

**THE CORRELATION BETWEEN EMOTIONAL QUOTIENT (EQ),
SELF-CONFIDENCE, AND SPEAKING ABILITY AT THE EIGHTH
GRADE STUDENTS OF SMP N 2 GOMBONG KEBUMEN IN THE
ACADEMIC YEAR 2017/2018**

THESIS

Submitted as A Partial Requirements

for the degree of Undergraduate in English Education



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Here with, I state all statements, opinions, and analysis that I have written in this thesis are my originally work. I optimally conducted my own research with the help of references and suggestion. If any claim related to the analysis that I made persist in the future. I would be fully responsible for the clarification.

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DEDICATION

1. My beloved mother (Alm. Lasiyem) and my beloved father (Suprandono) who always prayed and to be motivated at my every step.
2. My beloved my sister (Mb Ani and Mb Dian). Who always prayed and to be motivated at my every step.
3. Thanks for my big families.
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9. My Almamater IAIN Surakarta

MOTTO

“The best pleasure in life is doing what people say you cannot do”

“The best sword that you have is a limitless patience”

“But if they turn away, say: Allah suffice me: there is no God but he: on Him is my trust, He is the Lord of the throne (of Glory) Supreme!”

(QS. At-Taubah 129)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "The Correlation between Emotional Quotient, Self-Confidence, and Speaking Ability of the Eighth grade Students of SMP N 2 Gombong Kebumen in Academic Year 2017/2018" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If after proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, May 2018

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ACKNOWLEDGEMENT

Alhamdulillah, all praises to Allah the single power, the lord of universe, master of judgment day, for all blessing and mercies, so the researcher was able to finish this thesis entitled **“The Correlation between Emotional Quotient, Self-Confidence, and Speaking Ability of the Eighth Grade Students of SMP N 2 Gombong Kebumen in the Academic Year 2017/2018”** peace be upon Prophet Muhammad SAW, the great leader and good inspiration for the world.

The researcher is sure that this thesis would not be completed without the helps, support, and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all those who helped, and suggested her during the process of writing this thesis. This goes to:

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The researcher realized that this thesis has not been perfect. He has great expectation for ever comment, advice, suggestion, and criticism. The researcher hopes that this can be useful for further researcher and the readers.

Surakarta, May 2018
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ABSTRACT

Nuniek Kurniasih. 143221081. A Correlation between Emotional Quotient, Self-Confidence, and Speaking Ability of the Eighth Grade Students of SMP N 2 Gombong Kebumen in Academic Year 2017/2018. Thesis. English Letters Study Program, Islamic Education and Teacher Training Faculty.

Advisor : Dr. Hj. Woro Retnaningsih, M.Pd

Key Words : Correlation Study, Emotional Quotient, Self-Confidence, Speaking Ability

The thesis is aimed at verifying (1) whether there is positive correlation between Emotional Quotient and Speaking Ability; (2) whether there is positive correlation between Self-Confidence and Speaking Ability; (3) whether there is positive correlation between Emotional Quotient, Self-Confidence and Speaking Ability of the Eighth grade students of SMP N 2 Gombong Kebumen in the academic year of 2017/2018.

This research used quantitative method; it was correlation design. It was carried out in April 2018 at SMP N 2 Gombong Kebumen in the academic year 2017/2018. There are three variables in this research, the ability of Emotional Quotient and Self-Confidence as the independent variable (X) and Speaking Ability as dependent variable (Y). The population of the study was the all of the Eighth grade students of SMP N 2 Gombong Kebumen. The sampling technique was used Multi-stage random sampling. The try out instrument was taken by 40 students and the sample of this study was 50 students from 179 students. The researcher used questionnaire to obtain the data Emotional Quotient and Self-Confidence. And used oral test giving and ask information fact to obtain the data Speaking Ability. The techniques used to analyze the data were Pearson Product Moment and Multiple linear regression. The results of the research are

(1) There is a positive significant correlation between Emotional Quotient (X_1) and Speaking Ability (Y) because $\rho < \alpha$ ($0.009 < 0.05$). (2) There is a positive significant correlation between Self-Confidence (X_2) and Speaking Ability (Y) because $\rho < \alpha$ ($0.000 < 0.05$). (3) There is a simultaneously positive significant correlation between Emotional Quotient (X_1), Self-Confidence (X_2), and Speaking Ability (Y) because $\rho < \alpha$ ($0.000 < 0.05$). The coefficient determination between Emotional Quotient (X_1), Self-Confidence (X_2) and Speaking Ability (Y) is 0,623. The contribution is that $CD = r^2 \times 100\% = (0,623)^2 \times 100\% = 38,9\%$. It means that 38,9% variance of Speaking Ability is influenced by Emotional Quotient and Self-Confidence, while 61,1% is contributed by other factors.

From the score, it can be known that Emotional Quotient and Self-Confidence give contribution to Speaking Ability. When the students' Emotional Quotient and Self-Confidence increases, so the Speaking Ability will be high. It means there is positive significant correlation between Emotional Quotient, Self-Confidence and Speaking Ability at the eighth grade students of SMP N 2 Gombong Kebumen in the academic year 2017/2018.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a means of communication. It connects people with different cultures, places, thoughts, and many other differences. Language is an important tool of human communication. Communication is a process to convey someone's idea to other people. They communicate to maintain relationship among society.

English is the most important languages in the world because it is an international language. One of the most important functions of English is to be an instrument of communication. The goal of learning a foreign language is sited on reaching of the communication ability (Littlewood, 1981: 1). This suggest that learning English is not only learning grammar or structure but also learning how to apply and use this language for communication.

Teaching English covers four skills; listening, speaking, reading and writing. All of the skills are taught in order to achieve integration in learning. Among the four skills, speaking is believed to be the most difficult skill to be learned. It is needed especially for oral communication. There are many difficulties to be found in this skill. It makes the teacher working hard in conveying English for the student because there are many materials that are conveyed by the teacher to the students, such as: speaking skills, pronunciation, vocabulary, grammar, etc. It also involves many aspects like cognitive, psychological, and psychomotor aspects.

In Indonesia, English is one of lessons in the school, from elementary school until senior high school. Nevertheless English has been given since kindergarten until senior high school but there is many students that have difficult to understand it well. The difficulties to understand English is not only because the students have low Intelligence Quotient (IQ) but also there are some factors. Goleman (2004: 44) states that Intelligence Quotient only contributes 20%, whereas 80% contribute from other factor. The other factor is including Emotional Quotient (EQ). The ability of Emotional Quotient (EQ) are to motivate self, cope the frustration, desire, the heart, manage the mood, empathy and capability to working together. Emotional Quotient (EQ) also has influences compared by Intelligence Quotient (IQ).

Cooper and Sawaf (in Fineman, 2000: 101) states that science itself is proving that it is Emotional Quotient (EQ) more than IQ or raw brain power alone, that underpins many of the best decisions, the most dynamic business and the most satisfying and successful lives. It can be said that emotional quotient is a competence to manage and understand emotions such as: confident, anxious, shy, brave and frighten and it is one of important aspects in students Speaking Ability.

Djali (2011: 26) started that adolescence (15-20 years old) is developing a desire object and emotional which dominant in personal at the time. It makes who are at the time often have commotion and stress. Adolescence is in junior high school (SMP) period. In the time they still search who they are. Adolescence is also process to maturity. It means that

students of junior high school is not condition of being stable in their emotional.

Another aspect that may influence students' ability to speak is psychological aspect called Self-Confidence. Sihera (2007) defines that Self-Confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. RMIT University (2009: 3) states that, Self-Confidence is the belief that you can achieve success and competence. In the other word believing of yourself to be capable of it. Self-Confidence might be in reference to specific tasks or a more wide ranging attitude that you hold about your abilities in life.

Self-Confidence is the most essential factor that determines learner's willingness to participate in oral activities in language classrooms. In other words, we can say that where there is Self-Confidence, there will be good communication. On the other hand, lack of Self-Confidence is thought to be the most dangerous barrier for the effective communication. Yashima (in Saffa, 2012: 61) states, when there is low Self-Confidence; students will be suffering from uncertainly, insecurity, fear, and social distance. Rubio (in Saffa, 2012: 7). Self-Confidence influence the students' Speaking Ability.

The students will understand in speaking a foreign language and students could express their idea because the ability is most pressed skill to speak a language. Lado (1961: 240), points out that Speaking Ability is described as the ability to report act or situation, in precise words, or the ability to converse or to converse or to express a sequence of ideas fluently. If some people have little confidence in their abilities or they are not sure with

their information, they will speak hesitantly. Therefore, every public speaker can learn the of speaking as the necessary to survive, in their community and in the job place.

When researcher conduct pre-observation at the time English subject in SMP N 2 Gombong Kebumen, the researcher found student's problem in speaking learning. When the students practiced speaking English, some of them felt enjoy even speak in front of class. They expressed their thought freely. Meanwhile, the other students feel anxious when they start to speak in front of class. The anxiety itself is one of negative emotions that should be controlled by the students when they speak. Being able or not to control their negative emotion will influence their speaking. Shapiro (1997: 4) states that having high EQ is as important as having high IQ. Her research found that the students who have high EQ will be more confident and get the success in their school. In this case, usually the students who can manage the negative emotion will get a good speaking.

The other reason why the researcher do the research in this school is because this is favorite school in Gombong. There are many students who has good skill in speak English. It is because the school applies an extracurricular that make students to speak English that held once a week. So that their speaking ability will continuous to increase, and after the tenth meeting of the extracurricular, the teacher will do a visit to the tourist to practice their speaking ability. It will also able to increase their confidence. This school also often win speaking contest in district and province.

The researcher choose the eighth grade of SMP N 2 Gombong Kebumen as a population because if the seventh grade is new students who still need adaption with environment of school and teachers have not known the level of student's personality and their English ability especially speaking. Meanwhile the ninth grade have done final exam that cannot be used as a sample in this research.

Based on the above description, the researcher wants to carry out research to know whether there is a positive correlation between Emotional Quotient (EQ), Self-Confidence and Speaking Ability especially for the eleventh grade students of SMP N 2 Gombong Kebumen en titled "*The Correlation Study Between Emotional Quotient (EQ), Self Confidence, and Speaking Ability of the Eight Grade Students of SMP N 2 Gombong Kebumen in the Academic Year of 2017/2018*".

B. Identification of Problem

Based on the background of the study above, the some problems that are found as follows:

1. The factors that influence the Speaking Ability.
2. The correlation between Emotional Quotient and Speaking Ability.
3. The correlation between Self-Confidence and Speaking Ability.
4. The correlation between Emotional Quotient, Self-Confidence, and Speaking Ability.

C. Limitation of the Study

This study focuses on three variables, namely Emotional Quotient and Self-Confidence as independent variable and Speaking Ability as dependent variable. Therefore, the researcher limited this research on finding a correlation between Emotional Quotient, Self-Confidence and Speaking Ability of the eighth grade students of SMP N 2 Gombong Kebumen in the academic year 2017/2018.

D. Problem Statement

Based on the background of the study and problem limitation, the problems of the study as follows:

1. Is there a positive significant correlation between Emotional Quotient and Speaking Ability?
2. Is there a positive significant correlation between Self-Confidence and Speaking Ability?
3. Is there a positive significant correlation between Emotional Quotient, Self-Confidence, and Speaking Ability?

E. The objective of the Study

In line with the problems statement above, the objective of study as follows:

1. To know whether there is a significant positive correlation between Emotional Quotient and Speaking Ability.
2. To know whether there is a significant positive correlation between Self-Confidence and Speaking Ability

3. To know whether there is a significant positive correlation between Emotional Quotient, Self-Confidence and Speaking Ability

F. The Benefit of The Study

The benefits of the study result are as follows:

1. Theoretical benefits

To prove whether there is correlation study between Emotional Quotient, Self-Confidence and Speaking Ability at the eighth grade students of SMP N 2 Gombang Kebumen. Through this research is expected to improve knowledge either for teacher or society. So it can be used as the reference in improving and developing Speaking Ability in the school. The researcher also hopes that this researcher will give contribution for the development of education in Indonesia large.

2. Practical benefit

- a. For the students

- 1) To help the students understanding their characteristics, so they can solve their problems in achievement Speaking Ability by themselves.
- 2) To gives motivation for students to develop their Emotional Quotient.
- 3) To gives knowledge for students to Self-Confidence

- b. For the teacher,

For the teacher, result of this research to help the teachers understanding the characteristics of their students, so they can help the

students improve their speaking skill and they can choose the best method to teach their students based on their characteristics and to know the importance of Emotional Quotient for the students.

c. For the researcher and the other

- 1) It gives information to the other who wants to know the factors which can influence Speaking Ability.
- 2) It is hoped that the result of this study will enhance the knowledge toward English.
- 3) It is hoped that the result of this study will be helpful in determining the strategies in English speaking teaching and learning.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Description

1. Review on Speaking Ability

a. The Definition of Speaking Ability

Language is a tool used to communicate with others. One of the ways is by speaking. Speaking here means the individual's ability in expressing his or her ideas. Because of speaking individual can express feeling or something he or she directly wants to convey.

For building a good communication people must have a good Speaking Ability. To know about the notion of speaking itself the following are the definitions of speaking stated by some experts. Speaking is productive rather than receptive ability because it is as a way in which the language system is manifested through the use of the organs of speech. On the other hand, speaking can be considered as productive and receptive ability because it is used in communication activity. People use it both as listener or speaker. Widdowson (1978: 59) states speaking is a part of reciprocal exchange in which both reception and production play a part. In his theory, he emphasizes speaking as a reception and production.

Nunan (1998: 26) said that speaking is a process consisting of short, often fragmentary utterances in a range of pronunciation.

Argawati (2004: 54) states that speaking cover many things in addition to the pronunciation of individual sounds.

Thornbury (2005: 1) says that speaking is interactive and requires the ability to cooperate in the management of speaking turns. It also typically takes place in real time with little time for detail the plan. In addition, Brown (2001: 140) states that speaking is a productive skill that can be observed directly and empirically. Referring to the definition above, it can be said that speaking score is measure of oral production. He adds that speaking is the product of creative construction of linguistic strings; the speaker makes choice of lexicon, structure, and discourse. Speaking is categorized as success speaking when the listener can understand what the speaker says.

In conclusion, Speaking Ability is the students' capability of speech or increasing speaking or talking. The functions of Speaking Ability are to express an idea, feeling, thought, and needs orally.

b. The Characteristics of Successful in Speaking Ability

Spoken language is easy to perform, but in some cases it is difficult (Brown, 2001:270). Based on Ur (1996:120), there are characteristics of a successful speaking activity:

1) Learners talk a lot

As much a possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk pauses.

2) Participation is even

Classroom discussion is not dominated by a minority of talkative participants. All get chance to speak, and contributions are fairly evenly distributed.

3) Motivation is high

Learners are eager to speak because they are interested in topic and have something new to say about it, or they want to contribute to achieve a task objectives.

4) Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to teach other, and of an acceptable level of language accuracy.

In conclusion, the successful of speaking based on Ur consist of four points, they are learners talk a lot, participation is even, motivation is high, and language is of an acceptable level.

c. Problem in Speaking Ability

The learner have their own difficulties in learning the language. Particularly in improving Speaking Ability is not easy for the students. Based on Ur (1996: 121) those problems can be explained as follows:

1) Inhabitation

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners

are often inhibited about trying to say thing foreign language in the classroom: worried about mistakes or simply shy of the attention that their Speech Attract.

2) Nothing to say

Even they are not inhibited, you often hear learners complain that they cannot think anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3) Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group, this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not a tall.

4) Mother tongue use

It is easier for the student to use their mother tongue in their class because it Look naturally. Therefore, most of students are not disciplined in using the target language in the learning process.

In conclusion, problem in speaking consist of four points, they are inhabitation, nothing to say, low participation, and mother tongue use.

d. Testing Speaking

Based on Thornburry (2005: 123), the types of speaking are:

1) Interview

An interview is conducted by calling out individuals one by one for their interviews. Interviews are easy to set up but it is not conducive to test informal, conversational speaking styles.

2) Live monologue

The candidates prepare and present a short talk on pre-selected topic. This type of test eliminates the interviewer effect and provides evidence of the candidate's ability to handle on extended turn, which is not always possible in interviews.

3) Recorded monologue

Recorded monologue is less stressful than a more public performance. It is more practicable than live-monologue. Learners can record themselves on certain topic talk.

4) Role plays

A learner must perform a certain role in the classroom. Another role can be performed by another student or teacher.

5) Collaborative tasks

These are similar to role plays except that the learners are not required to assume a role but simply to be themselves. The learner's interactive skills can be observed in circumstances that closely approximately real-life language use.

Ur (1996: 39) suggests that the techniques of speaking test to test oral proficiency are as follows:

1) Question and answer

In this test, the teacher and the students are involved in question and answer using the target language. The answer can be in short or long answer based on the questions asked.

2) Monologue

In this type of test, students are required to perform a speaking performance at a topic given.

3) Making dialogue

A pair of students is given a topic and then they are expected to perform a dialogue based on the topic given.

4) Role plays

Teacher hands out a card role to students. Each student gets a particular role to perform. The students perform in pair or group to conduct the speaking.

5) Debate

Some students are divided into two groups pro and contra. They are given a topic and then ask each other to give their opinion about the topic based on their group role.

In conclusion, types of speaking performance based on Thornbury and Ur have each type. From the several basic types Speaking Ability

performance above, the researcher used monologue as basic speaking in this research.

e. The Criteria of Assessing of Speaking

The goal of teaching speaking communicative skill achievement. Speaking Ability is not merely speaking, but it is more than talking. Therefore, language learners should be able to use their thought and sensitivity. Thornbury (2005: 127) explains that there are two ways for assessing Speaking Ability, they are holistic scoring (a single score on the basis of an overall impression) and analytic scoring (giving separate score for different aspects of the task). He also says that four or five categories seem to be the maximum that even trained scorers can handle at one time. Thornbury mentions those categories as grammar and vocabulary, discourse management, pronunciation, and interactive communication.

Based on Brown (2001: 4) assessment is an outgoing process that encompasses a much wider domain. He also says that four categories to assess speaking. There are fluency, grammar, vocabulary, pronunciation. In this research the researcher decided to use the scoring criteria by Nunan (2003: 325), there are five criteria used to rate the students performance, namely overall communicative effectiveness. They are pronunciation, vocabulary, structure, fluency, and comprehension.

Table 2.1 The Criteria of Assessment of Speaking

Aspects	Competency	Score
Pronunciation	Incomprehensible or no response	1
	Many phonemic errors, many difficult to perceive meaning.	2
	Occasional phonemic errors, but generally comprehensible.	3
	Phonetically accurate pronunciation throughout.	4
Vocabulary	Vocabulary inaccurate throughout or no response	1
	Vocabulary usually inaccurate except for occasional correct word	2
	Mirror lexical problem, but generally appropriate	3
	Consistent use of appropriate word throughout	4
Structure	Virtually no correct structures or no response	1
	Error of basic structure but some phrases rendered correctly	2
	Generally accurate structure occasional slight error	3
	No errors of morphology or syntax	4
Fluency	Long pauses, utterances left unfinished or no response	1
	Some define stumbling, but manages	2
	To rephrase and continue	3
	Speech is generally natural and continues, occasional slight stumbling or pauses at unnatural points in the utterance Speech is natural and continues any pauses correspond to those which might be made by native speaker	4
Comprehension	Not on topic, little or no communication	1
	Clear but no on topic, very hesitant and brief utterances, sometimes difficult to understand	2
	Understandable, effective communication in short turn	3
	Logical and flowing, easy and effective	4

	communication, uses long turns	
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2. Review on Emotional Quotient (EQ)

a. The Notion of Quotient or Intelligence

Quotient or intelligence is a basic ability that affects performance on all cognitively oriented tasks (Woolfolk, 1998: 113). In addition, Gardner states an intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings. Wechsler (in Azizah, 2011: 23), he defines intelligence as the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his (or her) environment. While Gottfredson (in Sternberg, 2011: 2), states that intelligence is a very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience.

From the definitions above, the researcher concludes that intelligence is an ability affects performance to solve problem, to create product, to think abstractly and to achieve goals.

b. The Notion of Emotion

James-Lange (in Thomson, 2007: 15), emotions are the labels we give to the way the body reacts to certain situations. Emotion is one

particular typical mind and feeling, and situation biologist and psychological and refers to the intelligence to act (Goleman, 2002:7)

Aristotle (in Lewis, 2004: 4), he defines emotion as that which leads one's condition to become so transformed that his judgment is affected, and which is accompanied by pleasure and pain. Examples of emotion include anger, fear, pity, and the like, as well as the opposites of these.

Based on Lazarus (1991: 43), there are four classes of observable variables relevant to emotion:

- 1) Actions, such as attack, avoidance, moving toward or away from a place or person, weeping, making facial expressions, and assuming a particular body posture, constitute one class of observables.
- 2) Physiological reactions, such as autonomic nervous system activity and its organ effects, brain activity, and hormonal secretions, constitute a second class of observables.
- 3) Form of people's emotions, such as: angry, anxious, and proud.
- 4) Environmental events and context, including the social, cultural, and physical events under which and emotion occurs.

From the statement above, it can be concluded that emotion is that which leads one's condition to give to the way the body reacts to certain situation.

c. The Notion of Emotional Quotient

Bar-On (2002) (in Pishghadam, 2009) states that emotional intelligence is an array of non-cognitive capabilities, competencies,

and skill that influence one's ability to succeed in the coping with environmental demands and pressures. Broadly defines, emotional intelligence addresses the emotional, personal, social, survival dimension of intelligence. Fineman (2000: 103) emotional intelligence is the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection, and influence.

Based on Cooper and Sawaf (1998: 15) (in Agustian, 2001: 199), Emotional Quotient is a competence to feel, understand, apply the power and the sensitivity of the emotion effectively as a source of energy, information, and the human influence. In addition, Goleman (2002: 39) defines emotional intelligences as: understanding one's own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living.

From the definition above, it can be conclude that Emotional Quotient is ability to sense understand, express, and regulate emotion in a way that enhance living.

d. The aspect of Emotional Quotient

Goleman (2002) adapted the basic definition of Emotional Quotient of Salovey and Mayer into five aspects of capabilities consisting of:

- 1) Self-awareness: namely the ability of a person to know what he felt at a time, and use it to guide decisions for themselves. Having a realistic benchmark for the ability of self and the confidence is

strong. Added by Goleman that self-awareness enables rational thought to provide important information to get rid of an unpleasant mood. At the same time, self-awareness can help to manage yourself and inter-personal relationship and realize their own emotions and thoughts. The higher the consciousness, the more resourceful in dealing with their own negative behavior.

- 2) Self-regulation: the ability to recognize one's own emotions that have a positive impact on the execution of tasks, sensitive to the conscience, could delay the enjoyment before the achievement of a goal and were able to recover from the emotional stress.
- 3) Self-motivation: the ability to use the deepest desire to move and lead toward a goal, able to take initiative and act effectively, and able to withstand failure and frustration.
- 4) Empathy: the ability to sense what is perceived by others, cultivate a relationship of trust, and there are able to align themselves with various type of people.
- 5) Social skill: the ability to positive control emotions when dealing with social care, can interact smoothly, using these skills to influence, lead, deliberation, solve problems, and cooperation in teams.

Shapiro (1999) have organized aspect of emotional quotient into six areas, among others: the ability associated with moral behavior, ways of thinking, problem solving, social interaction, academic success and employment as well as emotions. Segal (in

Goleman, 2000) states that emotional intelligence has aspects that include responsibility for self-esteem, self-awareness, social sensitivity, and relationships with others.

Based on the statement, above it can be concluded that there are five aspect of emotional intelligence are: recognizing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and relationships with others.

e. The characteristics of Emotional Quotient

Based on Goleman (2002: 45), the characteristics of Emotional Quotient (EQ) are abilities such as being able to motivate one and persist in the face of frustrations, to control impulse and delay gratification, to regulate one's moods and keep distress from swamping the ability to think and to empathize and to hope.

The data that exist suggest it can be as powerful, and at the times more powerful than IQ. And while there are those who argue that IQ cannot be changed much by experience or education, in crucial emotional competence can indeed be learned and improved upon by children.

f. Emotional Quotient Capacities

Based on Goleman (2002:25-28), the Emotional Quotient capacities are:

- 1) Independent: each makes a unique contribution to job performance.
- 2) Interdependent: each draws to some extent on others with many strong interactions.

- 3) Hierarchical: the emotional quotients capabilities build upon one other, for example: self-awareness is crucial for self-regulation and empathy: self-regulation and self-awareness contribution to motivation, all the four are at work in social skills.
- 4) Necessary but not sufficient: having underlying Emotional Quotient ability does not guarantee people will develop or display the associated competence, such as collaboration or leadership. Factors such as the climate of an organization or a person's interest in his or her job will also determine whether the competence manifests itself.
- 5) Generic: the general list is to some extent applicable to all jobs. However, different jobs make different competence demands.

3. Review on Self-Confidence

a. Definition of Self-Confidence

Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride independence, trust, the ability to handle criticism and emotional maturity (Sihera, 2007). Goleman says that, Self-Confidence is the belief in oneself and abilities. It is how people feel about your ability and can vary from situation to situations. McPheat (2010: 33) adds that Self-Confidence is one of three skills of self-awareness. Self-awareness is having realistic understanding of our

own abilities and strong sense of Self-Confidence. Self-Confidence is the belief that you can achieve success and competence. In other words, it is believes yourself to be capable. Self-Confidence might be in reference to specific tasks or a more wide ranging attitude you hold about your abilities in life. (RMIT University: 2009).

Based on those statements Self-Confidence is attitude of personal factor which allows us to have positive, realistic perception and believe to achieve success and competence.

b. Characteristic of Self-Confidence

McPheat (2010: 33) says, people with high Self-Confidence will show some characteristics, as follow:

- 1) Belief in their capability and competence with the result they don't need the praise, admiration and acceptance from other.
- 2) Do not show conformist attitude in order to be accepted in the community.
- 3) Accept and face the rejection from other and dare to be themselves
- 4) Have good self-control and stabile emotion.
- 5) Have *internal locus of control* (view te success and failure as the result of self-efforts and hard to give up).
- 6) Have high motivation to reach the goal, when the expectation does not come true they can see the positive side from it.
- 7) Try to do something with their own effort.
- 8) Tend to show their capability.

9) Able to make quick decision even in uncertain circumstance.

One the other, people with low self-confidence tend to show these characteristic:

- 1) Try to show conformist attitude in order to be accepted in the community.
- 2) Fear rejection.
- 3) Hard to accept self-deficiency look down on themselves.
- 4) Pessimist, view everything from negative side.
- 5) Fear failure, avoid the risk.
- 6) Tend to refuse the praise because self-undervalue.
- 7) Position themselves as 'low class' because they don't believe in their capability.

c. Indicators of Self-Confidence

There are some indicators of self-confidence according to Goleman in Mieke (2006: 59):

- 1) Desire and effort, desire can motivate someone to do physical and mental activity to reach the goal called effort. Effort is systematic conscious action toward achievement.
- 2) Optimistic, believing in oneself that good thing will happen in the future as they expected.
- 3) Adaptation, the process of adjustment to suit different environment without changing original identity.

- 4) Motivation, enthusiasm of reaching the goal or it can be define as the mental strength forming systematic action to reach the goal.
- 5) Having and utilizing the superiority, it gets started with self-awareness. People have to be aware about themselves, their capability, superiority, weakness.
- 6) Having physical and mental health, people with psychological health will have good control emotion when they are angry, stressed and down.
- 7) Autonomous, it can be defined as the independence to make decision without any intervention from other.

d. The process of Constructing Self-Confidence

James Neil (in Andriani, 2013:7) said that Self-Confidence is the combination of self-esteem and self-efficacy.

- 1) Self-esteem, it refers to the people's feeling about themselves or it can be called as the self-appreciation. People have to have positive thinking toward themselves such as happy, grateful, and optimist in order to be confident.
- 2) Self-efficacy, it refers to it believe in oneself about the ability of accomplishing the task and of facing the problem successfully.

e. Factor influencing Someone's Self-Confidence

Based on Krueger (2007:1) the factor influencing someone's self-confidence are as follow:

1) Childhood

Emotional nourishment deeply influences children. Children who despite their imperfection and mistakes receive, encouragement, love, and acceptance from adult learn to accept themselves. Parents, however, should not protect their children from failure. These setbacks can build confidence, resilience, security, feelings of competence and self-reliance in a child.

2) Teen years

The teenage years can be full of angst, self-doubt, envy and embarrassment. The once cute little kid that everyone loved can now be a confused individual dealing with acne, body changes, peer pressure and raging hormones. A Self-Confidence teen is aware of his/ her intelligence, learn from mistake, dwells on strengths and not weakness, and has enough self-esteem to walk away from unethical individual or situation. Strong family relationship displaying encouragement and support re also important to teens, though they may be reluctant to admit it.

3) Adulthood

Adult lacking Self-Confidence often focuses too much on unrealistic expectations or standards of others, particularly parents, friend and society. Self-defeating thoughts and assumptions can obliterate the potential for poise and

confidence. In direct contrast, confident individuals are positive, upbeat, believe in themselves and their abilities. Self-Confidence can bring about a solid foundation for people to have positive feelings about themselves.

4) Behaviors

A lack of self-confidence can result in negativity and self-destructive behaviors, including anxiety, fear, delinquency and drug or alcohol abuse. People with low self-esteem may also display increased levels of stress. This insecurity can be alleviated through self-determination, hard work and the support of family and friends. Too much Self-Confidence can result in an individual taking too many risks, being unrealistic and pushing themselves beyond their capabilities. With too little Self-Confidence, a person will not take any risk, behave like a defeatist and be willing to settle for the status quo.

5) Misconception

Self-Confidence is not an all-encompassing approach. An individual may excel in sports, be successful professionally, and be knowledgeable about information technology, but that same individual may not be proficient at all with close relationships or home maintenance. A person may not have self-assurance in every aspect of life while still being trusting of his or her abilities and acceptance. Self-Confidence does not equate to beliefs or expectations of perfection.

6) Perception

An individual may bring perception of Self-Confidence to others. These may include being aware of his or her physical appearance, having good posture and acknowledge the accomplishments and achievements of others. By making a positive impression on others, an individual can indirectly bring out the best in his or her own self.

7) Improving Self-Confidence

Thomas (2011) states in his article the path to inner Self-Confidence there are 8 ways to improve Self-Confidence:

a) Knowing yourself

Whenever you're trying to build Self-Confidence, keep the fact in mind that your worst enemy is yourself. The best way to defeat an enemy is to know all there is to know about him. Get to know your strengths and weaknesses. Keep track of your accomplishments, large and small. Pay attention to what types of situations make you judge yourself hastily & harshly.

b) Love Yourself

Tell yourself every moment that you are full of Love. Create the feeling of love in totality. Create it in your inner self as well as the exterior. Let your eyes report to your

heart that you are beautiful/ handsome. Look at the change that happens within you when you start practicing this. Dress sharply, sit straight and walk tall. Look at people in the eye. Convince yourself that you have unlimited faith in yourself even when you're face a worst adversity.

c) Maintain fitness

Maintaining your general health is important for developing a confident individuality. Good health plays a big part in your general well being, and that feeling well makes you feel confident and positive in life. Exercising regularly to maintain fitness and keeping excesses in check helps to boost Self-Confidence. Keeping in good shape and feeling well leads to a good appearance and a good feeling about yourself.

d) Have a positive attitude

My attitude every day will determine my success in the future. Today, I will walk, talk, act and believe like the person I wish to become. I used these words to help me overcome those past challenges, move on and find the next phase of my life. It's helped me live in a state of life abundance rather than one of frustration and fear.

e) Praise yourself

When you decide to improve on your individuality, your tendency to be self-critical has to end. Look for what

you do right each and every day. Don't miss an opportunity to lavish yourself with praise, even if all you can say at the end of the day is that you've been trying awfully hard.

f) Learn things you longed to learn

Take up an untouched passion of your life. Learn to play the drums or a guitar, learn plantations or anything. Being able to accomplish a new skill will gets your individuality a new lively presence and quick boost.

g) Help Others

Giving existence something in return can be the best way of expressing your gratitude. Nothing gives more inner peace, like when extending a hand to someone in need. In fact by thinking of the needs of others, you will stop dwelling on your flaws itself. This is an easy thing to accomplish: in fact just being a willing ear for someone that is lonely or stressed can work magic.

h) Stand up, Speak up

Take every opportunity to Stand up and express your views. Be that at home, at work or at a social platform. Every expression adds to strengthen your individuality and the confidence you develop in yourself by practicing this cannot be shattered or even shaken by any external source. When holding conversations with people make eye contact

with them. You do not need to stare at them because this might make them uneasy.

B. Previous Study

In accomplishing this research, the researcher used the previous study research dealing with the topic of the researcher's study as reference. In accomplishing this research, the researcher used the previous study research dealing with the topic of the researchers study as reference. The researcher got additional references from the previous researchers that relate to this study. The first researcher is conducted by Reza Pishghadam (2009) the research was entitled "A Quantitative Analysis of the Relationship between Emotional Intelligence and Foreign Language Learning", from the International Journal of Research Studies in Language Learning. His finding showed that predicting second language learning success from emotional intelligence variable produced divergent result, depending on how the variables were operationalized. When EQ-i variables were compared in groups (successful vs. unsuccessful) who had achieved very different levels of academic success and scores in different skills, second language learning was strongly associated with several dimensions of emotional intelligence. Results are discussed in the context of the importance of emotional intelligence in second language learning.

The second researcher is conducted by Yuliana Wijayanti in 2016, about "The Correlation Between Student's Simple Present Tense Mastery and Self-Confidence toward Speaking skill at The Eighth Grade Students of SMP N 2 Sukoharjo in of 2013/2014 Academic Year", English Education Department, The State Islamic Institute of Surakarta. The result

of her research show that (1) there is a positive correlation between students simple present tense and speaking skill ($r_{xly} = 0,660 > r_{table} = 0,349$); (2) there is positive correlation between self-confidence and speaking skill ($r_{xly} = 0,470 > r_{table} = 0,349$); (3) There is a positive correlation between students simple present tense mastery and Self-Confidence toward speaking skill ($R = 0,720, R^2 = 0.5184$). It means that the contribution of students' simple present tense mastery, Self-Confidence toward speaking skill in SMP N 1 Sukoharjo. The second researcher is conducted by Ela Nur Aziza in 2011 about "A Study on the Correlation between Emotional Quotient (EQ) and Speaking Achievement of the Eighth Year Students of MTs N Plupuh", thesis University Muhammadiyah of Surakarta. The result of her research show that there is a positive correlation between Emotional Quotient and speaking achievement ($r_{xly} = 0,474 > r_{table} = 0,297$). It means that the Emotional Quotient has a role in improving the speaking achievement; the students who have a high EQ will also have a good speaking achievement. The implication of this research for the English teacher of Mts Negeri plupuh is the possibility of changing the technique of teaching learning process of speaking in the classroom.

The fourth researcher is conducted by Marzuki, et al (2015) the research was entitled "Emotional Intelligence: Its Relationship with Communication and Information Technology Skills", from the International Journal of Research Studies in Language Learning. This study attempts. This study attempts to examine the relationship between emotional intelligence, communication skills and information technology

skill among university students in Malaysia. There thousand one hundred and one final year students from 10 public universities in Malaysia were randomly chosen as samples for this study. Result showed that there were positive significant relationship between emotional intelligence and both communication and information technology skills. This study implicates that students with high emotional intelligence will have better command in communication skills and information technology skills.

Table.2.1.Similarities and Differences between Previous Study and Thesis

No.	Journal/Thesis Title	Similarities	Differences
1.	A Quantitative Analysis the Relationship between Emotional Intelligence and Foreign Language Learning (Journal by Reza Pishghadam, 2009)	<ul style="list-style-type: none"> a. The design of the research that uses Quantitative research b. The instrument of the research that uses Questionnaire and English outcomes from students' final examination scores. 	<ul style="list-style-type: none"> a. The journal just focused on two variables, but this research focuses on three variables. b. The journal research is aimed to investigate the correlation between learning motivation and English achievement While this research is aimed to know whether there is correlation between learning motivation and learning strategy toward English achievement.
2.	The Correlation between Students' Simple Present Tense Mastery and Self-Confidence toward Speaking Skill at the Eleventh Grade of SMP N 2 Sukoharjo in 2015/2016 Academic Year (Thesis by Yuliana Wijayanti,	<ul style="list-style-type: none"> a. The design of the research that uses Quantitative research. b. The thesis also focused on self-confidence and speaking skill. 	<ul style="list-style-type: none"> a. The thesis focused on Students' simple present tense mastery and speaking skill, while this research focused on emotional quotient and speaking ability

	2016)		
3.	A Study on the Correlation Study Between Emotional Quotient and Speaking Achievement of the Eighth Grade Students of MTs N Plupuh. (Thesis by Ela Nur Azizah, 2011)	<ul style="list-style-type: none"> a. The design of the research that uses Quantitative research. b. The thesis focused on emotional quotient and speaking achievement. 	<ul style="list-style-type: none"> a. The thesis just focused on two variables, but this research focuses on three variables.

C. Rationale

1. Correlation between Emotional Quotient and Speaking Ability

The ability to communicate in a language, especially in second language, clearly and efficiently gives contribution to the learners success in school and their success later in every phase of their life. Students will face new situation in getting knowledge. The most of students will feel nervous, shy and anxious; here students need to be able to manage their emotion. Manage emotion is related to Emotional Quotient. Based on Goleman (2004: 6) defined emotional intelligence as: understanding one's own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living. Someone who has high Emotional Quotient, it means that they can manage their emotion well and will appear confident, happy, enjoy, etc. It will help students to give good performance in speaking. So, it can be concluded that Emotional Quotient gives contribution to students Speaking Ability.

2. Correlation between Self-Confidence and Speaking Ability

Self-Confidence is the capability to knowing and understands yourself. Self-Confidence becomes one of the psychological factors,

which is strongly related to oral performance. It can determine the student's willingness to participate in speaking activity. Students who have high self-confidence will believe that they will not fail and making mistake in speaking. Therefore, the writer assumes that there is positive correlation between self-confidence and speaking ability. RMIT University (2009: 3) states that, Self-Confidence is the belief that you can achieve success and competence. In the other word believing of yourself to be capable of it. Self-Confidence might be in reference to specific tasks or a more wide ranging attitude that you hold about your abilities in life.

3. Correlation between Emotional Quotient and Self-Confidence toward Speaking Ability

One of the crucial aspects that influence Speaking Ability is Emotional Quotient. Goleman (2002: 444). The ability of Emotional Quotient are to motivate self, cope the frustration, desires the heart, manage the mood, empathy and capability to working together. Emotional Quotient is someone ability to manage our emotional life with intelligence, the appropriateness of emotion and its expression through self-conscious, self-management, self-motivation, and social skill.

The other factor that influence Speaking Ability is Self-Confidence. Goleman says that Self-Confidence is the belief in oneself and abilities. It is how people feel about your ability and can vary from situation to situations.

In conclusion people who have high degree in Emotional Quotient and Self-Confidence will have better ability in speaking. From the explanation above, it can be predicted that there is a positive correlation between Emotional Quotient, Self-Confidence, and Speaking Ability. To prove the prediction, it should be tested by research.

D. Hypothesis

Based on the theory related to this study, the hypothesis in this research as follows:

1. There is a positive correlation between Emotional Quotient and Speaking Ability?
2. There is a positive correlation between Self-Confidence and Speaking Ability?
3. There is a positive correlation between Emotional Quotient, Self-Confidence and Speaking Ability?

CHAPTER III

RESEARCHER METHODOLOGY

A. The Method of the Study

The design of this research is correlation. Arikunto (2006: 270) correlation is a design whose goal is to find whether or not there is a relation between two or more variables if there is, how strong that relation. The reason for choosing this design is that the researcher wants to know the strength of the relation of two or more variables based on correlation coefficient.

This result used the correlation method. Creswell (2012: 21) explains that correlation design is procedures in quantitative research in which investigators measure the degree of association (or relation) between two or more variables using the statistical procedure of correlation analysis. Based on Ary (2010: 350) Correlation research produces indexes that show both the direction and the strength of relationships among variables, taking into account the entire range of these variables. This index is called a coefficient of correlation. He also explains that the coefficient can range in value from +1.00 (indicating a perfect positive relationship) through 0 (indicating no relationship) to -1.00 (indicating a perfect negative relationship).

This research has two kinds of variables, independent variable and dependent variable.

1. The independent variables (predictor variable)

- a. Emotional Quotient (X_1)
- b. Self-Confidence (X_2).

2. The dependent variable (criterion variable) is Speaking Ability (Y).

The correlation between three variables can be seen in the figure 3.1.

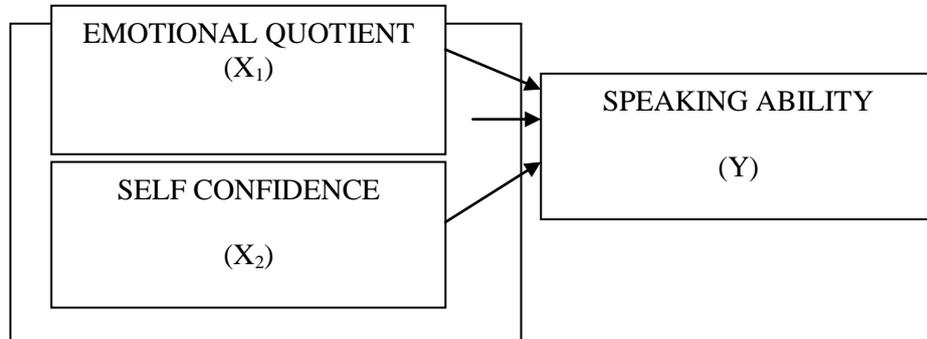


Figure 3.1. the schema of the correlation between Emotional Quotient, Self Confidence and Speaking Ability

B. The Setting of the Research

1. The Place of the Research

The research is carrying out at the eighth grade of SMP N 2 Gombang.

It is located at Jl. Kartini no 2, Gombang, Kebumen, Jawa Tengah 54411.

2. The Time of the Research

The researcher will conduct the research in April until May 2018.

Table 3.1 The Schedule of the Research

No	Activities	Month in 2017/2018							
		Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1	Submission Of The Tittle	■	■						
2	Determination Of The Tittle With The Advisor		■						
4	Making A Thesis Proposal			■	■				
5	Consulting the proposal				■	■	■		
6	Conducting Examination of the Thesis Proposal					■	■		
7	Conducting Research					■	■		
8	Analyzing and Writing the Thesis						■	■	
9	Consulting the Thesis							■	
10	Report and Submitted Chapter IV and V							■	■

C. The Population, Sampling, and Sample of the Research

1. The Population of the Research

Arikunto (2006: 130) defines population as whole of subjects in the research. The population can be small or large. Creswell (2012: 142) says that population is a group of individuals who have the same characteristics. From the statements above can be concluded that population is the whole of subjects or individuals who have the same characters in the research.

The population of this research is all the eighth grade students of SMP N 2 Gombong in the Academic year of 2017/2018.

Table 3.2 The Total Students of the eighth grade

NO	Class	Number of the students
1	VIII A	36
2	VIII B	36
3	VIII C	36
4	VIII D	36
5	VIII E	35
Total		179

2. The Sampling of the Research

Creswell (2012: 142) says that sampling is a group of individuals (or group of organization) with some common defining characteristic that researcher can identify and study.

In this study, the researcher used the random sampling. Sugiyono (2007: 62) says that one of the famous ways in statistics to get the representative sample is simple random sampling. This is method that gives every member of the population an equal chance of being selected in the study. The steps of selecting the sample were as follow:

The following are the steps of selecting the class:

- a. Listing the code of the class
- b. Writing down each code of the class on a piece of paper.
- c. Rolling the paper well
- d. Putting the rolled papers into container
- e. Shaking the container well of several times

- f. Taking out one of the papers.

In this research, the researcher took 50 students to be a sample in this research.

3. The Sample of the Research

Creswell (2012: 142) defines that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. Based on Arikunto (2006: 134), if the population is less than 100 respondent, it will be better to take them all as a sample. So, the sample of the research is the population research. But, if the subject of the research is large, the researcher can take about 28% or more.

In this research, the researcher took 28 % of the population as the sample. It has about 50 students from 179 students as a sample.

D. The Technique of Collecting the Data

Before analyzing the data, the researcher collected the data to carry out the research. The main components of the technique of collecting the data are follows:

1. The Instrument of Collecting Data

- a. Questionnaire

Questionnaire is used to get the data of the students' Emotional Quotient and Self-Confidence. Questionnaire is a list of questions. Sugiyono (2010: 142) A questionnaire is a technique of collecting data using some written questions that must be answered

by the respondents. In the study, the researcher uses questionnaire to investigate and to collect information about the students' Emotional Quotient and Self-Confidence. The type of the questionnaire is closed-type questionnaire. It is a questionnaire which answers the questions are provided so that the respondents only choose the suitable one in the answer.

The researcher will use the Likert scale as a method of summated ratings the questionnaire data. Rensis Likert (in Ary, Donald, 1985: 195), Likert Scale has been one of the most widely and successfully used techniques to measure attitudes toward a topic by asking respondents to indicate whether they strongly agree, agree, disagree, or strongly disagree with each of series of statements about the topic. The score ranges from 1-4 can be seen at the table below:

Table 3.3 Category Score of Likert Scale

Statement	Option			
	SS	S	TS	STS
Positive	4	3	2	1

SS = Sangat Setuju

TS = Tidak Setuju

S = Setuju

STS = Sangat Tidak Setuju

b. Test

Brown (2004: 3) test as a method of measuring a person's ability, knowledge, or performance in a given domain. As a method, a set of techniques, procedures, or items requires performance on the part of the test taker. He explain that those

characteristics of object such as skills, knowledge, ability, and interest of individual or group.

The oral test will use to measure students Speaking Ability. The students will ask to performance about asking and giving fact information in front of class by group, each group 2 students. The indicators of the speaking skill are based on the theory in chapter two are pronunciation, vocabulary, structure, fluency, comprehension.

The criteria of scoring for the assessment of speaking ability test are presented as follows:

Pronunciation	4
Vocabulary	4
Structure	4
Fluency	4
Comprehension	<u>4+</u>
	20

2. Validity and Reliability of instrument

An instrument can be said to be a good one if it is valid and reliable. Before the instruments where used, they had to be tried out. It was intended by this test to find out the validity and reliability of the instruments.

a. Validity of the instrument

Ary et all (2010: 225), validity is the most important consideration in developing and evaluating measuring instruments.

He also states that validity is defined as the extent to which an instrument measures what it claimed to measure. There are two kind of validity; internal and external validity. In this study, the researcher uses internal validity since the researcher analyzes the items of instruments whether or not they are appropriate to use.

To measure the validity of Emotional Quotient, Self-Confidence, and Speaking Ability test, the researcher used Product Moment Formula assisted by *SPSS 20 for Windows*. The formula is as follows:

$$r_{xy} = \frac{N \sum Y - (\sum X)(\sum Y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

Information:

r_{xy} : The coefficient of correlation between X and Y

N : The number of the students

X : The sum of the scores of each item

Y : The sum of the scores of each student

The criteria of validity test is that the test is valid if Sig. is lower than α and it is invalid if Sig. is higher than α . In this computation that used *SPSS 20 program for Windows*, the researcher used level of significance = 0.05 (5%). There are two data of validity instrument, namely; Emotional Quotient and Self-Confidence. After being computed the data try out of two instruments of students that consist of 40 students, we got the

result as follows:

1) Validity of Emotional Quotient

The criteria of validity instrument of Emotional Quotient becomes valid if $\text{Sig.} < \alpha$ and it becomes invalid if $\text{Sig.} > \alpha$. The validity instrument of Emotional Quotient can be seen in the table below.

Table 3.4 The Validity of Emotional Quotient

Item	Sig.	α	Result
1	0.021	0.05	Valid
2	0.174	0.05	Invalid
3	0.037	0.05	Valid
4	0.006	0.05	Valid
5	0.073	0.05	Invalid
6	0.002	0.05	Valid
7	0.000	0.05	Valid
8	0.003	0.05	Valid
9	0.000	0.05	Valid
10	0.004	0.05	Valid
11	0.004	0.05	Valid
12	0.062	0.05	Invalid
13	0.128	0.05	Invalid
14	0.001	0.05	Valid
15	0.167	0.05	Invalid
16	0.001	0.05	Valid
17	0.000	0.05	Valid
18	0.018	0.05	Valid
19	0.003	0.05	Valid
20	0.014	0.05	Valid
21	0.023	0.05	Valid
22	0.000	0.05	Valid
23	0.000	0.05	Valid
24	0.000	0.05	Valid
25	0.077	0.05	Invalid
26	0.009	0.05	Valid
27	0.000	0.05	Valid
28	0.002	0.05	Valid
29	0.001	0.05	Valid
30	0.004	0.05	Valid
31	0.000	0.05	Valid
32	0.000	0.05	Valid
33	0.196	0.05	Invalid
34	0.001	0.05	Valid
35	0.000	0.05	Valid

Based on the table above, the researcher concluded that 29 items of Emotional Quotient questionnaire are valid. The

result shows that the test is in the valid criteria because $\text{Sig.} < \alpha$.

2) Validity of Self-Confidence

The criteria of validity instrument of Self-Confidence becomes valid if $\text{Sig.} < \alpha$ and it becomes invalid if $\text{Sig.} > \alpha$. The validity instrument of Self-Confidence can be seen in the table below.

Table 3.5 The Validity of Self-confidence

NO	Sig.	α	Result
1	0.001	0.05	Valid
2	0.004	0.05	Valid
3	0.000	0.05	Valid
4	0.000	0.05	Valid
5	0.001	0.05	Valid
6	0.000	0.05	Valid
7	0.000	0.05	Valid
8	0.000	0.05	Valid
9	0.000	0.05	Valid
10	0.000	0.05	Valid
11	0.000	0.05	Valid
12	0.000	0.05	Valid
13	0.000	0.05	Valid
14	0.000	0.05	Valid
15	0.001	0.05	Valid
16	0.003	0.05	Valid
17	0.000	0.05	Valid
18	0.001	0.05	Valid
19	0.000	0.05	Valid
20	0.003	0.05	Valid
21	0.000	0.05	Valid
22	0.003	0.05	Valid
23	0.000	0.05	Valid
24	0.000	0.05	Valid
25	0.000	0.05	Valid
26	0.008	0.05	Valid
27	0.000	0.05	Valid
28	0.006	0.05	Valid
29	0.002	0.05	Valid
30	0.000	0.05	Valid
31	0.005	0.05	Valid
32	0.006	0.05	Valid
33	0.001	0.05	Valid
34	0.000	0.05	Valid
35	0.000	0.05	Valid

Based on the table above, the researcher concluded that all of items Self-Confidence questionnaire are valid. The result shows that the test is in the valid criteria because Sig. < α .

3) Validity of Speaking Ability

A valid instruments means that the instrument is suitable for measuring the object that will be measured. To determine whether the instrument is valid or not using content validity approach is by making rational judgment, whether the instruments contains enough requirements to measure all variable indicators. Based on Hopking (in Siregar, 2013: 89) who said the determination of the instrument of content validity associated with the logical analysis. To examine content validity instrument, it can use to expert opinions (expert judgment) the instrument is consulted to the expert, then the expert determine whether the instruments is valid or not to measure the variable.

In this research, the validity of speaking ability test measured by using the theory of content validity and consulted to the expert and accorded to the syllabus. Besides that, the expert judgment is consulted to Dr. Hj. Woro Retnaningsih, M.Pd as the advisor and Teguh Waluyo, M.Pd.B.I. as the English teacher of SMP N 2 Gombong. Based on syllabus of SMP N 2 Gombong, one of the materials of speaking is conversation about asking and giving fact information.

The researcher can be concluded and summarize the result of the try out are as follows:

- a) From 35 items of Emotional Quotient questionnaire, 29 items are valid and 6 are items invalid there are item number 2, 12,

13, 15, 24, 33.

b) From 35 items of Self-Confidence test, all of items are valid and 0 items are invalid.

c) The expert judgment of speaking test is consulted to the Dr. Hj. Woro Retnaningsih, M.Pd as the advisor and Teguh Waluyo, M.Pd.B.I. as the English teacher

b. Reliability of the instrument

Arikunto (2006:178) said that reliability refers to the understanding that a sufficiently reliable instrument to be used as a means of collecting data because the instrument is good. Sugiyono (2010:173) states that reliability is an instrument when used several time to measure the same object, the result of data will consistency or stability.

To measure the reliability of emotional quotient and the reliability of the self-confidence questionnaire, the researcher used the Alpha Cronbach formula assisted by *SPSS 20 program for windows* to compute the reliability test, and the result are as follows:

1) Reliability of Emotional Quotient

Table 3.6 The Reliability of Emotional Quotient

Reliability Statistics	
Cronbach's Alpha	N of Items
.877	35

From the result of reliability emotional quotient is acquired the reliability coefficient = 0.877 in the $r_{table} = 0.312$ at

the level of significance 0.05 for the number of students is 40 students. It shows that the Emotional Quotient is reliable $r_o > r_{table}$ ($0.877 > 0.312$).

2) Reliability of Self-Confidence

Table 3.7 The Reliability of Self-Confidence

Cronbach's Alpha	N of Items
.937	35

From the result of reliability Self-Confidence is acquired the reliability coefficient = 0.937 in the $r_{table} = 0.312$ at the level of significance 0.05 for the number of students is 40 students. It shows that the Self-Confidence is reliable $r_o > r_{table}$ ($0.937 > 0.312$).

3) Reliability of Speaking Ability

The reliability of Speaking Ability test is measured by using inter-rater reliability. Inter-rater reliability is occurs when two or more scores yield inconsistent scores of the same test, possibly for lack of attention to scoring criteria, inexperience, inattention, or even preconceived biases (Brown, 2004: 21). To measure the reliability of Speaking Ability, the researcher compared the speaking test score with the score from the teacher. The score of speaking test can be seen in appendix 12.

E. The Technique of Analyzing Data

After collecting the data, the next step is analyzing the data in order to know whether there is a significant positive correlation between students Emotional Quotient and Self-Confidence toward their speaking ability. Firstly, the researcher check the completeness of the data then give scoring toward the questionnaire and Speaking Ability test. Next, the researcher process the data, as follow:

1. The Description of the Data

a. Mean

Mean is the average value of the data group.

b. Median

Median is the central value of data group. It is gained by picking the middle value of the data ranged from the lowest to the highest or inversely (Arikunto, 2006: 168)

c. Mode

Mode is the most frequent value of a data group. It is gained by counting the similar data and finding the highest. (Arikunto, 2006: 166)

d. Range

Range is the gap between the highest and the lowest value in a data group (Arikunto, 2006: 152).

e. Standard Deviation

The standard deviation is a numerical index that indicates the average variability of the scores. It tells us, in other words, about

distance, on the average of the score from the mean (McMillan and Schumacher, 2001: 221).

The researcher will use program SPSS 20 to analyze the data description.

2. Prerequisite Test

a. Normality Test

Normality test is purposed to know whether the sample taken from the population has normal distribution or not (Arikunto, 2006: 320). In this study, the researcher will use the Kolmogorov Smirnov (KS-Z) formula through *SPSS 20 for windows* with the significant 5%. The characteristic used is whether the obtained of KS- Z is higher than 0.05, it means that the data has a normal distribution.

b. Linearity Test

Linearity test was aimed to know whether two variables had significant linear regression or not (Abdurrahman, et al, 2011: 214). To find out the simple linear regression between the first independent variable (Emotional Quotient) and the dependent variable (Speaking Ability) and the second independent variable (Self-Confidence) and the dependent variable (Speaking Ability), the researcher will use the value of significant the significant 0.05 with *SPSS 20 for windows*. The criteria of this test is if the value of linearity is lower than 0.05.

3. Hypothesis Testing

After conducting the prerequisite test, the next step was testing hypothesis.

a. The Test of the First and Second Hypothesis

The test of the first and second hypothesis are used to know the correlation between Emotional Quotient (X_1) and the Speaking Ability (Y) and the correlation between Self-Confidence (X_2) and Speaking Ability (Y).

The researcher used simple correlation technique using the Product Moment Formula assisted by *SPSS 20 for windows* to test the first and the second hypothesis. The formula of simple correlation is as follow:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

Where:

R_{xy} : the coefficient of the correlation between variable X and Y

X : the independent variable

Y : the dependent variable

n : the number of the sample

The statistical hypothesis of the first and second hypothesis:

- a) $H_0: r_{xy} = 0$. It means there is no correlation between X and Y.
- b) $H_a: r_{xy} > 0$. It means there is a positive correlation between X and Y.

b. The Test of the Third Hypothesis

The test of the third hypothesis is used to know the correlation between Emotional Quotient, Self-Confidence, and Speaking Ability. The researcher used multiple correlation assisted by SPSS 20 *for windows* to test the third hypothesis saying there is any correlation between students Emotional Quotient, Self-Confidence and Speaking Ability. The formula is as follows:

$$R_{x_1x_2y} = \sqrt{\frac{r^2_{x_1y} + r^2_{x_2y} - 2r_{x_1y}r_{x_1x_2}}{1 - r^2_{x_1x_2}}}$$

c. The significance of the multiple correlation Coefficient

The researcher used the formula of regression line analysis to find out whether or not the coefficient of multiple correlation is significant as follows:

$$F = \frac{R^2/k}{(1 - R^2 / (N - k - 1))}$$

Where:

F : the value of regression line

R : the coefficient of correlation between X₁, X₂, and Y

k : number of independent variable

n : the number of sample

(Sudjana, 1996:385)

d. Contribution Distribution

After that, the researcher uses coefficient of determination to calculate the distribution of variable X toward variable Y. the formula as follows:

$$CD = (r)^2 \times 100 \%$$

CD : the coefficient of determination

r : the coefficient of correlation

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. The Description of the Data

The data analyzed were the result of questionnaire and test. The researcher description were based on the score of questionnaire to know the Emotional Quotient and Self-Confidence, and the speaking test to know the Speaking Ability of eight grade students of SMP N 2 Gombong Kebumen in the academic year 2017/2018. In computing the data, the researcher is assisted by *SPSS 20 for windows* to analyze all data and hypothesis. It is presented in the form of mean, median, mode, standard deviation, the highest and lowest score which is completed with the variable description in the form of table and histograms. The score of Emotional Quotient, Self-Confidence, and Speaking Ability can be seen in the table 4.1.

Table 4.1 Students' Score of each Variable

No	Name	Score		
		Emotional Quotient	Self-Confidence	Speaking Ability
1	TZS	93	90	82
2	FAS	100	120	90
3	FF	78	80	75
4	FK	87	84	83
5	GG	92	89	77
6	NF	93	83	80
7	SKH	88	87	72
8	DA	80	91	72
9	KM	97	90	80
10	APN	85	89	75
11	VS	85	85	72
12	AR	90	100	71
13	BRK	95	108	69
14	TS	85	95	75
15	FMAF	91	100	73
16	RIK	78	76	65
17	KPT	90	94	73
18	ZPD	86	85	67
19	YAN	94	96	71
20	RAIK	98	100	86
21	AAK	95	100	87
22	AQT	79	100	76
23	INH	81	81	68
24	FDP	90	81	68
25	SM	83	87	68
26	NWM	78	85	74
27	DRA	96	100	81
28	WDO	78	75	66
29	AZN	89	93	71
30	HNI	80	75	82
31	AAF	82	108	81
32	AR	84	100	82
33	ADR	90	104	82
34	CAPK	82	109	77
35	DS	99	82	72
36	ERN	94	82	65
37	HAF	97	92	82
38	IBP	91	101	81
39	NL	98	77	69
40	RNE	83	82	71
41	ADJ	85	92	82
42	ATW	96	84	75
43	ADY	89	86	69
44	AQ	87	120	84
45	DRS	75	81	62
46	GL	70	88	72
47	HPR	97	99	71
48	IKA	89	88	61
49	RSB	100	130	90
50	SNKN	80	84	71

The whole data are statistically presented at the table above. It is found that the subject of Emotional Quotient, Self-Confidence, and Speaking Ability, which consists of 50 sample students. Emotional Quotient the maximum score of the test is 100, the minimum score is 70. Self-Confidence the maximum score is 130, the minimum score is 75. And the test Speaking Ability the maximum score is 90, the minimum score is 61. The data research from three variables is summarized below:

Table 4.2 Variable Data Description

		Statistics		
		Emotional	SC	Speaking
N	Valid	50	50	50
	Missing	0	0	0
Mean		88.04	92.16	74.96
Median		89.00	89.50	73.50
Mode		78 ^a	100	71 ^a
Std. Deviation		7.351	11.948	7.051
Variance		54.039	142.749	49.713
Range		30	55	29
Minimum		70	75	61
Maximum		100	130	90
Sum		4402	4608	3748

The data was taken from 50 students as the sample of the research. Data of Emotional Quotient were collected by using a questionnaire, Self-Confidence were collected by using questionnaire, and Speaking Ability were collected by using an oral test. Emotional Quotient, Self-Confidence, and Speaking Ability can be explained as follows:

a. The Data of Emotional Quotient

The data of Emotional Quotient were collected by using a questionnaire. Emotional Quotient is obtained from questionnaire consisting of 29 items from 35 items, 6 items no valid. With the score 4,3,2, and 1 . The maximum score of the test is 100 , the minimum

score is 70 , and the range is 30. The mean (or the average score) and standard deviation are 88.04 and 7.35 respectively. The frequency distribution and the histogram of Emotional Quotient can be seen at the table 4.3 and the figure 4.1

Table 4.3 The Frequency Data of Emotional Quotient

Emotional Quotient				
	Frequency	Percent	Valid Percent	Cumulative Percent
70	1	2.0	2.0	2.0
75	1	2.0	2.0	4.0
78	4	8.0	8.0	12.0
79	1	2.0	2.0	14.0
80	3	6.0	6.0	20.0
81	1	2.0	2.0	22.0
82	2	4.0	4.0	26.0
83	2	4.0	4.0	30.0
84	1	2.0	2.0	32.0
85	4	8.0	8.0	40.0
86	1	2.0	2.0	42.0
87	2	4.0	4.0	46.0
88	1	2.0	2.0	48.0
89	3	6.0	6.0	54.0
90	4	8.0	8.0	62.0
91	2	4.0	4.0	66.0
92	1	2.0	2.0	68.0
93	2	4.0	4.0	72.0
94	2	4.0	4.0	76.0
95	2	4.0	4.0	80.0
96	2	4.0	4.0	84.0
97	3	6.0	6.0	90.0
98	2	4.0	4.0	94.0
99	1	2.0	2.0	96.0
100	2	4.0	4.0	100.0
Total	50	100.0	100.0	

The table 4.3 above explains about the score frequency and percent of Emotional Quotient. Based on the table above, there is one student who got the score 70 and the percentage is 2,0%. There is one student who got the score 75 and the percentage is 2,0%. There are four students who got the score 78 and the percentage is 8,0%. There

is one student who got the score 79 and the percentage is 2,0%. There are three students who got the score 80 and the percentage is 6,0%.

There is one student who got the score 81 and the percentage is 2,0%. There are two students who got the score 82 and the percentage is 4,0%. There are two students who got the score 83 and the percentage is 4,0%. There is one student who got the score 84 and the percentage is 2,0%. There are four students who got the score 85 and the percentage is 8,0%. There is one student who got the score 86 and the percentage is 2,0%.

There are two students who got the score 87 and the percentage is 4,0%. There is one student who got the score 88 and the percentage is 2,0%. There are three students who got the score 89 and the percentage is 6,0%. There are four students who got the score 90 and the percentage is 8,0%. There are two students who got the score 91 and the percentage is 4,0%.

There is one student who got the score 92 and the percentage is 2,0%. There are two students who got the score 93 and the percentage is 4,0%. There are two students who got the score 94 and the percentage is 4,0%. There are two students who got the score 95 and the percentage is 4,0%. There are two students who got the score 96 and the percentage is 4,0%. There are three students who got the score 97 and the percentage is 6,0%.

There are two students who got the score 98 and the percentage is 4,0%. There is one student who got the score 99 and the

percentage is 2,0%. There are two students who got the score 100 and the percentage is 4,0%. The frequency of Emotional Quotient score can also be seen in the following histogram or figure 4.1.

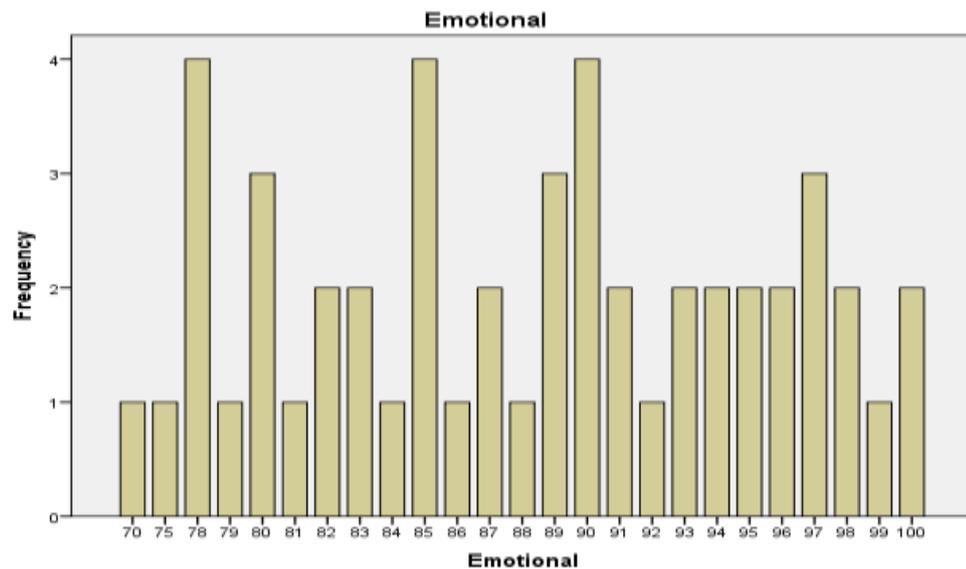


Figure 4.1 the histogram of Emotional Quotient

Frequency data are often effectively displayed by histogram. The data from table 4.3 are presented as a histogram in figure 4.1 above. In this histogram, the vertical dimension on the graph list the frequencies of the score, and the horizontal dimension rank order the scores of Emotional Quotient from the lowest to the highest. There is student who score 70 of one student, there is student who score 75 of one student, there are students who score 78 of four students, there is student who score 79 of one student, there are students who score 80 of three students, there is student who score 81 of one student, there are students who score 82 of two students, there are students who score 83 of two students, there is student who score 84 of one student,

there are students who score 85 of four students, there is student who score 86 of one student, there are students who score 87 of two students.

There is student who score 88 of one student, there are students who score 89 of three students, there are students who score 90 of four students, there are students who score 91 of two students, there is student who score 92 of one student, there are students who score 93 of two students, there are students who score 94 of two students, there are students who score 95 of two students, there are students who score 96 of two students, there are students who score 97 of three students, there are students who score 98 of two students, there is student who score 99 of one students, there are students who score 100 of two students.

b. The Data of Self Confidence

The data of Self-Confidence were collected by using questionnaire. The maximum score is 130, the minimum score is 75, and the range is 55. The mean (or the average score) and standard deviation are 92,16 and 11,94 respectively. The frequency distribution and the histogram of Self-Confidence can be seen at the table 4.4 and the figure 4.2.

Table 4.4 The Frequency Data of the Score of Self-Confidence
SC

	Frequency	Percent	Valid Percent	Cumulative Percent
75	2	4.0	4.0	4.0
76	1	2.0	2.0	6.0
77	1	2.0	2.0	8.0
80	1	2.0	2.0	10.0
81	3	6.0	6.0	16.0
82	3	6.0	6.0	22.0
83	1	2.0	2.0	24.0
84	3	6.0	6.0	30.0
85	3	6.0	6.0	36.0
86	1	2.0	2.0	38.0
87	2	4.0	4.0	42.0
88	2	4.0	4.0	46.0
89	2	4.0	4.0	50.0
90	2	4.0	4.0	54.0
Valid 91	1	2.0	2.0	56.0
92	2	4.0	4.0	60.0
93	1	2.0	2.0	62.0
94	1	2.0	2.0	64.0
95	1	2.0	2.0	66.0
96	1	2.0	2.0	68.0
99	1	2.0	2.0	70.0
100	7	14.0	14.0	84.0
101	1	2.0	2.0	86.0
104	1	2.0	2.0	88.0
108	2	4.0	4.0	92.0
109	1	2.0	2.0	94.0
120	2	4.0	4.0	98.0
130	1	2.0	2.0	100.0
Total	50	100.0	100.0	

The data of Self-Confidence was got from questionnaire with 35 item number and all valid. The data was taken from 50 students as the sample of the research. The table 4.4 above explains about the score, frequency and percent of Self-Confidence.

Based on the table above, there are two students who got the score 75 and the percentage is 4,0%. There is one student who got the score 76 and the percentage is 2,0%. There is one student who got the score 77 and the percentage is 2,0%. There is one student who got the score 80 and the percentage is 2,0%. There are three students who got

the score 81 and the percentage is 6,0%. There are three students who got the score 82 and the percentage is 6,0%.

There is one student who got the score 83 and the percentage is 2,0%. There are three students who got the score 84 and the percentage is 6,0%. There are one students who got the score 85 and the percentage is 6,0%. There is one student who got the score 86 and the percentage is 2,0%. There are two students who got the score 87 and the percentage is 4,0%. There are two students who got the score 88 and the percentage is 4,0%. There are two students who got the score 89 and the percentage is 4,0%.

There are two students who got the score 90 and the percentage is 4,0%. There is one student who got the score 91 and the percentage is 2,0%. There are two students who got the score 92 and the percentage is 4,0%. There is one student who got the score 93 and the percentage is 2,0%. There is one student who got the score 94 and the percentage is 2,0%. There is one student who got the score 95 and the percentage is 2,0%. There is one student who got the score 96 and the percentage is 2,0%. There is one student who got the score 99 and the percentage is 2,0%.

There are seven students who got the score 100 and the percentage is 14,0%. There is one student who got the score 101 and the percentage is 2,0%. There is one student who got the score 104 and the percentage is 2,0%. There are two students who got the score 108 and the percentage is 4,0%. There is one student who got the

score 109 and the percentage is 2,0%. There are two students who got the score 120 and the percentage is 4,0%. There is one student who got the score 130 and the percentage is 2,0%. The frequency of Self-Confidence score can also be seen in the following histogram or figure 4.2.

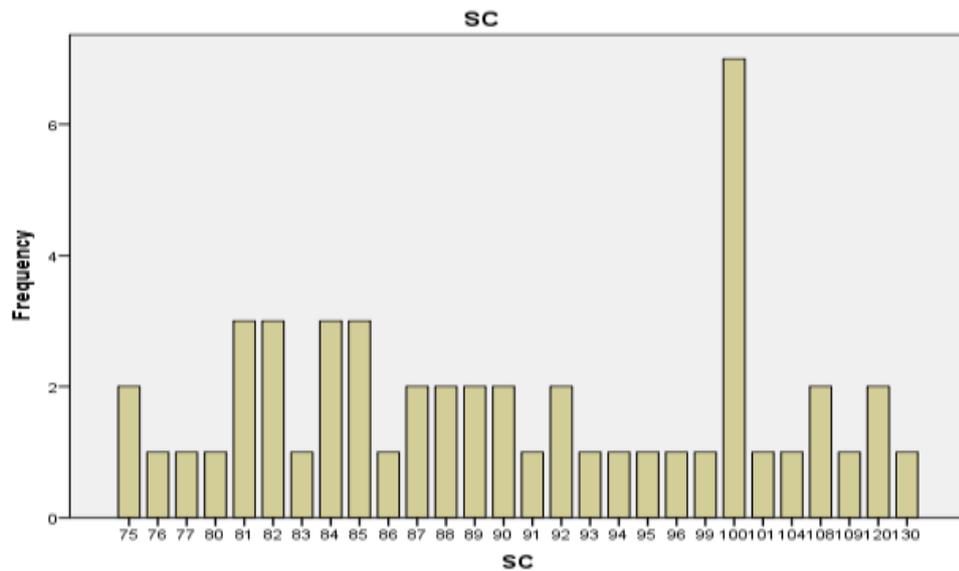


Figure 4.2 The Frequency Histogram of the Score of Self-Confidence

From the instrument of Self-Confidence it's found that the highest score is 130 and the lowest score is 75. Frequency data are often effectively displayed by histogram. The data from table 4.4 are presented as a histogram in figure 4.2 above. In this histogram, the vertical dimension on the graph list the frequencies of the score, and the horizontal dimension rank order the scores of Self-Confidence from the lowest to the highest.

There are students who score 75 of two students, there is student who score 76 of one student, there is student who score 77 of one student, there is student who score 80 of one student. There are

students who score 81 of three students, there are students who score 82 of three students, there is student who score 83 of one student, there are students who score 84 of three students.

There are students who score 85 of three students, there is student who score 86 of one student, there are students who score 87 of two students, there are students who score 88 of two students, there are students who score 89 of two students, there are students who score 90 of two students, there is student who score 91 of one student, there are students who score 92 of two students, there is student who score 93 of one student.

There is student who score 94 of one student, there is student who score 95 of one student, there is student who score 99 of one student, there are students who score 100 of four students, there is student who score 86 of one student, there are students who score 87 of two students.

There is student who score 88 of one student, there are students who score 89 of three students, there are students who score 90 of four students, there are students who score 91 of two students.

There is student who score 92 of one student, there are students who score 93 of two students, there are students who score 94 of two students, there are students who score 95 of two students, there are students who score 96 of two students, there are students who score 97 of three students, there are students who score 98 of two students,

there is student who score 99 of one students, there are students who score 100 of seven students.

There is student who score 101 of one student, there is student who score 104 of one student, there are students who score 108 of two students, there is student who score 109 of one student, there are students who score 120 of two students, there is student who score 130 of one student.

c. The Data of Speaking Ability

The data of Speaking Ability were collected by using a oral test. The maximum score of the test is 90, the minimum score is 61, and the range is 29. The mean (or the average score) and standard deviation are 74,96 and 7,05 respectively. The frequency distribution and the histogram of Speaking Ability can be seen at the table 4.5 and the figure 4.3.

Table 4.5 The Frequency Data of Score of Speaking Ability

Speaking				
	Frequency	Percent	Valid Percent	Cumulative Percent
61	1	2.0	2.0	2.0
62	1	2.0	2.0	4.0
65	2	4.0	4.0	8.0
66	1	2.0	2.0	10.0
67	1	2.0	2.0	12.0
68	3	6.0	6.0	18.0
69	3	6.0	6.0	24.0
71	6	12.0	12.0	36.0
72	5	10.0	10.0	46.0
73	2	4.0	4.0	50.0
74	1	2.0	2.0	52.0
Valid 75	4	8.0	8.0	60.0
76	1	2.0	2.0	62.0
77	2	4.0	4.0	66.0
80	2	4.0	4.0	70.0
81	3	6.0	6.0	76.0
82	6	12.0	12.0	88.0
83	1	2.0	2.0	90.0
84	1	2.0	2.0	92.0
86	1	2.0	2.0	94.0
87	1	2.0	2.0	96.0
90	2	4.0	4.0	100.0
Total	50	100.0	100.0	

The table 4.5 above explains about the score, frequency and percent of Emotional Quotient. Based on the table above, there is one student who got the score 61 and the percentage is 2,0%. There is one student who got the score 62 and the percentage is 2,0%. There are two students who got the score 65 and the percentage is 4,0%. There is one student who got the score 66 and the percentage is 2,0%. There is one student who got the score 67 and the percentage is 2,0%.

There are three students who got the score 68 and the percentage is 6,0%, there are three students who got the score 69 and the percentage is 6,0%, There are six students who got the score 71 and the percentage is 12,0%. There are five students who got the score

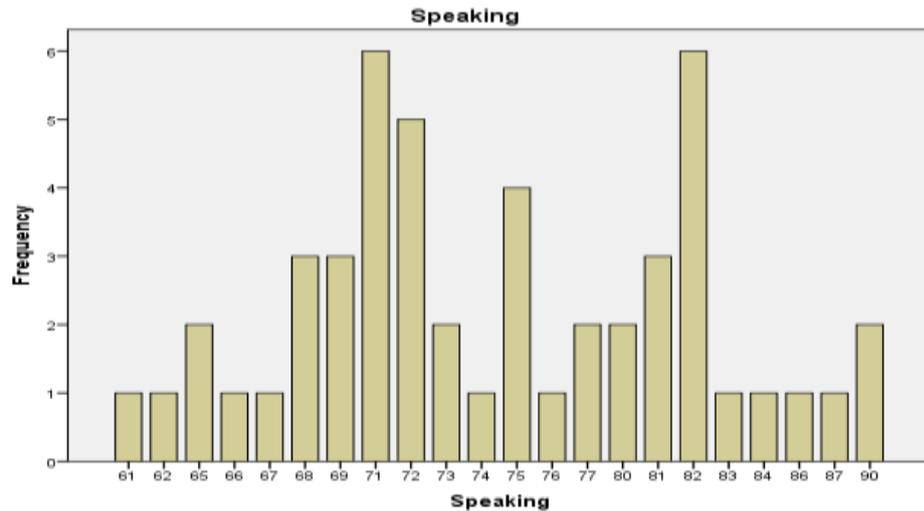
72 and the percentage is 10,0%. There are two students who got the score 73 and the percentage is 4,0%.

There is one student who got the score 74 and the percentage is 2,0%. There are four students who got the score 75 and the percentage is 8,0%. There is one student who got the score 76 and the percentage is 2,0%. There are two students who got the score 77 and the percentage is 4,0%. There are two students who got the score 80 and the percentage is 4,0%. There are three students who got the score 81 and the percentage is 6,0%.

There are six students who got the score 82 and the percentage is 12,0%. There is one student who got the score 83 and the percentage is 2,0%. There is one student who got the score 84 and the percentage is 2,0%. There is one student who got the score 86 and the percentage is 2,0%. There is one student who got the score 87 and the percentage is 2,0%. There are two students who got the score 90 and the percentage is 4,0%.

The frequency of Speaking score can also be seen in the following histogram or figure 4.3.

Figure 4.3 the frequency histogram of the score of Speaking Ability



Frequency data are often effectively displayed by histogram. The data from table 4.5 are presented as a histogram in figure 4.3 above. In this histogram, the vertical dimension on the graph list the frequencies of the score, and the horizontal dimension rank order the scores of Speaking from the lowest to the highest. There is student who score 61 of one student, there is student who score 62 of one student, there are students who score 65 of two students, there is student who score 66 of one student.

There is student who score 67 of one student, there are students who score 68 of three students, there are students who score 69 of three students, there are students who score 71 of six students, there are students who score 72 of five students, there are students who score 73 of two students, there is student who score 74 of one student, there are students who score 75 of four students, there is student who

score 76 of one student, there are students who score 77 of two students, there are students who score 80 of two students.

There are students who score 81 of three students, there are students who score 82 of six students, there is student who score 83 of one student, there is student who score 84 of one student, there is student who score 86 of one student, there is student who score 87 of one student, there are students who score 90 of two students.

2. Pre-Requisite Test

a. Normality Testing

Normality testing distribution is purposed to know whether the variable data research distribution is normal or not. There are three variable of normality testing in this research, normality of Emotional Quotient, normality of Self-Confidence, and normality of Speaking Ability. To test the normality distribution of data, the researcher uses Kolmogorov-Smirnov by *SPSS 20 for windows*. The result can be seen at the table 4.6 below.

Table 4.6 The Normality Testing

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Emotional	.072	50	.200 [*]	.970	50	.237
SC	.112	50	.162	.924	50	.003
Speaking	.123	50	.058	.969	50	.216

From the table above, it can be interpreted as follows:

1) Normality testing of Emotional Quotient

After being computed, the value for $N = 50$ at the level of significant $\alpha = 0.05$ is 0.200. Because the value is higher than 0.05 or $0.200 > 0.05$, so the distribution of data Emotional Quotient is normal.

2) Normality testing of Self-Confidence

After being computed, the value for $N = 50$ at the level of significant $\alpha = 0.05$ is 0.162. Because the value is higher than 0.05 or $0.162 > 0.05$, so the distribution of data Self-Confidence is normal.

3) Normality testing of Speaking Ability

After being computed, the value for $N = 50$ at the level of significant $\alpha = 0.05$ is 0.058. Because the value is higher than 0.05 or $0.058 > 0.05$, so the distribution of data Speaking Ability is normal.

b. Linearity Testing

Linearity test was aimed to know whether two variables had significant linear regression or not (Abdurrahman, et al, 2011: 214).

Here the description of linearity testing:

1) Linearity Testing of Emotional Quotient (X_1) and Speaking Ability (Y)

Table 4.7 Data of Linearity Testing of Emotional Quotient and Speaking Ability

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Speaking * Emotional	(Combined)		1902.753	24	66.781	2.004	.045
	Between Groups	Linearity	325.286	1	325.286	9.781	.004
		Deviation from Linearity	1277.467	23	55.542	1.667	.107
	Within Groups		833.167	25	33.327		
	Total		2435.920	49			

The linearity testing from Emotional Quotient and Speaking Ability that the value F-obtained of the $F_{\text{deviation}}$ is 1,667. The value significant of linearity is 0.004, because the significant is lower than 0,05 or $0,004 < 0,05$. So the regression between Emotional Quotient and Speaking Ability is linear.

2) Linearity Testing of Self-Confidence (X_2) and Speaking Ability (Y)

Table 4.8 Data of Linearity Testing of Self-Confidence and Speaking Ability

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Speaking * SC	(Combined)		1758.372	27	65.125	2.115	.038
	Between Groups	Linearity	890.189	1	890.189	28.904	.000
		Deviation from Linearity	868.184	26	33.392	1.084	.427
	Within Groups		677.548	22	30.798		
	Total		2435.920	49			

From the data above, the linearity testing from Self-Confidence and Speaking Ability that the value F-obtained of the $F_{\text{deviation}}$ is 1,084. The value significant of linearity is 0.000, because the significant is lower than 0,05 or $0,000 < 0,05$. So the regression between Self-Confidence and Speaking Ability is linear.

3. The Hypothesis Testing

Since the computation of normality and linearity testing shows that the data are in normal distribution and the regression is linear, the researcher continue to test the three hypothesis of the research stated on the previous chapter. To test hypothesis, the researcher uses *SPSS 20 for windows* to analyze the data. How to obtain the result is available in appendix 15. Further explanation on correlation of instruments are presented at the Table 4.9 as follows:

Table 4.9 Correlations of the Variable

		Emotional	SC	Speaking
Emotional	Pearson Correlation	1	.370**	.365**
	Sig. (2-tailed)		.008	.009
	N	50	50	50
SC	Pearson Correlation	.370**	1	.605**
	Sig. (2-tailed)	.008		.000
	N	50	50	50
Speaking	Pearson Correlation	.365**	.605**	1
	Sig. (2-tailed)	.009	.000	
	N	50	50	50

From the table above, it can be interpreted as follows:

a. First Hypotheses

The first hypothesis says that there is a positive correlation between Emotional Quotient (X_1) and Speaking Ability (Y). That hypothesis is alternative hypothesis (H_a). To test the hypothesis, H_a is changed become null hypothesis (H_o), it says that there is no positive correlation between Emotional Quotient (X_1) and Speaking Ability (Y).

The statistical hypothesis of the first hypothesis:

- 1) $H_0 : r_{xy} = 0$. It means there is no correlation between X_1 and Y
- 2) $H_a : r_{xy} > 0$. It means there is a positive correlation between X_1 and Y .

The result of the computation shows that the coefficient of correlation (r) between Emotional Quotient (X_1) and Speaking Ability (Y) is 0.365 with significantly (p) = 0.009. It means that there is significant correlation between Emotional Quotient and Speaking Ability because $\rho < \alpha$ ($0.009 < 0.05$). Thereby, H_0 is rejected and H_a is accepted so it can be conclude that there is a correlation between Emotional Quotient.

From the explanation above, it also can be known that the coefficient determination between Emotional Quotient (X_1) and Speaking Ability (Y) is 0.365. The contribution of Emotional Quotient (X_1) and Speaking Ability (Y) is that $CD = r^2 \times 100\% = (0.365)^2 \times 100\% = 13,3\%$. It means that 13,3% variance of Speaking Ability is influenced by the Emotional Quotient, while 86,7% is contributed by other factors.

b. Second Hypothesis

The second hypothesis says that there is a positive correlation between Self-Confidence (X_2) and Speaking Ability (Y). That hypothesis is alternative hypothesis (H_a). To test the hypothesis, H_a is changed become null hypothesis (H_0), it says

that there is no positive correlation between Self-Confidence (X_2) and Speaking Ability (Y).

The statistical hypothesis of the second hypothesis:

- 1) $H_0 : r_{xy} = 0$. It means there is no correlation between X_2 and Y
- 2) $H_a : r_{xy} > 0$. It means there is a positive correlation between X_2 and Y.

The result of the computation shows that the coefficient of correlation (r) between Self-Confidence (X_2) and Speaking Ability (Y) is 0.605 with significantly (ρ) = 0.000. It means that there is significant correlation between Self-Confidence and Speaking Ability because $\rho < \alpha$ ($0.000 < 0.05$).

From the explanation above, it also can be known that the coefficient determination between Self-Confidence (X_2) and Speaking Ability (Y) is 0.605. The contribution of Self-Confidence (X_2) and Speaking Ability (Y) is that $CD = r^2 \times 100\% = (0.605)^2 \times 100\% = 36,6\%$. It means that 36,6% variance of Speaking Ability is influenced by students' Self-Confidence, while 63,4% is contributed by other factors.

c. The Third Hypothesis

The third hypothesis says that there is a positive correlation between Emotional Quotient (X_1), Self-Confidence (X_2), and Speaking Ability (Y). To test the hypothesis, the researcher uses the Multiple Linear Regression Formula with

SPSS 20 for windows. How to obtain the result is available in the appendix 15 and the hypothesis test result can be seen in table 4.10.

Table 4.10 The Result of the Third Hypothesis

Model Summary ^a										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.623 ^a	.389	.363	5.629	.389	14.941	2	47	.000	1.456

a. Predictors: (Constant), SC, Emotional
b. Dependent Variable: Speaking

The statistical hypothesis of the third hypothesis are:

- 1) $H_0 : r_{x_1x_2y} = 0$. It means there is no correlation between X_1 , X_2 , and Y
- 2) $H_a : r_{x_1x_2y} > 0$. It means there is a positive correlation between X_1 , X_2 , and Y .

The result of the computation shows that the coefficient of correlation (r) between Emotional Quotient (X_1), Self-Confidence (X_2) and Speaking Ability (Y) is 0,623 with significantly (ρ) = 0.000. It means that there is significant correlation between Self-Confidence and Speaking Ability because $\rho < \alpha$ ($0.000 < 0.05$).

From the explanation above, it also can be known that the coefficient determination between Emotional Quotient (X_1), Self-Confidence (X_2) and Speaking Ability (Y) is 0,623. The

contribution of Self-Confidence (X_2) and Speaking Ability (Y) is that $CD = r^2 \times 100\% = (0,623)^2 \times 100\% = 38,9\%$. It means that 38,9%. variance of Speaking Ability is influenced by Emotional Quotient and Self-Confidence, while 61,1% is contributed by other factors.

B. Discussion of the Research Finding

The discussion of the research finding focuses on the result of hypothesis testing. There are three hypothesis testing in this research is as follow:

1. The first finding of the hypothesis testing shows that there is a positive correlation between Emotional Quotient (X_1) and Speaking Ability (Y). Based on the result product moment correlation analysis, the value of significance testing also shows that the correlation between Emotional Quotient and Speaking Ability is significant, because $\rho < \alpha$ ($0.009 < 0.05$). The coefficient of determination between Emotional Quotient and Speaking Ability is 13,3%. It means that 13,3% Speaking Ability is influenced by Emotional Quotient and 86,7% is influenced by other factors. From the score, it can be known that Emotional Quotient gives contribution to Speaking Ability. When the students' Emotional Quotient increases, so the Speaking Ability will be high. It is supported by Brown (2007:167) explains that Emotional Quotient is a potential and very important factor in second language acquisition, especially in gaining Speaking Ability. It means there

is positive significant correlation between Emotional Quotient and Speaking Ability at the eighth grade students of SMP N 2 Gombong Kebumen in the academic year 2017/2018, it also means that the increase of Emotional Quotient will be followed by the enhancement of Speaking Ability.

2. The second finding of the hypothesis testing shows that there is a positive correlation between Self-Confidence (X_2) and Speaking Ability (Y). Based on the result product moment correlation analysis, the value of significance testing also shows that the correlation between Self-Confidence and Speaking Ability is significant, because $\rho < \alpha$ ($0.000 < 0.05$). The coefficient of determination between Self-Confidence and Speaking Ability is 36,6%. It means that 36,6% Speaking Ability is influenced by Self-Confidence and 63,4% is influenced by other factors. From the score, it can be known that Self-Confidence gives contribution to Speaking Ability. It is supported by McCharty (1990:8) states that no matter how successfully sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way. When the students' Self-Confidence increases, so the Speaking Ability will be high. It means there is positive significant correlation between Self-Confidence and Speaking Ability at the eighth grade students of SMP N 2 Gombong Kebumen in the academic year 2017/2018, it

also means that the increase of Self-Confidence will be followed by the enhancement of Speaking Ability.

3. The third finding of the hypothesis testing shows that there is a positive correlation between Emotional Quotient (X_1), Self-Confidence (X_2), and Speaking Ability (Y). Based on the result product moment correlation analysis, the value of significance testing also shows that the correlation between Self-Confidence and Speaking Ability is significant, because $\rho < \alpha$ ($0.000 < 0.05$). The coefficient of determination between Emotional Quotient, Self-Confidence, and Speaking Ability is 38,9%. It means that 38,9% Speaking Ability is influenced by Emotional Quotient and Self-Confidence and 61.1% is influenced by other factors. From the score, it can be known that Emotional Quotient and Self-Confidence give contribution to Speaking Ability. When the students' Emotional Quotient and Self-Confidence increases, so the Speaking Ability will be high. It means there is positive significant correlation between Emotional Quotient, Self-Confidence and Speaking Ability at the eighth grade students of SMP N 2 Gombong Kebumen in the academic year 2017/2018.

CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMMENDATION

A. Conclusion

The aim of this study is to know whether there is positive correlation between three variables, namely, Emotional Quotient, Self-Confidence, and Speaking Ability. Based on the problem statements in previous chapter and the result of the study, it can be concluded that:

1. There is a positive significant correlation between Emotional Quotient and Speaking Ability of the eighth grade students of SMP N 2 Gombong Kebumen. It means that the improvement of Emotional Quotient will be followed by the improvement of Speaking Ability. It also means that the Emotional Quotient has contribution to their Speaking Ability. The relative contribution of Emotional Quotient to Speaking Ability is 13,3% while 86,7% is contributed by other factors.
2. There is a positive significant correlation between Self-Confidence and Speaking Ability of the eighth grade students of SMP N 2 Gombong Kebumen. It means that the improvement of Self-Confidence will be followed by the improvement of Speaking Ability. It also means that the Self-Confidence contribution to their Speaking Ability. The relative contribution of Self-Confidence to Speaking Ability is 36,6% while 63,4% is contributed by other factors.
3. There is a positive significant correlation between Emotional Quotient and Self-Confidence simultaneously toward Speaking Ability of the eighth

grade students of SMP N 2 Gombong Kebumen. It means that the improvement of students' Emotional Quotient and students' Self-Confidence will be followed by the improvement of Speaking Ability. It also means that the Emotional Quotient has contribution to their Speaking Ability. The relative contribution of Emotional Quotient and to Speaking Ability is 38,9% while 61,1% is contributed by other factors.

B. Implication

Based on the research finding, it can be conclude that there is a positive correlation between Emotional Quotient, Self-Confidence and Speaking Ability of the eighth grade students of SMP N 2 Gombong Kebumen. A positive correlation means that the increase of students' Emotional Quotient and Self-Confidence is followed by increase of students' Speaking Ability. Based on the research finding and conclusion, it was found that Emotional Quotient and Self-Confidence have contribution in Speaking Ability. From the result of this study, the implication can be taken from this study is that enhancing students' Emotional Quotient and Self-Confidence have to be considered to enhance their Speaking Ability. Then, the students necessary to improve Emotional Quotient and should practice the activities which are related to Self-Confidence in their daily live to improve their Speaking Ability. Because with activities learning, the students' can improve their Speaking Ability.

C. Recommendation

Based on the conclusion and implication above, the researcher gives some suggestion bellow:

1. For the teachers
 - a. Teacher should understand students' Emotional types in order to get the best ways of learning, teaching method, and ideal classroom environment.
 - b. Teacher should improve his/her professional skill, especially English Self-Confidence. It can be through formal education improvement, upgrading, and training.
2. For the students
 - a. Students should improve their Self-Confidence since this skill will be very important for them in learning English.
 - b. Students should maintain their Emotional Quotient because Emotional can be manage types learn best.
3. For other researchers

The researcher realize that the result of this research is still far from being perfect. Based on the result, the effective contribution of Emotional Quotient and Self-Confidence toward Speaking Ability is 38.9%, it means there are still many aspects that could influence Speaking Ability. The researcher expects that there will be other researchers who investigate other aspects relating to Speaking Ability, but hopefully that this research will be useful as reference to their researches. Besides, it can also be used by them to carry out and develop a similar study.

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APPENDIX 1**List of Students Joining (Try Out)****List of the Students Joining (Try Out)**

No	Name	No	Name
1	AAH	21	DA
2	SIP	22	RF
3	MADH	23	SAHA
4	RWA	24	ABD
5	DST	25	EP
6	FLR	26	AH
7	GJP	27	MRF
8	ARS	28	NHA
9	NNH	29	ETM
10	SWK	30	IAC
11	ZDN	31	RPD
12	SAR	32	FP
13	ASN	33	DNNUI
14	BAP	34	AG
15	AF	35	ARF
16	RYG	36	AFA
17	FM	37	SAA
18	IAH	38	HDK
19	AFR	38	MFH
20	WAS	40	TA

APPENDIX 2
List of Sample

List of Sample

No	Name
1	TZS
2	FAS
3	FF
4	FK
5	GG
6	NF
7	SKH
8	DA
9	KM
10	APN
11	VS
12	AR
13	BRK
14	TS
15	FMAF
16	RIK
17	KPT
18	ZPD
19	YAN
20	RAIK
21	AAK
22	AQT
23	INH
24	FDP
25	SM

No	Name
26	NWM
27	DRA
28	WDO
29	AZN
30	HNI
31	AAF
32	AR
33	ADR
34	CAPK
35	DS
36	ERN
37	HAF
38	IBP
39	NL
40	RNE
41	ADJ
42	ATW
43	ADY
44	AQ
45	DRS
46	GL
47	HPR
48	IKA
49	RSB
50	SNKN

APPENDIX 3 Speaking Test

Make a group ! Each group two person, then explain dialogue givin for ask information fact. And perform in front of class!

Your performance is scored based on pronunciation, vocabulary, grammar, fluency, and comprehension.

APPENDIX 4**The Blueprint of the Questionnaire (Try Out)****The Blueprint of Emotional Quotient (Try Out)**

Variable	Indicators	Number of the test	Total	%
		Positive		
Quotient or intelligence is a basic ability that affect performance on all cognitively oriented task (Woolfolk, 1998: 113). Goleman (2002) adapted the basic definition of emotional quotient of Salovey and Mayer into five aspects of capabilities consisting of :	Self-Awareness	1, 6, 8, 18, 33, 29	6	17,1%
	Self-Regulation	2, 10, 12, 21, 31, 34	6	17,1%
	Self-Motivation	5, 9, 11, 22, 23, 28, 30, 35,	8	22,9%
	Empathy	3, 15, 16, 19, 20, 24, 32,	7	20%
	Social Skill	4, 7, 13, 14, 17, 25, 26, 27,	8	22,9%
Total			35	100

APPENDIX 5 The Emotional Quotient (Try Out)

QUESTIONNAIRE OF EMOTIONAL QUOTIENT (TRY OUT) ANGKET EQ

Nama :

Kelas :

Petunjuk Pengisian :

1. Berdoa terlebih dahulu sebelum mengerjakan
2. Baca dan pahami pertanyaan-pertanyaan di bawah ini dengan seksama sebelum anda mulai menjawab.
3. Setiap pemilihan jawaban di bawah ini tidak mempengaruhi nilai pelajaran anda.
4. Pilihlah salah satu jawaban sesuai dengan diri anda sendiri, setiap pernyataan ini merujuk apa yang anda rasakan tentang kelas Bahasa Inggris. Silahkan pilih dengan memberi tanda silang (x) pada pilihan jawaban:
 SS = Sangat Setuju TS = Tidak Setuju
 S = Setuju STS = Sangat Tidak Setuju
5. Selamat mengerjakan.

Jawablah pertanyaan di bawah ini sejujur-jujurnya dengan keadaan diri anda saat ini!

1. Saya sangat menyukai pelajaran Bahasa Inggris
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

2. Ketika saya mendapat nilai ulangan Bahasa Inggris jelek, saya tidak akan marah secara berlebihan
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

3. Saya senang jika ada teman yang mendapat nilai bagus dalam pelajaran Bahasa Inggris
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju
4. Karena saya mengalami kesulitan dalam belajar speaking, saya lebih sering untuk bertanya dengan kelompok belajar saya
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

5. Saya akan termotivasi jika melihat teman saya bisa Bahasa Inggris dengan baik
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

6. Saya selalu mengerti tentang perasaan saya sendiri ketika mengikuti pelajaran Bahasa Inggris
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

7. Saya sangat senang ketika belajar Bahasa Inggris bersama teman-teman / belajar kelompok
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

8. Saya sangat tidak sabar untuk segera mengikuti pelajaran Bahasa Inggris
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

9. Saya yakin jika terus belajar Bahasa Inggris, maka nilai Bahasa Inggris saya akan baik
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

10. Saya dapat mengendalikan kecemasan saya ketika mengikuti pelajaran speaking Bahasa Inggris
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

11. Saya yakin bahwa saya bisa mengikuti pelajaran speaking Bahasa Inggris dengan mudah
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

12. Saya tidak akan marah jika ada teman saya yang mengejek nilai Bahasa Inggris saya
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

13. Mudah bagi saya untuk membentuk kelompok belajar Bahasa Inggris dikelas/ dirumah
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

14. Saya selalu menerima kritikan yang diberikan guru/ teman mengenai pembelajaran speaking saya, demi memperbaiki speaking saya
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
15. Saya merasa senang jika teman yang dulunya mendapat nilai kurang baik Bahasa Inggrisnya sekarang nilai Bahasa Inggris nya baik
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
16. Saya sangat peduli dengan teman yang tidak bisa Bahasa Inggris, tetapi dia sangat semangat belajar
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
17. Jika teman saya minder karena mendapat nilai Bahasa Inggris yang kurang baik, saya akan menyemangatnya agar tetap tekun belajar
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
18. Saya menikmati setiap materi pelajaran Bahasa Inggris yang di berikan bp/ibu guru di dalam kelas
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
19. Saya selalu menghargai apa yang di ajarkan teman saya tentang Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
20. Saya merasa kasian dengan teman yang memiliki kesulitan belajar Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
21. Saya merasa biasa saja jika hasil ulangan Bahasa Inggris saya kurang memuaskan
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

22. Saya memiliki target nilai yang memuaskan yang harus saya capai dalam pelajaran Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
23. Jika saya gagal dalam mengerjakan sesuatu, saya akan terus mencoba
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
24. Saya senang ketika mendengar teman saya menjuarai perlombaan Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
25. Saya membentuk kelompok belajar Bahasa Inggris agar saya tidak mengalami kesulitan dalam mengikuti pelajaran Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
26. Ketika ada teman yang mengalami kesulitan dalam Bahasa Inggris, saya akan berusaha membantu semampu saya
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
27. Saya berusaha menenangkan suasana kelas yang gaduh saat pelajaran Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
28. Saya yakin saya dapat mengatasi kesulitan yang saya temukan dalam belajar Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
29. Saya yakin jika saya belajar giat, maka saya akan dapat nilai Bahasa Inggris yang baik
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

30. Saya selalu merasa optimis tentang hal- hal yang saya katakan dalam speaking Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
31. Saya berusaha meyakinkan diri bahwa saya bisa mendapatkan nilai yang bagus, dengan mengatakan bahwa pelajaran Bahasa Inggris itu menyenangkan
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
32. Saya tidak suka melihat teman yang suka mengejek teman lain, hanya karena nilai Bahasa Inggris yang buruk
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
33. Saya menyadari ketika saya malu bertanya, maka saya akan merasa kesulitan dalam mengikuti pelajaran Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
34. Saya sering berfikir terlebih dahulu sebelum bertindak dan melihat akibat-akibat dari perbuatan saya
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
35. Ketika teman saya mendapatkan nilai bagus pada pelajaran Bahasa Inggris, saya yakin bahwa saya juga bisa mendapatkan nilai bagus
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

APPENDIX 6

The Blueprint of the Questionnaire

The Blueprint of Emotional Quotient

Variable	Indicators	Number of the test	Total	%
		Positive		
Quotient or intelligence is a basic ability that affect performance on all cognitively oriented task (Woolfolk, 1998: 113). Goleman (2002) adapted the basic definition of emotional quotient of Salovey and Mayer into five aspects of capabilities consisting of :	Self-Awareness	1, 6, 8, 18, 29	5	17,3%
	Self-Regulation	10, 21, 31, 34	4	13,7%
	Self-Motivation	5, 9, 11, 22, 23, 28, 30, 35,	8	27,5%
	Empathy	3, 16, 19, 20, 32	5	17,3%
	Social Skill	4, 7, 14, 17, 25, 26, 27,	7	24,2%
Total			29	100

APPENDIX 7 QUESTIONNAIRE OF EMOTIONAL QUOTIENT

ANGKET EQ

Nama :

Kelas :

Petunjuk Pengisian :

1. Berdoa terlebih dahulu sebelum mengerjakan
2. Baca dan pahami pertanyaan-pertanyaan di bawah ini dengan seksama sebelum anda mulai menjawab.
3. Setiap pemilihan jawaban di bawah ini tidak mempengaruhi nilai pelajaran anda.
4. Pilihlah salah satu jawaban sesuai dengan diri anda sendiri, setiap pernyataan ini merujuk apa yang anda rasakan tentang kelas Bahasa Inggris. Silahkan pilih dengan memberi tanda silang (x) pada pilihan jawaban:
 SS = Sangat Setuju TS = Tidak Setuju
 S = Setuju STS = Sangat Tidak Setuju
5. Selamat mengerjakan.

Jawablah pertanyaan di bawah ini sejujur-jujurnya dengan keadaan diri anda saat ini!

1. Saya sangat menyukai pelajaran Bahasa Inggris
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

2. Saya senang jika ada teman yang mendapat nilai bagus dalam pelajaran Bahasa Inggris
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

3. Ketika saya mengalami kesulitan dalam belajar speaking, saya lebih sering untuk bertanya dengan kelompok belajar saya
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

4. Saya akan termotivasi jika melihat teman saya bisa Bahasa Inggris dengan baik
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

5. Saya selalu mengerti tentang perasaan saya sendiri ketika mengikuti pelajaran Bahasa Inggris
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

6. Saya sangat senang ketika belajar Bahasa Inggris bersama teman-teman / belajar kelompok
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

7. Saya sangat tidak sabar untuk segera mengikuti pelajaran Bahasa Inggris
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

8. Saya yakin jika terus belajar Bahasa Inggris, maka nilai Bahasa Inggris saya akan baik
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

9. Saya dapat mengendalikan kecemasan saya ketika mengikuti pelajaran speaking Bahasa Inggris
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

10. Saya yakin bahwa saya bisa mengikuti pelajaran speaking Bahasa Inggris dengan mudah
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

11. Saya selalu menerima kritikan yang diberikan guru/ teman mengenai pembelajaran speaking saya, demi memperbaiki speaking saya
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

12. Saya sangat peduli dengan teman yang tidak bisa Bahasa Inggris, tetapi dia sangat semangat belajar
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

13. Jika teman saya minder karena mendapat nilai Bahasa Inggris yang kurang baik, saya akan menyemangatnya agar tetap tekun belajar
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

14. Saya menikmati setiap materi pelajaran Bahasa Inggris yang di berikan bp/ibu guru di dalam kelas
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
15. Saya selalu menghargai apa yang di ajarkan teman saya tentang Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
16. Saya merasa kasian dengan teman yang memiliki kesulitan belajar Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
17. Saya merasa biasa saja jika hasil ulangan Bahasa Inggris saya kurang memuaskan
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
18. Saya memiliki target nilai yang memuaskan yang harus saya capai dalam pelajaran Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
19. Jika saya gagal dalam mengerjakan sesuatu, saya akan terus mencoba
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
20. Saya membentuk kelompok belajar Bahasa Inggris agar saya tidak mengalami kesulitan dalam mengikuti pelajaran Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
21. Ketika ada teman yang mengalami kesulitan dalam Bahasa Inggris, saya akan berusaha membantu semampu saya
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
22. Saya berusaha menenangkan suasana kelas yang gaduh saat pelajaran Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

23. Saya yakin saya dapat mengatasi kesulitan yang saya temukan dalam belajar Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
24. Saya yakin jika saya belajar giat, maka saya akan dapat nilai Bahasa Inggris yang baik
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
25. Saya selalu merasa optimis tentang hal-hal yang saya katakan dalam speaking Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
26. Saya berusaha meyakinkan diri bahwa saya bisa mendapatkan nilai yang bagus, dengan mengatakan bahwa pelajaran Bahasa Inggris itu menyenangkan
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
27. Saya tidak suka melihat teman yang suka mengejek teman lain, hanya karena nilai Bahasa Inggris yang buruk
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
28. Saya sering berfikir terlebih dahulu sebelum bertindak dan melihat akibat-akibat dari perbuatan saya
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
29. Ketika teman saya mendapatkan nilai bagus pada pelajaran Bahasa Inggris, saya yakin bahwa saya juga bisa mendapatkan nilai bagus
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

APPENDIX 8

The Blueprint of Self-Confidence (Try Out)

Variable	Indicators	Number of the test	Total	%
		Positive		
Self-confidence is essentially an attitude wich allows us to have a positive and realistic perception of ourselves and our abilities. There are some indicators of self-confidence according to Goleman in Mieke (2006: 59)	Desire and Effort,	2, 13, 19, 23, 25, 29, 33	7	20%
	Optimistic	1, 21, 22, 27, 31	5	14,2%
	Adaptation	5, 11, 26, 34, 35	5	14,2%
	Motivation	4, 12, 15, 17,	4	11,5%
	Having and utilizing the superiority	6, 14, 16, 24	4	11,5%
	Having physical and metal health	3, 9, 28, 32	4	11,5%
	Autonomous	7, 8, 10, 18, 20, 30	6	17,1%
Total			35	100

APPENDIX 9
QUESTIONNAIRE SELF-CONFIDENCE (TRY OUT)

ANGKET SELF CONFIDENCE (TRY OUT)

Nama :

Kelas :

Petunjuk Pengisian :

1. Berdoa terlebih dahulu sebelum mengerjakan
2. Baca dan pahami pertanyaan-pertanyaan di bawah ini dengan seksama sebelum anda mulai menjawab.
3. Setiap pemilihan jawaban di bawah ini tidak mempengaruhi nilai pelajaran anda.
4. Pilihlah salah satu jawaban sesuai dengan diri anda sendiri, setiap pernyataan ini merujuk apa yang anda rasakan tentang kelas Bahasa Inggris. Silahkan pilih dengan memberi tanda silang (x) pada pilihan jawaban:
 SS = Sangat Setuju TS = Tidak Setuju
 S = Setuju STS = Sangat Tidak Setuju
5. Selamat mengerjakan.

Jawablah pertanyaan di bawah ini sejujur-jujurnya dengan keadaan diri anda saat ini!

1. Saya yakin berbicara Bahasa Inggris itu mudah
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

2. Saya berusaha rileks untuk mengurangi ketegangan saat tampil berbicara di depan kelas
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

3. Saya selalu percaya diri ketika maju di depan kelas
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

4. Saya orang yang paling aktif maju speaking di kelas
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

5. Saya menyukai tantangan dalam berbicara Bahasa Inggris
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

6. Saya aktif mengikuti ekstra kurikuler Inggris yang ada di sekolah
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

7. Saya mengikuti ekstra kurikuler English club dengan pilihan saya sendiri
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

8. Saya berani berbicara Bahasa Inggris dengan orang yang baru saya kenal dimuka umum
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

9. Saya merasa bahagia ketika mengikuti pembelajaran speaking di kelas
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

10. Saya berusaha sekuat tenaga untuk dapat berbicara Bahasa Inggris
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

11. Saya bisa berbicara Bahasa Inggris dengan kondisi apapun
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

12. Saya bisa berbicara Bahasa Inggris meskipun dengan kondisi lingkungan yang tidak mendukung
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

13. Saya berani berbicara Bahasa Inggris di depan kelas
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

14. Saya mengikuti ekstrakurikuler Bahasa Inggris untuk mengembangkan bakat speaking saya
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

15. Saya menyukai praktek berbicara Bahasa Inggris dengan orang asing
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
16. Saya bisa mengajari teman saya, dengan bakat yang saya miliki
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
17. Teman-teman saya selalu mendukung jika saya maju speaking di depan kelas
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
18. Saya rela datang kerumah guru/ teman, hanya untuk menanyakan yang berhubungan dengan Bahasa Inggris yang saya tidak paham
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
19. Saya latihan berbicara Bahasa Inggris dengan suara keras
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
20. Saya akan menggunakan seluruh pikiran dan tenaga saya agar saya bisa berbicara Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
21. Saya yakin jika saya sering mencoba berbicara Bahasa Inggris maka kemampuan Bahasa Inggris saya akan jauh lebih lebih baik lagi
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
22. Saya merasa bisa berbicara Bahasa Inggris dengan baik
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
23. Saya aktif ketika mengikuti pelajaran speaking Bahasa Inggris, dan saya selalu maju di depan kelas
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

24. Saya merasa kemampuan speaking saya baik, dan bisa di kembangkan untuk perlombaan
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
25. Saya mengorbankan waktu luang saya untuk berlatih berbicara Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
26. Saya suka menghafalkan kosa kata Bahasa Inggris agar speaking saya lancar
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
27. Saya merasa optimis dengan apa yang saya ucapkan pada saat berbicara Bahasa Inggris di depan kelas
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
28. Saya merasa bahwa ucapan speaking Bahasa Inggris saya sudah benar
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
29. Ketika ada mata pelajaran speaking yang tidak dimengerti, saya mencoba memberanikan diri untuk bertanya
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
30. Saya selalu mempraktekan speaking di depan kelas setelah penjelasan materi speaking selesai dan saya maju tanpa disuruh oleh guru
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
31. Saya merasa kemampuan berbicara Bahasa Inggris saya lebih baik dari pada teman saya
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

32. Saya bisa menghilangkan grogi ketika berbicara di depan kelas
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
33. Saya memiliki keinginan yang kuat untuk berbicara Bahasa Inggris demi mendapatkan nilai speaking yang bagus
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
34. Saya bisa mengatasi kesulitan dalam berbicara Bahasa Inggris di depan kelas
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
35. Saya selalu berbicara Bahasa Inggris di kelas, agar Bahasa Inggris saya lancar
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

APPENDIX 10

The Blueprint of Self-Confidence

Variable	Indicators	Number of the test	Total	%
		Positive		
Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. There are some indicators of self-confidence according to Goleman in Mieke (2006: 59)	Desire and Effort,	2, 13, 19, 23, 25, 29, 33	7	20%
	Optimistic	1, 21, 22, 27, 31	5	14,2%
	Adaptation	5, 11, 26, 34, 35	5	14,2%
	Motivation	4, 12, 15, 17,	4	11,5%
	Having and utilizing the superiority	6, 14, 16, 24	4	11,5%
	Having physical and metal health	3, 9, 28, 32	4	11,5%
	Autonomous	7, 8, 10, 18, 20, 30	6	17,1%
Total			35	100

APPENDIX 11
QUESTIONNAIRE SELF-CONFIDENCE

ANGKET SELF CONFIDENCE (TEST)

Nama :

Kelas :

Petunjuk Pengisian :

1. Berdoa terlebih dahulu sebelum mengerjakan
2. Baca dan pahami pertanyaan-pertanyaan di bawah ini dengan seksama sebelum anda mulai menjawab.
3. Setiap pemilihan jawaban di bawah ini tidak mempengaruhi nilai pelajaran anda.
4. Pilihlah salah satu jawaban sesuai dengan diri anda sendiri, setiap pernyataan ini merujuk apa yang anda rasakan tentang kelas Bahasa Inggris. Silahkan pilih dengan memberi tanda silang (x) pada pilihan jawaban:
 SS = Sangat Setuju TS = Tidak Setuju
 S = Setuju STS = Sangat Tidak Setuju
5. Selamat mengerjakan.

Jawablah pertanyaan di bawah ini sejujur-jujurnya dengan keadaan diri anda saat ini!

1. Saya yakin berbicara Bahasa Inggris itu mudah
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

2. Saya berusaha rileks untuk mengurangi ketegangan saat tampil berbicara di depan kelas
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

3. Saya selalu percaya diri ketika maju di depan kelas
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

4. Saya orang yang paling aktif maju speaking di kelas
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

5. Saya menyukai tantangan dalam berbicara Bahasa Inggris
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

6. Saya aktif mengikuti ekstra kurikuler Inggris yang ada di sekolah
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

7. Saya mengikuti ekstra kurikuler English club dengan pilihan saya sendiri
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

8. Saya berani berbicara Bahasa Inggris dengan orang yang baru saya kenal dimuka umum
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

9. Saya merasa bahagia ketika mengikuti pembelajaran speaking di kelas
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

10. Saya berusaha sekuat tenaga untuk dapat berbicara Bahasa Inggris
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

11. Saya bisa berbicara Bahasa Inggris dengan kondisi apapun
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

12. Saya bisa berbicara Bahasa Inggris meskipun dengan kondisi lingkungan yang tidak mendukung
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

13. Saya berani berbicara Bahasa Inggris di depan kelas
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

14. Saya mengikuti ekstrakurikuler Bahasa Inggris untuk mengembangkan bakat speaking saya
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

15. Saya menyukai praktek berbicara Bahasa Inggris dengan orang asing
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
16. Saya bisa mengajari teman saya, dengan bakat yang saya miliki
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
17. Teman-teman saya selalu mendukung jika saya maju speaking di depan kelas
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
18. Saya rela datang kerumah guru/ teman, hanya untuk menanyakan yang berhubungan dengan Bahasa Inggris yang saya tidak paham
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
19. Saya latihan berbicara Bahasa Inggris dengan suara keras
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
20. Saya akan menggunakan seluruh pikiran dan tenaga saya agar saya bisa berbicara Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
21. Saya yakin jika saya sering mencoba berbicara Bahasa Inggris maka kemampuan Bahasa Inggris saya akan jauh lebih lebih baik lagi
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
22. Saya merasa bisa berbicara Bahasa Inggris dengan baik
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
23. Saya aktif ketika mengikuti pelajaran speaking Bahasa Inggris, dan saya selalu maju di depan kelas
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

24. Saya merasa kemampuan speaking saya baik, dan bisa di kembangkan untuk perlombaan
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
25. Saya mengorbankan waktu luang saya untuk berlatih berbicara Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
26. Saya suka menghafalkan kosa kata Bahasa Inggris agar speaking saya lancar
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
27. Saya merasa optimis dengan apa yang saya ucapkan pada saat berbicara Bahasa Inggris di depan kelas
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
28. Saya merasa bahwa ucapan speaking Bahasa Inggris saya sudah benar
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
29. Ketika ada mata pelajaran speaking yang tidak dimengerti, saya mencoba memberanikan diri untuk bertanya
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
30. Saya selalu mempraktekan speaking di depan kelas setelah penjelasan materi speaking selesai dan saya maju tanpa disuruh oleh guru
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
31. Saya merasa kemampuan berbicara Bahasa Inggris saya lebih baik dari pada teman saya
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

32. Saya bisa menghilangkan grogi ketika berbicara di depan kelas
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
33. Saya memiliki keinginan yang kuat untuk berbicara Bahasa Inggris demi mendapatkan nilai speaking yang bagus
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
34. Saya bisa mengatasi kesulitan dalam berbicara Bahasa Inggris di depan kelas
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
35. Saya selalu berbicara Bahasa Inggris di kelas, agar Bahasa Inggris saya lancar
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

APPENDIX 12 The Score of Speaking Test

The Mean Score of Speaking Done by Rater 1 and Rater 2

No	Name	Rater 1	Rater 2	Mean Score
1	TZS	89	75	82
2	FAS	91	89	90
3	FF	77	73	75
4	FK	83	83	83
5	GG	86	68	77
6	NF	80	80	80
7	SKH	77	67	72
8	DA	76	68	72
9	KM	85	75	80
10	APN	87	63	75
11	VS	76	68	72
12	AR	81	61	71
13	BRK	75	63	69
14	TS	77	73	75
15	FMAF	78	68	73
16	RIK	70	60	65
17	KPT	76	70	73
18	ZPD	70	64	67
19	YAN	76	66	71
20	RAIK	88	84	86
21	AAK	87	87	87
22	AQT	82	70	76
23	INH	76	70	68
24	FDP	73	63	68
25	SM	76	70	68
26	NWM	76	72	74
27	DRA	88	74	81
28	WDO	72	60	66
29	AZN	74	68	71
30	HNI	88	76	82
31	AAF	86	76	81
32	AR	85	79	82
33	ADR	85	79	82
34	CAPK	82	72	77
35	DS	76	68	72
36	ERN	70	60	65
37	HAF	88	76	82
38	IBP	85	77	81
39	NL	76	62	69
40	RNE	79	63	71
41	ADJ	87	77	82
42	ATW	77	73	75
43	ADY	75	63	69
44	AQ	88	80	84
45	DRS	62	62	62
46	GL	77	67	72
47	HPR	76	66	71
48	IKA	62	60	61
49	RSB	95	85	90
50	SNKN	80	62	71

APPENDIX 13 QUESTIONNAIRE OF EMOTIONAL QUOTIENT

ANGKET EQ (TEST)

Nama :

Kelas :

Petunjuk Pengisian :

1. Berdoa terlebih dahulu sebelum mengerjakan
2. Baca dan pahami pertanyaan-pertanyaan di bawah ini dengan seksama sebelum anda mulai menjawab.
3. Setiap pemilihan jawaban di bawah ini tidak mempengaruhi nilai pelajaran anda.
4. Pilihlah salah satu jawaban sesuai dengan diri anda sendiri, setiap pernyataan ini merujuk apa yang anda rasakan tentang kelas Bahasa Inggris. Silahkan pilih dengan memberi tanda silang (x) pada pilihan jawaban:
 SS = Sangat Setuju TS = Tidak Setuju
 S = Setuju STS = Sangat Tidak Setuju
5. Selamat mengerjakan.

Jawablah pertanyaan di bawah ini sejujur-jujurnya dengan keadaan diri anda saat ini!

1. Saya sangat menyukai pelajaran Bahasa Inggris
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

2. Saya senang jika ada teman yang mendapat nilai bagus dalam pelajaran Bahasa Inggris
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju
3. Ketika saya mengalami kesulitan dalam belajar speaking, saya lebih sering untuk bertanya dengan kelompok belajar saya
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju
4. Saya akan termotivasi jika melihat teman saya bisa Bahasa Inggris dengan baik
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju
5. Saya selalu mengerti tentang perasaan saya sendiri ketika mengikuti pelajaran Bahasa Inggris
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

6. Saya sangat senang ketika belajar Bahasa Inggris bersama teman-teman / belajar kelompok
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

7. Saya sangat tidak sabar untuk segera mengikuti pelajaran Bahasa Inggris
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

8. Saya yakin jika terus belajar Bahasa Inggris, maka nilai Bahasa Inggris saya akan baik
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

9. Saya dapat mengendalikan kecemasan saya ketika mengikuti pelajaran speaking Bahasa Inggris
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

10. Saya yakin bahwa saya bisa mengikuti pelajaran speaking Bahasa Inggris dengan mudah
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

11. Saya selalu menerima kritikan yang diberikan guru/ teman mengenai pembelajaran speaking saya, demi memperbaiki speaking saya
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

12. Saya sangat peduli dengan teman yang tidak bisa Bahasa Inggris, tetapi dia sangat semangat belajar
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

13. Jika teman saya minder karena mendapat nilai Bahasa Inggris yang kurang baik, saya akan menyemangatnya agar tetap tekun belajar
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

14. Saya menikmati setiap materi pelajaran Bahasa Inggris yang di berikan bp/ibu guru di dalam kelas
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
15. Saya selalu menghargai apa yang di ajarkan teman saya tentang Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
16. Saya merasa kasian dengan teman yang memiliki kesulitan belajar Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
17. Saya merasa biasa saja jika hasil ulangan Bahasa Inggris saya kurang memuaskan
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
18. Saya memiliki target nilai yang memuaskan yang harus saya capai dalam pelajaran Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
19. Jika saya gagal dalam mengerjakan sesuatu, saya akan terus mencoba
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
20. Saya membentuk kelompok belajar Bahasa Inggris agar saya tidak mengalami kesulitan dalam mengikuti pelajaran Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
21. Ketika ada teman yang mengalami kesulitan dalam Bahasa Inggris, saya akan berusaha membantu semampu saya
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
22. Saya berusaha menenangkan suasana kelas yang gaduh saat pelajaran Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

23. Saya yakin saya dapat mengatasi kesulitan yang saya temukan dalam belajar Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
24. Saya yakin jika saya belajar giat, maka saya akan dapat nilai Bahasa Inggris yang baik
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
25. Saya selalu merasa optimis tentang hal-hal yang saya katakan dalam speaking Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
26. Saya berusaha meyakinkan diri bahwa saya bisa mendapatkan nilai yang bagus, dengan mengatakan bahwa pelajaran Bahasa Inggris itu menyenangkan
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
27. Saya tidak suka melihat teman yang suka mengejek teman lain, hanya karena nilai Bahasa Inggris yang buruk
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
28. Saya sering berfikir terlebih dahulu sebelum bertindak dan melihat akibat-akibat dari perbuatan saya
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
29. Ketika teman saya mendapatkan nilai bagus pada pelajaran Bahasa Inggris, saya yakin bahwa saya juga bisa mendapatkan nilai bagus
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

APPENDIX 14**QUESTIONNAIRE SELF-CONFIDENCE****ANGKET SELF CONFIDENCE**

Nama :

Kelas :

Petunjuk Pengisian :

1. Berdoa terlebih dahulu sebelum mengerjakan
2. Baca dan pahami pertanyaan-pertanyaan di bawah ini dengan seksama sebelum anda mulai menjawab.
3. Setiap pemilihan jawaban di bawah ini tidak mempengaruhi nilai pelajaran anda.
4. Pilihlah salah satu jawaban sesuai dengan diri anda sendiri, setiap pernyataan ini merujuk apa yang anda rasakan tentang kelas Bahasa Inggris. Silahkan pilih dengan memberi tanda silang (x) pada pilihan jawaban:

SS = Sangat Setuju TS = Tidak Setuju

S = Setuju STS = Sangat Tidak Setuju

5. Selamat mengerjakan.

Jawablah pertanyaan di bawah ini sejujur-jujurnya dengan keadaan diri anda saat ini!

1. Saya yakin berbicara Bahasa Inggris itu mudah
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

2. Saya berusaha rileks untuk mengurangi ketegangan saat tampil berbicara di depan kelas
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

3. Saya selalu percaya diri ketika maju di depan kelas
 - a. Sangat Setuju c. Tidak Setuju
 - b. Setuju d. Sangat Tidak Setuju

4. Saya orang yang paling aktif maju speaking di kelas
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

5. Saya menyukai tantangan dalam berbicara Bahasa Inggris
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

6. Saya aktif mengikuti ekstra kurikuler Inggris yang ada di sekolah
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

7. Saya mengikuti ekstra kurikuler English club dengan pilihan saya sendiri
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

8. Saya berani berbicara Bahasa Inggris dengan orang yang baru saya kenal dimuka umum
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

9. Saya merasa bahagia ketika mengikuti pembelajaran speaking di kelas
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

10. Saya berusaha sekuat tenaga untuk dapat berbicara Bahasa Inggris
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

11. Saya bisa berbicara Bahasa Inggris dengan kondisi apapun
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

12. Saya bisa berbicara Bahasa Inggris meskipun dengan kondisi lingkungan yang tidak mendukung
 - a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

13. Saya berani berbicara Bahasa Inggris di depan kelas
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
14. Saya mengikuti ekstrakurikuler Bahasa Inggris untuk mengembangkan bakat speaking saya
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
15. Saya menyukai praktek berbicara Bahasa Inggris dengan orang asing
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
16. Saya bisa mengajari teman saya, dengan bakat yang saya miliki
- c. Sangat Setuju
 - d. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
17. Teman-teman saya selalu mendukung jika saya maju speaking di depan kelas
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
18. Saya rela datang kerumah guru/ teman, hanya untuk menanyakan yang berhubungan dengan Bahasa Inggris yang saya tidak paham
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
19. Saya latihan berbicara Bahasa Inggris dengan suara keras
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
20. Saya akan menggunakan seluruh pikiran dan tenaga saya agar saya bisa berbicara Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
21. Saya yakin jika saya sering mencoba berbicara Bahasa Inggris maka kemampuan Bahasa Inggris saya akan jauh lebih lebih baik lagi
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

22. Saya merasa bisa berbicara Bahasa Inggris dengan baik
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
23. Saya aktif ketika mengikuti pelajaran speaking Bahasa Inggris, dan saya selalu maju di depan kelas
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
24. Saya merasa kemampuan speaking saya baik, dan bisa di kembangkan untuk perlombaan
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
25. Saya mengorbankan waktu luang saya untuk berlatih berbicara Bahasa Inggris
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
26. Saya suka menghafalkan kosa kata Bahasa Inggris agar speaking saya lancar
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
27. Saya merasa optimis dengan apa yang saya ucapkan pada saat berbicara Bahasa Inggris di depan kelas
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
28. Saya merasa bahwa ucapan speaking Bahasa Inggris saya sudah benar
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
29. Ketika ada mata pelajaran speaking yang tidak dimengerti, saya mencoba memberanikan diri untuk bertanya
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

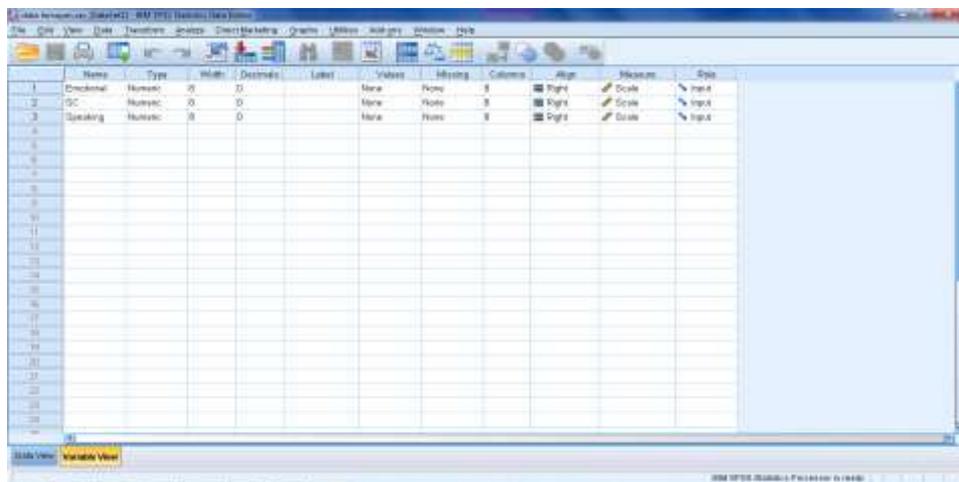
30. Saya selalu mempraktekan speaking di depan kelas setelah penjelasan materi speaking selesai dan saya maju tanpa disuruh oleh guru
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
31. Saya merasa kemampuan berbicara Bahasa Inggris saya lebih baik dari pada teman saya
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
32. Saya bisa menghilangkan grogi ketika berbicara di depan kelas
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
33. Saya memiliki keinginan yang kuat untuk berbicara Bahasa Inggris demi mendapatkan nilai speaking yang bagus
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
34. Saya bisa mengatasi kesulitan dalam berbicara Bahasa Inggris di depan kelas
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
35. Saya selalu berbicara Bahasa Inggris di kelas, agar Bahasa Inggris saya lancar
- a. Sangat Setuju
 - b. Setuju
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

APPENDIX 15

The steps of program *SPSS 20 for Windows*

A. Data Description

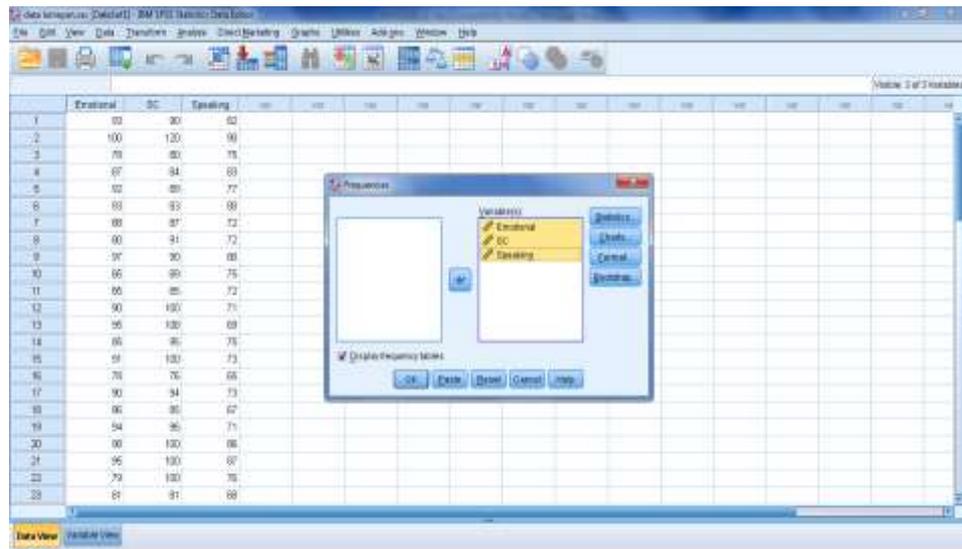
- a. Open program *SPSS 20 for windows*.
- b. Make variable by clicking tab variable view.
- c. Change the column of decimals column becomes 0.
- d. Write the label column in first line Emotional, second line SC, and third line Speaking. As follow:



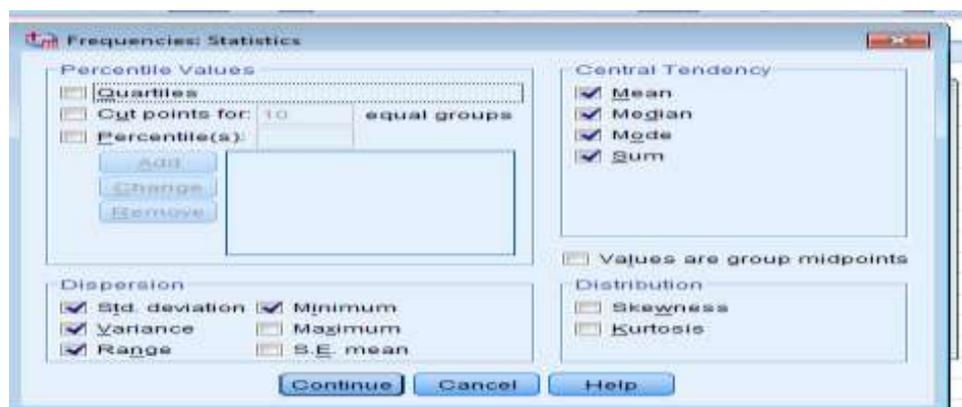
- f. Open data view, input the data in the variable. As follow:

	Emotional	SC	Speaking
1	93	90	80
2	100	100	90
3	78	80	75
4	67	84	80
5	90	88	77
6	81	83	86
7	80	87	72
8	60	81	72
9	87	90	88
10	80	80	75
11	66	80	70
12	80	100	71
13	85	100	89
14	85	85	75
15	81	100	73
16	70	70	68
17	90	84	70
18	84	80	87
19	83	80	71
20	80	100	88
21	80	100	87
22	74	100	76
23	80	81	68

g. Click **Analyze > Description Statistic > Frequencies**



h. Click **statistic**, then checklist **Mean, Median, Mode, Sum, Std. deviation, Variance, Range, Minimum, and Maximum**. As follow:



i. Click **continue > Charts > Checklist Bar Charts > Continue**

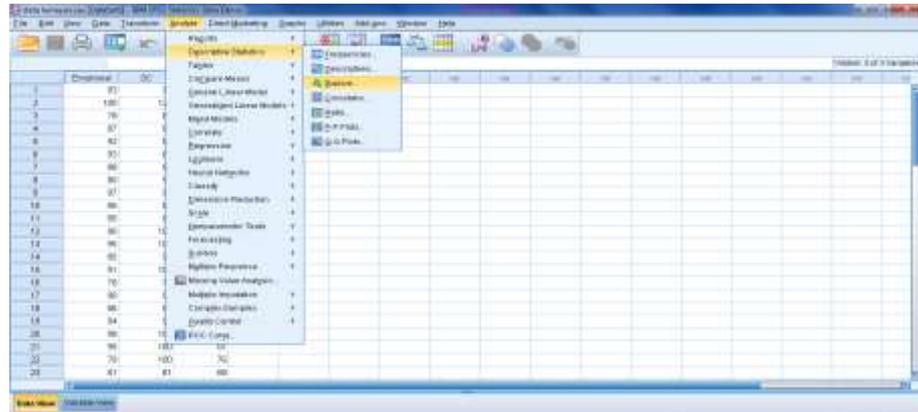


j. Click **Ok**

B. Pre-requisite Test

1. Normality Test

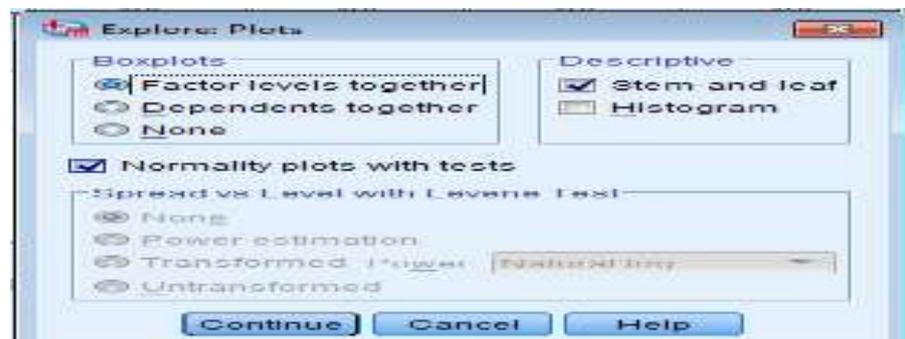
a. In program *SPSS 20 for windows*, click **Analyze** > **Descriptive Statistics** > **Explore**. As follows:



b. Click **Emotional**, **SC** and **Speaking** variable into dependent list. As follows:



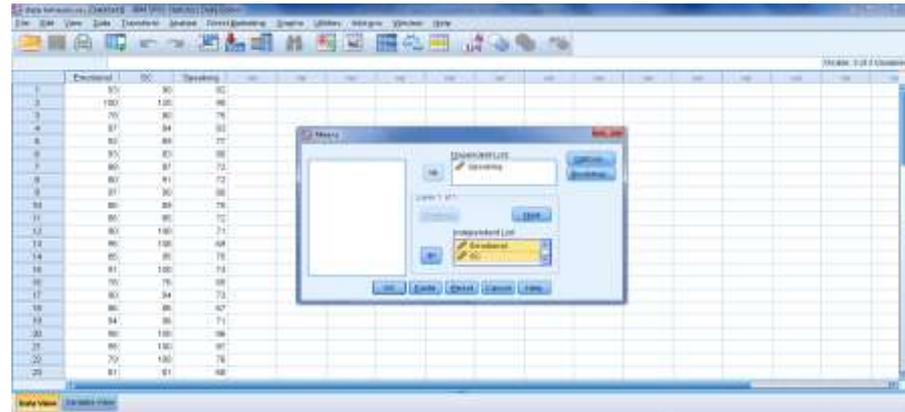
c. Then click **Plots** checklist **Normality plots with tests**, as follow:



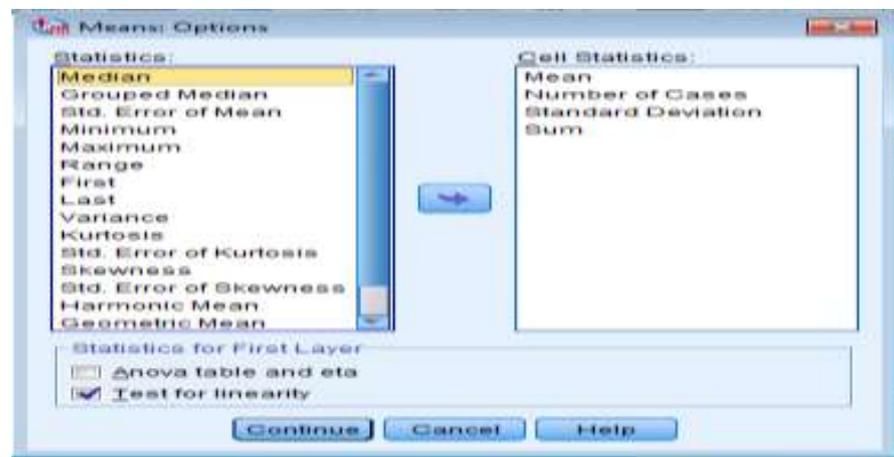
d. The last, click **Continue** > **OK**

2. Linearity Test

- a. In program SPSS 20 for windows, click **Analyze > Compare Means > Means**.
- b. Click Emotional (X_1), SC (X_2) variable into Dependent list, and Speaking (Y) variable into Dependent list. As follow:



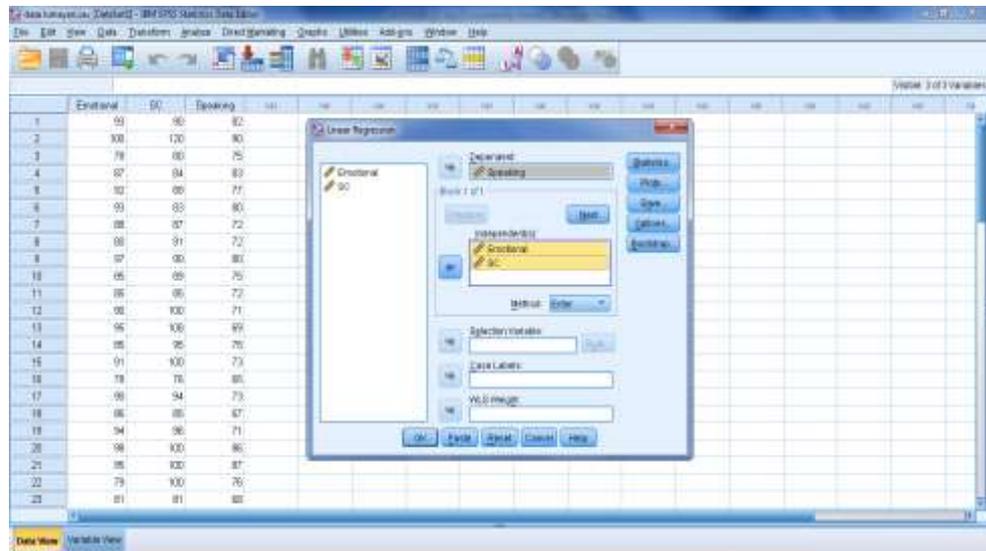
- c. Click **Options > Test for Linearity**. As follow:



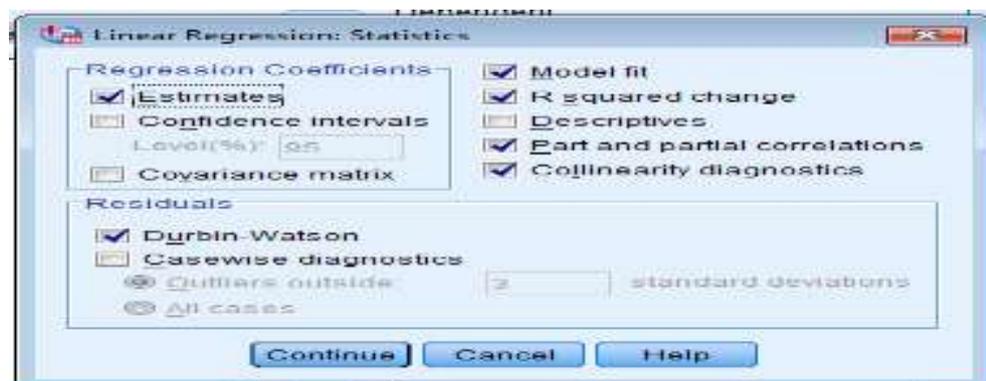
- d. Click **Continue > OK**.

C. Hypothesis Testing

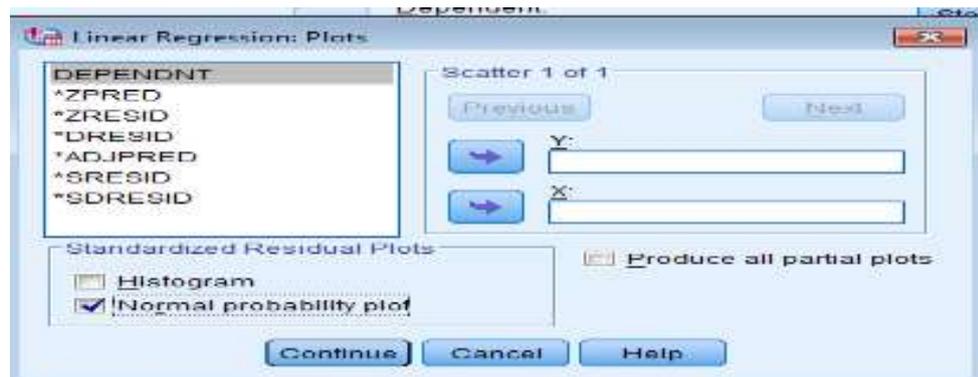
- a. In program *SPSS 20 for windows*, click **Analyze** > **Regression** > **Linear**. As follows:



- b. Move on “Speaking” into **Dependent** and “Emotional” and “SC” into **Independent**.
- c. Click **Statistic**. As follows:



- d. In Regression Coefficient click **Estimates**
- e. Then, choose **Model fit**, **R squared change**, **Part** and **patial correlations**, **Collinearrrity diagnostics**.
- f. Click **Durbin-Watson** in Residual.
- g. Click **Continue**.
- h. After that, click **Pots**. As Follow:



- i. Click **Normal probability plot**, and then click **Continue** and **OK**.

E13	Pearson Correlation	.263	.334	-.068	.085	.128	.387	.362	.374	.288	-.178	-.173	.088	1	-.082	-.278	-.017	.000	-.018	.280	-.168	.058	.218	.080	.181	.340	.111	.336	-.064	.133	-.077	-.085	.208	.151	-.055	.131	
	Sig. (2-tailed)	.116	.036	.673	.682	.431	.014	.027	.097	.070	.271	.285	.990		.571	.091	.915	1.000	.911	.981	.325	.734	.183	.026	.239	.029	.487	.034	.693	.413	.637	.559	.202	.252	.717	.419	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
E14	Pearson Correlation	.491	-.102	-.018	-.091	.296	.288	.203	.411	.486	-.087	.262	.018	-.092	1	.196	.475	.394	.008	.051	.032	-.484	.282	.336	.074	-.030	.195	.429	.298	.048	.277	.429	.395	.021	.300	.464	
	Sig. (2-tailed)	.002	.531	.915	.574	.061	.099	.208	.008	.002	.688	.102	.922	.571		.238	.002	.225	.982	.756	.694	.001	.078	.024	.668	.952	.228	.006	.071	.000	.084	.008	.024	.009	.005	.003	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
E15	Pearson Correlation	-.265	.141	.251	.224	-.018	-.141	-.108	-.302	.272	.024	.124	.283	-.270	.189	1	.121	.169	.037	-.161	.237	.029	.108	.093	.207	-.214	-.067	-.190	-.153	.384	-.103	.182	.081	.034	.119	.298	
	Sig. (2-tailed)	.113	.285	.000	.185	.912	.387	.509	.059	.089	.981	.448	.210	.091	.253		.457	.298	.922	.320	.148	.884	.515	.559	.200	.198	.065	.241	.347	.982	.525	.238	.021	.039	.484	.282	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
E16	Pearson Correlation	.000	.103	-.042	.083	.363	.311	.529	.079	.415	.003	.328	.013	-.017	.478	.121	1	.588	.131	.245	.284	-.075	.197	.081	.247	.210	.339	.296	.404	.018	.157	.212	.255	.052	.272	.483	
	Sig. (2-tailed)	1.000	.525	.795	.712	.012	.051	.000	.039	.008	.939	.940	.937	.918	.002	.457		.000	.422	.127	.078	.000	.221	.021	.124	.348	.032	.202	.019	.381	.332	.060	.113	.752	.088	.031	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
E17	Pearson Correlation	.063	-.155	.110	.065	.475	.373	.355	.249	.308	.182	.445	.289	.000	.364	.188	.598	1	.008	.298	.587	-.564	.498	.581	.148	.138	.427	.214	.208	.593	.258	.664	.307	-.201	.412	.541	
	Sig. (2-tailed)	.698	.238	.488	.693	.002	.018	.025	.122	.053	.319	.004	.198	1.000	.025	.288	.003		1.000	.981	.008	.000	.002	.021	.388	.432	.008	.184	.034	.001	.111	.003	.054	.214	.008	.000	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
E18	Pearson Correlation	.069	.336	.125	.288	.483	.093	.238	.081	.357	.418	-.218	-.123	-.018	.088	.037	.131	.000	1	.152	.211	-.245	.178	.442	-.088	.098	.059	.344	.217	.122	.167	.189	.284	.055	.322	.175	
	Sig. (2-tailed)	.673	.034	.408	.282	.002	.582	.138	.018	.024	.007	.911	.448	.911	.962	.922	.422	1.000		.348	.192	.791	.272	.034	.057	.630	.757	.788	.178	.485	.302	.242	.208	.737	.043	.280	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
E19	Pearson Correlation	.113	.121	-.048	.187	.457	.249	.483	.289	.345	-.059	-.020	.015	.280	.051	-.181	.245	.289	.152	1	.188	-.050	.334	.284	.288	.258	.288	.240	.178	.348	.298	.284	.187	.083	.317	.281	
	Sig. (2-tailed)	.488	.458	.763	.248	.003	.121	.010	.215	.029	.722	.903	.937	.081	.758	.328	.127	.081	.348		.285	.781	.028	.075	.071	.110	.085	.138	.262	.028	.062	.021	.248	.713	.048	.194	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
E20	Pearson Correlation	-.095	.222	.145	.089	.306	.088	.187	-.131	.203	.289	.281	.388	-.180	.032	.237	.284	.597	.211	.180	1	-.188	.288	.447	-.065	-.057	.102	-.081	.138	.287	.019	.588	.014	-.279	.178	.462	
	Sig. (2-tailed)	.558	.185	.371	.673	.088	.588	.247	.419	.208	.084	.104	.053	.228	.844	.148	.078	.000	.182	.285		.248	.081	.034	.085	.728	.531	.710	.282	.072	.008	.003	.002	.002	.272	.003	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
E21	Pearson Correlation	-.078	.213	.103	.049	-.274	-.221	-.383	-.402	-.348	-.040	-.291	-.148	.056	-.494	.028	-.575	-.554	-.045	-.050	-.188	1	-.421	-.322	-.073	.038	-.257	-.187	-.439	-.474	-.111	-.318	-.088	.042	-.387	-.327	
	Sig. (2-tailed)	.638	.185	.528	.788	.008	.175	.018	.018	.768	.988	.088	.378	.734	.001	.084	.002	.000	.781	.781	.245		.007	.043	.085	.559	.108	.384	.005	.002	.484	.048	.542	.798	.028	.040	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
E22	Pearson Correlation	.338	.387	.173	.287	.473	.358	.471	.384	.483	.271	.210	.081	.210	.282	.108	.197	.498	.178	.334	.288	-.421	1	.587	.184	.238	.238	.000	.258	.487	.348	.425	.095	.140	.247	.437	
	Sig. (2-tailed)	.028	.085	.288	.073	.002	.023	.002	.021	.010	.080	.183	.798	.193	.078	.515	.223	.002	.272	.035	.081	.007		.021	.288	.158	.138	1.000	.108	.002	.028	.008	.081	.388	.128	.288	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
E23	Pearson Correlation	.237	.287	.114	.259	.542	.242	.573	.252	.584	.312	.231	.083	.080	.355	.035	.301	.091	.442	.384	.447	-.322	.507	1	.188	.207	.243	.171	.238	.477	.328	.519	.282	-.038	.284	.588	
	Sig. (2-tailed)	.142	.082	.488	.188	.000	.122	.000	.117	.000	.080	.037	.985	.828	.024	.588	.001	.001	.004	.075	.004	.043	.001		.222	.280	.121	.282	.038	.002	.048	.001	.087	.017	.025	.000	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
E24	Pearson Correlation	-.188	.341	.289	.183	.203	.283	.124	.248	.304	-.085	-.103	.122	.181	.074	.237	.247	.148	-.088	.288	.088	-.072	.184	.188	1	.188	.383	.000	.103	.227	.185	-.088	.022	.088	.078	.077	
	Sig. (2-tailed)	.307	.003	.078	.528	.208	.077	.444	.784	.087	.801	.529	.418	.238	.848	.280	.124	.388	.057	.071	.085	.055	.288	.222		.588	.012	1.000	.507	.158	.253	.873	.842	.588	.804	.838	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40

E25	Pearson Correlation	.039	.265	.042	.347	.504	.345	.185	.175	.285	.210	.003	-.054	-.345	-.030	-.214	.010	.136	.088	.259	-.067	-.008	.228	.207	-.108	1	.325	.451	.142	.227	-.331	.058	.212	.442	.217	.241	.410		
	Sig. (2-tailed)	.813	.096	.786	.028	.001	.029	.254	.280	.065	.352	.983	.742	.028	.652	.186	.949	.402	.280	.110	.728	.959	.158	.200	.508		.041	.003	.381	.180	.848	.721	.188	.084	.179	.134	.093		
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
E26	Pearson Correlation	.121	-.305	.132	.154	.545	.482	.382	.342	.136	.183	.325	.345	.111	.185	-.007	.339	.427	.063	.298	.102	-.257	.239	.243	.363	.325	1	.317	.274	.388	.213	.169	.477	.268	.302	.159	.583		
	Sig. (2-tailed)	.457	.076	.417	.342	.000	.002	.015	.031	.404	.258	.041	.029	.487	.228	.965	.002	.006	.757	.095	.521	.109	.138	.131	.012	.041		.046	.087	.011	.167	.267	.002	.044	.058	.329	.000		
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
E27	Pearson Correlation	.334	-.306	-.069	.847	.436	.259	.157	.449	-.343	-.065	.120	.151	.336	.426	-.158	.289	.214	.044	.240	-.061	-.167	.000	.171	.008	.451	.317	1	.344	.337	.123	.282	.421	.121	.396	.218	.473		
	Sig. (2-tailed)	.035	.070	.642	.773	.065	.107	.334	.034	.038	.690	.458	.353	.034	.005	.241	.282	.184	.788	.136	.710	.334	1.000	.292	1.000	.003	.046		.038	.033	.449	.268	.007	.457	.311	.177	.302		
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
E28	Pearson Correlation	.158	.025	-.048	.128	.431	.296	.318	.319	.048	.138	.552	.122	-.064	.289	-.153	.404	.335	.217	.170	.128	-.438	.258	.330	.103	.142	.274	.344	1	.381	.527	.384	-.029	-.008	.336	.168	.481		
	Sig. (2-tailed)	.329	.880	.787	.432	.065	.064	.045	.045	.767	.394	.000	.416	.693	.071	.347	.010	.334	.178	.293	.382	.005	.108	.038	.527	.381	.387	.030		.015	.000	.015	.858	.959	.024	.288	.001		
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
E29	Pearson Correlation	.365	.196	-.027	.164	.516	.298	.485	.329	.510	.108	.348	.170	.133	.645	.384	.518	.583	.122	.348	.267	-.474	-.481	.477	.227	.227	.368	.337	.381	1	.264	.535	.319	.282	.228	.480	.704		
	Sig. (2-tailed)	.023	.219	.870	.312	.001	.062	.002	.038	.001	.507	.027	.285	.413	.000	.362	.001	.001	.455	.028	.072	.002	.002	.002	.002	.158	.180	.011	.033	.015		.088	.003	.045	.067	.156	.062	.000	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
E30	Pearson Correlation	.507	-.371	.003	.120	.329	.233	.328	.414	.177	.148	.436	.058	-.077	.277	-.103	.157	.258	.187	.288	.018	-.111	.348	.326	.185	-.031	.213	.123	.527	.284	1	.422	.314	-.154	.398	.134	.441		
	Sig. (2-tailed)	.001	.062	1.000	.481	.039	.148	.048	.008	.274	.359	.005	.724	.637	.094	.525	.332	.111	.382	.382	.588	.484	.028	.040	.253	.848	.187	.449	.000	.088	.007	.031	.342	.678	.418	.604			
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
E31	Pearson Correlation	.283	-.326	.121	.142	.502	.371	.212	.315	.367	.359	.430	.288	-.066	.426	.182	.212	.054	.188	.384	.588	-.316	.425	.518	-.088	.058	.168	.282	.384	.536	.422	1	.222	-.148	.347	.557	.641		
	Sig. (2-tailed)	.186	.078	.455	.382	.001	.064	.168	.048	.011	.023	.008	.095	.559	.005	.298	.063	.300	.242	.321	.000	.046	.008	.001	.673	.721	.307	.088	.015	.000	.007		.168	.382	.028	.000	.000		
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
E32	Pearson Correlation	.382	-.101	.083	.332	.424	.428	.281	.418	.414	.122	.145	.280	.208	.355	.381	.255	.307	.204	.187	.014	-.088	.068	.282	.032	.212	.477	.421	1	-.028	.319	.014	.222	1	.268	.325	.287	.530	
	Sig. (2-tailed)	.015	.534	.688	.045	.006	.006	.118	.007	.008	.453	.374	.185	.202	.024	.021	.163	.354	.285	.248	.932	.542	.581	.067	.843	.188	.002	.087	.858	.045	.931	.168		.064	.041	.062	.000		
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
E33	Pearson Correlation	.114	.273	.041	.216	.224	.172	.156	.112	.104	-.016	-.058	-.013	.151	.021	.034	.052	-.201	.055	.060	-.278	.842	.148	-.038	.088	.442	.268	.121	-.008	.282	-.154	-.148	.288	1	-.071	-.184	.206		
	Sig. (2-tailed)	.484	.088	.880	.181	.165	.290	.225	.490	.521	.921	.757	.939	.352	.888	.838	.752	.214	.737	.713	.082	.298	.388	.817	.588	.004	.094	.457	.858	.087	.342	.382	.094		.883	.255	.195		
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
E34	Pearson Correlation	.080	.055	.175	.138	.504	.288	.188	.284	.245	.343	.118	-.044	-.058	.380	.118	.272	.412	.302	.317	.178	-.387	.247	.254	.078	.217	.302	.388	.356	.228	.088	.347	.325	-.071	1	.494	.516		
	Sig. (2-tailed)	1.000	.737	.288	.385	.001	.094	.245	.100	.128	.030	.488	.786	.717	.080	.484	.089	.008	.043	.346	.072	.820	.125	.025	.634	.178	.058	.011	.024	.155	.678	.028	.041	.683		.001	.001		
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
E35	Pearson Correlation	.089	.020	.287	.324	.506	.282	.368	.163	.656	.289	.248	-.055	.131	.464	.208	.483	.641	.175	.281	.482	-.327	.427	.568	.077	.241	.158	.218	.168	.488	.134	.557	.287	-.184	.484	1	.641		
	Sig. (2-tailed)	.543	.901	.088	.041	.001	.078	.024	.316	.008	.094	.122	.737	.418	.003	.302	.001	.008	.288	.104	.003	.040	.068	.000	.638	.134	.328	.177	.288	.082	.410	.003	.682	.255	.001		.000		
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
TOT	Pearson Correlation	.385	.219	.330	.425	.515	.482	.589	.457	.680	.444	.446	.287	.244	.486	.223	.515	.624	.372	.455	.365	-.380	.613	.708	.283	.418	.583	.473	.491	.704	.441	.641	.530	.289	.516	.641	1		
	Sig. (2-tailed)	.021	.174	.037	.036	.000	.002	.000	.003	.000	.004	.004	.062	.128	.001	.167	.001	.000	.018	.003	.014	.823	.000	.000	.007	.008	.000	.002	.001	.000	.004	.000	.000	.156	.001	.000			
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 17 valid 1-35 SC

Correlations

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	S31	S32	S33	S34	S35	TOT	
S1 Pearson Correlation	1	.408	.138	.255	.590	.264	.239	.396	.217	.402	.363	.282	.318	.222	.368	.219	.383	.093	.318	.244	.293	.137	-.088	.255	.422	.204	.328	.034	.338	.277	.306	.128	.267	.342	.137	.493	
S1 Sig. (2-tailed)		.009	.397	.112	.000	.180	.137	.011	.179	.018	.012	.078	.045	.169	.567	.175	.015	.588	.045	.129	.066	.400	.589	.112	.007	.207	.040	.605	.033	.093	.054	.458	.096	.031	.398	.001	
N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S2 Pearson Correlation	.408	1	.479	.490	.365	.229	.289	.140	.084	.362	.257	.115	.396	.394	.080	-.038	.369	.297	.441	.173	.331	.102	-.055	.038	.222	.170	.343	-.084	.262	.193	.041	.365	.388	.240	-.016	.448	
S2 Sig. (2-tailed)	.009		.002	.003	.012	.155	.083	.389	.607	.022	.109	.478	.011	.014	.623	.812	.023	.291	.004	.284	.037	.531	.735	.865	.169	.296	.027	.980	.022	.316	.800	.021	.011	.139	.820	.004	
N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S3 Pearson Correlation	.138	.479	1	.646	.284	.440	.417	.115	.410	.494	.164	.275	.357	.474	.197	-.171	.484	.117	.291	.191	.363	.193	.382	.295	.162	.018	.441	.322	.524	.329	.240	.496	.143	.478	.373	.685	
S3 Sig. (2-tailed)	.397	.002		.000	.068	.085	.007	.481	.009	.003	.311	.086	.024	.002	.223	.291	.082	.470	.369	.238	.015	.232	.022	.064	.317	.914	.004	.043	.001	.038	.136	.002	.379	.082	.018	.000	
N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S4 Pearson Correlation	.255	.461	.646	1	.243	.383	.251	.088	.447	.402	.281	.177	.645	.304	.184	.179	.430	.021	.359	.228	.375	.281	.497	.270	.136	.156	.504	.289	.537	.663	.455	.409	.128	.426	.392	.625	
S4 Sig. (2-tailed)	.112	.003	.000		.131	.021	.118	.678	.004	.018	.059	.274	.000	.056	.258	.270	.086	.895	.023	.158	.017	.104	.081	.091	.403	.328	.001	.081	.000	.000	.003	.008	.462	.086	.012	.000	
N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S5 Pearson Correlation	.590	.365	.284	.243	1	.267	.427	.317	.175	.457	.321	.255	.291	.311	.338	.198	.254	-.043	.378	.173	.401	.118	.034	.362	.398	.496	.365	.089	.225	.853	.124	.158	.080	.372	-.010	.489	
S5 Sig. (2-tailed)	.000	.012	.089	.131		.024	.006	.046	.281	.003	.043	.110	.088	.051	.032	.240	.114	.793	.634	.286	.018	.467	.634	.022	.011	.002	.025	.548	.163	.743	.444	.328	.629	.018	.951	.001	
N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S6 Pearson Correlation	.239	.289	.440	.365	.267	1	.904	.292	.401	.388	.497	.380	.351	.714	.486	.281	.415	.292	.299	.036	.242	.464	.377	.465	.326	.356	.233	.436	.167	.309	.458	.122	.139	.471	.442	.689	
S6 Sig. (2-tailed)	.180	.155	.005	.021	.024		.000	.098	.010	.088	.001	.022	.026	.000	.006	.069	.088	.088	.981	.825	.133	.003	.017	.002	.040	.024	.148	.085	.384	.852	.003	.452	.364	.082	.004	.000	
N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S7 Pearson Correlation	.239	.289	.417	.251	.427	.904	1	.371	.363	.328	.483	.380	.273	.774	.511	.368	.384	.271	.275	.133	.272	.481	.385	.372	.415	.366	.207	.424	.138	.131	.367	.098	.167	.332	.321	.663	
S7 Sig. (2-tailed)	.137	.093	.007	.118	.006	.000		.018	.022	.044	.002	.013	.088	.000	.001	.055	.015	.091	.386	.413	.088	.018	.056	.018	.008	.020	.201	.086	.430	.419	.024	.546	.248	.036	.043	.000	
N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S8 Pearson Correlation	.289	.140	.115	.068	.317	.282	.371	1	.402	.310	.505	.633	.402	.281	.210	.332	.343	.448	.415	.207	.288	.298	.289	.153	.618	.068	.383	.181	.152	.187	.086	.157	.461	.283	.342	.553	
S8 Sig. (2-tailed)	.011	.389	.481	.678	.046	.068	.018		.010	.051	.001	.000	.010	.380	.194	.036	.030	.004	.008	.201	.072	.062	.070	.245	.000	.679	.015	.534	.290	.249	.596	.334	.003	.077	.031	.000	
N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S9 Pearson Correlation	.217	.084	.410	.447	.175	.481	.383	.402	1	.328	.292	.442	.458	.242	.416	.281	.509	.215	.478	.380	.459	.228	.548	.529	.340	.242	.374	.218	.284	.321	.441	.363	.238	.446	.479	.657	
S9 Sig. (2-tailed)	.179	.607	.009	.004	.281	.010	.022	.010		.038	.067	.004	.003	.133	.008	.118	.081	.183	.002	.016	.003	.168	.080	.000	.032	.133	.017	.169	.180	.043	.004	.021	.139	.004	.002	.000	
N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S10 Pearson Correlation	.402	.362	.464	.402	.457	.289	.320	.310	.328	1	.288	.532	.391	.474	.382	.103	.827	.259	.383	.573	.639	-.072	.412	.252	.417	.213	.418	.038	.347	.396	.048	.088	.431	.480	.293	.613	
S10 Sig. (2-tailed)	.010	.022	.003	.010	.003	.080	.044	.051	.036		.167	.000	.015	.002	.014	.529	.000	.107	.015	.000	.000	.668	.088	.117	.007	.188	.007	.862	.028	.011	.789	.588	.065	.011	.086	.000	
N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S11 Pearson Correlation	.282	.257	.164	.301	.321	.487	.483	.585	.292	.208	1	.528	.380	.469	.458	.590	.389	.428	.472	.223	.255	.533	.382	.332	.484	.421	.570	.443	.115	.381	.326	.225	.375	.249	.453	.783	
S11 Sig. (2-tailed)	.012	.039	.311	.059	.043	.001	.002	.001	.067	.197		.000	.016	.002	.003	.000	.011	.006	.002	.166	.113	.000	.022	.037	.001	.007	.000	.004	.481	.022	.040	.163	.017	.121	.003	.000	
N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S12 Pearson Correlation	.282	.115	.275	.177	.258	.380	.380	.633	.442	.532	.528	1	.585	.427	.224	.382	.381	.424	.482	.356	.382	.088	.488	.325	.612	.083	.381	.188	.233	.177	.150	.227	.540	.244	.488	.658	
S12 Sig. (2-tailed)	.078	.478	.086	.274	.118	.022	.013	.000	.004	.000	.000		.000	.006	.164	.012	.000	.006	.001	.024	.012	.588	.081	.041	.000	.011	.013	.382	.148	.275	.355	.158	.000	.030	.001	.000	
N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40

S13	Pearson Correlation	.310	.396	.357	.645	.261	.351	.273	.402	.459	.361	.380	.586	1	.283	.140	.066	.385	.272	.518	.205	.293	.067	.465	.307	.427	.041	.419	.062	.468	.478	.275	.341	.331	.446	.396	.619
	Sig. (2-tailed)	.045	.011	.024	.000	.068	.026	.088	.010	.003	.015	.016	.000		.377	.367	.667	.014	.090	.001	.206	.066	.679	.002	.054	.006	.802	.007	.706	.002	.002	.086	.031	.037	.004	.011	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S14	Pearson Correlation	.222	.384	.474	.304	.311	.714	.174	.281	.242	.474	.469	.427	.283	1	.459	.365	.538	.334	.295	.224	.365	.213	.287	.098	.462	.326	.267	.320	.241	.201	.367	.179	.207	.213	.267	.639
	Sig. (2-tailed)	.169	.014	.002	.056	.051	.000	.000	.090	.133	.002	.002	.006	.077		.003	.024	.000	.035	.065	.165	.020	.188	.189	.548	.002	.040	.110	.044	.134	.213	.682	.268	.200	.188	.096	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S15	Pearson Correlation	.088	.080	.197	.184	.339	.406	.511	.210	.416	.082	.458	.224	.140	.459	1	.375	.345	.215	.225	.218	.268	.281	.250	.295	.522	.499	.229	.438	.028	-.115	.064	.211	-.027	.123	.138	.483
	Sig. (2-tailed)	.587	.623	.223	.258	.032	.009	.001	.194	.008	.614	.003	.164	.387	.003		.017	.029	.183	.163	.176	.071	.069	.119	.064	.001	.001	.154	.005	.661	.479	.695	.191	.668	.450	.284	.021
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S16	Pearson Correlation	.219	-.039	.171	.179	.188	.281	.306	.332	.251	.103	.580	.282	.086	.335	.375	1	.372	.287	.183	.301	.232	.383	.160	.118	.486	.198	.277	.118	.129	.083	.048	.234	.253	.113	.249	.461
	Sig. (2-tailed)	.175	.812	.291	.270	.248	.069	.055	.036	.118	.528	.000	.012	.687	.024	.017		.018	.063	.258	.069	.150	.015	.325	.489	.009	.220	.084	.467	.427	.609	.766	.146	.148	.489	.122	.003
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S17	Pearson Correlation	.383	.359	.484	.430	.254	.415	.284	.343	.583	.627	.389	.581	.385	.533	.345	.372	1	.405	.588	.386	.532	.202	.462	.351	.512	.293	.354	.101	.386	.400	.204	.308	.420	.417	.418	.739
	Sig. (2-tailed)	.015	.023	.002	.006	.114	.009	.015	.030	.001	.000	.011	.000	.014	.000	.026	.018		.010	.001	.014	.000	.212	.003	.027	.001	.067	.025	.534	.020	.011	.207	.053	.007	.007	.009	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S18	Pearson Correlation	.083	.207	.117	.021	-.043	.282	.271	.448	.215	.258	.426	.424	.272	.334	.215	.267	-.405	1	.479	.228	.303	.365	.325	.080	.548	.143	.241	-.017	.210	.331	-.148	.161	.502	.311	.380	.483
	Sig. (2-tailed)	.589	.201	.470	.896	.763	.068	.091	.004	.183	.107	.006	.006	.090	.035	.183	.063	.010		.002	.156	.057	.025	.041	.582	.000	.378	.134	.917	.194	.037	.363	.322	.001	.050	.013	.001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S19	Pearson Correlation	.318	.441	.291	.356	.078	.289	.275	.415	.478	.383	.472	.482	.518	.295	.225	.183	.508	.479	1	.420	.379	.122	.363	.480	.583	.211	.427	.202	.152	.280	.255	.283	.692	.287	.441	.647
	Sig. (2-tailed)	.045	.004	.069	.023	.634	.081	.086	.008	.002	.015	.002	.001	.001	.085	.163	.254	.001	.002		.007	.016	.416	.021	.011	.001	.191	.006	.212	.350	.080	.113	.077	.000	.073	.004	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S20	Pearson Correlation	.244	.173	.191	.226	.173	.036	.133	.207	.380	.573	.223	.266	.285	.224	.216	.301	.385	.229	.428	1	.611	.001	.372	.210	.303	.070	.397	-.035	.189	.120	.052	.191	.482	.169	.314	.459
	Sig. (2-tailed)	.129	.284	.238	.158	.266	.625	.413	.201	.016	.000	.166	.024	.206	.165	.176	.059	.014	.155	.007		.000	.963	.018	.193	.057	.667	.033	.630	.218	.480	.749	.238	.003	.289	.049	.003
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S21	Pearson Correlation	.283	.331	.363	.375	.401	.242	.272	.288	.459	.639	.255	.282	.293	.395	.288	.232	.532	.383	.379	.611	1	.158	.407	.384	.377	.367	.490	.160	.473	.250	.083	.244	.528	.280	.401	.647
	Sig. (2-tailed)	.066	.037	.015	.017	.018	.133	.089	.072	.003	.000	.113	.012	.066	.020	.071	.158	.000	.057	.016	.000		.328	.089	.015	.017	.020	.003	.324	.002	.120	.611	.138	.000	.022	.010	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S22	Pearson Correlation	.137	.102	.193	.261	.118	.464	.401	.298	.226	-.072	.533	.088	.067	.213	.291	.363	.282	.395	.132	.001	.158	1	.343	.377	.069	.204	.338	.389	.110	.273	.329	.146	.078	.245	.457	.463
	Sig. (2-tailed)	.480	.531	.232	.104	.467	.003	.010	.052	.180	.658	.000	.580	.679	.188	.068	.015	.212	.025	.416	.963	.329		.030	.017	.074	.207	.034	.011	.580	.088	.038	.368	.629	.128	.003	.003
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S23	Pearson Correlation	-.088	-.055	.362	.497	.034	.377	.385	.289	.548	.413	.382	.468	.465	.207	.250	.168	.460	.325	.383	.372	.407	.343	1	.512	.232	.114	.385	.286	.287	.522	.482	.128	.258	.419	.752	.613
	Sig. (2-tailed)	.589	.736	.022	.001	.834	.017	.056	.070	.000	.008	.022	.001	.002	.199	.119	.325	.083	.041	.021	.016	.008	.038		.001	.150	.483	.014	.074	.073	.001	.002	.438	.128	.007	.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S24	Pearson Correlation	.255	.038	.295	.270	.382	.485	.372	.153	.529	.252	.332	.325	.307	.398	.296	.118	.351	.090	.400	.210	.384	.377	.512	1	.227	.313	.315	.339	.189	.188	.548	.077	.241	.472	.357	.566
	Sig. (2-tailed)	.112	.885	.064	.091	.022	.002	.018	.345	.000	.117	.037	.041	.054	.548	.064	.468	.027	.582	.011	.193	.015	.017	.001		.158	.046	.048	.032	.584	.220	.000	.637	.134	.002	.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40

S25	Pearson Correlation	.422	.222	.162	.136	.369	.326	.415	.618	.340	.417	.484	.612	.427	.482	.522	.406	.512	.548	.503	.303	.377	.088	.232	.227	1	.307	.298	.182	.195	.121	-.040	.145	.408	.129	.222	.689	
	Sig. (2-tailed)	.007	.169	.317	.483	.011	.048	.008	.000	.032	.007	.001	.000	.006	.002	.001	.089	.081	.008	.001	.057	.017	.674	.150	.158		.054	.095	.530	.229	.457	.805	.371	.008	.427	.168	.000	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
S26	Pearson Correlation	.204	-.170	.018	.159	-.466	-.364	.368	.068	.242	-.213	.421	.893	.841	.326	.498	.199	.283	.143	.219	.070	.367	.204	.114	.313	.307	1	.254	.234	-.032	.129	.269	-.040	.038	.126	.105	.411	
	Sig. (2-tailed)	.207	.295	.914	.329	.002	.024	.028	.679	.138	.188	.007	.011	.002	.040	.001	.220	.067	.378	.191	.667	.020	.207	.483	.049	.054		.113	.146	.646	.432	.093	.805	.854	.468	.519	.008	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
S27	Pearson Correlation	.326	.349	.441	.504	.365	.233	.207	.383	.374	.418	.570	.391	.419	.257	.229	.277	.384	.241	.427	.337	.480	.336	.385	.315	.288	.254	1	.486	.186	.389	.279	.476	.275	.347	.349	.644	
	Sig. (2-tailed)	.040	.027	.004	.001	.025	.148	.201	.015	.017	.007	.000	.013	.007	.110	.154	.084	.025	.134	.006	.033	.003	.034	.014	.048	.095	.113		.081	.250	.019	.082	.002	.085	.028	.027	.000	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
S28	Pearson Correlation	.034	-.084	.322	.289	.068	.439	.424	.101	.216	.030	.443	.158	.892	.320	.438	.119	.181	-.017	.202	-.036	.168	.396	.286	.339	.102	.234	.485	1	.083	.182	.404	.279	.065	.229	.319	.424	
	Sig. (2-tailed)	.835	.680	.043	.081	.548	.005	.008	.534	.188	.852	.004	.332	.706	.044	.005	.467	.534	.917	.212	.838	.324	.011	.074	.032	.530	.146	.031		.689	.235	.011	.081	.688	.156	.045	.006	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
S29	Pearson Correlation	.338	.382	.524	.537	.225	.167	.128	.152	.264	.347	.115	.233	.468	.241	.039	.129	.388	.218	.152	.198	.473	.118	.287	.108	.195	-.032	.196	.083	1	.562	.188	.433	.228	.515	.433	.485	
	Sig. (2-tailed)	.033	.022	.001	.000	.163	.304	.438	.368	.108	.028	.481	.148	.002	.134	.881	.427	.028	.184	.388	.219	.002	.508	.073	.504	.229	.848	.250	.688		.088	.541	.005	.148	.001	.005	.002	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
S30	Pearson Correlation	.277	.163	.329	.653	.053	.388	.131	.187	.321	.396	.361	.177	.478	.281	-.115	.083	.488	.331	.288	.128	.258	.273	.522	.198	.121	.128	.389	.182	.562	1	.386	.228	.178	.581	.548	.526	
	Sig. (2-tailed)	.083	.316	.038	.000	.743	.052	.419	.249	.043	.011	.022	.275	.002	.213	.479	.689	.011	.057	.088	.468	.128	.088	.001	.228	.457	.432	.019	.235	.008		.014	.172	.272	.008	.008	.000	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
S31	Pearson Correlation	.386	.041	.243	.465	.124	.438	.367	.088	.441	.848	.326	.158	.275	.867	.884	.049	.284	-.148	.255	.052	.083	.329	.482	.548	-.040	.269	.279	.404	.188	.388	1	.073	.043	.313	.487	.436	
	Sig. (2-tailed)	.054	.888	.139	.003	.444	.003	.024	.598	.004	.789	.040	.355	.096	.682	.695	.789	.287	.363	.113	.749	.611	.038	.002	.008	.095	.093	.082	.010	.541	.014		.663	.788	.048	.001	.005	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
S32	Pearson Correlation	.128	.385	.466	.408	.159	.122	.098	.157	.363	.889	.225	.227	.341	.179	.211	.234	.388	.181	.283	.191	.244	.146	.128	.077	.145	-.040	.478	.279	.433	.228	.073	1	.186	.284	.228	.429	
	Sig. (2-tailed)	.459	.021	.002	.009	.329	.451	.548	.334	.021	.588	.163	.159	.031	.289	.191	.146	.053	.322	.077	.238	.138	.388	.438	.637	.371	.095	.002	.081	.085	.172	.663		.226	.066	.173	.006	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
S33	Pearson Correlation	.287	.288	.143	.128	.068	.139	.167	.481	.238	.431	.375	.541	.331	.287	-.027	.233	.428	.502	.892	.452	.528	.079	.250	.241	.488	.030	.275	.065	.239	.178	.043	.158	1	.282	.396	.589	
	Sig. (2-tailed)	.096	.011	.379	.462	.628	.384	.248	.003	.138	.005	.017	.000	.037	.288	.888	.149	.087	.001	.008	.003	.008	.629	.128	.134	.039	.854	.095	.688	.148	.272	.788	.228		.067	.011	.001	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
S34	Pearson Correlation	.342	.248	.476	.426	.372	.471	.332	.283	.446	.408	.249	.344	.448	.213	.123	.113	.417	.311	.287	.168	.388	.245	.418	.472	.129	.128	.347	.229	.515	.581	.313	.284	.282	1	.528	.614	
	Sig. (2-tailed)	.031	.136	.002	.006	.018	.002	.038	.077	.004	.011	.121	.038	.034	.188	.458	.489	.007	.068	.073	.288	.022	.128	.007	.002	.427	.488	.028	.156	.081	.088	.049	.066	.067		.008	.008	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
S35	Pearson Correlation	.137	-.016	.373	.382	-.018	.442	.321	.342	.479	.293	.453	.488	.396	.257	.138	.249	.418	.388	.441	.314	.401	.457	.752	.551	.222	.105	.349	.319	.433	.546	.487	.228	.388	.528	1	.653	
	Sig. (2-tailed)	.398	.938	.018	.012	.961	.004	.043	.031	.002	.066	.003	.001	.011	.096	.384	.122	.089	.013	.004	.046	.018	.003	.008	.008	.189	.519	.027	.045	.085	.088	.081	.173	.011	.008		.008	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
TOT	Pearson Correlation	.483	.448	.605	.625	.489	.689	.663	.553	.657	.613	.783	.658	.619	.638	.483	.461	.738	.488	.647	.459	.647	.483	.613	.589	.688	.411	.644	.424	.485	.526	.436	.428	.589	.614	.653	1	
	Sig. (2-tailed)	.001	.004	.003	.000	.001	.000	.008	.000	.000	.000	.000	.000	.000	.000	.001	.003	.000	.001	.000	.003	.000	.003	.000	.000	.000	.008	.000	.006	.002	.008	.005	.006	.001	.008	.008		
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

APPENDIX 19

SURAT PERMOHONAN PENELITIAN

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI SURAKARTA FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774 Website : www.iain-surakarta.ac.id E-mail : info@iain-surakarta.ac.id
Nomor	B- 356 /In 10/F III/PP.00.9/5/2018
Lampiran	-
Perihal	Permohonan Izin Penelitian
Kepada Yth. Kepala SMP N 2 GOMBONG Di Tempat	
Yang bertandatangan di bawah ini Dekan Fakultas Ilmu Tarbiyah dan Keguruan IAIN Surakarta memohon ijin atas	
Nama	NUNIEK KURNIASIH
NIM	143221081
Jurusan / Prodi	Pendidikan Bahasa Inggris
Semester	8
Judul Skripsi	THE CORRELATION STUDY BETWEEN EMOTIONAL QUOTIENT (EQ), SELF CONFIDENCE, AND SPEAKING ABILITY AT THE EIGHT GRADE STUDENTS OF SMP N 2 GOMBONG IN ACADEMIC YEAR 2017/2018
Waktu Penelitian	7 MEI 2018- SELESAI
Tempat	SMP N 2 GOMBONG
Untuk mengadakan penelitian di Lembaga yang Bapak/Ibu pimpin, dalam rangka memenuhi penulisan skripsi untuk mendapatkan gelar sebagai sarjana	
Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terima kasih.	
Surakarta, 04 Mei 2018 Dekan,  Dr. H. Glybto, M. Hum NIP. 19670224 200003 1 001	

APPENDIX 20

SURAT SELESAI PENELITIAN