

Chapter One

Introduction

In this chapter, the researcher discusses the background of the research. Secondly, the researcher describe the limitation and the statement of the problem. Thirdly, the researcher mentions the research questions and the purpose of the research. Lastly, the researcher explains the significance of the research that significance is important and gives benefit.

Background of the Study

Emotional quotient is one of popular topic to be discussed in education field. Emotional quotient is a part of education, in which it helps people to control their emotion. The contribution of emotional quotient to person's success is 80% and intelligent quotient is 20% (Goleman, 2000). According to Goleman (2002), emotional quotient is used by a person to do "self-identification, self-motivation, handling problem, controlling emotion and keeping interaction" (p.56). It means that emotional quotient helps a person to organize her or his life to get better, for example to manage her or his motivation and emotion.

There are some definitions of emotional quotient. Salovey and Mayer (2014) defined emotional quotient as the capacity of an individuals to recognize himself. This means that a person with good emotional quotient is able to know his strength and weaknesses. He can also control and manage his emotion to do self-understanding. Another definition of emotional quotient was given by BarOn (2006) who said that emotional quotient is an ability to control emotion and social skills, because it involves interaction with other person. The definition means that a person who has emotional quotient is able to identify his emotion and social skills to interact with other person. According to Goleman (2002), emotional quotient is an ability to manage his emotional life with intelligence. It means that emotional quotient helps a person to control his emotion in a good way to help him reach his goal.

Based on Goleman (2000) there are five domains of emotional quotient. The first domain is self-awareness. This means that with emotional self-awareness, a person is able to change his life to be better. The second domain is self-management. It means means that a person who has good management skills is easy to be a discipline people, for example, he submits his homework on time. The third domain is motivation. It means that highly motivated person have good emotional quotient, because a person with high motivation reach the goal. The fourth domain is empathy. This means that a person who has good empathy to other is a respectful person. He can understand other's feeling and emotion. The last domain is social skills. It means that a person should have good social skills, for example a person who joins some organizations tends to have good attitude and good behaviour, because he has good social skills.

One of the ways to measure emotional quotient was by a test. A test developed by Schutte (1998), measures five characteristics of emotional quotient such as self-awareness, self-managing, motivation, empathy and social skills. The scale ranges from 33 to 165. A person whose scores in between 33 – 70 is considered to have bad behavior, low motivation, and low self-understanding. Then, the average scale of 71 – 110 shows the person is considered to have good enough behavior, motivation, and self-understanding. The high scale is ranging from 111 – 165 which means that a person with these scores is considered to have good behavior, good motivation, and good self-understanding.

Emotional quotient is important to be learned. According to Gardner (1999), having good emotional quotient has some benefits. The first benefit is that emotional quotient helps a person to handle a problem. It means that a person who can handle a problem with intelligence will have a good way to solve the problem. The second benefit is that emotional quotient helps a person to control his emotion. A person who can understand his emotion can manage his emotion. The third benefit is that emotional quotient helps a person to respect

others. A person who has empathy for others will be able to understand the others. The last benefit is emotional quotient can increase a person's motivation. It means that a person with a good emotional quotient will have a high motivation.

One way to know students' success at university was done by looking at students' learning achievement. Achievement is a tool to know the understanding of students during learning process at university. As college students, learning achievement is reflected by Grade Points Average (GPA). GPA score is obtained by dividing the total quantity points earned by total quantity hours of the courses.

Many research showed that there was a correlation between emotional quotient and learning achievement. According to Fazura and Gazali (2003), having positive emotional quotient help students to reach and give their best potential in the classroom activity. Based on Pavitra and Chandramohan (2015) who researched about correlation between emotional quotient and learning achievement showed that student who have high score on emotional quotient get better academic score. Then, Rozell, Pettijohn, and Parker (2002) showed a positive correlation. It means that emotional quotient influences of students' GPA. Students who have high emotional quotient score are excellent academically.

Research in English Language Education Department of private university in Yogyakarta indicated that many students did not really have a good awareness on emotional quotient. First, Awaliyah (2011), found there were some problems related to ELED student's self- efficacy. Self-efficacy is how much people persevere in their efforts to face obstacles and challenges. Self-efficacy is part of self- awareness and it is one of the five domains of emotional quotient. This research found many students are late on submitting the assignment because students are lazy finished the assignment and ELED students' self-efficacy was categorizing in the middle level. So, based on study by Awaliyah (2011), students are

indicated middle emotional quotient level, because students' self-efficacy is middle level. Second, taking the same department as a research setting, Cholis (2012), found there were some problems related to procrastination. The Students procrastinate on registering classes and procrastinate on finishing assignment. This research found students was moderate procrastinator. Procrastination is willingly delaying a planned task which is intended to be done without concerning bad consequences coming from that delay. It means the self-management of the student is not good because the students have problem related to procrastination. Self-management is also one of the domains of emotional quotient. It means So, based on study by Cholis (2012) there is indicated middle emotional quotient level, because the self-management of the students is not good, because they are procrastinator.

Then, based on researcher conversation with students, the researcher found there are some students who have bad habit in learning process, for example some student did not submitted assignment and he or she are late to submit the assignment, it means students not responsible, and undisciplined. It means that self-awareness and self-management of the students are low. Five domains of emotional quotient (Goleman, 2000) include self-awareness and self-management. Based on the researcher conversation with some of the students, the students might have low emotional quotient level.

Statement of the Problem

Emotional quotient is important to be learned because it is used to do self-identification, self-motivation, handle problem, control emotion, and keep a good social interaction (Goleman, 2000). Emotional quotient helps a person to manage his or her life to get better. According to Pavitra and Chandramohan (2015), Pavitra and Chandramohan said that emotional quotient is considered as a successful predictor of academic achievement. The researcher is claiming that emotional quotient predicts the success of a student in schools or colleges.

There are some students are indicated low emotional quotient level. First, Awaliyah (2011), found there were some problems related to ELED student's self- efficacy. Self- efficacy is how much people persevere in their efforts to face obstacles and challenges. Self- efficacy is part of self-awareness which is one of the domains of emotional quotient. This research found many students are late on submitting the assignment because students are lazy finished the assignment and ELED students' self-efficacy was categorizing in the middle level. Study by Awaliyah (2011), showed that the students are indicated to have middle emotional quotient level if students' self-efficacy is in middle level. However self-efficacy is part of self- awareness and it is one of the five domains of emotional quotient. Second, Cholis (2012), found there were some problems related to procrastination. The Students procrastinate on registering classes and procrastinate on finishing assignment. This research found students was moderate procrastinator. Procrastination is willingly delaying a planned task which is intended to be done without concerning bad consequences coming from that delay. It means the self-management of the student is not good because the students have problem related to procarstination. Self-management is one of the domains of emotional quotient. It means So, based on study by Cholis (2012) there is indicated middle emotional quotient level, because the self-management of the students is not good, because they are procrastinator.

Limitation of the Problem

This research only focuses on emotional quotient at ELED in private university in relations with learning achievement. In the teaching and learning, the students' emotional quotient may affect students' achievement. Commonly, when people in a bad mood situation can be the factor that influences students' learning in which can also affects academic achievement. Usually, when the student in a bad mood situation decrease students' concentration. Then, when the student in a good mood situation will active in learning

process. So, the student can gain the high academic achievement. This research focuses on students' emotional quotient, students' achievement, and relation between students' emotional quotient and students' achievement. This research will know the influence of emotional quotient to learning achievement and know the students' emotional quotient level. The researcher will know the result of this research that there is correlation or not.

Research Questions

To achieve the purposes of the research, the researcher decided the research questions. In this study there are three research questions. Those following three research questions are:

1. How is ELED students' emotional quotient level?
2. How is ELED students' learning achievement level?
3. What is the correlation between students' emotional quotients and students' learning achievement?

Purposes of the Study

The researcher concludes purposes of the study are based on research question above.

1. To find out emotional quotient level of ELED students.
2. To find out learning achievement level of ELED students.
3. To find out the correlation between students' emotional quotient and students' learning achievement at ELED students.

Significances of the Study

For teachers and lecturers. This research shows emotional quotient is important. Teacher and lecturer also can share the information about emotional quotient and implement it in the learning process. It also can encourage the teachers to teach more about emotional quotient to the student. The teachers can learn from this study how to motivate their student in learning and encourage them to get a high academic achievement.

For students. The students know the important of emotional quotient and students know emotional quotient influences learning achievement. Students can improve their emotional quotient and improve their achievement after read this reserch. This study also encourages students to enjoy their learning process. They can feel enjoyable in learning when they have good emotional quotient.

For the next researchers. This research gives benefit the other researchers' knowledge in order to develop another case or phenomenon related with emotional quotient and students' achievement. This research will give additonal information about emotional quotient. The next researcher will complete and analyze more this research.