ABSTRACT

Syam, R. A. N. 2024. *The Correlation Between Students' Emotional Intelligence and Their Speaking Ability in Speaking Class at World English Course.* **Skripsi.** English Education Department of Teacher Training and Education Faculty of Kadiri Islamic University. Advisor I: Wildan Isna Asyhar, S.Pd.I, M. Pd. Advisor II: Mr Irwan Sulistyanto, M.Pd.

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This research investigates the relationship between students' emotional intelligence (EI) and their speaking ability in the context of speaking classes at the World English Course. The primary objective is to determine whether a significant correlation exists between these two variables. The study employs a quantitative research methodology, utilizing structured questionnaires to gather data from a sample of 40 students enrolled in speaking classes.

The data collection process involved measuring students' emotional intelligence through a standardized EI assessment and evaluating their speaking abilities using performance tests and instructor evaluations. Statistical analysis was performed using SPSS version 25 to analyze the collected data, employing Pearson correlation coefficients to determine the strength and direction of the relationship between emotional intelligence and speaking ability. The results of the statistical analysis reveal a significant positive correlation between students' emotional intelligence and their speaking ability, with a Pearson correlation coefficient of 0.673, indicating a strong relationship. The p-value obtained from the correlation test is

0.000, which is less than the significance threshold of 0.05, confirming the statistical significance of the findings.

The study concludes that higher levels of emotional intelligence are associated with better speaking abilities in students. This correlation suggests that students who can manage their emotions effectively, exhibit empathy, and maintain emotional stability are likely to perform better in speaking tasks. These findings underscore the importance of incorporating emotional intelligence development into language learning curricula to enhance students' speaking proficiency.

Furthermore, the research highlights the potential benefits of emotional intelligence training for language learners, suggesting that educators and language institutions should consider integrating EI-focused activities and interventions to support students' overall communicative competence. The study recommends further research to explore the causal mechanisms underlying this relationship and to extend the findings to different educational settings and populations.