

CHAPTER I INTRODUCTION

This first chapter describes about the background of the research, statement of the problem, objective of the research, significance of the research, scope of the research, and operational definition.

1.1 Background of the Research

In this era, English is the most popular language that used by people around the world. In Indonesia, English is one of the subject that has been learned as a foreign language for the students. This language is learned from primary school level until the higher education.

Based on the researchers experiences of joining teaching practice program or PLP (*Pengenalan Lapangan Persekolahan*) program in SMA N 1 Tahunan Jepara, English is not only as a subject at that school, but also become an addition program. It is showed that school expects the students to speak language fluently and most of them are eager to learn it.

Based on the researcher's experiences after joining PLP (*Pengenalan Lapangan Persekolahan*) program, the researcher noticed that the students' achievement depend on the students' characters in a classroom. So, IQ is not the main factor of students' character, but emotional intelligence more important for students' achievement.

Goleman (1995) said that "emotional intelligence is the ability to identify, evaluate, control, and express his or her emotion." So, 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 intelligence can become less connected to school, negatively affecting performance in the classroom.

Lawrence and Deepa (2011) said that "emotional intelligence skills are vital to human performance and the management of successful learning organizations." It

is concluded that emotional intelligence is very important for students' achievement.

Based on explanation above, the researcher conducted a research entitled "The Students' English Achievement With Different Emotional Intelligence"

1.2 Statement of the Problem

Based on the background above, the researcher states the problem of the research as follows: "Is there any significant difference of the students' English achievement with high and low emotional intelligence?"

1.3 Objective of the Research

In line with the statement of the problem, the objective of the research is to find out is there any significance difference of the English achievement of the students with high and low emotional intelligence.

1.4 Significance of the Research

The researcher hopes that this research give some significance as follows:

1. For the readers, it is expected that they get the knowledge and some benefits from this research.
2. For other researcher, it can be additional reference for other researcher.

1.5 Scope of the Research

The researcher focuses on students' English achievements who has different emotional intelligence. English achievement is taking from the score after they followed final exam in the second semester. The researcher took three classes with the same teacher in eleventh grade students of SMA N 1 Tahunan Jepara in academic year 2019/2020. And, emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others.

1.6 Operational Definition

Based on the title of this research, the researcher clarified the operational definition as follows:

1. The English achievement is the achievement of the students after the process of teaching and learning in form of score in English subject.
2. Emotional Intelligence is the ability to perceive, assess, and manage one's own, as well as the emotions of others.
3. SMA N 1 Tahunan Jepara is one of senior high school in Jepara which is located on Amarta street.

