



The Relationship Between Emotional Intelligence and Communication Anxiety in Adolescents

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ABSTRACT

Communication anxiety often occurs among society, especially in adolescents which is indicated by communication disorders such as feeling uncomfortable when communicating such as feeling afraid and anxious, avoidance in communicating, withdrawal and excessive communication so that they only care about the quantity of communication quality, therefore emotional intelligence is needed to reduce the effects of communication anxiety felt by adolescents. The purpose of this study was to determine the correlation between emotional intelligence and communication anxiety in adolescents. The research method used is a quantitative method with a correlational type of research. The subjects were juveniles with a population of 115 adolescents. The data analysis technique is the Product Moment correlation test. The sampling technique used the method of taking 10% of the population, namely 53 adolescents. Researchers used the likert scale to obtain needed data on emotional intelligence and communication anxiety. The results of the study found that there was a significant relationship between emotional intelligence and communication anxiety in adolescents. This is evidenced by the correlation test results of 0.685 and the r-table value of 0.276. Thus, it can be concluded that the alternative hypothesis (H_a) is accepted and the nilil hypothesis (H_0) is rejected. This means that emotional intelligence has a significant relationship with communication anxiety.

Keywords: *Emotional Intelligence, Communication Anxiety, Teens*

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INTRODUCTION

The world has entered the era of the industrial revolution 4.0 which is still ongoing today, including the State of Indonesia, one of which requires humans to be able to adapt to existing technology, to respond to changes that occur, individuals not only need intellectual intelligence but an individual must have emotional intelligence that is useful for the survival of human society. Emotional intelligence must be possessed by all individuals, including adolescents who are vulnerable to the influence of changing times (E. Estévez, 2019; Jan, 2019; Olderbak, 2019).

Adolescence is considered one of the important phases of several existing stages of human development (Allemand, 2019; Holmbeck, 2018; Parise, 2019). Adolescence, also known as the transition period between childhood and adulthood, begins when individuals experience sexual and psychological maturity (Gobbi et al., 2019; Scardera et al., 2020; Young et al., 2019). In addition, all individuals including adolescents must be able to improve their respective emotional intelligence (Hudson et al., 2019; Parise, 2019; Vazsonyi, 2018). Goleman (2002) said that emotional intelligence is the ability to motivate oneself and endure frustration, control impulses, and not overdo it in pleasure, regulate mood and keep it free from stress, not paralyze the ability to think, empathize and pray (Gobbi et al., 2019; Scardera et al., 2020; Young et al., 2019).

With the new industrial revolution, individuals, including teenagers, will easily obtain information through the sophistication of information technology, therefore many individuals prefer to find information through the media of internet information technology rather than socializing (Allemand, 2019; Fleary, 2018; Holmbeck, 2018). The individual's lack of attention to their social environment will result in the individual not being able to adapt and communicate well, one of which can result in having communication anxiety (AFDIYANI, 2019; Roos et al., 2021; Yu et al., 2020).

Many of the teenagers who are starting to enter the wider community environment experience some difficulties ranging from how to adapt to the new environment and also the many anxiety felt, one of which is communication anxiety (Lei, 2018; Makarova, 2019; Soh, 2018). Communication anxiety according to Philip is a feeling of fear to participate in oral communication in certain situations. Individuals who feel anxiety in communicating can be called communication anxiety. Meanwhile, according to McCroskey (1977) communication anxiety (communication apprehension) is a condition when a person feels anxious to communicate in various communication situations, both formal and informal, individual and group (Lestari et al., 2022; Westwick et al., 2019).

Therefore, support from within is needed such as support from the closest people and also the community to be able to interact and also communicate well. Sri Mulyani explained about the influence of emotional intelligence factors on communication skills that emotional intelligence affects the ability to communicate. This proves that emotional intelligence plays a role in controlling a person's communication anxiety (Christy, 2021; Korbar, 2020; Lestari et al., 2022).

Based on the results of interviews and observations made on several teenagers, many said they felt feelings of anxiety when communicating and experienced disturbances when speaking, some complained of feeling echoes, cold sweats, shortness of breath and even feeling dizzy and nauseous. Based on the explanations of some of these teenagers, it can be concluded that they experience communication anxiety. Communication anxiety, one of which can be reduced by the presence of high emotional intelligence in order to reduce feelings of anxiety.

Departing from several studies that have been carried out, including the relationship between emotional intelligence and interpersonal communication skills, the relationship between emotional intelligence and interpersonal communication anxiety, and the influence of emotional intelligence on interpersonal communication, the influence of emotional intelligence on the communication ability of secretaries (Hughes, 2018; Puertas-Molero, 2018; Rey, 2018). Until now, there are still no studies that examine the relationship between emotional intelligence and communication anxiety.

Based on the explanation above, this study was conducted with the aim of determining the correlation between emotional intelligence and communication anxiety of LKSA adolescents. The hypothesis proposed is that there is a significant relationship between emotional intelligence and communication anxiety in adolescents.

RESEARCH METHODOLOGY

The type of approach used in this study is a quantitative approach with correlational techniques. The independent variable is emotional intelligence and the dependent variable is communication anxiety.

The subjects in this study were teenagers in LKSA, Fifty Cities District. More complete data is found in the following table.

Table 1. List of Children in LKSA District Fifty Cities

No.	List of Places	Number of Children in LKSA
1.	LKSA Muhammadiyah	40 people
2.	LKSA Payat Ibrahim	20 people
3.	LKSA Bustanul Ulum	15 people
4.	LKSA Mitra	40 people
	Sum	115 people

Based on the data above, the next sampling technique used is a simple random sampling technique. According to Sugiyono (2018) said that if the population is large, and the author is unlikely to study everything in the population, for example due to limited funds, energy and time, then the author can use samples taken from that population. From the population, a random study sample was taken using the Slovin formula with a real level or error limit of 10%. Using the Slovin formula, the number of samples for this study was obtained as many as 53.48. To make it easier for researchers to take samples and process data, the number of samples to be studied is rounded to 53 samples.

The data in this study were collected by spreading questionnaires, and scaling with likert scales. After the data is obtained, data analysis is carried out with statistical tests with the help of the SPSS 22 program software.

RESULT AND DISCUSSION

The results of this study revealed that emotional intelligence in adolescents as a whole in the high category and communication anxiety in adolescents is in the low category so it can be concluded that the results of this study have a correlation, namely the higher the emotional intelligence, the lower the communication anxiety in adolescents and the lower the emotional intelligence of adolescents, the higher the communication anxiety in adolescents in LKSA District Fifty Cities.

The percentage of emotional intelligence in adolescents in LKSA, Fifty Cities Regency, out of 53 people, in the very high category of 5 people (9.43%), in the high category of 42 people (79.24%), and the medium category of 6 people (11.32%). The results of the descriptive analysis are in the high category. Here is a table of emotional intelligence percentages.

Table 2. *Percentage of Emotional Intelligence in Adolescents in LKSA District Fifty Cities*

No	Category	F	%
1	Very High	5	9,43%
2	High	42	79,25%
3	Medium	6	11,32%
4	Low	0	0%
5	Very Low	0	0%
Total		53	100%

Based on the table above, it can be explained that the percentage of communication anxiety in adolescents in LKSA District Fifty Cities from 53 people, in the very high category as many as 20 people (37.73%), the moderate category 2 people (3.77%), and in the low category 31 people (58.50%). The results of the descriptive analysis are in the high category. Here is a table of communication anxiety percentages.

Table 3. *Percentage of Emotional Intelligence in Adolescents in LKSA District Fifty Cities*

No	Category	F	%
1	Very High	20	37,73%
2	High	0	0%
3	Medium	2	3,77%
4	Low	31	58,50%
5	Very Low	0	0%
Total		53	100%

Based on the table above, it can be explained that the results obtained from the study must be supported by adequate data (already processed data). The results of research and discovery should be the answer, or answer the research hypothesis put forward earlier. The results of the correlational test as shown in the following table.

Tebel 4. Correlation Test Results

		<i>Correlations</i>	
		Emotional Intelligence	Communication Anxiety
Emotional Intelligence	Pearson Correlation	1	-.685**
	Sig. (2-tailed)		.000
	N	53	53
Communication Anxiety	Pearson Correlation	-.685**	1
	Sig. (2-tailed)	.000	
	N	53	53

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

Based on the results of data analysis in Tebel 4, it shows that the correlation value between emotional intelligence and adolescent communication anxiety in LKSA, Fifty Cities Regency is 0.685 so it can be interpreted that there is a negative relationship between emotional intelligence and communication anxiety of 68.5%. Based on the relationship degree guidelines, pearson correlation values from 0.685 are located between 0.61 to 0.80 meaning a strong correlation. Then the relationship between emotional intelligence and communication anxiety can be concluded to have a strong relationship.

High and unresolved communication anxiety in a person will have a far-reaching impact on his life. The impacts that can be faced are in the form of psychological impacts, as well as pathological impacts. The results of the study are in line with research conducted by Boroujeni & Kuppusamy (2019) with the presence of emotional intelligence, it will reduce a person's communication anxiety. Communication evokes a wide array of emotions in almost everyone, but individuals with higher levels of communication anxiety experience those emotions in more negative forms such as fear and anxiety (Pontillas & Talaue, 2021; Tsai, 2018; Wati & Larasaty, n.d.). Therefore, with the presence of emotional intelligence and also assisted by psychological services by psychologists, it can help adolescents (clients) in reducing communication anxiety experienced.

Emotional intelligence is one of the intelligences that should be possessed by everyone, Daniel Goleman in his work, Working with Emotional Intelligence (1995, in Efendi, 2005), defines emotional intelligence by "... The ability to recognize the feelings of ourselves and the feelings of others, the ability to motivate ourselves, and the ability to manage emotions well in oneself and in relation to others.

Cooper and Sawaf in their book Executive EQ, also posit that emotional intelligence is the ability to feel, understand and selectively apply emotional power and

abilities as a humane source of energy and influence (J. F. Estévez, 2020; Gong, 2019; Raghbir, 2018).

Meanwhile, Reuven Bar-On (2006: in Artha & Supriyadi, 2013) explained that emotional intelligence is a series of abilities, emotional and social competencies that affect a person's ability to understand oneself and others and succeed in overcoming the demands, challenges and pressures of the environment. Another figure, Shapiro argues that emotional intelligence is the ability to relate to moral behavior, a realistic way of thinking, problem solving of social interaction, self-emotion and academic success.

Based on the explanations of several experts above, it can be concluded that emotional intelligence is an indispensable ability in human life as well as in social relations with others in order to hone a person's ability to recognize the emotions of oneself and others, manage emotions, have an attitude of empathy, can motivate oneself, and have social skills that can help individuals in socializing. Emotional intelligence is also the ability of a person to understand or recognize his own emotions as well as those of others, being able to regulate or manage emotions and also facilitate him in socializing (Cuesta-Zamora, 2018; Vaughan, 2019; Yan, 2018). When a person can use his emotional intelligence effectively then he can achieve the desired goals in order to achieve the desired success (Egido, 2018; Kopp, 2018; Megías, 2018).

Everyone must have experienced feelings of anxiety, one of which is anxiety in communicating or it can also be called communication anxiety. Communication anxiety was originally defined by James McCroskey who said communication anxiety is the level of fear that an individual experiences or an anxiety associated with communication either directly or indirectly between the individual and other individuals. Communication anxiety is defined as fear or anxiety related to the communication that must be carried out with others.

According to Hoolbrook (Sofyan, et al., 2015) communication anxiety (communication apprehension) is defined as the anxiety or fear suffered by the individual in a real way or the anticipation of communication, either in a group or an individual with an individual, so that communication anxiety will greatly affect their communication with others.

Meanwhile, according to Jalaudin Rakhmat (2007, in Meriska, 2019) a person's fear or anxiety in communicating is called communication apprehension or communication. Burgoon and Rufner (1978, in Meriska, 2019) added that communication apprehension is an appropriate term to describe negative reactions in the form of public speaking anxiety and interpersonal communication anxiety.

Based on the explanations from the above experts about communication anxiety, it can be concluded that communication anxiety is a state in which a person feels unpleasant or uncomfortable feelings when communicating with several people, be it familiar people or new people he knows. Communication anxiety is not a problem if it is still at a normal level, but if the communication anxiety experienced is at a high level, then individuals will face personality problems, such as efforts to always avoid communicating with others.

Based on the results of research with phenomena and theories that have been put forward, it can be said that there is a significant relationship between emotional intelligence and communication anxiety in adolescents in LKSA, Fifty Cities Regency. Based on the explanation above which is supported by theories expressed by several experts and relevant to the results of hypothesis tests that have been carried out, it can be concluded that emotional intelligence has a significant relationship with communication anxiety.

It is hoped that the findings of this study can contribute to all parties who participate in the development of adolescents living in LKSA, Fifty Cities Regency. In addition, other factors that influence emotional intelligence with adolescent communication anxiety also need to be considered, such as psychological, emotional training, education, and the environment.

CONCLUSION

Based on the description of data obtained from the results of the study on the relationship between emotional intelligence and communication anxiety in LKSA adolescents, it can be understood that there is a significant correlation between variable X, namely emotional intelligence, and variable Y, namely communication anxiety in adolescents living in LKSA, Fifty Cities Regency. It is hoped that the findings of this study can contribute to all parties who participate in the development of adolescents living in LKSA, Fifty Cities Regency. In addition, other factors that influence emotional intelligence with adolescent communication anxiety also need to be considered, such as psychological, emotional training, education, and the environment.

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