

Students' Emotional Intelligence, Self-Efficacy, and Schemata in Speaking Performance

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Abstract

The objectives of the research were to find out the level of students' emotional intelligence, to find out the level of students' self-efficacy, to find out the level of students' schemata, to find out there are emotional intelligence, self-efficacy, and schemata simultaneously have significant effect in speaking performance, and to find out which one emotional intelligence, self-efficacy, and schemata has granted contribution in speaking. This study employed mixed method research. The technique of taking sample was volunteer sampling. The population of this research was 35 students of Muhammadiyah University of Makassar. The research data were collected using questionnaire, speaking test, and interview. The data were analyzed by using Likert scale, descriptive statistic, and multiple linear analyses through SPSS 23 version. The result of this research showed that (1) the students of Muhammadiyah University of Makassar have high emotional intelligence. It was proven by mean score 77.40, and it was in 68-83 range score. (2) The students of Muhammadiyah University of Makassar have high self-efficacy. It was proven by mean score 81.57, and it was in 68-83 range score. (3) The students of Muhammadiyah University of Makassar have high schemata. It was proven by mean score 82.89, and it was in 68-83 range score. (4) Emotional intelligence, self-efficacy, and schemata simultaneously have significant effect on students speaking performance as evidenced by $F_{count} = (5.851) > F_{table} (2.90)$. (5) The independent variable that most influences speaking performance in this research is schemata.

Keywords: Emotional Intelligence, Self-Efficacy, Schemata, Speaking Performance.

INTRODUCTION

Language is defined as a means of thinking, culture transmission and knowledge from one generation to the next, as well as from one country to another. It also refers to interpersonal communication. For a variety of reasons, people learn more than one language. It can be for education, science, health, economic, commerce, advertising, diplomacy, business, social, technology or other purposes. English is a global language and it has a significant impact on the world as a mean of communication. Ramelan (1992) believes that English as an international language is utilized to communicate, to strengthen and to fasten relationship among all countries in the world. It is utilized in many nations whether as a first or second language.

Speaking is one of those skills that need a great deal of practice to acquire. According to Nunan (1995), acquiring speaking skills is the most crucial component of learning a second or foreign language, and success is judged by one's ability to carry on a conversation in the language. People can communicate with one another by speaking. People that are able to communicate will be more receptive to information. Language isn't just taught and learned; it's also practiced. As a result, speaking ability is crucial skill for pupils to learn should master in order to cope with globalization.

Individual capacities to learn a foreign language are unquestionably diverse. Motivation, attitude, and personality types are just a few of the many aspects that contribute to second or foreign language acquisition success, it appears that several important factors which account for language learning success and influences students' speaking ability, there are emotional intelligence, self-efficacy, and schemata. In other words, students' levels of emotional intelligence, self-efficacy, and schemata have important roles in English language learning.

Emotions have always been considered incidental to the learning process in education. Recent evidence reveals that Emotional Intelligence (EI) is a vital component of any educational community, Elias (2004). The search for a compelling empirical case relating the assessment of social and emotional learning programs that teach EI to improved school behavior and academic success has sparked a boom in interest in emotional intelligence research. Bradberry and Greaves (2005), define emotional intelligence as a demonstrable link in the human brain between emotional responses and their impact on one's actions. Emotional intelligence is important and beneficial in a variety of disciplines. Emotional intelligence has been examined extensively since the 1990s, with academics focusing on the prospective implications of tying the construct to life outcomes such as business, psychology, or education.

Other research reveals emotional intelligence may be taught and students can be coached to develop the tools and talents they need to control their positive and negative emotions. People's actions are influenced by emotional intelligence, despite the fact that intelligence has no influence on people's perceptions of and reactions to their own and others' emotions (Schutte et.al, 1998), and then (Barbara, 2008) asserts that if schools rely solely on academic teaching and school management to help students achieve academic success, they will fall short of their goals. In order to get the most out of a teaching program, it's crucial to teach pupils how to be socially and emotionally intelligent.

Talking about language as means of communication, it is necessary to consider the importance of language itself in our life. In accordance with the social cognitive theory, students' assessments of their abilities are crucial elements that can influence their academic achievement (Bandura, 1986). The reason for this is that self-worth and confidence evaluations could, at least in part, function as predictors of academic success or mediators between the effects of other variables like prior knowledge and abilities acquired in academic settings and subsequent academic achievement (Zimmerman, 2000). This means that how children perceive their academic ability has a significant impact on what they can achieve with the knowledge and skills they possess. As a result, pupils with a reasonable level of belief are more likely to make an impact in any educational endeavor (among students with similar ability).

Most importantly, students' academic progress is thought to be influenced by their self-beliefs of competence and self-worth. In this regard, it should be emphasized that students' self-beliefs usually

serve them well when attempting to attain academic goals, as their sentiments of capacity to complete specific tasks encourage them to keep putting up effort and endurance, even when faced with hurdles (Bandura, 1986; Pajares, 1996). In other words, self-efficacy is viewed as a generative mechanism that allows people to use their existing cognitive, behavioral, and social skills to complete a specified activity (Shell et. al., 1989:91). Experts in the discipline began to focus more on affective aspects in EFL environments during the 1960s and early 1970s. One affective factor is known as self-efficacy, refers to affective element that people's evaluations of their capacity to organize and execute the procedures required to attain specified outcomes (Bandura, 1986).

The students' schemata are one thing to consider when developing speaking skills. Students struggle to communicate their views in speaking class; one of their problems derives from a lack of language proficiency and prior knowledge of the topic. Students must have the schemata to convey what they are saying in order to be proficient in English. Schemata are a type of plan or generic notion for things, events, and information about the environment. Everyone has their own schemata based on prior experience; prior knowledge allows people to understand anything because they are thinking of a concept.

As a result, the primary goal of this research is to shed light on emotional intelligence, self-efficacy, and schemata in the context of speaking performance. The emotional intelligence, self-efficacy, and schemata are three factors that the researcher believes have a major impact on students' English speaking performance. This idea is supported by previous research on emotional intelligence, self-efficacy, schemata, and education, particularly in the English education department. To be more specific, this research analysis student' emotional intelligence, self-efficacy, and schemata have significant effect in speaking English in Muhammadiyah University of Makassar.

LITERATURE REVIEW

1. Speaking

In language education and learning, one of the most useful qualities is speaking. It is defined as a two-way communication process involving speaking ability to produce and receptive ability to receive information of comprehending between the speaker and the listener (Golkova & Hubackova, 2014). Nunan (2003) defines speaking as the production of structured verbal utterances to convey meaning. Furthermore, Bygate (1987) speaking is the ability to communicate ideas, intentions, and emotions to others through the use of oral language in order for the message to be effectively delivered and comprehended by the listener.

Meanwhile, speaking also being able to express oneself in some way a situation of life, being able to describe an act or a situation in clear terms, being ability to fluently discuss or explain a series of concepts. Speaking emphasizes a person's ability to express himself using the language he possesses, whether through an expression, a report, or other means.

It can be inferred from the definition above that speaking is a matter of conveying ideas, thoughts, or feelings to others. Furthermore, speaking is the practice of using verbal and nonverbal symbols to create and communicate meaning in a range of situations, which includes the production, reception, and processing of information.

2. Emotional Intelligence

According to Goleman (1995) people who are emotionally intelligent have the ability to manage their emotional urges at least as effectively as those who are not, they also have the self-awareness to recognize what they are feeling, and they have empathy for others' feelings and insight into how others think, they can delay gratification, they are optimistic and generally positive, they understand the dynamics of a given group and, most importantly, where they fit within that group, and they are able to think about and express those things.

Goleman's (1995) paradigm emphasizes emotional intelligence is defined as a set of characteristics and talents that help people perform better as leaders. The four core emotional intelligence constructs articulated in the paradigm are self-awareness, self-management, social awareness, and relationship management. He argues that emotional competencies are learned qualities that must be mastered to achieve exceptional performance, and each emotional intelligence construct includes a set of emotional talents. People are born with a general level of emotional intelligence, which relates to their ability to acquire emotional abilities.

Goleman (1995) states that intelligence only contributes as much as 20% for someone's success, the other factor that may have responsible on it is Emotional Intelligence (EI). Graeme Taylor as cited in Ciarrochi, et al (2001) People with very low scores on Emotional Intelligence tests are indeed more likely to be involved in substance abuse, more at risk of eating disorders, more likely to suffer from panic attacks, have a greater tendency to violence, and have more severe problems in relationships. Petrides et.al (2004) state that in school students with low IQ, those with higher Emotional Intelligence, perform considerably better than do those with lower Emotional Intelligence. It means that students with higher Emotional Intelligence are more calm and patient when solving challenges in their environment.

3. Self-Efficacy

Self-efficacy is the core of social cognitive theory put forward by Albert Bandura which personality development, the importance of observational learning, social interactions, and reciprocal determinism is emphasized. Bandura (1997) defines self-efficacy as the people's beliefs in their capabilities to produce desired effects by their actions. He also describes self-efficacy as a person's belief in their ability to plan and carry out actions in order to attain the goals they set, as well as judge their level and strength in all activities and circumstances. Furthermore, Flanaging & Metzger (2014) reveal that self-efficacy as individual's evaluation of these abilities or competencies to do ask, achieve goals, and overcome the resistance. In human existence, self-efficacy is one of the most influential components of self-knowledge. This is due to it affects the individual's in deciding what actions to take he will to reach a goal that includes the forecasting of many occurrences that he will encounter. Bandura (2013) states that self-efficacy plays an important role in affecting individual's effort and how much his effort in terms of forecasting the success that he will achieve. This is in agreement with Maddux (2016) that self-efficacy is a person's evaluation of his/ her own abilities in doing a certain task to achieve a result.

Individuals who believe in their skills are more likely to achieve, but those who constantly fear failure are more likely to fail. Bandura (2013) reveals that individuals who have high self-efficacy will achieve a better performance, because these people are highly motivated, have defined goals, and are capable of completing activities or behaviors successfully. Meanwhile, individuals who have low self-efficacy will not tend to try or prefer cooperation in difficult situations.

From the above, it can be deduced that self-efficacy is an individual's belief in his or her ability to take action, accomplish tasks, and overcome barriers in order to attain goals. It is not anticipated to know individuals' capabilities, instead individuals' belief owned by him in order to precise abilities.

4. Schemata

Schema was first proposed by Bartlett 1932, who discovered that when individuals were asked to retell a story from memory, they usually added aspects that were not in the original but were relevant to what they already knew based on their cultural background (Vinney, 2019). In cognitive psychology, the term schema is a technical term. Schema, according to Nishida (1999), is a generalized collection of prior experience information that is arranged into related knowledge groups and is utilized to direct our conduct in familiar settings. Furthermore, according to Jig-tao (2012), schema assists us in focusing our attention in order to absorb, interpret, recall, draw inferences, set objectives and expectations, reason, and solves issues. Furthermore, schema is critical in explaining what happens when old and new

information collide (Brewer and Nakamura as cited in Marzuki, 2013). In this study, the working definition of schema is prior information from any source that is engaged, referenced to, and maybe followed when experiencing something.

This shows how the concept of background knowledge in language-related overall performance has been present for centuries, if not literally coined as a term. McNamara, Miller, and Bransford (1991) referred to the theory as "mental models," which are made up of "mental tokens." They agree that schemata are utilized in comprehension, although it is unclear how humans use them. Schemata are seen to be related to background knowledge of some kinds. Carrell (1998) stated that these processes poorly understood. From the perspective of a language instructor, this is an attempt to focus on the main skills required and the circumstances that determine their usefulness.

5. Types of Schemata

The types of schemata for speaking skill are based on Carrel Theory (Zhao and Zhu, 2012), which claims that there are three types of schemata: content, formal, and linguistic schemata.

a. Content schemata

The background knowledge of the topic's content area or the knowledge of the world is referred to as content schemata. They include familiarity with the subject and prior expertise in the field. If students have prior knowledge of the topic, they will be able to easily deliver an idea about the content of the topic.

b. Formal Schemata

Then formal schemata are background knowledge of the organizational pattern of various types of texts (i.e. narration, argumentation, exposition, and recount). Each type of text (narration, argumentation, exposition, and recount) has its own conventional structure, which presents a schema of how speakers include all necessary information in the topic given.

c. Linguistic Schemata

Students' previous language ability in vocabulary and grammar is referred to as linguistic schemata. Linguistic knowledge is an important component of productive ability. It has an impact on kids' speaking fluency. Students with a large vocabulary will be able to converse without exerting too much effort. Grammar aids students in constructing proper conversational sentences. Finally, the greater the number of linguistic schemata possessed by students, the greater their speaking fluency.

METHOD

A descriptive qualitative method was utilized to conduct this research. This study employed mixed method research design in conducting this research. In a mixed method study, quantitative and qualitative data are combined in one study (Gay, Mills & Airasian, 2012). Furthermore, Gay, et al. (2012) state that the goal of mixed method research is to "build on the synergy and strength that exists between quantitative and qualitative research approaches to understand a phenomenon more fully than is achievable using either quantitative or qualitative methods alone.

The researchers were applied explanatory sequential design or well-known as QUAN-QUAL which is one of types of mixed method research. In explanatory sequential design, the researchers was "Collect quantitative and qualitative data in two phases, with one type of data collecting preceding and informing the other" (Creswell, 2012). So that, the researcher was conduct the quantitative method at the first phase to get a prior data or information, then the data was achieve from the quantitative phase was explain more and strengthen in the second phase by using qualitative method.

The researcher presents an overview of the research project in this section. The first objective of this study is to determine the level of students' emotional intelligence in speaking performances, while the second objective is to determine the level of students' self-efficacy in speaking performances, the third objective is to determine the level of students' self-efficacy in speaking performances, it was being analyzed using quantitative method namely questionnaire test by using descriptive statistics to know level of emotional intelligence, self-efficacy, and schemata and speaking test to see and measure students' speaking performance. Furthermore, the fourth objective of this study are to see if emotional intelligence, self-efficacy, and schemata have any effect on speaking performance at the same time, and the fifth objective of this research are finding which one has granted contribution in speaking performance, it was analyze used multiple linear analysis by using SPSS. Meanwhile, interview to support the strength of the results from the questionnaire and speaking test. Thus, the researcher was used mix method approach as that combining a quantitative method and qualitative method in this research.

1. Participants

The students in the English education department at Muhammadiyah University of Makassar on the second semester are the participants in this study. The total numbers of participants are 95 students, each class had 32 students and was divided into three categories: A, B, and C because this research used mixed- method of a sequential explanatory design, then the sampling strategy was divided into two kinds of techniques.

In the first phase of this research that carries a quantitative design, the researcher was used volunteer sampling which means that the sample is made up of persons who voluntarily participate in the survey. These people are frequently passionate about the survey's main topic. In the meantime, the researcher utilized purposive sampling as a technique for selected sampling in the second part of this research, which has a qualitative design. The researcher was select participants who have the highest and lowest levels on the results of the questionnaire and speaking test.

2. Instrument

a. Questionnaire

1) The first questionnaire

The purpose of the first questionnaire was to answer the first study question about the emotional intelligence of students. The questionnaire was used Leadership Toolkit (Leading Across London). The questionnaire consisted of 50 items, with 10 items for each domain.

2) The second questionnaire

The second questionnaire was to answer the second question about the level of students' self-efficacy. The questionnaire is adopted from Asarekeh & Deghannezhad (2015) to identify the students' self-efficacy level. The questionnaire has a total of numbers were 27 questions.

3) The third questionnaire

The third questionnaire was used to respond to the third question about the schemata level of the students. The researchers were arranging schemata questionnaire by using Carrel theory in (Zhao and Zhu, 2012) consisting of content schemata, formal schemata, and linguistic schemata. The total items of the questionnaire are 20 items.

b. Speaking Test

Speaking test is done to assess students' English-speaking ability, and was associate it with the results of the questionnaire from emotional intelligence, self-efficacy, and schemata to know their speaking ability. Then, theme that was being given in the speaking test is a theme related to schemata; appropriate to the events the participant was experienced. As for several related themes were given to

students are: (1) Love, (2) Online Class, (3) Holiday, and (4) Covid-19. Therefore, students must choose one of the themes and talk for at least two minutes on it.

c. Interview

Interview is a good technique to have a dialogue that explores the information needed. Interviews can reveal information that a questionnaire cannot, or they can be used to confirm the results of the questionnaire and speaking test. It reveals information that isn't included in the questionnaire. As a result, it acquires a better understanding of the viewpoints of the participants.

FINDINGS

1. Test Result

Table 1 Descriptive Statistics for Emotional Intelligence

	N	Sum	Mean	Std. Deviation
Emotional Intelligence	35	2855	81.57	3.559
Valid N (listwise)	35			

Table 2 Descriptive Statistics for Self-Efficacy

	N	Sum	Mean	Std. Deviation
Self-Efficacy	35	2709	77.40	4.082
Valid N (listwise)	35			

Table 3 Descriptive Statistics for Schemata

	N	Sum	Mean	Std. Deviation
Schemata	35	2901	82.89	3.323
Valid N (listwise)	35			

Table 4 Descriptive Statistics for Speaking Performance

	N	Sum	Mean	Std. Deviation
Students' Speaking Performance	35	3125	86.29	4.528
Valid N (listwise)	35			

Table 5 Table Test of Normality

		Unstandardized Residual
N		35
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.61822387
Most Extreme Differences	Absolute	.093
	Positive	.093
	Negative	-.075
Test Statistic		.093
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Table 6 Multicollinearity Test

Model	Understandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	3.383	21.203		.160	.874		
Emotical Intelligence	.307	.240	.242	1.282	.209	.580	1.724
Self-Efficacy	.341	.202	.308	1.694	.100	.624	1.603
Schemata	.415	.210	.305	1.973	.057	.864	1.157
a. Dependent Variable: Speaking							

Table 7 Table Heteroscedasticity Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	25.962	11.104		2.338	.026
Emotional Intelligence	-.025	.126	-.043	-.198	.845
Self-Efficacy	-.142	.102	-.285	-1.347	.188
Schemata	.120	.110	.106	1.003	.283

Table 8 Coefficient of Determination (Model Summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.601 ^a	.362	.300	3.789

- a. Predictors: (Constant), Schemata, Self-Efficacy, Emotional Intelligence
b. Dependent Variable: Speaking

Based on the data above, the coefficient of determination (R^2) is .362 or (36.2%). This shows that 36.2% of students speaking performance are influenced by the variables of emotional intelligence, self-efficacy, and schemata. While 63.8% is influenced by other variables that are not included in this research model.

Table 9 F-Test (ANOVAa)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	252.030	3	84.010	5.851	.003 ^b
Residual	445.112	31	14.358		
Total	697.143	34			

- a. Dependent Variable: Speaking
b. Predictors: (Constant), Schemata, Self-Efficacy, Emotional Intelligence

From the ANOVA test using SPSS version 23, based on the table above, there are two ways of making decisions, the first is based on the sig. value is known the sig. value is $.003 < 0.05$. So according to the basis of decision making in f test, it can be concluded that the emotional intelligence, self-efficacy, and schemata have a simultaneously effect in students' speaking performance.

Table 10 T-Test (Coefficients)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.383	21.203		.160	.874
Emotional Intelligence	.341	.202	.308	1.694	.100
Self-Efficacy	.807	.402	.342	2.282	.041
Schemata	.930	.424	.412	2.195	.036

Based on the SPSS output table above, decision making is done in two ways, the first is based on the value (sig.) known to be the value of sig. Emotional intelligence is $.100 >$ probability 0.05, it is concluded that the first hypothesis is rejected because it has no positive effect. Sig. value self-efficacy is $.041 < 0.05$ probabilities, it can be concluded that the second hypothesis is accepted because it has a positive effect on speaking performance, the value of Sig. schemata is $0.036 < 0.05$ probabilities, it can be concluded that the third hypothesis is accepted because it has a positive effect on speaking performance.

For the second decision making based on t table, using the formula $t_{table} = (\alpha/2; nk-1)$, $t_{table} = (0.05/2; 35-3-1)$, $t_{table} = (0.025; 31)$, with the provisions Thus, a t table of 2,040 is obtained. Thus, based on the t test decision making test, it is known that the t value of the emotional intelligence variable is $1.694 < 2,040$, so it can be concluded that the first hypothesis is partially has no effect on speaking performance, the t value of the self-efficacy variable is $2.282 > 2,040$, so it can be concluded that the second hypothesis is partially has an effect on speaking performance, and the t-test schemata value is $2.195 > 2.040$, so it can be concluded that the third hypothesis is partially has an influence on speaking performance.

2. Interview Result

a. Students' response on emotional intelligence, self-efficacy, and schemata in speaking performance.

Emotional intelligence, self- efficacy, and schemata have significant and used in various fields. In academic contexts, individual self-perceived emotional intelligence (EI) has been linked to improved psychological and social adjustment and social adaptability, as well as improved academic performance. Self- efficacy is the belief in one's own ability to succeed in a given situation. And schemata relate to background knowledge of the topic's content area or knowledge of the world. Students' opinion about emotional intelligence, self-efficacy, and schemata it was shown in the following extract below:

Extract 1

“My opinion is emotional intelligence can help someone control expressions when speaking, self-efficacy can make someone believe in his abilities, and schemata can make someone think and manage their thoughts”.

By the statement above, it could be concluded that emotional intelligence can help someone control expressions when speaking, self-efficacy can make someone believe in his abilities, and schemata can make someone think and manage their thoughts.

Extract 2

“I think is good when we are speaking we have that three components because of that high emotional intelligence is self-awareness. Self-awareness is a deep understanding of what makes us tick, what angers us, make us happy, bores and interests us. So by understanding your emotions and how to control them, you're better able to express how you feel and understand how others are feeling. This allows you to communicate more effectively or fluently and forge stronger relationships, both at work and in your personal life. Your social intelligence, self-efficacy believes in their own abilities, belief if they can handle something to do or any situation that they face effectively, and then schemata helps us to focus our attention to interpret, to remember background knowledge.”

From the extract of the other students, said that emotional intelligence is self-awareness deep understanding of what makes us tick, what angers us, make us happy, bores and interests us. So by understanding your emotions and how to control them, you'll be better equipped to express yourself and comprehend how others feel. This allows you to communicate more effectively and eloquently at work and at home, and to develop deeper relationships. Your social intelligence, self-efficacy believes in their own abilities, belief if they can handle something to do or any situation that they face effectively, and then schemata helps us to focus our attention to interpret, to remember background knowledge.

b. Students' responses on the importance of emotional intelligence, self-efficacy, and schemata important in speaking performance

Emotional intelligence can be taught and students can be coached to develop the tools and skills needed to manage their positive and negative emotions. Self-efficacy students believe in their own abilities, and students set their own goals and strengthen their commitments. Meanwhile, schemata aid in comprehending, interpreting, remembering, setting objectives and expectations, reasoning, and solving issues by focusing our attention. Students' responses on the importance emotional intelligence, self-efficacy, and schemata it was shown in the following extract below:

Extract 4

“In my opinion, emotional intelligence is very important for us to use in speaking performance so that we can think effectively about the emotions we use in speaking so that what we convey can be easier for the other person to feel. In my opinion, everyone should have self-efficacy to be more confident in their abilities so that they can encourage ourselves to solve problems. Schemata in

my opinion are also important so that when we talk about broader matters we can be more connected and enjoy with the other person because we know the topic being discussed”.

Based on the extract 4 stated that emotional intelligence, self-efficacy, and schemata are very important in students speaking performance was see from students answers because it can help and make students speak fluently, feel confident, and have concepts and prepared before speaking. There was only one interviewee who stated that emotional intelligence is very important for us to use in speaking performance so that we can think effectively about the emotions we use in speaking so that what we convey can be easier for the other person to feel. Everyone should have self-efficacy to be more confident in their abilities so that they can encourage ourselves to solve problems. Schemata also important so that when we talk about broader matters we can be more connected and enjoy with the other person because we know the topic being discussed.

c. Students' feels when speak English

In the classroom, speaking is one of the most crucial talents to develop and improve in order to communicate effectively. One of the most difficult components of language learning is developing speaking skills. Many language learners struggle to effectively express themselves. There are several students' statements about their feelings when speak English in the classroom as follows:

Extract 5

“I feel very happy when speaking English in front of the class even though it is not fluent but at least I feel I can implement English well”.

By the statement above, it could be concluded that students' feel very happy when speaking English in front of the class even though it is not fluent but at least students feel they can implement English well.

Extract 6

“Normally, because when things go wrong, I'm not embarrassed because I'm still learning”.

By the statement another interviewee, it could be concluded that students feel normally, because when students' things go wrong, Students' not embarrassed because she still learning.

d. Factors influencing affects in speaking performance

The ability to acquire a foreign language varies greatly from person to person. Among the many factors that contribute to the success of second or foreign language learning, such as motivation, attitude, or personality types, it appears that emotional intelligence, self-efficacy, and schemata are three important factors that account for language learning success and influence students' speaking ability. The following are the factors chosen by students:

Extract 8

“There are many factor my environment, social skills, habits, read a book, watching or hear other people speak, motivation, self- awareness, self-regulation”.

By the statement above, it could be concluded that students' factors in speaking performance. There are many factor in their environment like as social skills, habits, read a book, watching or hear other people speak, motivation, self- awareness, and self-regulation.

Extract 9

"Schemata I think because we need to have basic knowledge about the topic before speaking in front of people".

By the statement another interviewee, students choose schemata because students need to have basic knowledge about the topic before speaking in front of people. So that they are more effective when speaking performance.

e. Emotional intelligence, self- efficacy, and schemata affects in speaking performance

Emotional intelligence, self- efficacy, and schemata, have important rules in speaking performance. Where with the ability to manage emotions well, it will affect many things, and can bring oneself more into the social environment and easy to adapt. Students' responses emotional intelligence, self-efficacy, and schemata effects in speaking performance. It was shown in the following extract below:

Extract 12

"Schemata, I have a concept and prepared before speaking performance and I will appear confidently".

By the statement above, it could be concluded that students' need schemata a concept and prepared before speaking performance and students will appear confidently

Extract 13

"Emotional intelligence influences mind and concentration goes well, self-efficacy students believe in their own abilities and see the difficulties as a challenge not a threat and schemata by having background knowledge of the content area of the topic talks".

Based on the extract 13 stated that all three factors are related emotional intelligence, self-efficacy, and schemata give effect and their respective roles on students, emotional intelligence influences mind and concentration goes well, but the dominant thing chosen by students are the aspect of self-efficacy and schemata, self-efficacy students' believe in their own abilities and see the difficulties as a challenge not a threat and schemata by having background knowledge of the content area of the topic talks, students will master the topic being discussed.

f. The impact of emotional intelligence, self-efficacy, and schemata in speaking performance.

Emotional intelligence, self- efficacy, and schemata have their respective impacts and roles on students' speaking performance. The extract as follow:

Extract 14

“When my state of mind and concentration are not good, my emotional intelligence, self-efficacy, and schemata will not be properly organized”.

By the statement above, it could be concluded that when students mind and concentration are not good, emotional intelligence, self-efficacy, and schemata will not be properly organized”.

Extract 15

“It’s can make me know more vocabulary, more confident, try to keep learning and make me understand about the topic”.

By the statement another interviewee, stated that students can make know more vocabulary, more confident, try to keep learning and finding out, and then with a good factor self-efficacy and schemata will make us a better speaker.

Extract 16

“It will make us a better speaking performance; I can be confidence because I have preparation before speaking”.

Based on the extract 16 stated that students have preparation about background knowledge of content area of the topic talks, so students can speak effectively and will appear more confidently.

DISCUSSIONS

1. The Level of Students’ Emotional Intelligence in Speaking Performance

According to Goleman (1995), people who are emotionally intelligent have a greater ability to control their emotional impulses than those who are not; they have the self-awareness to understand what they are feeling, and they have empathy for others' feelings and insight into how others think, they can delay gratification, they are optimistic and generally positive, they understand the dynamics of a given group and, most importantly, where they fit within that group. Emotional intelligence can be developed by training, programming, and treatment, Bar-On (1997) theorizes that those with higher emotional intelligence are more adept in dealing with environmental demands and stresses in general.

The description of the research findings on students' emotional intelligence levels in speaking performance reveals that the students gain a high emotional intelligence category. From the data, the majority of students have high level of emotional intelligence in their speaking performances. There are several factors which influenced the students’ level of emotional intelligence in speaking performance. There are self-awareness, which occurs when an individual is aware of how he is feeling in the moment and uses those feelings to guide decision making, a realistic assessment of his own abilities, self-regulation, which occurs when an individual recovers well from emotional distress, motivation, which occurs when an individual guides himself toward desired goals, empathy is defined as knowing what other people are feeling and being able to adopt their viewpoint, whereas relationship management include effectively managing emotions in relationships as well as accurately analyzing social situations and networks.

Furthermore, based on data analysis using SPSS emotional intelligence has no positive effect on speaking performance. This study is different from the research conducted by Yunita (2014). Yunita concluded that emotional intelligence has a positive significant relationship between emotional intelligence and English speaking ability. The difference between the research conducted by Yunita and the researcher is relationship and effect, the researcher looks for the effect on speaking performance, while Yunita's research is looking for a link to see if emotional intelligence as an interpersonal skill and natural potential has anything to do with a student's capacity to communicate in English.

2. The Level of Students' Self-Efficacy in Speaking Performance

In human life, one of the most powerful aspects of self-knowledge is self-efficacy. This is because it has an impact on an individual's ability to determine the activities he will take to achieve a goal, as well as the evaluation of various occurrences he will confront. Bandura (2013) states that self-efficacy has a big influence on how hard a person works and how much effort he spends into forecasting his success.

The research findings on students' levels of self-efficacy in speaking performance demonstrate that students obtain a high level of self-efficacy. Bandura (2013) individuals with high self-efficacy will obtain greater results because they have strong motivation, clear goals, and the ability to successfully perform on actions or behaviors. Meanwhile, individuals who have low self-efficacy will not tend to try or prefer cooperation in difficult situations.

The results of the partial hypothesis show that self-efficacy has a positive effect on speaking performance. It is known in the t-test calculation where $t\text{-counts } 2.282$ $t\text{-table } 2.040$. This might happen because students may devote an appropriate degree of effort to achieving success. This research is in line with research conducted by Amaliah (2020). Amaliah concluded that self-efficacy has effect in speaking performance. Students' self-efficacy in speaking performance is influenced by a variety of factors including task difficulty, psychological factors, environment, situations, familiar audiences, preparation, external incentives, and information on self-skill. Based on this, it can be concluded that the higher the student's self-efficacy, the positive values and personality to achieve success and to perform will be better.

3. The Level of Students' Schemata in Speaking Performance

Schemata are a background knowledge that helps people organize and interpret the world around them. It is in line with Widdowson (1983) stated schema concerns of how we organize information to long term memory. In other hand, schema represents the knowledge, information and the conceptual understanding to be interpreted and mastered. Schemata have a role in organizing pattern of thought, so that students have enough preparation in their mind to be spoken. Therefore, with schemata, students will be more effective in learning the material which is familiar with them. The students will be more active in learning when they have the background knowledge of the lesson. Their curiosity and interest will appear when the teacher provokes the lesson with the knowledge they already know before.

The research findings on the students' level of schemata in speaking performance demonstrate that the students achieve a high schemata category. Students should have the schemata to convey what they talk about in order to have high English speaking abilities. Schemata are plan or generic concept about things, events and world knowledge. Everyone has

their own schemata that they have acquired via previous experience; prior knowledge enables people to comprehend anything because they have a concept store in mind.

The results of the partial hypothesis show that schemata have a positive effect on speaking performance. It is known in the t-test calculation where t-counts 2.195 t-table 2.040. Schemata are also known as background knowledge that helps people organize and interpret the world around them. This research is consistent with Umaira's findings (2020). Umaira found that the students' schemata from boarding school help students speaking ability in university, especially in the confidence aspect of speaking. Based on this, it can be concluded that the higher the student's schemata have the positive values, because when the students have this schema in their speaking, they were efficiently delivering what they wanted to say.

4. Emotional Intelligence, Self- Efficacy, and Schemata Simultaneously have Significant Effect in Speaking Performance.

Based on the data analysis that has been done, the variables of emotional intelligence, self-efficacy, and schemata simultaneously have a positive effect on students speaking performance as evidenced by $F \text{ count} = (5.851) > F \text{ table} (2.90)$. So it can be concluded that emotional intelligence, self-efficacy, and schemata simultaneously affect in students speaking performance.

Emotional intelligence, self- efficacy, and schemata, have important rules in speaking performance. Where with the ability to manage emotions well, it will affect many things, and can bring oneself more into the social environment and easy to adapt Goleman (1995) states that intelligence only contributes as much as 20% for someone's success, the other factor that may have responsible on it is emotional intelligence, it means that students with higher Emotional Intelligence more calm and patient when solve the problems in relationship their environment. Self-efficacy can help students to appear more confident to speaking performance and believe in their own abilities, and then schemata play a role in arranging thought patterns so that students have enough preparation to speak. Therefore, with schemata, students will be more effective in learning the material which is familiar with them. The students will be more active in learning when they have the background knowledge of the lesson, and when students have prepared they will be more confident to perform. Based on the foregoing reasoning, it can be stated that emotional intelligence, self- efficacy, and schemata interact and play roles in speaking performance.

5. Which one of the Emotional Intelligence, Self-Efficacy, and Schemata have granted in Speaking Performance?

Based on data analysis using SPSS 23 and interview results, the independent variable that most influences speaking performance in this study is schemata. Schemata are the main factors that most influence speaking performance. There are three kinds of schemata, namely, content schemata, formal schemata and linguistic schemata. The schema in this research is related to the tools of speaking. There were content Schemata refers to the background knowledge of content area of the topic talks about or the knowledge of the world. They include the topic familiarity and previous experience with a field. Students will easily deliver the idea about the content of the topic given if they have previous knowledge of that topic.

Then formal schemata, which are background knowledge of the organizational pattern of various types of texts such as narration, argumentation, exposition, and recount. Each type of text has its own standard structure, which presents a schema of how speakers include all necessary information in the topic given. And linguistic schemata refer to students' existing language proficiency in vocabulary and grammar. Linguistic knowledge plays an essential part in productive skill. It affects students' fluency in speaking. Students who have a lot of vocabulary will speak without too much effort. In conclusion, the more students have linguistic schemata, the more fluency they have in speaking. Based on the schemata explanation above, when students have prepared and have studied or know what topics or content are being discussed, students will appear more confident.

CONCLUSIONS

Based on the research findings and discussion in previous chapter, the researchers conclude that:

1. The students of Muhammadiyah University of Makassar have high level category of emotional intelligence in speaking performance. It was proven by mean score 81.57 in range score 68-83 which implied students' high level of emotional intelligence.
2. The students of Muhammadiyah University of Makassar have high level category of self-efficacy in speaking Performance. It was proven by mean score 77.40 in range score 68-83 which implied students' high level of self-efficacy
3. The students of Muhammadiyah University of Makassar have high level category of schemata in speaking Performance. It was proven by mean score 82.89 in range score 68-83 which implied students' high level of self-efficacy.
4. There was emotional intelligence, self- efficacy, and schemata simultaneously have a positive effect on students speaking performance as evidenced by $F_{count} = (5.851) > F_{table} (2.90)$. So it can be concluded that emotional intelligence, self-efficacy, and schemata have simultaneously affect in students speaking performance.
5. The independent variable that most influences speaking performance in this research is schemata.

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