

**CORRELATION BETWEEN STUDENTS' EMOTIONAL QUOTIENT
AND ENGLISH LEARNING MOTIVATION**

THESIS



By

IRENE CITRA CAROLINA

NIM. 210911103

**FACULTY OF EDUCATION
ENGLISH EDUCATION DEPARTMENT
STATE ISLAMIC COLLEGE OF PONOROGO
STAIN PONOROGO
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CHAPTER I

INTRODUCTION

A. Background of the Study

In this globalization era, English plays important role in human life. Now days English is not only an important language for western countries, but also English is an outstanding language in this world. Consequently, English is practiced in many fields such as: business, sports, industry, and especially in education. It is strengthen by Jeremy Harmer who state that there is no doubt that English is and will remain a vital linguistic tool for many business people, academics, tourist, and citizens of the world who wish to communicate easily across nationalities for many years to come.¹ Being able to communicate using English will make it easier for people to interact, to get and share any information from and with other people around the world.

English is a compulsory subject in the curriculum in high school, although English is not a new subject for students, there are many students find difficulty in learning English, this fact cause some students have low motivation to study English seriously.

Learning becomes part of education. When students take a part in an educational program, whether in school or some other setting, they are

¹ Jeremy Harmer, *The Practice of English Language Teaching "Third Edition"*, (USA: Longman, 2001), 2.

assumed to be engaged in learning.² Learning means Efforts to change the behavior (change). So it will bring a change in the individuals studied. The changes are not only related to the addition of science, but Also in the form of skills, attitudes, understanding, self-esteem, interests, character, and adjustment.

Based on the interview with English teacher of XI IPA 3 in academic year 2015/ 2016 Mr. Arihasta. He said that the students' English achievement have to complete minimal fulfill of criteria (KKM). The teacher have tried to conduct teaching and learning process using various strategy and media, but the students feel indisposed, fear and also worried themselves. When they will make-some tests, students feel fear if they cannot get a good mark, then become also do not care about it, looks like low motivation. It shows that students English achievement sometime good and sometime not.³

During this time a lot of people who think that English is a subject that is difficult and tedious. As a result, the students' motivation to learn English very low, consequently their English learning achievement is also low. Many people have opinion that achieve a high learning achievement need a high intellectual intelligence (IQ) too.⁴ Person who has an IQ is not enough, the ideal is IQ coupled with EQ balance. According to Goleman as picked up from Cepi Triatna and Risma Kharisma's book, intelligence quotient just

² Robert M. Gagne and Marcy Perkins Driscoll, *Essentials Of Learning For Instruction* (New Jersey, United State America: PRECENTICE HALL, 1989), 1

³ Interview with Mr. Arihasta as English teacher XI IPA 3 of SMA MUHAMMADIYAH 1 Ponorogo on August, 24th 2015

⁴ Puji Astuti, 2011, NIM: 3214073057, Thesis, Influence Emotional Intelligence (EQ) English Learning Motivation for Students' VII-G MTsN Kanigoro, Tarbiyah English Education, , STAIN Tulungagung, Advisor: Drs. H. Zen Amiruddin, M.Si.

contribute 20% for a successful, whereas 80% is a contribution from another factor, such as emotional quotient, it is an ability to motivate them, break a frustrating, control emotion, manage emotion, empathy, and also an ability to work together.⁵ Goleman describes emotional intelligence (Emotional Intelligence) is the ability to recognize our own feelings and the feelings of others, the ability to motivate oneself, and the ability to manage emotions well in ourselves and in relationships with others.⁶

According Harmer, motivation is some kind of internal drive which pushes someone to do things in order to achieve something.⁷ From the quotation above, it shows the students' motivation can influence what and how to learn.⁸ Motivate can be said to be driving force and the subject to perform certain activities to achieve a goal.⁹ Motivation will cause energy changes in humans that will appear later feelings and emotions to act or to do something. All are encouraged for the purpose, need or desire.¹⁰

One of the psychological factors required in learning is motivation, Thomas F. Staton describes,¹¹ that someone will succeed in learning, that in itself is no desire to learn. This is the principle and the first law in the

⁵Cepi Triatna & Risma Kharisma, *EQ Power Panduan Meningkatkan Kecerdasan Emosional* (Bandung : CV. Citra Praya, 2008) 29-30

⁶ Daniel Goleman, *Working With Emotional Intelligence*, 411

⁷ Jeremy Harmer, *The Practice Of English Language Teaching 3rd Edition* (London logman group ltd 1998,) 51

⁸ Dale, H, Schunk, *Learning Theories: An Education Perpective* (America, pearson, 2012), 359

⁹ Sardiman, *Interaksi Dan Motivasi Belajar Mengajar* (PT. Raja Grafindo Persada, 1986), 73

¹⁰ *Ibid*, 74

¹¹ Sardiman, *Interaksi Dan Motivasi Belajar Mengajar* (PT. Raja Grafindo Persada, 1986), 73

activities of education and teaching. The desire or urge to learn is called motivation. Motivation in this case consists of two things: (1) knowing what will be learned; and (2) to understand why it is worth learning. The issue of motivation is dependent on the element of experience and interest. Besides other important factors that affect the learning is Intelligence. Intelligence great influence on the progress of learning in the same situation, students who have a high level of intelligence will be more successful than reviews.

With the combination of emotional intelligence and motivation to learn the good it will optimize student learning outcomes, due to the fusion of two variables reviews these students' motivation will be maintained with emotional intelligence.

From the explanation above, the writer interest to conduct a research with the title "Correlation between Students' Emotional Quotient and English Learning Motivation"

B. Identification of the problem

From the background of the study above, some problem can identified as follow:

1. Most students are indisposed and don't care in teaching and learning process.
2. Most of students have a low confident
3. Most of students have low motivation in learning and teaching process
4. Students need to improve their motivation in learning process

5. Students need to improve their emotional quotient to motivate themselves in learning English.

C. Limitation of the study

To avoid a far-ranging discussion, this study focuses on some concern identified as follows:

1. The object of this study is the correlation of students' emotional quotient with English learning motivation.
2. The subject of this study is XI IPA 3 students of SMA Muhammadiyah 1 Ponorogo in academic year 2015/2016.

D. Statement of the problem

Based on the background of the study the problem statement can be stated as follow:

Is there any Correlation between Students' Emotional Quotient and their English Learning Motivation to the XI IPA 3 of SMA Muhammadiyah 1 Ponorogo in academic year 2015/2016?

E. Objectives of the study

The objective of the study in this research can be stated as related with the problem statement as follow:

To find out whether there is any correlation between students' emotional quotient and their English is learning motivation of the XI IPA 3 students' on SMA Muhammadiyah 1 Ponorogo in academic year 2015/2016

F. Significance of the study

The significance of this study can be viewed from both theoretical and practical aspects, as describes below:

1. Theoretical significance: after conducting the research, this study is expected can give contribution of knowledge about important of emotional quotient and motivation in English learning.

2. Practical significance

- a. Students

Students will know the importance between emotional quotient and motivation in English learning, so they will know of those aspects. And the result they will control their emotional quotient and increase their motivation in order to study English easily.

- b. Teacher

For the teacher, the research could help them to grow the positive mindset to make good Emotional Quotient also give good motivation to the students.

- c. Readers

For the readers, this study is expected to give a contribution for further study to do scientific researches concerning with students' emotional quotient and English learning motivation.

G. Organization of the Thesis

This research under title “Correlation between Students’ Emotional Quotient and English Learning Motivation” is organized into 5 chapters:

- Chapter I : Introduction consists of background of the study, identification of the problem, limitation of the study, statement of the problems, objective of the study, significances of the study and organization of the thesis.
- Chapter II : Review of related literature includes theoretical description, frame of thought and hypothesis of the study.
- Chapter III : Research methodology contains about the research methodology, population, sample, variable, research design, instrument test, technique collecting data, and data analysis.
- Chapter IV : Finding and discussion includes: explanation about the result of the study which is contains of description of the data, hypothesis testing and description of the result of the study.
- Chapter V : Closing Includes: conclusion and suggestion as the end of content discussion series of the thesis.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Emotional Quotient

a. Definition of Emotional Quotient

Emotion is a combination of the physiological, social, and psychological aspect of a multifaceted system.¹² There are two kinds of emotion that is positive emotion, such as happiness or glad. And about negative emotions are feel afraid, sadness, worried, anger and other.

Based on English and English, emotion is “ *a complex feeling state accompanied by characteristic motor and glandular activities*” even Sarlito Wirawan Sarwono argues that emotion is “every condition of someone which follows by good affective in weak level (shallow) although in wide level (deep).¹³ According to Crow and Crow as picked up by Abdul Mujid and Yusuf defined emotion as adaption generally within self, a condition that physic and mental activate it for an individual which can to look by attitude.¹⁴ According to Daniel Goleman in his book “*Emotional Intelligence*” that emotion is a feel

¹² B. Von Haller Gilmer, *Psychology*, (New York: Harper & Row Publisher Inc, 1970), 302

¹³ Syamsu Yusuf L. N, *Psikologi Perkembangan Anak Dan Remaja*, (PT. Remaja Rosdakarta, 2001) 114-115

¹⁴ Abdul Mujid & Yusuf, *Nuansa – Nuansa Psikologi Islam* (Jakarta, PT. Raja Grafindo Persada, 2001) 321

and special thought, a biologist and psychologist condition, and a chain of preference to act.¹⁵

From some definition above can be concluded that emotion is a psycho physiological phenomenon that causes an effect on perceptions, attitudes, behavior and was expressed in the form of certain expressions.¹⁶

According to the theory of James and Lange, that the emotions arise due to the effect of changes in physical or individual activities.¹⁷ Salovey and Mayer defined emotional quotient as an ability to monitor and control their feeling and another people, also use that feels to guide their mine and action.¹⁸ Emotional quotient is an ability to feel something. The key of emotional quotient is the trust to our conscience.¹⁹

Based on some study of theory about emotional quotient, Davie and his friends as picked up from Monty P. Setiadarma and Fedeilis F. Waruru tell that emotional quotient is an ability of someone to control their emotion and also another people, distinguish one emotion and

¹⁵Daniel Goleman, *Emotional Intelligence Kecerdasan Emosi Mengapa El Lebih Penting Daripada IQ*, (Jakarta: PT. Gramedia Pustaka Utama, 2004) 411

¹⁶M. Darwis Hude, *Emosi Penjelajahan Religious – Psikologis Tentang Emosi Manusia Di Dalam Al- Qur'an* (Jakarta: Erlangga, 2006) 18

¹⁷ Syamsu yusuf, *Psikologi Perkembangan Anak & Remaja* (PT. Remaja Rosdakarya bandung 2014), 118

¹⁸ Daniel Goleman, *Working With Emotional Intelligence*, Translated By: Alex Tri Kantjono Widodo (Jakarta: PT. Gramedia, 1999) 513

¹⁹Ary Ginanjar Agustian, *Rahasia Sukses Membangun Kecerdasan Emosi Manusia Dan Spiritual Esq Emotion Spiritual Question* (Jakarta: Arga Publishing, 2001) 9

another, and also use that information to demand thinking process and someone attitude.²⁰

Emotional quotient in the daily language named as street smart or special ability (clear sense). Related with the ability to understand the environmental, political and social, and set it back, ability to spontaneously understand what other people want and need, their advantages and disadvantages; ability to be unaffected by pressure and the ability to be a nice person, who desirable the presence other.²¹

b. Kinds of Emotional Reactions

Emotional reactions is a symptom complex soul, which has many forms and many kinds.²² Some of those emotional reactions are:

1. Shock is a reaction that occurs suddenly because of the things that did not previously suspected.
2. Sad is the emptiness of soul and feel the loss of something valued.
3. Joy is a positive feeling towards anything at hand.
4. Fear is the feeling of weakness and not courage to face the situation.
5. Anxiety is a kind of fear but in a mild degree.
6. Worry is feels powerless, something seen as more powerful and with feeling threatened
7. Anger is a reaction to an obstacle that causes the failure of a business.

²⁰Monty P. Setiadarma & Fedeilis F. Waruru, *Mendidik Kecerdasan Pedoman Bagi Orang Tua & Guru Dalam Mendidik Anak Cerdas* (Jakarta: Pustaka Populer Obor, 2003) 27

²¹Steven J. Stein, Howard E. Book, *Ledakan EQ; 15 Prinsip Dasar Kecerdasan Emotional Meraih Sukses* (Bandung: Kaifa, 2002), 31

²²Abu Ahmadi & M. Umar, *Psikologi Umum Edisi Revisi* (Surabaya: Bina Ilmu, 2004)72

8. Wonder is a reaction to an object that has never experienced.

c. Dimension of Emotional Quotient

Daniel Goleman divides the dimension of emotional quotient into two dimension, they are intrapersonal (their emotion themselves) and interpersonal emotional quotient (their socialization ability)²³.

Intrapersonal emotional quotient is ascertaining us how to manage our self. It consists of:

1. Self awareness: understand self condition, willingness, resources, intuition, emotion awareness, and confidence²⁴. The ability to recognize and understand one's emotion²⁵.
2. Self regulation : manage self condition, impulse, own resources, self control, trust worthiness, awareness, adaptability, and innovation²⁶
3. Motivation: emotional tendencies that lead or facilitate the acquisition of the target, commitment, boost of the achievement, initiative and optimism²⁷

Interpersonal emotional quotient is social skill of someone, how to make a good interaction with other people. It consist of:

²³Daniel goleman, *Working With Emotional Intelligence, Kecerdasan Emosi Untuk Mencapai Puncak Prestasi*, translated by: Alex Tri Kantjono Widodo, (Jakarta: PT. Gramedia, 2001), 513

²⁴*Ibid*, 42

²⁵ Jerrel C. Cassady & Mourad Aleissa, *Emotional Intelligence Perspectives On Educational And Positive Psychology* (New York: Peter Lang Publishing, 2008), 30

²⁶ Daniel Goleman, *Working With Emotional Intelligence, Kecerdasan Emosi Untuk Mencapai Puncak Prestasi*, translated by: Alex Tri Kantjono Widodo, (Jakarta: PT. Gramedia, 2001), 42

²⁷ *Ibid* 42

1. Empathy the ability to be aware of, understand and appreciate the feeling other²⁸
2. Social skill: skills to handle emotions well when dealing with others and carefully read the situation and social networks, to interact smoothly, deliberation and settle disputes, cooperation with others²⁹

d. The Importance of Emotional Quotient for Students

An emotional quotient's of someone effects to someone successes in the future which effected to the result of prestige and someone's job. It must be behavioral from the cradle so that emotional quotient must given start from after-glow which they start to know about the outside world of their live, that is children under five period. An emotional quotient effect in the students learning process either in school or in the wider social environment.

Learning process in the school is a process which has complex and spread all over characteristic. Many people argue that to reach a prestige and a good result in the learning, someone must have a high intelligence quotient. In the fact, to reach a good achievement in the teaching and learning process in the school is often find some students who could not achievement as equivalent as the intelligence quotient.

There is student who has a high intelligence quotient, but he gets a

²⁸ Jerrel C. Cassady & Mourad Ali Eissa, *Emotional Intelligence Perspectives On Educational And Positive Psychology* (new York: peter lang publishing, 2008)30

²⁹ Daniel Goleman, *Working With Emotional Intelligence, Kecerdasan Emosi Untuk Mencapai Puncak Prestasi*, translated by: Alex Tri Kantjono Widodo, (Jakarta: PT. Gramedia, 2001), 514

low achievement. And there is student although he gets a low achievement. And there is student although he has a low intelligence quotient, but he could get a high achievement. It's because that intelligence quotient is not be the single factor which determine someone be success, because there is another factor which effect it. According to Goleman as picked up from Cepi Triana and Risma Kharisma's book, intelligence quotient just contribute 20% for a successful, whereas 80% is contribution from another factor, such as emotional quotient, it's an ability to motivate him, break a frustrating, control emotion, manage emotion, empathy, and also an ability to work together.³⁰

Educational world all this time is less attention to personal children growth which often let to growth with naturally, whereas if just has intelligence quotient without emotional quotient and spiritual quotient which is be the right size, it can make someone more awkward, because he is more easy to do some crime, corruptions, collision and nepotism, conflict and a force. Here are the importance of emotional quotient and also spiritual quotient which can grow a social cleverness. From it is expected to young generation who are more humanity, smart and cleverness.³¹

³⁰ Cepi Triana & Risma Kharisma, *EQ Power: Panduan Meningkatkan Kecerdasan Emotional*, (Bandung: CV. Citra Praya, 2008)29-30

³¹ John P. Miller, *Cerdas Di Kelas Sekolah Kepribadian Rangkuman Model Pengembangan Keribadian Dalam Pendidikan Berbasis Kelas*, terj. Abdul Munir Muhlikan (Yogyakarta: kreasi kencana, 2002) 3

2. English Learning Motivation

a. Learning

1. Definition

Learning may be defined as the process whereby an organism changes its behavior as a result of experience.³² Learning is something of which we all have an understanding and in which we have all participated. This participation has been very wide range of setting, both formal and informal, ranging from the relative confines of a school classroom, to the wide open spaces of the countryside or a quiet corner where a chance conversation led to deeper understanding of some topic or another.

Learning is not exclusive to the domain of an education system. Learning begins very long time before school; continues for even longer after school; and happens rapidly, and in parallel with school, in a great number of different ways and settings. Learning proceeds in a number of different ways and has been described and explained by many different interested researchers and opinion-makers over many years.³³

Cronbach defined: *learning is shown by a change in behavior as a result of experience.* Even Harold Spears give

³²David C. Berliner, educational psychology third edition, (Houghton Mifflin Company, London, 1984), 252

³³Alan Pritchard, *Ways Of Learning, Learning Theories And Learning Styles In The Classroom, Second Edition* (Routledge, London and Newyork, 2009), 1

limitation: *learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction*, and Geogh said that: *learning is a change in performance as a results of practice*.³⁴

Supporting the theory of learning, there is a statement that explains about that matter. Here, the word of “learning” means in minimal and broad sense.

Dalam arti sempit, pembelajaran dapat diartikan sebagai suatu proses atau cara yang dialkukan agar seseorang dapat melakukan kegiatan belajar. Sedangkan dalam arti luas, pembelajaran adalah suatu proses atau kegiatan yang sistematis dan sistematik yang bersifat interaktif dan komunikatif antara pendidik dan peserta didik, sumber belajar dan lingkungan untuk menciptakan suatu kondisi yang memungkinkan terjadinya tindakan belajar peserta didik, baik di kelas ,maupun di luar kelas, dihadiri guru secara fisik atau tidak, untuk menguasai kompetensi yang ditentukan.³⁵

Based on the statement, learning can be said as a program. The characteristic of the program are systematic and systemic. Systematic means learning should be done by steps of sequence, from planning, implementation and evaluation. Then, systemic shows a system when in learning there are some components that correlates and suspends each other and takes place be planned and

³⁴ Sardiman, *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: PT. Raja Grafindo Persada, 2007), 20

³⁵ Zaenal Arifin, *Evaluasi Pembelajaran* (Bandung: PT Remaja Rosdakarya, 2009), 10

systemic. The components of learning are purpose/ goal, materials, methods, media, source of learning and environment and teacher.

Learning is interactive and communicative. Interactive means the learning activities influence each other among teacher, learners, source of learning and environment. Then, communicative is between teacher and learners have to take and give understand each other.³⁶

2. Principle of learning

Some of the principles of learning according to Gestalt:³⁷

- a. Humans react to the environment as a whole, not just intellectually, but also physically, emotionally, socially and so on;
- b. Learning is an adjustment to the environment;
- c. Humans develop as a whole since from childhood to adulthood, complete with all aspects – aspects
- d. Learning is developmental and leads to wider differentiation
- e. Learning only succeeds if it achieves the maturity to obtain insight
- f. There can be no learning without a willingness to learn, motivation and impetus that drives the whole organism

³⁶ Robert M. Gagne and Marcy Parkins Driscoll, *Essentials Of Learning For Instruction* (New Jersey, united states of America: PRENTICE HALL, 1989), 1

³⁷ Sardiman, *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: PT. Raja Grafindo Persada, 2007), 31-32

- g. Learning will succeed if there is a purpose
- h. Learning is a process when a person is active, not like a vessel filled.

3. Habits of Learning

There are some forms of behavior that indicates a habit is not good at learning that we often encounter in the number of students.³⁸

- a. Learning Irregular
- b. Low durability study
- c. Learning when before the exam
- d. Does not have a record of the complete study
- e. Not accustomed to making summaries
- f. Do not have the motivation to make the subject matter
- g. Happy friends plagiarized work, including lack of confidence in completing the task
- h. Often comes too late
- i. Do bad habits (ex: smoking)

Type of habit above are forms of student learning behavior that is not good because it affects student learning activities and in turn can lead to low learning outcomes obtained.

³⁸Aunurrahman, *Belajar dan Pembelajaran* (Bandung: Alfabeta, 2012), 185

4. Encouragement of learning

Maslow argued encouragement to learn:³⁹

- a. The need for physical
- b. The need for a sense of security, free from fear
- c. The need for love and acceptance in relationships with others
- d. There is a need to get the honor of the community
- e. According to the nature or summon a person to express themselves

b. Definition of English

One of the subjects that learned in Indonesia is English object. English is increasingly being used as a tool for interaction among non-native speakers. English is not frequently learned as a tool for understanding and teaching US or British cultural values. Instead English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research.⁴⁰

³⁹Sardiman, *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: PT. Raja Grafindo Persada, 2007), 47

⁴⁰H. Douglas Brown, *Teaching By Principles An Interactive Approach To Language Pedagogy Second Edition* (San Fransisco: Longman, 2001), 118

English becomes important language for making interaction within people around the world. English is taught in every level of education in any countries.⁴¹

The importance of English throughout the world in education, business, government, and social situation continues to grow, despite the understandable desire of people to preserve their own native language

From those definition can be made inference, English learning is the activities or process in learning English language at educational institutions or programs that aims to bring knowledge, skills and attitudes about English subject for students which is promoted and instructed by teacher. Between teacher and students make interaction and communication in gaining the goals of learning. The teacher promotes the learning and the students do the activities of learning based on the teacher instruction

c. Motivation

1. Definition

Relate with Gardner's statement, that the effort and the goal are as the characteristics of motivation. There is definition,

Motivasi adalah proses psikologis yang dapat menjelaskan perilaku seseorang. Perilaku hakikatnya merupakan orientasi pada

⁴¹ Peter Lucantory, *Teaching And Assessing Skills In English As A Second Language* (Cambridge, new York: Cambridge university press, 2002), 2

*satu tujuan. Dengan kata lain, perilaku seseorang dirancang untuk mencapai tujuan. Dengan demikian, motivasi merupakan kekuatan yang mendorong seseorang melakukan sesuatu untuk mencapai tujuan*⁴²

Based on the explanation above, it can be made inference that motivation is the desirable or the energy change of the person that is implemented in the behavior and effort to achieve the goal. The motivated person will do something with the pleasure and enthusiastic. Motivation in learning makes the students activities more directed in gain personal goals or purposes.

2. Intrinsic and extrinsic motivation

The most powerful dimension of the whole motivation construct in general is the degree to which learners are intrinsically or extrinsically motivated to succeed in task.⁴³

a. Intrinsic Motivation

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself.

b. Extrinsic motivation

⁴² Hamzah B. Uno, *Teori Motivasi & Pengukurannya Analisis Di Bidang Pendidikan* (Jakarta: Bumi aksara, 2008), 5

⁴³ H. Douglas Brown, *Principles of language learning and teaching* fourth edition (Longman, San Francisco, 2000), 164

Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self.

3. Principles of motivation to learn

There are several principles of motivation in learning, namely:

1. Motivation as a basic driving force that encourages learning activities
2. The main motivation is more intrinsic than extrinsic motivation in learning
3. Motivation in the form of praise is better than punishment
4. Motivation relates closely to the needs of learning
5. Motivation can cultivate optimism in learning
6. Motivation given achievement in learning

4. Functions motivation to learn

Motivation is an essential condition of learning. There are many functions of motivation such as:

- a. The function of motivation is as activator that gives energy to someone to do something⁴⁴
- b. Motivation can determine direction of behavior.
- c. Motivation can select our behavior, it's mean it can determine what we do and appropriate to reach the goal.⁴⁵

⁴⁴ Ngalim Purwanto, psikologi pendidikan (bandung: PT remaja rosdakarya 2007), 70

⁴⁵ *Ibid*, 71

- d. The function of motivation is encouraging the human to do something, so as driver for release energy
- e. The function of motivation is determining a course of action toward the goal to be achieved
- f. The function of motivation is choosing an action, determine action should be taken to achieve appropriate goals, by setting aside a deed which is not useful for that purpose⁴⁶

5. Motivation to Learning English

Motivation is an internal and external encouragement of the student's self in learning process to make behavior alteration. Motivation also commonly thought of as an inner drive, impulse, emotion, or desire that moves one to particular action.⁴⁷

In the learning domain, motivation is an important role in the learning activity, especially to get the goal of learning. It is a totally of power in the learner's self which causes learning activity, which guarantees the learning process is really occurred. So, the goal of students to study is reached.⁴⁸

The motivation to study English can be defined as totally power of the students to study English well. It is said totally

⁴⁶ Sardiman, *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: PT. Raja Grafindo Persada, 2007), 85

⁴⁷ Suprijono, *Cooperative Learning Teori Dan Aplikasi PAIKEM* (Yogyakarta: Pustaka Pelajar, 2009), 163

⁴⁸ Sardiman, *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: PT. Raja Grafindo Persada, 2006), 75

because it consists of not only the desire of learner's self but also other factors. Motivation can influence the student's achievement of English. Sometimes students have no desire to study English because they feel bored with the condition of class, or maybe they have individual problem and cannot learn really. Moreover the students whether who have high intelligence or limited intelligence cannot follow the learning activity because they have no any experience or habit which make them motivated to study English. So, it's so important to change their habits, behavior, as well as their mindset about study English.

Students want to learn because they are pushed by their mental power such as activation, persistence, and intensity. Those mental powers could be low or high. There is an expert who said that those mental powers called as motivation to study

6. Indicators Motivation in Learning⁴⁹:

1. Desire to be successful
2. Encouragement and requirement in learning
3. Hope and aspiration for the future
4. Appreciation in study
5. Interested activity in study
6. Conductive learning environment makes students study well

⁴⁹ Hamzah B. Uno, *Teori Motivasi Dan Pengukurannya Analisis Di Bidang Pendidikan*,

3. Correlation Between Students' Emotional Quotient And English Learning Motivation

As mentioned before, intelligence quotient just contribute 20% for a successful, whereas 80% is contribution from another factor, such as emotional quotient, it's an ability to motivate him, break a frustrating, control emotion, manage emotion, empathy, and also an ability to work together.

Because motivation and emotion have close related. Feeling determines our actions and vice versa, the behavior often determines how we feel.⁵⁰

The motivation to study English can be defined as totally power of the students to study English well. It is said totally because it consists of not only the desire of learner's self but also other factors. Motivation can influence the student's achievement of English.

B. Previous Research Finding

There are three studies which have relevancy with this research. The three studies below discuss about the relationship between students' emotional quotient and Learning English Motivation.

This first is a study on Ana Ayu Farida with the title "The Correlation between students' motivation and Students' Speaking Achievement to the seventh Grade Students of SMPN 1 Mlarak Ponorogo

⁵⁰ Rita L. Atkinson, Richard C. Atkinson, Ernest R. Hilgard, *Pengantar psikologi edisi ke-8 jilid 2* (alih bahasa: Dra Nurjannah Taufiq Jakarta: Erlangga), 55

in Academic Year 2012 / 2013. In that research ana said that there is significant correlation between students' motivation and students' speaking achievement. When the students who are interested in speaking, enjoy the learning, they can get a good score in doing tasks.

Beside from Ana Ayu Farida, this research also took previous research by Dita Klaidia Meldyawati from English Education Department of STAIN Ponorogo, and the title is "The Correlation between Students' Growth Mindset and Motivation in learning English of the eight grade in SMP Negeri 1 Ponorogo in academic year 2011/ 2012". In this study conclude that there is correlation between Students' Growth Mindset and Motivation in learning English.

The last, the researcher took the previous research by Irana Futuhati Millah. It used Quantitative Research approach. The title is "a correlation study between students' emotional quotient and students' English achievement in SMA Bakti Ponorogo academic year 2011/ 2012". In this study, it is stated that emotional quotient point out to the ability of conceiving each self sense, another sense, ability to motivate himself and organize his emotion which appear from himself and also in the relationship with another full well. There is a positive correlation between students' emotional quotient and students' English achievement.

C. Theoretical Framework

In this research, there are two variables, as follow:

X : Students Emotional Quotient

Y : English Learning Motivation

From the variable above, the researcher can conclude the theoretical framework as follows:

- a. If students have poor Emotional Quotient, the student's motivation to study English is low.
- b. If students have well Emotional Quotient, the student's motivation to study English is high.

D. Hypothesis

Ha : There is correlation between students' emotional quotient and motivation in learning English to the eleventh grade students of SMA Muhammadiyah 1 Ponorogo in academic year 2015/2016

Ho : There is no correlation between students' emotional quotient and motivation in learning English to the eleventh grade students of SMA Muhammadiyah 1 Ponorogo in academic year 2015/2016

CHAPTER III

RESEARCH METHODOLOGY

The existence of the research method has a goal of guiding the research in order to work systematically. The research method covers a set of research activities conducted by researcher. It involves research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

A. Research Design

This research applied a quantitative research. The quantitative data deal primarily with numbers. Quantitative research seeks to establish relationships between variables and look for and sometimes explain the causes of such relationships.⁵¹ In quantitative study we rely more on positivist principles and use a language of variables and hypotheses.⁵²

According Neil J. Salkind co-relational research “describes the linier relationship between two or more variables without any hint of attributing the effect of one variable on another.”⁵³ In co-relational research, the relationships among two or more variables are studied without any attempt to influence them. A co-relational study describes the degree to which two or more quantitative variables are related, and it does so by using a correlation

⁵¹ Jack R. Fraenkel And Norman E. Wallen, *How To Design And Evaluate Research In Education*, (New York: McGraw-Hill Companies, 2009), 15.

⁵² H. Lawrence Neuman, *Social Research Method: Qualitative and Quantitative Approach "Seventh Edition"*, (USA: Pearson Education Limited, 2014), 167.

⁵³ Neil J. Salkind, *Exploring Research "Eight Edition"*, (USA: Pearson Education, 2012), 203.

coefficient. A major purpose of co-relational research is to clarify our understanding of important phenomena by identifying relationships among variables.⁵⁴

The purpose of this research was correlating two variables. They were emotional quotient and English learning motivation. For supporting this purpose of the research, the researcher applied the correlation method to describing their correlation. There are two variables in this research, namely variable X and Y. Variable X is students' Emotional quotient, variable Y is students' English learning motivation. The students' emotional quotient and motivation in learning English are measured through questionnaire. The result of the questionnaire and the student evaluation estimation are use to examine whether there is a significant correlation between students emotional quotient and learning English motivation or not.

B. Population and Sample

1. Population

Population is all numbers of well defined class of people event or object.⁵⁵

*Populasi adalah wilayah generalisasi yang terdiri atas objek/subjek yang mempunyai kuantitas dan karakteristik tertentu yg ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulan.*⁵⁶

From the meaning above the writer can say that population is the whole subject of the research. Population is a large group of individual

⁵⁴ Fraenkel And Wallen, *How To Design And Evaluate Research In Education* , 328-329.

⁵⁵ Margono, *Metodologi Penelitian Pendidikan* (Jogjakarta: 2000, Rineka Cipta), 54

⁵⁶ Sugiyono. *Statistika Untuk Penelitian* (Bandung, CV. Alfabeta, 2002),55

who have general characteristic. Population is entire subject in which the writer can gain the data.

To merely estimate, if the subject less than 100, it's better to take all so that the research is population research. Furthermore, if the total of the subject is big, it can take between 10-15% and 20-25%.⁵⁷ The population in this research is 220 students in the class XI of SMA Muhammadiyah 1 Ponorogo

2. Sample

*Sample adalah sebagian dari jumlah dan karakteristik yang dimiliki oleh populasi tersebut.*⁵⁸

Sample is part of population researched. Sample is a small group that is observed. The sample is smaller than population.

Sampling technique is the way used to determine sample. This research applies purposive sampling as the sampling technique. Purposive sampling means that the researcher determines the sample based on certain purpose.⁵⁹ It used to make easy to get the data

There are 220 students in class XI of SMA Muhammadiyah 1 Ponorogo. The sample that chooses as sample is class XI IPA 3 that consists of 30 students or 20% population as number of classes from a list of XI of SMA Muhammadiyah 1 Ponorogo.

⁵⁷ uharsimi Arikunto, *Prosedur penelitian: Suatu pendekatan praktek : Edisi Revisi V* (Jakarta: PT. Rineka Cipta, 1998) 107

⁵⁸ *Ibid*, 107

⁵⁹ *Ibid*, 104

C. Instrument of Data Collection

“Questionnaire” is an attempt to mask the fact that it was to measure emotional quotient. This questionnaire is referred to in this report as a emotional quotient survey and included questions to measure motivation in learning English.

Table 3.1
Instrument of Data Collection

Title	Variable	Indicator	Item Number Of Instrument
Correlation Between Students Emotional Quotient And Learning English Motivation	Emotional Quotient (X) (Independent Variable)	<ul style="list-style-type: none"> • Self awareness • Self regulation • Motivation • Empathy • Social skill 	1, 7, 27, 16, 37, 6 36, 12, 9, 18, 11 8, 4, 30, 15, 31 17, 10, 19, 22 21, 24, 23, 20 39, 26, 34, 28, 29, 14 35, 2, 32, 13, 33, 25, 5 38, 3, 40
	Motivation (Y) (Dependent Variable)	7. Desire to be successful 8. Encouragement and requirement in learning 9. Hope and aspiration for the future 10. Appreciation in study 11. Interested activity in study 12. Conducive leaning environment makes students study well	6, 20, 21 10, 13, 14 16, 18, 24 2, 3, 4, 7, 12, 22 1, 5, 15, 17, 19 8, 9, 11, 23

This questionnaire is used Likert scale with answer choice and scoring which has four answer choice, that is *Selalu*, *Sering*, *Kadang-Kadang*, dan *Tidak pernah*.⁶⁰

Table 3.2
Assessment for each item

Answer	Favorable
Selalu	4
Sering	3
Kadang-kadang	2
Tidak pernah	1

1. Validity

In this research, the researcher conducts validity test in order to know whether the instrument of student's emotional quotient is valid. According Sugiyono "the theorist of correlation if $r_{xy} \geq 0,463$ when total respondents (N) are 30, so the question item is valid."⁶¹ After getting data from the score of questionnaire of student's emotional quotient in try out class which can be seen in appendix 1, the researcher counting the validity of questionnaire about students' emotional quotient, the researcher uses program of SPSS 23 for windows. Finally the result of the questionnaire validity as follows:

⁶⁰ Sumadi Suryabrata, *Pengembangan Alat Ukur Psikologis* (Yogyakarta: CV. Andi Offset, 2005)

⁶¹ Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2013), 373.

Table 3.3 the Result of EQ Questionnaire Validity

		r_t	Total / rxy	Criteria
I1	Pearson Correlation Sig. (2-tailed) N	0,463	0.602** .000 30	Valid
I2	Pearson Correlation Sig. (2-tailed) N	0,463	0.634** .000 30	Valid
I3	Pearson Correlation Sig. (2-tailed) N	0,463	0.513** .004 30	Valid
I4	Pearson Correlation Sig. (2-tailed) N	0,463	0.575** .001 30	Valid
I5	Pearson Correlation Sig. (2-tailed) N	0,463	0.480** .007 30	Valid
I6	Pearson Correlation Sig. (2-tailed) N	0,463	0.518** .003 30	Valid
I7	Pearson Correlation Sig. (2-tailed) N	0,463	0.677** .000 30	Valid
I8	Pearson Correlation Sig. (2-tailed) N	0,463	0.599** .000 30	Valid
I9	Pearson Correlation Sig. (2-tailed) N	0,463	0.403* .027 30	Invalid
I10	Pearson Correlation Sig. (2-tailed) N	0,463	0.627** .000 30	Valid
I11	Pearson Correlation Sig. (2-tailed) N	0,463	0.333 .073 30	invalid
I12	Pearson Correlation	0,463	0.447*	Invalid

	Sig. (2-tailed)		0.013	
	N		30	
I13	Pearson Correlation	0,463	0.549**	Valid
	Sig. (2-tailed)		.002	
	N		30	
I14	Pearson Correlation	0,463	0.576**	Valid
	Sig. (2-tailed)		.001	
	N		30	
I15	Pearson Correlation	0,463	0.498**	Valid
	Sig. (2-tailed)		.005	
	N		30	
I16	Pearson Correlation	0,463	0.685**	Valid
	Sig. (2-tailed)		.000	
	N		30	
I17	Pearson Correlation	0,463	0.510**	Valid
	Sig. (2-tailed)		.004	
	N		30	
I18	Pearson Correlation	0,463	0.746**	Valid
	Sig. (2-tailed)		.000	
	N		30	
I19	Pearson Correlation	0,463	0.692**	Valid
	Sig. (2-tailed)		.000	
	N		30	
I20	Pearson Correlation	0,463	0.548**	Valid
	Sig. (2-tailed)		.002	
	N		30	
I21	Pearson Correlation	0,463	0.120	Invalid
	Sig. (2-tailed)		.526	
	N		30	
I22	Pearson Correlation	0,463	0.720**	Valid
	Sig. (2-tailed)		.000	
	N		30	
I23	Pearson Correlation	0,463	0.402*	Valid
	Sig. (2-tailed)		.027	
	N		30	
I24	Pearson Correlation	0,463	0.789**	Valid
	Sig. (2-tailed)		.000	

	N		30	
I25	Pearson Correlation	0,463	0.778**	Valid
	Sig. (2-tailed)		.000	
	N		30	
I26	Pearson Correlation	0,463	0.008	Invalid
	Sig. (2-tailed)		.965	
	N		30	
I27	Pearson Correlation	0,463	0.390*	Invalid
	Sig. (2-tailed)		.033	
	N		30	
I28	Pearson Correlation	0,463	0.575**	Valid
	Sig. (2-tailed)		.001	
	N		30	
I29	Pearson Correlation	0,463	0.538**	Valid
	Sig. (2-tailed)		.002	
	N		30	
I30	Pearson Correlation	0,463	0.609**	Valid
	Sig. (2-tailed)		.000	
	N		30	
I31	Pearson Correlation	0,463	0.475**	Valid
	Sig. (2-tailed)		.008	
	N		30	
I32	Pearson Correlation	0,463	0.688**	Valid
	Sig. (2-tailed)		.000	
	N		30	
I33	Pearson Correlation	0,463	0.698**	Valid
	Sig. (2-tailed)		.000	
	N		30	
I34	Pearson Correlation	0,463	0.567**	Valid
	Sig. (2-tailed)		.001	
	N		30	
I35	Pearson Correlation	0,463	0.766**	Valid
	Sig. (2-tailed)		.000	
	N		30	
I36	Pearson Correlation	0,463	0.402*	Invalid
	Sig. (2-tailed)		.027	
	N		30	

I37	Pearson Correlation Sig. (2-tailed) N	0,463	0.789** .000 30	Valid
I38	Pearson Correlation Sig. (2-tailed) N	0,463	0.778** .000 30	Valid
I39	Pearson Correlation Sig. (2-tailed) N	0,463	0.480** .007 30	Valid
I40	Pearson Correlation Sig. (2-tailed) N	0,463	0.518** .003 30	Valid
TOTAL	Pearson Correlation Sig. (2-tailed) N		1 30	

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

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

From table above, there are 40 questions with the index of correlation \geq 0,463. And from 40 questions there are 32 valid questions, namely question number 9, 11, 12, 21, 23, 26, 27, 36. So those questions can be used to measure the students' emotional quotient of XI IPA 3 SMA MUHAMMADIYAH 1 Ponorogo in Academic Year 2015/2016. The result of validity test about questionnaire of student's emotional quotient can be seen in appendix 3.

After getting data from the score of questionnaire of student's motivation in try out class which can be seen in appendix 2, the researcher counting the validity of questionnaire about students' motivation, the researcher uses program of SPSS 23 for windows. Finally the result of the questionnaire validity as follows:

Table 3.4 the Result of Motivation Questionnaire Validity

Correlations		r_t	TOTAL	Criteria
I1	Pearson Correlation Sig. (2-tailed) N	0,463	0.430 ⁺ .018 30	Invalid
I2	Pearson Correlation Sig. (2-tailed) N	0,463	0.675 ^{**} .000 30	Valid
I3	Pearson Correlation Sig. (2-tailed) N	0,463	0.323 .082 30	Invalid
I4	Pearson Correlation Sig. (2-tailed) N	0,463	0.617 ^{**} .000 30	Valid
I5	Pearson Correlation Sig. (2-tailed) N	0,463	0.568 ^{**} .001 30	Valid
I6	Pearson Correlation Sig. (2-tailed) N	0,463	0.571 ^{**} .001 30	Valid
I7	Pearson Correlation Sig. (2-tailed) N	0,463	0.510 ^{**} .004 30	Valid
I8	Pearson Correlation Sig. (2-tailed) N	0,463	0.766 ^{**} .000 30	Valid
I9	Pearson Correlation Sig. (2-tailed) N	0,463	0.486 ^{**} .006 30	Valid
I10	Pearson Correlation Sig. (2-tailed) N	0,463	0.694 ^{**} .000 30	Valid
I11	Pearson Correlation Sig. (2-tailed) N	0,463	0.589 ^{**} .001 30	Valid

I12	Pearson Correlation Sig. (2-tailed) N	0,463	0.656** .000 30	Valid
I13	Pearson Correlation Sig. (2-tailed) N	0,463	0.312 .093 30	Invalid
I14	Pearson Correlation Sig. (2-tailed) N	0,463	0.767** .000 30	Valid
I15	Pearson Correlation Sig. (2-tailed) N	0,463	0.487** .006 30	Valid
I16	Pearson Correlation Sig. (2-tailed) N	0,463	0.845** .000 30	Valid
I17	Pearson Correlation Sig. (2-tailed) N	0,463	0.821** .000 30	Valid
I18	Pearson Correlation Sig. (2-tailed) N	0,463	0.001 .995 30	Invalid
I19	Pearson Correlation Sig. (2-tailed) N	0,463	0.341 .065 30	Invalid
I20	Pearson Correlation Sig. (2-tailed) N	0,463	0.654** .000 30	Valid
I21	Pearson Correlation Sig. (2-tailed) N	0,463	0.623** .000 30	Valid
I22	Pearson Correlation Sig. (2-tailed) N	0,463	0.654** .000 30	Valid
I23	Pearson Correlation Sig. (2-tailed) N	0,463	0.340 .066 30	Invalid
I24	Pearson Correlation	0,463	0.605**	Valid

	Sig. (2-tailed)		.000
	N		30
TOTAL	Pearson Correlation		1
	Sig. (2-tailed)		
	N		30

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

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

From table above, there are 24 questions with the index of correlation $\geq 0,463$. And from 24 questions there are 18 valid questions, namely question number 1, 3, 13, 18, 19, 23. So those questions can be used to measure the student's emotional quotient of XI IPA 3 SMA MUHAMMADIYAH 1 Ponorogo in Academic Year 2015/2016. The result of validity test about questionnaire of student's motivation can be seen in appendix 4.

2. Reliability

Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument. If the test is administered to the same candidates on different occasions (with no language practice work taking place between these occasions), then, to the extent that it produces differing results, it is not reliable.⁶² A reliable test is consistent and dependable. If you give the same test to the same subject or matched subjects on two different occasions, the test itself should yield similar results; it should have

⁶² Heaton, *Writing English Language Test*, 162.

test reliability.⁶³ Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.⁶⁴

In this research, the researcher conducts reliability test in order to know whether the instrument of EQ is reliable. To counting the reliability of questionnaire about student's EQ, the researcher uses program of SPSS 23 for windows. Finally the result of the questionnaire reliability is as follows:

Table 3.5 the Result of EQ Questionnaire Reliability

Case Processing Summary			
		N	%
Cases	Valid	30	96.8
	Excluded ^a	1	3.2
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
0.929	32

After measure by SPSS 23, those questionnaires has reliability coefficient 0,929. It means that the instruments are reliable and it has very strong reliability criteria.⁶⁵ The instrument is already used to the true sample. The questions item which had been reliable can be seen in appendix 5.

⁶³H.Douglas Brown, *Teaching by Principle: An Interactive approach to Language Pedagogy "Second Edition"*, (New York: Pearson Education, 2000), 386.

⁶⁴Ary, Jacobs, and Sorensen, *Introduction to Research in Education "Eight Edition"*, 236.

⁶⁵Gilang Adi Mahardika, "Uji Validitas dan Reliabilitas," dalam *Prosedur Penelitian*, ed. Suharsimi Arikunto, <http://GilangAdi182.blogspot.com>. Accesed on 4 April 2015, 5.

In this research, the researcher conducts reliability test in order to know whether the instrument of motivation is reliable. To counting the reliability of questionnaire about students' motivation, the researcher uses program of SPSS 23 for windows. Finally the result of the questionnaire reliability is as follows:

Table 3.6 the Result of Motivation Questionnaire Reliability

Case Processing Summary			
		N	%
Cases	Valid	30	96.8
	Excluded ^a	1	3.2
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
0.921	18

After measure by SPSS 23, those questionnaires has reliability coefficient 0,921. It means that the instruments are reliable and it has very strong reliability criteria.⁶⁶ The instrument is already used to the true sample. The questions item which had been reliable can be seen in appendix 6.

D. Technique of Data Collection

Data is one of essential components in a research activity. The accurate data is the starting point to conduct a research. This research

⁶⁶ Gilang Adi Mahardika, "Uji Validitas dan Reliabilitas," dalam *Prosedur Penelitian*, ed. Suharsimi Arikunto, <http://GilangAdi182.blogspot.com>. Accesed on 4 April 2015, 5.

promotes the documentation, interview and questionnaire methods for collecting data.

1. Documentation

Documentation is kind of important technique to get data about everything or variable which is in form of note, transcript, book, newspaper, magazine, meeting result, agenda, etc.⁶⁷ Documentation is a written record of an event, discussion, or observation by one or more individuals.⁶⁸

In this research, documentation is used to obtain data of school profile on SMA Muhammadiyah 1 Ponorogo in Academic Year 2015 / 2016.

2. Interview

Interview is used as data collection techniques to conduct a preliminary study to find problems that must be investigated, and also to know things that the respondents are more in-depth and number of respondent little/small.⁶⁹

Interviews can be differenced in a structured or unstructured interview, and can be done through face to face or by telephone. In this study, the researcher used unstructured interviews. Because the researcher wanted to get a depth information from the interviewer. Unstructured

⁶⁷ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, 231.

⁶⁸ Shrock and Coscarelli, *Criterion Referenced Test Development: Technical and Legal Guidelines for Corporate Training "3rd Edition"*, 401.

⁶⁹ H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (San Fransisco: Pearson Longman, 2003), 3.

interview is a free interview where the researcher does not use the interview guide that has been arranged in a systematic and comprehensive data collection. Thus, the researcher uses this method to collect data about the condition of object of research.

The researcher interviews the teacher of XI SMA Muhammadiyah 1 Ponorogo, Mr. Dian Arihasta, to get information about students' emotional condition and their motivation in learning English.

3. Questionnaire

According Best J.W, Khan J.V questionnaire is a written instrument consisting of question to be answered or statement to be responded by respondents. It is used to gather information about fact or about opinion/attitude. Some researchers use a separate instrument to gather information on opinion or attitude using attitude scale, some others use questionnaire to gather both information about fact as well as about opinion or attitude.⁷⁰

In this research, researcher used a closed form or structured questionnaire. Structured questioner is also called closed questioner. It contains of several questions those are espoused alternative answers that is provided. Closed questionnaire will help to the respondent answers quickly and it will help researcher to analyze data against all questionnaire that is collected.⁷¹

⁷⁰ Adnan Latief, *Research Methods On Language Learning An Introduction*, 193.

⁷¹ Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*, (Bandung: Alfabeta, 2013), 143.

In this research, questionnaire is applied to measure the student's emotional quotient and learning English motivation of XI IPA 3 SMA MUHAMMADIYAH 1 Ponorogo in Academic Year 2015/ 2016. The researcher uses Likert scale questionnaire that consist of multiple choice item that provide with 4 answers. Likert scale is used to measure attitude, opinion, and statement by people about social phenomenon. By the Likert scale, the variable that measured is developed into the indicator variables. Then those indicators are used as a starting point to arrange the items of instrument which can be either a question or a statement.⁷² Scoring of the multiple choice items related as the following:

- a. The score of option Always (A) is 4
- b. The score of option often (B) is 3
- c. The score of option sometime (C) is 2
- d. The score of option never (D) is 1

E. Technique of Data Analysis

Before using statistical formula, researcher need to know the assumption that is used in the use of the formula. By knowing the basic assumption in using the formula, it would be more prudent in employing and calculation. Retno Widyaningrum said that the calculation is required to test the assumption/ requirement, so in the use of the formula and the obtained result is do not deviate from the occur certainty. This requirement test is

⁷² *Ibid*, 93.

occurred to use of the parametric formula which the data are normal assumed.⁷³ Therefore, the researcher applied SPSS 23 for windows to find out the normality test.

In this study after conducting normality test the researcher was testing hypothesis using correlation analysis, namely Product Moment Correlation and Multiple Correlations as suggested by Andhita Dessy Wulansari. She said that Product Moment Correlation is correlation technique that is used to find out correlation between two or more variable.⁷⁴ And also she said that Multiple Correlations is a value that indicates the strength of the relationship between the two or more variables together with other variable.⁷⁵ The formula of Product Moment Correlation is purposed to:

Test whether there is positive correlation between student's emotional quotient (X) and English Learning motivation (Y)

Therefore, the researcher applies SPSS 23 for windows to find out of three hypotheses above.

After getting the results from calculating hypotheses, the statistical hypotheses can be formulated as follow:

$$H_0 = r_{xy} < r_t$$

It means that there is no correlation between students' emotional quotient (X) and English Learning motivation (Y)

$$H_a = r_{xy} > r_t$$

⁷³ Retno Widyaningrum, *Statistika*, (Yogyakarta: Pustaka Felica, 2011), 205.

⁷⁴ Andhita, *Penelitian Pendidikan*, 96.

⁷⁵ *Ibid* 106.

It means that there is correlation between students' emotional quotient (X) and English Learning motivation (Y)



CHAPTER IV

FINDING AND DISCUSSION

In this chapter the researcher report on research location, data description, data analysis, and discussion.

A. Research Location

1. History of SMA Muhammadiyah 1 Ponorogo⁷⁶

SMA Muhammadiyah 1 Ponorogo located on Jl. Batoro Katong 6B, Nologaten, Ponorogo, East Java. SMA Muhammadiyah 1 Ponorogo is an institution that is engaged in general education and religion, in part the realization of the goals of education is to realize human Muhammadiyah Muslim noble, competent, confident, and useful to society and the State.

As for the founders, Mr. Muhadi (as chairman), Mr. Sumarsono, BA (lecturer at the University of Muhammadiyah Ponorogo), Mr. Sumadi Ali (MORA East Java), Mr. Slamet Sharif (Education Council), which was officially established on August 1st, 1963.

From its inception until the year 2015/2016's, educational institutions SMA Muhammadiyah 1 Ponorogo underwent a change of school leadership to 5 times. The following sequence of principals who had served in SMA Muhammadiyah 1 Ponorogo

⁷⁶Transcript Document SMA Muhammadiyah 1 Ponorogo nomor **01/D/4-IV/2015**

- a. Period 1 August, 1963 – 17 January 1997, chaired by Mr. Muhadi as principal while, then elected Mr. Sumarsono, BA as the principal legitimate *de jure*
- b. The period of 17 January 1997 – 30 October, 1998 chaired by Mrs. Sujarwati.
- c. Period 1 November 1998 - 31 March 2002 chaired by Mr. Solehan, BA
- d. The period April 1 2002 - 2008 chaired by Drs. Suyono
- e. Period 2008 - now held by Mr Mulyani, S. pd, M. Hum

SMA Muhammadiyah 1 Ponorogo growing rapidly in 2007 was marked by the achieved some outstanding achievements, including the 2008 SMA Muhammadiyah 1 Ponorogo determined by the Assembly DISDASMEN PWN East Java as school superior Muhammadiyah East Java ranks - 4, 2009 is able to rise 1 level is now ranked - 3, in 2011 capable of being ranked - 1. More proud again in 2007 has been designated by the Director of School Trustees DIRJEN PANDIKDASMEN DEPDIKNAS as pilot schools independent category (SKM). And 2 years later, precisely in 2009 SMA Muhammadiyah 1 Ponorogo has been established as a pilot program implementers SMA Standard International (RSBI) by the Director of coaching high school Dirjen MANDIKDASMEN DEPDIKNAS RI with numbers SK.1823/C.C4/LL/2009. SMA Muhammadiyah 1 Ponorogo until now remained under the auspices of the Department of Elementary and Secondary Education (DISDASMEN) Muhammadiyah Ponorogo area.

2. The geographical position of SMA Muhammadiyah 1 Ponorogo⁷⁷

Location SMA Muhammadiyah 1 Ponorogo geographically teletak in the town of Ponorogo, precisely on Jl. Batoro Katong No. 6B, Nologaten Village, District Ponorogo Ponorogo East Java Province

Location SMA Muhammadiyah 1 Ponorogo is a strategic location as for the location restrictions are:

North : SMP Maarif 1 Ponorogo

South : SD Nologaten

East : SMA Bakti Ponorogo

West : Jl. Sultan Agung

3. Vision Mision SMA Muhammadiyah 1 Ponorogo⁷⁸

a. Vision SMA Muhammadiyah 1 Ponorogo

Vision is a view or picture of the future who wants every educational institution concerned and ensure continuity of development.

The vision of SMA Muhammadiyah 1 Ponorogo is as follows:

1) Maintain the moral integrity, 2) Establishment of a noble human being, 3) intelligent, 4) care for the environment, 5) highly competitive 6) and internationally.

⁷⁷Transcript Document SMA Muhammadiyah 1 Ponorogo nomor **02/D/4-IV/2015**

⁷⁸Transcript Document SMA Muhammadiyah 1 Ponorogo nomor **03/D/4-IV/2015**

b. Mision SMA Muhammadiyah 1 Ponorogo

The mission is an action to realize the vision that must accommodate all interest groups or institutions defined as acts that formulate the institution's mission. The mission of SMA Muhammadiyah 1 Ponorogo as follows:

1. Organizing learning approach meaningfulness
2. Fostering activities manners and noble character
3. Develop the concept of nationalism and patriotism
4. Develop social awareness and local wisdom
5. Provide the main services in the field of academic and non-academic
6. Develop a learning that relies on multiple intelligences
7. Organize learning and ICT-based school management
8. Cultivate modesty behave and appreciate the value creation
9. Giving attention to the progress of schools and parties - parties that are concerned with school

4. The state of Teachers, Employees and Students⁷⁹

a. The state of Teachers and Employees

The number of teachers in SMA Muhammadiyah 1 Ponorogo there are 52 people with the condition enough. The 35 teachers are air-S1, 15 air-diploma S2, 1 air-diploma D3, and 1 air-diploma S3. Have the educational background according to the subject of teaching and which have been certified there are 28 teachers.

⁷⁹Transcript Document SMA Muhammadiyah 1 Ponorogo nomor **04/D/4-IV/2015**

Owned education personnel: personnel administration and finance amounted to 5 people with a high school education and 3 S1, librarians 1 person with a high school education, computer laboratory, the number 2 S1 computers, science laboratory amounted to 2 high school education.

b. The Number Of Students

Regarding the number of students in SMA Muhammadiyah 1 Ponorogo there are 566 students of class X Math Science amounted to 77 students and Social Education totaled 56 students, so that the number of class X are 133 students. For class XI IPA and IPS totaled 128 students of 100 students so that the number of class XI students are 220 students, while 120 students of class XII IPA and IPS totaled 95, so the number of students in grade XII are 215 students.

5. School facilities and infrastructure⁸⁰

School facilities and infrastructure to the implementation of highly influential study distinguished representative, which ultimately can help better output. Therefore it is very important that the function and utility of infrastructure in supporting teaching and learning. In this case the existing infrastructure is good enough.

6. Organizational structure⁸¹

To establish good cooperation in implementing the Vision and Mission of Education in SMA Muhammadiyah 1 Ponorogo, needed an

⁸⁰Transcript Document SMA Muhammadiyah 1 Ponorogo nomor **05/D/4-IV/2015**

⁸¹Transcript Document SMA Muhammadiyah 1 Ponorogo nomor **06/D/4-IV/2015**

organizational structure which will have the functions and roles of each. This organizational structure is associated with the notion of power lines as well as the overall responsibility of the organizational structure.

B. Data Description

Sample in this research were 30 students of XI IPA 3 SMA MUHAMMADIYAH 1 Ponorogo. The variables of this research consisted of two variables namely Emotional Quotient (X), and Learning Motivation (Y). The score of students' Emotional Quotient and English Learning Motivation can be seen in appendix 5. The obtained data for each variable which have been scored representation Emotional Quotient and English Learning Motivation are described as bellow.

1. The data about students' emotional quotient

Based on data obtained from documentation 30 respondents indicated that students' Emotional Quotient showed the highest score was 111 and the lowest was 70. The result of questionnaire on students' Emotional Quotient can be seen clearly on the following table.

Table 4.1 Frequency questionnaire of Emotional Quotient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70.00	1	3.3	3.3	3.3

71.00	2	6.7	6.7	10.0
72.00	1	3.3	3.3	13.3
74.00	3	10.0	10.0	23.3
76.00	1	3.3	3.3	26.7
79.00	1	3.3	3.3	30.0
80.00	2	6.7	6.7	36.7
84.00	3	10.0	10.0	46.7
91.00	2	6.7	6.7	53.3
94.00	1	3.3	3.3	56.7
98.00	2	6.7	6.7	63.3
100.00	2	6.7	6.7	70.0
101.00	2	6.7	6.7	76.7
102.00	1	3.3	3.3	80.0
105.00	1	3.3	3.3	83.3
106.00	1	3.3	3.3	86.7
110.00	2	6.7	6.7	93.3
111.00	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Based on the table above, the histogram can be seen in as follows:

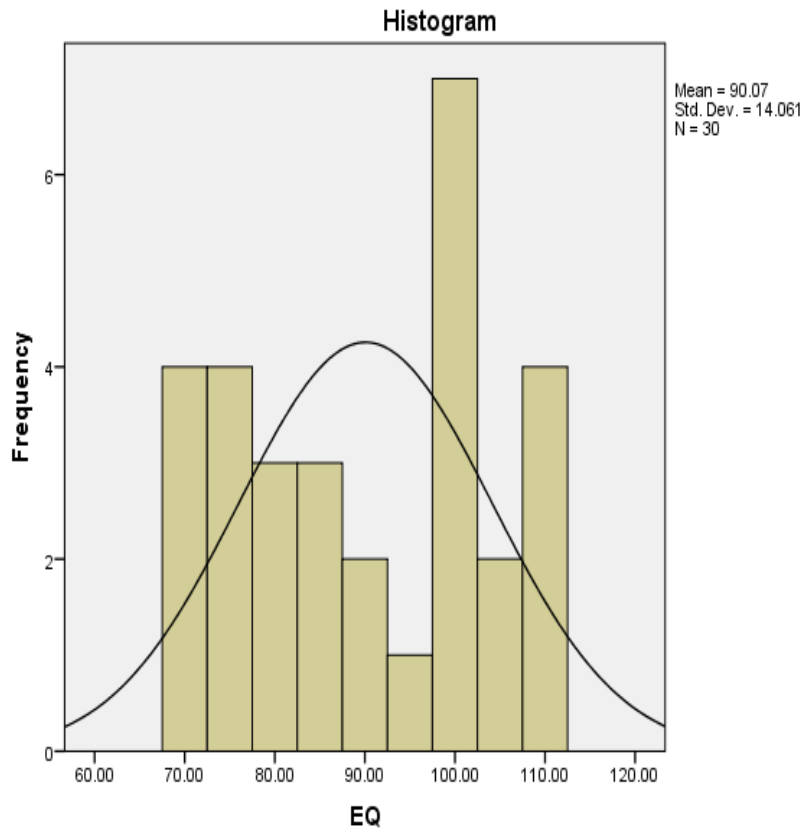


Figure 4.1 Histogram for Emotional Quotient

From the histogram above, it is stated $M = 90,07$ and $SD = 14,061$. To determine the category of Emotional Quotient was good, medium, or low, the researcher grouped scores using the standard as follows:

1. More than $M + 1.SD$ ($90,07 + 14,061 = 104$) is categorized into good
2. Between $M - 1.SD$ to $M + 1.SD$ ($76 - 104$) is categorized into medium.
3. Less than $M - 1.SD$ ($90,07 - 14,061 = 76$) is categorized into low

It can be seen that the scores which are more than 104 is considered good, while the scores which are less than 76 is categorized into low and the score of between 76 - 104 is categorized into medium. That categorization can be clearly seen as following:

Table 4.2 the Categorization of Students' Emotional Quotient

No.	Score	Frequency	Percentage	Category
1	More than 104	6	20 %	Good
2	76 – 104	17	57 %	Medium
3	Less than 76	7	23 %	Low
Total		30	100 %	

From those table can be seen that the students' Emotional Quotient showed that 20 % in the good category, 57 % in the medium category and 23 % in the low category.

2. The data about students' English Learning Motivation

Based on data obtained from a questionnaire distributed to 30 respondents indicated that questionnaire of students' motivation showed the highest score was 44 and the lowest was 69. The each items score of students' learning motivation can be seen in appendix 4. The result of questionnaire of students' learning motivation can be seen clearly on the following table.

Table 4.3 Frequency Questionnaire of English Learning Motivation

English Learning Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44.00	1	3.3	3.3	3.3
	47.00	1	3.3	3.3	6.7
	48.00	1	3.3	3.3	10.0
	50.00	1	3.3	3.3	13.3
	51.00	2	6.7	6.7	20.0
	52.00	4	13.3	13.3	33.3
	53.00	4	13.3	13.3	46.7
	54.00	1	3.3	3.3	50.0
	58.00	1	3.3	3.3	53.3
	59.00	1	3.3	3.3	56.7
	60.00	1	3.3	3.3	60.0
	61.00	1	3.3	3.3	63.3
	62.00	4	13.3	13.3	76.7
	63.00	1	3.3	3.3	80.0
	65.00	3	10.0	10.0	90.0
	68.00	2	6.7	6.7	96.7
	69.00	1	3.3	3.3	100.0

Total	30	100.0	100.0
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Based on the table above, the histogram can be seen in as follows:

Figure 4.2 Histogram for Questionnaire of Motivation

From the histogram above, it is stated $M = 57,13$ and $SD = 6,917$. To determine the category of questionnaire of self confidence was good, medium, or low, the researcher grouped scores using the standard as follows:

1. More than $M + 1.SD$ ($57,13 + 6,917 = 64$) is categorized into good
2. Between $M - 1.SD$ to $M + 1.SD$ ($50 - 64$) is categorized into medium.
3. Less than $M - 1.SD$ ($57,13 - 6,917 = 50$) is categorized into low

It can be seen that the scores which are more than 64 is considered good, while the scores which are less than 50 is categorized into low and the score of

between 50 - 64 is categorized into medium. That categorization can be clearly seen as following:

Table 4.4 the Categorization Learning Motivation

No.	Score	Frequency	Percentage	Category
1	More than 64	6	20 %	Good
2	50 – 64	21	70 %	Medium
3	Less than 50	3	10 %	Low
Total		30	100 %	

From those table can be seen that the students' Learning Motivation showed that 20 % in the good category, 70 % in the medium category and 10 % in the low category.

C. Data Analysis

1. Assumption Test Analysis

Assumption test analysis conducted as the prerequisite for testing hypothesis. The Assumption is the data are normally distributed. It can be done by conducting normality test. Normality test is used to find out whether the data are in normal distribution. In deciding whether the data are in normal distribution or not, the highest value of significant correction is consulted to Kolmogorov-Smirnov table. If the highest value of statistic is lower than the value of Kolmogorov-Smirnov table for 1 % level of significance, it can be conclude that the data are in normal distribution. On the other hand, if the highest value of statistic is higher than the

Kolmogorov-Smirnov table for 1 % level of significance it can be concluded that the data are not in normal distribution. The value of Kolmogorov - Smirnov table for $N = 30$ at 1 % level of significance is 0,22.⁸²

In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS 23 for windows as following:

Table 4.5 the Result of Normality test for EQ and Motivation

Tests of Normality

	Kolmogorov- Smirnov ^a			Shapiro - Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EQ	0.147	30	0.097	0.911	30	0.016
MOTIVATION	0.192	30	0.006	0.942	30	0.100

a. Lilliefors Significance Correction

Based on the table 4.7 above, the researcher concluded that the data of Emotional Quotient is normally distributed, because the value of statistic is lower than Kolmogorov-Smirnov table ($0.147 < 0,22$).

Based on the table 4.7 above, the researcher concluded that the data English Learning Motivation is normally distributed, because the value of statistic is lower than Kolmogorov-Smirnov table ($0.192 < 0,22$).

⁸² Retno Widyaningrum, *Statistika*, (Yogyakarta: Pustaka Felica, 2011), 247.

2. Testing Hypothesis

When the computation result of normality the data is in normal distribution, it can be continued to the next step, testing hypotheses which have been proposed in the previous chapter. In this study, there is hypothesis that should be tested. To decide whether H_0 is rejected or accepted, it is necessary to compute the data, therefore the conclusion for the hypotheses can be drawn based on the result of the computation. The H_0 will be rejected and the H_a will be accepted if the value of r_{xy} is higher than r_t . Meanwhile, H_0 will be accepted and H_a will be rejected if the value of r_{xy} is lower than r_t .

In this study to calculate the hypothesis, the researcher is using SPSS 23 for windows. The result of computation is described in each hypothesis as follows:

1. $H_0 = r_{xy} < r_t$. It means that there is no correlation between students' Emotional Quotient (X) and students' English Learning Motivation (Y).
2. $H_a = r_{xy} > r_t$. It means that there is correlation between students' Emotional Quotient (X) and students' English Learning Motivation (Y).

The result of Product Moment Correlation to calculate of correlation between Emotional Quotient and students' English Learning Motivation by using SPSS 23 for windows as follows:

Table 4.6 the Result of Correlation between Students' Emotional Quotient and English Learning Motivation

Correlations			
		EMOTIONAL QUOTIENT	MOTIVATION
EMOTIONAL QUOTIENT	Pearson Correlation	1	0.911**
	Sig. (2-tailed)		.000
	N	30	30
MOTIVATION	Pearson Correlation	0.911**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

Based on the table 4.10 above, the value Pearson Correlation (r_{xy}) showed 0,911. The value of r_{xy} is consulted to r_t at the level of significance 1% for $N = 30$ is 0, 463.⁸³ Because the result show that $r_{xy} = 0,911$ is higher than $r_t = 0, 463$ or $r_{xy} (0,911) > r_t (0,463)$, it can be conclude that H_0 is rejected and H_a is accepted. So, there is correlation between students' emotional Quotient (X) and English Learning Motivation (Y) for XI IPA 3 SMA MUHAMMADIYAH 1 Ponorogo in academic year 2015 / 2016.

D. Discussion of the Research Finding

Based on the analyzing data, it is gotten that coefficient correlation between students' emotional quotient and English learning motivation is 0,911 with the sample 30 students, it shows positive result.

⁸³ Andhita Dessy Wulansari, *Penelitian Pendidikan: Suatu Pendekatan Praktik dengan Menggunakan SPSS*, (Ponorogo: STAIN PO PRESS, 2012), 197.

Based on the index correlation, the correlation between students' emotional quotient and English learning motivation to the XI IPA 3 of SMA Muhammadiyah 1 Ponorogo is high correlation because to be located between 0, 800 – 1.000 can be seen on the table below:

Table 4.7 Indexes Correlation⁸⁴

No	Scale	Interpretation
1	0.800 – 1.000	High Correlation
2	0.600 – 0.800	Sufficient Correlation
3	0.400 – 0.600	Fair Correlation
4	0.200 – 0.400	Low Correlation
5	0.000 – 0.200	Very low Correlation

Pearson Correlation (r_{xy}) showed 0,911. The value of r_{xy} is consulted to r_t at the level of significance 1% for $N = 30$ is 0, 463.⁸⁵ Because the result show that $r_{xy} = 0,911$ is higher than $r_t = 0, 463$ or r_{xy} (0,911) > r_t (0,463), it can be conclude that H_0 is rejected and H_a is accepted.

From the result of testing hypotheses above, it can be found that calculation shows there is correlation between emotional Quotient (X) and English Learning Motivation (Y). The coefficient of

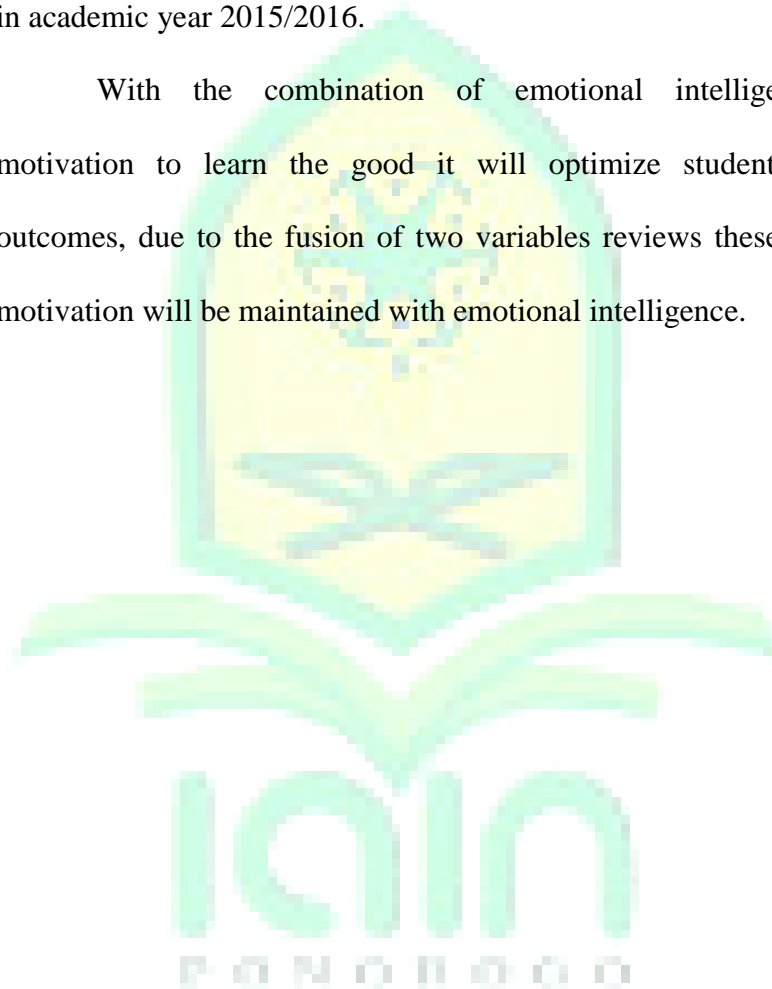
⁸⁴Suharsimi Arikunto, *Prosedur Penelitian*, 221

⁸⁵ Andhita Dessy Wulansari, *Penelitian Pendidikan: Suatu Pendekatan Praktik dengan Menggunakan SPSS*, (Ponorogo: STAIN PO PRESS, 2012), 197.

correlation between emotional Quotient and English Learning Motivation (r_{xy}) is 0,911.

Based on the analysis above, the writer concluded that there is correlation between students' Emotional Quotient and English Learning Motivation of XI IPA 3 SMA Muhammadiyah 1 Ponorogo in academic year 2015/2016.

With the combination of emotional intelligence and motivation to learn the good it will optimize student learning outcomes, due to the fusion of two variables reviews these students' motivation will be maintained with emotional intelligence.



CHAPTER V

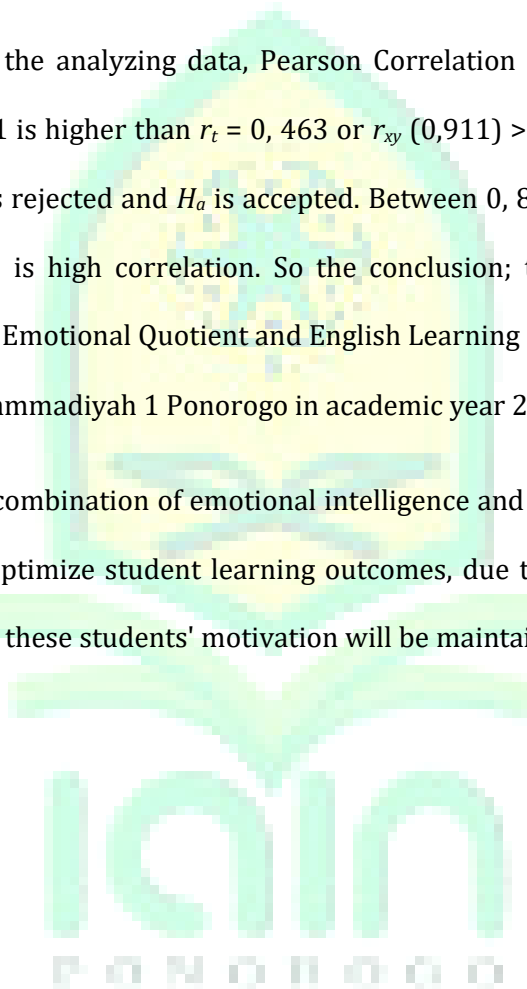
CONCLUSION

In this chapter the writer describes the result of the research and also gives some suggestions that are hoped to be useful for education and next research.

A. Conclusion

Based on the analyzing data, Pearson Correlation (r_{xy}) showed 0,911. Because $r_{xy} = 0,911$ is higher than $r_t = 0,463$ or $r_{xy} (0,911) > r_t (0,463)$, it can be conclude that H_0 is rejected and H_a is accepted. Between 0,800 – 1.000 in index correlation 0,911 is high correlation. So the conclusion; there is correlation between students' Emotional Quotient and English Learning Motivation to the XI IPA 3 of SMA Muhammadiyah 1 Ponorogo in academic year 2015/2016.

With the combination of emotional intelligence and motivation to learn the good it will optimize student learning outcomes, due to the fusion of two variables reviews these students' motivation will be maintained with emotional intelligence.



B. Suggestion

After know the conclusion of this study, the writer would like to give suggestion as follows:

1. For the Teachers

For the teacher are suggested to enrich their teaching skill and taken part in increasing students' emotional quotient level to make them increase English learning motivation.

2. For the Students

The students should more understand with themselves. because of emotional quotient is the ability to recognize our own feelings and the feelings of others, the ability to motivate oneself, and the ability to manage emotions well in ourselves and in relationships with others.

3. For the Other Researchers

This research is suggested for the other researchers to develop the other research in the future. This research is still far from being perfect, but it can use for reference the other researchers to conduct the research with another aspect that is influence the students' Emotional quotient and English learning motivation.

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