CHAPTER V

Conclusion and suggestion

In this chapter, the summary of all the research results discussed in chapter IV would be given. They were the answer to the problem formulated in the first semester. Based on the research result, conclusion and suggestion are provided.

A. Conclusion

Based on the result of data analysis, it could be concluded that the result of students' EQ at the first grade of MA-Al Ibrohimi Manyar Gresik were 3716. The classification of students' EQ could be known from the result of students' EQ score was divided by the total of students' respondent. The result was 3716: 50 = 74.32. The standard category of EQ in interval class 63-81 was good categories. So the categories of students' EQ of the first students of MA-Al Ibrohimi Manyar Gresik which included 74 were good category.

From the result of students' English score of students' academic report above, students' English achievement of the first students of MA-Al Ibrohimi Manyar Gresik were 83. The standard category of English score in interval class 75-90 was good categories. So the categories of English achievement of the first students of MA-Al Ibrohimi Manyar Gresik which included 83 were good.

There is a significant correlation between emotional quotient and English achievement of the first year students of MA-Al Ibrohimi Manyar Gresik. The result could be known from the value rxy was higher than r table (0.666>0.279). The degree of correlation coefficient was high correlation between emotional quotient and English achievement of the first students of MA- Al Ibrohimi Manyar Gresik.

B. Suggestion

Based on the conclusion above, the researcher gave some suggestion for the following people:

1. From the result above, we know that the categories of students' EQ and English achievement of the first year students of MA-Al Ibrohimi Manyar Gresik were almost good categories. So students are suggested to develop and always manage their emotion, their motivation, and their empathy to reach the optimum in English achievement.

2. From the result above, there was high correlation between EQ and English achievement. It is proved IQ is not only one factor can influence their English achievement but EQ as important aspect to support English achievement. So English teacher is suggested to keep the students' EQ, manage their emotion, be more creative to motivate the students, keep their empathy and their good relationship with their friend to reach the optimum English achievement.

3. The further researcher to add other variable which related to the students' English achievement such as intellectual quotient because commonly the second language is determined IQ student. So hopefully the further researcher can give a new description whether intellectual quotient (IQ) affect the students' English achievement