

## 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*”.<sup>7</sup> 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*

---

<sup>7</sup> 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EQ (Emotional Quotient) dengan Kemampuan Siswa Dalam Menyelesaikan Soal Turunan Fungsi di Kelas IX IPA MAN Mojokerto*”, Unpublished Bachelor Thesis, (Surabaya: State Institute of Islamic Studies Sunan Ampel Surabaya, 2010).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.<sup>8</sup> 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*".<sup>9</sup> 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

---

<sup>8</sup> 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)

<sup>9</sup> 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*"<sup>10</sup> 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*

---

<sup>10</sup> 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*".<sup>11</sup> This 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)

---

<sup>11</sup> 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).













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.<sup>26</sup>

Goleman defines emotional intelligence into five abilities, those are<sup>27</sup>:

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

---

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

<sup>27</sup> Daniel Goleman, ....., 43





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.<sup>29</sup> On the other hand, Students' achievement is students' learning has done successfully, especially using their own effort and skill.<sup>30</sup>

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:

---

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

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

















