

**The Correlation between Students' Emotional Quotient and Students' Learning
Achievement at English Language Education Department in Private University**

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ABSTRACT

The purpose of this research is to measure the correlation between emotional quotient and students' learning achievement. This research involved students' batch 2016 with the total number of population of 121 students. This research used quantitative research, because this research attempted to find out a degree of association. The data collection was conducted from January 10, 2018. The instrument of this research was a questionnaire made in Google form and distributed to 92 students' batch 2016 by Line Application. The result of this research revealed that the students' emotional quotient was categorized as moderate level at the rate of 71-110 with the percentage 81.5%. Meanwhile, the result of the students' learning achievement was at good level with the range of 111-165 in average, 68.5% of the students or 63 students got the good Grade Point Average (GPA) which ranges 2.76-3.50 out of 4.00 standard of GPA. The result showed that there is a correlation between emotional quotient and students' learning achievement batch 2016 students with the r value of 0.469. This r value was higher than the r table (0.000). Then, the significant of this research is moderate level, so the result also indicated that the null hypothesis was rejected.

Keyword: *Quotient, Emotional quotient, Learning achievement.*

INTRODUCTION

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 students are indicated low emotional quotient level. First, Awaliyah (2011), found there were some problems related to ELED student's self- efficacy. This research found ELED students' self-efficacy was categorizing in the middle level. Second, Cholis (2012), found there were some problems related to procrastination. This research found students was moderate procrastinator.

LITERATURE REVIEW

Emotional quotient (EQ) is one of component of successful life. Efendi (2012) defined emotional quotient as a type of intelligence which focuses on understanding, recognizing, feeling, managing and leading feeling of our self and others. Emotional quotient is about how a person understands his feeling. Then, Learning achievement is one of the ways to measure the level of students' success. According to Feng, Fan, and Yang (2013), learning achievement is how the level of students' success in subject learning or skills by test scores or numerical value.

Emotional quotients have some correlation on students, especially in students' performance. There are three statements about emotional quotient toward students'

performance. Firstly, According to Gardener (1993), students' emotional life is contributing on students' academic success and social adaptation in classroom. It means emotional quotient influences students' academic achievement. Secondly, Boyatzis (2006) stated that emotional quotient contributes to academic success and social success. Emotional quotient is a part of success in academic and social skills because it includes self-awareness, self-management, empathy, motivation and social skills. The last, Goleman (2000) said that emotional quotient contributes 80% to person's success whereas intelligence quotient only contributes 20% to person's success.

METHODOLOGY

This research used quantitative approach. This research was conducted at English Language Education Department (ELED) in private university at Yogyakarta. This research was started from November 10, 2017 to March 22, 2018. The researcher use SREIT to measure the emotioanal quotient and the researcher use document to measure learning achievement. This SREIT was distributed by Google Form. The researcher shared the questionnaire link to students' batch 2016 from January 10, 2018 to January 15, 2018.

RESULT

Students' emotional quotient level at ELED batch 2016, there was 9.8% students have low emotional quotient level, 81.5% students have moderate emotional quotient level and 8.7% students that have high emotional quotient. 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 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.

CONCLUSION

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 showed that the significant value obtained was 0.000. It was less than 0.05, so it can be concluded that H_0 (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.

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