THE EFFECTS OF TEACHING METHOD AND EMOTIONAL INTELLIGENCE UPON STUDENT'S SPEAKING SKILL

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Abstract

The objective of this research is to investigate student's speaking skill at the private vocational school in east Jakarta, for investigating: 1) there is effect of teaching method upon student's speaking skill, 2) there is effect emotional intelligence upon student's speaking skill, 3) there is interaction between teaching method and emotional intelligence upon student's speaking skill. Method used in this research in experimental method. The population is all students and the sample of 40 students who obtained a random sampling technique that use cluster sampling. Instrument that is used is result test of student's speaking skill with 35 items that is tested validity with reliability coefisient = 0,82, questionnaire 38 items of emotional intelligence that is tested validity with reliability coefficient = 0, 72. Data analysis uses analysis of variance two-ways. Rearch result shows that there sre effects of teaching method and emotional intelligence upon student's speaking skill. For increasing student's speaking skill it is needed enhance of teaching method and emotional intelligence.

Keywords: Teaching, method, emotional, intelligence, speaking

PENGARUH METODE PENGAJARAN DAN KECERDASAN EMOSIONAL TERHADAP KEMAMPUAN BERBICARA PESERTA DIDIK

Abstrak

Tujuan penelitian adalah untuk mengetahui pengaruh kemampuan berbicara peserta didik sekolah kejuruan swasta di Jakarta Timur, untuk mengetahui: 1) ada pengaruh metode pengajaran terhadap kemampuan berbicara peserta didik, 2) ada pengaruh kecerdasan emosional terhadap kemampuna berbicara peserta didik, 3) ada pengaruh interaksi antara metode pengajaran dan kecerdasan emosional terhadap kemampuan berbicara peserta didik. Metode yang digunakan dalam penelitian adalah metode eksperimen. Populasi adalah seluruh peserta didik dan sampel berjumlah 40 peserta didik yang diperoleh dengan teknik acak sederhana yang menggunakan kluster sederhana. Instrumen yang digunakan adalah hasil tes kemampuan berbicara peserta didik yang terdiri dari 35 soal yang diuji tes validitas dengan koefisien realibilitas sebesar 0, 82. Angket kecerdasan emosional terdiri 38 soal yang diuji tes validitas dengan reliabilitas sebesar 0, 72. Analisis data dengan menggunakan analisis varians dua jalur. Hasil penelitian menunjukkan ada pengaruh metode pengajaran dan kecerdasan emosional terhadap kemampuan berbicara peserta didk. Untuk meningkatkan kemampuan berbicara peserta didik diperlukan peningkatan metode pengajaran dan kecerdasan emosional.

Kata Kunci: Pengajaran, metode, emosional, kecerdasan, berbicara

INTRODUCTION

Learning English means learning language components and language skills. Grammar, vocabulary, pronunciation, and spelling are examples of language components. Meanwhile, language skill covers listening, writing, reading, and speaking. Among the four skills, speaking is often considered as the most difficult skill to be learned by the students. Learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with. Helping the students develop the speaking skill not merely so that they can pass examination but also for more general use when they want to use the English in the outside world. They may need for further study, work or leisure, so that they will not be among the many people who unable to express his idea in English after having studied it for some years.

Language skill as a focus of this research is speaking or oral production. Yet, speaking activity has close relation to listening one, comprehending one's utterances for the two mentioned skills get involved into oral communication in which a speaker produces utterances (encoding process) and listener accept them into his brain. Students, in the context above, are certainly hoped to use oral or spoken English to express their ideas and feelings and have self-socialization wherever and whenever they are. They are also hoped to tell about their and other people's experiences interchangeably accompanied by self-reflection activity, setback some steps for an introspection and internalize new experiences get from other people and then go forwards to absorb new experiences for their future needs and changes.

Theories of language learning and approaches to language teaching have been thoroughly developed in order to enable learners to use the target language efficiently. Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need. For as long as people have been learning and teaching language, there has continual debate about how to theorize the process and what the best way of doing it is. Many current teaching practices are the direct result of such constructive arguments.

The way in which people announce and develop new teaching methods can make discussions of comparative methodology somewhat confusing. What the interested teacher needs to when confronted with a new method for example, is to see and/or how it incorporates theories of language and learning. What procedures does it incorporate? Are they appropriate and effective for the classroom situation that the teacher works with? In this case two quest Ions seem worth asking: is it satisfying for both students and teachers, and doses it actually achieve what it sets out to achieve?

In learning a foreign language, the opportunity of using it is one of the supporting factors which can be neglected, students who have a good opportunity of using the target language will get better progress in learning the language. To get a good result of teaching and learning a foreign language, teachers should create language environment which supports students to use the language, such as the way that teachers talk to the students-the manner in which they interact with them-is one of the crucial teacher skills. Within the classroom, teachers; role may change from

one activity to another or from one stage of an activity to another. If they are fluent at making these changes their effectiveness as teachers can be greatly enhanced.

Teaching and learning language is a contract between two parties for which they both need to agree with the terms. It is not a one sided affair. Teachers need to understand students' needs the target language effectively. Therefore, it is extremely difficult to come conclusions about which approaches and methods are best and/or most appropriate for teachers' own teaching situations.

Since English the first for language in Indonesia-is a compulsory subject for all levels of education, it is crucial to find out the most appropriate methods of teaching and learning English will be implemented in this developing country. the private vocational school in Indonesia-applies English as a compulsory subject which must be taught in all semesters. Those having taken English I am demanded to be able to use English in a simple way. It is in accordance with its instructional objectives stating, "having studied for one semester, students are expected to be able to use English in certain circumstances. In this objective, subjects-related to people, location, prices, vacations, request, complains, skills, world knowledge, and interest-are emphasized. In some cases after having taken English I and some students still feel difficult in using English even in a simple way.

With regard to the facts above, it is urgent to do a kind of research to find out the appropriate method for students. The research is an experimental research in which the method is communicative language teaching method. Communicative Language Teaching Method is a teaching method which broadly and strongly affects the teaching and learning process of English in class in recent years. The method which is used in this research also involves other factor, namely emotional intelligence.

Emotional intelligence is the ability to constructively study with all of our emotions by: identifying and communicating them (through appropriate expression and exploration); listening to what they are signaling to us about perceived or real threats to our well-being, so that we may examine these perceptions; and becoming more aware of how they reflect our socio-cultural beliefs.

It is very important to understand that emotional intelligence is not the opposite of intelligence. Emotional intelligence, then, is the ability to use your emotions to help you solve problems and live a more effective life. Emotional intelligence without intelligence, or intelligence without emotional intelligence, is only part of a solution. Emotional intelligence has also the benefits in making good relationship.

Emotional intelligence is the ability to understand the meaning of emotions and relationships, and use it to solve the problem. These capabilities include the ability to understand the feelings associated with emotions and understand information about these emotions and manage them. 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.

Emotional intelligence is not innate, but can be developed quickly and not stop at a certain age only. Emotional intelligence is also not a personality but a series of unique properties that help to shape one's character,

in thinking, feeling and behaving. Personality is a concept that is often confused with emotional intelligence, but they have fundamental differences.

Emotional intelligence is a useful instrument in solving the critical problems with subordinates, reached a deal with difficult customers, convey a good criticism of superiors and resolve some of the opportunities that influence success. Emotional intelligence is used to help ourselves and help other students.

Emotional intelligence refers to the special ability that we call common sense, it is associated with the ability to read environment, set it back, with the spontaneous ability to understand what other student want and need, their advantages and disadvantages, the ability to be unaffected by pressure, and the ability to be a nice student so coveted presence of others. Emotional intelligence as a key factor in the success in learning. the instrumental factor in the success of which is a reflection of emotional intelligence. Emotional intelligence of a student with another student is different. It can be seen in daily life that some students succeed and there are students who fail, success rates are different from each student.

The objective of this research is to investigate: 1) there is the effect of the teaching method upon in the student's speaking skill at private vocational school, 2) there is the effect of the emotional intelligence upon in the student's speaking skill at private vocational school, and 3) there is the effects of interaction of communicative language teaching method and emotional intelligence upon in the student's speaking skill at private vocational school.

The research is done at PGRI 1 vocational school Jakarta Timur. Method that is used in this research is experimental method. The population is all students at PGRI 1 vocational school, the sample framework is class XI and the sample of 40 students who obtained a random sampling technique that use *cluster sampling*. The variables are speaking skill and emotional intelligence. Instrument that is used is result test of student's speaking skill with 35 items and questionnaire 38 items of emotional intelligence. Data analysis uses analysis of variance two-ways.

DISCUSSION

Student's Speaking Skill
The wole of human history is built upon communication. From the first story told in prehistoric times through the mass media of today, verbal communication has built the foundation of who we are, where we came from, and what we hope to become. Throughout time, many orators, philosophers, and educators have tried to capture the essence of human communication. Although a true understanding of the complexity of communication takes years of examination, the researcher have tried to offer a brief highlight of some of the major contributors. Speaking is very important part in studying English. People need to speak in order to communicate one each other and make a good communication. When some one was born, he learns how to speak, and speaking can make him communicate or contact with other person. According to Yorkey (2000:4), speaking skill is a skill and like other skill, it must be practiced continuously.1) The teacher role is becoming important for students later. There are many keys to support speaking skill by listening cassette, watching TV,

watching film, practicing with foreigners, practicing with partners. In judging whether students are speaking in correct statements. There are two criteria which the teacher must take:-the students have to understand the meaning of words that they use and associate them into the objects of their represent. -The students have to pronounce the words properly in order to arise same perception and they understand each other.

If students want to be able to speak fluently in English, they need to be able pronounce us correctly, use appropriate stress and intonation patterns and speak in connected speech. Speakers of English - especially where it is a second language - will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational - strategies. They will need to be able to survive in typical functional exchanges, too.

Getting students to speak in class can sometimes be extremely easy. In a good class atmosphere, students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task. However, at other times it is not so easy to get students going. Maybe the class mix is not quite right. Perhaps we have not chosen the right kind of topic. Sometimes it is the organisation of the task which is at fault. But a problem that occurs more often than any of these is the natural reluctance of some students to speak and to take part. In such situations the role(s) that teachers play will be crucial.

Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. Frequently, too, there is a worry about speaking badly and therefore losing face in front of their classmates. In such situations there are a number of things we can do to help. The teacher role is becoming important for students later. There are many keys to support speaking skill by listening cassette, watching tv, watching film, practicing with foreigners, practicing with partners.

Speaking is one of language skill in learning langauge. Speaking skill is a skill and like other skill, it must be practiced continuously. People need to speak in order to communicate with the other people and make a good communication well. We have to learn how to speak, and speaking can make us communicate or contact with other person. Speaking is a form of communication. It means that speaking a kind of communication which is spoken orally. It is surely that the process of it involves two sides, the speaker and the listener who may function interchangeably. When the speaker produces utterances sent to the listener, he/she may function as a speaker. Otherwise, when the listener gets turn to give responses, he/she may function as a speaker. In short, it may be said that speaking has the similar meaning to oral communication.

During communication what one says should be conveyed in an effective way, oral interaction the speaker wants to communicate ideas, and information to the hearer or wants to employ speech relates to the situation. The objective of .the speaker is to be understand and for the message to be interpreted by the hearer/s. We use speech production referring to speaking explain that speech production is produced on-line and that it is prototypically reciprocal in nature. The reciprocity

develops during the ongoing negotiation of meaning between the speaker and listener.

Brown (2002: 268) says, *"conversations are collaborative activities as participants (speaker and listener) engage in a process of negotiation of meaning"*. In the production of speech each speaker needs to speak individually. He needs someone to listen to his speaking and to respond to him. It may be implied that speaking is a collaborative activity between a speaker and a listener/s in which the two parties want to convey and negotiate thoughts, feelings or messages in a special reciprocal situation underlined by a mutual understanding.

Speaking is one of English language skills which belong to a productive skill. In communication, speaking involves at least two persons so as to have interaction between them. Speaking is the verbal use of language to communicate with others. Speaking is the most important and; complicated language skill which one needs to master. As known that speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Harris (2003: 81) adds *"writing skill, speaking is a complex skill speaking number of different abilities to develop"*.

Oral communication is a two-way process between speaker and listener involving the productive skill of speaking and the receptive skill of understanding.Speaking is the important way people interact with the world which includes instructional and social conversation, develops language, thought, and content knowledge as well as the personalities and beliefs, and the ability to form relationships. From the natures of speaking it is, therefore, implied that speaking is a means of communication comprising at least two persons in face-to-face interaction to produce ideas, thought, knowledge, and beliefs as well as meet communicative language components to build relationships.

In relation to building social relationship, everyone owns his goal for that reason. One may speak when he intends to discuss something. Harmer (2006: 46-47) states, *"there are some reasons why people are involved in conversation. First, they want to say something"*. This implies that when there is something to tell, they need to speak; otherwise, he will not speak. Second, they have communicative purpose. Third, they intend to select words. It means speakers in general have certain capacity to produce new and appropriate sentences.

Richards and Renandya (2002: 201) supports Harmer's views, which emphasize, *"one will make a social relationship through discussion forum. in this case, he will express his own ideas and persuade others or clarify information"*. It means that the language that is used by a speaker is to show how to ask for information, to express ideas, etc. In the context of English learning, students are encouraged to be able to express themselves in target language, to overcome basic skills of interaction such as expressions of thanks, and to express his needs such as asking for information. It is likely to have the same ideas on speaking reasons, namely the intention to deliver information to other people and to entertain and make other people feel happy as well as to express ideas. In English speaking situation, a student may speak with his classmates to convey some information and his ideas. A student also speaks when a lecturer asks him some questions.

Considering some ideas above on the English speaking ability and the necessity of using English, it is concluded that English speaking ability is one's capacity of producing ideas orally to others through learning process expressed in English in acceptable and appropriate ways to maintain social relationship. Language is the mean of communication among people. communication can take place through interactions between people, responses, and extending of opinions. Speaking in general is performed face-to-face and takes place as part of a dialog of other verbal forms.

Speaking is as a two-way communication process between speaker and listener. The spoken communication does not only require speaking skills but also mutual understanding between speaker and listener. The spoken communication as follows: (1) 'communication involves more than one people, (2) communication purposes at getting responses, (3) ideas and feeling are communication materials, (4) communication is a symbolical process, (5) communication is a real process in life, {6) response of the receiver or listener is a test to effectiveness of communication activities. No response means no communication exists.

Speaking skills is not dependent on competence but also on understanding of culture, and use of language in interactions in social contexts in acquiring communicative competence. Communicative competence in the teaching of English needs more time for listening activities, providing students with the greatest possible opportunities to obtain responses, considering student's grammatical mistakes as something natural in the teaching-learning process, and performing activities in the contexts.

The speaking skills have two elements; that is, accuracy and fluency. Accuracy is one dimension related to clarity, appropriateness and correctness of certain message that are related to linguistics norms. Success of a message is influenced by selection, and formulation. This dimension covers use of grammar, pronunciation of vocabulary, selection of expressions, discourse markers and register.

Based on the above explanation, it can be concluded that studets's speaking skills is ability of student's communication which involve various skills to decide on when to speak; what form to use; which words are suitable in form and meaning; use of sequences of sounds, voice, tone and form; convincing that one feels the need to speak properly in the right situation; and correct positioning of tongue and lips to produce linguistic sounds.

TEACHING METHOD

When linguists sought to improve the quality of language teaching, they often did so by referring to general principles and theories concerning how languages are learned, how knowledge of language is represented and organized in memory, or how language itself is structured. Let us go through to the definitions of approach, methods and techniques according to Anthony as quoted by Brown (2002:9):

"... An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approaches axiomatic. It describes the nature of the subject matter to be taught..." "...Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of

which is based upon, the selected approach. An approach is axiomatic, a method is a procedural, " "... A technique is implementional- that which actually takes place in a classroom. It is particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach well.

From these definitions, it can be derived a conclusion that approach is assumption and beliefs about language and language learning held. The language specialists, Harmer in Brown (2002: 78) proposes four terms related to teaching and learning language. The four hierarchical terms relocated by Harmer are "*approach, method, procedure and technique*". Efficient teaching methods are essential tools that can help the students acheive success in the classroom. Each student has a different personality and learning abilities. There are several factors that a teacher must consider when choosing a teaching method for their students. Some determining factors for selecting a teaching method include the student's interest and background knowledge, as well as their environment and learning abilities. Teachers also help their students learn with various learning aids such as Auditory, Kinesthetic, and Visual. Instructors use these teaching methods to help students understand and complete class assignments.

Learner's emotion and involvement give a great contribution to the process of grasping and absorbing the target language, therefore it would be an amazing idea to engage learners' emotion and involvement during the learning activity. As a matter of fact, when the teacher engage learners' emotions, they can gain more. Therefore,

having interaction in a language classroom is an obligatory. We can use the language because we made a meaningful interaction with other people.

What is meant by the aforementioned statement is that learning is a process of internalizing the language itself, it happens in the individual. In other words, he/she knows the result of the language acquired through interacting with other people. Byme in Hammer (2006: 25) said that "*What is needed is flexibility, tolerance, patience on your part & above all, an understanding of the learners' difficulties*". It is important for the teachers to know that building interaction and relation among learners are essential since they feel less inhibited when they are sure that they are safe. Accordingly, nowadays, methodologists promote interaction in the classroom to help interaction natural communication takes place. There are a number of activities that promote interaction, some of which are role play and simulation. The things are not ended up to this only, the next important for the teacher to do after carrying out the interaction among learners is giving "self-evaluation" on how they performed the task.

From the explainantion above it is concluded that the teaching method is a method used for instruction which involves class participation, demonstration, recitation, memorization, or combinations of these. The choice of an appropriate teaching method depends on the skill that is being taught, and it is also be influenced by the aptitude and enthusiasm of the students.

Communicative Language Teaching Method

Communicative competence is crucial to be acquired. English, one of the international language and one of lingua franca in the

world, should taught communicatively. Some linguists and language experts have released some methods of teaching and learning English. One of which is called communicative teaching language method (CLTM). One of the features of communicative language teaching is systematic attention to function and structure.

Activities in CLTM typically involve students in real or realistic communication, where the accuracy of language they use is less important than successful achievement of the communicative task they are performing. Thus role-play and simulation have become very popular in CLTM. Harmer (2006:32) states that CLTM has two main stands:

> *The first is that language is not just bits of grammar, it also involves language function such as inviting, agreeing and disagreeing, suggesting etc., which students should learn how to use. They also need to be aware of the need for appropriateness when talking and writing to people in term of the kind of language they use (formal, informal, tentative, technical etc.). The second strand of CLT developed from the idea that if students get enough exposure to language and opportunities for its use –and if they are motivated-then language learning will take care of itself.*

This method needs a qualified teacher for the teacher can create one conductive situation supporting the learning process. This method is a learning method which demands active students. They have to be able to interact and cooperate each other. Those who can motivate themselves-will, unhesitatingly, follow the learning process

easily, in contrast, those who can not motivate themselves, they will be left behind for this method will be running smoothly if the learners are motivated. It is the teacher's responsibility to motivate their students. To motivate the students is not an easy task for teacher since he or she only has limited time in class.

Learning one foreign language means learning how to us it and the meaning of it. When learners make mistakes or errors in grammatical aspects, it is still acceptable. But when misinterpret the meaning of it, then it should be corrected as soon as possible. The materials should be modified and simplified and made more comprehensible through context. For the learners do not have time to contact to native speakers, the teacher should act as a proficient one. In addition, the teacher should also consider a number of extra-linguistic factors, such as the characteristics of the learners, the circumstances in which the educational institution operate, the number of students, the teaching aids, etc.

Based on the explaination above it can be concluded that communicative language teaching method is a method which is used in teaching language communicatively, it is happened teaching learning process always by using English.

Conventional Method
This methodology is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but, rather are trained

DEIKSIS | Vol. 06 No.02 | Mei 2014 : 123-128

in counseling skills adapted to their roles as language counselors

To compare the learning method with the approach of active learning strategies used by teachers at schools in general, the reseacher also discusses the conventional approach. In conventional learning, there are two characteristics, namely: the first teachers to use media that are commonly used without any initiative to make modifications to the method of learning. Teachers simply glued to the text book which resulted in underdevelopment of the learning process. Conventional learning method is a method of learning that emphasizes the teacher as an information center and the students as recipients of information. The researcher makes this method as a comparison between the learning outcomes of modern method with conventional method.

The conventional method is a method which is essentially a lecture delivered in the form and the autocratic style. This method is easy to administer, because the teachers just do not convey information and students have many opportunities to respond. Sometimes the comments and questions from new students may be disclosed after the teacher explained. Therefore, students become passive while teachers can not receive feedback, and this is a deficiency and can hinder teaching and learning activities, especially if students are not motivated to learn.

The conventional method is a form of interaction through information and regulations verbally by a teacher to his class. This means the implementation of the teaching the teacher can use lecture to give the description. The conventional method is characterized by a lot of lectures that teachers teach about the concepts rather than competence, the goal is that students

know something is not able to do something, and when the students are learning to listen. Here we can see that the conventional method in question is a learning process more dominated by the teacher.

Based on the explaination above it can be concluded that the conventional method is a method that still uses the old system where many students are not active in teaching learning process in the classroom, the interaction between teacher and students are not optimal.

Emotional Intelligence
According to Goleman (2001:6) argues:

All emotion are in essence, impulse to act, the instant plans for handling life that evolution has instilled us. The very root of the word emotion is motere the latin verb 'to move' plus the prefix e- to connote 'move away', suggesting that a tendency to act is implicit in every emotion.

It means each emotion plays a unique role, as revealed by their distinctive biological signatures. With new methods to peer into the body and brain, researchers are discovering more psysiological details of how emotion prepares the body for a very different kind of response. Seeing what are emotions for in terms of their responses, it seems that anger, happiness, love, surprise, disgust, and sadness all depend on the life experience and the culture. Emotional intelligence gives us our awareness of our own and other people's feelings. It gives emphaty, comparison, motivation and the ability to respond appropriately to pain or pleasure. Emotional intelligence is a basic requirement for the effective use of intelligence quotient.

Emotional intelligence has also the benefits in making good relationship . Researchers have found that even more than IQ, your emotional awareness and abilities to handle feelings will determine your success and happiness in all walks of life, including family relationships. The aforementioned elaboration on the emotions give motivations and stimulations in managing the feeling so as that the running life will be much better and successful.

Intelligence has been defined in different ways, including the abilities, but not limited to, abstract thought, understanding, self-awareness, communication, reasoning, learning, having emotional knowledge, retaining, planning, and problem solving. Intelligence is most widely studied in humans, but has also been observed in animals and plants. Artificial intelligence is the intelligence of machines or the simulation of intelligence in machines.

Multiple intelligence by developing a theory of intelligence that includes four additional capabilities that were not previously on IQ. The first two concern the musical and kinesthetic and the remaining two are inter personal and intra personal. Interpersonal skills and thus form intra personal emotional intelligence. Emotional intelligence as a form/ability to manage stress, optimism, flexibility, problem solving, understanding the feelings of others and maintain satisfactory interpersonal relationships. Mayer and Salovey (2004:19) in his theory states that emotional intelligence includes the ability to monitor their own feelings and emotions as well as others, distinguish and use the information to guide one's thoughts and actions.

Intelligence is the ability to be formed by education, experience, motivation to be able to think rational by leveraging existing data when facing problems. According to Goleman (2001: 411) states, "*emotion refers to the feelings and thoughts of his trademark, a biological and psychological state, and a series of tendencies to act*". It means that emotional intelligence is the ability to recognize the meaning of emotions and relationships, and use it to solve the problem, the ability to understand the feelings associated with emotions and understand information about these emotions and manage them. Emotional intelligence is the ability to perceive, understand effectively, applying the power and emotion as a source of energy, information, and influence.

Goleman (2001: 412) syas "*emotional intelligence is one of the intelligence is very important and needed by people who want to succeed in career or in his life*". It means it will provide benefits in the process and the quality of decision making, leadership, conflict resolution skills, bridging the gap, strategic and technical breakthroughs, communication, cooperation, mutual trust relationships, customer loyalty, creativity and innovation, manage yourself effectively, social skills and capabilities. An ordinary workers or those who occupy leadership positions require the benefits of emotional intelligence so that they are able to function with less well in the organization. The quality of human relationships begins with emotional intelligence. Corporate leaders who are working on some other country, be aware that the cultural environment in which people tend to be more sensitive and less attention to other people. Good social skills will help create better interaction for business negotiations and the ability to pursue a career on a global scale.

Emotional intelligence is not innate, but can be developed quickly and not stop at a certain age only. Emotional intelligence is also not a personality but a series of unique properties that help to shape one's character, endurance and independence in thinking, feeling and behaving. Personality is a concept that is often confused with emotional intelligence, but they have fundamental differences. Goleman (2001:289) revealed that emotion as a feeling that is always moving depending on the stimuli received by a person, it has a close relationship between emotional and cognitive elements, which in turn will affect human behavior. Emotion is essentially the impulse to act, once a plan to address issues that have been implanted gradually by evolution. Emotions are also shaped by the experience of life and culture.

Emotional intelligence is the ability to perceive, understand, and effectively apply the power and sensitivity of emotion as a source of energy, information, connections and influence human being. According to Meyer (2004: 38),

> *a special emotional intelligence is the ability to read the feelings most of whom we will be in touch so that they can manage effective relationships, in which at the same time motivated to meet the challenges of managing relationships.*

Emotional intelligence refers to the ability that we call common sense, it is associated with the ability to read social and political environment, set it back, with the spontaneous ability to understand what other people want and need, their advantages and disadvantages, the ability to be unaffected by pressure, and the ability to be a nice person so coveted presence of others. Emotional intelligence is the ability

to recognize feelings, reach and awaken your senses to help the mind, to understand the feelings and meanings, controlling the depth of feeling that helps the development of intellectual emotion. Emotional intelligence is also a set of skills that allow us to clear the way life is so complicated and covers aspects of personal, social, and defense of all the intelligence, sense of mystery and sensitivity are essential to function effectively every day.

Goleman (2001: 512) says, *"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. Others referred to here include superiors, peers, subordinates or customers as well.

Emotional intelligence of a person with another person is different. It can be seen in daily life that some people succeed and there are people who fail, success rates are different from each person, there are those who are steadfast in the face of problems, there is an easy stress when faced with problems and so on. The higher our emotional intelligence, the more likely we are to succeed as workers, parents, manager, adult children of our parents, our partner for a life partner, or candidate for office positions. There many factors that play a role in the development of emotional intelligence and all buildings can be improved by education, training and experience.

Model of emotional intelligence into four categories by entering into the management of self-motivation. The fourth category is a model of emotional intelligence is self-

awareness, self management, social awareness and relationship management. Meanwhile, according to Robbins and Judge (2009: 248), "*emotional intelligence is the ability to recognize and manage emotions and information. Emotional intelligence compiled by five dimension, namely: self-awareness, self-management, self-motivation, empathy, and social skills*".

From the description above it can be concluded that the emotional intelligence is qualities that one has to recognize and manage emotional cues and information about yourself or other people with emotional self-aware indicators, managing emotions, empathy toward others, and have a social conscience.

RESULTS

From the analysis of data above can be interpreted as follows:

1 There is the effect of teaching method upon student's speaking skills. It is characterized by a significant score to the teaching method $0.025 < 0.05$ can thus be concluded there is effect teaching method upon the student's speaking skills. This is supported by the acquisition of a mean score of the learning of result with communicative language teaching method is 15.9 higher than the score of the conventional method with 14.0. This phenomenon shows the learning result of student's speaki ng skill increases when students are taught with communicative language teaching method. The use of communicative language teaching method can improve learning result for the use of teaching method to be more challenged for students to explore the material, more creative, fun and not boring

2 There is the effect of emotional intelligence on learning result in speaking skill. It is characterized by significant values for emotional intelligence $0043 < 0.05$ can thus be concluded there is the effect of emotional intelligence on learning result in speaking skill. This is supported by the acquisition of a mean score of the learning of speaking skill with high emotional intelligence 15.85 higher than low emotional intelligence of 14.1. This phenomenon indicates that the student has a strong interest in making students more confident in answering questions, learning more fun because there is no element of coercion, a high awareness of bigger and feel responsible.

3 There are effects of interaction between teaching method and emotional intelligence upon student's speaking skill. It is characterized by the sig to the teaching method and emotional intelligence $0.044 < 0.05$ can thus be concluded there is an interaction between teaching method and emotional intelligence upon student's speaking skill. Based on these results, then further testing is needed. From further testing can be seen that each class/group has a significant effect upon the learning of speaking skill

CONCLUSION

From the data analysis, the research findings of the research are as follows:

1. Learning result of student's speaking skill with communicative language teaching method is higher than students taught by conventional method, or in other word there is a significant difference in effect between the communicative language

teaching method with conventional learning method on student's speaking skill. This is supported by obtaining an average score of the learning of student's speaking skill with communicative language teaching method 15.9 higher than the conventional learning method on student's speaking skill with 14.00.

2. The result of the student's speaking skill of the high emotional intelligence is higher than student's low emotional intelligence. Or in other word there is a significant difference in effect emotional intelligence upon student's speaking skill. This is supported by obtaining an average score of the student's speaking skill with high emotional intelligence 15.85 higher from 14.10 low emotional intelligence.

3. There are effects of interaction between teaching method and emotional intelligence upon student's speaking skill. It is characterized by a significant score to the method of learning and emotional intelligence $0.044 < 0.05$ can be concluded there is an interaction effect between teaching method and emotional intelligence upon student's speaking skill. Based on these results, then further testing is needed. From further testing can be seen that each class/group has a significant effect on the student's speaking skill. From the data above average grade student's speaking skill of experiment with communicative language teaching with high emotional intelligence was 16.5. While the average of student's speaking skill by communicative language teaching method with low emotional intelligence was 15.4. The result of student's speaking skill in the classroom control with

conventional learning method of and high emotional intelligence is obtained the following results: an average of 15.20 while the student's speaking skill with conventional teaching method and low emotional intelligence obtained a lower average of 12.80.

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