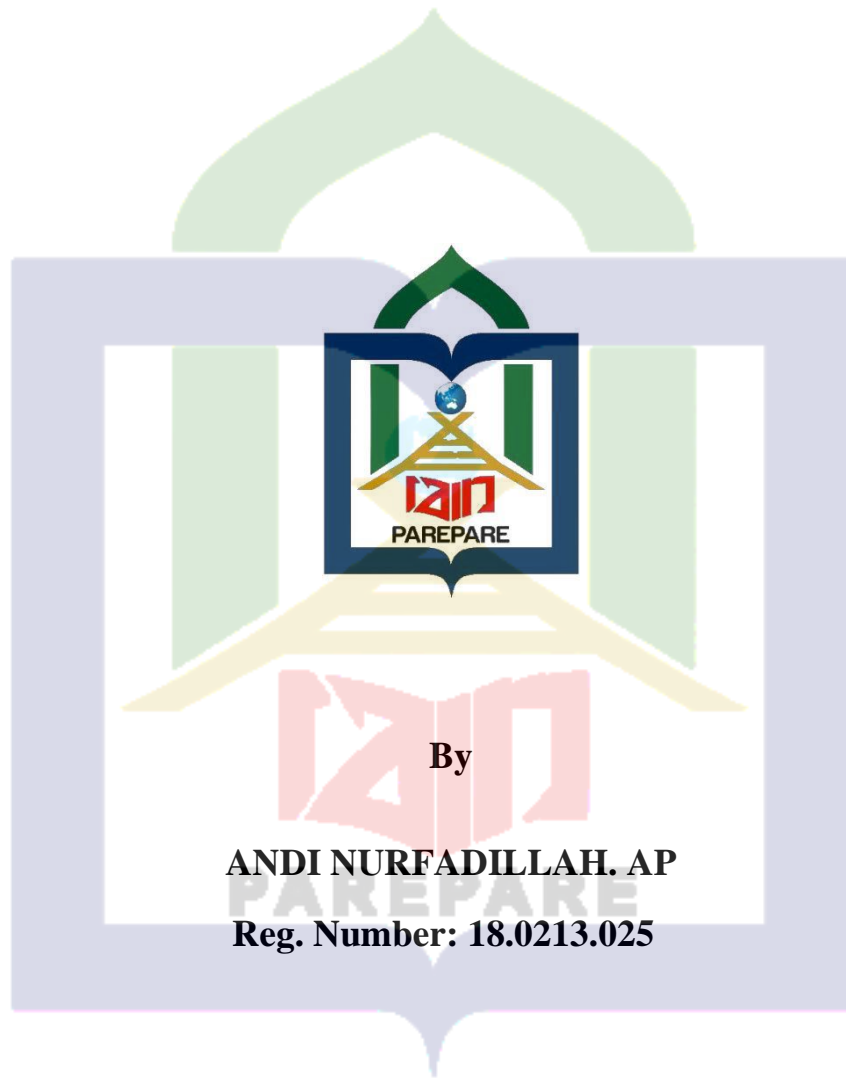


THESIS

**INVESTIGATING STUDENTS' EMOTIONAL INTELLIGENCE IN
SPEAKING ENGLISH OF ENGLISH EDUCATION
UNDERGRADUATE PROGRAM IN IAIN PAREPARE**



By

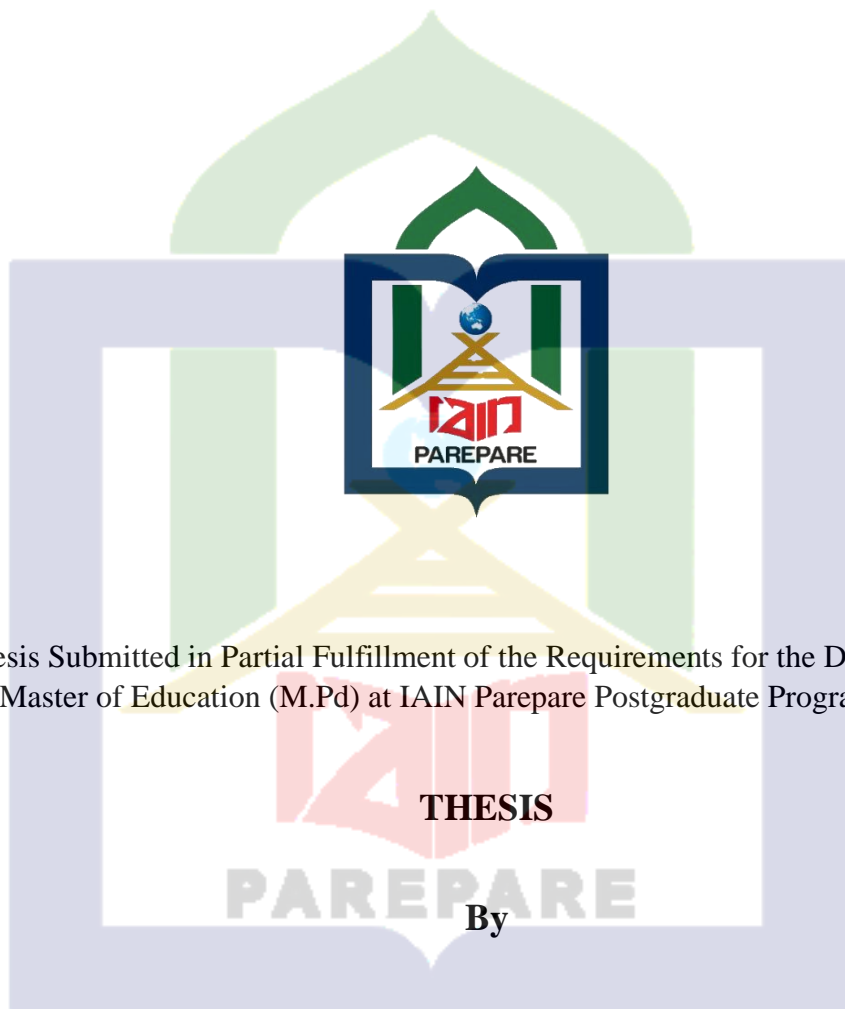
ANDI NURFADILLAH. AP

Reg. Number: 18.0213.025

**ENGLISH EDUCATION POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE (IAIN) PAREPARE**

2021

**INVESTIGATING STUDENTS' EMOTIONAL
INTELLIGENCE IN SPEAKING ENGLISH OF
ENGLISH EDUCATION UNDERGRADUATE
PROGRAM IN IAIN PAREPARE**



A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Education (M.Pd) at IAIN Parepare Postgraduate Program

THESIS

By

ANDI NURFADILLAH. AP
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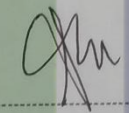
**ENGLISH EDUCATION POSTGRADUATE
PROGRAM STATE ISLAMIC INSTITUTE
(IAIN) PAREPARE**

2021

PENGESAHAN KOMISI PENGUJI

Tesis dengan judul "*Investigating Students' Emotional Intelligence in Speaking English of English Education Undergraduate Program in IAIN Parepare*", yang disusun oleh Saudari {Andi Nurfadillah.AP}, NIM: {18.0213.025}, telah diujikan dan dipertahankan dalam Sidang Ujian Tutup/ Munaqasyah yang diselenggarakan pada hari {Selasa}, {09_03_2021} Masehi, bertepatan dengan tanggal {25_Rajab_1442} Hijriah, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Magister dalam bidang {Tadris Bahasa Inggris} pada Pascasarjana IAIN Parepare.

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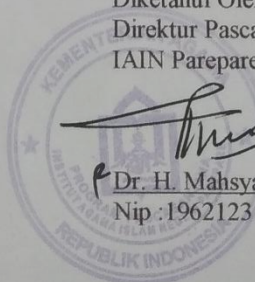
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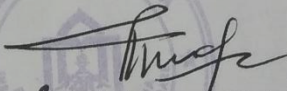
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Stated that this thesis is her own writing. The things out of her masterpiece in this thesis are signed by citation and referred in the bibliography. If it can be proven that the thesis has discrepancies, copied or duplicated by any other people, this thesis and the degree that has been gotten would be postponed.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Robbil Aalamiin. Allaahumma Shalli Ala Sayyidina Muhammad Wa Ala Aali Saiyyidina Muhammad. Finally, I have finished my research project report with the title “Investigating Students’ Emotional Intelligence in Speaking English Of English Education Undergraduate Program in IAIN Parepare.”

First of all, the writer would like to extend her sincere gratitude to Allah SWT., the Lord of the universe who has given her opportunity and courage to accomplish this thesis as partial fulfillment of the requirements to finish her study and achieve the degree of Magister Pendidikan from English Education of Postgraduate Program of State Islamic Institute (IAIN) of Parepare. Secondly, May peace be upon to my Prophet Muhammad SAW. as the lead and guidance of my life and as the best person in the world to follow.

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4. The students English of undergraduate program in IAIN Parepare as my respondents who have taken their time
5. Her classmate of Postgraduate program 2018 unexceptionally I cannot thank you all enough for the togetherness and brotherhood since day one

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At last, it is undeniable that this thesis is still far from perfection although many efforts have been made to make it complete. Therefore, critics and suggestions from the readers are necessary to complete the lack of this writing. I do hope that this research will be beneficial for all English teachers and students in their own English teaching and learning in particular and for education quality improvement in Indonesia in general. Finally, for the sake of improvement, any constructive feedback and suggestions are much appreciated.

Alhamdu lillāhi rabbil 'alamīn

Parepare, 23 February 2021

Writer,



ANDI NURFADILLAH. AP

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ABSTRACT

ANDI NURFADILLAH.AP. *Investigating Students' Emotional Intelligence in Speaking English Of English Education Undergraduate Program in IAIN Parepare.* (Supervised by Zulfah and Arqam)

Emotional intelligence is the ability to identify and manage one's own emotions, as well as the emotions of others. emotions will give adverse effects on an individual if the emotions are not being managed properly. So, this research aims to describe the student's emotion in speaking English and to describe the students' emotion management in speaking English.

This research used qualitative descriptive method. In collecting the data, observation and interviewing were used as the instrument which were then processed based on data reduction techniques, data presentation, and drawing conclusion. The informant of this study was ten students of English Education Undergraduate Program in IAIN Parepare

The findings showed that, in speaking class the students experienced positive and negative emotions. In positive emotion is Happy, the indicator of positive emotion is Smile while in negative emotions the students experienced nervous, afraid, worried, anxiety, shy, confused, and lack of confidence, the indicators of negative emotions are getting headache, heart thump, cold sweaty hands, shaking voice and difficult to express words or sentences. In the student's emotion management covers how emotional intelligence handles positive and negative emotions. The student manages his positive emotion by relaxation while in managing their negative emotions, they used relaxation, Positive reinterpretation & growth, and acceptance. In emotion management, there are three from the five aspects of emotional intelligence competencies used by students when speaking English which covered in students' emotional intelligence. The students' emotional intelligence are self-awareness, self-regulation, and motivation.

Keywords: Emotional intelligence, Speaking English, EFL students

ABSTRAK

ANDI NURFADILLAH.AP. Mencari tahu Kecerdasan Emosional Mahasiswa dalam Berbicara bahasa Inggris dalam Program Sarjana Pendidikan Bahasa Inggris di IAIN Parepare. (Dibimbing oleh Zulfah dan Arqam)

Kecerdasan emosional adalah kemampuan untuk mengidentifikasi dan mengelola emosi seseorang, serta emosi orang lain. Emosi akan memberikan dampak buruk pada individu jika emosi tersebut tidak dikelola dengan baik. Jadi, penelitian ini bertujuan untuk menggambarkan emosi siswa dalam berbahasa Inggris dan menggambarkan pengelolaan emosi siswa dalam berbicara bahasa Inggris.

Penelitian ini menggunakan metode deskriptif kualitatif. Instrumen pengumpulan data menggunakan pengamatan dan wawancara yang kemudian diolah berdasarkan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Informan penelitian ini adalah terdiri dari sepuluh mahasiswa Program Sarjana Pendidikan Bahasa Inggris di IAIN Parepare

Hasil penelitian menunjukkan bahwa dalam kelas berbicara Bahasa Inggris, siswa mengalami emosi positif dan negatif. Pada emosi positif merasakan senang, indikator emosi positif adalah Senyum sedangkan pada emosi negatif siswa mengalami gugup, takut, cemas, khawatir, malu, bingung, dan kurang percaya diri, indikator emosi negatif berupa sakit kepala, jantung berdebar-debar, tangan berkeringat dingin, suara gemetar dan sulit mengungkapkan kata atau kalimat. Dalam pengelolaan emosi siswa, meliputi bagaimana kecerdasan emosional mengelola emosi positif dan negatif. Siswa mengelola emosi positifnya dengan relaksasi sedangkan dalam mengelola emosi negatifnya, mereka menggunakan relaksasi, reinterpretasi & pertumbuhan positif, dan penerimaan. Dalam pengelolaan emosi terdapat tiga dari lima aspek kompetensi kecerdasan emosional yang digunakan siswa saat berbicara bahasa Inggris yang tercakup dalam kecerdasan emosional siswa. Kecerdasan emosional siswa adalah kesadaran diri, pengaturan diri, dan motivasi.

Kata kunci: Kecerdasan emosional, Berbicara bahasa Inggris, siswa bahasa Inggris

تجريد البحث

الإسم : : أ. نور فضيلة أف
 رقم التسجيل : 18.0213.025
 موضوع الرسالة : البحث عن الذكاء العاطفي الطلاب بتكلم اللغة الإنجليزية في السرجان
 التربية اللغة الإنجليزية جامعة الإسلامية الحكومية فاري فاري (بإرشاد زلفاح و أرقم)

الذكاء العاطفي القدرة لتحديد والاحتال عاطف وكذلك مشاعر الآخرين. سيكون للعواطف تأثير سيء على الأفراد إذا لم تتم إدارة هذه المشاعر بشكل صحيح. لذلك ، تهدف هذه الدراسة إلى وصف مشاعر الطلاب في التحدث باللغة الإنجليزية ووصف إدارة عواطف الطلاب في التحدث باللغة الإنجليزية.

يستخدم هذا البحث المنهج الوصفي النوعي. أدوات جمع البيانات يستخدم الملاحظة ومقابلة ثم معالجة بناءً على أسلوب تخفيض البيانات، عرض البيانات، استخلاص النتائج، المخبر هذا البحث من عشرة الطلاب سرجان التربية اللغة الإنجليزية الجمعة الإسلامية الحكومية فريفار تشير نتائج هذه الدراسة إلى ما يلي في الصل تحدث بالانجليزية الطلاب والعواطف الايجابية و سلبي. في العواطف الايجابية يشعر بالفرح مؤشرات العواطف الايجابية تبشم ثم في العواطف السلبي الطلاب ويقلق، مؤشرات العواطف السلبي كصداع واخفقان وبرودة تعرق اليدين وصوت مرتجف وصعوبة في التعبير عن الكلمات الجمل في إدارة العواطف الطلاب، التي تشمل كيف الذكاء العاطفي إدارة والعواطف الايجابية و سلبي. الطلاب إدارة عواطف الايجابيتها بإسترخاء ثم بإدارة عواطف السلبيها هم بإستخدام إسترخاء، إعادة تفسير، والنمو الإيجابي، والاستقبال. في الإدارة العاطفي ملي هناك ثلاثة من الجوانب الخمسة لكفاءات الذكاء العاطفي التي يستخدمها الطلاب عند التحدث باللغة الإنجليزية والتي يتم تضمينها في الذكاء العاطفي للطلاب. الذكاء العاطفي للطلاب هو الوعي الذاتي والتنظيم الذاتي والتحفيز.

الكلمات الرئيسية: الذكاء العاطفي ، التحدث باللغة الإنجليزية ، طلاب اللغة الإنجليزية

إتفق عليها :

رئيس مركز اللغة



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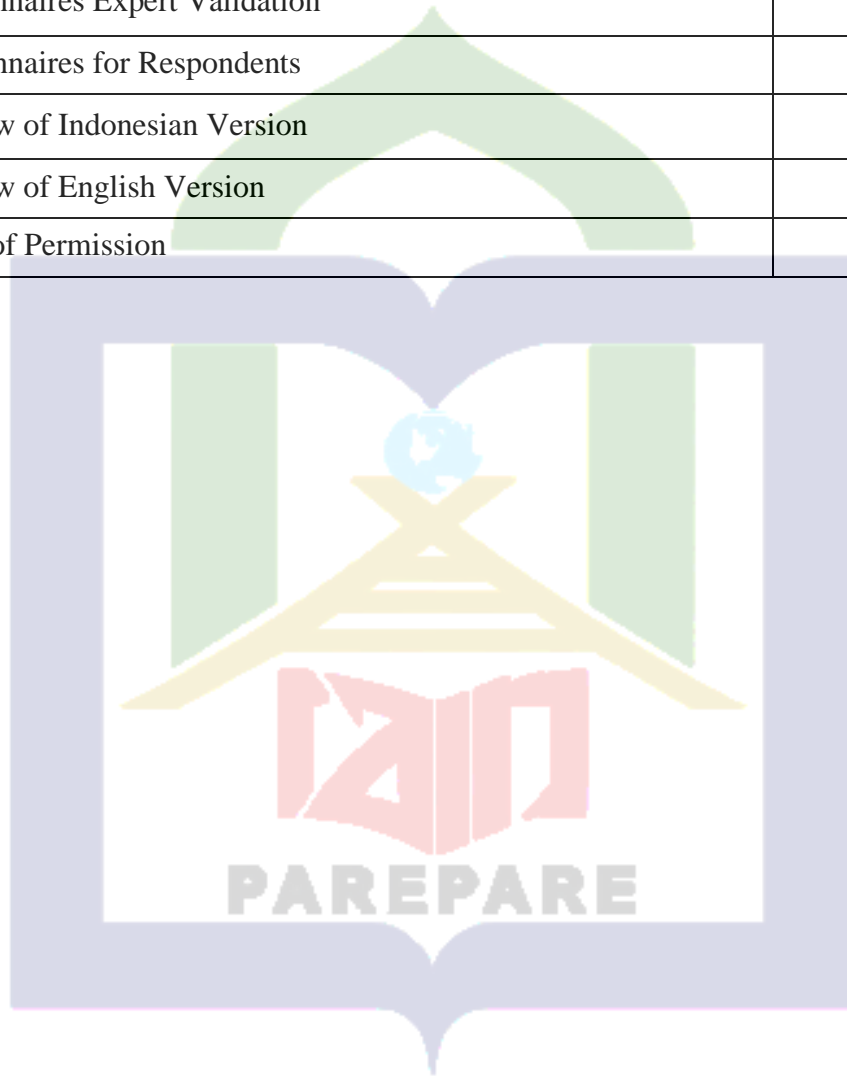
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CHAPTER I

INTRODUCTION

This chapter introduces the topic of this research. It describes the problem, logical and argumentative reason, urgency of the research as well as the significant of emotional intelligence in speaking English. In detail, the explanation is elaborated into some sub-chapters namely Background, Research Questions, Research Objectives, Research Significances and research focus as well.

1.1. Background of the research

In general, from a variety of research reports and findings show that speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language. They are generally facing problems to use the foreign language to express their thoughts effectively. They stop talking because they face psychological obstacles or cannot find the suitable words and expressions.¹ In line with this, Bueno, Madrid, and McLaren in Parupalli Srinivas Rao said that speaking is one of the most difficult skills language learners have to face.² Belegdair argued that Difficulty of EFL students on performing English speaking probably caused by cognitive or psychological factors. However, if the students with a good cognitive ability still have a difficulty on speaking, main psychological factors as motivation, self-esteem, and anxiety are potential aspects in influencing the

¹ Lai-mei Leong and Seyedeh Masoumeh Ahmadi, 'An Analysis of Factors Influencing Learners' English Speaking Skill', *International Journal of Research in English Education*, 2017, P.34-35 <<http://ijreeonline.com/article-1-38-.pdf>>.

² Parupalli Srinivas Rao, 'The Importance of Speaking Skills in English Classrooms', July, 2019, P.11 <https://www.researchgate.net/publication/334283040_The_Importance_Of_Speaking_Skills_In_English_Classrooms>.

students' oral performance.³ In the case of language learners, in state Islamic institute (IAIN) of Parepare, the students of English education undergraduate program have been studied around 3 years but they are still facing difficulties in speaking. In other words, students should be aware that the emotional intelligence become important and influential elements which give a great impact, particularly in speaking skill.

Speaking is one of the language skills that play an important role in human communication, because most of communication process uses oral or speaking process. In line with this, Parupalli Srinivas Rao stated that Even if there are four other skills in the English language, speaking skills are the most effective one among them as a majority of communication is done through speech. Therefore, speaking skills are the most important method of communication.⁴ Besides that, emotional intelligence is important for the success in life, Andrei Cotru and others stated that to be successful, emotional intelligence has an importance as great as mathematical intelligence. Researchers have shown that our success at work or in life depends on Emotional Intelligence 80% and only 20% of intellect. While our intellect helps us to resolve problems, to make the calculations or to process information Emotional intelligence (EQ) allows us to be more creative and use our emotions to resolve our problems.⁵ In fact, through emotional-intelligence enhancement, students will be more active in oral communications and tend to

³ Belegdair. Aouatef, 'The Main Psychological Factors Affecting Learners' Oral Performance. Case Study: Second Year LMD Students of English.', *ASIAN TEFL Journal of Language Teaching and Applied Linguistics*, 1.1 (2015)

⁴ Parupalli Srinivas Rao, 'The Importance of Speaking Skills in English Classrooms', July, 2019.P.11<https://www.researchgate.net/publication/334283040_The_Importance_Of_Speaking_Skills_In_English_Classrooms>.

⁵ Andrei Cotru, Camelia Stanciu, and Alina Andreea, 'EQ vs . IQ Which Is Most Important in the Success or Failure of a Student?', 46(2012), P.5211<<https://doi.org/10.1016/j.sbspro.2012.06.41>>.

achieve high level of proficiency in language classes.⁶ In other words, the instrumental factor in the success is the reflection of emotional intelligence.

The main aim of English language teaching speaking is to give learners the ability to use English language effectively and correctly in communication.⁷ However, it seems that language learners are not able to communicate fluently and accurately because they do not have enough knowledge in this field.⁸ in line with this, Tuan and Mai in 2015 pinpoint the factors that affect students' speaking performance such as motivation, confidence, anxiety, time, planning, amount of support, standard performance, listening ability and feedback during speaking activities.⁹ Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way.

Studies about emotional intelligence are urgently needed. Ravi Kant noted that Emotions are involved in every activity, action and reaction of human being. Emotionally intelligent people are able to recognize their potentialities and they exercise this in their personal and professional life that should be investigated.¹⁰

⁶ Zohre Esmaeeli, Masoud Khalili Sabet, and Yadollah Shahabi, 'The Relationship between Emotional Intelligence and Speaking Skills of Iranian Advanced EFL Learners', *International Journal of Applied Linguistics and English Literature*, 7.5(2018), P.27 <<https://doi.org/10.7575/aiac.ijalel.v.7n.5p.22>>.

⁷ P. Davies with E. Pearse, *Success in English Teaching* (Oxford University Press, 2000 221pp., £13.50, 2000) P.542 <<https://academic.oup.com/eltj/article-abstract/56/4/424/410287?redirectedFrom=PDF>>.

⁸ Lai-mei Leong and Seyedeh Masoumeh Ahmadi, 'An Analysis of Factors Influencing Learners' English Speaking Skill', *International Journal of Research in English Education*, 2017, P.34-35 <<http://ijreeonline.com/article-1-38-.pdf>>.

⁹ Nguyen Hoang Tuan and Tran Ngoc Mai, 'Factors Affecting Students' Speaking Performance', 3.2(2015), P.18 <<https://www.semanticscholar.org/paper/Factors-Affecting-Students%27-Speaking-Performance-AtTuanMai/e23c9e4360079b812d924ed1229907098a9dda9d>>

¹⁰ Ravi Kant, 'Emotional Intelligence: A Study on University Students', *Journal of Education and Learning (EduLearn)*, 13.4(2019), P.441 <<https://doi.org/10.11591/edulearn.v13i4.13592>>.

Barbara A Fatum proposed that without emotional intelligence skills, children may be more vulnerable to physical ailments that deplete their energy and strength, as well as emotional difficulties that impede academic achievement.¹¹ The initial interview with the students showed that students faced difficulties in speaking, they admitted that felt always worried, nervous, anxiety, shy even tension when performing their speaking because they were afraid of making mistakes. When these feelings become frequent and ongoing, they will not have the motivation to study, not being brave to speak although they know. In addition, the worst effect is their knowledge will be lost because it is not practised.

Emotional Intelligence and students' speaking skills are correlated. According to Reza Pishghadam, due to the nature of emotional intelligence (EQ), it seems that there is a relationship between EQ and foreign language learning. few studies to date, have taken the influence of emotional intelligence in language learning into account. Emotional intelligence is influential in second language learning and sometimes academic achievement.¹² In line with this, Goleman points out that A significant number of researcher and psychologists consider that EI is the concept which is very practical in nature and seems to be very essential for the success in student's life.¹³ Emotional intelligence of a student with another

¹¹ Barbara A Fatum, 'USF Scholarship: A Digital Repository @ Gleeson Library | Geschke Center The Relationship between Emotional Intelligence and Academic Achievement in Elementary School Children Recommended Citation', 2008, p.4 <<https://repository.usfca.edu/diss/265>>.

¹² Reza Pishghadam, 'Emotional and Verbal Intelligences in Language Learning', *Iranian Journal of Language Studies*, 3.1 (2009), P.43 <<http://web.a.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=17355184&AN=39341713&h=6%2FkUFtBIAAyHGhtFbl4NwZhKQL1cS%2FUIz9f0j6Ll9KrYSgbWY6OC9Z2VqtCv5e13T4NUXF0Pwmad%2FauD0NvZtA%3D%3D&crl=c&resultNs=AdminWebAuth&resultLoca>>.

¹³ Daniel Goleman, 'Intelligence Why It Can Matter More Than Iq', *Journal of Chemical Information and Modeling*, 53.9 (2013), P. 38 <<https://doi.org/10.1017/CBO9781107415324.004>>.

student is different. It can be seen in daily life that some students succeeded and the others are failed.

The ability to manage emotions can help students overcome speaking problems. Based on the research that had been done by Meiva Eka Sri Sulistyawati, she argues that Emotional intelligence is the ability to use your emotions to help you solve the problems and live in a more effective life. Emotional intelligence can be used as a key factor in the success of learning.¹⁴ Furthermore, to understand students' emotions, it is necessary to consider that emotions can vary across within each individual student.¹⁵ The ability to express and control our emotions is essential, but so is our ability to understand, interpret, and respond to the emotions of others. Psychologists refer to this ability as emotional intelligence, and some experts even suggest that it can be more important than IQ.¹⁶ Goleman says that emotional intelligence refers to the ability to recognize our own feelings and others, the ability to motivate yourself, and the ability to manage emotions well in ourselves in relationship with others".¹⁷ It means to understanding emotional intelligence is the ability to know what people feel, including the proper way to handle the problem. Emotional intelligence needed by students who want to succeed in learning. Emotional intelligence will

¹⁴Meiva Eka Sri Sulistyawati, 'The Effects Of Emotional Intelligence On students' Speaking Skills', *Journal of English Language Education*, 1.2(2018),:P.40-41 <<https://doi.org/10.1017/CBO9781107415324.004>>.

¹⁵ Reinhard Pekrun, 'International Academy Of Education International Bureau Of Education Emotions And Learning Bie Educational Practices Series 24.Qxd:Bie Educational Practices Se', 2014, P.11 <[Http://Www.Iaoed.Org](http://www.iaoed.org)>.

¹⁶ Indah Simamora, *The Influence of Emotional Intelligence in Improving Student 's Speaking Skill at SMP Kalam Kudus 1 Medan : A Psycholinguistic Analysis*, 2018.P.2

¹⁷ Daniel Goleman and Cary Cherniss, *The Emotionally Intelligent Workplace* ,P.11 <<https://www.ftms.edu.my/images/Document/MOD00946 - Organisational transformation in practice/Goleman BOOK The Emotionally Intelligent Workplace.PDF>>.

provide benefits in the process and the quality of decision making, communication and relationships.¹⁸

In line with this, the interest of researcher for the study of speaking skill as increased after knowing that speaking skills are strongly influenced by emotional intelligence factors. It supported by some experts, according to Goleman in 1998, a distinguished and knowledgeable psychologist in the field of emotional intelligence, one can attribute 80% of the reasons for any success to the emotional intelligence. The position is confirmed by many English teachers and university instructors' findings and studies. Consequently, it can be argued that the more an English learner possesses emotional intelligence, the more successful he/she becomes.¹⁹ In reality, high IQ is no guarantee of success. How successful we are in life is determined by both emotional intelligence and by IQ, though intellect works best when it's accompanied by high emotional intelligence. In this research, the researcher is interested in investigating students' emotional intelligence in speaking English. In line with this, the researcher chose State Islamic Institute (IAIN) Parepare because it made it easier for researchers to get accurate information although in adolescence, groups of individuals are known to have emotional instability but, they have known about emotions.

This explanation brings the researcher to the opinion that students' problems in speaking English should be investigated. in this case, the students' emotion should be examined to find out what is the students' emotion and how do the students manage their emotion in speaking English that can help them in

¹⁸ Supadi, 'The Effects of Teaching Method and Emotional Intelligence Upon Student'S Speaking Skill', *PREMISE JOURNAL:ISSN Online: 2442-482x, ISSN Printed: 2089-3345*, 5.1 (2016), P.125 <<https://doi.org/10.24127/pj.v5i1.424>>.

¹⁹ Daniel Goleman, 'Working With Emotional Intelligence', *Acta Entomologica Sinica*, 45.6(2002),P.7<<http://www.insect.org.cn/English/paperdetail1.asp?id=3040&volume=45&number=6&bgpage=812&endpage=814&year=2002&month=null%5Cnhttp://www.insect.org.cn/English/downloadpdf.asp?id=3040>>.

overcoming the problems that are often faced in speaking. Finally, to follow up this problem, the researcher is interested to conduct a research entitled *“Investigating Students’ Emotional Intelligence in Speaking English of English Education Undergraduate Program in IAIN Parepare”*.

1.2. Questions of the Research

Although there is much research on several aspects of emotional intelligence, a limited amount of research exists about the relationship between Emotional Intelligence and language skills especially productive language skills. Thus, this study seeks to investigate students' emotional intelligence in speaking English.

The present study aims to find out the answer to the following questions:

1. What is the students’ emotion in speaking English?
2. How do the students manage their emotion in speaking English?

1.3. Objectives of the Research

Related to the problems of the research above, the objectives of this research are as follows:

1. To describe the student’s emotion in speaking English.
2. To describe the students’ emotion management in speaking English.

1.4. Significances of the Research

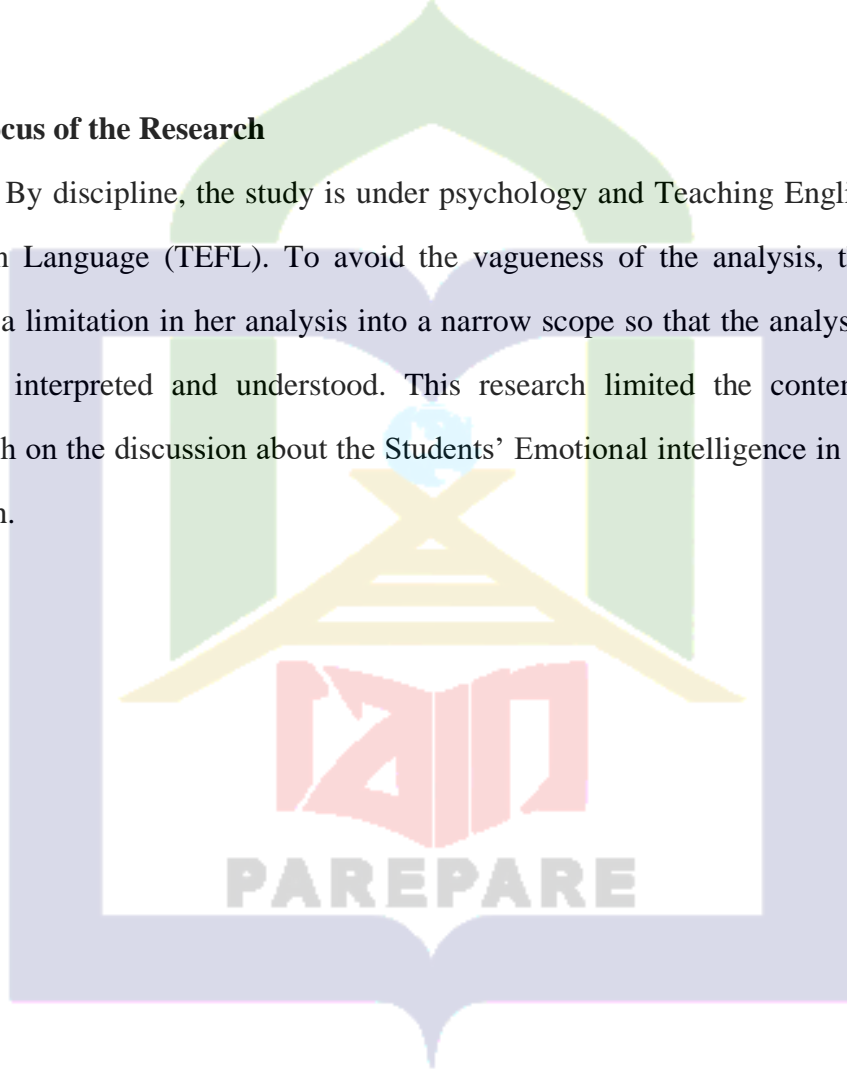
The results of this study are expected to be beneficial theoretically. Theoretical benefit;

- a. The findings of this research become the initial data for the research design to overcome the problems in speaking.

- b. The result of this research adds the knowledge of the readers about emotional intelligence and speaking skill
- c. This research Provide new facts on the finding of similar researches, especially about the students' emotional intelligence in speaking English.

1.5. Focus of the Research

By discipline, the study is under psychology and Teaching English as the Foreign Language (TEFL). To avoid the vagueness of the analysis, the writer makes a limitation in her analysis into a narrow scope so that the analysis can be clearly interpreted and understood. This research limited the content of the research on the discussion about the Students' Emotional intelligence in Speaking English.



CHAPTER II

REVIEW OF RELATED LITERATURE

This part consists of analysis and systematic explanation about the theory of study to build the conceptual framework of this research. It is generally believed that theories lead to problem solving. Some theories about emotional intelligence are supposed to lead the reader to an understanding of the concepts comprehensively.

2.1. Previous Related Research Findings

There are some related studies about emotional intelligence in language learning that have been conducted by many researchers. Furthermore, some related research findings about this matter in the same and extended field will be presented briefly in the following paragraphs.

Parisa Abdol rezapour and Mansoor Tavakoli conducted a study in 2010. The purpose of this study was twofold: (1) to see whether it is possible to enhance emotional intelligence (henceforth, EI) through prepared literature response activities based on Goleman's framework, and (2) to see whether there is any relationship between EI and EFL learners' reading comprehension achievement. This study employed a quasi-experimental. The results indicated that the participants in the experimental group showed greater achievement in reading comprehension than students who were taught under the ordinary approaches that

did not place any emphasis on the emotional content or words and also have some implications for EFL teachers and practitioners.²⁰

In a study conducted by Mohammad Alavi, Ph.D. and Zeinab Rahimi in 2010. This study aimed at examining the relationship between Emotional Intelligence (EI) and learning English language vocabulary. This study employed a quantitative method. The findings of the present study indicated a low and negative correlation between emotional intelligence and vocabulary knowledge. Moreover, the results showed that there is a significant difference in problem solving, independence, self-actualization, optimism, and self-regard components of emotional intelligence between males and females. To conclude, this study recommends that language teachers should be familiar with the concept of emotional intelligence and its impact on the learners' language learning ability.²¹

Another study concerned on the relationship among critical thinking, emotional intelligence and speaking ability of Iranian EFL learners was conducted by Hassan Soodmand Afshar in 2014. The present study aimed at investigating the relationship among critical thinking, emotional intelligence and speaking ability of Iranian EFL learners. This study used a quantitative method. The results of the multiple correlation analyses revealed emotional intelligence, followed by critical thinking, correlated significantly highly with learners' speaking ability. Further analyses revealed that almost half of the components of emotional intelligence correlated significantly highly with critical thinking. The findings

²⁰ Parisa Abdolrezapour and Mansoor Tavakoli, 'The Relationship between Emotional Intelligence and EFL Learners' Achievement in Reading Comprehension', *Innovation in Language Learning and Teaching*, 6.1 (2012), P.1<<https://doi.org/10.1080/17501229.2010.550686>>.

²¹ Ph.D. and Zeinab Rahimi Mohammad Alavi, 'On the Relationship between Emotional Intelligence and Vocabulary Learning of Iranian EFL Learners at the Intermediate Level', *Procedia Social and Behavioral Sciences*, 28.3(2011), P.17<<https://doi.org/10.1016/j.sbspro.2011.11.165>>.

imply that learners who are emotionally intelligent and are critical thinkers are more capable in speaking skill.²².

Furthermore, a focused on Emotional Intelligence Enhancement on Writing Skill was conducted by Mohammad Reza Ebrahimi and others in 2017. The purpose of the study was to examine the effect of EQ enhancement on the progress of writing ability. This study employed a Quantitative method. The results revealed a significant change both in EQ and in writing skill. The findings of the study could help further the knowledge in the related field.²³

In a further study, the focus of this study is the impact of emotional intelligence on learning, teaching and Education was conducted by Elena Spirovska Tevdovska in 2017. The purpose of the research was to assess their perceptions of their emotional intelligence the method of research applied was self-rating level of emotional intelligence after the students were asked to complete the Emotional Intelligence Questionnaire. Among the conclusions which can be drawn from this study is that emotional intelligence aspects are needed in individual development and further careers. The results of the study, according to the participants' answers and reported average scores, it is obvious that developing awareness and providing support for emotional intelligence development is considered to be important for future professionals and workers.²⁴

The previous studies above related to emotional intelligence showed some similarities in general because focus on relationship between emotional

²² Hassan Soodmand Afshar and Masoud Rahimi, 'The Relationship among Critical Thinking, Emotional Intelligence, and Speaking Abilities of Iranian EFL Learners', *Procedia - Social and Behavioral Sciences*, 136 (2014), P.31 <<https://doi.org/10.1016/j.sbspro.2014.05.291>>.

²³ Mohammad Reza Ebrahimi, Hooshang Khoshsim, and Esmail Zare-Behtash, 'The Impacts of Emotional Intelligence Enhancement on Iranian Intermediate EFL Learners Writing Skill', *International Journal of Instruction*, 11.1(2018), P.437 <<https://doi.org/10.12973/iji.2018.1113>>.

²⁴ Elena Spirovska Tevdovska, 'The Impact of Emotional Intelligence in the Context of Language Learning and Teaching', *SEEU Review*, 12.1 (2017), P.125 <<https://doi.org/10.1515/seeur.2017.0009>>.

intelligence in language learning and used quantitative research in the collection of data. The purpose of this study is to describe the students' emotion in speaking English and to describe about the students' emotion management in speaking English. It is different to the previous researches that conduct research to find out the relationship and impact of emotional intelligence in language learning. Furthermore, this research will use qualitative research by observation and interviewing in the collecting of the data. Finally, this study is expected to give describing of students' emotional intelligence in speaking English. so, hopefully it will become one of references in overcoming problems in speaking.

2.2. Some Pertinent Ideas

2.2.1. Emotional intelligence

To understand the concept of emotional intelligence, it is important to recognize what is emotional intelligence? Salovey and Mayer define emotional intelligence as the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.²⁵ in line with this, Ehsan Najafpour stated that Emotional intelligence holds within social intelligence and gives a special importance to the effect of emotions on our ability to look at situations without being influenced by personal feelings and therefore understanding ourselves and other people. Emotional intelligence is being able to sense, understand, and use the power of emotions, as a source of energy, creativity

²⁵ P Salovey and John D Mayer, 'An Intelligent Look at Emotional Intelligence', *Imagination, Cognition and Personality*, 9.3 (1990),P. 186 <<https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>>.

and influence.²⁶ Furthermore, Mohd Zuri Ghani, et al. said that Emotional intelligence become one of an important determinants for measuring success in one's life. Emotional intelligence involves the quality of an individual's ability to identify and understand their own emotions and others, manage conflict and flexible in positive interactions with the environment in verbal and non-verbal.²⁷ Brain added that Emotionally intelligent people recognize this and use their thinking to manage their emotions rather than being managed by them. In the course of last two decades, Emotional Intelligence (EI) concept has become a very important indicator of a person 's knowledge, skills and abilities in workplace, school and personal life. The overall result of researches suggests that EI plays a significant role in the job performance, motivation, decision making, successful management and leadership. Thus, applying EI methodology in higher education can have lots of benefits for students. It not only fulfils their desire but also makes them more efficient in their field.²⁸ To sum up, Emotional intelligence can be defined as the ability to recognize, understand and manage our emotions and the others to become more productive and successful at what we do. In other words, Emotional intelligence is the ability to aware and manage one's own emotions, as well as the emotions of others.

The main focus of emotional intelligence research is in which ways emotions make reasoning more intelligent and whether reasoning about emotions can be considered intelligent. It is important to mention that emotional

²⁶ Ehsan Najafpour, 'An Investigation of the Relationship between Emotional Intelligence and Job Involvement in a Penang Manufacturing Company (Master Thesis)', 2008, 110 ,P.1<<https://core.ac.uk/download/pdf/11974353.pdf>>.

²⁷ Mohd Zuri Ghani, Wan Sharipahmira, and Mohd Zain, 'The Level of Emotional Intelligence Among Special Education Teacher in Seberang Prai Tengah, Penang', *Global Journal of Interdisciplinary Social Sciences*, 3.4 (2014), P.1.

²⁸ Brain, 'Chapter 2 Emotional Intelligence: An Overview', *The Emotional Intelligence, Defining Emotional Models, Emotional Intelligence*, 2013, P.19.<https://shodhganga.inflibnet.ac.in/bitstream/10603/31161/6/06_chapter_2.pdf>.

intelligence fairly evaluates the contribution of emotion and intelligence components, the role of each is equally important whereas in emotional effect on cognition, emotions have a dominant role.²⁹ In short, because the concepts of emotional intelligence and emotional competence are relatively new, there is still great controversy regarding the definition of the terms and measures to be employed when testing the relationship between emotional intelligence and other attributes. As we have seen, the general concept of emotional intelligence suggests that an individual can recognize emotions in him or herself and in others, and can use that recognition as the basis for cognition and action. The implication of this theory and model is that an individual with a high level of emotional intelligence is more likely to also demonstrate a high quality of social and interpersonal relationships, and more likely to show compassion, altruism and the ability to express love and other emotions. While this claim has been tested by some researchers, there has been relatively little research into the measurable relationships of the thoughts and feelings of high EQ individuals, and other qualities such as nurturing, empathy, social engagement and moral consciousness. As we will see, the main definitions of EQ and its related capacities tend to revolve around the idea of high-EQ persons thinking and acting more effectively.³⁰

Bar-On and colleagues have conducted more studies to validate the EQ-i, except from the factor analyses, where the ten factors and the five facilitators are being compared to other tests measuring similar constructs, to see if the EQ-i is

²⁹ Aleksandra Lobaskova, 'The Issue of Multiple Theories of Emotional Intelligence: Criticisms and Measurement Limitations Running Head: The Issue Of Multiple Theories Of Emotional Intelligence: 1 Criticisms And Measurement Limitations The Issue of Multiple Theories of Emotional Intelligence: Criticisms and Measurement Limitations Final Exam Paper Aleksandra Lobaskova University of Copenhagen Introduction to Cognitive Science', October, 2016.

³⁰ Haybat Abdul Samad, *Op.Cit.*, p.209.

really measuring what it is supposed to measure. According to Bar-On, the EQ-i seems to measure the abilities to be aware of, understand, control, and express emotions, because it correlates with other tests that measure similar constructs. Bar-On refers to several studies showing EI as measured by the EQ-i being relevant and predictive of several outcomes in the areas of: performance in school, performance in the workplace, in predicting physical wellness and emotional wellbeing.³¹ The Bar-On model provides the theoretical basis for the EQ-i, which was originally developed to assess various aspects of this construct as well as to examine its conceptualization. According to this model, emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands. The emotional and social competencies, skills and facilitators referred in this conceptualization include the five key components described above; and each of these components comprises a number of closely related competencies, skills and facilitators which are described in the Appendix. Consistent with this model, to be emotionally and socially intelligent is to effectively understand and express oneself, to understand and relate well with others, and to successfully cope with daily demands, challenges and pressures. This is based, first and foremost, on one's intrapersonal ability to be aware of oneself, to understand one's strengths and weaknesses, and to express one's feelings and thoughts non-destructively. On the be aware of others' emotions, feelings and needs, and to establish and maintain cooperative, constructive and mutually satisfying relationships. Ultimately, being emotionally and socially intelligent means to effectively manage personal, social and environmental change by realistically and flexibly

³¹ Bar-On, C. Cherniss, C. Roche, and B. Barbarasch, *Op.Cit.*, 'p.33.

coping with the immediate situation, solving problems and making decisions. To do this, we need to manage emotions so that they work for us and not against us, and we need to be sufficiently optimistic, positive and self-motivated.³²

John Mayer and Peter Salovey first coined the term “emotional intelligence”. They introduced the concept of emotional intelligence in the early 1990’s. Their pure theory of emotional intelligence integrates key ideas from the fields of intelligence and emotion. They further mentioned that emotional intelligence is based on a model of intelligence. It proposes that emotional intelligence is comprised of two areas: experiential (ability to perceive, respond, and manipulate emotional information without necessarily understanding it) and strategic (ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them). According to them, emotions are internal events that coordinate physiological responses, cognitions, and conscious awareness. He had developed four branches for this model.³³ Paulo N. Lopes and others have argued that the emotional skills mapped by their model can be viewed as an intelligence, because: (a) they represent an intercorrelated set of competencies that can be statistically interpreted as a single factor with four subfactors mapping onto the four branches of the theoretical model; (b) they are distinct from, but meaningfully related to, abilities such as verbal intelligence; and (c) they develop with age. Studies with the MEIS provided preliminary evidence that emotional intelligence, measured as a set of abilities, shows convergent, discriminant, and predictive validity.³⁴ With EI defined in the public mind as a

³² Reuven Bar-on, ‘The Bar-On Model of Emotional-Social Intelligence’, February 2006, p.3-4.

³³ Salovey and Mayer, *Op. Cit.*, p.186-188.

³⁴ Paulo N. Lopes, Peter Salovey, and Rebecca Straus, ‘Emotional Intelligence, Personality, and the Perceived Quality of Social Relationships’, *Personality and Individual Differences*, 35.3 (2003), p. 58 <[https://doi.org/10.1016/S0191-8869\(02\)00242-8](https://doi.org/10.1016/S0191-8869(02)00242-8)>.

variety of positive attributes, subsequent approaches continued to expand the concept. One defined EI quite broadly as, “an array of noncognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures”. Although the model included emotion-related qualities such as emotional self-awareness and empathy, into the mix were added many additional qualities, including reality testing, assertiveness, self-regard, and self-actualization. It was this mixing in of related and unrelated attributes that led us to call these mixed models of EI. A second mixed model of EI included such qualities as trustworthiness, adaptability, innovation, communication, and team capabilities as emotional competencies. The additions of this model led to the characterization of such an approach as “preposterously all-encompassing”.³⁵

The first branch, emotional perception, is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. Emotional perception also includes the ability to distinguish between honest and dishonest expressions of emotion. The second branch, emotional assimilation, is the ability to distinguish among the different emotions such as feelings which identify those that are influencing their thought processes. The third branch, emotional understanding, is the ability to understand complex emotions (such as feeling two emotions at once) and the ability to recognize transitions from one to the other. Last and the fourth branch, emotional management, is the ability to connect or disconnect from an emotion depending on its usefulness in a given situation.³⁶ Daisung Jang and Hillary Anger Elfenbein added that Emotions

³⁵ John D. Mayer, Peter Salovey, and David R. Caruso, ‘Emotional Intelligence: New Ability or Eclectic Traits?’, *American Psychologist*, 63.6 (2008), 504–505 <<https://doi.org/10.1037/0003-066X.63.6.503>>.

³⁶ *Ibid.*, p. 189-194.

evolved to serve our need to communicate quickly and efficiently. Expressions serve as symptoms of our internal states, a signal appealing to others for action, and a symbol to convey information about an event. Expression produces outwardly visible cues interpreted by perceivers for their valuable information. Expression and perception are largely auto-mastic, yet also results from norms in expressing and perceiving emotions. Although expressions may have originated from reflexive actions, they have evolved into a complicated system providing information about other people's reactions, attitudes, and likely behaviours.³⁷ general model of perception has been central to research on emotional perception by emphasizing that a psychological state produces cues and cues are recognized, but there is room for error at each of these stages. Looking at the nature of the errors, perception is imperfect not only because we make mistakes but also by design; there may be a kind of 'arms race' between expressers who may wish to shield their emotional state and those who wish to uncover.³⁸

In 1996, Dr. Reuven Bar-On explained that Emotional Intelligence reflects our ability to deal successfully with other people and with our feelings. He developed the first measuring tool of emotional intelligence that was used as the term "Emotional Quotient". Bar-On Emotional Quotient Inventory (EQ-i) was published by Multi-Health Systems in 1996. This test covers five areas: intrapersonal, interpersonal, adaptability, stress management and general mood.³⁹ Bar-On's model of emotional intelligence relates to the potential for performance and success, rather than performance or success itself, and is considered process-

³⁷ Daisung Jang and Hillary Anger Elfenbein, 'Emotion, Perception and Expression Of', *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, January 2018, 2015, p.483 <<https://doi.org/10.1016/B978-0-08-097086-8.25052-6>>.

³⁸ Jang and Elfenbein., p.486

³⁹ Reuven Bar-on, 'The Bar-On Model of Emotional-Social Intelligence', February 2006,2014,p.4<https://www.researchgate.net/publication/6509274_The_BarOn_Model_of_Emotional-Social_Intelligence>.

oriented rather than outcome-oriented . It focuses on (1) a group of emotional and social abilities, including the ability to be aware of, understand, and express oneself, and the ability to be aware of, understand, and relate to others, (2) the ability to deal with strong emotions, and the ability to adapt to change and solve problems of a social or personal nature.⁴⁰

Daniel Goleman is being credited for popularising the concept of emotional intelligence in 1995, when he wrote the landmark book 'Emotional Intelligence'. He described emotional intelligence as "abilities such as being able to motivate oneself and survive in the face of frustrations; to control impulse and delay gratification; to manage one's moods and keep distress from swamping the ability to think; to empathize and to hope." Therefore, emotional intelligence is defined as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships". In 2001 Goleman said that emotional intelligence refers to the ability to recognize our own feelings and others, the ability to motivate yourself, and the ability to manage emotions well in ourselves in relationship with others". It means to understanding emotional intelligence is the ability to know what people feel, including the proper way to handle the problem. Emotional intelligence needed by students who want to succeed in learning. Emotional intelligence will provide benefits in the process and the quality of decision making, communication and relationships. People differ in their ability to manage (monitor, evaluate, and adjust to changing moods) their emotions, as well as in their ability to regulate and alter the affective reactions of others. Regulation of one's own emotions and moods results in positive and negative affective states. Emotionally intelligent individuals are adept at placing themselves in positive

⁴⁰ *Ibid.*, p. 7.

affective states and are able to experience negative affective states that have insignificant destructive consequences.⁴¹

The model includes a set of emotional competencies within each construct of emotional intelligence. Goleman opined that Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. The constructs and competencies fall under one of four categories: the recognition of emotions in oneself or others and the regulation of emotion in oneself or others.⁴² According to Goleman in 1999, there are two EI domains that include several EI competencies. Emotional intelligence is presented as a dynamic condition in a leader or organization and may be learned by addressing associated emotional competencies. These competencies are listed under five categories associated with two general domains;

1. Personal skills (how we manage ourselves)

- 1) Self-awareness is Knowing one's internal states, preferences, resources and intuitions. This is the ability to recognize and understand personal moods, emotions and drives and the effect of them on both self and others. Self-awareness depends on one's ability to monitor one's own emotional state and to correctly identify and name the emotions being felt. Developing this ability is essential for realistic self-assessment and builds self-confidence and the ability to take oneself less seriously. Hannah Prince and Lucy Alexander suggested that there are two forms of self-awareness: private and public. Private self-awareness refers to an

⁴¹ T Mohanadasan, 'Emotional Intelligence and Managerial Skills: A Comparative Study on the Managers of Selected Public Sector and Private Sector Banks in Kerala.', *Emotional Intelligence and Managerial Skills- A Comparative Study on the Maanagers of Selected Public Sector Banks in Kerala*, 2014,P.133.

⁴² Daniel Goleman, *Op.Cit.*, p.317

understanding of our mental states which are invisible to others, such as thoughts, emotions, perceptions, and goals, to name a few. In contrast, public self-awareness refers to an awareness of self when another's attention is directed towards us, and often involves an awareness of visible characteristics, for example, mannerisms, behaviours and physical appearance. Self-awareness is among personal management coping skills. Self-awareness skills include awareness of one's rights, values, attitudes, as well as strong and weak points. Based on some need's analyses, parents, students, teachers, and some educational specialists believe that self-awareness skill is a priority in education. Self-awareness is defined as the ability to understand features, needs, emotions, fear, disgust, hatred, interests, pressures, shortcomings, satisfaction, empathy, strong and weak points, and personal characteristics. It also entails the ability to perceive feelings and emotions correctly and accurately when they occur as well as our normal reactions to incidents, problems, and other individuals.⁴³

- 2) Self-regulation is Managing one's internal impulses and resources. This is the ability to control or re- direct disruptive emotional impulses and moods. It involves the ability to suspend judgement and delay action to allow time for thought. Students' self-regulation behaviour has been considered a personality-related variable; in other words, it stems from the characteristics of one's personality.⁴⁴ Paula Thomson and S. Victoria

⁴³ Hannah Prince and Lucy Alexander, 'Self-Awareness: There Is No Cure and No Improving of the World That Does Not Begin with the Individual Himself .', *Insights*, 7 (2017), p.2.

⁴⁴ Jesús de la Fuente and others, 'Effect of Levels of Self-Regulation and Situational Stress on Achievement Emotions in Undergraduate Students: Class, Study and Testing', *International Journal of Environmental Research and Public Health*, 17.12(2020), p.2 <<https://doi.org/10.3390/ijerph17124293>>.

Jaque added that Self-regulation is a term that suggests an ability to control responses within the self. It is both the ability to regulate internal physiological responses outside of conscious awareness and psychological responses initiated “by” the self within conscious awareness.⁴⁵ The interactive model of emotion regulation focuses on volitional activities; emotion regulation consists of the behaviours that a person uses after being exposed to a personally significant event that provokes an emotional response. In this model, emotion regulation is understood to be the control over types of emotions that we experience, when we experience them, and the degree to which we experience them. Control over these emotions is influenced both by a person’s regulatory behaviours and by the context that triggers the emotional experience. For this reason, generating high levels of a active well-being and emotion regulation in response to an emotion-triggering event is easier in some situations and more decal in others. Successful emotion regulation is often reflected in higher levels of positive emotions than negative emotions.⁴⁶ Fundamentally, self-regulation is a process in which an individual’s reactivity to internal and external stimuli is managed, including exerting control over impulses, emotions, and thoughts in an effort to accomplish tasks and interact with others. The higher cortical regions of the brain, coupled with the anterior cingulate, operate as the self’s executive function; these regions actively, consciously, and intentionally direct planning, initiating, monitoring, and

⁴⁵ Paula Thomson and S. Victoria Jaque, ‘Self-Regulation, Emotion, and Resilience’, *Creativity and the Performing Artist*, 2017, p.225 <<https://doi.org/10.1016/b978-0-12-804051-5.00014-7>>.

⁴⁶ de la Fuente and others, *Op.Cit.*, p.2

revising ongoing responses. They enhance awareness of thoughts and emotions, providing an experience that the “self” is controlling and modulating behaviour. Self-regulation increases during the hierarchical maturation of the brain; a sense of self emerges during this developmental process.⁴⁷ This component focuses on the ability to recognize and understand others’ emotions through non-verbal perception such as facial expressions and body language. In addition, empathy represents one’s ability to understand others’ emotions and experiences and to relate to them.⁴⁸

- 3) Motivation is Emotional tendencies that guide or facilitate reaching goals. There is often a strong drive to achieve, optimism even in the face of failure. Mirela Popa and Irina Iulia Salanta argued that It is obvious that emotions are causal variables of motivation, as they elicit states, forces and energies that trigger and guide labour behaviour. Thus, a motivational tension that is not informed by needs alone, but also by emotions, intention, goals and means to achieve them is therefore generated within the mental, emotional and physical plane.⁴⁹ Kamran Nazari and Mostafa Emami has defined motivation as “an affectively toned associative network arranged in a hierarchy of strength and importance in the individual. They propose that the left medial prefrontal cortex is the site of “affective working memory.” Damage to this region is associated with a loss of the ability to sustain goal-directed behaviour; loss of the capacity to anticipate affective outcomes from accomplishing goal diminishes the

⁴⁷ Thomson and Jaque, *Op.Cit.*, p.225

⁴⁸ Karene Saad, ‘Emotionally Smart Makes You More Motivated’, 2011, p.6.

⁴⁹ Mirela Popa and Irina Iulia Salanta, ‘The Emotions’ Role in the Motivation Process’, *ManagerialChallengesoftheContemporarySociety*, 6, 2013, p.42 <<http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=95589853&site=eds-live>>.

ability to guide behaviour adaptively. In other words, Mostafa Emami proposes that the prefrontal cortex allows us to hold in mind or remind ourselves of the positive feelings that will come when we attain our goals and at the same time allows us to inhibit the negative feelings that would discourage us from continuing to strive toward those goals.⁵⁰ Individuals seek an optimal level of connectedness, and this motivates those less connected to empathize more, and those more connected to empathize less with others. Helping others is costly, and therefore creates a motivation against empathizing; individuals therefore downregulate their empathy in costly helping situations by avoiding empathy-inducing stimuli. Empathizing with someone increases that person's trust, thereby facilitating access to that person's resources. These are only three of the many factors that could motivate people away from or towards empathy.⁵¹

2. Social skills (how we manage relationships)

- 4) Empathy is Awareness of other's feelings, needs, and concerns. This relates to the ability to understand the emotional make-up of others and the skill to treat people according to their emotional reactions. It includes skills in building and maintaining relationships with those we come into contact with on a daily basis. Though central to a service profession, empathy can tend to be somewhat less well developed in those with an isolated background and an intensive/competitive scientific training. Empathy often does, but does not necessarily, imply compassion; it can be used for both good and bad. According to Vaya Konstantikaki, Empathy is

⁵⁰ Kamran Nazari and Mostafa Emami, 'Emotional Intelligence: Understanding, Applying, and Measuring', *Journal of Applied Sciences Research*, 8.3 (2012), 1596–1597 <<https://doi.org/10.2139/ssrn.2302304>>.

⁵¹ Christian Keysers and Valeria Gazzola, 'Dissociating the Ability and Propensity for Empathy', *Trends in Cognitive Sciences*, 18.4 (2014), p.164 <<https://doi.org/10.1016/j.tics.2013.12.011>>.

often characterized as the ability to “put oneself into another’s shoes”, or in some way experience the out-looker emotions of another being within oneself.⁵² Social Awareness, the third EI component, which encompasses the competency of Empathy.⁵³ Empathy is an important communication skill that has been shown to affect both individual knowledge acquisition and interpersonal relationships.⁵⁴ Empathy has been defined as having an understanding of and identification with the thoughts and feelings of another human being. As a consequence, empathy can describe a wide range of social phenomena, such as feeling concern for another person’s situation, internalizing the perceived emotions of other people, discerning and accepting other people’s motives or intentions, or adopting what others are perceived to believe or to be thinking. Such empathetic responses are thought to increase whenever a person has had a related previous experience, perceives a similarity between himself or herself and another person, receives explicit or implicit empathy training, and with the strength or salience of a personal association.⁵⁵ According to Christian Keysers and Valeria Gazzola Empathy is a motivated phenomenon: Changing people’s motivations to empathize can shape empathic outcomes.⁵⁶

⁵² Vaya Konstantikaki, ‘Empathy and Emotional Intelligence: What Is It Really About?’, *International Journal of Caring Sciences*, 1.3 (2008), p. 118.

⁵³ Kamran Nazari and mostafa Emami, *Loc.Cit*

⁵⁴ Faith Valente, ‘Empathy and Communication: A Model of Empathy Development’, *Journal of New Media and Mass Communication*, 3.1 (2016), p.1 <<https://doi.org/10.18488/journal.91/2016.3.1/91.1.1.24>>.

⁵⁵ Stephanie D Preston and FB de Waal, ‘Empathy : Its Ultimate and Proximate Bases Stephanie D . Preston & Frans B . M . de Waal Short Abstract : Long Abstract : Keywords : Table of Contents’, *Behavior Brain Sci*, 25.1 (2002), p. 20.

⁵⁶ Christian Keysers and Valeria Gazzola, ‘Dissociating the Ability and Propensity for Empathy’, *Trends in Cognitive Sciences*, 18.4 (2014), p.163 <<https://doi.org/10.1016/j.tics.2013.12.011>>.

5) Social Skills is Adeptness and inducing desirable responses in others. This involves the ability to manage relationships, build networks, find common ground and build rapport.⁵⁷ In line with this, Margarita and others argued that social skills are an important condition for a harmonious existence in a social group, a possibility for an individual to act effectively in a social environment, and an assumption of a successful socialization.⁵⁸ Social skills are defined as interpersonal behaviour that helps the individual in society and essential for every social being. These skills are discrete, observable, and teachable behaviour that initiate and sustain social interaction and that are decently associated to measures of social competence. Social skills help us to connect with others. They streamline our lives and prevent confusion. noted following three general types of social skills“ definitions e.g. (i) peer acceptance definition which suggest that social skills are those behaviour of children and adolescents who are accepted by or are popular with their peers, (ii) behavioural definitions which state that social skills are situation specific responses which increase the probability of positive reinforcement and decrease the probability of punishment, and (iii) social validity definitions which indicate that social skills are situation-specific behaviour which predict and/or correlate with important social outcomes. There is no definite proof, however, as to which skills are necessary for which type of interaction. While there is some agreement among authors as to which skills are considered social skills, there is little agreement as to

⁵⁷ Mirela Popa and Irina Iulia Salanta, *Op.Cit.*, p.5.

⁵⁸ Margarita Jurevičienė, Irena Kaffemaniėnė, and Jonas Ruškus, ‘Concept and Structural Components of Social Skills’, *Baltic Journal of Sport and Health Sciences*, 3.86 (2018) , p.43 <<https://doi.org/10.33607/bjshs.v3i86.266>>.

which of these skills are most useful in producing various types of positive interactions.⁵⁹ Sebastian Ludwig Hirn argued that social skills as available actional, cognitive and emotional modes of behaviour. Socially competent behaviours are, on the one hand, useful in achieving objectives in social interactions, such as in establishing contact or asserting oneself. At the same time, however, they also evidence regard for the interests of the interlocutor, helping to elicit an appropriate, effective and cooperative reaction. Cognitive factors and emotions as sometime empathic components are integral elements of every stage in a social interaction.⁶⁰

Goleman suggests that his theory of EI differs from the ones made by Bar-On, and Salovey and Mayer. Based on social and emotional competencies Goleman wants to develop a theory of work performance. According to Goleman, Bar-On wants to develop more general measures of EI that predicts emotional well-being and adaptation. Mayer and Salovey want to establish the validity and utility of EI as a new intelligence for testing Goleman's model of EI, Goleman claims it has been done studies in work settings at hundreds of companies.⁶¹ whereas, in his 1995 book, Goleman claimed that cognitive ability (i.e., intelligence) contributed around 20% toward life success but the remaining 80% is directly attributable to emotional intelligence. Indeed, intellect cannot work at its best without emotional intelligence.⁶² In addition, Goleman conceived

⁵⁹ Dinesh Kumar, 'Emotional Intelligence and Social Self-Efficacy of Secondary School', August, 2016, p.86

⁶⁰ Sebastian Ludwig Hirn, Joachim Thomas, and Christof Zoelch, 'The Role of Empathy in the Development of Social Competence: A Study of German School Leavers', *International Journal of Adolescence and Youth*, 24.4 (2019), p.1 <<https://doi.org/10.1080/02673843.2018.1548361>>.

⁶¹ Ph.D Goleman, R.J. Emmerling, David R. Caruso, 'Defining the Inkblot Called Emotional Intelligence', *Issues in Emotional Intelligence*, 2003, p. 1–2.

⁶² Daniel Goleman, *Op.Cit.*, p.37-38.

of emotional awareness as a new function that could be learned, or could exist innately in certain people. According to Goleman, everybody has some level of EQ and anyone can enhance their emotional intelligence to monitor their own emotions and emotional states. Goleman argued that society, whether the public or the private sector should spend more resources on new programs and researches that would help millions of people develop this capacity. Goleman even wanted schools and government agencies to offer classes in emotional intelligence where students could learn and acquire EI before they went off to university or college, since this capacity evidently gets harder to acquire and develop after people reach adulthood.⁶³

The history of emotional intelligence leads to a consideration of the aspects involved in the abilities to monitor and manage own behaviour as well as understand the behaviour of other individuals. It also puts on a surface a question about the significance of non-cognitive skills in human intelligence. To add up, the history provides a general picture in which emotional intelligence is the result of all intelligence theories proposed before allowing to get the sense of the nature of emotional intelligence.⁶⁴ Rob Boddice added, At the heart of the history of emotions project is the claim that emotions have a history. They are not merely the irrational gloss on an otherwise long narrative of history unfolding according to rational thought and rational decision-making. Nor are emotions merely the effect of history; they also have a significant place, bundled with reason and sensation, in the making of history. These two central claims require both a sophisticated understanding of what emotional experience is (or could be) and an

⁶³*Ibid.*, p.9.

⁶⁴ Aleksandra Lobaskova, 'The Issue of Multiple Theories of Emotional Intelligence: Criticisms and Measurement Limitations, Final Exam Paper Aleksandra Lobaskova University of Copenhagen Introduction to Cognitive Science', October, 2016, p.6.

openness to new understandings of historical causality and change. On the face of it, there is nothing particularly new about these claims. They were iterated in more or less this form who envisaged a history of emotions taking a central place in the Annales project. It has either dominated interdisciplinary discussion about the emotions, or else it has lurked in the background, threatening to undermine anybody who went one way or another. But the debate has moved on for many; for some it has died. Historians now play a major role in emotions research, and some are reaching out to the emotion sciences in a convergent, sympathetic way. Essential to the success of this convergence is a resistance to the assumption that we already know what emotions are.⁶⁵

The main focus of emotional intelligence research is in which ways emotions make reasoning more intelligent and whether reasoning about emotions can be considered intelligent. It is important to mention that emotional intelligence fairly evaluates the contribution of emotion and intelligence components, the role of each is equally important whereas in emotional effect on cognition, emotions have a dominant role.⁶⁶ These explanations showed that emotion affects intelligence that can help the students' to be success when they can manage their emotion well. People differ in their ability to manage (monitor, evaluate, and adjust to changing moods) their emotions, as well as in their ability to regulate and alter the affective reactions of others. Regulation of one's own emotions and moods results in positive and negative affective states. Emotionally intelligent individuals are adept at placing themselves in positive affective states and are able to experience negative affective states that have insignificant

⁶⁵ Rob Boddice, 'The History of Emotions', *The History of Emotions*, 742470, 2020, p. 11–12<<https://doi.org/10.7765/9781526153388>>.

⁶⁶ *Ibid.*, p. 5.

destructive consequences.⁶⁷ Every emotion may be conceptualized as a dynamic structure which transforms the person's situation by affecting how the objective situation is perceived, how this perceived situation is altered, how the body behaves, and how the person relates to his or her values and significant others. Certain behaviours, attitudes, and verbal expressions, even where they are not themselves emotional, are nevertheless likely to arouse particular emotions, whether in the agent who performs them or in others or both let's compare. Every emotion may be conceptualized as a dynamic structure which transforms the person's situation by affecting how the objective situation is perceived, how this perceived situation is altered, how the body behaves, and how the person relates to his or her values and significant others. Certain behaviours, attitudes, and verbal expressions, even where they are not themselves emotional, are nevertheless likely to arouse particular emotions, whether in the agent who performs them or in others or both let's compare.⁶⁸

Another study by Jack W. Brehm proposed that Emotions originate in processing information that occur at both conscious and unconscious level. Awareness of discrete emotions differ from one individual to another but generally, people who have a good level of emotional integration and in contact with their own emotional experience.⁶⁹ While, M. E. Seligman and M. Csikszentmihalyi stated that the mission of positive psychology is to understand and foster the factors that allow individuals, communities, and societies to

⁶⁷ T Mohanadasan, 'Emotional Intelligence and Managerial Skills: A Comparative Study on the Managers of Selected Public Sector and Private Sector Banks in Kerala.', *Emotional Intelligence and Managerial Skills- A Comparative Study on the Maanagers of Selected Public Sector Banks in Kerala*, 2014,p.133.

⁶⁸ Popa and Salanta., *Op.Cit.*,43

⁶⁹ Jack W. Brehm, 'The Intensity of Emotion', *Personality and Social Psychology Review*, 3.1 (1999), P.5 <https://doi.org/10.1207/s15327957pspr0301_1>.

flourish.⁷⁰ Certainly, moments in people's lives characterized by experiences of positive emotions— such as joy, interest, contentment, love, and the like are moments in which they are not plagued by negative emotions—such as anxiety, sadness, anger, and despair. Consistent with this intuition, the overall balance of people's positive and negative emotions has been shown to predict their judgments of subjective well-being.⁷¹ Building on this finding, Kahneman in 1999 suggested that “objective happiness” can best be measured by tracking (and later aggregating) people's momentary experiences of good and bad feelings.⁷² According to Barbara L. Fredrickson, positive emotions signal flourishing. But this is not the whole story: Positive emotions also produce flourishing. Moreover, they do so not simply within the present, pleasant moment but over the long term as well.⁷³ People commonly experience negative emotions and thoughts but approach those negative mental experiences in different ways. On one hand, people can judge these emotions and thoughts as unacceptable or “bad,” struggle with those experiences, and strive to alter them. On the other hand, people can accept their emotions and thoughts and acknowledge them as a natural occurrence. The tendency to accept (vs. judge) one’s mental experiences represents a fundamental individual difference that should have important implications for downstream outcomes: Because negative emotions and thoughts are very common, the way individuals approach those experiences has great

⁷⁰ M. E. Seligman and M. Csikszentmihalyi, ‘Positive Psychology. An Introduction.’, *The American Psychologist*, 55.1 (2000), P. 5 <<https://doi.org/10.1037/0003-066X.55.1.5>>.

⁷¹ Ed Diener, *Assessing Well-Being. The Collected Works of Ed Diener*, Springer, 2009, P. 199 <<https://doi.org/10.1007/978-90-481-2354-4>>.

⁷² Daniel Kahneman, ‘Experienced Utility and Objective Happiness: A Moment-Based Approach’, *Choices, Values, and Frames*, 2019, P. 10 <<https://doi.org/10.1017/cbo9780511803475.038>>.

⁷³ Barbara L. Fredrickson, ‘The Role of Positive Emotions in Positive Psychology: The Broaden-and-Build Theory of Positive Emotions’, *American Psychologist*, 56.3 (2001), P. 1 <<https://doi.org/10.1037/0003-066X.56.3.218>>.

power to shape individuals' day-to-day lives, with possible cumulative effects on longer-term outcomes.⁷⁴

In the category of positive emotions come happiness, gratitude, joy, enthusiasm, pride, optimism, wellness, gratitude, emotional release, power, etc. Happiness, joy, gratitude and wellbeing are difficult concepts operationalized. Positive and Negative Emotions Within the Organizational Context who tend to live predominantly positive emotions have a higher level of emotional intelligence, are in touch with their feelings (either positive or negative) and have the ability to better manage negative emotions (through awareness, acceptance, recognition, assuming). On the other hand, negative emotions are associated with lower skills of the person emotional control and emotional management.⁷⁵ Positive emotions speed recovery from negative emotions they also fuel resilient coping. Resilient people, studies show, experience more positive emotions in the midst of adversity compared to those who are less resilient. These greater positive emotions, in turn, help resilient people bounce back to pre-crisis levels of functioning. Such findings suggest the timely cultivation of positive emotions is one way that people use emotions intelligently.⁷⁶ Christina N. Armenta and others added that Positive emotions are highly valued and frequently sought. Beyond just being pleasant, however, positive emotions may also lead to long-term benefits in important domains, including work, physical health, and interpersonal

⁷⁴ Brett Q. Ford and others, 'The Psychological Health Benefits of Accepting Negative Emotions and Thoughts: Laboratory, Diary, and Longitudinal Evidence', *Journal of Personality and Social Psychology*, 115.6 (2018), p. 1075 <<https://doi.org/10.1037/pspp0000157>>.

⁷⁵ A Maria Andries, 'Positive and Negative Emotions within the Organizational Context', *GlobalJournalofHumanSocialScience*, 11.9(2011), p.32 <<http://www.socialscienceresearch.org/index.php/GJHSS/article/view/224>>.

⁷⁶ Barbara L Fredrickson, 'Leading With Positive Emotions', *Organisational Science*, 5 (2016), p.1.

relationships.⁷⁷ In line with this, A growing body of research suggests that positive emotions may be a driving factor in the successful life outcomes of happy people. Theoretical work illustrates the benefits of discrete positive emotions for increasing psychological, physical, and social resources.⁷⁸ In Positive affect, according to John T. Cacioppo, Wendi L. Gardner, and Gary G. Berntson, from this perspective, experiences of positive affect prompt individuals to engage with their environments and partake in activities, many of which are adaptive for the individual, its species, or both. This link between positive affect and activity engagement provides an explanation for the often-documented positivity offset, or the tendency for individuals to experience mild positive affect frequently, even in neutral contexts. Without such an offset, individuals most often would be unmotivated to engage with their environments. Yet with such an offset, individuals exhibit the adaptive bias to approach and explore novel objects, people, or situations.⁷⁹ In sum, if the activation of positive and negative evaluative processes were inevitably reciprocally coupled, then detailing separable positive and negative evaluative channels would not enhance prediction of the resulting affective responses.⁸⁰

In a study by Norbert Schwarz and Gerald L. Clore said that positive mood does not always lead to a better performance on creative generation tasks. Feeling-as information approaches assume that negative mood signals a problematic situation, and—in line with an accommodation strategy—advises individuals to

⁷⁷ Christina N. Armenta, Megan M. Fritz, and Sonja Lyubomirsky, 'Functions of Positive Emotions: Gratitude as a Motivator of Self-Improvement and Positive Change', *Emotion Review*, 9.3 (2017), p.183 <<https://doi.org/10.1177/1754073916669596>>.

⁷⁸ *Ibid*, p.184.

⁷⁹ John T. Cacioppo, Wendi L. Gardner, and Gary G. Berntson, 'The Affect System Has Parallel and Integrative Processing Components: Form Follows Function', *Journal of Personality and Social Psychology*, 76.5 (1999), p.835 <<https://doi.org/10.1037/0022-3514.76.5.839>>.

⁸⁰ *Ibid.*, p. 832

invest more cognitive effort but also prevents them from taking risks or using novel alternatives. Positive mood, in contrast, suggests that a situation is safe and thus—in line with an assimilative strategy—encourages individuals to seek stimulation and incentives. Based on these theoretical assumptions, the performance in a creative generation task that was either framed as silly and fun or as serious and important, thus making the task motivationally compatible with positive or negative mood, respectively. They found an increased effort for tasks fitting the subjects' affective state. Thus, subjects in negative mood showed an enhanced effort for tasks framed as important but in positive mood for tasks framed as fun. All these studies suggest that every student can be regarded as potentially creative and, depending on auspicious situational conditions and appropriate task framing, students may enhance their performance on creative problems considerably.⁸¹ Although the effect of subjects' mood on judgments of happiness was somewhat more pronounced than its effect on judgment of satisfaction (as was indicated by a repeated measure analyses of variance not reported here), both measures were influenced by subjects' affective state in much the same way. That is, we found little evidence that happiness might be "affective," whereas satisfaction might be "cognitive". Thus, although the data reported suggest that happiness is more a function of past affective experiences than is satisfaction, our data suggest that persons use their affective state at the time of judgment to make both judgments in a similar way. Note, however, that in both studies judgments of happiness were obtained prior to judgments of satisfaction, which might account for some of the consistency between these measures. Thus, additional research will be needed to clarify potential differences

⁸¹ Norbert Schwarz and Gerald L. Clore, 'Mood, Misattribution, and Judgments of Well-Being: Informative and Directive Functions of Affective States', *Journal of Personality and Social Psychology*, 45.3 (1983), p. 513 <<https://doi.org/10.1037/0022-3514.45.3.513>>.

in the impact of effect on different measures of well-being.⁸² positive mood was shown to facilitate the formation of knowledge based memory for scripted behaviour presented in narratives, for tightly organized, categorized lists and for spontaneous category learning latter authors reasoned that the increased flexibility of people in a positive mood is associated with the prefrontal cortex and the anterior cingulate cortex. As both brain locations play crucial roles in rule selection, the authors instructed participants in positive, neutral, or negative mood states to learn either rule-based or nonruled-based category sets. Consistent with their hypothesis and with the notion that positive mood facilitates creative top-down hypothesis testing, found that participants in a positive mood performed better than subjects in a neutral or negative mood in classifying stimuli from rule-described categories, but not from arbitrary, rule-independent categories.⁸³

In addition to examining the occurrence of the regulation of positive and negative emotions and their relationships with emotional experience, we examined relationships between emotional regulation and psychological adjustment and between regulation and self-esteem. We defined psychological adjustment in terms of Beck's triadic model of depression. Previous research on such relationships has concerned only trait-level relationships. We sought to extend the focus of emotional regulation research by examining relationships between emotional regulation and psychological adjustment and self-esteem at the within-person level. Such a distinction is critical because relationships at the trait level may not tell us anything about relationships at the state level. Trait- and

⁸² Ibid., p.52.

⁸³ Klaus Fiedler and Susanne Beier, 'Affect and Cognitive Processes in Educational Contexts', *International Handbook of Emotions in Education*, 2015 p.41 <<https://doi.org/10.4324/9780203148211ch3>>.

state-level re-patronships are mathematically independent and they may represent meaningfully different processes.⁸⁴ On the basis of previous research our general expectation was that reap-praise would be related positively to psychological adjustment and self-esteem, whereas suppression would be negatively related. Furthermore, considerable research at both the trait and state levels indicates that psychological adjustment and self-esteem have strong affective components. Given this, it is reasonable to expect that regulating one's emotions is associated with adjustment and self-esteem because of its relationships with emotional experience. Therefore, we examined the extent to which relationships between daily regulation and daily adjustment and self-esteem were mediated by relationships between daily regulation and daily affect. Trait-level research suggests that emotional states do not mediate relationships between emotional regulation and psychological adjustment and self-esteem, i.e., relationships between trait emotional regulation and trait adjustment redirect. Nevertheless, as noted above, state (within-person) relationships may represent different processes than trait (between-person) relationships.⁸⁵

While that included in the category of negative emotions enter sadness, discouragement, disappointment, anger, unhappiness, depression, regret, frustration, feelings of hopelessness, desolation, grief, loneliness, despair, self-closing, feelings of guilt, pain, suffering, anger, unhappiness, shame, disgust, bitterness, envy. Included in the core emotions of anxiety is also a series of negative emotions: fear, anxiety, worry, concern, agitation, alarm, tension,

⁸⁴ John B. Nezlek, 'Multilevel Random Coefficient Analyses of Event- and Interval-Contingent Data in Social and Personality Psychology Research', *Personality and Social Psychology Bulletin*, 27.7 (2001), p. 771–85 <<https://doi.org/10.1177/0146167201277001>>.

⁸⁵ John B. Nezlek and Peter Kuppens, 'Regulating Positive and Negative Emotions in Daily Life', *Journal of Personality*, 76.3 (2008), 561–80 <<https://doi.org/10.1111/j.1467-6494.2008.00496.x>>.

tension, terror, panic, horror.⁸⁶ the point is that people who have a higher level of emotional intelligence, they have also the ability to better manage negative emotions through awareness, acceptance, recognition, and assuming. In addition, Negative emotions are generally difficult to manage: the person lives feel that their conduct does not control (feelings are triggered and / or maintained by the subject perceived inability to control the course of events). Sources generating negative emotions can have profound: emotional wounds, unmet needs, fear of losing (in any field motivational losses - loss of material or emotional security, love, loss, loss of self-esteem, loss of social status, etc. Is associated with negative emotional states sense of threat to the ego (in its basal needs, deficit - security, love, control, power - or self-realization needs). Whether the threat is real or imaginary, negative emotions may be associated with feelings of powerlessness, helplessness and activates ego defence mechanisms: avoidance, self-withdrawal, annoy, disappointed, worried, displacement, aggressive confrontation, etc. For example, active anger is associated with inappropriate types of reactions: raising voice, verbal aggression and / or physical, sadness is associated with withdrawal itself, avoiding others, denial, etc. If we were to relate the emotions with feelings deeper, we might say that a central component in the system is experiencing negative emotions, feelings of threat and / or danger as for positive emotions, construction is well-basal (living sense of security).⁸⁷ An integrative theoretical account of mood effects on information processing was developed by Diana Matovic and Joseph P. Forgas. This model suggests that moods perform an important evolutionary signalling function, such that positive mood, signalling a safe and familiar situation, promotes a more assimilative, global, top-down, and

⁸⁶Christina N. Armenta, Megan M. Fritz, and Sonja Lyubomirsky, *Op.Cit.*, p. 33.

⁸⁷ *Ibid.*, p. 34.

internally focused processing style. In contrast, negative mood functions as a mild alarm signal and recruits more accommodative, externally focused, concrete, and local thinking that is more focused on concrete stimulus details. Thus, the assimilation/accommodation model suggests that individuals in a negative mood may pay more attention to the concrete surface features of how a question is formulated. On the other hand, people in a positive mood think more abstractly and should be less captivated by concrete question formats.⁸⁸

In Negative emotion, Barbara L Fredrickson states that Negative emotions have important functions. Anxiety promotes vigilance. Anger promotes seeking justice. Yet negative emotions often linger on beyond their usefulness, producing unnecessary irritability and increases in heart rate and blood pressure. Laboratory experiments have demonstrated that evoking positive emotions in these circumstances is the most efficient way to quell or "undo" the lingering aftereffects of negative emotions. Cultivating positive emotions speeds the return to cardiovascular normalcy. This undoing effect of positive emotions has been shown both for energized positive emotions like joy and amusement, and for tranquil positive emotions, like serenity and appreciation. The ability to cultivate positive emotions is thus an important skill for regulating negative emotions.⁸⁹ positive and negative emotions in general rather than happiness and sadness in particular. Their measures of emotion therefore consisted of summed ratings of several positive (e.g., happy, joyful, fun/enjoyment) and negative emotions (e.g., depressed/blue, unhappy, angry/hostile) that varied in activation.⁹⁰ The role of

⁸⁸ Diana Matovic and Joseph P. Forgas, 'The Answer Is in the Question? Mood Effects on Processing Verbal Information and Impression Formation', *Journal of Language and Social Psychology*, 37.5 (2018), 578–90 <<https://doi.org/10.1177/0261927X18764544>>.

⁸⁹ Barbara L Fredrickson, *Loc.Cit.*

⁹⁰ Jeff T. Larsen, A. Peter McGraw, and John T. Cacioppo, 'Can People Feel Happy and Sad at the Same Time?', *Journal of Personality and Social Psychology*, 81.4 (2001), p. 685 <<https://doi.org/10.1037/0022-3514.81.4.684>>.

emotions in learning has received increasing empirical and theoretical attention in recent years. However, much of the emphasis has been on test anxiety and (more recently) achievement emotions, that is, emotions directly related to achievement activities and outcomes. Even so, a growing number of researchers also recognize that students experience a range of other emotions in academic settings including topic (i.e., subject area), epistemic and social emotions. Epistemic emotions are experienced in response to the knowledge-generating qualities of cognitive. Activities while social emotions arise in response to social concerns, e.g., status, power and attachment. Discrete negative emotions found to be important in academic contexts include anxiety, fear, frustration, anger, boredom, sadness, shame, hopelessness, guilt and embarrassment. Such emotions have been linked to assessment and testing, receiving grades and feedback on performance, teacher behaviour, personal study and satisfaction with the learning experience. Understanding the impact of these and other negative emotions is important for informing developments in practice, as well as promoting strategies for managing such reactions, which can in turn lead to improved learning outcomes. Evidence on the impact of negative emotions within academic environments suggests that they are detrimental to motivation, performance and learning in many situations, although findings are variable. For example, test anxiety, the most studied emotion in education, has been found to impact negatively on academic achievement as well as motivate effort to avoid failure.⁹¹ Klaus Fiedler and Susanne Beier added that the impact of other negative emotions on learning and achievement is less well known, although literature is starting to emerge particularly on boredom. Similarly, there is interest in the roles of fear in

⁹¹ Anna D. Rowe and Julie Fitness, 'Understanding the Role of Negative Emotions in Adult Learning and Achievement: A Social Functional Perspective', *Behavioral Sciences*, 8.2 (2018), p.1-2<<https://doi.org/10.3390/bs8020027>>.

avoidance behaviour and in prioritizing information processing under particular circumstances and the role of anger in undermining motivation and task-irrelevant thinking. In general, negative emotions are held to be detrimental to the pursuit of achievement goals, investment of effort, cognitive processes (such as attention and memory), motivation, self-regulation and self-efficacy. Even so, there are some circumstances in which negative affect can potentially be adaptive; for example, in motivating students to attain goals and reduce error making or to recover from a negative performance evaluation. The precise effects of emotions on academic achievement are thought to depend on the interactions among various mechanisms (e.g., achievement goals, cognitive resources, learning strategies), as well as requirements of the task being undertaken. A limitation of much of the available empirical evidence is that it has been undertaken with school students and therefore remains to be tested with college learners.⁹²

If the relation between positive and negative emotions and life satisfaction judgment indeed differs across nations, an important task lies in pinpointing those national or cultural characteristics that may shape or moderate these relations. Our hypotheses identified two cultural value dimensions that we expected to play a significant role in this respect: individualism/collectivism and survival/self-expression. These two dimensions seem to reflect the most robust and fundamental differences in cultural values that emerge using different measurement instruments and different types of samples or time periods. Moreover, previous studies have shown that both individualism and survival/self-expression value dimensions are related to life satisfaction both across and within

⁹² Klaus Fiedler and Susanne Beier, 'Affect and Cognitive Processes in Educational Contexts', *International Handbook of Emotions in Education*, 2015, p.38<<https://doi.org/10.4324/9780203148211.ch3>>.

nations.⁹³ Therefore, it was reasonable to expect that these value dimensions would influence how nations differ in weighing the affective building blocks of what makes a good life. We will now outline our specific hypotheses about how these cultural variables moderate the relation between positive and negative emotions and life satisfaction judgments.⁹⁴ John B. Nezlek and Peter Kuppens added that knowing the within-person relationships between regulation and emotional experience can provide some insight into how effective different regulatory strategies are in altering emotional experience. For example, it is not clear if people can regulate positive and negative emotions equally well. Negative emotions may be stronger than positive emotions and occur less frequently than positive emotions, a combination that suggests they may be harder to regulate. Such a difference may be particularly pronounced for suppression—regulation that is not primarily aimed at changing experience but rather at the reduction of the expression of emotions. Second, knowing the relationships between emotion-regulation strategies and emotional experience may indicate what types of emotion regulation become more likely when an individual is experiencing particular emotions. For example, certain forms of regulation might be easier or might be facilitated by specific emotions. There is evidence that emotional states in themselves affect appraisal tendencies. Furthermore, the experience of particular emotions can affect the psychological resources needed to perform emotion regulation efforts.⁹⁵ Hong Chen thinks emotion regulation is the process of individual for what kind of emotions, when emotions appear, how to affect the

⁹³ Peter Kuppens, Anu Realo, and Ed Diener, 'The Role of Positive and Negative Emotions in Life Satisfaction Judgment Across Nations', *Journal of Personality and Social Psychology*, 95.1 (2008), p.67 <<https://doi.org/10.1037/0022-3514.95.1.66>>.

⁹⁴ *Ibid.*, p.42.

⁹⁵ John B. Nezlek and Peter Kuppens, 'Regulating Positive and Negative Emotions in Daily Life', *Journal of Personality*, 76.3 (2008), 564-65<<https://doi.org/10.1111/j.1467-6494.2008.00496.x>>.

expression of emotional experience and expression. In simple terms, Emotion regulation is the process of individual management and change of oneself or other people's emotions. In this process, through a certain strategy and mechanism, causes the emotion in the physiological activity, the subjective experience, the expression behaviour and so on the aspect to have the certain change.⁹⁶ Thus, the emotion regulation involves the process of the change of the latent period of emotion, the occurrence time, the duration, the behaviour expression, the psychological experience, the physiological reaction and so on. This is a dynamic process.

To understand about emotion, Krishanu Kumar Das in his study about 'Analyze Emotions' he argued that 'Emotion' has often been confused with the notion of 'mood'. But 'mood' should be astutely differentiated from 'emotion'. 'Mood' is the power or energy level of the mind at a particular moment. As a power house of the mind, the centres of mood stimulate the activities not only of the faculty of 'emotion' but also of the other three faculties of mind - 'memory', 'intelligence', and 'physical activities'. In elated mood the activities of all four of these faculties are increased. As in elated mood we can memorize better, (as in study) - helping memory; solve a problem more earnestly - helping intelligence, engage in intense emotional activities (as to play the piano to the best of the ability) - helping emotion; and perform physical activities in greater magnitude (as to run a mile to the best of the time) - helping physical ability. When 'mood' is degraded or depressed the activities of all the faculties are diminished. Normally in our day-to-day life, our mind contains the middle amount of energy with minor variations within acceptable limits. But when there is marked variations of the

⁹⁶ Hong Chen, 'A Theoretic Review of Emotion Regulation', *Open Journal of Social Sciences*, 04.02 (2016), p.148 <<https://doi.org/10.4236/jss.2016.42020>>.

state of energy of the mind, it causes enough distress. And the person when incapable to cope with this, usually seeks medical or other advice.⁹⁷

In a study by Joseph J. Campos added that If a major function of emotion is to change the relation between the organism and the environment, one must necessarily consider the various ways by which such changes in relations can be accomplished. By action and action tendencies, we do not necessarily mean responses with a distinctive morphological structure. Rather, action tendencies refer to the preparation to execute any of a number of rather morphologically different behaviours that, nevertheless, serve the same function with respect to the environment.⁹⁸ Joseph has been one of the most articulate proponents in developmental psychology of this viewpoint. As alluded to earlier, he stresses that the same physical act can have many different affective meanings and that many different physical acts can serve the same underlying function•

Furthermore, David Matsumoto and Hyi Sung Hwang state that Facial expressions of emotion have signal value. They aid in helping solve social problems by providing information about the expressor's emotions, intentions, relationship with the target, and/or the environment; by evoking responses from others; and by providing incentives for desired social behaviour.⁹⁹ Facial expression recognition is an essential ability for good interpersonal

⁹⁷ Krishanu Kumar Das, 'A Theoretical Approach to Define and Analyze Emotions', *International Journal of Emergency Mental Health*, 19.4 (2017),p.4-5 <<https://doi.org/10.4172/1522-4821.1000374>>.

⁹⁸ Joseph J. Campos, Rosemary G. Campos, and Karen Caplovitz Barrett, 'Emergent Themes in the Study of Emotional Development and Emotion Regulation', *Developmental Psychology*, 25.3 (1989), p. 397 <<https://doi.org/10.1037/0012-1649.25.3.394>>.

⁹⁹ David Matsumoto and Hyi Sung Hwang, 'Judgments of Facial Expressions of Emotion in Profile', *Emotion*, 11.5 (2011), p.1223 <<https://doi.org/10.1037/a0024356>>.

relations.¹⁰⁰ and a major subject of study in the fields of human development, psychological well-being, and social adjustment. In fact, emotion recognition plays a pivotal role in the experience of empathy¹⁰¹, in the prediction of prosocial behaviour and in the ability model of emotional.¹⁰² Additionally, the literature demonstrates that impairments in emotional expression recognition are associated with several negative consequences, such as difficulties in identifying, differentiating, and describing feelings. For example, several studies have shown an association of deficits in emotional facial expression processing with psychiatric disorders in both adults and children.¹⁰³

Gesture expression, the interplay between gesture and speech is highly adaptive to various situations. Speech may dominate when hands are needed for other tasks, while gestures probably take over in noisy situations. In any case, we often use the information in one modality to disambiguate, enhance or highlight the information in another modality.¹⁰⁴ Ciprian Corneanu and others state that Gestures are one of the most important forms of nonverbal communication. They include movements of hands, head and other parts of the body that allow individuals to communicate a variety of feelings, thoughts and emotions. Most of

¹⁰⁰ Giacomo Mancini and others, 'Recognition of Facial Emotional Expressions among Italian Pre-Adolescents, and Their Affective Reactions', *Frontiers in Psychology*, 9.AUG (2018),p.1 <<https://doi.org/10.3389/fpsyg.2018.01303>>.

¹⁰¹ Isabelle Gery and others, 'Empathy and Recognition of Facial Expressions of Emotion in Sex Offenders, Non-Sex Offenders and Normal Controls', *Psychiatry Research*, 165.3 (2009), p.252<<https://doi.org/10.1016/j.psychres.2007.11.006>>.

¹⁰² Abigail A. Marsh, Megan N. Kozak, and Nalini Ambady, 'Accurate Identification of Fear Facial Expressions Predicts Prosocial Behavior', *Emotion*, 7.2(2007),p.239<<https://doi.org/10.1037/1089-8148.7.2.239>>.

¹⁰³ Mary L. Phillips and others, 'Neurobiology of Emotion Perception II: Implications for Major Psychiatric Disorders', *Biological Psychiatry*, 54.5(2003),p.515<[https://doi.org/10.1016/S0006-3223\(03\)00171-9](https://doi.org/10.1016/S0006-3223(03)00171-9)>.

¹⁰⁴ Adam Kendon, 'Gesture : Visible Action as Utterance The Title You Have Requested Is a Book Published by Cambridge University Press (2004). You Can Get in a Library , It Is Also Available for Purchase .', January 2004, 2018,p.1 <<https://doi.org/10.1017/CBO9780511807572>>.

the basic gestures are the same all over the world: when we are happy, we smile when we are upset, we frown.¹⁰⁵ While in Vocal expression, Communication of emotions is crucial to social relationships and survival. The importance of such artistic expression should not be underestimated because there is now increasing evidence that how people express their emotions has implications for their physical health. Vocal expression may be the most phylogenetically continuous of all nonverbal channels. I¹⁰⁶

Based on the explanation above, the writer can understand the most fundamental in one's life is emotion. It becomes something that is important for everyone, especially by teachers. By studying emotion, as teacher can know own and students' emotions even is able to develop emotional intelligence that healthy who will create children who are success in the future because they are able to manage their own emotions in facing difficulties especially in the learning process.

2.2.2. English speaking skill

Learning a language is a difficult, exhausting and stressful work in which learners mostly use the language with lots of mistakes. Oral language performance has always been a challenge for language learners, in countries in which English is considered as a foreign language; therefore, there has been a weak performance among English students in speaking skill.¹⁰⁷ In this case, as noted by Guo Minghe

¹⁰⁵ Ciprian Corneanu and others, 'Survey on Emotional Body Gesture Recognition', *IEEE TransactionsonAffectiveComputing*, January, 2018p.3 <<https://doi.org/10.1109/TAFFC.2018.2874>>.

¹⁰⁶ Patrik N. Juslin and Petri Laukka, 'Communication of Emotions in Vocal Expression and Music Performance: Different Channels, Same Code?', *Psychological Bulletin*, 129.5 (2003), p.774 <<https://doi.org/10.1037/0033-2909.129.5.770>>.

¹⁰⁷ Zohre Esmaceli, Masoud Khalili Sabet, and Yadollah Shahabi, 'The Relationship between Emotional Intelligence and Speaking Skills of Iranian Advanced EFL Learners', *International Journal of Applied Linguistics and English Literature*, 7.5 (2018), P.23 <<https://doi.org/10.7575/aiac.ijalel.v.7n.5p.22>>.

and Wang Yuan in 2013, students' ability in spoken language is always much lower than their written skills, and although they have a good grasp of vocabulary and grammar, most of which cannot communicate confidently in English.¹⁰⁸ In line with this, Guo Minghe and Wang Yuan conducted a research with the title "Affective Factors in Oral English Teaching and Learning". The term "affect" refers to emotion or feeling, the aspects of our emotional beings. The affective domain is the emotional side of human behaviour, and it may be juxtaposed to the cognitive side. Affective factors in foreign language teaching and learning refers to two related aspects; one is the individual factors of learners, including motivation, anxiety, self-esteem, etc.; the other is the relational factors among learners and between the learner and the teacher, including teaching method, learning environment, interaction, etc. foreign language teaching and learning refers to two related aspects; one is the individual factors of learners, including motivation, anxiety, inhibition, self-esteem, etc.; the other is the relational factors among learners and between the learner and the teacher, including empathy, interaction, etc.¹⁰⁹ The following is the main affective variables of learners which teachers should consider carefully.

According to Brown that Motivation is an inner drive, impulse, emotion or desire that moves one to a particular action.¹¹⁰ High motivation might encourage learners to participate more in the class activities and oral practices, which in turn results in greater success in their language proficiency and competence in

¹⁰⁸ Guo Minghe and Wang Yuan, 'Affective Factors in Oral English Teaching and Learning', *Higher Education of Social Science*, 5.3(2013), P.57. <<https://doi.org/10.3968/j.hess.1927024020130503.2956>>.

¹⁰⁹ *Ibid.*, p. 57-58.

¹¹⁰ H. Douglas Brown, 'Teaching_by_Principles',_Second_(BookFi.Org).Pdf', *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2000, P. 72.

language speaking skills.¹¹¹ in line with this, Brown claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity.¹¹² Self-esteem represents the degree of one's confidence and belief in himself or herself. From the observation of classroom learning, we can find that learners with high self-esteem manifests more confidence and give more positive evaluations on themselves which will promote their language learning. Some students fail in oral English learning or feel less willing and confident in speaking English in class because they have a low self-esteem.¹¹³

Anxiety is probably regarded as the biggest affective factor that obstructs the learning process. It is generally acknowledged to be associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry. Language anxiety is described as fear or apprehension occurring when a learner is expected to perform in the second or foreign language. The most anxiety provoking language activity should be speaking in front of others. Some students do exhibit negative anxiety when they are required to answer questions or take part in some language activities like oral presentations, discussions, or role plays. Usually, students who do not enjoy interacting with others who dislike performing in front of others tend to be anxious when speaking. To ease the students' anxiety. Some activities like playing games, group discussions, role plays, etc. In addition, teachers should treat every student in the class equally, because their impatience or ignorance to students consciously or unconsciously may have a negative effect on the students'

¹¹¹ Guo Minghe and Wang Yuan, *Loc.Cit.*

¹¹² T. D. Terrell and H. Douglas Brown, *Principles of Language Learning and Teaching, Language*, 1981, P.154 LVII <<https://doi.org/10.2307/414380>>.

¹¹³ Guo Minghe and Wang Yuan, *Op.Cit.*, P.59.

self-esteem and cause their nervous or anxious feeling. It is the teachers' expectation and to communicate in English bravely. More importantly, teachers should not put overt emphasis on language mistakes that the students make. A few inspiring words or even a smile may be more helpful for them to overcome low self-esteem and negative anxiety.¹¹⁴

According to humanistic psychology in Guo Minghe and Wang Yuan, learners should be treated as "a whole person" with both intellectual and emotional needs. So, it is necessary to create an ideal and harmonious environment for oral English teaching and learning. The key element of affective teaching is that teachers should consider students' differences and analyse their learning background and demand and design the teaching accordingly. College English teachers should encourage students to participate in classroom and after class oral activities, try to lower their anxiety and enhance their self-confidence, and provide more opportunities for them to practice oral English in and after class in order to help them improve their oral English proficiency. Attention to affective factors can definitely improve language learning and the effectiveness of teaching, in turn, the affective classroom can contribute in a significant way to educating learners affectively.¹¹⁵

Another study on speaking skill by Hendra Heriansyah stated that the frequent difficulties of speaking from during the process of teaching and learning took place were (1) students often have no ideas about what to say, so they tend to keep silent, (2) they are also shy and uncomfortable as well as not confident if they make mistakes., (3) the students are afraid of making errors in class as they will be laughed at by their friends., and (4) the students

¹¹⁴ *Ibid.*

¹¹⁵ *Ibid.*, p. 59-60.

are not used to talking in class since their pronunciation and vocabulary are poor and confined. Students face difficulties in speaking that are related to such non-linguistic problems as worry, fear, shyness, no motivation, and low participation in class, etc.¹¹⁶ Furthermore, the difficulties faced or felt by the students in speaking can be divided into two kinds of problems namely linguistic problems and non-linguistic problems. There were three difficulties related to linguistic problems. They were 'lack of vocabulary', 'lack of grammar knowledge', and 'poor pronunciation.' While, the 9 difficulties dealt with non-linguistic problems were, 'not being brave to speak', 'not being confident to speak', 'being afraid of speaking', 'being afraid of making errors', 'being afraid of being mocked by friends', 'being nervous to speak', 'not used to talking in class', 'difficult to express words or sentences', and 'confused how to use appropriate words.'¹¹⁷ As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom . With respect to the fear of making mistake issue, this fear is linked to the issue of correction and negative evaluation. this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.¹¹⁸

Dr Ahmed Maher Mahmoud Al Nakhalah in his theory said that fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. In addition, the students' fear of being laughed at by

¹¹⁶ Hendra Heriansyah, 'Speaking Problems Faced By The English Department Students Of Syiah Kuala University', 6.1 (2012), P.38 <[Http://Repositorio.Unan.Edu.Ni/2986/1/5624.Pdf](http://Repositorio.Unan.Edu.Ni/2986/1/5624.Pdf)>.

¹¹⁷ *Ibid.*, P.40.

¹¹⁸ Dr. Ahmed Maher Mahmoud Al Nakhalah, *Op.Cit.*, P.101.

other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes. In line with this, he further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. As he says, the ability to show the ability in speaking is also influenced much by the feeling of shyness. In other word, it can be said that shyness plays an important role in speaking performance done by the students. besides, the fact that anxiety also plays an important role in students' learning and He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.¹¹⁹ besides that, Brown also stated that the main cause of students' confidence is their low ability in speaking English. In this case, many students think that their English is bad and feel that they cannot speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher. In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement

¹¹⁹ Dr. Ahmed Maher Mahmoud Al Nakhalah, 'Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University', *International Journal of Humanities and Social Science Invention*, 5.12 (2014), P.102-103.

and showing that they will be able to communicate well in English plays a role in students' success of learning.¹²⁰

After knowing some difficulties that often occur in speaking, the writer can conclude that how important the development of emotion for students that will affect the learning process. Likewise, with teachers who must have good learning designs, supported by adequate facilities, coupled with teacher creativity will make students more easily reach learning targets and giving students encouragement. Developing emotional intelligence in learning is really needed so that learning takes place optimally and produces maximum learning outcomes, especially in speaking.

2.3. Conceptual Framework

Students faced some problems in speaking English especially about emotions. In this research, the students' emotional intelligence examined to describe the students' positive and negative emotion management in doing speaking English. In addition, EI competencies by Daniel Goleman used by students in overcoming their emotion in speaking English was investigated. This explanation is described in the following figure.

¹²⁰ H.Douglas Brown, *Op.Cit.*, P.62-63.

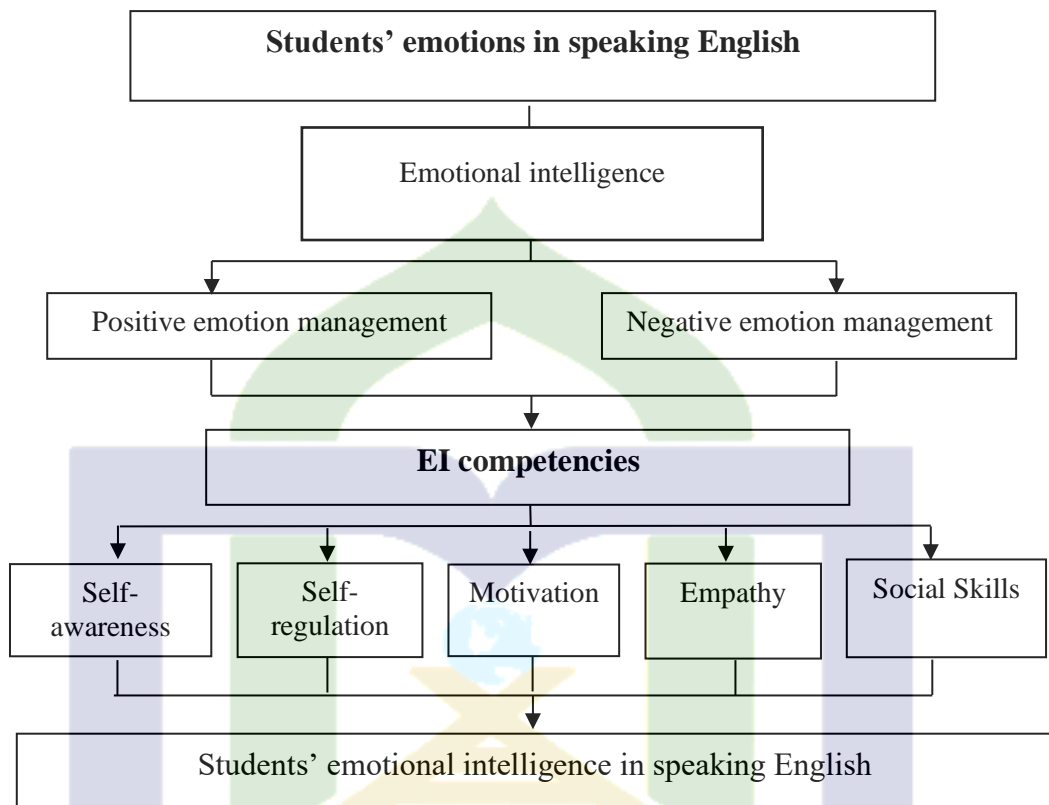


Figure 1. Conceptual Framework of the Research

CHAPTER III

METHODOLOGY OF THE RESEARCH

This part consists of the guideline to reach the objectives of this research. It provides readers information about design of the research, Location and Duration of the Research, subject of the research, instrument of the research, procedures of data collection and technique of data analysis as well.

3.1. Design of the Research

This research design which the researcher took was qualitative-descriptive by applying phenomenological study approach.

Qualitative descriptive studies are the least “theoretical” of all of the qualitative approaches to research. In addition, qualitative descriptive studies are the least encumbered studies, compared to other qualitative approaches, by a pre-existing theoretical or philosophical commitment. For example, phenomenology, grounded theory, and ethnographic are based on specific methodological frameworks that emerged from specific disciplinary traditions.¹²¹ The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data.¹²²

This study also applied phenomenological study as a means to obtain deeper understanding of something and phenomena in a particular study and context. Phenomenology is the study of human experience and of the way's things

¹²¹ Vickie a. Lambert and Clinton E. Lambert, ‘Qualitative Descriptive Research: An Acceptable Design’, *Pacific Rim International Journal of Nursing Research*, 16.4 (2013), P.255<<http://antispam.kmutt.ac.th/index.php/PRIJNR/article/download/5805/5064>>.

¹²² Hossein Nassaji, ‘Qualitative and Descriptive Research: Data Type versus Data Analysis’, *Language Teaching Research*, 19.2(2015), P.129<<https://doi.org/10.1177/1362168815572747>>.

present themselves to us in and through such experience.¹²³ The purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation. In the human sphere this normally translates into gathering ‘deep’ information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation, and representing it from the perspective of the research participant(s).¹²⁴

At this point, generally the researcher used phenomenological study in choosing the subject to be studied in order to gain understanding of the Students’ Emotional Intelligence to overcome the problems in speaking English.

3.2. Location and Duration of the Research

This research was conducted in State Islamic Institute (IAIN) Parepare. It is located in Amal Bakti street, Number. 8 Soreang Sub-District, city of Parepare, South Sulawesi. This research took one month in its process including research activity and data analysis.

¹²³SGallagher, ‘WhatIsPhenomenology?’, 2008, P.7. https://link.springer.com/chapter/10.1057%2F9781137283801_2

¹²⁴ J. W. Mann, ‘Book Review: An Introduction to Phenomenological Psychology’, *South African Journal of Psychology*, 10.3–4 (1980), P.1 <<https://doi.org/10.1177/008124638001000311>>.

3.3. Subject of the Research

The subjects of this research were the students of English education undergraduate program in IAIN Parepare. Since the number of students are large, purposive sampling technique was implemented to choose the sample. Finally, 10 students of 3, 5 and 7 semesters involved as the subject of this research.

3.4. Instrument of the Research

The instruments of this research were field notes and interview protocol. The interviewing protocol used in this research namely interview protocol of students' emotional intelligence in speaking. The questions of the interview protocol were adopted from basic theory. The interview protocol can be seen in the appendix.

3.4.1. Field Notes

Field notes were done wherever the researcher doing the observation. The researcher took notes during the observation of videos. field notes contain two basic types of information, they are:

3.4.1.1. Descriptive information that observes what the researcher seen or heard during the observation of videos.

3.4.1.2. Reflective information that captures the researcher's personal reactions to observations, the researcher's experiences, and the researcher's thoughts during an observation video.¹²⁵

3.4.2. Interview protocol of students' emotional intelligence in speaking

This interviewing protocol was used to collect the data about the students' emotional intelligence in speaking English. The interviewing protocol of students' emotional intelligence in speaking consists of 16 items of questions. The items

¹²⁵Gay, L.R., Mills, G.E., & Airasian, P. *Educational Research Competencies for Analysis and Applications Eight Edition*. New Jersey: Pearson Prentice Hall. (Gay. 2006: 414).

adopted from EI domains that include several EI competencies by Goleman. These competencies consist of 5 categories that each category consists of 3 or 4 questions. After discussing with experts in psychology, the 16 items are associated with emotional intelligence in speaking skill. These questions provide focus interview.

3. 5. Procedures of Data Collection

To collect the necessary data of students' emotional intelligence in speaking, firstly, researcher collected some videos about speaking activity from the students. Secondly, researcher observed the videos one by one. thirdly, researcher interviewed the students via phone. Finally, after interviewing, researcher analysed the data.

The procedures that the researcher applied in order to collect the systematic and valid data, the brief explanation is presented below:

3.5.1. Observation

The researcher collected the data by using observation. Through this observation, the researcher observed some videos about students' speaking activity. The purpose of this was to understand the data naturally. The participant observation form was designed to know student's emotion expression when they were speaking English. The researcher also provides field notes to help the researcher codes every kinds of phenomena which is happened while the observation is held. The observation consists of findings related to speaking and emotion.

3.5.2. Interview

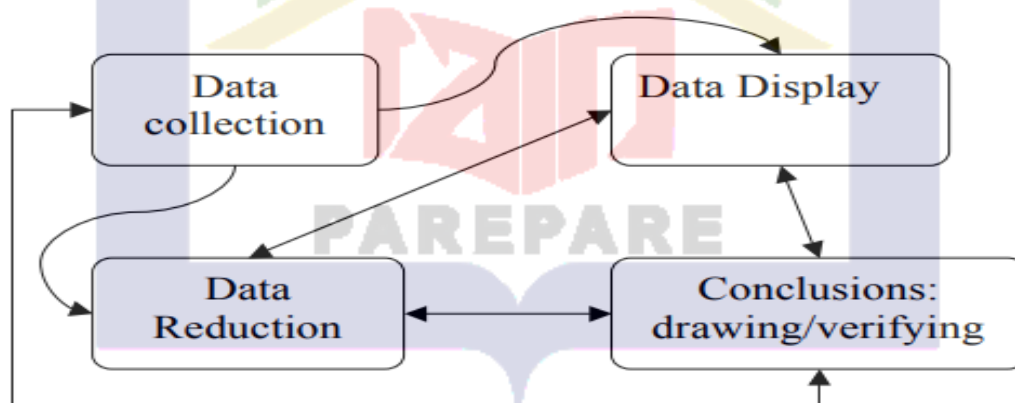
In this research, the researcher used focus interview to gather important information regarding to the focus of the research. This interview was carried out

to find the main data about the students' emotional intelligence in speaking English. In conducting the interview, the researcher used Indonesian.

3.6. Technique of Data Analysis

The data analysis technique used in this study was analysis interactive model which according to Miles and Huberman (1994) contains 3 sub interrelated processes namely, data reduction, data presentation, and Drawing Conclusions and Verification. All three processes take place before data collection, during learning design and planning, during data collection as preliminary and temporary analysis was carried out and during data collection as a result so it was approaching and finished. Those activities were shown in the following picture and will be explained fourth the process:

p.23 Components of Data Analysis: Interactive Model



Source: http://www.finchpark.com/ppp/qualanalysis/Qualitative_Data_Analysis_Handout.pdf

The data collection process carried out using two methods namely observation and interviews as explained in the previous sub-chapter.

3.6.1. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the 'raw' data. Data reduction occurs continuously throughout the life of any qualitatively oriented project. This is part of analysis and the researcher focused on research questions. In this case, the researcher reduced information if the data was unimportant or did not support the data needed by the researcher.

3.6.2. Data Display (Data Presentation)

Data display means an organized, compressed assembly of information that allows conclusion drawing. Data display helps us to comprehend what is happening and to do something. The data display in this study using brief notes and narrative text.

3.6.3. Drawing Conclusions and Verification

Conclusion Drawing/Verification is the third stream of analysis activity is conclusion drawing and verification. Conclusion drawing is only half of the procedure. Conclusions are also verified as the analyst proceeds. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, and their 'confirmability' (validity). Otherwise, we are left with interesting stories of unknown truth and utility.¹²⁶

After the process of collecting and analyse the data, the researcher tried to find out and get the conclusion or verification from the result based on the data taken from the observation and interviewing by the researcher. The conclusion of this research became the final report of this research.

¹²⁶ M. B. Miles and A. M. Huberman, 'Qualitative Data Analysis: Handout', A Sourcebook of New Methods. California; SAGE Publications Inc., 1-8, 1984.P.1

3.7. Data Validity

In order to obtain valid data, the researcher did technique that could examine the validity of data. Validity of the data was intended to obtain the level of confidence associated with how much truth of the research. To establish the validity of the data, the researcher examined the persistence of data observation and interviewing in triangulation techniques. Sugiyono mentions three kinds of triangulation methods for qualitative research namely, source triangulation, technique triangulation and time triangulation.¹²⁷

Based on the triangulation methods, the researcher only did one kinds of triangulation methods. It was technique triangulation. In this process the researcher compared the results obtained from each kind of procedure of collecting data such as observation and interview. Before comparing the data from observation and interviewing firstly, the researcher reduced of the data, secondly was displayed the data from the result of the data reduction and the last was drawing conclusion, in this process the researcher concluded the data that became final report of this research. The comparing of the data from observation and interviewing that had been through the data analysis process was needed in order to obtain a valid data as the findings of the research.

¹²⁷Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta. (2012: 369)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections namely findings and discussion. The findings of this research present the data of students' emotion and students' emotion management in speaking English. In addition, the discussion of this research explains the findings and supported theories as the result of this research.

4.1. Findings

The finding of this research is divided into 2 sections: Students' emotion in speaking English and students' emotion management in speaking English. The two sections are elaborated as follows:

4.1.1. Students' emotion in speaking English

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

4.1.1.1. Positive emotion

The observation was administered to collect the data of students' emotion expression when they were speaking English. To obtain the data, some videos observed to investigate students' emotion expression. The result of the observation shows that the students experienced 2 emotions in speaking English, namely positive and negative emotions. In positive emotion, students' felt happy that could be known from their face and vocal. The following extractions from observation.

4.1.1.1.1. Extract 1

He spoke fluency, enjoy and looked happy with his smile.
so, he could deliver what he wanted to say well.

Regarding extract 1, the student spoke fluently, enjoyed and looked happy although sometimes he blinked his eyes but he was able to control his emotion when speaking by smile expression. so, he could deliver what he wanted to say well.

4.1.1.1.2. Extract 2

She looked happy when talked about her experience with expression and regular tone of voice.

Regarding extract 2, the student looked happy when she spoke that could be seen by her expression and voice.

4.1.1.1.3. Extract 3

He looked enjoy when talked his experience about speech competition when was still junior high school.

Regarding extract 3, firstly, the student looked enjoy when talked his experience about speech competition when was still junior high school but when he had talked more Sometimes, his voice was already shaking but he tried to keep talking while smiling occasionally.

4.1.1.1.4. Extract 4

He looked enjoy when talked his dreams.

Regarding extract 4, the student looked enjoy when talked his dreams but Sometimes, his eyes glanced to the left and right even above and under which showed that he was thinking. he spoke while moving his hands to make it easier for him to convey what was on his mind and to make it easier for someone to know what he was saying and make him more confident in speaking.

4.1.1.1.5. Extract 5

He looked serious but over time seemed enjoy it when he talked about his experience.

Regarding extract 5, the student looked serious but over time he seemed enjoy it when he talked about the first experience went to Malaysia Sometimes, his eyes glanced to above which showed that he was thinking and he also touched his hair, nose and moving his hands to describe what he said. He could overcome his nervousness with a smile.

In interviewing, the results of the observations are supported by the results of the interviews. The data shows that positive emotion who felt in speaking English was happy. Toward some questions about emotion in speaking English, here is his response from interviewing:

4.1.1.1.6. Happy

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

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

4.1.1.2. Negative emotion

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

4.1.1.2.1. Extract 1

Her eyes glanced to above as like was thinking.
She looked nervous.

Regarding extract 1, Her eyes glanced to above which showed that he was thinking and he also touched his hair, nose and moving his hands to describe what he said. It showed that she experienced nervous.

4.1.1.2.2. Extract 2

She was serious when was talking, her expression was flat. She seemed hurried and wanted to finish her talking.

Regarding extract 2, she serious when was talking which showed her expression that was flat. She seemed hurried and wanted to finish her talking. It showed that she experienced nervous.

4.1.1.2.3. Extract 3

She stopped to speak and tried to think what she wanted to say.

Regarding extract 3, she spoke about her experience. sometimes she stopped to speak and tried to think what she wanted to say. It showed that she experienced nervous and afraid.

4.1.1.2.4. Extract 4

she looked shy by pulling on her veil and trying to fix it while speaking.

Regarding extract 4, She looked happy when talked about her experience. But she also looked shy by pulling on her veil and trying to fix it while speaking.

4.1.1.2.5. Extract 5

She spoke haltingly and always repeated the same words.

Regarding extract 5, She spoke haltingly and always repeated the same words. Although she looked excited and smile in delivering her experience that could cover his shortcomings in speaking but she looked nervous and shy.

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

4.1.1.2.6. Nervous, anxiety, and confused

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

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

4.1.1.2.7. Nervous, anxiety, lack of confidence and afraid

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

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

4.1.1.2.8. Anxiety, nervous, and afraid

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

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

4.1.1.2.9. Anxiety, worried, shy and afraid

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

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

4.1.2. Students’ emotion management in speaking English

Students’ emotion management consist of 2 sections are elaborated as follows:

4.1.2.1. Management of positive emotion

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

4.1.2.1.1. Happy: Smile

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

The data shows that the indicator of positive emotion is smile. He managed his positive emotion when speaking with relaxation by catching his

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

4.1.2.2. Management of negative emotion

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

4.1.2.2.1. Nervous, anxiety, and confused: Getting headache and Heart thump

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

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

4.1.2.2.2. Nervous, anxiety, lack of confidence and afraid: difficult to express words or sentences.

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

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

4.1.2.2.3. Anxiety, nervous, and afraid: cold sweaty hands

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

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

4.1.2.2.4. Anxiety, worried, shy and afraid: cold hands and shaking voice

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

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

The result of the data from interviewing shows that the students had same way in managing their positive and negative emotions, such as relaxation by catching breath. But in managing their negative emotion, the students had several ways beside with relaxation, such as Positive reinterpretation & growth, and acceptance. The ways did by students in managing their emotions were self-regulation and motivation. In addition, the students recognized the emotions first before managing it by indicators that they felt and shown. The student showed smiling when happy but when felt negative emotion they got headache, heart thump, difficult to express word or sentences, cold sweaty hand and shaking voice. The indicators that students felt in recognizing their emotions were self-awareness. From the 5 aspects of Emotional intelligences; self- awareness, self-regulation, motivation, Empathy and social skills, the students only used 3 aspects

of emotional intelligences in recognizing and managing their emotions. Those were self-awareness, self-regulation and motivation.

Students experienced positive and negative emotions in speaking English. The researcher presents the data below:

Table 4.1 Classification of students' emotions in speaking English class

Students' emotions	
Positive	Negative
Happy	Anxiety
	Nervous
	Afraid
	Worried
	Shy
	Confused
	Lack of confidence

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

4.2. Discussion

The first objective of this research is to investigate the student's emotion when they are doing speaking English. Therefore, the students' emotions in doing speaking English were investigated. Besides, the second objective is to describe

the students' emotion management in doing speaking English. The results of this research are discussed in the following subchapters to meet the objective of the research.

1. Students' emotion in speaking English

The finding of this research shows that Students' emotion in speaking English consists of Positive and negative emotion. In positive emotion is happy while in negative emotions are anxiety, nervous, afraid, worried, shy, confused, and lack of confidence. In observation, the students can be known the emotions by face expression, gesture and vocal. One study that supports this argument is the study of Dacher Keltner and others in 2019, Emotions enable people to react to significant stimuli (in the environment or within themselves), with complex patterns of behaviour involving multiple modalities – facial muscle movements, vocal cues, bodily movements, gesture, posture, and so on.¹²⁸ In addition by Maria Guarnera and others, In particular, the study demonstrated that happy and angry expressions were the most recognized emotions, followed by expressions of disgust and neutral expressions, while facial expressions of fear and sadness were significantly less recognized compared to all the other emotions.¹²⁹ Furthermore, Giacomo Mancini and other add that the recognition of emotional facial expressions is a central aspect for an effective interpersonal communication.¹³⁰ David Matsumoto and Hyi Sung Hwang added that Facial expressions of emotion

¹²⁸ Dacher Keltner and others, 'Emotional Expression: Advances in Basic Emotion Theory', *Journal of Nonverbal Behavior*, 43.2 (2019), P.6 <<https://doi.org/10.1007/s10919-019-00293-3>>.

¹²⁹ Maria Guarnera and others, 'Facial Expressions and Ability to Recognize Emotions from Eyes or Mouth in Children', *Europe's Journal of Psychology*, 11.2(2015), p.184 <<https://doi.org/10.5964/ejop.v11i2.890>>.

¹³⁰ Giacomo Mancini and others, 'Recognition of Facial Emotional Expressions among Italian Pre-Adolescents, and Their Affective Reactions', *Frontiers in Psychology*, 9.AUG (2018) ,p.1 <<https://doi.org/10.3389/fpsyg.2018.01303>>.

have signal value.¹³¹ Thus, facial expressions are used by humans to convey various types of meaning in various contexts. In positive emotion especially about smile, the fundamental expression of happiness is a smile, a facial expression formed by flexing of the muscles on both sides of the mouth, forming a curve. By smiling, we can easily recognize the emotions experienced by someone. It supported by one of the studies of smile with the title “The Impact of Smile on Human Interactions “that smile is one of the most common non-verbal means of communication used in human interactions that easily recognized.¹³²

While in gesture, according to Carmelo M. Vicario and Anica Newman that the body is closely tied to the processing of social and emotional information.¹³³ body language includes different kinds of nonverbal indicators such as facial expressions, body posture, gestures, eye movement, touch and the use of personal space. The inner state of a person is expressed through elements such as iris extension, gaze direction, position of hands and legs, the style of sitting, walking, standing or lying, body posture, and movement. After the face, hands are probably the richest source of body language information. For example, based on the position of hands one is able to determine whether a person is honest (one will turn the hands inside towards the interlocutor) or insincere (hiding hands behind the back). Exercising open-handed gestures during conversation can give the impression of a more reliable person. It is a trick often used in debates and political discussions. It is proven that people using open-handed gestures are

¹³¹ David Matsumoto and Hyi Sung Hwang, ‘Judgments of Facial Expressions of Emotion in Profile’, *Emotion*, 11.5 (2011), p.1223 <<https://doi.org/10.1037/a0024356>>.

¹³² Daniel John, ‘The Impact of Smile on Human Interactions: A Psychological Perspective’, *The International Journal of Indian Psychology*, 7.1 (2019), p. 1007 <<https://doi.org/10.25215/0701.115>>.

¹³³ Carmelo M. Vicario and Anica Newman, ‘Emotions Affect the Recognition of Hand Gestures’, *Frontiers in Human Neuroscience*, 7.DEC(2013), p.1 <<https://doi.org/10.3389/fnhum.906>>.

perceived positively.¹³⁴ The result of observation shows that beside the face expression, the gesture also one of the characteristics that was be seen to know the students' emotion.

In vocal expression, Juslin and others state that Vocal expression may be the most phylogenetically continuous of all nonverbal channels.¹³⁵ The expression and recognition of emotion through face and voice is a central domain of nonverbal communication research.¹³⁶ Jo-Anne Bachorowski and Michael J. Owren added that based on their component process theory of emotion, they made detailed predictions about the patterns of vocal cues associated with different emotion.¹³⁷ The communication of emotions is often viewed as crucial to social relationships and survival.

By interviewing, the data shows that the most often felt by the students when speaking are anxiety, nervous and afraid. In line with this, Imam Wahyudi Antoro added that Speaking is believed as a skill that most frequently evokes anxiety among the students.¹³⁸ While, according to Gaya Tridinanti argued that Speaking in a foreign language can be influenced by such psychological aspects

¹³⁴ Ciprian Corneanu and others, 'Survey on Emotional Body Gesture Recognition', *IEEE TransactionsonAffectiveComputing*, January, 2018, p.2 <<https://doi.org/10.1109/TAFFC.2018.2874986>>.

¹³⁵ Juslin, Patrik N.Laukka, Petri 'Communication of Emotions in Vocal Expression and Music Performance : Communication of Emotions in Vocal Expression and Music Performance : Different Channels , Same Code ?', May 2014, 2003, p.773 <<https://doi.org/10.1037/0033-2909.129.5.770>>.

¹³⁶ Tanja Bänziger, Sona Patel, and Klaus R. Scherer, 'The Role of Perceived Voice and Speech Characteristics in Vocal Emotion Communication', *Journal of Nonverbal Behavior*, 38.1 (2014), p.32 <<https://doi.org/10.1007/s10919-013-0165-x>>.

¹³⁷ Jo-Anne Bachorowski and Michael J. Owren, 'Vocal Expression of Emotion Is Associated with Formant Characteristics', *The Journal of the Acoustical Society of America*, 98.5 (1995), p.18 <<https://doi.org/10.1121/1.414102>>.

¹³⁸ Imam Wahyudi Antoro and Dewianti Khazanah, 'Speaking Pada Mahasiswa Angkatan Tahun Pertama Jurusan Bahasa Inggris Fakultas Sastra Universitas Jember)', *Artikel Ilmiah Mahasiswa*, 2015, p.1.

as anxiety.¹³⁹ Gebhard states that one of the problems faced by EFL learners is the students won't talk problem. Some students will not talk because they are too shy or have such high levels of anxiety over speaking.¹⁴⁰ Regarding speak in a foreign language, most of the students experienced a feeling of anxiety in the process of learning a foreign language. As argued by many theorists about the phenomena of anxiety.¹⁴¹ MacIntyre and Garden in 1989 view that anxiety as feeling of worry and emotional reaction that arises while learning and using a second language.¹⁴² believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and makes individual appear less fluent than they really are.¹⁴³ This research also found the other negative emotion that students experienced is shy, Shyness is another source of anxiety experienced by the students.¹⁴⁴ This is supported by Gardner states that shyness is one of difficulties that every student face while learning a new language and a factor that cause students reluctant to speak in English class.¹⁴⁵ This indicates that shyness could be a source of problem in students' activities especially in speaking class.

This result indicates that each student experienced several emotions when speaking English. In line with this, Mark Pettinelli argued that several emotions

¹³⁹ Gaya Tridinanti, 'The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang', *International Journal of Education and Literacy Studies*, 6.4 (2018), p.1 <<https://doi.org/10.7575/aiac.ijels.v.6n.4p.35>>.

¹⁴⁰ Jerry Gebhard, 'Teaching English as a Foreign or Second Language', XXVII.1 (2000), p.186.

¹⁴¹ Septy Indrianty, 'Students ' Anxiety in Speaking English (a Case Study in One Hotel and Tourism College in Bandung)', *Eltin*, 4.I (2016), p.29 <<http://e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/337>>.

¹⁴² R C Gardner and P. D. MacIntyre, 'Anxiety and Second-Language Learning : Toward a Theoretical Clarification *', *Language Learning*, 39.2 (1989), p.251.

¹⁴³ Septy Indrianty, *Op.Cit.*,p.30.

¹⁴⁴ *Ibid.*,p.32

¹⁴⁵ Gardner and P. D. MacIntyre., *Op.Cit.*,p.30.

occurring at one time, each emotion interacting with one or more other emotions and potentially causing them to stop, start, fade or increase.¹⁴⁶ However, the writer also found that students experienced happy in speaking English who caused him to be over confidence. The happiness of human beings depends on many factors, some of personal nature and others related to the conditions of their physical and social environment.¹⁴⁷ In a study by Robert Biswas and others in 2018 argued that happiness can be bad is if individuals place too much value on it. individuals who value happiness too much may set feelings of disappointment and sadness.¹⁴⁸ Although happiness good for health but if too much of something is bad enough.

The result of the data by interviewing shows that the negative emotions that students experience in speaking English are anxiety, followed by nervous, afraid, worried, shy, confused, and lack of confidence. It supported also one of the studies by Juhana in 2012 that Particularly, there are the feeling of being afraid in making mistakes, lack of confidence and motivation, shyness, and also anxiety which exist when the students have to speak in front of the class.¹⁴⁹ For instance, the behaviour of being too shy, anxious, and fear of making mistakes are caused by opportunity that the students seldom to get to speak as well as corrections which are given by the teacher directly when the students are performing their speaking.¹⁵⁰ Another theory notices that it is important to highlight that

¹⁴⁶ Mark Pettinelli, 'The Psychology of Emotions, Feelings and Thoughts', The Connexions Project, 2007, p.7.

¹⁴⁷ Francisco Mochón, 'Happiness and Technology: Special Consideration of Digital Technology and Internet', *International Journal of Interactive Multimedia and Artificial Intelligence*, 5.3 (2018), p. 163 <<https://doi.org/10.9781/ijimai.2018.12.004>>.

¹⁴⁸ Robert Biswas-Diener and Christopher Wiese, 'Optimal LevelsofHappiness', *Handbook of Well-Being*, January, 2018, p.9 <<https://www.researchgate.net/publication/322797452>>.

¹⁴⁹ Juhana, 'Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South', *Journal of Education and Practice*, 3.12 (2012),p. 100.

¹⁵⁰ Umar Fauzan, 'The Use of Improvisations Technique to Improve the Speaking Ability of EFL Students', *Dinamika Ilmu*, 14.2 (2014), p.265 <<https://doi.org/10.21093/di.v14i2.17>>.

psychological or personality factors such as self-esteem, anxiety, and motivation are urgent aspects in assigning the successfulness of the students' language learning.¹⁵¹

Finally, it is found that in speaking English, the students experienced several emotions that included in positive and negative emotions. moreover, speaking skill is believed as a skill that most frequently evokes anxiety among the students. In fact, the majority of students experience anxiety, nervous and afraid. When speaking. The emotion become several emotions. Therefore, students who experience emotions are necessary to manage the emotions.

2. Students' emotion management in speaking English

Based on the interviewed, the data shows that only 3 of the 5 emotional intelligence competencies used by students in speaking English class. The first, students can recognize the positive and negative emotions that come up when speaking by some indicators such as smile, get headache, heart thump, difficult to express words or sentences, cold sweaty hands, and shaking voice. It is related to the first emotional intelligence competencies; it is self-awareness. In line with this, in Psychological sweating in response to emotive stimuli like stress, anxiety and pain occurs over the whole-body surface, but is most evident on the palms, soles, face and axilla.¹⁵² Besides that, the main cause of shaking voice is the feeling of nervousness.¹⁵³ In positive emotion, Jeannette Haviland-Jones and others states that in the measurement of emotion, the smile is the easiest facial movement to recognize. This is especially important when the movement is brief

¹⁵¹ H.Douglas Brown., *Op.Cit.*,p.271

¹⁵² M. Harker, 'Psychological Sweating: A Systematic Review Focused on Aetiology and CutaneousResponse',*SkinPharmacologyandPhysiology*,26.2(2013),p.92<<https://doi.org/10.1159/000346930>>.

¹⁵³ Fasaaro Hulu, 'The Description of Hands Shake and Voice Trembles in Conducting Class Presentation By the 4Th Semester Students At Putera Batam University', *Jurnal Basis*, 5.1 (2018), p.5 <<https://doi.org/10.33884/basisupb.v5i1.330>>

and embedded in ongoing activity. Smile is consistently related to positive emotion in humans and is a reliable indicator of happiness.¹⁵⁴

Pertaining to the Students' emotional intelligence in speaking English, it was ascertained that there were some attempts that they had done for this, that included in self-regulation. Those were 1). Relaxation: catching breath, 2). Positive reinterpretation & growth: positive thinking, try to calm down, and 3). Acceptance: giving motivation. One of the studies corresponds with this result is a study by Rohit Rastogi in 2012 which found that the Effect of Positive thinking also helps in stress management and increase the level of Creative Problem solving among students.¹⁵⁵ Furthermore, Bob Bellhouse and others in their studies states that Calm people have self-awareness. They become more aware of themselves and their emotions.¹⁵⁶ On the other study by Ravinder Jerath and others about Self-Regulation of Breathing as a Primary Treatment for Anxiety in 2015 states that Detrimental effects of stress, negative emotions, and sympathetic dominance of the autonomic nervous system have been shown to be counteracted by different forms of meditation, relaxation, and breathing techniques.¹⁵⁷ While Johan Henriksson in 2017 states that Motivation is also an essential component of

¹⁵⁴ Jeannette Haviland-Jones and others, 'An Environmental Approach to Positive Emotion: Flowers', *Evolutionary Psychology*, 3.1(2005), 147470490500300, p.108 <<https://doi.org/10.1177/147470490500300109>>.

¹⁵⁵ Rohit Rastogi, 'Role and efficacy of Positive Thinking on Stress M_' p.3 <https://www.researchgate.net/publication/321212701_Role_and_efficacy_of_Positive_Thinking_on_Stress_Management_and_Creative_Problem_Solving_for_Adolescents>.

¹⁵⁶ Bob Bellhouse and others, *Managing the Difficult Emotions: A Programme for the Promotion of Emotional Intelligence and Resilience for Young People Aged 12 to 16*, 2005, p.4 <<https://doi.org/10.4135/9781446212561>>.

¹⁵⁷ Ravinder Jerath and others, 'Self-Regulation of Breathing as a Primary Treatment for Anxiety', *Applied Psychophysiology Biofeedback*, 40.2 (2015), 107–15, p.107 <<https://doi.org/10.1007/s10484-015-9279-8>>.

self-regulation strategies, as it is a necessity for the students to want to take control of the learning process.¹⁵⁸

Besides that, in students' emotional intelligence in doing speaking English, they also used motivation competencies in motivating their own self in facing the negative emotion. Someone who is able to motivate their own self well will be much more effective and productive in everything they do. Ability to motivate their own self includes optimism, the power of positive thinking, and belonging impulse control. Krishanu Kumar Das in his study with the title Role and efficacy of Positive Thinking on Stress Management and Creative Problem Solving for Adolescents states that There is a strong relationship between 'motivation' and 'emotion'.¹⁵⁹ In line with this, Rohit Rastogi states that The view that motivation determines emotion and that emotions evolved from survival reflexes has found wide agreement.¹⁶⁰ Ramli Bakar added that motivation can be considered as the overall driving force in students that lead to learning activities that is a complex part of human psychology and behaviour that influences how individuals choose to invest their time.¹⁶¹ However, motivation is important in managing emotion which affects students in the learning process.

Finally, the result of this research found that the students of English Education Undergraduate Program in IAIN Parepare experienced positive and negative emotion in speaking English. the data shows that the most often felt by

¹⁵⁸ Johan Henriksson, 'Self-Regulation and the Motivation to Achieve A Quantitative Study on the Effects of Self-Regulation Strategies and Motivation on Learning English at an Upper Secondary School in Sweden Self-Regulation and the Motivation to Achieve A Quantitative Study On', 2017 p.3 <<https://su.diva-portal.org/smash/get/diva2:1107330/FULLTEXT01.pdf>>.

¹⁵⁹ Rohit Rastogi, *Op. Cit.*, p.2.

¹⁶⁰ Mirela Popa and Irina Iulia Salanta, *Op. Cit.*, p. 44.

¹⁶¹ Ramli Bakar, 'The Effect of Learning Motivation on Student'S Productive Competencies in Vocational High School, West Sumatra', *International Journal of Asian Social Science*, 4.6 (2014), p.723 <<http://www.aessweb.com/journals/5007>>.

the students when speaking are anxiety, nervous, and afraid. Meanwhile, students used 3 aspects of emotional intelligence competencies of the 5 competencies in speaking English. those were self-awareness, self-regulation and motivation. They used those competencies in recognizing and managing their emotion when speaking.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter certainly provides conclusion and suggestion based on the findings and discussions toward the data analysis. The conclusion deals with the summary of the data analysis concerning on the findings and discussions. Meanwhile, the suggestion refers to couple of ideas related to this research that the writer contributes to this study.

5.1. Conclusion

1. Students' emotion in speaking English

This research aims to firstly, to describe the student's emotion in speaking English. The result shows that students experience 2 kinds of emotion, those are positive and negative emotions. In positive emotion is happy while in negative emotion, the students experienced afraid, worried, anxiety, shy, confused, and lack of confidence. Each student experiences several emotions. But the most often felt by the students when speaking are negative emotions; anxiety, nervous and afraid.

2. Students' emotion management in speaking English

The second aims of this research are to describe the students' emotion management in speaking English. The result shows that from the 5 emotional intelligence competencies, only 3 used by students in recognizing and managing their emotion when speaking English. those are self-awareness, self-regulation and motivation. In self-awareness, they can recognize the emotions they feel by

some indicators such as smile, getting headache, heart thump, difficult to express words or sentences, cold sweaty hands, and shaking voice when speaking. While in self-regulation, the students manage their emotions by 1). Relaxation: catching breath, 2). Positive reinterpretation & growth: positive thinking, try to calm down, and 3). Acceptance: giving motivation. It indicates that students used self-regulation in managing the positive and negative emotions in speaking English.

5.2. Suggestions

The writer would like to offer a few suggestions related to this study:

1. For upcoming research, it is strongly suggested that the research maybe be focusing on the student who feels positive emotion when speaking and what factors influence it.
2. For further researcher, this research focuses on negative emotion and how to manage them. Besides, this study was limited to the qualitative data about emotional intelligence in speaking English. Quantitative data is needed to explore students in recognizing and managing emotion positive and negative by implementing emotional intelligence competencies.

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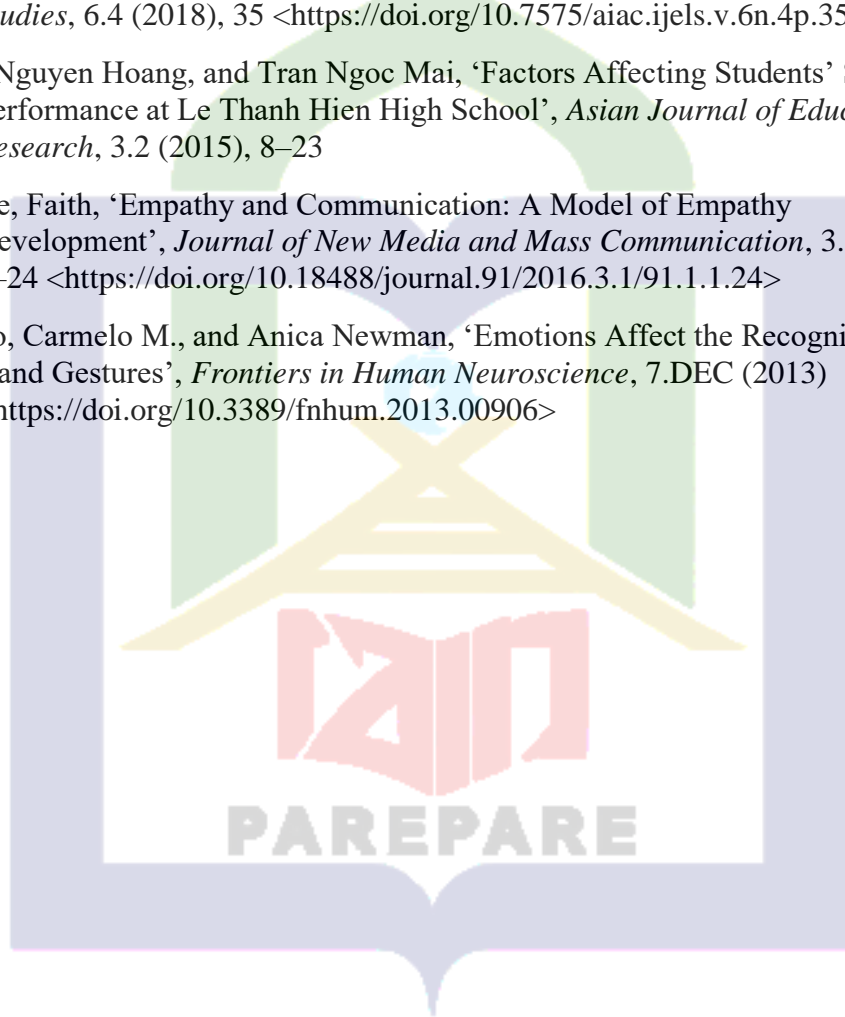
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The First Video

Date / Time : Monday, November 9th 2020 /13.00– 13.20
 Place : at home (Bukit Harmoni Blok D2 No.6)
 Observation : 1st Observation for the First Research Subject
 Observer : A.Nurfadillah
 Respondent : S
 Activity : Speaking Activity

Speaking Activity (An unforgettable moment)

This is my observation of the video about the speaking activity of my first research subject. As usual, before he talked more and more, firstly he said "Salam" after that introduced his self. Then he started to speak about the topic "an unforgettable moment". He spoke fluency, enjoy and looked happy although sometimes he blinked his eyes but he was able to control his emotion when his speaking by smile expression. so, he could deliver what he wanted to say well.

Reflective Notes

- The respondent had a good grammar and many vocabularies.
- He was able to speak well so it made easy to understand.
- His pronunciation was clear.

The Second Videos

<p>Date / Time : Monday, November 9th 2020 /13.40– 14.10</p> <p>Place : at home (Bukit Harmoni Blok D2 No.6)</p> <p>Observation : 2nd Observation for the Second Research Subject</p> <p>Observer : A.Nurfadillah</p> <p>Respondent : M</p> <p>Activity : Speaking Activity</p>
<p style="text-align: center;">Speaking Activity (An unforgettable moment)</p> <p>This is my second research subject about speaking activity with the same topic. firstly, she said "Salam" after that introduced herself. Then she started to speak about the topic "an unforgettable moment". she spoke haltingly as like was thinking by looking up and aside. She also looked nervous and wanted to finished immediately.</p>
<p style="text-align: center;">Reflective Notes</p> <ul style="list-style-type: none"> • The respondent had some wrong Pronunciation. • She sometimes said "e" and "yah" when forgot what she wanted to say.

The Third Videos

<p>Date / Time : Monday, November 9th 2020 /14.30– 15.00</p> <p>Place : at home (Bukit Harmoni Blok D2 No.6)</p> <p>Observation : 3rd Observation for the Third Research Subject</p> <p>Observer : A.Nurfadillah</p> <p>Respondent : H</p> <p>Activity : Speaking Activity</p>
<p style="text-align: center;">Speaking Activity (An unforgettable moment)</p> <p>This is my third research subject about speaking activity with the same topic. firstly, she said "Salam" after that introduced herself. Then she started to speak about the topic “an unforgettable moment”. she looked happy when talked about her experience with expression and regular tone of voice. she also looked shy by pulling on her veil and trying to fix it while speaking.</p>
<p style="text-align: center;">Reflective Notes</p> <ul style="list-style-type: none"> • She sometimes said “e” when she was trying to remember something that wanted to say.

The Fourth Videos

<p>Date / Time : Monday, November 9th 2020 /16.00– 16.30</p> <p>Place : at home (Bukit Harmoni Blok D2 No.6)</p> <p>Observation : 4th Observation for the Fourth Research Subject</p> <p>Observer : A.Nurfadillah</p> <p>Respondent : G</p> <p>Activity : Speaking Activity</p>
<p style="text-align: center;">Speaking Activity (An unforgettable moment)</p> <p>This is my fourth research subject about speaking activity with the same topic, “an unforgettable moment”. firstly, he said "Hello" after that introduced himself. Then he began to speak, firstly he looked enjoy when talked his experience about speech competition when was still junior high school but when he had talked more Sometimes, his voice was already shaking but he tried to keep talking while smiling occasionally.</p>
<p style="text-align: center;">Reflective Notes</p> <ul style="list-style-type: none"> • He spoke fluently. • There are some unclear pronunciations.

The Fifth Videos

<p>Date / Time : Thursday, November 10th 2020 /12.30– 13.00</p> <p>Place : at home (Bukit Harmoni Blok D2 No.6)</p> <p>Observation : 5th Observation for the Fifth Research Subject</p> <p>Observer : A.Nurfadillah</p> <p>Respondent : A</p> <p>Activity : Speaking Activity</p>
<p style="text-align: center;">Speaking Activity (Dreams)</p> <p>This is my fifth research subject about speaking activity with the topic "Dreams". firstly, he said "Salam" after that introduced himself. then he took a deep breath before speaking more and more, he looked enjoy when talked his dreams when was still elementary school until senior high school but Sometimes, his eyes glanced to the left and right even above and under which showed that he was thinking. he spoke while moving his hands to make it easier for him to convey what was on his mind and to make it easier for someone to know what he was saying and make him more confident in speaking.</p>
<p style="text-align: center;">Reflective Notes</p> <ul style="list-style-type: none"> • She sometimes said "e" when she was trying to remember something that wanted to say. • There are some unclear pronunciations. • Combine between English and Indonesian Language. • Sometimes the video was noisy with the sound of vehicles and rooster, so sometimes it was not clear what was being said.

The Sixth Videos

<p>Date / Time : Thursday, November 10th 2020 /13.10– 13.40</p> <p>Place : at home (Bukit Harmoni Blok D2 No.6)</p> <p>Observation : 6th Observation for the sixth Research Subject</p> <p>Observer : A.Nurfadillah</p> <p>Respondent : MR</p> <p>Activity : Speaking Activity</p>
<p style="text-align: center;">Speaking Activity (An unforgettable moment)</p> <p>This is my sixth research subject about speaking activity with the topic “An unforgettable moment ”. firstly, he said "Salam" after that introduced himself. then he talked about his experience, he looked serious but over time he seemed enjoy it when he talked about the first experience went to Malaysia Sometimes, his eyes glanced to above which showed that he was thinking and he also touched his hair, nose and moving his hands to describe what he said. He could overcome his nervousness with a smile.</p>
<p style="text-align: center;">Reflective Notes</p> <ul style="list-style-type: none"> • She sometimes said “e” when she was trying to remember something that wanted to say. • There were some unclear pronunciations. • Sometimes the video was noisy with the sound of television, so sometimes it was not clear what was being said

The Seventh Videos

<p>Date / Time : Thursday, November 10th 2020 /13.50– 14.20</p> <p>Place : at home (Bukit Harmoni Blok D2 No.6)</p> <p>Observation : 7th Observation for the seventh Research Subject</p> <p>Observer : A.Nurfadillah</p> <p>Respondent : N</p> <p>Activity : Speaking Activity</p>
<p style="text-align: center;">Speaking Activity (An unforgettable moment)</p> <p>This is my seventh research subject about speaking activity with the topic “An unforgettable moment “. firstly, she said "Salam" after that introduced herself. then she talked about his experience, she looked nervous, so serious when she was talking which showed her expression that was flat. She seemed hurried and wanted to finish her talking.</p>
<p style="text-align: center;">Reflective Notes</p> <ul style="list-style-type: none"> • There were many mistakes in pronunciations. • So difficult to know what she said.

The Eighth Videos

<p>Date / Time : Thursday, November 10th 2020 /14.30– 15.00</p> <p>Place : at home (Bukit Harmoni Blok D2 No.6)</p> <p>Observation : 8th Observation for the Eighth Research Subject</p> <p>Observer : A.Nurfadillah</p> <p>Respondent : I</p> <p>Activity : Speaking Activity</p>
<p style="text-align: center;">Speaking Activity (An unforgettable moment)</p> <p>This is my eighth research subject about speaking activity with the same topic. firstly, she said "Salam" after that introduced herself. Then she started to speak about her experience when she went to Pare-Kediri to take the course for 3 months. she looked happy when she was talking and sometimes smile moreover talked about her funny experience although she looked nervous but she could overcome it with smile.</p>
<p style="text-align: center;">Reflective Notes</p> <ul style="list-style-type: none"> • She sometimes said “e” when she was trying to remember something that wanted to say. • She used many conjunctions when she spoke. • She Combined between English and Indonesian.

The Ninth Videos

<p>Date / Time : Thursday, November 10th 2020 /15.30– 16.00</p> <p>Place : at home (Bukit Harmoni Blok D2 No.6)</p> <p>Observation : 9th Observation for the Ninth Research Subject</p> <p>Observer : A.Nurfadillah</p> <p>Respondent : AS</p> <p>Activity : Speaking Activity</p>
<p style="text-align: center;">Speaking Activity (An unforgettable moment)</p> <p>This is my ninth research subject about speaking activity. firstly, she said "Salam" after that introduced herself. Then she began to speak about her experience when she went to Enrekang Waterpark. she looked nervous, sometimes she stopped to speak and tried to think what she wanted to say. but she could overcome her problems with smile.</p>
<p style="text-align: center;">Reflective Notes</p> <ul style="list-style-type: none"> • She sometimes said “e” when she was trying to remember something that wanted to say. • She has some unclear pronunciation. • She Combined between English and Indonesian.

The Tenth Videos

<p>Date / Time : Thursday, November 10th 2020 /16.30– 17.00</p> <p>Place : at home (Bukit Harmoni Blok D2 No.6)</p> <p>Observation : 10th Observation for the Tenth Research Subject</p> <p>Observer : A.Nurfadillah</p> <p>Respondent : F</p> <p>Activity : Speaking Activity</p>
<p style="text-align: center;">Speaking Activity (An unforgettable moment)</p> <p>This is my tenth research subject about an unforgettable moment. firstly, she said "Salam" after that introduced herself. Then she began to speak about her organization experience. she spoke haltingly and always repeated the same words but she looked excited and smile in delivering her experience that could cover his shortcomings in speaking.</p>
<p style="text-align: center;">Reflective Notes</p> <ul style="list-style-type: none"> • She has some unclear pronunciation.

Appendix 2. Interview Protocol Items Analysis

ANALISIS BUTIR INSTRUMEN PENELITIAN WAWANCARA “INTERVIEW PROTOCOL OF STUDENTS’ EMOTIONAL INTELLIGENCE IN SPEAKING”

No	Indikator	Jenis	Butir Pertanyaan
1.	Self-awareness (Mengenali Emosi Diri)		1. Emosi apa yang sering anda rasakan ketika speaking?
			2. Kapan emosi tersebut muncul?
			3. Bagaimana anda mengenali jenis-jenis emosi yang muncul saat melakukan speaking?
2.	Self-regulation (Mengelola Emosi)	Personal skills	4. Apa yang biasa anda lakukan ketika emosi tersebut muncul?
			5. Bagaimana cara anda melawan perasaan yang menekan ketika speaking?
			6. Bagaimana cara menjaga emosi anda agar tetap stabil ketika speaking?
			7. Bagaimana anda mempertahankan emosi positif yang muncul saat melakukan speaking?
3.			8. Bagaimana cara anda untuk bisa tampil percaya diri ketika speaking?

	Motivation (Memotivasi Diri Sendiri)		9. Apa yang menjadi motivasi anda untuk tetap semangat dalam belajar/menuntut ilmu?
			10. Apakah anda mampu merasakan reaksi emosi atau perasaan orang lain terhadap anda saat anda melakukan <i>speaking</i> ?
4.	Empathy (Mengenali Emosi Orang Lain)	Social skills	11. Bagaimana anda merespon emosi negative orang lain saat anda melakukan <i>speaking</i> ?
			12. Bagaimana anda merespon emosi positive orang lain saat anda melakukan <i>speaking</i> ?
			13. Bagaimana upaya anda agar saat <i>speaking</i> dapat dipahami dan direspon positif oleh orang lain?
5.	Social Skills (Membina Hubungan)		14. Bagaimana perasaan anda ketika mampu menjalin komunikasi yang baik dengan orang lain?
			15. Bagaimana cara anda mengatasi perasaan yang menekan ketika berkomunikasi dengan orang lain?

			16. Bagaimana cara anda menciptakan hubungan yang baik dengan orang lain saat berkomunikasi ?
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Appendix 3. Questionnaires Expert Validation

LEMBAR VALIDASI INTERVIEW PROTOCOL “STUDENTS’ EMOTIONAL INTELLIGENCE IN SPEAKING”

Nama : Andi Nurfadillah. AP

Judul Penelitian : Investigating Students’ Emotional Intelligence in Speaking English of English Education Undergraduate Program in IAIN Parepare

Validator : Emilia Mustary, M. Psi.,

PETUNJUK

Pada lembar protocol wawancara Students’ Emotional Intelligence in Speaking terdapat 15 butir pertanyaan untuk mencari tahu bagaimana cara siswa dalam mengelola emosinya Ketika *speaking*. Ibu dimohon memberikan penilaian pada tiap butir pertanyaan dengan cara memberi tanda centang (√) pada kolom yang tersedia.

INTERVIEW PROTOCOL OF STUDENTS’ WAY IN MANAGING EMOTION

	INDIKATOR	BUTIR PERTANYAAN	PENILAIAN				SARAN
			Bahasa		Kesesuaian dengan indikator		
			Mudah dipahami	Sulit dipahami	Relevan	Tidak relevan	
1.	Self-awareness (Mengenali Emosi Diri)	1. Emosi apa yang sering anda rasakan ketika speaking?	v		v		Terlampir
		2. Kapan emosi tersebut muncul?	v		v		

		3. Apa yang biasa anda lakukan ketika emosi tersebut muncul?	v			v	Lebih tepat untuk aspek regulasi diri
2.	Self-regulation (Mengelola Emosi)	4. Bagaimana cara anda mengatasi emosi tersebut ketika speaking?		v		v	Maksud pertanyaan sama dengan poin 5 dan 6
		5. Bagaimana cara anda melawan perasaan yang menekan ketika speaking?	v		v		Bisa ditambahkan perasaan menekan dan tidak nyaman
		6. Bagaimana cara menjaga emosi anda agar tetap stabil ketika speaking?	v		v		
3.	Motivation (Memotivasi Diri Sendiri)	7. Bagaimana cara anda untuk bisa tampil percaya diri ketika speaking?	v		v		
		8. Apa yang menjadi motivasi anda?		v	v		Motivasi saat apa?
		9. Bagaimana cara menanamkan perasaan motivasi (optimis, percaya diri, dll) di dalam diri anda?	v		v		

4.	Empathy (Mengenali Emosi Orang Lain)	10. Bagaimana perasaan anda ketika orang lain berbagi cerita dengan anda?	v			v	Konteks saat speaking tidak muncul
		11. Bagaimana cara anda meresponnya?	v			v	Konteks saat speaking tidak muncul
		12. Apakah anda bisa merasakan apa yang dia rasakan?	v			v	Konteks saat speaking tidak muncul
5.	Social Skills (Membina Hubungan)	13. Bagaimana perasaan anda ketika mampu menjalin komunikasi yang baik dengan orang lain?	v			v	Konteks saat speaking tidak muncul
		14. Bagaimana cara anda mengatasi perasaan yang menekan ketika berkomunikasi dengan orang lain?	v		v		
		15. Bagaimana cara anda menciptakan hubungan yang baik dengan orang lain?	v		v		Tambahkan "saat berkomunikasi"

KOMENTAR

1. No 3 bisa diganti dengan “Bagaimana anda mengenali jenis-jenis emosi yang muncul saat melakukan speaking?”
2. No. 4 bisa diganti dengan aitem nomor 3.
3. Perlu menambahkan aitem untuk aspek regulasi diri dalam hal mempertahankan emosi positif. Misalnya, “Bagaimana anda mempertahankan emosi positif yang muncul saat melakukan speaking?”
4. No. 10, 11, 12 contohnya bisa begini, “apakah anda mampu merasakan reaksi emosi atau perasaan orang lain terhadap anda saat anda melakukan speaking?”, “Bagaimana anda merespon emosi negatif orang lain saat anda melakukan speaking?”, dst.
5. No 13 >> Bagaimana upaya anda agar saat *Speaking* dapat dipahami dan direspon positif oleh orang lain?”

KESIMPULAN

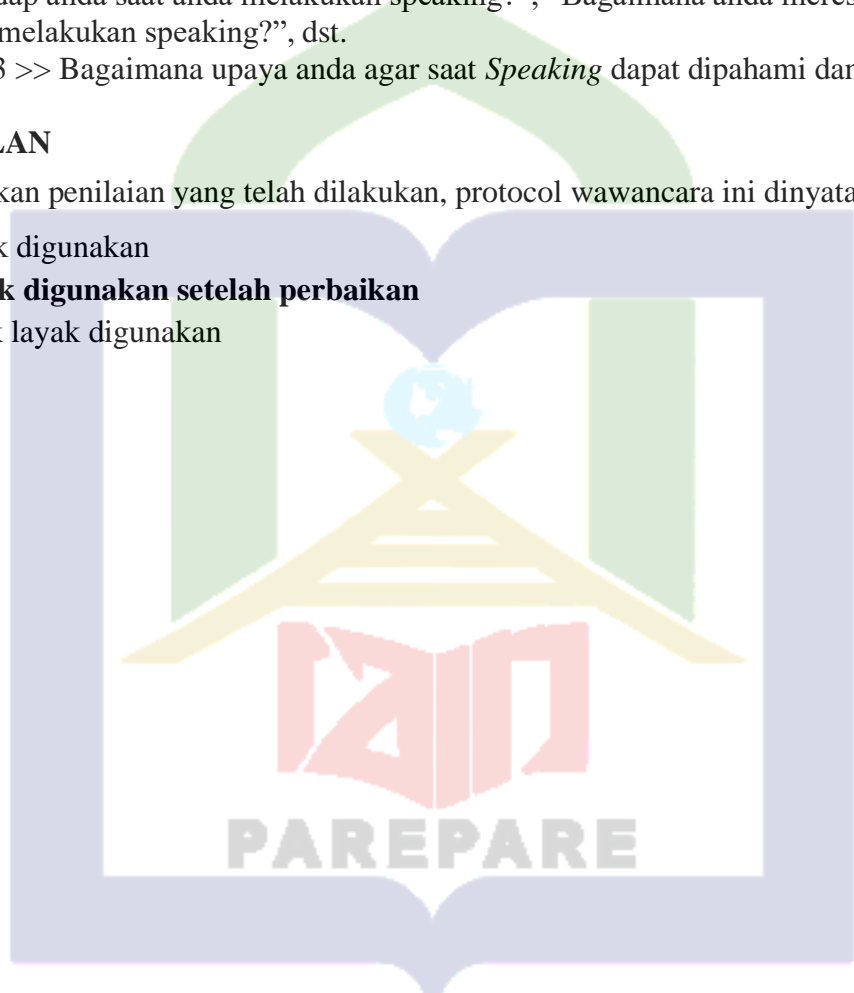
Berdasarkan penilaian yang telah dilakukan, protocol wawancara ini dinyatakan:

1. Layak digunakan
2. **Layak digunakan setelah perbaikan**
3. Tidak layak digunakan

Parepare, 03 November 2020 Validator



(Emilia Mustary, M.Psi., Psikolog)



Appendix 4. Questionnaires for Respondents

1. Emosi apa yang sering anda rasakan ketika speaking?
2. Kapan emosi tersebut muncul?
3. Bagaimana anda mengenali jenis-jenis emosi yang muncul saat melakukan speaking?
4. Apa yang biasa anda lakukan ketika emosi tersebut muncul?
5. Bagaimana cara anda melawan perasaan yang menekan ketika speaking?
6. Bagaimana cara menjaga emosi anda agar tetap stabil ketika speaking?
7. Bagaimana anda mempertahankan emosi positif yang muncul saat melakukan speaking?
8. Bagaimana cara anda untuk bisa tampil percaya diri ketika speaking?
9. Apa yang menjadi motivasi anda untuk tetap semangat dalam belajar/menuntut ilmu?
10. Apakah anda mampu merasakan reaksi emosi atau perasaan orang lain terhadap anda saat anda melakukan *speaking*?
11. Bagaimana anda merespon emosi negative orang lain saat anda melakukan *speaking*?
12. Bagaimana anda merespon emosi positive orang lain saat anda melakukan *speaking*?
13. Bagaimana upaya anda agar saat *speaking* dapat dipahami dan direspon positif oleh orang lain?
14. Bagaimana perasaan anda ketika mampu menjalin komunikasi yang baik dengan orang lain?
15. Bagaimana cara anda mengatasi perasaan yang menekan ketika berkomunikasi dengan orang lain?
16. Bagaimana cara anda menciptakan hubungan yang baik dengan orang lain saat berkomunikasi?

Appendix 5. Interview of Indonesian Version

The First Research Subject

Hari / Tgl : Rabu, 11 November 2020
 Waktu : 09.30 – 10.20
 Tempat : IAIN Parepare
 Tema : Transkrip Interview Terfokus untuk Subjek Penelitian Pertama mengenai Cara mahasiswa Bahasa Inggris IAIN Parepare dalam mengelola emosi mereka ketika speaking.

Peneliti (R)

Subjek Penelitian Pertama (S)

R : Assalamu 'Alaikum. Maaf sebelumnya de sudah mengganggu.

S : Iyye Kak tidak ji.

R : Okey, Pertanyaan yang pertama itu Emosi apa yang sering anda rasakan ketika speaking?

S : emmmm biasanya kalau speaking itu kayak nervous kemudian kadang bingung sendiri

R : Ooh, iyya

S : kemudian kadang juga langsung blank ketika kehabisan topik.

R : Ooh, nah kapan kira-kira emosi itu muncul ketika kita speaking?

S : Nah pertama kalau saya berbicara di depan orang tapi kalau sesama teman yah easy going

R : ooh iyya of course

S : and then di depan dosen biasanya kalau misalkan apalagi kalau ujian

R : oh iyye, ok next. bagaimana anda mengenali jenis-jenis emosi yang muncul saat melakukan speaking?

S : kalau saya biasanya langsung pusing, I am getting headache karena pas saya biasanya begitu yah kadang jantungnya berdebar after and before,

R : Ooh apa yang biasa anda lakukan ketika emosi tersebut muncul?

S : of course, the first always positive thinking that I can do it

R : bagaimana cara anda melawan perasaan yang menekan ketika speaking?

S : I try to be positive thinking and try to motivate myself because I want to look perfect in front of my lecturer and friends.

R : Ooh iyya good, next bagaimana cara menjaga emosi anda agar tetap stabil ketika anda sedang speaking?

S : Emmmm kalau menjaga emosi, saya biasanya kalau sudah dapat sekali feelnya itu speaking, kadang seperti tersugesti sendiri misalkan oh bagus-bagus“harus bagus terus kedepannya” tapi kadang kalau misalkan langsung jelek, biasa semua yang sudah di konsep itu langsung hilang tapi kalau memang dari awalnya sudah bagus maka dengan sendirinya akan bagus sampai selesai

R : Ooh iyye. bagaimana cara anda untuk bisa tampil percaya diri ketika speaking?

S : emmm this is what I feel everywhere before I speak in front of my friends or audiences, pertama itu saya harus bikin betul konsep yang betul-betul matang sebelum bicara

R : Ooh iyye

S : harus memang tersusun apa yang harus saya ucapkan dari awal sampai di akhir, Point-pointnya apa yang harus saya bilang dan sebagainya itu harus tersusun supaya saat tampil nanti sudah terkonsep memang di pikiran. jadi itu yang biasanya bikin percaya diri kalau memang sudah mantap sekali mi persiapanku.

R : Ooh iyya-iyya. Nah apa yang menjadi motivasi anda untuk tetap semangat dalam belajar atau menuntut ilmu?

S : of course because I have, ada orang yang harus di bahagiakan kak, orang tua tentunya, kemudian juga yang menjadi motivasi terbesar adalah pokoknya saya harus menuntut ilmu yang umum dan juga yang khusus seperti agama apalagi background Pendidikan saya itu sekolah umum.

R : Nah apakah anda mampu merasakan reaksi emosi atau perasaan orang lain terhadap anda saat anda melakukan speaking?

S : so far no, biasanya kak kalau misalkan masalah begitu nda pernah ji di rasakan secara langsung kalau misalkan di depannya cuman kadang yang di rasakan itu cerita belakang ji.

R : iyya-iyya. Nah bagaimana anda merespon emosi negative orang lain saat anda melakukan speaking?

S : I don't care it. Yang penting saya jalan yah udah, ngapain urusin begitu.

R : easy going yaah, so bagaimana anda merespon emosi positif orang lain saat anda melakukan speaking?

S : kalau saya ikut senang sih karena itu memang salah satu tujuannya mau terlihat bagus

R : ooh iyya.

S : jadi responnya positif juga kepada mereka.

R : terus bagaimana upaya anda agar saat speaking itu dapat dipahami dan direspon positif oleh orang lain?

S : menggunakan Bahasa yang lebih mudah di pahami supaya pesannya tersampaikan kemudian make a movement, body language karena itu kan komunikasi nonverbal yang merupakan salah satu pendukung agar komunikasi ini tersampaikan.

R : iyye. That's good. Bagaimana perasaan anda ketika mampu menjalin komunikasi yang baik dengan orang lain?

S : ini menjadi problem sebenarnya untuk saya karena saya sulit beradaptasi dengan orang-orang baru jadi kalau misalkan saya mampu menjalin komunikasi yang begitu baik sama mereka, otomatis kayak senang sekaligus karena menurutku itu salah satu pencapaianku mi.

R : ooh iyye. Nah bagaimana cara anda mengatasi perasaan yang menekan ketika berkomunikasi dengan orang lain?

S : kalau saya senyum-senyum kemudian bersikap tenang dan lebih mengutamakan mendengarkan daripada menjawab apa yang na bilang karena mungkin rasanya kita lebih respect kepada dia kalau misalkan ada yang na bilang kemudian di dengarkan dengan seksama, nanti dia butuh jawaban baruki bicara. ikuti saja alurnya apa yang mereka mau karena orang di ikuti maunya pasti senang.

R : ooh iyya-iyya. Nah bagaimana cara anda menciptakan hubungan yang baik dengan orang lain saat anda berkomunikasi dengan orang lain?

S : pertama harus ada komunikasi dua arah

R : ooh iyya-iyya

S : harus ada feedback dari audience untuk lebih terjalin komunikasi yang baik.

R : Ok itu saja de atau masih ada tambahan?

S : nda adami kak, itu ji.

R : Ooh iyya-iyya, ok terimakasih banyak de.

S : iyye sama-sama kak.

The Second Research Subjects

Hari / Tgl : Rabu, 11 November 2020

Waktu : 10.30 – 11.10

Tempat : IAIN Parepare

Tema : Transkrip Interview Terfokus untuk Subjek Penelitian Pertama mengenai Cara mahasiswa Bahasa Inggris IAIN Parepare dalam mengelola emosi mereka ketika speaking.

Peneliti (R)

Subjek Penelitian Kedua (M)

R : Assalamu 'alaikum

M: Wa'alaikumsalam

R: yang pertama de, emosi apa yang sering anda rasakan ketika speaking?

M: Nervous dan takut,

R: nah kapan emosi tersebut muncul?

M : ketika yang di ajak speaking itu lebih fasih, bagus caranya jadi kita merasa nervous.

R : apa yang biasa anda lakukan ketika emosi tersebut muncul?

M : kayak memberi motivasi kepada diri sendiri kalau saya juga bisa

R: ooh iyya, nah bagaimana anda mengenali jenis-jenis emosi yang muncul saat melakukan speaking?

M : kadang tidak tahu harus bilang apa, susah untuk mengungkapkan kata atau kalimat

R : ooh iyya. Nah bagaimana cara anda melawan perasaan yang menekan ketika speaking?

M : cara melawannya adalah berusaha untuk lebih belajar lagi dan percaya diri

R : nah bagaimana cara menjaga emosi anda agar tetap stabil ketika speaking?

M : caranya menjaganya yaitu saya percaya diri

R: ooh iyya dan bagaimana anda mempertahankan emosi positif yang muncul saat melakukan speaking?

M : mempertahankan itu kayak tetap di jaga dan selalu di praktikkan

R : nah bagaimana cara anda untuk bisa tampil percaya diri ketika speaking?

M : berani

R: ooh iyya-iyya. dan apa yang menjadi motivasi anda untuk tetap semangat dalam belajar / menuntut ilmu?

M : motivasinya itu melihat perjuangan kedua orang tua saya

R: dan Apakah anda mampu merasakan reaksi emosi atau perasaan orang lain terhadap anda saat anda melakukan speaking?

M : iyye kak

R : Nah bagaimana anda merespon emosi negative orang lain saat anda melakukan speaking?

M: jadikan motivasi kedepannya dan jadikan hal yang harus di tanamkan di dalam diri bahwa hal tersebut jangan di masukkan dalam hati

R: Nah bagaimana anda merespon dari segi emosi positive orang lain saat anda melakukan speaking?

M: pastinya senang tapi kita juga tidak boleh terlalu senang karena nanti kita merasa lebih hebat dari mereka.

R: ooh iyya. Nah Bagaimana upaya anda agar saat speaking itu dapat dipahami dan direspon positif oleh orang lain?

M : gunakan Bahasa yang mudah di pahami maksudnya santai dan kita juga lihat situasinya.

R: ooh iyya-iyya, Nah Bagaimana perasaan anda ketika mampu menjalin komunikasi yang baik dengan orang lain?

M: senang karena di sisi lain kita bisa melatih speaking ta dengan orang lain dan orang lain mengerti apa yang kita bilang.

R: ooh iyya. Nah bagaimana cara anda mengatasi perasaan yang menekan ketika berkomunikasi dengan orang lain?

M: hal yang di tanamkan itu keberanian misalnya kalau saya tidak mencoba tidak akan bisa

R: ooh, jadi bagaimana cara anda menciptakan hubungan yang baik dengan orang lain saat anda berkomunikasi dengan orang lain?

M: berbicara santai dan yang pastinya mudah dipahami

R: ooh iyya-iyya.ok makasih banyak de nah

M : Iyye kak

R : Maaf sudah mengganggu, Assalamu ‘Alaikum.

M : Wa’alaikumsalam.

The Third Research Subjects

Hari / Tgl : Rabu, 11 November 2020

Waktu : 11.30 – 12.05

Tempat : IAIN Parepare

Tema : Transkrip Interview Terfokus untuk Subjek Penelitian Pertama mengenai Cara mahasiswa Bahasa Inggris IAIN Parepare dalam mengelola emosi mereka ketika speaking.

Peneliti (R)

Subjek Penelitian Ketiga (H)

R: Assalamu ‘alaikum Wr.Wb.

H: Wa’alaikumsalam Wr.Wb.

R: Ok de pertanyaan pertama itu, emosi apa yang sering anda rasakan ketika speaking?

H: emosi yang selalu saya rasakan pada saat speaking adalah mungkin karena Bahasa Inggris bukan Bahasa utama saya jadi saya agak tertekan ketika harus mengingat apa yang akan saya katakan selanjutnya

R: ooh seperti kayak nervous, cemas

H: Iyye itu.

R: Nah kapan kira-kira emosi tersebut muncul?

H: Emosi itu akan muncul ketika saya merasa bingung

R: Nah bagaimana anda mengenali jenis-jenis emosi yang muncul saat melakukan speaking?

H: tergantung materi yang di sampaikan kak, kalau materinya agak berat mungkin tekanannya lebih berat juga.

R: ooh iyya-iyya. Nah apa yang biasa anda lakukan ketika emosi tersebut muncul?

H: saya mencoba meyakinkan diri saya supaya percaya diri

R: Nah bagaimana cara anda melawan perasaan yang menekan ketika speaking?

H: kalau saya yaitu menenangkan diri dengan cara mengatur nafas.

R: ooh iyya-iyya mengatur nafas sebelum berbicara yah?

H: Iyye kak.

R: Trus bagaimana cara menjaga emosi anda agar tetap stabil ketika anda speaking?

H: saya harus lebih focus terhadap apa yang ingin saya sampaikan supaya emosinya tidak keluar

R: ooh iyya, nah bagaimana anda mempertahankan emosi positif yang muncul saat melakukan speaking?

H: yang utama itu tetap berfikir positif dan tetap percaya diri sendiri

R: nah bagaimana cara anda untuk bisa tampil percaya diri ketika speaking?

H: dengan cara membuang jauh-jauh rasa yang menekan

R: ooh iyya-iyya. nah apa yang menjadi motivasi anda untuk tetap semangat dalam belajar / menuntut ilmu?

H: motivasi saya yaitu saya sangat berharap kalau apa yang saya sampaikan itu berguna untuk orang lain, jadi mungkin itu motivasi utama saya

R: Nah Apakah anda mampu merasakan reaksi emosi atau perasaan orang lain terhadap anda saat anda melakukan speaking?

H: mungkin untuk saat ini kak saat saya melakukan speaking karena saya baru belajar saya agak lebih focus ke diri saya sendiri daripada orang lain. mungkin ke depannya saya akan belajar untuk melakukan keduanya

R: ooh iyya, nah bagaimana anda merespon emosi negative orang lain saat anda melakukan speaking?

H: mungkin salah satunya cara kak untuk meyakinkan mereka bahwa speaking ini bisa di lakukan oleh siapa saja bukan orang-orang tertentu

R: ooh iyya, nah bagaimana anda merespon emosi positive orang lain saat anda melakukan speaking?

H: mungkin dampaknya bagi diri sendiri mungkin lebih termotivasi untuk melakukan hal-hal ini begitu,

R: Nah Bagaimana upaya anda agar saat speaking itu dapat dipahami dan direspon positif oleh orang lain?

H: meyakinkan diri sendiri kalau apa yang saya sampaikan akan di pahami oleh orang lain dan yang kedua itu saya akan menambahkan cerita-cerita unik supaya orang lebih tertarik dengan apa yang saya sampaikan dan kata-kata yang di gunakan mudah di pahami.

R: ooh iyya, Nah Bagaimana perasaan anda ketika mampu menjalin komunikasi yang baik dengan orang lain?

H: perasaan saya itu bangga sekali karena saya tipe orang yang tidak gampang akrab sama orang kak jadi ketika orang nyaman berbicara dengan saya, Saya merasa bangga.

R: ooh iyya, nah bagaimana cara anda mengatasi perasaan yang menekan ketika berkomunikasi dengan orang lain?

H: mungkin pertama-tama basa-basi

R: ooh iyya

H: supaya kita tahu bagaimana cara yang tepat untuk bicara sama ini orang

R: Nah the last, bagaimana cara anda menciptakan hubungan yang baik dengan orang lain saat berkomunikasi?

H: mungkin saya akan memperkenalkan diri saya dulu supaya kita merasakan sebelum benar-benar melakukan komunikasi secara mendasar, memperkenalkan diri dan membiarkan orang itu berbicara.

R: Ooh iyee terimakasih banyak de nah

H: Iyee sama-sama

R: Wassalamu 'Alaikum Wr,Wb

H: Wa'alaikumsalam Wr.Wb

The Fourth Research Subjects

Hari / Tgl : Rabu, 11 November 2020

Waktu : 12.30 – 13.05

Tempat : IAIN Parepare

Tema : Transkrip Interview Terfokus untuk Subjek Penelitian Pertama mengenai Cara mahasiswa Bahasa Inggris IAIN Parepare dalam mengelola emosi mereka ketika speaking.

Peneliti (R)

Subjek Penelitian Ke Empat (G)

R: Ok pertanyaan yang pertama itu, emosi apa yang sering anda rasakan ketika speaking?

G: emosi yang sering saya rasakan ketika speaking yaitu merasa senang

R: ooh, yang lain kayak emosi negative, cemas, takut, malu

G: malu juga salah satunya.

R: Ooh, ok kapan emosi tersebut muncul?

G: ketika saya berbicara, teman-teman saya memperhatikan apa yang saya sampaikan. Sehingga, saya merasa senang.

R: Tapi kalau perasaan takut, nah kapan muncul perasaan itu?

G: ketika tampil di depan umum sehingga merasa gugup, cemas, dan takut.

R: Ok, nah bagaimana anda mengenali jenis-jenis emosi yang muncul saat melakukan speaking?

G: kalau misalkan gugup pasti langsung tiba-tiba berkeringat, entah kenapa tapi kalau senang, saya selalu senyum dan biasanya menyebabkan tingkah laku saya yang berlebihan yang kadang-kadang membuat saya merasa malu.

R: ooh iyya-iyya. trus apa yang biasa anda lakukan ketika emosi tersebut muncul

G: kalau misalkan kayak gugup di usahakan untuk tetap tenang dan di jalani saja tapi kalau merasa senang biasanya saya mencoba mengontrol diri saya dengan menarik napas dan kemudian memulai untuk berbicara dengan pelan.

R: Nah bagaimana cara anda melawan perasaan yang menekan ketika speaking?

G: caranya yaitu yakin terhadap diri sendiri bahwa kalau misalkan ada keraguan dalam diri, selalu di yakini bahwa kita bisa.

R: Nah, bagaimana cara menjaga emosi anda agar tetap stabil ketika speaking?

G: tetap di pertahankan misalkan kalau senangki dari awal,tidak boleh berubah-ubah.

R: Trus bagaimana cara anda untuk bisa tampil percaya diri ketika speaking?

G: yang pertama yang pastinya yang di lakukan untuk bisa tampil percaya diri kayak kuasai apa yang ingin kita sampaikan.

R: Ok next, apa yang menjadi motivasi anda untuk tetap semangat dalam belajar / menuntut ilmu?

G: motivasi saya untuk tetap semangat dalam menuntut ilmu yang pertama pastinya orang tua karena ingin membahagiakan kedua orang tua dan juga untuk mencapai cita-cita.

R: Terus apakah anda mampu merasakan reaksi emosi atau perasaan orang lain terhadap anda saat anda melakukan speaking?

G: kalau misalkan di lihat dari raut wajahnya, apalagi kalau kita yang sedang speaking kemudian wajahnya cemberut otomatis pasti dia tidak suka

R: ooch iyya, nah bagaimana anda merespon emosi negative orang lain saat anda melakukan speaking?

G: sebagai salah satu motivasi untuk memperbaiki diri

R: Terus bagaimana anda merespon emosi positive orang lain saat anda melakukan speaking?

G: senang

R: Nah Bagaimana upaya anda agar saat speaking itu dapat dipahami dan direspon positif oleh orang lain?

G: menggunakan Bahasa yang mudah di pahami dan secara perlahan

R: ooh iyya, next bagaimana perasaan anda ketika mampu menjalin komunikasi yang baik dengan orang lain?

G: perasaan saya otomatis senang

R: ooh iyya, trus bagaimana cara anda mengatasi perasaan yang menekan ketika berkomunikasi dengan orang lain?

G: berusaha untuk tetap merespon

R: Terus bagaimana cara anda menciptakan hubungan yang baik dengan orang lain saat berkomunikasi?

G: Menjadi pendengar yang baik dan juga memberikan respon yang baik.

R: Ok terimakasih de

G: Iyye kak.

The Fifth Research Subjects

Hari / Tgl : Rabu, 11 November 2020

Waktu : 13.10 – 13.45

Tempat : IAIN Parepare

Tema : Transkrip Interview Terfokus untuk Subjek Penelitian Pertama mengenai Cara mahasiswa Bahasa Inggris IAIN Parepare dalam mengelola emosi mereka ketika speaking.

Peneliti (R)

Subjek Penelitian Kelima (A)

R : Ok pertanyaan yang pertama itu, emosi apa yang sering anda rasakan ketika speaking?

A : terkadang nervous kalau lupa vocab

R : ooh, terus apalagi de yang kita rasakan?

A : gemetaran, takut salah.

R : Ooh iyye, terus kapan emosi tersebut muncul?

A : kalau misalkan lupa vocab, jadi muncul emosi begitu

R: Ooh, nah bagaimana anda mengenali jenis-jenis emosi yang muncul saat melakukan speaking?

A : cara mengenali cukup merasakan lah mungkin

R : ooh iyya de, trus apa yang biasa anda lakukan ketika emosi tersebut muncul?

A : biasanya diam

R : Bagaimana cara anda melawan perasaan yang menekan ketika speaking?

A: mungkin di luar itu harus mempersiapkan dulu kayak Latihan memang di depan cermin berbicara atau komunikasi dengan teman pake Bahasa Inggris

R : Nah, bagaimana cara menjaga emosi anda agar tetap stabil ketika speaking?

A : percaya diri terus tidak boleh takut, harus ki berusaha kendalikan diri supaya tenang

R : Nah bagaimana anda mempertahankan emosi positif yang muncul saat melakukan speaking?

A : selalu positif thinking

R : Nah bagaimana cara anda untuk bisa tampil percaya diri ketika speaking?

A : caranya tingkat percaya diri saja

R : Terus apa yang menjadi motivasi anda untuk tetap semangat dalam belajar / menuntut ilmu?

A: Ya tentunya orang tua, diamanahkan oleh orang tua untuk melanjutkan Pendidikan agar tidak seperti orang tua.

R: Ooh, apakah anda mampu merasakan reaksi emosi atau perasaan orang lain terhadap anda saat anda melakukan speaking?

A: kalau untuk merasakan mungkin tidak bisa, terus kalau cuman melihat raut wajahnya, kalau aneh-aneh yah mungkin jealous.

R: ooch, nah bagaimana anda merespon emosi negative orang lain saat anda melakukan speaking?

A: Cuekin saja tidak perlu di perhatikan

R: Terus bagaimana anda merespon emosi positive orang lain saat anda melakukan speaking?

A: kalau begitu mungkin lebih belajar lagi dan di jadikan motivasi supaya bisa ki lebih bagus lagi speaking ta ke depannya.

R: Nah Bagaimana upaya anda agar saat speaking itu dapat dipahami dan direspon positif oleh orang lain?

A: mungkin menggunakan Bahasa yang mudah di pahami sama teman-teman

R: ooh iyee, ok bagaimana perasaan anda ketika mampu menjalin komunikasi yang baik dengan orang lain?

A : kalau perasaan pasti senang lah

R: ooh iyee, trus bagaimana cara anda mengatasi perasaan yang menekan ketika berkomunikasi dengan orang lain?

A: Caranya mungkin cukup tenangin diri, tidak boleh takut

R: trus bagaimana cara anda menciptakan hubungan yang baik dengan orang lain saat berkomunikasi?

A : mungkin di ajak bercanda, atau menjalin keakraban

R : Ok de barangkali itu saja

A :Iyee kak

R : Makasih banyak sudah di luangkan waktunya

A : Iyee sama-sama

R : Wassalamu 'Alaikum

A : Wa'alaikumsalam

The Sixth Research Subjects

Hari / Tgl : Rabu, 11 November 2020

Waktu : 14.00 – 14.40

Tempat : IAIN Parepare

Tema : Transkrip Interview Terfokus untuk Subjek Penelitian Pertama mengenai Cara mahasiswa Bahasa Inggris IAIN Parepare dalam mengelola emosi mereka ketika speaking.

Peneliti (R)

Subjek Penelitian Ke Enam (RH)

R : Ok, Assalamu 'Alaikum.

MR: Wa'alaikumsalam Wr, Wb

R : Pertanyaan yang pertama itu de, emosi apa yang sering anda rasakan ketika speaking?

MR: khawatir, takut salah bicara

R : ooh, terus kapan emosi itu muncul?

MR: ketika berbicara di depan umum

R : Nah bagaimana anda mengenali jenis-jenis emosi yang muncul saat melakukan speaking?

MR: dari Bahasa tubuh dan tangan berkeringat dingin

R : ooh iyya, trus apa yang biasa anda lakukan ketika emosi tersebut muncul?

MR: mencoba menenangkan diri bahwa semuanya baik-baik saja

R: Ooh, terus bagaimana cara anda melawan perasaan yang menekan ketika speaking?

MR: mencoba memikirkan sesuatu yang membuat senang dan tidak memikirkan yang menekan.

R : Nah, bagaimana cara menjaga emosi anda agar tetap stabil ketika speaking?

MR: terkadang membawa sesuatu untuk menjadi bahan penenang kayak membawa kertas untuk di pegang atau membawa pulpen

R: Ooh iyye, terus bagaimana anda mempertahankan emosi positif yang muncul saat melakukan speaking?

MR: mencoba untuk tetap melangkah maju, tidak usah dipikirkan yang lain

R : terus bagaimana cara anda untuk bisa tampil percaya diri ketika speaking?

MR: mencoba terus tanpa memikirkan salahnya

R: Terus apa yang menjadi motivasi anda untuk tetap semangat dalam belajar / menuntut ilmu?

MR: orangtua kak, orangtua itu motivasi terbesar dalam hidup saya

R: Ok de, nah apakah anda mampu merasakan reaksi emosi atau perasaan orang lain terhadap anda saat anda melakukan speaking?

MR: terkadang kita bisa melihat bagaimana caranya orang memperhatikan kita

R: ooch, terus bagaimana anda merespon emosi negative orang lain saat anda melakukan speaking?

MR: tidak perlu di perhatikan dia, cukup focus kepada diri kita sendiri

R: Ooh iyye, nah bagaimana anda merespon emosi positive orang lain saat anda melakukan speaking?

MR: mungkin mencoba melakukan interaksi satu sama lain saat speaking

R: Ooh iyye, terus bagaimana upaya anda agar saat speaking itu dapat dipahami dan direspon positif oleh orang lain?

MR: mencoba berbicara atau menyampaikan sesuatu yang menarik agar audience sendiri ada ketertarikan kepada apa yang saya bicarakan

R: Ooh iyye, terus bagaimana perasaan anda ketika mampu menjalin komunikasi yang baik dengan orang lain?

MR: senang kak

R:Nah, bagaimana cara anda mengatasi perasaan yang menekan ketika berkomunikasi dengan orang lain?

MR: memberanikan diri walaupun takut tapi harus tetap mencoba bicara

R: Ooh, nah bagaimana cara anda menciptakan hubungan yang baik dengan orang lain saat berkomunikasi?

MR: mencoba membahas topik-topik yang sama jadi tetap terjalin komunikasinya

R : Ooh, ok de nah terima kasih banyak

MR: Iyye kak sama-sama

R: Maaf sudah mengganggu waktunya, Wassalamu ‘Alaikum

MR: Wa’alaikumsalam Wr, Wb

The Seventh Research Subjects

Hari / Tgl : Rabu, 11 November 2020

Waktu : 15.30 – 16.05

Tempat : IAIN Parepare

Tema : Transkrip Interview Terfokus untuk Subjek Penelitian Pertama mengenai Cara mahasiswa Bahasa Inggris IAIN Parepare dalam mengelola emosi mereka ketika speaking.

Topic : Focused Interview Transcription for the Eighth Research Subjects about students’ emotional intelligence in speaking English of English education undergraduate program in IAIN Parepare

Peneliti (R)

Subjek Penelitian Ke Tujuh (N)

R: Assalamu ‘Alaikum Wr, Wb

N: Wa’alaikumsalam Wr, Wb

R: Ok, langsung Pertanyaan pertama yah de tentang emosi

N: Iyye kak

R: Nah emosi apa yang sering anda rasakan ketika speaking?

N: Takut salah, nervous.

R: dan kapan emosi tersebut muncul?

N: Saat di tunjuk dosen berbicara di depan kelas atau di depan umum tiba-tiba di tunjuk berbahasa inggris

R: Ooh iyye, nah bagaimana anda mengenali jenis-jenis emosi yang muncul saat melakukan speaking?

N: Saat berbicara keringat dingin, susah berbicara dan gugup

R: dan apa yang biasa anda lakukan ketika emosi tersebut muncul?

N: terdiam

R: dan bagaimana cara anda melawan perasaan yang menekan ketika speaking?

N: mensugesti diri sendiri untuk tenang

R: Ok, dan bagaimana cara menjaga emosi anda agar tetap stabil ketika speaking?

N: tenangkan diri

R: dan bagaimana anda mempertahankan emosi positif yang muncul saat melakukan speaking?

N: Fokus apa yang mau di bicarakan dan menyiapkan catatan kecil

R: Ooh seperti itu yah, terus bagaimana cara anda untuk bisa tampil percaya diri ketika speaking?

N: Mensugesti diri bahwa kita pasti bisa dan menganggap bahwa tidak ada orang selain kita.

R: Nah, apa yang menjadi motivasi anda untuk tetap semangat dalam belajar / menuntut ilmu?

N: saya bermotivasi diri kerja keras, rajin belajar. Insyaallah tidak akan seperti ini terus, gugup akan berubah dengan usaha sendiri.

R: Ok, nah apakah anda mampu merasakan reaksi emosi atau perasaan orang lain terhadap anda saat anda melakukan speaking?

N: kalau ada yang ngangguk-ngangguk berarti dia mengerti apa yang saya sampaikan

R: Nah bagaimana anda merespon emosi negative orang lain saat anda melakukan speaking?

N: Mengalihkan pandangan

R: Nah bagaimana anda merespon emosi positive orang lain saat anda melakukan speaking?

N: saya akan sering-sering melihat wajahnya.

R: Ooh iyya, nah bagaimana upaya anda agar saat speaking itu dapat dipahami dan direspon positif oleh orang lain

N: Menyusun kalimat dengan baik walaupun dengan kosakata yang terbata-bata

R: Nah, bagaimana perasaan anda ketika mampu menjalin komunikasi yang baik dengan orang lain?

N: Semakin percaya diri, senang

R: Ooh iyya, nah bagaimana cara anda mengatasi perasaan yang menekan ketika berkomunikasi dengan orang lain?

N: menekan yang negative bahwa ini tidak apa-apa, kalau salah di perbaiki.

R: Ooh yah, the last question bagaimana cara anda menciptakan hubungan yang baik dengan orang lain saat berkomunikasi?

N: memulai dengan basa-basi, membahas topik-topik yang sederhana

R: Ooh, itu saja de?

N: Iyye

R: Ok makasih banyak de nah

N: Iyye ok kak

R: Wassalamu 'Alaikum Wr.Wb

N: Wa'alaikumsalam

The Eighth Research Subjects

Hari / Tgl : Kamis, 12 November 2020

Waktu : 10.10 – 11.25

Tempat : IAIN Parepare

Tema : Transkrip Interview Terfokus untuk Subjek Penelitian Pertama mengenai Cara mahasiswa Bahasa Inggris IAIN Parepare dalam mengelola emosi mereka ketika speaking.

Peneliti (R)

Subjek Penelitian Ke Delapan (I)

R: Assalamu 'Alaikum Wr, Wb

I: Wa'alaikumsalam Wr, Wb

R: Ok, langsung Pertanyaan pertama yah de.

I: Iyye kak

R: Emosi apa yang sering anda rasakan ketika speaking?

I: ketika speaking itu saya sering merasa gugup, cemas karena takut salah

R: Ooh, dan kapan emosi tersebut muncul?

I: Emosi itu muncul ketika dosen tiba-tiba saja suruh bicara

R: Ooh iyya-iyya, dan bagaimana anda mengenali jenis-jenis emosi yang muncul saat melakukan speaking?

I: Saat itu kalau saya bicara berkeringat baru tangannya selalu goyang entah apa

R: Ooh iyya-iyya, dan apa yang biasa anda lakukan ketika emosi tersebut muncul?

I: Ketika emosi itu muncul, saya mengalihkan pandangan saya, melihat teman yang lebih dekat

R: Ooh iyya-iyya dan bagaimana cara anda melawan perasaan yang menekan ketika speaking?

I: Caranya melawan yah berusaha berbicara sebaik mungkin meskipun masih ada gugup-gugup

R: Ooh, nah bagaimana cara menjaga emosi anda agar tetap stabil ketika speaking?

I: Nah untuk menjaga tetap stabil, sebelum speaking saya melakukan persiapan Latihan sebelum speaking

R: Ooh, nah bagaimana anda mempertahankan emosi positif yang muncul saat melakukan speaking?

I: Saya selalu berusaha memikirkan yang baik-baik

R: Ooh iyya-iyya, dan bagaimana cara anda untuk bisa tampil percaya diri ketika speaking?

I: Nah pertama penampilan harus di perhatikan karena meskipun sudah di persiapkan speakingnya tapi kalau penampilan kurang bagus yah kurang percaya diri.

R: Ok, kemudian apa yang menjadi motivasi anda untuk tetap semangat dalam belajar / menuntut ilmu?

I: yah yang menjadi motivasiku selalu mencari apa yang belum di ketahui

R: Ooh iyya, dan apakah anda mampu merasakan reaksi emosi atau perasaan orang lain terhadap anda saat anda melakukan speaking?

I: Sepertinya bisa ketika lawan bicara kita memberikan ekspresi, misalnya dia senang berarti dia bisa menerima apa yang kita katakana

R: Ooh ok, nah bagaimana anda merespon emosi negative orang lain saat anda melakukan speaking?

I: Yah saya tidak peduli, saya usahakan pandangan saya, saya alihkan karena itu bisa membuat saya makin tambah gugup

R: Ooh iyya-iyya, nah bagaimana anda merespon emosi positive orang lain saat anda melakukan speaking?

I: Saya ucapkan terimakasih sudah di dengarkan dengan baik

R: Ooh iyya-iyya, dan bagaimana upaya anda agar saat speaking itu dapat dipahami dan direspon positif oleh orang lain?

I: Untuk mengetahui responnya saya biasanya ajukan pertanyaan, apakah mereka paham apa yang saya katakan

R: Ooh iyya-iyya, dan bagaimana perasaan anda ketika mampu menjalin komunikasi yang baik dengan orang lain?

I: Iyya alhamdulillah senang sekali

R: Ooh iyya-iyya, dan bagaimana cara anda mengatasi perasaan yang menekan ketika berkomunikasi dengan orang lain?

I: Saya berusaha berbicara sebaik mungkin terhadap orang tersebut, kemudian berperilaku sopan di hadapannya

R: Ooh iyya-iyya, dan bagaimana cara anda menciptakan hubungan yang baik dengan orang lain saat berkomunikasi?

I: Saling mendengarkan, ketika lawan bicara berbicara yah saya mendengarkan dan saya yang bicara, mereka yang mendengarkan

R: Ooh, ok terimakasih banyak atas responnya

I: Iyye sama-sama kak

R: Wassalamu 'Alaikum

I: Wa'alaikumsalam

The Ninth Research Subjects

Hari / Tgl : Kamis, 12 November 2020

Waktu : 12.20 – 12.55

Tempat : IAIN Parepare

Tema : Transkrip Interview Terfokus untuk Subjek Penelitian Pertama mengenai Cara mahasiswa Bahasa Inggris IAIN Parepare dalam mengelola emosi mereka ketika speaking.

Peneliti (R)**Subjek Penelitian Ke Sembilan (AS)**

R: Ok, yang pertama yaitu Emosi apa yang sering anda rasakan ketika speaking?

AS: lebih ke kayak takut kak, takut merasa salah

R: Ok, kapan kira-kira emosi tersebut muncul?

AS: kalau misalnya ada mungkin misalnya pernahka belajar dengan kita trus adaki di situ pasnya speaking ka, di situ kak rasa takutnya

R: Ooh, terus bagaimana anda mengenali jenis-jenis emosi yang muncul saat melakukan speaking?

AS: Gemetar sekali saat merasa takut

R: Ooh begitu, apa yang biasa anda lakukan ketika emosi tersebut muncul?

AS : berusaha kak supaya tidak kelihatan gemetaranku dan berusaha supaya terlihat enjoy

R : Nah bagaimana cara anda melawan perasaan yang menekan ketika speaking?

AS : Berusahaka untuk tidak lihat orang yang ada atau menganggap tidak ada orang lain

R : Nah bagaimana cara menjaga emosi anda agar tetap stabil ketika speaking?

AS : Caranya yaitu berusaha menganggap bahwa saya ji di situ

R : Ooh iyya, dan bagaimana cara anda untuk bisa tampil percaya diri ketika speaking?

AS : Positif thinking

R : Nah, apa yang menjadi motivasi anda untuk tetap semangat dalam belajar / menuntut ilmu?

AS : Orang tua

R : Ooh iyya, apakah anda mampu merasakan reaksi emosi atau perasaan orang lain terhadap anda saat anda melakukan speaking?

AS : dari beberapa orang mungkin kak, kalau misalnya orang terdekat ada di depan ta toh terus saya tampil kak, biasa itu kak ada yang ekspresinya kelihatan

R : Ooh, nah bagaimana anda merespon emosi negative orang lain saat anda melakukan speaking?

AS : Cuek saja

R : Nah bagaimana anda merespon emosi positive orang lain saat anda melakukan speaking?

AS : Otomatis lebih percaya diri

R: Ooh, terus bagaimana upaya anda agar saat speaking itu dapat dipahami dan direspon positif oleh orang lain?

AS : berusaha untuk kasi jelas bicaraku, kasi lambatki

R: Ooh iyya-iyya, nah bagaimana perasaan anda ketika mampu menjalin komunikasi yang baik dengan orang lain?

AS : Alhamdulillah senang sekalika kak

R: Nah bagaimana cara anda mengatasi perasaan yang menekan ketika berkomunikasi dengan orang lain?

AS : Termotivasi bahwa di lewati ji nanti ini

R: Ooh, nah bagaimana cara anda menciptakan hubungan yang baik dengan orang lain saat berkomunikasi?

AS : So akrab

R : Ok de terimakasih banyak

AS : Iyye sama-sama kak.

The Tenth Research Subjects

Hari / Tgl : Kamis, 12 November 2020
 Waktu : 13.10 – 13.55
 Tempat : IAIN Parepare
 Tema : Transkrip Interview Terfokus untuk Subjek Penelitian Pertama mengenai Cara mahasiswa Bahasa Inggris IAIN Parepare dalam mengelola emosi mereka ketika speaking.

Peneliti (R)

Subjek Penelitian Ke Sepuluh (F)

- R : Assalamu 'Alaikum Wr, Wb
 F: Wa'alaikumsalam Wr, Wb
 R : Ok, langsung saja de yah, Pertanyaan yang pertama yaitu emosi apa yang sering anda rasakan ketika speaking?
 F: Lebih kepada deg-degan, gugup, cemas kemudian kurang percaya diri, takut kalau misalnya lupa teksnya
 R : Ooh, iyye nah kapan emosi tersebut muncul?
 F : sebelum giliran saya speaking
 R: Ooh iyya-iyya, nah bagaimana anda mengenali jenis-jenis emosi yang muncul saat melakukan speaking?
 F : Tangan saya dingin kemudian suara agak gemetar kalau di awal-awal tapi kalau sudah dalam proses sudah lancar mi biasa
 R : Ooh iyya dan apa yang biasa anda lakukan ketika emosi tersebut muncul?
 F: saya berusaha menenangkan diri dengan cara atur nafas dan berusaha menguasai materi tentang pembelajaran speaking tersebut
 R : Ooh iyya dan bagaimana cara anda melawan perasaan yang menekan ketika speaking?
 F : berusaha menguasai konsep yang akan di bawakan, atur nafas dan minum air putih

R : Ooh iyya-iyya, nah bagaimana cara menjaga emosi anda agar tetap stabil ketika speaking?

F : Haruski percaya diri, tenang

R: Ooh, nah bagaimana anda mempertahankan emosi positif yang muncul saat melakukan speaking?

F: Meyakinkan diri bilang saya bisa

R: Ooh iyya-iyya, nah bagaimana cara anda untuk bisa tampil percaya diri ketika speaking?

F: Terus berusaha menguasai konsep materi yang akan di bawakan kak kalau speaking

R: Ooh iyye, nah apa yang menjadi motivasi anda untuk tetap semangat dalam belajar / menuntut ilmu?

F: Karena menurut saya pembelajaran Bahasa Inggris terutama speaking kan seseorang dikatakan mampu berbahasa Inggris apabila dia mampu mengucapkan melalui kemampuan berbicara tersebut

R: Ooh iyya-iyya, nah, apakah anda mampu merasakan reaksi emosi atau perasaan orang lain terhadap anda saat anda melakukan speaking?

F: Iya, kan dalam speaking kan ada interaksi, kita dapat menemukan poin inti dari topik pembahasan maka harus adanya konsep, kemudian kita harus saling mengutarakan pendapat

R: Ooh, nah bagaimana anda merespon emosi negative orang lain saat anda melakukan speaking?

F: Pura-pura tidak memperhatikan supaya proses speaking tersebut tidak mengganggu

R: Ooh iyya, nah bagaimana anda merespon emosi positive orang lain saat anda melakukan speaking?

F : Memberikan respon yang positif dengan cara memberikan feedback minimal dengan eye contact toh supaya mereka merasa bahwa kita juga memperhatikan mereka saat mereka memperhatikan apa yang kita bicarakan

R : Ooh iyya-iyya, nah bagaimana upaya anda agar saat speaking itu dapat dipahami dan direspon positif oleh orang lain?

F : dari segi gesture yah tidak lepas dari cara eye contact kemudian Bahasa tubuh kita berusaha untuk menjelaskan, kemudian dari segi inti pembahasan kita harus benar-benar menjelaskan secara detail dengan bahasa yang mudah di pahami sehingga mereka dapat mencerna apa yang kita katakan

R : Ooh iyya-iyya, bagaimana perasaan anda ketika mampu menjalin komunikasi yang baik dengan orang lain?

F : perasaan saya, saya sangat senang karena mereka dapat merespon, itu artinya mereka memperhatikan apa yang saya bicarakan, kemudian mungkin mereka juga berusaha untuk memahami apa yang saya bicarakan dan itu juga salah satu bentuk apresiasi mereka terhadap apa yang saya bicarakan tersebut

R : Ooh iyya-iyya, nah bagaimana cara anda mengatasi perasaan yang menekan ketika berkomunikasi dengan orang lain?

F : dengan cara berusaha memilih kata yang tepat agar Bahasa yang kita gunakan tetap sopan dan terarah agar Bahasa yang kita gunakan tidak menyinggung orang tersebut

R : Ooh iyye, nah the last question bagaimana cara anda menciptakan hubungan yang baik dengan orang lain saat berkomunikasi?

F : tetap terdapat interaksi dalam pembicaraan dalam artian kita tidak boleh egois dalam berkomunikasi, bukan hanya kita saja yang ingin di perhatikan namun kita juga harus memperhatikan yang orang lain katakan kemudian tetap merespon baik itu Bahasa tubuh atau Bahasa verbal mereka dengan baik.

R : Ok de makasih banyak nah atas responnya

Appendix 6. Interview of English Version

The First Research Subject

Day / Date : Wednesday, November 11, 2020

Time : 09:30 to 10:20

Location : IAIN Parepare

Topic : Focused Interview Transcription for the First Research Subject about students' emotional intelligence in speaking English of English education undergraduate program in IAIN Parepare

Researcher (R)

First Research Subject (S)

R: Assalamu 'Alaikum. I am sorry before, I have disturbed you.

S: Yes, no problem.

R: Okey, the first question, what emotions do you often feel when speaking?

S: Emmmm Usually when I speak as like anxiety, nervous, then sometimes confused

R: Ooh

S: Then sometimes it goes blank when it runs out of topics.

R: Ooh. so, when do the emotion arise?

S: The first is when I speak in front of the people because when with friends am easy going

R: Ooh yes, of course

S: and then in front of the lecturer moreover if there is examination

R: Ooh yes, ok next

S: Of course, the first always positive thinking that I can do it

R: How do you fight pressing feelings when speaking?

S: I try to be positive thinking and try to motivate myself because I want to look perfect in front of my lecturer and friends

R : Ooh yes good, next How do you keep your emotions stable when speaking?

S: Emmmm if I have a very good feeling in speaking, sometimes it seems like I was suggesting myself, for example, it's good "it must be good in the future like this" but sometimes if it is immediately bad, everything that has been drafted it immediately disappears, but if it is good from the start, so it will be good until finish

R: Ooh yes. How can you appear confident when speaking?

S: Emmmm this is what I feel everywhere before I speak in front of my friends or audiences, First I have to make a really mature concept before speaking

R: Ooh yes

S: It must be arranged the points are what I have to say from the start to the end, so that's what usually makes me confident if it is really good.

R: Ooh yes, so What motivates you to keep the spirit of the learning / demanding science?

S: Of course, because there are parents that I have to be happy, then also what become my biggest motivation is that I basically have to study general and special knowledge such as religion, especially since my education background was a public school.

R: So, are you able to feel the reaction of the emotions or feelings of others to you when you do the speaking?

S: So far no, if the problem is like that, I have never felt it directly but sometimes it is felt after that

R: Yes. So How do you respond the negative emotion to other people when you do the speaking?

S: I don't care it. The most important thing is to keep it.

R: Easy going yeah, So How do you respond the positive emotion to other people when you do the speaking?

S: I am happy because that is one of the goals to look good

R: Ooh yes.

S: So, the response is positive also to them

R: So, How the effort you that when speaking can be understood and responded positively by others?

S: Use language that is easier to understand so that the message is conveyed and then make a movement body language because it is nonverbal communication which is one of the supporters for this communication to be conveyed.

R: Yes, that is good. How do you feel when you are able to establish good communication with other people?

S: This is a real problem for me because I find it difficult to adapt to new people so if I am able to have such good communication with them, I will automatically feel very happy because I think it's one of me.

R: Ooh yes, So How do you overcome pressing feelings when communicating with others?

S: I smile then act calmly and prioritize listening rather than answering what he says because maybe we feel more respectful to him if he says then listen carefully, later he needs a new answer to talk because maybe it is more respect and more polite impression to him. just follow the flow of what they want because people who are followed will be happy.

R: Ooh yes. So How do you create good relationships with other people when communicating?

S: First there must be two-way communication

R: Ooh yes

S: There must be feedback from the audience for better communication

R: Ok Is that all or are there addition?

S: No, that is all

R: Ooh, ok thank you very much.

S: Yes, you are welcome.

The Second Research Subjects

Day / Date : Wednesday, November 11, 2020

Time : 10:30 to 11:10

Location : IAIN Parepare

Topic : Focused Interview Transcription for the First Research Subject about students' emotional intelligence in speaking English of English education undergraduate program in IAIN Parepare

Researcher (R)

Second Research Subjects (M)

R: Assalamu 'Alaikum

M: Wa'alaikumsalam

R: The first, what emotions do you often feel when speaking?

M: Anxiety, nervous and afraid.

R: So, when do the emotion arise?

M: when I talk to someone who has a better way of speaking English

R: What do you usually do when these emotions arise?

M: as like give motivation for myself that I can do it

R: Ooh yes, so How do you recognize the kinds of emotions that come up while doing speaking?

M : Sometimes, I don't know what I have to say, difficult to express words or sentences

R : Ooh so, how do you fight pressing feelings when speaking?

M : The way to fight them are to try to learn more and be more confident

R: So, how do you keep your emotions stable when speaking?

M: The way to take care of it is that I am confident

R: Ooh yes and How do you maintain the positive emotions that come up while doing speaking?

M: Maintaining it is like being guarded and always practiced

R: So, how can you appear confident when speaking?

M : Brave

R : Ooh yes and What motivates you to keep the spirit of the learning / demanding science?

M : My motivation saw the struggle of my parents

R : And are you able to feel the reaction of the emotions or feelings of others to you when you do the speaking?

M : Yes

R : So, how do you respond the negative emotion to other people when you do the speaking?

M : Make the future motivation and make things that must be instilled in myself that this should not be taken to heart

R: So, how do you respond the positive emotion to other people when you do the speaking?

M: Of course, happy but also shouldn't be too happy because later feel greater than the other

R: Ooh yes. so How the effort you that when speaking can be understood and responded positively by others?

M: Use language that is easy to understand the meaning, relax and also see the situation

R : Ooh, so How do you feel when you are able to establish good communication with other people?

M : Happy because on the other hand can practice speaking with other people and they understand what is being said

R : Ooh. So How do you overcome pressing feelings when communicating with others?

M : Things that were implanted, for example, if I didn't try, I wouldn't know how it turned out

R: Ooh, so how do you create good relationships with other people when communicating?

M : Speak casually and certainly easy to understand

R: Ooh iyya-iyya.ok thank you very much

M: Yes, sis

R : Sorry, I have disturbed you, Assalamu 'Alaikum

M : Wa'alaikumsalam.

The Third Research Subjects

Day / Date : Wednesday, November 11, 2020

Time : 11:30 to 12:05

Location : IAIN Parepare

Topic : Focused Interview Transcription for the First Research Subject about students' emotional intelligence in speaking English of English education undergraduate program in IAIN Parepare

Researcher (R)

Third Research Subjects (H)

R: Assalamu 'alaikum Wr.Wb.

H: Wa'alaikumsalam Wr.Wb.

R: Ok the first question, what emotions do you often feel when speaking?

H: The emotion that I always feel when speaking is maybe because English is not my main language so I am a bit depressed when I have to remember what I will say next

R: Ooh, like nervous, anxiety and worried

H: Yes

R: So, when do the emotion arise?

: Those emotions will arise when I feel confused.

R : So, how do you recognize the kinds of emotions that come up while doing speaking?

H: Depending on the material conveyed, if the material is a bit heavy maybe the pressure is heavier also.

R: Ooh yes So, what do you usually do when these emotions arise?

H: I try to convince myself to be confident

R: So, how do you fight pressing feelings when speaking?

H: calm myself down by controlling my breath.

R: Ooh, so How do you keep your emotions stable when speaking?

H: I should focus more on it so that the emotions don't overflow

R: Ooh iyya, so How do you maintain the positive emotions that come up while doing speaking?

H: The main thing is to keep thinking positively and staying confident in yourself

R: How can you appear confident when speaking?

H: By throwing away pressing feelings

R: Ooh yeah. So, what motivates you to keep the spirit of the learning / demanding science?

H: My main motivation is I really hope that what I convey is useful for other people

R: Are you able to feel the reaction of the emotions or feelings of others to you when you do the speaking?

H: Maybe for now I do speaking because I am just learning, I am more focused on myself than others. maybe in the future I will learn to do both

R: Ooh yeah, so How do you respond the negative emotion to other people when you do the speaking?

H: Maybe one way is to convince them that this speaking can be done by anyone, not certain people

R: Ooh yeah, so How do you respond the positive emotion to other people when you do the speaking?

H: Perhaps the effect on myself is to be more motivated to do even better things

R: How the effort you that when speaking can be understood and responded positively by others?

H: Maybe first I have to convince myself that what I say will be understood by other people and secondly I will add unique stories so that people are more interested in what I say and the words that used are easy to understand.

R: Ooh yeah, so How do you feel when you are able to establish good communication with other people?

H: I feel very proud because I am the type of person who does not get along well with people so when people are comfortable talking to me, I feel proud.

R: Ooh yes, so How do you overcome pressing feelings when communicating with others?

H: Maybe first of all is pleasantries

R: Ooh yeah

H: So that we know the proper way to talk to people

R: The last, how do you create good relationships with other people when communicating?

H: Maybe I will introduce myself first so that we feel before really doing the basic communication, introducing myself and letting the person talk.

R: Ooh yes, thank you very much

H: Yes, you are welcome

R: Wassalamu 'Alaikum Wr,Wb

H: Wa'alaikumsalam Wr.Wb

The Fourth Research Subjects

Day / Date : Wednesday, November 11, 2020

Time : 12:30 to 13:05

Location : IAIN Parepare

Topic : Focused Interview Transcription for the First Research Subject about students' emotional intelligence in speaking English of English education undergraduate program in IAIN

Researcher (R)**Fourth Research Subjects (G)**

R: Ok, the first question What emotions do you often feel when speaking?

G: The emotions that I often feel when speaking is feeling happy

R: Ooh, the others as like negative emotions, worry, afraid, shy?

G: Shy is also one of them.

R: Ooh, ok. When do the emotion arise?

G: When I speak, my friends pay attention what I say. So, I feel happy.

R: But how about feeling afraid, when did the feeling arise?

G: When public speaking class, causing nervous, anxiety, and afraid.

R: Ok, so How do you recognize the kinds of emotions that come up while doing speaking?

G: When I am nervous and anxiety suddenly sweat, I don't know why, but when I am happy, I always smile and usually causes me to be over confidence which sometimes makes me feel embarrassed.

R: Ooh yeah. so, what do you usually do when these emotions arise?

G: For example, if I'm nervous, I try to stay calm and enjoy but when I feel happy, I usually try to control myself by catching my breath and then start to speak slowly.

R: So, how do you fight pressing feelings when speaking?

G: The way is to believe in myself that if there is doubt in myself, always believe that i can.

R: So, how do you keep your emotions stable when speaking?

G: Keep on maintaining when I feel good and cannot be changed

R: So, how can you appear confident when speaking?

G: The first is mastery of what we want to convey.

R: Ok next, what motivates you to keep the spirit of the learning / demanding science?

G: My motivation is the first one is of course my parents because I want to make my parents happy and also to achieve my idea

R: Are you able to feel the reaction of the emotions or feelings of others to you when you do the speaking?

G: If looked on someone's face then frowning means he/she doesn't like

R: Ooh yeah, how do you respond the negative emotion to other people when you do the speaking?

G: Used as a motivation to improve oneself

R: So, how do you respond the positive emotion to other people when you do the speaking?

G: Happy

R: How the effort you that when speaking can be understood and responded positively by others?

G: Use language that is easy to understand and slowly

R: Ooh yes, next How do you feel when you are able to establish good communication with other people?

G: my feeling is automatically happy

R: Ooh yeah, how do you overcome pressing feelings when communicating with others?

G: Trying to keep responding

R: So, how do you create good relationships with other people when communicating?

G: Be a good listener and also give a good response.

R: Ok Thank You

G: Yes, Sis.

The Fifth Research Subjects

Day / Date : Wednesday, November 11, 2020

Time : 13:10 to 13:45

Location : IAIN Parepare

Topic : Focused Interview Transcription for the Fifth Research Subjects about students' emotional intelligence in speaking English of English education undergraduate program in IAIN Parepare

Researcher (R)

Fifth Research Subjects (A)

R: Ok the first question, what emotions do you often feel when speaking?

A: Sometimes nervous when I forget vocabularies

R: Ooh, so what else that you feel?

A: Trembling, anxiety, afraid of being wrong.

R: Ooh, so When do the emotion arise?

A: When forget vocabularies so there are emotions

R: Ooh, how do you recognize the kinds of emotions that come up while doing speaking?

A: Just feel

R: Ooh, so What do you usually do when these emotions arise?

A: Usually just silent

R: How do you fight pressing feelings when speaking?

A: Prepare first like talking practice in front of the mirror or communicating with friends using English

R: So, how do you keep your emotions stable when speaking?

A: Self-confident, don't be afraid, have to try to control oneself to be calm

R: How do you maintain the positive emotions that come up while doing speaking?

A: Always positive thinking

R: So, how can you appear confident when speaking?

A: The way is self-confident

R: What motivates you to keep the spirit of the learning / demanding science?

A: Of course, my parents

R: Ooh, are you able to feel the reaction of the emotions or feelings of others to you when you do the speaking?

A: Maybe I can't feel it but if I see his/her strange face, maybe he/she is jealous.

R: Ooh, so How do you respond the negative emotion to other people when you do the speaking? A : Just ignore them, don't need to be paid attention

R: And How do you respond the positive emotion to other people when you do the speaking?

A: Learn more and make motivation so that can get better at speaking in the future

R: So, How the effort you that when speaking can be understood and responded positively by others?

A: Use language that is easy to be understood by friends

R: Ooh yeah, how do you feel when you are able to establish good communication with other people?

A: Absolutely happy

R: Ooh, so How do you overcome pressing feelings when communicating with others?

A: The way is enough to calm down and don't be afraid

R: So, how do you create good relationships with other people when communicating?

A: Invited to joke, or build familiarity
 R: Ok, maybe that's all
 A: Yes sis
 R: Thank you very much for take your time
 A: Yes, you are welcome
 R: Wassalamu 'Alaikum
 A: Wa'alaikumsalam

The Sixth Research Subjects

Day / Date : Wednesday, November 11, 2020
 Time : 14:00 to 14:40
 Location : IAIN Parepare
 Topic : Focused Interview Transcription for the Fifth Research Subjects about students' emotional intelligence in speaking English of English education undergraduate program in IAIN Parepare

Researcher (R)

Sixth Research Subjects (MR)

R : Assalamu 'Alaikum.
 MR : Wa'alaikumsalam Wr,Wb
 R : The first question, what emotions do you often feel when speaking?
 MR : Worried, afraid, anxiety
 R : Ooh, so When do the emotion arise?
 MR : When speaking in front of the people/public
 R : How do you recognize the kinds of emotions that come up while doing speaking?
 MR : cold sweaty hands
 R : Ooh so What do you usually do when these emotions arise?
 MR : Trying to calm down that everything is fine
 R : Ooh, how do you fight pressing feelings when speaking?
 MR : Trying to think of something that is pleasing and not thinking that is stressful
 R : So, how do you keep your emotions stable when speaking?

- MR : Sometimes bring something to hold like paper or a pen
- R : Ooh, so How do you maintain the positive emotions that come up while doing speaking?
- MR : Try to keep moving forward, don't think about anything else
- R : So, how can you appear confident when speaking?
- MR : Keep trying without thinking about the mistake
- R : What motivates you to keep the spirit of the learning / demanding science?
- MR : My parents, they are the biggest motivation in my life
- R: Ok, so Are you able to feel the reaction of the emotions or feelings of others to you when you do the speaking?
- MR: Sometimes I can see how people attention me
- R: Ooh, how do you respond the negative emotion to other people when you do the speaking?
- MR: No need to be paid attention to them, just focus on oneself.
- R: Ooh yeah, so How do you respond the positive emotion to other people when you do the speaking?
- MR: Try to interact with each other while speaking
- R: Ooh, so How the effort you that when speaking can be understood and responded positively by others?
- MR : Try to speak or convey something interesting so that the audiences are interested in what I am talking about
- R: Ooh, how do you feel when you are able to establish good communication with other people?
- MR: Happy
- R: So How do you overcome pressing feelings when communicating with others?
- MR: Brave oneself even though afraid but have to try to talk
- R: Ooh, so How do you create good relationships with other people when communicating?
- MR: Try to discuss the same topics so stay communicated
- R: Ooh, ok Thank you very much
- MR: Yes, you are welcome
- R: I am sorry before I disturbed you, Wassalamu 'Alaikum
- MR : Wa'alaikumsalam Wr,Wb

The Seventh Research Subjects

Day / Date : Wednesday, November 11, 2020
 Time : 15:30 to 16:05
 Location : IAIN Parepare
 Topic : Focused Interview Transcription for the Seventh Research Subjects about students' emotional intelligence in speaking English of English education undergraduate program in IAIN Parepare

Researcher (R)

Seventh Research Subjects (N)

R: Assalamu 'Alaikum Wr,Wb

N: Wa'alaikumsalam Wr,Wb

R: Ok, The first question about emotion

N: Yes Sis

R: So, what emotions do you often feel when speaking?

N: Afraid to make mistake, anxiety, nervous

R: And When do the emotion arise?

N: When pointed by the lecturer to speak in front of the class by using English

R: Ooh yeah, so How do you recognize the kinds of emotions that come up while doing speaking?

N: When speaking, I feel cold sweat and difficult to speak

R: And What do you usually do when these emotions arise?

N: Speechless

R: And How do you fight pressing feelings when speaking?

N: Suggesting oneself to calm down

R: Ok, how do you keep your emotions stable when speaking?N: Calm down

R: And How do you maintain the positive emotions that come up while doing speaking?

N: Focus on what I want to talk and prepare a note: Ooh like that, so how can you appear confident when speaking?

N: Suggesting oneself that I can and assume that no one except me

R: So, what motivates you to keep the spirit of the learning / demanding science

N: I motivate my self to hard work, study hard. God willing, it will not be like this, my nervous will be changed on it own

R: Ok, so Are you able to feel the reaction of the emotions or feelings of others to you when you do the speaking?

N: if they nod, it means they understand what I'm saying

R: So How do you respond the negative emotion to other people when you do the speak

N: Look away

R: How do you respond the positive emotion to other people when you do the speaking?

N: I'll see his/her face often.

R: Ooh, so How the effort you that when speaking can be understood and responded positively by others?'

N: Arrange sentences well even with a broken vocabulary '

R: How do you feel when you are able to establish good communication with other people

N: The more confident and happier

R: Ooh, how do you overcome pressing feelings when communicating with others

N: Press the negative that this is okay, if it's wrong, correct it

R: Ooh yeah, the last question How do you create good relationships with other people when communicating?

N: Beginning with pleasantries, covering simple topics

R: Ooh, only that?

N: Yes

R: Ok thank you very much

N: Yes, ok Sis

R: Wassalamu 'Alaikum Wr.Wb

N: Wa'alaikumsalam

The Eighth Research Subjects

Day / Date : Thursday, November 12, 2020

Time : 10:10 to 11:25

Location : IAIN Parepare

Topic : Focused Interview Transcription for the Eighth Research Subjects about students' emotional intelligence in speaking English of English education undergraduate program in IAIN Parepare

Researcher (R)

Eighth Research Subjects (I)

R : Assalamu 'Alaikum Wr,Wb

I : Wa'alaikumsalam Wr,Wb

R : Ok, the first question

I : Yes Sis

R : What emotions do you often feel when speaking?

I : When speaking, I often feel nervous, anxiety, worried because I was afraid of being wrong

R : Ooh, and When do the emotion arise?

I : The emotion arises when the lecturer suddenly asks me to speak

R : Ooh yeah, and How do you recognize the kinds of emotions that come up while doing speaking?

I : I feel sweaty and my hands are always in motion, I don't know why?

R : Ooh yeah, and What do you usually do when these emotions arise?

I : When the emotion come up, I look away, looking at the closer friend

R : Ooh, and How do you fight pressing feelings when speaking?

I : The way is trying to speak as best as possible even though there is still nervousness

R : Ooh, so How do you keep your emotions stable when speaking?

I : Before speaking I did the preparation of practice first

R : Ooh, so How do you maintain the positive emotions that come up while doing speaking?

I : I always try to positive thinking

R : Ooh yeah, and How can you appear confident when speaking?

I : First, the appearance must be considered because even though the speaking has been prepared, the appearance is not good enough, so there is a lack of confidence

R : Ok, then What motivates you to keep the spirit of the learning / demanding science?

I : My motivation is always looking for what is haven't known

R : Ooh yeah, and Are you able to feel the reaction of the emotions or feelings of others to you when you do the speaking?

I : Seems like, I am able when the other person gives an expression, for example he is happy it means he can accept what I say

R : Ooh ok, how do you respond the negative emotion to other people when you do the speaking?

I : I don't care, I try to look away my eyes because it can make me even more nervous

R : Ooh yeah, so How do you respond the positive emotion to other people when you do the speaking?

I : I say thank you for listening well

R : Ooh yeah, and How the effort you that when speaking can be understood and responded positively by others?

I : To find out the response I usually ask a question, do they understand what I'm saying

R : Ooh, and How do you feel when you are able to establish good communication with other people?

I : So happy

R : Ooh yeah, and How do you overcome pressing feelings when communicating with others?

I : I try to speak as best I can to the person, then behave politely in his/her presence

R : Ooh, and How do you create good relationships with other people when communicating?

I : Listen to each other, when the other person talks, I listen and when I talk, they listen

R : Ooh, ok Thank you very much for the response

I : Yes sis, you are welcome

R : Wassalamu ‘Alaikum

I : Wa’alaikumsalam

The Ninth Research Subjects

Day / Date : Thursday, November 12, 2020

Time : 12:20 to 12:55

Location : IAIN Parepare

Topic : Focused Interview Transcription for the Ninth Research Subjects about students’ emotional intelligence in speaking English of English education undergraduate program in IAIN Parepare

Researcher (R)

Ninth Research Subjects (AS)

R: Ok, the first question is What emotions do you often feel when speaking?

AS: More like afraid, anxiety, afraid to make mistake

R: Ok, when do the emotion arise??

AS: When I have studied with someone and then we are in the same place when I am speaking, that is where the afraid to make mistake arises

R: Ooh, how do you recognize the kinds of emotions that come up while doing speaking?

AS : Trembling so much when feeling afraid

R: Ooh like that, so What do you usually do when these emotions arise?

AS: Try to don't look trembling and look enjoy

R: So, how do you fight pressing feelings when speaking?

AS: Try to don't see the people who are or think that no one

R: So, how do you keep your emotions stable when speaking?

AS : The way is trying to think that just I am here

R: Ooh yeah, and How can you appear confident when speaking?

AS: Positive thinking

R: So, what motivates you to keep the spirit of the learning / demanding science?

AS: Parents

R: Ooh yes, are you able to feel the reaction of the emotions or feelings of others to you when you do the speaking?

AS: From some people maybe, if the closest person is in front, then I speak, usually there is an expression that looks

R: Ooh, so How do you respond the negative emotion to other people when you do the speaking?

AS : Just ignore

R: So, how do you respond the positive emotion to other people when you do the speaking?

AS : Automatically I more confident

R: Ooh, so How the effort you that when speaking can be understood and responded positively by others?

AS: Try to speak clearly and a little slowly

R: Ooh yeah, so How do you feel when you are able to establish good communication with other people?

AS: So happy

R: So, how do you overcome pressing feelings when communicating with others?

AS: Motivated that this is through later

R: Ooh, so How do you create good relationships with other people when communicating?

AS: Try too closer

R: Ok de thank you so much

AS : Yes, You' re welcome Sis.

The Tenth Research Subjects

Day / Date : Thursday, November 12, 2020

Time : 13:10 to 13:55

Location : IAIN Parepare

Topic : Focused Interview Transcription for the Tenth Research Subjects about students' emotional intelligence in speaking English of English education undergraduate program in IAIN Parepare

Researcher (R)

Tenth Research Subjects (F)

R: Assalamu 'Alaikum Wr,Wb

F: Wa'alaikumsalam Wr,Wb

R: Ok, the first question is What emotions do you often feel when speaking?

F: Nervous, anxiety, lack of confidence, afraid

R: Ooh yeah, so When do the emotion arise?

F: Before my speaking turn

R: Ooh, so How do you recognize the kinds of emotions that come up while doing speaking?

F: My hands are cold and then the voice is a little shaky at the beginning but when it's in the process it has been fluent

R: Ooh yeah and What do you usually do when these emotions arise?

F: I try to control myself by catch my breath and try to master the material about speaking learning

R: Ooh yes and How do you fight pressing feelings when speaking?

F: Trying to master the concept that will be presented, adjust the breath and drink water

R: Ooh, so How do you keep your emotions stable when speaking?

F: Must be confident and calm down

R: Ooh, so How do you maintain the positive emotions that come up while doing speaking?

F: Make sure myself that I can

R: Ooh, so How can you appear confident when speaking?

F: Keep trying to master the concept of the material that will be presented when speaking

R: Ooh, so What motivates you to keep the spirit of the learning / demanding science?

F: In my opinion learning English, especially speaking is said to be able to speak English if someone is able to speak through these speaking skills

R: Ooh yeah so, are you able to feel the reaction of the emotions or feelings of others to you when you do the speaking?

F: Yes, in speaking there is an interaction, we can find the core points of the discussion topic so there must be a concept then we have to share our opinions.

R: Ooh, so How do you respond the negative emotion to other people when you do the speaking?

F: Pretend to don't pay attention so that the speaking process is not interrupted

R: Ooh yeah, so How do you respond the positive emotion to other people when you do the speaking?

F: Give a positive response by giving feedback with eye contact so that they feel that I also pay attention to them when they pay attention what I am talking about

R: Ooh yeah, so How the effort you that when speaking can be understood and responded positively by others?

F: From gesture cannot be separated from the way of eye contact. Then body language tries to explain, then from the core of the discussion I must really explain in detail in easy-to-understand language so that they can understand what I say

R: Ooh yeah, so How do you feel when you are able to establish good communication with other people?

F: I feel very happy because they can respond, that means they pay attention to what I am talking about, then they also try to understand what I am talking about and that is also a form of their appreciation for what I am talking about.

R: Ooh, so How do you overcome pressing feelings when communicating with others?

F: By trying to choose the right words so that the language I use remains polite and directed and does not offend someone's feeling

R: Ooh yeah, the last question is How do you create good relationships with other people when communicating?

F: There is interaction in the conversation in the sense that we shouldn't be selfish in communicating, not only do we want to be noticed, but we also have to pay attention to what other people say and then still respond to either their body language or their verbal language well.

R: Ok, thank you very much for your respond

F: Ok

R: Wassalamu 'Alaikum Wr.Wb

F: Wa'alaikumsalam Wr.Wb

SRN IP000560



PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Pahlawan Nomor 28 Telp: (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
 Nomor : 565/IP/DPH-PTSP/11/2020

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Penodegiasan Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA

NAMA : ANDI NURFADILLAH, AP
UNIVERSITAS/ LEMBAGA : INSTITUT AGAMA ISLAM NEGERI PAREPARE
Jumlah : TADRIS BAHASA INGGRIS
ALAMAT : JL. ADAM HALIK PERUMAHAN DINAS PUSKESMAS BULILIN, PALU
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : INVESTAGETING STUDENTS' WAY IN MANAGING EMOTIONAL INTELLIGENCE IN SPEAKING ENGLISH AT THE FIFTH SEMESTERS OF ENGLISH EDUCATION UNDERGRADUATE PROGRAM IN IAIN PAREPARE

LOKASI PENELITIAN : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE

LAMA PENELITIAN : 05 November 2020 s.d 05 Desember 2020

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
 b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di : Parepare
 Pada Tanggal : 05 November 2020

**KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN TERPADU SATU PINTU
 KOTA PAREPARE**



HJ. ANDI RUSIA, SILMIH
 Pangkat : Pembina Utama Muda, (IV/c)
 NIP : 19620915 198101 2 001

Biaya : Rp. 0.00

• UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
 Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
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 • Dokumen ini dapat dibuktikan keabsahannya dengan terdaftar di database **DPMPPTSP** Kota Parepare (scan QRCode)






CURRICULUM VITAE



Andi Nurfadillah. AP was born in Bone, On October 10, 1992. She is the first of four in her family from the couple Andi Patau and A.Nur saidah. The writer began studying nursery school in TK Makkawaru Padatuo, Bone regency and graduated in 1999. In the same year, she continued her study in elementary school at SD 253 Padatuo, Bone regency and finished her study in 2005. In the same year, she continued her study at SMPN 1 Tonra, Bone regency

and finished her study in 2008. Then, she continued studying to SMAN 1 Tonra and graduated in 2011. In the same year, she was accepted as an undergraduate student of State Islamic College (STAIN) of Watampone (now State Islamic Institute of (IAIN) Watampone). She completed her Sarjana Degree (S1) in 2015 specializing in English Education Study Program by submitting skripsi entitled —*Improving the Students' Reading Comprehension by Using Listen-Read-Discuss (LRD) Strategy at MAN 1 Watampone*. In 2018, she was accepted as a postgraduate student majoring in English Education at State Islamic Institute of (IAIN) Parepare.