



The Function of Emotional Intelligence and Motivation to Improve the Speaking Skills of the Students

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Article Info

Article Accepted
Accepted 30
August 2023
Approved 8
September 2023
Published 23
December 2023

Keywords: emotional
Intelligence,
motivation, speaking
skills

Abstract

Student learning success can be seen from the learning results obtained after participating in the lesson. Several factors, including emotional intelligence and motivation, can influence learning outcomes. Students who have good emotional intelligence and motivation will influence the learning outcomes obtained. This research aims to determine the influence of emotional intelligence and motivation on the speaking skills results of class XI students at SMAN 3 Bojonegoro. This research uses a quantitative approach. The population in this study was class XI students at SMAN 3 Bojonegoro, totaling 126 students with a research sample of 96 students. The data analysis method for this research includes prerequisite analysis tests consisting of normality, linearity, multicollinearity and heteroscedasticity tests, as well as a final analysis consisting of simple correlation analysis and simple regression analysis. Speaking skills $t\text{-count} > t\text{-table}$ ($4.072 > 1.985$), meaning H_0 is rejected. The hypothesis test results on the influence of motivation on students' speaking results, $t\text{-count} > t\text{-table}$ ($3.420 > 1.985$), means that H_0 is rejected. The hypothesis test results on the influence of emotional intelligence and motivation on speaking skills together obtained $F\text{count} > F\text{table}$ ($10.929 > 3.094$), meaning H_0 was rejected. Hypothesis test results of the relationship between emotional intelligence and motivation $r\text{-count} > r\text{-table}$ ($0.436 > 0.190$), meaning H_0 is rejected. The findings of this research indicate that enhancing students' speaking skills necessitates emotional intelligence and motivation. These factors drive students to engage in learning and guide their learning activities, ultimately maximizing learning outcomes.

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p-ISSN 2087-0108
e-ISSN 2502-4566

INTRODUCTION

English language is placed as a foreign language. English is used all over the world because it is an international language (Raja et al., 2022). Social groups of various ages mostly use English as their language of communication, both written and spoken (Dwi et al., 2022). Indonesian people are starting to do this, realizing that learning English is very important and cannot be avoided now (Jurnal et al., 2023). People then realized that adults and children needed to learn English early in this era.

Learning English has a different focus for each phase. The phases in the Merdeka curriculum are stages, levels, and periods (Hadi et al., 2023). All changes occur successively rather than as a process. Phase including Phase A, which is focused on the introduction of English and the ability to speak spoken English (Burns, 2019). In Phase B, learning is focused on spoken English skills, but written language is introduced. In Phase C, at the final level (SD/MI/Package A Program), learning is focused on spoken and written English skills. General English learning in Phase D (SMP/MTs/Package B Program) focuses on strengthening spoken and written English skills. Phases E and F (SMA/Package C Program), learning English focuses on strengthening spoken and written language with the target of the Common European Framework of Reference for Languages (CEFR) B1 (Kepmendikbudristek, 2022). The main English learning is speaking. Therefore, speaking skills are essential for students (Kansil et al., 2020). Students must be skilled at expressing thoughts, ideas and feelings using polite language (Daulay et al., 2022). Speaking skills at SMAN 3 Bojonegoro still need to be improved compared to listening, reading and writing. The problems faced by students SMAN 3 Bojonegoro in speaking are nervousness, embarrassment, low voice volume when giving a speech, and lack of student motivation to take English lessons; students have difficulty speaking English, so they cannot communicate well.

Based on interviews with English teachers at SMAN 3 Bojonegoro, several problems were found regarding students' speaking difficulties; for example, students' vocabulary mastery is lacking. Second, students feel embarrassed and afraid of being laughed at by their friends if they make mistakes when speaking English in front of the class. Third, students struggle with correct pronunciation of vocabulary, which undermines their confidence. Practicing speaking English often causes students to be quieter and participate less in class. Additionally, the challenges students face with their speaking skills are linked to their lack of self-confidence and motivation, both related to their emotions (Dimastoro et al., 2022). Not only intelligence is needed to achieve success in the academic field, but also emotions. Students who manage their emotions well can use their intelligence well, especially in speaking English (Erina et al., 2023). From the explanation above, the researcher assumes that one of the factors that correlations students' speaking during the teaching and learning process is emotional intelligence.

There are some researches have conducted related to Emotional Intelligence, the first research was conducted by García-Martínez et al., (2021), the results pointed to a superiority in EI, academic stress, and academic achievement in favor of females compared to males. Herizal & Silvita, (2018) with the title "The Correlation Between Emotional Intelligence and Speaking Achievement of Eight Grade Students of SMP N 46 Palembang, South Sumatera, Indonesia." The emphasis of the study was on the relationship between EI and speaking achievement. In the study, investigate to found out is there any significant correlation between four subcategories of EI, such as self-awareness, self-management, social awareness, and relationship management.

There are some researches have conducted related to speaking, previous study is from journal thesis conducted by Dipriyansyah (2017) the result of this study found out that inquiry-based learning in teaching speaking to narrative text by using fairy tale makes students

feel comfortable, not bored, happy, and build students confidence, increasing students' ability to analyze sources, motivating students to practice speaking and increasing students ability to cooperate. The second is previous study by Rahmat (2023) investigated EFL students' motivation by constructing individual and social motivation.

From the previous researcher above, the researcher concludes that there are many variables use emotional intelligence, motivation and speaking skills of learning English but there is no use the all variables such as emotional intelligence, motivation and speaking skills of learning English in student speaking ability.

Based on the background above, the problem in this research is whether there is a influence between emotional intelligence and motivation in speaking skills of students at SMAN 3 Bojonegoro. This research aims to determine the function of emotional intelligence and motivation to improve the speaking skills of students. The expected results of this research can make a contribution which is significant to the world of learning, especially to teachers in improving students' speaking skills, which can motivate students.

METHOD

This research uses a quantitative approach. This type of research is correlational. The population of this study was all of the XI grade students of SMAN 3 Bojonegoro. The sample of this research was students of XI 1, XI IPA2, XI IPA3 and XI IPA4 class at SMAN 3 Bojonegoro, totaling 126 students consisting of 71 males and 55 females using the proportional random sampling technique.

Data were collected using a questionnaire, in the core concern of emotional intelligence, the researcher's adopted from (Goleman's theory 1998). This research adopted from (Arillo, 2020), and for motivation questionnaire, this research adopted from The Attitude Motivation Test Battery (AMTB) (Gardner, 1985). AMTB has been widely used in journals and research. This research adopted from (Zaitun, 2015).

Questionnaire AMTB consists of many statements related to attitudes and motivation, but the author only took 25 statements appropriate to this research and modified them based on conditions learners. The questionnaire used in this research is closed ended (Creswell, 2018).

The data collection techniques used in this research included interviews, questionnaires, and documentation. Interviews were conducted during the preliminary phase to gather information on various issues related to speaking skills. Data were collected using a questionnaire centered on emotional intelligence, following Goleman's 1998 theory. The research framework was adapted from Arillo (2020), and the motivation questionnaire was derived from Gardner's Attitude Motivation Test Battery (AMTB, 1985). Additionally, English learning outcomes were documented using PAS scores.

Questionnaires assessing students' emotional intelligence are formatted as multiple-choice questions, each followed by five alternative answers, sometimes arranged from positive to negative and other times from negative to positive. Scoring for each item ranges from 5 (highest) to 1 (lowest). Before use, these questionnaires undergo validity and reliability testing to ensure they are accurate and reliable measurement tools. The validity of the research instruments is tested by analyzing the relationship between the score of each question and the total score. The Pearson Product Moment Correlation method is used for this analysis.

The collected data were analyzed utilizing SPSS version 24, and the data analysis method for this research includes analysis of requirements tests consisting of tests for normality, linearity, multicollinearity, and heteroscedasticity as well as final analysis consisting of analysis of simple correlation, and simple regression.

RESULTS AND DISCUSSIONS

As stated in the methodology, pre-test and post-test assessments were used to collect the

research data. 28 participants answered the questionnaire that were distributed. Based on the analysis of the emotional intelligence questionnaire trials, it is known that of the 55 statement items tested on 28 students, 30 valid items were obtained, and 25 invalid statements were obtained. The results of the motivation questionnaire trial of 32 statement items obtained 20 valid statements and 12 invalid statement items. There are 30 valid statements in the emotional intelligence questionnaire and 20 valid statements in the motivation questionnaire. Then, a reliability test is carried out. The results of the reliability test show that all valid question items show reliable results. Researchers use the whole thing as a research instrument. The author took all statements from the emotional intelligence questionnaire with 30 statements and the motivation questionnaire with 20 statements, valid and reliable for research instruments because they met each indicator. All statement items that were valid and reliable were used as research instruments and distributed to 96 randomly selected research samples. The first prerequisite test for analysis is the normality test.

Table 1. Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EI	.077	96	.194	.979	96	.125
M	.075	96	.200*	.987	96	.498
S	.077	96	.191	.981	96	.180

Source: Data processed using SPSS version 24

Based on the calculation results in Table 4.9 in the Kolmogorov-Smirnov column in the Sig. column, it is known that the data on emotional intelligence, motivation and speaking are normally distributed. This is shown by the emotional intelligence variable having a significance value of 0.194; the motivation variable has a significance value of 0.200; and the speaking variable has a significance value of 0.191. These three variables have a significance

value of more than 0.05, which indicates that the data is normally distributed.

The next prerequisite test is the linearity test. The linearity line is less than 0.05 (sig. < 0.05), then there is a linear relationship (Atma et al., 2021). The linearity test results can be read in Table 2 and Table 3 below:

Table 2. Linearity Test Results for Emotional Intelligence and speaking

Sum of Squares			Sig.
S	Between Groups	(Comb) 1089.034	.003
	Linearity	368.295	.000
* EI	Deviation	720.739	.062
	Linearity		
Within Groups		1367.206	
Total		2456.240	

Source: Data processed using SPSS version 24

Table 3. Linearity Test Results for Motivation and Speaking

Sum of Squares			Sig.
S	(Combi)	933.200	.028
	Linearity	271.833	.001
*M	Deviation	661.367	.174
	Linearity		
Within Groups		1523.039	
Total		2456.240	

Source: Data processed using SPSS version 24

The linearity column is 0.000. The value is $0.000 < 0.05$, so a significant linear relationship exists between speaking and emotional intelligence. The results of the linearity speaking and motivation test can be read in Table 3. Sig value. Column linearity in that row is 0.001. The significance value (sig.) is less than 0.05 ($0.000 < 0.05$). So, speaking and motivation have a linear relationship.

The multicollinearity test aims to test whether a correlation is found between the independent variables in the multiple regression analysis model (Senaviratna et al., 2019). A good multiple regression model requires the absence of correlation between independent variables or the lack of multicollinearity. Multicollinearity in this research is determined by looking at the coefficients output in the variance inflation factor (VIF) value column; if the VIF value is <5, it can be concluded that there is no multicollinearity between the independent variables in the regression model. The following calculation results can be seen in Table 4 below:

Table 4. Multicollinearity Test

	Std. Error	Beta	Tolerance	VIF
B				
EI	.255	.084	.305	.856
M	.203	.094	.217	.856

Source: Data processed using SPSS version 24

The VIF (Variance Inflation Factor) value for emotional intelligence and motivation is the same, namely 1.168. Atma et al., (2021), if the VIF value < 5, then in the regression model, there are no multicollinearity problems. The VIF value is less than 5 or 1.168 < 5, so in the regression model of this study, there is no multicollinearity problem.

Simple regression systematically estimates what is most likely to happen in the future based on existing and present information so that errors can be minimized. Simple regression analysis is used to answer hypotheses number 1 and 2. The results of simple regression analysis calculations can be seen in Table 5 below:

Table 5. Results of Simple Regression Analysis Emotional Intelligence and speaking skill

Model	B	Std. Error	Beta	t	Sig.
(Constant)	58.231	7.008		8.310	.000
EI	.324	.079	.387	4.072	.000

Source: Data processed using SPSS version 24

The Coefficients table shows that the value of $t = 4.072$, while the t-table with an error level of 5% and $df = N-k-1 = 96 - 2 - 1 = 93$ obtained a value of 1.985. Thus, if the value of $t\text{-count} \geq t\text{-table}$ or $4.072 > 1.985$, then H_0 is rejected. It can be concluded that there is a significant influence between emotional intelligence and the speaking skills of class XI students at SMAN 3 Bojonegoro. The results of simple regression analysis processing of motivation variables and speaking results can be seen in Table 6 below:

Table 6. Results of Simple Regression Analysis motivation and speaking skills

	Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
Model	B	Error	Beta		
(Constant)	60.479	7.682		7.873	.000
Motivation	.312	.091	.333	3.420	.001

Source: Data processed using SPSS version 24

The Coefficients table shows that the value of $t = 3.420$, while the t-table with an error level of 5% and $df = N-k-1 = 96 - 2 - 1 = 93$ obtained a value of 1.985. Thus, if the value of $t\text{-count} \geq t\text{-table}$ or $3.420 > 1.985$, then H_0 is rejected. It can be concluded that there is a significant influence between emotional intelligence and the speaking skills of class XI students at SMAN 3 Bojonegoro.

Multiple correlation analysis functions to find the magnitude of the influence or relationship between two or more independent variables (X) simultaneously (together) with the dependent variable (Y). This coefficient shows how significant the relationship is between the independent variables (emotional intelligence and motivation) and the dependent variable (speaking). The results of the multiple correlation analysis calculations can be seen in Table 7 below:

Table 7. Multiple Correlation Analysis

Model	R	R Square	Adjusted R Square	Std. Error
1	.436 ^a	.190	.173	4.624

Source: Data processed using SPSS version 24

Based on Table 7, the R number is 0.436. Because the multiple correlation value lies between 0.30 - 0.499, there is a moderate relationship between emotional intelligence and motivation together towards speaking skills.

The F test or joint regression coefficient test results of the F test can be seen in the ANOVA or F test output from the results of multiple regression analysis. The basis for decision-making is if $F_{count} < F_{table}$, then H_0 is accepted. However, if $F_{count} > F_{table}$, then H_0 is rejected. The results of the multiple regression analysis calculations can be seen in Table 8 below:

Table 8. Summary of Multiple Linear Regression Results.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	467.431	2	233.715	10.929	.000 ^b
Residual	1988.809	93	21.385		
Total	2456.240	95			

Source: Data processed using SPSS version 24

The calculated F value is 10.929. The significance level is 0.05:2 (two-sided test), and the degree of freedom obtained from $n-k-1$ or $96-2-1$ is 93. The F_{table} value had a significance level of 0.025 (two-sided test of 5%), and the df 93 was 3.094. The value of $F_{count} > F_{table}$ ($10.929 > 3.094$), then H_{03} is rejected. Based on the results of the F test, it is concluded that H_{a3} is accepted. So, emotional intelligence and motivation have a significant influence on students' speaking skills.

The problem formulation can be answered more completely if it is known how much the independent variable influences the dependent variable. The analysis that can be

used for this is determination analysis. Determination analysis is used to determine the percentage contribution of the independent variable's influence simultaneously on the dependent variable (Atma et al., 2021). There are 3 percentages of influence that you want to know, so there are 3 R square values. The R square value can be read in the Model Summary table of the results of simple and multiple linear regression analysis. The R square value of simple linear regression can be read in Table 9 and Table 10, and the R square value of multiple linear regression can be read in Table 4.11.

Table 9. Results of Analysis of the Determination Coefficient of X_1 against Y

Model	R	Adjusted R Square	Std. Error of the Estimate
1	.387 ^a	.150	.141

Source: Data processed using SPSS version 24

Based on Table 9, the correlation coefficient value in column R is 0.387, and the square value of the correlation coefficient in column R Square is 0.150. The coefficient of determination is $0.150 \times 100\% = 15\%$. So, the magnitude of the influence of emotional intelligence on the speaking results of class Below, a picture will be presented regarding the contribution of the influence of emotional intelligence to students' speaking results, namely as follows.

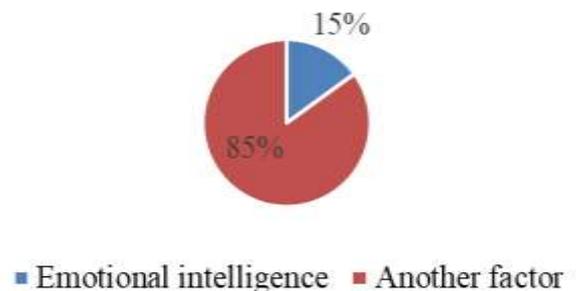


Figure 1. Percentage of Emotional Intelligence on Speaking Results

It is known that emotional intelligence has a 15% influence on students' performance skills results, while 85% is influenced by other

factors not examined in this research. Factors that influence student learning outcomes are divided into two types, namely internal factors and external factors. In this research, the factor studied is emotional intelligence and is included in internal factors.

Table 10. Results of Analysis of the Determination Coefficient of X₂ against Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.333 ^a	.111	.101	4.821

Source: Data processed using SPSS 24.

Based on Table 10, the correlation coefficient value in column R is 0.333, and the square value of the correlation coefficient in column R Square is 0.111. The coefficient of determination is 0.111 x 100% = 11.1%. So, the magnitude of the influence of motivation on the speaking skills results of class XI students at SMAN 3 Bojonegoro is 11.1%, and the remaining 88.9% is influenced by other factors not included in this research. Below, a picture will be presented regarding the contribution of motivation to the results of speaking skills, namely as follows.



Figure 2. Percentage of Motivation on Speaking Results

Based on Figure 2, it can be seen that motivation has an influence of 11.1% on the speaking skills results of students at SMAN 3 Bojonegoro for the 2023/2024 academic year, while 88.9% is influenced by other factors not examined in this research. Factors that influence student learning outcomes are divided into two types, namely internal factors and external factors. Motivation is an internal factor, and so

many other factors influence students' speaking skills at SMAN 3 Bojonegoro for the 2023/2024 academic year, such as learning style, learning intensity, independence, learning environment, parental care, etc.

Table 11. Summary of Multiple Linear Regression Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.436 ^a	.190	.173	4.624

Source: Data processed using SPSS version 24

Based on Table 11, the correlation coefficient value in column R is 0.436, and the square value of the correlation coefficient in column R Square is 0.190. The coefficient of determination is 0.190 x 100%= 19%. So, the magnitude of the influence of emotional intelligence and motivation on the speaking skills results of class XI students at SMAN 3 Bojonegoro is 19%, and the remaining 81% is influenced by other factors not included in this research. Below is a picture showing the influence of emotional intelligence and motivation on students' speaking skills results, namely as follows.



Figure 3. Percentage of Emotional Intelligence and Motivation on students' Speaking Skills Results

Based on Figure 3, it can be explained that two types of factors influence student learning outcomes, namely internal and external factors. Internal factors are factors that exist within an individual who is learning.

Meanwhile, external factors are factors that are outside the individual. According to (Leong et al., 2017), internal factors that can influence student learning outcomes include individual personal uniqueness, which results in their learning styles also having different characteristics from one student to another, namely attention, interest, motivation, and student learning readiness. Thus, other factors influencing student learning outcomes are students' learning styles, attention, interests, and readiness to learn. Meanwhile, external factors influencing student learning outcomes include teacher factors, social environment, school curriculum, and facilities and infrastructure.

The factors examined in this research are internal factors related to emotional intelligence and motivation. So, the contribution of the variables emotional intelligence (X1) and motivation (X2) to the results of students' speaking skills (Y) is 19%. The remaining 81% is influenced by other variables not explained in this research. Other factors are not included in this research.

Learning outcomes appropriate simply the abilities children gain after learning (Gweon et al., 2019). Learning outcomes are expressed in numbers or grades from the teacher's assessment. Assessment of learning outcomes includes three domains: cognitive, affective, and psychomotor. The learning outcomes obtained by students can be used as a benchmark for the success of the learning process because they can measure the extent to which students can master the material that has been taught. Various factors influence the high and low learning outcomes obtained by students, both factors that arise from within the student and from outside the student. Furthermore, the learning outcomes obtained by students are the result of interactions between various influencing factors, both internal and external factors. Motivation influences learning outcomes because it can drive student behavior to learn and strive to achieve learning outcomes. The following research findings reflect the theoretical implications of emotional intelligence and

motivation and their influence on speaking skills outcomes.

The first research finding states that to improve students' speaking skills, emotional intelligence is needed to motivate them to learn and maximize their learning results. These findings support Munday et al, (2021) statement that emotional intelligence is the most critical provision in preparing children for the future because, with it, a person can successfully face all kinds of challenges, including challenges to succeed academically, in line with Pitriani et al., (2017) By having high emotional intelligence students tend to speak fluently, even though they still make mistake on several aspects, such as: pronunciation, grammar, vocabulary and comprehension. However, students have good speaking in public because they can control and do not worried about their mistakes and enjoy speaking up freely.

The second research findings state that to improve speaking skills outcomes, students must have motivation to learn. These findings support Gitadewi et al., (2019) statement that learning motivation is the overall driving force within the student, which creates a desire to learn, which ensures the continuity of learning activities and provides direction to learning activities so that the goals desired by the learning subject can be achieved.

Based on research results, it is known that emotional intelligence influences learning outcomes by 11,10%. Therefore, the emotional intelligence that students already possess must continue to be improved. The results of the descriptive analysis show that the lowest indicator index is the indicator of recognizing other people's emotions. Teachers must develop an attitude of empathy and feel what students are feeling.

This research aims to highlight the significance of emotional intelligence and motivation in enhancing student learning outcomes and inform teacher practices in the classroom. By understanding these factors, teachers can better foster students' emotional intelligence and motivation, encouraging a willingness to learn both at school and at home.

Additionally, teachers can collaborate with parents to offer guidance and support, further improving students' learning outcomes.

CONCLUSION

When reviewing the findings, it is clear that the emotional intelligence and motivation functions applied to students produced noteworthy results. Specifically, the results obtained from the paired samples t-test showed a significant increase in the speaking skill of the students. These findings provide strong evidence of a statistically significant difference between pre-test and post-test scores. As a result, the null hypothesis can be rejected, and it can be concluded that both variables have a significant influence on student academic results, especially speaking skills. Therefore, further research needs to be conducted to find out other factors that influence students' speaking skills results, because students' speaking skills are influenced by factors beyond emotional intelligence and motivation, they can gain new knowledge that is crucial for their success in achieving the desired learning outcomes.

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