

The Correlation Between Emotional Quotient and Students' Learning Achievement on English

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Abstract

The main of research question of this study was "Is there any correlation between students' emotional quotient and their learning achievement on English?". The Problem of this research was some students had high emotional quotient but low learning achievement in English, and some students had low emotional quotient but high learning achievement in English. The objective of this research was investigate the relationship between students' emotional quotient and their learning achievement on English. The design of this research was correlation design. This research was conducted at UPT SMPN 1 Tanjung Baru. This research included population of 74 students. Technique of data collection was used questionnaire and documentation. Technique of data analysis was used SPSS 25. The result was 0,548. There was a positive correlation between students' emotional quotient and their learning achievement on English. Based on hypothesis testing, the r_{xy} was 0.548 whereas r - table on $\alpha = 0.05$ was 0.2319. It means that r_{xy} score was bigger than r - table score. Hence, H_a was accepted and H_o was rejected. It was found that there was a positive correlation between emotional quotient and students' learning achievement in English of eighth grade students at UPT SMPN 1 Tanjung Baru.

Abstrak

Pertanyaan utama penelitian ini adalah "Apakah ada korelasi antara kecerdasan emosional siswa dan prestasi belajar bahasa Inggris mereka?". Permasalahan dalam penelitian ini adalah beberapa siswa memiliki kecerdasan emosional yang tinggi tetapi prestasi belajar bahasa Inggrisnya rendah, dan beberapa siswa memiliki kecerdasan emosional yang rendah tetapi prestasi belajar bahasa Inggrisnya tinggi. Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara kecerdasan emosional siswa dan prestasi belajar bahasa Inggris mereka. Desain penelitian ini adalah desain korelasional. Penelitian ini dilakukan di UPT SMPN 1 Tanjung Baru. Populasi penelitian ini adalah 74 siswa. Teknik pengumpulan data menggunakan angket dan dokumentasi. Teknik analisis data menggunakan SPSS 25. Hasil yang diperoleh sebesar 0,548. Terdapat korelasi positif antara kecerdasan emosional siswa dan prestasi belajar bahasa Inggris. Berdasarkan uji hipotesis diperoleh r_{xy} sebesar 0,548 sedangkan r tabel pada $\alpha = 0,05$ sebesar 0,2319. Artinya skor r_{xy} lebih besar dari skor r tabel. Maka H_a diterima dan H_o ditolak. Ditemukan bahwa ada korelasi positif antara kecerdasan emosional dan prestasi belajar bahasa Inggris siswa kelas VIII di UPT SMPN 1 Tanjung Baru.

INTRODUCTION

Background of the Problem

The term emotional quotient, also known as emotional intelligence, has grown in popularity in psychology and education in recent decades. The discovery of emotional quotient was initially acknowledged by Peter Salovey, a Harvard University psychologist, and John Mayer from the University of New Hampshire. The term emotional quotient was first proposed in 1990. Social quotient is the ability to regulate one's own emotions and understand the emotions of others (Shapiro, 2017). Further, Emotional quotient is related to expressing and understanding feeling, controlling anger, independence, persistence, empathy, respect, and adjustment. Emotional quotient is important for students in learning achievement. Emotional quotient related to feelings that encourage students' attention in following the learning



process, thinking, and behaving. Students with a high emotional quotient tend to achieve high academic achievement compared to students with low emotional quotient (Ciarrochi & Mayer, 2007). Besides, emotional quotient can be as important as intelligence quotient, even more, important than intelligence quotient for students (Goleman, 2016).

Based on preliminary research at UPT SMPN 1 Tanjung Baru, the researcher found some problems in students' emotional quotient in learning English. First, some students had good emotional quotient but low learning achievement on English. Second, some students have low emotional quotient but good learning achievement on English. After reviewing the explanation above, the researcher expressed interest in conducting a study titled: "The Correlation between Emotional Quotient and Students' Learning Achievement on English of Eighth Grade Students at UPT SMPN 1 Tanjung Baru."

Emotional Quotient

According to Salovey and Mayer in (Shapiro, 2017), emotional quotient falls under the social quotient category. This is because it involves the aptitude to observe one's and others' emotions and feelings, analyzing them, and use that information to govern one's thoughts and actions. According to Goleman in (Taslim & Hervina, 2021), emotional quotient or emotional intelligence refers to people ability to identify own emotions and those of others, motivate ourselves, and effectively handle emotions in both people and relationship. (Miller, 2014) defines emotional quotient as the capacity to recognize, comprehend, utilize, and handle emotions constructively for better communication, stress reduction, problem-solving, empathy, and conflict resolution.

Emotional quotient has several aspects according to (Goleman, 2016), emotional quotient has five aspects, consisting of:

1. Self-awareness: the ability to control oneself must understand self-awareness, engage in problems, and surrender. Besides that, people who can recognize emotions have a higher sensitivity to feelings in making decisions about a problem faced in life. According to Syafitri and Artika in ((Audriyan & Putri, 2021), in English, awareness is important in facing challenges and future competition.
2. Self-regulation: the ability to control emotions, able to manage frustration, and able to think positively about themselves. According to (Fajriah et al., 2023) self-regulation to make a more active role in people education.
3. Self-motivation: One of the factors that influences the learning English language skills as foreign language is motivation (Humaira & Putri, 2022). Motivation to be more optimized, enthusiasm to improve self-quality and increase score on learning achievement.
4. Empathy: valuing the perspective of others, empathizing with others' feelings, and better listening to others.
5. Social skill: include handling emotions in relationships well, having skills to communicate with others and can adapt to the new environment.

Learning Achievement

Learning achievement is a personal accomplishment on a test of knowledge or skill. It is a result of one's efforts and dedication to learning. It is important to note that achievement is not the same as ability. Ability refers to what a person is capable of doing, while achievement refers to what they have actually accomplished through learning. As mentioned by (Nunan et al., 2003), learning achievement is a formal assessment of tests, exercises, and procedures that have been specifically designed to make use of a student's skills and knowledge. (Melani, 2021) state achievement tests evaluate learners' understanding of specific course or study program measures how much the students have learned in a specific time. (Anisa & Arifmiboy, 2021) stated measurement of student achievement in formal education has been determined in a quarterly period and is often referred to as mid-semester, and final test exams. Aceng in

(Humaira & Putri, 2022) stated From the explanation above, it can be inferred that learning achievement refers to the outcomes that students attain after being taught in the classroom or during the teaching and learning process. These outcomes are a result of their hard work, knowledge, and skills.

Correlation between Emotional Quotient and Learning Achievement on English

Emotional quotient has an important role in the educational, personal, and social students (Lynn & Lynn, 2016). Emotions encourage students' attention in following the learning process, remembering, and behaving. The ability to regulate emotions helps students stay focused in class and overcome problems such as anxiety when taking exams. Therefore, students who have a high emotional quotient tend to achieve high academic achievement than students with a low emotional quotient (Ciarrochi & Mayer, 2007). According to Holt and Jones in (Abdolmanafi, 2014), students and teachers who have a high Emotional Quotient will find it easier to carry out standardized tests and facilitate learning because they have a good atmosphere. (Abdolmanafi, 2014) stated that students who have high emotional quotient can create an atmosphere of learning and English achievement. Therefore, students must learn to recognize their emotions and need adult guidance to understand them.

Research Formulation

Based on the limitation of the problem above, the problems in this research are formulated in the following questions:

1. Is there any correlation between students' emotional quotient and their learning achievement on English?
2. What is the correlation direction between students' emotional quotient and their learning achievement on English?
3. What is the magnitude of the correlation between students' emotional quotient and their learning achievement on English?

Research Purpose

Related to the formulation of the problem above, the researcher presents the purpose of the study as follows:

1. To know whether there is correlation between students' emotional quotient and their learning achievement on English.
2. To know the direction of the correlation between students' emotional quotient and their learning achievement on English.
3. To know the magnitude of students' emotional quotient and their learning achievement on English.

METHODS

This research was conducted at UPT SMPN 1 Tanjung Baru. This study used correlation design. This research focused on all eighth-grade students at UPT SMPN 1 Tanjung Baru, consisted 74 students divided into 3 classes. The researcher employed total sampling since the population was less than 100. The data collection techniques used included questionnaires and documentation. The questionnaire comprised 30 questions with five options on a scale of 1 to 5 for each item. Questionnaire used Likert scale. The documentation was students' final test scores obtained from the English teacher. In finding out the correlation coefficient between students' emotional quotient and their learning achievement on English, this research used Pearson Product Moment Correlation formula because the data to be obtained from questioner and test result were the ordinal data. Through the correlation technique, this research measures the correlation degree of variables with the Pearson Product Moment Correlation, the formula:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}}$$

RESULT AND DISCUSSION

RESULT

Based on the table 1, there were several questions that could be answered in this research.

- Was there any correlation between students' emotional quotient and their learning achievement on English?

The correlation coefficient which shows the relationship between emotional quotient and students' learning achievement on English was 0.548. Clearly, there was a significant correlation between students' emotional quotient and their learning achievement on English.

- What was the correlation direction between students' emotional quotient and their learning achievement on English?

To answer the second question in this research, the correlation coefficient showed that the correlation between students' emotional quotient and their learning achievement on English was 0.548. In short, there was a significant correlation between students' emotional quotient and their learning achievement on English because the result of this calculating has a positive symbol.

- What was the magnitude of the correlation between students' emotional quotient and their learning achievement on English?

The correlation coefficient shows that the correlation between emotional quotient and students' learning achievement on English was 0.548. This interpretation answered three questions in this research. Based on the interpretation table above, 0.548 has sufficient correlation because it was between 0.40-0.60. In conclusion, the magnitude of the correlation between emotional quotient and students learning achievement on English was sufficient.

DISCUSSION

In data analysis, the researcher calculates emotional quotient and score of final tests by using Product Moment Formula. It was found that there was correlation between students' emotional quotient and their learning achievement on English of eighth grade students at UPT SMPN 1 Tanjung Baru. Furthermore, there was also positive correlation between two variables. According to Adele and Janele, emotional quotient has important role in the educational, personal and social students. Emotions encourage students' attention in following the learning process, remembering, and behaving. The ability to regulate emotions helps students stay focused in class and overcome problems such as anxiety when taking exams (Lynn & Lynn, 2016). It can be concluded that emotional quotient relates to learning achievement on English.

Based on the findings above, the researcher concluded that the magnitude of both variables was sufficient as it fell within the range of 0.40-0.60. Furthermore, according to Holt and Jones as cited in Abdulmunafi, students with a high Emotional Quotient (EQ) tend to perform better in standardized tests and have a conducive learning environment. In other words, students with high EQ are more likely to excel in English. On the other hand, students with low EQ may struggle to achieve good results in English. Therefore, there is a correlation between students' EQ and their achievement in learning English.

Based on hypothesis testing, it was found that the value of r_{xy} was 0.548, while the r -table was 0.2319. This was calculated with a degree of freedom (df) of 70 and an alpha level of 0.05. As r_{xy} was greater than r -table, it was determined that H_a was accepted and H_o was

rejected. This indicates that there is a correlation between the emotional quotient of eighth-grade students and their English learning achievement at UPT SMPN 1 Tanjung Baru.

Based on the findings of Sucaromana, Lynn, and Abdolmanafi, there is a correlation between emotional quotient and students' English learning achievement. Essentially, it can be inferred that students with a high emotional quotient tend to perform better in their English studies, while those with a low emotional quotient may struggle to achieve good results in the subject.

CONCLUSION

The purpose of this research was to know whether there is a correlation between students' emotional quotient and their learning achievement on English of eight grade students at UPT SMPN 1 Tanjung Baru. In this research, it correlates the students' emotional quotient and their learning achievement on English. Based on the research question about the correlation between students' emotional quotient and their learning achievement on English, it can be concluded:

1. The H_a or alternative hypothesis of this research is accepted. It can be said that there is a correlation between students' emotional quotient and their learning achievement on English. The result is obtained after the researcher consulted r_{xy} score to r-table. r_{xy} score that has been gotten by the researcher is 0.548 whereas r-table score on alpha 0.05 is 0.2319. It means that r_{xy} score is higher than r-table score.
2. The result of this research has a positive direction between students' emotional quotient and their learning achievement on English. It can be proven by the result which has been gotten by the researcher as much +0.548. It shows that between students' emotional quotient and their learning achievement on English is in a positive line direction. Shortly, if the students have high emotional quotient, they have high skill in learning achievement on English. Conversely, if the students have low emotional quotient, they have low learning achievement on English.
3. The magnitude of the correlation between students' emotional quotient and their learning achievement on English is sufficient. It can be proven by the coefficient of correlation is on category 0.40 – 0.60. It means that there is a sufficient correlation between students' emotional quotient and their learning achievement on English of eighth grade students at UPT SMPN 1 Tanjung Baru.

Table 1. Correlations

Variable		Emotional Quotient	Final Test Score
Emotional Quotient	Pearson Correlation	1	.548**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	9912.319	7186.806
	Covariance	139.610	101.223
	N	72	72
Final Test Score	Pearson Correlation	.548**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	7186.806	17381.944
	Covariance	101.223	244.816
	N	72	72

** . Correlation is significant at the 0.01 level (2-tailed).

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