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.

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[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

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[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.