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-Al 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 bulling 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

 $\sum x_1 = \text{Sum of EQ score}$

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	∑=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	∑=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:

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

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	%
	a. Strongly agree		18	36%
	b. Agree		31	62%
1	c. Disagree	50	1	2%
	d. Strongly Disagree		-	-
	-			1000/
	Sum	50	50	100 %
11	a. Strongly agree		17	34%
	b. Agree	50	28	56%
	c. Disagree	30	3	6%
	d. Strongly Disagree		2	4%
	Sum	50	50	100%
21	a. Strongly agree	50	3	6%
	b. Agree	50	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	%
	a. Strongly agree		9	18%
2	b. Agree	50	35	70%
	c. Disagree	30	6	12%
	d. Strongly Disagree		-	-
	Sum	50	50	100%
12	a. Strongly agree		4	8%
	b. Agree	50	40	80%
	c. Disagree	30	6	12%
	d. Strongly disagree		-	-
	Sum	50	50	100%
22	a. Strongly agree		1	2%
	b. Agree	50	32	64%
	c. Disagree	30	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	%
	a. Strongly agree		21	42%
3	b. Agree	50	28	56%
	c. Disagree	30	1	2%
	d. Strongly Disagree		-	-
	Sum	50	50	100%
13	a. Strongly agree		13	36%
	b. Agree	50	32	64%
	c. Disagree	50	5	10%
	d. Strongly disagree		-	-
	Sum	50	50	100%
23	a. Strongly agree		2	4%
	b. Agree	50	25	50%
	c. Disagree	30	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	%
	a. Strongly agree		21	42%
4	b. Agree	50	28	56%
	c. Disagree	30	1	2%
	d. Strongly disagree		-	-
	Sum	50	50	100%
14	a. Strongly agree		13	26%
	b. Agree	50	32	64%
	c. Disagree	30	5	10%
	d. Strongly disagree		-	-
	Sum	50	50	100%
24	a. Strongly agree		1	2%
	b. Agree	50	44	88%
	c. Disagree		5	10%

d. Strongly disagree		1	-
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	%
	a. Strongly agree		6	12%
5	b. Agree	50	34	68%
	c. Disagree	30	10	20%
	d. Strongly disagree		-	-
	Sum	50	50	100%
15	a. Strongly agree		25	50%
	b. Agree	50	22	44%
	c. Disagree	30	3	6%
	d. Strongly disagree		-	-
	Sum	50	50	100%
25	a. Strongly agree		2	4%
	b. Agree	50	31	62%
	c. Disagree	30	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 "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". There were 34% of the students 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	%
	 a. Strongly agree 		15	30%
6	b. Agree	50	15	30%
	c. Disagree	30	13	26%
	d. Strongly Disagree		7	14%
	Sum	50	50	100 %
16	a. Strongly agree		12	24%
	b. Agree	50	14	28%
	c. Disagree	30	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	%
	 a. Strongly agree 		-	-
7	b. Agree	50	6	12%
	c. Disagree	50	26	52%
	d. Strongly Disagree		18	36%
	Sum	50	50	100 %
17	a. Strongly agree		4	8%
	b. Agree	50	12	24%
	c. Disagree	30	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	%
	a. Strongly agree		-	-
8	b. Agree	50	-	-
	c. Disagree	30	17	34%
	d. Strongly Disagree		33	66%
	Sum	50	50	100%
18	a. Strongly agree		1	2%
	b. Agree	50	9	18%
	c. Disagree	50	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	%
	a. Strongly agree		3	6%
9	b. Agree	50	4	8%
	c. Disagree	30	29	58%
	d. Strongly disagree		14	28%
	Sum	50	50	100%
19	a. Strongly agree		-	-
	b. Agree	50	13	26%
	c. Disagree	50	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 "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 66% 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	%
	a. Strongly agree		1	2%
10	b. Agree	50	4	8%
	c. Disagree		25	50%
	d. Strongly disagree		20	40%
	Sum	50	50	100%
20	a. Strongly agree		6	12%
	b. Agree	50	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:

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:

$$Me = \frac{\sum x_4}{N}$$

= 4151: 50
= 83.02

= 83

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:

$$91 - 100 = \text{very good}$$

$$75 - 90 = good$$

$$60 - 74 = moderate$$

$$40 - 59 = low$$

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:

 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

- 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.

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

$$= \frac{50.309308 - (3716)(4151)}{\sqrt{(50.278358 - (3716)^2 (50.345285 - (4151)^2)}}$$

$$= \frac{15465400 - 15425116}{\sqrt{(13917900 - 13808656 (17264250 - 17230801))}}$$

$$= \frac{40284}{\sqrt{100244 33449}}$$

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

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

$$= 0.66641$$

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 (rxy) 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 rtable. It shows that Ho was rejected and Ha 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.