
THE EFFECT OF COMMUNITY LANGUAGE LEARNING AND EMOTIONAL INTELLIGENCE ON STUDENTS' SPEAKING SKILL

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Abstract:

The research objective is to find out the effect of the Community Language Learning method and the Emotional Intelligence on students' speaking skill at the eighth grade of SMP Darussalam Ciputat. This research used a quasi-experimental with factorial design which involved 60 students as the sample, (as the experimental and the control group), who were chosen by using purposive sampling technique. The research data were collected through test of speaking skill, and the questionnaire to test emotional intelligence. The data were analyzed by factorial ANOVA test. This study's findings revealed that: (1) Community Language Learning (CLL) method is more effective in enhancing students' English speaking skill than the conventional method. (2) The students who have a high level of emotional intelligence are better in speaking skill than those who have a low level of emotional intelligence. (3) There is no interactional effect between teaching method and emotional intelligence (EI) on the students' speaking skill.

Abstrak:

Tujuan penelitian ini untuk mengetahui pengaruh metode Pembelajaran Bahasa Komunitas dan Kecerdasan Emosional terhadap Keterampilan Berbicara Siswa Kelas VIII SMP Darussalam Ciputat. Penelitian ini menggunakan eksperimen semu dengan desain faktorial yang melibatkan 60 siswa sebagai sampel (kelompok eksperimen kontrol), dengan teknik purposive sampling. Instrumen terdiri dari tes keterampilan berbicara percakapan, dan angket kecerdasan emosional. Analisis data dilakukan dengan uji ANOVA faktorial. Hasil penelitian menunjukkan bahwa: (1) Metode Community Language Learning (CLL) lebih efektif dalam meningkatkan keterampilan berbicara bahasa Inggris siswa daripada metode konvensional. (2) Siswa yang memiliki kecerdasan emosional tingkat tinggi memiliki keterampilan berbicara yang lebih baik daripada siswa yang memiliki kecerdasan emosional tingkat rendah. (3) Tidak ada pengaruh interaksional antara metode pengajaran dan kecerdasan emosional (EI) terhadap keterampilan berbicara siswa. Artinya, siswa tingkat IE tinggi pada metode CLL maupun konvensional lebih baik daripada tingkat IE rendah.

Keywords:

Speaking Skill, Community Language Learning, Students' Emotional Intelligence

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INTRODUCTION

Speaking skill is a significant priority for students when they are learning English in the classroom. This skill is useful to share the message, opinion, and experience. Certainly, the learning speaking English is a preference for a lot of English as a Foreign language learners. English is a foreign language that is a mandatory subject beginning from junior high school level until the college level. They should have enough English speaking skill in order to communicate easily and effectively with other people.

Speaking is important because it is one of the skills that is needed to perform a conversation to other people. According to Al-Tamimi (2014); Leong & Ahmadi (2017); and (Fisher & Frey, 2007), speaking is a procedure for sharing information, and it is the skill most people need to communicate in everyday life. It means, speaking is the ability to express the personal feeling, opinions, ideas, and to tell the stories in spoken language. The outcome of the speaking is determined by many factors that involve language proficiency, age, gender, personality, culture, and motivation that can affect oral competence (Khan, 2010). Many ways to support speaking skills, such as listening to English audio, watching movie, practicing with foreigners and friends using English. Furthermore, students can improve the fluency of speaking through partner recordings (Derakhshan, Khalili, & Fatima, 2016). Partner recordings can encourage students to exercise outside of class and make the students responsible to study at home. The teacher must pay attention to many objectives of study English. First, the students have to understand the meaning of words that they use. Second, the students must pronounce the word correctly. According to Sheera (2015), speaking is a skill of comprehending the meaning to pronounce something fluently and accurately.

The social function of speaking is expressing ideas verbally and nonverbally. It is not just as communication skills but for learning academic content. In the process of learning and teaching English, speaking is necessary for the students to express opinion and idea. According to Richard (2008), speaking English mastery is a priority for students in learning foreign languages. So, the teacher can help the students to be able to produce language automatically and give feedback and motivation to the students. Based on some explanations, it can concluded that speaking is a process to share ideas, opinions, emotions, and information of the speakers to the interlocutor.

In the curriculum 2013, English subjects for junior high school education level aims to develop the students' potential to have communicative competencies in interpersonal, transactional, and functional texts, using a variety of oral and written English texts (Kemendikbud, 2017). Through the use of these texts, the students are guided to use factual, conceptual, and procedural knowledge, and instill the sublime values of the nation's character, in the context of life in a home, school, and community environment. So speaking English skills are not easy because the students must know many important components of speaking such as pronunciation, grammar, vocabulary, fluency, and comprehension.

In this research, many students are difficult to speak English in the learning process. They do not master pronunciation, fluency, vocabulary, and comprehension, and

do not participate actively in speaking English. Almost all students are afraid of oral tests. They are still nervous and shy when they express their ideas. Besides, they are lack of self-confidence and self-awareness. The students are not fluent when they speak English and they are hesitate learning English. Afterward, they are lack of motivation in speaking English, and speaking English has not become a habit at the school. In addition, there are some difficulties in students' speaking, such as fear of mistakes, shyness, anxiety, and lack of trust (Al Nakhalah, 2016). Based on those facts, the students need to improve their speaking skills.

The teacher ought to have the option to comprehend and choose the proper instructing method to defeat understudies' issues in communicating in English. The English teacher should understand and select the appropriate teaching method to overcome students' problems in speaking English. Method of teaching is needed to motivate the students because it makes them more active in the learning. Consequently, the researcher chooses the community language learning method to improve their speaking skills. Community language learning is a method to stimulate the students to be able to express their ideas in the learning. This method can reduce anxiety in learning by changing the relationship between the teacher and the students. Prabhavanthy (2012) stated that the community language learning method is useful for students to achieve the target language. The students can speak English, able to ask the teacher as a counselor while finding the difficulties to talk the words or phrases. The teacher only as a learning facilitator to the students to converse continues until they can speak English well. According to several recent studies, they showed that the community language learning method affected speaking skills.

Moreover, other factors that affect the students' speaking skill is psychological factors. Namely, emotional intelligence, both at high and low levels. Students who have high levels of emotional intelligence are better at speaking than the students with low levels of emotional intelligence. It happens because they are more enthusiastic in the study, active, and have good social interactions in class. However, the students who have low emotional intelligence are less active when studying in class. This condition occurs because they are lack of motivation and self-confidence, as well as low self-esteem. Goleman stated that emotional intelligence is the ability to recognize the feelings of oneself and others and to motivate themselves and manage the emotions of oneself well in community life (Bora, 2012). Therefore, the emotional intelligence is the ability to enhance thought and understanding of interpersonal dynamics through joining intelligence, empathy, and emotions in daily life.

Emotional intelligence is a significant factor in language teaching in the world of language education. This finding is relevant with Mirhadizadeh's (2016) research that explained that one of the main effective elements in learning is self-efficacy. It is parts of the emotional intelligence that contribute to the students' speaking English. It happened because the student with a high level of emotional intelligence is more enthusiastic to attend speaking classes and good social interaction in the class.

Furthermore, the trait of emotional intelligence as a constellation of emotion-related self-perceptions and dispositions is located at the lower level of personality hierarchies. The Trait of emotional intelligence questionnaire (TEIQue) is organized under four factors, namely: well-being, self-control, emotionality, and sociability and the component of emotional intelligence such as emotional self-awareness (Genc, Kulusakh, & Aydin, 2016). Afshar and Rahimi conducted the investigation of the relationship between critical thinking, emotional intelligence, and speaking abilities of Iranian EFL learners (Ebrahimi, Khoshsima, & Behtash, 2008). The students filled out the questionnaire of Bar-On emotional intelligence that took the California Critical Thinking Skills Test (CCTST) form B, and had an interview. The results of the study followed by critical thinking, correlated with speaking abilities showed all components of emotional intelligence correlated significantly with speaking abilities and there was a substantial positive in relationship between critical thinking and emotional intelligence. Another study by Hartono (2016) who stated that there was an interaction between teaching methods and emotional intelligence. Based on the descriptions above, this research investigated the effect of Community Language Learning and Emotional Intelligence on students' speaking skill.

RESEARCH METHOD

The researcher applied a quasi-experimental research design. It was included experimental research, explaining whether an intervention influenced an outcome for one group as opposed to another group (Creswell, 2012). The research used factorial designs 2 by 2, it consisted of two independent variables and one dependent variable. The first variable was teaching method as variable A (independent variable), the second variable was emotional intelligence as a variable B (dependent variable), and the third variable was speaking skill as a variable Y or dependent variable.

The population of the study was the students of eighth grade at SMP Darussalam Ciputat academic year 2019/2020. The population in the research was 234 students from eight classes. The researchers used a purposive sampling technique. The sample was chosen from two classes based on prior information of the English teacher. Every class consisted of at least 30 students. Class VIII 5 as the experimental group conducted with the method of Community Language Learning and VIII 6 as the control group carried out with conventional method.

There were two kinds of research instruments used namely, the instrument of students' speaking skill and emotional intelligence. Speaking is necessary for the students to communicate to the interlocutor in the formal learning with some aspects of assessment including communication, accuracy, vocabulary, and pronunciation. To test the communication ability, the researchers used a scale for grading students' conversation containing short descriptions of each level. Besides that, emotional intelligence is a capacity in itself to recognize the feeling, motivation, and management of emotion to social interaction with others and the environment including several aspects namely well-being, self-control, emotional, and sociability. To measure the emotional

intelligence, the researcher used a questionnaire including thirty four statements developed in order to find out the emotional intelligence levels of the students.

Analysis of validity is used to measure the items to become valid and accurate. The appropriateness of the test can be achieved by using the Person Product Moment Formula in SPSS version 22 program to calculate the validity. Cronbach's Alpha analysis was calculated to find the reliability coefficients of the questionnaires. Index of Reliability of instrument ascertainable on output of reliability statistics, at column Cronbach's Alpha. In this research, the index of Cronbach's alpha is 0,891. It means these items are reliable, because the value of Cronbach's alpha > 0,7.

RESULTS AND DISCUSSION

The study was conducted at eight grade students of SMP Darussalam Ciputat. There are three variables: teaching method (A), emotional intelligence (B) as an independent variable, and speaking skill (Y) as a dependent variable. The data were obtained by giving the test to know students' speaking skills and distributing a questionnaire to gain data on students' emotional intelligence. The data were taken from the the post-test result of the students. The data description aims to see the significant difference between students' speaking skills who were taught by community language learning and conventional methods on their speaking skills. The analysis of the speaking skill variable was performed by using the Mann-Whitney test, Kruskal-Wallis test, and factorial ANOVA. The computation of data analysis by using some test above can be seen in the table below:

Table 1. Test of Mann-Whitney

Groups		N	Mean Rank	Sum of Ranks
Metho ds	CLL Method	30	41.45	1243.50
	Conventional Method	30	19.55	586.50
	Total	60		

Based on the analysis result in table 1 (test of Mann-Whitney), it was found the Ranks, the column of Sum of Ranks, that sum of ranking CLL Method is 1243.50 and ranking conventional method is 586.50. The students' speaking skill who were taught by the community language learning (CLL) method was higher than those who are taught by the conventional method. It can be concluded that there are significant differences between students' speaking skills who are taught by community language learning and those who are taught by conventional methods on their speaking skills. In this part, a good teaching method influences students' understanding to catch the material, and a good teaching method makes the material is easier to be understood by the students so that it makes the material becomes more interesting to be learned and to be understood. It was indicated that the CLL method is more effective to improve students' speaking ability than the conventional method. In this discussion part, the researchers linked the

findings of this research with those theories. Larsen-Freeman & Anderson (2011) explains that Community language learning can support the language learning process, such as developing creative and critical thinking. So that, the teacher can help the student to overcome their negative thinking and feelings and guide them into positive thinking and energy in the learning and teaching process. Not to mention that the result also supported based on Sari, Jismulatif, & Syarfi (2014). In their research, the result showed that the method has a good effect to improve students' speaking ability as follows: most of the students can express their idea, opinions freely and most of the students could work in a group freely. The results of this study were the students more confident in interacting speaking in class.

Table 2. Test of Kruskal Wallis

Group	N	Mean Rank
Speaking	A1B1	22.07
	A1B2	18.14
	A2B1	12.29
	A2B2	5.50
	Total	28

Based on in table 2 (test of kruskal wallis), it was found that the students who have a high level of emotional intelligence have better speaking skills than those who have a low level of emotional intelligence. The results of this study in accordance with the research of Ebrahimi, Khoshsima, & Behtash (2008) who explained that the emotional intelligence is the ability to improve thinking and understanding of interpersonal dynamics through the amalgamation of intelligence, empathy, and emotion. In addition, the study results were also relevant to the study conducted by Bora (2012), about the impact of emotional intelligence on the development of speaking skills: from a brain-based perspective. From the results of this study in accordance with the research of the distribution of students in the eighth grade, in SMP Darusaalam Ciputat. The students with high levels of emotional intelligence tend to learn and speak English actively. However, those with low Emotional intelligence levels are less active and motivated, so they are isolated from the classroom atmosphere. Therefore, the personality of the students is considered as one of the important factors in speaking skills.

Table 3. Teaching Method Emotional Intelligence toward Speaking Skill

Teaching Method	Emotional Intelligence	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
CLL	High level	84.000	2.424	78.996	89.004
	Low level	80.000	2.424	74.996	85.004
Conventional Method	High level	69.714	2.424	64.711	74.718
	Low level	60.000	2.424	54.996	65.004

Table 4. The Result of Research Design Analysis

Emotional Intelligence (B)	Teaching Method (A)	
	Community Language Learning (A1)	Conventional (A2)
High level (B1)	84	79
Low level (B2)	80	70
Total	164	149

From the analysis result in table 4.20 and 4.21, it was found that there was no interaction effect between teaching method and emotional intelligence on students' speaking skills. It means that the high level of emotional intelligence students who were thought by jusing CLL method (A1B1) was better than a low level of emotional intelligence students who were thought CLL method (A1B2). And the high level of emotional intelligence students who were thought using conventional methods (A2B1) was better than a low level of emotional intelligence students who were taught by using conventional methods (A2B2). However, another study by Hartono (2016) stated that there was an interaction between teaching methods and emotional intelligence. It was characterized by significant value with the methods of learning and emotional Intelligence $0.044 < 0.05$ that can be concluded that there was an interaction effect between teaching methods and emotional intelligence. Furthermore, emotional intelligence was a significant factor in language teaching in the world of language education. This finding was relevant with Mirhadizadeh (2016) who explained that one of the main effective elements in learning is self-efficacy. It was the part of emotional intelligence, that contributes to the students' speaking English. It happened because the student with a high level of emotional intelligence is more enthusiastic to attend speaking classes and good social interaction in the class. Moreover, according to Genc, Kulusakh, & Aydin (2016) the relationship between speech achievement and "interpersonal management" and "Stress" in the statistics is significant. The relationship between independence as one component of Intrapersonal Emotional intelligence skills. Social responsibility as one component of interpersonal Emotional intelligence skills and stress tolerance as one of stress management Emotional intelligence skills effective on student achievement in speaking skills. Therefore, it can be concluded that the data supported the hypothesis. It means the method of community language learning and emotional intelligence have an effect on students' speaking ability.

CONCLUSION

Based on the research results and discussion, the researchers generate the conclusion. First, the students' speaking skills between the students who were taught by using the community language learning method were higher than those who were taught by using the conventional method. Thus, the community language learning (CLL) method was more effective in enhancing students' speaking skill than the conventional method. Second, there was a significant difference in students speaking skill scores between the

students who were taught by using the community language learning method and those who were taught by using the conventional method for students who have a high level and low level of emotional intelligence. The students who have a high level of emotional intelligence who were taught by using the CLL and conventional method obtained a higher score. It means, the students who have a high level of emotional intelligence have better speaking skills than those who have a low level of emotional intelligence. Third, there was not interactional effect of teaching method and emotional intelligence on students' speaking skills. The high and low emotional intelligence of students taught with community language learning and conventional method gave an effect on the students' speaking skills. At last, the results of the data analysis indicated a significant increase in both emotional intelligence and speaking skills.

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