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## CHAPTER I INTRODUCTION

### A. Background

Emotion plays an important role in human life. Emotions tell us about the things that are most important to our lives, society, values, activities and needs that give us motivation, passion, poise and persistence. By looking at the important role of emotions in human life, the ability to manage emotions is very necessary. According to Goleman, the ability to manage emotions is often referred as emotional intelligence (EI), which means the components that make a person smarter to use emotion.

Goleman (1995, p. 2) defined emotional intelligence as the abilities to recognize and regulate emotions in ourselves and in others. This most parsimonious definition suggests five major Emotional Intelligence domains: self awareness, managing emotions, motivating oneself, empathy, and social skill. From the definition above, the researcher concludes emotional intelligence as a number of major concepts including the ability to discover, understand and to describe one's feelings and emotions, the ability to recognize and interpret other individuals' feelings and also the ability to handle emotions. It refers to the ability to set and generate positive interpersonal relations and be self-motivated.

Students with higher emotional intelligence could manage and regulate their emotions to avoid experiencing high level of stress and prevent burnout. They are also better in handling learning anxiety and able to perform better in

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examinations. Besides, the students who have higher emotional intelligence have the tendency to experience more positive emotions that could lead them to concentrate more on studies and not easily get distracted by other factors. Thus, emotional intelligent is extremely essential for students to deal with stress and anxiety in meeting high academic demands (Yoke and Chooi, 2015, p. 42).

English learning achievement is the most important part in the term of learning second or foreign language. By knowing the students' learning achievement, both teachers and students are able to see their progress in teaching and learning. According to Lawrence (2013, p. 103), Learning achievement or academic achievement is defined as the level of actual accomplishment or proficiency one has achieved in an academic area, as opposed to one's potential in the educational goals measured by examinations.

Based on School-Based Curriculum (SBC), the purposes of learning English are as follows:

1. Understand the meaning in a very simple transactional and interactional conversation to interact with immediate environment.
2. Understand the meaning of short functional text to interact with the immediate environment.
3. Express meaning in transactional and interactional conversation to interact with the immediate environment
4. Express meaning in very simple functional text to interact with the immediate environment.
5. Understand the meaning of simple functional text related to immediate environment.
6. Express the meaning of simple functional text related to immediate environment.

Based on the statements above, it is clear that students have to achieve the objectives above in order to get a good English learning achievement. By

getting good English learning achievement means that the process of teaching and learning is done efficiently.

However, until the present day learners vary enormously in learning a second language. There are people who ‘learn a second language with that much ease and some others have difficulty doing this. From among a long list of many factors which have direct or indirect relationship with second language learning success such as internal, personality factors like motivation, attitude or personality types, one can predict that the most influential component which can be accounted for success in learning a second or foreign language is the degree of intelligence that an individual has. “Emotional Intelligence can also improve motivational beliefs by improving problem solving abilities, tolerating psychological pressure, self-actualization and self-esteem. Improving motivational beliefs have positive effect on academic performance” (Shoja in Hadi, 2014, p. 94).

As the weaknesses mentioned above were caused by many factors, both factors are from within or outside the students. As Goleman in Brown (2007, p. 110) said that the Emotional Intelligence may be very important in accounting for second language success both in classrooms and in untutored contexts. In relation to EFL and English learning achievement, Evelyn (2013, p. 119) said that emotion can be categorized as positive emotions and negative emotions. Emotions can affect learning, in both a positive and negative way. When a learner experiences positive emotions, the learning process can be enhanced. When the learner experiences a negative emotion, the learning process can be disabled.

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Then, Pekrun (2014, p. 12) adds in his book that “positive emotions influence learning by affecting students’ attention, motivation, use of learning strategies and self-regulation of learning”. From the statement above, the writer concludes if students have emotional intelligence, they are able to manage their emotion in appropriate way. So, they use their emotion in learning to be positive. If they have good attention, motivation, learning strategies and self regulation, it will influence their English achievement too. Therefore, the researcher wants to find out the correlation between students’ emotional intelligence and their English learning achievement.

From the preliminary observation in Junior High School 2 Ujungbatu, the researcher found that there were some students who had low ability to manage emotions, which looks often angry with no apparent cause. The researcher also found that some student's behavior is anxious or irritable, arrogant and haughty. There were also some students who were less able to motivate themselves (insecure, did not dare), it was easy for them to give up and even be less confident (like cheating). The lack of behavior recognizing emotions in others is also found in this school, such as lack of empathy, indifferent and unconcerned with others, and tend to be scrappy. In addition, the researcher also found low ability of some students in relationships; things looked at their lack of ability to socialize and build relationships with others, and prefer to be alone.

Junior High School 2 Ujungbatu is one of the formal schools in Ujungbatu sub district. This school uses school-based curriculum as a guide in teaching learning process that includes English subject. Based on the



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syllabus, the passing grade that has to be achieved by students for English subject is 70.

Based on the observation that was done by the researcher on 12<sup>th</sup> December 2016 at Junior High School 2 Ujungbatu, the researcher got the information from the English teacher of the school, Mam. Emy Erina, S.Pd. She said that some of students have low scores in their English learning achievement. The students' score are divided into three categories; high, medium, and low. There were 15% students who got 80, 20% students who got 75, and 65% students who got 60.

Finally, the researcher found the following phenomena at Junior High School 2 Ujungbatu. The researcher found that there were some students who cheated when being given task by the teacher. There were also some students who preferred to complete the assignments by themselves. Some students seemed anxious when they face problems or difficulties in learning. When the teacher divided them into groups, some of students didn't accept opinions from another in group and some of students didn't give their opinions in their group.

In regard to the importance of emotional intelligence on students as one of the important factors for the achievement of learning the English language, the researcher is interested in conducting a study entitled ***"The Correlation between Emotional Intelligence and English Learning Achievement of the First Grade Students at Junior High School 2 Ujungbatu, Rokan Hulu."***

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## B. Problem

### 1. Identification of Problem

Based on the preliminary study of the researcher at Junior High School 2 Ujungbatu, Rokan Hulu, it is clear that most of students are still getting difficulties in learning English because of they still have low emotional intelligence. To make the problem of this research clearer, the problems of this research are identified as follows:

- a. Why can some students not reach the passing grade?
- b. Why do some students cheat when being given task by the teacher?
- c. Why do some students prefer complete the assignments by themselves?
- d. Why do some students fell anxious when they face difficulties in learning?
- e. Why do some students not accept opinions from another in group?
- f. Why do some students not give their opinions in their group?

### 2. Limitation of the problem

Based on the problems identified above, the researcher focuses and limits the problems of this research on the relationship between emotional intelligence and English learning achievement of the first grade students at Junior High School 2 Ujungbatu, Rokan Hulu.

### 3. Formulation of the Problem

- a. How is Students' emotional intelligence at the first grade of Junior High School 2 Ujungbatu, Rokan Hulu.

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- b. How is Students' English learning achievement at the first grade of Junior High School 2 Ujungbatu, Rokan Hulu.
- c. Is there any significant correlation between students' emotional intelligence and their English learning achievement at the first grade at Junior High School 2 Ujungbatu, Rokan Hulu.

**C. Objective and Significance of the Research****1. Objectives of the Research**

- a. To know the students' emotional intelligence at the first grade at Junior High School 2 Ujungbatu, Rokan Hulu.
- b. To know the students' English learning achievement at the first grade at Junior High School 2 Ujungbatu, Rokan Hulu.
- c. To know whether there is or not a relationship between students' emotional intelligence and their English learning achievement at the first grade of Junior High School 2 Ujungbatu, Rokan Hulu.

**2. Significance of the Research**

Related to the objectives of the research above, the significance of the research is as follows:

- a. Hopefully, this research is able to benefit the writer as a novice researcher in learning how to conduct a research
- b. These research findings are also expected to be useful and valuable for both teachers and students of Junior High School 2 Ujungbatu, Rokan Hulu to be the focus of future following teaching and learning process.
- c. Besides, these research findings are also expected to be positive and

valuable information for those who are concerned in the field of teaching English as a foreign or second language.

- d. Finally, these research findings become practical and theoretical information to the development of the theories on language teaching in general.

#### **D. Reasons for Choosing The Title**

There are some reasons why the researcher is interested in carrying out this research:

- a. The title of the research is relevant with the writer's status as a student of English Education Department.
- b. The title of this research (the problems investigated in this research) is not yet investigated by other previous researchers.
- c. The location of the research facilitates the writer in conducting the research.

#### **E. Definition of the Terms**

In order to avoid misunderstanding to the terms used in this research, the following terms are necessarily defined as follows:

##### **1. Emotional Intelligence**

According to Lawson, cited in Ramezan and Fatema (2011, p. 5), “emotions are the relay stations between sensory input and thinking. When the input is interpreted positively, we are motivated to act and achieve a goal. When the input is interpreted negatively, we do not act and do not learn”. Intelligence, conceptualized as abstract thinking, has often been

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demonstrated to predict one or another type of success, particularly academic success (Sternberg, 2000, p. 399). From the definition above, the researcher concludes that emotional intelligence is the way people operate their negative emotions (Anxiety, depression and anger or frustration) to become positive emotions. So they are able to handle their stress in learning. They change stress become motivation in learning second language.

## 2. Learning Achievement

Learning is a mental activity / psychic that takes place in an active interaction with the environment, which results in changes in the understanding of knowledge, skills, attitudes and values. The change is relatively constant and scars (Winkel in Riyanto, 2012, p. 5). Achievement is the result of what an individual has learned from some educational experiences. In line with the statement above, Crystal (2008, p. 7) defined achievement as predicates represent a type of process event which takes place instantaneously. In other words, learning achievement means the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation to his/her educational learning.