

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

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

$$M_e = \frac{\sum x_i}{N}$$

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

Description:

Me = Mean

Σx_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

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%

“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:

- Daily score
- Middle test
- Final test

Table 15
The students' assignment form

[illegible]

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

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

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.