

CHAPTER I

INTRODUCTION

A. Background of the Study

In the past students achievement was measured by using intellectual quotient. But now some fundamental theories have been introduced the successful students in their life depend on several intelligence and their emotional intelligence. IQ cannot measure success people because IQ only contributes 20% in determining the success of someone in their life, while the other 80% is filled by the emotional and social intelligence.¹ So students' score of IQ is not the only factor that determines a student achievement. There is another factor that influences students' achievement including emotional intelligence.²

Emotional intelligence is one of factor intelligence which must be possessed by someone, because the high EQ can know the ways to measure a person's ability to be successful in life it means that someone have awareness his/her self, manage his/her emotion, have motivation to get a goal, have high empathy to other, and have good relationship to the other in the life.

James David Barber who is the politic scientist stated that the famous leader in this world such as Thomas Jefferson, Franklin Delano, Roosevelt, John F.

¹ Daniel Goleman, "*Emotional Intelligence*" (New York: Bantam Books, 1995), 34

² Slameto, "*Belajar dan Faktor-Faktor yang Mempengaruhinya*" (jakarta: Rineka Cipta, 2010), 54

Kennedy etc didn't have high intellectual quotient but they got successful in their life because of their high emotional intelligence.³

Emotional intelligence is also more important than any other factor in the school. Shapiro stated that students who have high EQ in the school get the higher achievement than students who have high IQ because they are always optimist and have high motivation to get a goal, beside that they always get spirit to study, empathy to the other, tolerant and have good relationship with their friends.⁴

As suggested by Goleman in Brown book the EQ is far more important than any other factor in accounting for second language success.⁵ It means that Emotional Quotient (EQ) has an important role to measure students' language achievement including English achievement because student's achievement with high EI have many abilities such as being able to motivate themselves and persist in facing frustrations, they also have the ability, to control impulse and delay gratification, keep distress from swamping, to think, to empathize and to hope.⁶ From this, it can be assumed that if students English couldn't manage emotion well, it would be difficult for them to achieve well in English. When they couldn't manage emotion well, i.e. they would have low EQ, they might show signs of being afraid to express their feeling and express them with reason, logic, and

³ Shapiro, L.E. "*Mengajarkan Emotional Intelligence Pada Anak*" (Jakarta:PT Gramedia Pustaka Utama, 1998), 54

⁴ *Ibid.*, 90

⁵ H. Douglas Brown, "*Principle of Language Learning and Teaching*" (London: Prentice-Hall,1980), 102

⁶ Daniel Goleman,....., 34

reality. Meanwhile, if they have high EQ, English students would likely be able to think creatively using their feeling. They would also memorize faster and would likely be able to practice English well. They would not be the slave to negative emotion such as fear to practice English with other, worry to have mistakes when speak English, and guilt to speak English.

According to Goleman, motivation is one factor of emotional intelligence. Taking this English learning context, it can be assumed that students with high emotional intelligence would have motivation to practice English. The motivation of students to learn English is important because they would learn more effectively. They would also have interest in learning English. They would also enjoy dealing with it without difficulties. They would also have aspiration to do well in learning English and their satisfaction to learn English is great. So, English students with high emotional intelligence would likely enjoy and would have aspirations to practice English without being shy. They would be confident to practice English although they would have some mistakes.

The assumption above needs empirical evidence if EQ can influence English achievement. This proposed study about the correlation between Emotional Quotient (EQ) and English achievement of the first year students of MA Al-Ibrohimi Manyar Gresik is trying to bring such empirical evidence.

MA Al-Ibrohimi Manyar Gresik was selected as the place to conduct the research because MA Al-Ibrohimi is school equivalent with senior high school which have good behavior and ever got English achievement such as the first

winner of student debate English school in UNMUH Gresik in 2010, the first winner of student speech English in IPNU IPPNU Manyar Gresik in 2005. This school have program for students to speech English in once a week. In this school only administrated the IQ test without emotional quotient to the students. So the researcher interest to measure their emotional quotient which can influence their achievement including English achievement through questionnaire of EQ test and toke documentation of students' English score. It is found to know whether there is significant correlation between emotional quotient and English achievement or not and emotional quotient may give more affect than IQ to support English achievement and to reach the optimum English achievement.

B. Statement of the Problem

Related to the description of the background of the study, the question of this study is: Is there any significant correlation between EQ and English Achievement of the first year students of MA Al-Ibrohimi Manyar Gresik?

C. Objective of the Study

The purpose of this study is to find the answer

Whether there is any significant correlation between EQ and the English achievement of the first year students of MA Al-Ibrohimi Manyar Gresik.

D. Significance of the Study

Theoretically, the result of this study will show whether Emotional Quotient (EQ) affects students' English achievement. It is expected that the result of study will be useful for:

a. For English teachers

The result of this study gave the awareness about the emotional quotient as important aspect to support English achievement.

b. For student

The result of this research is useful for the students to always manage their emotion, their motivation, and their empathy in order to reach the optimum result in English subject achievement.

E. Scope and Limitation of the Study

The variables of this study are Emotional Quotient (EQ) and English achievement. So in this study, the researcher only focuses on the correlation between Emotional quotient and English achievement of the first year students of MA Al-Ibrohimi Manyar Gresik.

F. Definitions of Key Terms

The definitions of the key terms are stated as follows:

- a. Emotional Quotient (EQ) is measurement of student's emotional intelligence in terms of score obtained through the EQ test of the first grade at MA Al-Ibrohimi Manyar Gresik.
- b. English academic Achievement is the students' English scores collected from the student's score of students' academic report at first grade at MA Al-Ibrohimi Manyar Gresik

G. Research Report Organization

This thesis was composed of five chapters. The first chapter was about introduction including the background of the study, statements of problem, objective of study, significance of study, scope and limitation of the study, and definition of key term.

The second chapter presented previous study and review of literature related to emotional quotient and learning achievement, it included discussion about intelligence, types of intelligence, emotional Intelligence, emotional factor, achievement, factor influencing of achievement, and correlation between emotional intelligence and achievement.

The research method presented in the third chapter, it included the plan for the research design, setting of the study, source of the data, research instrument, data collection technique, and data analysis.

The four chapter presented finding and discussion

The fifth chapter was the last chapter. It included conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

In this part, it is necessary to find review of previous studies to avoid reduplication. The first previous study by Ressisti Ningrum entitled “*Korelasi Antara IQ (Intellectual Quotient), EQ (Emotional Quotient) dengan Kemampuan Siswa dalam Menyelesaikan Soal Turunan Fungsi di Kelas IX IPA MAN Mojokerto*”.⁷ This research used multiple correlation design between two predictor variables and one criteria variable and used product moment correlation analysis. This research used documentation to collect the data of IQ and EQ students and test to get the data of this material. The finding of this research indicated that there was significant correlation between IQ, EQ and student’s skill to do the test of derivative function or $f(x)$. The similarity of the previous research is using descriptive quantitative. While the difference of this research is she focused on the test to get the data of this material and correlation between EQ and other subject. In this research, the writer focused on correlation between EQ and English achievement.

The second previous study was conducted by Andik Bambang entitled “*Peranan Kecerdasan Emosional dalam Meningkatkan Kualitas Prestasi Belajar*

⁷ Ressisti Ningrum, “*Korelasi antara IQ (Intellectual Quotient), EQ (Emotional Quotient) dengan Kemampuan Siswa Dalam Menyelesaikan Soal Turunan Fungsi di Kelas IX IPA MAN Mojokerto*”, Unpublished Bachelor Thesis, (Surabaya: State Institute of Islamic Studies Sunan Ampel Surabaya, 2010).

Pendidikan Agama Islam Siswa SMK Kosgoro 1 Lawan Tg Malang". The research design is descriptive qualitative based on the theories daniel goleman and other theories say that IQ contributes no more than 20 % in determining the success of someone in their life, while the other 80% is filled by other factors.⁸ The finding of this research indicated that the role of EQ on the students' achievement in Islamic education of SMK Kosgoro 1 Lawan Tg Malang based on theory Daniel Goleman and other theories was relevant. The similarity of the previous research is same subject of EQ. The differences of previous research used descriptive qualitative on the role of EQ on the students' achievement and only focused on the role of EQ. In this research, the writer focused on descriptive quantitative on the correlation between EQ and English achievement.

The third previous study by Iin Fribuati entitled "*Peran Orang Tua dalam Mengoptimalkan Kecerdasan Emosional dan Spiritual Anak*".⁹ The purpose of this research was to analyze how to the parental involvement on the quality of EQ and Spiritual's children based on theory Tony Buzan. The research design was descriptive qualitative. This instrument was observation and interview to get data of EQ and Spiritual's children. The finding of this research indicated that the parental involvement on the quality of EQ and Spiritual's children based on theory Tony Buzan was very relevant. The similarity of the previous research focused

⁸ Andik Bambang, "*Peranan Kecerdasan Emosional dalam Meningkatkan Kualitas Prestasi Belajar Pendidikan Agama Islam Siswa SMK Kosgoro 1 Lawang Malang*" Unpublished Bachelor Thesis, (Malang: University of Islamic Studies Maulana Malik Ibrahim Malang,2004)

⁹ Iin Fribuati, "*Peran Orang Tua dalam Mengoptimalkan Kecerdasan Emosional dan Spiritual Anak*" Unpublished Bachelor Thesis, (Surabaya: State Institute of Islamic Studies Sunan Ampel Surabaya,2011).

EQ. The differences of previous research used descriptive qualitative on the parental involvement on the quality of EQ and Spiritual's children so she focused only EQ and other subject. In this research, the writer focused on descriptive quantitative on the correlation between EQ and English achievement.

The fourth previous study by Indah Mufarrokha entitled "*Hubungan antara Kecerdasan Emosional dengan Kecemasan Menghadapi Ujian Akhir Nasional Pada Siswa Wachid Hasyim 2 Taman*"¹⁰ The hypothesis of this research was there is significant correlation between EQ and the anxiousness students to do national exam. This instrument of this research was questionnaire to get the data of EQ and the anxiousness students to do national exam. In this research, the research design of descriptive quantitative research was used determine the correlation between EQ and the anxiousness students to do national exam. The finding of this research indicated that there is not any significant correlation between EQ and the anxiousness students to do national exam. The similarity of the previous research is using questionnaire of EQ and descriptive quantitative. While the difference of this research is the writer focuses on correlation between EQ and English achievement. While previous research correlation between EQ and the anxiousness students to do national exam or different subject with this research.

The fifth previous study by Lilik Munfarida entitled "*Korelasi antara Religiusitas dengan Kecerdasan Emosional pada Mahasiswa di Universitas 17*

¹⁰ Indah Mufarrokhah, "*Hubungan antara Kecerdasan Emosional dengan Kecemasan Menghadapi Ujian Akhir Nasional pada Siswa Wachid Hasyim 2 Taman*", Unpublished Bachelor Thesis, (Surabaya: State Institute of Islamic Studies Sunan Ampel Surabaya,2005).

Agustus 1945 Surabaya".¹¹This analysis technique used product moment and regression. This research used Questionnaire to get data of religious and EQ Students University. The finding of this research indicated that there was 5.5% significant correlation between religious and EQ Students University at 17 august 1945, Surabaya. The similarity of the previous research is using descriptive quantitative. While the difference of this research is she only focused on correlation between EQ and other subject. In this research, the writer focused on correlation between EQ and English achievement.

Overall, this research would be different from those researches above. The previous studies only focused on the emotional quotient and other subject. But in this study, the researcher focused on whether there is correlation between emotional quotient and English achievement. This research would use descriptive quantitative. The instrument of this research was questionnaire of EQ by using Likert scale and Documentation of English score. This research aimed to know the significant correlation between EQ and English achievement, because commonly the second language is determined IQ students and EQ may have little to do with one's success as a second language.

B. Theoretical Background

This part deals with reviewing literature relates to the aspects which is investigated in this analysis. Several topics will be discussed: (1) Intelligence, (2)

¹¹ Lilik Munfarida, "*Korelasi antara Religiusitas dengan Kecerdasan Emosional pada Mahasiswa di Universitas 17 Agustus 1945 Surabaya*", Unpublished Bachelor Thesis, (Surabaya: State Institute of Islamic Studies Sunan Ampel Surabaya, 2004).

Types of intelligence, (3) Emotional intelligence, (4) Emotional Factor, (5) Achievement, (6) Factor influencing of achievement, and (7) Correlation between emotional intelligence and achievement.

1. Intelligence

Intelligence is the ability to learn from experience, the ability to adapt oneself to new situations, the ability to adjust to the environment, and the power of good responses in respect of truth of fact.¹²

According to Richard intelligence is the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas and language, learn quickly, and learn from experience.¹³

These psychology and learning researchers also have defined intelligence:¹⁴

- Termin: Intelligence is the abilities of abstract thought.
- Ebbinghans: Intelligence is the abilities of the process of combining.
- David Wechsler: Intelligence is the individual to act purposefully, to think rationally, and to deal effectively with his environment.
- Binet: Intelligence is the abilities or the capacity to adapt oneself to new situation, adjustment to the environment.

Based on some definitions above, there are many different ways about the definition of Intelligence, including the abilities of abstract thought,

¹²Horace Graham Wyatt “*The Psychology of Intelligence and Will*” (London: Brace and company,1930), 11

¹³ Richard E.Nisbett. “*Intelligence and How to get it*” (New York: w.w.Norton&company,2009), 4

¹⁴ Sumadi Suryabrata. “*Psikologi Pendidikan*”(Jakarta: Rajawali Press, 1998), 129

understanding, reasoning, communication, learning, planning and problem solving.

2. Types of Intelligence

Howard Gardner has divided intelligence into seven intelligences. The Logical-Mathematical Intelligence and Linguistic Intelligence have been usually related and developed in the schools, and Musical, Bodily-Kinesthetic, and spatial Intelligence are related with the art, and inter and intra personal Intelligence is usually called personal intelligence.¹⁵ Every people have different intelligence, there is a strong part in one factor and a weak part in other factor. Gardner suggested that what we have seven different intelligences. Those are:¹⁶

1. Logical-Mathematical Intelligence

This is what we use to manipulate concept and arrange them into meaningful patterns.

2. Linguistic Intelligence

This is the intelligence that gives us sensitivity to language, an ability to absorb and manipulate it skillfully and to aware of shades of meaning.

¹⁵ Howard Gardner, *Intelligence Reframed. Multiple Intelligences for the 21st century* (New York: Basic Books,1999), 41-43

¹⁶ H. Douglas Brown, *Principle of Language Learning and Teaching* (London: Prentice-Hall,1980), 100

3. Musical Intelligence

This is the ability to perceive and create pitch and rhythmic patterns.

This gives us our sensitivity to sound, our ability to arrange sounds into patterns pleasing to the human ear.

4. Bodily-Kinesthetic Intelligence

This is the intelligence of fine motor movement, athletic prowess.

This gives us the ability to perform tasks of great discipline and commitment with our bodies.

5. Spatial Intelligence

This form of intelligence calls upon our ability to create a mental image. It gives us the capacity to perceive the visual world accurately and to perform transformations and modifications upon our initial perceptions

6. Interpersonal Intelligence

This is the ability to understand others, how they feel, what motivates them, how they interact with one another.

This gives us the ability to relate skillfully with others, to be aware of our feelings and other person's, to see where the other person is coming from.

7. Intrapersonal Intelligence

This is the ability to see oneself, to develop a sense of self.

This is about becoming truly aware of ourselves and having the ability to constantly purify ourselves in order to access higher levels of joy and power.

According to Gardner's that interpersonal and intrapersonal intelligence are included emotional processing.¹⁷ It meant that 2 types of these intelligences are part of emotional intelligence

3. Emotional Intelligence

Before we discuss emotional intelligence, we know first the definition of emotion.

According to Goleman, emotion is the ability to act, the ability to solve problems. The word of emotion is "movere", the latin verb is "to move" the prefix "e-" means "move away" it shows that a tendency to act implicitly in every emotion.¹⁸

On the other hand, emotion is a positive or negative reaction in different situation to a perceived or remembered object, event or circumstance, accompanied by subjective feelings. Emotions not only help guide us to approach some things and withdraw from others, but they also help other people know key aspects of our thought and desires.¹⁹ General definition

¹⁷ *Ibid*, 101

¹⁸ Daniel Goleman, "*Emotional Intelligence*" (New York: Bantam Books,1995), 6

¹⁹ Stephen M. Kosslyn, "*Fundamentals of Psychology*" (United States of America,2005), 254

emotional is feelings that generally have both physiological and cognitive elements and that influence behavior.²⁰

Based on definition above emotion refers to feeling state involving thought, psychological changes, and outward expression or behavior.

Theorists of Gardner, Yale and Peter Salovey have correlated emotions and intelligence.²¹

Two Americans, Peter Salovey (Yale) and John Mayer (New Hampshire) thought that the term emotional intelligence is from social intelligence²², the conceptual origins of EI can be found in Thorndike in 1920 that one aspect of emotional intelligence is social intelligence. It is the ability to understand others and have good relationship with others.²³

Salovey and Mayer defined emotional intelligence as the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.²⁴

Emotional intelligence, also called EI is pervasive in placing emotion at the seat of intellectual functioning.²⁵ It means that emotional intelligence is the capacity to use emotions to facilitate thinking. Emotional Intelligence competencies include empathy, intuition, creativity, flexibility, resilience,

²⁰ Robert S. Feldman, *“Essentials of Understanding Psychology”* (New York: McGraw-Hill, 2009), 169

²¹ Daniel Goleman, , 42

²² Harry Alder, *“Boost your Intelligence”* (Jakarta: Erlangga, 2001), 33

²³ Daniel Goleman, *“Emotional Intelligence”* (New York: Bantam Books, 1995), 42

²⁴ Harry Alder, , 33

²⁵ H. Douglas Brown, *“Principle of Language Learning and Teaching”* (London: Prentice-Hall, 1980), 101

coping, stress managements, leadership, integrity, authenticity, intrapersonal skill, interpersonal skills.

Steven J and Howard E. Book explain that Reuven Bar-on says Emotional intelligence is ability, competence, non cognitive skill which influence to personal ability in getting success. Reuven Bar-on also divides emotional intelligence into five areas. They are: Interpersonal, Intrapersonal, stress management, adaptation, heart condition.²⁶

Goleman defines emotional intelligence into five abilities, those are²⁷:

1. Knowing one's emotions or Self awareness is when somebody is aware of their strengths and weakness can they maximize their emotions.
2. Managing emotions is using awareness of our emotions to manage our response to different situations and people.
3. Motivating oneself is enjoying challenge and stimulation, seeking out achievement, and the ability to take the optimism.
4. Recognizing emotions in others. It means that it is the ability to enter into emotional states (at will) associated with a drive to achieve and be successful.
5. Handling relationship is the ability to enter and sustain satisfactory interpersonal relationships

²⁶ Hamzah B. Uno. "*Orientasi Baru dalam Psikologi Pembelajaran*" (Jakarta: Bumi Aksara, 2006), 76

²⁷ Daniel Goleman,, 43

Based on some definitions above, there is similarity in emotional intelligence meaning that is an ability to receive and understand self feelings and others' feeling and able to manage this feeling systematically to get the achievement successfully. Emotional Intelligence is the ability to acquire and apply knowledge from one's emotions and the emotions of others in order to be more successful. The ways of Emotional quotient also is measure a person's ability to be successful in life and a measure of our emotional Intelligence, or our ability to use both your emotions and cognitive skills in our life.

4. Emotional Factor

Personality

Personality is a factor which influences the brain's responses to emotional situation, in which a part of the human brain called amygdale or reptilian brain does most of the processing of human emotional responses. There are five factors in personality, the big factors according to the NEO are²⁸:

a. Neuroticism

Neuroticism is used to determine whether a person has stable or unstable emotion. They who had high score marked with: worrying, nervous, emotional, insecure, and inadequate. While the low score marked with: calm, relaxed, unemotional, hardy, secure, and self satisfied.

²⁸ Lawrence Pervin, Daniel Cervone, and Oliver P.john, "*Personality: Theory and Research9th Edition*" (Hoboken: John Wiley & Sons Inc,2005), 255

b. Extraversion

Extraversion used to describe a person whether they are active or passive in social environment. They who had high score marked with: sociable, active, talkative, person-oriented, fun loving, and affectionate. While low score marked with: reserved, sober, unexuberant, aloof, task-oriented, retiring, and quiet.

c. Openness to experience

Openness to experience is ability to accept or closed to a new experience. Those who had high score are very open to a new experience. It usually marked with: curious, broad interest, creative, original, imaginative, and untraditional. While low score are almost likely to be an uninteresting person. It's marked with conventional, down-to-earth, narrow interest, inartistic.

d. Agreeableness

Agreeableness is used to determine whether a person considered as a friendly or grouchy. They who had high score marked with: soft-hearted, good natured, trusting, helpful, forgiving, gullible, and straightforward. While those who had low score marked with: cynical, rude, suspicious, uncooperative, vengeful, ruthless, irritable, and manipulative.

e. Conscientiousness

Conscientiousness is more likely to explain the person organization of responsibility such as how the person done every task, and obsession to achieve goals. They who had high score marked with: organized, reliable,

hard working, self-disciplined, punctual, scrupulous, neat, ambitious and preserving. While those had low score marked with: aimless, unreliable, lazy, careless, lax, negligent, weak-willed and hedonistic.

5. Academic Achievement

Academic achievement is something important that you succeed in doing by your own effort in learning, it is also the capabilities of the students in experience of learning.²⁹ On the other hand, Students' achievement is students' learning has done successfully, especially using their own effort and skill.³⁰

Poerwadarminta stated that achievement is defined as results that have been reached. Related to this, Abdul Qohar, achievement is what has been created, work results, pleasant results come from hard work in learning.

The definition above can be concluded that academic achievement is achieved by the students after they studied materials of lesson and doing the test or a measurement what a person knows or can do after training.

6. Factors Influencing the Achievement

There are two factors which influence the achievement of student in teaching-learning process, there are factors that influence language learning achievement, and it covers two aspects:

a. Internal Factors

Factor which comes from the student's self, those are:

²⁹ Slameto, "*Belajar dan Faktor-Faktor yang Mempengaruhinya*" (Jakarta: Rineka Cipta, 2010), 6

³⁰ AS. Hornby, "*Oxford Advanced Learners Dictionary Of Current English*" (New York: Oxford University, 1995), 10

i. Intelligence

Intelligence is internal factor which consist Intellectual intelligence and emotional intelligence. Intelligence has important affect in language learning achievement.³¹ It means intelligence determines the learners' successful in language learning. Fred Genesee in Lightbown book found that intelligence was related to the development of French second language reading, grammar, and vocabulary.³² Thus it shows that the more students' score of IQ and EQ, the bigger their opportunity to reach successful in language learning.

ii. Age

Age is the key role in second language learning.³³ It means age influences learner in second language. Although commonly young learner are more successful than adult in learning language but it is still possible for adult in learning language because there is evidence that adult learner are better in learning language.³⁴ Beside age can affect their EI. Commonly there are many older learners are higher in EI than young learner but it is possible for young learner with high EQ scores, they get successful in language learning. Thus it is seen that age with higher EI has some influences on language learning achievement.

³¹ Pasty M. Lightbown and Nina Spada, *"How Languages are Learned"*, (New York: Oxford University, 2007),57

³² *Ibid.*, 57

³³ Rod Ellis, *"Second Language Acquisition"*, (New York: Cambridge University, 2006), 446

³⁴ Rod Ellis, *"Second Language Acquisition"*, (New York: Oxford University, 2008), 105

iii. Aptitude

Aptitude is one of characteristics of successful language learners.³⁵

Students will be successful or unsuccessful language, depending on their aptitude. Teacher should be optimist for student to monitor styles and strategies carefully in teaching learning language process. Beside that aptitude can affect their emotional intelligence, although they have aptitude in English but they don't have awareness themselves such as they never believe and they can achieve English well and never study hard. They will be unless to get successful in learning English.³⁶ So aptitude with high EI is a potential ability of someone to reach the successful in language learning.

iv. Social-psychological

a) Motivation

Motivation is one factor of emotional intelligence. Motivation is also some kind of internal factor, which pushes someone to do things in order to achieve something. In second language learning, learners will be success if they have good motivation.³⁷

In second language learning, Brown states that there are two motivations: intrinsic and extrinsic motivation. Intrinsic motivation is a thing and condition from students themselves which pushes them to study.

³⁵H. Douglas Brown, "*Principle of Language Learning and Teaching*" (London: Prentice-Hall, 1980), 98

³⁶ *Ibid.*, 99

³⁷ *Ibid.*, 160

Extrinsic motivation is a thing and condition from out of students which pushes them to study, e.g. praise and prize, money, gifts, test scores, and positive feedback.³⁸ Thus it is seen that motivation has some influences on language learning achievement.

b) Attitude

Attitude is a mental tendency that is shown learner in striving for a goal or achievement. Gardner and Lambert in Brown defined motivation is constructed from attitudes. The attitudes of learners in second language have to learn the culture of the second language which they learn because learning second culture is same with learning second language.³⁹ Attitude is closely with EI because the high of EI is someone has good attitude in their life. So attitude with high EI influences is the process of mastery language learning.

c) Personality

Personality is one of effect in language learning achievement. Personality is also a factor which influences the brain's responses to emotional situation. Wong Fillmore in Larsen-Freeman and Long observed that shy children progress can more rapidly than more outgoing children in classrooms which the teacher always oriented, controlled and structured

³⁸H. Douglas Brown, "*Prinsip Pembelajaran dan Pengajaran Bahasa*" (Pearson Education, 2007), 5th ed, 188

³⁹ H. Douglas Brown,....., 181

them rather than oriented towards group activities.⁴⁰ It can be concluded, the different types of students will also get different advantages from the practice of teaching activities.⁴¹ That shows the personality has impact on the success of language learning.

d) Learning strategies

Learning strategies are the particular approaches or techniques that learners employ to try to learn a second language. Here, students have to learn how they do for themselves, what is usually done for those teachers in the classroom. It is related their emotional intelligence because if they cannot release themselves they can't learn how they do for themselves what is usually done for those teacher in the classroom. Our efforts to help the students by improving in language skills must be equipped with a balanced systematic approach to develop and refine skills they have learned.⁴²

b. External Factor

External factors are those come from the environment such as

i. Parents

There are several studies that investigated the role of parents in how attitudes to the speaker of the target language are developed Gardner in

⁴⁰ Diane Larsen- Freeman and Michael H.Long, “*An Introduction to Second Language Acquisition Research*”, (New York: Longman, 1991), 209

⁴¹ *Ibid.*, 210

⁴² *Ibid.*, 212

Larsen-Freeman and Long showed that Anglophone students learning French as a second language in Montreal (Canada) possessed attitudes which were reflective of their parents' attitudes towards French Canadian. This case also occurs in the second language learning.⁴³ It is also closely with emotional intelligence such as if their parents' attitudes is good the children can adopt their good parents' attitudes i.e. they never insult and angry when their children are loser but they always give motivation and support to get successful in language learning. So it is clear that the parents' attitudes influence the success in language learning because the children adopt their parents' attitudes.

ii. Peers

The attitudes of peers can affect learner's acquisition in studying second language. Peers are closely with EI which can be good relationship each other to get success in learning language because they always give support and communicate each other. So peers influence learner's acquisition of a second language because they are often communication.

iii. Learning situations

Teaching and learning process need a good learning situation in the classroom. A good classroom serves learning situations interestingly and comfortably. Therefore, teacher has to manage the classroom for teaching and learning process interestingly and comfortably because a good

⁴³ *Ibid.*, 178

classroom management will influence teaching learning process that it will influence to student's achievement.⁴⁴Based on definition above, it can be understood that a good learning situations will influence the students' achievement.

iv. Teachers

Teachers' attitude towards learners, can also affect the quality and quantity of the learning. Tucker and Lambert in Larsen- freeman and long say that teacher's attitudes are more important than parental attitudes in influencing language learning. That shows teacher have differential expectation regarding the performance of students who have different character.⁴⁵ It is closely with EI because their attitude can influence the students in quality and quantity of the learning.

v. Ethnicity

Ethnicity influences in language learning, where one ethnic group membership can determine the attitudes and behavior of members of other ethnic group, which finally affect the achievement of learning a foreign language.⁴⁶ It is closely with EI which can be good relationship each other. So the good attitudes and behavior of members of other ethnic group has important impact on the success of language learning.

⁴⁴ Syaiful Bahri Djamarah, "*Prestasi Belajar dan Kompetensi Guru*" (Surabaya: Usaha Nasional, 1991), 92

⁴⁵ Diane Larsen- Freeman and Michael H.Long.....179

⁴⁶ *Ibid.*, 179

7. The correlation between Emotional Intelligence and Academic Achievement

Psychologist says that there are some factors which influence students achievement in teaching learning process, those are: external factors and internal factors.⁴⁷ External factors consist of conditions surrounding the students, e.g. their family, economic condition, their friends and etc. Internal factors are factors which some from the students' themselves. It includes the students' emotional intelligent.

According to Goleman, Emotional Quotient (EQ) is more important than Intellectual Quotient (IQ) nowadays in determining the success of someone in their life because IQ contributes no more than 20 % in determining the success of someone in their life, while the other 80% is filled by other factors include emotional quotient. A person with high EI shows signs of not afraid to express his feeling and express them with reason, logic and reality, and not being the slave to negative emotion such as fear, worry, and guilt. We should be brave and do things that we want to do. Besides, we should act out or do something to desire and not because of force or duty, so we can let feelings guide us trough life. Independent and self reliant is one with high EI. The high EI is definitely not motivated by power, wealth, status, fame or approval but feelings, comfortable talking about feelings, immobilized by fear or worry, and able to identify multiple concurrent feelings.

⁴⁷ Slameto, "*Belajar dan Faktor-Faktor yang Mempengaruhinya*" (jakarta: Rineka Cipta, 2010),54

Emotional Quotient (EQ) has an important role to decide students' achievement, such as students' English achievement. If humans cannot manage emotion well, they will be difficult in achieving success. While they can manage their emotion well, they will be easy to achieve English well because they always study hard, they are always optimism to get what they want, they always enjoy without being difficulties in learning English. It is the same as the students; they should not only have good Intelligence Quotient (IQ) but should also have good Emotional Quotient (EQ).

As suggested by Goleman in Brown book the EQ is far more important than any other factor in accounting for second language success.⁴⁸ It means that Emotional Quotient (EQ) has an important role to decide students' language achievement. From this, it can be assumed that if students cannot manage emotion well, it would be difficult for them to achieve well in English.

⁴⁸H. Douglas Brown, "*Principle of Language Learning and Teaching*" (London: Prentice-Hall, 1980), 102

CHAPTER III

RESEARCH METHODS

This chapter discussed (1) research design, (2) setting of the study, (3) source of data, (4) research instrument, (5) data collection technique, and (6) data analysis technique

A. Research Design

This research was going to be conducted in correlation research design. It was useful to describe and find out any the significance correlation between two variables the X and Y variables.

Ary writes that:

“Correlation studies are concerned with determining the extent of relationship between variables, they enable one to measure the extent to which variations in one variable are associated with variations in determined through the use of the coefficient of correlation”.⁴⁹

According to D. Gall and Bore, correlation research refers to studies in which, the purpose was to discover relationship between variables through the use of correlation statistics.⁵⁰ They further explained that the basic design of correlation research was very simple, involving nothing more than collecting data on two or more variables for each individual in a sample and computing a correlation coefficient. This research aimed to find any significant correlation between EQ

⁴⁹ Donald Ary, *“Introduction to Research in Education”*, (Canada: Wadworth, Cengage Learning , 2006), 327

⁵⁰ Meredith D. Gall and Water R. Borg, *“Education Research : A Guide For Preparing, a Thesis or Dissertation Proposal in Education”*, (Logman, 2003), 320

and English achievement. Therefore the correlation of research design suited the purpose of this research.

With this design, this research used correlation two variables based on its correlation coefficient value. It was useful to describe and find out the significance of the correlation between those two variables, variable X and variable Y. The first variable was Emotional Quotient, it was considered as independent variable (variable X). The second variable was English achievement, it was considered as dependent variable (variable Y)

B. Setting of the Study

The target population of this research was all the students of the first year at MA Al-Ibrohimi Manyar Gresik. There were 165 students from 4 classes.

It would be impossible for the researcher to investigate all population. Arikunto says that if the number of subjects is more than 100 persons, we can take 10%, 20%, 25% or more of them. Meanwhile, if the number of subjects is less than 100 persons, we can take all population.⁵¹

Based on the explanation above, the researcher made lottery number for all the students in each class. 30 % of students' respondents were taken randomly by lottery from each class. Thus, the number of respondents was 50 students from 4 classes taken as the sample.

⁵¹ Suharsimi Arikunto, "*Prosedur Penelitian Suatu Pendekatan Praktik*", (Jakarta: PT Rineka Cipta, 2000), 134

The following table showed the exact number of the samples of each class determined by random sampling.

Table 1

Number of the respondents

Class	The number of students	The number of the samples (30%)
X-1	44	13
X-II	42	13
X-III	40	12
X-IV	39	12
Total	165	50

C. Source of Data

Source of data is the important thing in field research. The sources of the data of this research were as follow

1. Fifty (50) of first year students from 4 classes of MA Al-Ibrohimi Manyar Gresik as sampling. Questionnaire of EQ had been distributed to this sample of students. The questionnaire was developed based on Goleman's theories and taken from book's Mark Davis, the title is Tes EQ anda.
2. Students' English scores as the data of students' English achievement.

D. Data Collection Technique

Collecting data to this research was taken from questionnaire and documentation.

a. Questionnaire

The data of students' emotional quotient was collected using the questionnaire or EQ test. The questionnaire that was used in this research based on Goleman's theories and taken from book's Mark Davis, the title is Tes EQ anda. The questionnaire had been distributed to 50 students in first grade at MA Al-Ibrohimi Manyar Gresik.

b. Documentation

The data of student's achievement had been collected from the English teacher at first grade at MA Al-Ibrohimi Manyar Gresik based on the student's score of students' academic report.

E. Research Instrument

Instrument was used for collecting data. Two kinds of instrument were used to collect the research data: a set of Questionnaire and documentation

1. Questionnaire

The Questionnaire was used to measure the students' Emotional Quotient. The questionnaire of emotional quotient consisted of 25 items of statement in multiple choice form and had 4 options for each indicator that was divided into two kinds of items: the favorable items and the unfavorable items. The favorable items contained self awareness that covered the questions no 1, 11

and 21, managing emotions that covered the questions no 2, 12 and 22, motivating oneself that covered the questions no 3, 13 and 23, recognizing emotions in others that covered the questions no 4, 14 and 24, and handling relationship that covered the questions no 5, 15 and 25. The unfavorable items contained self awareness that covered the question no 6 and 16, managing emotions that covered the questions no 7 and 17, motivating oneself that covered the questions no 8 and 18, recognizing emotions in others that covered the questions no 9 and 19, and handling relationship that covered the questions no 10 and 20. The questionnaire that was used in this research had been developed based on Goleman's theories and taken from book's Mark Davis, the title is Tes EQ anda. It could be seen in appendix I. The technique of scoring EQ for each item used Likert scale.

The questionnaire consisted of 25 items of statements. This distribution of the question in questionnaire could be seen in the table below:

Table 2
Blue print of questionnaire of EQ

No	Indicator	Number of items		Total
		Favorable	Unfavorable	
1	Self awareness	1, 11, 21	6, 16	5
2	Managing emotions	2, 12, 22	7, 17	5
3	Motivating oneself	3, 13, 23	8, 18	5

4	Recognizing emotions in others	4, 14, 24	9, 19	5
5	Handling relationship	5, 15, 25	10, 20	5
Sum		15	10	25

The technique of scoring EQ used Likert scale.⁵² The procedure of scoring favorable items of EQ test was given as follow:

Option:SS (Strongly Agree)	= 4
S (Agree)	= 3
TS (Disagree)	= 2
STS (Strongly Disagree)	= 1

The procedure of scoring unfavorable items of EQ test was given as follow:

Option:SS (Strongly Agree)	= 1
S (Agree)	= 2
TS (Disagree)	= 3
STS (Strongly Disagree)	= 4

The emotional quotient scale had been calculated using the following formula:⁵³

$$R = H - L + 1$$

$$= 100 - 25 + 1$$

⁵² Sugiono, "Statistika Deskriptif Untuk Penelitian", (Jakarta: Raja Grafindo Persada, 2010), 138

⁵³ Anas Sudiyono, "Pengantar Statistik Pendidikan", (Jakarta: PT Raja Grafindo Persada, 2006).52

$$= 76$$

Description

R = Total Range

H = Highest Score

L = Lowest Score (Low Value)

1 = constant number

To know the interval class of emotional intelligences, the following formula was used: $i = R / J_i^{54}$

$$= 76/4$$

$$= 19$$

Description:

I = Interval class

R = Total Range

Ji = Total of Interval

Based on the result above, the classification of Emotional Quotient had been interpreted in the following categories:

82– 100 = Very good

63 – 81 = Good

44 – 62 = Moderate

25 – 43 = Low

⁵⁴ Sutrisno Hadi, “*Statistik Jilid 1*”, (Yogyakarta: Andi Offset, 1993),12

To percentage between each component and each item of statements, the researcher used the following formula:

$$P = \frac{f}{N} \times 100\%$$

Description:

P = Percentage

F = Frequency

N = Respondent

2. Documentation

Arikunto says documentary aims to find out data about something in the form of notes, transcript, newspaper, magazine, etc.⁵⁵

There is one kind of document from which of the data of this study were elicited. The document dealt with the result of English score of student of the last semester. The researcher used document of students' report book.

F. Data Analysis Technique

The technique of data analysis used by the writer was the formula of person's product moment correlation

To examine whether there was correlation between EQ, and English achievement or not, the researcher used person's product moment formula. the

⁵⁵Suharsimi Arikunto, "*Prosedur Penelitian Suatu Pendekatan Praktik*", (Jakarta: PT Rineka Cipta, 2000),234

data about the students' EQ, and English achievement were analyzed in the following procedures :

1. The questionnaire, giving score for each item and summing up had been checked.
2. The data on the students' EQ, and English achievement had been tabulated
3. The coefficient of correlation between the students' EQ (X) and the students' English achievement (Y) had been determined.

Correlation coefficient usually represented by r indicates indicating both the direction of the correlation (either positive or negative) and the strength or the degree of the relationship between variables.

4. To correlate between the EQ and English achievement had been analyzed by product moment, The researcher used the following formula:⁵⁶

$$r_{xy} = \frac{N \sum xy - \sum x \sum y}{\sqrt{[(N \sum x^2) - (\sum x)^2][(N \sum y^2) - (\sum y)^2]}}$$

Where:

R = Correlation coefficient of variable X and Y

$\sum xy$ = the sum of product of x and y scores of each students

$\sum x$ = the sum of x scores

$\sum y$ = the sum of y scores

⁵⁶ Anas Sudiyono, "Pengantar Statistik Pendidikan", (Jakarta: Rajawali Press, 2009),206

$\sum x^2$ = the sum of square of emotional quotient

$\sum y^2$ = the sum of square of English achievement

$(\sum x)^2$ = the sum of the square of x score

$(\sum y)^2$ = the sum of the square of score

N = the total of respondent

CHAPTER IV

FINDING AND DISCUSSION

This chapter presented the description of finding and discussion that was covered during the research. The descriptions of finding were students' emotional quotient, students' English achievement, hypothesis research and the correlation between emotional quotient and English achievement. The researcher presented them is based on the data collected and the procedure described in the chapter III. Since there were some results in this study, the researcher presented them as follow:

A. Finding

1. Students' emotional quotient

To know the students' emotional quotient of the first year students of MA-AI Ibrohimi Manyar Gresik, the researcher used questionnaire to measure the students' emotional. Research procedure used the questionnaire of EQ which was developed based on Goleman's theories and taken from book's Mark Davis, the title is Tes EQ anda. It could be seen below:

1. Self awareness consisted favorable item and unfavorable items.

a. Favorable item contained

1. I like the way I am

11. Actually I know my feeling

21. I realize that shy for asking makes me difficult to study.
- b. Unfavorable items contained
 6. I know the causes of my laziness in studying
 16. I feel a lot of weakness than other people
2. Managing emotions consisted favorable items and unfavorable items
 - a. Favorable items contained
 2. I always study although nothing examination
 12. I always study based on the schedule that I have made
 22. I will not cheat on exam
 - b. Unfavorable items contained
 7. I often come late to go to school
 17. I always revenge to my friends when there are bullying me
3. Motivation of oneself consisted favorable items and unfavorable items
 - a. Favorable items contained
 3. I try to achieve 10 ranking in each semester
 13. I have a high target in studying
 23. I will try to get the best score among my friends in the class
 - b. Unfavorable item contained
 8. I don't have any dream in the future
 18. I never join an extra activity out of school

4. Recognizing emotions in others consisted favorable items and unfavorable items
 - a. Favorable items contained
 4. I steak my friends when they got sick
 14. I respect the other' opinion
 24. I will be apprehensive if there is my friend who gets disaster
 - b. Unfavorable items contained
 9. I never know to understand my friends' feeling
 19. I feel happy to see my bad friend who feels sad
5. Handling relationship consisted favorable items and unfavorable items
 - a. Favorable items contained
 5. The first day at school, I can adapt with the school's environment quickly
 15. I always say hello to the teachers when I meet them
 25. I am friendly to other people
 - b. Unfavorable items contained
 10. My friend hates me
 20. I am difficult to invite my new friend for playing.

From The result of questionnaire, the lowest score was 62 and the highest students score was 85. It could be seen in appendix II. The total of EQ score was

3716. To know the mean of students' EQ score, the researcher used the following formula:⁵⁷

$$Me = \frac{\sum x_1}{N}$$

$$74.3 = \frac{3716}{50}$$

Description:

Me = Mean

$\sum x_1$ = Sum of EQ score

N = The total of students' respondent

So from the result above, the mean of students' EQ score was 74.3

To know the interval class of the classification of students' EQ could be interpreted in the following categories.

Tabel.3
The categories of Emotional Quotient

Interval class	Frequency	categories
82-100	8	Very Good
63 - 81	41	Good
44 - 62	1	Moderate
25 - 43	0	Low
Sum	$\Sigma=50$	

⁵⁷ Sugiono, "Statistika Deskriptif Untuk Penelitian", (Jakarta: Raja Grafindo Persada,2010), 49

From the table above, for interval class 82-100, there were 8 students who included of categories “very good”. For interval class 63-81 there were 41 students who included of categories “good”. For interval class 44-62 there were 1 student who included categories “moderate”. No one student who included of categories “low”. It could be concluded. The categories of students’ EQ in this school were almost good.

After that to percentage the result of EQ scale, the researcher used the following formula and could be seen below:

$$P = \frac{f}{N} \times 100\%$$

Table 4
The percentage of Emotional quotient

Interval class	Frequency	Percentage	categories
82-100	8	16%	Very Good
63-81	41	82%	Good
44-62	1	2%	Moderate
25-43	0	0	Low
Sum	$\Sigma=50$	100%	

From the table above, for interval class 82-100 there were 16 % students who included of categories “very good”. For interval class 63-81 there were 82% students who included of categories “good”. For interval class 44-62 there were 2% student who included of categories “moderate”. No one student who included of categories “low”. It could be known the high percentage of students’ EQ was 82% students. The low percentage of students’ EQ was 2% students. It

could be concluded and interpreted their emotional quotient in the school was good. It meant that most of students had good ability to manage their emotional, to motivate themselves, to empathy to the others, and good relationship to the others.

Then, to percentage each item of statements, the researcher used the following formula and it could be seen below:

$$P = \frac{f}{N} \times 100\%$$

Description:

P = Percentage

F = Frequency

N = Respondent

Table 5
The component of self awareness (favorable items) no 1, 11 and 21

No	Options	N	f	%
1	a. Strongly agree	50	18	36%
	b. Agree		31	62%
	c. Disagree		1	2%
	d. Strongly Disagree		-	-
Sum		50	50	100 %
11	a. Strongly agree	50	17	34%
	b. Agree		28	56%
	c. Disagree		3	6%
	d. Strongly Disagree		2	4%
Sum		50	50	100%
21	a. Strongly agree	50	3	6%
	b. Agree		19	38%

	c. Disagree		28	56%
	d. Strongly Disagree		-	-
Sum		50	50	100 %

From the table above that the question no 1 could be known there were 36% of the students answered “strongly agree”. There were 62% of the students answered “agree”. There were 2% of the students answered “disagree” and no one students answered “strongly disagree”. On the other hand the question no 11 could be known there were 34% of the students answered “strongly agree”. There were 56% of the students answered “agree”. There were 6% of the students answered “disagree”. There were 4% of the students answered strongly disagree. And the question no 21 could be known that there were 6% of the students answered “strongly agree”. There were 38% of the students answered “agree”. There were 56% of the students answered “disagree” and no one student answered “strongly disagree”. From this result, the higher answer was 62% of the students chose “agree” from the question no 1, 56% of the students chose “agree” from the question no 11 and 56% of the students chose “disagree” from the question no 21 in positive statement of self awareness. It could be concluded and interpreted most of students know, received, realize when they had strength or weakness. They still liked themselves. They believed that most people have strength and weakness. So, they could combine their strength and weakness in their life.

Table 6
The component of managing emotion (favorable items) no 2, 12 and 22

No	Options	N	f	%
2	a. Strongly agree	50	9	18%
	b. Agree		35	70%
	c. Disagree		6	12%
	d. Strongly Disagree		-	-
Sum		50	50	100%
12	a. Strongly agree	50	4	8%
	b. Agree		40	80%
	c. Disagree		6	12%
	d. Strongly disagree		-	-
Sum		50	50	100%
22	a. Strongly agree	50	1	2%
	b. Agree		32	64%
	c. Disagree		17	34%
	d. Strongly disagree		-	-
Sum		50	50	100 %

From the table above that the question no 2 could be known that there were 18% of the students answered “strongly agree”. There were 70% of the students answered “agree”. There were 12% of the students answered “disagree” and no one student answered “strongly disagree”. On the other hand the question no 12 could be known that there were 8% of the students answered “strongly agree”. There were 80% of the students answered “agree”. There were 12% of the students answered “disagree” and no one student answered “strongly disagree”. And the question no 22 could be known that there were 2% students of the students answered “strongly agree”. There were 64% of the students answered “agree”. There were 34% of the students answered “disagree”. No one student answered “strongly disagree”. From this result, the higher answer was 70 of the

students chose “agree” from the question no 2, 80 of the students chose “agree” from the question no 12 and 64% of the students chose “agree” from the question no 22 in positive statement of managing their emotion. It could be concluded and interpreted that most of students in this school could manage their emotion when they do something in this school although it was difficult for them to do it but they always get effort to do it.

Table 7
The component of motivating oneself (favorable items) no 3, 13 and 23

No	Options	N	f	%
3	a. Strongly agree	50	21	42%
	b. Agree		28	56%
	c. Disagree		1	2%
	d. Strongly Disagree		-	-
Sum		50	50	100%
13	a. Strongly agree	50	13	36%
	b. Agree		32	64%
	c. Disagree		5	10%
	d. Strongly disagree		-	-
Sum		50	50	100%
23	a. Strongly agree	50	2	4%
	b. Agree		25	50%
	c. Disagree		23	46%
	d. Strongly Disagree		-	-
Sum		50	50	100 %

From the table above that the question no 3 could be known that there were 42% of the students answered “strongly agree”. There were 56% of the students answered “agree”. There were 2% of the students answered “disagree”, and no one student answered “strongly disagree”. On the other hand the question no 13 could be known that there were 36% of the students answered “strongly agree”.

There were 64% of the students answered “agree”. There were 10% of the students answered “disagree”. No one student answered “strongly disagree”. And the question no 23 could be known that there were 4% of the students answered “strongly agree”. There were 50% of the students answered “agree”. There were 46% of the students answered “disagree”. No one student answered “strongly disagree”. From this result, the higher answer was 54 of the students chose “agree” from the question no 3, 64% of the students chose “agree” from the question no 13, and 50% of the students chose “agree” from the question no 23 in positive statement of motivating one self. It could be concluded and interpreted most of students had motivation to get a goal in this school so they had aspiration to do well in learning, enjoyed doing it without difficulties. Hopefully they want to get what they want in this school.

Table 8
The component of recognizing emotions in other (favorable items) no 4, 14 and 24

No	Options	N	f	%
4	a. Strongly agree	50	21	42%
	b. Agree		28	56%
	c. Disagree		1	2%
	d. Strongly disagree		-	-
Sum		50	50	100%
14	a. Strongly agree	50	13	26%
	b. Agree		32	64%
	c. Disagree		5	10%
	d. Strongly disagree		-	-
Sum		50	50	100%
24	a. Strongly agree	50	1	2%
	b. Agree		44	88%
	c. Disagree		5	10%

	d. Strongly disagree		-	-
	Sum	50	50	100 %

From the table above that the question no 4 could be known that there were 42% of the students answered “strongly agree”. There were 56% of the students answered “agree”. There were 2% of the students answered “disagree” and no one student answered “strongly disagree”. On the other hand the question no 14 could be known that there were 26% of the students answered “strongly agree”. There were 64% of the students answered “agree”. There were 10% of the students answered “disagree”. No one student answered “strongly disagree”. And the question no 24 could be known that there were 2% of the students answered “strongly agree”. There were 88% of the students answered “agree”. There were 10% of the students answered “disagree”. And no one student answered “strongly disagree”. From this result, this higher answer was 56% of the students chose “agree” from the question no 4 , 64% of the students chose “agree” from the question no 14, and 88% of the students chose “agree” from the question no 24 in positive statement of recognizing their emotion with other. It could be concluded and interpreted that most of students had ability to know how’s their friends’ feeling, they had empathy to the other so that they can recognize their emotion to their friends.

Table 9
The component of handling relationship (favorable items) no 5, 15 and 25

No	Options	N	f	%
5	a. Strongly agree	50	6	12%
	b. Agree		34	68%
	c. Disagree		10	20%
	d. Strongly disagree		-	-
Sum		50	50	100%
15	a. Strongly agree	50	25	50%
	b. Agree		22	44%
	c. Disagree		3	6%
	d. Strongly disagree		-	-
Sum		50	50	100%
25	a. Strongly agree	50	2	4%
	b. Agree		31	62%
	c. Disagree		17	34%
	d. Strongly disagree		-	-
Sum		50	50	100 %

From the table above that the question no 5 could be known that there were 12% of the students answered “strongly agree”. There were 68% of the students answered “agree”. There were 20% of the students answered “disagree”, and no one student answered “strongly disagree”. On the other hand the question no 15 could be known that there were 50% of the students answered “strongly agree”. There were 44% of the students answered “agree”. There were 6% of the students answered “disagree”. No one student answered “strongly disagree”. And the question no 25 could be known that there were 4% of the students answered “strongly agree”. There were 62% of the students answered “agree”. There were 34% of the students answered “disagree”. No one student answered “strongly disagree”. From this result, this higher answer was 68 of the students chose

“agree” from the question no 5, 50% of the students chose “strongly agree” from the question no 15 and 62% of the students chose “agree” from the question no 25 in positive statement of handling relationship. It could be concluded and that interpreted most of students in this school could adapt themselves to new situations, they had ability to adjust to the environment because they were friendly to the others.

Table 10
The component of self awareness (unfavorable items) no 6 and 16

No	Options	N	f	%
6	a. Strongly agree	50	15	30%
	b. Agree		15	30%
	c. Disagree		13	26%
	d. Strongly Disagree		7	14%
Sum		50	50	100 %
16	a. Strongly agree	50	12	24%
	b. Agree		14	28%
	c. Disagree		16	32%
	d. Strongly Disagree		8	16%
Sum		50	50	100 %

From the table above that the question no 6 could be known that there were 30% of the students answered “strongly agree” and “agree”. There were 26% of the students answered “disagree”. And there were 14% of the students answered “strongly disagree”. On the other hand the question no 16 could be known that there are 24% of the students answered “strongly agree”. There were 28% of the students answered “agree”. There were 32% of the students answered “disagree”. And there were 16% of the students answered “strongly disagree”. From this

result, the higher answer was 30% of the students chose “strongly agree” and “agree” from the question no 6, and 32% of the students chose “disagree” from the question no 16 in negative statement of self awareness. It could be concluded and interpreted that most of students are aware of their strengths and weakness can maximize their emotion well.

Table 11
The component of managing emotion (unfavorable items) no 7 and 17

No	Options	N	f	%
7	a. Strongly agree	50	-	-
	b. Agree		6	12%
	c. Disagree		26	52%
	d. Strongly Disagree		18	36%
Sum		50	50	100 %
17	a. Strongly agree	50	4	8%
	b. Agree		12	24%
	c. Disagree		28	56%
	d. Strongly Disagree		6	12%
Sum		50	50	100 %

From the table above that the question no 7 could be known that no one of the students answered “strongly agree”. There were 12% of the students answered “agree”. There were 52% of the students answered “disagree”. There were 36% students of the students answered “strongly agree”. On the other hand the question no 17 could be known that there were 8% of the students answered “strongly agree”. There were 24% of the students answered “agree”. There were 56% of the students answered “disagree”. And there were 12% of the students answered “strongly disagree”. From this result, the higher answer was 52% of the students chose “disagree” from the question no 7, and 56% of the students chose

“disagree” from the question no 17 in negative statement of managing their emotion. It could be concluded and interpreted that most of students could manage their emotion to themselves and the others in different situation.

Table 12
The component of motivating oneself (unfavorable items) no 8 and 18

No	Options	N	f	%
8	a. Strongly agree	50	-	-
	b. Agree		-	-
	c. Disagree		17	34%
	d. Strongly Disagree		33	66%
Sum		50	50	100%
18	a. Strongly agree	50	1	2%
	b. Agree		9	18%
	c. Disagree		33	66%
	d. Strongly disagree		7	14%
Sum		50	50	100 %

From the table above that the question no 8 could be known that no one student answered “strongly agree” and “agree”. There were 34% of the students answered “disagree”. There were 66% of the students answered “strongly disagree”. On the other hand the question no 18 could be known that there were 2% students of the students answered “strongly agree”. There were 18% of the students answered “agree”. There were 66% of the students answered “disagree”. And there were 14% of the students answered “strongly disagree”. From this result, the higher answer were 66% of the students chose “strongly disagree” from the question no 8 and 66% of the students chose “disagree” from the question no 18 in negative statement of motivating oneself. It could be concluded

and interpreted they had motivation to get a goal in the future. They never gave up getting what they want. So they had motivated to do well in learning.

Table 13
The component of recognizing emotions in other (unfavorable items) no 9 and 19

No	Options	N	f	%
9	a. Strongly agree	50	3	6%
	b. Agree		4	8%
	c. Disagree		29	58%
	d. Strongly disagree		14	28%
Sum		50	50	100%
19	a. Strongly agree	50	-	-
	b. Agree		13	26%
	c. Disagree		33	66%
	d. Strongly disagree		4	8%
Sum		50	50	100 %

From the table above that the question no 9 could be known that there were 6% of the students answered “strongly agree”. There were 8% of the students answered “agree”. There were 58% of the students answered “disagree”. There were 28% of the students answered “strongly disagree”. On the other hand the question no 19 could be known that no one answered “strongly agree”. There were 26% of the students answered “agree”. There were 66% of the students answered “disagree”. There were 8% of the students answered “strongly disagree”. From this result, this higher answer was 58% of the students chose “disagree” from the question no 9, and 66% of the students chose “disagree” from the question no 19 in negative statement of recognize their emotion to other. It could be concluded and interpreted that most of students had respect and

care to their friends when their friends had many problems although they ever hurt each other.

Table 14
The component of handling relationship (unfavorable items) no 10 and 20

No	Options	N	f	%
10	a. Strongly agree	50	1	2%
	b. Agree		4	8%
	c. Disagree		25	50%
	d. Strongly disagree		20	40%
Sum		50	50	100%
20	a. Strongly agree	50	6	12%
	b. Agree		18	36%
	c. Disagree		22	44%
	d. Strongly disagree		4	8%
Sum		50	50	100 %

From the table above that the question no 10 could be known that there were 2% of the students answered “strongly agree”. There were 8% of the students answered “agree”. There were 50% of the students answered “disagree”. There were 40% of the students answered “strongly disagree”. On the other hand the question no 20 could be known that there were 12% of the students answered “strongly agree”. There were 36% of the students answered “agree”. There were 44% of the students answered “disagree”. There were 8% of the students answered “strongly disagree”. From this result this higher answer was 50% of the students chose “disagree” from the question no 10 and 44% of the students chose “disagree” from the question no 20 in negative statement of handling relationship. It could be concluded and interpreted that most of students could

adapt oneself to new situations, they had ability to adjust to the environment so they had good relationship to the other.

2. Students' English achievement

The data of English score was taken from students' respondent based on the student's score of students' academic report in the last semester. The score of students' report book was a whole students' score which was from assessment during one semester.

The teacher assessments during one semester include:

- a. Daily score
- b. Middle test
- c. Final test

Table 15
The students' assignment form

NO	Students' Name	Individual assignment				Grouping assignment			Daily exercises			NH	NB			NA
		1	2	3	Rt	1	2	Rt	1	2	Rt		UTS	UAS	RT	
1																
2																
3																

To calculate the students' English achievement, the first step was to look for the mean of daily score or NH. The mean of daily score was obtained from summing up of the mean of individual assignment, the mean of grouping assignment and daily exercises and divided into 3. The second step was looking for the mean of block score. It was obtained from the summing up of middle test

and final test and divided with 2. The last step was summing up from 60% of the mean of daily score and 40% of the mean of block score. So the score of English achievement could be known.

The report score of English achievement in this school used the following formula:

$$NA/NR = 60\% NH + 40\% NB$$

Note:

NH : The daily score (the mean of assignment which was done by grouping and individual and the mean of daily exercises).

NB : The block score (the mean of middle test and final test)

NA/NR: The report score (summing up from 60% of the daily score and 40% of the block score.

To know the students' English score of students' academic report could be seen in appendix III. From the data, the total of English score was 4151. To know the mean of students' English score was the total of English score divided by the total of students' respondent. It could be seen the result as below:

$$\begin{aligned} Me &= \frac{\sum x_i}{N} \\ &= 4151 : 50 \\ &= 83.02 \\ &= 83 \end{aligned}$$

Description:

Me = Mean

$\sum x_1$ = Sum of students' English score

N = The total of students' respondent

So from the result above, the mean of students' English score was 83

To know the classification of students' English score, the researcher used document of students' report. The minimum passing standard of English in this school was 75. And the classification of students' score based on students' academic report categorized as:

91 – 100 = very good

75 – 90 = good

60 – 74 = moderate

40 – 59 = low

From the result above, it could be know that the result of English score was 83. It was good category. It meant the English achievement of the first students of MA Al-Ibrohimi Manyar Gresik in the last semester was good.

3. Hypothesis research

On attempting to give a tentative solution to the problems, in this research there are 2 hypotheses:

1. The alternative hypothesis (Ha) is there is significant correlation between EQ and English achievement of the first year students of MA Al-Ibrohimi Manyar Gresik

2. The null hypothesis (Ho) is there is not significant correlation between EQ and English achievement of the first year students of MA Al-Ibrohimi Manyar Gresik
4. The correlation between emotional quotient and English achievement

To collected data of EQ' students and English achievement were analyzed by using product moment correlation. It was used to know whether or not there was a significant correlation between emotional quotient (X) and English achievement (Y) of the first year students of MA-Al Ibrohimi Manyar Gresik. To know the computation of correlation between emotional quotient and English achievement, it could be seen in appendix IV.

$$\begin{aligned}
 r_{xy} &= \frac{N \sum xy - \sum x \sum y}{\sqrt{[(N \sum x^2) - (\sum x)^2][(N \sum y^2) - (\sum y)^2]}} \\
 &= \frac{50.309308 - (3716)(4151)}{\sqrt{(50.278358 - (3716)^2)(50.345285 - (4151)^2)}} \\
 &= \frac{15465400 - 15425116}{\sqrt{(13917900 - 13808656)(17264250 - 17230801)}} \\
 &= \frac{40284}{\sqrt{109244.33449}}
 \end{aligned}$$

$$= \frac{40284}{\sqrt{3654102556}}$$

$$= \frac{40284}{\sqrt{60449}}$$

$$= 0.66641$$

Where:

R = Correlation coefficient of variable X and Y

$\sum xy$ = the sum of product of x and y scores of each students

$\sum x$ = the sum of x scores

$\sum y$ = the sum of y scores

$\sum x^2$ = the sum of square of emotional quotient

$\sum y^2$ = the sum of square of English achievement

$(\sum x)^2$ = the sum of the square of x score

$(\sum y)^2$ = the sum of the square of score

N = the total of respondent

The purpose of this part was to find out whether there was significant correlation between emotional quotient and English achievement. This finding showed that the result of correlation between emotional quotient and English

achievement (r_{xy}) were 0.666. If we looked at the critical value of r at table at 0.05 level of significant was 0.279, it could be seen in appendix V. It showed that the calculated r_{xy} was higher than r table. It meant that the alternative hypothesis which states: there was correlation between emotional quotient and English achievement was accepted and the null hypothesis was rejected.

Based on the degree of correlation coefficient, if calculated r between 0.600 – 0.799. It has high correlation. It could be seen in appendix VI. It could be concluded the calculation r_{xy} was 0.666. So there was high correlation between emotional quotient and English achievement of the first students of MA- Al Ibrohimi Manyar Gresik.

B. Discussion

This research focused on determining whether there was significance correlation between emotional quotient and English achievement. The first was the researcher found that the result of EQ scores of the first year students' of MA AL-Ibrohimi Manyar Gresik through questionnaire of EQ was some of students got same score and different score of EQ test. Based on the result of EQ test, the score minimum of questionnaire was 62 and the score maximum of questionnaire was 85. In this research, the students could be said good category in EQ because there was 41 students included good categories in interval class 63-81. it meant that most of them got 63- 81 of EQ score. And the other included very good and low

category in EQ. The mean of students' EQ scores was 74, where it was shown good EQ based on the classification of EQ. Second, based on students' English score in academic report, the result of English achievement of the first year students of MA AL-Ibrohimi Manyar Gresik had good mark in English subject which was shown most of them was passed the passing score. The mean of the students' English achievement was 83, where it shown good achievement. The last was the researcher applied product moment to find the correlation between emotional quotient and English achievement. Based on the result above, it could be seen the statistical computation value of the r-statistic was higher than that r-table. It shows that H_0 was rejected and H_a was accepted. It meant that there is a significant correlation between emotional quotient and English achievement of the first year students' MA AL-Ibrohimi Manyar Gresik. Then the degree of correlation above is 0.666. It can be categorized as high. It is also positive correlation. Positive correlation is increases one variable accompanied by increases the other variable. It means that the can get their English achievement if they have good emotional quotient. It is supported by Goleman statement Emotional Quotient (EQ) is an important role in human success. And Goleman in Brown book stated that EQ is far more important than any other factor in accounting for second language success. It is also supported by Shapiro statement that students who have high EQ in the school get the higher achievement than students who have high IQ.

CHAPTER V

Conclusion and suggestion

In this chapter, the summary of all the research results discussed in chapter IV would be given. They were the answer to the problem formulated in the first semester. Based on the research result, conclusion and suggestion are provided.

A. Conclusion

Based on the result of data analysis, it could be concluded that the result of students' EQ at the first grade of MA-AI Ibrohimi Manyar Gresik were 3716. The classification of students' EQ could be known from the result of students' EQ score was divided by the total of students' respondent. The result was $3716 : 50 = 74.32$. The standard category of EQ in interval class 63-81 was good categories. So the categories of students' EQ of the first students of MA-AI Ibrohimi Manyar Gresik which included 74 were good category.

From the result of students' English score of students' academic report above, students' English achievement of the first students of MA-AI Ibrohimi Manyar Gresik were 83. The standard category of English score in interval class 75-90 was good categories. So the categories of English achievement of the first students of MA-AI Ibrohimi Manyar Gresik which included 83 were good.

There is a significant correlation between emotional quotient and English achievement of the first year students of MA-Al Ibrohimi Manyar Gresik. The result could be known from the value r_{xy} was higher than r table ($0.666 > 0.279$). The degree of correlation coefficient was high correlation between emotional quotient and English achievement of the first students of MA- Al Ibrohimi Manyar Gresik.

B. Suggestion

Based on the conclusion above, the researcher gave some suggestion for the following people:

1. From the result above, we know that the categories of students' EQ and English achievement of the first year students of MA-Al Ibrohimi Manyar Gresik were almost good categories. So students are suggested to develop and always manage their emotion, their motivation, and their empathy to reach the optimum in English achievement.
2. From the result above, there was high correlation between EQ and English achievement. It is proved IQ is not only one factor can influence their English achievement but EQ as important aspect to support English achievement. So English teacher is suggested to keep the students' EQ, manage their emotion, be more creative to motivate the students, keep their empathy and their good relationship with their friend to reach the optimum English achievement.

3. The further researcher to add other variable which related to the students' English achievement such as intellectual quotient because commonly the second language is determined IQ student. So hopefully the further researcher can give a new description whether intellectual quotient (IQ) affect the students' English achievement