



The Relationship between Emotional Intelligence, Critical Thinking, and Speaking Ability at Junior High School

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Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara kecerdasan emosional, berpikir kritis, dan kemampuan berbicara siswa di SMP Negeri 1 Belimbing. Populasi penelitian ini adalah seluruh siswa kelas delapan SMP Negeri 1 Belimbing pada tahun ajaran 2022/2023 yang terdiri dari lima kelas, dan 30 siswa kelas delapan dipilih sebagai sampel. Penelitian ini menggunakan desain penelitian korelasional. Kuesioner dan tes digunakan untuk mengumpulkan data. Data tersebut dianalisis menggunakan Pearson Product Moment dan analisis regresi berganda. Hasil penelitian menunjukkan: pertama, terdapat korelasi yang signifikan dan kuat antara berpikir kritis dan kemampuan berbicara siswa kelas delapan SMP Negeri 1 Belimbing, kedua, terdapat korelasi yang signifikan dan kuat antara kecerdasan emosional dan kemampuan berbicara siswa kelas delapan SMP Negeri 1 Belimbing, dan ketiga, terdapat korelasi yang signifikan antara berpikir kritis dan kecerdasan emosional secara simultan terhadap kemampuan berbicara siswa kelas delapan SMP Negeri 1 Belimbing.

Kata Kunci: berpikir kritis, kecerdasan emosional, kemampuan berbicara

Abstract

This study aimed to find out the relationship between students' emotional intelligence, critical thinking, and their speaking ability at state junior high school 1 of Belimbing. The population of this study was all the eighth-grade students of State Junior High School 1 of Belimbing in the academic year 2022/2023 which consists of five classes, and 30 students in the eighth grade were chosen as the sample. This study applied the correlational research design. Questionnaires and test were used to collect the data. They were analyzed by using Pearson Product Moment and multiple regression analysis. The result showed: first, there was a significant and strong correlation between critical thinking and speaking ability of the eighth-grade students of State Junior High School 1 of Belimbing, second, there was a significant and strong correlation between emotional intelligence and speaking ability of the eighth-grade students of State Junior High School 1 of Belimbing, and third, there was a significant correlation among critical thinking and emotional intelligence simultaneously on speaking ability of the eighth-grade students of State Junior High School 1 of Belimbing.

Keywords: critical thinking, emotional intelligence, speaking ability

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DOI : <https://doi.org/10.31004/edukatif.v8i4.9330>

ISSN 2656-8063 (Media Cetak)

ISSN 2656-8071 (Media Online)

INTRODUCTION

Speaking proficiency is crucial for students learning English in a classroom setting. English is a required subject from junior high school on up to the college level because it is a foreign language. The first foreign language to be taught as an obligatory subject from the first year of junior high school till the first year of college has been selected as English. The four skills that make up English are speaking, writing, reading, and listening.

Speaking has a significant role in social life. Speech is used to interact between individuals to preserve the bond between them in cultural life. In daily life, speaking is one of the linguistic abilities used in communication. Based on Fulcher & Reiter, (2003) defined the definition of speaking is "the verbal use of language to communicate with others." Speaking is a useful oral skill that two or more individuals can accomplish together.

Speaking skills are crucial for success in school; students will build them during their time there and will benefit from them for the rest of their lives. Speaking with confidence and fluency is a talent that can be developed. Speaking abilities are the capabilities that allow us to communicate clearly. They enable us to communicate verbally and in a manner that the listener can understand. Speaking involves the listener in a collaborative process where information is presented and, if necessary, action is taken. Therefore, if you want to communicate effectively, it's imperative to develop both your speaking and listening skills. Speaking skills is very important for learners to communicate effectively via spoken language. The students will have difficulty communicating their thoughts because of their inability to speak a foreign language, even in simple conversations.

According to Richard, (2008), speaking involves understanding what is being said in order to pronounce it clearly and smoothly. Many students in this research are difficult to speak English in their English class. Most of them have problems with pronunciation, fluency, vocabulary, and comprehension, and do not participate actively in speaking English. Since English is a foreign language in Indonesia, many students have common problems as discussed above. Therefore, students need to improve their speaking to communicate in English with each other. Speaking is an efficient oral capacity consisting of structured verbal expressions conveying meaning. Speaking is how individuals communicate and share their thoughts and views (Nunan, 2015).

Another factor that influences the students' speaking ability is critical thinking skills. According to Lai (2011), critical thinking includes the capacity to examine arguments, reach choices or resolve problems, and draw conclusions using inductive or deductive reasoning. Meanwhile, Paul & Elder, (2006) consider critical thinking to be a self-reflective, self-correcting, and disciplined way of thinking (Afshar & Rahimi, 2006). Critical thinking is the cognitive approach that one uses to examine and assess their actions, decisions, and conduct. This study was carried out at Belimbing's State Junior High School 1 during the 2022/2023 academic year. Because the author is an English teacher at that school and is writing based on his experiences there. The author discovered that the majority of eighth-grade pupils at State Junior High School 1 in Belimbing continue to struggle with English communication. Their English score indicates that they fell substantially short of the *Kriteria Ketuntasan Minimal (KKM)*, or minimal Completeness Criteria, which was set at 70 for the minimal score, as well as their speaking activities in the English classroom. They didn't seem to understand what we were saying, so they became passive students.

Furthermore, psychological factors also affect the students' speaking ability. Both high and low levels of emotional intelligence constitute it. According to Surahman & Sofyan, (2021), students with higher levels of emotional intelligence are better speakers than those with lower levels. This occurs as a result of their increased enthusiasm for their studies, activity, and positive classroom interactions. Low emotional intelligence, however, makes students less engaged in classwork. The two skills necessary for speaking success are critical thinking and emotional intelligence. Emotions influence what we think and how we think, and our minds and our body are closely associated with each other. Theories and studies discussed above have shown that students' speaking skills are associated with their capacity for critical thinking and emotional intelligence. Therefore, the writer

would like to know whether critical thinking, emotional intelligence, and students' speaking ability have a positive correlation.

RESEARCH METHODS

This investigation was carried out using a quantitative correlational analysis. In correlational research, relationships between two or more occurrences are evaluated. A sample is a research project that collects information from a group of people. While Arikunto (2006) stated that if the population is large, a sample of 10-15% or 20-25% or more can be collected; however, if the population is less than 100, the entire population should be considered. Because the study's population exceeded 100 participants, the author selected 20% of the population using simple random selection. Simple random sampling is a method that involves selecting a sample at random from the population (Sugiyonom 2012). Because everyone has an equal chance of participating, the population, it indicates that 30 students made up the sample. The author used six students from each class as a representative sample. To conduct the simple random sample, the following steps were taken: 1) On little pieces of paper, write the names of each class attendee. 2) Pick them at random, 3) Shake them in a glass, and 4) Take six at random. It lasted till the class was over. The student's name is determined using the attendance list. If the number 6 is missing, it signifies that the pupils were in the rank position, and she or he was the sample.

Mc Millan and Schumacher (2010) asserted that the relationship assessed expresses how strongly the relevant variables are associated. This investigation's goal is to ascertain whether or not the Junior High School 1 eighth-graders in Belimbing have a substantial relationship between their capacity for critical thought, emotional intelligence, and speaking. Data were gathered for this investigation in two different ways. The data was first collected using the speaking and critical thinking tests. Second, in order to gauge the pupils' emotional intelligence levels and collect data, questionnaires were used.

Critical Thinking Test

The author used the **Watson Glaser Critical Thinking Appraisal** to assess how well pupils fared in their critical thinking. There were 17 multiple-choice questions in the critical thinking test, each with two to five possible answers. The format and test requirements of the following were used as models for the Watson-Glaser Critical Thinking Appraisal®. There were five sections to this test: interpretation of the facts, inferences, assumptions, deductions, and arguments.

Emotional Intelligence Questionnaire

The emotional intelligence score ranges of the participants in this study using the **Quick Emotional Intelligence Self-Assessment** from San Diego City College MESA Program. There are 40 overall items in the questionnaire, 10 for each domain. Each domain item is presented as a rating question with the options of 0 for never, 1 for seldom, 2 for occasionally, 3 for frequently, and 4 for always.

Speaking Test

To assess the pupils' speaking skills, this study used an oral test. The students were given one question to answer regarding requesting and providing opinion material for the speaking test. They were then verbally questioned about how they felt about their school. The writer applied a score system for the speaking test that Brown (2001) had suggested. Two raters also examined the pupils' speaking test results. One criterion for choosing a rater was that they had more than five years of experience instructing junior high school students. The inter-rater used a pre-made scoring system that included fluency, grammar, vocabulary, pronunciation, and comprehension as the five speaking skills.. Bagian ini seharusnya ditulis sekitar 10% (untuk penelitian kualitatif) atau 15% (untuk penelitian kuantitatif) dari tubuh.

FINDINGS AND DISCUSSION

This chapter presents the findings and the discussion of the research. The findings include the result of correlation between students' critical thinking, the correlation between students' emotional intelligence and their speaking ability and their speaking ability and the correlation between critical thinking and emotional intelligence simultaneously, toward students' speaking ability.

Findings

Table 1. Pearson's Correlation
Correlations

		Critical Thinking	Emotional Intelligence	Speaking Ability
Critical Thinking	Pearson Correlation	1	,606**	,532**
	Sig. (2-tailed)		,000	,002
	N	30	30	30
Emotional Intelligence	Pearson Correlation	,606**	1	,816**
	Sig. (2-tailed)	,000		,000
	N	30	30	30
Speaking Ability	Pearson Correlation	,532**	,816**	1
	Sig. (2-tailed)	,002	,000	
	N	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2. The Correlation between Critical Thinking and Speaking Ability
Correlations

		Critical Thinking	Speaking Ability
Critical Thinking	Pearson Correlation	1	,532**
	Sig. (2-tailed)		,002
	N	30	30
Speaking Ability	Pearson Correlation	,532**	1
	Sig. (2-tailed)	,002	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Based on Table 2, it was found that the value of the correlation coefficient between critical thinking and speaking ability is 0.532 with a p-output of 0.002. Since p-output $0.002 < 0.05$, it is significant. It means that there is a significant correlation between critical thinking and speaking ability of the eighth-grade students of State Junior High School 1 of Belimbing.

Table 3. The Correlation between Emotional Intelligence and Speaking Ability
Correlations

		Emotional Intelligence	Speaking Ability
Emotional Intelligence	Pearson Correlation	1	,816**
	Sig. (2-tailed)		,000
	N	30	30
Speaking Ability	Pearson Correlation	,816**	1
	Sig. (2-tailed)	,000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

In relation to Table 3, it was found that the value of the correlation between emotional intelligence and speaking ability is 0.816 with a p-output of 0.000. Since p-output $0.000 < 0.05$, it is significant. It means that there is a significant correlation between emotional intelligence and speaking ability of the eighth-grade students of State Junior High School 1 of Belimbing.

Table 4. The Multiple Linear Regression of Critical Thinking and Emotional Intelligence simultaneously on Speaking Ability

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1258,346	2	629,173	27,088	,000 ^b
Residual	627,121	27	23,227		
Total	1885,467	29			

a. Dependent Variable: Speaking Ability

b. Predictors: (Constant), Emotional Intelligence, Critical Thinking

Discussion

The results of the analysis lead to three conclusions: there is a correlation between critical thinking and speaking ability in eighth-grade students at State Junior High School 1 of Belimbing; there is a correlation between emotional intelligence and speaking ability in eighth-grade students at State Junior High School 1 of Belimbing; and there is a correlation between both critical thinking and emotional intelligence on speaking ability. The sections that follow will provide specifics about the outcomes.

First, examine the relationship between eighth-grade students' critical thinking and speaking abilities at Belimbing State Junior High School 1. According to the correlation study's findings, there was a substantial and positive relationship between Belimbing's speaking and critical thinking abilities and those of eighth-graders at State Junior High School 1. It is also possible to assume that the students' speaking skill capacity was influenced by their critical thinking, as speaking ability and critical thinking are closely associated. It implies that students who are excellent at critical thinking will also be competent communicators.

The study's findings also show that critical thinking is an important component of speaking and that it is affected by a variety of factors. Critical thinking is the ability to evaluate a situation or subject critically, rationally, and analytically. To arrive at a good and logical interpretation of the problem or subject matter, it is required to properly learn and understand the problem or information, to uncover and understand cause-and-effect relationships, and to examine the true information. As a result, critical thinking is required to make the best decisions in all aspects of life. The purpose in this situation is to make the kids skilled in English.

In line with this finding, Maharani (2021) and Selviana (2020) suggested that students with good critical thinking tend to speak well in class, whereas those with weak critical thinking have poor communication skills. Furthermore, Putra (2017) noted that critical thinkers will be able to speak properly and do tasks faster as a result of brain training and significant knowledge and experience. Furthermore, Hatcher and Spencer (2005) argue that critical thinking is an important and required skill because it is useful in the workplace, can help with mental and spiritual disorders, and may be used to evaluate people, laws, and institutions in order to avert social problems. Furthermore, according to Fitria (2021), critical thinking includes comprehending, applying, analyzing, evaluating, creating, inferring, interpreting, and explaining. To summarize, pupils with good critical thinking skills are more fluent, courageous, and confident in speaking English than others.

Second, consider the relationship between the speaking ability and emotional intelligence of eighth-grade students at Belimbing State Junior High School 1. The correlation study revealed that eighth-grade students at State Junior High School 1 in Belimbing had a strong and positive relationship between their emotional intelligence and speaking abilities. Emotional intelligence appears to have influenced the children's speaking skills. The ability to understand, use, and manage emotions in positive ways in order to alleviate stress, communicate clearly, sympathize with others, overcome difficulties, and resolve conflict. This relates to intelligence. The study's findings also revealed that emotional intelligence is an important component of communication. To summarize, pupils with good emotional intelligence are more self-assured and open to hearing feedback to improve their public speaking skills.

Third, the impact of critical thinking and emotional intelligence on the speaking skills of eighth-grade students at Belimbing's State Junior High School 1. Correlation investigation revealed a significant relationship

between critical thinking and emotional intelligence on speaking ability. There were statistically significant relationships between critical thinking, emotional intelligence, and speaking ability among eighth-grade pupils at State Junior High School 1 in Belimbing.

CONCLUSION

First, eighth-grade pupils at State Junior High School 1 in Belimbing demonstrated a substantial link between critical thinking and speaking abilities. It demonstrates that students with stronger critical thinking skills are better communicators than those with lesser skills. They speak English more fluently the more critical they are. They can convey their views and thoughts more confidently than the poor ones. Second, eighth-grade students at State Junior High School 1 had a strong correlation between Belimbing's emotional intelligence and speaking skills. We might conclude that the learners' speaking abilities were influenced by their emotional intelligence. Students with high emotional intelligence are also more likely to have strong communication abilities. The more control they have over their emotional intelligence, the better they speak English. They can feel comfortable and joyful in their emotional state, and they can speak English more fluently than the bad ones. Third, eighth-graders at State Junior High School 1 in Belimbing showed a substantial link between speaking abilities, emotional quotient, and critical thinking. It suggests that pupils who have great critical thinking skills and emotional intelligence are more expressive and explorative while expressing their thoughts in English.

THANK-YOU NOTE

Praise be to Allah S.W.T. The Lord of the worlds, because of His mercy he has given me guidance, so that I can complete the preparation of the article entitled "The Relationship between Students' Emotional Intelligence, Critical Thinking, and Their Speaking Ability at state Junior High School 1 of Belimbing" This thesis is prepared to fulfill one of the requirements to achieve a Master of Education degree (M.Pd). In the Master of English Education study program, Graduate Program University of PGRI Palembang. The author expresses many thanks to Mr. Dr. Tahrún, M.Pd as the first advisor and Mr. Dr. Mulyadi, M.A as the Second advisor who has guided the author so that this thesis was completed properly.

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- 869 *The Relationship between Emotional Intelligence, Critical Thinking, and Speaking Ability at Junior High School - David Suhendra, Tahrur, Mulyadi*
DOI: <https://doi.org/10.31004/edukatif.v8i4.9330>
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