

**THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON STUDENTS  
ENGLISH ACHIEVEMENT**



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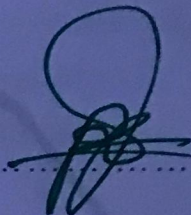
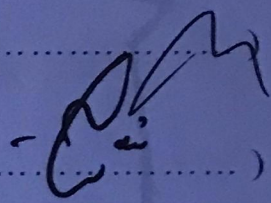
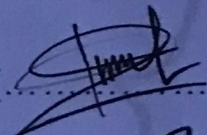
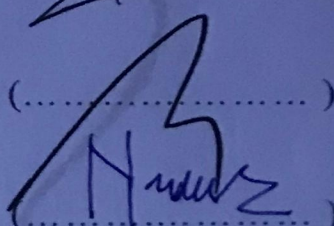
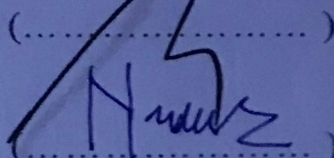
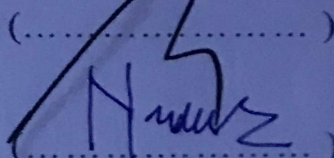
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## ABSTRAK

**HUMAERA:** Pengaruh Kecerdasan Emosi terhadap Prestasi belajar bahasa Inggris. **Skripsi.** **Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat. 2024**

Tujuan penelitian ini adalah untuk mengetahui pengaruh dari kecerdasan emosi terhadap prestasi belajar bahasa Inggris siswa. Subjek penelitian ini adalah siswa kelas 10 SMA Negeri 1 Campalagian. Jumlah populasi dari penelitian ini terdapat 420 siswa, Sampel dari penelitian ini terdapat 201 siswa. Metode kuantitatif deskriptif digunakan dalam penelitian ini dan desain ex post facto. Selanjutnya, instrumen yang digunakan adalah angket kecerdasan emosi, skor kemampuan berbicara siswa dari guru mata pelajaran bahasa Inggris di SMA Negeri 1 Campalagian dan wawancara. Data tersebut kemudian dianalisis dengan menggunakan SPSS untuk mengetahui pengaruh variabel-variabel tersebut. Hasil penelitian ini menunjukkan nilai sig  $0,167 > 0,05$  maka dapat disimpulkan dengan menolak  $H_1$  dan menerima  $H_0$ , artinya tidak ada pengaruh yang signifikan antara kecerdasan emosi terhadap prestasi belajar bahasa Inggris siswa. Selain itu berdasarkan hasil wawancara terhadap siswa ditemukan bahwa jenis komponen kecerdasan emosional yang mereka miliki ketika belajar bahasa Inggris adalah motivasi, kesadaran diri, empati, manajemen diri.

**Kata kunci:** pengaruh, kecerdasan emosi, prestasi belajar.

## ABSTRAK

**HUMAERA: The Influence Of Emotional Intelligence on Students English. Undergraduate Thesis. Majene: Faculty of Teacher Training and Education, University of Sulawesi Barat, 2024**

The purpose of this research is to determine the effect of emotional intelligence on students' English learning achievement. The subjects of this research were 10th grade students at SMA Negeri 1 Campalagian. The total population of this study were 420 students. The sample of this study was 201 students. Descriptive quantitative methods were used in this research and ex post facto design. Next, the instruments used were an emotional intelligence questionnaire, a student speaking ability scores from English subject teachers at SMA Negeri 1 Campalagian and interviews. The data was then analyzed using SPSS to determine the influence of these variables. The results of this research show a sig value of  $0.167 > 0.05$ , so it can be concluded by rejecting H1 and accepting H0, meaning that there is no significant influence between emotional intelligence on students' English achievement. In addition based on the results of interviews with students, it was found that the types of emotional intelligence components they have when learning English are motivation, self-awareness, empathy, self-management.

**Key words:** influence, emotional intelligence, learning achievement.

# CHAPTER I

## INTRODUCTION

### A. Background

Emotional intelligence is subcategory of social intelligence that enables a learner to control his or her emotions (Ranjbar et al., 2017). Moreover, emotional intelligence refers to a set of experiences, including self-awareness, management, self-motivation, empathy, managing relationship (Kumar, 2020). In addition, emotional intelligence is a person's ability to identify self-emotions, manage emotions, motivate oneself, recognize the emotions of others (empathy), and build relationships (cooperation) with others (Goleman, 2018). Furthermore, according to Baan (2022), that emotional intelligence can be interpreted as a person's ability to recognize and process all the emotions that exist in one self. Emotional intelligence requires surveillance of feelings to learn to recognize, value feelings in one self and others and respond with appropriate, apply effectively the emotional energy in everyday life. Another researcher stated that Emotional intelligence is more concerned with recognizing, understanding, and realizing emotions in the appropriate proportion as well as making efforts to manage emotions so that they can be controlled and managed (Goleman, 2009). Emotional intelligence is a person's ability to regulate, maintain, and express themselves through self-awareness, self-management, empathy, motivation, and social skills (Goleman, 2017). A person needs to have the emotional intelligence to achieve goals because with emotional intelligence a person can control himself well. An example of an emotional intelligence component is the ability to motivate yourself, by having this ability, it will be easier to achieve goals because without motivation we will not be able to achieve these goals.

Based on some of the theories presented above, it is possible to conclude that emotional intelligence is critical for achieving a successful goal, because emotional intelligence allows a person to control their own and others' emotions. Furthermore, having emotional intelligence protects us against stress, anxiety, and depression. As a result, emotional intelligence is critical for a student or teacher to achieve learning goals.

According to Luficha (2012), achievement is a skill or a specific outcome that can be achieved at a specific point or time period in the learning process. Factors affecting a person's achievement are the result of the interaction of various factors that influence him internally and externally (Haryanto, 2010). Another researcher stated that student learning achievement consists of two while student learning. Achievement is defined as the achievement earned by students within a certain period that is recorded in the report book (Ananta, 2016). Furthermore, according to Niyozava Aziza Ilyozvana (2020), achievement is the result of an activity that can be created, performed, and enjoyed, and is achieved through hard work, whether individually or in groups. In this research, achievement is a person's ability to achieve learning goals where there are learning outcomes that must be achieved, where to achieve this goal there are two influencing factors, including internal factors and external factors.

From the results of initial observations and interviews with teacher conducted by researcher at SMA Negeri 1 Campalagian, it was found that students lacked emotional intelligence in aspects including self-awareness, self-management, and motivation. Students are lacking in motivation to learn English; they are less self-regulated, play more on social media, and are less aware that learning English is important. They are also lacking in achievement in learning English, especially in vocabulary, pronunciation, and grammar.

This situation is certainly a problem because motivation, time management, and awareness are important factors that affect student achievement. The factors above are components of emotional intelligence. According to Low & Nelson (2011), emotional intelligence is very important for students' mental health and academic success. This explains that emotional intelligence is very closely related to students' academic achievement because, with emotional intelligence, their mental health greatly influences their successful learning efforts. Therefore, further research is carried out on the impact of emotional intelligence on student achievement so that learning objectives are achieved by successfully connecting with the terminal above.

This research would analyze the relationship between emotional intelligence and student achievement. "THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON STUDENTS ENGLISH ACHIEVEMENT".

### **B. Problem Identification**

Based on preliminary research and also from the researcher's personal experiences, several problems were found:

1. Students lacked achievement in learning English, especially in vocabulary, pronunciation, and grammar; they lacked motivation.
2. Lack of motivation to learn English.
3. Lack of awareness that learning English is important.
4. Lacking management time, students spend more time playing social media than studying.

### **C. Problem Limitation and Formulation**

This research would focus on the influence of emotional intelligence on student achievement. In addition, the researcher would also analyze the students' emotional intelligence component in their achievement. This research is proposed to discover:

1. Does emotional intelligence affect students' achievement in English?
2. What kind of emotional intelligence components do students have when learning English?

### **D. Research Objective**

Based on the problem identifications above, this research would aim to:

1. To find out whether or not emotional intelligence affects students' achievement in English.
2. To determine the emotional intelligence component of the students' achievement in English.

### **E. Research Benefits**

1. Theoretical benefits
  - a. The results of this research can determine the influence of emotional intelligence and achievement



- b. This study can be used as a literature review for another researcher if there are researchers who conduct research related to and similar to this study.
2. Practical benefits
- a. For students, researchers hope that by examining the influence of emotional intelligence on student achievement, they can improve both to achieve learning success
  - b. For teachers, researchers hope that by examining the influence of emotional intelligence on student learning achievement, it will be easier for teachers to increase student achievement by increasing emotional intelligence
  - c. For readers, researchers hope that the results of this research can increase knowledge about emotional intelligence, especially its influence on achievement.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Related Studies

There are several research findings related to his research in this case emotional intelligence and students achievement namely:

Abdo Hasan AL-Qadri & Wei Zhao (2021) in their research entitled “*Emotional Intelligence and Students’ Academic Achievement.*” The purpose of this study was to analyze the relationship between emotional intelligence (EI) and academic achievement in Chinese Arabic-speaking elementary school students. This study also analyzes the emotional intelligence and motivation to learn students. Tool that analyzes emotional intelligence and motivation to achieve research objectives. The trial was used to test the psychometric properties of the 60 item basic emotional intelligence scale. In this study involved 303 students with an age range of 12 to 16 years. The results of this study indicate that the development of emotional intelligence final scale items that can assess students' emotional intelligence and has a significant positive relationship with academic achievement. There is a statistically significant difference in the level of emotional intelligence.

Another researchers, Florentina Halimi, Iqbal AlShammari, & Cristina Navarro (2020) in their research entitled “*Emotional intelligence and academic achievement in higher education.*” This study examines the role of emotional intelligence in the academic performance of students at a private university in Kuwait. Data were collected through questionnaires gathering information on student socio-demographics and overall grade point average (GPA). Using the 16-item Wong and Law Emotional Intelligence Scale (WLEIS, Wong and Law, 2002), we assessed emotional intelligence levels in a sample of 480 Kuwaiti university students and examined their effects on academic performance. The results of this study show that research success is strongly associated with self-emotional assessment (SEA) and the use of emotion (UOE). However, the results did not show a direct correlation with age, college system, gender, or nationality. Furthermore, the results provide supporting evidence that the WLEIS scale has

excellent psychometric properties and can be used as a reliable tool for assessing the emotional intelligence abilities of Kuwaiti university students.

Another findings, Muhamad Farhan & Edward Alfin (2019) in their research entitled "*The Effect of Emotional Intelligence and Self Efficacy Towards Students Achievement.*" This study aims to clarify the impact of emotional intelligence and self-efficacy on learning achievement in Grade 8 students of SMP Islam Terpadu Ar- Rahman, south of Jakarta. This kind of research is a research method. The data tools are the Emotional Intelligence Questionnaires and Self-Efficacy Questionnaires, mathematics learning achievement data from students' daily test scores to written questions. The data analysis technique used is multiple regression analysis. A regression analysis of the significance of emotional intelligence and math achievement yielded a maximum score of 0.551 ( $0.551 > 0.05$ ) and a maximum self-efficacy score of 0.333 ( $0.333 > 0.05$ ) for math achievement. ANOVA significance was obtained at 0.350 ( $0.350 > 0.05$ ). The results of this data analysis show that emotional intelligence and self-efficacy together do not have a meaningful effect on mathematics learning achievement. or intermediate students means that it does not have a significant impact on improving academic achievement. Emotional intelligence and self-efficacy are therefore not the main factors affecting student academic achievement.

The research above has the same goal as the research that will be carried out by the researcher, namely to study the effect of emotional intelligence on student achievement. In addition, there are differences between previous studies and this study. First, using a different research design, this study uses a quantitative approach with an ex post facto design by taking available data. Second, this research finds out what kind of emotional intelligence students have. Finally, differences in population and sample conditions can also provide different data which will affect the final results of this study. This study would test whether emotional intelligence affects students' learning achievement in English. This research was conducted at SMA Negeri 1 Campalagian with the target of grade X students and used a quantitative descriptive ex post facto design to analyze this phenomenon.

## **B. Theoretical Framework**

### **1. Emotional Intelligence**

#### **a. Definition of Emotional Intelligence**

The concept of emotional intelligence was first introduced in 1990 by psychologists Peter Salovey and John Mayer in an article popularized by the book *emotional intelligence*, later written by Daniel Goleman. Why it's more important than IQ.

Emotional intelligence is a subset of social intelligence and also includes the ability to control one's own and other emotions and feelings, distinguish between them, and use that information to guide one's thoughts and actions Salovey and Mayer (1990). Emotional intelligence is very important in learning where we need self-motivation to learn, self-awareness that learning is important, how to manage time and ourselves well, a sense of caring for others, and how to build good relationships with other people. Goleman's (1995) definition of EI is rooted in the distinction between IQ and EQ, emphasizing that success in life is determined more by EQ than IQ, and that only 20% of IQ generally contributes to happiness. It says it will. Goleman describes EI as skills such as "regulating motivation, understanding the emotions of others, and controlling and understanding your own emotions."

Emotional intelligence is about knowing yourself, controlling yourself, staying calm, being motivated, trying to overcome stress when you fail, and controlling your mind's desire to avoid dealing with problems quickly. It is an individual's ability to regulate (Fathimatuzzaro & Rochmawati, 2021).

In addition, Ahmadi (2014), emotional intelligence is the ability to identify, understand, and manage moods and feelings, in both ourselves and other people. Emotional Intelligence refers to the competence to identify and express emotions, understand emotions, assimilate emotions in thought, and regulate both positive and negative emotions in the self and in others.



Based on Hashempour & Mehrad (2014), emotional intelligence as a powerful inner factor that can growth or improve all facets of behavior and trends among individuals. In reality, emotional intelligence is kind of ability to assessing individuals trends and conduct them in various ways. These kinds of emotions have direct effect to individuals“ skills for obtaining social and private performances. This internal factor determines kind of living, relation and learning. Emotional intelligence with all facets has different effect on behavior and options of individuals. Emotions focus on two sides of individuals“ behavior and reactions in each level of their life. Based on the roles of emotions, considering to this internal factor and improve, could be so effective for controlling and conduct behaviors and performance.

Emotional intelligence is important for maintaining personal relationships, conflict resolution, providing opportunities for mutual emotional gratification, and promoting overall well-being. Batool & Khalid (2012), emotional intelligence is related to a person's character and personality, how they can control and process existing emotions, and their ability to connect with others (Mahmudah, 2016). This skill is influential and can improve learning and life success (Paramita et al., 2023). According to Ali & Mohammed (2020), emotional intelligence is the ability to access and generate emotions in order to facilitate thinking; the ability to understand emotions and emotional knowledge; and the ability to regulate emotions in order to facilitate emotional and intellectual growth. It is divided into four competency areas. Emotions are perceived, used, understood, and regulated. Emotional intelligence is said to influence various aspects of human performance, including physical and mental health, social interaction, and academic and occupational performance. Emotional intelligence (EQ), as opposed to intellectual quotient (IQ), is related to professional and personal life success, including academic success

## **b. Component of emotional intelligence**

The Components of Emotional Intelligence Goleman (2005), defined emotional skills are skills from learning outcomes based on emotional intelligence because it produces a good performance on the job. The main skills are two capabilities of empathy that involve the ability to read other people's feelings and social skills means being able to manage other people's feelings very well. Emotional intelligence determines the potential of someone to learn practical skills that are based on the five elements according to Goleman, namely:

1. Self-awareness, is the ability to determine self-state, preferences, resources, and intuition. In short, self-awareness is the ability to know one's inner situation, which is very important for forming a positive self-concept. We can conclude that people with high self-awareness know what they are feeling at any given moment, use it to make decisions, engage in realistic levels of self-ability, and have strong self-confidence (Citra, 2013). The concept of self is a personal view of oneself that includes three aspects of him:

Emotional Awareness : recognize self-emotions and their effects.

Accurate self-awareness : recognize our strengths and limitations.

Confidence : recognizing self-esteem and confidence in one's abilities.

2. Self-Management, is the management of our states, impulses, and resources. Based on this theory, self-management means being able to deal with emotions. The joy of achieving goals and recovery from mental stress. Elements of self-regulation include several aspects such as:

Self-control : coping with harmful emotions and urges.

Reliability : adhere to standards of honesty and integrity.

Honesty : responsibility for personal performance.

Adaptability : respond flexibly to changes.

Innovation : be receptive and open to ideas, approaches, and new information.

3. Motivation The ability to motivate oneself is described, as an emotional propensity to facilitate goal attainment. In line with this theory, motivation means using our desires and willingness to move to propel us toward goals and objectives. Motivation helps us to take initiative and act very effectively and to withstand failure and frustration. Four motivational skills must be mastered.

A call to action : encouragement to do better or meet the standards of success.

Commitment : willingness to adapt to the target group or company.

Initiatives : willingness to seize opportunities.

Optimism : persistence in striving towards a goal despite obstacles and failures.

4. Empathy, is defined as recognizing the feelings, needs, and concerns of others. Empathy emphasized the importance of sensing the other person's emotions as a basis for building healthy interpersonal relationships. When awareness concentrates on introducing one's own emotions, empathic attention concentrates on introducing the emotions of others. When people become aware of their own emotions, they are better able to read other people's emotions. Empathy can therefore be understood as the ability to perceive the emotions and perspectives of others (Citra, 2013). This means having empathy for others, being able to feel what others are feeling, understanding other people's perspectives, maintaining trusting relationships, and working with a wide variety of people. Empathy has several components.

Understanding others : you can understand the feelings and perspectives of others and assert your interests aggressively.

Other developers : sensing the development needs of others and trying to extend their skills.

Service Orientation : the ability to anticipate, recognize and seek to meet the needs of others.

Take advantage of diversity :opportunities can be nurtured by working with diverse people.

Political Awareness : you can read the flow of the emotion group and the relationship between emotions.

5. Social competence means being able to handle emotions well, read situations carefully and interact smoothly when dealing with others. Goleman (2005), define social skills as intelligence, understand the desired response of others, and use these skills to influence, lead, reason disputes, resolve, collaborate, and work in teams. The elements of social skills are:

Impact : have tactics to persuade.

Communications : send a clear and compelling message.

Conflict Management : disagreements can be negotiated and resolved.

Guide : be able to generate inspiration, lead groups and more.

Catalytic converter replacement : initiate and control change.

Bonding : maintain beneficial relationships;

Collaboration and Cooperation : you can collaborate with others towards a common goal.

Teamwork : group synergies can be created to maintain common goals.

### **c. Importance of emotional intelligence**

According to Putri Ayu Dwi Lestari (2016), a person with a high IQ does not necessarily have a high emotional intelligence quotient. People with high IQ but low emotional intelligence are a source of trouble for others. This is because he is thought to be stubborn, difficult to get along with, easily irritable, difficult to trust others, insensitive to environmental influences, and prone to despair when stressed.



Goleman (2005), showed that levels of emotional intelligence are independent of genetic factors and are not exclusively developed during childhood. Unlike IQ, which has changed little since puberty, more emotional intelligence is acquired through learning and continues to grow as we learn from our own experiences. Cannot be raised or lowered. It can be said that a person born with a sufficient IQ cannot achieve a higher IQ. Some studies have lowered their emotional intelligence to human levels. It has been shown that as people get older, they become better able to manage their emotions and impulses, become more self-motivated, and develop empathy and social skills. Because as we age, our minds and attitudes evolve toward maturity.

The reality is that intense competition in business makes emotional intelligence more and more important. Accountants need to be more trustworthy and transparent. In the past, people could easily hide their dissident or shy nature. Skills such as emotional control, ability to work in groups, leadership skills, and open-mindedness are now more emphasized (Goleman, 2005).

Goleman (2005), also found that in a national survey of employers' preferences for new workers, specialized technical skills were less important than basic abilities learned for the job in question. In addition, other skills such as listening and oral communication. Adaptability and creative response to mistakes and failures. Personal control, self-confidence, the motivation to achieve one's goals, the desire to develop a career and be proud of what one has achieved. Group and interpersonal effectiveness, intra-group collaboration, and disputing negotiation skills. Effectiveness in the company, desire to be involved, leadership potential. Of the seven desirable talents, learning to read and write and numbers are the only ones relevant to school.

## **2. English learning**

### **a. Defenition of English learning**

English is one of the most important languages used worldwide as a first, second or foreign language. English is learned as a foreign language in

Indonesia. There are four language skills to learn when learning English: listening, speaking, reading and writing (Arizah & Sari, 2019). English is used to build relationships in international forums and strengthen ties between nations. English is also used to acquire knowledge from various fields of science. People use English to communicate with people from different countries. We can connect you with people all over the world. On the other hand, learning English will help you succeed. You are more likely to get a job easily. Using English to communicate also helps people to know, understand and respect each other, especially when they have different backgrounds such as languages, cultures, and lifestyles (Pandarangga, 2015).

In Indonesia, English is only learned in schools and is not used in daily life. English is a tool of oral and written communication. Communication means understanding and expressing information, thoughts, and feelings and advancing science, technology, and culture. English can also be called a second language as it is the foreign language that comes to Indonesia to study in schools and other institutions. Precisely due to the new age and current globalization, many people need to learn English as an international language. The Indonesian government included English as the first foreign language used in Indonesia. In Indonesia, English is a foreign language that can be learned in school and can be used in communication. It is the first foreign language learned as a compulsory subject at school (Panggabean, 2015).

Learning English means developing the ability to speak English in a contextually acceptable way, according to the context, the situation, and the student's everyday situation. Learning English is essential for today's generation to adapt to current and future global communication, literature, media, and work (Marzulina et al., 2021).

#### **b. Importance of English learning**

English is very important to adapt to the evolution of existing languages, especially in communication. English plays a leading role in

several fields including medicine, engineering, education, etc. (Nishanthi, 2018).

In Indonesia, the use of English is not the official language used, but when talking about the international realm, English is an option to use when speaking. In Indonesia, English is widely spoken in many places, including schools increase. Starting with education, business, politics, technology, public service, and more. This is often applied to advertising and signs in public places. You can find many science and engineering curricula written in English (Nishanthi, 2018).

According to Niyozova Aziza Ilyosovna (2020), English is Important In some situations, you may need a world language to communicate with people around the world without learning a local language. English is herworld language and is useful everywhere.

### **3. Students achievement**

#### **a. Definition of students achievement**

According to Niyozova Aziza Ilyosovna (2020), achievement is the result of an activity that can be created, performed, and enjoyed, and is achieved through hard work, whether individually or in groups. This learning outcome is the culmination of the learning outcomes and may reflect student learning outcomes related to the learning objectives. Student learning outcomes may include cognitive (knowledge), emotional (attitude), and psychomotor (behavioral) aspects. Achievement of learning outcomes can be measured using learning achievement tests. Achievement is the result of activities performed produced both individually and in groups (Djamarah, 1994). Student achievement is the value or score obtained after going through the learning process.

A student's academic performance is the measured result after participating in the learning process. The measurement uses testing equipment that translates into her GPA or average score for all courses taken in the form of symbols, letters, or sentences. The knowledge, experience, and skills acquired shape the personality of the student, broaden his personality, broaden his horizons and improve his life skills. If a student

does not improve his or her skills in the learning process, the student has not experienced the learning process or has failed the learning process (Luficha, 2012). In addition, Mila Arizah and Santi Novita Sari (2019), achievement in English learning is the result that the students got through learning process in particular time.

#### **b. Factors that influence achievement**

Achievement of learning achieved by an individual is the result of interaction between the various factors that influence both from inside and from outside of the individual (Haryanto, 2010). By knowing the factors that can affect student achievement, a student is expected to be able to improve learning achievement well. To achieve good learning results, many factors must be taken into account. This is known because in the world of education many students experience failure. Sometimes, students have a strong desire to succeed and have the opportunity to improve their performance, producing below their capacity. Based on Suryabrata (in Firmansyah, 2010) describes the factors that influence it

##### 1. Internal factors

Internal factors is a factor that originates from within students that can affect learning achievement. These factors can be divided into two groups, namely:

##### a) Physiological factors:

In this case, the physiological factors in question are factors related to health and the senses.

- 1) Body health: To be able to study well students need to pay attention and care for their bodies. Weak physical conditions can be a barrier for students to complete their study programs. In an effort to maintain physical health, students need to pay attention to their diet and sleep patterns. In addition, also to maintain physical dexterity requires regular exercise.
- 2) Senses: the functioning of the visual system is a condition that learning can take place well. In this education system, among these senses, the one who plays a role in learning is the eye and



the ear. This is important because most of the things learned by humans are learned through vision and hearing. Thus, a child who has a physical disability or mental disability will prevent him from capturing the lesson so that it will ultimately affect student achievement in school.

b) Psychological factors

There are many psychological factors that can help student achievement, including:

- 1) Intelligence: In general, student achievement displayed by students is closely related to the level of intelligence possessed by students. The essence of intelligence is the ability to set and maintain a goal, to make an adjustment in order to achieve that goal and to assess self-awareness critically and objectively.
- 2) Intelligence level greatly influences student learning achievement, where students who have a higher level of intelligence have greater value to achieve higher learning achievement and vice versa.
- 3) Attitude: A passive attitude of inferiority and lack of confidence can be a factor that inhibits students from displaying their learning achievements. Attitude is the readiness of a person to act certain of certain things. Positive student attitudes toward subjects in school are a good start in the teaching and learning process in school.
- 4) Motivation: Motivation is a driver of behavior. Learning motivation is a driver for someone to learn. Motivation arises because of the desire or needs of a person. Someone succeeds in learning because he wants to learn. Motivation to learn is the overall driving force in students that leads to learning activities, which guarantees the continuity of learning activities and gives direction to the learning activities, then the desired goal by students' is achieved. Learning motivation is a psychological factor that is non-intellectual. His distinctive

role is the matter of passion or enthusiasm for learning, students who are strongly motivated will have a lot of energy to do learning activities.

## 2. External factors

In addition to the factors that exist in students, there are other things outside of students that can affect the learning achievement that will be achieved.

### a) Family environment factors

- 1) Family social economy: With adequate socio-economic conditions, a person has the opportunity to get better learning facilities ranging from books, stationery to school selection.
- 2) Parental education: Parents who have taken higher education tend to pay more attention to and understand the importance of education for children, compared to those who have lower levels of education.
- 3) The attention of parents and the atmosphere of family members' relationships: Support from the family is an encouragement for the spirit of achievement for someone. Support, in this case, can be direct, in the form of praise or advice or indirectly, such as harmonious family relations.

### b) School environment factors

- 1) Facilities and infrastructure: Completeness of school facilities such as a blackboard will help smooth the teaching and learning process in schools, besides the shape of the room, air circulation and the school environment can also affect the teaching and learning process.
- 2) Teacher and student competency: The quality of teachers and students is very important in achieving achievement. The complete facilities and infrastructure without the good performance of the users will be useless.
- 3) Curriculum and teaching methods: This includes the material and how to provide the material to students. More interactive

learning methods are needed to foster interest and role of students in learning activities.

c) Community environmental factors

- 1) Socio-culture: The public's view of the importance of education will affect the sincerity of educators and students.
- 2) Participation in education: If all parties have participated in and supported educational activities, starting from the government (in the form of policies and budgets) to the lower society. Everyone will appreciate and strive to advance education and science.
- 3) Measurement of learning achievement: In the world of education, judging is one of the things that cannot be abandoned. Assessing is one of the teaching and learning processes. In Indonesia, activities to assess academic achievement in academic schools are recorded in a report book called report cards. In the report, cards can be known as the extent to which a student's learning achievements.

### **C. Hypothesis**

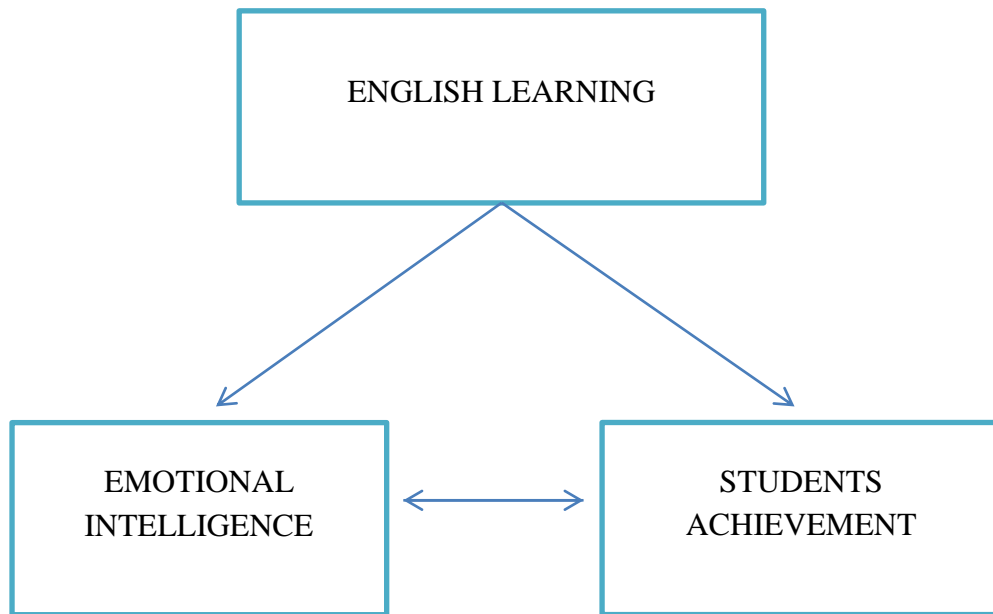
According to Sugiyono (2019), hypothesis is a provisional answer to a research question that must be empirically tested for truth. A hypothesis indicates a relationship that you want to find or investigate. Hypotheses are tentative explanations of relationships between complex phenomena. Therefore, the formulation of hypotheses becomes very important in a research. The researcher proposes the following hypothesis:

1. Null hypothesis (H0) emotional intelligence does not affect student's English achievement.
2. Alternative Hypothesis (H1) emotional intelligence affects students' English achievement.

### **D. Conceptual framework**

Within this conceptual framework, researcher described a preliminary model of the problem or phenomenon and the relationship of the variables in the

study. The purpose of this conceptual framework will be to encourage researcher to analyze the phenomenon. Emotional intelligence is an important for student's English achievement. The researcher assumes there is relation between emotional intelligence and student's English achievement. This research conducted to find out whether or not emotional intelligence affected student's English achievement. In addition, the researcher also intended to identify kind of emotional intelligence do students have when learning English.



**Figure 2.1 Conceptual Framework**

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