CHAPTER I
INTRODUCTION

A. Background of the research

The process of learning always involves the student's cognitive and psychological aspects. As a teacher, we cannot ignore students' affective aspect. A teacher should bear every aspect that will enhance students' achievement in every subject. One of the aspects that influences students' success is a psychological aspect that is related to students' emotions, motivation, emotional intelligence, students' beliefs, learning style, etc.

The term emotional intelligence comes from Peter Salavoy and John Mayer and it was popularized by Golleman in 1996 with a similar name. Emotional Intelligence is the first predictor variables in this research. Based on Goleman (1996) Emotional Intelligence is the condition of how someone can understand and manage their emotion. Understanding and managing emotion means how someone can use their emotion appropriately in any condition. Emotional intelligence is a matter of the learning process.

Emotional intelligence is about being more aware of one's emotions, using them intelligently to improve performance at work through helping people to be perhaps happier, satisfied with their responsibilities and assigned work, better motivated and strive for greater achievement. Low (2003) stated that Emotional intelligence can be said to cover five main areas: self-awareness, emotional control, self-motivation, empathy, and relationship skills. It is, of course, important for good communication with others and is therefore a gateway to better learning, friendships, academic success, and employment. Skills such as these developed in our formative years at school often provide the foundation for future habits later on in life.

Emotional intelligence can give a big positive impact on students' achievement in the school. According to Goleman (2016) students with high emotional intelligence control will achieve their goal in the school, it happens because they can place the correct emotion at the correct time. It means to improve the quality of a student we cannot ignore the position of emotional intelligence in the part of education.

Emotional intelligence has been the object to be studied in current years. Hein (2000), intellectual intelligence (IQ) only contributed 20% to success, while 80% contributed other strength factors, including emotional intelligence or Emotional Quotient

(EQ) which is the ability to motivate yourself, overcoming frustration, controlling insistence, regulating mood (mood), empathy and the ability to work together.

The next factor that wanted to be identified by the writer is academic motivation. According to Gardner (1985) motivation is a will to achieve the desired goal or things. Motivation in this research tends to the motivation that will influence students in learning. The additional statement comes from Cherniss (2001) that the strength of efforts done by someone is depending on the motive. It shows how important motivation itself in the human being.

The topic of motivation is not a new one on education, there is a lot of research that talks about motivation and education. According to Ausubel (1968) the relation between motivation and learning are very strong, we cannot separate it, they are completing each other. It means the relation of motivation and education is very strong, students with a lack of motivation in their school tend to get a lower score than their friend. Then students with high motivation will be very cheerful in the class and encouraged to follow the class.

Two topics above are very interesting to be identified in the case of psychological points that has a relation with student achievement. The writer in this research wants to correlate 2 psychological aspect that usually gives a big impulse toward students. According to Emda (2018) psychological aspect actually, the non-technical stimulus that appears in the student mind will steer the students stronger than any aspect in education. Because of the importance of 2 points above the writer will find the correlation between students' emotional intelligence and student academic motivation toward students learning achievement in English.

A recent study conducted by Long (2013) has shown the implication of motivation on students in junior high school is very high. Students with high motivation usually have a clear goal in their learning. Then students with a lack of motivation usually only follow the class because it appears in their schedule. From this research, we can explicitly know how significance motivation in our learning process,

The next research conducted by Mohzan (2013) the results of the study reveal that the respondents have a high level of Emotional Intelligence. Two domains (Self-Emotion Appraisal and Understanding of Emotion) of the Emotional Intelligence investigated are found to be significantly and positively associated with the respondents' academic

achievement. From the previous research above we can conclude that emotional intelligence will control student emotion and will bring them to good achievement.

This research will identify the relation between two psychological aspects in students learning achievement in English. This research will involve two predictor variables, student emotional intelligence, and student academic motivation. Then the criterion variable in this research is students learning achievement in English. A writer inspired by the research conducted by Phan (2019) that it is important for the school to consider a curriculum for students to enhance their positive emotions and increase their emotional intelligence. Because this research will give a new brief view about how the importance of student motivation and emotional intelligence with the calculated data to make sure the result of this research. The writer hopes this research will give a positive contribution to the development of education in Indonesia.

B. Research Problem:

Reference to limitation of the problems explained above, the writer has formulated the research problem below:

Is there any positive correlation between students Emotional Intelligence toward students English Achievement at Students of SMP Islam Durenan?

1. Is there any positive correlation between students motivation in learning English toward students English Achievement at Students of SMP Islam Durenan?
2. Is there any positive correlation between emotional intelligence and students motivation toward students English Achievement at Students of SMP Islam Durenan?

C. Objectives of research

In accordance with the research problem above, the objectives of this research are:

To find correlation between students Emotional Intelligence toward students English Achievement at Students of SMP Islam Durenan

1. To find the correlation between students motivation in learning English toward students English Achievement at Students of SMP Islam Durenan
2. To find the correlation between emotional intelligence and students motivation toward students English Achievement at Students of SMP Islam Durenan

D. Significance of Research

By finishing this research writer hopes this research will be useful to readers, especially:

1. Teacher

   The writer hopes this research will give a great contribution to the teacher. By this research writer hopes teacher can know about students emotional intelligence and their motivation in learning English. Teacher will not focus only in improving student skill in any subject, but teacher also concerns about teacher emotionally and growing up the students motivation during the class.

2. Students

   The second benefit is for students, theoretically after knows about the result of the research students will understand more about the psychological aspect and learning and find the best way to motivate themselves. Students will knowing other intelligence and know that motivation in learning will give significance impact in their achievement.

3. Headmaster

   Practically for the headmaster the writer hopes by this research will give them new vision of learning and manage the curriculum applied in the school to touch more psychological aspects of students.

4. Future researcher

   For the future researcher, the writer hopes by this research will be a good reference to the next research that has a similar topic with this research

E. Hypothesis

To answer the research problem, the writer has 3 alternative hypothesis:

1. **H1:** there is correlation between students Emotional Intelligence toward students English Achievement in Students of SMP Islam Durenan

2. **H1:** there is correlation between students motivation in learning English toward students English Achievement in Students of SMP Islam Durenan

3. **H1:** there is correlation between emotional intelligence and students motivation toward students English Achievement in Students of SMP Islam Durenan

F. Scope and Limitation

This research limitation is about the level of students academic motivation and students emotional intelligence by the questionnaire administered by the writer. Then the second objectives is to measure students learning achievement in English by using achievement test for 8th grade students in SMP Islam Duren..... .he result of this research will show how the correlation between students emotional intelligence and students motivation toward students learning achievement in English by numerical data. in this research mostly the writer will used mobile apps just like *Whatsapp* and *Google form* to ease the writer's job. The condition of mobile app used caused by the pandemic, so in this case the writer cannot supervised directly in the process of collecting the data.

G. Definition of Key Term

1. Emotional Intelligence

   Emotional intelligence is the ability to identify and manage someone own emotions, as well as the emotion of others.

2. Academic Motivation

   Academic motivation is a desired to learn. It is more specific. Usually academic motivation is motivation that correlated with the achievement in school

3. Students achievement in English

   Students achievement is the result of assessment in students progress during following the class.