

Chapter Four

Finding and Discussion

This chapter explained the result of this study and the discussion of this study. The researcher presented the results of the three research questions. The data from SPSS were attached in this chapter. The researcher also described the result in detail explanation.

Finding of the Research

The findings in this part were answered three research questions from this reasearch. First research question is “How is ELED students’ emotional quotient?”. The second research question is “How is ELED students’ learning achievement?”. The third research question is “How is the correlation between students’ emotional quotient and students’ learning achievement at ELED?”. The data of the students’ emotional quotient were collected from Self-Report Emotional Intelligence (SREIT). This SREIT was distributed by Google Form to 92 participants, and all those participants were answering all the questionnaires. It means that the total paticipants who answered the questionnaire is the same with the total population in this research.

The data of the students’ learning achievement were collected from Grade Point Average (GPA). The students’ GPA are gained from two ways. The first way is that the researcher asked the respondents to fill their GPA in the provided column in the EQ test. The second way is that the researcher asked the GPA’ document from ELED office. It was purposed to make sure that the students’ GPA are valid

The Students’ Emotional Quotient among ELED Batch 2016

From the data analysis, the researcher categorized the students’ emotional quotient batch 2016 into three levels based on Schutte formula (1998). Emotional intelligence scale (EIS) has been developed by Schutte based on five domains of emotional quotient which has created by Goleman.

Table 8**Emotional Quotient Score Table**

Scale	Category	Interpretation
33 - 70	Low	Confused about self emotion and other emotion.
71 - 110	Moderate	Understand emotions and control emotions, but sometimes can not handle the emotions in oneself and in others.
111 - 165	High	Accurately percieve emotions in oneself an in others, use emotions to facilitate thinking.

Table 9**The Category of Students' Emotional Quotient of ELED batch 2016**

Scale		Frequency	Percent
Low	33-70	9	9.8
Moderate	71-110	75	81.5
High	111-165	8	8.7
	Total	92	100.0

Based on this category of students' emotional quotient level at ELED batch 2016, there was 9.8% students have low emotional quotient level. It means that the students are confused about self emotion and other emotion. Then, there was 81.5% students have moderate emotional quotient level. It means that they understand their emotions, how to control their emotions, but sometimes they cannot handle the emotions in oneself and in others. After that, there was 8.7% students that have high emotional quotient. It means that

they accurately perceive emotions in oneself and in others. They use the emotions to facilitate thinking. In conclusion, most of ELED students batch 2016 have moderate emotional quotient level. The mean score each item are presented in attachment 3.

The students' Learning Achievement at ELED batch 2016

Table 10			
Result of students' achievement by the academic guidelines book of Universitas Muhammadiyah Yogyakarta.			
		Frequency	Percent
Valid	Excellent (3.51-4.00)	29	31.5
	Good (2.76-3.50)	63	68.5
	Satisfactory (2.00-2.75)	0	0
	Failed (<2.00)	0	0
	Total	92	100.0

The second research question is “ How is ELED students' learning achievement?” the result above answered the second research question. The finding showed that there are four level of students' Grade Point Average (GPA) based on the academic guidelines book of Universitas Muhammadiyah Yogyakarta. There were excellent, good, satisfactory, and failed. The result showed that students at ELED batch 2016 there are 63 students (68.5%) who have good GPA of 2.76-3.50 and 29 students (31.5%) who have excellent GPA of 3.51-4.00. It means that exactly students' ELED was good level of GPA.

The Correlation between Students' Emotional Quotient and Learning Achievement batch 2016

The third research question of this study is about correlation between students' emotional quotient and their learning achievement. The researcher investigated correlation

between students' emotional quotient and learning achievement at ELED batch 2016. Before analyzing the correlation between two variables, the researcher tested normality.

Table 11		
Result of Normality Test		
One-Sample Kolmogorov-Smirnov Test		
		Total
N		92
Normal Parameters ^{a, b}	Mean	88.22
	Std. Deviation	9.026
Most Extreme Differences	Absolute	.129
	Positive	.129
	Negative	-.089
Kolmogorov-Smirnov Z		1.239
Asymp. Sig. (2-tailed)		.093
a. Test distribution is Normal.		
b. Calculated from data.		

Normality test. The normality test was used to know whether the data of this study was normal or not. The normality test was conducted by using SPSS. The researcher referred to the significant value of *Kolmogorov-Smirnov*. The significant value obtained should be higher than 0.05, so it can be indicated as normal data. The result showed that significant value for the students' emotional quotient was 0.098, it was higher than 0.05 and the significant value of students' achievement was 0.130, it was higher than 0.05. It means that the distribution of the questionnaire was normal.

Table 12			
Result of Correlation Analysis			
Correlations			
		GPA	Total

GPA	Pearson Correlation	1	.469**
	Sig. (2-tailed)		.000
	N	92	92
Total	Pearson Correlation	.469**	1
	Sig. (2-tailed)	.000	
	N	92	92
**. Correlation is significant at the 0.01 level (2-tailed).			

Hypothesis testing. This data was to answer the third research question about the correlation between students' emotional quotient and students' learning achievement at ELED batch 2016. This test was also conducted to prove the hypothesis of the study that there is there is correlation between emotional quotient and learning achievement. The researcher used SPSS to find the significance and correlation between students' emotional quotient and students' learning achievement. When the significant value was obtained less than 0.05, it means that there is a correlation between emotional quotient and learning achievement. Then, the result of this study showed that the significant value was 0.000. It was less than 0.05, so it can be concluded that the hypothesis was accepted. It means there is correlation between students' emotional quotient and students' learning achievement. Then,

the Pearson correlation value was 0.469. It means that the degree of association in this study was moderate.

Discussion

This part provide the discussion on the result of this study. The researcher discusses the finding with realting the result to the theory in the literature review. There are three discussion in this part.

The students' emotional quotient at ELED batch 2016. The first research question of this research was about how the level of emotional quotient at ELED students batch 2016. The result showed that there are 9 students (9.8%) have low emotional quotient level, 75 students (81.5%) have moderate emotional quotient level, and 8 students (8.7%) who have high emotional quotient level. It means that most of students batch 2016 has moderate level of emotional quotient. According to Mayer and Salovey (1997) stated that emotional quotient helps a person to undestand, to express, to manage and to recognize his emotion with intelektual. Students who have moderate level and high level of emotional quotient they have control emotion. Students understand how to use emotional quotient became more productive and successful life because students have ability of being self-direct and self-controlled. Students understand and respect of self also.

The students understand about emotional quotient because 75 students (81.5%) are able in controlling emotion. According to Hamzah (2007), emotional quotient is ability to recognize own feeling and other' feeling. Students have ability of being cooperative and responsible member of society. Students also understand of their emotion and know to handle it. It is line with Efendi (2012) defined that emotional quotient is a type of intelligence which focuses on understanding, recognizing, feeling, managing and leading feeling of our self and others. It means students who have high and moderate level of emotioanal quotient they are understanding their emotion. After that, students who understand about emotional quotient

are develop social competence and behaviour, because students manage and recognize his emotion in a good way.

The result showed 75 students (81.5%) have moderate level of emotional quotient and 8 students (8.7%) have high level of emotional quotient. The most of students has applied 5 domains of emotional quotient. According to Goleman (2000)), there are five domains of emotional quotient. Five domains are self-awareness, self-management, motivation, empathy, and social skills. Five domains are considered as physical emotional quotient. Firstly, self-awareness understands emotions. The person has ability to express, manage and respect of self. The person should know the strong and weaknesses. Secondly, self-management is ability to control their emotions in a good mood. It means that the person has ability to handle the difficult conditions by constructively managing emotions. Thirdly, motivation is enthusiasm for doing something. Person who has good mood she is enthusiasm to do something. Next, empathy is the ability to be aware emotions and understanding how someone feels. The last, social skills are ability of being a cooperative, constructive and responsible member of the society. Person should be responsible and keep the relationship to others. Some of students are applying 5 domains of emotional quotient to get best result.

The students not only have ability to control their emotion but the students who have moderate and high level of emotional quotient believe that control emotion in classroom activity will produce best result. According to Gardner (1993), students emotional life is contributing on students' academic success and social adaptation in classroom. Emotional quotient is important role in creating classroom environment. Emotional quotient produced essential life skills related to effective team work, leadership and management class. And also, Goleman (2000) said that emotional quotient contributes 80% to academic achievement whereas intelligence quotient only contributes 20% to academic achievement but it is only in certain context. It means that 75 students (81.5%) who have moderate level of emotional

quotient and 8 students (8.7%) who have high level of emotional quotient believe that get best score on academic achievement.

The students' Learning Achievement at ELED batch 2016. The result of descriptive analysis indicated that ELED students' learning achievement was good. 68 students (68.5%) who got the good level of Grade Point Average (GPA) and 29 students (31.5%) who got the excellent level of GPA. In this result there is no student who got the GPA below 2.76 which categorized as satisfying. It means that ELED students' learning achievement was determined as good. learning achievement is how the level of students' success in subject learning or skills by test scores or numerical value (Feng, Fang, and Yang, 2013).

Students' learning achievement is influenced by many factors. According to Hakim (2005), two big parts of factors that affect academic achievement are internal factor and external factor. Internal factors come from inside every person like psychological, emotional, and motivation. External factors come from outside the person like environment, family, and society. It means emotional quotient is one of internal factor that affect students' learning achievement. Thus, the ELED students' learning achievement was in the middle level because the ELED students' emotional quotient was moderate.

The ELED students' learning achievement was in the good level of GPA, but there were 68.5% students who have the GPA rank 3.00-2.76. It showed that almost half of the ELED students got the GPA 3.00-2.76 because their students' emotional quotient was moderate. It because the students' emotional quotient has contribution to students' learning achievement. As Boyatzis (2006) stated emotional quotient is contributing to academic

success and social success. Thus, the ELED students' emotional quotient has significance effect on academic achievement.

The correlation between ELED students' emotional quotient and learning achievement. The result of this study showed that there was significance correlation between ELED students' emotional quotient and learning achievement. It can be seen from the significant value and the r value obtained from the analysis. The significant value obtained in this result was 0.000 and the r value obtained 0.469. It means that there is the positive and significant correlation between two variables. If the students' emotional quotient increases, students' learning achievement also increases. It means that students who have high emotional quotient scale are excellent academically.

Students who have good emotional quotient can improve their learning achievement. As Fazura and Ghazali (2003) said that having positive emotional quotient help students to reach and give their best potential in the classroom activity. This theory was in line with the finding of this study that there was the correlation between ELED students' emotional quotient and students' learning achievement. If the students' emotional quotient increases, the students' learning achievement also increases. This result indicated that ELED students' emotional quotient was moderate, so the students' learning achievement was in average category. It means that students' emotional quotient has significant contribution to students' learning achievement. This result is also in line with the study from Pavitra and Chandramohan (2015). This study was conducted at California University of Psychology and the total participants were a hundred students of psychology. The result of this study showed that the student with high emotional quotient score got good academic achievement.

Thus, the result of this study accepts the alternative hypothesis. The alternative hypothesis said that there is a positive and significant correlation between students' emotional quotient and students' learning achievement at ELED. The null hypothesis was rejected.