

SKRIPSI



**THE STUDENTS' ENGLISH ACHIEVEMENTS
WITH DIFFERENT EMOTIONAL INTELLIGENCE
(A Study in SMA N 1 Tahunan Jepara)**

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2019**



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in English Education Department**

By:

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2019

MOTTO AND DEDICATION

MOTTO

“If you want something, work for it”



DEDICATION

The researcher would like to dedicate this skripsi to:

- ❖ Her dearest parents Sugeng Supriyadi and Darwati
- ❖ Her younger sister Mega Noor Naomi
- ❖ All lecturers for every knowledge and guidances in learning

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Novi Resha Adiyawati (201532019) has been approved by the skripsi advisors for further approval by the Examining Committee.

Kudus, 19th of August 2019

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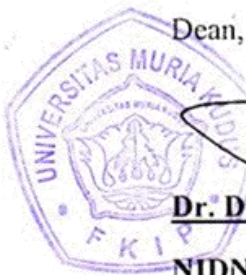
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Finally, the researcher hopes that it will be useful for the readers, especially for those who are in the field of education.

Kudus, 15th of August 2019

The researcher



Novi Resha Adiyawati



ABSTRACT

Adiyawati, Novi Resha. 2019. *The Students' English Achievements with Different Emotional Intelligence (A Study in SMA N 1 Tahunan Jepara)*. Skripsi. English Education Department Teacher Training and Education Faculty Universitas Muria Kudus. Advisor: (1) Dr. Sri Endang Kusmaryati, M.Pd., (2) Aisyah Ririn P.U., S.S., M.Pd.

Intelligence Quotient (IQ) is not the main factor of academic achievement, but emotional intelligence is an important aspect for students' achievement because students with higher levels of emotional intelligence are able to better manage themselves and relate to others around them. And students who has low emotional inelligence can become less connected to school, negatively affecting performance in the classroom. By this condition, this research is comparing the English achievement of the students between the eleventh grade of SMA N 1 Tahunan Jepara in academic year 2019/2020 with high and low emotional intelligence.

This study was conducted to identify the English achievement of the students with high and low emotional intelligence. The data of this research were obtained through the use of questionnaire and documentation. The method of this research was casual comparative non-experimental research. The population of this research was the eleventh grade students of SMA N 1 Tahunan Jepara in the same teacher of English subject. The sample of this research was 60 students. To analyse the data, the researcher used mean, standard deviation, and independent sample t-test.

The result shows that the mean of the students with high emotional intelligence is 79.31 and the standard deviation is 7.92, and the score categorized as high. While the mean of the students with low emotional intelligence is 64.45 and the standard deviation is 10.44, and the score categorized as low. Moreover, the independent sample t-test with level of significance 0.05 and degree of freedom 58 shows that t_{obtained} is higher than t_{table} ($t_o = 14.319 > t_{\text{tab}} = 2.017$).

So, the result of this research is there is a significant difference of the English achievements between the eleventh grade students of SMA N 1 Tahunan Jepara in academic year 2019/2020 with high and low emotional intelligence. It shows that the English achievement of the students with high emotional intelligence is better than English achievement of the students with low emotional intelligence. The suggestion from this research, emotional intelligence is important to be included in teaching and learning process. Teacher can arrange it in order to improve the emotional intelligence.

Keywords: *causal comparative, English achievement, and emotional intelligence.*

ABSTRAK

Adiyawati, Novi Resha. 2019. *Prestasi Bahasa Inggris Siswa dengan Kecerdasan Emosional yang Berbeda (Studi di SMA N 1 Tahunan Jepara)*. Skripsi. Program Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Dr. Sri Endang Kusmaryati, M.Pd., (2) Aisyah Ririn P.U., S.S., M.Pd.

Intelligence Quotient (IQ) bukan faktor utama dari prestasi akademik, tetapi kecerdasan emosional merupakan aspek penting bagi prestasi siswa karena siswa dengan tingkat kecerdasan emosional yang lebih tinggi mampu mengelola diri mereka sendiri lebih baik dan berhubungan dengan lingkungan sekitarnya. Dan siswa yang memiliki kecerdasan emosi rendah dapat menjadi kurang terhubung ke pembelajaran, secara negatif mempengaruhi kinerja di kelas. Dengan kondisi tersebut, penelitian ini membandingkan prestasi bahasa Inggris siswa antara kelas sebelas SMA N 1 Tahunan Jepara pada tahun akademik 2019/2020 dengan kecerdasan emosi tinggi dan rendah.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan dari prestasi bahasa Inggris siswa dengan kecerdasan emosi yang tinggi dan rendah antara siswa kelas sebelas SMA N 1 Tahunan Jepara pada tahun akademik 2019/2020. Metode penelitian ini adalah penelitian kasual komparatif non eksperimental. Populasi dalam penelitian ini adalah siswa kelas XI SMA N 1 Tahunan Jepara dengan guru Bahasa Inggris yang sama. Sampel penelitian ini adalah 60 siswa dengan kecerdasan emosi tinggi dan rendah. Untuk menganalisis data, peneliti menggunakan nilai rata-rata, standar deviasi, dan uji independen sample t-test.

Hasil penelitian menunjukkan bahwa siswa dengan kecerdasan emosi tinggi memiliki rata-rata 79.31 dan standar deviasi 7.92, dan nilai ini dikategorikan *tinggi*. Sedangkan dengan kecerdasan emosi rendah memiliki rata-rata 64.45 dan standar deviasi 10.44, dan nilai ini dikategorikan *rendah*. Selain itu, uji independen sampel t-test dengan level signifikansi 0,05 dan tingkat kebebasan 58 menunjukkan bahwa t-hitung lebih tinggi dari pada t-tabel ($t_o = 14.319 > t_{tab} = 2,017$).

Kesimpulan dari penelitian ini adalah ada perbedaan yang signifikan dari prestasi bahasa Inggris antara siswa kelas sebelas SMA N 1 Tahunan Jepara pada tahun akademik 2019/2020 dengan kecerdasan emosi tinggi dan rendah. Ini menunjukkan bahwa prestasi bahasa Inggris siswa dengan kecerdasan emosi tinggi lebih baik dari pada prestasi bahasa Inggris siswa dengan kecerdasan emosi rendah. Saran dari penelitian ini, kecerdasan emosi penting untuk dimasukkan dalam proses belajar mengajar. Guru dapat memberikannya untuk meningkatkan kecerdasan emosional.

Kata kunci: Kausal komparative, nilai bahasa Inggris, kecerdasan emosional.

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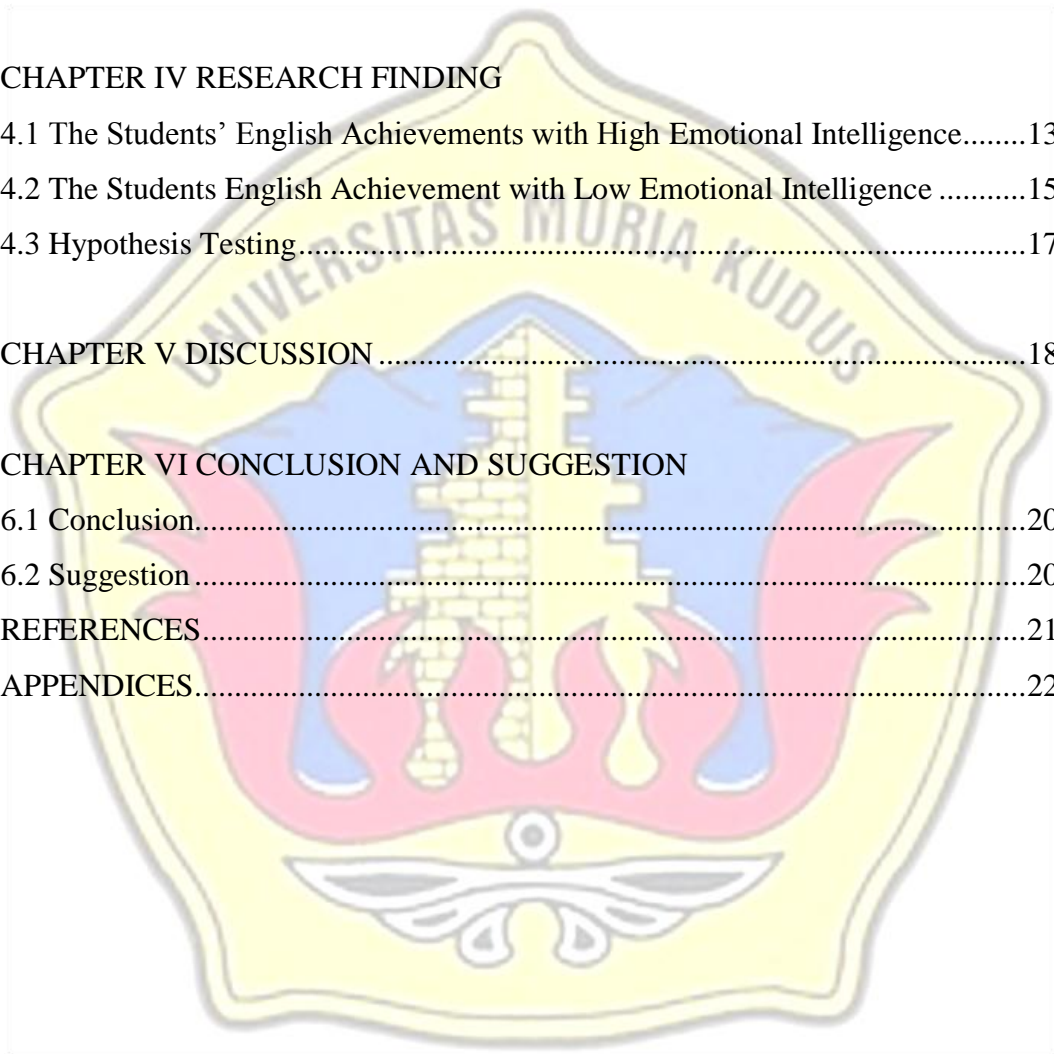
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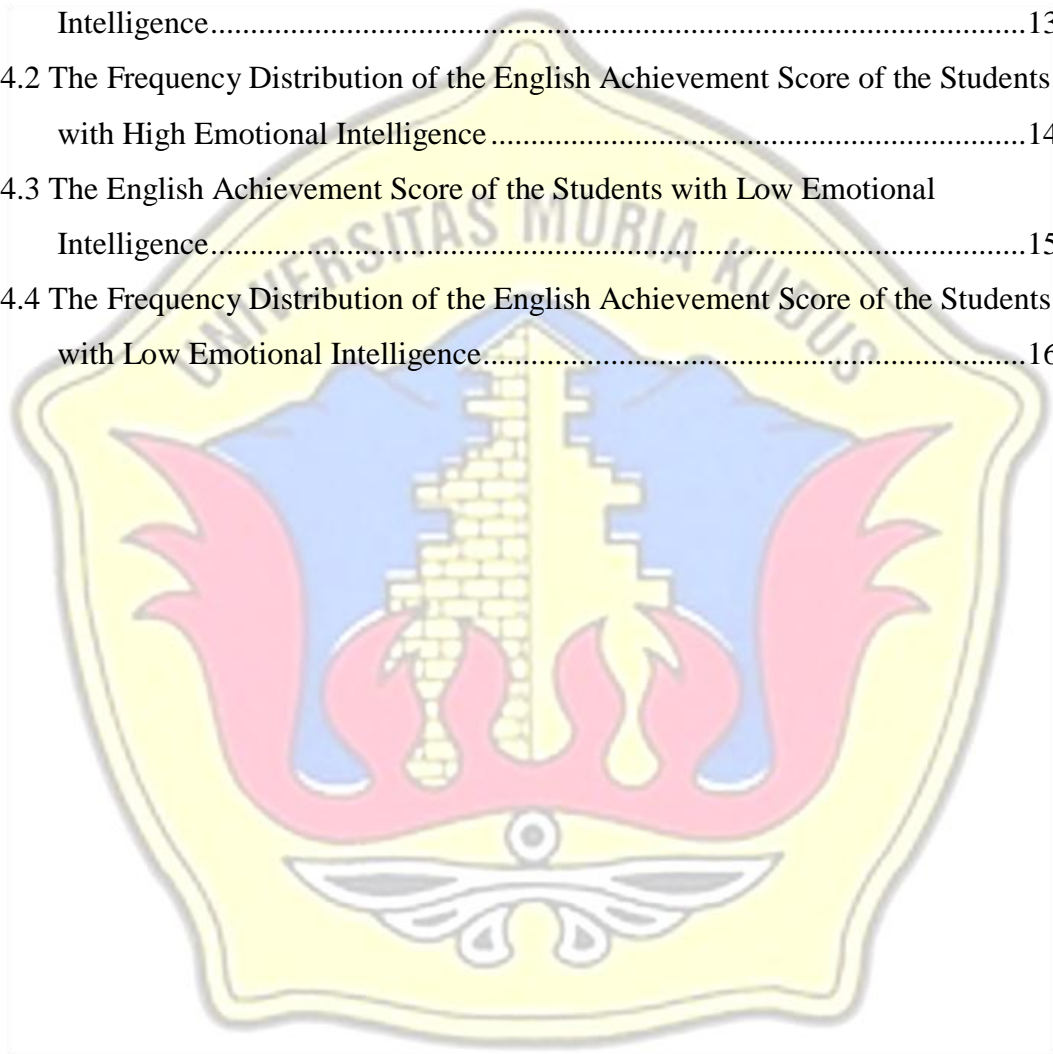
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