THE CORRELATION BETWEEN SOCIO-EMOTIONAL ASPECTS AND STUDENTS' SPEAKING SKILLS: A STUDY AT A PRIVATE JUNIOR HIGH SCHOOL

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STATEMENT OF WORK'S ORIGINALITY

As a scientific paper ought to, I really declare that this thesis, which I have produced, does not include any of the work or portions of the work of other individuals, with the exception of those indicated in the citations and references.

Rangkasbitung, 4th of October 2025

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MOTTO

“If you can dream it, you can achieve it.”

DEDICATION

With full of gratitude and gratitude, I dedicate this thesis to:

1. The most gracious, the most merciful, Allah SWT for his infinite grace and blessings.
2. My mother whom I love very much, my beloved family, who always provide support to me to finish this all.
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Rangkasbitung, 4th of October 2025

Siti Nurhaliza

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ABSTRACT

This study aimed to explores the correlation between socio-emotional aspects and students' speaking skills at a private junior high school in Indonesia. The sample consisted of 30 seventh-grade students (10 male and 20 female) who were randomly selected to represent the population. Data were collected through a socio-emotional questionnaire and a speaking test. The data were analyzed using descriptive statistics to summarize the distribution of scores and inferential statistics through the Pearson Product-Moment correlation to examine the relationship between the two variables. The results showed that the socio-emotional scores ranged from 56 to 127, with a total score of 2548, with mean score of 84.93, and a standard deviation of 14.25. Meanwhile, the speaking scores ranged from 60 to 95, with a total score of 2205, with mean score of 73.5, and a standard deviation of 9.9. The Pearson Product-Moment correlation analysis revealed a coefficient of 0.452, which indicates a moderate positive correlation between socio-emotional competence and speaking performance. The significance value obtained was 0.012 ($p < 0.05$), confirming that the correlation is statistically significant. These findings suggest that students with higher socio-emotional competence tend to achieve better scores in speaking. In conclusion, socio-emotional competence contributes positively to students' speaking ability, reinforcing its role as an important factor in language learning.

Keyword: S*ocio-emotional, speaking skills, private junior high school, Correlational Study.*

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking abilities are crucial to the educational process because they enable students to communicate ideas, engage with others, and take an active part in class activities. Another crucial component of learning English is speaking. Speaking abilities help students interact with others in both academic and professional settings, claim (Rahayu et al., 2022) All things considered, one of the most crucial components of learning English is developing speaking skills, which will help students communicate more effectively, succeed academically and professionally, and advance in their studies and jobs. However, there are so many factors that can influence students' speaking skills, namely internal factors, such as language skills, cognitive skills, emotional skills, and motivational skills. In addition, good cognitive skills allow a person to process information, remember, and understand complex concepts (Lightbown, 2021). This means that strengthening cognitive skills is not only essential for academic learning but also for improving the ability to communicate effectively, since individuals with good cognitive capacity can manage information more efficiently and apply it in real-life contexts.

Speaking abilities are also significantly influenced by socioemotional aspects. Strong socioemotional abilities can enhance speaking and language understanding, claim Ariyan et al. (2022). This is due to the fact that having strong socioemotional skills enables us to comprehend the needs and feelings of others and react accordingly. As a result, having excellent socioemotional abilities might help us

develop interpersonal relationships and talk more effectively. Furthermore, as Zilva (2023), good socio-emotional can help us develop the ability to regulate our own emotions and understand the emotions of others. This, in turn, allows them to speak more confidently and effectively, as they can understand the feelings and needs of others and respond appropriately. Thus, good socio-emotional can help us improve our speaking skills and build good relationships with others.

Based on the pre-observation that the researcher did during teaching at a Junior high school in Indonesia find that some of these students have difficulty expressing their ideas and opinions in English. According to Abuameerhl et al. (2020) Students with strong-emotional skills tend to perform better in speaking activities, while those experiencing emotional barriers may struggle to articulate their ideas fluently and associated with content significantly amplify emotional engagement and exert a beneficial impact on the development of oral communication competencies. Addressing these barriers through targeted pedagogical methods can significantly improve students' overall performance in speaking activities. Furthermore, integrating supportive classroom environments and engaging activities can help alleviate these emotional barriers. By fostering a culture of encouragement and providing ample opportunities for practice, educators can enhance students' speaking proficiency and confidence in expressing themselves (Malik et al., 2025). This observation was conducted to further understand the gap between the expected speaking skills and the speaking skills possessed by these students. These students are expected to be able to speak fluently and effectively in English, and to be able to understand and manage socio-

emotional. However, in reality they still have difficulty in expressing their ideas and opinions, and have difficulty in understanding and managing their socio-emotional.

In addition, this gap can be seen from the aspect of social emotion, where these students have difficulty in understanding and regulating their socio-emotional, and have difficulty in interacting with others. Moreover, in junior high school, students are in the phase of undergoing critical cognitive and emotional development stages. As they refine their speaking skills, they also navigate various socio-emotional challenges that may support or hinder their progress. In an effort to overcome this gap phenomenon, further research is needed to understand more about the gap between the expected speaking skills and the speaking skills possessed by these students. In addition, appropriate interventions are needed to help these students improve their speaking skills and understand their socio-emotional.

Thus, it is hoped that this study can contribute to understanding the socio-emotional of junior high school students who have poor language skills, and can help overcome the gap phenomenon found in this observation. Based on the description above regarding socio-emotional which have related functions in the formation of speaking skills of junior high school students. Therefore, this study aims to know the correlational between socio-emotional aspects and students' speaking skills at a private junior high school.

1.2 Identification of the Problem

Based on the background above, the researcher has identified several problems regarding students' speaking skills in English, which are developed into the following statements:

1. Many students have difficulty expressing their ideas and opinions in English Students' speaking ability
2. When communicating and interacting with others is not good due to a lack of understanding of socio-emotional aspects such as Self-awareness, self-management, social-awareness, relationship skills, and responsible decisions making.

1.3 Limitation of the Problem

In accordance with the topic, this study was will be conducted to examine the significant relationship between socio-emotional aspects with students' speaking skill. Therefore, this study is limited to examine the correlation between socio-emotional aspects and student's speaking skill at a Private Junior High School.

1.4 Formulation of the Problem

Based on the description above, the researcher formulated the problem as follows: Is there a significant correlation between socio-emotional aspects and students' speaking skills?

1.5 Objectives of the Study

The objectives of this study were to examine the correlation between socio-emotional aspects and students' speaking skills.

1.6 Significance of the Study

This study has broad significance for various parties, including:

1. For English Teachers: This study can contribute to the development of more effective English language teaching methods. The results of this study can help teachers understand how socio-emotional affect students' speaking skills, so that they can develop more effective teaching strategies.
2. For Learners: This study can contribute to help learners understand how socio-emotional affect their speaking skills, so that they can develop more effective learning strategies.
3. For Future Researchers: This study can contribute to the development of research theory and practice in the field of English language learning as a reference for further research on interplay between socio-emotional aspects and speaking skills in education.

CHAPTER II

LITERATURE REVIEW

2.1 Speaking Skills

2.1.1 The Nature of Speaking Skills

Speaking is a multifaceted skill that encompasses not only the articulation of words but also the ability to convey meaning, emotion, and intent effectively. It involves the integration of linguistic competence, such as vocabulary and grammar, with pragmatic skills like turn-taking and topic management (Bylkova et al., 2021). Moreover, speaking requires real-time processing and the ability to adapt language use according to context and audience. This complexity makes speaking one of the most challenging skills to master in language learning. The researcher believes that understanding the intricate nature of speaking is essential for developing effective teaching strategies that address both the linguistic and pragmatic aspects of communication.

The development of speaking skills is closely linked to learners' cognitive and emotional aspects. Self-regulated learning strategies, such as goal setting, self-monitoring, and self-reflection, have been shown to enhance speaking proficiency among EFL students (Alsaraireh, 2022). These strategies empower learners to take control of their learning process, leading to increased motivation and confidence. The researcher argues that fostering self-regulated learning habits can significantly improve students' speaking abilities by promoting autonomy and self-efficacy.

Technological advancements have introduced new avenues for developing speaking skills. Mobile-assisted language learning (MALL) applications offer interactive speaking activities that can enhance learners' fluency, coherence, and pronunciation (Sherine et al., 2020). These tools provide immediate feedback and allow for personalized learning experiences. The researcher contends that integrating technology into speaking instruction can provide learners with flexible and engaging opportunities to practice and refine their speaking skills. Prosody, the rhythm and intonation of speech, plays a crucial role in effective communication. Proper use of prosody enhances intelligibility and conveys nuances of meaning and emotion (Gurevich & Grindrod, 2023). However, prosodic features are often underemphasized in language instruction. The researcher believes that incorporating prosody training into speaking curricula can improve learners' communicative competence and help them convey messages more naturally and effectively.

Early intervention in developing speaking skills can have long-term benefits. Programs that focus on enhancing communication abilities in young learners have been linked to improved academic performance and social integration (Manurung, 2020). These initiatives underscore the importance of addressing speaking skills from an early age. The Researcher assert that early and sustained emphasis on speaking development is vital for fostering proficient and confident communicators.

2.1.2 Speaking Competences

To teach speaking effectively, teachers must have a clear understanding of what speaking competence includes, as well as how its various components are interconnected. According to Goh & Burns (2012), This knowledge is essential for designing and delivering lessons that build students' speaking skills in a well-rounded and thorough manner. It also enables teachers to evaluate and use teaching materials more thoughtfully and critically. When a teacher's view of speaking competence is too limited, their lessons may focus too heavily on certain aspects while overlooking others that are equally important. Conversely, if their understanding is too general or unclear, it becomes difficult to set precise goals for their lessons. For instance, if a teacher believes that speaking competence only involves fluency, they might concentrate solely on giving students frequent opportunities to talk, assuming that regular practice alone will naturally improve their fluency in expressing ideas.

One way to conceptualize speaking competence of *communicative competence*, which emphasizes the ability to use language effectively in real-life communication situations, here four interrelated components of speaking competence:

1. Grammatical competence, refers to the learner’s understanding of the linguistic system, including knowledge of vocabulary, morphology, syntax, semantics, and phonology. It involves the ability to construct

grammatically correct phrases and sentences and to recognize appropriate pronunciation.

2. Discourse competence, in contrast, discourse competence is the ability to link utterances or sentences into a unified, coherent whole. This skill enables learners to produce spoken or written texts that flow logically and meaningfully, whether it's a short conversation.
3. Sociolinguistic competence, is the ability to use language appropriately according to the sociocultural norms of different contexts. It involves understanding how language use varies depending on factors such as the setting, the participants' relationships, the interactional purpose, and the cultural conventions governing communication
4. Strategic competence, Strategic competence is one of the key components of communicative competence. It involves the ability to effectively deal with communication breakdowns, situations where a message isn't understood properly, or when the speaker can't find the right words.

The notion of communicative competence in second language speaking was notably emphasized during the emergence of Communicative Language Teaching, particularly throughout that a competent speaker must not only produce grammatically accurate sentences but also ensure that their utterances are contextually appropriate on multiple levels (Goh & Burns, 2012). This includes aligning their

speech with their communicative goals, the roles of the participants, the setting, topic, and surrounding discourse. Furthermore, speakers are often required to produce responses without prior knowledge of what will be said to them, demanding both speed and appropriateness in interaction. The ability to quickly construct utterances that meet these multiple demands lies at the heart of communicative skill (Goh & Burns, 2012). Also highlights that while grammatical accuracy is essential, it is not sufficient on its own. Effective second language speakers must be able to recognize and follow the structure of spoken discourse, which helps them anticipate how conversations will develop and respond suitably.

2.1.3 Speaking Skills in Junior High School

Speaking skill is one of the important skills that junior high school students must have. In the context of education, this ability not only functions to communicate, but also to build self-confidence and critical thinking skills. Research shows that interactive learning methods, such as role-playing, can increase students' interest in learning to speak (Rohmah & Nuroh, 2022). Therefore, it is important for teachers to apply interesting methods so that students are more active in the learning process.

Junior high school students often have difficulty speaking in public, which can be caused by lack of experience and fear of being judged. By providing opportunities for students to practice speaking in a supportive atmosphere, they can overcome this fear. Research shows that a positive environment and support from peers can increase students' confidence in

speaking (Aulia & Apoko, 2022). This shows that social support is very important in developing speaking skills and can significantly impact their ability to communicate effectively in various situations. This underscores the necessity for educational strategies that foster confidence and reduce anxiety, ultimately enhancing public speaking skills among junior high school students (Eni et al., 2024). Educational interventions, such as workshops and peer mentoring, can further bolster these strategies by providing structured opportunities for practice and feedback, leading to improved public speaking outcome.

In addition, the use of technology in speaking learning can also have a positive impact. Students can use applications or online platforms to practice speaking and get direct feedback. Recent research shows that integrating technology into learning can increase student engagement and their learning outcomes (Wagner et al., 2024).Therefore, teachers need to utilize technology to support the development of students' speaking skills. The importance of speaking skills is also seen in the context of preparing students to face the world of work in the future. Good communication skills are needed in various professions. By developing speaking skills from an early age, students will be better prepared to compete in an increasingly competitive job market (Bylkova et al., 2021). This shows that speaking education in secondary schools is very relevant to students' future needs.

Finally, the development of speaking skills should be a major focus in the education curriculum at the junior high school level. By integrating

various effective learning methods, students can more easily master this skill. Research shows that a diverse approach to teaching speaking can produce better results (Yurievna & Viktorovna, 2021). Therefore, it is important for educators to continue to innovate in their teaching methods.

2.2 Socio-Emotional in Speaking

2.2.1 Definition of Socio-Emotional in Speaking

Students who have high emotional intelligence tend to be better able to interact well in social situations. This shows that the development of social-emotional skills in speaking should be an integral part of education. Thus, students can communicate better in various contexts. Students who are trained in social-emotional skills show increased confidence and reduced anxiety when speaking in public. According to Jitaru et al. (2023) , students who have good emotional support are better able to manage stress when speaking. This shows that a positive learning environment can contribute to the development of speaking skills. When students feel safe and supported, they are more likely to actively participate in discussions. Therefore, it is important for educators to create a supportive atmosphere in the classroom.

Positive social interactions in the classroom can significantly improve students' speaking skills. Research by Jupon & Hamid (2022) shows that students who engage in group discussions or collaborative activities are better able to develop their speaking skills. These activities not only improve speaking skills but also build a sense of community among students. By collaborating, students learn to listen and respect the opinions of others. This

shows that a collaborative learning environment is essential for the development of effective speaking skills.

Social-emotional skills also play a role in building empathy, which is an important component of effective communication. Students who are able to understand the perspectives of others are more likely to communicate in a sensitive and responsive manner (Gulec, 2020). Empathy helps students adjust their speaking style according to the audience they are facing. Thus, developing empathy in education can produce better communicators. This shows that education that integrates the development of empathy in speaking skills is essential.

The importance of social-emotional skills in speaking is also seen in the context of developing interpersonal relationships. Students who have these skills are better able to build positive relationships with peers and teachers. According to good Darojah & Aminin (2023) relationships can increase students' motivation to participate in speaking activities. When students feel connected to others, they are more likely to share ideas and opinions. Therefore, developing social-emotional skills can strengthen relationships in the classroom. Good speaking skills also contribute to students' academic success. Research shows that students who are able to communicate well tend to have higher academic achievement (Ningrum & Listyani, 2022). Effective speaking skills allow students to convey their ideas clearly and convincingly. This suggests that developing social-emotional skills in speaking can have a

positive impact on student learning outcomes. Therefore, it is important for educators to focus on developing these skills.

Finally, social-emotional speaking skills are particularly relevant in an increasingly connected global context. Students who have these skills will be better prepared to interact with people from diverse cultural backgrounds (Jitaru et al., 2023). In an increasingly complex world, the ability to communicate with empathy and understanding is essential. Therefore, education that emphasizes social-emotional in speaking can prepare students for future communication challenges. This suggests that speaking skills supported by emotional intelligence will be invaluable in their lives.

2.2.2 The Socio-Emotional Aspects

Developing social and emotional learning (SEL) is fundamentally about helping individuals build the ability to manage their feelings, handle challenges effectively, and foster positive social relationships. As discussed in (Ng, 2024), SEL refers to the process through which people learn and apply emotional awareness, empathetic understanding, responsible decision-making, and the skills needed to set and achieve meaningful goals. In the context of early childhood education, SEL is regarded as a vital foundation that enables young learners to cultivate emotional regulation, form healthy social bonds, and demonstrate empathy from an early age. Social and emotional learning (SEL) involves a set of skills that integrate thinking, emotions, and behaviour skills that are crucial for students to thrive both in school and in life. As explained in Ng (2024), these competencies support

students in reaching their goals, collaborating with others, and managing their emotions effectively. Outlines five key areas that form the core of SEL: cre. These five social-emotional competencies (SECs) are elaborated in the following:

1. Self-awareness

   This refers to an individual's ability to understand and recognize their own emotions, thoughts, and values. It involves being able to accurately label feelings such as anger, sadness, or joy, and understanding how these emotions influence behavior. Developing self-awareness also includes recognizing one's strengths and limitations, which is foundational for building self-confidence and a sense of identity.

2. Self-management

   This skill relates to how a person controls their emotions, thoughts, and behaviors in different situations. Effective self-management includes coping with stress, regulating intense emotions, maintaining motivation, and setting and achieving goals. For instance, students who are able to manage anxiety before an exam are more likely to perform well.

3. Social awareness

   This involves understanding and empathizing with people from diverse backgrounds and cultures. Social awareness includes the ability to take the perspective of others, recognize social norms for

behaviour, and feel compassion for those in different situations. Empathy plays a central role here, as it allows individuals to respond sensitively and appropriately to others' emotions and experiences.

4. Relationship skills

   These are the abilities needed to establish and maintain healthy, rewarding relationships with individuals and groups. Key aspects include clear verbal and non-verbal communication, active listening, cooperation, conflict resolution, and seeking or offering help when needed. Strong relationship skills enable individuals to work well in teams, build trust, and navigate social situations constructively.

5. Responsible decisions making

   This competency refers to making respectful and ethical choices about personal and social behaviour. It involves considering the well-being of oneself and others, understanding the consequences of one's actions, and applying emotional regulation when facing difficult decisions. A responsible decision-maker can evaluate various options and choose actions that are in line with personal and communal values

With this theoretical foundation in place, the following section will explore existing literature and research findings related to these five competencies, providing insights into how they influence learner development and contribute to long-term success.

2.3 Review of Relevant Studies

This literature review examines five recent studies (2022–2025) that explore the relationship between social-emotional aspects and students' speaking skills. The selected studies used diverse methodologies to investigate how emotional intelligence contributes to oral language proficiency across various educational contexts. These studies are particularly relevant to understanding how a holistic approach to language instruction that incorporates social-emotional learning can enhance students' communicative competence. The following review analyzes the research design, methodology, key findings, and conclusions of each study to provide a comprehensive understanding of the current state of knowledge in this area.

First study conducted by Aulia & Apoko (2022) entitled "*Self-Confidence And Speaking Skills For Lower Secondary School Students: A Correlation Study*" This study aimed to investigate how self-confidence affects the speaking skills of English as a Foreign Language (EFL) students. The study utilized a quantitative design to gather and analyze data. The population for this research consisted of all eighth-grade students at junior high school in indonesia , totaling 108 students, from which 30 respondents were selected using purposive sampling, comprising 22 females and 8 males.To collect data, two instruments were employed: a questionnaire designed to measure students' self-confidence and a speaking test to assess their speaking skills. The data obtained were analyzed using the IBM SPSS Statistics application, version 24, which facilitated the correlation analysis. The results indicated a positive relationship between EFL students' self-confidence and

their speaking skills, with a correlation coefficient of 0.548, which was greater than the critical value of 0.361 at a significance level of 5%. Consequently, the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. In conclusion, the study found a fairly significant relationship between self-confidence and speaking skills among EFL students at SMPIT Al Muchtar, suggesting that enhancing students' self-confidence may lead to improvements in their speaking abilities.

Second study conducted by Darojah & Aminin (2023) entitled "*The Correlations Between Students' Self Efficiacy And Their Speaking Ability*" aimed to investigate the correlation between students' motivation to learn speaking and their speaking abilities. This research employed a quantitative design, utilizing correlation as the primary method for analysis. The sample of the current research was 60 students of 8th grade of SMP Bilingual Terpadu, one of bilingual junior high school in indonesia. To collect data, the researchers distributed a questionnaire to assess students' motivation levels and analyzed their final scores from the Spoken English class to evaluate their speaking abilities. Pearson Product Moment Analysis was run to analyze the correlation between students' self-efficacy and their speaking ability. The P value was less than 0.05 indicates there is significance correlation between both variables. Moreover, the correlation coefficient, r = 0.667, indicates a moderate degree of correlation. The results indicated that the students in the English Teacher Education Department exhibit high levels of motivation.

Another study conducted by Imama, A (2023) entitled "*The Correlation Between Emotional Intelligence and Speaking Skill of EFL Student***"** aimed to find

the correlation between Students' Emotional Intelligence and students' speaking skill at the eighth grades of SMP Islam Nurul Haq Batam. In this study, the population was 50 students, and the samples were 30 students. The researcher employed simple random sampling for technique sampling. In collecting the data, the researcher used questionnaires to assess students' emotional intelligence adapted from HRB (Health Research Board) by NHS London Leadership Academy (2014), which consisted of 29 items of questions, and the speaking test was to measure students' speaking skill. The researcher used the Shapiro-Wilk formula to test the normality of the data and Hartley's test to verify the homogeneity of the data before assessing the hypothesis. To determine the relationship between the two variables researched, the researcher used the Pearson Product-Moment Correlation formula. The result of this research showed that rcount was higher than rtable (0.468> 0.361), with a significance level of 0.05; n = 30. It signified that the null hypothesis (H0) was rejected, whilst the alternative hypothesis (Ha) was accepted. In decision, there was a considerable relationship between emotional intelligence and students' speaking skill. Teachers should emphasize emotional intelligence in students' learning to enhance speaking skills.

Another study conducted by Handayani (2023) entitled "*The Correlation Between Emotional Intelligence And Students' Speaking English Skill At Eight Grade Of SMP K Bharata 2 Jumapolo the Academic Year 2022/2023"* This study aims to determine the correlation that occurs between students' emotional intelligence with the English speaking skills of eighth-grade students at SMP K Bharata 2 Jumapolo during the academic year 2022/2023. The researcher used

quantitative methods as well as correlational techniques. The result of this study showed that there is a positive correlation between students' emotional intelligence and students' English-speaking skills. It is proven by the results after analysing the two variables using the Person Product Moment formula, rxy= 0.494. From the results of rx : r table = 0.494 > 0.367 and at a degree of significance of 1% rx : r table = 0.494 > 0.470. It can be concluded that the Null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It means that there is a positive correlation between students' emotional intelligence and students' English-speaking skills. Thus, the higher the students' emotional intelligence, the better their speaking skills.

The last study by Maricel et al (2025) entitled " *Examining the Relationship of Social Skills and Speaking Skills to Communication Effectiveness among Caregiving Students* " aimed to examine the relationship between social skills, speaking skills, and communication effectiveness. The study employs a survey-based approach to collect data from a diverse sample of participants, measuring their levels of social skills, speaking skills, ands perceived communication effectiveness through validated scales. A quantitative correlational design was also used in this study, which included 103 respondents from the Caregiving students of Lorenzo S. Sarmiento Sr. National High School. The statistical methods employed in this study were the average weighted mean, Spearman’s rho, and multiple regression analysis. The findings of the study revealed that the three variables obtained a very high level. Moreover, there was a significant relationship between communication effectiveness, with social skills showing a stronger influence on the

ability to engage and connect with others. Further, speaking skills contribute to clearer and more impactful message delivery. It is important to develop both social and speaking competencies to enhance overall communication performance in various contexts. In conclusion, social skills, speaking skills, and communication effectiveness provided a foundation for further studies on communication skills training and its implications for personal and professional success.

Based on the reviewed previous studies, it can be concluded that there is a positive correlation between socio-emotional aspects such as self-confidence (Aulia & Apoko, 2022), Motivation (Darojah & Aminin, 2023), Emotional intelligences (Imama, 2023) and (Handayani, 2023), and students' speaking skills. Furthermore, the study by Maricel et al. (2025) also indicated that social skills and speaking skills play an important role in communication effectiveness. These findings strengthen the theoretical foundation of this research, suggesting that socio-emotional aspects significantly contribute to the development of students' speaking abilities. Therefore, this study aims to further analyze the correlation between socio-emotional aspects and speaking skills, particularly in the context of English language learning at the junior high school level.

2.4 Theoretical Framework

The theoretical foundations and underlying ideas that guide the research design and interpretation of finding are describe in a framework for correlation research. Based on the ideas of socio-emotional toward speaking skills. The following is a figure of the theoretical framework of this research.

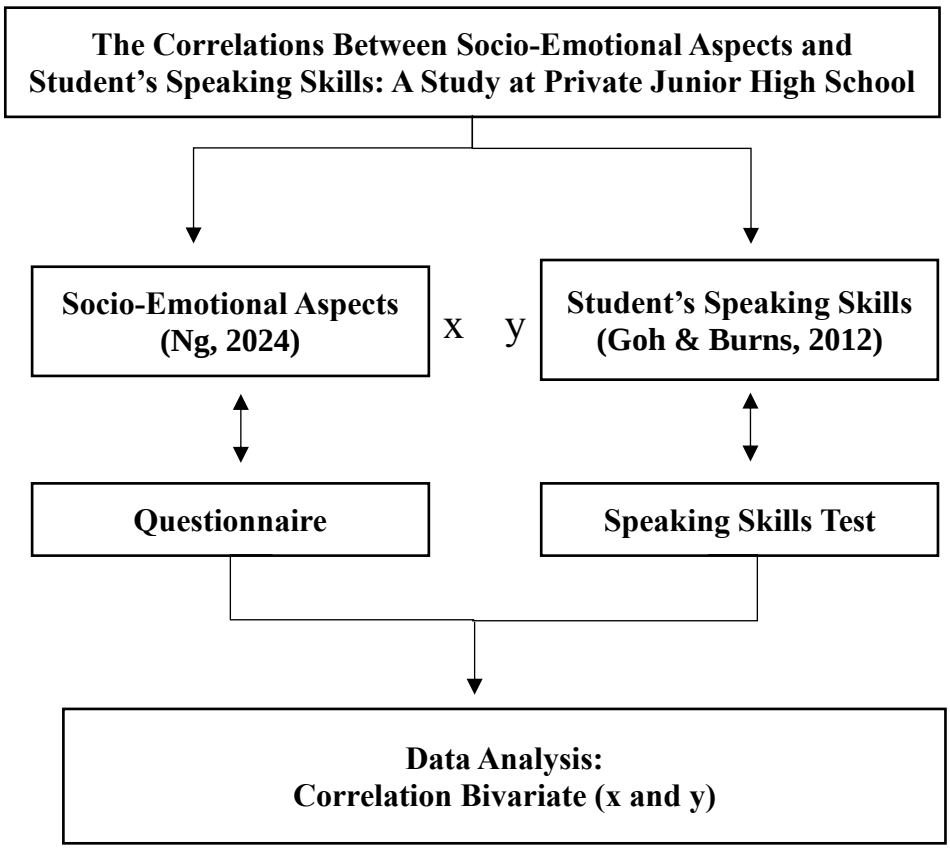


Figure 2. 1 Theoretical Framework

Based on Figure 2.1, this study aims to investigate the correlation between socio-emotional aspects (X) and speaking skills (Y) among junior high school students using a quantitative approach with a correlational method. The socio-emotional aspects will be measured through a questionnaire consisting of several indicators, such as self-awareness, self-management, motivation, empathy, and relationship skills. The questionnaire items are designed in the form of Likert-scale statements to capture students' perceptions and experiences in regulating emotions, building social connections, and responding to communication contexts. This instrument provides a systematic way to quantify socio-emotional competencies that may influence students' ability to express themselves in oral communication.

Meanwhile, speaking skills will be assessed through direct practice, where students are asked to perform speaking tasks such as short speaking by presenting self-introduction. The performances will be evaluated using a structured rubric that covers Grammar, discourse competence (coherence and fluency), sociolinguistic competence (appropriateness of expressions), and strategic competence (use of strategies to maintain communication). This dual approach were using questionnaires for socio-emotional measurement and performance-based tasks for speaking skills to ensures that both affective and linguistic dimensions are captured in the study. By correlating from these instruments, the research seeks to provide a deeper understanding of how socio-emotional aspects contribute to the development of speaking skills, particularly in private junior high school contexts where communication competence is essential.

2.5 Research Hypothesis

Hypothesis is formulated based on initial understanding of the phenomenon to be studied. According to Creswell & Creswell (2023, p.164), a hypothesis is a tentative statement that specifies the expected relationship between two or more variables and is tested through statistical procedures. Hypotheses help researchers focus their inquiry, guide the development of survey instruments, and provide the basis for testing theoretical assumptions. Hypothesis can be a statement about the influence between variables, differences between groups, or the relationship between certain variables in a study. Hypothesis is the basis for testing and collecting empirical evidence in scientific research. This hypothesis arises based on the relationship socio-emotional and student’s speaking skill of male and female

students in the context of junior high school students. Thus, it is expected that students who have the ability to socio-emotional can improve their speaking skill. To test the validity of the hypothesis, this study will be conducted using a correlational research method on junior high school students. The following is the formulation of the research hypothesis adapted from Creswell & Creswell (2023), Here are the statements:

a. Null hypothesis (H_0): There is no significant correlations between socio-emotional aspects and students' speaking skills in private junior high school.
b. Alternative hypothesis (H_1): There is significant correlation between socio-emotional aspects and students' speaking skills in private junior high school.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study employed a quantitative research type with a correlational research design. Quantitative research is defined as research that utilizes numerical data to answer research questions (Creswell & Creswell, 2023, p. 4). In this study, the analysis of numerical data will help identify the relationships between the variables being investigated. By employing a correlational research design, it is expected that significant patterns will be discovered, providing deeper insights into the interactions among the variables. A correlational research design is a framework used to investigate the relationships between two or more variables. This correlational study specifically aims to explore the relationship between socio-emotional aspects (X) and students' speaking skills (Y). This approach is particularly beneficial in educational settings, where understanding the dynamics between various factors can lead to improved teaching strategies and student outcomes. It means that the structured nature of quantitative research enables a clear examination of how different variables interact, which is crucial for developing effective educational interventions.

In the context of correlational research, it is essential to understand that this design does not imply causation but rather identifies the degree to which two or more variables are related. According to Creswell & Creswell (2023, p.45), Correlational design in which investigators use the correlational statistic to describe and measure the

degree or association (or relationship) between two or more variables or sets of scores. The researcher interpretation is that recognizing this limitation is vital for accurately interpreting the results and understanding the complexities of student development. In summary, this study's quantitative correlational design is well-suited for exploring the relationships between socio-emotional and students' speaking skills. By leveraging the strengths of quantitative research and correlational analysis, this study aims to uncover significant patterns that can inform educational practices.

3.2 Population and Sample

a. Population

The population of this study were students at a private junior high school. This population chosen because students have relatively stable language skills, allowing the study to investigate the relationship between socio-emotional aspects and students' speaking skills. In addition, this population also has relatively stable socio-emotional skills, allowing the study to investigate the relationship between socio-emotional aspects and students' speaking skills. The population of this study is estimated to be around 115 students in private junior high school in every grade, Class VII A (26 Students), Class VII B (25 Students), Class VIII (33 Students), and Class IX (31 Students). However, due to time and resource constraints, this study will only take some samples from this populations of private junior high school.

b. Sample

The sample of this study was selected randomly. By using the random sampling method, all individuals have an equal chance of participating in the study where the selection process is entirely based on luck (Noor et al., 2022). The number of samples in this study was 30 students, consisting of 10 male students and 20 female students. The sample of this study was selected from the population of private junior high school students seventh grade. The research sample was selected randomly to ensure that the research sample represented the population of junior high school students in private schools and had characteristics that were in accordance with the research objectives.

3.3. Data Collection Techniques

For data collection techniques, the researcher will describe through the research instruments, the validity and reliability of the data as follows:

3.3.1 Instruments

This study used two main instruments to measure students' socio-emotional aspects, and speaking skills. There are:

a. Questionnaire

The first instrument was a Likert-scale questionnaire consisting of 30 questions on socio-emotional aspects. The questionnaire was developed based on five key dimensions: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Ng, 2024). Each item

was rated on a 1–5 Likert scale, ranging from “strongly disagree” to “strongly agree.” To facilitate administration and ensure accessibility for all participants, the questionnaire will be distributed in a paper-based format. This approach allows students to complete the survey directly in class under the researcher’s supervision, minimizing potential technical barriers and ensuring that responses are collected efficiently and uniformly.

b. Speaking Test

The second instrument used in this study was a practical speaking test, which involved 3 minute presentation of self introduction. This assessment was designed to evaluate students' speaking skills based on three key criteria: Grammatical competence, Discourse competence, Sociolinguistic competence, Strategic competence (Goh & Burns, 2012). The assessment criteria were carefully selected to ensure a comprehensive evaluation of the students' speaking abilities. The scoring system was divided into five categories: 10–29 as Very Poor, 30–49 as Poor, 50–70 as Fair, 71–89 as Good, and 90–100 as Excellent. This classification provided an objective and systematic basis for evaluating students’ performance. The practical speaking test not only served as a means of assessment but also as a motivational tool for students. By preparing for the presentation, students had the opportunity to practice their speaking skills in a structured environment, which can help alleviate anxiety associated with public speaking. Furthermore, the feedback

provided after the presentations can guide students in identifying areas for improvement and encourage them to continue developing their speaking abilities.

In summary, the practical speaking test in the form of 3 minute presentation was an effective instrument for assessing students' speaking skills. By focusing on Grammatical competence, Discourse competence, Sociolinguistic competence, Strategic competence the test provided a well-rounded evaluation of students' abilities while also promoting confidence and engagement in the learning process. The insights gained from this assessment can inform future instructional strategies aimed at enhancing students' speaking proficiency in English. Both instruments were designed to examine the relationship between and socio-emotional aspects (X) on speaking skills (Y), emphasizing the influence of linguistic factors as the dominant variable.

Table 3. 1 Rubric Assessments of Speaking Test Goh & Burns (2012) as follow:

Aspects of Scoring Speaking	Score	Level	Criteria
Grammatical	30-27	Excellent	Almost no errors; accurate and varied use of complex structures.
	26-23	Good	Some minor errors, but they do not hinder understanding.
	22-19	Fair	Frequent errors, limited structures, comprehension occasionally affected
	18-15	Poor	Many errors, very limited grammar use.
	12-9	Very poor	Some minor errors, but they do not hinder understanding.

Aspects of Scoring Speaking	Score	Level	Criteria
Discourse Competence	30-27	Excellent	Speech is very coherent, fluent, logically connected, with appropriate use of connectors.
	26-23	Good	Speech is mostly coherent, with occasional pauses or repetitions.
	22-19	Fair	Speech is somewhat clear but often interrupted or loosely connected.
	18-15	Poor	Speech is often incoherent, with long pauses and frequent repetitions.
	12-9	Very poor	Speech is disorganized, difficult to follow, ideas not conveyed.
Sociolinguistic Competence	20-17	Excellent	Very appropriate use of register, expressions, and politeness according to context.
	16-13	Good	Generally appropriate, with slight inaccuracies in expressions or register.
	12-9	Fair	Sometimes uses inappropriate expressions/registers, affecting naturalness.
	8-5	Poor	Frequently inappropriate choice of register/expressions, not fitting the context.
	4-1	Very poor	No awareness of situational differences, language use entirely inappropriate.
Strategic Competence	20-17	Excellent	Uses strategies (paraphrasing, clarification, gestures) very effectively to maintain communication.
	16-13	Good	Uses strategies fairly well, able to overcome minor difficulties.
	12-9	Fair	Limited use of strategies, communication occasionally breaks down.
	8-5	Poor	Rarely or incorrectly uses strategies, communication often breaks down.
	4-1	Very poor	Unable to use strategies, communication completely fails.

3.3.2 Validity

The validity test of this research instrument was conducted to ensure that the 30 questions questionnaire could measure the intended variables, socio-

emotional aspects and speaking skills. The validity test involved 15 respondents outside the main research sample. These respondents were randomly selected and had backgrounds relevant to the research subjects, namely students learning English. To test validity, this study used construct validity methods. The data obtained from the questionnaire were analysed using statistical analysis, specifically by calculating the Pearson correlation coefficient to assess the relationship between each question item and the total score. The formula for calculating the Pearson correlation coefficient as Gravetter et al (2020) is given below:

$$r_{xy} = \frac{n.\sum XY - \sum X.\sum Y}{\sqrt{[n.\sum X^2 - (\sum X)^2][n.\sum Y^2 - (\sum Y)^2]}}$$

Here's a breakdown of the formula:

- **n:** The number of paired (x, y) data points.
- **Σ(xy):** The sum of the products of each x and y value.
- **Σx:** The sum of all x values.
- **Σy:** The sum of all y values.
- **Σ(x²):** The sum of the squares of all x values.
- **Σ(y²):** The sum of the squares of all y values.
- **√:** The square root

After calculating the Pearson correlation coefficients for each question item, compared the obtained values with the critical R-value from the correlation

table (r-table). The significance value in validity testing typically uses a significance level of 0.05 or 5%. If the significance value (p-value) obtained from the validity test is less than or equal to 0.05, then the question item or instrument is considered valid. Conversely, if the significance value is greater than 0.05, then the question item or instrument is deemed invalid.

In the context of this study, the validity test was conducted to ensure that the questionnaire items effectively measure the intended variables. By applying this significance threshold, The Writer can confidently determine which items contribute meaningfully to the assessment of socio-emotional aspects, and speaking skills. This rigorous approach to validity testing not only enhances the reliability of the research instrument but also ensures that the data collected will provide accurate insights into the relationships being studied (Furr, 2021). Thus, adhering to the 0.05 significance level is crucial for establishing the validity of the questionnaire used in this research.

The results of the validity test are expected to show that most of the items in the questionnaire have significant correlations, indicating that the questions can reliably measure the intended variables. Therefore, this questionnaire, which has been tested for validity, is ready for use in the main study to collect accurate and relevant data on students' socio-emotional aspects and speaking skills. Through this validity test process, it is hoped that the instrument used will

produce valid and reliable results, allowing the data analysis conducted in this study to provide in-depth insights into the interactions between these variables.

3.3.3 Reliability

To ensure the consistency and dependability of the research instrument utilized in this study, assessing reliability is of paramount importance. Reliability refers to the degree to which an instrument produces consistent and stable results when administered under similar conditions. One of the most widely used methods for evaluating reliability is Cronbach's Alpha, which measures the internal consistency among the items within a questionnaire.

In this study, the reliability assessment was conducted to ensure that the questionnaire items consistently measure the intended constructs. A high Cronbach's Alpha value would suggest that the items are well correlated and effectively capture the underlying dimensions of socio-emotional aspect, and speaking skills. This reliability check not only enhances the credibility of the research findings but also assures that the data collected can be trusted for subsequent analysis. Ultimately, establishing a reliable instrument is essential for drawing valid conclusions and making informed recommendations based on the research outcomes. This categorization serves as a practical benchmark in determining whether the questionnaire employed in this research is reliable and appropriate for subsequent data analysis. The Categorization of Cronbach's Alpha based on by Sugiyono (2022:135) are described in the following table 3.2.

Table 3. 2 Cronbach's Alpha

Reliability Score (Person / Item)	Interpreted
>0,94	Excellent
0,91 – 0,94	Very good
0,81 – 0,90	Good
0,67 – 0,80	Adequate
< 0,67	Weak

A test is deemed reliable when it consistently assesses what it is intended to measure. According to Creswell & Creswell (2023), Reliability in this context refers to the consistency or repeatability of an instrument. The most important form of reliability for multi-item instruments is the instrument's internal consistency the degree to which sets of items on an instrument behave in the same way. When the results align with anticipated categories, such as those derived from the Likert scale, the primary variables can be effectively represented through distinct indicators.

3.4 Data Analysis Technique

This study utilized a quantitative analysis method, which involves a systematic approach to gathering and examining measurable and verifiable data. Statistical techniques are employed to assess and interpret numerical information, making data analysis a crucial aspect of the research process. It facilitates the organization, transformation, and interpretation of data to generate meaningful insights, allowing researchers to draw conclusions and make informed decisions (Stotmeister, 2024).

Within this framework, two primary techniques are commonly applied in quantitative analysis: descriptive and inferential statistics. Descriptive statistics summarize and organize data using measures such as mean and standard deviation, while inferential statistics allow researchers to generalize findings from a sample to a larger population (Blbas, 2024). The analysis in this study will also incorporate specific tests, including normality tests, linearity test, and bivariate correlation, to provide a comprehensive understanding of the data. These techniques will facilitate the examination of relationships between variables and ensure that the assumptions of statistical tests are satisfied, ultimately aiming to yield robust insights into the connections among socio-emotional aspects, and speaking skills.

3.4.1 Descriptive Statistic

This study utilized descriptive statistical methods, which are effective for organizing, presenting, and summarizing data in a clear and systematic way. According to Blbas (2024) descriptive statistics simplify complex datasets, facilitating the identification and interpretation of key trends and patterns. These methods allow researchers to summarize data using numerical indicators such as the mean, median, and mode, and to visually present information through tables and charts. Descriptive statistics serve as a foundational step in the analysis process, assisting researchers in cleaning and organizing raw data and establishing relationships within the dataset before moving on to inferential analysis. Rather than aiming to draw broader conclusions or make predictions,

descriptive statistics provide a concise and informative summary of the collected data.

In the context of this study, which explores the relationship between, socio-emotional aspects, and students' speaking skills, descriptive statistical analysis was employed to effectively interpret quantitative data. This method is particularly useful for analysing data presented in tables, charts, and numerical summaries such as the mean, median, and mode. Utilizing SPSS software, the researcher systematically processed survey data to derive key descriptive indicators, especially the mean and standard deviation (SD), for variables measuring students' socio-emotional aspects, and their speaking skills. As Creswell & Creswell (2023) explain the mean indicates the central point of a data distribution, while the standard deviation reflects the degree of variability or dispersion from the mean. Both metrics are crucial for accurately summarizing and interpreting quantitative data. The application of SPSS not only improved the efficiency of data management but also ensured a methodologically sound approach to analysing correlations among, socio-emotional aspects, and speaking skills. This comprehensive analysis ultimately supports the validity and clarity of the study's conclusions, providing valuable insights into how these factors interact to influence students' speaking abilities.

3.4.2 Inferential Statistic

Inferential statistical techniques serve as valuable tools for analyzing data collected from online questionnaires. The use of online questionnaires has gained popularity in recent years due to their convenience and practicality. According to Sen & Das (2023), inferential statistics is a branch of statistics that allows researchers to make broader conclusions about a population based on data gathered from a sample. This approach encompasses activities such as hypothesis testing, parameter estimation, and examining relationships between variables. By employing inferential statistics, researchers can generalize their findings beyond the sample, thereby aiding decision-making and validating research outcomes. Consequently, the use of inferential statistical methods was appropriate for the data analysis in this study.

Before performing inferential statistical analysis, it is crucial to assess whether the data satisfy the assumption of normality. This preliminary step ensures that the selected statistical methods are appropriate for the data, leading to valid and reliable results. Normality refers to the condition where data are distributed in a pattern that resembles a bell-shaped curve, known as the normal distribution. Many parametric tests, such as t-tests, ANOVA, and Pearson correlation, rely on this assumption to produce accurate estimates and valid significance testing. When the data significantly deviate from normality, it can distort statistical outcomes, increase Type I or Type II errors, and undermine the integrity of the conclusions drawn. Therefore, evaluating the distribution of the

data through tests like the Shapiro–Wilk or Kolmogorov–Smirnov, as well as graphical methods such as histograms or Q-Q plots, is essential. By confirming that the data approximate a normal distribution, researchers can proceed with greater confidence that the statistical procedures they apply will yield trustworthy and meaningful results.

In the context of this study, which investigates the correlations between, socio-emotional aspects, and students' speaking skills, these inferential statistical techniques will provide insights into how these variables interact. By confirming the assumptions of normality and homogeneity, the analysis will yield robust findings that contribute to a deeper understanding of the factors influencing students' speaking abilities. This comprehensive approach not only enhances the reliability of the research but also supports the formulation of effective educational strategies aimed at improving and socio-emotional well-being in students.

1) Normality Test

One of the key assumptions in statistical analysis is that the data should follow a normal distribution. A normality test is conducted to determine whether the data collected from the online questionnaire is normally distributed. According to Hagag (2022) explain that a normality test is a statistical procedure used to verify whether the data follow a normal distribution. This test is essential because many statistical analyses require normally distributed data to ensure accurate results. Researchers can decide

whether to apply parametric tests or opt for non-parametric methods. This distinction is important because many statistical tests, such as t-tests or ANOVA, require normally distributed data to produce valid results.

In the context of this study, which involved a sample of 30 students, the Shapiro-Wilk test was employed to assess the normality of the data. The Shapiro-Wilk test is particularly suitable for smaller sample sizes, typically less than 50 participants, making it an appropriate choice for this research. According to Khatun (2021), the Shapiro-Wilk test is a reliable method for testing normality and is widely used in various fields of research. The formula for the Shapiro-Wilk test is as follows:

$$W = (\sum a_i x_i)^2 / \sum (x_i - \bar{x})^2$$

Where:

- W: statistic test
- x(i): ordered sample values
- a_i: coefficients derived from the expected values of the order statistics of a normal distribution
- x: sample mean.

The interpretation of the results from the normality test is as follows:

- Normal Data: If the significance value (p-value) is greater than 0.05, the data is considered to be normally distributed. This indicates that there is not enough evidence to reject the null hypothesis, which states

that the data follows a normal distribution. In the context of this study, if the data regarding, socio-emotional aspects, and students' speaking skills shows a normal distribution, then further analysis can be conducted using parametric statistical methods.

- Non-Normal Data: Conversely, if the significance value (p-value) is less than or equal to 0.05, the data is considered not to be normally distributed. This indicates that there is sufficient evidence to reject the null hypothesis, and the data does not follow a normal distribution. In this case, further analysis should utilize non-parametric statistical methods, which do not require the assumption of normality.

Thus, the results of this normality test will guide the researcher in selecting the appropriate analytical techniques to explore the relationships between socio-emotional aspects, and students' speaking skills, ultimately leading to valid and reliable conclusions.

2.) Linearity Test

In this study, before testing the correlation between socio-emotional aspects and speaking skills, a linearity test was conducted to examine whether the relationship between the two variables followed a linear pattern. The linearity test was carried out using the Test for Linearity in ANOVA, which evaluates the significance of the linear relationship as well as the deviation from linearity. This procedure is appropriate because it ensures that the

assumption of linearity is met before proceeding with correlation analysis, thereby increasing the validity of the statistical results. The analysis provides two main significance values: the linearity significance and the deviation from linearity significance. If the linearity significance value is less than 0.05, it indicates that there is a statistically significant linear relationship between socio-emotional aspects and speaking skills (Hair et al., 2021). On the other hand, if the deviation from linearity significance is greater than 0.05, it means there is no significant deviation, confirming that the relationship can be considered linear.

To complement the statistical test, the results will also be presented in the form of a scatter plot. Each point in the scatter plot represents a pair of scores: the socio-emotional score obtained from the questionnaire (X) and the speaking skills score obtained from the performance test (Y). A visible upward trend in the scatter plot supports the existence of a positive linear relationship, while a downward trend suggests a negative linear relationship. The combination of statistical results from the ANOVA-based linearity test and the visual representation from the scatter plot provides stronger evidence regarding whether the relationship between socio-emotional aspects and speaking skills can be analyzed using linear correlation techniques.

3.) Bivariate Correlation

In the research, a systematic approach is taken to explore the relationships between Socio-emotional aspects (X), and students' speaking

skills (Y) through bivariate correlation analysis Initially, bivariate correlation analysis is employed to test the following hypotheses:

1. H_0: There is no significant correlation between socio-emotional aspects (X) and students' speaking skills (Y).
2. H_1: There is a significant positive correlation between socio-emotional aspects (X) and students' speaking skills (Y).

And use the following formula:

$$r_{xy} = \frac{n.\sum XY - \sum X.\sum Y}{\sqrt{[n.\sum X^2 - (\sum X)^2][n.\sum Y^2 - (\sum Y)^2]}}$$

As noted by Aslam & Ullah (2023) bivariate correlation analysis is effective in assessing the strength and direction of relationships between two variables. A statistically significant correlation coefficient ($p < 0.05$) would support these hypotheses, indicating meaningful associations between socio-emotional aspects, and speaking skills. To visually represent these relationships, the study will present the data using scatter plots, which will illustrate the correlation between the variables and provide a clearer understanding of their interactions. This graphical representation will enhance the interpretation of the correlation analysis, allowing for a more intuitive grasp of how and socio-emotional aspects relate to speaking skill.

To examine the relationship between the independent variable (X) and the dependent variable (Y), this study employed the Pearson Product Moment correlation analysis. This technique was selected because both variables are measured on an interval scale and the data meet the assumption of normality. The correlation coefficient (r) obtained from the analysis will be interpreted based on its value, which indicates the strength and direction of the relationship between the variables. A positive correlation shows that an increase in one variable tends to be followed by an increase in the other, while a negative correlation indicates the opposite.

The interpretation of correlation coefficient values in this study refers to the classification levels presented in the following table:

Table 3. 3 Interpretation of Correlation Coefficient Levels

Correlation Coefficient	Interpretation
0.00 – 0.199	Very Low / Very Weak
0.20 – 0.399	Low / Weak
0.40 – 0.599	Moderate / Fair
0.60 – 0.799	Strong / High
0.80 – 1.000	Very Strong / Very High

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Research Findings

This chapter of research explains about the research finding and discussion consisting the data description and data analysis. The data analysis compared the performance of male and female students in functional grammar and writing tests. Furthermore, it investigated the correlation between functional grammar mastery and writing factual recount texts. In the last sub of this chapter is discussion of the researchfinding.

4.1.1 Data Description of Research Result

The research was conducted from Wednesday, 17th of September 2025 to Thursday, 18th of September 2025. This research was carried through speaking test and paper-based questionnaire that involves five key dimensions: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The objective of this research is to find out the significant relationship between Socio-emotional and Students' Speaking Skills at Private Junior High School. The data of the research shows the general description of students' socio-emotional and speaking scores. The researcher used the data from 30 students as the participants of the research, consisting of both male and female students. The obtained data for each variable can be described as follows:

1. The Result of Students' Socio-Emotional Questionnaire

The data of socio-emotional aspects was obtained from a questionnaire consisting of several indicators such as self-awareness, self-management, motivation, empathy, and relationship skills. The data were collected from 30 students as the sample of the research. The following table shows the socio-emotional questionnaire answer percentages of each item. Thus, distributing a questionnaire containing 30 statements to 30 respondents, a summary of the results is shown in Table 4.1.

Table 4. 1 Socio-Emotional Questionnaire Percentages Result

No.	Questions	Score				
		SA	A	N	D	SD
1	Questions 1	0%	20%	33%	40%	7%
2	Questions 2	0%	17%	23%	53%	7%
3	Questions 3	3%	13%	40%	37%	7%
4	Questions 4	3%	10%	27%	50%	10%
5	Questions 5	0%	13%	27%	37%	23%
6	Questions 6	10%	13%	27%	43%	7%
7	Questions 7	3%	13%	37%	37%	10%
8	Questions 8	0%	10%	30%	37%	23%
9	Questions 9	3%	27%	33%	30%	7%
10	Questions 10	7%	17%	10%	57%	10%
11	Questions 11	13%	10%	27%	37%	13%
12	Questions 12	7%	20%	43%	23%	7%
13	Questions 13	7%	17%	37%	33%	7%
14	Questions 14	13%	17%	27%	40%	3%
15	Questions 15	0%	37%	20%	33%	10%
16	Questions 16	3%	30%	13%	40%	13%
17	Questions 17	10%	23%	20%	37%	10%
18	Questions 18	7%	20%	23%	37%	13%
19	Questions 19	7%	20%	30%	30%	13%
20	Questions 20	10%	17%	33%	27%	13%
21	Questions 21	10%	27%	27%	27%	10%
22	Questions 22	7%	27%	43%	20%	3%
23	Questions 23	20%	20%	27%	30%	3%
24	Questions 24	17%	37%	13%	27%	7%
25	Questions 25	10%	30%	17%	37%	7%
26	Questions 26	20%	17%	20%	33%	10%

No.	Questions	Score				
		SA	A	N	D	SD
27	Questions 27	10%	37%	20%	27%	7%
28	Questions 28	10%	47%	23%	20%	0%
29	Questions 29	13%	30%	17%	37%	3%
30	Questions 30	3%	13%	27%	47%	10%

Table 4.1 show the socio-emotional aspect questionnaire was developed based on the responses of 30 participants using a Likert scale. The questionnaire covers five main aspects, namely self-awareness, self-management, social awareness, relationship skills, and responsible decision making. The table presents the distribution of responses across each scale category, providing a general overview of the participants' socio-emotional tendencies. The data displayed can be used to determine the overall level of achievement, whether in the low, moderate, or high category. Presents the results of the students' socio-emotional questionnaire. After that, the researcher also calculated the mean, median, standard deviation, minimum and maximum score of Socio-Emotional Score. The result is presented in this following table.

Table 4. 2 Statistical Result of Socio-Emotional Questionnaire

Variable	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Socio-Emotional	30	56.00	127	2548.00	84.9333	14.25389
Valid N (listwise)	30					

Based on the results at Table 4.2 above, the highest score in socio-emotional aspects was 127 and the lowest score was 56. The overall mean

score obtained by all students was 84.9333, with a total score of 2548 and a standard deviation of 14.25389.

2. The Result of Speaking Test

The data of speaking skills was obtained from a speaking performance test assessed using a rubric that covered grammar, discourse competence, sociolinguistic competence, and strategic competence. The following table is the score of speaking test of each student as the evaluation result and score classification.

Table 4. 3 The Score of Students' Speaking Test

No.	Students	Score	Classification
1	Student 1	80	Good
2	Student 2	70	Fair
3	Student 3	70	Fair
4	Student 4	65	Fair
5	Student 5	60	Fair
6	Student 6	70	Fair
7	Student 7	80	Good
8	Student 8	85	Excellent
9	Student 9	85	Excellent
10	Student 10	70	Fair
11	Student 11	60	Fair
12	Student 12	60	Fair
13	Student 13	80	Good
14	Student 14	90	Excellent
15	Student 15	65	Fair
16	Student 16	90	Excellent
17	Student 17	70	Good
18	Student 18	80	Good
19	Student 19	79	Good
20	Student 20	76	Fair
21	Student 21	60	Fair
22	Student 22	70	Good
23	Student 23	80	Good
24	Student 24	80	Good
25	Student 25	70	Good
26	Student 26	70	Good
27	Student 27	60	Fair
28	Student 28	75	Good
29	Student 29	60	Fair
30	Student 30	95	Excellent

Based on the results of table 4.3, the highest score in the speaking test was 95 and the lowest score was 60. Then, the following table shows the mean, median, minimum and maximum score of speaking test.

Table 4. 4 Statistical Result of Speaking Test

Variable	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Speaking Test	30	60	95	2205.00	73.5000	9.99914
Valid N (listwise)	30					

Based on the results at Table 4.4 above, the highest score in speaking test was 95 and the lowest score was 60. The overall mean score obtained by all students was 73.5, with a total score of 2205 and a standard deviation is 9.9.

4.1.2 The Data Analysis of Research Result

This discussion covers instrument testing (validity and reliability test) and hypothesis testing (normality, linearity and correlation analysis).

1. Instrument Testing

Based on the data from the questionnaire and speaking test results shown in the previous table, then two stages of analysis were carried out on the data, namely validity test and reliability test.

a. Validity of the Instrument Questionnaire

The validity test was conducted on 50 items distributed to respondents outside the research sample. The validity analysis employed the Pearson Product Moment Correlation, in which each item's calculated correlation

value (r-count) was compared with the critical value from the correlation table (r-table) at a 5% significance level. The results showed that 32 items were declared valid because their r-count values were greater than or equal to the r-table. Meanwhile, 18 items were found to be invalid since their r-count values were lower than the r-table, and therefore these items were excluded from the instrument. From the 32 valid items of the Questionnaire for Variable X (Socio-Emotional), the researcher then selected 30 items considered most representative to be used as the final research instrument. Two valid items were excluded because they were overlapping with other indicators and less effective in representing the construct. The statements *"I can always control my emotions in every situation"* and *"I never feel confused about my emotions,"* were considered for the questionnaire but later identified as less suitable. Both statements were too absolute and prone to response bias, so they were excluded to maintain the validity and representativeness of the socio-emotional instrument. Thus, the instrument applied in this study consisted of 30 valid items, which had met the validity requirements. The detailed analysis can be seen in Appendix 6.

b. Reliability of the Instrument Questionnaire

The reliability test was conducted on the instrument using Cronbach's Alpha.

Table 4. 5 Reliability of Socio-Emotional Questionnaire Test Result

Cronbach's Alpha	N of Items
0.941	50

According to Table 4.5, The analysis produced a reliability coefficient of 0.941 with a total of 50 items. According to the reliability criteria, this value falls within the excellent category (≥ 0.90), indicating that the instrument has a very high level of internal consistency.

2. Hypothesis Testing

Before conducting a correlation analysis, a correlation prerequisite test is carried out first carried out, namely the normality and linearity test, after that a correlation test can be carried out to test the hypothesis.

a. Normality Test

Before conducting further statistical analysis, it is necessary to test whether the data are normally distributed. Since the number of respondents in this study was less than 50, the Shapiro-Wilk test was employed to examine the normality of the data distribution for both variables. The researcher is using SPSS for the computations of normality. The results of the Shapiro-Wilk test by Khatun (2021) are presented in Table 4.3.

Table 4. 6 Normality Test Result

	Shapiro-Wilk		
	Statistic	Df.	Sig.
X (Socio-emotional)	0,949	30	0,155
Y (Speaking Skill)	0,931	30	0,053

Based on Table 4.3, The normality test was conducted using Shapiro-Wilk since the total number of samples was 30 (< 50). The results showed that the Socioemotional variable had a significance value of 0.155, while the Speaking Skills variable had a significance value of 0.053. Both significance values are greater than 0.05, indicating that the data for both variables are normally distributed. Therefore, the assumption of normality is fulfilled, and the data are appropriate for further analysis using the Pearson Product Moment correlation test. The histograms illustrating the results of the normality test is presented below figure 4.1 and 4.2.

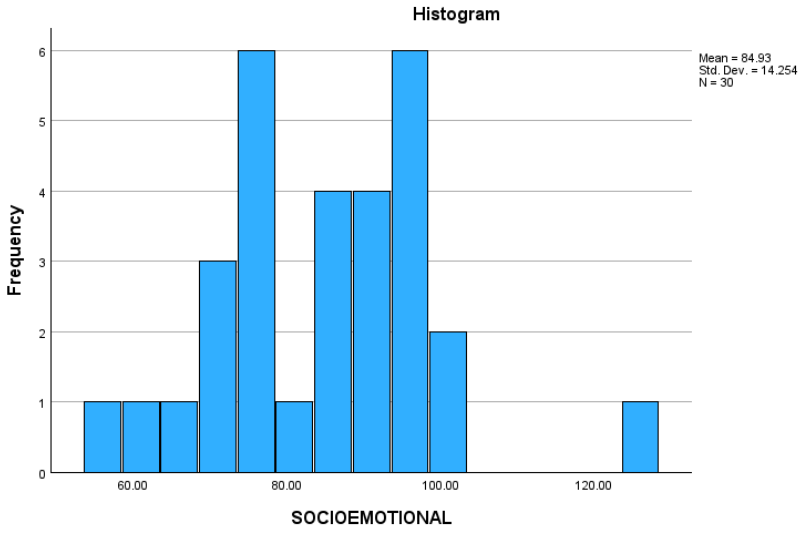


Figure 4. 1 Histogram of Normality Test Socio-Emotional

The histogram in Figure 4.1 illustrates the distribution of socioemotional scores, with a mean of 84.93 and a standard deviation of 14.254. Most of the data are concentrated within the score range of 75–

95, forming a pattern that approximates a normal distribution. This finding is supported by the normality test result, which shows a significance value of p = 0.155 (> 0.05). Therefore, it can be concluded that the data are normally distributed.

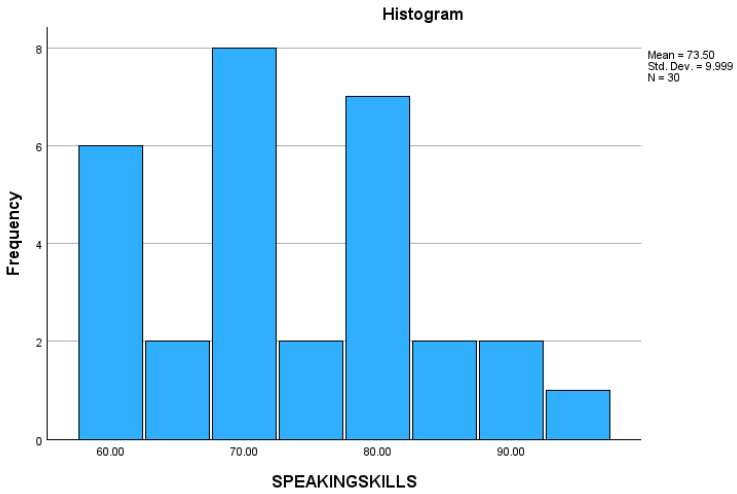


Figure 4. 2 Histogram of Normality Test Speaking Skill

The histogram in Figure 4.2 shows the distribution of speaking skills scores, this indicates that the data tend to approximate a normal distribution. Supporting this, the normality test produced a significance value of p = 0.053 (> 0.05), which means the data are normally distributed.

b. Linearity Test

Before conducting correlation analysis, it is important to test the assumption of linearity to ensure that the relationship between the independent variable (X: *Socio-Emotional Aspects*) and the dependent variable (Y: *Speaking Skills*) forms a straight-line relationship. The

linearity test was conducted using Analysis of Variance (ANOVA) for linearity. This test compares the variance around the regression line with the variance around a curve, in order to identify whether there is any significant deviation from linearity. In SPSS, the linearity test was carried out through the *Compare Means → Means* procedure, followed by selecting the option for *ANOVA table and eta*. Alternatively, it can also be accessed by going to *Analyze → Compare Means → One-Way ANOVA*, then checking the "Test for Linearity" option. The output from SPSS provides two important values: the Sig. value for Linearity, which indicates whether the relationship between the independent and dependent variable is linear, and the Sig. value for Deviation from Linearity, which indicates whether there is a significant departure from linearity. A result is considered linear if the significance value for Linearity is below 0.05, while the significance value for Deviation from Linearity is above 0.05. This test compares the variance around the regression line with the variance around a curve, in order to identify whether there is any significant deviation from linearity.

Table 4. 7 The Result of ANOVA from Linearity Test

			Sum of Squares	Df	Mean Square	F	Sig.
Socio-Emotional* Speaking Skills	Between Groups	(Combined)	1339.825	9	1259.981	1.464	.228
		Linearity	1204.746	1	1204.746	6.783	.017
		Deviation From Linear	1135.079	8	141.885	.799	.611
	With Group		3552.042	29	177.602		
	Total		5891.867	29			

Based on the Table 4.7, The results of the linearity test show that the significance value of the Linearity is 0.017 (< 0.05), indicating that there is a significant linear relationship between socioemotional aspects and speaking skills. Meanwhile, the Deviation from Linearity shows a significance value of 0.611 (> 0.05), which means there is no significant deviation from linearity. Therefore, it can be concluded that the relationship between socioemotional aspects and speaking skills is linear, and the data meet the linearity assumption, making them appropriate for further analysis using Pearson correlation.

c. Correlation Analysis

To examine the correlation between socio-emotional aspects (X) and speaking test achievement (Y), the researcher used the Pearson Product-Moment correlation in SPSS 29. By using the standard interpretation of Pearson's correlation coefficient. The interpretation of correlation coefficients can be categorized into several levels. A value ranging from 0.00 to 0.19 is interpreted as a very low correlation, while a value between 0.20 and 0.39 indicates a low correlation. Correlation coefficients in the range of 0.40 to 0.59 are considered moderate, and those between 0.60 and 0.79 reflect a high correlation. Finally, a value from 0.80 to 1.00 shows a very high correlation.

The result of the analysis is presented in the following Correlations table 4.8:

Table 4. 8 The Result of Correlation Analysis

		Socio-emotional (X)	Speaking Test (Y)
Socio-emotional (X)	Person Correlation	1	.452
	Sig. (2-tailed)		.012
	N	30	30
Speaking Test (Y)	Person Correlation	.452	1
	Sig. (2-tailed)	.012	
	N	30	30

The correlation analysis was conducted to examine the relationship between socio-emotional aspects and speaking skills among the respondents. The results show that the Pearson correlation coefficient between socio-emotional and speaking skills is 0.452, which indicates a moderate positive correlation. This suggests that students with higher socio-emotional competence tend to demonstrate better speaking skills. Furthermore, the significance value (Sig. 2-tailed) obtained was 0.012, which is lower than the standard significance level of 0.05. This finding implies that the correlation between the two variables is statistically significant, meaning the observed relationship is unlikely to occur by chance. Therefore, it can be concluded that socio-emotional competence contributes positively to students' speaking skills, reinforcing the importance of socio-emotional factors in supporting language performance. The results are further illustrated by the scatter plot presented in figure 4.3 below:

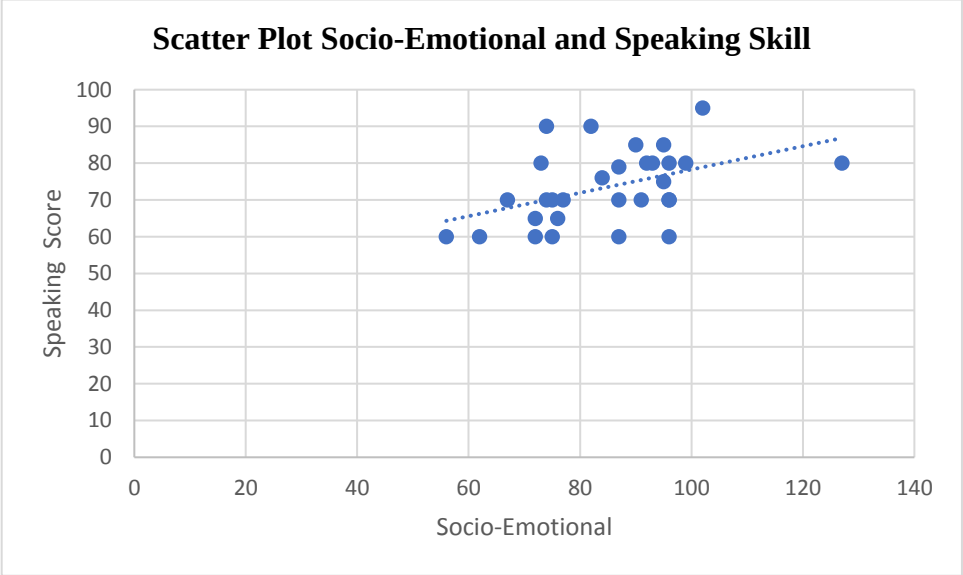


Figure 4. 3 Scatter Plot Socio-Emotional and Speaking Skill

The scatterplot diagram Figure 4.3 also supports this finding, showing a general upward trend between socio-emotional aspects (X) and speaking achievement (Y), even though the data points are not perfectly aligned.

The results of the correlation analysis between socio-emotional (X) and speaking skills (Y) show a correlation coefficient of r = 0.452 with a significance value of p = 0.012 (< 0.05). This indicates that there is a moderate positive and significant relationship between students' socio-emotional competence and their speaking skills. In other words, the higher the socio-emotional ability of the students, the better their speaking performance tends to be.

4.1.3 Discussions

The correlation analysis in this study aimed to examine the relationship between socio-emotional competence and speaking skills among the 30 respondents. The Pearson correlation coefficient obtained was 0.452, indicating a moderate positive correlation. This finding suggests that students with higher socio-emotional competence tend to demonstrate better speaking performance, which is consistent with the study by Aulia & Apoko (2022) who found that self-confidence significantly supports students' oral communication.

The result highlights the role of socio-emotional factors in supporting students' ability to communicate effectively. This is reinforced by Darojah & Aminin (2023) who revealed that motivation strongly influences students' willingness and ability to speak in English. The significance value (Sig. = 0.012) is lower than the standard alpha level of 0.05, indicating that the correlation between socio-emotional competence and speaking skills is statistically significant. This finding is in line with Imama (2023) and Handayani (2023), who emphasized that emotional intelligence contributes directly to better speaking performance in classroom interactions.

The positive correlation also aligns with theoretical perspectives suggesting that socio-emotional skills contribute to better communication outcomes. Students who are aware of their emotions, capable of self-management, and sensitive to social cues tend to feel more confident and motivated when speaking. This is supported by Maricel et al. (2025) who highlighted that social skills, combined with speaking abilities, play an essential role in communication effectiveness. The

scatter plot further illustrates this relationship, showing that as socio-emotional scores increase, speaking scores also tend to rise.

Overall, the results suggest that socio-emotional competence plays a significant role in enhancing students' speaking performance. This supports the argument of Aulia & Apoko (2022), Darojah & Aminin (2023), Imama (2023) and Handayani (2023), and Maricel et al. (2025) that socio-emotional aspects is not supplementary but integral to effective communication. Integrating socio-emotional learning activities, such as self-awareness exercises, collaborative tasks, and emotional regulation strategies, can therefore support language development effectively. In conclusion, this study emphasizes that socio-emotional development and academic skills are interconnected and mutually reinforcing in the context of speaking performance.

CHAPTER V

CONCLUSION AND RECOMENDATIONS

5.1 Conclusion

This study aimed to investigate the relationship between socio-emotional competence and students' speaking skills. Based on the analysis, a moderate positive correlation with a Pearson correlation coefficient of 0.452 was found. This indicates that students who possess higher levels of socio-emotional competence tend to perform better in speaking activities. The significance value (Sig. = 0.012) shows that this relationship is statistically significant and unlikely to occur by chance. Therefore, socio-emotional competence is confirmed as an important factor influencing speaking performance. The findings suggest that socio-emotional competence contributes to students' ability to communicate effectively. Students with higher self-awareness, self-management, social awareness, relationship skills, and responsible decision-making demonstrate better confidence and fluency in speaking. This result aligns with the theory that emotional and social skills support language learning by facilitating engagement, motivation, and positive interaction in communication. It also shows that students who can manage emotions and interact well socially tend to participate more actively in speaking tasks. Hence, socio-emotional competence is not only a personal skill but also an academic asset.

The scatter plot analysis further supports the correlation results by visually showing a positive trend between socio-emotional competence and speaking skills. Most data

points follow an upward pattern, indicating that higher socio-emotional scores generally correspond with higher speaking scores. Although individual variations exist, the overall trend confirms the statistical findings. This visual representation highlights that socio-emotional competence plays a consistent role across the sample in enhancing speaking performance. Thus, both statistical and visual analyses validate the importance of socio-emotional factors in language learning. In addition, the study indicates that socio-emotional competence may indirectly affect other aspects of students' learning. Improved socio-emotional skills can enhance motivation, reduce anxiety, and foster a positive learning environment, which in turn supports better speaking outcomes. Students who feel confident and socially aware are more likely to engage in classroom activities, ask questions, and collaborate with peers. Therefore, socio-emotional competence not only affects speaking skills directly but also strengthens the overall learning experience. These findings underline the need to integrate socio-emotional development into language education programs.

Overall, the study concludes that socio-emotional competence is a significant predictor of students' speaking performance. Developing self-awareness, emotional regulation, social understanding, and relationship skills can provide students with the confidence and motivation needed to improve their speaking abilities. The statistically significant positive correlation demonstrates that socio-emotional development should be considered an essential component of language learning strategies. Educators are encouraged to include socio-emotional learning activities alongside academic

instruction to enhance students' overall communication competence. In conclusion, socio-emotional competence and speaking skills are closely interrelated and mutually supportive in the process of language learning.

5.2 Recomendations

Based on the conclusion, the researcher proposes several Recommendations:

1. For teachers, Teachers and language instructors are encouraged to integrate socio-emotional learning activities into their teaching programs. Activities such as self-awareness exercises, emotional regulation tasks, group discussions, and collaborative projects can help students develop both socio-emotional competence and speaking skills simultaneously. By incorporating these strategies, educators can create a supportive learning environment that encourages students to express themselves confidently. Moreover, socio-emotional learning can help reduce anxiety and increase engagement during speaking activities. Therefore, integrating socio-emotional aspects into language teaching is essential for fostering holistic student development.
2. For students, Students are advised to actively develop their socio-emotional skills to support their academic and personal growth. This includes practicing self-awareness, managing emotions effectively, building positive relationships, and making responsible decisions. Enhancing these skills can improve students' confidence, motivation, and willingness to participate in speaking tasks. Additionally, students can benefit from peer feedback, reflective exercises, and

practicing communication in real-life contexts. By focusing on socio-emotional development, students are likely to achieve better performance not only in speaking but also in other aspects of language learning.

3. For future researchers, Future researchers are advised to conduct further studies on the relationship between socio-emotional competence and other language skills, such as writing, reading, and listening. Increasing the sample size and including participants from diverse backgrounds could improve the generalizability of the findings. Researchers may also consider using qualitative methods, such as interviews, observations, or case studies, to explore the underlying mechanisms of how socio-emotional competence affects language learning. Additionally, longitudinal studies could provide insights into the long-term impact of socio-emotional development on academic performance. These efforts can contribute to a deeper understanding of the role of socio-emotional factors in language education.

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APPENDICES

Appendix 1. Blueprint Online Questionnaire

Title : The Correlationala Between Socio-Emotional Aspects and Students' Speaking Skills: A Study At A Private Junior High School

Purpose : To examine the relationship between socio-emotional aspects and students' speaking skills.

Blueprint

Theory	Aspects	Item Number
Self-Determination Theory and Socioemotional Learning (Ng, 2024)	Self - awareness	1-6
	Self – management	7-12
	Social Awareness	13-18
	Relationship skill	19-24
	Responsible decisions making	25-30

Appendix 2. Details Statement of Questionnaire

Self-Determination Theory and Socioemotional Learning (Ng, 2024)

Aspects	Statements	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
		1	2	3	4	5
Self - awareness	1. I can recognize what I am feeling in different situations.					
	2. I understand how my emotions influence my behaviour.					
	3. I am aware of my personal strengths.					
	4. I know what situations make me feel stressed or uncomfortable					
	5. I reflect on how my feelings affect others.					
	6. I am confident in expressing who I am.					
Self – management	7. I can manage my emotions when I feel overwhelmed.					
	8. I stay focused even when distractions are					

	around me.					
	9. I work toward my goals even when I face challenges					
	10. I remain calm in stressful situations.					
	11. I can delay gratification to reach a long-term goal.					
	12. I use strategies (e.g., deep breathing, positive self-talk) to manage stress.					
Social Awareness	13. I am able to recognize how others are feeling.					
	14. I try to understand other people's points of view.					
	15. I show respect to people from different backgrounds.					
	16. I feel empathy for others when they are upset.					
	17. I consider how my actions affect other people.					
	18. I listen					

	carefully when others talk about their feelings.					
Relationship skill	19. I communicate clearly when I talk with others.					
	20. I am able to work well with others in a group.					
	21. can solve conflicts with others in a respectful way.					
	22. know how to ask for help when I need it.					
	23. respect other people's opinions during discussions.					
	24. I can maintain friendships even after disagreements					
Responsible decisions making	25. I think carefully before making decisions.					
	26. I consider the consequences of my actions.					
	27. I make decisions that are fair and respectful.					
	28. I make decisions that					

	are fair and respectful.					
	29. I try to solve problems in a peaceful way.					
	30. I make decisions based on what is right, not just what is easy.					

Appendix 3. Speaking Performance Test

Theme	:	Self-Introduction
Level	:	Seventh Grade Junior High School
Type of Test	:	Individual Oral Performance
Duration	:	±2 minutes preparation, ±3 minutes speaking
Purpose	:	To assess students' actual speaking skills in English through a structured oral performance

Instruction for Teacher:

1. Call each student one by one to the front of the class.
2. Give the students 2 minutes to think about what they want to say themselves without using any text.
3. The student will then speak for approximately 1-3 minutes, describing themselves.
4. Evaluate their performance based on the provided scoring rubric.

Task for Students:

1. Make a self-introduction that includes your name, region, age, school, hobbies, family background, favourite activities, and future aspirations. And speak clearly and confidently in front of the class. The duration of your introduction should be around 3 minutes.

Appendix 4. Speaking Assessment Rubric

Teaching Speaking : A Holistic Approach (Goh & Burns, 2012)

Aspects of Scoring Speaking	Score	Level	Criteria
Grammatical	30-27	Excellent	Almost no errors; accurate and varied use of complex structures.
	26-23	Good	Some minor errors, but they do not hinder understanding.
	22-19	Fair	Frequent errors, limited structures, comprehension occasionally affected.
	18-15	Poor	Many errors, very limited grammar use.
	12-9	Very poor	Some minor errors, but they do not hinder understanding.
Discourse Competence	30-27	Excellent	Speech is very coherent, fluent, logically connected, with appropriate use of connectors.
	26-23	Good	Speech is mostly coherent, with occasional pauses or repetitions.
	22-19	Fair	Speech is somewhat clear but often interrupted or loosely connected.
	18-15	Poor	Speech is often incoherent, with long pauses and frequent repetitions.
	12-9	Very poor	Speech is disorganized, difficult to follow, ideas not conveyed.
Sociolinguistic Competence	20-17	Excellent	Very appropriate use of register, expressions, and politeness according to context.
	16-13	Good	Generally appropriate, with slight inaccuracies in expressions or register.

	12-9	Fair	Sometimes uses inappropriate expressions/registers, affecting naturalness.
	8-5	Poor	Frequently inappropriate choice of register/expressions, not fitting the context.
	4-1	Very poor	No awareness of situational differences, language use entirely inappropriate.
Strategic Competence	20-17	Excellent	Uses strategies (paraphrasing, clarification, gestures) very effectively to maintain communication.
	16-13	Good	Uses strategies fairly well, able to overcome minor difficulties.
	12-9	Fair	Limited use of strategies, communication occasionally breaks down.
	8-5	Poor	Rarely or incorrectly uses strategies, communication often breaks down.
	4-1	Very poor	Unable to use strategies, communication completely fails.

Appendix 5. Data Socio-Emotional Questionnaire

No.	Questions	Score				
		SA	A	N	D	SD
1	Questions 1	0%	20%	33%	40%	7%
2	Questions 2	0%	17%	23%	53%	7%
3	Questions 3	3%	13%	40%	37%	7%
4	Questions 4	3%	10%	27%	50%	10%
5	Questions 5	0%	13%	27%	37%	23%
6	Questions 6	10%	13%	27%	43%	7%
7	Questions 7	3%	13%	37%	37%	10%
8	Questions 8	0%	10%	30%	37%	23%
9	Questions 9	3%	27%	33%	30%	7%
10	Questions 10	7%	17%	10%	57%	10%
11	Questions 11	13%	10%	27%	37%	13%
12	Questions 12	7%	20%	43%	23%	7%
13	Questions 13	7%	17%	37%	33%	7%
14	Questions 14	13%	17%	27%	40%	3%
15	Questions 15	0%	37%	20%	33%	10%
16	Questions 16	3%	30%	13%	40%	13%
17	Questions 17	10%	23%	20%	37%	10%
18	Questions 18	7%	20%	23%	37%	13%
19	Questions 19	7%	20%	30%	30%	13%
20	Questions 20	10%	17%	33%	27%	13%
21	Questions 21	10%	27%	27%	27%	10%
22	Questions 22	7%	27%	43%	20%	3%
23	Questions 23	20%	20%	27%	30%	3%
24	Questions 24	17%	37%	13%	27%	7%
25	Questions 25	10%	30%	17%	37%	7%
26	Questions 26	20%	17%	20%	33%	10%
27	Questions 27	10%	37%	20%	27%	7%
28	Questions 28	10%	47%	23%	20%	0%
29	Questions 29	13%	30%	17%	37%	3%
30	Questions 30	3%	13%	27%	47%	10%

Appendix 6. Analysis Instrument Result (Validity and Reability)

1. Details of Statements Validity Instrument

No	Statements	Aspects
1	I can recognize what I am feeling in different situations	Self - awareness
2	I understand how my emotions influence my behaviour.	
3	I am aware of my personal strengths.	
4	I never make mistakes in controlling my emotions	
5	I know what situations make me feel stressed or uncomfortable	
6	I reflect on how my feelings affect others.	
7	I am confident in expressing who I am.	
8	I can always control my emotions in every situation	
9	I never feel confused about my emotions,"	
10	I can manage my emotions when I feel overwhelmed.	Self – management
11	I stay focused even when distractions are around me.	
12	I work toward my goals even when I face challenges	
13	I remain calm in stressful situations.	
14	I can delay gratification to reach a long-term goal.	
15	I use strategies (e.g., deep breathing, positive self-talk) to manage stress.	
16	I am able to recognize how others are feeling.	Social Awareness
17	"I never have difficulties in understanding other people's emotions.	
18	I try to understand other people's points of view.	
19	I show respect to people from different backgrounds.	
20	I feel empathy for others when they are upset.	
21	I consider how my actions affect other people.	
22	I listen carefully when others talk about their feelings.	
23	I never misinterpret other people's feelings	
24	Everyone's emotions are always easy for me to understand.	
25	I can read people's minds without them telling me their feelings	
26	I know exactly what others feel in every situation	
27	People from different cultures never confuse me with their behavior.	
28	I always understand why people behave the way they do	
29	Others' feelings never affect me because I fully understand them	
30	I can predict people's emotions with 100% accuracy.	

No	Statements	Aspects
31	I never have difficulties working with other people	Relationship skill
32	I communicate clearly when I talk with others.	
33	I am able to work well with others in a group.	
34	I can solve conflicts with others in a respectful way.	
35	know how to ask for help when I need it.	
36	Everyone in my group always agrees with my ideas	
37	I respect other people's opinions during discussions.	
38	I can maintain friendships even after disagreements	
39	I never experience conflict in my relationships	
40	Other people should always help me without me asking	
41	I think carefully before making decisions.	Responsible decisions making
42	I never make mistakes when making decisions.	
43	I consider the consequences of my actions.	
44	I make decisions that are fair and respectful.	
45	“I always know the best solution without needing advice	
46	I make decisions that are fair and respectful.	
47	I try to solve problems in a peaceful way.	
48	Other people should follow my decisions without question	
49	I do not need to think much before making the right decision.	
50	I make decisions based on what is right, not just what is easy.	

2. Result Validity of Socio-Emotional Questionnaire Test

Statements	**R Observed**	**R table**	**Status**
Statement 1	0.526	0.514	Valid
Statement 2	0.58	0.514	Valid
Statement 3	0.687	0.514	Valid
Statement 4	0.251	0.514	Invalid
Statement 5	0.622	0.514	Valid
Statement 6	0.745	0.514	Valid
Statement 7	0.721	0.514	Valid
Statement 8	0.641	0.514	Valid
Statement 9	0.652	0.514	Valid
Statement 10	0.78	0.514	Valid
Statement 11	0.692	0.514	Valid
Statement 12	0.585	0.514	Valid
Statement 13	0.647	0.514	Valid

Statements	R Observed	R table	Status
Statement 14	0.765	0.514	Valid
Statement 15	0.543	0.514	Valid
Statement 16	0.714	0.514	Valid
Statement 17	0.489	0.514	Invalid
Statement 18	0.698	0.514	Valid
Statement 19	0.73	0.514	Valid
Statement 20	0.526	0.514	Valid
Statement 21	0.58	0.514	Valid
Statement 22	0.687	0.514	Valid
Statement 23	0.172	0.514	Invalid
Statement 24	0.233	0.514	Invalid
Statement 25	0.512	0.514	Invalid
Statement 26	0.35	0.514	Invalid
Statement 27	0.233	0.514	Invalid
Statement 28	-0.161	0.514	Invalid
Statement 29	-0.22	0.514	Invalid
Statement 30	-0.069	0.514	Invalid
Statement 31	-0.015	0.514	Invalid
Statement 32	0.647	0.514	Valid
Statement 33	0.765	0.514	Valid
Statement 34	0.543	0.514	Valid
Statement 35	0.714	0.514	Valid
Statement 36	0.489	0.514	Invalid
Statement 37	0.698	0.514	Valid
Statement 38	0.73	0.514	Valid
Statement 39	0.237	0.514	Invalid
Statement 40	0.48	0.514	Invalid
Statement 41	0.616	0.514	Valid
Statement 42	-0.184	0.514	Invalid
Statement 43	0.543	0.514	Valid
Statement 44	0.714	0.514	Valid
Statement 45	0.489	0.514	Invalid
Statement 46	0.698	0.514	Valid
Statement 47	0.73	0.514	Valid
Statement 48	0.237	0.514	Invalid
Statement 49	0.48	0.514	Invalid
Statement 50	0.616	0.514	Valid

3. Reability Test Result

Reliability of Socio-Emotional Questionnaire Test

Cronbach's Alpha	N of Items
0.941	50

Appendix 7. Data of Speaking Test

Data of Speaking Test

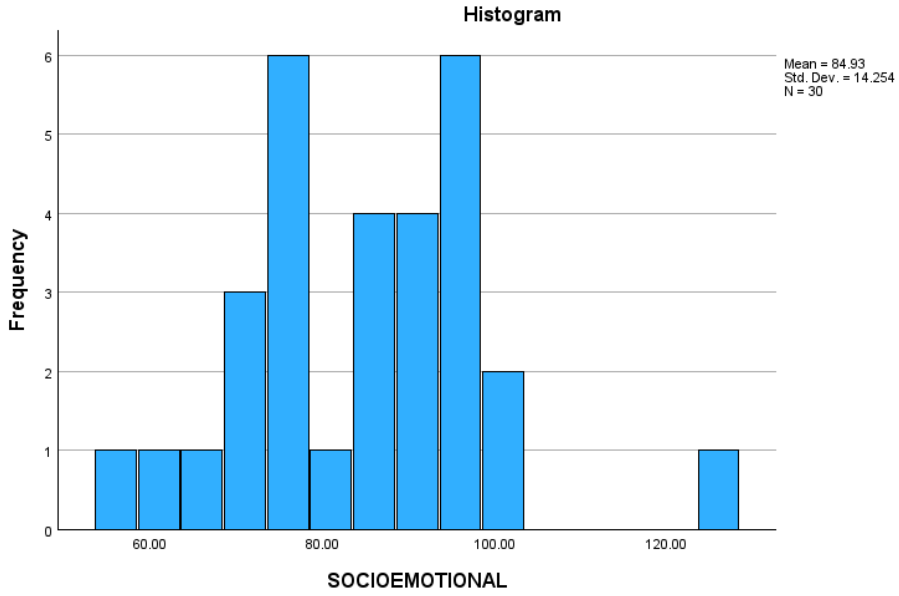
No.	Students	Score	Classification
1	Student 1	80	Good
2	Student 2	70	Fair
3	Student 3	70	Fair
4	Student 4	65	Fair
5	Student 5	60	Fair
6	Student 6	70	Fair
7	Student 7	80	Good
8	Student 8	85	Excellent
9	Student 9	85	Excellent
10	Student 10	70	Fair
11	Student 11	60	Fair
12	Student 12	60	Fair
13	Student 13	80	Good
14	Student 14	90	Excellent
15	Student 15	65	Fair
16	Student 16	90	Excellent
17	Student 17	70	Good
18	Student 18	80	Good
19	Student 19	79	Good
20	Student 20	76	Fair
21	Student 21	60	Fair
22	Student 22	70	Good
23	Student 23	80	Good
24	Student 24	80	Good
25	Student 25	70	Good
26	Student 26	70	Good
27	Student 27	60	Fair
28	Student 28	75	Good
29	Student 29	60	Fair
30	Student 30	95	Excellent

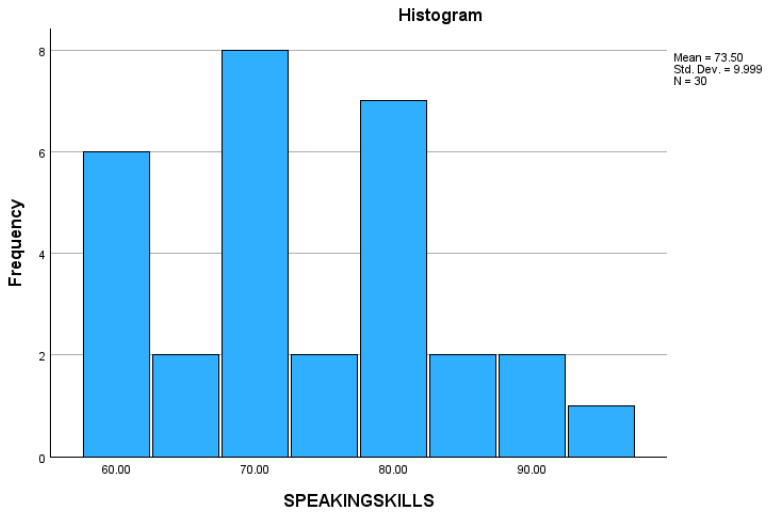
Appendix 8. Result Hypothesis Analysis

The following are the results of Hypothesis test using SPSS, and data calculation indicate Normality Test, Linearity Test and Correlation Test, which is presented in the following tables, picture and scatter plot.

1. Normality Test Result

Shapiro-Wilk			
	Statistic	def.	Sig.
X (Socio-emotional)	0,949	30	0,155
Y (Speaking Skill)	0,931	30	0,53





2. Linearity Test Result

			Sum of Squares	Df	Mean Square	F	Sig.
Socio-Emotional* Speaking Skills	**Between Groups**	**(Combined)**	1339.825	9	1259.981	1.464	.228
		Linearity	1204.746	1	1204.746	6.783	.017
		Deviation From Linear	1135.079	8	141.885	.799	.611
	With Group		3552.042	29	177.602		
	Total		5891.867	29			

3. Correlation Test Result

		Socio-emotional (X)	Speaking Test (Y)
Socio-emotional (X)	Person Correlation	1	.452
	Sig. (2-tailed)		.012
	N	30	30
Speaking Test (Y)	Person Correlation	.452	1
	Sig. (2-tailed)	.012	
	N	30	30

Appendix 9. Students' Socio-Emotional Questionnaire Answer

Nama.

kelas: VII

Instructions: Jawablah setiap pertanyaan dengan memilih angka sesuai dengan pendapat Anda menggunakan skala Likert berikut:

- **1 = Sangat Tidak Setuju**
- **2 = Tidak Setuju**
- **3 = Netral**
- **4 = Setuju**
- **5 = Sangat Setuju**

Aspects	Statements	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
		1	2	3	4	5
Self - awarenes	1. Saya dapat mengenali perasaan saya dalam berbagai situasi.		✓			
	2. Saya memahami bagaimana emosi saya memengaruhi perilaku saya.				✓	
	3. Saya menyadari kekuatan pribadi saya.		✓			
	4. Saya tahu situasi apa yang membuat saya merasa stres atau tidak nyaman.			✓		
	5. Saya merenungkan bagaimana perasaan saya memengaruhi orang lain.				✓	
	6. Saya percaya diri dalam mengekspresikan diri.					✓
Self – management	7. Saya dapat mengelola emosi saya ketika merasa kewalahan.		✓			
	8. Saya tetap fokus meskipun ada gangguan di sekitar saya.	✓				

	9. Saya berusaha keras untuk mencapai tujuan saya bahkan ketika saya menghadapi tantangan.	✓				
	10. Saya tetap tenang dalam situasi yang penuh tekanan.				✓	
	11.Saya dapat menunda kepuasan untuk mencapai tujuan jangka panjang.		✓			
	12. Saya menggunakan strategi (misalnya, bernapas dalam-dalam, berbicara positif dengan diri sendiri) untuk mengelola stres.			✓		
Social Awareness	13. Saya mampu mengenali perasaan orang lain.		✓			
	14. Saya mencoba memahami sudut pandang orang lain.			✓		
	15. Saya menunjukkan rasa hormat kepada orang-orang dari latar belakang yang berbeda.				✓	
	16. Saya berempati terhadap orang lain ketika mereka sedang kesal.		✓			
	17. Saya mempertimbangkan bagaimana tindakan saya memengaruhi orang lain.				✓	
	18. Saya mendengarkan dengan saksama ketika orang lain membicarakan perasaan mereka.		✓			
Relationship skill	19. Saya berkomunikasi dengan jelas ketika			✓		

	berbicara dengan orang lain.					
	20. Saya mampu bekerja sama dengan baik dengan orang lain dalam kelompok.				✓	
	21. Dapat menyelesaikan konflik dengan orang lain dengan cara yang penuh rasa hormat.			✓		
	22. Tahu cara meminta bantuan ketika saya membutuhkannya.			✓		
	23. Menghormati pendapat orang lain selama diskusi.			✓		
	24. Saya dapat mempertahankan persahabatan bahkan setelah terjadi perselisihan.			✓		
Responsible decisions making	25. Saya berpikir matang-matang sebelum mengambil keputusan.			✓		
	26. Saya mempertimbangkan konsekuensi dari tindakan saya.			✓		
	27. Saya membuat keputusan yang adil dan terhormat.			✓		
	28. Saya membuat keputusan yang adil dan terhormat.				✓	
	29. Saya berusaha menyelesaikan masalah dengan cara damai.				✓	
	30 Saya membuat keputusan berdasarkan apa yang benar, bukan hanya apa yang mudah.				✓	

Nama:

kelas: XI

Instructions: Jawablah setiap pertanyaan dengan memilih angka sesuai dengan pendapat Anda menggunakan skala Likert berikut:

- **1 = Sangat Tidak Setuju**
- **2 = Tidak Setuju**
- **3 = Netral**
- **4 = Setuju**
- **5 = Sangat Setuju**

Aspects	Statements	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
		1	2	3	4	5
Self - awarenes	1. Saya dapat mengenali perasaan saya dalam berbagai situasi.				✓	
	2. Saya memahami bagaimana emosi saya memengaruhi perilaku saya.				✓	
	3. Saya menyadari kekuatan pribadi saya.					✓
	4. Saya tahu situasi apa yang membuat saya merasa stres atau tidak nyaman.		✓			
	5. Saya merenungkan bagaimana perasaan saya memengaruhi orang lain.			✓		
	6. Saya percaya diri dalam mengekspresikan diri.					✓
Self – management	7. Saya dapat mengelola emosi saya ketika merasa kewalahan.					✓
	8. Saya tetap fokus meskipun ada gangguan di sekitar saya.				✓	

	9. Saya berusaha keras untuk mencapai tujuan saya bahkan ketika saya menghadapi tantangan.		✓			
	10. Saya tetap tenang dalam situasi yang penuh tekanan.				✓	
	11.Saya dapat menunda kepuasan untuk mencapai tujuan jangka panjang.				✓	
	12. Saya menggunakan strategi (misalnya, bernapas dalam-dalam, berbicara positif dengan diri sendiri) untuk mengelola stres.				✓	
Social Awareness	13. Saya mampu mengenali perasaan orang lain.					✓
	14. Saya mencoba memahami sudut pandang orang lain.		✓			
	15. Saya menunjukkan rasa hormat kepada orang-orang dari latar belakang yang berbeda.	✓				
	16. Saya berempati terhadap orang lain ketika mereka sedang kesal.		✓			
	17. Saya mempertimbangkan bagaimana tindakan saya memengaruhi orang lain.				✓	
	18. Saya mendengarkan dengan saksama ketika orang lain membicarakan perasaan mereka.				✓	
Relationship skill	19. Saya berkomunikasi dengan jelas ketika				✓	

	berbicara dengan orang lain.					
	20. Saya mampu bekerja sama dengan baik dengan orang lain dalam kelompok.	✓				
	21. Dapat menyelesaikan konflik dengan orang lain dengan cara yang penuh rasa hormat.				✓	
	22. Tahu cara meminta bantuan ketika saya membutuhkannya.			✓		
	23. Menghormati pendapat orang lain selama diskusi.	✓				
	24. Saya dapat mempertahankan persahabatan bahkan setelah terjadi perselisihan.			✓		
Responsible decisions making	25. Saya berpikir matang-matang sebelum mengambil keputusan.					✓
	26. Saya mempertimbangkan konsekuensi dari tindakan saya.			✓		
	27. Saya membuat keputusan yang adil dan terhormat.		✓			
	28. Saya membuat keputusan yang adil dan terhormat.			✓		
	29. Saya berusaha menyelesaikan masalah dengan cara damai.		✓			
	30 Saya membuat keputusan berdasarkan apa yang benar, bukan hanya apa yang mudah.				✓	

Appendix 10. Students' Transcribe Speaking Test

Name: [redacted]

Class: VII

Topic: Self Introduction

Scores: 95

Hello everyone. My name is [redacted] I am twelve years old. I am from pandeglang and know I live in sangiang with my friends.

My hobby is reading. I usually read in the evening before sleeping. Reading makes me smart and confident.

My favourite subject is English because I like to memorize vocabularies and speaking English.

My favourite food is chicken noodle and my favourite drink is orange juice.

That is my introduction. Thank you."

Name: [redacted]

Class: VII

Topic: Self Introduction

Scores: 85

Hello, my name is [redacted]. I am twelve years old. I live in pasir jarak with my parents.

My hobby is Playing football. I usually play football weekend or weekdays. Football is fun and make me spirit in sport.

My favourite subject is English because I want to speak with people from other countries.

My favourite food is meatball and my favourite drink is milk.

That is my introduction. Thank you very much."

Appendix 11. Documentations

1. Soci-Emotional Questionnaire data Collection





2. Speaking Test



