

CHAPTER V

CONCLUSION, LIMITATIONS OF THE STUDY AND RECOMMENDATION

Based on the results of the discussion obtained from the data analysis presented in the previous chapter, some conclusions and recommendations are formulated. It is expected that observing the two important variables of the present study give useful contributions to the English teachers and others who are concerned with English education especially on the role of emotional intelligence in foreign language learning.

5.1 Conclusion

This study sought to investigate students' emotional intelligence state and the condition of students' English speaking ability. Meanwhile, this study also attempted to find out whether emotional intelligence has any significant relationship with students' English speaking ability. Moreover, this research also aimed to reveal which dimension in Emotional Intelligence can mostly predict students' English speaking ability.

There are some conclusions which can be drawn from the research findings. Regarding to the first research question, it was found that the level of emotional intelligence of 45 students participated in this research was 233.97. It can be categorized as on average level. It means that 45 students participated in this research were good in self-awareness, self-control, self-motivation, empathy, and social skills.

Regarding to the second research question, it can be concluded that 45 students participated in this research had good English speaking ability. The mean score of speaking test gained by fourth semester students majoring in English Education study program 2013/2014 was 3.704. It can be interpreted that students

were good in terms of fluency, grammatical accuracy, vocabulary, pronunciation, and confidence.

For the third research question, it was found that there was significant relationship between emotional intelligence and students' English speaking ability. The correlation coefficient between students' emotional intelligence and their speaking ability was 0.764. The correlation coefficient indicated that both variables positively correlated. It means that a high degree level of emotion can facilitate students' English speaking ability.

Furthermore, this study also revealed that there was significant positive relationship between self-awareness, as the first dimension of EI, and confidence. For the second dimension of EI, Self-control was found to have the strongest relationship with pronunciation. Meanwhile, self-motivation, as the third dimension of EI, had the strongest relationship with grammatical accuracy. For the fourth dimension of EI, it was found that empathy had the highest correlation coefficient with confidence. It means that the better students could sense others' feeling and perspective, the higher their confidence in speaking English would be. Students' positive attitude e.g. empathy will enhance their confidence to speak English. For the fifth and the last dimension of EI, social skill, this study revealed that social skill had the strongest significant relationship with confidence among other elements in speaking ability.

Regarding to the last research question, this study revealed that self-control was the best predictor among dimensions of EI to predict students' English speaking skill. Of five emotional intelligence dimensions such as self-control (X_1), social skill (X_2), Self-Awareness (X_3), Self-Motivation (X_4) and Empathy (X_5), only self-control had the largest *Beta* value among others. Self-control is a part what differentiates the students who are able to focus on language learning than those who are difficult to focus on it. Students need self-control to stay focused on language learning process and especially on speaking performance.

Based on the literature review, prior studies, and this recent finding, it can be concluded that students' emotional intelligence have an important role in their speaking performance. This study is consistent with Schutte, Schuettpelez & Malouffi, (2001) who found that individuals with higher emotional intelligence will perform better on cognitive task. Moreover, this finding shows that self-control is the best predictor in predicting students' English speaking performance.

5.2 Limitations of the Study

The limitation found in this study relates to age and gender. This study does not take certain factors such as general intelligence and personality, as well as demographic variables such as age and gender into account. Hence, it is not acceptable to generalize the findings of this study across different ages and gender.

5.3 Recommendation

After having some conclusions, the writer comes to some significant recommendations. This research is hoped to give meaningful contributions to two general inputs: practical input and theoretical input.

5.3.1 Practical Recommendation

Practical recommendation of the research relates to four important components; the education policy maker, teachers, students and the next researchers.

1. For the education policy maker

Many studies have confirmed the EI has a significant impact on various aspects of human performance (Bar-On, Maree, & Elias, 2007 p. 9). Low EI has been shown to be a key ingredient in a variety of deviant behaviors, especially those which are linked to emotional deficits (Robert & Strayer, 1996 as cited in Zeidner,et.al, 2009,p. 230). Thus, the finding of this study is important for the education policy maker for including programs to raise the emotional

competencies of Indonesian students especially in English language learning. Training EI in schools may offers a solution to educational problem (Zeidner, et.al , 2009, p.228)

2. For English language teachers

The findings of this study can be remarkable information for English language teachers to consider the role of emotional intelligence in the teaching process. It is also meaningful in terms of providing English teachers with evidence that Emotional intelligence is one of the important aspects to influence students' academic performance especially in English speaking performance. Therefore, teachers must pay attention to students' emotional competence as stated by Mayer & Geher (1996, p. 90) that it may be possible to educate students to improve their abilities to better recognize their emotions, express them and regulate them. English language teachers are expected to reinforce the students' emotional intelligence so that they can expand the corresponding and relevant skills, such as managing the foreign language anxiety. Thus, teachers need to involve their teaching method with the knowledge of emotional intelligence.

3. For Indonesian EFL learners

Based on the fact that many EFL students find it difficult to speak English (see Togatorop, 2009; Juhana, 2011,2012), therefore, practically this study can be empirical findings for students to improve their emotional intelligence as many studies have showed the significant contribution of EI to students' academic performance (Pishghadam, 2009; Saidy,et.al, 2009; Motallebzadeh, 2009; Skourdi & Rahimi, 2010; Jahandar,et.al, 2012; Zarezadeh, 2013). Thus, by using the information provided in this study, it is hoped that the students will learn the knowledge of Emotional Intelligence and the ways to improve this intelligence. Students need to know that emotional intelligence has significant contribution to the success of speaking performance. Besides, it strongly can predict students' English speaking ability.

4. For further researcher

Based on the researcher's observation so far, it is important to note that this research is a relatively new area of study in English language learning and teaching. It is strongly recommended for further researcher to continue studying the impact of EI on various aspects of student's and teacher's performance, and other English language skills by using a number of different EI instruments. There is a need for comprehensive studies examining the impact of EI on English language learning. Further study should take into account such factors like general intelligence and personality, as well as demographic variables such as age and gender, when conducting such studies.

5.3.2 Theoretical Recommendation

This study would be empirical information to enrich the literature on the relationship between emotional intelligence and English language learning especially in English speaking ability which probably receives a little attention in Indonesian context. Furthermore, this study is also important in helping to frame the possible connection between EI and students' English speaking ability.