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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH
PALEMBANG

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PENGANTAR REDAKSI

Asalamualaikum w. w.

Syukur alhamdulillah kita persembahkan kehadiran Allah subhanahu wataala, Jurnal Wawasan Kependidikan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Palembang. Edisi Desember 2015 No. 19 Tahun XXVI mengunjung pembaca. Untuk penerbitan ini tidak mengalami perubahan pada perwajahan maupun pada format. Oleh karena itu, edisi ini tetap menampilkan 12 tulisan sebagai berikut. (1) Tantangan dan Harapan Pembelajaran Bahasa Indonesia di Perguruan Tinggi Dalam Menghadapi Masyarakat Ekonomi Asean (MEA) oleh Haryadi; (2) Rencana Pelaksanaan Pembelajaran (RPP) Sesuai dengan Kurikulum 2013 oleh Herman Seri; (3) Pengaruh Pembelajaran Remedial Menggunakan Metode Pemberian Tugas Terhadap Hasil Belajar Siswa Pada Pelajaran Matematika di Kelas VII MTS Sabilul Hasanah Banyuasin oleh Muslimin Tendri, Eman Nuramsyah; (4) Apresiasi Puisi "Rasa Dosa" Karya Subagio Sastrowardoyo Dengan Pendekatan Semiotika oleh Gunawan; (5) Pengaruh Kinerja Guru Yang Telah Sertifikasi dengan Yang Belum Dalam Proses Pembelajaran di SMK I Muhammadiyah Palembang oleh Hj. Rosmini; (6) Pengaruh Metode Belajar di Luar Kelas (Outdoor Study) Terhadap Kemampuan Menulis Teks Cerita Pendek Siswa Kelas X SMA Negeri 21 Palembang Oleh Hj. Listini; (7) Peranan Media Instrumental Terhadap Pembelajaran Keterampilan Membaca Puisi Anekdote oleh Mulyati; (8) Penerapan Media Audio Visual Dalam Meningkatkan Keterampilan Menulis Puisi Siswa Kelas VIII SMP Negeri 13 Palembang oleh Supriatini; (9) Teori Konsep dan Pemikiran Islam oleh Apriana; (10) Using (VAK) Learning Style Model for Increasing Vocabulary of The First Semester Student of English Education Study Program FKIP Universitas Muhammadiyah Palembang by Sri Yuliani; (11) The Influence of Emotional Quotient on The Tenth Grade Students' English Achievement of State Senior High School 6 of Palembang by Sri Hartati; (12) Gambaran Kebersihan Gigi dan Angka Kejadian Karies Pada Anak Sekolah Dasar Negeri 72 Palembang oleh Helios Adriyoso; (13) Penguasaan Pencapaian Kemahiran Menulis Eksposisi Melalui Pendekatan *Contextual Teaching and Learning* oleh Sri Indrawati dan Adnan Ayob; (14) Gambaran Diet Makanan dan Karies Gigi Pada Anak SD Negeri 106 Palembang oleh R. A. Zainur; (15) Peningkatan Kemampuan Menulis Cerita Pendek Melalui Strategi Pembelajaran Berbasis Masalah (*Problem Based Learning*) Siswa Kelas X SMA Negeri Indralaya Ogan Ilir oleh Dewi Saptadina; (16) Pengaruh Kepemimpinan Kepala Sekolah dan Lingkungan Kerja Guru Terhadap Motivasi Mengajar di Sekolah Menengah Pertama Negeri 3 Muaradua Kisam Ogan Komering Ulu Selatan oleh Gunalan; (17) Analisis Kesalahan Berbahasa Mahasiswa Semester I Fakultas Pertanian Universitas Tridinanti Palembang oleh F. A. Milawasri; (18) Kemampuan Siswa VII MTS Negeri 1 Palembang Dalam Menulis Karangan Argumentasi Dengan Menggunakan Strategi Pembelajaran Sinergi oleh Irma Suryani; (19) Kesulitan Belajar Yang Dialami Siswa SMA Negeri 1 Pasemah Air Keruh Kabupaten Empat Lawang oleh Samsila Yurni; (20) Aplikasi Pembelajaran Berbicara Oleh Surismiati.

Untuk kelancaran penerbitan selanjutnya, kami mengharapkan masukan berupa kritik dan saran dari pembaca. Atas perhatian pembaca, kami ucapkan terima kasih.

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**THE INFLUENCE OF EMOTIONAL QUOTIENT ON THE TENTH GRADE
STUDENTS' ENGLISH ACHIEVEMENT OF STATE SENIOR HIGH SCHOOL 6
OF PALEMBANG**

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Abstract

This study aimed for finding out whether or not there is a significant influence of emotional quotient on students' English achievement. The population of this study consisted of 223 students of the tenth grade student of senior high school 6 of Palembang. The writer chose 30% or 70 students from the total of population as the sample of the study. The sample was selected by using simple random sampling. The data were collected by using questionnaire and tests. The data were analyzed by using descriptive statistic and inferential statistic (correlation and regression analyses), t-test for partial correlation, and significant 95% (0.05) by SPSS version 15.

The result showed that there was a low correlation of emotional quotient on students' English achievement ($r=0.368$). The influence of emotional quotient was 0.136 (13.6%) on students' English achievement. The rest (86.4%) was determined by other factors.

Key words: Influence, Emotional Quotient, Students' English Achievement

A. INTRODUCTION

1. Background

The global era requires the education to be able to take decisions on appropriate strategies for students to compete in the global environment more competitive. In other words, teachers must know how to manage the education of the students in order to increase efficiency and effectiveness in learning process to achieve optimal performance because good or bad performance achieved by the students will have an effect on overall educational achievement. One major achievement that should be considered is the achievement of English because English is an international language. It is used for formal meeting, since it becomes the language of politics, economy and flights, etc. As the matter of facts that problems will always be faced by education; therefore teachers need to know the factors that affect student achievement. These factors would make teachers take the necessary strategy, so they can improve the performance to match the expectations of the education.

There are two main factors influencing English achievement; internal and external factors. Internal factors are commonly referred to as the cognitive abilities of the individual in general, they are more basic potential of every person to learn and adapt. External factors are intelligence which is influenced by environmental factors. Azwar (1996:165) says internal factors inducing learning involve five senses: interest, motivation, personality, talent, and intelligence. External factors include facilities, course materials, place and environment, culture and social support. The statements indicate that intelligence is one of the factors that can influence person in learning or getting knowledge and it plays role in one's success or failure in learning a language because intelligence is a process involving the mental ability to think rationally.

Intelligence as a cognitive element considered plays a fairly important. Even sometimes the presumption arises that put intelligence in the part beyond the actual proportion. Some people even think that high intelligence test is a guarantee of success in learning so that in the event of failure cases studied in children who have

high IQ will cause an overreaction in the form of loss of confidence in the institutions that frustrate the child or the loss of confidence in the institution who gave the diagnosis IQ. Accordingly dangerous to assume that a low IQ test results is the final verdict that the individual concerned may not achieve good performance. It is not only dropping self-esteem (self-esteem) but can break a person's motivation to learn also that it is the beginning of all the failures that should not have happened. Students who have smartness look foolish for not having the motivation to achieve the best possible performance. It shows smart students, if they have low learning motivation they will not achieve a good academic record. By contrast, students are less intelligent, but highly motivated to learn, then they will reach a good academic record.

The student achievement is not only seen from a perfect intelligence capability, but also the ability to control and manage oneself and the ability to build relationships with others. Such capabilities by Daniel Goleman calls Emotional Intelligence. There are some definitions of emotional quotient in psychology science. Goleman (2005:39), states emotional intelligence is the ability to monitor and control the feelings of self and others and use those feelings to guide thought and action, so that emotional intelligence is necessary for success in work and produce outstanding performance in job. Goleman in Rachmi (2010:11) says emotional and spiritual intelligence accounts for 80% of the determinants of a person's success, while the other 20% is determined by IQ (Intelligence Quotient). Nowadays people began to realize at this point that not only intelligence quotient excellence is needed to achieve success but other intelligences are required to be ahead, they are emotional and spiritual quotient. The term “Emotional Quotient (EQ)” became more popular for the people as the result of the lack than Intelligence quotient.

Recently phenomena, we are often treated to the spectacle and coverage, both on television, radio and newspapers about the conflict students in Indonesia, which is at an alarming stage because it has claimed lives, free sex students were encouraged by the rise of porn sites, then the use of alcohol and drugs and the

number of students who are absent during school hours. These phenomena, clearly contradicts the statement of national objectives as defined by the Act No. 20 of 2003 section 3.

The special expertise of educators in understanding the process and the development of cognitive, affective, and psychomotor students really being prosecuted as if the behavior is not immediately overcome, do not expect the students to obtain optimal performance bench-quality school and their lives. Students who have high intelligence quotient turned out to have a high risk as well in the face of difficulties such as academic failure, alcoholism and crime. It's not because of their low IQ because their control over their social life disrupted.

The presence of emotional intelligence as one of the factors that affect a person's performance has invited the pros and cons among the experts. Gordon (in focus_online, 2004:1) argues that emotional intelligence is more to do with personality and mood (mood), while the best way to improve the performance of the workers is the analytical skills and cognitive skills that play a role in this regard is his intellectual intelligence. Writing about issues states the experts still believe if someone has IQ scores are high, it will be more successful in their work. The tendency that has been happening in the education where teachers are implementing external factors in teaching and learning process is teacher just consider how to transfer their knowledge to students with strategies. They think to improve students' achievement without considering internal factors, the factor about sense and how it should be implemented. One of internal factor is to understand how students from the point of view of psychology; emotional quotient.

In this study, the researcher is interested in analyzing the influence of emotional quotient on the Tenth Grade Students' English Achievement of State Senior High School 6 of Palembang because it is school-based on Ilmu Pengetahuan dan Teknologi (IPTEK) and Iman dan Taqwa (IMTAQ), which has made the integration of the concept of emotional quotient. Research on intelligence quotient has been conducted when developing thesis studied at the tenth grade students of the state senior high school 6 of Palembang in 2010. One of factors that attract

researchers to investigate the emotional quotient because at the beginning of the study showed that only 1.9% intelligence quotient affects students' English achievement whereas they are smart students but why was intelligence quotient not so dominant to influence their English achievement? so what are other factors to influence students' English achievement? therefore, the researcher is still curious about the internal factors that influence students' English achievement, the current study, researchers will try to be emotional quotient variable which is considered as second factor that greatly affect one's academic achievement.

Based on the preceding description, to increase efficiency and effectiveness in the learning process to achieve optimum performance by investigating how high emotional Intelligence influences on students' English achievement, the researcher will try to conduct an investigation entitled **“The Influence of Students’ Emotional Quotient on Students’ English Achievement of the Tenth Grade Student of the State Senior High School 6 of Palembang.”**

2. Identification of Problems

Increasing students' academic achievement need to be done to make more optimal in learning where achievement is determined the ability to manage them in controlling emotions or so-called emotional intelligence. Several studies on students' academic achievement and emotional intelligence had done. Previous studies had shown different results-different and still a matter of debate among academic practitioners.

Goleman in Rachmi (2010:17) also says emotional intelligence accounts for 80% of the determinants of a person's success, while the other 20% is determined by IQ (Intelligence Quotient). Emotional intelligence is necessary for success and produce outstanding performance in learning. It provides evidence that this investigating is an interesting problem to be studied.

Academic achievement in the scope of education is closely related to emotional intelligence. The State High School 6 of Palembang is a school of

international standard in the school-based science and technology (IPTEK) and faith and piety (IMTAQ), which has made the integration of the concept of intelligence quotient and emotional quotient. Nevertheless, the school should not be careless in increasing the academic achievement of their students; especially English language achievement is one subject of requirements of graduation and prepares students in the face of increasing competition. Based on these conditions, the English achievement improvement needs to be analyzed.

3. Objective of Study

Referring to the preceding background, this study was investigated to analyze the influence of emotional quotient partially on students' English achievement of the Tenth Grade Students of the State Senior High School 6 of Palembang.

B. LITERATURE REVIEW

1. English Achievement

The word achievement refers to the knowledge and skills that students have learned and acquired. According to Olivia (2011:24), learning achievement is the tops of learning outcomes that can reflect the results success of student learning to the learning objectives that have been set. To know one's achievement, an evaluation is needed, such as test. So students' learning English achievement means students result from an active learning process helped along by instruction and educational activity. To get information of students' achievement, they have to be tested.

Therefore, learning achievement refers to result achieved in learning. The interpretation of the result achieved is usually indicated in the form number, letter, or words: high, medium, poor or low, etc. The scoring systems commonly followed by Indonesian teachers are from 1 to 10 and 1 to 100. English achievement is the students' ability measured from English test that they get during their study. The result of the tests is assigned in the form of grades. This study, student's English

achievement is the results of English achievement test of the second semester of the tenth grade students of state senior high school 6 of Palembang.

2. Emotional Quotient

Emotional intelligence is the ability to use emotions effectively in managing yourself and influencing relationships with others positively. According to Mayer and Salovey (2007:5), defines emotional intelligence as the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.

Emotional intelligence can be measured from several aspects of the existing. Goleman (2005:42-43) suggests five skills in emotional intelligence:

a. Self awareness

It is the ability of someone to know the feelings inside him/her and the effect and use it to make decisions for them, have a measure of realistic or the ability of self-confidence and have a strong and linking with other causes.

b. Self management

That is the ability to handle own emotions, express and control emotions, having a sense of heart, to use in relationships and daily actions.

c. Motivation

It is the ability to use any time desire to evoke the spirit and energy to achieve better conditions and able to take initiative and act effectively, able to stand up to failure and frustration.

d. Empathy (social awareness)

Empathy is the ability to perceive what is perceived by others, are able to understand the perspectives of others, and create a trusting relationship and be able to align themselves with the various types of individual.

e. Relationship management

It is the ability to handle emotions well when dealing with others and create and maintain relationships with others can influence, lead, deliberation, resolve disputes and work together in teams.

3. Relationship between Emotional Quotient and English Achievement

The education has many problems and challenges to be faced by the students, such as intense competition, the demands of the task, which is not comfortable learning atmosphere and relationship problems with others. These problems in education are not something that only requires intellectual ability, but the ability to solve problems or emotional intelligence emotions more necessary. If someone can solve the problems in the study related to the emotions he/she will produce better achievement.

Students' English achievement recently is not only seen by intellectual factors, but also determined by emotional factors. Someone who can control his emotions well it will be able to produce good achievements anyway. This is consistent with expressed by Mayer (psikologi.com, 2004:1) that emotional intelligence is a factor that is as important as the combination of technical and analytical skills to produce optimal performance. One aspect of emotional intelligence is motivation. Salovey in Goleman (2005:58), as described before, to motivate yourself is the foundation of success and realization of high performance in all areas.

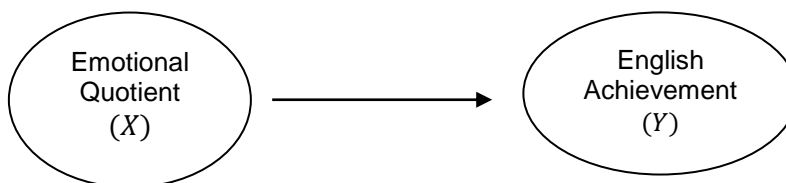
C. METHODOLOGY OF RESEARCH

1. Framework of Thinking

Framework of thinking is a conceptual model of how the theory relates to the various factors that have been identified as a research problem. In this section, is theoretically described the relationship between the independent variables and the dependent variable. Framework of thinking provides benefits, which is the same

perception among researchers and readers. The chart described framework of thinking as follows:

FIGURE
THEORETICAL THINKING



Description:

—————→ : Partially

Emotional quotient (X) can influence students' English achievement (Y).

From the figure can be concluded that;

1. Emotional quotient is one of factors that influence students' English achievement.
2. Emotional quotient will be able to improve students' English achievement.

2. Variables of Study

Variables are the conditions or characteristics that the experimenter manipulates controls or observes (Best and Khan, 1993:137). There are two kinds of variables in this study, independent variable and dependent one. Independent variables as the conditions or characteristics that the experimenter manipulates or controls in his or her attempt to ascertain their relationship to observed phenomena. While dependent variables are those which appear, disappear, or change as the experimenter introduces, removes, or changes independent variables.

3. Hypotheses

The hypothesis is a tentative answer to the problems of education until proven by the data collected (Sugiyono, 2012:159). By pointing of departure of the above theories and frame of thinking, so that this investigation will propose the hypotheses

“The emotional quotient influences on students' English achievement of the Tenth Grade Students of the State Senior High School 6 of Palembang.”

4. Population and Sample

a. Population

According to Arikunto (2010:173), population is all of investigated subject. If someone wants to investigate all of the elements in a research area, his research is population research. In addition, population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate (Sekaran, 2000:266). The population of the study was taken from all of the tenth grade students at the State Senior High School 6 of Palembang.

b. Sample

Sample is a part of population which is investigated (Arikunto, 2010:174). In this study, the researcher used simple random sampling technique, it meant that all of population were used as sample, they are 50 students as sample of try out instrument and 70 students as sample of research because the sample should be representative to each class. According to Fraenkel and Wallen (2012:93) simple random sampling as sample is one in which each and every member of the population has an equal and independent chance of being selected. If the sample is large, this method is the best way yet devised to obtain a sample representative of the population of interest.

Arikunto (2010:134) states if the number of the population is less than 100, all the population can be the sample of the research, if the number of the subject is more than 100, the sample taken from the population can be between 10-15% and 20-25% or more. From the population above, the researcher was taken 30% from 223 students as the sample. And it was 70 students as the sample by using random sampling.

D. TECHNIQUE FOR COLLECTING DATA

1. Questionnaire

Questionnaire is a technique for collecting data is done by giving a set of questions or a written statement to the respondent answered (Sugiyono, 2012:142). Likert Scale was used in this questionnaire as the alternatives of answers. Alternative answers were developed and arranged based on the aspects of emotional quotient of Goleman (2005:513), as self awareness, self management, motivation, empathy, and relationship management.

Based on those aspects, it was arranged into 60 questions. Each question was presented into two kinds; 30 questions as favorable and the others as unfavorable ones which were responded by the subject based on 5 alternatives of answers were those strongly agree (SS/Sangat Setuju), agree (S/Setuju), no opinion (N/Netral), disagree (TS/Tidak Setuju), strongly disagree (STS/Sangat Tidak Setuju). The “Netral” alternative was omitted to avoid the respondents’ answer focus on one alternative of answers.

2. Test

Brown (2004:3) defines a test as a method of measuring a person’s ability, knowledge, or performance in a given domain. It was consisted of section 1; listening comprehension was 30 items (source; Astuti, 2012: 51-78) with the time allocation for the test was approximately 30 minutes; section II; speaking was the researcher was asked students for telling their bad experiences in the last time with the time allocation for the test around 3-5 minutes by a student. In addition, there were three criterions of speaking (oral) test: fluency, comprehensibility and accuracy, Section 3; reading comprehension was 35 items (sources; (Ahmadi, 2012: online), (Astuti, 2012: 51-78), (Uddien, 2011: online)) with the time allocation for the test was 30 minutes, Section 4; writing was the researcher asked the students for writing their interesting experiences in the last time with the time allocation for the test around 30 minutes. In addition, there were three criterions of writing test: unity, coherence, and structure.

Those were taken from kinds of sources that had been adapted by the tester with students' material.

E. ANALYZING DATA

The data of this study were collected by two methods. They were questionnaire for emotional quotient and tests for students' English achievement. The first method, the researcher used questionnaire, it was arranged into 60 questions. Each question was presented into two kinds; 30 questions as favorable and the others as unfavorable ones which were responded by the subject based on 5 alternatives of answers were those strongly agree (SS/Sangat Setuju), agree (S/Setuju), no opinion (N/Netral), disagree (TS/Tidak Setuju), strongly disagree (STS/Sangat Tidak Setuju). The "Netral" alternative was omitted to avoid the respondents' answer focus on one alternative of answers.

Second method, the researcher used multiple choice and essay tests, multiple choice test for listening and reading test; it was consisted of listening comprehension with 24 items and the time allocation for the test was approximately 30 minutes and then reading comprehension with 24 items and the time allocation for the test was 30 minutes, essay test for speaking and writing test. It was consisted of speaking, the researcher asked students for telling their bad experiences in the last time with the time allocation for the test around 3-5 minutes by a student. In addition, there were three criterions of speaking (oral) test: fluency, comprehensibility and accuracy and writing, the researcher asked the students for writing their interesting experiences in the last time with the time allocation for the test around 30 minutes. In addition, there were three criterions of writing test: unity, coherence, and structure. Those were taken from kinds of sources that had been adapted by the tester with students' material.

In this investigation the researcher used simple random sampling technique. It meant that all of population were used as sample, there were 120 students from 7 classes which were the tenth-grade students (1, 2, 3, 4, 5, 6, 7) totaled 223 of the Tenth Grade Students of the State Senior High School 6 of Palembang, the researcher took 50 students for trying out and then 70 (30%) students as a sample of research which were

taken from classes by using lottery, it meant that all of populations were given numbers, and then each class was drew lot and taken 10 students, each class was represented by 10 students because the sample should be representative to each class.

Based on the data, the students' average scores were 176.29 for the emotional quotient (EQ) and 70.04 for the students' English achievement. Those were distributed in the form of scores and could be seen in the table. Statistical Package for Social and Science (SPSS 15) computer program was applied to analyze data in this study.

Table 1

The Result of the Emotional Quotient (X) and Students' English Achievement (Y)

N	Valid	70	70
	Missing	0	0
Mean		176,29	70,04
Std. Error of Mean		2,043	,818
Std. Deviation		17,095	6,841
Variance		292,236	46,795
Minimum		140	55
Maximum		210	86

Table 2

The Influence of Emotional Quotient (X) on Students' English Achievement (Y) of the Tenth Grade Students of the State Senior High School 6 of Palembang

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,368(a)	,136	,123	6,407

a Predictors: (Constant), Emotional Quotient

Based on the model summary table 2 showed that the amount of the correlation (R) emotional quotient (X) on Students' English Achievement (Y) was 0.368 (36.8%), it meant that the influence of variable intelligence quotient (X) on students' English achievement (Y) showed low correlation.

F. CONCLUSION

Hypotheses: The emotional quotient influences on students' English achievement of the Tenth Grade Students of the State Senior High School 6 of Palembang. Based on the model summary (b) showed that the students' emotional quotient influenced on students' English achievement of the tenth grade students of the state senior high school 6 of Palembang. Emotional quotient influenced 13.6%. Theoretically, it showed that emotional quotient was required on students' English achievement.

This research proved Meyer's research (Gordon, 2004:1) that emotional intelligence is a factor that is as important as the combination of technical and analytical skills to produce optimal performance. One aspect of emotional intelligence is motivation and Salovey's research in Goleman (2005:58), as described before, to motivate yourself is the foundation of success and realization of high performance in all areas. The students with high level of emotional quotient tend to be better in English achievement than they are with low level of emotional quotient. These studies indicate that the emotional is one of the internal factors which may influence the students' achievement.

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