Correlation Between Emotional Intelligence and Students' Achievement in Learning English

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Abstract

This research explores the correlation between emotional intelligence and students' achievements in learning English. A correlation study was conducted on 34 students in Grade X of Pesantren Al-Amin Mompang Padang Lawas in the year 2023. Data were collected through a questionnaire and documentation of students' English achievement. Spearman Level Correlation calculated the correlation coefficient (ρ) to determine the relationship between the two variables. It was concluded that there was a positive correlation (ρ = 0.78) between emotional intelligence and students' achievement in learning English, indicating that emotional intelligence has a high influence on the achievement of students in learning English. The result of t-test (t-test = 0.78 > 0.52) accepted the hypothesis, which states there is a significant correlation between emotional intelligence and students' learning achievement in English.

Keywords: Emotional Intelligence, students' Achievement, Language Learning.

1. INTRODUCTION

Language is one of the elements of culture that was born out of basic human needs in an effort to improve its civilization. The main function of language is as a means of communication between humans and other

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functions as a means of thinking, expressing feelings and supporting overall human knowledge. Language is also an effective and efficient communication tool in conveying information, ideas, ideas, and orders. For this reason, language learning, especially English, plays a very important role in this era of globalization. This is because English is a global language of communication in various international activities, for example in forums of communication, economics, politics and so on. For that mastery of English is very necessary because it is the main requirement to be able to establish communication relations at the international level, to realize this, language learning can be done both formally and informally.

Learning is the conscious process of accumulating knowledge. Students are said to be successful in learning if they have good learning achievements and in accordance with the expected target. Learning achievements obtained by students shows the level of competency that is controlled during the learning process. Students' achievement in learning is not only supported by the competence of students only, but by the teacher. Every teacher and student want to achievement high learning, because learning achievement high is one indicator the success of the learning process. However, in fact not all students get high learning achievement and there are some students who get a learning achievement low.

Learning achievement describes a person's ability to achieve high thinking.   Learning achievement has three aspects, namely cognitive, effective and psychomotor. Learning achievement is the result that is best achieved by a student in education. Student learning achievement is the result achieved by students obtained from the learning process. In an educational process, a student is declared successful if he can complete

the education program on time with good learning achievement. Good learning achievement is the thing most coveted by every student who is learning; learning achievement can be used as an indicator of a person's success in learning activities. So far, many people have argued that to achieve high learning achievement requires a high intellectual intelligence (IQ). However, IQ is not the only factor that influences a person's learning achievement, but there are many other factors that affect them including environmental factors, biological factors, and psychological factors consisting of talent, interest, and emotional intelligence.

Most students consider English lessons to be frightening and learning very difficult to understand. There are many psychological factors in learning English by students in learning English. If students know their emotional intelligence, they will overcome anxiety, embarrassment, lack of confidence and so on. According to Teng Fatt stated that emotional intelligence (EI) is twice as important as cognitive abilities to success any field, and approximately 90% of higher-level success is related to emotional intelligence (Akram, et.al, 2016). Besides Teng Fat, Kimberly and Natalie claimed that emotional intelligence is more powerful than general intelligence to predict individual performance in various areas (school, work, etc.) (Akram, et.al, 2016).

In general emotions are certain feelings of turmoil that are in a person's nature and influential in one's life. According to Daniel Golmen, emotion is a personal force that enables human beings to be able to think as a whole, be able to recognize their own emotions and other people's emotions and know how to express appropriately (Prawira, 2016). While emotional intelligence is a person's ability to accept, assess, manage, and control the emotions of himself and others around him. According to

Thorndike emotional intelligence is an ability to understand and manage to act wisely in human relationships (Prawira, 2016).

Salovey and Mayer in Golmen, divides emotional intelligence into five components. The first component of emotional intelligence is self-awareness means having a deep understanding of the emotions and the way to manage feeling that affects the emotions. Self-awareness provides a positive view to face real life and puts aside bad moods. Secondself-regulation means a skill that helps people show their emotions in socially appropriate ways. It helps to control anger, sadness, and fear. The third self-motivation is a desire that drives someone to achieve expectations. Highly self-motivated individuals are not driven by external rewards; desire is the tool to get an achievement.

The fourth empathy is also described as a consciousness of self - feelings and needs as well as someone else' needs. Empathy is also described as a consciousness of self - feelings and needs as well as someone else' needs. Empathy makes understanding toward others. The last component of emotional intelligence is social skill. Social skills are related to others in social situations. It is the ability to carry on a conversation and deal with others' emotions or in other words is to know how to act appropriately toward what the other's feel (Golmen, 1995). It can be concluded that the ability to recognize and manage emotions in ourselves and others. So emotional intelligence is feelings, experiences, and understanding of a students in explanation of the lessons learned by the students. According to Zarafshan and Ardeshiri investigated the effects of emotional intelligence and use of language learning strategies on English language proficiency. Their study showed that metacognitive, affective and social learning strategies, in addition to emotional intelligence, contributed positively to English language proficiency.

According to Pishghadam examined the role of emotional intelligence in Language learning. His study also compared the emotional intelligence and students' scores in language skills: reading, speaking, listening and writing, as well as students GPA. The findings and the recommendations indicated that a higher level of EQ was a significant predictor of a higher GPA. The higher level of EQ was also linked to higher scores in language skills, which significantly depend on emotional intelligence abilities: reading (which depends on stress management, adaptability and general mood), listening (which was linked to interpersonal skills and stress management), speaking (linked to interpersonal and intrapersonal skills), as well as writing (connected to adaptability and stress management).

Based on observations at the tenth grade of Pesantren Al-Amin Mompang Padang Lawas year 2023 from August to November, the researcher found several problems. The were some of students had good emotional intelligence in learning English, serious in learning, pay attention when the teacher explained the material, did the assignment that was given by the teacher, help the classmate, and never picky to have friends to hang out. However, the students' English achievement was still low from standardization of minimum criteria. It means some students have good emotional intelligence, but low in English achievement.

Second, some students did not have good emotional intelligence in learning English, but their English achievements are good in. For Example, the students were laughing when a friend made mistakes, they are easily getting down when they got a bad grade, some students are often self-isolated, but the students' English achievement are good from the standardization of minimum criteria. It means the students are low in emotional intelligence, but their English achievements are good.

2. LITERATURE REVIEW

Numerous studies have investigated the correlation between emotional intelligence (EI) and academic achievement in various subjects, including languages. For instance, a study by Goleman (1998) found that students with high EI tend to perform better academically, as they are better equipped to manage their emotions, empathize with others, and build stronger relationships with their teachers and peers. In the context of language learning, a study by Gardner (2007) revealed that students with high EI are more likely to be motivated, engaged, and confident in their language learning process, leading to better language proficiency.

However, despite the growing body of research on the relationship between EI and academic achievement, there is a significant research gap in the existing literature. Most studies have focused on the general correlation between EI and academic achievement, with little attention paid to the specific context of English language learning. Moreover, the majority of these studies have been conducted in Western cultural contexts, with limited research exploring the correlation between EI and English language learning in non-Western cultural contexts. This research gap is particularly significant, given the increasing importance of English language proficiency in today's globalized world.

This study aims to address this research gap by investigating the correlation between emotional intelligence and students' achievement in learning English in a non-Western cultural context. Specifically, this study seeks to explore the relationship between EI and English language proficiency among students in [specific cultural context]. The purposes of this study are threefold. Firstly, it aims to investigate the correlation

between EI and English language proficiency. Secondly, it seeks to examine the predictive power of EI on English language achievement. Finally, it aims to provide insights into the implications of EI for English language teaching and learning in non-Western cultural contexts.

3. METHODS

This research employs a correlational study design to investigate the relationship between emotional intelligence and English achievement among students. The study's population consists of 336 people, with a sample of 34 students selected from Class X IPS 1.

In terms of research instruments, a questionnaire was developed to measure emotional intelligence. The questionnaire was carefully designed to assess various aspects of emotional intelligence, including self-awareness, self-regulation, motivation, empathy, and social skills. The questionnaire consisted of 30 items, with a 5-point Likert scale ranging from "strongly disagree" to "strongly agree".

Data collection involved administering the emotional intelligence questionnaire to the selected students. Additionally, the researchers collected documentation on students' English achievement scores. The questionnaire was distributed to students during regular class hours, and students were instructed to respond honestly and to the best of their abilities.

Regarding data analysis, the collected data was processed using the Spearman Rank Correlation coefficient (ρ) to examine the correlation between emotional intelligence and English achievement. To test the hypothesis, a t-test was employed, and the results were consulted with a t-table with an alpha level of 0.05. This statistical analysis allowed the researchers to determine the significance of the correlation between emotional intelligence and English achievement.

4. RESULTS

The formula for answering problem questions is the Spearmant correlation coefficient of rank.The formula used was as follow (Sudijono, 2012):

$$\rho = 1 - \frac{6 \sum D^2}{N (N^2 - 1)}$$

ρ = Spearman's Coefficient of Rank Correlation
6 and 1 = Constant Number
N = The total case
D = The rank different between X variable and Y variable score
$\sum D^2$ = The sum of the squared rank difference between the X variable and Y variable.

In order to answer this research first question, which is "is there any correlation between emotional intelligence and students achievement in English?", there are several steps that must be completed to get the results to identify whether there is correlation or not between two variables. The researcher used the calculation the Spearman's Coefficient of Rank Correlation. There were some steps that the researcher used in getting the correlation between emotional intelligence and students' achievement in English.

The first step is to determine the total score of the variable X, which is the number of questionnaires that have been answered by the sample that is students of class tenth, and the total score is from the variable Y value taken from the final test value of students of class tenth.

The second step is to determine the same score from variables X and Y. Based on the data above, there are several scores from both data that

are twin, triplet, or multiple. There are more than one student who has the same score.

Since the use of Spearman's Coefficient of Rank Correlation based on the rank of the data, the researcher justified the rank for each twin, triplet, or multiple scores by using statistic formula as follows (Sudijono, 2012):

$$R_e = \sqrt{M_R{}^2 + \frac{n^2-1}{12}}$$

R_e = expected Rank of the twin or triplet scores

M_R = mean of the twin/triplet/ multiple scores Rank

N = sum of the twin/triplet/multiple scores

The first step to justify the rank of twin, triplet, or multiple scores was identifying the rank of each score for both of the data (X and Y variables) by sorting the data from the smallest until the highest

The next step was identifying the mean of each twin, triplet, or multiple scores by counting the rank of the twin, triplet, or multiple scores. So that, the mean value gotten was included in the formula used. The example was as follow:

The score 106 was multiple in X variable data. The rank of this score (*see Table 4.4*) was 3,4,5,6. Then, the rank of this score was summed to get the mean (M_R) of this score.

$$M_{R(103)} = \frac{6+7+8}{3}$$
$$M_{R(103)} = 21$$
$$M_{R(103)}{}^2 = 49$$

So that, the R_e of 106 score was as follow:

$$R_{e(103)} = \sqrt{M_{R(103)}{}^2 + \frac{n^2-1}{12}}$$
$$= \sqrt{49 + \frac{4^2-1}{12}}$$
$$R_{e(103)} = 7.75$$

Thus, the rank for 106 score in X variable was 5.75. It means, for every score of 106 would be ranked as 5.75. These steps were done to others twin/triplet score

The arrangement of rank was the result of calculating the twins or triple scores. In helping the researcher to analyze the data after each score was ranked, the data was tabulated to a Spearman Rank Correlation's table as follow:

The Result of Coefficient of Rank Correlation

No	X	Y	Rx	Ry	$D =R_x-R_y$	D^2
1	92	0	1	1	0	0
2	96	37	2	2	0	0
3	97	38	3	3	0	0
4	98	39	4	4.75	-0.75	0.5625
5	102	39	5	4.75	0.25	0.0625
6	103	52	7.75	5	2.75	7.6525
7	103	57	7.75	6	1.75	3.0625
8	103	61	7.75	13.4	-5.65	31.9225
9	104	61	9.75	13.4	-3.65	13.3225
10	104	61	9.75	13.4	-3.65	13.3225
11	105	61	11.75	13.4	-1.67	2.7225
12	105	61	11.75	13.4	-1.67	2.7225
13	107	62	13	13	0	0
14	108	64	14	14	0	0
15	109	75	15	15	0	0
16	110	76	16.75	32	-15.25	232.5625
17	110	76	16.75	32	-15.25	232.5625
18	111	76	18.75	32	-13.25	175.5625
19	111	76	18.75	32	-13.25	175.5625
20	113	76	20	32	-12	144
21	116	76	21.75	32	-10.52	105.0625
22	116	76	21.75	32	-10.52	105.0625
23	118	76	23.75	32	-8.25	68.0625
24	118	76	23.75	32	-8.25	68.0625
25	119	76	25.75	32	-6.25	39.0625
26	119	76	25.75	32	-6.25	39.0625
27	120	77	27.75	31	-3.25	10.5625
28	120	77	27.75	31	-3.25	10.5625

28	126	77	29	31	-2	4
30	127	77	30	31	-1	1
31	128	77	31	31	0	0
32	135	78	32.75	33.25	-0.5	0.25
33	135	78	32.75	33.25	-0.5	0.25
34	136	78	34	33.25	0.75	0.5625
					Total ΣD^2	1487.075

Based on the account result on the table above, the researcher got the Spearman's Rank Coefficient of Correlation as follow:

$$\rho = 1 - \frac{6 \, \Sigma D^2}{N \, (N^2 - 1)}$$

$$\rho = 1 - \frac{6 \times 1.487,075}{34(34^2 - 1)}$$

$$\rho = 1 - \frac{8922.45}{39270}$$

$$\rho = 1 - 0,22$$
$$\rho = 0.78$$

From the steps above, the answers to the questions that have been asked are: "is there any correlation between emotional intelligence and students' achievement in English?". Thus, the efficient of correlation that showed the correlation between emotional intelligence and students' achievement in English as much as 0.78.

To answer the second question, that is what is correlation direction between emotional intelligent and student' achievement in English? Is the coefficient of correlation is+0.78. It can be concluded that there is positive correlation between emotional intelligence and students' achievement in English. Positive correlation means that if the student uses emotional intelligence toward students' achievement in English, the performance of students will increase.

To answer the third question, "how are the correlation between emotional intelligence and students achievement in English?". The

relationship between emotional intelligence and student achievement has a high relationship. It means that emotional intelligence influences students' success in learning English. This is proven by the results obtained which is equal to 0.78. In the correlation table that the emotional intelligence of a student can influence students' learning achievement in English. So, it can be concluded that between emotional intelligence and learning achievement students have a high relationship.

Finally, to identify the magnitude of the correlation between two high variables. It can be concluded that the magnitude of emotional intelligence and learning achievement in English. This means that a high correlation between emotional intelligence and learning achievement in English if students use emotional intelligence and learning achievement in English will provide a high increase in brand performance in learning English. meaning that in a person's emotional intelligence has a high influence on a student's learning achievement in learning English.

In testing the researcher's Hypothesis H_a : There is significant correlation between Emotional Intelligence and Students Achievement in English and H_o : There is no significant correlation between Emotional Intelligence and Students Achievement in English . , the researcher consulted the index correlation (ρ) to the t-table. To consult with the table, the researcher decided the Degrees of Freedom (df) and also the significance level (α). The degree of freedom in this research was N-2 =34 - 2 = 32. Then, researcher used α = 0,05 to know the critical value of this df. To measure whether the researcher will accept or reject the hypothesis, the researcher used this formulation (Sudijono, 2012):

t-$_{test}$≥ t $_{tab}$, it means H_a is accepted and H_0 is rejected

t-$_{test}$ <t $_{tab}$, it means H_a is rejected and H_0 is accepted

Since the t-table on df = 32 and on α = 0,05 was 0,52 and the t-test obtained was 0.78 (0.78 > 0.52), it means that the t-test is greater than the t-table in the table. In other words, Ha is accepted, and Ho is rejected which states that there is a significant correlation between emotional intelligence and achievement students in English

5. DISCUSSION

This study is about the correlation between emotional intelligence and student achievement in English at Pesantren Al-Amin Mompang Padang Lawas. This study examined the correlation between emotional intelligence as an X variable and student learning achievement in English as Y variable. Data was obtained from questionnaires and documentation.

First question is there any correlation between emotional intelligence and students achievement in English? . From the results of the research that has been done, the researcher gets the result that between emotional intelligence and student achievement in learning English have a high correlation with 0.78, where these results prove that between emotional intelligence and student achievement in English has a high correlation. as said by Stembegh who conducted a systematic research which concluded Thorn diken's research that emotional intelligence is different from the academic position and at the same time an important part of what makes people successful in their lives (Golmen, 1995). In addition, Daniel Golmen also argued that academic intelligence (IQ) would support personal life about 20%, while the factors are emotional intelligence (EI) (Prawira, 2014). From the two opinions of psychology experts above, it is said that emotional intelligence has a large influence on human success. In this study emotional intelligence has a strong influence on student achievement in learning English.

Where in learning English, students must understand what they are learning. For that a student if they want to succeed in their English lessons must be able to control their emotions. Where English lessons are one difficult lesson. From the explanation above, it can be concluded that between emotional intelligence and student achievement in learning English has a strong relationship. Where between emotional intelligence; students must be controlled so that students' achievement in learning English is also good.

The secondary is what is correlation direction between emotional intelligence and students' achievement in English? The results of this study have a positive direction between emotional intelligence and students' English achievement. This is evident from the results obtained by researchers as much as +0.78. This shows that between emotional intelligence and student achievement in English in the direction of a positive line.

The third question is How are the correlation between emotional intelligence and students' achievement in English? From the research that has been done, researchers found that between emotional intelligence and student achievement in learning English has a strong relationship. It means if students have high emotional intelligence, it will affect the student's learning achievement. As Daniel revealed, the goal that academic intelligence (IQ) would support personal life about 20%, while the factor is emotional intelligence (EI) (Prawira, 2014). In this study the relationship between emotional intelligence and student achievement in learning English is a high correlation where emotional data and the success of someone in English has a very strong relationship. That means that between emotional intelligence and student achievement in learning English has a strong influence. If someone has high emotional

intelligence, success in learning English will also be good. As from the results of research, 55% of students who have high emotional intelligence also have good learning achievements

Based on the answers to the research questions above, the researchers found that the correlation coefficient between emotional intelligence and student learning achievement in English was 0.78. Because the result has a positive symbol, it means that if students have high emotional intelligence, students will also have good English language learning achievement at Pesantren Al-Amin Mompang Padang Lawas. In addition, based on interpretation tables are also placed in the range of 0.00 - <0.78. This shows that between emotional intelligence and student performance in English has a high correlation. In this study, researchers also found that emotional intelligence has a high influence on student learning achievement in learning English. The results showed that students with high level emotional intelligence were able to achieve good scores, while students who had low emotional intelligence tended to have low English learning achievement.

From these results, prove that emotional intelligence among students has a high influence on student learning achievement in English. Furthermore, based on hypothesis testing, the results of the t-test scores obtained are 0.78 higher than the critical value-t at df = 34 and α = 5%, which is 0.52. Therefore, the results of this study support the research hypothesis that there is a significant correlation between emotional intelligence and student difficulties in English in tenth grade students at Pesantren Al-Amin Mompang Padang Lawas.

Finally, this finding supports the theory and findings suggested by some experts, one of which is Teng Fatt, who said that intelligence is twice more important than cognitive, and about 90% of higher-level

success is related to emotional intelligence (Akram, et.al, 2016). Implicit in the findings that emotional intelligence correlates with student achievement in English.

6. CONCLUSSION

This research has concluded that there is a significant correlation between emotional intelligence and students' achievement in English. The correlation coefficient was found to be 0.78, which indicates that there is a strong positive relationship between emotional intelligence and learning achievement in English. It can be concluded that there is a high correlation between emotional intelligence and students' achievement in English. This implies that the use of emotional intelligence can significantly improve the learning achievement in English of students. Therefore, it is essential for teachers and students to recognize and understand the importance of emotional intelligence in the learning process to ensure better learning outcomes.

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