

Chapter Five

Conclusion and Recommendation

This chapter consists of two parts. The first part shows the summary of the study. Then, the second parts reveal the recommendations based on research significance for the researcher of this study, students, lecturer and next researcher.

Conclusion

This research is about correlation between students' emotional quotient and students' learning achievement. There are three finding research based on three research questions in this research. The first research question was "how is the students' emotional quotient". The second research question was "how is the students' learning achievement". The third research question was "What is correlation between students' emotional quotient and students' learning achievement". The first finding answered the first research question. This research showed that most of student has moderate level of emotional quotient at the rate 71-110. As the research finding, 81.5% of the ELED students' batch 2016 has moderate level of emotional quotient. It means the students who have moderate level of emotional quotient; the students understand their emotions and the students control their emotions, although sometimes the students cannot handle the emotions.

The second finding answered the second research question. This research showed that most of ELED students' learning achievement has well of students' Grade Point Average (GPA). The result shows that 68.5% of the students got the GPA which is 2.76-3.50. There have two factors influence the students' learning achievement which have internal factor and external factor. Emotional quotient is one of the internal factors which have influence of learning achievement.

The last finding answered the third research question. The result of correlation analysis revealed that there was a correlation between students' emotional quotient and

students' learning achievement at ELED batch 2016. The result of this study showed that there was significance correlation between ELED students' emotional quotient and learning achievement. The result showed that the significant value obtained was 0.000. It was less than 0.05, so it can be concluded that H₀ (hypothesis testing) was rejected and H_a (hypothesis testing) was accepted. Hypothesis testing which is correlation between students' emotional quotient and students' learning achievement was accepted. But, the Pearson correlation value was 0.469. It means that the degree of association in this study was moderate. If the students' emotional quotient increases, students' learning achievement also increases. Students who have high emotional quotient scale are excellent academically.

Recommendation

The researcher provides the recommendation in this part. These recommendations are divided into three parts based on the research significance. The first recommendation is for the student. The second recommendation is for the teacher or lecturer. The third recommendation is for the next researcher.

The researcher suggests to the student for improving their emotional quotient and learning achievement. Emotional quotient helps students to control and manage their emotions in learning process. It derives students' success in social adaptation and academic. The student should know the importance of emotional quotient which emotional quotient is one of factor influence students' learning achievement.

The researcher also gives the recommendation for the teacher or lecturer. The teacher or lecturer is suggested to support students' emotional quotient in classroom such as give the information about the important of emotional quotient and how to implement it. And also the teacher or lecturer is suggested to the students to control and to manage their emotion because the biggest contribution in academic achievement is emotional quotient. Teacher or lecturer should have a game or event which is improving their emotional quotient.

The researcher provides the suggestion to the next researchers. This research gives benefit to the other researchers' knowledge in order to develop another case or phenomenon related with emotional quotient and students' achievement. The next researcher should analyze more about emotional quotient and learning achievement and the next researcher should complete this research by making the qualitative research. The next researcher should enrich the theory of this study.