### **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". 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

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EQ (Emotional Quotient) dengan Kemampuan Siswa Dalam Menyelesaikan Soal Turunan Fungsi di Kelas IX IPA MAN Mojokerto", Unpublished Bachelor Thesis, (Surabaya: State Institute of Islamic Studies Sunan Ampel Surabaya,2010).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

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.<sup>13</sup>

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,

<sup>14</sup> Sumadi Suryabrata. "Psikologi Pendidikan" (Jakarta: Rajawali Press, 1998), 129

<sup>&</sup>lt;sup>12</sup>Horace Graham Wyatt "The Psychology of Intelligence and Will" (London: Brace and company,1930), 11

<sup>&</sup>lt;sup>13</sup> Richard E.Nisbett. "Intelligence and How to get it" (New York: w.w.Norton&company,2009), 4

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. 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.

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<sup>&</sup>lt;sup>15</sup> Howard Gardner, "Intelligence Reframed. Multiple Intelligences for the 21st century" (New York: Basic Books,1999), 41-43

<sup>&</sup>lt;sup>16</sup> 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.<sup>17</sup> 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.<sup>18</sup>

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.<sup>19</sup> General definition

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<sup>&</sup>lt;sup>17</sup> *Ibid*, 101

<sup>&</sup>lt;sup>18</sup> Daniel Goleman, "Emotional Intelligence" (New York: Bantam Books, 1995), 6

<sup>&</sup>lt;sup>19</sup> 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.<sup>20</sup>

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.<sup>21</sup>

Two Americans, Peter salovey (yale) and john mayer (new Hampshire) thought that the term emotional intelligence is from social intelligence<sup>22</sup>, 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.<sup>23</sup>

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.<sup>24</sup>

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

<sup>&</sup>lt;sup>20</sup> Robert S. Feldman, "Essentials of Understanding Psychology" (New York: McGraw-Hill, 2009), 169 <sup>21</sup> Daniel Goleman, ....., 42

<sup>&</sup>lt;sup>22</sup> Harry Alder, "Boost your Intelligence" (Jakarta:Erlangga,2001), 33

<sup>&</sup>lt;sup>23</sup> Daniel Goleman, "Emotional Intelligence" (New York: Bantam Books, 1995), 42

<sup>&</sup>lt;sup>24</sup> Harry Alder, ...... 33

<sup>&</sup>lt;sup>25</sup> 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.<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

Hamzah B. Uno. "Orientasi Baru dalam Psikologi Pembelajaran" (Jakarta: Bumi Aksara,2006), 76
 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 are<sup>28</sup>:

## 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.

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<sup>&</sup>lt;sup>28</sup> 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.<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>&</sup>lt;sup>29</sup> 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.<sup>31</sup> 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.<sup>32</sup> 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.<sup>33</sup> 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.<sup>34</sup> 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.

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<sup>&</sup>lt;sup>31</sup> Pasty M. Lightbown and Nina Spada, "*How Languages are Learned*", (New York: Oxford University, 2007),57

<sup>&</sup>lt;sup>32</sup> *Ibid*, . 57

<sup>&</sup>lt;sup>33</sup> Rod Ellis, "Second Language Acquisition", (New York: Cambridge University, 2006), 446 Rod Ellis, "Second Language Acquisition", (New York: Oxford University, 2008), 105

## iii. Aptitude

Aptitude is one of characteristics of successful language learners.<sup>35</sup> 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. <sup>36</sup>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.<sup>37</sup>

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.

<sup>35</sup>H. Douglas Brown, "Principle of Language Learning and Teaching" (London: Prentice-Hall, 1980),

<sup>&</sup>lt;sup>36</sup> *Ibid.*, 99 <sup>37</sup> *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.<sup>38</sup> 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. 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

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

<sup>&</sup>lt;sup>39</sup> H. Douglas Brown,....., 181

them rather than oriented towards group activities.<sup>40</sup> It can be concluded, the different types of students will also get different advantages from the practice of teaching activities.<sup>41</sup> 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.<sup>42</sup>

#### 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

<sup>&</sup>lt;sup>40</sup> Diane Larsen- Freeman and Michael H.Long, "An Introduction to Second Language Acquisition Research", (New York: Longman, 1991), 209

<sup>&</sup>lt;sup>41</sup> *Ibid.*, 210

<sup>&</sup>lt;sup>42</sup> *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. <sup>43</sup> 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

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<sup>&</sup>lt;sup>43</sup> *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.<sup>45</sup> 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.

<sup>44</sup> Syaiful Bahri Djamarah, "Prestasi Belajar dan Kompetensi Guru" (Surabaya: Usaha Nasional, 1991) 92

<sup>46</sup> *Ibid.*, 179

<sup>&</sup>lt;sup>45</sup> Diane Larsen- Freeman and Michael H.Long......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.<sup>47</sup> 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.

<sup>47</sup> 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.<sup>48</sup> 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.

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<sup>&</sup>lt;sup>48</sup>H. Douglas Brown, "Principle of Language Learning and Teaching" (London: Prentice-Hall, 1980), 102