

CHAPTER I

INTRODUCTION

This chapter describes all aspects related to research. This chapter contains the research context, research focus, research objectives, significance of research, scope, and limitations, and definitions of key terms.

A. RESEARCH CONTEXT

Learning is the process of acquiring new knowledge, behaviors, skills, values, and preferences that may be involved in synthesizing different types of information.¹ In learning English, speaking is the most important of the four language skills in second language teaching and learning. Speaking gives students confidence and helps students to communicate across the boundaries of dialect and pronunciation.² The Mastery of speaking skills in learning English is very important and a priority for students. Speaking is a production skill that is divided into two main categories, namely accuracy, and fluency. The accuracy category consists of vocabulary, grammar, and pronunciation usage. Meanwhile, the fluency category is about the ability of someone who can speak English spontaneously.³

Everyone certainly has different learning styles, especially students in their speaking skills. Each student's learning style is different because each student has its uniqueness and characteristics with the other students. Every student should be

¹Abdulrahman Alghamdi, *Web-based Educational Systems and Learning Styles*. page. 8.

²Jack C. Richards, *Teaching Listening and Speaking* (New York: Cambridge University Press, 2008), page. 19.

³Aseptiana Parmawati, Improving Students' Speaking Skill Through English Movie in Scope of Speaking for General Communication, *ELTIN Journal*, 7 (October 2019), page., 44.

able to understand their learning style so that they will be able to make progress with their speaking skills. This is not only for the students. The goal is for the teachers to understand which teaching strategies will be in accordance with the learning styles and the abilities of their students.

Learning style is a preferred way of thinking, processing, and understanding information. Each student prefers patterns of thought and behavior that affect the learning process. In other words, every student learns in different ways. There is no learning style is right or wrong. Each teacher's teaching style may differ from the student's learning style. It is intended that teachers can teach their students effectively. Every teacher needs to understand their teaching styles, as well as knowing how learning styles of their students.⁴ But in reality, there are still teachers who don't know the learning styles of each student. So, this causes students to have difficulty receiving information about the material described by teachers at school.

Learning style is closely related to the emotional state of the student. The emotional state of both teachers and learners affects the students' attention, focus, perception, time spent on tasks, and academic performance.⁵ If the student is in a good emotional state, it will be better for the learning results. If the student was in a bad emotional state or mood mess, it will certainly affect the process and outcome studies. Students who have high emotional intelligence will better learning outcomes than students who have low emotional intelligence.

Emotional intelligence abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to

⁴Alghamdi, *Web-based Educational*, page. 9.

⁵Melinde Coetzee and Cecelia Jansen, *Emotional Intelligence in the Classroom* (Cape Town: Juta & Co, 2007), page. 1.

regulate one's moods and keep distressed from swamping the ability to think.⁶ Although many argue that intellectual intelligence is more important in the process and student learning outcomes, but it is not true. Emotional intelligence is more important in determining the success and student learning outcomes because there are still many people who are smart in school, so brilliant in academic achievement, but they are easy to angry, easily discouraged, or being arrogant. It is caused by a person's inability to manage their emotions. In other words, a person's emotional intelligence has not been honed since they were a child.⁷

Therefore, it is recommended that emotional intelligence be honed from childhood so that students absorb what they learn more quickly. If students are in an environment they can trust, where emotional problems are discussed openly, then students will also not hesitate to express their emotions and feelings to their friends.

Suharyati and Suryanto stated that the essence of speaking is a process that moves from one source to another.⁸ It means that speaking as a result of getting information through the minds of others, which they will understand and remember words at the end of processing that will produce words verbally, that is what is called speaking.

Gregorc stated that learning styles as "...distinctive behaviors, which serve as indicators of how a person learns from and adapts to his environment. It also gives clues as to how a person's mind operates".⁹ Learning styles are individual

⁶ Daniel Goleman, *Emotional Intelligence* (London: Bloomsbury Publishing, 1996), page. 34.

⁷ Purwa Atmaja, *Psikologi Pendidikan dalam Perspektif Baru* (Yogyakarta: Ar-Ruz Media, 2017), page. 162.

⁸ Arjulayana, Indonesian Students' Learning Style in English Speaking Skill, *Dinamika UMT*, 1 (Mei 2016)., page 2.

⁹ Alghamdi, *Web-based Educational*, page. 16.

behaviors that differ from other students that important to know how students learn and how the students can interact with their environment, as well as a students' thinking process. The learning style chosen by the student is a learning style that makes students feel comfortable in learning and easier to understand the subject matter being studied.

Garger and Guild describe learning styles as "...stable and pervasive characteristics of an individual, expressed through the interaction of one's behavior and personality as one approaches a learning task".¹⁰ Each individual has a stable and distinct characteristic from other individuals which is expressed through behavior and the way individuals learn. Therefore, students are expected to be able to know their type of learning style so that students can more easily understand the material being studied and make them comfortable with the learning style.

Goleman stated that emotional intelligence consists of five factors namely knowing one's emotion, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships.¹¹ People with good emotional intelligence will better understand what emotions they are feeling. They can also motivate themselves because they believe in their abilities. They can also recognize the emotions felt by other people and build good relationships with others because people with good emotional intelligence are easy to get along with and have good relationships with the people around them.

Based on the previous study by Wahyudi, the researcher stated that the students had various learning styles in which their dominant learning preferences

¹⁰ Alghamdi, *Web-based Educational*, page. 16.

¹¹ P. Sooriya, *Emotional Intelligence of Student Teachers* (United States: Lasmi Book Publication, 2017), page. 12.

were tri and bi-modal styles, which were the combination of visual, auditory, and read or write and combination of auditory. Most students prefer multimodal learning styles with a percentage of (tri-modal, 62% and bi-modal 35%) than quad-modal, at 3%.¹² The study was ever conducted by Ahmad Amsori. The researcher stated that there is correlation of auditory learning style and their writing ability at the fifth semester of TBI STAIN Pamekasan in academic year 2015-2016.¹³ The last researcher is Muzayyanah. The researcher stated that there are self confidence, communication, achievement orientation, adaptability, teamwork, self control, and on the activeness in speaking skill at the second semester of English teaching learning program of STAIN Pamekasan.¹⁴

Based on the researcher's preliminary observation at the research location, namely at SMAN 3 Pamekasan. During the speaking material lesson, the researcher found that some students are able in manage their emotions well when speaking English in front of their friends. The student looks calm and can speak English well. However, there are also students who cannot manage their emotions properly when speaking, the student looks nervous when speaking English in front of their friends. Students at the eleventh grades science 2 of SMAN 3 Pamekasan have different levels of emotional intelligence. If students cannot control their emotions, this can affect their speaking ability when they make presentations in front of their friends. They looked nervous and couldn't speak English properly.

¹² Wahyudi, "Investigating Students' Learning Styles: A pilot Study." *Jurnal Eksos*, 2 (Juni, 2012) page., 80.

¹³ Ahmad Amsori, "The Correlation between Students' Auditory Learning Style and Their Writing Ability at the Fifth Semester of TBI STAIN Pamekasan Academic Year 2015-2016", (Thesis, IAIN Madura, Pamekasan, 2016), page. 1.

¹⁴ Muzayyanah, "A Study on the Emotional Quotient Toward the Students' Activeness in Speaking Skill at the Second Semester of English Teaching Learning Program of Stain Pamekasan", (Thesis, IAIN Madura, Pamekasan, 2016), page. 1.

The researcher also found that they have different learning styles. When the teacher is explaining the material, there are students who focus on listening to the explanation from the teacher, but there are also students who look bored when the teacher explains the material, and there are also students who look busy writing explanations from their teachers. Therefore, the researcher was interested in conducting more in-depth research on how the learning styles of students who have high emotional intelligence in their speaking skills at the eleventh grades science 2 students of SMAN 3 Pamekasan.

Based on the fact that have been explained, the researcher interested in choosing this study to describes how the students' learning styles with high emotional intelligence on their speaking skills. It will be a research for the researcher at the eleventh grade science two students of SMAN 3 Pamekasan. So the researcher proposes the title is *"Students' Learning Styles with High Emotional Intelligence on Speaking Skills at the Eleventh Grade Science 2 Students of SMAN 3 Pamekasan"*.

B. Research Focuses

Research focus is a general educational issue, concern, or controversy addressed in research that narrows the topic that will study by the researcher.¹⁵

Based on the definition above, it can be formulate the research focus as follows:

1. What are the types of learning style do students with high emotional intelligence commonly use on their speaking skill at the eleventh grade science 2 students of SMAN 3 Pamekasan?

¹⁵ John W. Creswell, *Educational Research Design: Planning, Conducting, and Evaluating Qualitative Research* (Boston: Pearson, Education, 2012), page. 60.

2. How do these learning styles can encourage students' speaking skill of students with high emotional intelligence at the eleventh grade science 2 students of SMAN 3 Pamekasan?

C. Research Objectives

Research objective is a description of the objectives to be achieved in a study whose contents are closely related to the research focus that has been previously formulated.¹⁶ The researcher formulate the research objective as follows:

1. To describe the types of learning style do students with high emotional intelligence commonly use on their speaking skill at the eleventh grade science 2 students of SMAN 3 Pamekasan.
2. To know how the learning styles can encourage students' speaking skill of students with high emotional intelligence at the eleventh grade science 2 students of SMAN 3 Pamekasan.

D. Significance of Study

Significance of the study is a part that explains the benefits or importance of research that has been studied. Both theoretical significance and practical significance. The description in this section contains the reasons or benefits of why the research is feasible for the researcher.¹⁷

1. Theoretical Significance

This study will be given new knowledge and information about the students' learning styles with high emotional intelligence on their speaking skills

¹⁶ Uraian mengenai sasaran yang ingin dicapai dalam suatu penelitian yang isinya berkaitan erat dengan fokus penelitian yang telah dirumuskan sebelumnya. See at *Pedoman Penulisan Karya Ilmiah* (Pamekasan: STAIN Press, 2011), page. 18.

¹⁷*Pedoman Penulisan Karya Ilmiah*, page. 18.

and to increase their knowledge and determining their success in the learning process.

2. Practical Significance

a. For the Students

It can make the students understanding their learning style on their speaking skills and how they used their emotional intelligence while they learning.

b. For the Teachers

It will help the teachers to know and understand their students' learning style on their speaking skills in order to make the teacher easier to know what is the technique or learning strategy that is in accordance with their students' learning styles and their students' abilities.

c. For the Researcher

It will be new knowledge and information to the researcher how the students' learning styles with high emotional intelligence on their speaking skill.

E. Scope and Limitation of Study

Scope is the opportunity to achieve or limiting the variables used, such as subjects that will be studied, the extent of the study location.¹⁸ The scope of this study focuses on the students' learning styles on speaking skills.

Limitation is potential problem in research that are identified by the researcher.¹⁹ The limitation of this study is at the eleventh grade science 2 students with high emotional intelligence of SMAN 3 Pamekasan.

¹⁸*Oxford Learner's Pocket Dictionary* (Oxford: Oxford University Press, 2008), page. 393.

¹⁹ Creswell, *Educational Research*, page. 623.

F. Definition of Key Terms

Definition of key term is a part that explains the terms used by the researcher to avoid ambiguity of meaning. The terms explained in this section must be relevant and related to the concepts contained in the research.²⁰

1. Speaking Skill

Speaking skill is the art of speaking owned by someone who aims to express ideas, feelings orally as a form of communication with other people.

2. Learning Style

Learning style is the preferred way for everyone to process and understand the information they get.

3. Emotional Intelligence

Emotional intelligence is an intelligence where a person can control and regulate his emotions well.

4. High Emotional Intelligence

High emotional intelligence is an intelligence where a person can accept, manage and control the emotions of himself and others with an EQ test score of 115 which is considered awesome.

²⁰*Pedoman Penulisan Karya Ilmiah*, page. 18.