

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the finding of the research. This chapter consists of the description of data, and hypotheses testing. The finding appropriate with data score of students' rewriting story ability test and narrative writing test.

A. Research Findings

1. The Description of Data

This research is located at SMP Islam Durenan which is located at Jl. Jl. Raya Kendalrejo, Krajan, Ngadisuko, Kec. Durenan, Kabupaten Trenggalek, Jawa Timur 66381, the writer took the population of all class VIII students, with total students 120. The results of the study were obtained from data collection using research instruments in the form of scores. The explanation includes predictor variables and criterion variables. The predictor variables (X1) Emotional Intelligence, (X2) Learning Motivation while the criterion variable (Y) Achievement Test.

The data obtained were collected by various methods, the writer used questionnaires and tests. The questionnaire method used to determine emotional intelligence, learning motivation, and the test used to measure student learning achievement in English.

Questionnaire about The Correlation of Students Emotional Intelligence and Motivation toward Students English Achievement in Students of SMP Islam Durenan

Table 4.1

No	Subject	Emotional intelligence (X1)	Academic motivation (X2)	Achievement Test (Y)
1.	A.Y.N.C	128	134	82
2.	E.W	133	125	82
3.	F.A	131	128	91
4.	I.M	139	135	100
5.	L.N.A	131	125	85
6.	N.M	120	128	70
7.	D.O.P	122	117	91

8.	T.P	135	119	82
9.	R.D.R	106	131	58
10.	M.J	135	131	91
11.	N.I.P.S	128	126	76
12.	K.A	135	131	97
13.	I.M.I	130	127	82
14.	F.D.P	131	128	85
15.	I.A.S	131	129	91
16.	K.A.W	126	129	91
17.	K.M.D.M.S	130	126	85
18.	L.F.I	107	125	64
19.	L.U.J	135	130	82
20.	M.W	122	127	79
21.	M.A.S	131	127	85
22.	H.T.A	124	108	85
23.	M.I	117	114	79
24.	R.M.N	118	117	55
25.	H.M	117	114	79
26.	C.W.M.N	125	110	52
27.	P.N.A.C	124	100	55
28.	V.A.S	104	118	79
29.	E.M.P	133	128	76
30	Y.A	139	116	100

a. Students Emotional Intelligence through Questionnaire score.

The data was obtained from the student's emotional intelligence score through a questionnaire of EI (Emotional Intelligence) Appraisal Scale containing about students Emotional Intelligence toward the academic domain. The total item was 30 questions it means the lowest score is 30 and the highest score is 120.

The writer calculated the score of data to find out how far the student's emotional intelligence. Then the writer shows the formula to calculate the emotional intelligence that classified in the quantitative score as follow:

1. score 5, for strongly agree
2. score 4, for agree
3. score 3, for neutral
4. score 2, for disagree
5. score 1 for strongly disagree

The writer has made the criteria through a questionnaire that has been distributed in the 8th grade of Islamic Durenan Middle School This criterion aims to classify the 8th class at the high, middle or low level in matters of emotional intelligence.

Score Criteria of Students Emotional Intelligence and Academic Motivation

Table 4.2

No	Range Score	Note
1	30-60	Low
2	61-91	Enough
3	91-110	Normal
4	111-120	High
5	121-150	Very high

from the data that has been taken by the writer, the writers get very clear data about the measurement of the ability of students of 8th grade Islamic Durenan Middle School in the field of emotional intelligence. With 5 criteria namely low, enough, normal, high and very high there are 3 students with normal emotional intelligence, 4 students have high emotional intelligence and the remaining 23 children have very high emotional intelligence.

b. Students Emotional Intelligence through Questionnaire score.

With the same range and the same likert scale the writer measures the academic motivation of students with a well-validated questionnaire. In this questionnaire the writer obtained data in the form of 3 children with normal academic motivation, 7 children with high academic motivation ability and 20 children with very high academic motivation.

c. Students Achievement Test Score

English achievement in this research was the result of the test developed by the writer based on the base competence and material that they learned in the previous semester. The total items of the test were 30 questions. Every question has score 3, then the writer adds the score by then. By this calculation the students can get 100 for the highest score without any mistakes on their test and 0 if they cannot answer all of the tests correctly

The researcher also made a value criterion for classifying children's abilities in English lessons.

Score Criteria of Students English Achievement

Table 4.3

No	Range Score	Note
1	20-50	Low
2	51-70	Enough
3	71-80	Normal
4	81-90	High
5	91-100	Very high

From the achievement test submitted by students, the writer gets the following results. There are 6 students with the results included in the criteria enough, 6 students fall into the normal category, 10 students get the high category and 8 students get very high grades.

2. Descriptive Statistic

From the data obtained by the author, the authors make the statistical data below which is processed through SPSS 22

Descriptive Statistics

Table 4.4

	N	Minimum	Maximum	Mean	Std. Deviation
Emotional intelligence	30	104	139	126.23	9.231
Academic motivation	30	100	135	123.43	8.299
Achievement Test	30	52	100	80.30	12.793
Valid N (listwise)	30				

Based on the result that processed in SPSS 22, for the minimum score for Emotional intelligence is 04 and the highest score is 139 with the mean score 126.33 the writer can take the conclusion that Students at 8th SMP Islam Durenan have a high Emotional Intelligence Score.

Then the next is about the score of academic motivation. The minimum score of academic motivation is 100, the highest score of academic motivation is 135 with the

median score of 123.43 the writer can terminate that the average 8th-grade student of SMP Islam Durenan has a high motivation in learning English.

The last is the score of student's achievement. The lowest score of an achievement test is 52, the highest score is the perfect score with 100 with the mean score 80.3. It means that on the average student at 8th grade SMP Islam Durenan has a normal score in English.

3. Statistical Assumption

In this research writer used some statistical assumption to find the desired result.

a. Validity and Reliability Testing

Reliability test is a test to ascertain whether the research questionnaire that will be used to collect the research data variables is reliable or not. The questionnaire is said to be reliable if the questionnaire is re-measured, it will get the same results. Meanwhile, according to Sugiharto and Sitinjak (2006), the validity of the relationship with a variable measures what should be measured. The validity of this study is the degree of accuracy of the actual measured content research measuring instrument. The validity test is a test used to show the extent to which measuring instruments are used to measure what is being measured. Ghazali (2009) states that the validity test is used to measure whether a questionnaire is valid or not. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire.

b. Normality and Linearity Testing

Normality test is a test that is carried out with the aim of assessing the distribution of data in a group of data or variables, whether the data distribution is normally distributed or not. Normality test is useful for determining data that has been collected is normally distributed or taken from the normal population. The classical method in testing the normality of data is not that complicated. Linearity test aims to determine whether two variables have a linear or not significant relationship. This test is usually used as a prerequisite in correlation or linear regression analysis. Tests on SPSS using the Test for Linearity with a significance level of 0.05. Two variables are said to have a linear relationship if the significance (Linearity) is less than 0.05.

c. Hypothesis Testing Double Correlaton

Hypothesis Testing is a branch of Inferential Statistics which is used to test the truth of a statistical statement and is deciding whether to accept or state the statement. Provisional assumption statements made to be tested for truth are called Hypotheses or Hypotheses. The purpose of the Hypothesis Test is to establish a basis so that it can collect evidence in the form of data that states reject or accept statements from statements or assumptions that have been made. Hypothesis testing can also provide confidence in objective decision making.

The Pearson Product Moment test is one of several types of correlation tests used to determine the degree of closeness of the relationship between 2 variables with an interval or ratio scale, where this test will return the correlation coefficient value whose value ranges between -1, 0 and 1. Value - 1 means there is a perfect negative correlation, 0 means there is no correlation and a value of 1 means there is a perfect positive correlation. The range of the correlation coefficients, which are between -1, 0 and 1, can be concluded that the closer to the value 1 or -1, the relationship is getting tighter, whereas if it gets closer to 0, the relationship is getting weaker.

d. Double Regression

Regression analysis is an analysis of how much influence the independent variable (X) has on the dependent variable (Y). The size of the influence of the independent variables on the dependent variable is determined by the regression coefficient or b. Meanwhile, multiple regression analysis is the development of simple regression analysis. Its use is to predict the value of the dependent variable (Y) if the independent variable is at least two or more.

e. F-Test

One of the well-known statistical testing techniques is the simultaneous simultaneous regression coefficient test or more familiarly called the F test. The F test is usually used to compare 2 / more treatment groups or objects / data, each of which is repeated.

4. Hypotheses testing

After all the score were classified, then the next step is counting the correlation coefficient. To count the hypothesis testing, the writer used Pearson Correlation technique.

a. Correlation between Students Emotional Intelligence toward Students English Academic Achievement

From the results obtained, the author can refine the data in Pearson correlation techniques and the results can be seen in this table:

Correlation between Students Emotional Intelligence Toward Students English Academic Achievement

Table 4.5

Correlations		Emotional intelligence	Achievement Test
Emotional intelligence	Pearson Correlation	1	.648**
	Sig. (2-tailed)		.000
	N	30	30
Achievement Test	Pearson Correlation	.648**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.05 level (2-tailed).

1. Determine the research hypothesis

H0: There is no correlation between students emotional intelligence toward students English academic achievement in SMP Islam Durenan

H1: there is a positive correlation between students emotional intelligence toward students English academic achievement in SMP Islam Durenan

2. Determine the significant level

- a. $r_{\text{count}} < r_{\text{table}}$ it means H1 was rejected or there was no positive correlation between students' emotional intelligence toward students' English academic achievement in SMP Islam Durenan.
- b. $r_{\text{count}} \geq r_{\text{table}}$ it means H1 was accepted or there was a positive correlation between students' emotional intelligence toward students' English academic achievement in SMP Islam Durenan.

Based on the calculation above, the writer finds r count with value 0,648. The writer needs to compare the table and r count to find the correlation. To find the r table writer needed to find the value of N first. N is the total number of samples.

Based on $N = 30$ and a significance level of 5%, then the writer gets the r table with 0,361. Then the score of r count was 0.648. It means if we calculated it, the r count was higher than r table, it means the hypothesis H_1 was accepted.

It means there was a correlation between students' emotional intelligence and students' English achievement in SMP Islam Durenan. The result was obtained by the calculation of SPSS 22 with the result r count $>$ r table.

b. Correlation between academic motivation and students English achievement

From the results obtained, the author can refine the data in Pearson correlation techniques and the results can be seen in this table:

Correlation between academic motivation and students English achievement

Table 4.6

Correlations		
	Academic Motivation	Achievement Test
Academic Motivation	1	.664**
Pearson Correlation		
Sig. (2-tailed)		.000
N	30	30
Achievement Test	.664**	1
Pearson Correlation		
Sig. (2-tailed)	.000	
N	30	30

** . Correlation is significant at the 0.05 level (2-tailed).

1. Determine the research hypothesis

H_0 : There is no correlation between academic motivation toward students English academic achievement in SMP Islam Durenan

H_1 : there is a positive correlation between academic motivation toward students English academic achievement in SMP Islam Durenan

2. Determine the significant level

- a. $r_{\text{count}} < r_{\text{table}}$ it means H1 was rejected or there was no positive correlation between academic motivation toward students' English academic achievement in SMP Islam Durenan.
- b. $r_{\text{count}} \geq r_{\text{table}}$ it means H1 was accepted or there was a positive correlation between academic motivation toward students' English academic achievement in SMP Islam Durenan.

Based on the calculation above the writer find r_{count} with value 0,664. The writer needs to compare the table and r_{count} to find the correlation. To find the r_{table} writer needed to find the value of N first. N is the total number of samples.

Based on $N = 30$ and a significance level of 5%, then the writer gets the r_{table} with 0,361. Then the score of r_{count} was 0.664. It means if we calculated it, the r_{count} was higher than r_{table} , it means the hypothesis H1 was accepted.

It means there was a correlation between academic motivation and students' English achievement in SMP Islam Durenan. The result was obtained by the calculation of SPSS 22 with the result $r_{\text{count}} > r_{\text{table}}$.

- c. Correlation between students emotional intelligence and students academic motivation toward students English achievement at 8th grade students SMP Islam Durenan

From the results obtained, the author can refine the data in Pearson correlation techniques and the results can be seen in this table:

The result of double correlation predictor of students emotional intelligence and students academic motivation toward students english achievement at SMP Islam Durenan

Table 4.7

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.818 ^a	.670	.645	8.436	.670	27.364	2	27	.000

a. Predictors: (Constant), Emotional intelligence, Academic Motivation

b. Criterion Variable: Achievement Test

Based on the table above we can conclude that the correlation between emotional intelligence toward student achievement is 0,818 then the correlation between students' academic motivation to achievement is 0,67.

Based on the summary table the writer get probability value (sig.F change) = 0,000 because the sig.F change $0,000 < 0,05$ then H_0 is rejected and H_a is accepted. **It means students' emotional intelligence and students' academic motivation is correlate simultaneously and significantly to students' English achievement in SMP Islam Durenan 2020/2021.**

STUDENT ACHIEVEMENT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52-60	5	16.7	17.2	17.2
	61-69	1	3.3	3.4	20.7
	70-78	3	10.0	10.3	31.0
	79-87	13	43.3	44.8	75.9
	88-96	5	16.7	17.2	93.1
	97-100	2	6.7	6.9	100.0
	Total	30	96.7	100.0	
Total		30	100.0		

B. Discussion

This discussion derived from the analysis of the findings. The analysis has been accomplished in order to answer the research problems. This part presents some points concerning the research design and analyzing data based on the result in findings in connection with the related literature.

1. From the results obtained in table 4.5, the authors can conclude that there is a strong correlation between children's emotional intelligence and achievement at 8th grade students SMP Islam Durenan

This research was similar to the result of Tahmasebi in (2008) entitled The Study of Correlation Between Emotional Intelligence and Academic Achievement Among

University Students The result of this research show that there is a strong correlation between students' emotional intelligence and students achievement. The differences of this research are the sample, in the research of Tahmasebi he took university-level students.

Another result comes from Nasir (2010) that shows if there is a positive correlation in research entitled *An Exploration of Emotional Intelligence of the Students of IIUI in Relation to Gender, Age, and Academic Achievement*. In this research, he said that there is a strong correlation between emotional intelligence and academic achievement. Different ages and gender give a little contribution to the achievement.

It was supported by Goleman in (1998) indicated that Emotional Intelligence accounted for 67% of the abilities deemed necessary for superior performance in leaders, and mattered twice as much as technical expertise or IQ. It means that EI holds a very significant aspect of students' success. It means, however good you are in intellectual intelligence or cognitive learning, if they cannot maximize their emotional intelligence, then they will still find it difficult to achieve the learning achievements they want.

In this case, the writer absolutely agreed that emotional intelligence played a significant role in students' success in any educational phrase. It was supported by Duchesne (2008) the lack of attention in students' emotions, will give the back result to their achievement, the vice versa if there is highly strong attention on students' emotional intelligence the students will learn any material easily.

2. From the results obtained in table 4. authors can conclude that there is a strong correlation between children's students' motivation and achievement at 8th grade students SMP Islam Durenan

This research was similar to the research from Baskara (2014) with a research entitled *The Correlation Between Students' Motivation And Their Achievement Score In English Learning At Smp Negeri 1 Mande – Cianjur*. This research outcome showed that there is strongly high about the correlation between students' motivation and student achievement. This research is very similar to the writer's research, where the research also has taken in the grade of junior high school.

The other research come from Manan (2017) entitled *The Correlation between Students Motivation in Reading English Textbooks and Their Achievement In Reading Comprehension*. In this research show there is a strong correlation between student's motivation and their achievement in reading comprehension.

It is similar to the statement of Gardner and Lambert (1972) that define integrative motivation as those that indicate an interest in learning the language in order to communicate with members of the second language community. It means academic motivation plays an important role in student achievement. Students with less motivation in the class will have no goal during the lesson. They will have no goal to reach and it will make the lesson derived by the teacher make no sense to them.

In other words, students with high motivation during the class will easily and effectively reach their personal purpose in an easy way. It is similar to Qin (2003) says that learning motivation influences the learners' autonomous learning ability, and determines the learners' confidence in overcoming learning difficulty. From the statement above the writer conclude that with the high motivation of students in English, they will easily find a solution in any obstacles they faced during the lesson, they will energetic during the class and has no pressure in following the class.

3. Through this research, the writer concluded that there was a correlation between emotional intelligence and students' English achievement at SMP Islam Durenan.

It was similar to the result of Asril in (2011) in his research he said that there are four aspects to be identified: self-concept, student efficacy, students' emotional intelligence, and students' motivation. In his research, he concluded that all factors above have a significant correlation with students achievement

The result was supported by Widiyanti (2019) psychological factors that give significant support to the achievement. The inner machine for students to achieve the particular goals they wanted for.

According to Mardatila (2017) psychological factors become a very important supporting factor in the lives of students in the world of education. This factor becomes an important fuel that can bring students in the success of learning they want to achieve. These factors in the form of motivation, self-efficacy, emotional intelligence, and learning environment become very vital for the development of student learning achievement at school.