THE CORRELATION BETWEEN STUDENTS' EMOTIONAL INTELLIGENCE AND PUBLIC SPEAKING PERFORMANCE AT SMAN 1 MUNGKA

A Thesis

Submitted as partial fulfillment of the requirements for the degree of S.Pd

In English Education

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ABSTRACT

Firdaus, 2321065, "The Correlation Between Students' Emotional Intelligence and Public Speaking Performance at SMAN 1 Mungka". Undergraduate Thesis, English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sjech M. Djamil Djambek Bukittinggi, 2025.

This study examines how students' emotional intelligence relates to their performance in delivering English presentations at SMAN 1 Mungka. Emotional intelligence is assumed to assist learners in controlling anxiety, sustaining confidence, and communicating effectively while speaking in front of an audience. Students with better emotional abilities are expected to express ideas more clearly and interact in a more engaging manner during presentations.

A quantitative correlational approach was applied in this research. The sample consisted of 39 students from the tenth and eleventh grades in the 2024/2025 academic year, selected through a random sampling technique. Emotional intelligence data were gathered using a Likert-type questionnaire, whereas students' public speaking scores were taken from their English performance assessments. Pearson Product Moment analysis using SPSS version 26 was employed to determine the correlation between the variables.

The results indicate that both students' emotional intelligence and public speaking performance fall into the high category. Moreover, the analysis demonstrated a strong and statistically significant positive relationship between emotional intelligence and public speaking performance ($r = 0.748$, Sig. = 0.000). The coefficient of determination ($r^2 = 0.5595$) reveals that emotional intelligence contributes notably to students' success in English presentations. In short, students who possess better emotional regulation are more likely to deliver more effective public speaking performances.

Keywords: Emotional Intelligence, Public Speaking Performance, Correlational Study, English Presentation

ABSTRAK

Firdaus, 2321065, "*Korelasi antara Kecerdasan Emosional Siswa dan Performa Public Speaking di SMAN 1 Mungka*", Skripsi, Fakultas Tarbiyah dan ilmu Keguruan, Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, 2025.

Penelitian ini bertujuan untuk menganalisis hubungan antara kecerdasan emosional siswa dan performa berbicara di depan umum dalam presentasi bahasa Inggris di SMAN 1 Mungka. Kecerdasan emosional berperan penting dalam membantu siswa mengendalikan kecemasan, mempertahankan rasa percaya diri, serta berkomunikasi secara efektif ketika berada di hadapan audiens. Siswa yang memiliki kemampuan emosional yang baik cenderung lebih mudah menyampaikan ide dan berinteraksi saat melakukan presentasi.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Sampel penelitian berjumlah 39 siswa kelas X dan XI tahun ajaran 2024/2025 yang dipilih melalui teknik random sampling. Data kecerdasan emosional dikumpulkan melalui angket skala Likert, sedangkan data performa public speaking diperoleh dari penilaian presentasi bahasa Inggris. Data dianalisis menggunakan uji korelasi Pearson Product Moment melalui bantuan Software SPSS versi 26.

Hasil penelitian menunjukkan bahwa kecerdasan emosional dan performa public speaking siswa berada pada kategori tinggi. Selain itu, ditemukan korelasi positif yang kuat dan signifikan antara kedua variabel tersebut ($r = 0.748$, Sig. = 0.000). Nilai koefisien determinasi ($r^2 = 0.5595$) mengindikasikan bahwa kecerdasan emosional memberikan kontribusi yang cukup besar terhadap keberhasilan siswa dalam melakukan presentasi bahasa Inggris. Dengan demikian, semakin baik kecerdasan emosional siswa, maka semakin optimal pula performa mereka dalam kegiatan public speaking.

Kata kunci: Kecerdasan Emosional, Public Speaking, Korelasi, Presentasi Bahasa Inggris

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TABLE OF CONTENT

STATEMENT OF AUTHENTICITY ..... **ii**
APPROVAL SHEET ..... **iii**
LETTER OF ADVISOR PROPOSAL ..... **v**
ABSTRACT ..... **vi**
ABSTRAK ..... **vii**
ACKNOWLEDGEMENT ..... **viii**
TABLE OF CONTENT ..... **xi**
LIST OF TABLE ..... **xiii**
LIST OF APPENDICES ..... **xiv**
CHAPTER I **1**
INTRODUCTION **1**
A. Background of the research problem 1
B. Identification of the Problem 8
C. Limitation of the Problem 9
D. Formulation of the Research 9
E. Purpose of the Research 10
F. Significance of the Research 10
G. Definiton of the Key Term 12
CHAPTER II **13**
REVIEW OF RELATED LITERATURE **13**
A. Theoritical Review 13
1. Emotional Intelligence (EQ) 13
2. The Nature of Public Speaking 20
B. Review of Related Studies 34
C. Hyphothesis of the Research 37
D. Conceptual Framework 37
CHAPTER III **41**
RESEARCH METHODOLOGY **41**
A. Types of the Research 41
B. Setting of the Research 41

C. Population and Sample 42
D. Variable of the Research 43
E. Instrument and Technique of Data Collection 44
F. Validity and Realibility of Instrument 49
G. Technique of Data Analysis 51
CHAPTER IV 55
FINDING AND DISCUSSION 55
A. Findings 55
B. Discussion 65
CHAPTER V 70
CONCLUSION AND SUGGESTION 70
A. Conclusion 70
B. Suggestion 71
REFERENCE 74
APPENDICES 78

LIST OF TABLE

Table 3. 1 indicator of emotional intelligence 44

Table 3. 2 Indicator of Public Speaking Performance Assessment 47

Table 3.3 Interpretation of Validity Test 53

Table 3.4 Reability of Instrument 50

Table 3.5 Degree of Correlation 54

Table 4.1 Data Description of Students Emotional Intelligence 56

Table 4.2 Data Description of Students' Public Speaking Performance 58

Table 4.3 Normality Test 59

Table 4.4 Linearity Test 60

Table 4.5 Pearson Product Moment Correlation 61

Table 4.6 Interpretation of Correlation 62

LIST OF APPENDICES

Appendix 1 Preliminary Research 78

Appendix 2 Research Guidlane 80

Appendix 3 Questionaire After Expert Validation 83

Appendix 4 Expert Validation 86

Appendix 5 Students Data of tenth & eleventh grade academic year of 2024/2025 91

Appendix 6 Aiken V Test (Emotional Intelligence Questionaire) 93

Appendix 7 Reability Data Tabulation (Students' Emotional Intelligence) 94

Appendix 8 Data Tabulation of Students' Emotional Intelligence Questionaire 95

Appendix 9 Research Statement Letter 96

Appendix 10 Questionnaire Distribution 97

Appendix 11 Questionaire After Distribution 99

CHAPTER I

INTRODUCTION

A. Background of the research problem

The word 'emotion' originates from Latin roots which signify movement away or stirring. This term implies that emotions are always accompanied by a tendency to act or react to a stimulus. Emotions represent intricate psychological events that produce physiological changes alongside behavioral responses and mental processing. According to Daniel Goleman (2009), emotions function as action impulses. Emotions function as reactions to inner or outer triggers which determine how people engage with their surroundings and with others. Human beings experience different types of emotions which include positive feelings such as happiness and love and negative feelings such as anger and anxiety. Every emotion has its unique function and purpose which guides people toward specific choices and actions.

The impact of emotions on daily life remains a major force in our existence. Emotions play a vital role in shaping individual behavior and moods while simultaneously affecting social relationships between people. Learning processes within educational environments become influenced by the emotional states of students. The ability to control emotions effectively enables students to become better learners while staying motivated to tackle academic difficulties. Students'

emotional responses affect their ability to exchange ideas and their performance when working with classmates and teachers. Students who fail to handle their emotions such as anxiety or fear will struggle to engage in classroom activities including making English presentations. Research by Rahmati et al.(2024). shows that students with advanced emotional intelligence demonstrate better academic achievement and educational success through improved learning performance.

In the educational context, many people still assume that a person's level of intelligence, as measured by the Intelligence Quotient (IQ), is the primary determinant of academic success. Learners who obtain high IQ scores are often regarded as more capable or intellectually superior to their peers, and this perception tends to boost their confidence. As stated by Guez et al. (2018), students with higher IQ levels often develop a sense of self-assurance compared to those with lower scores. Consequently, the notion that IQ alone guarantees success in learning remains widespread, overlooking other important factors that also contribute to students' achievement.

In reality, possessing a high IQ does not automatically ensure success. Syahriyah and Fauzi (2024) emphasize that intellectual ability alone is insufficient for achieving excellence in both academic and professional contexts. Some individuals with strong cognitive skills may still struggle to succeed because they lack motivation or fail to manage negative emotions effectively. Conversely, many people perform well in their studies and careers because they are able to handle challenges calmly, maintain optimism, and stay driven when facing real-life

difficulties. Therefore, intellectual intelligence by itself does not guarantee success if it is not supported by emotional balance and resilience.

Although a high IQ contributes to a person's achievements, it is not the sole determinant of success. Another essential aspect that supports individuals in accomplishing their goals in education, career, and daily life is emotional intelligence (EQ). According to Goleman (2000), emotional intelligence represents a distinct kind of intelligence that involves understanding and managing one's own emotions as well as recognizing the emotions of others. He further explains that cognitive intelligence accounts for only about twenty percent of success, while the remaining portion is influenced by emotional competence. Individuals with well-developed emotional intelligence tend to be more receptive to feedback, capable of managing stress, optimistic, socially connected, and confident in making sound decisions. In short, emotional intelligence plays a crucial role in helping individuals thrive both academically and professionally.

Moreover, emotional intelligence consists of a range of abilities that enable individuals to recognize, regulate, and express emotions appropriately. It involves self-awareness, emotional control, motivation, and resilience when facing frustration or adversity, all of which contribute to personal and academic success. EQ represents the capacity to understand and manage one's own feelings as well as those of others. It has been considered a stronger predictor of success than cognitive intelligence. Rohaizad et al. (2022) highlight that students with low levels of emotional intelligence often show poorer academic outcomes because they struggle

to manage their emotions, particularly under stressful circumstances. Therefore, emotional intelligence, alongside IQ, plays a vital role in determining students' learning performance and overall achievement.

The concepts of emotional intelligence is crucial because it encompasses the capacity to recognize emotions, use them to guide thinking, comprehend their meaning, and regulate them effectively. Individuals who possess strong emotional intelligence tend to be optimistic, adaptable, and realistic when addressing challenges, enabling them to handle problems calmly and constructively. Furthermore, those with high EQ often develop a positive self-concept and are able to build meaningful and supportive relationships with others. Emotional intelligence also contributes to academic performance by allowing learners to stay engaged and responsive during the learning process. In essence, a high level of emotional intelligence leads to beneficial outcomes in both personal and educational contexts.

In the context of language learning, emotional intelligence is closely related to learners' ability to perform effectively in communicative situations. One essential component of language mastery is public speaking, a fundamental skill that enables students to convey their thoughts, ideas, and emotions clearly and confidently. Despite its importance, speaking remains one of the most challenging aspects of language acquisition. As noted by Rengganawati (2024), many learners experience low self-confidence when speaking before an audience due to feelings of shyness, fear, or anxiety. Consequently, emotional intelligence is believed to have a

significant influence on students' speaking competence and their ability to perform well in public speaking performance.

Emotional intelligence is considered one of the key factors that enhance students' public speaking performance. According to Agustian (2023), learners with higher levels of emotional intelligence tend to demonstrate stronger speaking abilities because they possess greater self-awareness, confidence, and interpersonal skills, allowing them to collaborate effectively with others. In contrast, students with lower EQ levels often struggle to build positive relationships and are reluctant to participate in oral communication activities. Thus, emotional intelligence is closely linked to students' speaking performance and plays a vital role in improving their communicative competence in language learning.

Furthermore, emotional intelligence is a psychological aspect that represents one of the internal factors influencing students' learning outcomes, particularly in speaking activities. Psychological components such as motivation, emotional stability, and self-management contribute significantly to success in language acquisition, while external elements like materials or methods play a comparatively smaller role. Goleman (1998) identifies five key dimensions of emotional intelligence self-awareness, self-regulation, motivation, empathy, and social skills which strongly impact students' ability to perform in public speaking. Learners who experience negative emotions such as anxiety or nervousness often find it difficult to express themselves effectively. Therefore, emotional intelligence serves as an

essential psychological foundation for improving speaking performance in language learning contexts.

Moreover, students can achieve better outcomes in language learning when they are able to manage their emotions effectively. Emotional intelligence contributes substantially to academic success and overall learning achievement. Therefore, learners need to maintain a balance between their cognitive intelligence (IQ) and emotional intelligence (EQ) to reach optimal results in their studies. As emphasized by Zarezadeh (2013), EQ is closely connected to various aspects of foreign language learning and is an essential determinant of students' long-term success. In short, students who possess higher emotional intelligence tend to perform better and demonstrate greater adaptability in mastering a new language.

In this study, emotional intelligence refers to students' ability to regulate negative emotions such as anxiety, boredom, frustration, and disappointment, which may affect their performance in English public speaking activities. It also involves the capacity to understand and interpret one's own emotions as well as the emotions of others. Additionally, EQ encompasses how students build and maintain positive social relationships. Academic intelligence alone is insufficient for success if learners are unable to control their emotional responses. Although emotional traits are not easily quantified, students with strong emotional intelligence typically exhibit positive character and interpersonal awareness. Indicators of high EQ include effective emotional regulation, empathy, self-awareness, respect for diverse viewpoints, self-compassion, independence, adaptability, and the ability to sustain

healthy social connections. Thus, students' emotional intelligence can often be observed through their behavior and personality patterns.

Even more, the researcher condut preliminary research in SMAN 1 Mungka on April 29, 2025. Researcher did interview and observation, based on that interview with English teacher of SMAN 1 Mungka reveal that there are several important insights emerge regarding the relationship between students' emotional intelligence and their public speaking performance in English presentations at SMAN 1 Mungka. Firstly, the English teacher stated that some students exhibit a high level of self-confidence, they still struggle with public speaking due to feelings of embarrassment that hinder their ability to perform. This indicates that psychological factors, such as emotional intelligence, play a crucial role in facilitating students' courage to speak in front of the class during presentation. Additionally,

Subquently, based on the observations conducted during the preliminary research on the presentation process of high school students, several significant findings warrant attention. Firstly, students engaged in presentation activities centered around the topic of procedure text, indicating that they have been given the opportunity to develop their speaking skills in English. However, the observations also revealed that some students were reluctant to step forward and present, primarily due to feelings of embarrassment and low motivation. This is a critical concern, as public speaking skills are essential in English language learning. Additionally, the teacher assesses public speaking based on the presentation outcomes, highlighting the formal evaluation of students' speaking abilities.

Nevertheless, another challenge arises when some students do not utilize English fully during their presentations, attributed to their limited vocabulary.

Therefore, this study is considered necessary because several issues related to students' emotional intelligence have been identified. As discussed in previous theories, learners with strong emotional control tend to perform better in speaking activities, whereas those with poor emotional regulation often struggle to express themselves effectively. Emotional intelligence encompasses various components such as self-awareness, self-regulation, motivation, empathy, and social skills, which will be further elaborated in Chapter II. However, observations indicate that some students' behavior contradicts these theoretical assumptions. This inconsistency led the researcher to explore and analyze the relationship between students' emotional intelligence and their public speaking performance.

B. Identification of the Problem

Several potential issues are identified in this study, as follows:

1. Some students who have a good self-confident were not able to speak English in public speaking situation.
2. Some students have a low motivation to take part in English presentation
3. Some students have difficulty in recognizing and managing their emotions, especially when facing stressful situation such as speaking in front of the class.

4. Some students face linguistic challenges, including limited vocabulary, poor pronunciation, and difficulty forming proper sentences during public speaking tasks.

C. Limitation of the Problem

Like most academic studies, this research also has certain boundaries that must be acknowledged to clarify its scope and validity. The present study is specifically focused on examining the relationship between students' emotional intelligence and their public speaking performance during English presentations at SMAN 1 Mungka in the 2024/2025 academic year. The scope of the investigation is confined to one educational institution, which means the results cannot be generalized to a wider population. Furthermore, the research only measures the correlation between the two variables emotional intelligence and public speaking performance without addressing other possible influencing factors.

D. Formulation of the Research

Referring to the background and the issues identified earlier, the researcher formulates the following research question:

1. Does a significant relationship exist between students' emotional intelligence and their public speaking performance at SMAN 1 Mungka?

2. What is the correlation direction between students' emotional intelligence and public speaking performance among at SMAN 1 Mungka?
3. What is the magnitude of the relationship between students' emotional intelligence and public speaking performance among students at SMAN 1 Mungka?

E. Purpose of the Research

Based on the problem formulation above, the researcher decides that this research aims:

1. To know wether there is correlation between students' emotional intelligence and public speaking performance among elevent-grade students at SMAN 1 Mungka.
2. To know correlation direction between emotional intelligence and public speaking performance among elevent-grade students at SMAN 1 Mungka.
3. To know the magnitude of relationship between emotional intelligence and public speaking performance among elevent-grade students at SMAN 1 Mungka

F. Significance of the Research

Related to the purpose of the research above, the significant of the research are:

1. For the writer

   As requiremen to obtain Strata1 on English Educational Department to get knowledge about emotional intelligence and relationship with public speaking performance.

2. For the reader

   Give useful information and enrich the reader knowledge about emotional intelligence and public speaking performance.

3. For lecture and teacher

   Hopefully can use by l and t especially English t that they can know about students" emotional intelligence and more patient to teaching and learning process.

4. For the institution

   The result are expected to provide more information about emotional intelligence and relationship with public speaking performance.

5. For future researcher

   this study may serve as a reference or comparative source for future studies exploring similar themes or variables in language learning and emotional intelligence.

G. Definiton of the Key Term

To ensure clarity and prevent any misinterpretation, several key terms used in this study are defined as follows:

1. emotional intelligence refers to the individual's capacity to identify, comprehend, and regulate personal emotions while also recognizing and responding appropriately to the emotions of others. These abilities enable people to establish positive relationships, accomplish their objectives, and handle challenging situations effectively..
2. Public speaking performance refers to the effectiveness of an individual in delivering messages to an public audience, encompassing delivery style, body language, and audience engagement.
3. Presentation refers to method of conveying information, ideas, or a message to an audience trough oral communication.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoritical Review

1. Emotional Intelligence (EQ)

a. Definition of Emotional Intelligence

According to Spearman and Jones (1951), intelligence originates from an ancient notion of a mental capacity that enables humans to grasp universal abstract concepts, regarded as the foundation of genuine knowledge. In Greek philosophy, this faculty is known as nuos, while its function is referred to as noesis. These terms were later adapted into Latin as intellectus and intelligentia, and subsequently translated into English as intellect and intelligence. This linguistic evolution led to a notable shift in meaning. The concept of emotional intelligence itself was later developed by several scholars, including Mayer and Salovey as well as Daniel Goleman.

The phrase emotional intelligence was first introduced in 1990 by psychologists Peter Salovey from Harvard University and John Mayer from the University of New Hampshire. They described it as the capacity to recognize and interpret one's own emotions as well as those of others, and to apply this emotional awareness in guiding thinking and behavior. Their concept highlighted that emotional attributes play a vital role in achieving success across different areas of life. According to their view, emotional

intelligence involves perceiving and eliciting emotions appropriately, using emotions to enhance reasoning, understanding emotional processes, and consistently regulating emotional responses to support intellectual and personal growth.

Emotional intelligence, as defined by Reuven Bar-On (2006), transcends mere cognitive abilities and encompasses a set of interrelated personal, emotional, and social competencies. These competencies fundamentally influence an individual's capacity to successfully adapt to and cope with various demands and pressures originating from both internal and external environments (Bar-On, 2006). In other words, EQ represents a collection of essential non-cognitive skills that enable a person to effectively navigate the complexities of life, whether facing intrapersonal challenges such as stress management and emotion regulation, or interpersonal challenges like building healthy relationships and collaborating productively.

Goleman (2000), defines emotional intelligence as the capacity to manage one’s emotional life wisely, ensuring that emotions and their expressions remain appropriate through the development of self-awareness, self-regulation, motivation, empathy, and interpersonal skills. He emphasizes that emotional attunement is fundamental to building strong social relationships. Individuals who can effectively align with others’ moods or show empathy tend to possess higher emotional competence, which allows them to adapt more easily to their social environment. Furthermore, Goleman

explains that emotional intelligence involves self-motivation, persistence in the face of setbacks, emotional control, the ability to delay gratification, and the regulation of one's mental state. Through emotional intelligence, individuals can channel emotions proportionately, balance desires, and maintain emotional stability. He also asserts that emotional intelligence contributes far more significantly to a person's overall success than cognitive intelligence or IQ.

b. Aspect of Emotional Intelligence

The model proposed by Daniel Goleman (1998), emphasizes emotional intelligence as a comprehensive set of competencies and skills that significantly influence individual development. Goleman's framework elaborate five core aspects of emotional intelligence which are:

1) Self-awareness.

Self-awareness refers to the ability to recognize and understand the emotions we experience at any given moment. This encompasses not only the recognition of feelings but also a deep understanding of how those emotions influence behavior and decision-making. Individuals with high self-awareness tend to have a more accurate reality check regarding their capabilities, which in turn enhances their self-confidence. Self-awareness enables individuals to evaluate

situations objectively and make wiser decisions, thereby contributing to ongoing personal development.

2) Self-regulation.

Self-regulation refers to the ability to manage emotions in a constructive and productive manner. Individuals who can effectively self-regulate are able to handle negative emotions and transform them into motivation for achieving goals. They are also attuned to their inner voice and possess the ability to delay gratification for the sake of long-term achievements. The capacity to recover from emotional stress and remain focused on objectives is a hallmark of individuals with strong self-regulation, which is crucial in challenging environments.

3) Motivation.

Motivation in the context of emotional intelligence is the ability to harness personal passions and goals as drivers for achieving objectives. Motivated individuals not only take initiative in their actions but also exhibit high resilience in the face of failure and frustration. They can view setbacks as opportunities for learning and growth, which is a key element in achieving long-term success. Thus, motivation plays a vital role in encouraging individuals to persist despite obstacles.

4) Empathy.

Empathy is the ability to feel and understand the emotions of others. It involves the capacity to see situations from another person's

perspective and respond in a sensitive and supportive manner. Empathy not only strengthens interpersonal relationships but also builds trust and collaboration among individuals. In a professional context, empathy enables individuals to work effectively with a diverse range of people, creating an inclusive and harmonious environment.

5) Social skills.

Social skills encompass the ability to interact effectively with others and build strong social networks. Individuals with good social skills can read situations carefully, influence and lead others, and resolve conflicts constructively. These skills are essential for teamwork, where effective collaboration and communication are key to success.

c. The Benefits of Emotional Intelligence (EQ)

In addition, emotional intelligence (EQ) also has many benefits in life. According to Muklisa et al. (2024) stated that there were several benefits of emotional intelligence:

1) Dealing with stress

Stress is an inevitable pressure that arises from the burdens of life, affecting individuals across various circumstances. One of the significant benefits of possessing high emotional intelligence is the ability to effectively cope with stress. Individuals with high emotional intelligence can navigate stressful situations with resilience, managing

their emotional responses to prevent being overwhelmed. This capacity to hold and regulate emotions allows them to maintain composure and clarity, enabling them to address challenges without succumbing to the negative effects of stress.

2) Impulse control (self-restraint)

Another critical benefit of emotional intelligence is the ability to exercise impulse control or self-restraint. This skill involves the capacity to delay immediate gratification in pursuit of more significant, long-term rewards. The art of self-restraint is akin to cultivating patience, where individuals endure short-term discomfort or challenges in exchange for greater satisfaction in the future. This ability not only enhances decision-making but also fosters a sense of discipline that is essential for achieving personal and professional goals.

3) Managing moods

The ability to manage moods is a vital aspect of emotional intelligence. This emotional skill encompasses the capacity to remain calm and composed in various situations, effectively alleviating anxiety, overcoming sadness, and mitigating irritability. Individuals who can manage their moods are better equipped to maintain a positive outlook, which contributes to their overall well-being and enhances

their interactions with others. This emotional regulation is crucial for fostering a productive and harmonious environment, both personally and professionally.

4) Self-motivation

Self-motivation is another significant advantage of emotional intelligence. Individuals who can motivate themselves tend to exhibit high levels of productivity and effectiveness in their endeavors. There are numerous strategies for self-motivation, including engaging with positive literature, maintaining a clear focus on personal aspirations, and conducting regular self-evaluations and introspection. This intrinsic motivation not only drives individuals to achieve their goals but also instills a sense of purpose and fulfillment in their lives.

5) Having social skills

High emotional intelligence is characterized by the ability to establish and nurture relationships with a diverse range of individuals. People with strong emotional intelligence are often seen as approachable, pleasant, and tolerant, making it easier for them to connect with others. These social skills are essential for effective communication, collaboration, and conflict resolution, enabling individuals to thrive in both personal and professional settings.

6) Being able to understand others

Understanding and respecting others is a cornerstone of emotional intelligence, often referred to as empathy. The ability to empathize with others provides opportunities for improved communication and stronger relationships. A crucial aspect of emotional intelligence is the capacity to understand, regulate, and evaluate emotions in oneself and others. For instance, an individual's emotional intelligence can facilitate the management of their own emotions while simultaneously fostering empathy for the emotions and situations of others. This dual understanding is vital for cultivating successful interpersonal relationships, whether in personal or professional contexts.

2. The Nature of Public Speaking

a. Definition of Public Speaking

Etymologically, the term "Public Speaking" is derived from the English language and consists of two components: "public," which refers to a general audience, and "speaking," which denotes the act of verbal communication. According to Mulyati & Hendriani (2023), public speaking can be defined as the ability to articulate thoughts and ideas effectively in front of an audience. It is an art form that encompasses the oral communication of ideas, messages, and opinions, with the intent to inform,

entertain, or influence. This practice is typically conducted in front of an audience and adheres to specific methods and structures designed to enhance its effectiveness.

In general, public speaking is the ability to convey messages or or information orally to a larger audience, be it in the form of presentations, speeches, lectures, discussions, or other public events. it is in the form of a presentation, speech, lecture, discussion, or other public event (Sudi M, 2024). It involves speaking in front of a crowd with the aim to inform, motivate, entertain, or inspire the audience. More than just speaking, public speaking also involves the effective use of body language, proper voice intonation, and the ability to maintain attention and build a connection with the audience. These skills are essential in a variety of contexts, including in the professional world, education, politics, and everyday life.

According to Hibram Dunar (2015), Public speaking is a person's ability to speak in public correctly so that the message can be clearly conveyed and the desired objectives are achieved. Public speaking skills are necessary for people who will speak in front of two or more people. Public speaking as the art of public speaking is more is mostly known technically. The ability to speak is often encountered in communication practices such as presentation, speeches.

Beisides that, Performance in a broad sense, can be defined as the level of achievement or the outcomes produced by an individual in executing specific tasks or responsibilities. This concept of performance serves as a reflection of an individual's ability to effectively leverage their skills, knowledge, and competencies to achieve desired results. For individuals, high performance can unlock numerous career opportunities, enhance professional credibility, and foster a profound sense of personal satisfaction. Moreover, strong performance has a cascading effect on overall productivity and effectiveness (Tasim C, 2023). Individuals who consistently perform at a high level tend to be more efficient in completing tasks, producing higher-quality work, and minimizing errors. This efficiency not only benefits the individual but also enhances the collective performance of the team and organization.

In summary, public speaking performance is a critical skill that encompasses an individual's ability to convey messages, ideas, or information orally to an audience in an effective and engaging manner. This performance is not merely about the content delivered; it also involves mastering the subject matter, employing appropriate language, and utilizing body language to enhance communication. Furthermore, successful public speaking requires the ability to interact dynamically with the audience, fostering engagement and connection. The effectiveness of a speaker is often measured by their capacity to captivate the audience's attention, evoke emotional responses, and inspire action. As such, honing public speaking skills is essential for

individuals across various fields, as it empowers them to communicate their ideas persuasively and leave a lasting impact on their listeners.

b. Types of Public Speaking

1. Presentation

A presentation involves speaking or communicating in public to convey ideas, thoughts, and information as a resource person or in various activities. The effectiveness of a presentation hinges on the presenter's ability to deliver content in a manner that achieves the intended purpose and resonates with the audience. In the other hand, according to Kurniawati Imani (2023), a presentation is the act of delivering a written work or scientific research in front of an audience or participants at a designated event, with the aim of proposing an idea or concept to achieve mutual understanding or consensus. The presence of participants during a presentation is beneficial for fostering a more active, smooth, and efficient delivery within the allotted time. Presentations are often described as a form of communication, specifically an integrated mode of conveying information through voice, visuals, and body language. For a message to be effectively communicated, three key components are involved:

a) The individual delivering the message (commonly referred to as the communicator, presenter, or speaker).

b) The individuals receiving the message (the audience).

c) The medium, tools, or channels utilized during the presentation.

The following explanation outlines the structure of a presentation, which consists of three main components: the introduction, the body, and the conclusion.

a) Introduction

The opening of a presentation is crucial in establishing your credibility as a presenter. It determines whether you are perceived as a suitable and worthy speaker by the audience. This is your opportunity to capture the interest and attention of the audience regarding the content you are about to deliver. In the introduction, it is common to provide an overview of the main topics that will be presented.

b) Body

A well-prepared presentation facilitates the organization of both the introduction and the conclusion. From the topic you wish to convey, attempt to break it down into several key points. Subsequently, expand these points into sub-points. It is also essential to consider the duration of the

presentation, estimating how many minutes will be required to effectively communicate each main point.

c) Conclusion

To leave a lasting impression, the conclusion should create a memorable final impact that resonates with the audience.

2. Speech

The *Great Indonesian Language Dictionary* (KBBI) defines a speech as the expression of thoughts articulated in words directed toward an audience or crowd. A speech is essentially a discourse that is meticulously prepared for delivery in front of the public. It serves as a public speaking activity aimed at expressing opinions or providing an overview of a specific theme. Consequently, the text of a speech encompasses ideas, knowledge, and viewpoints related to the theme, which are then communicated to the general public.

According to Barus Salsalina (2020), the ability to deliver a speech is the capacity to express thoughts in the form of words presented before an audience. The primary objective of speaking is communication. However, it is not merely about conveying aspirations to the intended audience. In the context of public speaking, the goal of communication is to ensure that the ideas or opinions are understood

by the listeners. The main structure of a speech is consist of 3 main component which are introduction, body, and conclusion.

3. Lecture

As defined by the *Great Indonesian Language Dictionary* (KBBI), a lecture is a formal speech delivered by an individual in front of a large audience, focusing on a particular subject or area of knowledge. The individual delivering the lecture is referred to as a lecturer, who ideally possesses extensive knowledge and expertise in the relevant field. Lectures are typically structured to educate and inform listeners, making them a vital component of academic and professional discourse.

According to Aanggraeni (2019), a lecture is a form of public communication that involves the delivery of information, knowledge, and related content. The presenter is typically an individual who possesses expertise in a specific field, and the audience can consist of a large number of people. The medium of delivery can be direct or facilitated through various communication channels, such as television, radio, and other media platforms. The main structure of a lecture is also consist of 3 main component which are introduction, body, and conclusion.

4. Monolog

A monologue originates from the Greek language, consisting of the words "mono" and "legein." "Mono" means one, while "legein" means to speak. Therefore, a monologue is when only one person speaks. Thus, a monologue can be described as a form of performance art presented by an individual. In short, a monologue can be defined as someone speaking alone. Monologue refers to the study of the art of performance, It is a scene performed solely by one person. Additionally, monologues can consist of movement alone or be combined with a pre-written script. The communication process that occurs in a monologue takes place in stages, where each stage represents an event performed by the individual, ultimately creating a narrative that can be understood by the audience. Simply put, a monologue is one way to convey a message with a single speaker, using movement that aligns with the content of the statement.

5. Story telling

Wardiah (2017), defines storytelling as an art or a skill of narrating stories in the form of poetry or prose, presented or led by a single individual in front of an audience in a live setting. The story can be narrated in various ways, either through spoken word or song, with or without music, images, or other accompanying elements that may be

learned orally, whether through printed sources or mechanical recordings.

In this research, type of public speaking that used by teacher in SMAN 1 Mungka is the English presentation among the ten and elevent grade students academic year 2024/2025.

c. Indicators of Good Public Speaking Performance

According to Challista (2018), several indicators characterize effective public speaking performance, including the following:

1. Intonation

   Intonation, which refers to the variation in pitch during speech, plays a crucial role in the context of public speaking. This variation not only influences the meaning of the conveyed message but also shapes the atmosphere and emotions of the audience. A high pitch is often associated with assertiveness, enthusiasm, and dominance, which can evoke emotions such as anger or excitement. Conversely, a low pitch tends to create a calm and serious atmosphere, conveying nuances of sadness, gentleness, or authority. Therefore, a deep understanding of the appropriate use of intonation is essential for achieving effective communication and positively influencing the audience.

2. Intonation

In the practice of public speaking, intonation (vocal clarity and strength) are key to capturing the audience's attention. Speakers should strive to articulate their words clearly and audibly, ensuring that each word is pronounced distinctly. The use of familiar diction is also critical for facilitating audience comprehension. Additionally, the modulation of voice volume should be tailored to the context of the message being delivered; appropriate changes in volume can enhance emotional depth and emphasize key points. Speakers must avoid excessively loud volumes that may disrupt audience concentration, as well as overly soft voices that could lead to confusion.

3. Grammar

The selection of diction or vocabulary is a fundamental aspect of public speaking that should not be overlooked. Prior to speaking, it is essential to understand the audience in order to determine the most suitable language style, whether formal, colloquial, or even slang. The use of sensitive and non-offensive language is vital for maintaining a positive atmosphere. Furthermore, speakers should be cautious with ambiguous words or phrases that may have multiple meanings, as this can lead to misunderstandings that disrupt effective communication.

4. Body Language

Gestures or body language are significant elements of non-verbal communication in public speaking. Appropriate gestures can reinforce the message being conveyed and assist the audience, particularly those seated at a distance, in better understanding the context. Therefore, gestures should be executed politely and without exaggeration, enhancing the appeal and clarity of the presentation without diverting attention from the main message.

5. Mimic or Facial Expression

Facial expressions or mimics are crucial components of public speaking, as the audience's attention is often directed toward the speaker's face. Appropriate facial expressions can create an emotional connection with the audience and reinforce the message being delivered. Speakers should avoid exaggerated expressions and strive to maintain a friendly demeanor, characterized by smiles and politeness. In doing so, speakers can foster a more engaging atmosphere and support positive interactions with the audience.

d. Benefits of Public Speaking for Students

As stated by Waruwu et al. (2024), engaging in public speaking provides a wide range of academic and personal advantages for students. It enhances their ability to communicate clearly, logically, and succinctly in verbal interactions. Through consistent practice, learners develop the skill to convey

their thoughts effectively and to organize their ideas in a structured manner. Over time, these experiences foster greater self-confidence, enabling students to express themselves comfortably in various contexts such as classroom presentations, collaborative discussions, professional interviews, and social engagements.

In addition, the process of preparing and presenting speeches prompts students to engage in critical thinking, information analysis, and logical organization of their ideas. Public speaking activities foster students' ability to assess supporting evidence, reflect on alternative viewpoints, and develop well-reasoned arguments. Participation in such tasks also helps learners identify both their strengths and aspects of communication that need improvement. As they become more conscious of their delivery techniques including speech patterns, gestures, and vocal tone they are able to refine their presentation abilities progressively. Consequently, involvement in public speaking practices can contribute to enhanced academic achievement across multiple disciplines.

Learners who are able to convey their thoughts clearly and persuasively tend to perform better in academic discussions, debates, and written tasks. Public speaking also cultivates leadership traits by motivating students to be proactive, influence their peers positively, and take accountability for their viewpoints and behaviors. As their confidence in communication grows, they

become more capable of guiding group collaborations and participating effectively in extracurricular leadership roles.

Moreover, proficiency in public speaking is regarded as a highly desirable skill in professional settings. Students who demonstrate strong speaking abilities tend to perform better in interviews, business presentations, and networking situations, which can open pathways to broader career growth and advancement. Engaging in public speaking also helps learners interact with diverse audiences, fostering empathy and cultural awareness. They develop the ability to modify their communication approaches to suit various contexts and connect meaningfully with individuals from different backgrounds skills that are essential for interpersonal success. Additionally, public speaking empowers students to express their perspectives, advocate for meaningful causes, and contribute to positive social change. Through persuasive communication, they can inspire others, raise awareness on significant issues, and encourage collective action within their communities.

To conclude, public speaking serves as a vital component of students' academic achievement, self-development, and career readiness. Through continuous improvement of their communication, analytical thinking, and leadership abilities, learners become more capable of overcoming obstacles, recognizing new opportunities, and contributing positively to their communities. In addition, the practice of public speaking strengthens

leadership capacity by encouraging initiative, motivating peers, and promoting effective collaboration.

e. Problem That Affecting Public Speaking Performance

The ability to engage in public speaking in English as a Foreign Language (EFL) represents a complex competence influenced by a multidimensional interplay of internal and external factors. A research conducted Cham chau et al. (2022), identified several factors that impede students' public speaking performance in the context of learning English:

1) Psycology Factor

Students' public speaking skills are frequently hindered by intricate psychological dynamics, particularly anxiety and a lack of self-confidence. This anxiety stems not only from the fear of negative evaluation but also from the pressure to deliver a flawless performance in front of an audience. Consequently, students may adopt counterproductive strategies, such as prioritizing grammatical accuracy over the expression of ideas, which ultimately restricts their fluency and creativity. Additionally, low intrinsic motivation exacerbates these challenges, as students may be reluctant to engage actively in discussions or presentations due to negative self-perceptions. This reluctance to step outside their comfort zones creates a cycle of stagnation, where diminished self-confidence and avoidance of practice reinforce one another, thereby obstructing the development

of essential oral communication skills necessary for professionalism in an increasingly globalized context.

2) Lingustic Factor

Linguistic limitations, including a restricted vocabulary and inconsistent pronunciation, present significant barriers to effective public speaking. Students often find themselves trapped in a pattern of "translating" their thoughts from their native language into English, which disrupts the fluency and coherence of their delivery. This issue is further compounded by difficulties in logically organizing ideas, resulting in presentations that are often fragmented and challenging for audiences to comprehend. Moreover, an over-reliance on notes during presentations, as a compensatory mechanism for low self-confidence, detracts from the spontaneous interaction that is characteristic of dynamic oral communication. These challenges underscore the necessity for educational approaches that not only enhance linguistic competence but also cultivate critical thinking and improvisational skills.

B. Review of Related Studies

In recent years, research on emotional intelligence (EQ) has gained significant attention in the educational context, particularly in the development of students' communication skills. Speaking skills, especially in English, become one of the most challenging aspects for many students, which is often caused by

anxiety and lack of confidence when speaking in public. Research conducted by Sulistyawati (2018) shows that there is a significant relationship between EQ and students' speaking skills, where students with higher EQ levels tend to be better able to manage their emotions, thus improving their ability to communicate orally. This finding is in line with previous research conducted by Goleman, which emphasizes that EQ plays an important role in individual success in various aspects of life, including education. In the context of English presentations, students who have high EQ are able to cope with anxiety and interact with the audience more effectively, which in turn improves the quality of their presentations.

Secondly, another research by Annifa & Eka (2023) entitled "The Correlation Between Emotional Intelligence and Speaking Skill of EFL Students" highlights the significant relationship between emotional intelligence and speaking skills among eighth-grade students at SMP Islam Nurul Haq Batam. In this research, researchers involved a group of thirty students selected from a larger population, using a questionnaire adapted from the Health Research Board and a speaking test to gather data. The analysis revealed that the correlation coefficient indicated a strong relationship, suggesting that the alternative hypothesis was accepted, and there is a meaningful connection between emotional intelligence and speaking skills. The findings emphasize that students with higher emotional intelligence are better at managing their emotions, which positively impacts their

speaking abilities, while those with lower emotional intelligence often struggle to express themselves effectively.

Furthermore, research by Kelly, Smith, and Brown (2020) highlighted the importance of EQ as a predictor in overcoming the anxiety that students often experience when presenting. Their findings showed that students with higher levels of EQ had a better ability to manage their emotions, which contributed to the improvement of English presentation skills. This research provides empirical evidence that EQ not only affects speaking ability, but also plays a role in reducing anxiety that can hinder students' performance in front of an audience. This research adopts the Instructional Belief Theory model, which explains that students' characteristics, such as EQ, can affect their learning outcomes through beliefs about self-efficacy. The results show that EQ dimensions, such as well-being and self-control, have a positive influence on students' self-efficacy in public speaking. This emphasizes that individuals with high EQ tend to be more confident and able to adapt to challenging social situations.

Based on an literature review above of three relevant studies, it can be concluded that student' emotional intelligence has a very important role to develope speaking ability. Research shows that students with higher levels of emotional intelligence tend to be better able to manage their emotions, which significantly reduces anxiety when speaking in public. Moreover, increased EQ not only contributes to improved speaking skills, but also helps build students'

confidence in public situations. Students who have high EQ also show lower social anxiety, which has a positive effect on their communication effectiveness.

C. Hyphothesis of the Research

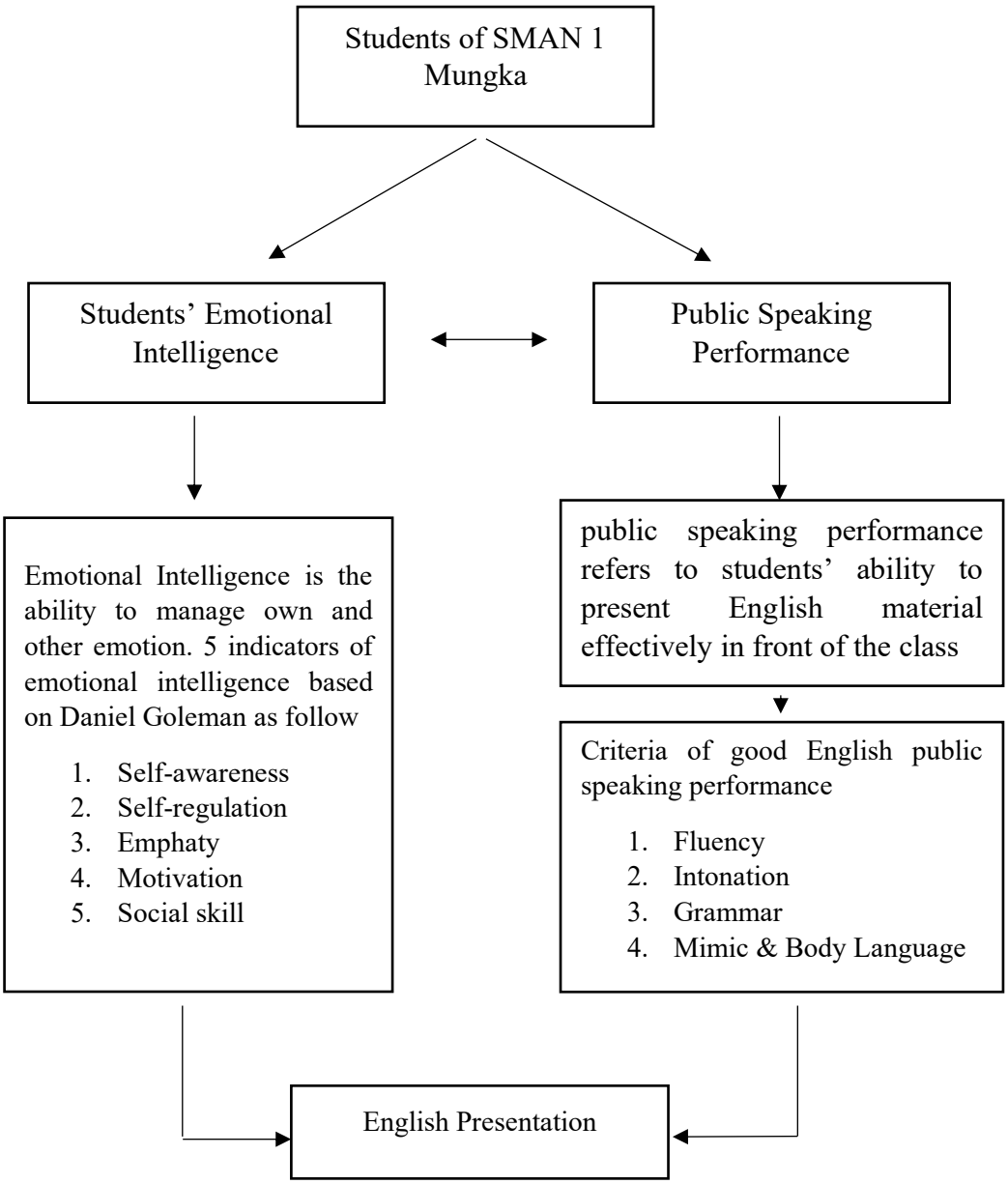
The hypothesis of this study is formulated as follow:

Ho : There no significant relationship between students' emotional intelligence and public speaking performance.

Ha : There is a significant relationship between students' emotional intelligence and public speaking performance.

D. Conceptual Framework

As cited in Karimun Abdullah (2022), Sinulingga defines a conceptual framework as a model that logically explains the relationships among variables or factors identified as significant for analyzing a particular research problem. It provides a foundational structure that guides the overall study, depicting the key concepts and their interconnections. The framework not only specifies the core ideas to be employed but also demonstrates how these concepts interact and influence one another. By illustrating the theoretical foundations and the linkages among various components, the conceptual framework serves to clarify the focus of the study, as well as to strengthen the formulation of research objectives and hypotheses.


Students of SMAN 1 Mungka
Students' Emotional Intelligence
Public Speaking Performance
Emotional Intelligence is the ability to manage own and other emotion. 5 indicators of emotional intelligence based on Daniel Goleman as follow
1. Self-awareness
2. Self-regulation
3. Emphaty
4. Motivation
5. Social skill
public speaking performance refers to students' ability to present English material effectively in front of the class
Criteria of good English public speaking performance
1. Fluency
2. Intonation
3. Grammar
4. Mimic & Body Language
English Presentation

Emotional Intelligence (EQ) and public speaking performance are two interconnected aspects in the context of English language learning. According to Goleman (2000), emotional intelligence consists of five key dimensions: self-awareness, self-regulation, motivation, empathy, and social skills. In classroom presentations, these dimensions help students manage nervousness, maintain focus, stay motivated, understand audience reactions, and build positive connections with listeners.

In this research, public speaking performance refers to students' ability to present English material effectively in front of the class without a question-and-answer session. The quality of performance is assessed through fluency, pronunciation, grammar, intonation, mimic and body language. Students with high EQ are generally better at regulating negative emotions, maintaining confidence, and displaying supportive body language, which contributes to better delivery during presentations.

Theoretically, emotional intelligence acts as an internal factor influencing students' success in public speaking. High EQ enables students to control nervousness or panic, sustain audience engagement, and enhance vocal delivery. Conversely, low EQ may result in disorganized speech, reduced clarity, and poor audience connection. Therefore, the conceptual framework of this research illustrates that Emotional Intelligence (X), consisting of Goleman's five

dimensions, influences Public Speaking Performance (Y), which is measured through four presentation assessment indicators.

CHAPTER III

RESEARCH METHODOLOGY

A. Types of the Research

This study utilized an explanatory quantitative method intended to analyze the extent to which students' emotional intelligence (EQ) could predict their public speaking performance. A correlational research design was implemented, in which emotional intelligence served as the independent variable and public speaking performance as the dependent variable. Such a design was considered appropriate because, as noted by Creswell (2018), it allows the investigation of naturally occurring relationships between variables without experimental manipulation. This approach enabled the researcher to maintain the ecological validity of the research by observing students in their authentic learning environment.

B. Setting of the Research

This study were conducted at a senior high school in Mungka, Lima Puluh Kota, namely SMAN 1 Mungka, as part of a comprehensive study of educational issues in Indonesia. The school is located in Nagari Jopang Manganti, Mungka, Lima Puluh Kota, West Sumatera.

C. Population and Sample

1. Population

The population of this study comprised aaround 64 students from the tenth and eleventh grades at SMAN 1 Mungka who were enrolled in English language subjects. The selection of this population aligned with the purpose of the research, which was to explore the correlation between emotional intelligence and public speaking performance. These students were considered to have sufficient experience in making English presentations.

2. Sample

Furthermore, the sample for this study was determined using a simple random sampling method, which ensured that every student had an equal chance of being included. As stated by Sugiyono (2013), simple random sampling refers to the process of selecting individuals from a population without taking into account existing strata or hierarchical levels. This approach was employed to reduce potential bias and to improve the representativeness of the study's results. The total number of participants was established based on the Slovin formula, as follows:

$$n = \frac{N}{1 + N(e)^2}$$

n = Total sample

N = Total of Population

e = Margin of Error

The calculated result was

n = ….

N = 64

e = 0.05

$n = 64 / (1 + 118 \times 0.05^2)$

n = 64 / (1 + 118 x 0.0025)

n =64 / (1+ 0.29)

n = 64 /1.295

n = **39**

The simple random sampling was done through the drawing method. The researcher created a list of all students, prepared folded papers containing their names, placed them in a container, and randomly drew 39 names as participants. This process ensured that every student had an equal chance to be selected

D. Variable of the Research

1. Independent Variable (X): Emotional Intelligence (EQ)

Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions while perceiving and influencing the emotions of others. It include 5 aspect based on Daniel Goleman (1995): self-awareness, self-regulation, motivation, emphaty, and social skill.

2. Dependent Variable (Y): Public Speaking Performance in English Presentation

Public speaking performance refers to the effectiveness of an individual in delivering messages to an public audience, encompassing delivery style, body language, and audience engagement.

E. Instrument and Technique of Data Collection

1. Instrument of the research

This research was used two main instruments to measure variables, namely:

a) Questionnaire

The data collection instrument utilized in this study was a questionnaire comprising 30 statement items adapted from Daniel Goleman's theory of emotional intelligence. The purpose of this instrument was to obtain information about students' emotional intelligence levels.. The Likert scale 5 was used to seek how the statements describe students best.

Table 3. 1 indicator of emotional intelligence

Variabel	Indicator	Sub Indicator	Number of Item	
			+	–
	Self-awareness	Identifying mood	1	2

Emotional Intelligence(X). Using Daniel Goleman's theory of emotional intelligenc		Knowing the causes of moods	3	
		Know the effects of mood	4	5
	Self-regulation	Have a high tolerance for frustration		6
		Manage emotions well	7	
		Have a self-control in order to avoid engaging in destructive behaviors that may harm others.	8	9
		Possess positive feelings towards oneself and others.	10	11
		Remain calm in all situations and conditions.		12
		Does not have a high level of loneliness.	13	
	Motivation	Have high confidence in problem-solving abilities.	14	
		being optimistic in running activities	15	16
		have a strong motivation to do something	17, 18	

	Emphaty	Identify other people's moods	19	20, 21
		to understand the causes of a person's mood.	22	
		Knowing the consequences caused by a person's mood	23	
	Social skill	Confident with yourself	24	25
		understand the importance of building relationships with others	26	27
		have the ability to communicate with others	28	29
		have the ability to resolve conflicts with others	30	

b) Document analysis

According to Rifa'i Abubakar (2021), the documentation technique is a way of collecting data through reviewing written sources such as books, reports, meeting minutes, diaries and so on that contain the necessary data or information. so on that contain the necessary data or information. Researchers used data collection techniques with documentary studies to collect data related to

research variables. In this case, the document analysis was used to complete some data that the researcher felt necessary and could not be obtained by the research instruments that had previously been selected. The documentation was used to obtain records of students' presentation scores from the English teacher of SMAN 1 Mungka academic year of 2024/2025.

Table 3. 2 Indicator of Public Speaking Performance Assessment

Variabel	Type	Indicator
Public Speaking Performance	Presentation	Fluency
		Grammar
		Pronounciation
		Intonation & Body Language

Data from English subject teacher of SMAN 1 Mungka

2. Technique of data collection

Data collection in this research was conducted through two structured stages including:

a) Questionaire

Before collecting the main data, the researcher obtained permission from the principal of SMAN 1 Mungka and the English teacher. The researcher also explained the research objectives to both teachers and students, clarifying that participation was voluntary and the data would remain confidential. A pilot test was conducted on 15 respondents to test the reliability of the instrument and to make necessary improvements before data collection..

The main data collection took place on September 2–3, 2025. The researcher coordinated with the English teacher to schedule the administration of the questionnaire without interrupting class activities. At the beginning of the session, the researcher explained the purpose of the research and gave instructions on how to fill out the questionnaire correctly.

Students completed the questionnaire independently in class under the supervision of the researcher, who ensured that the process ran smoothly and without external influence. Afterward, all questionnaires were collected, checked for completeness, and organized for data entry

b) Document Analysis

The researcher obtained documentation of students' public speaking performance in English presentation scores from the English teacher. These records contained the evaluation results of

students' public speaking performance based on several criteria, including fluency, grammar, pronunciation, intonation, and body language. The data were copied and tabulated without altering the teacher's original assessment.

F. Validity and Realibility of Instrument

1. Validity of Instrument

Validity is a measure of an instrument's realibility. According to Sugiyono (2013), the validity of an instrument is contingent upon its capacity to measure its intended purpose. This is important to ensure the research instrument is valid and trustworthy. Validity referred to the extent to which the instrument measured what it was intended to measure. The researcher used content validity, which was tested using Aiken's V index based on expert judgment from three validators. The results showed that all 30 items obtained Aiken's V values ranging from 0.80 to 1.00, indicating that the questionnaire items were valid and suitable for use.

2. Reliability of Instrument

As cited in Karimun Abdullah (2022), Sürücü defines reliability as the degree to which a measuring instrument remains stable and produces consistent results over time. In simpler terms, reliability refers to an instrument's capacity to yield identical outcomes when administered repeatedly under similar conditions. To confirm that the questionnaire

applied in this study possessed acceptable reliability, a reliability test was performed to evaluate its internal consistency. Cronbach's Alpha coefficient was utilized as the statistical measure of reliability, and the assessment was carried out with 11 participants during the pilot phase of the research.

From SPSS result test showed the reliability for the 30 statement for variable X by the table below:

Table 3.3 Reability of Instrument

Reliability Statistics

Cronbach's Alpha	N of Items
.943	30

reliability test for the Students' Emotional Intelligence instrument, which consisted of 30 items, resulted in a Cronbach's Alpha value of 0.943. According to George and Mallery (2003), a Cronbach's Alpha above 0.90 is considered excellent. Therefore, it can be concluded that the questionnaire is highly reliable and suitable for use in this research.

G. Technique of Data Analysis

1. Descriptive Statistic

Descriptive analysis was used to determine the central tendency and distribution of students' responses for each variable. This included the mean, standard deviation, minimum, and maximum scores of students' Emotional Intelligence and Public speaking Performance in English Presentation. The purpose of this analysis was to provide an overview of students' overall performance on each variable. There were several steps :

a) Chose the menu *Analyze* > *Descriptive Statistics* > *Descriptives*.
b) Click the "*Options*" button**,** then check the following:
    a. Mean
    b. Standard Deviation
    c. Minimum
    d. Maximum
c) Click "*Continue*"**,** then click "OK" to run the analysis.
d) View the output in the SPSS Output Viewer, which will display the descriptive statistics of each questionnaire item.
e) Take a conclusion from the result.

2. Normality Test

Th A normality test was performed to determine whether the data for both variables followed a normal distribution, as this is an essential assumption for conducting parametric statistical analyses. The Kolmogorov–Smirnov test was utilized to assess data distribution. When the significance value (Sig.) exceeds 0.05, the dataset is interpreted as normally distributed. The procedure for conducting this analysis in SPSS involved several steps:

a) Input the data from both variables into the data view
b) Give names and label in variable view
c) Click *"analyze" "regression" " linear"*
d) Put the variable X in the independent list and variable Y in the independent list. Click *"Save"*
e) Click "*Unstandardized*" in residual and continue
f) Use the regression value *"RES-1"* for normality test
g) Click *"analyze-Nonparametic Test- Legacy Dialogs – 1 SampleKS"*
h) Put *"Unstandardized Residual"* in Variable list. Click *"normal"* and *"OK"*
i) Take a conclusion from the result.

3. Linearity Test

To verify the existence of a linear association between the independent and dependent variables, a linearity analysis was carried out through the ANOVA output in SPSS. This procedure examines whether the relationship pattern between the two variables follows a straight-line trend. When the significance value under "Deviation from Linearity" exceeds 0.05, it signifies that the relationship can be considered linear. The process of conducting this test in SPSS involved several analytical steps:

a) Click *"analyze-Compare Means-Means"*
b) Put the variable X in the independent list and Variable Y in the dependent list the click *"Options*
c) Click *"Test for Linearity – Continue"* and OK
d) Take a conclusion from the result.

4. Correlation Analysis

After the data met the assumptions of normality and linearity, the Pearson correlation test was used to analyze the relationship between students' Emotional Intelligence and Public Speaking Performance in English Presentation. This test produces a correlation coefficient (r) which indicates the direction and strength of the relationship, and a significance value (Sig.) to determine whether the relationship is statistically significant. If Sig. < 0.05, it means the correlation is significant. Once the Pearson correlation coefficient (r) is obtained, it is interpreted to assess

whether there is a significant relationship between the variables and how strong that relationship is. There were several steps in SPSS :

a) Click *"analyze – Correlate – Bivariate"*
b) Put the data from both variables into the variables. Then click *"Pearson"* and OK
c) Take a conclusion from the result

The interpretation of correlation strength can be guided by the classification provided by Sugiyono (2015), which is presented as follows:

Table 3.4 Degree of Correlation

Coefficient Interval	Degree of Correlation
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	High
0.800 – 1.00	Very High

CHAPTER IV

FINDING AND DISCUSSION

This chapter outlines the data collected throughout the research process and explains the analytical procedures employed, particularly the use of the Pearson Product-Moment Correlation technique. It is organized into two primary parts: findings and discussion. The findings section presents the research data along with the outcomes of the correlation analysis, whereas the discussion section elaborates on the significant insights derived from the results and offers a deeper interpretation of their meaning.

A. Findings

In findings, this research demonstrates the correlation and interpretation of data collected from questionnaire on students' Emotional Intelligence and students' Public Speaking Performance answer the research questions of the study. The findings were divided into three parts: the description of the data, analysis of the data and hypothesis testing.

1. The Description of the Data

This section covers the data description and result regarding students' Emotional Intelligence and students' Public Speaking Performance in English Presentation. The data were collected on September 2 - 3, 2025. There were 61 students who filled out the questionaire. There were two variables, Students' Emotional

Intelligence (X) and Public Speaking Performance (Y). The data were analyzed using the pearson product moment correlation.

a. The Description Data of Student' Emotional Intelligence

The researcher distributed a questionnaire to obtain the data on students' emotional intelligence data as variable X. The questionnaire had 30 statements based on the 5 indicators and 19 sub-indicators of emotional intelligence. The statements were written in Bahasa Indonesia to ensure students could easily understand and respond. The questionnaire options were used scala likert 5 to facilitate understanding and use for respondents and researchers, flexibility in collecting various types of opinions, and relatively easier data analysis. The result of calculating data of students' emotional intelligence using SPSS program is displayed in the table below:

Table 4.1 Data Description of Students Emotional Intelligence

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Emotional Intelligence	39	92	134	4318	110.72	9.305
Valid N (listwise)	39					

Based on table 4.1, it can be seen that the minimum score was 92, the maximum score was 134, the mean score was 110.72 and the standard deviation was 9.305. The mean score (110.72)

falls within the high category, indicating that most students at SMAN 1 Mungka possess a strong level of emotional intelligence. This suggests that they are generally able to recognize, understand, and regulate their emotions effectively, as well as show empathy and maintain positive relationships with others. The relatively small standard deviation (9.305) also implies that students' emotional intelligence levels were fairly consistent across the sample, meaning that there was no significant disparity among the respondents.

b. The Describtion Data of Students' Public Speaking Performance

The researcher used a document analysis to obtain student Public Speaking Performance in English Presentation data as variable Y. The public speaking performance based on the 4 indicators which are grammar, fluency, pronounciation and intonation/body language. The result of calculating data of students Public Speaking Performance in English Presentation using SPSS program is displayed in the table below:

Table 4.2 Data Description of Students' Public Speaking Performance

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Public Speaking Performance	39	77	95	3420	87.69	3.840
Valid N (listwise)	39					

Based on the output of the descriptive statistics, the data of Public Speaking Performance were collected from 39 students. The minimum score obtained by the students was 77, while the maximum score was 95, with a total score of 3420. The mean score was 87.69, and the standard deviation was 3.840.

These results indicate that the students' overall public speaking performance in English presentation was relatively high. The mean score (87.69) shows that most students achieved a good level of public speaking performance. The small standard deviation (3.840) also means that the scores among students were not widely spread, suggesting that most students performed consistently within a similar range. This implies that students had almost similar abilities in delivering English presentations confidently and effectively.

2. The Analysis of Data

a. Normality Test

Table 4.3 Result of Normality Testing

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		39
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.54837306
Most Extreme Differences	Absolute	.080
	Positive	.080
	Negative	-.066
Test Statistic		.080
Asymp. Sig. (2-tailed)		.200[c,d]

The normality of the data was tested using the One-Sample Kolmogorov–Smirnov Test on the unstandardized residual. The result shows that the Asymp. Sig. (2-tailed) = 0.200, which is higher than 0.05. This means that the data are normally distributed, and therefore, the assumption of normality is fulfilled. A normal distribution is important in parametric analysis such as the Pearson Product Moment Correlation, which requires that the data should not deviate significantly from normality. Hence, it can be concluded that the data meet the normality assumption and can be further analyzed using the Pearson correlation test.

b. Lienearity Test

The linearity test was conducted to determine whether there is a linear relationship between Students' Emotional Intelligence) variable and Public Speaking Performance in English Presentation. This test was analyzed using SPSS through the ANOVA table.

Table 4.4 Result of Linearity Testing

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Public Speaking Performance * Emotional Intelligence	Between Groups	(Combined)	484.141	23	21.050	4.145	.003
		Linearity	313.528	1	313.528	61.745	.000
		Deviation from Linearity	170.613	22	7.755	1.527	.201
	Within Groups		76.167	15	5.078		
	Total		560.308	38			

The linearity test was conducted to check whether there is a linear relationship between Emotional Intelligence (X) and Public Speaking Performance (Y). Based on the ANOVA table, the significance value for the Deviation from Linearity is 0.201, which is higher than 0.05.

This result indicates that there is no significant deviation from linearity, meaning that the relationship between the two variables is linear. In other words, as students' emotional intelligence increases, their public speaking performance tends to increase in a linear way. This finding supports the assumption

required for the Pearson correlation test and shows that the data are appropriate for further correlation analysis.

c. Correlation Analysis

In this study, the Pearson Product Moment correlation test was applied to identify whether a relationship exists between students' emotional intelligence and Public Speaking Performance in English Presentation among tenth & elevent grade students of SMAN 1 Mungka academic year 2024/2025.

Table 4.5 Pearson Product Moment Correlation

Correlations

		Emotional Intelligence	Public Speaking Performance
Emotional Intelligence	Pearson Correlation	1	.748**
	Sig. (2-tailed)		.000
	N	39	39
Public Speaking Performance	Pearson Correlation	.748**	1
	Sig. (2-tailed)	.000	
	N	39	39

Based on the SPSS calculation, the Pearson correlation coefficient reached 0.748, while the two-tailed significance value was recorded at 0.000. As the sig. value is lower than 0.05, the findings confirm that a statistically meaningful relationship exists between students' emotional intelligence and their public speaking performance.

Table 4.6 Interpretation of Correlation

Coefficient Interval	Degree of Correlation
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	High
0.800 – 1.00	Very High

According to Sugiyono (2013), a correlation coefficient ranging from 0.60 to 0.799 is categorized as high. The correlation coefficient of 0.748 indicates a strong and positive correlation between students' emotional intelligence and their public speaking performance. This means that the higher the students' emotional intelligence, the better their performance in English presentations. The significance value (0.000) < 0.05 confirms that this correlation is statistically significant.

Furthermore, the coefficient of determination (r^2) was calculated as 0.5595, which means that 55.95% of students' public speaking performance can be explained by their emotional intelligence. In other words, more than half of the variation in students' public speaking scores is influenced by how well they

manage and utilize their emotional intelligence. The remaining 44.05% is likely influenced by other factors such as linguistic ability, academic performance or classroom environment. These findings indicate that emotional intelligence plays an essential role in students' success in public speaking, particularly in helping them manage anxiety, stay focused, and communicate effectively during English presentations.

3. Hyphotesis Testing

In this study, the researcher formulated the following hypotheses:

1) Null Hypothesis (H_0):

   There is no significant correlation between students' Emotional Intelligence (EQ) and their Public Speaking Performance in English presentation at SMAN 1 Mungka.

2) Alternative Hypothesis (H_1):

   There is a significant correlation between students' Emotional Intelligence (EQ) and their Public Speaking Performance in English presentation at SMAN 1 Mungka.

To examine the proposed hypotheses, the Pearson Product Moment correlation analysis was carried out using SPSS software. The obtained correlation coefficient was 0.748, and the Sig. (2-tailed)

value was 0.000. The criteria used to determine the acceptance or rejection of the hypotheses are stated as follows:

- If the Sig. (2-tailed) value is below 0.05, the null hypothesis (H_0) is rejected, indicating that the alternative hypothesis (H_1) is accepted.
- If the Sig. (2-tailed) value is higher than 0.05, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_1) is rejected.

Since the p-value found in this study is 0.000, which is clearly less than 0.05, the result demonstrates a statistically significant relationship between the two measured variables. Therefore, the null hypothesis (H_0) is rejected, whereas the alternative hypothesis (H_1) is accepted.

Overall, these statistical findings verify that there is a strong and significant positive correlation between students' emotional intelligence and their performance in English public speaking. This suggests that learners with stronger emotional management abilities are more likely to perform confidently, communicate clearly, and interact effectively with the audience during public speaking activities.

B. Discussion

This section discusses the findings of the research in relation to the three research questions that were formulated earlier. The following discussion interprets the findings and connects them with relevant theories and previous studies.

1. The Correlation Between Students' Emotional Intelligence and Public Speaking Performance

The Pearson Product Moment correlation results showed that the Sig. (2-tailed) value obtained was 0.000, which is below the significance threshold of 0.05. Therefore, the relationship between students' emotional intelligence and their performance in English public speaking is statistically significant. In other words, students with higher levels of emotional intelligence tend to demonstrate stronger abilities when delivering their public speaking performance in English presentations.

These findings highlight the essential role of emotional intelligence in shaping students' success in public speaking contexts. Learners who possess well-developed emotional skills are better equipped to regulate anxiety, overcome fear of making mistakes, and maintain composure during their presentations. They are also more likely to stay

confident, articulate their ideas clearly, and engage effectively with the audience throughout the speaking performance.

This finding supports the theory proposed by Daniel Goleman (1995), who emphasized that emotional intelligence helps individuals recognize and manage emotions effectively to achieve better performance in social and academic contexts. Public speaking requires both linguistic competence and emotional balance; therefore, students who can regulate their emotions are more likely to express themselves clearly and confidently.

Similar results were found in previous studies such as Sulistyawati (2018), who reported a significant link between emotional intelligence and students' speaking performance, and Annifa & Eka (2021), who found that students with high EQ perform better in oral communication because they can manage anxiety and motivation effectively. Hence, the current study strengthens the evidence that emotional intelligence plays a vital role in helping students succeed in public speaking tasks.

2. The Direction of the Correlation Between Emotional Intelligence and Public Speaking Performance

The Pearson correlation coefficient (r) was found to be 0.748, indicating a positive correlation between the two variables. This means that as students' emotional intelligence increases, their public speaking

performance also tends to improve. In simple terms, students who can understand and control their emotions tend to perform more effectively when delivering English presentations.

This positive direction is consistent with Goleman's (five main components of emotional intelligence, namely self-awareness, self-regulation, motivation, empathy, and social skills. For instance, students who are self-aware can recognize their anxiety and prepare themselves mentally before speaking. Those with good self-regulation can control their nervousness and maintain composure, while motivated students strive to perform their best. Empathy helps them understand the audience's reactions, and social skills enable them to build a good connection during the presentation.

The result is also in line with Kelly, Smith, and Brown (2020), who found that emotionally intelligent students can handle presentation anxiety and communicate more confidently. In this context, emotional intelligence does not only accompany speaking ability but actively supports it. It serves as an emotional foundation that allows students to express ideas smoothly, adapt to audience feedback, and manage stress effectively during performance.

3. The Magnitude of the Relationship Between Students' Emotional Intelligence and Public Speaking Performance

The correlation coefficient value of 0.748 falls into the “high” category based on Sugiyono (2013), showing that there is a strong relationship between emotional intelligence and public speaking performance. Furthermore, the coefficient of determination ($r^2 = 0.5595$) indicates that 55.95% of students’ public speaking performance can be explained by their emotional intelligence. This percentage shows that emotional intelligence has a substantial influence on how well students perform when speaking in front of others.

In practical terms, this means that more than half of students’ speaking performance is affected by their emotional skills such as how they manage nervousness, stay confident, and remain focused during a presentation. However, the remaining 44.05% is influenced by other factors, such as vocabulary mastery, pronunciation ability, grammar accuracy, and classroom atmosphere. These elements also play important roles in determining how successfully students perform in English speaking activities.

This finding supports Rahmati et al. (2021), who emphasized that emotional intelligence enables students to overcome fear and express themselves clearly in communication settings. Therefore, emotional intelligence is not just an additional skill but a key factor that shapes students’ communication confidence and success in public speaking. It suggests that improving students’ emotional intelligence should go hand

in hand with improving their linguistic competence to achieve better speaking outcomes.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the analysis and discussion in the previous chapter, several key conclusions can be drawn regarding how emotional intelligence relates to students' performance in English public speaking at SMAN 1 Mungka.

To begin with, the statistical findings confirm a significant relationship between the two variables, demonstrated by a Sig. (2-tailed) value of 0.000, which is lower than the 0.05 significance level. This indicates that students who possess stronger emotional intelligence tend to achieve better outcomes when delivering English presentations because they are able to regulate feelings of nervousness, maintain confidence, and communicate their thoughts more effectively.

Furthermore, the correlation was identified as positive, with a coefficient value of r = 0.748, meaning that improvements in emotional intelligence are followed by enhancements in public speaking performance. This aligns with theoretical perspectives asserting that emotional regulation, motivation, empathy, and social competence contribute to students' effectiveness when speaking in front of others.

In addition, the magnitude of the correlation falls into the high category. The coefficient of determination ($r^2 = 0.5595$) shows that 55.95% of students' performance in public speaking can be attributed to their emotional intelligence, while the remaining 44.05% is influenced by external factors such as language

proficiency, self-assurance, and supportive learning conditions. Hence, emotional intelligence plays a considerable role in shaping success during public speaking activities.

To conclude, emotional intelligence is a vital personal asset that enhances students' ability to speak confidently and persuasively before an audience. For this reason, promoting emotional skills including self-awareness, self-control, motivation, empathy, and effective social interaction should be incorporated into English language instruction to strengthen both communication abilities and learner confidence.

B. Implication

Based on the findings of this research, it is evident that emotional intelligence has a strong and significant contribution to students' public speaking performance in English presentations. This result implies that students who are emotionally aware, able to control their feelings, and motivated to perform well are more likely to deliver effective presentations in front of an audience. Therefore, emotional intelligence becomes an essential psychological factor that should not be overlooked in the development of speaking skills.

This study also highlights the need for English teachers to integrate emotional support within the teaching and learning process. Improving public speaking performance should not solely focus on linguistic components such as pronunciation, vocabulary, or grammar. Students must also be guided to overcome anxiety, boost their confidence, and create positive interactions with

their peers while presenting. When teachers encourage a supportive and comfortable classroom atmosphere, students can be more engaged and courageous in using English orally.

At the institutional level, the findings suggest that schools should pay greater attention to students' emotional development. Programs that promote character building, social interaction, and stress management can provide positive effects on students' communication performance. Schools may also encourage self-expression through academic activities or extracurricular clubs that allow students to practice public speaking in more diverse contexts.

For students themselves, this research becomes a reminder that emotional skills are an important asset for achieving success in both academic and real-life communication. Students are expected to continuously build self-awareness, develop empathy, and manage their emotions well so that nervousness or fear does not hinder their ability to speak confidently before others.

Finally, the research findings imply opportunities for future researchers to examine other variables that may influence public speaking performance. Although emotional intelligence contributes significantly to the variation in students' presentation abilities, other factors such as speaking anxiety, motivation, or language proficiency may also play vital roles. Therefore, further research exploring these additional variables will enrich the understanding of effective public speaking skills in English language learning.

C. Suggestion

Based on the conclusions above, several suggestions are proposed for teachers, students, and future researchers as follows:

1. For English Teachers

   Teachers are encouraged to include activities that not only improve students' linguistic competence but also develop their emotional intelligence. Activities such as group discussions, debates, or role plays can help students practice expressing themselves while managing nervousness. Teachers should also provide emotional support and create a positive classroom atmosphere that helps students build confidence in speaking English in front of others.

2. For Students

   Students should be aware that emotional intelligence is just as important as language skills in public speaking. They need to train themselves to manage anxiety, stay focused, and be confident when delivering presentations. Developing self-awareness and self-motivation will make them more comfortable and effective speakers in English. Practicing regularly and seeking feedback from peers and teachers can also improve both emotional control and speaking performance.

3. For Future Researchers

Future studies are suggested to explore more specific aspects of emotional intelligence, such as motivation or empathy, and how these aspects affect different components of speaking ability (e.g., fluency, pronunciation, or confidence). Researchers can also expand the sample or use a mixed-method approach to get deeper insights into how emotional factors influence students' performance in communication and other learning contexts.

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APPENDICES

Appendix 1 Preliminary Research

A. Teacher Interview





B. Class Observation (English Presentation)





Appendix 2 Research Guidlane

Variabel	Indicator	Sub Indicator	Data Collection	Number of Item	
				+	–
Emotional Intelligence(X). Using Daniel Goleman's theory of emotional intelligenc	Self-awareness	Identifying mood	Quistionaire	1	2
		Knowing the causes of moods		3	
		Know the effects of mood		4	5
	Self-regulation	Have a high tolerance for frustration			6
		Manage emotions well		7	
		Have a self-control in order to avoid engaging in destructive behaviors that may harm others.		8	9
		Possess positive feelings towards oneself and others.		10	11
		Remain calm in all situations and conditions.			12

		Does not have a high level of loneliness.		13	
	Motivation	Have high confidence in problem-solving abilities.		14	
		being optimistic in running activities		15	16
		have a strong motivation to do something		17, 18	
	Emphaty	Identify other people's moods		19	20, 21
		to understand the causes of a person's mood.		22	
		Knowing the consequences caused by a person's mood		23	
	Social skill	Confident with yourself		24	25
		understand the importance of building relationships with others		26	27
		have the ability to communicate with others		28	29
		have the ability to resolve conflicts with others		30	

Public Speaking Performance	English Presentation	Fluncy	Documentation	_
		grammar		
		intonation		
		Mimic and body language		

Appendix 3 Questionaire After Expert Validation

ANGKET KECERDASAN EMOSIONAL SISWA

Nama:……..

Kelas:……...

Petunjuk Pengisian : Tandailah Ceklis (√) Dengan Jujur pada pernyataan di bawah

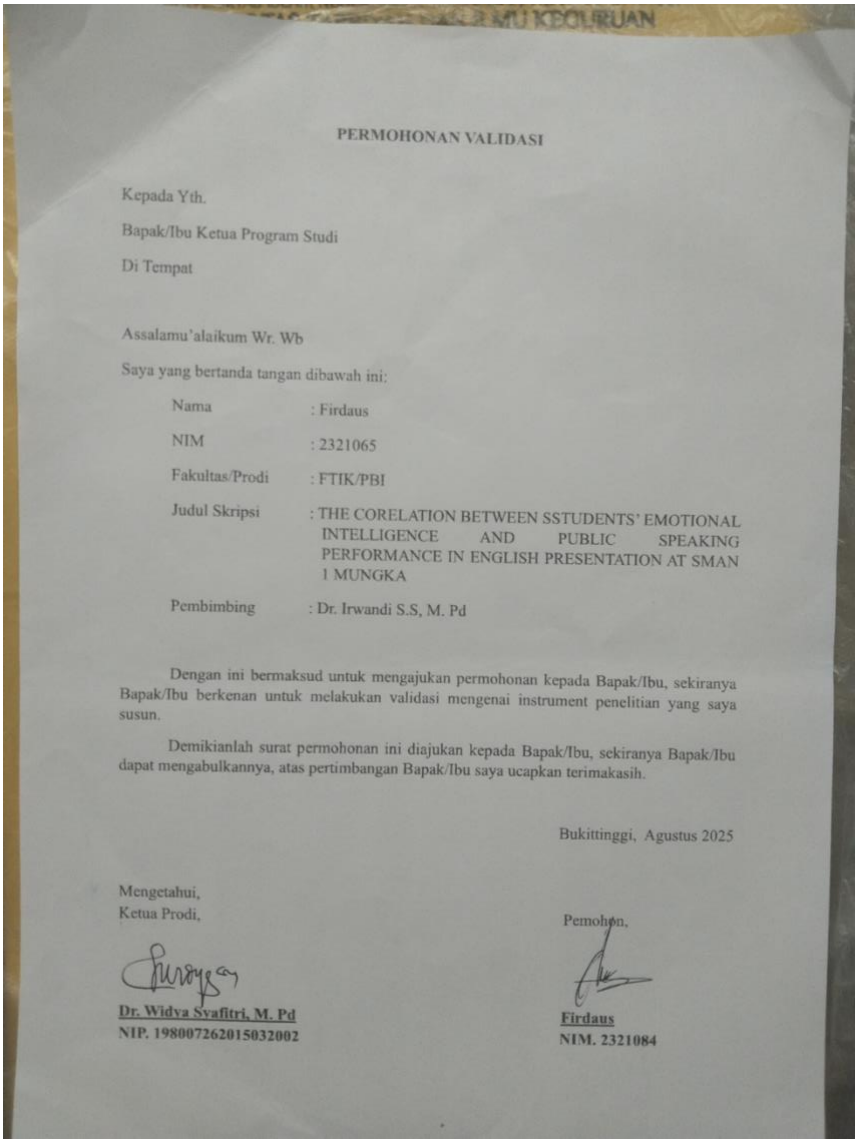
1 = Sangat Setuju
2 = Setuju
3 = Biasa Saja
4 = Tidak Setuju
5 = Sangat Tidak Setuju

No.	Pernyataan	1	2	3	4	5
1	Saya mampu mengendalikan emosi saya ketika berbicara di depan kelas ketika presentasi					
2	Saya menyadari bahwa perasaan gugup mempengaruhi cara saya berbicara di depan teman-teman.					
3	Saya bisa mengetahui hal-hal apa saja yang membuat saya merasa gugup dalam presentasi.					
4	Saya paham kalau mood saya bisa bikin presentasi saya jadi lancar atau malah kurang maksimal.					
5	Saya mudah panik jika terjadi gangguan atau kesalahan teknis saat presentasi					
6	Walaupun gugup, saya bisa tetap mengendalikan rasa cemas saat berbicara di depan kelas.					
7	Kalau ada komentar atau reaksi dari audiens, saya langsung merasa terganggu dan sulit fokus.					

8	Kalau ada ekspresi kurang setuju dari audiens, saya jadi kesal dan kehilangan semangat.					
9	Saya yakin presentasi saya akan diterima baik oleh teman-teman dan guru.					
10	Kalau lupa materi saat presentasi, saya panik dan sulit melanjutkan.					
11	Saya punya tujuan pribadi untuk selalu tampil maksimal saat presentasi.					
12	Saya bisa menyampaikan ide dengan jelas dan gampang dimengerti saat di depan kelas.					
13	Saya bisa merasakan kalau teman-teman mulai bosan saat saya bicara.					
14	Saya paham kalau cara bicara saya bisa memengaruhi semangat teman-teman yang mendengarkan.					
15	Saya berusaha menyampaikan materi dengan cara yang mudah dipahami oleh audiens.					
16	Kalau audiens terlihat bingung, saya tidak berusaha menjelaskan lagi.					
17	Kalau audiens terlihat tidak setuju atau kurang paham, saya tetap tenang dan melanjutkan materi.					
18	Saya jarang membuat presentasi terasa menyenangkan bagi audiens.					
19	Saya percaya diri menyampaikan ide, bahkan jika tidak semua orang setuju.					
20	Saya rasa emosi dan sikap saya saat bicara tidak akan memengaruhi perhatian audiens.					
21	Saya sadar pentingnya membangun hubungan baik dengan audiens supaya presentasi sukses					
22	Saya tahu bahwa reaksi negatif dari audiens dapat mempengaruhi kepercayaan diri saya saat berbicara					
23	Saya tidak dapat mengenali jika audiens merasa bosan dan tidak memperhatikan saat saya berbicara saat presentasi.					
24	Saya memiliki motivasi yang kuat untuk berbicara di depan umum dan menyampaikan ide-ide saya.					

25	Saya percaya usaha mempersiapkan presentasi akan menghasilkan penampilan yang bagus.					
26	Saya merasa mampu mengatasi tantangan yang muncul selama presentasi.					
27	Saya merasa terhubung dengan audiens saat saya berbicara di depan mereka.					
28	Saya merasa bangga dengan kemampuan saya berbicara di depan umum.					
29	Kesalahan kecil bisa membuat saya kehilangan fokus saat presentasi.					
30	Saya merasa tidak nyaman berbicara di depan audiens saat presentasi.					

Appendix 4 Expert Validation



PERMOHONAN VALIDASI

Kepada Yth.

Bapak/Ibu Ketua Program Studi

Di Tempat

Assalamu'alaikum Wr. Wb

Saya yang bertanda tangan dibawah ini:

Nama	: Firdaus
NIM	: 2321065
Fakultas/Prodi	: FTIK/PBI
Judul Skripsi	: THE CORELATION BETWEEN SSTUDENTS' EMOTIONAL INTELLIGENCE AND PUBLIC SPEAKING PERFORMANCE IN ENGLISH PRESENTATION AT SMAN 1 MUNGKA
Pembimbing	: Dr. Irwandi S.S, M. Pd

Dengan ini bermaksud untuk mengajukan permohonan kepada Bapak/Ibu, sekiranya Bapak/Ibu berkenan untuk melakukan validasi mengenai instrument penelitian yang saya susun.

Demikianlah surat permohonan ini diajukan kepada Bapak/Ibu, sekiranya Bapak/Ibu dapat mengabulkannya, atas pertimbangan Bapak/Ibu saya ucapkan terimakasih.

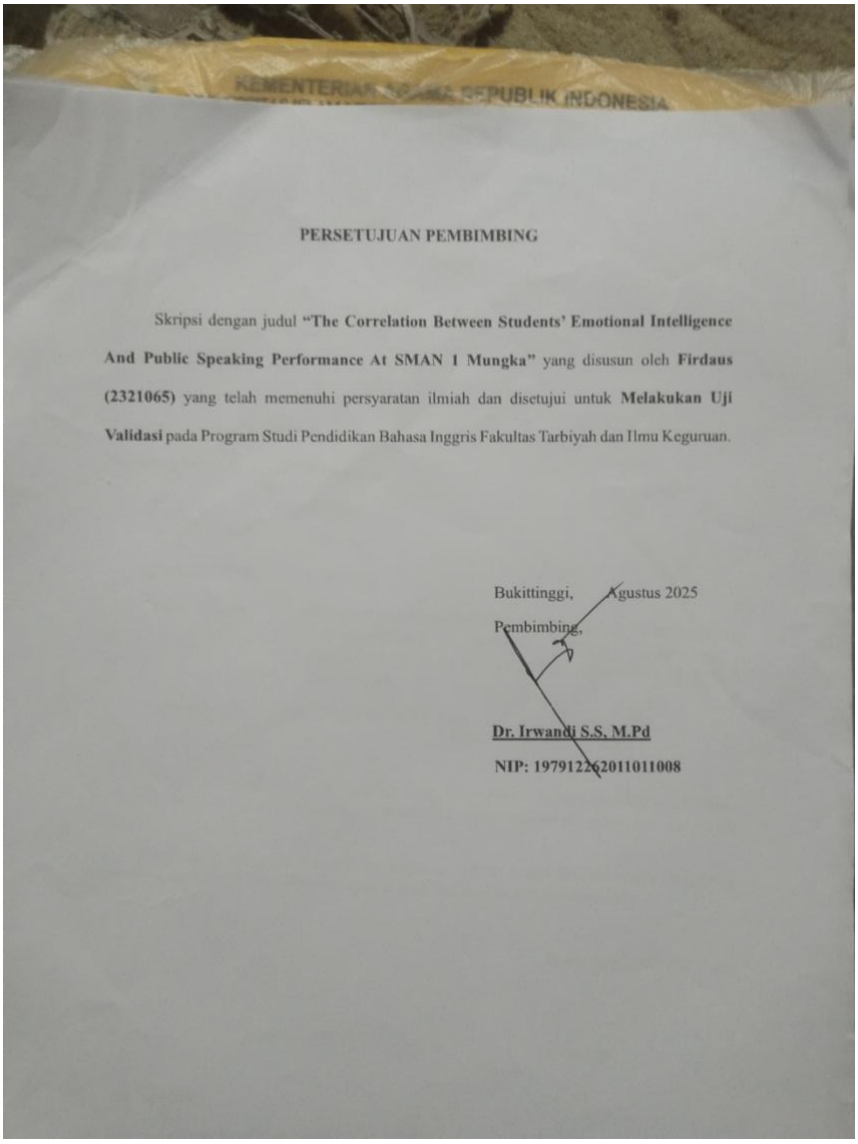
Bukittinggi, Agustus 2025

Mengetahui,
Ketua Prodi,

Dr. Widya Syafitri, M. Pd
NIP. 198007262015032002

Pemohon,

Firdaus
NIM. 2321084



KEMENTERIAN ... REPUBLIK INDONESIA

PERSETUJUAN PEMBIMBING

Skripsi dengan judul **"The Correlation Between Students' Emotional Intelligence And Public Speaking Performance At SMAN 1 Mungka"** yang disusun oleh **Firdaus (2321065)** yang telah memenuhi persyaratan ilmiah dan disetujui untuk **Melakukan Uji Validasi** pada Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan.

Bukittinggi, Agustus 2025

Pembimbing,

Dr. Irwandi S.S, M.Pd

NIP: 197912262011011008

LEMBAR VALIDASI INSTRUMEN

LEMBAR KUSIONER EMOTIONAL INTELLIGENCE SISWA

Nama : Firdaus

Judul Skripsi : THE CORELATION BETWEEN SSTUDENTS' EMOTIONAL INTELLIGENCE AND PUBLIC SPEAKING PERFORMANCE IN ENGLISH PRESENTATION AT SMAN 1 MUNGKA

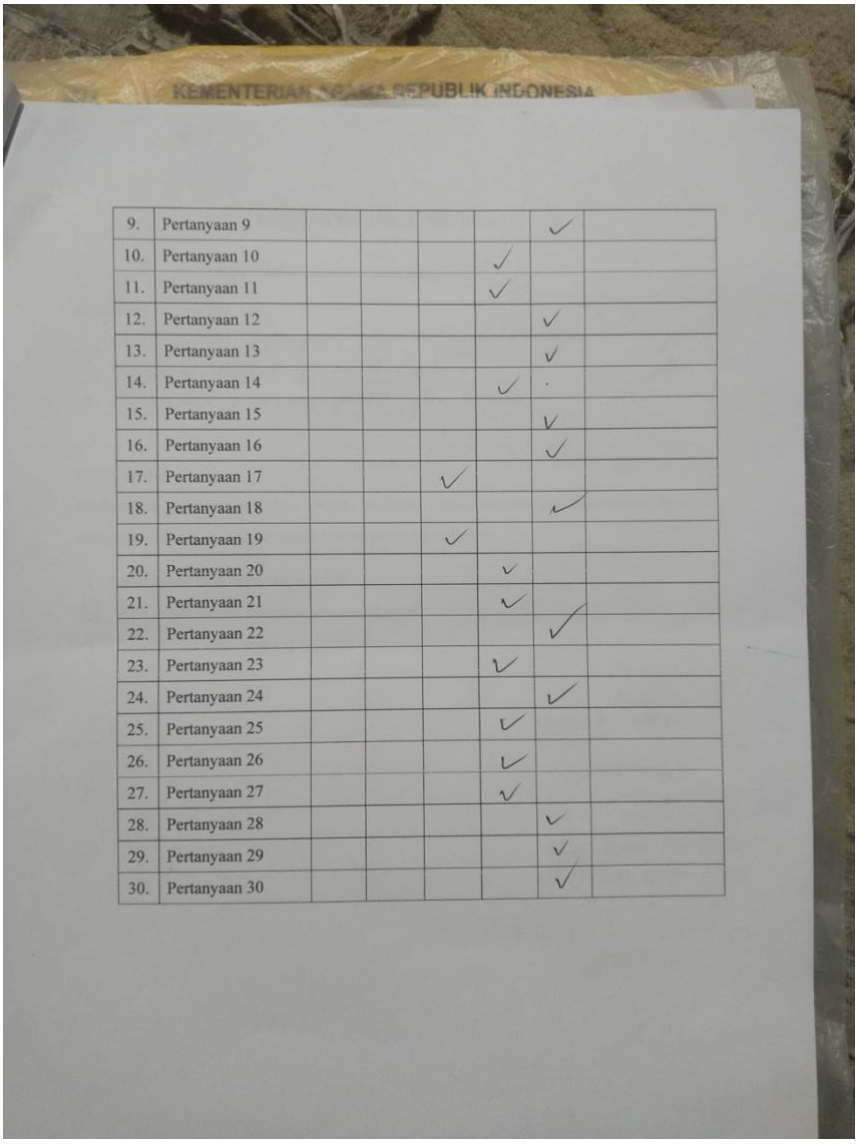
Fakultas/Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk:

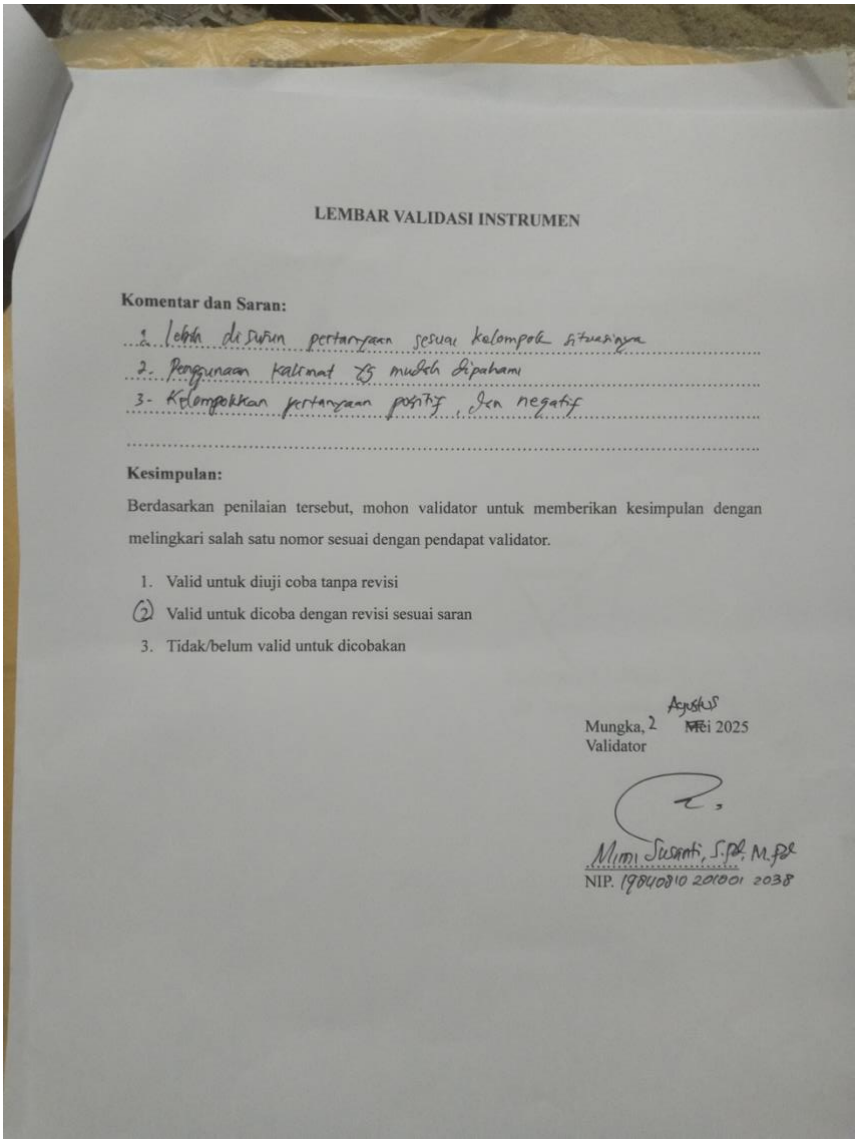
1. Untuk memberikan penilaian terhadap instrument "The Correlation Between Students' Emotional Intelligence And Public Speaking Performance At SMAN 1 Mungka" Bapak/ibu cukup memberikan tanda chek list (√) pada kolom yang di sediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
    1. Tidak dapat diguunakan
    2. Dapat digunakan dengan banyak revisi
    3. Dapat digunakan dengan revisi sedang
    4. Dapat digunakan dengan sedikit revisi
    5. Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

No.	Butir	Skala/Penilaian					Keterangan
		1	2	3	4	5	
1.	Pertanyaan 1					✓	
2.	Pertanyaan 2			✓			
3.	Pertanyaan 3					✓	
4.	Pertanyaan 4				✓		
5.	Pertanyaan 5					✓	
6.	Pertanyaan 6					✓	
7.	Pertanyaan 7					✓	
8.	Pertanyaan 8					✓	



9.	Pertanyaan 9					✓	
10.	Pertanyaan 10				✓		
11.	Pertanyaan 11				✓		
12.	Pertanyaan 12					✓	
13.	Pertanyaan 13					✓	
14.	Pertanyaan 14				✓	·	
15.	Pertanyaan 15					✓	
16.	Pertanyaan 16					✓	
17.	Pertanyaan 17			✓			
18.	Pertanyaan 18					✓	
19.	Pertanyaan 19			✓			
20.	Pertanyaan 20				✓		
21.	Pertanyaan 21				✓		
22.	Pertanyaan 22					✓	
23.	Pertanyaan 23				✓		
24.	Pertanyaan 24					✓	
25.	Pertanyaan 25				✓		
26.	Pertanyaan 26				✓		
27.	Pertanyaan 27				✓		
28.	Pertanyaan 28					✓	
29.	Pertanyaan 29					✓	
30.	Pertanyaan 30					✓	



LEMBAR VALIDASI INSTRUMEN

Komentar dan Saran:

1. lebih disusun pertanyaan sesuai kelompok situasinya
2. Penggunaan kalimat yg mudah dipahami
3. Kelompokkan pertanyaan positif dan negatif

Kesimpulan:

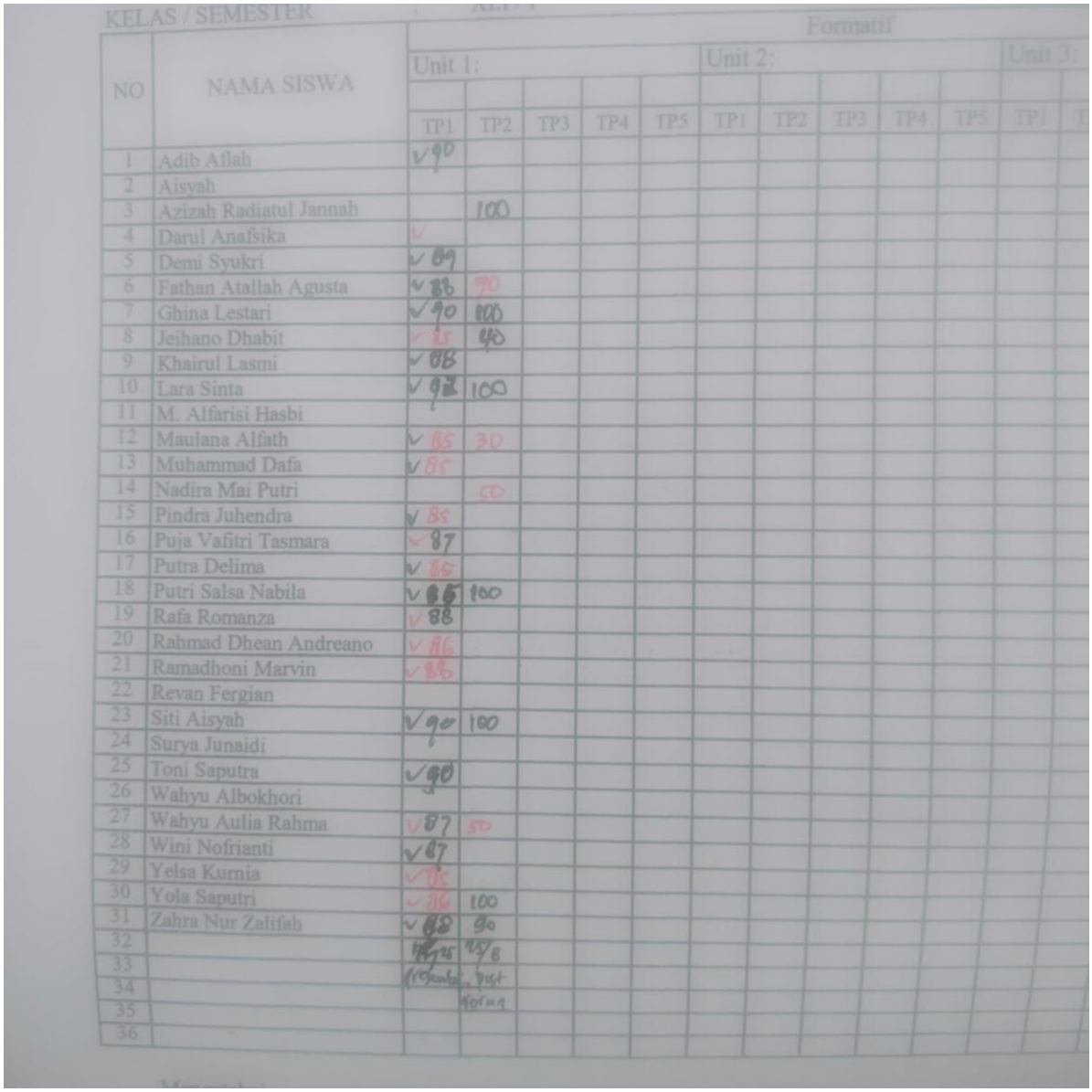
Berdasarkan penilaian tersebut, mohon validator untuk memberikan kesimpulan dengan melingkari salah satu nomor sesuai dengan pendapat validator.

1. Valid untuk diuji coba tanpa revisi
2. Valid untuk dicoba dengan revisi sesuai saran
3. Tidak/belum valid untuk dicobakan

Mungka, 2 Agustus 2025
Validator

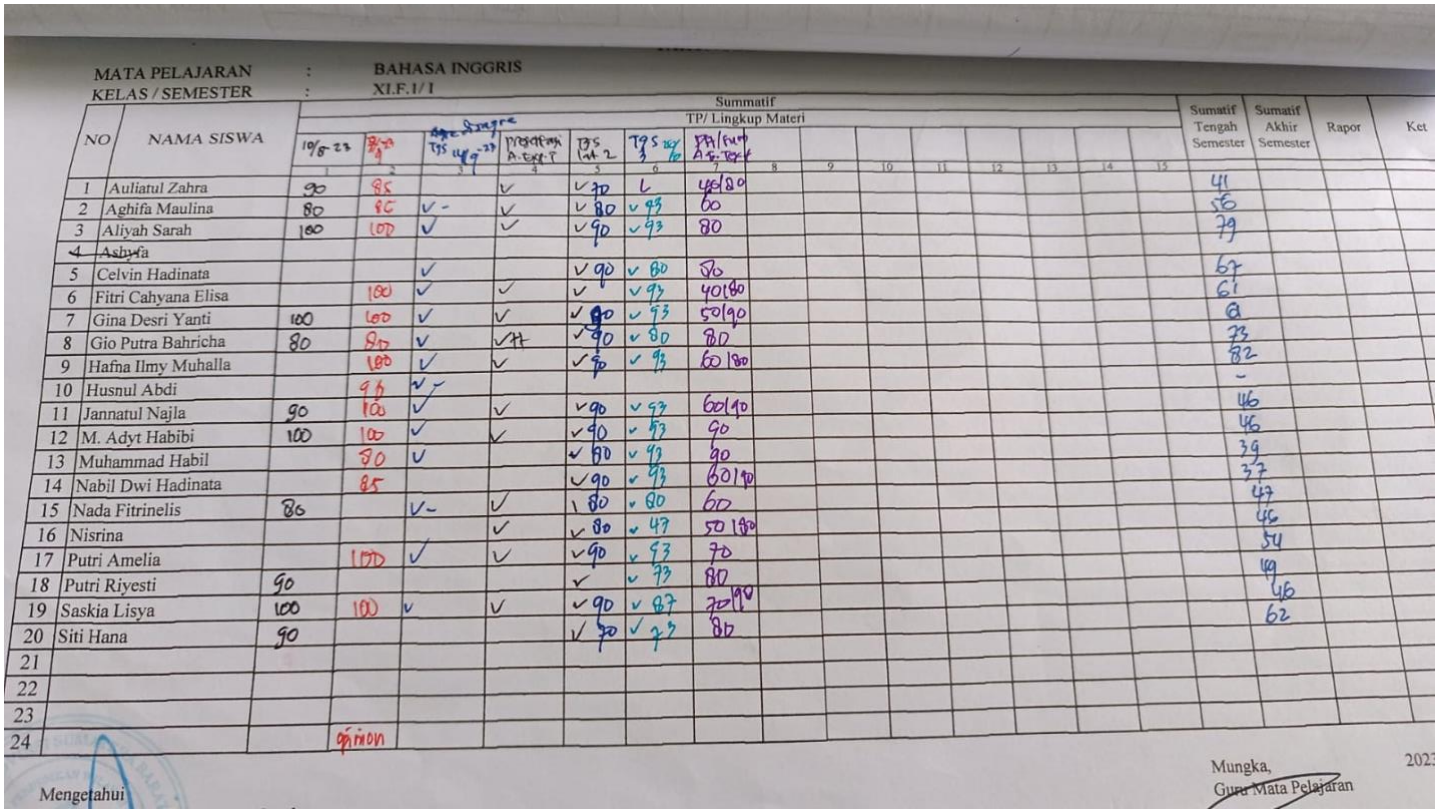
Mimi Susanti, S.Pd, M.Pd
NIP. 19840910 201001 2038

Appendix 5 Students Data of tenth & eleventh grade academic year of 2024/2025



KELAS / SEMESTER : XI / 1

NO	NAMA SISWA	Formatif											
		Unit 1:					Unit 2:					Unit 3:	
		TP1	TP2	TP3	TP4	TP5	TP1	TP2	TP3	TP4	TP5	TP1	T
1	Adib Aflah	✓90											
2	Aisyah												
3	Azizah Radiatul Jannah		100										
4	Darul Anafsika	✓											
5	Demi Syukri	✓89											
6	Fathan Atallah Agusta	✓86	70										
7	Ghina Lestari	✓90	100										
8	Jeihano Dhabit	✓85	40										
9	Khairul Lasmi	✓88											
10	Lara Sinta	✓92	100										
11	M. Alfarisi Hasbi												
12	Maulana Alfath	✓85	30										
13	Muhammad Dafa	✓85											
14	Nadira Mai Putri		50										
15	Pindra Juhendra	✓85											
16	Puja Vafitri Tasmara	✓87											
17	Putra Delima	✓85											
18	Putri Salsa Nabila	✓85	100										
19	Rafa Romanza	✓88											
20	Rahmad Dhean Andreano	✓86											
21	Ramadhoni Marvin	✓85											
22	Revan Fergian												
23	Siti Aisyah	✓90	100										
24	Surya Junaidi												
25	Toni Saputra	✓90											
26	Wahyu Albokhori												
27	Wahyu Aulia Rahma	✓87	30										
28	Wini Nofrianti	✓87											
29	Yelsa Kurnia	✓											
30	Yola Saputri	✓86	100										
31	Zahra Nur Zalifah	✓88	90										
32													
33													
34													
35													
36													



MATA PELAJARAN : BAHASA INGGRIS
KELAS / SEMESTER : XI.F.1/ I

NO	NAMA SISWA	Summatif TP/ Lingkup Materi							Sumatif Tengah Semester	Sumatif Akhir Semester	Rapor	Ket
		10/8-22										
		1	2	3	4	5	6	7				
1	Auliatul Zahra	90	85		✓	✓70	L	45/80	41			
2	Aghifa Maulina	80	80	✓-	✓	✓80	✓93	60	56			
3	Aliyah Sarah	100	100	✓	✓	✓90	✓93	80	79			
4	~~Ashyfa~~											
5	Celvin Hadinata			✓		✓90	✓80	80	67			
6	Fitri Cahyana Elisa		100	✓	✓	✓	✓93	40/80	61			
7	Gina Desri Yanti	100	100	✓	✓	✓90	✓93	50/90	0			
8	Gio Putra Bahricha	80	80	✓	✓	✓90	✓80	80	73			
9	Hafna Ilmy Muhalla		100	✓	✓	✓90	✓93	60/80	82			
10	Husnul Abdi		95	✓-					-			
11	Jannatul Najla	90	100	✓	✓	✓90	✓93	60/90	46			
12	M. Adyt Habibi	100	100	✓	✓	✓90	✓93	90	46			
13	Muhammad Habil		80	✓		✓80	✓93	90	34			
14	Nabil Dwi Hadinata		85			✓90	✓93	60/90	37			
15	Nada Fitrinelis	80		✓-	✓	✓80	✓80	60	47			
16	Nisrina				✓	✓80	✓47	50/80	46			
17	Putri Amelia		100	✓	✓	✓90	✓93	70	54			
18	Putri Riyesti	90				✓	✓93	80	49			
19	Saskia Lisya	100	100	✓	✓	✓90	✓87	70/90	46			
20	Siti Hana	90				✓70	✓93	80	62			
21												
22												
23												
24			opinion									

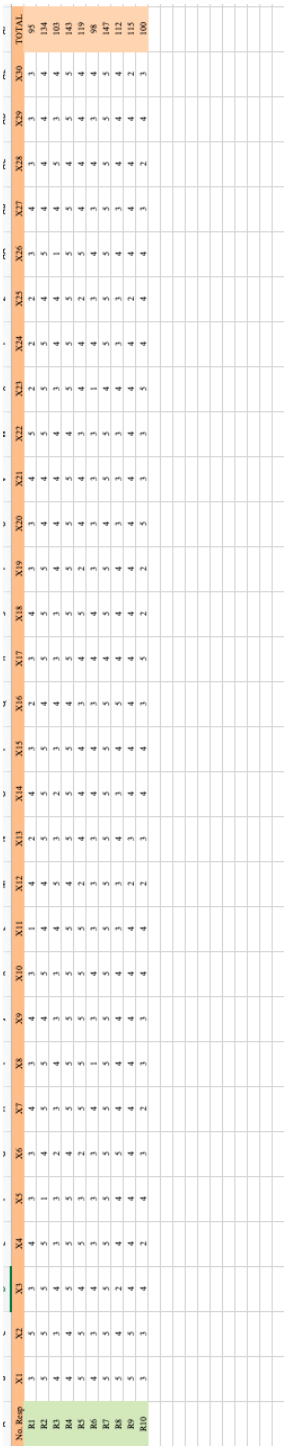
Mengetahui

Mungka, 2023
Guru Mata Pelajaran

Appendix 6 Aiken V Test (Emotional Intelligence Questionaire)

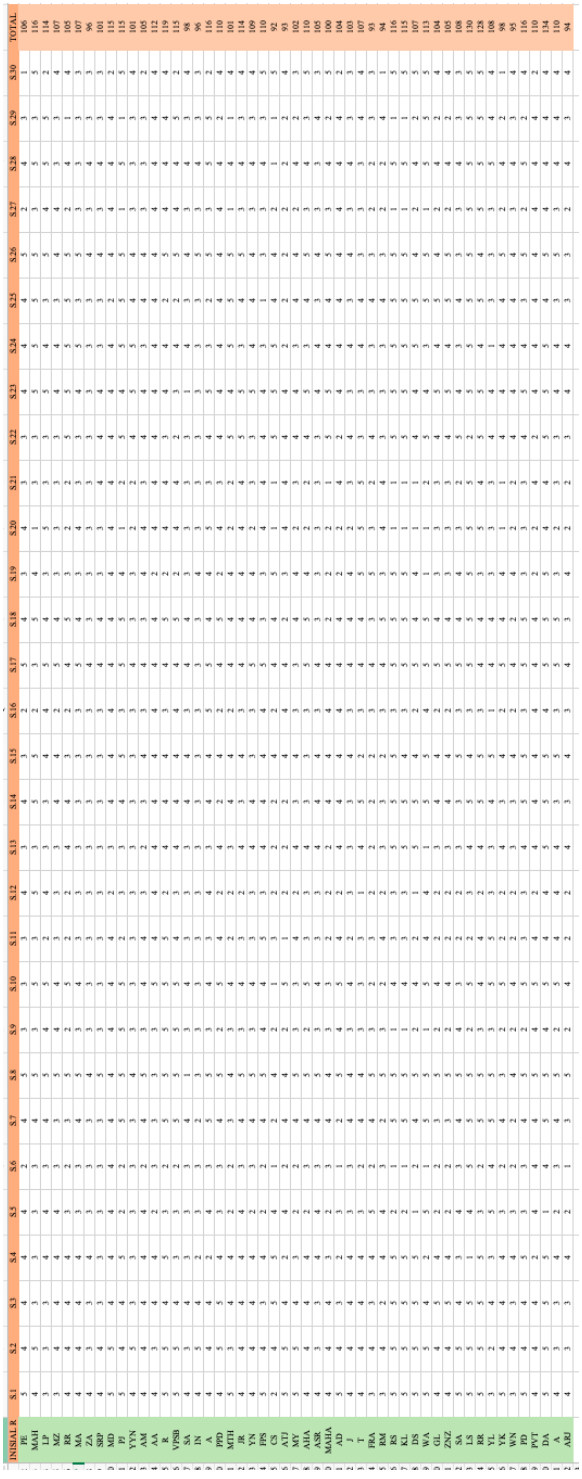
No. Item	Validator 1	Validator 2	Validator 3	S1	S2	S3	Sum S	n(c-1)	V	Keterangan
1	4	5	5	3	4	4	11	12	0,9166667	Validity is High
2	5	3	5	4	2	4	10	12	0,8333333	Validity is High
3	5	5	5	4	4	4	12	12	1	Validity is High
4	5	4	5	4	3	4	11	12	0,9166667	Validity is High
5	5	5	4	4	4	3	11	12	0,9166667	Validity is High
6	5	5	5	4	4	4	12	12	1	Validity is High
7	5	5	5	4	4	4	12	12	1	Validity is High
8	5	5	4	4	4	3	11	12	0,9166667	Validity is High
9	5	5	5	4	4	4	12	12	1	Validity is High
10	5	4	4	4	3	3	10	12	0,8333333	Validity is High
11	5	4	5	4	3	4	11	12	0,9166667	Validity is High
12	4	5	5	3	4	4	11	12	0,9166667	Validity is High
13	4	5	5	3	4	4	11	12	0,9166667	Validity is High
14	4	4	5	3	3	4	10	12	0,8333333	Validity is High
15	5	5	5	4	4	4	12	12	1	Validity is High
16	5	5	5	4	4	4	12	12	1	Validity is High
17	5	3	5	4	2	4	10	12	0,8333333	Validity is High
18	5	5	4	4	4	3	11	12	0,9166667	Validity is High
19	5	3	5	4	2	4	10	12	0,8333333	Validity is High
20	5	4	5	4	3	4	11	12	0,9166667	Validity is High
21	5	4	5	4	3	4	11	12	0,9166667	Validity is High
22	5	5	4	4	4	3	11	12	0,9166667	Validity is High
23	5	4	5	4	3	4	11	12	0,9166667	Validity is High
24	5	5	5	4	4	4	12	12	1	Validity is High
25	5	4	5	4	3	4	11	12	0,9166667	Validity is High
26	5	4	5	4	3	4	11	12	0,9166667	Validity is High
27	5	4	5	4	3	4	11	12	0,9166667	Validity is High
28	5	5	5	4	4	4	12	12	1	Validity is High
29	5	5	5	4	4	4	12	12	1	Validity is High
30	5	5	5	4	4	4	12	12	1	Validity is High

Appendix 7 Reability Data Tabulation (Students' Emotional Intelligence)

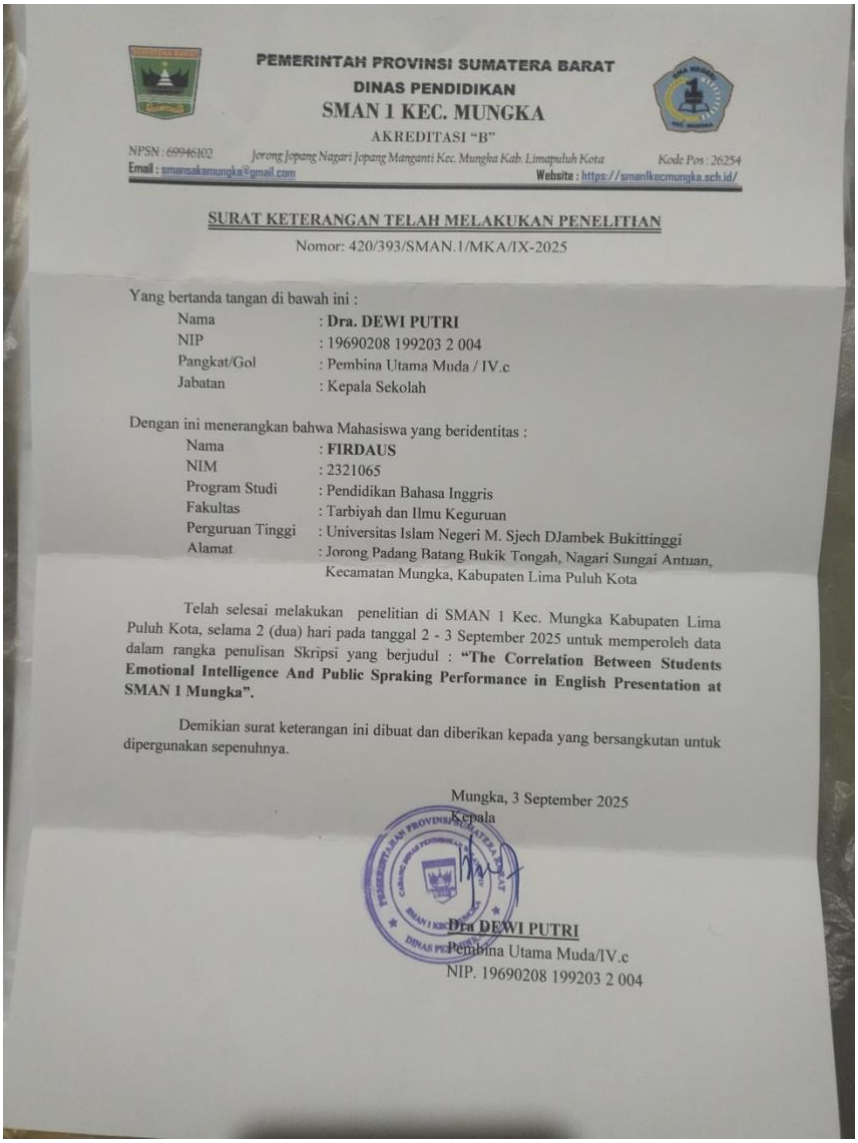


No. R=p	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	X26	X27	X28	X29	X30	TOTAL
R1	3	5	3	4	3	3	4	3	4	3	1	4	2	4	3	2	3	4	3	3	4	5	2	2	2	3	4	3	3	3	95
R2	5	5	5	5	1	4	5	5	4	5	4	4	5	5	5	4	5	5	5	4	4	5	5	5	4	5	4	4	4	4	134
R3	4	3	4	5	3	2	3	4	3	3	4	5	3	2	3	4	3	3	4	4	4	4	3	4	4	1	4	5	3	4	103
R4	4	4	5	5	5	4	5	5	5	5	5	4	3	5	5	4	5	5	5	5	4	4	5	5	5	5	5	4	5	5	143
R5	5	5	4	5	3	2	5	5	5	5	5	2	4	4	4	3	4	5	2	4	4	3	4	4	2	5	4	4	4	4	119
R6	4	3	4	3	3	3	4	1	3	4	3	3	3	4	4	3	4	4	3	3	3	3	1	4	3	4	3	4	3	4	98
R7	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	147
R8	5	4	2	4	4	5	4	4	4	4	3	5	4	3	4	5	4	4	4	3	4	3	4	3	3	4	3	4	4	4	112
R9	5	5	4	4	4	4	4	4	4	4	4	2	3	4	4	3	4	4	4	4	4	4	4	4	2	4	4	4	4	2	115
R10	3	3	4	2	4	3	2	3	3	4	4	2	3	4	4	3	5	2	2	5	3	3	5	4	4	4	3	2	4	3	100

Appendix 8 Data Tabulation of Students' Emotional Intelligence Questionaire



Appendix 9 Research Statement Letter



PEMERINTAH PROVINSI SUMATERA BARAT
DINAS PENDIDIKAN
SMAN 1 KEC. MUNGKA
AKREDITASI "B"

NPSN : 69946802 Jorong Jopang Nagari Jopang Manganti Kec. Mungka Kab. Limapuluh Kota Kode Pos : 26254
Email : smansakamungka@gmail.com Website : https://smanlkecmungka.sch.id/

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor: 420/393/SMAN.1/MKA/IX-2025

Yang bertanda tangan di bawah ini :

Nama	: **Dra. DEWI PUTRI**
NIP	: 19690208 199203 2 004
Pangkat/Gol	: Pembina Utama Muda / IV.c
Jabatan	: Kepala Sekolah

Dengan ini menerangkan bahwa Mahasiswa yang beridentitas :

Nama	: **FIRDAUS**
NIM	: 2321065
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Perguruan Tinggi	: Universitas Islam Negeri M. Sjech DJambek Bukittinggi
Alamat	: Jorong Padang Batang Bukik Tongah, Nagari Sungai Antuan, Kecamatan Mungka, Kabupaten Lima Puluh Kota

Telah selesai melakukan penelitian di SMAN 1 Kec. Mungka Kabupaten Lima Puluh Kota, selama 2 (dua) hari pada tanggal 2 - 3 September 2025 untuk memperoleh data dalam rangka penulisan Skripsi yang berjudul : **"The Correlation Between Students Emotional Intelligence And Public Spraking Performance in English Presentation at SMAN 1 Mungka".**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sepenuhnya.

Mungka, 3 September 2025
Kepala

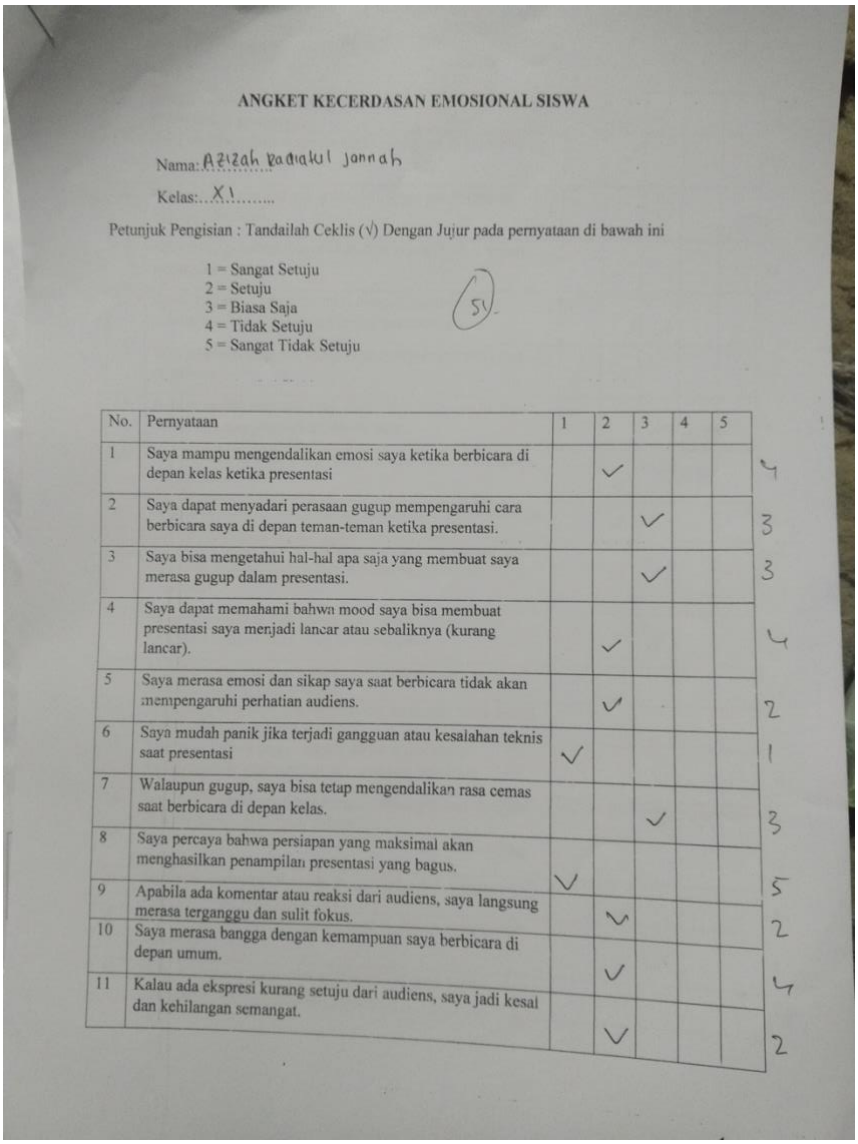
Dra. DEWI PUTRI
Pembina Utama Muda/IV.c
NIP. 19690208 199203 2 004

Appendix 10 Questionnaire Distribution





Appendix 11 Questionaire After Distribution



ANGKET KECERDASAN EMOSIONAL SISWA

Nama: Azizah Padiatul Jannah

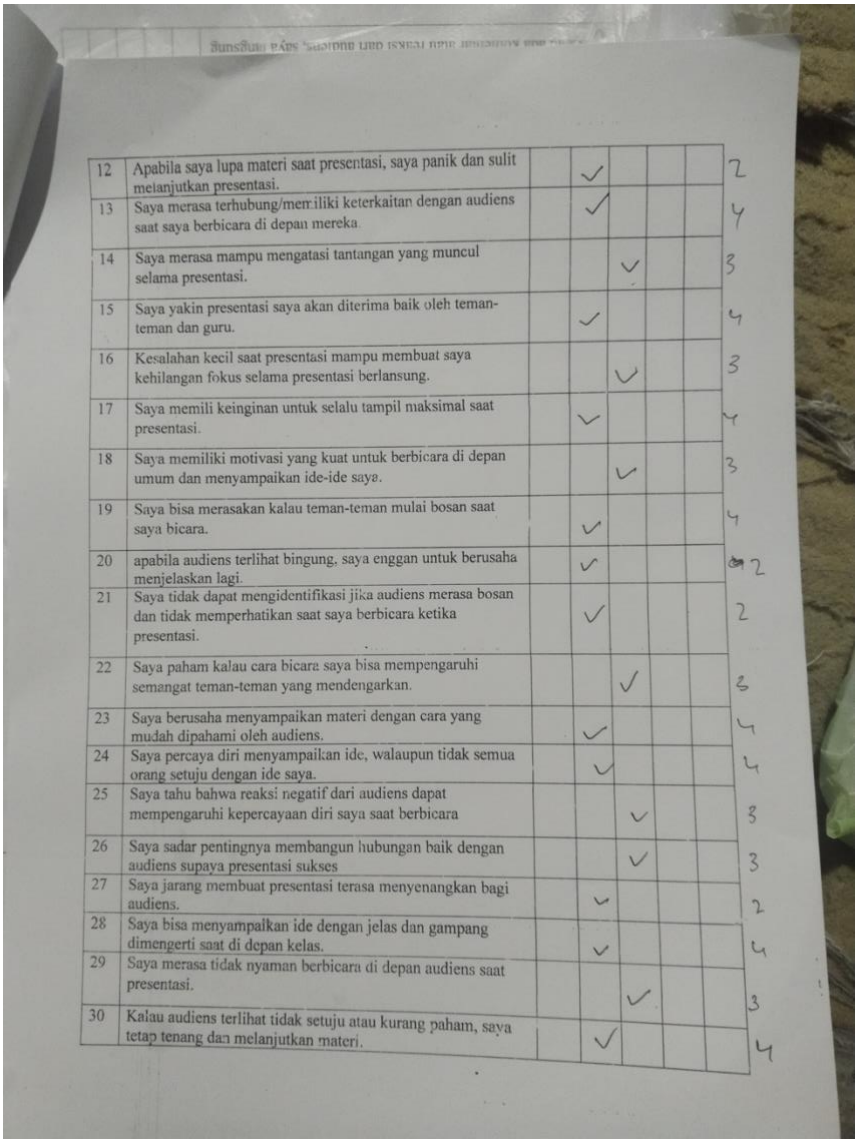
Kelas: XI

Petunjuk Pengisian : Tandailah Ceklis (√) Dengan Jujur pada pernyataan di bawah ini

1 = Sangat Setuju
2 = Setuju
3 = Biasa Saja
4 = Tidak Setuju
5 = Sangat Tidak Setuju

(5√)

No.	Pernyataan	1	2	3	4	5	
1	Saya mampu mengendalikan emosi saya ketika berbicara di depan kelas ketika presentasi		√				4
2	Saya dapat menyadari perasaan gugup mempengaruhi cara berbicara saya di depan teman-teman ketika presentasi.			√			3
3	Saya bisa mengetahui hal-hal apa saja yang membuat saya merasa gugup dalam presentasi.			√			3
4	Saya dapat memahami bahwa mood saya bisa membuat presentasi saya menjadi lancar atau sebaliknya (kurang lancar).		√				4
5	Saya merasa emosi dan sikap saya saat berbicara tidak akan mempengaruhi perhatian audiens.		√				2
6	Saya mudah panik jika terjadi gangguan atau kesalahan teknis saat presentasi	√					1
7	Walaupun gugup, saya bisa tetap mengendalikan rasa cemas saat berbicara di depan kelas.			√			3
8	Saya percaya bahwa persiapan yang maksimal akan menghasilkan penampilan presentasi yang bagus.	√					5
9	Apabila ada komentar atau reaksi dari audiens, saya langsung merasa terganggu dan sulit fokus.		√				2
10	Saya merasa bangga dengan kemampuan saya berbicara di depan umum.		√				4
11	Kalau ada ekspresi kurang setuju dari audiens, saya jadi kesal dan kehilangan semangat.		√				2



12	Apabila saya lupa materi saat presentasi, saya panik dan sulit melanjutkan presentasi.		✓				2
13	Saya merasa terhubung/memiliki keterkaitan dengan audiens saat saya berbicara di depan mereka.		✓				4
14	Saya merasa mampu mengatasi tantangan yang muncul selama presentasi.			✓			3
15	Saya yakin presentasi saya akan diterima baik oleh teman-teman dan guru.		✓				4
16	Kesalahan kecil saat presentasi mampu membuat saya kehilangan fokus selama presentasi berlansung.			✓			3
17	Saya memili keinginan untuk selalu tampil maksimal saat presentasi.		✓				4
18	Saya memiliki motivasi yang kuat untuk berbicara di depan umum dan menyampaikan ide-ide saya.			✓			3
19	Saya bisa merasakan kalau teman-teman mulai bosan saat saya bicara.		✓				4
20	apabila audiens terlihat bingung, saya enggan untuk berusaha menjelaskan lagi.		✓				2
21	Saya tidak dapat mengidentifikasi jika audiens merasa bosan dan tidak memperhatikan saat saya berbicara ketika presentasi.		✓				2
22	Saya paham kalau cara bicara saya bisa mempengaruhi semangat teman-teman yang mendengarkan.			✓			3
23	Saya berusaha menyampaikan materi dengan cara yang mudah dipahami oleh audiens.		✓				4
24	Saya percaya diri menyampaikan ide, walaupun tidak semua orang setuju dengan ide saya.		✓				4
25	Saya tahu bahwa reaksi negatif dari audiens dapat mempengaruhi kepercayaan diri saya saat berbicara			✓			3
26	Saya sadar pentingnya membangun hubungan baik dengan audiens supaya presentasi sukses			✓			3
27	Saya jarang membuat presentasi terasa menyenangkan bagi audiens.		✓				2
28	Saya bisa menyampaikan ide dengan jelas dan gampang dimengerti saat di depan kelas.		✓				4
29	Saya merasa tidak nyaman berbicara di depan audiens saat presentasi.			✓			3
30	Kalau audiens terlihat tidak setuju atau kurang paham, saya tetap tenang dan melanjutkan materi.		✓				4